

December, 2016

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

BBK 74.04
J 38

Articles in the Kazakh-American Free University Academic Journal examine urgent issues of philosophy, instruction and learning issues, legislation issues, linguistics and cross-culture communication issues, issues of business administration and the development of society.

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

The frequency of publication is once per year.

Chief Editor – Christensen M.

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Technical Editor – Levina T.

J 38 The Kazakh-American Free University Academic Journal. –
USA, Oregon, 2016. – 206 p.

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44490 SE Phelps Road
Sandy, OR 97055

Signed off to publisher on 29.12.2016

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ESCHATOLOGICAL OUTLOOK: PROCESSES OF UNDERSTANDING AND REDUCTION IN THE PERCEPTION OF HUMAN EXISTENCE

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Modern public consciousness is characterized by a process of syncretization at a level associated with a rational, systematic and scientific understanding of the world. This manifests itself primarily in the fusion of secular and religious perspectives and forms of understanding designed to express the actual existence of the concern about the prospects of existing in the world and existence of the world itself.

Global challenges that modern humanity faces and lack of rational explanations of their origin, and possible solutions attract increased attention to the problems of the doomsday as the end of all existence on the Earth, as well as to understanding hopes and possibilities for further existence of the Earth and all living organisms, including man and humankind. Existential approach to the whole range of issues related to the end of existence or the fate of the Universe, Man, Life and Death become the points of "alignment", or more precisely, the points of fusion of religious, philosophical and scientific world outlooks.

A range of eschatological questions²

¹ Materials of this article were published in Russian in *Eschatological Problems of Philosophy and Culture of the Russian Silver Age*, Vol. 18: Proceedings of the International Research Conference, 2012 (Ed. V. Voznyak), Ivan Frank DDP, 2012, p. 73-82.

² Eschatology (from the ancient Greek. Ἔσχατον - "the end", "the last" + λόγος - "word", "knowledge") is a system of religious views and perceptions about the end of the world, redemption, life after death, the transition to the afterlife, etc. For the origin of the

often presents a voluminous and very detailed (depending on a particular religious doctrine) religious outlook of the world, various characteristics of which are associated with numerous religious and mythological beliefs and doctrines. Still this range of eschatological questions is open to attempts to comprehend it in a "coordinate system", different from the major religious parameters.

Moreover, today's public consciousness is characterized by an increasing tendency of both irrationalization and rationalization in understanding the existing problems. Trends of irrationalism increasingly imply the emphasis on the emotional and sensual attitude to eschatological problems. It is associated with the denial to refer to any evidentiary bases and with reference to the faith, intuitions, etc. While, at the same time, rationalization trend implies consideration of eschatological problems in terms of logic, the presence or absence of evidence of certain

term and its development see Yakimova, E.G. *Eschatology Problem in Christianity: religious and philosophical analysis: dissertation abstract* Tula, 2012; *Historisches Wörterbuch der Philosophie* Herausgegeben von Joachim Ritter Völlig neubearbeitete Ausgabe des «Wörterbuchs der philosophischen Begriffe» von Rudolf Eisler. Band 2. Basel/ Stuttgart, 1972; Gerhard Sauter *The Concept and Task of Eschatology - Theological and Philosophical Reflections*// *Scottish Journal of Theology*. 1988. Vol. 41. P. 499-515.

Phenomenology and Eschatology: Not yet in the now / Ed. by De Roo N., Manoussakis J.P.-Farnham; Burlington (VA): Ashgate, 2009.

conclusions and claims¹.

Alternativeness of these trends is, in a sense, an expression of an alternative position of religion and science in considering problems of life and death on a global scale. This alternativeness may be regarded as evidence of expansion of eschatological perspective beyond the purely religious worldview and religious ideology. In addition to alternative religious and scientific position in relation to the real meaning of the eschatological questions, there is another position, associated with the implementation of philosophical inquiry. Philosophical analysis makes it possible to change the orientation of a person in a huge number of questions concerning being, allows a man to be stronger and consciously solve problems. The eschatological perspective, expressed through the eschatological worldview, also needs a philosophical reflection.

The eschatological outlook reflects the interests of humanity to what is hidden beyond the limits of existence. The completion of any process, including the process of life, may give rise to the question: what is next? What will happen next? Eschatology as a doctrine accumulates understanding of this experience and creates

ways to translate it from one culture to another. Each of the existing cultures creates its own version of understanding eschatological problems. In this regard, they develop their own version of how a man and humanity can exit the finiteness of being. The satisfaction of this interest repositions eschatological problems to the area of understanding these problems, which is always based on the assumption of the existence of the world as a large-scale starting point. Following this assumption awareness leads us to two options of postulates concerning the existence of the world – infinite and finite. These postulates may serve as starting points for developing certain attitude to eschatological problems.

In the first case, eschatological perspective is characterized as purely human, the origins of which should be disclosed in order to be able to prevent mental abnormalities of people on a mass scale. The assumption that there is a doomsday when the world is believed to be infinite and eternal is a kind of a nonsense. At the same time, acceptance of the idea of the infiniteness and eternity of the world may provoke ambiguous variants of their conjugacy. Therefore, the comprehension of the eschatological perspective is filled with different meanings. For example, the problem of correlation of the world homogeneousness to its finiteness differs from the problem of correlation of the world procedurality and general finiteness of all processes.

In the second case, when the world is perceived as finite, eschatological perspective becomes a par with the urgent problems the solution of which determines ways and possibilities of survival and development of a man and the humanity. Recognition of the finiteness of the world requires preparation for this day, identification of the conditions under which the time periods of the doomsday is moved for a longer date, disclosure of the conditions under which one can be provided with the

¹ See: Maslov, E.S. Origin and Concentration of Meaning of History in Eschatological Outlook // Academic Notes of Kazan University. Humanities, 2007. Vol. 149. Book. 5. pp. 146-159; Pigalev A.I. Eschatological Archetypes in the Philosophy of History // State, Religion, Church in Russia and Abroad: Information and Analytical Bulletin. 2007. № 3-4 (40-41). M : RAGS, 2007. pp. 234-250. Bultmann R. History and eschatology. Edinburgh: The University Press, 1958. Akulova I.S. Ontological and Epistemic Foundations of Eschatological Perspectives in the Process of Philosophical Reflection on History: dissertation abstract. Magnitogorsk, 2008; Akulova I.S. Ontological Foundations of Eschatological Perspectives in the Philosophy of History. Omsk Research Bulletin. Series: Society. History. Modern Age. 2007. №5 (59). pp. 69-71 and others

longer existence, etc.

The contradictory thesis of finiteness and infinity of the world allows searching for the ways to resolve it or to separate contradictory parties. In the first case – in the case of searching the way to resolve contradictions, the finiteness and infinity of the world is determined by its unity. In the second case, we speak about different grounds to consider the world as finite or as infinite, while the infinity is discussed not only in terms of space, but also in terms of time, hence, we can speak about eternity.

Recognition of procedurality of all things provides the opportunity to consider them in terms of different individual states, provisions, definitions, etc., which are also characterized by certain procedurality. Certain conditions, provisions, definitions, belonging to all things, exist in them, and are inherent in them. In terms of consideration and differentiation of all things into individual conditions, positions, motions, etc., it is possible in each case, to identify the beginning of their procedurality and the termination of their existence. This fully applies to the consideration of the human world, which is a part of all things, through its division into countries, historical periods, nations, states, personalities, etc. Social phenomena, being procedural, provide the possibility of considering them in terms of the existence cycle in which we can and must identify the beginning and the end.

Consideration of the real-life processes (natural or social) is always associated with defining the starting point, the point that determines the process of further consideration, its progress and conclusions. Such consideration always has its beginning and its end. Consideration matrix is located within the boundaries of the beginning and the end.

Man's understanding of the world man is always determined by man's experience and practical attitude to the

world. The practical attitude of a man to the world is formed based on his relationship with the surrounding environment through his activities of different character. It is known that any activity may be of integrated and individual character. Integrated activity is the basis for understanding the world and attitude toward the world of a man as a subject, that is not only capable of having his own creative and personal position, but also of implementing it. In philosophy, this position, as is known, is usually treated from the positions of subjectivity. Individual activity characterizes not only the division of the human world, but also the natural world. It gives rise to dominance of private interest, which was initially opposed by "the interests of the world as a whole.

In this case, it is supposed that there is presence or absence of compliance between the existence of a human (and society) and the laws of nature. The lack of compliance is generated by the dominance of a private interest as the main characteristic of a relationship of man and society with the world. Understanding of this fact is vicariously embodied in various forms, including eschatological teachings. Reflection of a human being and reflection of the being of the society, as we know, always has a historical character. Historicity of the reflection of a man and a society is formed as a model of an existing understanding of the world and attitude to this world. Procedurality of understanding human existence in the world – existence of a human being and a society - thus always takes the form of awareness models, each of them having its beginning and its end. It concerns any acts or processes of lives of countries, individuals, states, etc.

The eschatological outlook is present in the explicit and implicit forms. Thus, it can be classified in accordance with the grounds under consideration. For example, if rational forms are taken as a basis for understanding the world, which

involves interpretation, rationale, conclusions, etc., then the eschatological outlook will be presented through outlining the points of view related to the obligatoriness of the "end of the world" and appropriate "evidence." Here we mean that any form of rationality as such are finite thought-forms. Therefore, if they are taken as a basis for understanding the world, in this case the question of the finiteness of the world will definitely be "confirmed".

In the other case if in the basis of the world outlook there is an array of emotions accompanying the fear of death, non-existence, destruction or the like, then the eschatological outlook will be represented by irrational beliefs, as well as emerging conditions leading to mental pathologies. The philosophical outlook may be considered the third option of eschatological outlook. In the case of dialectical philosophical position the specificity of eschatological understanding of the world and, accordingly, the attitudes toward the world, will be defined in terms of consideration of the world as a self-perpetuating whole. At that, the meaning of the eschatological teaching as such disappears; it disappears in recognizing the transitory character of any existing form. Therefore, the need to define and consider in absolute terms any of its moments cease to exist.

Eschatological understanding of the world is of no independent nature. Since the acceptance of the finiteness is always "tied" to the thing whose finiteness is considered. The fact that eschatological teaching got a status of an independent teaching is a result of the separation of a corresponding ideological element from a holistic understanding of the world, in which this element has its own place, and being in the context of a holistic attitude toward the world, does not have a possibility to be considered in absolute terms. The philosophical idea of the end of the world can be considered this eschatological element. Once it emerged, this view does not leave

indifferent all those who associate their understanding of the world with the emphasis of death, termination of the existence.

This ideological element is based on the prevalence of emotional aspect in the world outlook. Hyper-emotionality, in its turn, emerges in the case when a human life is realized in the deprivation of the current critical processes. Hyper - emotionality in relation to the world is an indication of a man's "not being included" into human communication, which could become for a substantial support and a guarantee of salvation from depression and hopeless attempts to overcome the logic of the world procedurality.

The eschatological doctrine arises as a response of the public awareness to the problem of human existence expressed through a contradiction of the spiritual and the material on a global scale and through methods of its manifestations. As a phenomenon of social consciousness, eschatological doctrine acquires religious, ethical, political, and philosophical and other characteristics, and is actively transformed into a series of elements of the eschatological outlook and attitudes toward the world¹.

In the religious consciousness, as we noted above, the eschatological perspective is directly linked with faiths and cults

¹ See: Eschatological Collection. SPb.: Aleteya, 2006; Nachala. M., 1992. №2; Social Knowledge: Theory and Practice: Collection of University Research Articles of MSTU; N. Ogarev MSU. Murmansk: MSTU, 2010. Vol. 3. pp. 139-154. Glazkov A.P. Eschatological history of Philosophy and its ontological and phenomenological measurement: Monography / Ed. Nizhnikova, S.A. - M.: INFRA- M, 2013.- 251 p.; Burkin, S.Y. Eschatological Thinking as a Source of Development of Modern Understanding of History //Tomsk State University Bulletin, Issue № 378 / 2014; Shestakov, VP. Eschatology and Utopia: Analytical Reviews of Russian Philosophy and Culture. M.: LKI, 2007 and others.

of different religions. Every religion creates its own eschatological concept, which is designed to not only explain but also specify the boundaries of the possible existence of a man. In addition, the shaped systems of the cult actions are prescribed to the faithful as the way to solve the problems of the end of the (individual or collective), despair, death, etc. They act as guarantors that following them, a man gets the opportunity to overcome the finiteness of his existence, to prolong life indefinitely, although in different forms. The emphasis is made on the idea of the possibility of an endless of life, while the change of its form is the moment which people are willing to accept as a kind of concession-"another forms of life is still not a complete oblivion!"

The eschatological perspective is realized in the connection with the realization of the possibility and responsibility of a man in case he does not part from this life and in case his existence in life is temporary. This fully applies to the understanding of the status of good and evil, justice and injustice, etc. The problem of choosing a certain attitude to the world such is determined by either the first or the second option. As an example, we can recall the position and type of behavior of those who is here today and gone tomorrow." Pointing the way to the everlasting life, the eschatological doctrine externally helps to choose the attitude to the world based on the care of the eternal values of human existence - conscience, good, avoiding evil, sin, etc.

In the field of aesthetic consciousness eschatological doctrine and the corresponding position of perception of the world is expressed by a transformation of a human sensibility towards the "transcendence". Recognition of the possibility of the end, its approach leads to the sublimation of all forms of sensuality. First of all, it concerns the essential and content aspects of its manifestation. Famous sayings

like "Beauty will save the world!", "See Paris and die!" and the like characterize the intensity of feelings characteristic of the situation of sublimation, triggered by the existence of border positions between the end and the salvation, between the immersion in the state of acquisition and the end of ...

In the political consciousness, eschatological attitude to the world also demonstrates its direct or reverse impact. Thus, for example, questions of the power of people, of public institutions, etc. are treated like transient phenomena that acquire their highest status only when they are consecrated by higher powers. A requirement for "transcendence" in politics is often used in the interests of certain political forces. The sublimation of the political power of people is used as an effective tool to achieve one's own selfish goals. The finiteness of political forms, on the one hand, makes real people's wait-and-see position real, leads to the loss of activity and commitment. On the other hand, it can also give rise to a concentration of forces of supporters of certain events or actions, which will be a condition for the preservation of everything that was supposed to leave, for example, as something that outlived itself.

In philosophy, eschatological position usually manifests itself in the form of a series of reductions. Thus, the problem of the relation between continuity and discontinuity treats the existence of the end as ontologically determined and epistemologically fixed phenomenon. The reduction here is in the fact that the unity of continuity-discontinuity opposition is reduced only to the discontinuity, or termination, which is the end (albeit temporary) of everything that could be seen as continuous. "Elimination" of the opposition and the unity of continuity and discontinuity causes a number of philosophical, not only logical consequences, which are transformed also into ways of world per-

ception.

The eschatological outlook contains not harmless reductions when there is "idealization" in consideration of certain problems, or the approach in decision-making, or the position of individuals or social groups. This occurs, for example, when a meaning of individual or group actions get "finalized". "Finalization" in this case is expressed by the substitution of the true purposes of the committed acts with the objectives attributed to individual doers or social groups. This attribution is accompanied by a significant decrease in social status committed acts.

The procedure of "finalization" means setting a limit to things that cannot have limits by the definition. "Finalization" sets the limit to the existing process. In this regard, it appears the universal way of reduction or the way of universal reduction. This means that "finalization" serves not only to stop certain processes but is a universal tool for deforming meanings, essence and content of what people want and humanity can and must learn in an adequate form. The only adequate form of cognition of the world procedurally is a procedural approach. The approach that is based on "finalization" of procedurally of what is being explored is initially focused on deformation, on getting nongenuine results, on the error.

The eschatological doctrine does not focus so much on the "finalization" procedure in understanding the world, but rather on how a man or the humanity perceives the possibility of the end of the world or life. Therefore, the deformation in the understanding of the world on the basis of the eschatological doctrine turn out to be in the shadow of a critical analysis. At the same time aspects of the value of life the problems of survival, etc. come to the forefront. Axiological aspects of human existence are important, but the eschatological emphasis built on "finalization" of the processes under consideration gives

rise to the emotional distortions, deformations, pathologies, but does not contribute to the formation of a reasonable relationship to the expected events of a separate human life, and events of the end of the existence of a civilization.

All known forms of awareness include a "toolbox" of confrontation to the destructive influence of the problem and the threat of the end of human existence. These include not only religious and esoteric doctrines, but also ethical, aesthetic, political, and philosophical ones. Their influence and methods are different and depend on their own specificity: in religions these are religious activities, in politics - beliefs and participation in the political struggle, in the moral sphere - education, behavioral patterns, in the aesthetic sphere - perception of imperishable images of beauty, in the field of philosophy - "connection" to thinking at the level of mind, not reason.

Differentiation of the levels of understanding the world, which allows better navigation in the prospects of strengthening the eschatological position while solving pressing problems retains its value. Some of these levels of understanding the world will provoke people's losing strength in the face of objective processes, others - on the contrary, will help to find necessary solutions and extend dignified human existence. The former include ordinary level of thinking and understanding the world.

It is known to be characterized by situatedness, haphazardness and abstractness. Together, these properties can be described as properties of "finalization procedure", of the lack of way out and solutions associated with the transformation of long-term problems into "here and now" problems. Such transformation can be viewed as positive, but it has negative features, consists in the fact, that global, serious problems are usually not solved by "improvised" means, means that are avail-

able “here and now”. At this level, it is almost impossible to find necessary decisions, but there are all grounds to get into panic or depression.

Other levels include are scientific and philosophical. Scientific level of thinking implies its own differentiation at the empirical and theoretical levels. Empirical level of thinking is based on performing a series of procedures concerning any problem. The eschatological perspective may also be viewed at this level. In this regard we shall speak, first, about collecting data concerning facts and factors indicating the approach of the end. Second, collected data should be subjected to processing by all available methods developed by the science, including the systems of processing information using mathematical methods. Third, processed data should be subjected to systematization and classification in accordance with essential parameters.

Fourth, the obtained data should be interpreted, systematized and classified in accordance with the chosen parameters. Interpretation can become a ground for forecasting expected phenomena associated with or leading to the end. The empirical level, however, can only provide a rough estimate, a proposition, though accompanied by references to the collected and processed material.

The theoretical level in the field of scientific consciousness involves identifying essential, significant, objective and repetitive relationships in the phenomenon under investigation. Their detection means revealing the patterns. With regard to the eschatological perspective, revealing consistent patterns may concern questions of its origin, which in this case is to express the scope of the humanities and some known ties to natural sciences. Here we speak, as noted above, about the unity and the properties, such as discontinuity and continuity characteristic of all natural processes.

Philosophical level is the level of universality, which reflects the orientation to the method of development the world as a whole. This level should remove the possibilities of all the previous levels of awareness. In relation to the eschatological perspective, the philosophical level involves identifying not only the availability of human reflection, cyclical processes of a common world and unity of its continuity and discontinuity, but, rather, “growing” of a human mind to understanding the unity of a man and the world. There is a need to perceive as “one’s own” everything that is characteristic of the laws of the existence of our world. Recognition of the unity of the world in this respect would mean absence of the necessity to search for external influences and ways to prevent everything, which is characteristic of the world. Proceeding from oneself and from the existing world as from oneself is, in a sense, a way of an adequate understanding of the prospects for the survival and historical assurance of the unity of the finite and the infinite.

The personal living through the characteristics of the world, in which a man lives, is an important feature of positive changes in the existing provisions in the nature and society. Existing global problems indicate the presence of an unacceptable degree of alienation of a man from the world in which he lives. This alienation becomes fatal. The origins of human alienation, depriving him of the ability to solve the problems of the world as one’s own and one’s own problems as the problems of the world emerge from serious distortion of the ties of a man and the world. These distortions, for the most part, are recorded in eschatological perspective. Ties of a man with the world depend not only on the world but also on a man, on forms and content of his activities, on the specificity of social relations, etc. Therefore, overcoming alienation that destroys a man and the world is associated

with the need of a reasonable organization of the human existence, human activity and human relations. Distortions and deformations in this will always give rise to eschatological understanding of the world and related to it depression, attempts to

escape from solving urgent problems, to find solutions in the sphere of illusions, from the state of helplessness and despair, from hopelessness and meaninglessness of the existence.

PHILOSOPHICAL CLASSICS VS. NON-CLASSICAL PHILOSOPHIZING (AXIOLOGY CRITICISM)

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Classical philosophy began with the search for the perfect in the human soul, where the general predominates over the particular. Socrates was the first to recognize the independence of the individual choice, while adhering to the principle that in any activity or action people should strive for the ideals - Truth, Goodness, Beauty. These are the highest ideas that crown a pyramid of Plato's ideas. And wisdom, according to Plato, is to climb to the top of this pyramid.

Plato dreamed of the establishing an aristocratic republic, where people would be guided not by selfish, material motives, but rather by the idea of Supreme Good. That is why following his teacher, Socrates, and followed by his student Aristotle, he did not represent "the revolt of the masses". Rather, there was a reaction to the democracy that tore apart and lead to decay of the Athenian state. And it gradually destroyed Athens, which were defeated by totalitarian Sparta, then by Alexander the Great, and, finally, by the Roman Republic, where service to the homeland was considered the highest duty, while the Greeks started to favor mainly "rootless cosmopolitans".

When in the XIX century Dr. Friedrich Nietzsche stated that "God is dead", he meant Plato's God -God-Idea, God-Ideal. So, according to Marx, the Sun went out, and everyone started to light for oneself one's own little lantern. It was a shift in the entire European culture, which lost its ideality. Nietzsche's follower Scheler tried to understand why the bourgeois democratic society, in which everyone has equal rights, started generating resentment on a mass scale of, i.e. impotent rage and envy towards everybody.

Nietzsche treated it as a manifestation of "morality of slaves," but it is a patriarchal society where everyone knows "one's place". Hence the "naturalness" of patronizing, paternalistic relationships idealized by the first Russian Slavophones. I. Kireyevsky and A. Khomyakov, in a sense, were Democrats, who treated paternalism associated with serfdom as a "natural" care about people.

Scheler is closer to understanding the essence of resentment, which is based on difference and contradiction between the formal, legal equality and actual, material inequality in a bourgeois society. According to Scheler, the sources of

ressentiment are to be found in modern democracy resulting from the strain of authoritarianism of the past centuries, which was the background for the development of high art and classical philosophy. Down-to-earth mind, ability to adapt, pursuit of security, thrift and pedantic precision in making and adherence to contracts are the main virtues of a modern man, according to Scheler, for whom "courage, self-sacrifice, enthusiasm of determination, generosity, indifference to the economic benefits, love to one's homeland and family, loyalty, devotion to the emperor, the ability to rule and reign become less important" [1]. This way of life has a value in the form of resentment.

Scheler thought the spiritual crisis could be overcome not through the development of democracy but through return to natural life values, on the basis of which the majority of people will no longer give rise to what we call "mass culture", but will assimilate a high culture of the past [2]. Scheler's "natural" inequality became a prerequisite for the development of a high culture, which happened, in the Russian culture of the nobles that developed in the so-called "Nests of Gentlefolks". Classical culture and philosophy, with its ideals of Truth, Goodness and Beauty developed for centuries based on free communication of those fed with by the serfs. And this culture started to cease in the places where serfs got freedom. Does this mean that saving classical culture is only possible through returning to the Middle Ages? Does this also mean that the philosophical classics is naturally linked to a patriarchal society?

The prevailing idea of the classical philosophy was idealism, including the grand system of absolute idealism of Hegel. Nietzsche was the first to decisively reject not only Hegel's idealism, but also that of Socrates and Plato, who treated the perfect as something real. Nietzsche believed both of them to be

"decadents": "I recognized Socrates and Plato as the symptoms of death, as the instruments of Greece's decadency, as pseudo Greeks, as anti Greeks" [3]. The only authentic culture of the Greeks, in Nietzsche's mind believes, was Dionysusism, i.e. orgy, feeling, and passion. Nietzsche exalts the natural origination of a man, as opposed to the culture of a mass society, in which personal life, material well-being and philistine peace became the highest value. But can this be the Ideal?

Today it is clear that liberal democracy historically turned by a mass public into its surrogate. These conditions appeared to be favorite for the blooming of surrogate philosophy based on subjectivism and vulgar materialism. A typical example here is a popular now axiology, Scheler being one of its founders.

While the Idea and the Ideal were the main concepts of classical philosophy, the concept of "value" turned out to be in the focus of non-classical philosophy - the philosophy of the twentieth century. The world of culture has lost its ideality, but "values" remained. If we speak about material values, they steadily grow in number.

Here it is worth recalling neo-Kantians of the Baden school, who were among the first to speak about the world of values to eliminate some gaps in the philosophy of Kant. Unable to explain the origin of Kant's a priori forms of cognition, V. Windelband declared them a particular case of the "realm of universal significance" or "reasonable values". Kant's successor H. Rickert said: "... the values themselves are neither objects nor subjects. They form a completely independent realm, which lies in the area beyond the subject or the object" [4].

The realm of absolute values is more similar to the world of Plato's ideas, since neo-Kantians' values are, of course, universal and perfect, although there are lo-

cated in “the skies”, but somewhere between the heaven and the earth, and more specifically - in the specifically interpreted concept of culture, and thus neo-Kantian doctrine becomes the “philosophy of culture”. The neo-Kantian philosophy of the Baden school, similar to Kantian transcendentalism, interprets the world of values as a specific absolute reality. Thus, their philosophy becomes an intermediate stage on the way from the classic philosophy to contemporary philosophical axiology.

Axiology blocks the contradiction of the ideal and the material, sealing it with the abstract notion of “value”. But abstract concepts hide significant differences. Hegel goes from the abstract concepts of “being” and “nothingness” to a particular notion of “becoming”. Marx from the abstract concept of “goods” goes to a particular notion of “commodity labor power”. And this is the only way to develop a scientific content to solve a real problem.

Many people, including educated ones, think that abstraction is the main attribute of scientism. Among philosophers it turns out that more abstract, the better. But abstraction in scientific knowledge is a necessary condition, but, nevertheless, just a condition of the movement to the concrete. According to Hegel’s “Who Thinks Abstractly”, scientists think in concrete terms and a market saleswoman thinks in abstract terms [5].

Narrow-minded thinking is stuck on abstractions. Who does not like today to speculate about “values”, “mentality”, “information”. In one case, these concepts moving from the field of science to everyday language, as it happened to the concept of “information”. In another case, there is an attempt to drag these notions from the ordinary language to the field of science and philosophy, as is the case with the concept of “value”. In each case the concepts lose their specific distinctness.

The concept of value is very broad

and abstract. For example, we appreciate love and we appreciate delicious food. Sometimes we appreciate both. Normally, a man will refer to the former as to a spiritual value, and to the latter as a material value. Behind the contradiction between the two, there is a real problem. To solve it, we need dialectics. But as far back as the dawn of non-classical philosophizing Nietzsche argued not only against the idealism of Socrates and Plato, but also against the dialectical method.

Contemporary axiology is far from both the dialectical method and the historical method, which does not allow it to specify its content with the consideration of the entire history of humankind. Values for an axiologist are something eternal and immutable, which is postulated and does not require any further clarification. At most, axiology is oriented at the classification values at the level of Linnaeus Botany or Aristotelian Zoology.

But even when the classifications of values reveal discrepancies between the ideal and the material, these discrepancies are smoothed over and not brought to the extreme. This is what Marx Scheler did when he placed all values on one scale from the highest, spiritual to the lowest, vital, or in other words, material. Between them Scheler places values of varied degrees. But the transition from the material to the ideal is not possible through simple quantitative increment. “The gap” between the material and the ideal cannot be filled with intermediaries, each of which is more or less ideal, and vice versa. It is just as it is impossible to be “slightly” pregnant.

The concept of value according to Scheler determines understanding of a human nature, which Scheler always splits in two. Once he describes it as a naturalistic spirit is, the next time as a spiritual nature. Scheler seem to escape from dualism, but again and again combines the spiritual and the physical in a man, ignoring the

negativity.

Socrates ideality of beauty is related to the denial of its physicality. The first manifestation of the dialectic - negativity. The ideal is the negation of the material. If we stick to this point, then the ideal is nothing, an empty space. The first denial must be followed by the second, the negation of negation, when the material is recovered as a special form of materiality having the ideal content. It is dialectics that allows to theoretically recreate the way the material is converted (German *Aufheben*) into the ideal.

But in modern axiology, like in other forms of non-classical philosophizing, only one "half" of the contradiction is mentioned. "Vulgar" materialism always states that only the material is real. This is clear from the point of view of the "philosophy of everyday life": today's layman is disappointed in all sorts of ideals. But it is necessary to believe in something, so the layman believes in the materiality of thought, in a kind of "nano-matter". That is why we often hear that "the thought is material".

The analysis of dialectics of the ideal requires proof, and therefore makes theory popular. The ideal is not present in sensual experience, in contemplation. The philosophical classics, even in German idealism sought to overcome this visibility and reveal subject matter behind it. But Nietzsche says just the opposite: the higher and the significant does not need proof. Nietzsche was among the first to oppose free artistic philosophizing to theory.

Dialectics is looking for the ideal in the universal basis of human life being fundamentally anti-dogmatic. Ilyenkov, who was the first in the Soviet philosophy to explore the dialectics of the ideal, argued against the dogmatic "dialectical materialism", since he interpreted the entire Marxism dialectics as a "general development theory" essentially using a metaphysical

method. It was a sort of "dialectical metaphysics"—"a round square", "wooden iron", etc. Ilyenkov proceeded from the fact that the opposites of the ideal and the material must be taken to the extreme, to a conflict in order to see their dialectical identity in the "third" - in the material object activity. The activity provides for a match of the opposites – the ideal "project" and the material transformation of the subject, which in modern society are separated by the social division of labor into physical and mental [6].

The subjective activity, through which a man idealizes nature, is labor. In this sense, the ideal is the derivative and the moment of labor activity of a social man. But nowadays the situation is hidden behind a variety of subsequent layers, but the main thing is that the original historical "labor → the ideal" ratio is dialectically transformed, and now all material activities are preceded by the ideal "project", an ideal target. Hence, there is the strength of the idealistic prejudice, according to which the "idea" precedes all material existence as discussed in Plato's works.

Today's postmodernists treat the ideal as "simulacra", thus reducing the ideal to the material [7]. Thus, they demonstrate their ironic attitude to the realities of a mass society. But this irony makes sense as a challenge to complacency of ordinary consciousness, its self-conceit and self-sufficiency. Here it is easy to slip into cynicism, which, in fact, was demonstrated by the ancient Cynics. That is why to day, as in the old days, productive development philosophy is inseparable from the criticism of present being, if this criticism is realized on behalf of the classical ideal, and not from the position of materialism – without the ideal relativism – without striving to the Absolute.

We live in a situation of crisis, or rather, a historical contradiction, when the ideals of high culture and classical phi-

philosophy, developed by aristocrats of the spirit of the past, confront democratic mass culture, which is characterized by a vulgar materialist philosophy, which expresses the interests of particular rather than common being. Compulsory moral law, which is inherent in the Kantian categorical imperative, today confronts the world of individual “values”, which are subjective, relative and corporate in both philosophy and life. Resolution of this problem in modern axiology lies not in the recognition of the multiplicity of “morals”, as Max Scheler does. In the light of philosophical classics and high culture this way is historically doomed.

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OBJECT-THING ACTIVISM IN THE LIGHT OF DIALECTICS CATEGORIES OF "MATTER" AND "FORM": PHILOSOPHICAL EDUCATIONAL MEASUREMENT

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Philosophical and educational discourse is designed to reflectively and critically analyze categorical content of the educational process - since categories appear to be not only forms of thinking, but also internal, intrinsic activity measurements. Such an orientation to the public gets a particular relevance against the background of varied attempts to subordinate education to the implementation of the “social order”, requests of “consumer society”, “service market” and so on. Of course, institutionalized forms of education cannot “serve” the orders of the state and its institutions, they cannot but be influenced by modern civilization. But philosophy as such has always been above the “time calls”, above actuality and deter-

mined the *angle of minded consideration* of reality, based on a certain integrity of being.

Categories of “form” in pedagogical literature, are presented in a very peculiar manner. There are countless publications devoted to different forms of organization of teaching and education, which determine the *content* of education as a set of academic disciplines to be studied, and the entire process of education is viewed as a purposeful *development* of the individual. A lot has been said about the dominance of *formalism* in the field of education, too. The categories themselves are rarely described at the appropriate level - they are not viewed as concepts of the dialectical thinking culture focused on the experience

of classical philosophy.

A study of the categorical structure of thinking, one way or another, has always been a specific task of philosophy with which other branches of knowledge cannot cope with their own resources. Another thing is that this analysis can be carried out in different ways. Categories can be viewed as the given's in a "ready-made" form, described, systematized, cataloged by different principles in different fields of science, reaffirming the conclusions by the "examples" in science and social life. Indeed, before the defining the categories, they need to be first simply described. However, this approach still seems to be obsolete since categories have long been described in the history of philosophy. Besides, the history of philosophy saw ingenious attempts to describe and explain categories.

If we consider the categories not only in the narrow terms of methodology, but from the point of view of their logical and epistemological aspects, if we try to follow the logic of their development in the cultural and historical context, if we try to analyze them in terms of the philosophical outlook in order to reveal their activity-related, social and practical foundations, then we can speak of a different approach, which, in our view, has a number of advantages. Then, our intelligence categories are understood not only as an "empty forms" of thought, not as a "logical framework", not only as a "man management", but as a meaningful and substantive forms of human thought, which is realized not only (and not so much) in developing sign systems, but as internal determination activities, as forms of contemplation, orientation in the world. This, in its turn, enables us to understand the meaning of most of the problems of today's practice and to rethink the ways of their solution. Socio-historical, activity-ideological approach to the study of phi-

losophical categories is the one that yields the most significant results.

The categories themselves function as universal *forms of thought*. But if the categories were just forms of thought, then the problem of coincidence of thought and being would be insoluble (as it happened with Kant). Therefore, categories, which are simultaneously the universal *forms of being and thinking*, universal definitions of reality, are the nodal points of the mind activity. After all, thinking is a social and human capacity to carry out activities in accordance with the objective laws of reality, and for this purpose - to transform the schemes of one's own activity, change forms, methods, and characteristics of one's own development. Categorical form is what allows a man to move not in accordance with one's own "organization", but in accordance with the forms and standards of reality itself.

Categories are not the "empty forms"; they are *meaningful* form. This gives rise to a legitimate question about the content of dialectics of the categories of "form" and "content". It should be noted that here we deal with a specific turning of the category into itself, and retaining in this the multi-level, multi-layer mix of categorical "form-content" relation requires considerable intellectual effort and certain dialectical research method.

Education is a process of continuous development of human subjectivity, the process of *turning an individual into a man* through desobjectivation, assignment of specifically human (historically developed) forms of life and communication. This is where a man *is formed* as a man, an individual acquires one's own human nature.

The categories of "form" has a special role in this process, because education is a *formative* activity.

The categories of "form" were comprehensively described and interpreted in

Hegel's "Science of Logic". The German thinker examines three groups of categories – "form – substance", "form – matter", "form – content". Let us try to find in this categorical row (social and practical) attitude to the world.

In their ideological meaning, the categories of "form and substance" serve as *forms of contemplation* of a social man. In its reflexive unity "form" and "substance" orient at the contemplation and at the perception of the objective world as a man-organized being, at the recognition of human nature in the external, at seeing the meaning and interpreting the seen. The world in this *eidetic intuition* appears as something thorough, substantial, having an absolute meaning and not allowing the subject to treat itself purely from the point of possession.

If in the above-mentioned categorical pair form and substance belong to the object, then in the "form – matter" relation both of them entirely belong to the subject. Thus, the categorical definition of "form" and "matter" are the definitions of the activity, which is *one-sided* and *abstract*, and bears in itself the form, the substance and the goal to implement them in a passive substrate - the matter. In terms of logics, these categories are the definitions of a simple labor, and in the world view terms, they are definitions voluntarist - destructive subjective activity, *activism*, which considers objective being as something insignificant and inconsequential. The universalization of this relationship as a way of active transformation both nature and society leads to disastrous consequences, and in the sphere of education – to the reduction, coercion and violence.

Ideological meaning of the categories of "form" and "content" is concentrated on the problem of the meaningfulness of human activity. In this case, substance and form belong to both subject and object, and therefore it is important to not

only define them, but also consider their *relation*. It is essential to consider the very meaningfulness of the relationship between subject and object. Categories "form" and "content", taken in their dialectics are regulators of consciously exercised human activity, i.e. the activity, which has the unity of the theoretical and the practical relationship to the world, activity and contemplative aspects of human attitudes toward the world. Such activity is aimed not only and not so much at the consumer-useful transformation of the world of objects, but rather at identification of the internal measure and essence of the transformed activity and adequate for this essence and measure transformations. Thus, this activity is open to the worlds of other subjects. Adequate human attitude to the world implies a *conscious attitude to the form*, which takes into account its immanent split on the content and formal form, and thus retaining the internal contradiction in the formal and the substantive in the activity.

In order to overcome deformations of the educational process there is a need for drastic restrictions of external forming activity and search for appropriate forms of building relationships of participants of pedagogical communication.

Let us return to the dialectics of the relation of categories of "form" and "matter". Hegel wrote: "Matter is <...> a simple identity devoid of differences, which is the essence, whose definition is to be distinct from the form. Therefore, it is a *foundation*, or a *substrate* of the form ... Matter, which is defined as indifferent, or *passive* is opposed to form or to what is active. Form as a self-related negativity is a contradiction in itself, it is what destroys itself, repels itself from itself and defines itself. It is related to the matter and *positioned* in such a way as to correlate with the retention of it self as with the other <...>. Matter <...> correlates with the form

as with the *other* only because the form is not inherent in it. Because it is a form only in itself. Therefore, *the matter is to get a form*, and the form should *materialize*, acquire the identity with itself, in other words, it should acquire stability” [2, p. 78-79]. What lies behind this dialectics?

The movement of categorical definitions of “form” and “matter”, following Aristotle described not the “world view”, but the process of labor, the process of purposeful human activity. Indeed, under what conditions can the matter serve as a passive substrate? - Only when it serves not as the subject of contemplation, but as the subject of labor, material of activities. In this case, the activity is entirely on the side of the subject and the object of labor will take the form sculpted by a formative activity. According to Marx, labor is “an activity, by which a worker shapes the work materials, and which, therefore, materializes it self as a form in labor materials” [3, p. 59]. Marx also said: “Formative activity destroys the subject and itself. It forms the subject and materializes itself, it destroys itself in its subjective form as an activity, and destroys the subjective in the subject, i.e., eliminates its indifference to the labor purposes” [3, p. 59].

However, this indifference, this formlessness of matter as a material is just an instant to be eliminated, which is in fact eliminated in the process of activity. Identification of this moment as sustainable and self-existent leads to its absolutization. After all, the matter appears formless only from the point of view of “entelechy”, but at the same time it is clear that the matter itself has its own forms and in the sensual activity the subject deals with precisely such forms, forms of sensory things, the conversion of which is the subject of his activity. Resistance to the subject of human activity is precisely what makes its own “self”, its consistency and interconnectedness with other objects. In the proc-

ess of transforming practice the objective form is repeatedly converted until the substrate matches the form, which is adequate to the goals of the man.

The greatest difficulty in this case is to overcome external opposition of form and matter, and, likewise, the external opposition of the subject, on the one hand, and of the matter with its immanent forms, on the other. “What presents itself as an *activity of the form*, is <...> to the same degree a *proper motion of matter* itself” [2, p. 81]. In these words of Hegel is the essence of the problem.

The dialectic of *form and matter* really describes a process of simple labor. However, when the characteristics of a simple labor are transferred to a more complicated activity, which is infinitely higher and more complicated like *an educational* activity, then we face a tremendous reduction. Indeed, teaching and education is the process of *transformation*. And if this transformation is represented in the mind and put into practice through the logical connection of the active and passive matter, then we face *an object-subject activity* in its educational application.

G.S. Batishchev characterizes the *object-subject activity* in the following way: it is “equivalent to a man's attitude to the world as an object, and *it is only as an object*, as an aggregate of axiologically insignificant things like the material and the background, which affects it. This material and this background, this set of tied-up things has common object-subject characteristics and principles. Therefore, if the subject obeys the latter and follow them, it can *ignore* the reality while formulating its goals, identifying and choosing its values that will act as the norms and principles. Thus, the impact of a man on the world becomes a *value-conscious one-sided* intervention and *stewardship - value-conscious activity* from oneself and *only oneself*” [1, p. 153].

Activity is *objective*, it has to correlate with the content of its *object*. But object-subject activity is “fundamentally *non-objective* in the sense that any existence exposed to impact that bears appointed forms of the active system. What originally was being, which was then exposed to the activity, is in the nature of things unavailable for activity, otherworldly to it. *The activity* emphasis is placed on changing mainly the *object*: the subject *requires* from the latter to fit into the already established trend of cognitive and common human culture, to comply with its way of development, its own measure of the standard” [1, p. 161].

If education and teaching are based on the *subject-object* model, then educational activity possesses all the essential features of *object-subject* activity. Then there is *the imposition of its own* form, its implementation in the mind, behavior, student subjectivity as in a kind of “matter” that needs to be flexible enough for the *adoption of* an appropriate form. There is no need to discuss results and effectiveness of training and learning designed in this way - they are well known.

Does it mean we have to abandon the *formative activities* in the educational process? No, by no means. We just need to radically restrict the object-subject activity, to take it to the periphery of the communication. Simultaneously we need a deeper understanding of the dialectics of the category of “form”. Education as a way of teaching a man an introduction of the *external* form into a certain “matter”, but an *involvement* of individuals in such *forms of life-sustaining* activity, inside which proper human abilities cannot *be formed*.

So, here we speak about a regular educational activity, which is focused not

only and not so much on useful transformation of the world of objects, but rather on the identification of internal measure of the transformed reality and adequate in exactly this cultural setting transformation. Accordingly, in this case we face an activity, which is the unity of practical and theoretical relationships, i.e. creative activity, which can bear the telltale signs of the artistic process. Such activity in accordance with its *concept* and *should be an educational process*. From this it becomes clear why gaining *experience* in exposure to culture (as exposure to the subjectivity of the others) is a critical, the main task of the educational process, having a transcendental character (as Kant would say). These *forms* of such experience, containing methods of the culture’s entering human subjectivity should become the main subject of *teacher’s concerns*. While A theoretical pedagogy should not fulfill a “social order”, but *analyze these forms* without breaking the logic of *co-shared activity* and always bearing in mind that the forms of this experience are directly related to the intellectual culture (culture of thinking), ethical culture and artistic and aesthetic culture. In other words, with the culture of *thought, will and feelings*.

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POLEMICS ON RES COGITANS, OR HOW TO IMPROVE SPINOZA'S THEORY OF MIND

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Lev Vygotsky, the founder of the cultural-historical school, considered Spinoza as a guiding star of psychological science [1]. And the remarkable Soviet philosopher Evald Ilyenkov accounted himself a Spinozist. Both Ilyenkov and Vygotsky strived to read Spinoza materialistically, moreover they treated his philosophy in a Marxist perspective.

About three years ago a sharp, at times impolite polemics began among Ilyenkov followers. They concerned a concept of “thinking body”, as Ilyenkov interpreted Spinoza’s *res cogitans* in his “Dialectical Logic”, Essay II. To my mind, such an interpretation is not only inadequate and in fact absolutely unacceptable for Spinoza, but that it runs counter to Marxist dialectical logic, as the latter is expounded by Ilyenkov himself.

Regarding the inadequacy, even the most implacable defender of “thinking body”, L.K. Naumenko, agreed. De facto, as he expressed it, Spinoza’s *res cogitans* is a human mind, not body. Well, one could hardly contest that, because Spinoza not once or twice gave such a definition of mind in a plain text [2]. However Naumenko, at one with all the Ilyenkov “old guard”, affirms that the Teacher improved Spinoza’s theory of mind, he advanced it by replacing mind with “thinking body”.

If one takes another de facto look, it appears that the concept of “thinking body” degrades Spinoza directly backwards – to Hobbes and Gassendi. In their *Objections to Descartes’ “Meditations”* these materialists in unison argued that the subject of thinking is a body and that a “thinking thing is something corporeal” [3].

It is no accident that Ilyenkov borrows Hobbes’ analogy between thinking

and walking in order to elucidate Spinoza’s views. And I don’t know where he had found it in Spinoza that “it is not a special ‘soul’..., that thinks, but the body of man itself” [4]. Thinking as act of a mode of extension – one could scarcely imagine anything less acceptable for Spinoza.

That concept of thinking as “only a property, a predicate, an attribute” of body, as “just a mode of existence of the body” [5], is equally unacceptable for Ilyenkov himself. Generally, for a “wise materialist” [6], thought is a mode of existence of matter, not of bodies. Body is only one real mode of existence of matter. And thought is another – the incorporeal, ideal mode. While for an “unwise” materialist, for an empiricist à la Hobbes or Gassendi, “matter” is a mere synonym for “body”.

Unlike his pupils, Ilyenkov was perfectly conscious of the logical deficiency of the concept of “thinking body”. At the end of Essay II Ilyenkov courteously corrected his pseudo-Spinoza by a purely Marxist postulate: “Labour, the process of changing nature by the action of social man, is that ‘subject’ to which thought belongs as ‘predicate’” [7].

Labour is the true subject of thought. And the subject of labour is by no means a body, but the “social man”, who works by the use of his body and, equally, by his mind. A man, considered as the “ensemble of social relations” [8], which evidently are none other than acts, deeds being performed by people in respect to each other; the very set of common activities which unite individuals into the single whole, viz. society.

Here is actually the point where Marxist philosophy picks up the baton

from Spinoza. The latter discovered in activity, regarded as an efficient causation, the universal principium individuationis.

For instance, if A and B are acting together or doing some common deed, they ought to be considered as a single thing AB: "If a number of individuals concur in one action, so as to be all jointly the effect of one cause, I consider them all therein as one singular thing" [9]. Res singularis is definitely explained here as "one action" (una actio).

Human body and mind are doing one and the same deed – that is why they are, for Spinoza, the single thing, and not two different substances. But they do their deed in absolutely different ways, duobus modis, which have nothing at all in common.

For Spinoza activity is the sole criterion of reality. Any thing exists only insofar as it acts or has an effect on other things, appearing as a cause of their being. To cease the activity is equivalent to loss of the "actual" existence, even if that thing is still being perceived as present here and now.

Spinoza's credo is to judge things by their deeds, and in no other way. "The more a thing acts the more perfect it is" [Eth. V pr. 40].

With regard to God, to "exist" means to "act on himself", to be a cause and, at once, an effect of this cause. Spinoza's God should be regarded as a unique and free, eternal and absolutely infinite causal act. It is an act of God's 'self-naturing'. Thus, in Spinoza's concept of God Nature substance the general principle of Deed has found its absolute expression. And the Marxist concept of labour as a "substance and-subject" of the world history appears as a further, more concrete development of Spinoza's idea of God as Deed. In both cases – "im Anfang war die That".

In TIE Spinoza assumed that man has acquired intellect by nature. By some

"native force" (vis nativa) mind creates simple ideas and uses them as instruments for another opera intellectualia. Hence it appears that ideas arise from the work of mind, and not from the motions of body along the geometrical contours of external bodies, as Ilyenkov posed it.

Not ideas, but mere images arise from the bodily motions. Ideas are modes of thought, whereas images are modes of extension, so one should "distinguish accurately between an idea or concept of the mind and the images of things" [Eth. II pr. 49 sch.].

Ilyenkov's statement that body, while moving along an outward form, "creates an adequate idea", rests on a complete confusion between "bodily images" (imagines corporeae, – TIE) and thoughts or ideas. The queerest thing is that in his brilliant "Dialectics of the Ideal" Ilyenkov himself fought so passionately with this same confusion of the material with ideal.

Having blotted out the distinction between image and idea, one loses immediately the qualitative difference between human and animal activities, between res cogitans and some asinus turpissimus. Ilyenkov draws quite a legitimate conclusion on behalf of his pseudo-Spinoza: "The actions of animals, especially these of the higher animals, are also subsumed, though to a limited degree, under Spinoza's definition of thinking" [10]. The bodies of animals are thinking a bit as well, there remains only a difference in degree – their 'thoughts' are somewhat worse than human ones.

In exactly the same way Gassendi wrote about animals' right of thought: "Undoubtedly, they lack for human reason, but they have reason of their own kind... The difference between us and them in this respect, apparently, is only in a greater or lesser degree (secundum magis et minus)" [Objectiones V, § 7].

In "factual" Spinoza there is no trace

of that vulgar reduction of the concept of thinking. On the contrary, he painstakingly ploughs up the boundary path separating actions of a thinking thing from actions of animal, or the acquiring of ideas from the imaginative perception of outlines. Spinoza agrees with Buridan that an ass, being affected by external causes with equal force, should inevitably die. But man should be considered not as a thinking thing, but as the stupidest ass, if he dies in a similar case [CM II, cap. 12].

For Spinoza, to “think” means to understand causes of things. The soul of the animal dwells in a world of outlines, but the thinking thing acts in a world of causes and effects. Only this latter world is real. Spatial outlines are just imaginative forms of reality, some ‘objective appearance’ of real bodies as modes of extended Nature. “Nature has no outline but imagination has” (William Blake).

An image of a circle in the mind of a mathematician is the same as that image in the mind of an ass. However, the ass does not have any concept of the “efficient cause” of circle, i.e. of the mode of plotting the circle. This difference is cardinal, qualitative, not just “in degree” – *secundum magis et minus*. The ass perceives only an outline, acquiring thus a “bodily image” of the circle, while the mathematician, if he is not ass, makes an idea of circle, revealing its cause. Therefore he thinks, and the ass does not.

Ilyenkov took notice of Spinoza’s example of the definition of a circle and interpreted it absolutely right. Being a Marxist, he always regarded ideas, thoughts as modes of practical activity, as schemata of remaking things by human labour. Thinking as such is labour, *die allgemeine Arbeit*, as Marx called the area of pure thought, science. To think – it is not easy work even for a human being.

Due to the conception of labour as a substance and-subject of thought, Ilyenkov advanced much further than Spinoza in

comprehension of genesis of personality, which is, for Spinoza, the only real *res cogitans* excepting God-Nature itself.

Is the person actually a body capable of moving itself along any external outline? No, Ilyenkov answered, “within an individual body there exists not the person but his/her one-sided (abstract) projection onto the screen of biology” [11]. Each person is an “ensemble of social relations” which is only incarnated, represented in some body, both in a living body of a man and in his “inorganic body” (Marx), in material culture.

Personality is, as Ilyenkov defined it, “the total sum of relations of a man to himself as if to some ‘other’... That is why the body of a person is not an individual body of *homo sapiens*, but at least two such bodies – ‘MY’ and ‘YOURS’, united as if into a single body by social-human bonds, relations, interrelations” [12].

So, each person disposes of two bodies at least. And personality (thinking mind) appears to be “only a property, a predicate, an attribute” of none of these bodies. “As such the person is situated not within a particular body, but right outside it. It is within a system of real interrelations of this particular body with another similar body by mediation of things situated in the space between them and linking them up into “as if a single body”, guided by “as if a single mind”” [13].

This turn of speech – *una quasi mens, unumque corpus* – is traced straight back to Spinoza’s *Ethic* [IV, pr. 18, sch.]. Also the very comprehension of personality in Ilyenkov is congenial to that of Spinoza. I mean the genuine, authentic Spinoza and not that Spinoza-materialist from the pages of “Dialectical Logic”, the comrade-in-arms with Hobbes and Gassendi...

There are no “thinking bodies” in heaven and earth, they are dreamt of in philosophy by empiricists. Human body is not a subject, but mere object and instru-

ment of thought. Personality, Ilyenkov writes, “realises itself in an organic body of a man, transforming this body into an obedient, steering easily tool” [14].

Thinking mind, person is a purely ideal phenomenon. The category of ideal indicates a watershed between human personality and animal psyche, lacking of thought: “Being properly understood, the category of ideal embraces those and only those forms of reflection, which are peculiar to human being and absolutely alien to whatsoever animal, even if the latter has a highly developed nervous activity and psyche” [15].

If so, do we have a right to consider as “properly understood” the pseudo-Spinozistic definition of thought, that subsumes actions of animals, “though to a limited degree”? Apparently, we don’t. There is no ideal inside the animal mind (except this mind itself, as an idea of the animal’s body). The animal mind is a function of its organic body. That is why the animal cannot think, and it is not a res cogitans.

Ilyenkov flatly rejects the presence of the ideal in animals, regardless of the “degree” of their psychic development. His own works on personality and on the concept of ideal raise the “thinking body” chimera to the ground. And they perfectly harmonize with factual Spinoza. Spinoza’s distinction between images and ideas is essentially the same with the distinction drawn by Ilyenkov, between objective ideal forms and “subjective images” of mind.

Vygotsky and Ilyenkov admit Spinoza’s definition of mind as the “idea of body”. But if a sensible mind (psyche in general) is an idea of the individual organic constitution of a living being, then thinking mind is, over and above sensibilia, an idea of social, inorganic body. Man thinks inasmuch as his activity is guided not by the instincts of his organic body, but by the cultural needs or, so to

say, appetitus socialis. Thought, and everything ideal, comes into being when instincts are being replaced by the artificial claims of mankind.

Vygotsky raises this conjecture to a full-fledged “cultural-historical” theory. At that point the real improvement of Spinoza’s theory of mind occurs. The object of human thought, especially of intellect, is a social “quasi-body” (quasi corpus, nempe societatis, – TTP III), or a total “ensemble of social relations”.

“Like body, like mind, idea, cognition as well” [KV II, Prf. n. 11]. Vygotsky and Ilyenkov asserted that potentiain tell ectusseu liberta shumana is precisely co-extensive with the mass and quality of inorganic body of mankind, being created by human labour. Intellect and freedom are not granted to the human body by Mother Nature, they are being acquired by his labour throughout all the history of humanity.

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1. “[We need] to revive Spinozism within Marxist psychology. The light of great works of Spinoza, like the light of outermost stars, reaches us after several centuries. Only a psychology of tomorrow could realize Spinoza’s ideas” (Two fragments of Vygotsky’s notebooks, in: RGGU Bulletin, Psychology, 2006, no. 1, p. 295).
2. “Mentis definitio, quod ea sit res cogitans” (Epistolae, 34). “Mentem humanam diximus esse rem cogitantem” (Cogitata Metaphysica, II, cap. 12).
3. Hobbes: “... rem cogitantem esse corporeum quid” (Objectiones Tertiae).
4. Ilyenkov E.V. Dialectical Logic, p. 22.
5. Ibid., p. 23.
6. Lenin’s expression by which Marxists like to call themselves. And Ilyenkov reckoned Spinoza as well among the “wise materialists”.
7. Ibid., p. 54.
8. The famous definition of human es-

- sence in Marx: “das ensemble der gesellschaftlichen Verhältnisse”.
9. “Quod si plura individua in una actione ita concurrant, ut omnia simul unius effectus sint causa, eadem omnia eatenus ut unam rem singularem considero” [Eth. II def. 7].
10. Dialectical Logic, p. 34-35.
11. How Person Appears. Moscow, 1983, p. 330.
12. Ibid., p. 329.
13. Ibid., p. 330.
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GLOBAL COMPETITION AS A TYPE OF SPATIAL COMPETITION

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The world economy, if speaking in general, has never been in a big state of stagnation there are constant changes and innovations.

New phenomena in the world economy, which became known as "globalization" naturally led to the emergence of new terms. In particular, it includes the concept of "global competition". Authors of numerous publications consider in what way do subjects of the world market act in the conditions of the global competition, but they do not give definition to this phenomenon. Meanwhile, in order to understand what should be the algorithm of behavior of the certain subject or the country in general in the changed circumstances, it is necessary to have a clear idea about the essence of the phenomenon.

What is behind the term "global competition" - is it the universal all-pervading competition so-called "struggle of all against all", or the competition in the global markets, or maybe the competition of the main subjects of the global market? There is no universally accepted point of view for that question. There is no definite answer to a question of how long or since what time it is possible to use this term, and when the global competition appeared in a full volume.

Is it possible to claim that it has appeared in connection with the activity of multinational companies? In this case, the most controversial concepts about consequences of the global competition can be reduced to two opposing groups - whether the competition during an era of globalization dies away or becomes fiercer. In other words, there are more questions than answers. In this case, since the phenomenon of global competition is young as well as globalization of the economy itself, it is possible to talk about the tendencies that

are present in the moment. Therefore, it is worth finding out definition of the category of "global competition" and its place in system of forms of competition. As global competition is priori linked to certain cross-border economic processes in the global economic space, it should be assumed that the answers to these questions must be sought in the spatial competition theory. The term "spatial competition" contains dichotomy that is the presence of two components - the space and the competition. Each of these must be analyzed from the perspective of the basic postulates of economic theory. At first sight, it might seem that this will not cause difficulties however, there is a problem. The problem is that the factor of space is rarely taken into account in the economic theory.

Competition forms in classical understanding were considered irrespectively spatial aspect, except for the cases when the spatial distribution factors could affect the prices of production factors. In the economic theory the factor of space was not considered as theoretically essential it was believed that it represents an exogenous variable, which is not an integral part of functioning of an economic system.

The emergence in the late 20-ies of XX century of the theory of monopolistic competition, in which there was a concept of spatial differentiation had given an impetus to emergence of researches of spatial aspect of the competition.

It is well known, that the model of the spatial competition considers effect in case of which the space influences pricing, and general balance when firms are dispersed, and the prices of transportation play an essential role in a final price.

It is necessary to know that there are American and European methods of study-

ing of spatial economics in general and the spatial competition in particular. German scientists are known for making the theory foundation for the future researches, they belong to the European method. However, the first scientist who have coined the term of "spatial competition" into the economy was an American economist Harold Hotelling in 1929. He came to the conclusion that in case of monopolistic competition the firm which is in the quasi monopolist's state, creates the market space [1]. The consequence of this conclusion was the emergence of the term "spatial competition", which implies the possible behavior of the subject in the space of the possible market and the impact of space (distance) on the price.

The American method takes J. Clark and F. Fetter's works (1924) as a basis. Modern researches are presented by M. Porter, P. Krugman, and G. Stigler's works. The spatial competition implies competition among producers (sellers of goods), for a share of the market space in the conditions of imperfect competition by influencing the price [2].

The subjects of spatial competition are usually large companies, which divided in the space (at different regional markets). The object of the spatial competition is the market share in the space. Of course, there is a question about the place of spatial competition among traditional forms of competition. This type of the competition, can be considered as the behavioral competition in the conditions of imperfect competition. It should be noted, that it is necessary to distinguish between "the spatial competition" and "the competition on space of the market." The criterion of this division is the ability (or its absence) to create own market space by subjects of the competition. Competition in the market space means that the traditional forms and types of competition occur on an advance created (an existing) market. Because of the spatial competi-

tion, the firm can expand (to increase) the field of the activities. As it is known - the competition comes from the outside.

Before emergence of the term "global competition" the concept "territorial competition" was widely used, the essence of which consisted that two or more territories in case of implementation of foreign trade competed, or there was a struggle for the new markets for possession of resources. However, in order to understand feature of the global competition, it is necessary to represent accurately the main characteristics of process of globalization as in a definition "the global competition" the main thing is the term "global". At the same time, it is necessary to emphasize, that the competition should be considered as a process. The competition understood, as process is present until arises any obstacles for an entrance on the market.

Describing the success secrets of global companies, M. Porter emphasizes, that if an international company wants to achieve serious success, it will have to be transformed from multilocal competitor (which allows the separate branches to compete independently in the various local markets) to a global organization that focuses the entire system of production and market positions to struggle against the competition [3]. Thus, M. Porter emphasizes changes as activity of the subject of the global competition and the essence of the subject. However, M. Porter does not give accurate determination of the term of global competition.

Such means of the competition as cost reduction, improvement of quality and expansion of the range of goods and services are becoming a kind of engine of globalization. The American economist J. Garret believes, that the growing competition in world trade is one of three main mechanisms of globalization [1].

M. Delyagin believes, that "the global competition is the competition of an

era of globalization, which is conducted in the conditions of domination of global monopolies in the uniting markets both economic and not economic measures, having tough comprehensive character which is leading to inevitable degradation of the weakest participants" [4]. However, this determination describes a nature of the global competition rather than determines its essence.

Some foreign researchers suggest to use the new term for the modern competition - "hyper competition".

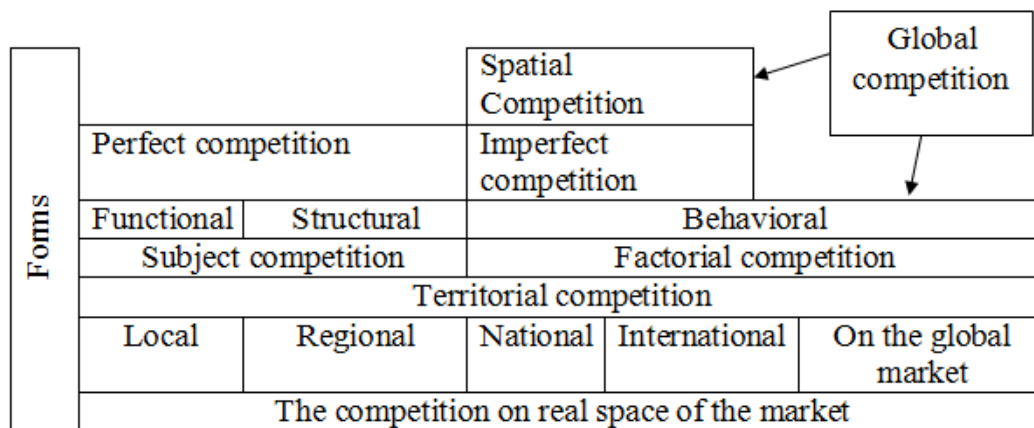
In the light of using of basic provisions of the theory of the spatial competition it is possible to give the most general definition to the global competition. Therefore, the global competition is the competition which ignores national boundaries and the subjects of the competition come from the outside finding the objects in a certain country.

Indeed, in modern conditions activities of relatively large corporations include development nonconventional (in the geo-

graphical plan) markets for them, or attempts of implementation on the markets, which are already divided by the other companies. On the other hand, it is necessary to be protected from the competitors coming from the outside. Therefore, the company should build the strategy both defensive and offensive.

Paraphrasing words of the English economist D. Marshall about change of a world economic order, it is possible to tell that today the world order which was characterized by domination of the "national capitalism" competing with each other recedes into the past, and the new order which creates transnational capitalism comes to its place" [5].

It is supposed, that the formation of global competition has passed several stages after the development of the phenomenon of globalization. The criterion for these stages should be considered as development of the quantitative characteristics of the phenomenon in its qualitative changes.



It is necessary to differentiate the concepts "global competition" and "competition in the global (world) market". Difference of one from another consists in possibility (impossibility) of creating the market space. Hence, it is possible to clarify the definition of global competition - a competition that ignores national boundaries and makes it possible to create your

market space for a particular subject.

It is possible to allocate a number of distinctive features of the competition during a globalization era.

First, the strengthening of a role of the state, which is expressed in support of activities of the national companies in the world markets. Therefore, in Germany there is a special agency, which counter-

acts the foreign companies, for example Russian. All main European Union countries set import restrictions of a number of goods: agricultural products, steel, textiles, etc.

The authorities of the certain states in the European Union limit access to distribution networks even for each other [6]. The main result of globalization is expansion of the competition from the level of firm to the level of the government. Now the economic capacity of the place depends much more on institutional parameters, which are substantially created under the influence of the government. It is possible to draw a conclusion that the global competition is characterized also as "the institutional competition". If the countries want to attract mobile production factors on the international level, the governments of the countries must enter the institutional competition with the foreign governments.

Secondly, supranational bodies also interfere with the competition. Therefore, the European Parliament prohibits foreign companies to buy up the gas and electric companies in Europe. It is clear, that the background of it - is not to allow the large foreign companies, first of all Russia, neighboring for Kazakhstan, and its "Gazprom" on the European market, though dependence of the countries of Europe, in particular Western in the Russian gas is obvious, also multiple discussions of analysts from the EU concerning the conclusion of the contract on supply of gas between Russian "Gazprom" and the large Chinese company CNPC can serve that confirmation [7]. The competition for gas amounts between China and Europe is increasing, and the People's Republic of China becomes the favorite [8].

In most cases, it is about strategically important industries. It is possible to draw a conclusion that the hidden methods of protectionism both on national, and at the supranational level amplify.

Thirdly, manifestation of the global

competition has accurately expressed national aspect. Also, it should be added, that not each country representatives participate in the global competition.[9]

The level of development and the competitive environment varies depending on the industry or market that is connected with a variety of operating conditions, history and stage of development of the industry, price situation, its changes and a set of other significant factors. This requires the development of special measures to promote competition in certain sectors.

As an example, it is possible to take the construction industry, and the cement industry in particular, it is in number of the most fast-growing world industries. On the example of this industry, it is possible to trace how competitors create the market space by market penetration of other countries. To take for example Russia, the largest producer of cement in the world, it takes the fifth place in the world on cement production volumes, yielding to China, India, the USA and Turkey.

In February, 2016 Russia imported from the countries which are not entering into "Customs union", 66,6 thousand tons of cement. Following the results of 2 months (January, February) import of cement to the Russian Federation has constituted 91,9 thousand tons (in 2015 - 155,5 thousand tons, in 2014 - 219,9 thousand tons). In case of stabilization of dollar rate on the current values (68 rub/USD) and a rise in price of the Russian cement, insignificant increase in import is expected.

For the period January - February, 2016, as well as last year, the main countries on export to the Russian Federation were Lithuania (39,29%) and Latvia (19,72%) which have occupied 59% of the market. In 2014, Iran and Turkey were leaders.

Russia exported cement in February 2016, countries which are not members of the Customs Union, 14.0 thousand tons of

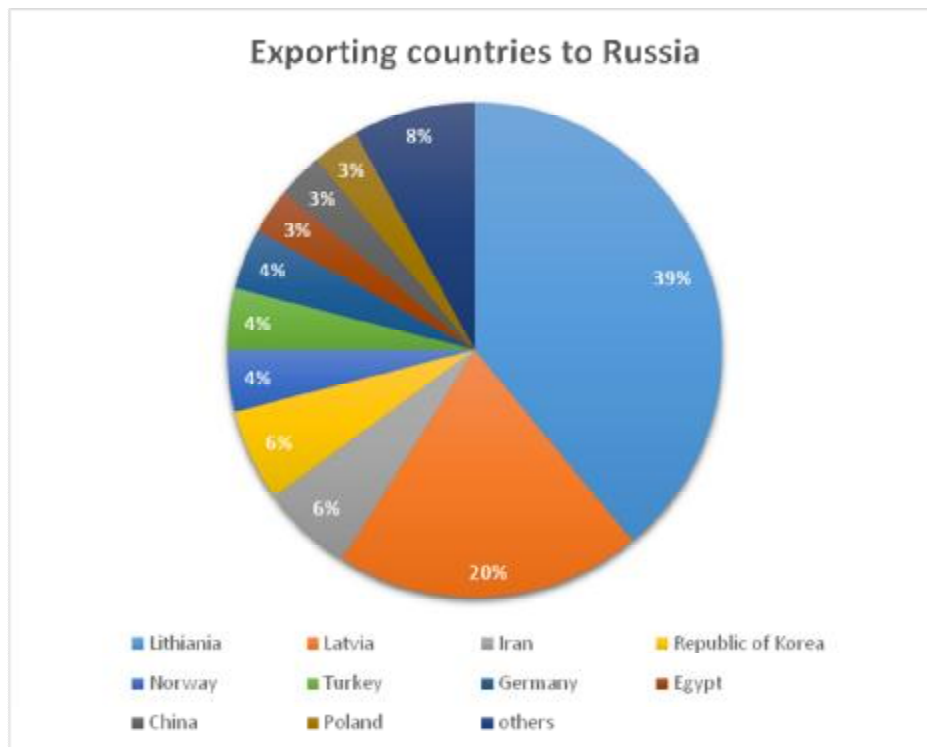
cement. According to the result of 2 months, the cement exports from Russia amounted 21.2 thousand tons (in 2015 - 22.0 thousand tons, in 2014 - 47.9 thousand tons.).

Within two months the main countries for imports of cement from Russia

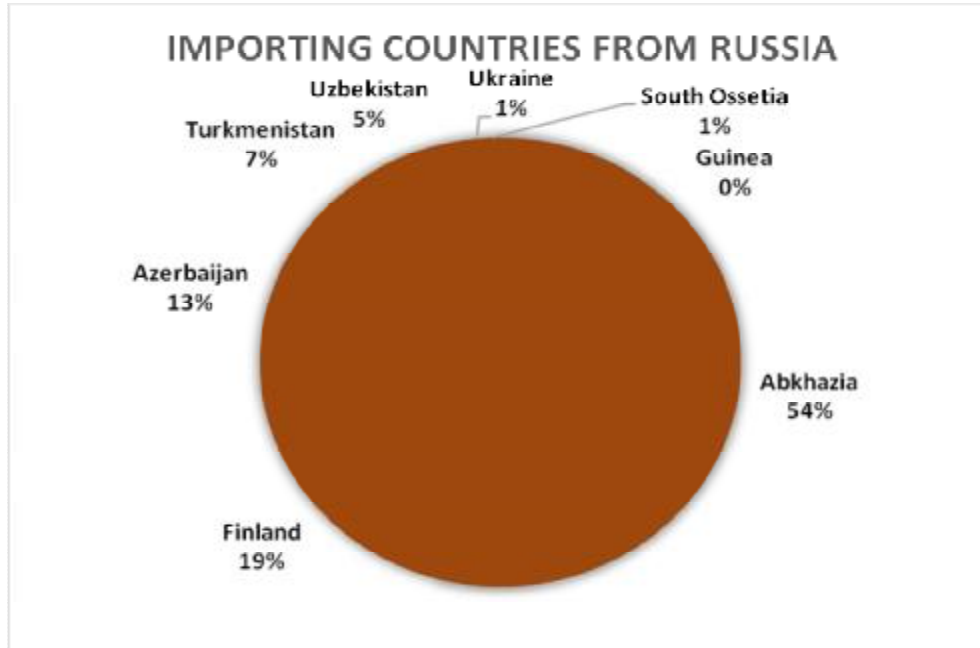
were Abkhazia (54.30%) and Finland (18.62%), in 2015, Abkhazia had 46%, on the second place there was Azerbaijan with 24%. In 2014, Azerbaijan was the absolute leader with 78% of Russian exports [10].

Exporting country to Russia, MT / year, month	2014	2015	2016		2016 Total
			1 (jan)	2 (feb)	
Lithuania	178273	294304	5714	30410	36124
Latvia	357481	293251	6488	11646	18134
Iran	653541	249101	1001	4175	5175
Republic of Korea	141528	134067	4777	181	4958
Norway	92508	84300		4000	4000
Turkey	582207	106690	353	3529	3882
Germany	44830	63972	1086	2439	3524
Egypt	34491	32670		2992	2992
China	282513	74782	1969	1006	2975
Poland	270432	96170	988	1800	2788
Netherlands	12416	16865	399	1238	1637
France	13222	12777	402	1041	1443
Bulgaria	9660	29480		726	726
United Kingdom	6592	4616	249	420	669
Greece	4474	2838	528	132	660
Slovakia	4723	3122	278	283	560
Hungary	5028	3928	224	111	335
Slovenia	4012	7103	334		334
Ukraine	71252	97348	253	63	316
Austria	5502	3822	52	208	260
Spain	242	762		183	183
USA	2318	7648	80		80
Estonia	10624	3033	66		66
Japan			60		60

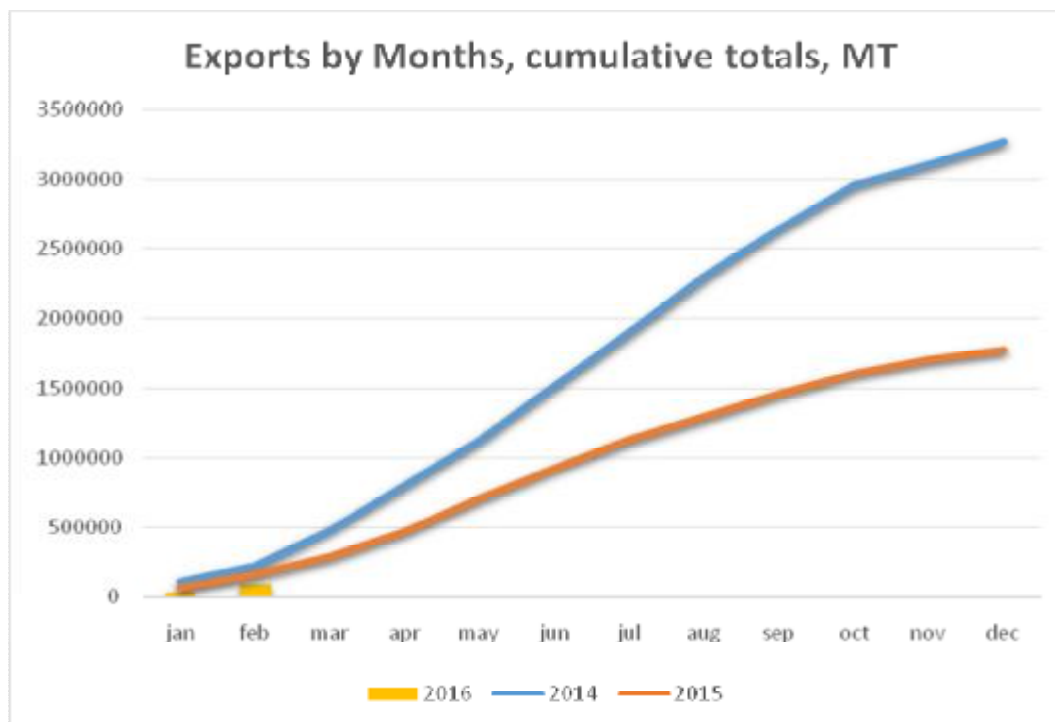
Belgium	1932	1480	51		51
Sweden	461878	101903			
South Africa	340	4000			
Mongolia		10464			
Azerbaijan		186			
Ireland	772	520			
Panama	497				
Italy	914	54			
Turkmenistan		385			
Denmark	9952	18911			
Finland	714	113			
Czech Republic	2226				
Vietnam	266				
Thailand	6208	11856			
Total	3273566	1772520	25353	66581	91934



Exports from Russia (breakdown by importing countries), MT	2014	2015	2016		2016 Total
			1	2	
Abkhazia	6893	63202	3167	8359	11526
Finland	3930	22463	927	3025	3952
Azerbaijan	263380	32669	2265	470	2735
Turkmenistan	45083	8755	670	871	1541
Uzbekistan	5100	1357	129	888	1017
Ukraine	5046	4193	56	118	174
South Ossetia	4561	3537		172	172
Guinea				110	110
Korea (DPRK)	1687	207			
Tajikistan	552	60			
Tanzania	115				
Cuba	101				
Georgia		601			
Mongolia	113	757			
Kyrgyzstan	1536	512			
China		102			
Svalbard and Jan Mayen	271				
Latvia	84	72			
Moldova	330				
Total	338782	138486	7214	14012	21226



Exports by Month, cumulative totals, MT	2014	2015	2016
jan	16841	11948	7214
feb	47912	21982	21226
mar	72017	35735	0
apr	102910	49450	0
may	137459	58445	0
jun	160465	66191	0
jul	193607	74314	0
aug	224364	82711	0
sep	261818	93189	0
oct	298888	105516	0
nov	313115	120758	0
dec	338782	138486	0



One of the main features of economic globalization is its cross-border, so the analysis of the "global competition" category must be related to the theory of economic space. Methodology of spatial economy allowed to define the global competition as a competition that ignores national boundaries, i.e., subjects of competition come from the outside, finding the necessary objects in a certain country. Such approach allows to distinguish between global competition and competition in global markets and not to put an equal sign between them. One of characteristic features of the global competition is strengthening of a role of the state in foreign economic activity that in turn requires determination of level of the state intervention.

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THE ROLE OF FACTORING: RELEVANCE TO SMES

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Introduction

Factoring companies often claim that they are an ideal financing option for small, young and fast-growing firms. Particular problems for firms may be experienced in the management of working capital. In an attempt to alleviate such problems many firms have sought alternative forms of finance by pledging an important element in their working capital, that of accounts receivable, i.e. factoring.

A second dynamic often quoted by factoring companies in favour of their particular relevance to SMEs is that related to their ability to address skills deficiencies and/or high opportunity costs faced by

SMEs in pursuing effective credit management functions.

The importance, volume and structure of factoring differs markedly in different markets during various periods of time. Additional to the variances in market structure and size, the specifics of the various factoring products also differ markedly across different sectors.

The role of factoring

Further in article main types of factoring (fig. 1) and its feature are provided, benefits of each type are allocated and the main schemes of work are described.

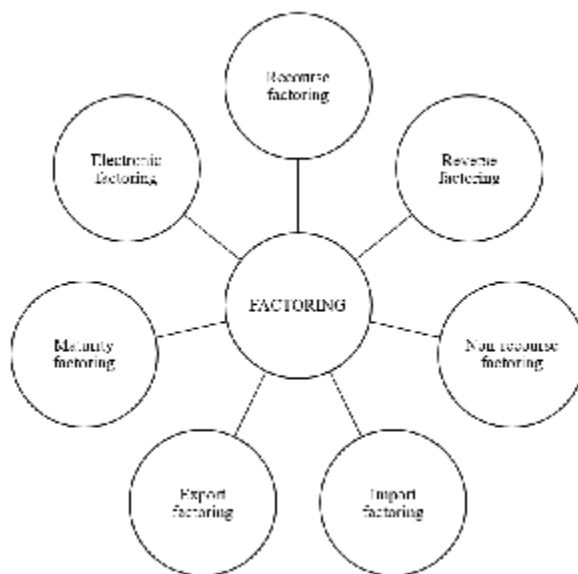


Figure 1. Main types of factoring

Recourse factoring

Recourse factoring is a classic scheme of factoring deal:

1. The Supplier makes shipments to the Buyer on the condition of a delay in payment;
2. The Supplier transmits to Factor the shipping documents;
2. Within 3 banking days Factor

pays the Supplier up to 90% of the value of goods shipped;

4. On the expiry of the grace period the Buyer transfers to Factor 100 % of the value of goods;
5. Out of the Buyer's payment Factor deducts the costs of financing and commission and then transfers the remaining amount to the Supplier.

Benefits of this type of factoring for the Supplier are:

- A source of financing without providing collateral (additional working capital, avoiding money shortage);
- Increasing sales volume (competitive terms, broadening the range of products offered);
- Improving balance figures: decreasing accounts receivable without increasing of accounts payable.

Reverse factoring - for Buyers of goods and services, willing to:

- obtain or increase the delay of payment;
 - decrease expenses;
 - improve financing of suppliers;
 - receive additional earnings;
- Figure 2 shows us how Reverse factoring works.

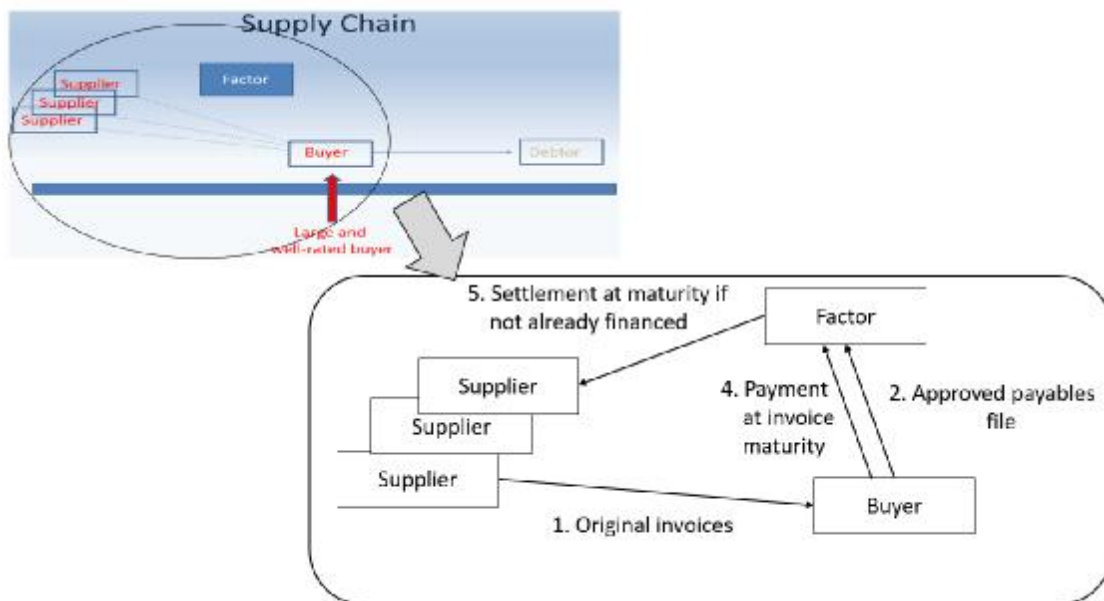


Figure 2. Scheme of work on reverse factoring

Reverse factoring makes such benefits for Supplier as:

- Fill up working capital, increase sales volumes, improve balance figures;
- Decrease dependence from alterations of Buyer's payment terms;
- Establish close and durable relation with the Buyer and sign with him long-term Supply Contracts according to the fixed schedule.

Non-recourse factoring

Non-recourse factoring gives to Supplier protection from credit risk. Factor accepts full debtor's risk and couldn't reassign back accounts receivable to Supplier except for cases when accounts receivable are declared invalid.

Non-recourse factoring includes full range of factoring services: financing, analysis of buyers, management of accounts receivables, collection of debts, full protection from credit risks.

Non-recourse factoring has some particular features:

- Supplier should has portfolio of debtors (more than 3-4);
- factoring commission is charged during the whole period of deferred payment and fixed additional period (in case of delay in payment from Debtor);
- deferred payment period usually doesn't exceed 120 days.

Import factoring

2-factor international scheme is risk

mitigation scheme in international factoring operations with functions divided between two partner-factors.

Export factor's functions: financing, accounts receivable management, Exporter's financial standing assessment.

Import factor's functions: credit risk insurance (non-payment insurance), timely payment control, Importer's financial standing assessment.

Advantages of factoring for Exporter:

- Financing without pledge (replenishment of working capital, funds shortage cut-back);

- Increasing sales volume (competitive terms, broadening range of goods);

- Improving balance figures - decreasing accounts receivable without increasing accounts payable;

Advantages of factoring for Importer:

- More convenient payments terms (increased payment delay);

- Increase of purchasing ability;

- Planning repayment schedule;

- One creditor (while having many suppliers).

Export factoring

Export factoring is a complete financial package that combines export working capital financing, credit protection, foreign accounts receivable bookkeeping, and collection services.

A factoring house, or factor, is a bank or a specialized financial firm that performs financing through the purchase of invoices or accounts receivable. Export factoring is offered under an agreement between the factor and exporter, in which the factor purchases the exporter's short-term foreign accounts receivable for cash at a discount from the face value, normally without recourse. The factor also assumes the risk on the ability of the foreign buyer

to pay, and handles collections on the receivables. Thus, by virtually eliminating the risk of non-payment by foreign buyers, factoring allows the exporter to offer open account terms, improves liquidity position, and boosts competitiveness in the global marketplace. Factoring foreign accounts receivables can be a viable alternative to export credit insurance, long-term bank financing, expensive short-term bridge loans or other types of borrowing that create debt on the balance sheet [2].

Factoring is suited for continuous short-term export sales of consumer goods on open account terms.

It offers 100 percent protection against the foreign buyer's inability to pay - no deductible or risk sharing. It is an option for small and medium-sized exporters, particularly during periods of rapid growth, because cash flow is preserved and the risk of non-payment is virtually eliminated. It is unsuitable for the new-to-export company as factors generally (a) do not take on a client for a one-time deal and (b) require access to a certain volume of the exporter's yearly sales. It is generally a more expensive option that may erode a significant amount of an exporter's margin. The advance rate is generally limited to 80 percent of invoices that are factored.

Export factoring best suited for an established exporter who wants:

- to have the flexibility to sell on open account terms,

- to avoid incurring any credit losses, or

- to outsource credit and collection functions.

Maturity factoring

Maturity factoring (guarantee factoring) gives Supplier opportunity to receive financing at the last day of deferring of payment and avoid delay in payment (fig. 3).

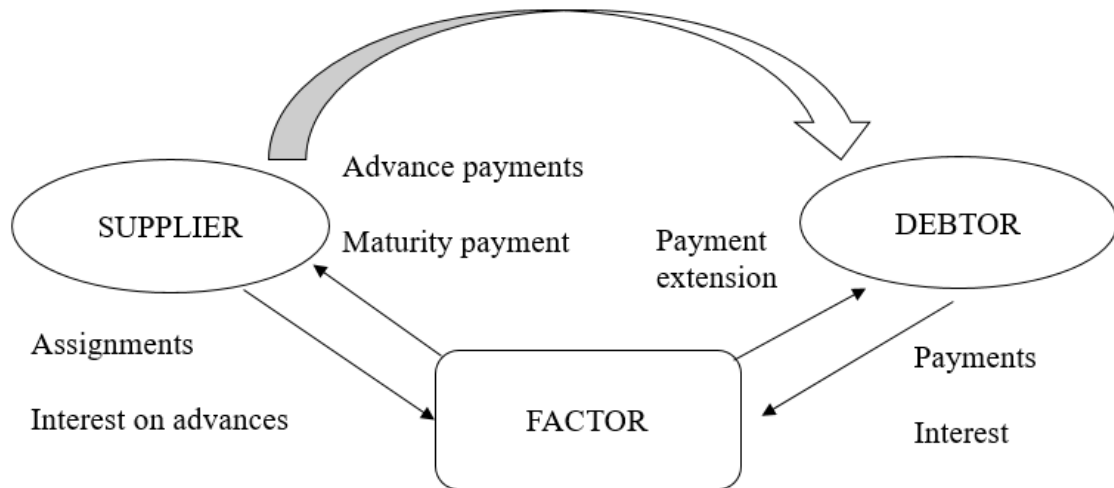


Figure 3. Scheme of work on maturity factoring

Advantages of maturity factoring for Supplier:

- guarantee of payment (avoiding money shortages);
- chance to plan your cash flows;
- full factoring service except advance financing;
- Supplier doesn't pay for factoring financing for the whole period of actual delay in payment (as in recourse factoring).

Electronic factoring

Electronic factoring is a possibility for clients to use electronic documents flow with application of digital signature for factoring services.

Electronic factoring can be adjusted to any of factoring products: recourse factoring, non-recourse factoring, reverse factoring, maturity factoring.

Electronic factoring gives clients the following opportunities:

- Simplify all stages of factoring service;
- Reduce time from supply of goods / services till the receipt of financing from factor from several days (under paper document flow) to several hours;
- Reduce costs for printing, delivery and storage of documents.

While using electronic factoring all

stages of factoring operations are processed in on-line mode.

Accounts receivables

Use of commercial credit (deferred payment) usually causes for company a number of problems concerned with effective management of accounts receivables. Professional experience of factoring company gives their clients opportunity to gain from effective measures related of management of their accounts receivables:

- Evaluation of existing and new debtors and set up of financing limits for each debtor;
- Tracking of accurate payment from debtors;
- Collection of receivables;
- Protection form debtor's non-payment.

Professional management of accounts receivables provides Client with:

- Better payment discipline of its debtors;
- Up-to-date information about accounts receivables status;
- Effective collection of overdue receivables;
- Positive history of cooperation with debtors on deferred payment terms;
- Optimization of staff and loan costs.

The question of 'access' to factoring

Factoring supports cash flow financing but as a composite product it does this through the integrated provision of:

- Finance - noted as costs being comparative with alternative forms of finance;

- Professional Credit Management Services - accessing a quality of professional service that would normally not reside within an SME and be prohibitively expensive to SMEs; and

- Credit Insurance - accessing this at effectively cheaper rates than an SME could do so through a direct application.

It means that factoring is argued as being relevant to SMEs - particularly over larger companies who would arguably have the internal resources to access professional credit management services, and credit protection.

Therefore, factoring (recourse / non-recourse) is more relevant to SMEs than it is for larger businesses. Conversely, invoice discounting (which is about finance rather than services) is more relevant to larger businesses than SMEs.

The question of 'access' to factoring also faces some problems:

- Risk Assessment;
- Security and Collateral;
- Legal Framework;
- Business Sectors;
- Size and Legal Form of Business;
- Costs of Factoring Finance;
- Costs of Factoring Services.

In each case SME's are not discriminated against in any way against larger businesses. The only real barrier to access of factoring concerns the relevance of factoring to certain types of business / sector. Factoring is suitable for 'sell and forget' businesses / products. Factoring is not suitable for businesses / products which are characterized by stage or lumpy payment schedules, retentions, extended warranties or tie ins. This barrier to access is inherently related to the way factoring

works i.e. the factoring product itself and as such cannot be addressed through any intervention without changing the 'essence' of what factoring is and how it works.

The question of access with respect to various demand side issues related to product understanding and image was also considered. Two key observations were made:

- 1) Factoring and how to use as a product is generally not well understood by SMEs, nor indeed by advisers to SMEs.

- 2) Factoring has a lingering perception of being finance of last resort and therefore may signal to buyers that their supplier is in financial difficulties. This is clearly related to point 1.

There are no apparent legal, fiscal or other government obstacles to factoring market development. The only two 'economic barriers to growth' observed are:

- 1) Prevailing Economic and Business Conditions

There is a clear link between availability of bank loans / overdrafts and the use of factoring - i.e. a squeeze by banks leads to more firms seeking alternative options, being factoring. On economic downturn, banks would generally seek to reduce their risk exposure through reducing business credit, and in such conditions, business could turn to factors.

However, it does not necessarily follow that factors will or can take all of this 'new' business. Of course, if businesses are increasingly failing, then the factor will consider this closely in its risk assessment procedures.

A similar argument can be made in times of relative economic vibrancy, where businesses have access to increased sales opportunities, but require increased credit facilities to service these orders. Today in the conditions of credit compression and insufficient capitalization banks may not be well placed to meet rapid and increasing demands for working capital

through overdrafts. Therefore, under these conditions businesses might also be looking away from banks to alternative sources of finance that can service their needs in line with increased sales volumes.

Review

The Association of Factoring Companies (AFC) published statistics of activities of the Russian Factors following the results of 1 half-year 2016.

According to AFC estimates, turnover of the Russian factoring in January-June of the current year constituted 923 billion rubles that is 11% more, than for the same period of last year.

Among Factors the greatest shares in market turnover following the results of 1 half-year 2016 occupy VTB Factoring (25%), Promsvyazbank (18%), Alfa-Bank (12%), GPB-factoring (6%) and "FC Otkrytiye" Bank (5%) [4].

In 6 months 2016 the Russian Factors paid 665 billion rubles of financing to four thousand Russian supplier companies, processed 4,2 million deliveries to the address of 8,7 thousand buyers debtors. The number of active clients of participants of the market for the last 12 months decreased by 33%, debtors - for 39%.

The total factoring portfolio in the second quarter increased by 30 billion rubles and on 01.07.2016 constituted 239,5 billion rubles.

Shares of types of factoring in turnover of the market were distributed as follows: factoring with regress - 56%, factoring without regress - 32%, without financing - 11%, a share of the international factoring - 0,9%.

The forecast of dynamics of turnover of the Russian market of factoring in 2016 following the results of August poll grew to 17% in comparison with 2015 that corresponds to 2,15 trillion rub on turnover. Participants of the market expect seasonal increase in demand for factoring in the 4th quarter 2016 [3].

In the conclusion it should be noted that:

1) Whilst marked differences occur between different sectors, SMEs typically rely on external financing for more than 50% of their balance sheet value. Traditionally, this external finance has predominantly comprised bank loans and overdrafts. However, the incidence of asset based finance - including factoring - has been increasing rapidly over the past decade.

2) Factoring is not one homogenous product. Rather, it is a composite product offering a mix of finance, credit insurance and financial management services. The main three recognizable forms of factoring are classified as Recourse, Non-Recourse and Invoice Discounting [1].

3) Being a composite product, factoring is unique and does not have any exact substitutes for the whole offering. Of course, it does have substitutes for its constituent components - bank loans and overdrafts for the financial component - financial services companies or direct employment for the credit management component - and explicit commercial credit insurance for the credit protection component.

4) Overall, factoring is seen as highly competitive.

5) Factoring is a business to business service. But it is not suitable for all businesses as not all debts can be factored.

6) Factoring companies typically fall within one of three categories - banks, large industrial companies, or independent.

7) Factoring affords businesses access to finance based on their growth in sales, rather than bank loans and overdrafts which are normally available against an accumulation of tangible assets. As a growing small business, investment in sales is often more a priority than investment in fixed assets.

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CONSUMER LENDING IN KAZAKHSTAN AND ABROAD

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In a market economy, an important role is played by commercial banks, whose number and range of services make a significant impact on the economic situation of the country. The most popular type of lending both among banks and among consumers is consumer lending. Due to consumer lending both parties are in a win-win situation, which is so difficult to achieve in real life: the buyer can buy anything he wants at the moment, and the

bank has an effective interest rate, which is often as high as 60 percent. Currently, commercial banks increasingly pay attention to retail customers.

The research analysis of the credit policy of second-tier banks of the Republic of Kazakhstan, and, in particular the status and forecasting of consumer lending in the country is presented in Figures 1 and 2.

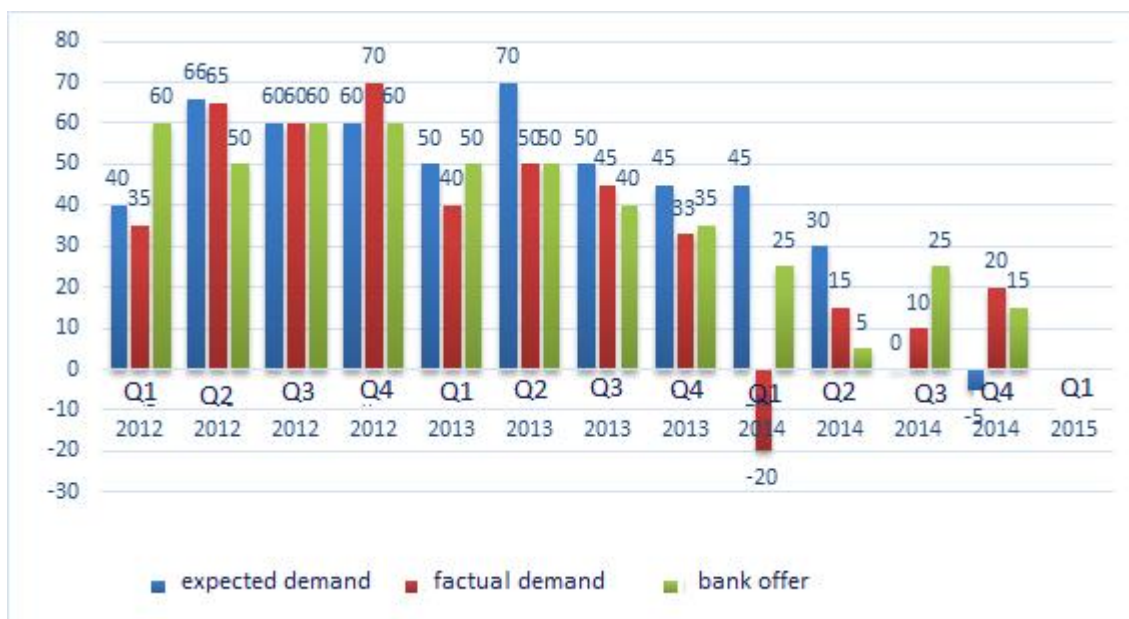


Figure 1. Changes in supply and demand for loans in the Republic of Kazakhstan

According to Figure 1, the banks customer lending offer starts decreasing significantly beginning with the second quarter of 2013, reaching a critical point in the 2nd quarter of 2014. Until the 3rd quarter of 2014, the banks expected the demand for this type of lending to be higher than it actually turned out. But, nevertheless, the banks started increasing their offer in Quarter 3, 2014 and, as a result, the actual demand increased and tuned out to be higher than the banks ex-

pected in this period.

The increase in consumer lending is closely associated with the goods-glutted market and the financial solvency of the middle class. The lending volume increases with the turnover growth, because the demand for goods generates demand for loans. Thus, consumer lending can be viewed as the means to promote the demand for goods [1]. Changes in the credit policy of banks in Kazakhstan is shown in Figure 2.

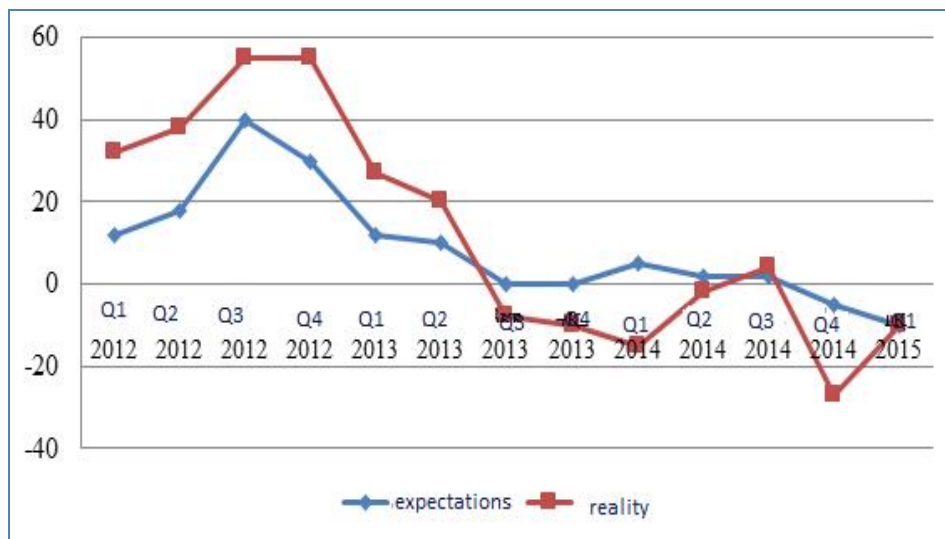


Figure 2. Changes in credit policy of banks

According to the respondent banks' data on the state of consumer lending in Kazakhstan, taken from the official Internet resource of the National Bank of the Republic of Kazakhstan, the credit policy of banks will be directed at a slight increase in the interest rates on loans: 32 percent of banks plan to increase interest rates for consumer lending and 27 per cent of respondents expect to increase their mortgage [2].

Bank risks associated with the deteriorating financial condition of borrowers slightly increase: about 12 percent of banks expect a further deterioration in the financial condition of borrowers and collateral quality.

Analyzing the Western experience of consumer lending we can note that the

most common form of consumer lending in Germany is a cash lending. This form of credit is beneficial for the borrower because shops can make a discount of up to 5 percent of the good's value for customers paying cash. For the entire period of the credit agreement the bank sets a fixed interest rate, and its level is relatively low. The maximum loan term is six years. The amount of the monthly payment depends on the loan sum. After determining the amount of payment, is automatically collected monthly from the client's current account.

To demonstrate the availability of consumer lending we took the average interest rates in foreign countries and banks of the Republic of Kazakhstan. The information is presented in Table 1.

Table 1. Average interest rates in banks of the Republic of Kazakhstan and in foreign countries

Country	Interest rate in national currency	Kazakhstan banks	Interest rate in tenge
Finland	0,6	Halyk Bank	20
Japan	1,1	Kazkommertsbank	25
Germany	2,63	Eurasian bank	22
Israel	3,45	Subsidiary bank of “Sberbank”, JSC	21
China	4,35	Tsesnabank	22
Australia	8,8	ATF bank	18
Ukraine	17,3	Kaspi Bank	27
Ghana	38,3	City Bank Kazakhstan	26
Brazil	63,3	Center Credit Bank	Up to 45

Interest rates are largely dependent on the rate of inflation in the country, bank competitive environment, credit expansion, population financial solvency and credit risks.

For comparison, in the US there are three groups of consumer loans:

- Installment loans;
- Revolving (renewable) loans;
- Non-installment loans;

Installment loans with take more

than 80 percent of the total consumer lending. Maturities ranges from 2 to 5 years. Unlike the case with revolving credit loans, the majority of installed loans are secured. In the United States, as in other Western countries, installment loans may be issued in direct or indirect ways [3].

Data on consumer lending in the United States (as a percentage of the total) is presented in Table 2 [4].

Table 2. Consumer lending in the United States (percent to the total)

Loan type	Car loan	Revolving loans (overdraft, credit card loan)	Van loan
Commercial banks	16,4	14,0	1,6
Financial companies	15,3	-	1,6
Credit unions	5,9	-	-
Retailers	-	6,3	-
Thrift institutions	1,9	1,1	1,3
Others	-	0,6	-
Total	39,5	22,0	4,5

Commercial banks (44 percent) issue the major part of consumer loans to the population of the United States, but they are actively competing with financial companies (around 24 percent), credit unions (13.9 percent) and specialized financial institutions (10.7 percent).

A similar practice can be seen in other foreign countries, where the majority of credit institutions from universal commercial banks to specialized thrift institutions render a variety of services for individual credit borrowers.

Currently, the Kazakhstan market of

consumer lending is significantly lower than the foreign markets.

Over the period of one year from March 2014 to March 2015 the market grew by only 7 percent. For comparison, in March 2014 and 2013 the market grew

by 48 and 45 percent respectively. Nevertheless, the level of consumer debt load remains in the comfort zone.

Consumer loan debt per employee for the period of 2010-2015 is shown in Figure 3.

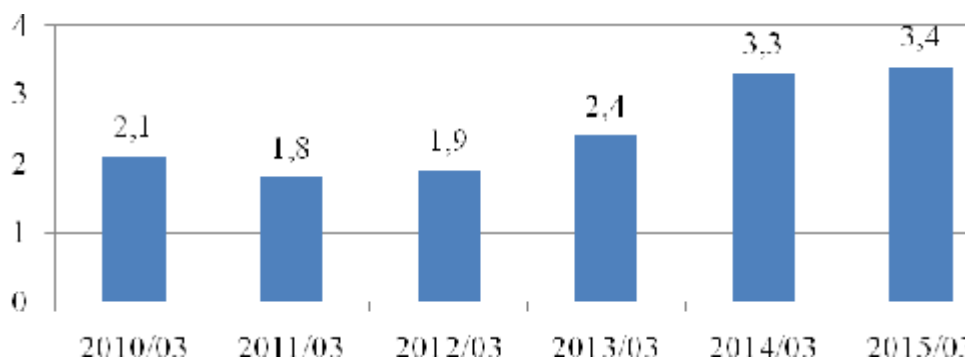


Figure 3. Consumer loan debt per employee (average monthly salary, number)

Dynamics of consumer lending in Kazakhstan in March by region is shown in Tables 3 and 4.

In March 2015, the amount of consumer debt to the bank per employee amounted to 3.4 monthly salaries or 407 thousand tenge, while in March 2010 it was 2.1 monthly salaries.

The highest consumer loan debt among the regions of the Republic of Kazakhstan is in Almaty. Consumer loan debt per employee in Almaty is 8 salaries or 1.2 million tenge. Besides Almaty the

tops five regions with the highest consumer loan debt include Mangistau region, Astana, Atyrau and Kyzylorda regions.

The lowest level of consumer debt is in the Almaty region with the loan debt of 1.8 salaries per employee or 156 600 tenge.

The main reason for this situation is supposedly the fact that many residents of Almaty region take loans in Almaty banks, while Almaty has a high concentration of entrepreneurs, taking personal loans for business development.

Table 3. Individual consumer loans by regions of Kazakhstan

Region	Loan per employee, thous. tenge		Loans in average monthly salaries		Average monthly salary	
	2015	2014	2015	2014	2015	2014
Period	2015	2014	2015	2014	2015	2014
Kazakhstan	407,0	388,7	3,4	3,3	118,6	116,8
Almaty	1226,0	1332,3	8,0	8,7	152,7	153,3
Mangistau	478,7	421,0	2,1	1,9	229,2	224,0
Astana	468,2	430,1	2,7	2,6	171,5	168,6
Ayrau	463,6	410,5	2,1	1,9	217,0	215,0
Kyzylorda	381,4	356,1	3,7	3,5	102,1	100,4
Aktybinsk	327,2	294,3	3,2	2,9	100,9	101,4
West Kazakh-	315,9	284,9	2,9	2,6	108,2	110,5

stan						
Zhambyl	294,7	265,1	3,7	3,4	79,9	78,1
East Kazakhstan	287,1	264,7	3,0	2,8	96,4	93,4
Karaganda	262,1	233,5	2,4	2,2	108,1	105,7
Pavlodar	262,1	241,1	2,6	2,5	100,0	97,5
South Kazakhstan	255,2	251,5	3,1	3,1	81,2	82,4
Kostanai	199,6	188,7	2,3	2,3	85,6	82,7
Akmola	199,0	175,6	2,4	2,2	82,6	80,4
North Kazakhstan	180,6	155,1	2,3	2,1	77,6	75,1
Almaty region	156,3	152,2	1,8	1,8	85,0	83,4

Data on individual consumer loans (loans in the Republic Of Kazakhstan) is by region (in March 2014 and March 2015, presented in Table 4. growth to the total, the share of the total

Table 4. Individual consumer loans by region (growth to the total sum, share of KZ loans)

Region	Total (bln. twnge)		Growth (%)		Share of KZ loans (%)	
	2015	2014	2014	2015	2015	2014
Kazakhstan	2502,0	2341,1	106,9	160,8	100,0	100,0
Almaty	942,5	931,1	101,2	11,5	37,7	39,8
Astana	194,1	170,3	113,9	23,7	7,8	7,3
Mangistau	167,8	159,8	105,0	8,0	6,7	6,8
Atyrau	156,3	141,0	110,9	15,3	6,2	6,0
Kyzylorda	137,6	127,5	107,9	10,1	5,5	5,4
Aktyubinsk	120,3	103,5	116,2	16,8	4,8	4,4
West Kazakhstan	116,1	101,8	114,0	14,3	4,6	4,4
Zhambyl	104,2	91,0	114,4	13,1	4,2	3,9
East Kazakhstan	93,0	93,2	99,7	-0,3	3,7	4,0
Karaganda	88,0	80,6	109,2	7,4	3,5	3,4
Pavlodar	87,5	79,7	109,8	7,8	3,5	3,4
South Kazakhstan	80,1	71,7	111,6	8,3	3,2	3,1
Kostanai	63,1	56,9	110,9	6,2	2,5	2,4
Akmola	62,6	55,1	113,6	7,5	2,5	2,4
North Kazakhstan	50,3	44,3	113,5	6,0	2,0	1,9
Almaty region	38,5	33,5	115,0	5,0	1,5	1,4

Analyzing Table 4, we can note that in March 2015 the amount of consumer loans of the population amounted to 2.5 trillion tenge. Every year the amount of issued consumer credits increases, both in Kazakhstan and in separate regions. In 2015 the banks issued 160.9 bln. more in consumer loans than in 2014, while the growth of the total was 53.9%. 37.7 per cent (942.5 billion tenge) of the loans falls to the share of Almaty [5]. The market analysis in terms of in-

come levels and purchasing power of the population has shown that consumer lending development is an urgent issue in Kazakhstan. The banks bear the burden of certain risks:

- the risk of an exceptional depreciation of the securities received in the loan collateral;

- client asset loss as a result of the natural disaster;

- fraud on the part of the borrower.

An important characteristic of the modern state of the credit market is the ability to provide greater repayment of consumer loans than loans to enterprises and organizations.

Modern Kazakhstan practice of consumer lending to individuals requires its improvement both in terms of expansion of credit facilities, and the differentiation of the conditions for granting loans. We need to develop comprehensive banking services to the population, providing a wide selection of the latest banking products, increasing revenues, forming the resource base of the bank, developing credit relations with the population.

In the current difficult economic situation, macroeconomic stability in general and overcoming the inflation in particular will allow a wider use of bank loans by the population in order to solve

vital problems. All this points to the need for further development and improvement of credit bonds of commercial banks with the population based on the study of domestic and foreign experience.

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TAX ACCOUNTING AS A TOOL FOR VALUE ADDED TAX CALCULATION

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The concept of "Tax Accounting" was included into the legislation and practical management after the introduction of the Law "On taxes and other obligatory payments" in 1995 and received a broad interpretation. V. K. Rodostovtsev defined tax accounting as follows: it is an operational accounting, required to be kept by

the taxpayers during the tax year to account for income and deductions, while the majority of deductions and a number of items of income are not registered in the accounting records. According paragraph 1 of Article 56 of the Tax Code of the Republic of Kazakhstan, tax accounting is a process of keeping tax records per-

formed by a tax taxpayer (a tax agent) in accordance with the requirements of this Code, in order to generalize and systematize information about the objects of taxation and (or) objects related to taxation, as well as about calculation of taxes and other obligatory payments to the budget and tax reporting.

The main goal of tax accounting is accurate calculation of tax liability, therefore it should be considered in a close connection with the process of calculation of tax payable to the budget. The main content of the tax accounting is based on bookkeeping, standards of which are determined by the legislation of the Republic of Kazakhstan in the field of accounting and financial reporting.

The taxpayer independently or through an authorized person organizes tax accounting and determines the forms of generalization and systematization for tax purposes in the form of tax registers. The taxpayer also develops and approves tax accounting policy. In order to determine the objects of taxation or objects related to taxation, to calculate tax liability enterprises need to keep records that include accounting records, primary accounting documents, tax forms, and tax accounting policy.

In order to ensure transparency of operations related to the taxpayer's activities and their financial situation the Tax Code contains the following rules:

- tax accounting is carried out in tence on an accrual basis.

- according to paragraph 2 of Article 57 of the Tax Code, the accrual method of accounting is a method by which the results of operations are recognized on the fact of their commission and not the date of receipt or payment of cash or cash equivalents;

- objects of taxation or objects related to taxation, as well as the calculation of taxes and other obligatory payments to the budget are determined on the basis of

the tax accounting for the tax period;

- consideration of exchange rate differences for tax purposes is carried out using the market rate of exchange;

- accounting of inventory for tax purposes is done in accordance with IFRS and legal requirements of the Republic of Kazakhstan;

- operations based on a barter agreement, transfer of the collateral to the pledge if the debtor fails to perform secured obligation are treated for tax purposes as a sale of goods, rendering of services, performance of work.

For organizations that have taken the decision to maintain separate tax records, Article 58 of the Tax Code provides different conditions of taxation for calculating tax liabilities. In the conduct of separate tax accounting the taxpayer allocates the total cost of the specific weight of incomes derived from activities over which the reduction in the corporate income tax, and other activities, in the total amount of income received during the reporting tax period.

Separate tax accounting is required for the following categories of taxpayers:

- subsoil users: on contract activity separately from the non-contractual activities;

- parties to the agreement on joint activities: joint activities separately from other activities;

- trustees: on the activities of asset management separately from other activities;

- a legal person, using a special tax regime for small businesses, in the event of income subject to taxation in the general procedure separately from the tax obligations of the special tax regime;

- organizations that organize conduct specialized international exhibitions in the Republic of Kazakhstan on the activities corresponding to paragraph 1 of Art. 135 of the Tax Code and other activities.

The taxpayer independently deter-

mines the procedure for keeping separate tax accounting, describing the basic provisions in the tax accounting policy, so that according their records it was possible to accurately determine the taxable base for the calculation of liabilities. Also, the taxpayer develops structure and forms of analytical tax registers, ways of their formation, order of storage of primary documentation and tax statements.

Organizations engaged in activities, should present all their business transactions as primary supporting documents, which are the basis for accounting and tax accounting. Requirements record preparation and storage are provided in Article 59 of the Tax Code.

The taxpayer keeps all the accounting records in Kazakh and (or) Russian languages, both on paper and (or) electronic carriers and presents them to the tax authorities during the tax inspection. In accordance with Article 46 of the Tax Code, the term of limitation for tax liability and asset records is five years. Keeping records in case of reorganization of the legal entity is assigned to the successor.

Adopted by the organization tax accounting policy, which establishes the procedure of tax accounting in compliance with the requirements of the Tax Code provides all stakeholders with a complete, accurate and understandable information, which the taxpayer uses for the calculation of tax liabilities and other obligatory payments to the budget.

According to Article 60 of the Tax Code, tax accounting policy shall contain the following:

- self-developed forms and procedures of tax registers;
- activities carried out according to the general classifier;
- officials responsible for complying with the tax accounting policy;
- in case the taxpayer is engaged in subsoil development - the order of separate tax accounting;

- allocation methods for the purpose of calculating corporate income tax;

- method of attribution of value added tax to the offset provided for by the Tax Code;

- in the case of the hedge the process of determination of risks hedge tools and assessment methods;

- in the case of transactions with Islamic values - revenue accounting policy;

- depreciation rates for each subgroup or group of fixed assets, taking into account paragraph 2 of Article 120 of the Tax Code;

- in the case of invoicing, the maximum number of digits used in the numbering, and, in the context of structural units, the code of each of these units;

Change in and (or) addition to the tax policy is carried out by the taxpayer using one of the ways specified in paragraph 5 of Article 60 of the Tax Code.

Individual entrepreneurs that don't perform accounting and financial reporting, make entries in the tax register on the basis of primary documents, forms and requirements of which are approved by a competent authority.

Individual entrepreneurs keep tax registration according to paragraph 3 of Article 60 of the Tax Code.

The value of the tax account is large enough, because the type of taxation prevailing in the country reflects the level of economic and political maturity of the society. Taxes are the active tool of state regulation. Setting taxes, the government, tries to decide upon the best way to collect all the necessary resources from businesses and households, and thus joins the collective consumption and investment.

But, despite the fact that the state takes over the regulating and accumulating functions, the tax system itself operates on a micro level, i.e. basic tax functions are carried out at the level of individual taxpayers - both corporate and individual.

Government, replenishing the state

treasury funds through the collection of taxes, reserves the right to introduce new taxes, reducing or increasing them in order to be able to promote or hinder certain types and forms of economic activity in production, sale, consumption of certain goods.

Failure to comply with the tax laws, improper record keeping, inappropriate determination of the tax base, and as a consequence, the tax obligation entails administrative penalties in the form of forced collection of tax arrears, penalties and fines.

Therefore, tax records is improved over the years and, with the increase in complexity of business processes, its impact on the economic life gradually becomes more diverse.

Under the principles of tax accounting we should understand the basic terms and ideas that are so necessary for the development of the tax system of a particular state. The basic principles of taxation in the Republic of Kazakhstan, reflected in Article 4 of the Tax Code, are presented in

Figure 1.

Tax accounting rules, accounting documentation in a combination with the fundamental principles of taxation is a powerful lever to influence the formation of an efficient and fair tax system of any law-governed state.

In the early 1990 's, all spheres of economic life in Kazakhstan underwent certain reforms. This uncertain and unstable time witnessed the focus on fiscal relations, tax accounting, previously unknown in our country. Value added tax was one of the first compulsory payments imposed in the practice of taxation of the Republic of Kazakhstan. This tax not only firmly established in the tax system of our country since its inception, but also became one of the most important state taxes. Value added tax is a universal indirect tax. The basis of its collection is added value created at all stages of production and circulation of commodities. But the main burden of taxation is transferred to the final consumers of products, works and services.

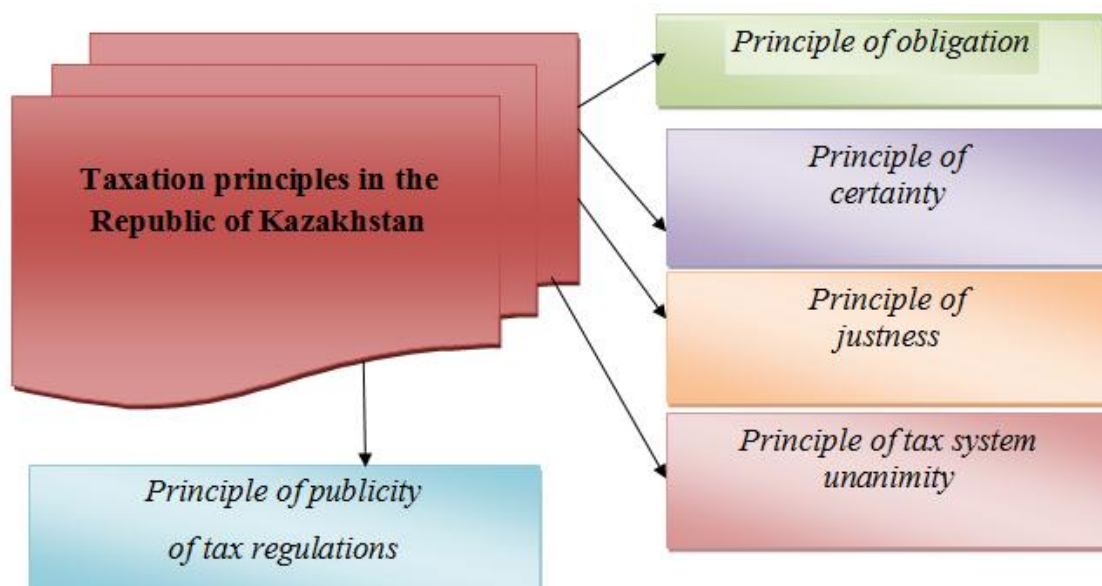


Figure 1. Taxation principles in the Republic of Kazakhstan

Value added tax, being the most significant indirect tax, performs two com-

plementary functions: a regulatory and fiscal (Figure 2).

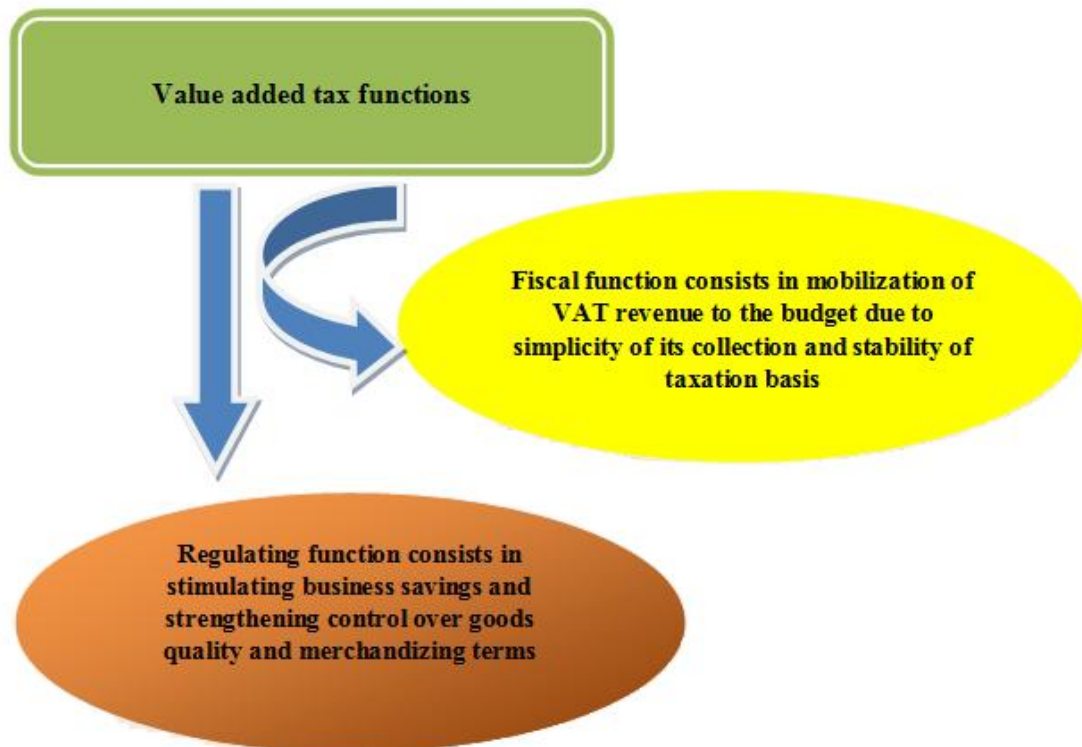


Figure 2. VAT functions

Fiscal, economic and psychological benefits of value added tax gave it the opportunity of wide application and dissemination. The benefits of this tax is its high yield. Value added tax has a fairly extensive tax base that is why almost every person shall pay the tax regardless of the size of the income. This tax covers a wider range of goods and services than other indirect taxes. Thus, simply by raising the tax rate the state can quickly respond to the need for additional income. Value-added tax was introduced into the tax system of the Republic of Kazakhstan in December 1991. At that point, the tax has been successfully used in 43 countries. Its

use has become a prerequisite for the state to join the European Economic Community. A key element in improving the tax system of the Republic of Kazakhstan was the introduction of value added tax instead of the sales tax. A world experience of the tax system design has become a powerful argument in favor of this tax. In Kazakhstan, the rate of the value added tax starting from July 2001 has gradually decreased from 20% to a current rate of 12%. In different countries, there are different approaches to determining VAT rates. The specific values of interest rates in certain developed countries are shown in Figure 3.

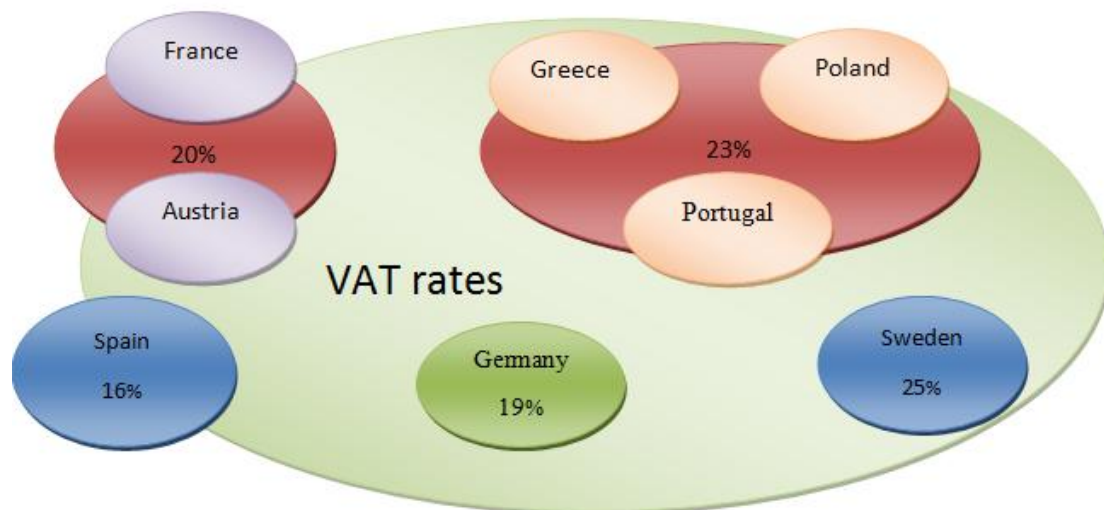


Figure 3. VAT rates abroad

The European Union has adopted the basic rate limit - it must be at least 15%. Preferential goods have a reduced rate of value added tax, it should be at least 5% in total [2].

Ireland has seen the most frequent changes in the VAT value. Relatively frequently, VAT has been changed in Italy and France. Countries with stable VAT are Malta and Poland. Over the last 20 years VAT rates haven't been changed in Austria, Sweden and Denmark.

The most convenient and simple scheme of calculating value added tax in the European Union, is in Germany. Introduced in 1973, VAT has become the second largest source of revenue after income tax.

Collection of VAT is designed in such a way that the final consumer of goods and services gets them saddled with taxes of identical value. In Germany, there is a practice of pre-tax deduction. This gives the entrepreneur the right to reduce the value added tax by the amount of tax, imposed on him by other entrepreneurs for their taxable turnover.

The rate of value added tax in Germany tends to grow. Thus, previously it was 14%, then 15%, 16%, and at the moment it is 19%, with a reduced rate of 7%.

A reduced rate applies to:

- food (except alcohol and turnovers of cafes, hotels and restaurants);
- mass media;
- urban and suburban public transport;
- health, charity, and church organizations;
- works of art;
- dentist's services;
- animal breeding and crop raising.

Enterprises of Agriculture and Forestry, as well as export are exempt from VAT.

The peculiarity of the German law on value added tax is in the fact that there is a special article describing imposition of tax on entrepreneur's withdrawing from the circulation of goods and services for personal use without payment. The right of set-off is given only to an entrepreneur, whose total amount of exemptions is established by financial bodies. This takes into account the presence of dependent children. Also, the use of private branded vehicles is a subject of financial control, which must be necessarily reflected in the annual declaration for the value-added tax.

In Sweden, there are two principles of determining value added tax on export – the destination principle and the principle of origin. Since January 1, 1995, this country have seen significant changes in

the tax system that affect the objects taxable with value added tax.

The level of taxation in Sweden compared with other EU countries, the highest. Thus, VAT for the basic goods and services is 25%, including bottled water, alcoholic beverages, tobacco. Also, there is a rate of 12% and 6%. Social sector services, insurance and banking services, acts of purchase and sale of real estate, rental of residential and office space, etc. are not tax deductible [2].

In the United States and Japan, there were intense debates around the issue of the introduction of value added tax. In the USA, the opponents of VAT won the victory. They believed that this would entail outpacing the rise in prices and, consequently, the reduction in effective demand on the part of the general population, and then a drop in the rate of economic growth.

In Japan, the introduction of value added tax also did not receive support in 1950. However, in December 1988, as a part of ongoing reforms VAT was, after all, introduced. The attitude of consumers to the new tax was controversial and the tax turned out to be profitable to more affluent classes of the Japanese society. The reform has not been worked out thoroughly enough: in invoices the amount of value-added tax has not been indicated in a separate line, as it is the case, for example, in the European Union, Russia, the Republic of Kazakhstan [2].

The rate of value added tax in Japan is 5%, consequently, there is no reim-

bursment of the tax; the accrual is done using the balance method. Value-added tax in Japan is completely credited to the state budget.

Thus, in the USA and Japan direct taxes play the leading role in the taxation system, which is explained by peculiarities of historical development and mentality of the population. Indirect taxes are represented by excise and customs duties.

Among the advantages of value added tax in foreign countries there is its neutrality with respect to the system of production and distribution of goods and services existing in the country. Value added tax in the countries of the European Union plays an important role and contributes to the free movement of goods, services, people and capital within the borders of the union. Within the European Union VAT tax is considered to be the most promising.

As can be seen from the written above, there are significant differences [2] in the taxation system of value added tax in the Republic of Kazakhstan and foreign countries.

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COMPARATIVE ANALYSIS OF THE BANKING SYSTEM OF GERMANY AND THE REPUBLIC OF KAZAKHSTAN

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In the modern market economy, a key element of the state financial system

are banks. The modern banking system of Kazakhstan was formed after the collapse

of the USSR. Using the experience of other countries, there was created a two-tier banking system, well adapted to the market economy.

National Bank of Kazakhstan is the central bank and the first level of the banking system of the Republic of Kazakhstan. All other banks represent the second level of the banking system except for the Kazakhstan Development Bank, which has a special legal status (1).

NBK as a regulator of the banking system of Kazakhstan implements the following tasks:

- Develop and implement the monetary policy of the state;
- Ensure the functioning of payment systems;
- Implement currency regulation and currency control;
- Promote stability of the financial system;
- Regulate, control and supervise financial market and financial organizations;
- Ensure an adequate level of protection of the rights and legitimate interests of consumers of financial services;
- Implement statistical activities in the field of monetary statistics and external sector statistics.

The organizational structure of the National Bank of Kazakhstan is represented by the central unit, which consists of 25 departments and 4 independent departments, and 16 territorial branches in all regions of Kazakhstan (Iskakov, 2012).

National Bank within its competence represents the interests of the Republic of Kazakhstan in relations with central banks and banks of other countries, international banks and other financial institutions. Activities of the National Bank to the extent of its powers are independent. NBK coordinates its activities with the Government of the Republic of Kazakhstan and accountable to the President of the Republic of Kazakhstan.

As of January 1, 2016 the banking sector of the Republic of Kazakhstan is represented by 35 banks. The total assets of the banking sector in Kazakhstan is 23.4 trillion KZT. The loan portfolio of the sector is 15.5 trillion KZT.

The level of competition in the banking sector is average. In general, Kazakhstan STB can be divided into three tiers. The first tier-are "largest banks", which have long been in the banking sector; the volume of their assets exceeds US \$ 10 billion, with a market share of over 10% (3).

The second tier-are the so-called "locomotives of growth" and the banks in a transition period. These are young, actively developing banks expanding their market share, as well as big banks, not included in the first tier. Both groups are characterized by the amount of assets of US \$ 4 billion and a market share of more than 4%.

The third tier -are small banks supporting various niches for their activities.

There is a trend to increase market concentration, so for the year 2015, the value of the Herfindahl-Hirschman Index (indicator of the degree of monopoly in the industry) was 1017 that characterizes moderately concentrated markets. 5 largest private banks control 59.2% of total banking sector assets. Presumably, more than a half of the entire banking infrastructure - network of branches and ATMs - are in these groups.

In 2015, there was a merger of such banks as JSC "Alliance Bank", JSC "Temirbank", and JSC «ForteBank» into the group of JSC «ForteBank»; JSC "Kazkommertsbank" with JSC "BTA Bank". In addition, JSC "Halyk Bank of Kazakhstan" has purchased JSC "HSBC Bank of Kazakhstan", which was renamed in JSC «Altyn Bank» (4).

In the short term, mergers and acquisitions are not expected. However, in the long term, such a probability is stored.

This is due to the introduction of Basel III standards, and above all, to the capital requirements, as one of the key events in the sphere of banking control and regulation. In 2019, it is planned to increase the requirement for minimum equity capital to 100 billion KZT. To date, this requirement is met only by 7 banks.

The banking system of Germany in its modern form emerged in the mid-1950s having inherited almost all of the basic features of the banking system of pre-war Germany and getting the best that appeared in the banking systems of different countries. It is a set of financial institutions, which accumulate free money capital, incomes and savings of various layers of the society and give them as a loan to enterprises, government and individuals. It consists of two main tiers - central bank and commercial banks, and specialized credit institutions (5).

In Germany, the number of credit institutions exceeds 4000, including 1 000 medium and small banks. Totally, together with subsidiaries, for 80 million people there are 49 thousand credit institutions. The banking system in Germany (two-tier) includes:

- 1) Deutsche Bundesbank (Federal Central Bank);
- 2) commercial (universal) banks;
- 3) savings banks;
- 4) co-operative central banks;
- 5) credit cooperatives;
- 6) special purpose banks (public and private mortgage);
- 7) postal, utility and savings banks;
- 8) specialized banks.

Federal Central Bank is the successor to the German Central Bank - the Reichsbank - and has 9 land central banks as main offices and about 200 major branches. The Central Bank is fully owned by the Federation and acts as a federal entity. Tasks and rights of the Bank are defined by law. Through this bank and its subsidiaries, the bulk of non-cash pay-

ments with the use of checks and bills is held.

German Bundesbank's central headquarters is located in Frankfurt city. Its activities are regulated by the German Law "On German Federal Bank".

The Central Bank is managed by the collective body in the face of the Central Council, consisting of nine main departments of the bank headed by the Director.

It should be noted that the management of the Bundesbank has full integrity in decision-making. In this case, the Orders of the Federal Government of Germany, are not binding for the Central Bank and may be accepted for consideration only as study or guidance documents. This approach to the activities of the Central Bank of Germany has received broad support from the majority of European countries.

The main function of the Bundesbank is to ensure stability of the national currency, so in the work the bank has a monopoly on the issuance of new notes and uses a range of monetary-policy tools to regulate money circulation and credit conditions of the economy. This is connected with such popularity of auctions in Germany.

Commercial (universal) banks are the second tier in the banking system and they carry out operations for receiving funds in deposits, provide a variety of services, including financial and trust. The largest German universal banks – Deutsche Bank, Commerzbank и Dresdener Bank - perform practically all kinds of operations, excluding the issue of banknotes and the provision of mortgage credit. Traditionally, all commercial banks in Germany are divided into three groups:

- 1) private (loan) banks, including 3 large regional ones, other credit banks and subsidiaries of foreign banks - on the whole about 350. This group performs 43% of all bank operations and has an extensive network abroad;

2) more than 70 public-law savings banks and land banks, performing half of bank operations. Their activities are focused mainly on maximizing profits. These include:

- 11 land banks (Landesbank), which clients are governments of federal states and large corporations;

- a network of savings banks (Sparkasse), which are subject to Land banks and work with private investors (the proceeds go to support of small and medium-sized businesses; for a total of 500 savings banks provide 42% of loans);

- KfW - Banking Group, which provides funding for various government projects (support for small and medium enterprises, affordable housing and infrastructure development, improvement of the energy efficiency measures);

3) almost 3 thousand cooperative banks and their central banks, performing about 20% of the operations of all banks.

- DZ Bank and WGZ-Bank perform the functions of the central banks in the sector, serve large corporate clients;

- 1254 banks of Volksbank and Raiffeisenbank; more than a half of customers (16 million) are also shareholders of these banks (originally Volksbanken and Raiffeisenbanken were mutual-aid funds for small and medium-sized businesses, and now the main task of the bank is to support the business (primarily of shareholders themselves);

- Church banks, for example - Spar- & Kreditbank Evangelisch-Freikirchlicher Gemeinden;

- Sector banks, such as Beamtenbank («Bank of civil servants»), Deutsche Apotheker & Ärztebank («Bank of the German pharmacists and doctors»);

- Other cooperative banks.

To represent their interests in legislative, supervisory and other public authorities, all of the groups of banks are united in associations operating at the level of the Federation. Federal Office for

the Supervision of the banking business in Berlin carries out state supervision of all credit institutions. Federal Office is an independent federal supreme authority, which obeys the instructions and the service supervision of the Federal Minister of Finance.

The main advantage of the German universal banking system in comparison with Kazakhstan, in which the bank functions are separated, is a higher stability on the basis of diversification effects and high reliability of deposits associated with it. Acting on a universal basis, the bank provides the customer with a wide range of operations and services, thereby having the possibility of redistribution of income and losses from the banking business. In Germany, there are also specialized banks, special purpose banks, credit cooperatives.

Currently in the country there are more than 4500 generic and more than 200 specialized commercial banks offering a full range of banking services. Of particular note is the possibility of German customers of banks to carry out operations on foreign markets, while at the same time anywhere in the world (6).

The institutional structure of the German banking system is represented by a three-tier model.

The first tier is occupied by the State Bank of Germany (Bundesbank) and the banks of the federal lands. The Bundesbank implements the monetary policy aimed at price stability in the euro area, bank supervision and control. Banks of federal lands are a group of nine banks with state participation, arranged in the regions, and mainly serving large institutional clients. They are umbrella organizations for savings banks.

The second tier is represented by commercial banks: private, public-law, cooperative and with foreign participation. A distinctive feature of the German banking system is that the second-tier banks in Germany carry out a variety of operations,

from universal to specialized. Although private, public-law and cooperative banks in Germany have differences in their policies, there is no specialization and "banking labor division" associated with it, as in the UK or France.

The leading role in the cluster of private banks play four transnational largest banks in Germany, namely: Deutsche Bank, Commerzbank, Unicredit Bank, Postbank. Besides these, private banks include regional universal and specialized banks: mortgage banks, banks with a remote form of service, building funds.

Public-law banks are savings banks that serve customers within a single federal state, and their numerous branches, as well as regional banks owned by federal states. These lending institutions are the foundation of the state's presence in the German economy. They were created for concessional lending to local manufacturers, whereby the need to promote economic growth of the region. It is for this reason that their objective is not to maximize profits, so banks are allowed to operate only within their region. This bank cluster is the largest in the number of credit institutions in the German banking system, and its share in the German banking sector's total assets currently stands at 50%.

Cooperative banks adhere to the regional principle in their activities since, as well as savings banks, they are not allowed to provide their services in areas not related to the place of their dislocation.

Development banks play the leading role in the innovative financing of the German economy. The German Development Bank Group (KfW Bankengruppe) is a leading strategic partner of the German government and the largest corporations in Germany. Among the main functions of KfW are promoting economic development, social security and ecology in Germany, Europe and the rest of the world. To meet these challenges, the banking group

is divided into several specialized banks: Bank for development of small and medium enterprises; Bank for assistance in the field of housing, infrastructure, education, social issues; Bank for international export and project finance; Bank for assistance to developing countries and countries with economies in transition. The Bank Group is advising the German government on privatization of the state shares of banks and financial institutions. Agricultural Rental Bank provides financial support to the subjects of the country's agro-industrial complex.

In the third tier of the German banking system are microfinance institutions: savings banks, building and savings associations, regional community credit cooperatives and credit cooperatives.

According to the German Federal Bank, despite the financial crisis, in 2016 the amount of private savings of physical persons in Germany continues to rise. At the end of the second quarter of 2016 German residents owned cash, bank deposits, securities and insurance policies for a total of 5.401 trillion euros. This is 169 billion more than in 2015. At the same time, debts and obligations under the German citizens loans increased by 45 billion euros to a total of 1.645 trillion euros.

Despite this, German banks earn less - and this applies not only to large financial institutions, but also to small banks. Low interest rate policy pursued by the ECB, makes basic banking business unprofitable. The content of the branch network, customer consultation - all this takes time and money. As a result: almost every German bank has now increased the service costs, some of them even introduced a negative interest rate - for keeping money in their accounts they pay for themselves.

On top of that, competition from banks, existing only on the Internet is growing. They do not have their own branches, the staff is significantly less, for cash they are offering to use ATMs of

other banks. The so-called Fin Tech - startups in the field of financial services - offer some of the classic banking services, and thus avoid the banking regulation.

Stringent requirements to conduct banking activities, established after the 2008 financial crisis, have the reputation of a "killer" of small banks. For example, when advising clients about the various possibilities of investing money, one must adhere to strict criteria, "but only if you are a bank and provide classic consultancy services" - emphasizes Hans-Peter Burghof, professor and banking expert of Hohenheim University. "If the recommendations are provided by an online brokerage platform, and with a note that this is not a recommendation, it cannot be brought for breaking the rules", - adds Burghof (7).

Thus, the German banks should be prepared for the technological revolution and the considerable attention should be paid to financial innovation.

Banks are the main financial intermediaries in the market economy. In the normal course of business, they create new requirements and commitments, which become a commodity in the money market.

The banking systems of the Republic of Kazakhstan and Germany are similar and have the problems faced by all banks in the world. In the future, institutions of the financial sector through innovation will solve these problems.

The development of the stock market, legal and regulatory framework governing the activities of banks, banking supervision policies, internal control system, and international cooperation will facilitate the steps of the banking systems of the Republic of Kazakhstan and Germany to a new level, the improvement of their operations and the trust of the people.

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RISK MANAGEMENT IS A POWERFUL TOOL FOR ANALYSIS AND MANAGEMENT OF FINANCIAL RISKS IN ENTERPRISES

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"If we fail to manage risks, they will manage us" [1, p. 12].

The trend of recent years involves the increasing interest of the broad range of specialists, especially entrepreneurs and managers of different levels to management of financial risks. Risk is a complex and multidimensional category. There are dozens of types of financial risk in the scientific literature which highlights its di-

versity.

Risk in respect of financial assets, as well as on company activities and management of investment projects are of special interest of financial managers. Thus, the risk can be described as a level of some financial loss, expressed in:

- the possibility of non-reaching the goal;
- uncertainty of the predictable re-

sult;

- subjectivity of the predictable result.

Financial activities of organization in all its forms are associated with numerous risks, which extent of influence on the results of these activities increases substantially with the critical state of the economy. The growing influence of financial risks on the financial performance of the organization is associated with the rapid variability of the economic situation and financial market conjuncture, expansion of financial relations sphere and its "liberation", emergence of new financial technologies and instruments for business practices.

The certain features, i.e. attributive characteristics that reflect the essential part of this phenomenon, are inherent to the risk:

- scenario uncertainty. Uncertainty is inherent to many social and legal events, so risk is always calculated ambiguity, with alternatives of development of situation of risk.

- a probability of negative results of acts (their own or others' actions or omissions) or events.

- regularity. Risk is an inherent property of every activity resulting from one or another factors, herewith regular pattern of risk is not linear, but probable.

- dual subject-object nature [2, p. 43].

The uncertainty of surrounding environment involves the totality of factors that create the appearance of a risky situation because the organization does not have full information on all subjects / objects, with which it is forced to contact with in order to perform its statutory activities. On the other hand, financial risks have subjective nature, as they are implemented through human activity. It is an entrepreneur that makes a wide range of alternatives, assessing the risk situation.

Personal qualities and professionalism of businessman play not the last role in the evaluation of financial risks and the subsequent outcome of the case. The summarized factors of financial risk occurrence are presented below in Figure 1.

Of course, it is no longer necessary to prove that the success of any entrepreneur, businessman or manager depends largely on his attitude to risk, because, at the decision-making stage, enterprise is faced with the choice of an acceptable level of risk, and ways to reduce it.

Financial risk is one of the most difficult categories, related to the implementation of economic activity. That is why the policy that will be chosen by the head for managing these risks is very important.

Therefore, one of the main reasons for the financial difficulties and bankruptcy of enterprises and organizations is the poor quality of financial risk management as a category of a prosperous existence of the organization. A firm can avoid a risk, but this often means the refusal to receive possible income. Rare manager will agree to run to this step. Therefore, the extent and size of risk can be influenced through effective financial tools that combine strategy and techniques which form original risk management mechanism, i.e. the system of risk management.

Insufficiently skilled approach to this issue from the side of the enterprise manifests itself in the absence of a well-planned management strategy, weak development of procedural questions to reduce the risk, inability to analyze and assess the degree of risk in relation to the activities of the organization. This inevitably leads to the fact that a large proportion of own and attracted funds are placed in high-risk investments, usually with a low probability of generating an income. Unreasonably high and poorly supervised financial risk gradually becomes crucial for the further activities of the organization.

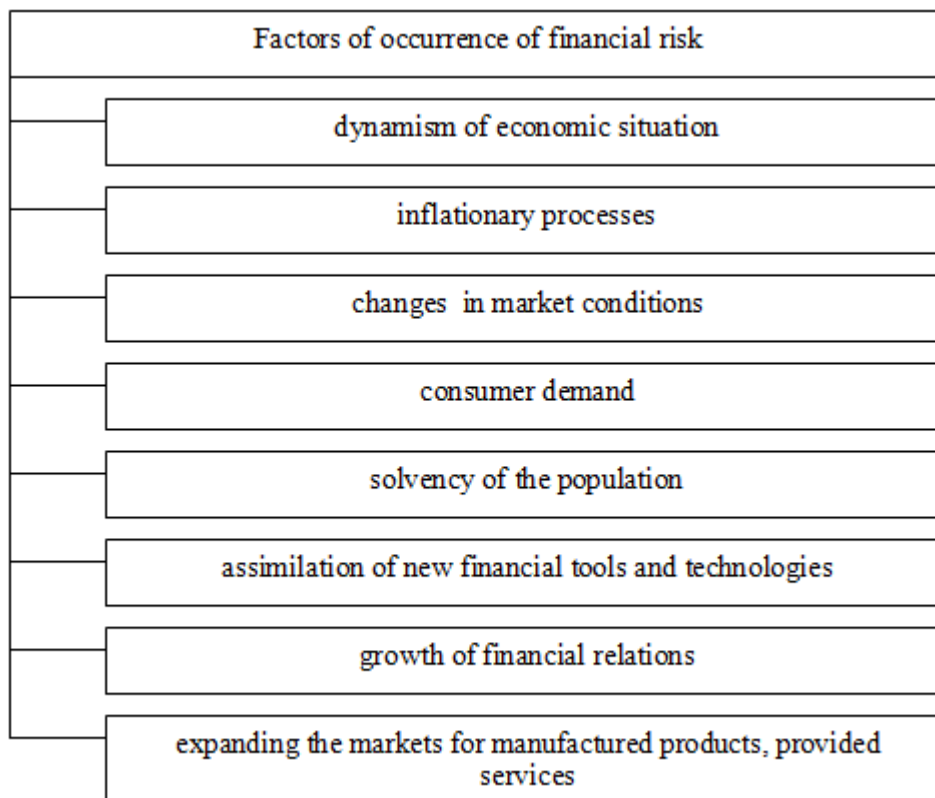


Figure 1. Factors of occurrence of financial risk

Improvement of financial risks management should contribute to elimination of significant shortcomings in the activities of many businesses. The ultimate goal of risk management - the target function of organization - getting the maximum profit with optimal and acceptable ratio of profit and risk should be achieved. This explains the relevance of the research topic.

Influence of financial risks can affect all aspects of the enterprise work, which may impair its financial position, production capabilities, the ability to meet its obligations and other aspects [3, p. 15].

An international conference on risk management was held in February 2016 in Almaty, at which ex-head of the National Bank of Kazakhstan, A. Saidenov addressed with following: "The stability of the financial system, not least of all is determined by the level of development of risk management and regulation of the financial markets, it applies not only in Kazakhstan but also other countries, both de-

veloped and developing. It must be acknowledged that the impact of risk management in Kazakhstan in making business decisions is provided only by the requirements of the Agency for Financial Supervision. Risk management plays a passive role in adopting the decision in the structure of corporate management of financial organizations. In this regard, the need for the development of risk management should be originated not only from the side of regulator, but also from shareholders and board of management of financial organizations. Independent and active role of risk management in the structure of financial management of the company should contribute to the stability of activities of the financial organizations". Therefore, in the new economic conditions, according to the opinion of A. Saydenov, enterprises must transit to the new business models (including the risk management systems) of financial management, which will be adequate to the

existing risks, as the company's financial activities should become more efficient to save their competitiveness [3, p. 40].

The success of the financial risk management consists in ability to anticipate the risk event, and if it came - to keep the level of losses that occur as a result of risky operations. Risk management should be based on an integrated approach, whose main objective is to integrate management in operational and strategic activities of the company.

In the context of the industrial enterprise - risk management is based on the concept of acceptable risk that postulates the possibility of rational influence on the risk level and bringing it to an acceptable level.

In addition, having studied the operation of the enterprise in various departments, it was seen next major flaw: functional specialists are involved only in local tasks of their department, and the achievement of local goals does not always lead to the achievement of goals of the enterprise. From all of the above, actuality and the need of effective risk management system is seen for this enterprise.

Application of risk management in the modern economic operations of enterprise includes three main positions:

- identification of the effects of the activities of economic subjects at situation of risk;

- ability to react to the possible negative consequences of these activities;

- development and implementation of the measures by which the possible negative results of actions taken can be neutralized or compensated.

The risk management in the enterprise cannot be a set of moment actions, in any case, this is a whole process of directed actions. Moreover, the process of risk management should be a part of the overall business management to achieve results.

The risk management system is a

system of measures aimed at the rational combination of all the elements in a single technology of risk management process (Figure 2).

Enterprise risk management seeks to achieve the necessary balance between profit and loss reductions of business activities and it is intended to be an integral part of the Organization's management system, i.e. it should be integrated into the general policy of the company, its business plans and activities. Only when satisfying this condition the application of risk management system is effective.

Management of financial risks should be based on a long-term forecasting, strategic planning, development of well-founded concepts and programs adapted to the uncertainty of the entrepreneurial business system, which allows to avoid or reduce unfavorable effects on production results and ultimately – to receive higher income [4, p. 75].

The risk management should include two subsystems:

- Controlled subsystem (object of management) - the risk, risk capital investments and financial relations between the economic entities in the process of implementation of the risk;

- Controlling subsystem (subject of management) - a special group of people, which is implementing a targeted operation of the controlled object by the methods and techniques.

Consequently, the risk management system in the enterprise includes the following main elements:

- identification of differences in risk alternatives;

- development of plans that allow to operate in situations of risk in optimal way;

- development of specific recommendations aimed at eliminating or minimizing the possible negative consequences;

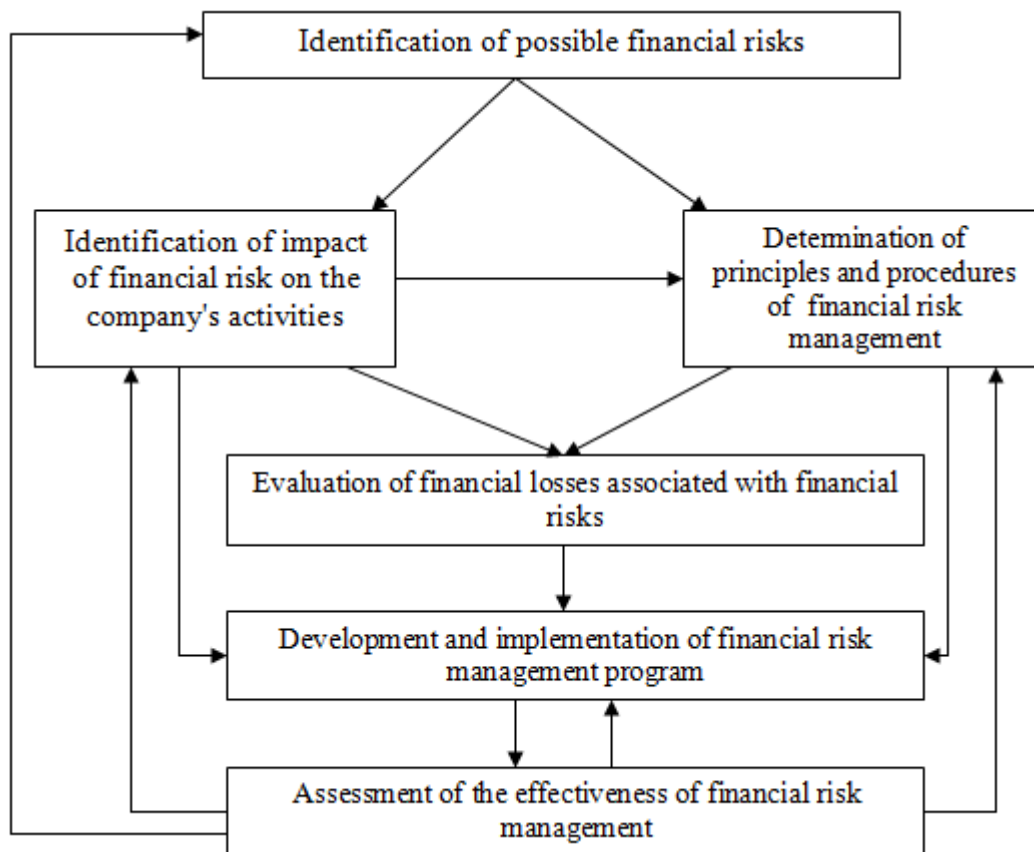


Figure 2. The relationship of major groups of tasks of risk management

- recording and analysis of the psychological perception of risky decisions and programs.

When choosing a specific risk management instrument company should be based on the following principles:

- 1) cannot risk more than this can be allowed by stockholder equity;
- 2) it is necessary to think about the consequences of risk;
- 3) cannot risk with many for the purpose of small [5, p. 16].

The implementation of the first principle means that, before investing, it is required to:

- determine the maximum possible amount of negative profit on this risk;
- compare it with the amount of invested capital;
- compare it with all of their own financial resources, and determine whether the loss of capital will lead to the bank-

ruptcy of the investor or not.

The implementation of the second principle requires knowing the maximum possible loss, to determine the consequences of risk probability, and take a decision on the refusal from risk (i.e., events), the adoption of a risk on his own responsibility or risk transfer to the responsibility of to another person.

The action of the third principle is especially brightly shown during the financial risk transfer (e.g. insurance against risks).

Proceeding from the abovementioned, it should be noted that risk management includes the process of developing risk and risky capital investments, determination of probability of an event, the identification of the extent and magnitude of risk, analysis of environmental situation, the choice of risk management strategy, the choice of risk management tech-

niques and methods required by this strategy to reduce risks, the implementation of targeting influence on risk. These processes together constitute the stages of the organization risk management.

Risk management has multivariance, which means a combination of standard and unique features of financial combinations, flexibility and originality of one or another ways of acting in a particular economic situation [5, p. 71].

Therefore any company implementing its activities is faced with the need to control and selecting of risk management methods. Some are beginning to assess risks after encountered serious losses, while others deal with them constantly and systematically. However, this question can not be ignored, if the company is planning to remain on the market and expect to succeed.

Relying on the experience of large corporations, which generally have a complete risk management system as well as on theoretical basis, developed by domestic and foreign scientists, practically any

enterprise, should pay special attention to this issue and to take measures to reduce them, for obtaining profit maximization. It is the use in practical activities of enterprises techniques and methods of risk management will help minimize, neutralize and optimize current and future financial risks by ensuring the greatest possible awareness about each financial risk through a comprehensive analysis of the enterprise.

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MANAGING COMPETITIVE ADVANTAGES AS FACTOR IN ENSURING THE COMPETITIVENESS OF ENTERPRISES IN THE MARKET OF UST-KAMENOGORSK

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In modern economic conditions, when economic growth of the national economy gave way to a sharp drop, an important role plays a factor painstaking and careful management of the enterprise in any industry. This event is an important tool in a changing competitive market conjecture. Given the unstable economic situation in the country and the tough competitive conditions for doing business is urgent measures to control the competitive advantages of enterprises. The fact of management of competitive advantages

implies the existence of a highly advanced business management system.

Availability of competitive advantages in the economic downturn and competition allow exist to enterprises in competitive activity. In itself, competitive advantages gives company a certain position in the market, provides an opportunity to overcome the competition in the market, resulting in higher levels of attractiveness to buyers.

Due to professional and skilled management of the enterprise, competitive ad-

vantages tend to potential growth, develop businesses, and increase profits.

Process of managing competitive advantages is determined by its capacity, and at the same time - global. Capacity process determines by its structure, process stages. It is driven by global processes of the analysis, as the external environment and internal environment of the enterprise.

To manage the competitive advantage, it is necessary to analyze the state of the external and internal environment of the enterprise. American scientist - economist Michael Porter was put forward stages of analysis of the competitive environment of enterprises. The composition of these steps included:

- Structural analysis;
- Finding a firm position on a global scale;
- Definition of company strategies;
- Determination of the value chain of the company;
- Analysis of factors holds competitive advantages of the company;
- Analysis of the determinants of the competitive advantages of the country;
- Development, validation and harmonization of measures to improve the competitiveness of the country, industries, individual firms;
- Audit and motivation to achieve the planned results [1].

To determine the factors of competitive enterprises and thus the competitive advantages of enterprises requires a structural analysis of the industry.

The composition of the structural analysis, Michael Porter has included:

- Analysis of «Porter Five Forces»;
- «PEST» analysis;
- «SWOT» analysis;

According to the analysis of Porter five forces highlights the main threats to the enterprise, which are ranked according to the degree of danger for him.

Results «PEST» analyzes show the

main factors that are important for enterprises, thereby affecting them.

«SWOT» analysis is essential for businesses, since it demonstrates the strengths and weaknesses, opportunities and threats for them. With a combined analysis of all models, the overall result obtained by enterprises. The result consists of the strongest factors of competitiveness, weak factors, that means weaknesses of the companies that need to develop.

To assess the competitiveness of the strongest factors deemed appropriate to use the method of «polygon of competitiveness». This method compares the competitive factors between several companies. By using the method of expert estimations, the relevant points are set for each factor, each enterprise. Therefore, the factors with the highest number of points are similar as competitive advantages for companies.

According to the results of the first phase of analysis there emphasize core competitive advantages of the enterprise. To analyze the competitive advantages of the company management considered direct action related to the management of the enterprises. According to the analysis, it is the second phase of the competitive advantages management process of enterprises. The final stage of the management process is focused on control phase [2].

According to the Michael Porter's stages of the analysis of the competitive environment, market research was made on the sale of construction materials and in particular the study of enterprise «Megastro Oskemen» LLP.

In the construction materials market of the town of Ust-Kamenogorsk competitive environment of enterprise develops around such competitors as: «StroyMart», «Comfort», «Beakris Mercury», «TNP».

1. Analysis of competitive environment by the Porter model.

Analysis and evaluation of the threat from substitute products:

Construction materials market in Ust-Kamenogorsk has a wide range of goods. For the most part, all the competing companies sell similar products, so there is the probability of finding a substitute product. Consequently, we find that the level from the substitute products is high.

Analysis and assessment of the level of intra-industry competition was held in the parameters: number of players, market growth rate, level of differentiation of the product on the market, restrictions on price increases.

According to the analysis revealed that the number of existing players in the region is about 3-10 enterprises. Due to the current economic situation as a whole in the world and in the country in particular, the rate of growth of the market of construction materials in 2014, gradually decreased. However, since the end of 2015 there was a tendency to slow growth.

The level of product differentiation in the market is great. However, it is worth noting that there are distinctive features of the goods. The increase in prices is a natural measure to maintain profits and reducing labor costs. In general, the level of intra-industry competition is average.

Analysis and assessment of threats to the market entry of new players was determined by identifying the height of barriers to entry. An economy of scale at the initial stage of implementation of the activity is a significant factor for new businesses, as it implies additional costs for the implementation of an increase in scale.

In the market of construction materials of Ust-Kamenogorsk, there are 4 major players, which divided about 50% of market share. Among these companies are: «Stroy Mart», «Comfort», «TNP», «Megastroy». The entire range of products presented in listed companies has more than 70 000 names of the goods that mean a high level of product diversity.

Investments and costs are quite large

to enter to the niche of construction materials, and return, respectively, is fairly take long period of time.

Access to the distribution channels of the goods, of course, requires some investment. As example, it would be preparation of infrastructure for the sale of construction goods. Regarding the government's policy, it is conditioned by the laws and regulations of the Republic of Kazakhstan (constitution, labor code, customs legislation, tax regulations, etc.).

Existing players are adapted to regulate the pricing policy if it is necessary. The emergence of new enterprises, as an option, can lead to an additional regulation of pricing policy. However, it is worth noting that the major market players, under certain economic conditions will not be able to reduce prices due to high labor costs.

In general terms, the threat of entry of new players in the construction materials market in Ust-Kamenogorsk is not significant and level is average.

Analysis and assessment of the market power of buyers in the market.

This step demonstrates how customers are committed to the sold goods of "Megastroy Oskemen" LLP and how high is the risk of loss of the current customer base.

Analysis and evaluation of customer loss risks are analyzed in terms of:

- The proportion of customers with a large volume of sales;
- A tendency to switch to substitutes goods;
- Low sensitivity (using elasticity);
- Satisfaction with product quality.

Part of the customers, who has a large volume of the sales, accounted to wholesalers, construction companies. They get most of the products of «Megastroy Oskemen» LLP for construction of facilities on the East Kazakhstan region. There is propensity to switch the substitute goods, due to a diverse selection of goods

on the market of construction materials in Ust-Kamenogorsk. Goods of «Megastroy Oskemen» LLP presented by 30,000 name of goods and each of them is unique in its segment, causing interest among customers.

Price regulation of «Megastroy Oskemen» LLP enterprise is one of the most important control measures. Attractive prices of enterprise help to attract customers from outside and from other competitors.

It is necessary to say, that the analysis and assessment of customers threats is defined as the average, but very close to the high level.

The third stage is the analysis and assessment of threats to the «Megastroy Oskemen» LLP from suppliers.

Analysis and evaluation of suppliers of «Megastroy Oskemen» LLP conduct in terms of stability, reliability and the ability to raise prices.

The main suppliers of «Megastroy Oskemen» LLP are companies from Europe and Asia, which together create a group more than 30 suppliers of goods. Suppliers are always providing required volume of the goods. These volumes of goods are always available for order from suppliers. The main threat is the change of supplier, since it is related to the costs of labor and getting empty warehouses.

Central Asian direction is priority for suppliers and chance to create a cooperation and is the key for partners - suppliers, because the economy is growing, not taking into account a slowdown due to the economic situation around the world.

In general terms, it appears that the level of threat posed by suppliers is an average, and is nearing a low. The reason for this is confidential and honest relationship management with suppliers and «Megastroy Oskemen» enterprise.

Summarizing the results of the analysis on the model of the five forces of Porter:

- Threat from substitute products is high, since its saturation in the market. There is a predominance of a similar product on the market.

- Level of threat of intra-industry competition is mean, as the company is a young, competitive and promising market of the city of Ust-Kamenogorsk.

- Level of threat from new players in the middle level, as the emergence of new players is rare in view of the existing barriers.

- Threat of losing customers exist, but not critical.

- Threat from suppliers is large, but not significantly. Cost of the search for new suppliers is considerable.

2. "PEST" analysis of «Megastroy Oskemen» LLP - analysis of the factors of external environment of the enterprise.

Political factor:

Legislative regulation of commercial activities in the Republic of Kazakhstan (Law of the Republic of Kazakhstan dated April 12, 2004 № 544-II regulation of commercial activities; program of support of small and medium-sized businesses).

Economic factor:

- Rate of inflation in 2015 year - 13.6% [3];

- Devaluation of the national currency;

- Purchasing power of consumers.

Social factor:

- Changes in the structure of income and expenditure;

- Changes in population (slight increase).

Technological factors:

- Development of competitive technologies;

- Introduction of new software;

- Information and communication, internet influence.

Of course, not all of these macro factors have equal influence on the activity to «Megastroy Oskemen» LLP. For determining the most significant factor was

produced an expert evaluation method, showing the degree of influence on the activity of the enterprise.

In evaluation of analysis, it was concluded that only 6 macro factors are relatively more important for the functioning of the analyzed organization. As we see that the maximum positive impact on the functioning of the organization belongs to such factors as: effective demand, changes in the population, as much as possible the negative impact related to factors such as inflation and the rate of inflation.

3. «SWOT» analysis of «Megastroy Oskemen» LLP - analysis of the internal environment of the enterprise.

Strengths were identified according to the analysis:

- Organizational structure;
 - Location and scale;
 - Increase the number of employees
 - The range of goods (30 000 names);
 - Quality of service;
 - Product quality;
 - Price policy;
 - Events and activities;
 - Advertising
 - Decentralization of trading activities (trading room, wholesale, warehouse);
- Weak sides:
- Internal controls;
 - Accounts dept;
 - Staff turnover;
 - Infrastructural dependence;
- Capabilities:
- Development of new market segments;
 - Improving staff communication culture with visitors, the formation of an atmosphere of hospitality and kindness;
 - Reduction of debts receivable;
 - Implementation of a unique product;
- Threats:
- Strengthening the position of existing competitors;
 - Changes in customer preferences;

- Active advertising campaign of competitors;

- Expansion of the product range competitors;

As a result of «SWOT» analysis obtain the strengths of the enterprise, which can be attributed to the competitive factors. In addition, it is worth considering the weaknesses that are to some extent able to influence the company's competitiveness factors. Therefore, it is necessary to apply the management weaknesses for their change in a positive direction.

According to the analysis, the matrix was compiled, which includes factors of opportunities and threats for the company. As a result, to increase the competitiveness of the enterprise, company's management can use the factor to increase the enterprise culture and the development of a new segment.

4. The results of analysis of competitiveness based on a "polygon competitiveness" identified the main competitiveness factors that have been identified in previous models of analysis:

- Range of goods;
- Commitment to the customer;
- Brand;
- Advertising;
- Carrying out of actions;
- Location;
- Sales area;
- Quality of service;
- Product quality;
- Price policy;
- Distribution.

By ranking factors in the degree of their impact on the company, we identified the major competitive advantages of the enterprise.

Competitive advantages for the «Megastroy Oskemen» LLP are the range of goods, advertising, promotions, pricing, quality of service, quality of the goods.

The study on the management of the above competitive advantages highlighted the main actions and measures which the

company carries out in order to maintain its competitiveness:

The range of goods covers large areas of the enterprise. Management process of a variety of goods consists on the steps and enters the competitive advantages of the control system. Consistent and thorough implementation steps allow the company to competently manage the entire volume of the existing product.

Advertising and marketing enterprise «Megastroy Oskemen» LLP is based on the monitoring of the environment. The main areas of advertising is television, newspapers, radio, outdoor advertising. Marketing activity is caused by market research economic conjectures, searching for effective ways of selling goods. One of them is now held shares. Their importance, both for the enterprise and for the population of the city is very high.

The pricing policy of «Megastroy Oskemen» LLP is based on the cost method. The essence of the method is that it takes into account all the costs of the enterprise and includes them in the overall cost of the product.

The quality of visitor services is one of the main areas of the enterprise, which has received considerable attention. Human resources management division is engaged in the activities of training and development of employees by means of regulations. Documents are included in a single list of enterprise, personnel management standards and referred to as "Common Management Standards" [4].

Product Quality of «Megastroy Oskemen» LLP confirmed the existing quality certificates. «Megastroy Oskemen» LLP makes business only with partners who are responsible for its quality.

According to the results produced by the study, it can be concluded that the process of managing competitive advantages of the company is not possible without a thorough analysis of the competitive environment of the company that put for-

ward by Michael Porter. These test results demonstrate the presence of specific competitive advantages of the enterprise. Management in «Megastroy Oskemen» LLP makes clear existing enterprise management system as a whole. Competitive advantage management process in the competitive construction materials market allows being the most competitive.

Approach of competitive advantages management process enables «Megastroy Oskemen» LLP promptly and adequately respond to change in the environment of their operation and create a competitive advantage in the long run will ensure the growth cost of the business units and to achieve strategic goals.

Management relies on human potential as the basis of organization, directs production activities to consumer demands, flexibly responds and conducts timely changes in the organization, meets the challenges from the environment and allows to achieve competitive advantage, which together allows the organization to survive in the long term, while achieving that its objectives.

Current economic conditions in construction material market are determined by the dynamism and complexity of market conditions, increased competition, changes in legislation. All this leads to the development of a competitive approach to enterprise management process.

Analysis of the competitive advantages is the initial step in the development strategy of the enterprise, which is based on the study and evaluation of internal and external environment.

Consequently, it is the fact that the management of the competitive advantages of the enterprise is a factor in increasing the competitiveness of enterprise. This identity is clearly set out in the current study on «competitive advantage management of company at the stage of growth.

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PROBLEMS OF INNOVATIVE DEVELOPMENT ECONOMY OF THE REPUBLIC OF KAZAKHSTAN

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World experience demonstrates that the greatest success in social and economic development is achieved the innovative focused states which core of economic policy is formation of the special relation of business and society to development of the knowledge-intensive productions and large-scale carrying out scientific researches and developments.

In this regard in Kazakhstan for the solution of a problem of increase of national competitiveness the program and target approach providing effective interaction of the scientific organizations and business in the innovative sphere by implementation of joint technological programs is used. Similar programs are developed and realized for enhancing cooperation of the state, science and business to develop the perspective directions of technology, to provide a continuous stream of financing of the companies conducting scientific researches and also to improve system of granting grants and maintenance of innovative partnership.

In Kazakhstan formation of the national innovative system (NIS) which basic elements are continues: scientific potential, innovative business, innovative infrastructure and financial infrastructure (Madiyarova D.M., 2015) [4].

In the republic the innovative infrastructure consisting of 8 science and technology parks, 4 branch design offices, 21

offices and 4 regional centers of commercialization of technologies, 4 international centers of a transfer of technologies is created [1].

The system of the state support of innovative activity turns on the following tools:

1. Project and venture financing.
2. Innovative grants.
3. Technological business incubation.
4. Services of offices of commercialization of technologies.
5. Services of branch design offices.
6. Services of the international centers of a transfer of technologies.
7. Innovative competitions.

Innovative activity in Kazakhstan is carried out in the following organizational forms:

- scientific centers and laboratories as a part of corporate structures which carry out research and development and are engaged in the organization of development and production of new production;
- creative research teams, created to satisfy the original scientific and technical problems;
- technopark structures (scientific, technological and research parks; innovative, innovative and technological and business and innovative centers; business incubators; technopolises).

Kazakhstan is open for dialogue

with participants of innovative process of all countries without exception, however gives a priority to the countries with the advanced national innovative system, such as the USA, Finland, Israel, Germany, France, the Republic of Korea, Malaysia, Singapore.

Kazakhstan carries out cooperation with more than 40 leading foreign organizations and the international experts in innovations, has concluded 60 memorandums and agreements with foreign partners.

So, together with experts of the Economic Commission for Europe of the United Nations the "Review of Innovative Development of the Republic of Kazakhstan" project is realized, with methodological support of the Korean institute of an assessment of planning, science and the KISTEP technologies the first technological Forsythe is carried out, with Statistical institute SESRIC of the Organization of Islamic cooperation (Republic of Turkey) the "Atlas of Innovations of the Islamic World" project is realized, with the European commission the "Review of Scientific and Technical Development of Kazakhstan" project is realized, offers on development of national innovative system are developed.

Scientific and technological cooperation between Kazakhstan and the European Union it is carried out through participation in framework programs on development of scientific researches and technologies.

The following international centers of technological cooperation function:

1. The Kazakhstan-French center of a transfer of technologies created in 2010 in the form of consortium JSC Center of Engineering and Transfer of Technologies and the CEIS company for creation of conditions for development of cooperation between subjects of innovative activity of the Republic of Kazakhstan and the French Republic in the academic, scien-

tific, technological spheres and a transfer of technologies.

2. The Kazakhstan-Korean center of technological cooperation created in 2011 in the city of Daejeon on the basis of the Korean fund of an innovative cluster and in the city of Astana on the basis of National technological development Agency for a transfer of advanced technologies, professional development of the Kazakhstan experts in the Republic of Korea and the organization of joint scientific researches between the Kazakhstan and Korean research organizations.

3. The Kazakhstan-Norwegian center of technological cooperation created in 2013 for support of cooperation between the companies and research institutes of Kazakhstan and Norway, a transfer of technologies, implementation of joint innovative and research projects.

4. The Kazakhstan-American center for technological cooperation created in September, 2013.

The special economic zone "Park of Innovative Technologies" is created for technological development of the country in the following priority directions:

1. Information technologies.
2. Technologies in the sphere of telecommunications and communication.
3. Electronics and instrument making.
4. Renewable, resource-saving and effective environmental management.
5. Technologies in the sphere of creation and use of materials of different function.
6. Technologies in the sphere of production, transportation and oil refining and gas.
7. Activation of entry of the Kazakhstan economy into system of world economic communications.
8. Creation of highly effective, including hi-tech and competitive productions, development of release of new types of production, attraction of investments.

The total of participants of the special economic zone "Park of Innovative Technologies" makes 150 companies which carry out the activity in the following spheres:

- In the field of industry IT – 68% of the companies;
- In the field of production of hi-tech production and telecommunication devices – 14%;
- Educational and research activity – 10%;
- Other kinds of activity – 8%.

About degree of efficiency of innovative activity in the Republic of Kazakhstan it is possible to judge by the data provided in tab. 1.

From the table it is visible that in 2014 392 organizations which are carrying out scientific researches and developments with the total number of personnel of 25793 people, from them researchers – 11488 people, including with academic degrees of 8186 people (71,3%) worked in the republic.

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11488 people, including with academic degrees of 8186 people (71,3%) worked in the republic.

However, by the number of researchers, that is highly qualified specialists capable to generate ideas which can be realized further in innovative products and technologies Kazakhstan considerably concedes to many foreign countries. So, on number of researchers on one thousand occupied our country by 12,2 times concedes to Finland, by 9 times – the Republic of Korea, by 8 times – to Singapore [2].

Level of a salary of workers of science doesn't conform to the international standards and in spite of the fact that in Kazakhstan there is an annual increase in the sizes of compensation of researchers, real (adjusted for inflation) the salary of workers of the sphere of research and development remains at critically low level while in the most developed countries of the world the salary of researchers is one of the highest in economy. So, for example, in the USA the average salary of workers of the sphere of research and development exceeds an average salary on national economy almost twice (Melnikova I.N., 2010) [3].

Table 1. Development of science and innovation in the Republic of Kazakhstan for 2010-2014

Indicators	Years					2014 in% to 2010
	2010	2011	2012	2013	2014	
GDP, mln. dollars	148052,4	188050,0	203520,6	231875,1	217874,3	147,2
Volume of innovative production, million dollars	964,8	1609,3	2541,8	3801,1	3238,8	335,7
Share of innovative production in GDP, %	0,65	0,86	1,25	1,64	1,49	+0,84 items
Level of innovative activity of the enterprises, %	5,2	7,1	7,6	8,0	8,1	+2,9 items
Internal and external costs of RADW, million dollars	312,7	400,5	459,1	486,1	410,6	131,3
From them:						
Internal costs of RADW,	227,1	295,7	343,7	405,4	370,4	163,1

million dollars						
-in %GDP	0,15	0,16	0,17	0,17	0,17	+0,02 items
- external costs of researches and developments	85,6	104,8	115,4	80,7	40,2	47,0
Structure of internal costs of RADW, %						
- basic researches	8,3	11,5	16	29,5	23,0	277,1
- applied researches	42,0	41,3	38,8	54,1	57,9	137,9
- scientific and technical developments, scientific and technical services	49,7	47,2	45,2	16,4	19,1	38,4
The number of the organizations which are carrying out RADW	424	412	345	341	392	92,4
The number of the workers who are carrying out scientific researches, the person including:	17021	18003	20404	23712	25793	151,5
- researches	11524	10780	10095	10870	11488	99,7
From them:						
- have an academic degree, the person	4418	4868	5589	7426	8186	185,3
In %	38,3	45,2	55,4	68,3	71,3	+33,0 items
Costs of technological innovations, in million dollars	1598,2	1329,9	2183,9	2839,6	2425,4	151,8
From them:						
- republic budget	34,6	87,8	250,8	114,8	209,5	605,5
- local budget	0,3	45,1	8,5	24,6	11,7	3900,0
- own means of the enterprises	1489,3	781,4	1028,9	1873,7	1429,0	95,9
- foreign investments	14,8	273,2	54,7	5,6	19,7	133,1
- other means	56,5	142,4	840,9	820,9	755,5	13371,7
-Efficiency of costs of technological innovations	0,60	1,21	1,16	1,34	1,335	2,2 time
The note – is made by authors by data[1].						

In Kazakhstan there is a tendency to growth of specific weight of the innovation-active enterprises. If in 2008-2009 the share of such enterprises made 4%, then in 2014 it has reached 8, 1%. It has led to triple increase in comparison with 2010 in

output of innovative production which in 2014 has made 3,2 billion US dollars or 1,5% of GDP.

However Kazakhstan significantly lags behind on the specific weight of innovative production in GDP an average in

2013 of the level of EU countries of-53%, Germany – 79%, Sweden – 60%, Finland – 58% and the USA of-50%. It is explained by insufficient funding of innovative activity. Now the specific weight of internal costs of research and development in GDP of the republic makes 0,17% while in Israel – 4,4%, Finland –3,9%, the Re-

public of Korea – 3,7%, Japan –3,4%, 15 leading countries of the European Union – 1,96% (Stability of development..., 2015).

The list of strategic factors of development of National innovative system of the Republic of Kazakhstan is presented in tab. 2.

Table 2. SWOT-analysis of National innovative systems of the Republic of Kazakhstan

Strengths	Weaknesses
1. Political stability. 2. Coverage width secondary and higher education. 3. Support by the country leaders of measures for increase of efficiency of NIS. 4. Existence of innovative and financial infrastructure 5. Experience of a venture and project financing of innovative projects.	1. Insufficient sequence in realization of the state innovative policy. 2. Low level of innovative activity of the enterprises. 3. Deficiency of highly qualified technical personnel. 4. Weak innovative culture. 5. Small domestic consumer market 6. A gap between science and production 7. Lack of the effective mechanism of interaction of representatives of business and scientific community. 8. Insufficient financing of research and development.
Opportunities	Threats
1. Increase of efficiency of NIS on the basis of improvement of interaction between science and production. 2. Increase of labor productivity as a result of a transfer of technologies. 3. Leadership in a number of perspective high-tech industries due to existence of clear competitive advantages and scientific reserves. 4. Growth of sales markets of hi-tech production due to integration processes.	1. Strengthening of the competition in the innovative sphere among developing countries. 2. The increasing separation from the scientific and technological level of the developed countries. 3. Preservation of a raw orientation of economy. 5. Change of priorities in a state policy. 6. Leakage of intellectual resources 7. Education decline in quality 8. The increasing competition from the foreign hi-tech companies.

The main reasons for insufficient efficiency of functioning of National innovative system of the Republic of Kazakhstan:

- low level of competitiveness of domestic science in comparison with foreign schools;
- a high risk when carrying out re-

search and development for the private sector and lack of effective mechanisms of division of risks (partial compensation of expenses) from the state;

- lack of scientifically based system of long-term technological planning;
- backwardness of services in a transfer of technologies;

- weak protection of intellectual property;
- insufficient amount of the domestic objects of intellectual property patented abroad;
- not the considerable volume of direct foreign investments in manufacturing industry;
- deficiency of the qualified technical shots in the sphere of development of new production and technological processes.

The solution of the listed problems is the prerequisite of acceleration of development of innovative sector of national economy.

Proceeding from it, the main objectives of the state support of innovative activity in the Republic of Kazakhstan are:

1. Development of innovative capacity of the country.
2. Increase in a share of hi-tech production in structure of gross domestic product.
3. Assistance to transition of national economy on the innovative way of development.

The principles of the state support of innovative activity in the Republic of Kazakhstan are:

1. A priority of national interests at

implementation of innovative activity.

2. Equality of subjects of innovative activity when receiving the state support.

3. The complexity and systemacity providing continuous interaction of subjects of innovative activity.

4. Transparency of procedures of the state support of innovative activity.

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SPECIFICS OF SMALL AND MEDIUM BUSINESS LENDING IN THE REPUBLIC OF KAZAKHSTAN

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Successful development of small and medium business depends significantly on availability of both long-term and short-term financial resources of entrepreneurs. Currently, Kazakhstan lending market is characterized by institutional underdevelopment, limited range of financial instruments and services used, absence of efficient legal mechanics ensur-

ing realization of proprietary interests of lending transaction participants. Focus of banks on working with financial instruments in prejudice of production lending and poor development of non-banking institutions leads to reduction in lending of real sector of economy. On loan market, short-term lending resource offer prevails which limits investment opportunities of

businesses. In such conditions, the problem of limited access to lending resources is common for all categories of business entities, however, it is mostly evident in small business.

As small businesses are important element of economic system, structuring of hospitable lending environment for their development is of considerable importance for achievement of economic stability in the country. This determines the urgency of studying the lending relations of small and medium business, existing models and mechanisms of small businesses and opportunities for their optimization.

In spite of the fact that the sector of small and medium business lending has high potential for development, the demand of small businesses for loans in Kazakhstan is satisfied by 10% maximum as of today [1]. The existing situation is conditional upon absence of adequate approach to small and medium business lending based on studying the specifics of circulation and turnover of small business funds. Being an economic basis of lending, circulation of small and medium business funds has a great impact on compositions and structure of their lending system.

Small and medium businesses (hereafter SMB) – are essential component and subjective base of civilized market economy, integral component of competitive mechanism on the market. Their entrepreneurial pattern provides market economy with flexibility and carries anti-monopoly potential.

It is commonly known that the sector of small and medium business is one of key components of market economy with specific development regularities. Its role is defined by three essential functions:

- economic function (its goal consists in its contribution to GDP production, influence on economy structure and creation of competitive environment). Besides, small business promotes strengthening

economic independence of population and, as a consequence, growth of effective demand.

In virtue of its specificity and opportunities, small businesses focus mainly on local very specialized segments of goods and services market. They occupy specific market niches producing goods that due to high indirect costs or rapidly changing consumer preferences may be economically disadvantageous for production in large and medium businesses. By mobilizing local financial, labor and other resources, small businesses promote revival of local economy through development of intra- and interregional trading.

- social function of small and medium business (consists in mitigation of consequences of economy structural transformation and transfer to market relations, solution of employment problems, involvement in economic activity of least socially protected segments of people).

SMB development solves the problem of employment and other social market economy problems as well as ensures breakthrough in a range of scientific and technical progress directions. For these reasons, establishment, maintaining and development of SMB is currently included in strategic objectives of economic policy of the Republic of Kazakhstan.

According to the data from UN Development Program, number of small and medium businesses reaches over 95% of the total number of all businesses. In global economy, small businesses account for over 60% of employed, and their share in GDP reaches 50%.

- political function of small business sector (consists in creation of independent proprietary class in the community. It is widely known that successfully developing small business representatives make up the middle class which is the warrant of political stability in the community) [2].

Recognition of importance of functions exercised by small business pro-

moted to that almost in all countries, issues of development and support of small business are paid considerable attention both on national and local levels.

Analysis of publications shows that in developed market countries there are particular measures on assisting self-development of small business helping it to enter the market, find financing sources, partners, distribution chains, reduce system risks, etc.

In countries with developed market economy, SMB system constitutes the basis of social relations. Exactly on the basis of small business, there is creation of not only medium but also high money. In our republic, small business segment as part of small business starts to spin up. In average, a thousand of citizens in Kazakhstan accounts for about 10 small businesses, while in countries of European Union this number is 35-40.

Results of SMB situation study in Kazakhstan evidences the existence of multiple limiting factors of production activity one of which is lack of financial means due to inefficient lending by commercial banks. Based on the study of interaction of business sector and commercial banks, we can give the following recommendations [3]:

- efficient operation of commercial bank depends considerably on correctly selected risk-return ratio. Banking risks relating to all types of active and passive operations reflect probability of financial problem occurrence that may have an adverse impact on individual factors and financial situation of bank in general. Risk level constantly changing due to dynamic character of bank external environment and due to changes in bank itself requires from its managers continuous adjustment of policy in the field of risk management. Optimum risk-return ratio is different and depends on a range of objective and subjective factors;

- currently, many of problems of

banking sector in the Republic of Kazakhstan have structural nature closely associated with general economic situation, development level of monetary relations and legal base. The following may be referred to them: inefficiency of risk management system and internal control of many banks, insufficient reliability of information of financial situation disclosed by banks, limitation of deposit guarantee system;

- economic growth of Kazakhstan over the last years stimulated expansion of demand for lending resources that, however, in conditions of high level of lending risks and lack of funds in commercial banks affected short-term loans;

- slowdown in dynamics of long-term lending growth acts as specific trend. Main customers of banks remain industrial enterprises, construction organizations and trading companies. Low level of long-term lending in 2005 was significantly conditional upon insufficiency of equity capital, provision of banks with long-term lending resources, high lending risks;

- objectives of banking statistics include: acquisition of reliable information of characteristics of functions exercised by banks; development of analytical materials for the purposes of managing monetary and credit system of the country and, primarily, credit and cash planning and control of plan execution. Banking statistics is designed to identify directions of bank activities; forecast and assess obtained results as well as define factors determining these results; evaluate influence of banking activity on development of market relations and its contribution to final economic results;

- summary efficiency factor of using loan funds is profit per one tenge of credit investments which is defined by division of profit gained from using loan funds by average balance of loan debt. In calculation, profit gained from using loan funds is obtained by multiplying of sales profit by

loan share in circulating funds of enterprise. In its turn, loan share in circulating funds – by proportion of average debt balance on loans to average balance of circulating funds;

- creditworthiness of commercial banks' borrower is the most important term in the field of lending relations. In Kazakhstan, in conditions of market economy, nature of relations between enterprises and creditors changed significantly. Primary objective is building of mutually-beneficial partnership uniting creditor and borrower with common economic interests;

- assessment of creditworthiness provides for development of bank's paying capacity forecast in relation to potential customer based on liabilities of a particular loan contract for the short-term as well as degree of individual risk of the bank itself associated with possible non-repayment of credited loan in time stipulated in the contract;

- in practice of economic management of foreign countries, there are different systems of qualitative factors for assessment of enterprise creditworthiness. They are reasonable to divide into the following groups: liquidity factors; turnover factors; profitability factors; long-term solvency and reputation factors of a company;

- in developed countries, there is a rating of financial situation, reliability and creditworthiness of companies that are from time to time published and give creditor an opportunity to correctly assess its risk when granting a loan. Domestic banks act in this direction primarily by intuition paying a lot of attention to credit history of borrower and its business reputation but not to financial capacities;

- based on the analysis of Kazakhstan commercial bank lending experience, we can conclude as follows: when granting a loan and monitoring, it is insufficient to conduct a formal analysis of financial

statements of borrower and perfect a security. To mitigate credit risk, it is necessary to know capacities and needs of borrower's business, prospects of its development, etc. Bank may impose conditions of «transparency» of business for itself, participation in gained profit, business pledge, in form of shares and property of a company, i.e. the bank becomes a financial partner of a borrower which mitigates non-repayment risk to the maximum;

- investment-credit cooperation of commercial banks and small and medium business enterprises in current conditions is not efficient and strong to the right degree. This is encouraged by general economic situation in the country: there is no unified clear credit policy of commercial banks in the field of development of small and medium business, no clear recommendations on bank capitalization, no complete information base on credit histories of borrowers. One of the limiting factors of SMB lending is majority analyzed enterprises' lack of equity funds as pledge, for which reason banks have no reliable guarantee of loan repayment and ensuring real desired profit at optimum risk.

Changes in economy have common nature: crisis affected both banks and their customers. Many small and medium businesses reduced return, demand for their products and services; non-payments between counteragents became more frequent – consequently, paying capacity decreased.

Analyzing crisis situation which occurred on the market, it without doubt affected this segment and, by the way, the rest of segments. Many banks have already reduced volumes of financing and tightened requirements to borrower quality. Growth potential of this segment is high enough, therefore the direction is certainly prospective. High rate of growth and market volume depends generally on multiple factors, main of which is growth of this segment – both in quantitative and

qualitative terms. Such growth is possible only with intensive state support including reduction of tax and administrative barriers. The second important factor is access of banks to resources. Due to situation on financial markets, in the short term growth rate will decrease. However, in the medium term, upon condition of successful overcoming of crisis and intensive state support, market volume in future may reach high values.

In spite of instability of economic situation on the market, small business in the Republic of Kazakhstan continues to develop and, consequently, needs for lending resources. Perhaps, a part of players will leave the market but loans will not stop granting, and those banks that outstand will increase their volumes, tighten requirements to borrowers thereby improving quality of loan portfolio. Nowadays, cost of attracted funds increased significantly, consequently, banks shall adjust interest rates offered to SMB enterprises.

It should be noted that small and medium business – is an incidental field of economy. Small and medium business is limitedly included in economic structure, competitive environment and social division of labor. Besides, its role in current conditions keeps steadily growing.

Small and medium business lending by banks in 2015 was carried out selectively, majority of banks significantly tightened requirements to borrowers to obtain loans. As anti-crisis measure for survival of banks, it is decided to suspend loans aimed to investment purposes (purchase of new equipment, real estate, etc.) and be limited to granting loans for replenishment of circulating funds by decreasing lending periods and by tightening requirements on mortgage security.

Advantage was gained by customers with transparent, stable business and financial situation that had positive credit history in servicing bank and with liquid security. Many enterprises could not ob-

tain loans with banks in required amounts due to decrease of market prices for pledged property (particularly real estate) and loss of liquidity. Many enterprises could not procure granting a liquid pledge to obtain bank loan, and in difficult economic conditions they appeared deficient of lending as banks do not grant unsecured loans, particularly in conditions of crisis. Special feature of bank lending of small and medium business was reduction of periods and amounts of business lending. In conditions of high uncertainty and high risks, banks provide mainly restricted short-term loans to small and medium business (for a period of up to 1 year) [4].

One more feature of small and medium business lending was decrease of granted amount of bank loan from value of pledged property, in crisis conditions banks grant loans to the amount of about 50% of the value of pledge due to high risks. External capital markets for domestic banks are temporarily closed, and fund loan abroad may be procured only by subsidiary banks of foreign banks.

Without small and medium business, market economy is able neither to function, nor to develop. Development small and medium business is one of the main problems of economic policy in conditions of normal functioning of market mechanism. Small and medium business in market economy – is leading sector defining economic growth rates, structure and quality of gross national product; in all developed countries, small business accounts for 60-70% GNP [5].

Therefore, in conditions of small and medium business development, a huge role currently is played by bank which provides loan services for establishment and development of business and which is the link between SMB and the state. Thus, it is very important to understand that SMB lending in Kazakhstan has a range of specifics that are important to take into account when undertaking loan liabilities

as well as study these specifics to assess future results.

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MEASURES TO OVERCOME MAJOR PROBLEMS OF STATE REGULATION OF THE LABOUR MARKET IN KAZAKHSTAN

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A competent state policy is the key to the formation of a sustainable and balanced labor market, flexible and effective employment of the country's human resources, social protection and security. In his article "Social Modernization of Kazakhstan: Twenty Steps to the Society of Universal Labor", the President of Kazakhstan outlined the issues to be considered to develop the sector of employment: developing a technique to define a group of self-employed people adequate to the real situation and prospects for employment and to improving the methodology for determining the level of unemployment based on the new technique to determine self-employed population [1, p. 1-6].

To do so, we need to solve the following problems:

- create a unified system of monitoring the labor market and human resources employment;
- update the legal framework determining relations in the labor market and in

the sector of employment.

Due to the different economic nature and specific features of the labor market operation and employment assurance, the effective achievement of this goal requires solving different problems in the labor market and employment presented in Table 1.

At the same time the realization of the main priorities and directions of the state policy in the labor market takes place in stages, the initial stage of the labor market operation being directly linked with the development of macro-economic processes [2, p. 1-5].

The main priorities of state policy in the labor market are:

- 1) development of a balanced, dynamic labor market;
- 2) reduction of the level and average duration of unemployment;
- 3) promotion of a rational, flexible and effective employment of human resources;
- 4) provision of social security in the

labor market, adequate to the conditions of the economic growth and basic needs of people under protection.

These priorities are designed for the

long-term perspective and suggest a phased implementation, being a constant reference point of public policy.

Table 1. Major challenges of the state regulation in the labor market operation and employment assurance

Major challenges in the labor market	Major challenges in the employment sector
Development of a competitive, dynamic, balanced labor market	Combination of employment policy and macroeconomic and social policy
Decrease in level and average duration of employment	Increase in availability of productive and we-paid employment
Meeting the economy demand in high quality human resources	Provision of rational and flexible employment, increase in effectiveness of using human resources
Optimization of internal and external labor migration processes and national labor market protection	Assistance in sustainable employment of the target population groups
Improvement of the mechanism of social protection from social risks emerging in the labor market	

Thus, the state policy in the labor market at the initial stage should be realized in the following directions:

- Development of a transparent legal framework regulating the labor market and the employment sector;
- Development of a flexible professional and territorial mobility of human resources, organized recruitment;
- Creation of a national information system for monitoring the operation of the national labor market;
- Development and implementation of national and regional (industrial) employment programs in accordance with the Model of industrialization for 2010 – 2015, the Scheme of rational allocation of production capacity till 2020, implementation of large-scale projects.

Consequently, the main directions of the policy implementation are: securing the growth of employment and its balanced maintenance in accordance with the demand for labor due to structural economic reforms, development of the favor-

able environment stimulating advancement of entrepreneurship, improvement of the quality of human resources.

At the next step the government must create the conditions for productive and decent work, so that people had the right and opportunity to realize and develop their professional and creative abilities.

In addition, the state should pursue an active structural policy to support all industries aimed at innovative development and to create an "information society". This policy must be accompanied by:

- active employment of economically inactive people;
- formation of the national human resource management system;
- creation of a framework conditions for entering into the international labor markets;
- integration into the global labor market due to the development of competitive advantages of the country;
- extensive investment into human

resources, allowing to maintain and improve their skills throughout their lives;

- creation of the conditions in the labor market that reduce inefficiencies and under-utilization of human resources;

- carrying out labor market reforms based on the principles of "flexicurity", empowering people in flexible employment and social protection.

Over the last decade, the activation of the market processes has led to the intensive development of the labor market, the emergence of specific types of reproductive relations. Development of new forms of economic activity, increased mobility of the population completely transformed the situation in the labor market. All this has led to a sharp increase in social mobility of workers and resulted in an overall imbalance in the labor market. In this regard, there appeared a need to regulate these processes at the national level by means of active and passive measures.

There are regularly developed employment programs based on the strategic plans of the state development and taking into account new development trends. These programs include measures to reduce unemployment rate, support business development, creation of a flexible system of training and retraining of the unemployed population, improving the organization of public works, the creation of additional jobs through development of investment programs. These employment programs are funded from the local budgets on a tender basis, but the procedure of funding requires improvement in order to encourage businesses and organizations offering their services in the labor market with the assistance of employment [3, p. 810].

State regulation of the labor market is aimed at the proper structural, regional and investment policies, and most importantly at adapting workers to modern requirements of the labor market [4, p. 28].

Labour market regulation should be

carried out in the following areas:

- creation of state agencies that control and regulate the level of employment and unemployment;

- development of a system aimed to improve labor mobility;

- promotion of flexible forms of employment that enable employers to influence the quantity and quality of labor force, based on the state economy and industry needs;

- training of qualified, professionally educated and easily adaptable to the new conditions young specialists;

- improving the efficiency of women's work;

- pre-retirement employment regulation;

- control of the inflow of foreign labor force (toughening its import and use, its gradual complete termination);

- regulation of wages (setting increase and reduction limits taking into account price and inflation rates);

- prevention and settlement of labor disputes;

- promotion of work motivation;

- indirect subsidies for employers to create additional jobs for the unemployed and the employment of disadvantaged people;

- development of a social partnership system.

A more effective enforcement of employment will result from the development of priority sectors stimulating the country's economic growth (light and food industries, chemical, coal, oil and gas, oil refining industry, mechanical engineering, agriculture).

To increase the level of employment it is necessary to develop small and medium-sized business, therefore it is advisable to attract foreign investments and technical assistance to support the development of this sphere. At present, there are programs that have been developed to support lending to small and medium-

sized businesses, also, there are training and advanced training programs for such enterprises [5, c.86-88].

Currently, it is possible to implement a number of measures of social and economic policy that will ensure the reduction of tension in the labor market. These measures include a protectionist policy that defends domestic producers and consumers from foreign competitors, acting by means of customs, monetary or credit policy, an active foreign policy that promotes the export of Kazakhstani goods and the development of small, family businesses, contributing to lower unemployment.

Besides the reviewed directions of the unemployment containment policy it would be effective to implement the following measures:

- development of a regulatory layoffs system in those regions which are marked by a high tension in the labor market;
- development of employment programs for freed-up workers;
- encouragement of the development of flexible forms of employment;
- encouragement of unpromising categories of employees for the withdrawal from the labor market;
- regulation of the potential labor force (young people, teenagers, housewives) entering into the labor market aimed at receiving vocational training;
- limitation of employment of non-citizens of the Republic of Kazakhstan and stateless people;
- implementation of programs in reducing the unemployment rate, developed on the basis of foreign target-specific loans;
- development of the entertainment industry, creation of recreation areas, which will provide employment during construction.

The increase in unemployment among young people requires special at-

tention and it is appropriate to borrow the experience of foreign countries, such as the introduction of youth vocational training programs, which takes place in England, according to which young people receive necessary assistance for education in the form of scholarships or free training (grants and loans).

The most acceptable direction in Kazakhstan's practice to promote the employment of young people is training young people for professions contributing to the development of the economy. This requires the development of an employment program for graduates of all types of educational institutions, which implies improving legal, social and organizational conditions for the employment of young people. The degree of success of the country depends on the degree to which new specialists will be able to find jobs in their specialty and apply gained knowledge and skills. Kazakhstan annually conducts nation-wide actions to address youth employment issues, one of which is "New resources of Kazakhstan", and "Modern education" public fund developed a new project - "The Republic of Kazakhstan Youth Employment Support Program".

The state should take into account how many specialists it needs to train to control this process: if there isn't a sufficient number of specialists in certain professions, it is necessary to organize retraining programs. Foreign experience shows that this method of labor market regulation is effective enough as it makes it possible to respond to structural changes in the economy and contribute to the elimination of these changes.

Creation of a labor market data bank will allow receiving timely information about vacancies, processes and changes occurring in the labor market.

One of the factors of increase in the efficiency of local employment services, which administer government programs aimed at the integration of the unemployed

and temporarily inactive population in the official labor market is the improvement of methods of work with the client and information management. The experience of developed countries shows that it is necessary to work individually with every person, to develop for him/her an individual path of communicating with the employment agency and select the most effective program for each applicant.

It should be noted that the planned measures to eliminate the problems of the state regulation of the labor market require a concerned creative approach to their implementation on the part of business leaders and local authorities.

The main activities of the state regulation of the labor market for the medium-term perspective to 2020 are as follows:

1) development of a system of professional orientation beginning with the elementary stage of education;

2) development of a mechanism forecasting needs of industries in qualified personnel;

3) informing the public with regard to employment issues, the situation in the labor market, broad popularization of popular specialties by raising their prestige through the media;

4) coordination of planning and creation of permanent and temporary jobs;

5) reducing negative consequences of the global crisis on the social and economic situation in Kazakhstan and provision of the necessary basis for the economic growth;

6) development of the entrepreneurial activity;

7) improvement of the mechanism of attraction of foreign labor force (to stimulate hiring of Kazakhstani citizens);

8) increase in the productive employment of self-employed population, formalization of their status;

9) strengthening of the targeted measures of social support, reduction of

dependency and stimulation of labor activity;

10) development of a clear strategy for internal migration, based on long-term forecasting and planning, creation of incentives for the resettlement of migrants, taking into account the priorities of spatial and territorial development of the country, as well as economic and labor expediency.

Here is the list of state policy events in the labor market for the long-term perspective to 2050:

- creation of highly productive jobs in the priority sectors;

- improvement of forecasting of staffing needs in the economy;

- ensuring of the labor productivity growth;

- increasing labor mobility;

- legalization of informal employment;

- attracting the best foreign experts in order to compensate for the shortage of qualified personnel;

- inclusiveness of the labor market;

- modeling and adaptation of national labor market with consideration of changing conditions, training of the universal specialists, who easily change professions under condition of production modernization.

In conclusion, it should be noted that adoption and implementation of the proposed measures of the state regulation of the labor market of the Republic of Kazakhstan will result in development of a highly dynamic balanced labor market, providing a complete, rational, efficient, highly motivated employment of human resources of Kazakhstan. This will improve the validity of both state programs, and programs developed at the regional level. A New employment model will be linked to the rational employment of human resources at the national level, reflecting the state policy in the field of industrialization of the country and the tran-

sition to an innovative path of development.

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ANALYSIS AND ASSESSMENT OF THE LOAN PORTFOLIO QUALITY IN KAZAKHSTAN BANKING SYSTEM

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Today's rapidly changing internal and external environment of the second-tier bank operation increases the need for theoretical understanding of the loan portfolio quality management, for the search of new approaches and tools to work with the borrowers. To do so, it is necessary to explore the specifics of the environment in which the banks function and render lending services and analyze the nature and content of basic definitions: "bank loan portfolio", "bank loan portfolio quality", "loan quality" and others.

In the scientific literature offers a variety of definitions of the loan portfolio and a variety of scientific approaches to defining its structure and place in the banking system.

"Portfolio" (from the French Feuillet

– a sheet, and porter-to carry) is a set of different types and forms of financial and economic activities and corresponding objects, documents, orders, monetary funds. Strategic management theory defines a portfolio as "a set of independent business units belonging to the same owner" [1, p. 18].

Banking sector plays an important role in the economic development of the country. This role is determined by the ability to establish a channel of uninterrupted flow of temporarily free funds into the sector of economy, which requires significant capital investment for the modernization of its fixed assets and to overcome a crisis and achieve sustained economic growth. Speaking about the role of the banking sector in the economy of the

country, we should be note a decrease in the share of bank loans in the country's GDP. By the end of 2015, this index was lower than that in pre-crisis 2005. We believe that this decline is caused by many external and internal factors, which include the devaluation processes, lack of funding, increase in non-performing loans, external liabilities and many other economic and political factors. Among qualitative indicators of decline in the share of credit portfolio there is economy diversification can unbalanced lending.

Bank lending as a source of investments into fixed is very low - about 5-6%. However, the amount of annual investments increases: in 2015 it amounted to 7 trillion tenge. Mainly, companies use their own funds, whose share in total investment also increased to 58% in 2015. At the same time, the share of annual government subsidies remains at the same level - about 18-22% [2].

The sum of loans to the economy, issued by banks over the period from 2005 to 2015 is 75.7 trillion tenge.

After several years of decrease in the overall amount of loans caused by the mortgage-lending crisis, beginning with 2011, there was a positive dynamics of growth of bank loans. Oil overproduction crisis, which started in 2015, makes its own adjustments, which will directly cause reduction in lending in short and medium term.

The loan portfolio of issued credits is characterized by an increasing concentration of non-manufacturing sector, characterized by a high turnover, mainly in trade and services, and bringing quick and high returns, but not participating in production and not contributing to real GDP growth. The share of lending to the real sector decreased from 42.8% in 2005 to 32.1% in 2015, mainly due to the reduction of borrowing in the construction industry after the mortgage crisis. In this analysis, the real sector includes industry,

agriculture, construction and services that aid real economy development - transport and communications, in particular.

An important, but negative parameter is a short-term funding of the real sector, which is insufficient for maintaining a full production cycle and can result in slowing down or suspension of production. The banking sector is aimed at a quick return on investment. The amount of loans in the industrial sector has a cyclic trend, and the structure of the loan portfolio in the manufacturing industry has varied, which is associated with significant changes in the sectoral structure as a result of the implementation of various economic reforms. A significant reduction was observed in metallurgy, which is the largest sector of the economy with huge production complexes represented by monopolistic companies under foreign control. Mechanical engineering and chemical industry, on the contrary, significantly increased their share in the total amount of lending, mainly in the sector of the chemical production.

The analysis of the use of loan funds since 2005 reveals the fact that more than a half of the borrowed funds is used for financing working capital, which at best indicates business expansion, and at worst - refinancing of existing problem loans. The share of loans for the purchase of fixed assets reduced from 6% in 2005 to 3% in 2015. Industry surveys conducted in a number of industrial sectors reveal that depreciation of fixed assets is relatively high; therefore we assume that the update is carried out either in an ill-timed manner or at the own expenses of the enterprises.

Weighted average interest rates changed cyclically in accordance with the demand for borrowed funds with consideration of changes in the amount of issued loans. During the crisis, banks, instead of easing the debt interest burden on borrowers, increase interest rates for granted loans, thereby forcing economic agents to

issue loans at even higher cost. The most attractive sector for the banks to get an interest margin is a non-productive sphere (16.6%) and trade (12.6%). Due to the high agricultural risks, the weighted average rate in agriculture is 13.2%, followed by construction (12.4%), transport (11.5%) and industry, and communications (11.2%) [2].

At the end of 2015 the total loan portfolio of second-tier banks of Kazakhstan increased by 4.7% to 12.67 trillion tenge. At the same time, the amount of loans to legal entities showed a higher growth (5.2%) than the amount of loans to individuals (3.7%). A previous year saw the opposite situation: with the overall growth of the loan portfolio by 7.2% in 2015, the amount of loans to businesses grew by only 5.6%, the amount of loans to the population - by 10.7%.

Industry statistics also shows a faster growth of lending to enterprises. The loan portfolio in the non-manufacturing sector

(including consumer loans, loans to individual entrepreneurs and service companies) decreased over the year by 5.6%, and its share in the amount of total second-tier bank lending fell from 50.9% to 46.9% [3].

At the same time, bank financing of mining industry increased by 52.8%, communications sector - by 41.1%, the transport sector - by 40.2%, agriculture - 35%, the amount of loans to the manufacturing industry and trade increased by more than 9.3%.

Besides the non-production sphere, another industry, where bank credit portfolio decreased, is the construction (-13.3%). However, this is more likely due to the fact that in 2015 the developers, received a significant state support on more favorable terms.

The information on second-tier bank loans at the end of December 2015 is provided in Table 1.

Table 1. Second-tier bank loans as of December 2015, bln. tenge [5]

Industry	Total		Growth to the total		Share of the total loan in Kazakhstan, %	
	12.2015	12.2015	в bln. tenge	%	12.2015	12.2015
Kazakhstan	12 674,2	12 106,1	568,1	104,7%	100,0%	100,0%
Other (non-productive industry, entrepreneurial activity)	5 938,7	6 158,6	-219,9	96,4%	46,9%	50,9%
Retailers and wholesale traders	2 645,7	2 419,9	225,8	109,3%	20,9%	20,0%
Processing industry	1 037,8	948,3	89,5	109,4%	8,2%	7,8%
Construction	991,7	1 143,6	-151,9	86,7%	7,8%	9,4%
Agriculture, forestry and fishery	653,6	484,1	169,5	135,0%	5,2%	4,0%
Transport and warehousing	609,2	434,4	174,8	140,2%	4,8%	3,6%
Mining	456,3	298,6	157,7	152,8%	3,6%	2,5%
Other industries	204,6	121,7	82,9	168,1%	1,6%	1,0%
Information and communication sectors	136,7	96,9	39,8	141,1%	1,1%	0,8%

Analyzing the data in Table 1, we can conclude that the amount of loans granted by the second-tier banks of the Republic of Kazakhstan in 2015 increased by 568.1 billion tenge or by 4.7%, with the largest growth observed in mining - by 157.7 billion tenge or 52.8%; transportation and warehousing - by 174.8 billion tenge or by 40.2%; agriculture, forestry and fisheries - by 169.5 billion tenge or 35%; other industries - by 82.9 billion tenge or by 68.1%. In the non-manufacturing sector and individual entrepreneurial activity in 2015, there is a de-

crease by 219.9 billion tenge or by 3.6%, while their share also decreased from 50.9% in 2014 to 46.9% in 2015.

The most noticeable trend in lending by regions is a swap of the two capitals (Table 2).

Analysis of the data in Table 2 shows that the share of Almaty in total loan portfolio declined over the year from 57.1% to 53.3%. At the same time, the share of Astana increased from 13.4% to 17.9%. In total, the share of the two metropolitan cities increased over the year from 70.5% to 71.2%.

Table 2. Second-tier bank loans in the regions of the Republic of Kazakhstan at the end of the period (December 2015), bln. tenge [3]

Regions	Total		Growth to the total		Share of the total loan, %	
	12.2014	12.2015	bln. tenge	%	12.2014	12.2015
Kazakhstan	12 674,2	12 106,1	568,1	104,7	100,0	100,0
Almaty	6757,1	6 908,0	-150,9	97,8	53,3	57,1
Astana	2 269,8	1625,3	644,5	139,7	17,9	13,4
Karaganda	427,8	433,1	-5,2	98,8	3,4	3,6
SouthKazakhstan	402,0	405,1	-3,1	99,2	3,2	3,3
East Kazakhstan	376,1	384,6	-8,5	97,8	3,0	3,2
Atyrau	340,1	312,7	27,5	108,8	2,7	2,6
Aktyubinsk	326,7	291,5	35,2	112,1	2,6	2,46
Pavlodar	319,4	303,7	15,8	105,2	2,5	2,5
Kostanai	271,6	268,9	2,7	101,0	2,1	2,2
Mangistau	229,9	238,3	-8,4	96,5	1,8	2,0
West Kazakhstan	195,7	187,8	7,8	104,2	1,5	1,6
Akmola	179,9	155,7	24,2	115,6	1,4	1,3
Almaty region	169,0	168,6	0,5	100,3	1,3	1,4
Zhambyl	154,7	160,4	-5,7	96,4	1,2	1,3
Kyzylorda	149,9	148,9	1,0	100,7	1,2	1,2
North Kazakhstan	104,4	113,7	-9,4	91,8	0,8	0,9

Analysis of the data in Table 2 shows that in 2015 the volume of loans issued in the capital increased by 644.5 billion tenge, gaining almost 40%. Good growth also is also observed in Akmola region - 15.6%, which took the whole Astana agglomeration to the leadership position in terms of credit growth.

Analyzing the current state of security for the repayment of bank loans, we should note that in the Republic of Kazakhstan there is a variety of ways to ensure the completeness and timeliness of lending money return: mortgage, insurance, guarantees, etc. The share of loans secured by pledge of various types of

property and rights comprises more than 50% of all secured loans. The main share among other types of loans belongs to loans issued under the guarantee of the third parties - 26.8% and insured loans - 10.2%.

The most significant problem of the banking sector is the poor quality of the loan portfolio (Table 3). Therefore, much attention is paid to competent and effective management of the total loan portfolio

of the banking system as a whole, and individual commercial banks in particular. One of the key issues of “The concept of development of the financial sector of the Republic of Kazakhstan until 2030” is the further development of the banking sector through solving the existing problems of high levels of non-performing loans and a shortage of long-term funding sources, which provide a disincentive for banks' credit activity [3, p. 63].

Table 3. Quality of the loan portfolio of the second-tier banks in the Republic of Kazakhstan [3]

Indicators	01.01.2013	01.01.2014	01.01.2015	01.01.2016
Bank loans including:	100	100	100	100
Loans for which there is no outstanding debt	66,9	65,5	72,3	84,3
Loans with 1 to 30-days past due payments	1,8	1,6	2,5	4,3
Loans with 31 to 60 days past due payments	1,1	0,7	1,1	1,4
Loans with 61 to 90 days past due payments	0,4	1,1	0,5	0,8
Loans with over 90 days past due payments	29,8	31,2	23,5	9,2

Analyzing the data in Table 3 we can conclude that over the recent years, starting with 2013, the share of non-performing loans (categories 4 and 5) in the loan portfolio of banks reduced significantly (from 30.2% in 2014 to 10% in 2015). This is evidence that the potential of the banks 'classic' tool to improve the quality of assets, such as debt restructuring and other measures of the National Bank are used effectively. During the studied period there is an increase in the share of loans for which there is no outstanding debt from 66.95% in 2013 to 84.3% in 2015. We should also note that the improvement of the quality of the loan portfolio during the year 2014-2015 was due to loan restructuring performed by the second-tier banks.

Thus, summarizing the results of studies made by various well-known sci-

entists, we can conclude that the loan portfolio is a system of socio-economic and financial relations established between the bank and its clients, providing the return of loan debt in the form of credit assets of the crediting organization, on the basis of risk, profitability, liquidity and purposive nature. It is believed that the basic quality of the bank loan portfolio is determined by its ability to provide the highest possible loan interest yield at acceptable levels of liquidity and credit risk. In assessing the quality of the loan portfolio, we suggest differentiating between such concepts as "current" (satisfying the criteria of liquidity, profitability, risk) and "perspective" (including an additional criterion - purposefulness) quality of the loan portfolio. The former is more acceptable under conditions of the post-crisis development, when the most pressing need is restoration

of the activity scope and the main financial indicators of commercial banks, while the latter reflects the long-term goals of lending activity of the banking system.

Commercial banks credit portfolio quality management is a subsystem of bank management, functioning to ensure minimization of the credit risk of the credit institution by means of a set of measures allowing to provide a compromise between risk, liquidity, profitability and purposefulness of the bank credit operations. This is a complex multifactorial process, which involves identifying criteria of the loan portfolio quality; adherence to the basic principles of loan portfolio quality management and additional principles of its formation; consideration of macro- and micro-economic factors affecting the criteria of the loan portfolio quality.

The purpose of quality management of the bank loan portfolio is to organize the effective lending to borrowers, i.e., to ensure minimum credit losses, required bank reserves liquidity, satisfying the requirements of the National Bank of Kazakhstan; a return on credit operations in the amount stipulated by the contract,

compliance of the bank operations with the state economic policy, etc. The effectiveness of the loan portfolio quality management depends on the competent organization, which systematically takes into account all factors influencing this process, that comply with the loan laws, the methods and principles within the existing scientific concepts, formed on the basis of the existing bank management paradigm.

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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 financial 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 man-

agement 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 profit-

ability.

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 develop-

ment 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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COMPARATIVE AND LEGAL ANALYSIS OF AUTHORIZED ENVIRONMENTAL GOVERNMENT BODIES REFORM IN THE REPUBLIC OF KAZAKHSTAN AND IN THE UNITED STATES OF AMERICA

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In “Nation Plan – 100 Specific Steps to implement five institutional reforms” (May, 2015) President of the Republic of Kazakhstan set a clear goal, “transition of government administration, to the government administration of specific results...” [1]. It applies to the whole system of government bodies, including environmental management departments. Plus, above mentioned step emerges full blown in circumstances of the state detraction from environmental issues, status reclassification of government bodies accredited to ensure natural resources conservancy and environmental rights of human.

How the system of environmental government bodies in RK has been reforming since Kazakhstan became an independent state? What are eco-law consequences of such reorganization of environmental government administrative bodies to the environment, its components, and human’s health and life? Is the activity of environmental body result oriented, as indicated in “Nation Plan 100 – specific steps to implement five institutional reforms? Are we able to use international experience of government administration to solve environmental issues in our state?

In an effort to answer these questions on the assumption of, that organization particularly, and creation of government administration bodies in the field of society and environment interrelation is the underlying function of environmental management. It has been truly stated by M. Brinchyuk, that “environmental functions implementation’s efficiency predetermined largely by accurateness and scientific validity of the created specific bodies system in charge in the field of envi-

ronmental protection...” [2, p. 34]. Upon that, this statement is relevance of to each state regardless to its socio-economic and political development. Assuming commonness of environmental issues each of RK and US, it deemed necessary to conduct comparative legal analysis of the main RK and US environmental government bodies’ reformation aiming to derive positive international practice of government environmental regulation.

Thus, December, 20, 1990 the Decree of the President of Kazakh Soviet Socialist Republic “Administrative government bodies’ readjustment in Kazakh SSR” formed Kazakh SSR State Committee for Geology and Protection of Minerals and Kazakh SSR State Committee for Water Resources on the basis of Ministry of Land Reclamation and Water Management of Kazak SSR. Two specific natural resources bodies were established in the field of water and mineral resources. Kazakh SSR State Committee for Environmental Protection and Management became the main environmental body on the basis of abolishing Kazakh SSR State Committee for Environmental Protection.

It should be highlighted, that Kazakh SSR State Committee for Environmental Protection and Management, as the authorized governmental body in the field of environmental protection, was readjusted in 1992 in the execution of Cabinet of Minister of the RK Order #345 to the Ministry of Ecology and Bioresources of the Republic of Kazakhstan. Following incorporated units formed Ministry of Ecology and Bioresources of the Republic of Kazakhstan:

- Ministry of Forestry Management

of the Republic of Kazakhstan was merged into Committee for Forest Management (Kazleskomitet);

- Committee for fishery under the Ministry of Agriculture of the Republic of Kazakhstan was merged into Central administrative board on fishery protection and supervision over nature management at fishery basins (Kazglavrybokhrana) with industrial acclimatization station;

- Central Administrative Board on Wildlife Protection (Kazglavzhivokhrana);

- State research and production association of industrial ecology “Kazmekhanobr” on the basis of State research and project institute “Kazmekhanobr” of color metal and ore beneficiation.

Evidently, the special freestanding government body on the level of Ministry was formed at the establishing of Kazakh statehood, and was responsible for environmental protection and management.

In 1996 new Regulations affirmed by RK Government Resolution confirmed Ministry of Ecology and Bioresources as a main executive body of government supra body supervision over environmental protection and management on the territory of the Republic of Kazakhstan. Therefore, the Ministry carried out following tasks:

- development of unified government policy in environmental protection and management;

- organization and implementation of government control of compliance with requirements of Kazakhstan Environmental Law, International Agreements and Conventions ratified by RK in the field of Environmental protection and management;

- development and enhancement of natural management economic mechanism;

- organization of events to disseminate environmental awareness and environmental consciousness upgrade.

For the purposes of tasks implementation, the Ministry was assigned with

functions of organization and implementation of government control in the field of environmental protection and natural resources management, also prevention of radioactive pollution, conservation measures of waste utilization, storage, transport and product waste disposal, transboundary movement of toxic material, substances and hazardous waste and etc. What is more, functions assigned to the Ministry reflected and emphasized environmental-oriented activity of this government body.

However, the Ministry of Energy and Natural Resources of the Republic of Kazakhstan was formed in compliance with the Decree of the President of the Republic of Kazakhstan dated March, 4, 1997 #3377 “Regular measures on reformation government bodies system of the Republic of Kazakhstan”. The Ministry exercised government administration in power sector, petroleum, natural-gas, metal mining and nuclear industry, subsurface protection and management, also within the pale of the law cross-sector coordination.

Ministry of Natural Resources and Environmental Protection of the Republic of Kazakhstan had been being at the head of government administration bodies system in the field of environmental security from 1999 to 2002. The Ministry was the central executive body in the field of environmental security, and was assigned to carry out functions of government administration and supervision, also to implement cross-sector co-ordination in the field of environmental protection and rational exploitation of natural resources, including nature conservation areas. The Ministry had administrative entities, such as Committee for Environmental Protection, Committee for Forestry, Fishery and Game Management, Committee for Water Resources. As to its main functions, they were almost conceptional identical to the area activity functions of the Ministry of Ecology and Bioresources of the Republic

of Kazakhstan. Although, except implementation of government supervision, Ministry of Natural Resources and Environmental Protection of RK, was obliged to take measures to improvement of the whole government supervision system in the field of environmental protection and conservancy of nature.

Unfortunately, Ministry of Natural Resources and Environmental Protection of RK was reorganized to Ministry of Environmental Protection in 2002. Its authority and functions in the field of water resources, forestry, fishery and game management was transferred to the Ministry of Agriculture. The Committee for Environmental Protection of the Ministry of Natural Resources and Environmental Protection of the Republic of Kazakhstan was abolished.

The new function of environmental protection system optimization and participation in the nature management system optimization stood out amongst the other conventional functions such as: government supervision in the field of environmental protection; environmental compliance supervision, environmental regulatory compliance; improvement of the government administration and monitoring system in the field of environmental protection; economic methods of environmental protection within the scope of competence. Not to mention the fact, that management of particular natural resources was transferred to another governmental body, the Ministry of Environmental Protection was assigned a function of government supervision over environmental protection and rational exploitation of natural resources, and environmental legislation compliance, including the following:

- observance of: specified standards on fugitive emission to atmosphere; production facilities sanitary-protection zone regime; standards, rules and other air protection regulations.

- technogenic pollution protection of soil, undertake set of measures on protection, restoration and improvement of soil fertility;

- observance of: specified terms in permissions to use natural resources and state expert conclusions, enforcement of the agreements on natural resources use.

- rational use of water resources; pollution, clogging and depletion protection of surface water; observance of water consumption and water disposal limits and rules; observance of water usage regime, and sewage disposal conditions and procedures;

- radiation safety claims observance;

- environmental compliance measures of process, consumer and other waste burial (storage);

- observance of: environmental regulations and rules at mining, minerals processing; widespread mineral deposit extraction and exploitation claims;

- observance of rules and regulations of pesticide, artificial fertilizer and other chemical agents treatment, storage, transport and utilization;

- assimilation of capital investment to environment protection purposes; observance of environmental standards in the field of animal and plant world protection, reproduction and exploitation, also observance of environmental safety regime of special protected areas;

- observance of import and export claims of wild animals and culture species or their derivatives threatened with extinction;

Committee for Conservational Supervision was formed as a division in the Ministry of Environmental Protection of the Republic of Kazakhstan in 2004. One of its main functions was the implementation of ecological supervision.

Next reform of environmental ministry was its reorganization in 2013 by transforming it to the Ministry of Environment and Water Resources of Kazakhstan, it

was assigned with authority and functions to form and implement government policy in the field of:

1) water supplement to users or to association of users and its drainage in purpose of soil hydro technical amelioration related to Ministry of Agriculture of the Republic of Kazakhstan;

2) rational and multipurpose use of subsoil water, except geological study of subsurface in subsoil water that related to Ministry of Industry and New Technologies of the Republic of Kazakhstan.

A regulation on Ministry of Energy of the Republic of Kazakhstan was affirmed by The Government of the Republic of Kazakhstan in as little as a year in 2014 in order to modernize and efficiency improvement of the government supervision system. The main executive body carried out organization and implementation of government policy and cooperation procedure management in the field of environmental protection, natural management, protection, supervision and oversight over rational exploitation of natural resources, domestic solid waste management, development of renewable energy resources, and supervision over government policy for “green economy” improvement.

Therefore, nowadays there is no special independent government body of administration in the field of environmental protection in the Republic of Kazakhstan. In the theory of environmental law such process qualifies as “decolization of government power” reflected in detraction of government from consideration environmental standards when executive decision making, financial backing cuts of environmental activities; status lowering of governmental bodies authorized to insure environmental protection, rational exploitation of natural resources, human and other objects environmental safety...[3, p. 62]. Since Kazakhstan became independent state, these

are the results of endless government bodies’ reformation in the field of environmental protection.

In terminated for reasons undefined under the Decree of the President of RK dated April, 13, 2011 #47 Ecological Concept to 2004-2015 of the Republic of Kazakhstan, it was emphasized that, “... massive improvement in environmental situation has not happened yet, and it is still described by environmental system degradation, that leads to destabilization of biosphere, losing its ability to keep the environmental standards, indispensable for vital activity of society.” Apparently, even the official concept regulatory legal act has recognized essence and unsettled environmental problem by government, which affects adversely to human health and life in the Republic of Kazakhstan. Except that, “there are grounds to consider defects in administrative power as one of the main reasons of environmental crises...”, noted professor M. Brinchyuk, environmental law section leader at Institute of State and Law of the Russian Academy of Science, doctor of Juridical Science [2, p. 34]. At that rate, step 91 of aforementioned Plan turns of important relevance, which guides government bodies to specific result, in our case, government activity according to Article 31 of RK Constitution sets an objective to protect the environment, favorable for life and health of the person.

What is the history and development of the US main environmental agency? Is it possible to exercise international experience in the field of natural resource management in RK to settle ecological issues?

As is well known, there are three levels of government administration in the US: federal, state and local. Consequently, government administrative bodies in natural management are represented by federal (specialized bodies; branch administration bodies); state and local agencies. The core value of American national identity is the supremacy principle of federal law over

states law. States legal activity shall not impair any, neither US Constitution nor US Laws [4].

The main federal executive body in the field of environmental protection is U.S. Environmental Protection Agency (EPA), which supervises the execution of US environmental law.

Beginning in the late 1950s and through the 1960s, Congress reacted to increasing public concern about the impact that human activity could have on the environment. A key legislative option to address this concern was the declaration of a national environmental policy. Advocates of this approach argued that without a specific policy, federal agencies were neither able nor inclined to consider the environmental impacts of their actions in fulfilling the agency's mission. The statute that ultimately addressed this issue was the National Environmental Policy Act of 1969.

The law was signed by President Nixon on January 1, 1970. NEPA was the first of several major environmental laws passed in the 1970s. It declared a national policy to protect the environment and created a Council on Environmental Quality (CEQ) in the Executive Office of the President. To implement the national policy, NEPA required that a detailed statement of environmental impacts be prepared for all major federal actions significantly affecting the environment. The "detailed statement" would ultimately be referred to as an environmental impact statement.

In 1970, President Richard Nixon proposed an executive reorganization that would consolidate many of the federal government's environmental responsibilities under one agency, a new Environmental Protection Agency. That reorganization proposal was reviewed and passed by the House and Senate.

The act was modeled on the Resources and Conservation Act of 1959, introduced by Senator James E. Murray in

the 86th Congress. That bill would have established an environmental advisory council in the office of the President, declared a national environmental policy, and required the preparation of an annual environmental report. In the years following the introduction of Senator Murray's bill, similar bills were introduced and hearings were held to discuss the state of the environment and Congress's potential responses to perceived problems. In 1968, a joint House-Senate colloquium was convened by the chairmen of the Senate Committee on Interior and Insular Affairs (Senator Henry M. Jackson) and the House Committee on Science and Astronautics (Representative George Miller) to discuss the need for and potential means of implementing a national environmental policy. In the colloquium, some Members of Congress expressed a continuing concern over federal agency actions affecting the environment.

When EPA first began, the private sector felt strongly that the environmental protection movement was a passing fad, and the agency's first administrator, William Ruckelshaus, felt pressure to show a public that was deeply skeptical about government's effectiveness that EPA could respond effectively to widespread concerns about pollution [5].

Thus, Agency was established as a response to global environmental challenges, which cause discontent of American society.

Today, Agency's head-quarter is located in Washington D.C. The Agency is represented by 10 offices and 27 laboratories at regional level. Agency is chaired by administrator, who is Cabinet level official.

EPA is formed by 13 departments, for air – Office of Air and Radiation(OAR), for land – Office of Land and Emergency Management (OLEM), for water – Office of Water (OW), for pollution prevention – Office of Chemical Safety

and Pollution Prevention (OCSPP) are responsible and etc. The activity of Office of Enforcement and Compliance Assurance (OECA) is worth of special emphasize, which places special emphasis to law enforcement for environmental offenses.

Amongst functions and tasks of the Agency can be distinguished: law enforcement supervision; introduction of environmental standards; issuance of permits; offense prevention; monitoring and research conduct in the field of environmental protection and etc. Given the scope of responsibilities consider allowance for delegation of authority to states, e.g. supervision functions assigned to the office inspectors conducting audits in form of assessment [6].

For example EPA has right to issue certificate for particular activity with environmental impact. However, if states have EPA approved certificate issuance program, or such right is delegated by EPA, they are allowed to issue such document unto itself.

States have to provide legal background that proves their organizational and technical capability to issue certificates. At present, over 75% of states issue certificates unto itself, in other states it is implemented by EPA. Certificate generally is issued for a term of five years; after expiration the new certificate shall be obtained. New certificate cannot be issued with more amenable regulations of pollution discharge. New certificates, usually specifies harder requirements. Certificate can be amended whenever it is necessary, in case of restrictions violation certificate might be cancelled.

All known pollution sources has to regularly (monthly) submit reports on water polluting substance discharge to EPA or equivalent regulatory body of state. Data content of reports and certificates are open to public. To this end it is easy to audit by data comparison and reveal regulations violation facts [7].

Latest instance demonstrates one more important moment in Agency's activity, which applies the principles of transparency. All information about organization's structure and activity, US law in environment protection, agency's science achievements are available at official web-site [http:// www.epa.gov](http://www.epa.gov). Planning information, budget information and EPA activity results on public access, has special practical value.

Overall, EPA functions in the US for 46 years, and during its long-lasting activity it did not go through any reorganization and did not change its legal status, unlike Kazakhstani analogue, environmental Ministry that was reorganized.

Moreover, at the begging, in 1970 the EPA's budget was equal to over one billion USD, and 4 084 employees. For comparison here is a reference to organization's budget for 2016 – 8 139 887 000 USD, and 15 376 employees [8]. As seen, Agency's staff amount for the whole functioning period has grown for almost 4 times, and the budget has risen 8 times. In other words, environmental agency is rapidly growing, that proves organization's vital capacity. It appears, that deeper analysis of Agency's activity is to be interesting for the Republic of Kazakhstan, especially at the fore front of EXPO 2017 under the slogan "Future Energy", which covers one of the most relevant topics – alternative energy sources.

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THE PROTECTION OF INVESTORS' RIGHTS IN THE REPUBLIC OF KAZAKHSTAN

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The concept of a financial instrument is widely applied now not only in practice of the international business, it also gains the increasing popularity in the domestic markets of Kazakhstan. So, according to Kazakhstani periodicals, on the domestic organized securities market there is a practice of trade by future contracts on purchase of US dollars and also “exotic (and risky) instruments - urgent contracts on an US dollar exchange rate to EURO in volume of 1000 EUR”. The regulatory base concerns also currency options. All these contracts are directly called proceeding from the objective nature of the economic relations formalized by legal rules.

It appears that legal definition of the concept “financial instrument” should be adequate to its economic nature. In this regard, in our opinion, legally significant confirmations of property rights concerning such financial assets as money and the issue securities providing legal possibility to transfer these rights can be considered a financial instrument, which not always can be transferred to the third party in confirmation of transfer of competences according to it. However, this instrument must not interfere with such transfer. In this regard the written contracts allowing a concession of the rights, securities in their tra-

ditional understanding as documents, and entries in property rights registers can be considered the instruments. The higher degree of the property right transferability, the more the corresponding instrument “merges” with the right certified by it.

So, the concession of the right under the usual contract is acceptable, if participants of the transfer consider certain expenses in time and other resources for such cession acceptable. The need for in crease in property rights transferability was caused by emergence of securities when transfer of the right was “adhered” to transfer of documents certifying it. Development of technologies, globalization of economic processes served as motives for development and introduction of the instruments allowing to certify property rights with the electronic records cap able to change their requisites in only a few seconds. New information technologies allow to make in a day a large quantity of transactions worth millions when accessory of a sold asset proves by the register of the market intermediary and the owner of this as set actually owns no thing. Complication of economic relations and integration of national financial markets into the world infrastructure also leads to emergence of new financial instruments

giving opportunities for the so-called “cross-border transactions” (the transactions connected with transfer of financial resources and other capital through border) and also exp and s borders and possibilities of speculative transactions in the markets. In this regard one of the popular financial instruments in the developed markets of instruments is the derivative ones (“derivatives”). In the practice of law and in the legislation the term “derivative securities” is also used a long with the concept of derivative instruments. But generally speaking, just a simple study of problems of the derivative instruments transfer inevitably leads to a conclusion that they are of an extremely high risk and their legal nature is still insufficiently clear for the legislator.

Even professional Kazakhstan traders directly call derivative financial instruments the speculative ones possessing high speculative potential with a very high risk of non-payments. Therefore, the release of such derivative instruments by national issuers is possible only at a rather high level of the national stock market development. Due to underdevelopment of legal and economic theories of derivative financial instruments and national securities markets and due to limitation of the issue securities circulation, it is necessary to be very careful in the solution of a question on an admission of the derivative instruments circulation on the national securities market. For instance, the German researchers specify that derivative instruments in all their various forms and ways of regulation are a subject of disputes because of their objective danger connected with their circulation as quite of ten their trade is carried out on the non-controllable of f-exchange market. In this connection the international financial institutions recommend the developing countries to establish certain restrictions concerning derivative instruments “as even well operated firms and financial institutions in-

curred serious losses in connection with use of such instruments”.

In particular, they recommend to improve supervision of the derivative instruments release and circulation and to use procedures on risk management. Besides, it is important for the derivatives trade to keep the limits of the organized markets where professionals have more possibilities to keep control over various situations of objective and subjective nature. At the same time the derivative instruments trade in the organized markets should be under especially rigid supervision of the state and relevant professional organizations.

In legal literature there is no a uniform concept of a form of right protection. The form of right protection is meant as “defined by the legislation competent authorities’ activity for right protection”, in other words, the activity for establishment of original circumstances, application of law rules, definition of the way of right protection and pronouncement of the relevant decision. Apparently, according to this approach the concept of form includes right self-defense, use of measures of operative influence, i.e. an order of right protection not assuming appeal to any state or other authorities.

Among various forms of right protection the leading role is played by a judicial form of protection of investors’ rights as universal, historically developed, regulated in details by norms of civil procedural law. The judicial form is the most regulated one in comparison with the forms of right protection by other state authorities and especially by public organizations. It provides reliable guarantees of the correct law application and establishment of real rights and obligations of the parties. Judicial protection of civil rights is the most important guarantee of their implementation. The right for judicial protection is guaranteed by Article 13 of the Constitution of the Republic of Kazakh-

stan [1]. Court is a unique and independent of other branches of state power authorities carrying out justice. Its characteristics in many respects defined the nature and the maintenance of a judicial form of protection. Now judicial protection of the rights of citizens and legal entities on behalf of the state is carried out by courts of general jurisdiction and specialized courts in which the order of consideration of civil proceedings is in advance defined by the norms of civil and administrative law; the persons interested in outcome of the legal proceeding use the right to participate in trial and to defend their rights and interests on the principles of equality and competitiveness; the decision should be factual established in a court session by means of proofs and corresponding to the law. The majority of the considered above ways of protection of investors' rights find their realization by means of a reference to the court of general jurisdiction or specialized court according to the jurisdiction established by a legal procedure. The right to a reference to the court as the subjective right of the particular physical or legal entity is realized in various forms. The main form of realization of the right to judicial protection is the claim and, respectively, a claim form of protection, claim production. Claim production assumes existence of dispute on the right between two warring parties which act in protection of own interests and have an equal legal status. The greatest number of the conflicts arise in the sphere of securities market is considered in claim production. At the same time protection of investors' rights is possible also in the form of applying on the cases arising from administrative and other public legal relationship and on special production. For initiation of a legal proceeding in court or other body it is required to define the jurisdiction of a dispute.

It is known that jurisdiction is a reference of these or those legal proceedings

to a certain authority. Protection of investors' rights can be carried out in courts of general jurisdiction, in specialized inter-regional courts, in executive authorities, and also within the self-regulating organizations of the securities market professional participants. There are two main forms of judicial protection of investors' rights and interests: in courts of general jurisdiction and in specialized inter-regional courts. Legal proceedings on protection of investors' rights can be considered also in the arbitration courts, but, the latter are not the justice-carrying authorities. For this reason they will be studied separately. The examples of the legal proceedings considered by specialized inter-regional courts can serve the following: recognition of registration of transactions on alienation of actions void; establishment of default of the foundation agreement; illegality of shares distribution; recognition void the distribution and sale of shares, increase in an authorized capital, release of shares of the second and the subsequent issues; cancellation of reports on results of release and placement of shares of the second and the subsequent issues; recognition void the contract of shares purchase and sale; an illegal exception from the shareholders structure; compulsion to registration of the property right to shares; recognition of shares ownerless, etc.

According to No. 158 Decree of the President of the Republic of Kazakhstan dated August 17, 2006 in the city of Almaty there was formed a specialized financial court equated to regional court and authorized to consider civil-law disputes of participants of regional financial center of the southern capital. In CIS there are no similar financial courts yet; in the world there are some similar courts. In this regard the formation of financial court in Kazakhstan was preceded by preliminary laborious work on studying of judicial and regulatory systems of foreign countries

and financial centers in Great Britain, Ireland, Singapore, and Malaysia.

Another jurisdictional form of protection of investors' rights is the *administrative* form. The administrative form of protection assumes established by the legislation order of protection of rights and legitimate interests of investors without a reference to the court of general jurisdiction and specialized court. The given form of protection allows to prevent violations or restrictions of rights and legitimate interests or to restore the broken rights by interaction with state executive authorities (administrative authorities). Unlike judicial authorities the administrative ones protect broken rights and interests along with the implementation of their other main powers. For these authorities settlement of disputes about rights is not a unique and main form of their activity. Protection of civil rights is administratively carried out by means of the appeal to an authority. The decision accepted administratively can be in any case appealed in court (Paragraph 2 of Article 9 of the Civil Code) [2].

The component part of the policy of the Republic of Kazakhstan in the sphere of regulation and supervision of the national financial market was the priorities of formation of a new system of state regulation of the financial institutions activity providing, taking into account positive international practice on this matter, association of all supervising and regulatory functions within one specialized authority. The National Bank delegated these functions to the Committee on Regulation and Supervision of the Financial Market and Financial Organizations (hereafter referred to as CFS). CFS is a state authority which carries out regulation and supervision of the financial market and its "players", takes measures not to allow violation of rights and legitimate interests of consumers of financial services, creates equal conditions for financial organizations on

the basis of the diligent competition principle, and watches the "players" of the financial market in due time and fully carry out their obligations. The direct work with consumers of financial services is conducted continuously. CFS registers each complaint to this or that financial organization and considers each case separately. On CFS site there is statistical monthly information on number of complaints to concrete financial institutions - banks, insurance companies, pension funds, participants of securities market, summaries about the most actual and widespread problems connected with financial services, and also data on the measures being taken for elimination of the allowed facts of infringement of the rights of consumers of financial services.

The ways of protection of investor's rights applied irrespective of existence or absence of securities. Legal status of investor assumes existence of special rights arising till the moment of securities acquisition. Firstly, it is the right to reliable information about the issuer and the securities. For adoption of the investment decision the potential investor is to receive quick and reliable information. So, in compliance with Article 21 of the Law on the securities market the issuer is obliged to provide the prospectus about issue of securities to investors [2]. To protect the given right the following ways are applied: *award to discharge of duty in nature* which is characterized by that the violator (the issuer, the professional participant) is obliged to execute really the actions he is obliged to make by law, i.e. to provide necessary information to the investor; protection of the right to information assumes *suppression of the actions breaking the right or creating threat of its violation* - this way is applicable in case if officials of the issuer create obstacles to the investor in acquaintance with documentation or not commission of the positive actions consisting in granting necessary documenta-

tion to the investor; *change or termination of legal relationship* by presentation of the converting claim is possible according to the Law "On Securities Market" in case of violation the requirements about granting information to the investor by the professional participant of the securities market - the issuer [2]. According to Articles 401, 403 of the Civil Code of the Republic of Kazakhstan such violation is the basis for change or cancellation of the contract between the investor and the professional participant - the issuer - in a judicial order [2].

A universal way of protection of investors' rights is indemnification -the protection of the rights to paper, the right from paper, and at violation of the right of investor's general ability as within contractual and extra contractual relations. But there arises a property interest. The property interest of the investor is satisfied at the expense of monetary compensation of the property losses and /or other losses of joint-stock companies. The requirement about indemnification can be declared by the investor to the issuer (for example, the losses which have arisen in connection with default by society of a duty on payment of declared dividends or payment of par value of the bond); or to other shareholders (in case the legislation established possibility of their calling to subsidiary responsibility, for example, according to Paragraph 2 of Article 44 of the Civil Code of the Republic of Kazakhstan) [2].

Compensation of moral harm is rather new and actively being applied way of protection of rights. However, the application of this way of protection of shareholders' rights is hardly possibly. Compensation of moral harm is possible at violation of the personal non-property rights (benefits) in cases called by the law the property ones. As joint-stock legal relationship are characterized as the property ones the law stipulates no possibility of moral harm compensation to the partici-

pants of these relations (these relations are not the consumer ones where such compensation is possible). "The use of this way of protection (compensation of moral harm) is directed on complete or partial recovery of mental wellbeing of the personality, compensation of negative emotions by positive ones" [3]. It hardly corresponds to the nature of relations where the subjects have the purpose of pr of it receiving. Foreign legislation and the practice of law also do not consider compensation of moral harm for protection of shareholders' rights possible.

Recognition void the act of authority, management or an official should also be referred to universal ways of the protection applied by investors irrespective of existence or absence of securities. This way assumes possibility of recognition void fully or partially standard and sub-standard acts (actions, decisions, and also inaction) of executive authorities in the sphere of the securities market, of other state authorities breaking the rights and freedoms of citizens or legal entities. Depending on the type of act and the authority status the question of its appeal or recognition void is competent to the court of general jurisdiction. According to Article 10 of the Law "On Securities Market" the decision of the executive authority on refusal in the state registration of release can be appealed in a judicial order [3].

At the present stage the development of foreign policy activity of the courtiers promotes the formation of a complex system of international relations. Rates to attract foreign investments in Kazakhstan led to an increase in the number of investment disputes [5]. Bilateral investment agreements provide investors a direct right to submit the dispute to arbitration against the State, violating the laws and agreements - even if investors do not have agreements with the State.

For suppression of abuses at the exchange and defaults on operations with

securities and derivative instruments it is necessary: first of all, to develop and adopt accurately and clear normative legal acts excluding possibilities of their double interpretation; to strengthen regulatory and supervising activity of the Agency of the Republic of Kazakhstan on Regulation and Supervision of the Financial Market and the Financial Organizations; to form special authorities at the exchange (commission or controllers etc.) for revealing suspicious transactions and suppression of wrongful actions both from investors and professional participants.

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RELEVANT STATUS ISSUES OF PEOPLE WITH SPECIAL NEEDS IN THE REPUBLIC OF KAZAKHSTAN

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The Republic of Kazakhstan positions itself as a social society, which is explained by the intention of the state to sustain deserving life of government and the people. However, like many other states, Kazakhstan faces various issues and legislative collisions that require scientific solution. Including the matters of social care service and employment of people with special needs.

Due to the fact this article will be devoted to the research of the series of issues related to the status of people with special needs, and, also, solutions resolving these problems.

It is necessary to begin the research with relevant issues regarding employment of people with special needs. These people need special government policy. Nowadays, people with special needs have different kinds of privileges in the taxation and employment lawmaking and housing legislation, because of their vulnerable position in society. They are free of paying governmental duties and fees, have lower taxation rates, primary receivable of housing, have employment quotas, and this is not a complete list of items in government care service.

So, a person with special needs is an

individual having health disorders resulting as constant body failures, traumas, and defects leading to limited vital functions and a need of social protection.

According to the UN data, there are about 450 million of people with physical and mental disabilities in the world. People unable to work are treated with special care by any state. The main type of support is financial help for these people (pensions, exemptions, and other benefits). But these people need not only financial support, but also professional rehabilitation [1].

Social security of people with special needs is regulated by the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Social Security of People with Special Needs in the Republic of Kazakhstan" and other legal acts.

The norms of employment and support of local governmental executive bodies in order to provide professional education are regulated in articles 31, 32 of the Law of the Republic of Kazakhstan "On Social Security of People with Special Needs in the Republic of Kazakhstan". To fulfill the norms, in every region of Kazakhstan akims introduced 3% employment quotas of overall amount of work places. However, indeed, employment of people with special needs is not going up to 3%. It is rather hard to employ these people on the workplaces covered by quotas. One of the reasons of employers' denial to hire people with special needs is their inability to use their labor on current vacancies because of their physical defects and lack of work places.

It is necessary to increase the employment rate of people with special needs. Educated individuals with special needs should work at the places where they can work, and if there are no such places, they should be created. There is legal data base and budget annually given out by the government to create work

places for these kinds of individuals [2, p. 15].

Besides, we would like to draw your attention to the fact that not every item of abovementioned articles is being fully implemented. We think that the following legal statements within governmental programs are not well-developed:

- creating work places for people with special needs through development of entrepreneurship, small and medium businesses;

- creating special and social work places for employment of people with special needs according to the Laws of the Republic of Kazakhstan;

- arrangement of professional education for people with special needs (article 31 paragraphs 2,3,4 of the before mentioned Law)

The goal of this proposal is to encourage people with special needs to do steady jobs and to become successful entrepreneurs.

The Lawmaking does not consider the fact that an employer needs a worker, not a person with disabilities. A full labor rehabilitation means to turn a person with disabilities into a worker. However, we need special conditions for that. The most effective order of actions is to turn a person with special needs into a worker and then employ them, but not the other way around. Professional training and education of people with special needs is the main aspect of their professional rehabilitation [3, p. 30].

Most of unemployed people with disabilities in the Republic of Kazakhstan are the people with general secondary education without professional training.

Special education institutions do not prepare people with disabilities well enough to make them competitive, and some of them prepare professionals who will definitely not be needed. It is mainly defined by the following reasons: professionals of Medical-social expert commis-

sion (MSEC), who organize professional orientation of people with disabilities do not have enough information about entering requirements to higher education institutions and other educational institutions, and rely on the will of people with disabilities themselves; people with special needs do not have enough information about requirements of entering higher education institutions.

Educational institutions are not accommodated for people who need special equipment and special methodology of education. Because of that, the number of majors appropriate for such people is limited and professional prejudices are formed [4, p. 7].

In order to organize professional education for people with special needs we propose to organize “Service Sector for People with Special Needs” with the help of executive bodies, which will be supplied with special equipment and utilities for working with people with special needs (hand rails, wheeled chairs, etc.). The main goal of the sector is to teach computer literacy, taxation, getting services online, provide psychological help to adapt to current market conditions, teaching how to find a job, and other services related to rehabilitation of people with special needs and protection of their legitimate rights and interests. To make it more convenient, we propose to place it on the first floors of the buildings of local executive bodies of all levels (from republican up to municipal) [5, p. 12].

What will it do? Increase of motivation to study and increase of education level among people with disabilities. With the growth of the level of professional preparation grows the qualification self-assessment and the certainty of future success.

The creation of legislative basis of social protection of people with disabilities provides additional guarantees of employment. However, the normative basis

of social protection and the mechanism of labor supply still need further improvement. In order to complete it, we need:

1) to add the norms protecting people with special needs from discrimination and from unfounded denial of job applications. For that to the Article 222 “Realization of Rights to Work by People with Special Needs” of the Labor Codex of the Republic of Kazakhstan [6] paragraph 3 should be added: “Unfounded denial of hiring or signing a job agreement leads to amenability according to the Laws of the Republic of Kazakhstan”;

2) to establish additional guarantees and additional social benefits for people with special needs fired by employer’s initiative. For that to the Article 32 “Rights of People with Special Needs in the Field of Labor Relationships” of the Law of the Republic of Kazakhstan “On Social Protection of the Population” paragraph 4 should be added, to the Article 56 “The Order of Cancellation of the Employment Contract by the Employer’s Initiative” of the Labor Codex of the Republic of Kazakhstan paragraph 9 should be added mentioning: “Firing people with disabilities, parents, custodians of children with disabilities, including drawing down, excluding firing because of proved reasons, is not allowed without agreement of social organizations protecting people with special needs.” People with special needs should have a privilege to stay at work in a case of drawing down;

3) to establish the reliable normative acts considering work place costs, which will allow to fine employers denying people with special needs to provide work places guaranteed by quotas.

Professional rehabilitation of people with special needs together with their further employment is financially beneficial for the government, because the money spent on the rehabilitation will be drawn back as taxes that are the results of employment. The attention to the people with

special needs should be more focused. Kazakhstan should become a place of free choice for them. To take care of these people, whose number is not few, is our duty and civil obligation. People do it all around the world. People with special needs can be involved in domestic services, food industry, agriculture [7, p. 36].

One of the most important aspects of the status of people with disabilities is improving the lawmaking of the Republic of Kazakhstan in the sphere of special at-home services for the elderly people [8, p. 58]. Human Rights Commissioner in the Republic of Kazakhstan prepared a report "On Following the Rights of Elderly People in the Republic of Kazakhstan" as the most vulnerable social group, where he described all the issues that our elderly people face.

Unfortunately, for the latest years, the quality of life of elderly population has not been dramatically improved, and a lot of problems mentioned in the Report have not been solved despite the innovations in lawmaking, and they are still relevant.

According to the analysis of the needs of veterans and workers of the rear (social fund "The Council of Veterans") the most important problems have been worked out:

1) Lack of high quality social services at-home for lonely people and elderly people with special needs.

2) Lack of access to the social services at-home for the most needy elderly people because of legislative and bureaucratic barriers.

3) Lack of effective protection of elderly people and elderly people with special needs from domestic violence and other unlawful actions.

According to the analysis of the abovementioned problems and current lawmaking of the Republic of Kazakhstan the author proposes the solutions considering both worldwide and the UN experience in providing support for socially vul-

nerable individuals.

According to the statistic data, on average, a social worker supports 7-8 people. Besides, the organization of social help at-home is given a rather low amount of money for this individual. Monthly salary of a social worker is a little bit more than 40000 tenge.

In the abovementioned Report of the Human Rights Commissioner in the Republic of Kazakhstan (section 3.3. Social services for elderly people) low development level of the social services, low level of workers' professionalism, lack of branches of social support at-home and social workers are mentioned as the main problems.

Since the time of publishing of the report, in 2008 the Law "On Special Social Services" has been established, on the basis of which the Standard of Special Social Services (SSSS) was created to support the population at-home [10]. Currently, the Standard of 2015 is functioning now.

However, according to the analysis of the standards and legal practices the problems in this sphere are still taking place:

1) Impossibility of practical implementation of the Standards because of the current system of using social services workers' labor.

The Standard (Chapter 5) lists the types of services, including social, medical, psychological, cultural, economic, legislative services, which the social worker should perform for elder people. Also the Standard discusses the requirements for the quality of the services. If we take a certain set of social and legal services, we can see the following services and their requirements:

Clause 46:

2) consulting of the recipients on the legislative topics (civil, accommodation, family, labor, pension, criminal and other legal issues) gives them full understanding

of their rights and laws protecting them according to their interests;

3) helping with complains on mis-acting or inappropriate actions from government representatives means helping to explain the issue correctly, to ask for its elimination and send the letter to recipient;

In total, there are 45 types of services for elderly people in the Standard, and one sector explains 11 types of social-legislative services only. But only looking at this example, we understand such work can be done only by a qualified lawyer, not a social worker, who should also be a qualified medic, psychologist, economist, etc. However, it is impossible, because there is not any higher educational institution that can prepare this kind of a specialist who can fulfill all the types of services from the Standard.

We must notice that the question of the social worker's qualification is discussed very poorly in the Law: in the Article 1 paragraph 6 the social worker is defined as a person performing special social services and (or) performing an assessment and definition of the needs of the special social services, having necessary qualification meeting the very requirements. The term "necessary qualification" refers to the order of the Minister of Healthcare of the Republic of Kazakhstan (March 16, 2009) № 134 "On Confirmation of Qualification Requirements to the Social Workers in the Sphere of Healthcare and the Rules of their Attestation", which says that a social worker must have higher education degree in the sphere of social services with medical, psychological and pedagogical profiles. Which means that qualification requirements are valid only for social workers who perform social-medical services, the rest of which are not covered. However, to perform legislative and economic assistance social workers should have a degree in those spheres [11].

Also the Standard states the Mini-

um of the staff members in the organization of this type, which states that a social worker should work with 8 elderly people and people with special needs at least twice a week. According to the statistics, a social worker can spend maximum 2,5 hours visiting a person during a 40 hour-work week. The logical question is: What kind of services a social worker can perform during 2,5 hours? Practically, according to the data provided by the veterans and workers of the rear and given by the social fund "The Council of Veterans", the social workers perform only a minimum of the required services – they clean the apartments, buy food and medication spending the money of the elderly people. It cannot be said that they cover the whole list of domestic assistance, including help with food preparation, stoking the fire, delivery of woods, coal and drinking water, giving clothes to the laundry or dry cleaner's, mending and redelivery; help with washing, repairs arrangement, house cleaning, etc. In fact, besides the certain types of domestic assistance, elderly people are deprived of other social services [12].

So, the Standard cannot be implemented because of the obvious reasons: the required services are neither performed nor their quality is very low because of insufficient usage of social workers' labor.

Proposed changes:

The system of helping elder people and people with special needs at home should be significantly changed. Instead of having one worker doing everything, it would be more rational to have different mobile groups of social workers for different spheres. A team of social workers should have different categories of professionals, who would perform social services - doctor-gerontologist, psychologist, economist, lawyer, cook, and technical staff.

For the coordination and interaction of the teams of social help a unified ser-

vice desk, a hot line, should be created, so people would be able to address in case of emergency, to get a qualified legal help.

The work of social workers' teams will help to achieve the following qualitative changes:

1) Increasing service quality for elderly people's needs, even in case of emergency.

2) Decrease of recipient's dependence on a social worker, and prevention of unlawful actions done by social workers.

3) Rational usage of knowledge, professional and personal skills of the social workers, differential approach to social worker's labor.

4) Possibility of regular monitoring and assessment of the performed services quality.

The system of social services provided by special teams can also include fee-paying services for elderly people and people with special needs who live with their adult children and relatives on their account, as taking care of elderly people requires certain knowledge and skills which may not be guaranteed at home. Because of that fee-paying services the governmental organization will be able to provide a part of its own budget which will lessen the pressure of governmental budget and provide an opportunity to hire additional staff and increase salaries while making this job more wanted on labor market.

2) The current Standard is not involving all elderly people who need special services.

According to the law "On Special Social Services (SSS)" SSS are performed for people with hard living situation (Article 1), including "disability to help yourself because of old age, illness, and (or) physical disability." (Article 6, paragraph 7).

However, the Standard limits the audience of elderly people who can have

SSS performed (paragraphs 5(4)): "SSS are performed for people with special needs and elderly people after their retirement, unable to take care of themselves and having a need of SSS at home, not having working adult children, obliged by the law to take care of their parents, or not having close relatives who cannot perform assistance because of legitimate reasons (old age, physical disability of I, II groups, oncological, psychological diseases, convicts or they moved to a foreign country or live in another settlement).

We consider that the current Standard does not include the people who live with their adult children but suffer from abuse from their side, including physical, psychological, economic abuse. Indeed, elderly people rarely address the police explaining their unwillingness to worsen the relationship with their abusive children. Those people are not eligible for having SSS at home because of their adult children, but the Standard does not consider the psychological and emotional climate in the family. Even if those people move out from their children's, they will still not be eligible for the SSS.

We suggest to introduce other additional reasons of having SSS at home to the Standard; the reasons that do not give any right for adult children to take care of their disabled children: "In exceptional cases by the decision of the legislative unit and recommendations from specialized social organizations working with elderly people (for example "The Council of Veterans") the SSS can be performed for elderly people, people with physical disability of the first, second groups having close adult relatives who can work and the cohabitation with whom is impossible due to conflicts." This norm will allow to protect elderly people from the abuse, and will let them move out having a qualitative treatment from social workers.

We consider that those changes will lead to the following positive conse-

quences:

1) Increase of social services quality for elderly people, preventing their social isolation.

2) Increase of the quality of life of elderly people, their lifespan, and the population of the country.

3) Increase of legislative culture of elderly people: knowing their rights will let them to defend their rights and lessen a chance of unlawful actions towards them.

In the context of afore mentioned, we can state that a new law protecting elderly people is necessary. While considering that we addressed the statistics. By January 1st, 2017 10% of the population of Kazakhstan are retired [13]. This is a special group of people that have special needs and that cannot sustain themselves financially without support. That is why they need special protection from the government.

Nowadays there are no universal legislative act stating the rights and freedoms of elderly people and covering all the aspects of social protection, including pension coverage, health and medical care, social service, access to cultural events, leisure activities, etc. These kinds of acts are implemented towards other socially vulnerable groups such as children (The Law of the Republic of Kazakhstan "On the Rights of Children in the Republic of Kazakhstan") [14], people with special needs (The Law of the Republic of Kazakhstan "On Protection of People with Special Needs on the Territory of the Republic of Kazakhstan") [15]. However, with the age there are special needs that could be satisfied by the government. Instead of that, there are several different unrelated legislative acts, regulating different types of legal relationships with elderly people: for example, The Law of the Republic of Kazakhstan "On Pension Coverage", The Law of the Republic of Kazakhstan "On Exemptions and Social Care of the Participants and Disabled Vet-

erans of the World War II" and Equated" and others. As a result, not all the needs of elderly people are equally covered by the law.

It is important to notice that according to the international standards on following the rights of elderly people stated in Vienna International Plan of Action on Aging of 1982, clause 68 "The social services should be aimed at maximum performance of their functions done by elderly people; should have an ability to provide a wide range of services to let elderly people be independent, active and profitable members of society" [16]. Despite the significant number of elderly people, there is no special institution providing care of elderly people in Kazakhstan. On contrast, there is a Committee of Protection of Children's Rights at the Ministry of Education and Science. Even though there are Councils of Veterans in every major city, these institutions do not work with every elderly person. Because of absence of unified legislative act and any institution in charge elderly people do not know their rights and where they can address in case of their rights realization or violation [17, p. 35].

Our society is accustomed to treating elderly with respect and children are obliged to take care of elderly parents due to the eastern culture. However, practically, it appears to be rather a suggestion than reality. We have a lot of lonely elderly people, who even have working adult children. As it has been mentioned before, there are a lot of cases of abuse and social isolation of elderly people. And, finally, elderly people, more often than anybody else, become victims of fraud and other unlawful actions because of their age and physiological conditions. Unfortunately, you cannot just rely on traditions in the aforementioned scenarios. Moreover, our government states itself as a legislative state, not as a traditional one. That is why, the rights and needs of elderly people

should be protected by the statute of the law.

Thus, we propose to introduce the following changes in the laws:

1) Accept a unified law “On the Rights of Elderly People in the Republic of Kazakhstan”, which will unite all the main rights, freedoms and guarantees of elderly people as one of the most vulnerable groups of people.

2) On the basis of the law create an authorized body that will protect elderly people and provide them with social service. Elderly people should be able to address the local branches of that body to be assisted with their problems. Also this body should be able to control the actions of other governmental and non-governmental bodies towards elderly people. The international experience is widely approved (Russia, Great Britain, the USA).

3) Following the example of the Committee of Protection of Children’s Rights at the Ministry of Education and Science, this body should have a hot line that could consult elderly people, especially the immobile ones, who could complain about the cases of domestic violence, unlawful actions from state representatives, social workers, etc. The analysis of the inquiries will help to learn a more accurate needs analysis and develop a more effective gerontological strategy of the nation.

All the following changes will help to achieve the very social reforms:

1) Increase of quality of social protection for elderly people, prevention of their social isolation.

2) Increase of the quality of life of elderly people, their lifespan, and the population of the country. It is important to mention because, currently, the average lifespan of people is a little bit more than 70 years old. Kazakhstan takes 150th place among other countries.

3) Increase of legislative culture of

elderly people: knowledge of their rights will help elderly people to defend themselves from unlawful acts.

4) Increase of activity of elderly people who are motivated to be active members of society, who participate in upbringing of younger generations, including developing of patriotism.

The issues of provision and protection of rights of elderly people are related to everyone. Once we will grow old, and our living conditions will depend on us. If we do not take actual measures to improve the lawmaking in this sphere today, tomorrow we will be in the same state, being unprotected and dependent on our children and grand children. Like modern elderly people, we would have nothing else but rely on decency and good relationships with our relatives in particular and society in general.

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LEGAL STATUS OF EURASIAN ECONOMIC UNION

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Within the confirmed intention, dated by March 19, 2012, of the heads of the three states (Belarus, Kazakhstan, Russian Federation) to create the Eurasian Economic Union by 2015, and, even more, since the signing of the contract issued on May 29, 2014 on the establishment of the Eurasian Economic Union (hereinafter EAEU), one of the most actively discussed topics is the issue of the legal status and nature of the integration association (“international organization” or “non-international organization”, “classical” international intergovernmental organization (IIGO) or “special organization”, “corporate” from the international law viewpoint, or “non-corporate” etc.).

L. I. Volova notes “as for the newly created integration association – the Eurasian Economic Union, it is beneficial not only to organize all the already- developed international legal norms governing the integration cooperation of member-states, but also to take full advantage of existing integration organizations” [1]. Besides, L. P. Anufriyeva notes that a number of substantive issues in the legal aspect in the theory and practice of science integration has not yet fixed. Where should we include the rules governing the state-to-state relations of the integration type? Does the international law apply to the integration associations? Is not there a third system of law, i. e. “integration law”, which cannot be referred to neither international nor domestic law, while strengthening the relations within such organization?, What place will it possess in the global legal system? Finally, is the offer of so-called “integration law” justified as a scientific concept? [2].

International organizations, in its general and institutional functions of modern integration processes development are

understudied.

Some authors, quite well-known in the research of international law (L.I. Volova, A.Y. Kapustin, A. A. Moiseyev, T. N. Neshatayeva, A. N. Talalayev, V. M. Shumilov et al), believe that an international integration association, for example EU or EAEU, is either an international organization of a special type or an international organization with supranational characteristics. As it is noted by Professor T. N. Neshatayeva “expansion of the economic relations globalization led to the emergence of a new type of international organizations - not intergovernmental, but supranational with global expertise and functions previously considered as the part of the sovereign competence of national organizations” [3]. L. I. Volova states that integration development within the EAEU follows the supranational way, because the certain institutions of the Union are empowered with supranational authority. For example, the Eurasian Economic Commission adopts binding decisions for member-states and their natural and legal persons [4].

Today among the representatives of law and political science, almost no one denies that international organizations include interstate associations group which is more integrated, more advanced legal institution.

Indeed, there is a group of international organizations which is considered to be more integrated than others. First of all, it differs from its (generic) category by specific character. "Integration organization" is the specific concept of international intergovernmental organizations. However, as it is noted by I. G. Sultanov, international integration associations in the legal classification could be rightfully called “international intergovernmental

integration organizations” instead of being emphasized by many authors as a group of so-called supranational institutions or organizations with supranational characteristics. They did not go beyond and belong to a common generic term of “international organizations” [5].

Some researchers believe that within the gradual transition to the higher stages of integration the value of supranational institutions should increase, their competence should expand, the extent of authority should rise. Such opinion, that EAEU refers to the type of supranational organizations, is being criticized by another group of researchers. Thus, Professor K. A. Bekyashev says “the Union, being an interstate organization, does not possess the qualities of supranationality, because it is not allowed neither to be superior its founders or to command them. Therefore, Art. 38 of the Treaty rightly points out that the Union does not own any supranational competence in the field of trade of services (these are international legal relations) [6].

In conditions when there are no specially-designated features of “supranationality”, we can only view “supranationality” as one of the features of international organization, which therefore implies artificiality of “supranationalism” quasi theory, since all that is “supranational” is, at the same time, international.

Professor Y. B. Abdrassulov notes that in the future the use of the term “supranational body(ies) of the Union”, “supranationality” should be deleted not only in the documents but also in the official statements concerning the activities of EAEU, because such a way may lead to ambiguity of the content, functions and goals of the Eurasian Economic Union. He also convincingly argues in favour of the possibility to use the term “supranational body” from a political point of view. While from the legal viewpoint such an approach is fundamentally wrong, oppo-

site to the form and content of the interstate organization. In this context, it is politically acceptable to talk about supranational bodies of international organizations [7]. R.V. Shmakov emphasizes that “supranationality” is a specific quality that can be applied to international organizations, but not to the law of these organizations [8]. The similar definition can be found in the works of M.M. Biryukov, who believed that the supranationality is “a set of structural, functional and procedural characteristics of an international organization, determining the priority of its competence in specific areas in relation to the relevant competences of member-states. The prime opportunity is an international body authority of making decision obligatory for all member-states”[8]. Professor M. T. Alimbekov notes, if the feature of “a new type organization” is to transfer the state sovereign powers, there is nothing new we can find in such association that distinguishes it from intergovernmental organizations, as in all intergovernmental organizations, the state shares its part of competence with the interstate organization. The Eurasian Economic Union, to the same or even much more extent as the European Union, possesses all those features that are common to any interstate organization, and in this sense, the political and legal status of the Eurasian Economic Union can be confidently equated to the status of an international organization [9].

Therefore, the talks about a new type organization, the unique structure and order, that do not correspond with any of the existing political and legal forms, are premature. According to I. R. Sultanov, our attention is also attracted by a certain light-hearted and inconsistent attitude that some researchers express while presenting new statutory and political concepts. One of them, for example, is the term “supranationality” or “supranational organizations”. The similar definitions are “inter-

national associations with federalism elements”, “integration communities”, “organization of public international law with some constitutional elements”, etc. We agree with the fact that some of them, due to the wide and long-term use, have become quite proverbial. But the content of these terms is admitted to be legally incomplete and, as a consequence, impartial [10].

Thus, the Eurasian Economic Union is recognized as an international organization, established and operating in accordance with the principles and norms of international law.

The science of international law has developed the criteria for an intergovernmental organization, but the scientists still have different opinions on this issue. The range of international intergovernmental organization criteria varies from four to ten. Due to the very fact and taking into account the practices of the EAEU, we should define the main features of the Union as an international intergovernmental organization.

1. The institution approved by the international treaty. The constitutional document of organization must meet generally accepted principles and norms of international law and, above all, the principles of *juscogens* (i.e. the supreme imperative principles) assigned in the UN Charter.

According to Art. 53 of the Vienna Convention on the Law of Treaties between States and International Organizations or between International Organizations of 1986, an imperative norm of general international law is a norm accepted and recognized by the international community of the state as a norm without any further deviations, and which can be modified only by a subsequent norm of general international law of the same character.

As a rule, international organizations are established by international agreement (treaty, charter, agreement, treatise, proto-

col, and so on). The object of this contract is the behavior of the subjects (the contract parties) and the international organization itself. The parties of the constituent act are sovereign states. However, in recent years, the authorized members of international organizations are intergovernmental organizations. For example, the EU is an authoritative member of multiple regional organizations.

According to par. 2 of Art. 1 of the Treaty on the Eurasian Economic Union dated May 29, 2014, the Eurasian Economic Union is an international organization of regional economic integration, which has international legal standing.

It is well known that “international intergovernmental organization is a union of states, established on the basis of an international treaty in order to achieve common goals, and having permanent bodies acting in the common interest of member-states, with respect to their sovereignty...”

Consequently, the international regional organization is an organization with a set of basic features of an international intergovernmental organization, the essential feature of which is its membership of states from a particular geographic area.

Constitutive Act of the EAEU is Treaty dated May 29, 2014 and consummated on January 1, 2015. It meets the requirements of the Vienna Convention on the Law of International Treaties of 1969. The term "treaty" means an international agreement concluded in writing between the states and governed by international law, regardless of whether such an agreement consists of a single document, two or more related documents and regardless of its particular content.

Constitutive Act of the EAEU corresponds to this definition. As a codifying resource the Treaty of the EAEU Treaty is of an impressive volume and complex structure: it consists of a preamble, the basic provisions (118 Articles, grouped into

four parts and XXVIII sections) and appendices (total 33).

Secondly, the goals and principles that underpin the formation and functioning of the Eurasian Economic Union, are assigned in Articles 3 and 4 of the aforementioned Treaty.

Among the main principles of the EAEU functioning the following ones are identified:

- Respect for the universally recognized principles of international law, including the principles of sovereign equality of member-states and their territorial integrity;

- Respect for the features of member-states' political system;

- Provision of mutually beneficial cooperation, equality and taking into account the national interests of the Parties;

- Adherence to the principles of market economy and fair competition;

- Functioning of the Customs Union without exclusions and restrictions after the transitional periods expiration date.

The main goals of the EAEU are:

- Creation of conditions for stable development of member-states' economies with an aim to improve the living standards of their populations;

- Intention to create a common market for goods, services, capital and labor within the Union policy;

- All-round modernization, cooperation and increase of competitiveness of national economies in the terms of global economy.

Thus, the goals and principles of the EAEU determine the legitimacy of its creation and the economic nature of its organization.

3. Membership in the organization of the state as a subject of international law is one of the main features of international organization. In accordance with Art. 2 of the EAEU Treaty “ ‘member-states’ – are the states that are members of the Union and the Parties of the EAEU

Treaty”. The founders and original member-states of EAEU concluded its constituent treaty on May 29, 2014. They are three states, the members of the former EuroAsian Economic Community. At the previous stages of the integration development they formed the Customs Union and laid the foundations for the Common Economic Space policy:

- The Republic of Belarus;

- The Republic of Kazakhstan;

- Russian Federation.

In EAEU Treaty there is a special Art. 108, which deals with the issues of the Union entry and settles the following statement: “The Union is open for the entry of any state that shares its aims and principles, on the terms agreed by member-states”.

Even before EAEU Treaty entered into force, the above-mentioned states had concluded the treaties of accession to EAEU of two more member-states, one of which had been a member of EurAsEC (Kyrgyzstan), and the other had not been (Armenia):

- The Republic of Armenia became a member-state on the basis of EAEU Treaty on the accession of the Republic of Armenia to the Treaty of the Eurasian Economic Union, signed on October 10, 2014. It entered into force on the day following the entry into force of the EAEU constituent treaty on January 2, 2015;

- The Kyrgyz Republic became a member-state on the basis of EAEU Treaty on the accession of the Kyrgyz Republic to the Treaty of the Eurasian Economic Union, signed on December 23, 2014 and it came into force on August 12, 2015.

Regardless of the entry time, the size of territory, population, and other factors, EAEU member-states are equal (Art. 3 of EAEU Treaty “Basic Principles of the Union Functioning”). Their citizens are equally represented in the governing bodies of EAEU and hold equal authority in

institutional chairmanship.

EAEU Treaty also provides the right of its members to leave the Union. Article 118 of the Treaty specifies all procedural issues related to the withdrawal, which can be practically implemented within 12 months and only if all financial and liability questions are settled.

In addition, EAEU Treaty guarantees an observer status for any state of the Union (Art. 109), which any state has the right to apply for, without any conditions or restrictions, but after the state receives this status it must refrain from any actions that could prejudice the interests of the Union and the interests of the member-states, as well as of the object and goals of EAEU Treaty.

So, the contract defines three terms related to the forms of participation in the international intergovernmental organization: the Parties, the member-states and the observer-states.

States without any membership in the Union are identified in EAEU Treaty as third states / third countries or, in a broader context, as third parties. The last term also includes other international organizations and international integration associations (including those with individual states, members of EAEU, such as the Union state of Russia and Belarus, the CIS and the United Nations Organization).

In all cases, the attribute "third" refers not to the level of economic development, but to the fact that the states, organizations and associations are not influenced by EAEU integration and legal mechanisms while being external to them.

EAEU is an international intergovernmental organization of integrative nature that is open to the entry of new member-states. Hypothetically speaking, EAEU membership is open to any country sharing its goals and principles (para. 1, Art. 108 of EAEU Treaty "Joining the Union").

To join EAEU a state concerned

must first obtain a candidate status. The decision to grant this status is taken at the request (application) of the state concerned by the Supreme Eurasian Economic Council - the supreme body of EAEU at the level of its member-states' chairmen.

According to the decision of the Supreme Eurasian Economic Council, they form a working group of representatives from the candidate-states, member-states and EAEU bodies. The working group:

- examines the degree of candidate-states readiness to assume the obligations determined the EAEU law;

- designs a draft project of Action program on the accession of candidate-states to EAEU;

- designs a draft treaty on the accession of the state to the EAEU.

The Supreme Eurasian Economic Council makes the decision to sign the Union entry treaty (the merger agreement) with the candidate-state relying on the conclusion of the working group that the candidate-state fully complied with the obligations arising from the EAEU rights. This treaty enters into force after its ratification by the parties (all member-states and candidate-states).

4. Availability of an appropriate organizational structure. This feature is one of the most important qualities of international organizations in general. It confirms the permanent nature of the organization and, thus, sets it apart from many other forms of international cooperation.

EAEU is originated due to an impressive institutional foundation of EAEU management institutions' business.

In accordance with Art. 8 of the Treaty, the Union governing bodies are:

- Political body - the Supreme Eurasian Economic Council (SEEC) and the Eurasian Intergovernmental Council (EIC);

- Regulatory body - the Eurasian Economic Commission (the Commission,

EEC);

- Judicial body - the Court of the Eurasian Economic Union (the Court of the Union).

The chairmanship of governing bodies (except the EAEU Court) is performed on a rotating basis in the order of Russian alphabet by one member-state within one calendar year, without any exception of prolongation. For example, if in the current year the governing body is represented by Armenia, then the next year, these functions will be transferred to the representative of Belarus, followed by Kazakhstan, Kyrgyzstan, Russia, further again Armenia, and so on.

According to Art. 10 of the Treaty, Supreme Eurasian Economic Council (Supreme Council, SEEC) is the supreme body of the EAEU within the heads of member-states, which makes the major strategic decisions on the basis of unanimity (consensus), including the expression of consent to the necessity of international treaties confirmed by the Union. In accordance with Art. 11 of the Treaty, the Supreme Council meetings are held not less than once a year. An extraordinary session of the Supreme council may be convened to solve the burning issues of the Union on the initiative of any member-state or the Chairman of the Supreme Council. The meetings of the Supreme Council are held under the control of Supreme Council chairman, who runs the sessions of the Supreme Council; organizes the work of the Supreme Council; provides overall management, preparation of issues submitted to the Supreme Council.

According to Art. 12 of the Treaty Supreme Council considers the fundamental questions related to the Union activities; determines the strategy, direction and development prospects of integration and makes decisions aimed at implementing the goals of the Union. The Supreme Council exercises the powers, which are 22 in total, listed in Para. 2, Art. 12 of the

Treaty.

Certain powers of the Supreme Council, in particular, are the formation of other governing bodies of the EAEU (Eurasian Economic Commission and the EAEU Court), the approval of the EAEU budget, general management of EAEU international activities, including decisions on drawing EAEU international treaties with third parties, the approval of the EAEU symbols and so on.

Supreme Council has the right to give instructions to other EAEU bodies (except the Court), as the highest body, considers the issues on which representatives of member-states in other bodies of EAEU have not reached any consensus, that is to act de facto as the supreme political arbiter in EAEU. The Supreme Council does not possess any permanent location. Its meetings can be held on the territory of any state - a member of EAEU. Location and time of the next meeting of the Supreme Council are determined at the previous session of the Supreme Council.

Without reference to the meeting format only its members - the heads of member-states of the EAEU hold the voting right in the Supreme Council. As a general rule, decisions and orders of the Supreme Council are taken by consensus i.e. with unanimous agreement.

Eurasian Intergovernmental Council (Intergovernmental Council, EIC) represented by the government heads of the member-states, which makes its decisions on the basis of consensus. As well as the Supreme Council, the Intergovernmental Council functions in the manner specified by the EAEU Treaty (Art. 15 "Intergovernmental Council Proceedings") supplemented and refined by the Intergovernmental Council (Action № 89 of November 21, 2014 "On the Procedure for Organizing the Meetings of the Eurasian Intergovernmental Council"). Meetings are held as necessary, but, at least, two times a year. To resolve the burning issues of the

Union on the initiative of any of the member-states or the Chairman of the Intergovernmental Council, they may convene an extraordinary session of the Intergovernmental Council. Meetings of the Intergovernmental Council are held under control of Intergovernmental Council Chairman. His powers are defined by Art. 15 of the Treaty. The powers of the Intergovernmental Council are set forth in Art. 16 of the Treaty. The decisions and orders are taken by consensus (Art. 17). As the second most important body of the political leadership of the EAEU, the Intergovernmental Council runs two main types of authority (Art. 16 of the Treaty on the EAEU, "the Intergovernmental Council Powers"):

- preparation of questions to be approved by the Supreme Council (for example, the draft budget approved by the EAEU or suggestion for candidates' appointment to the Eurasian Economic Commission); Among all - political control over the activities of the Eurasian Economic Commission as the governing body of the EAEU (in particular, cancellation, modification or suspension of the Commission decisions, consideration of the issues on which the representatives of the member-states of the Commission could not reach a consensus, Commission empowerment).

As well as the Supreme Council, Intergovernmental Council does not possess any permanent location and holds meetings in the territory of different member-states.

Eurasian Economic Commission (the Commission, EEC) is a single permanent regulatory body of the EAEU. Eurasian Economic Commission, established in accordance with the Treaty on the Eurasian Economic Commission dated November 18, 2011, carries out its policy in accordance with the Treaty. The Commission's legal status is regulated by the Statement of the Eurasian Economic

Commission, contained in Annex № 1 to the Treaty of the EAEC Treaty. The questions of the current functioning of the Commission are managed by Operating procedure approved by the Supreme Council (Action № 98 dated December 23, 2014 "On Operating Procedure of the Eurasian Economic Commission"). EEC has two levels of government and consists of EEC Council and EEC Panel. Commission Council is responsible for the general regulation of integration processes in the Union, as well as the overall management of the Commission. The Board committee consists of one representative from each member-state, who is the deputy head of the government possessing the necessary powers in accordance with the state laws. The Commission Panel is an executive body of the Commission. It consists of Panel members, one of whom is the Chairman of the Commission Panel.

Commission Panel consists of representatives of the member-states on the basis of equity principle of member-states representation with 1, 2, 3 representatives from each member-state. On February 1, 2016, the second cast of the EEC Panel began to work, and every state of the Union is represented not by three but two ministers of the country.

Unlike the Council members and the members of the abovementioned political body of the EAEU, Panel members are working on a permanent basis and act as international officials - Eurasian Ministers. The seat of the Union Commission is Moscow, Russian Federation.

The Court of the Eurasian Economic Union is a permanent judicial body of the Union. According to Annex № 2 to the Treaty on the EAEU, status, cast, competence, order of formation and functioning of the Union Court is determined by the Court Status of the Eurasian Economic Union. The EAEU Court rules of practice are determined by the Regulations, approved by the Supreme Council (Action №

101 of December 23, 2014 "On Approval of the Court Regulations of the Eurasian Economic Union"). The seat of the Union Court is Minsk, Republic of Belarus. The cast of the Court shall consist of two judges from each member-state. The judge's office term is 9 years.

Thus, EAEU runs the defined, established system of its bodies and management.

5. Fifthly, due to the fact that the possession of international legal personality is one of the main features of international organization, EAEU holds a complete legal authority of such personality. It is an international organization possessing freedom, distinct from the freedoms of the member-states. This feature means that, within its competence, any organization is free to choose the means and methods for implementation of the rights and duties conferred by member-states. The latter do not consider it vital - how the organization implements its mandated tasks or statutory obligations as a whole. It is the organization itself, as a subject of international law, has the right to choose the most rational means and methods of operation. In this case, member-states control the very legitimacy of organization implementing its autonomous freedom.

According to Art. 116 of the EAEU Treaty, the Union Treaty, in accordance with Art. 102 of the UNO Charter, is registered in the United Nations Secretariat.

According to the internationally approved classifications of international intergovernmental organizations, the Eurasian Economic Union is:

- an international organization due to the level of the legal system;
- an intergovernmental organization due to the legal nature;
- a regional organization due to the number of participants;
- an economic organization due to the business field;
- an organization of special compe-

tence due to business directions;

- an open organization due to the entry order [11].

The analysis of EAEU constituent documents let us suggest that the Union holds all the features of an international intergovernmental organization, which have been repeatedly reviewed and commented on by a number of researchers.

Thus, our analysis of the concepts practically leads us to the question raised by K.A. Bekyashev - whether EAEU is an international organization or an international integration association (a supranational international organization, the author considers the concept identical, on the basis of the analysis). He formulates the answer to this question, citing par. 2, Art. 1 of the Treaty of May 29, 2014: The Union is an international organization of regional economic integration - focusing researchers and scientists' attention: integration instead of international integration union, as most of them point out [6].

Thus, as L.P. Anufriyeva noted, "EAEU is a subject of international law, i.e. an international legal personality organization that does not possess so-called "supranational" or "suprastate" nature and "the right of Eurasian integration", mediated by international treaties and/or by the acts of international organization bodies; it is a natural part of international law [2]. The views are based on the positive law, the very Article 1 of the Treaty on the Eurasian Economic Union, which directly stipulates that "The Union is an international organization of regional economic integration, which has an international legal personality".

In the EAEU Treaty does not define the issue of the supra-national bodies, as well as the very notion of "supranationality", which cannot affect the legal status of the Eurasian Economic Union.

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CRIMINAL LAW MEASURES OF COUNTERACTION TO SEXUAL VIOLENCE IN THE FAMILY

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Along with general social measures and special criminological measures of crime prevention an important role in this sphere of activity of the society and the state belongs to criminal law measures of influence on criminal offences. Hereby

criminal law norms must be criminologically justified. According to S.F. Milyukov's fair assertion, criminological justification of the criminal law eliminates non-conformity of legal establishments to criminological data on the reasons for

crime, personality of a criminal and basic methods of crime prevention. The questions of criminalization and decriminalization of acts is a problem of both criminal law and criminology. They are even more urgent for law enforcement and legislative activity [1, p. 212].

In order to respond to negative changes in the society timely both criminal legislation and criminal law must be under the close attention of the legislator and the scientific world. Improvement of criminal legislation is one of the most important areas of establishment of control over crime. It should be noted that amendments and addenda, which take place in criminal legislation, are always indicative of changes in the state's criminal policy. For a short period (from January 1, 2015), during which the Criminal Code of the Republic of Kazakhstan (hereinafter referred to as the CCoRK) of July 03, 2014 has been in effect, the elements of the acts, providing for criminal responsibility for crimes against sexual inviolability and sexual freedom of a person have been supplemented [2]. This indicates at the processes, taking place in the modern national state criminal policy and public opinion in the best possible way.

It should be noted that transformations of the elements of the reviewed crimes, implemented by the legislator, have great importance in the matter of counteraction to sexual violence crimes. This especially concern crimes, committed in respect of minor and young victims. At the same time, certain constituent elements of crimes against sexual inviolability and sexual freedom of a person, as well as the norms of the General Part of the CCoRK, regulating the measures of criminal law influence on the persons, committing reviewed crimes, cannot fully meet the needs within the criminal law counteraction to sexual violence in general, and in the family, in particular [3, p. 315].

It was established in the course of

the research conducted by us that sexual violence crimes in the family differ from similar crimes, committed in respect of persons strange for the guilty person, higher level of social danger. Sexual violence crimes in the family not only undermine moral foundations of the family, but also, as a rule, inflict serious psychological traumas to such victims.

Family is a small group based on marriage and (or) blood relation (property), members of which are related with household community, live together and have joint household. Relations between the family members are built on the feelings of mutual love and esteem, mutual aid and responsibility to the family and to each other. There exist two types of relationship in the family – kinship, and living together and joint household relations. In accordance with this original provision, it should be noted that relatives and family members are not identic concepts. The norms of the family and criminal procedure legislation define the concepts of lineal descendant and ascendant, whole blood and half blood and close relatives. There is no concept of “relatives” in the family law. By relatives p. 50 of art. 7 of the Criminal Procedure Code of the Republic of Kazakhstan means all other persons, excluding close relatives, being in kinship relations, having common ancestors up to great grandfather and great grandmother.

There is no uniform concept of a “family member” which could be used in different branches of the legislation, in Kazakhstan law. There are grounds to assert that all persons, without exception, between whom there exist blood ties, belong to relatives. Hereby, irrespective of closeness of these ties. However, the legislator restricted kinship to great grandfather and great grandmother. And the family members include marriage partners, adoptive parents and adopted children, persons, being in actual marriage relations (co-habitees), actual fosterers and fosterlings

(guardians and wards, stepsons, stepdaughters, stepmothers and stepfathers). The main feature of the family members is their living together and joint household relations. It can be concluded from the above that not always relatives live together and family members can be not relatives.

It is difficult to the full extent to agree with V.I. Shakhov's opinion that "actual marriage relations (common law marriage) cannot be protected from the criminal law positions, since there is no legal relations, generating legal rights and duties of marriage partners, provided for by the law, between their participants" [4, p. 69]. Of course, if only violent (not sexual) acts are viewed in respect of cohabittees are considered, violence against actual marriage partners can be interpreted as common law crimes against person. Sexual violence, committed in respect of cohabittees, is not less hazardous and immoral, than the same actions in respect of registered marriage partners.

It should be noted that sexual crimes, must include acts, infringing not only sexual inviolability and sexual freedom, but also those, which are aimed at normal mode of sexual life and moral health of a person. Modern national criminal legislation includes crimes, belonging to different section and different chapters of the CCoRK, in these. For example, exploitation of man, provided for by art. 128, 135 of the CCoRK, for the purpose of forcing to prostitution or acts, provided for by art. 134, 308 of the CCoRK.

The history of development of criminal legislation, both of a number of foreign countries and Kazakhstan, shows that sexual moral and morality norms are demanded by the society as a social ground for criminal law prohibitions exactly to the extent, to which they concern vital interests of a person. This fact cannot be denied. So, A.B. Bekmagametov notes absolutely fairly that having placed sexual

crimes in the section "Criminal offences against person", the legislator thus determined the generic object of reviewed crimes [5, p. 36]. At present the essence of sexual crimes, their social danger are defined in the literature via infringement on interests of a person. It can be concluded from this that interests of a person applicable to sexual crimes are still considered with account of the sexual mode and sexual morality. This especially concerns sexual relations between relatives and other family members.

No doubt, relations in the family are and must be private relations. At the same time, when these relations grow into violence and touch interests of one family member to the detriment of its other member or other members, the state can and must interfere in the private family life and protect those, who cannot do it themselves for some reasons.

Norms of criminal legislation of foreign countries view the questions of responsibility for violations, committed within private, family in different ways. Of course, only acts of a special sort are subject to interference of the state, and, consequently, punishment. So, the Criminal code of Switzerland provides for responsibility for sexual actions; rape; sexual coercion, committed with dependent persons (including with the family members by relatives). At the same time, criminal responsibility cannot occur, if the person that committed an offence, registers marriage with the victim (art. 188). If the wife of the guilty person is a victim, proceedings can be initiated only upon her complaint (art. 189).

The Criminal code of the FRG also determines the need of interference into the family (private) life only in case, if sexual actions are committed in respect of the wards, who did not reach the age of sixteen or eighteen, as well as in respect blood or adopted children, who did not reach the age of eighteen (§174).

The Austrian Criminal code provides for responsibility for commitment of criminal offences in marriage or cohabitation (§203), incest (§211), abuse of parental and other rights (§212).

Criminal legislation of Kazakhstan does not expressly provide for protection of sexual inviolability and sexual freedom within family and kinship relations. In this connection we believe that within the researched subject it is required to review the very concept of the family sexual mode and sexual relations between relatives and other family members in more details.

Unlike religious commandments, which have not lost their significance today, moral and customs reflect only behavioral models, typical for the certain society, hereby, in the certain period of its development. These models are not constant, since their formation and change are established by daily needs of interpersonal communication. Total formalization of sexual relations is, of course, impossible, and even inexpedient.

The function of the criminal law and the task of the criminal statute consist in protection of public, i.e. significant, vital interests of the subjects of the criminal law relations (person, society and state). Instability of sexual moral, no doubt, affects criminalization (or decriminalization) of sexual delicts. The latest amendments in the legislation, namely adoption of the new Criminal Code of the RK on July 3, 2014, are the example thereof. In comparison with the previous CCoRK some amendments were made in the content of art. 120, 121, 122 and 124. At the same time, this influence is implemented in connection with occurring changes in sexual moral, which determine social demand on the essence of any criminal law norm.

Most scientists define sexual violence of a sexual crime absolutely fairly. At the same time, they view the social and legal nature of these crimes in different

ways, and the single opinion on this subject has not been reached yet. So, D.B. Buggybay referred such deeds, which infringe the principle of sexual moral, to sexual offences. The indicated author defined sexual moral as a mode of sexual relations [6].

Despite the fact that the principles of Soviet sexual moral required establishment of sexual relations within the institute of marriage, there was not criminal responsibility for extra-matrimonial sexual relations. Consequently, definition of the social and legal nature of the subsume of sexual crimes via characteristic of the principles of sexual moral cannot be called absolutely accurate. Due to this D.B. Buggybay mentioned that interference of the state in the mode of sexual relations is limited to the most socially dangerous cases of its violation.

A.N. Ignatov's opinion was somewhat different from the above, he supposed that sexual crimes are gross violations of moral norms, extreme forms of immoral behavior. Pointing out immorality of any crime, A.N. Ignatov distinguished as an essential characteristic of sexual crimes the fact that they are related to violation of foundations of moral principles in the essence. At the same time A.N. Ignatov determined a separate group of relations in the entire system of moral values, which he called sexual morality, and in which he included not only the rules of people's behavior in sexual relations, but also ethic and esthetic views, customs of the society, concerning the sex questions [7, p. 311]. Professor R.I. Lyublinsky also adhered to the opinion that sexual crimes should include procurement, maintenance of nests of vice, recruitment of women for prostitution and involvement in prostitution, pimping, distribution of pornographic works, arrangement of cynical shows, public impudence. This position was taken by many scientists [8, p. 277].

It can be concluded from the above opinions that the social nature of sexual crimes (especially crimes, related to sexual violence in respect of relatives and other family members) cannot be narrowed to crimes of exclusively sexual orientation, including violent ones. In our opinion, its adherents were more consistent than the scientists, that, relying on system-forming importance of sexual mode, limited the objects of sexual crimes only to sexual interests of a person. Those, who defended the role of sexual mode as a social basis of criminalization of sexual delicts inconsistently, came to the conclusion on the need of amendment of the structure of the special part of the Criminal Code of the RSFSR.

It seems that those scientists were governed by the social and legal nature of relations, put under the criminal law protection, who interpreted sexual mode not as rules of communication of sexual partners, but as socially specified and socially important system of ethical and moral values, performing the positive role a sort of social regulator of relations between people. This becomes especially important, if sexual violence acts are committed in respect of the family members and relatives. Within the researched criminal offences the family upbringing, based, first of all, on moral upbringing, including, sexual upbringing in the family from early childhood, is important, no doubt. This conclusion is confirmed by criminological research of the personality of criminals, committing sexual violence acts in respect of relatives and other family members.

Inclusion of obligatory absence of close kinship of sexual partners in the content of the requirements of normal sexual mode of the family life must be natural and legislatively registered, despite the fact that the content of sexual moral (sexual mode) is not formalized and is rather abstract, which is typical for ideas of moral and morality. The need, including

express criminal law prohibition of any sexual relations between relatives and other family members, excluding marriage partners, arises from this.

Amendments and addenda to the elements of crimes, infringing sexual inviolability and sexual freedom of a person, proposed by us, prohibit violation of normal sexual mode of the family life. In this connection, a new additional immediate object of reviewed crimes arises – normal sexual mode of the family life, which means an aggregate of social relations, ruling out possibility of sexual ties between relatives and other family members (excluding marriage partners), as well as moral health of a person.

Viewing the features of the immediate object of sexual violence assaults, one should dwell specially on a minor victim. The legal status of a minor person includes its age criteria as an obligatory feature (age limit). By a minor person the civil and family legislation mean a person that did not reach the age of 18 years.

Criminal legislation operates another feature – young victim. A logical question arises. What is the age limit: is it a person that did not reach the age of 14 or 12 years, or does the term “young” contain another characteristic of a person along with the age?

Norms of the international law do not give the concept of young age and minority, but operate the concept of a “child”. So, the United Nations Convention on the Rights of the Child defines that “a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” [9]. Consequently, there is no age restriction between minor persons, moreover, in some foreign countries majority occurs not at the age of 18 years old, but at other age – early or later.

Meanwhile, the status of a young person differs from the status of a minor person not so much by “quantitative” fea-

tures, as by “quality” features. Very often young age causes helpless state of a person. In any case, a young person cannot implement his right for protection from crimes by himself, hereby, either physically, or legally. Consequently, the CCoRK must give the concept and age criteria of a young person, as a person that did not reach the age of 12 years old.

In our opinion, fixation of two independent criminal law concepts of a “young” and a “minor” victim will allow to reflect the essential, and not only age specific features of the legal status of persons, that did not reach the certain age. Consequently, it is required to establish the age of victims legislatively. A minor victim is a person that did not reach the age of eighteen years old, and a young victim is person that did not reach the age of twelve years old. Amendments made in the CCoRK, concerning the victim’s age will, no doubt, play their positive role – this will allow to avoid broad interpretation of the concept of a minor person and a young person.

It should be noted that in the General part of the CCoRK there exist provisions, concerning the subject immediately studied by us. Due to the need of improvement of the criminal law measures of counteraction to sexual violence in the family we propose to make amendments in the norms of the General part of the CCoRK.

It was established by the implemented research that alcoholism and drug addiction are the determining factors to sexual violence crimes in the family. Most of sexual violence crimes in the family are committed in the state of alcoholic or drug intoxication. As a rule, persons, committing them, are either alcohol or drug addicts (i.e. are registered in the narcological dispensaries) or abuse alcoholic drinks systematically. In this context we deem it correct to preserve in the new CCoRK compulsory treatment of alcohol or drug addition, applicably to the persons that

suffered from them, and hereby committed crimes in the state of intoxication. This norm is provided for in p.4 part 1 of art. 91 of the CCoRK (Compulsory medical measures can be prescribed by the court to the persons: 4) that committed a criminal offence and are recognized to be in need of treatment from alcoholism, drug and toxic addiction).

In accordance with the legislation of the Republic of Kazakhstan compulsory treatment of persons, suffering from psychic diseases is possible only subject to certain conditions, one whereof is commitment of a socially-dangerous act by a mental patient. Professor Y.M. Antonyan calls fairly “to revise our attitude to mentally sick persons, if they commit socially-dangerous acts, so that reliably to protect people from aggressive offences of such persons. Hereby, of course, humane treatment of such patients is required, but under conditions of strict isolation” [10, p. 187].

One of the most disgusting and dangerous manifestations of a sexual crime is pedophilia. Not all people, suffering from pedophilia, are insane at the moment of commitment of a sexual act. At the same time, it should be noted that psychiatric help to pedophiles is necessary. It is established legislatively that enforcement actions can be applied to “persons at the age of over 18 years old, suffering from disorders of sexual preference (pedophilia), not ruling out mental capacity, that committed crimes against sexual inviolability of a minor person, a person that did not reach the age of fourteen years old. There are grounds to assert that wide use of this regulatory provision will, certainly, produce a positive effect on prevention of sexual violence crimes in the family.

We have come to the conclusion on the need to introduce the elements of criminal offences, determining direct criminal law prohibitions of sexual violence in respect of relatives and other fam-

ily members, in the articles, providing for responsibility for sexual violence crimes. In this connection it seems expedient:

- to supplement part 2 of art. 120 of the CCoRK with p. "5" to read as follows: "5) committed in respect of an adult female relative or other female family member"; to supplement part 2 of art. 121 of the CCoRK with p. "5" to read as follows: "5) committed in respect of an adult relative or other family member";

- to supplement part 3 of art. 120 of the CCoRK with p. "5-1" to read as follows: "5-1) are committed in respect of a minor person by a relative, other family member"; to supplement part 3 of art. 121 of the CCoRK with p. "5-1" to read as follows: "5-1) are committed in respect of a minor person by a relative, other family member";

- to restate part 4 of art. 120 of the CCoRK to read as follows: "Acts provided for by parts one, two and three of the present article if they are committed in respect of a girl that knowingly did not reach the age of twelve";

- to restate part 4 of art. 121 of the CCoRK to read as follows: "Acts provided for by parts one, two and three of the present article if they are committed in respect of a boy that knowingly did not reach the age of twelve".

In accordance with the proposed amendments and for the purpose of uniform understanding of criminal law protection of relatives and other family members from sexual attacks it is required to supplement art. 123 of the CCoRK with part two to read as follows: "2. The same act, committed in respect of a minor person, as well as in respect of a minor relative or other family member".

For art. 124 of the CCoRK we propose the following amendments:

- to restate part 1 of art. 124 of the CCoRK to read as follows: "Commitment of non-violent lecherous actions in respect of a girl (boy) that knowingly did not

reach the age of twelve";

- to restate part 2 of art. 124 of the CCoRK to read as follows: "The same act, committed in respect of a girl (boy) that knowingly did not reach the age of twelve, by a parent, teacher or other person, on whom duties of upbringing are imposed by the law of the Republic of Kazakhstan, as well as by a relative or other family member".

Introduction of amendments and addenda in criminal legislation of the Republic of Kazakhstan is stipulated by weakening of ethical and moral criteria; scarce experience of sexual life; shortcomings in moral formation of a person; unfavorable mass culture with its violence and cruelty. The need in improvement of norms, providing for criminal responsibility for commitment of crimes against sexual inviolability and sexual freedom of a person is justified by the conducted criminological and criminal law analysis of characteristics of sexual violence crimes, committed in respect of relatives and other family members.

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MODERN THEORIES OF INTERNATIONAL RELATIONSHIPS

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There are many classifications of current trends in the science of international relationships, which can be explained by differences in the criteria used by various authors.

So, some of them are based on the geographical criteria, separating the Anglo-Saxon concept, the Soviet and the Chinese understanding of international relationships, as well as their approach to the authors' study, representing "the third world".

Others base their typology on the basis of the degree of generality of the theories, distinguishing, for example, global explicative theory (such as political realism and philosophy of history), and specific hypotheses and methods (which include behaviorist school). Within the framework of this typology of Swiss author Philip Bryar attributes to the general theory of political realism, historical sociology and the Marxist-Leninist concept of international relationships. With regard to the particular theories, some of them referred to the theory of international actors (Bhagat Korányi); theory of interaction within international systems (George Modelski, Samir Amin, Karl Kaiser); strategy theory, conflict and peace studies (Lucien Poirier, David Singer, Johan Galtung); integration theory (Amitai Etzioni, Karl Deutsch) theory of international or-

ganizations (Inis Claude, Jean Siotis, Ernst Haas).

Still others believe that the main line of the watershed is a technique used by various researchers, and, from this perspective, focuses on the controversy between the traditional and "scientific" approaches to the analysis of international relationships.

The fourth is based on the allocation of the central issues specific to a particular theory, highlighting the main and crucial line in the development of science [1, p. 167].

Finally, the fifth is based on complex criteria. For example, a Canadian scientist Bhagat Korányi builds a typology of theories of international relationships on the basis of the methods used by them (the "classical" and "contemporary") and the conceptual vision of the world ("liberal-pluralist" and "materialistic-structuralist"). As a result, it highlights areas such as political realism (Morgenthau, Aron; X. The Ball), behaviorism (D. Singer, M. Kaplan), classical Marxism (Marx, Engels, Lenin) and neo-Marxism (or "dependency" school: I. Vallersteyn; S. Amin, A. Frank, F. Cardoso). Similarly, Daniel stops Kolyar attention to the classical theory of "natural states" (i.e. political realism); the theory of "international community" (or political idealism); Marxist ideologies and

its many interpretations; doctrinal Anglo-Saxon current, as well as the French school of international relationships. Marcel Merle believes that the main trends in modern science of international relationships presented traditionalists - the heirs of the classical school (Hans Morgenthau, Stanley Hoffmann, Henry Kissinger); Anglo-Saxon sociological concepts of behaviorism and functionalism (Robert Cox, David Singer, Morton Kaplan, David Easton); Marxist and neo-Marxist (Paul Baran, Paul Sweezy, Samir Amin) currents.

Examples of the various classifications of modern theories of international relationships could be continued. It is, however, noted at least three important facts. Firstly, any of these classifications is conditional and is not able to exhaust the variety of theoretical perspectives and methodological approaches to the analysis of international relationships. Secondly, the diversity does not mean that current theories have managed to overcome their "kinship" with the above discussed three major paradigms. Finally, in the third place, in spite of still occur today and the opposite opinion, there is every reason to speak about the outlined synthesis and mutual enrichment, mutual "compromise" between previously irreconcilable directions.

Based on the foregoing, we restrict short consideration of such areas (and their variants), as a political idealism and political realism, modernism, neo-Marxism and transnationalism.

Heritage Thucydides, Machiavelli, Hobbes, de Vattel and Clausewitz, on the one hand, Vitoria, Grotius, Kant, - on the other hand, has found its direct reflection in that large scientific debate that has arisen in the United States in the period between the two world wars, a discussion between realists and idealists.

Idealism in the modern science of international relationships and has a closer

ideological and theoretical sources, which serve utopian socialism, liberalism and pacifism of the XIX century. His basic premise - the belief in the necessity and possibility to end the wars and armed conflicts between states through regulation and democratization of international relationships, the spread on their standards of morality and justice. According to this direction, the international community of democratic states, with the support and pressure from public opinion, it is able to settle arising between its members for conflicts peacefully, methods of legal regulation, to increase the number and role of international organizations that contribute to the expansion of mutually beneficial cooperation and exchange. One of its priority themes - is the creation of a collective security system based on voluntary disarmament and mutual rejection of war as a foreign policy tool. In political practice idealism embodied in the developed after the First World War, US President Woodrow Wilson's League of Nations Programme [2, p. 218], in the Kellogg-Briand Pact (1928), providing for the rejection of the use of force in international relationships, as well as in the doctrine Staymson (1932), by which the United States refuse to diplomatic recognition of any change, if it is achieved by force. In the postwar years the idealistic tradition found expression in certain activities such as the American politicians, Secretary of State John Foster Dulles Secretary of State Zbigniew Brzezinski (representing, however, not only political, but also the academic elite of the country), President Jimmy Carter (1976-1980) and President George W. Bush (1988-1992). In the scientific literature it has been presented, in particular, a book such American authors as Richard Clarke and LB Dream "Achieving peace through world law." The book proposed project phased disarmament and the creation of a collective security system for the entire world for the period 1960-

1980. The main tool to overcome wars and achieve perpetual peace among nations must become a world government, led by the UN and acting on the basis of an elaborate world constitution. Similar ideas are expressed in a number of works by European authors. The idea of a world government, and expressed in the papal encyclicals: John XXIII - «Pacern in terris» from 04.16.63, Paul VI - «Populorum progressio» from 03.26.67, and John Paul II - on 12/02/80, which today stands for the creation of "political power, endowed with universal jurisdiction."

Thus, the idealistic paradigm, accompanied the history of international relationships for centuries, retains a certain influence on the minds and in our days. Moreover, it can be said that in recent years its influence on some aspects of theoretical analysis and forecasting in international relationships even increased, becoming the basis for practical steps to be taken by the international community for the democratization and humanization of these relationships, as well as attempts to form a new, consciously regulated world order and the common interest of all mankind.

At the same time it should be noted that idealism for a long time (and in some respects - and to this day) was considered lost all influence and in any case - is hopelessly behind the modern requirements. Indeed, the underlying approach proved deeply undermined as a result of growing tension in Europe 30-s, the aggressive policy of fascism and the collapse of the League of Nations, the outbreak of the world conflict of 1939-1945. and the "cold war" in the coming years. The result has been a revival on American soil of the European classical tradition with its inherent extension to the fore in the analysis of international relationships of such concepts as "power" and "balance of power", "national interest" and "conflict".

Political realism is not only sub-

jected to devastating criticism idealism - pointing in particular to the fact that the idealistic illusions of statesmen of the time in no small measure contributed to the outbreak of the Second World War - but offered enough coherent theory. Its most well-known representatives - Reinhold Niebuhr, Frederick Schuman, George Kennan, George Schwarzenegger, Kenneth Thompson, Henry Kissinger, Edward Carr, Arnold Wolfers, etc. - Long determined the way the science of international relationships. The undisputed leader of this trend began to Hans Morgenthau and Raymond Aron [3, p. 95].

Morgenthau's work "Political relationships between nations. The struggle for power", whose first edition was published in 1948, became a kind of "bible" for many generations of students of political science in the United States itself, and in other Western countries. From the point of view of Mr. Morgenthau's international relationships are an arena of acute confrontation between states. At the heart of all international activities of the past is their desire to increase their power or strength (power) and a decrease in the power of others. The term "power" is understood in the broadest sense: as a military and economic power of the state and a guarantee of the highest security and prosperity, fame and prestige, the ability to spread its ideological and spiritual values. The two main ways in which the state secures its power, while two complementary aspects of its foreign policy - its military strategy and diplomacy. The first of these is treated in the spirit of Clausewitz as a continuation of politics by violent means. Diplomacy, on the contrary, there are peaceful struggle for power. In the modern era, says Hans Morgenthau, states express their need for power in terms of "national interest." The result of the desire of each state to the maximum satisfaction of its national interests is to establish in the world arena a certain equilibrium (bal-

ance) of power (force), which is the only realistic way to achieve and maintain peace. Actually, the state of the world - this is the state of the balance of power between states.

According to Morgenthau, there are two factors, which are able to retain the desire of power in any part of - it is international law and morality. However, too much trust in them in an effort to secure peace between states - would be to indulge in the illusions of idealistic school unforgivable. The problem of war and peace has no chance to solve by means of the collective security mechanisms or by the UN [4, p. 167]. Utopian projects, and the harmonization of national interests by creating a global community, or the world state. The only way to hope to avoid a global nuclear war - update diplomacy.

In his concept Morgenthau comes from the six principles of political realism, which he proves at the very beginning of his book. In summary, they are ironed follows.

1. Policy, as well as society as a whole is controlled by objective laws that are rooted in eternal and unchanging human nature. Therefore, it is possible to create a rational theory that is able to reflect these laws - even though only relatively and partially. This theory makes it possible to separate objective truth in international politics from the subjective judgments about it.

2. The main indicator of political realism - "the concept of interest, expressed in terms of power." It provides the link between the mind, seeking to understand international politics, and the facts, subject knowledge. It allows us to understand politics as an independent sphere of human activity, not reducible to the ethical, aesthetic, economic and religious spheres. Thus said the concept allows to avoid two mistakes. First, judgments about the interest a politician based on motives rather than on the basis of his behavior. And,

secondly, the elimination of interest politician of his ideological or moral preference, not because of his "official duties".

Political realism consists not only of theoretical, but also a normative element: he insists on the need for sound policies. Rational policy - it is the right policy, because it minimizes risks and maximizes benefits. At the same time, rationality policy depends on its moral and practical purposes.

3. The content of "interest, expressed in terms of power," the concept is not the same. It depends on the political and cultural context in which the formation of the international policy of the state. This also applies to "force" the concepts of (power) and the "balance of power" and to this original concept that refers to the main character of international politics as a "nation-state".

Political realism differs from all other theoretical schools primarily in the fundamental question of how to change the world today. He is convinced that such a change can be effected only through the skillful use of the objective laws which operated in the past and will act in the future, but not by subordinating political reality of some abstract ideal that refuses to acknowledge such laws.

4. Political realism recognizes the moral significance of political action. But at the same time he is aware of the existence of an imminent conflict between the moral imperative and the requirements of successful political action. The main moral requirements can not be applied to the activities of the state as an abstract and universal norms. They should be considered in the specific circumstances of place and time. State can not say: "Let the world will perish, but justice must prevail!". It can not afford to suicide. Therefore, the highest moral virtue in international politics - is moderation and caution.

5. Political realism refuses to identify the moral aspirations of a nation with

the universal moral norms. One thing - to know that nations obey the moral law in its policy, and quite another - to claim to know what is good and what is bad in international relationships.

6. The theory of political realism is based on a pluralistic conception of human nature. Real people - that "economic man" and "a moral person" and "a religious person" and so only a "political person" is like an animal, because he has no "moral loose"... Only the "moral man" - a fool, because he is deprived of care. Only "a religious person" can only be a saint, because he has no earthly desires.

Recognizing this, the political realism advocated relative autonomy of these issues and insists on the fact that the knowledge of each of them requires abstraction from the others and comes in its own terms [5, p. 162].

As we shall see from what follows, not all of the above principles set the founder of the theory of political realism Morgenthau, unconditionally shared by other supporters - and, even more so, opponents - in this direction. At the same time its conceptual harmony, the desire to build on the objective laws of social development, the pursuit of impartial and rigorous analysis of international reality, different from the abstract ideals and based on these barren and dangerous illusions - all contributed to the expansion of the influence and authority of political realism as in the academic world, and in the circles of government officials in various countries.

However, political realism does not become completely dominant paradigm in the science of international relationships. Turning it into the central unit, cementing the beginning of some kind of unified theory from the outset prevented its serious shortcomings.

The fact is that, based on the understanding of international relationships as a "state of nature" a power struggle for the

possession of power, political realism, in fact, brings this relationships hip to the interstate, which greatly impoverishes their understanding. Moreover, internal and external policy of the state in the interpretation of the political realists appear to be unrelated to each other, and the states themselves - as a kind of interchangeable mechanical body, with identical reactions to external influences. The only difference is that some states are strong, while others - weak. No wonder one of the most influential supporters of political realism A. Wolfers built a picture of international relationships by comparing the interaction of states on the world scene with a clash of balls on a billiard table. The absolutization of the role of power and underestimation of the importance of other factors - such as such as cultural values, socio-cultural reality, etc. - significantly impoverishes the analysis of international relationships, reduces the degree of its reliability. This is especially true that the contents of the key to political realism theory concepts as "power" and "national interest", it remains quite vague, giving rise to discussions and multi-valued interpretation. Finally, in its desire to build on the eternal and immutable objective laws of international cooperation political realism it has become, in essence, a hostage of his own approach. They were not considered very important trends and changes have occurred, which increasingly determine the nature of modern international relationships from those that dominated the international scene until the beginning of the XX century. At the same time it has been lost yet another circumstance: the fact that these changes require, in addition to traditional and new methods and means of scientific analysis of international relationships. All this led to criticism of political realism address by the adherents of other approaches, and, above all, by the representatives of the so-called modernist trend and the diverse theories of

interdependence and integration. It is no exaggeration to say that this debate is actually accompanied the theory of political realism, with its first steps, contributed to a growing awareness of the need to supplement the political realities of the sociological analysis of international.

Representatives of "modernism" or "scientific" analysis of trends in international relationships, often without affecting the basic postulates of political realism was subjected to sharp criticism of his commitment to the traditional methods, based mainly on intuition and theoretical interpretation. The controversy between "modernists" and "traditionalists" reaches a particular intensity, starting with the 60ies., Received the title of "the new great controversy " in the scientific literature. The source of the dispute was the insistence of a number of the new generation of researchers (Quincy Wright, Morton Kaplan, Karl Deutsch, David Singer, Kalevi Canavan, Ernst Haas, and many others.) To overcome the shortcomings of the classical approach and make the study of international relationships a truly scientific status. Hence the increased attention to the use of tools of mathematics, formalization, to modeling, data collection and processing, to the empirical verification of the results, as well as other research procedures borrowed from the exact sciences and contrasts the traditional methods based on the researcher's intuition, reasoning by analogy, etc.. This approach, which arose in the United States, research touched not only international relationships, but also in other spheres of social reality, appearing penetration expression in the social sciences a broader trend of positivism, emerged on European soil in the XIX century.

Indeed, even Saint-Simon and Auguste Comte attempted to apply to the study of social phenomena rigorous scientific methods. The presence of solid empirical tradition, techniques already proven

in such disciplines as sociology or psychology, the appropriate technical base, giving researchers new tools of analysis, led by American scientists, starting with K. Wright, to a desire to use all the luggage in the study of international relationships. This desire was accompanied by the rejection of a priori judgments about the impact of various factors on the nature of international relationships, as a denial of any "metaphysical prejudices", and conclusions, based, like Marxism, on the deterministic hypothesis [6, p. 25]. However, as stressed by M. Merle, this approach does not mean that you can do without a global explanatory hypotheses. Study the natural phenomena has developed two opposing models which oscillate between and specialists in the social sciences. On the one hand, it's Darwin's theory of ruthless struggle species and the law of natural selection and its Marxist interpretation. On the other - the organic philosophy of Herbert Spencer, which is based on the concept of permanence and stability of biological and social phenomena. Positivism in the US went to the second path - the path of assimilation of society living organism whose life is based on the differentiation and coordination of its various functions. From this perspective, the study of international relationships, as well as any other type of public relationships, must begin with an analysis of the functions performed by the participants, with the transition and then to the study of interactions between their vehicles and finally - to the problems associated with the adaptation of the social organism to their surroundings. The organicism heritage, says M. Merle, there are two currents. One of them focuses on the behavior of actors and the other - the articulation of different types of such behavior. Accordingly, the first gave rise to behaviorism, and the second - functionalism and systematic approach to the science of international relationships.

Appearing response to the shortcomings of traditional methods for the study of international relationships applied to the theory of political realism, modernism did not however homogeneous or over - neither in theory nor in terms of methodology. Common is for him, mostly interdisciplinary approach, commitment, commitment to the application of rigorous scientific methods and procedures, to increase the number of verifiable empirical data. Its drawbacks are the actual denial of the specificity of international relationships, the fragmentation of specific research facilities that contribute to the virtual absence of a complete picture of international relationships, the inability to avoid subjectivity. Nevertheless, many adherents of the modernist research directions were very fruitful and enriching science not only new methods, but also very important conclusions drawn from them. It is important to note the fact that they opened up the prospect of micro sociological paradigm in the study of international relationships.

If the controversy between supporters of political realism and modernism concerned mainly research methods in international relationships, representatives of transnationalism (Robert O. Kooheyn, Joseph Nye), integration theories (David Mirani) and interdependence (Ernst Haas, David Mours) criticized themselves conceptual the foundations of the classical school. In the center of the new "great controversy " that broke out in the late '60s -. The beginning of the 70s, was the state's role as a participant in international relationships, the importance of the national interest and effort to understand the essence of what is happening on the world stage.

Supporters of various theoretical currents, which can be conditionally called "transnationalists", put forward the general idea that the political realism and his usual statist paradigm does not correspond

to the character and the main trends of international relationships and should therefore be discarded. International relationships go far beyond the interstate interactions, based on national interests and power struggles. The state, as an international actor, loses its monopoly. In addition to states, international relationships are involved individuals, businesses, organizations, and other non-state entities. The diversity of participants, types of (cultural and scientific cooperation, economic exchanges, etc.) and "channels" (partnerships between universities, religious organizations, fraternities and associations, etc.), the interaction between them is displaced from the center of the state of international relationships contribute to the transformation of such communication from the "international" (i.e., interstate, if you remember the etymological meaning of the term) in the "trans-national" (i.e., in addition to exercise, and without the participation of the States). "The rejection of the prevailing intergovernmental approach and the desire to go beyond the intergovernmental interactions lead us to think in terms of transnational relationships", - wrote in the preface to his book "Transnational relationships and World Politics", American scientists J. Nye and R. Kooheyn.

Revolutionary changes in the technology of communications and transport, transformation of the situation on the world markets, the growth in the number and value of multinational corporations stimulated the emergence of new trends in the global arena. Predominant among them are: faster growth of world trade as compared to world production, the penetration of the processes of modernization, urbanization and the development of communication media in developing countries, strengthen the international role of small states and private actors, finally, the reduction of possibilities of the great powers to control the environment. Generalizing the

consequence and the expression of all these processes is the increasing interdependence of the world and the relative decrease in the role of force in international relationships. Proponents of transnationalism often tend to consider the scope of transnational relationships as a kind of international society, which are applicable to the analysis of the same techniques that allow us to understand and explain the processes that take place in any public body. Thus, in essence, we are talking about macrosociological paradigm in the approach to the study of international relationships [7, p. 164].

Transnationalism contributed to the realization of a number of new developments in international relationships, so many of the provisions of this trend continue to develop his supporters and in the 90s. At the same time, it has left its imprint his unmistakable ideological affinity with classical idealism with its inherent tendencies to overestimate the actual value of the observed trends in the nature of international relationships. Notable is also some similarity of the provisions put forward by transnationalism, with a number of provisions that defends neo-Marxist trend in the science of international relationships.

Representatives of the neo-Marxist (Paul Baran, Paul Sweezy, Samir Amin, Ardzhiri Immanyuel, Immanuel Wallerstein etc.) - Current as inhomogeneous as transnationalism, also incorporates the idea of the integrity of the international community and a certain utopianism in the assessment of its future. However, the starting point and the basis of their conceptual constructions favor the idea of asymmetry interdependence of the modern world and more - depending on the actual cost of the underdeveloped countries of the industrialized countries, the exploitation and plundering of the first last. Based on some of the theses of classical Marxism, neo-Marxists are the space of interna-

tional relationships in the form of a global empire, the periphery of which is under the oppression of the center, and after gaining earlier colonial countries of its political independence. This manifests itself in the inequality of economic exchanges and uneven development.

For example, the "center", within which about 80% of the world's economic transactions depends in its development of raw materials and resources of the "periphery". In turn, the periphery countries are consumers of industrial and other products produced outside them. Thus, they become dependent on the center, becoming victims of unequal economic exchange, fluctuations in world prices for raw materials and economic aid from the developed countries. Therefore, in the end, "economic growth, based on integration into the world market, there is a development of underdevelopment" [8, p. 106].

In the seventies, a similar approach to the consideration of international relationships has become the countries of "the third world" based on the idea of the need to establish a new world economic order. Under pressure from these countries make up the majority of countries - the United Nations Member States, the UN General Assembly in April 1974 adopted a declaration and program of action, and in December of the same year - the Charter of Economic Rights and Duties of States.

Thus, each of the theoretical currents has its strengths and its weaknesses, each reflects certain aspects of reality and finds a particular expression in the practice of international relationships. The controversy between them contributed to their mutual enrichment, and, consequently, the enrichment of the science of international relationships as a whole. At the same time, one can not deny that this controversy has not convinced the scientific community in the superiority of any one over the other, they do not lead, and to their synthesis. Both these conclusions can be illustrated

by neorealizma concept.

The term itself reflects the desire of a number of American scientists (Kenneth Waltz, Robert Gilpin, Joseph Greyko et al.) To preserve the advantages of the classical tradition and at the same time - to its enrichment, taking into account the new international realities and achievements of other theoretical currents. It is significant that one of the most long-standing supporters of transnationalism, Kooheyn in the 80s. He comes to the conclusion that the central concepts of political realism "force", "national interest", rational behavior, and others - are an important tool and condition for a fruitful analysis of international relationships. On the other hand, K. Waltz says enrichment needs a realistic approach by the scientific rigor of the data and the empirical verifiability of conclusions, which advocates the need for a traditional look, as a rule, rejected.

The emergence of the school of neo-realism in international relationships associated with the publication of the book K. Waltz "Theory of International Politics", the first edition of which was published in 1979. Defending the main provisions of political realism ("natural state" of international relationships, rationality in the actions of the main actors, the national interest as their main motive, the desire to possess the power), the author, at the same time exposes its predecessors criticized for the failure of attempts to develop a theory of international politics as an autonomous discipline. Hans Morgenthau, he criticizes for the identification of foreign policy, international politics, and Raymond Aron - for his skepticism about the possibility of establishing international relationships as an independent theory [9, p. 114].

Insisting that any theory of international relationships should be based not on the particulars, and integrity of the world, taking its starting point for the existence of a global system, rather than states, which are its elements, Waltz makes a step to-

wards convergence and transnationalism.

This system is due to the nature of international relationships, according to K. Waltz, not interacting actors are not inherent basic features (related to geographical location, demographic potential, socio-cultural characteristics and the like), and the properties of the structure of the international system. (In this regard, neorealism frequently qualify as structural realism or simply structuralism.) As a consequence of the interaction of international actors, the structure of the international system at the same time can not be reduced to the simple sum of these interactions, and is an independent phenomenon, able to impose on States certain restrictions, or, on the contrary, offer them opportunities on the world stage.

It should be emphasized that, according to the neo-realism, the structural properties of the international system does not actually depend on any efforts by small and medium-sized states, as a result of interactions between the great powers. This means that it is peculiar to them and "natural state" of international relationships. As for the interaction between the great powers and other states, then they can not be characterized as an anarchist, because acquire other forms, which are often dependent on the will of the great powers.

One of the followers of structuralism, Barry Bazan, developed its main provisions for regional systems, which he regards as the intermediate between the global and the international state system. The most important feature of regional systems is, in his view, the security complex. The idea is that the neighboring states are so closely connected with each other in matters of security, that the national security of one of them can not be separated from national security of others. The basis of the structure of any of the regional subsystem consists of two factors,

discussed in detail by the author: the distribution of opportunities between existing actors and the relationships of friendliness or hostility between them. At the same time as it is, and the other shows B. Bazan, subject to manipulation by the great powers. Using the proposed methodology, thus, the Danish researcher M. Mozaffari made it the basis of analysis of the structural changes that have occurred in the Persian Gulf as a result of the Iraqi aggression against Kuwait and the subsequent defeat of Iraq by Allied (and in essence - American) troops. As a result, he concluded that the operationality of structuralism, its advantages compared to other theoretical directions. At the same time shows Mozaffari and weaknesses inherent in neo-realism, of which he calls the position of the eternity and immutability of the characteristics of the international system as its "natural state", the balance of power as a way to stabilize its inherent static. Actually, as emphasized by other authors, the revival of realism as a theoretical direction is much smaller due to its own advantages, than heterogeneity and weakness of any other theory. A desire to maintain maximum continuity with the classical school means that the destiny of neorealism is most characteristic of her shortcomings [10, p. 92]. Even more severe sentence is passed by French authors M. C. Smuts and B. Badie, according to which the theory of international relationships, while remaining a prisoner of West-approach, were unable to reflect the radical changes taking place in the world system, as well as "to predict any accelerated decolonization in the post-war period, no outbreaks of reli-

gious fundamentalism or the end of the Cold War or the collapse of the Soviet empire. In short, anything that relates to the sinful social reality".

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ELEARNING IN THE ENGLISH LANGUAGE TRAINING: NEW OPPORTUNITIES AND CHALLENGES FOR RUSSIAN UNIVERSITIES

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Introduction

Application of information and communication technology (ICT) in many spheres of human activity including education is a distinctive feature of the development of the modern society. Various web-related communication technologies, learning management systems make educational process social and collaborative, allow monitoring the learning activities of students, contribute to the individualisation of education and present information on a higher level. Wankel (2010) defines Web 2.0 tools as “any form of on-line technology or practices through which users create communities to convey information ideas, independent learning, entertainment, collaboration and personal messages and thus facilitates communication and interaction between individuals and groups”.

The term “eLearning” is widely used in education-related fields, that has led to the diversity in its understanding and defining. Traditionally, eLearning refers to the use of electronic media and information and communication technologies (ICT) in education to support learning and teaching. Bernard Luskin suggests that the “e” should be interpreted to mean “exciting, energetic, enthusiastic, emotional, extended, excellent, and educational” in addition to “electronic.” (Luskin, 2010). This broad interpretation focuses on new applications and developments, and also brings learning and media psychology into consideration. Another attempt to redefine the term was made by Parks (Parks, 2012) whose idea is that the “e” should refer to “everything, everyone, engaging, easy”, where the concept of availability for anyone interested is underlined. In general

terms eLearning is considered as the third learning system that uses various electronic techniques as its primary medium for learning. The first two learning systems are S-learning, using speech as its primary medium to promote learning, and P-learning, where “P” stands for paper (Rosenberg, 2001; Snyder, 1998; Swan, Bowman, & Holmes, 2003).

Literature review

There are various forms of eLearning, in particular, online or distance learning, blended or hybrid learning, tandem learning. The main differences among them lie in the arrangement of educational process and the proportion of electronic media usage.

1.1. Distance learning

Distance or online learning presumes the extensive use of ICT as all or most of the time participants (students and teachers) are in different locations, and the source of information and the learners are separated by time and distance. In this form of learning it is crucial to select the right tools and technologies because they impact significantly the interacting parts. (Moore, Anderson, 2012)

Advantages vary, but a major attraction is flexibility. Learners can complete an online degree with an opportunity to take a mix and match of different modules or intensive certificate courses. Via the Internet, distance learners can formulate their own curriculum, learn at their own pace and set their own timetable. The variety of media that online courses can offer means that distance learning can be both a productive, rewarding, efficient way of getting knowledge and a rich, inspiring,

exciting experience. Graphics, sound and video bring dry texts to life and students can choose to spend more time going into depth on a particular topic they find interesting or a certain subject they consider difficult to grasp by hyperlinking to other pages on websites. To add to this, Internet access means tutors and students can interact and collaborate quickly. Another benefit is an opportunity to update the information, as students always appreciate when the content is relevant to the real world it gives them an additional incentive to study. In comparison with slower paper-based courses in distance learning designers and instructors can do it much faster and more frequently.

Corporate distance courses are becoming more and more popular as they allow, on the one hand, to combine receiving necessary knowledge with full-time employment and, on the other hand, the company usually pays the expenses.

Implementation of learning management system (LMS) allows tutors to monitor the learning activities of students. Moreover, it helps to communicate teachers and students, to make announcements, determine the time for examinations, set deadlines, get quick responses and feedback from students. Some LMS, for example Moodle, Blackboard, have built-in wiki tools, which are designed to collaborate, share and build online content and are especially useful for learners who are separated by time and place. Wikis are more effective for forwarding information compared to emails attachments with tracked changes, a method that supports only one editor at a time and can create issues with students having multiple and conflicting versions of the same document (Richardson, 2006). Blackboard is said to be one of the leading commercial LMS products and is the most widely-adopted learning management system. In this 21st century the increasing use of Learning Management Systems across higher edu-

cation institutions has, in theory at least, provided the potential for rich learning environments for all students.

Among the drawbacks of such an educational system unsafe and unreliable work of technology is commonly named. Low level of information culture can also be a possible obstacle to getting qualitative education. Another barrier to effective distance learning is psychological issues, which may be caused by the technologization of educational process or lack of experience to work alone and can lead to unreadiness and unwillingness to use ICT. Furthermore, it is necessary to have good time-management skills, ability to prioritise, and be self-disciplined.

1.2. Blended learning

Blended learning is the term used to describe learning or training events or activities where e-learning, in its various forms, is combined with more traditional forms of getting knowledge such as "classroom" training (Richardson, 2006).

Another definition of blended learning is "any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace" (Peachey, 2012a).

In reviewing the literature, many suggest that blended courses emerge "where between 30 to 79 percent of the instruction is delivered online". But online teaching is a complement to on-campus teaching and not a replacement (Watwood et al., 2009)

Alan Clarke distinguishes 6 models in blended learning:

1. Conventional lecture with teaching notes and visual aids placed on a college intranet for you to access.
2. Using digital cameras to record practical work for your portfolio of evidence.
3. All assignments submitted in an

electronic format and feedback provided in the form of annotation.

4. Email and conferencing with tutors in place of face-to-face tutorials.

5. Simulations of laboratory experiments as part of a conventional/ science course.

6. Distance learning course with regular face-to-face meetings (Alan Clarke, 2004).

In order to choose the most suitable variant it is necessary to consider several factors including students, teachers, time, money, goals, resources.

So, the main difference from distance learning is an opportunity to have onsite support, which may be crucial especially for not very well-prepared from technological perspective. It means that there should be some requirements for tutors, in particular, a certain level of information culture, psychological skills for helping students to overcome communication and other barriers.

The list of professional skills of teachers should also include

- ability to design their own training technologies;
- ability to independently and efficiently resolve constantly arising difficulties and challenges;
- ability to develop and use non-standard methods of solving educational problems;
- ability to rationally evaluate their own professional work and put achievable goals.

The ability to analyze their own teaching activities is of high priority as well, as it helps to correct, improve and match them to modern requirements (Malinina, 2012).

Speaking about problems that are likely to occur in blended learning low level of computer skills is of high priority. Some researchers (Yunus, Nordin, Salehi, Embi, & Salehi, 2013) also underline difficulties in class controlling and distrac-

tion of students' attention as the main obstacles they face while implementing ICT.

1.3. Tandem learning

In language education a special form of receiving knowledge is distinguished: a tandem language learning, which is based on mutual individualized language exchange between tandem partners. Tandem learning can be autonomous and integrated (Kydryavtseva, 2012). The chief purpose of the first type is to refresh or maintain the certain language level. While the latter is supplementary to regular classes and aimed at improving language competence, first and foremost, communication skills. Tandem learning makes great use of Web-related technologies, such as skype, video-conferences, webinars, blogs, forums to interact, socialize and communicate.

Learning a foreign language involves getting acquainted with national traditions, mentality and culture of the country where this language is spoken. Lack of language environment can be compensated with the help of interaction with the native speaker who can demonstrate different aspects of the life of another nationality (cultural, social, domestic, economic, etc.) and promote the understanding of the language in the way local people use it.

Sociocultural competence is a key to successful intercultural communication, as it assumes awareness of social factors' influence on the choice of linguistic forms, appropriate words and knowledge of ethical behavior. So, it is better to form it with the help of sociocultural approach to learning. Sociocultural approach is traditionally considered as an interconnected learning of the language and culture of native speakers. However, to limit the language training by learning the culture of only the target language country is unjustified. Studying native culture should be an equal component in mastering the art of intercultural communication. Learning a foreign

language culture should have a comparative nature and include links to the native culture, so as to be a dialogue between the two ways of life and thought.

Social networks such as Facebook, Twitter provide opportunities for meeting new people, making friends, getting acquainted with lifestyle and traditions of other nationalities, in other words, they are perfectly suitable for reaching aims of tandem learning.

Some researchers (Yunus et al., 2013) claim that ICT provide a tendency for the students to use short forms and informal abbreviations in their writing tasks and it may have a negative effect, but they emphasize that advantages of using ICT outweigh possible drawbacks.

2. Research objectives

Our educational program was designed for first-year students of the Faculty of Economics in the National Research University Higher School of Economics in Nizhny Novgorod. 72 participants took part in our program, all of them are from different backgrounds: they have come from different cities and finished different schools. According to the curriculum first-year students have 4 hours of English a week, so a lot of work should be done at home. But we want it to be collaborative and monitored.

The main purposes of the pilot project on implementing Web-related technologies into educational process were:

- to determine what Internet resources will suit the standards of educational program of the English language learning best of all;
- to analyze motivational state of students, their willingness to implement ICT into educational process and expectations of learners;
- to prove the necessity of using Web-related resources in a foreign language learning and suggest one possible approach of integrating new technologies

into educational process;

- to research the influence of ICT on motivation of students and results of training.

The main methods used in the project were questionnaire, survey, interview and observation as well as analyses of students' work done.

3. Methods of teaching

Before starting our project we provided students with information about educational strategy, corporate culture of the university, requirements for the level of knowledge both in English and computer technologies, aims and objectives of learning as well as methods and techniques used to achieve them. Moreover, in order to minimize the possible negative affect of the lack of computer skills before starting to implement each tool or resource we give our students detailed information on their using and always give time to get acquainted with the basic elements of the user interface program.

For our project we have selected 5 Internet resources, the choice was made according to the skill we wanted to develop:

- www.tricider.com
- www.voxopop.com
- www.quizlet
- www.eslvideo
- [www.cloze test creator](http://www.cloze-test-creator.com)

Tricider.com is aimed at arranging brainstorming and sharing ideas. Besides, it can be used to vote for or against the suggested idea and provide your arguments.

What is great about using a tool like this is it makes learning experience social as it connects students with each other. Moreover, it teaches students to work in a team, listen to, agree, disagree, convincingly prove their points of view, give reasons and make conclusions.

The purpose of voxopop.com is to record your own speaking for others to

listen and respond to (Peachey, 2012b). You can get the general information about the person who recorded the word; also you can add your own pronunciation. It is also a great tool to record and practice pronunciation drills, which are very useful when studying a foreign language. It is an excellent audio tool for real communicative speaking and listening practice out of the classroom. This site can be used for writing dictations as well, when a teacher records a dictation text and gets students to write it down.

Web-related communication technologies, such as Quizlet, let learn words in a new, more interesting, exciting and, as a result, effective way. It is well-known that it is impossible to master a foreign language without constant exercising and drilling. And Quizlet is of great help here, as it allows in a playful manner to practice words and word combinations.

ESLVideo is a tool of video based quizzes. Here there is a choice to create your own quizzes, you can ask as many multiple choice type questions as you wish or use available ones. It is possible to add transcripts, translation or notes to the video. What is also great is that the site can assess the work: students get the feedback on their answers and then their re-

sults are sent to the teacher (if the class are registered users of the site), so it can be done at home. Or a teacher may get students to create quizzes for each other as a homework.

Web-related tool Cloze test creator is excellent for revising and testing. You can upload any text and choose what exactly you want to check. The choice is every n-word, articles, prepositions, link words, auxiliaries, wh-words, quantifiers or modals. You can also add clues if you wish.

Taking all these points into consideration we can conclude that the use of Web 2.0 resources causes the intensification of students' self-directed foreign language learning, identifying their potential and thereby leads to the increase of the level of foreign language training of intending economists.

The table “Technology of professional language training in the conditions of the information educational environment Web 2.0” represents a set of methods used in foreign language training, corresponding types of speech activities as well as mechanisms for their intensification through the use of the Internet resources (table 1).

Table 1. Technology of professional language training in the conditions of the information educational environment Web 2.0

Methods of foreign language training	Types of speech activity	Mechanisms of self-directed foreign language learning
1. Traditional	- work on lexical and grammatical side of foreign speech (repetition, consolidation and training of linguistic phenomena); - reading and translating language material on the topic using a dictionary	- training of lexical items and grammatical phenomena while performing interactive tasks in the game form related to studied topics of a certain level of complexity; - different types of giving an answer (multiple choice, matching); - receiving feedback in the form of: • reports on the results of each task; • scoring for the implementation of a set of tasks;

		- sending the teacher a report on the results of tasks as a form of the current control (Quizlet Web-resource)
2. Problem-based learning 2.1. Problem-searching methods	Perception, understanding, information extraction process: - reading (viewing, searching, exploring); - listening (perception and understanding the information by ear)	- listening to information and watching video; - getting acquainted with the translation of individual words, the peculiarities of their pronunciation (transcription), as well as notes on the video; - performing automated tasks to test understanding with the "multiple choice" form of answering; - receiving feedback in the report form to check the correctness of each task; - sending a report to the teacher indicating their "code" and performer's name, (http://www.eslvideo.com)
2.2. Active methods	- commenting on statements on everyday topics; message / report on a professional theme; - creating an original idea / giving various perspectives in preparation for discussion	- participating in brainstorming and sharing ideas; - voting for / against any idea; - giving convincing arguments; - collaboration in a team; - preparing for participation in the role / business play, discussions and other forms of interactive communication (www.Tricider.com)
3. Interactive-communicative methods	Participation in the question-answer interview on the text, simulations of communicative situations, in role / business plays, in discussing any professional problem, in the debate concerning finding the way out of problematic situations, etc.	- interactive and communicative collaboration outside the classroom; - recording own speech for partners/ colleagues to listen to and give feedback; - writing an automated dictation (www.voxopop.com)
4. Final control	Tests performing to control mastering key communicative competence (language, speech, discourse)	Doing tests on: - checking text understanding - learning grammatical phenomena and lexical items (cloze test creator)

4. Results and conclusion

At the beginning of our educational program students were presented with some questionnaires in order to gather information about students' perception of

the English language, their motivational state and their attitude to introducing ICT. We wanted to research each student's motivation of success and fear of failure and to assess their willingness to implement

ICT into educational process and their expectations.

According to the received answers of our questionnaire about their expectations of the content and the aim of the English Language course, the majority of the respondents would like to improve their communication skills (92%), and 74% want the training to be relevant to their future job-related activities, 46% admit that they will need English for further education.

Another questionnaire and some interviews were conducted in order to find out the attitude to introducing ICT in educational process among participants. At the end of the program, the same questionnaire and interviews were presented once more to gather more information about the participants' motivational state, their attitude to ICT.

At the end of the program the attitude to using Web-related technologies has changed greatly towards the positive impact on the results of training. The participants were very willing to continue using Internet resources to improve their language skills and all of them admit that these tools are useful, helpful and practical (especially *eslvideo.com* and *voxopop.com*).

Another positive aspect they indicate in using Web-resources is that they allow to train necessary skills at a convenient time wherever they want. Moreover, they

can interact with each other in a more comfortable (than email) and less intrusive (than telephone call) way.

Another question we would like our students to answer was about the desirable way to study English. The received responses show that the majority of learners (86%) want to study English with the teacher, but they expect to be approached individually (76%). During interviews they explained that it is very important for them that their characters, peculiarities and the level of knowledge should be taken into account.

In addition, at the end of the experiment, we conducted a survey of students to identify their self-esteem of professional foreign language capabilities in the experimental and control groups. All students were trained at the Economic Faculty. It should be noted that in the control group classes were arranged by traditional educational methods without implementing Web 2.0 resources, and the number of students is 72, which is equal to the experimental group.

The results of the survey indicate that the students of the experimental group more highly estimate their professional foreign language abilities compared to the students from the control group. Results of the survey are presented in Table 2 “Self-assessment of learning content mastered by future economists”.

Table 2. Self-assessment of learning content mastered by future economists

Evaluated foreign language abilities I can:	Average value		Standard error of estimate		Confidential interval		Significant difference M(ex)/M(co)
	M (ex)	M (co)	M (ex)	M (co)	M (ex)	M (co)	
Discuss in a foreign language issues related to planning and budget allocations	3,05	2,88	0,86	0,99	0,27	0,40	*
Participate using a foreign lan-	3,19	2,20	0,72	1,07	0,22	0,43	*

guage in the discussion related to the problem-solving of increasing financial control							
Fill in official documents (invoice, letter of credit) in a foreign language	2,71	1,75	0,87	0,71	0,27	0,28	*
Inform in a foreign language on general professional topics (management functions, delegation of authority, controls, economic areas, organization, etc.)	3,85	3,33	0,90	1,30	0,18	0,22	*
Use a foreign language in situations of direct professional communication (business talks, discussing conditions of shipment, delivery, price, payment terms, etc.)	3,6	2,85	0,90	0,89	0,28	0,35	*

Note: Assessment based on a five-point scale: 1 point is the minimum value; 5 points is maximum; * means the difference in indicators is statistically significant.

So, to sum it up, participants of our pilot project considered the offered educational program efficient, useful and beneficial. Implementing Web-related technologies into educational process makes it more social and collaborative as well as interesting and exciting. The information is original and up-to-date. All of these contribute greatly to the rise of motivation and desire to continue learning English.

Eventually, the most important advantage of eLearning is that it may be adapted to the individual student needs and state of minds, and thus, become more effective and motivating in all eLearning areas, including simple vocabulary trainers and even entire university programs. Nowadays it is impossible to imagine educational process without online learning.

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TRAINING OF MILITARY AND SOCIAL MANAGEMENT MASTERS ACCORDING TO THE REQUIREMENTS OF BOLOGNA PROCESS

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Introduction. Urgency of the Bologna process implementation as a tool for harmonization of military education system of Ukraine with the European educational system includes education content update and its methodology improvement in accordance with the significant social and technological changes that are taking place in our country and worldwide.

The analysis of last researches and publications. Analysis of scientific researches related to the reform of military education system, by such scholars as Neshchadim M. I. [1], Roylyan V. O. [2], Yagupov V. V. [3] and others allows to conclude that the key issue of higher military education system reform in Ukraine is investigated deeply enough, but at the same time, the ways of introduction of the Bologna process in higher military education system of Ukraine has not been investigated.

The purpose of the article - to analyze the peculiarities of military and social management masters training of special military subjects according to the requirements of Bologna process and substantiation of key areas of its improvement.

Direct material statement. Why and how to teach future military leaders? Higher military schools have always faced and are now facing these issues, in all their complexity and importance. The point is that carefully selected from a variety of sources of scientific and didactic course material is processed to provide quality training of military specialists. This content of special military subjects teaching should be kept up to date in accordance with the requirements of modern military practice, scientific and social progress, taking into account the fact that we live in a world of change, which is increasingly accelerating.

In our opinion, the future masters of military and social management should enter an independent activity armed with achievements of world and national scientific thought, with a solid spiritual and moral capital and ongoing interest in the new military science, technology, culture, public life. Therefore, the military education should work for the present and future by the personality traits of the military leader, their knowledge, skills, philosophy and, of course, determine the scientific, technical, moral and spiritual potential of the Armed Forces of Ukraine. Thus, it is logical that a significant emphasis is put on the quality of military and social management masters training special military subjects, improvement of high level substantiation and objective assessment of this important indicator.

In our view, it is necessary to distinguish two factors that dictate new requirements for methodological, ideological, systemic and special training of military and social management masters.

The first is stipulated by informatization of society in all spheres which rapidly produces, updates and distributes endless facts, data and knowledge of natural phenomena, technological and social change. In this regard, the role of the military leader systematic and interdisciplinary knowledge necessary for rational and intelligent manipulation of streams of different facts in order to solve new, nonstandard problems increases significantly. In this new paradigm, the most important place is given to the analytical abilities of the military leader, is its ability to search and find relevant information accurately formulating problems and hypotheses in the data set to see certain patterns and find the solution for complex professional tasks.

The second factor is related to the methodological system construction of military and social management masters training based on innovation. Military and

social management master should be holistic knowledge of innovative tools and be able to apply them in practice.

These factors lead to new approaches to the construction of military education [1, p. 31]. First, it becomes relevant and significant content update special military subjects teaching methods; curriculum inclusion management, economic and legal knowledge; in-depth study of information technologies, foreign languages and more.

Exploring issues of structuring our curriculum for military and social management masters of special military subjects enabled us to conclude that the current plans are at least three drawbacks:

1. Quite a large number of small volume of training hours for special military subjects (significantly less than one credit), making preparations for a military specialty mild, vague, without an emphasis on key areas relevant fields. This usually gets reproductive specialist knowledge, skills and abilities.

2. No so-called "fractal" discipline that clearly represents the main direction of training, namely specialty. Model effective specialty curriculum can serve as a knowledge tree, whose roots - fundamental scientific disciplines; barrel - is the main representative "fractal" discipline or cycle courses and other disciplines of the specialty - the branches.

3. The similarity of curricula in various specialties within the same school directly.

Secondly, the factors determining creative special military subjects teaching methods, the basis of which is the principle of "creation", instead of the principle of "repetitions". This technique is beneficial in military education component where "knowledge" is the only basis for the component "ability".

Thirdly, there are new areas of military science and technology that need changing traditional academic disciplines.

There is a need to move away from the classical methods that are based on specific disciplines and approach to problem-oriented methods of generating knowledge and reducing the distance between basic and applied research.

Fourth, special military subjects training and research in new areas of knowledge need to integrate a variety of disciplines that were previously considered separate and unrelated. It is necessary to create interdisciplinary and multidisciplinary training program. New forms of knowledge generation need not only reconfiguring departments of the academy, but the reorganization of research and training focused on solving the difficult problems of military and social control.

The purpose of education is clearly defined in the law of Ukraine "On Education" [4]. This - the full development of the human personality and the highest values of society, the development of talent, mental and physical abilities, education of high moral character, the formation of citizens capable of deliberate social choice. Education in Ukraine based on the principles of humanism, democracy, national identity and mutual respect between nations and peoples. For the preparation of military specialists in the Resolution of the Cabinet of Ministers of Ukraine "On the unified system of military education creation" [5] states that the main aim of military education is to develop military professional, moral and combat qualities. This formation should occur in close understanding of the importance of these skills and their creativity, and work activity of students.

Teaching practice shows that nowadays rod line education to prepare the student as a creative person receives active development. In this regard, the relevant questions appear - how this problem should be solved in higher military educational institutions (HMEI) of Ukraine; what is the role and impact of scientific

and pedagogical staff on this process; how should work a student, etc.?

We believe that to succeed in the military and social management masters training of special military subjects it is not efficient only governed by regulations. First of all, such important components of the educational process shall be followed and improved as:

- 1) learning environment;
- 2) personality of scientific and pedagogical staff specialist;
- 3) content of special military subjects learning;
- 4) teaching and learning activities of students.

The first three positions sufficiently grounded in the theory of pedagogics and implemented in the educational process of HMEI. No special obstacles and hindrances in the way of further development, improvement and cultivation of these issues including the system of military education.

With regard to the fourth position it can be emphasized that nowadays it is an objective reducing of the motivation of learning activities of students in almost total growing pragmatism of youth. In order that learning has not lost its relevance and appeal to the audience, along with many other factors, in our opinion, ways to improve the methodological expertise of teaching staff, their ability to innovate should be deliberately found.

The analysis of global trends in general and military education, in addition, can define the contours of modern educational technologies for military and social management masters of special military subjects that would meet the requirements of the Bologna process.

Firstly, educational technology should be based on the nature and content of future careers of military and social management masters. It is a systematic and purposeful learning of special military subjects. An important consequence of the

contextual approach is that learning is no longer just confine ourselves to (learn to gain knowledge, or even smaller - estimate) as a means of directly forming the necessary professional subject skills of future military and social management masters.

Secondly, technology of military and social management master training of special military subjects should be personal, that is to form and develop the personality of each of the learners. Teaching process is based on the personal approach must be a set of pedagogical activities:

- use effective methods of study of individual characteristics of students and teaching staff;

- deepening on this base of the individualization of special military subjects teaching and education of students ;

- extension variability of special military subjects teaching and learning;

- granting deep self- knowledge activity of learners;

- transition from authoritarian pedagogy to cooperation pedagogy.

Thus, we should talk about the radical transformation of the educational environment for military and social management masters training of special military subjects to the form that would help maximize the development of their professionalism.

Thirdly, the foundation of modern educational technology of military and social management masters training of special military subjects has become work, search activities of students, combined with the practical implementation of its results. In other words, technology should wear a creative nature. There are two aspects in order to solve this problem.

First - there is no higher education without science. HMEI can and should be not only the institution but also scientific center with direct access to the implementation of research and extensive involvement of these learners to scientific activ-

ity. Science - it's the best choice for training creative person of any type of activity.

The second aspect - teaching students to think creatively by introduction of special courses, comprehensive application of known and new approaches, forms and methods of transformation of learning activities of students in educational and creative. The most recognized and theoretically grounded approach is problematic studies. The most active form of the transformation of learning activities of students into educational and creative is problematic role-playing classes, especially given under the conditions and the dynamics of development of certain professionally-oriented situations.

It is advisable to develop such forms of organization and conducting of self-preparation work of students: semester tasks for self-preparation and individual work, counseling, tutoring, colloquia, graphically-settlement works, test papers and others. In the specialty curriculum it should be reduced classroom hours and increased the number of hours that are allocated to self-preparation work of listener (50-60 % of teaching time). A student at this time should work out lecture notes, literature to topics planned for the practical lessons and seminars, make their own notes on the topics proposed for self-study, prepare training projects, essays and others. Forms of such work can vary by searching of information in the Internet, execution of tasks in computer technology. However, in all cases we deal exclusively with information retrieval forms of work, that essentially focus on technical activities; and existence of the report is recognized as an indicator of successful learning of processed material.

Creative (heuristic), close to the scientific understanding and synthesis work is possible only as a result of self-study with the obligatory presence of goal-setting, and achieving it through effective technological schemes of self-education.

In addition, this work should be individualized according to the level of creative possibilities of listener, his academic achievements, interests and learning activities, so as to optimize the self-preparation work of students new forms of its realization should be found.

Thus, the pedagogical process of military and social management masters training of special military subjects should be subordinated not only to the task of information saturation but also to formation of productive thinking, development of the intellectual potential of the individual, establishment methods of logical analysis and comprehensive data processing, creative designing .

Fourth, educational technology of military and social management masters training of special military subjects should be based on modern information technology. Information technology is a universal means of cognitive research which provides efficient enrichment of educational information.

Fifthly, modern educational pedagogical technology framework of military and social management masters training of special military subjects should ensure the formation of learners, not only productive thinking, but also develop a sense without which creativity is sharply limited.

Emotions clearly show the impact on all spheres of life, including training. There is strong evidence to suggest that emotions are an essential factor in the regulation of cognition. So, emotivism is a condition that defines voluntary attention and memory, the same factor is able to provide or significantly complicate the regulation of these processes. Emotive knowledge are memorized faster and stronger than knowledge, deprived of identity and leave people indifferent. It is always necessary to consider while the studying.

Thus, we can suggest that an important prerequisite didactic transfer of

knowledge in belief is the emotional attitude of students towards learning.

Sixth, the new educational technology of military and social management masters training of special military subjects should naturally absorb all the best traditional pedagogical recommendations that they are realized. One can not deny all the old, tested and accepted practice. Two-dimensional thinking is unacceptable in pedagogy, either new or old. Dialectical approach is required: search for new, old restoration, using best international experience, rejection of that outlived it self. This approach can prevent from falling into extremes and will choose the best way to improve the educational process.

Formation of the creative individual listener is conducted primarily in organized learning process. It should contribute organizational forms of teaching (lectures, seminars, group classes, laboratory, practical, personal training sessions, group exercises, tactical, tactical and special training, tactical, tactical and special command- staff exercises, war games, etc.). It is important here rethinking technology of any and all kinds of activities of special military subjects teaching, the use of innovative approaches. Vocational training creative students become more real and purposeful when used not only reproduction, but also problematic technology, which serves as the basis for the simulation training and fighting situations of daily activities, their examination, analysis and assessment, workshops, discussions, "brain storm activities" problematic and dialectical study of special military subjects, giving students a chance to see substantive and social aspects of their future careers. Problem-solving technology creates a real atmosphere of practice solving specific military-technical tasks where students act as professionals of the future designation official of appropriate level, enables them to independently and creatively acquire the necessary knowledge

and make proper decisions, learns to take responsibility for their implementation and consequences.

So, building of system of military and social management masters training of special military subjects, in our opinion, should be done according to the following priorities:

- improving of legal and regulatory base for the organization and training of military and social management masters;

- creation of system of state order for military and social management masters training based on advanced structures and strength of the Armed Forces of Ukraine and other state military forces ;

- bringing the contents of military and social management masters training of special military subjects in accordance with state standards for higher education, military- technical policy, the needs of modern combat training and experience ;

- usage of innovative teaching technologies, and promoting development, self-development, self-realization of listeners;

- optimization of training of teaching staff and bring it to the needs of the Armed Forces of Ukraine ;

- development of military science.

In our opinion special attention requires:

- firstly, introduction of modern information and communication technologies to ensure further improvement of the educational process, availability and effectiveness of military and social management masters training of special military subjects. This requires substantiation of basic components of information infrastructure of military and social management masters training, definition phases of information computer network of military educational institutions, research institutions and management system of military education, and outline the potential of distance learning based on highly efficient computer and telecommunication tech-

nologies. Organic combination of education and science, the introduction of information technology is a key factor for further development of the system of military education that is provided by military education fundamentalization, intensification of researches in higher military educational establishment, development military and social management masters training of special military subjects based on the latest scientific and technological achievements, innovative educational activities in HMEI, deepening cooperation between HMEIs and academic institutions of the Armed Forces of Ukraine, development of advanced education and psychological sciences;

- secondly, standardization of military education, which aims to find effective mechanisms for the preparation of masters of military and social management more clear task orientation, to increase accountability for the outcomes of all working members of the educational process - from managers and teaching staff to the audience. Standardization of military education is a means of organizing educational activities in military field, so you can arrange the preparation of military specialists into components, specify their properties and relationships to take into account the dynamics of the time, the best way to find the desired result for the steps, enter as required thorough process mapping purpose and results that shall contribute to both goals and results, and actual pedagogical process. In general, the standardization of military education is aimed at achieving an optimal level quality and effectiveness of the system of military education as an educational system. And the first of these indicators characterizes the contents toward the preparation of military experts, and the second - procedural and activity, and provision one. [1, p. 689].

- In addition, along with the solution of these tasks problem of quality of military and social management masters train-

ing requires to be solved. This requires a permanent and comprehensive monitoring as knowledge level, learning and training process, and competitive graduates. It is important to use complete qualification tasks in the form of tests to check the readiness of future military and social management masters to perform professionally practical tasks. Situation should be modeled with these complex tasks in which graduate gets, when you need to perform not only educational, but more real task that is determined by the extent to which graduate training meets the requirements of the customer that requires deep immersion of future masters of military and social management in future profession.

As stated in the documents the Berlin Conference in 2003 [6], according to the principles of autonomy responsibility for the quality of higher education primarily lies with each individual school, and thus provides the ability to check the quality of learning both in domestic and in the international framework. Standards of military education within existing European trends in the parameters of the European Network of international quality assurance ENQA should be developed and put into practice. These standards should be not only the nature of definitions that have our draft standards in the form of educational qualification characteristics and educational and vocational programs, but must have training component that determines the quality and content of knowledge, forms and procedures for monitoring and others.

Referring to the issue of the introduction of credit-modular system similar to ECTS (European Course Credit Transfer System), it should be noted that this transformation cannot be only limited to the introduction of a new system of assessment of knowledge and rating scale. It touches the full range of teaching methods

in higher military educational institution. In particular, there is the need to adapt existing training curriculums and syllabi in accordance with the terms of ECTS, introduce accumulative credit - scoring system for existing in Ukraine majors, introduce changes to the regulatory guidance documents, review the list of areas and majors to introduce additional degrees of European type, develop and adopt new regulations on the organization of the academic process and so on.

One of the highlights of the Bologna process is the mobility of members of the education system - students, teachers and scientific researchers. Interaction of higher military educational institutions in the Association can provide an effective mechanism for the development of mobility. This requires programs aimed at creating a common bank of teaching materials, the use of mutual teaching and laboratory facilities, referral of students and teaching staff in other institutions of the Association and others.

Conclusion. Thus, analysis of issues related to improvement of military and social management masters training of special military subjects implies that its effectiveness will increase substantially under following conditions:

- changes in philosophy of teaching and learning, i.e. the transition from teaching strategies to learning strategies, usage of educational technology to encourage independent knowledge and research by future military and social control masters;

- implementation of clear criteria for evaluation of knowledge and skills of future military and social management masters;

- creation of mechanisms for involvement of HMEI teaching staff and future military and social management masters into discussions and reform of higher education in the context of the Bologna requirements.

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MANAGING CHANGE IN EDUCATION: CHALLENGES OF IMPLEMENTATION OF TRILINGUAL EDUCATION

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The system of education in Kazakhstan currently undergoes a broad reform covering many aspects of education that include issues related to the content of contemporary education and the issues of organizational character.

Continuous change and emergence of innovations is also a characteristic of the global education system. At present, the global education system reinforced two trends: rapid development of information and communication technology education (e-learning, smart training, etc.) The education reforms carried out by developed countries can be divided into four main blocks: (1) education system management, (2) duration of training (3) content of education its quality and (4) development of vocational education system

Analysis of educational policies of Kazakhstan shows that its main directions are aligned with the global trend. The main challenges of education in Kazakhstan are defined as follows:

- Transition to using digital technologies in education;
- Training of qualified specialists;

- Developing in students the sense of national identity and bringing up citizens of the country;

- Development of a multilateral personality in students;

- Transition to 12-year school education;

- Introduction of a trilingual education system.

Why do we need a trilingual education? There is a category of the so-called "concerned citizens" who ring the alarm bells about the transition to the trilingual education. This alarm is caused by fears of narrowing the scope of use of the Kazakh language, weakening of its role in the field of natural sciences, etc. But these "concerned citizens" fail to consider that knowledge of only one language considerably limits access to the latest data in the field of IT-technology, engineering, biomedicine, cybernetics, that are so important for the development of the country.

With regard to the English language, not every Kazakhstani family can afford to teach a child to use the services of private tutors, language courses, developing lan-

guage schools. And the introduction of trilingualism in schools open to every child access to learning English.

English is the first global lingua franca. It is a mother tongue for about 500 million people in 12 countries around the world. This is much less than about 900 million people speaking Mandarin. However, But another 600 million people speak English as a second language and several hundred million have some knowledge of English, which has an official or semi-official status in about 62 countries. Today, about 1.5 billion people in the world speak English. It is the most taught language, not a substitute for other languages, but a complement to them.

English prevails in transport and mass media information. English is a language of travel and communication on international airlines. In all international airports pilots, controllers and flight attendants speak English. In seamanship, flags and light signals are used for communication, but if the ship had to communicate verbally, they would have to find a common language, which probably would be English.

Five of the largest broadcasting companies - CBS, CNN, BBC, ABC, and BBC broadcast in English.

English - the language of the information age. Computers talk to each other in English. More than 80% of the information in more than 150 million computers throughout the world is stored in English. Eighty-five percent of all international calls are made in English, and three quarters of the world's mail, telexes and telegrams are sent in English. Instructions to computer programs and the programs themselves are often only available in English. Some time ago, the language of science was German. Now 85% of all scientific publications are first published in English. More than half of the world's technical and scientific periodicals are published in the English language, which

is also is the language of medicine, electronics and space technology.

English is also the language of international business. When Japanese businessman makes a deal anywhere else in Europe, it is very likely that negotiations are conducted in English. Industrial goods manufactured in Germany are labeled with the sign "Made in Germany", and not with "Fabriziert in Deutschland". English is the language of multinational corporations. "Datsan" and "Nissan" write international memorandums in English. Even back in 1985, 80% of employees of the Japanese "Mitsui & K" could speak, read and write English. "Toyota" provides courses of English straight at work. All employees of companies "Tetrapak", "IBM" are required to know English well. The international language of "Iveco", the Italian manufacturer of trucks is English. "Philips", the Dutch electronic company conducts all meetings of its Board of Directors in the English language. The French company "Cap Gemini Sogeti Sa", one of the world's largest computer software manufacturers, declared English as their official language. In France, where people hold a low opinion of all languages other than their own, Business Schools now tend to teach in English.

English replaces dominant for many centuries European languages: English has replaced French as the language of diplomacy, it is the official language of international organizations such as UNESCO, NATO and the UN. European Free Trade Association works only in English, despite the fact that all Member States are non-native English speakers.

English is the language of the global youth culture. Worldwide youth sings the words of the songs of "The Beatles", "U-2", Michael Jackson and Madonna without fully understanding them. "Break dance", "Rap music", "bodybuilding", "windsurfing" and "hacking computers" - these words are invading youth jargon all over

the world.

The evidence is that the English-language information on a global scale is greater than the data in German, Spanish, Chinese and any other language. To keep up with the latest innovations and developments one must be proficient in English. Meanwhile, according to data of international education center "Education First", Kazakhstan takes the 54th place (out of 63 countries) in the international ranking on the index of English proficiency («Education First»). To fix this problem and to increase public access to the world's information, the Ministry of Education and Science of the Republic of Kazakhstan set a course for trilingual education.

Any innovation and any change in the habitual operation style requires much effort and skill, that is why it is important to study existing theories of change management and existing experience in implementation of similar endeavors.

Change management is currently one of the most popular business management technologies; it is often called the most difficult management skill. This becomes especially true in the context of the modern business, where deep continuous change is very important to ensure that the organization or system can adapt to changing requirements of the market and the global economic situation. [1] The main concept in managing change is the idea that all the changes in the organization does not only affect the primary and secondary processes, but also the staff. The concept assumes that it is possible to create a replicable model of successful changes, and that there are specific processes and tools that allow you to implement change effectively [2].

Effective change management can provide complex systems (and education is certainly a complex system) with the following competitive advantages:

1. Development of a single organizational approach to change, which implies

the establishment of all the processes, the use of the necessary tools, the formation of a unified system of goals.

2. Reducing resistance to change, which results in avoidance of performance degradation and conflict.

3. Consistency and stability of changes, accelerated learning, ability to continuously improve the process of implementing change and develop strategies of organizational development.

According to the type of change, there are two fundamentally different approaches to management. The first one is a revolutionary approach of radical change processes, calling into question the existing methods and foundations, thereby achieving an optimal state of affairs. This approach is called reengineering. The second approach is evolutionary change that occurs within the framework of organizational development. The approach is based on the systemic upgrading aimed at improving the efficiency of the organization or system through a change in the prevailing norms and values. Implementation of evolutionary development is based on a modification of the structures and processes underlying the activity of the organization [3].

There are the multiple theories describing the process of change. Here are some of the most frequently used:

1. "Theory O". From the point of view of this theory of organization is an evolving system that can be taught. The changes are aimed at the development of organizational competencies and capabilities. The approach focuses on the behavioral aspects of the organization and the bottom-up changes. The most likely use of this theory in the absence of urgent issues requiring immediate action, which doesn't seem to be the case in the system of education in Kazakhstan.

2. "Theory E". This approach involves changes affecting the structure of the organization, which provides the main

thrust of economic performance. The main aspect of the theory is the implementation of leadership from top to bottom and is applicable in cases where a decision must be taken immediately.

The opposite is the feed-forward control, which allows developing an action plan for the projected change in the future.

3. Kurt Lewin change model. Kurt Lewin identified three stages of change management: "Unfreezing", "Changing" and "Refreezing". "Unfreezing" stage involves recognition of the need, determination of the driving forces and the determination of the final result of changes. The "Change" phase is the introduction of changes and "Freezing" stage is the one that allows you assimilating the changes and stabilizing the situation [4]. This concept is fundamental to the management of change, and to form a basic understanding of the process of change.

Unfreezing stage of this change management model requires conducting a needs analysis. In case of transition to trilingual education, the results of the needs analysis are quoted in the introduction to the Roadmap to trilingual education for 2015-2020.

The document describes the situation in education institutions at three levels – preschools, secondary school and in higher education. At the pre-school level introduction of trilingual education is managed by the Resolution of the Government of the Republic of Kazakhstan as of August 23, 2012 № 1080 which provides the model curriculum for pre-school education, including the study of foreign languages. According to the State Educational Standard pre-school curricula provides for 3 hours of study of the Kazakh, Russian and foreign languages. Since September 2013, the kindergartens in Kazakhstan started organizing activities for children with the use of three languages. All pre-school organizations, according to the Roadmap, developed an environment for

immersion in trilingualism.

Since 2000, the school subject "Kazakh literature" in secondary schools with non-Kazakh language of instruction is conducted in the Kazakh language, while "Russian literature" in schools with non-Russian language of instruction is conducted in Russian. In the academic year 2013-2014, schools introduced learning English since the 1st grade. In the country there are 33 schools for gifted children that provide instructions in three languages. In 18 Nazarbayev Intellectual schools high school subjects are taught in English and students are required to take international standardized examinations. In 30 Kazakh-Turkish schools, separate subjects like science and math are taught in English.

Here is some more statistical data on implementation of trilingual education:

- Trilingual education is introduced in 110 schools (63 thousand students - 2.3%)
- 1202 teachers (2.4%) teach their subjects in English.
- The need for subject teachers capable of teaching natural sciences and math's in English is 22.5 thousand.

In the sphere of higher education, since 2013 42 higher education institutions enroll students in trilingual programs: 65 undergraduate majors, 32 master's, 8 doctoral majors.

In 2014-2015, 10800 people were trained in 1002 trilingual groups.

The Road map also provides the major directions for the change implementing stage. Change implementation is supposed to be done in 7 strategic areas:

- Regulatory and legal framework;
- Research;
- Methodological and educational software;
- Training and professional development;
- Institutional support;
- Information support;

- Financing.

Regulatory and legal framework implies development of standards based on comparable levels of learning systems of Kazakh language, Russian and English languages, development of normative legal acts for gradual transition to teaching high school subjects "Information technologies", "Physics", "Chemistry", "Biology" in English, development of professional standards in the field of education.

Research activities according to the Road map should include research in the area of motivational, psychological, organizational and methodological aspects of trilingual education. Research will be carried out in selected higher education institutions. Research results are to be discussed at conferences and seminars.

Another direction in implementing changes in trilingual education is development of methodological and educational software. Here, it is planned to design and publish textbooks and teaching materials in subjects to be taught in English and adopt foreign textbooks and teaching materials in English in four subjects (computer science, physics, chemistry, biology) for senior and high school.

Training and skills development section of the Road map involves monitoring requirements for teachers for the implementation of trilingual education. Regional education authorities are to design professional development plans and programs to train teachers for the implementation of trilingual education at all levels of education.

Another important thing in ensuring success in change is overcoming resistance to change, which is to be done with mass media support. The Road map prescribes development of a mechanism of social partnership of all stakeholders involved in the implementation of trilingual education and extensive media coverage of trilingual education policy.

Implementation of the proposed

measures will take approximately 31.9 billion tenge (6.38 billion tenge annually over a 5-year period).

4. "Force field" Change Model. This model is based on the analysis of the factors (forces) that may contribute to changes or to slow them. It is assumed that under all conditions there are two groups of forces: drivers and constraints, and these forces are possible within the organization, for example, the behavior of people, resources, and outside of it - in the processes that occur in the country[5].

3. ADKAR Model. ADKAR (abbreviation from Awareness, Desire, Knowledge, Ability, Reinforcement) is a model of changes consisting of five consecutive steps: (1) Awareness of the need for change. This stage involves understanding of the need for change. (2) The desire and willingness to change. This is when the decision related to the support of certain changes is made that can only be achieved in the case of understanding their necessity. (3) Knowledge of how to change. This stage involves realizing what exactly is to be changed and how, what skills and what type of expertise is required to implement the change successfully. (4) The ability to implement changes. This stage involves demonstrating the applicability and attractiveness of the changes, as well as determining the barriers that may prevent changes. (5) Providing support for the changes and making changes sustainable[6].

The sphere of change management due to its extreme complexity and relevance has been widely researched by western and Russian scientists. Some of the recent publications on the topic include "Change management" by Cameron and Green (2006), "Business process re-engineering" by Hammer and Champy (2006), "The heart of change": real life stories of how people change their organizations by Kotter and Cohen (2012), "The innovator's dilemma" by Christensen

(2012), “Revealing the secrets of effective change” by Tsarenko (2010), “Change management” by Gerassimov (2011). The only problem is that all these books describe the approaches to change in organizations with tight management coupling, while education is a system with loose coupling and one can never know for sure how exactly the system will react to introduction of certain innovations. Thus, we consider it a critical gap in current research.

The list of countries in which there are two or more official languages used in different spheres of activity, including education, is quite lengthy. Among European countries we can mention Austria (which uses Croatian and Slavonic languages in administration and education), Belorussia, Belgium, Bosnia and Herzegovina, Great Britain (where besides English, Scottish and Welsh are also extensively used), Basque country, which is one of the widely known examples of trilingual education, Cyprus (Greek and Turkish), Latvia, Malta, Russia, where in many administrative and territorial areas a local language is used on an equal foot with Russian, France, Italy, Spain., Estonia. Among Asian countries with multilingual population and, thus, more than one official or administrative language we can mention Israel, India, Kazakhstan, China, Singapore, Malaysia, the Philippines. On the American continent, these are Canada, Brazil, Puerto Rico, Mexico, the United States and others.

Despite this, the situation with describing implementation of multilingual education in the countries across the globe is even worse – research in this area is limited, scarce and insufficiently described. Most of the publications in bilingual education are related to the content and methodology of using non-native language as the language of instruction.

There are no well researched and described models of transition to multilingual education, which makes research in this field even more relevant.

As a conclusion there are several points that need to be mentioned:

- transition to a trilingual education is an urgent need and a condition of successful development of a country;
- successful transition to trilingual system of education requires study and acquisition of change management skills;
- the process of implementing trilingual education in Kazakhstan is still in the stage of “Unfreezing” according to the change model by Kurt Lewin;
- as in any type of change management much work should be done to overcome resistance, implement change and make it sustainable;
- research in managing change in education is limited and research in the sphere of introducing multilingual education is next to non-existent.

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EMERGING INTERCULTURAL COMPETENCE IN TRILINGUAL EDUCATION

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The problem of a language situation in modern Kazakhstan is reflected in the President's N. A. Nazarbayev's call of the Republic of Kazakhstan "New Kazakhstan in the new world" of 2009, where the purpose defines in providing competitiveness of the country and its citizens, implementation of the cultural project "Trinity of Languages" is being installed step-by-step, according to which development of three languages is necessary: Kazakh as state language, Russian as language of international communication and English as language of successful integration into global economy. The presidential decree approved the state program of languages' development and functioning in the Republic of Kazakhstan for 2011 - 2020.

In Kazakhstan new system of teaching children in schools is being installed. The innovative key is – learning lessons in three languages, they are: Kazakh, Russian, English. Society debates whether this changing is the cause of future problems of young generation. Educators bother that there are not enough qualified teachers who can teach subject in foreign language. Chairmen, ministry of education and science confirm that setting trilingual education is not an immediate step. Although some parents and educators oppose trilingual education, there is some evidence that trilingual education yields positive results.

Opponents of trilingual education claim that children will have a lingua mixture in heads while learning three languages at once. But, this is nothing more than just a human fear. Psychologists say that children's brain especially in early years is very flexible. Children learn very quickly and remember the information for a long time. There is no mixture if one

learns hard and intentionally. It happens if person suffers from psychic disease or if one is emotionally unstable, however, it is very individually and it is not a widespread phenomenon.

Opponents also maintain that trilingual education is not a good idea because teachers and the whole educational system are not ready. However, they ignore the fact that the turning trilingual education on is in the process. It is logically that training teachers of how to teach Physics, Chemistry, Biology, and many other subjects in English is a time taking process. The system needs new ways of developing. Otherwise, there will be no progress, growth. Nowadays, many teachers get the workshops, seminars to be qualified enough for trilingual education.

The final argument advanced by opponents of trilingual education is that children will forget their mother tongue or will speak in mother language not well. On the contrary, to learn languages from early childhood has a positive result for further development of human being. Those who learn several non-native languages adjust for life changing faster than those who don't. Sayasat Nurbek is a nice example of polyglot in the state; he held some top positions and even continues to.

It should be evident that arguments against trilingual education are not sufficient and can't be proven. Furthermore, trilingual education is aimed for better living in future, it is being done for wealth of country, and Kazakhstan needs such alternations. Therefore, the trilingual education should be an irreplaceable innovation in future to set up.

The trinity of languages in Kazakhstan is one of the main priorities of state

policy. As it is noted in the State program of languages' development and functioning in the Republic of Kazakhstan for 2011-2020: "... enhancement of the regulatory framework directed to strengthening of the institutional status of Kazakh as state, to preserving sociolinguistic activity of Russian and to development of English as integration tools in world space is necessary".

At the same time, in the ministry's of education and science of the Republic of Kazakhstan document "DEVELOPMENT of STRATEGIC DIRECTIONS of the Republic of Kazakhstan for 2015-2020" it is noted that in system of trilingual education there is no universal and commonly accepted definition of the "trilinguality" and "trilingual education" concepts, and also the lack of pupils' results' studying of other countries within implementation of trilingual educational programs various types and also methods of their achievement is observed. Routine planning goes in the conditions of insufficient awareness on trilingual education and is partially based on some false representations.

The problem of emerging necessity of the intercultural competence in terms of trilingual education is to be solved. The lack of adequate normative documentation in aspect of implementation trilingual education issue into modern educational system is needed. Trilinguality is the direction to which much attention is paid now, both from the state, and from society.

The globalization, immigration and migration processes are increasing nowadays and intercultural focus is in the centre of discussions. Language links cultures. Foreign language students need to develop an intercultural competence. Authors' thesis statement is the following one: "When language skills and intercultural competence become linked in a language classroom, students become optimally prepared for participation in a global world."

The article "Building intercultural competence in the language classroom" by Moeller A.J. & Nugent K. summarizes the literature on intercultural competence and intercultural communicative competence in order to better understand how notions can impact the cultural component of a foreign language curriculum. This research focuses on necessity of building intercultural competence among students for examining their own beliefs. The article represents various models of intercultural communicative competence, examples of cultural tasks that promote intercultural communicative competence. Moeller A.J. & Nugent K. claim that ICC should be an integral part of language classroom.

It is clear from the introductory part that this is no simple issue. The authors start with identifying the principal terms and present an activity of forming and using ICC (intercultural competence). What can make ICC work in foreign language classroom?

Another influence, outside of individual "self-awareness and identity transformation", is the existence of great variety of ICC models. Moeller A.J. & Nugent K. made a comparative analysis of ICC models and their main factors and functions. The authors also acknowledge the importance of Council of Europe's Common European Framework of Reference for Languages (2001), where the principal standards are written.

To such a complicated issue the authors sum the research up well by saying that there are times for teachers to integrate ICC into foreign language classroom curriculum and "students begin to see how their attitudes, knowledge, and language skills can affect their intercultural experiences".

This is good concept for how the problem of building intercultural competence in the language classroom should be handled. However, there doesn't appear to be any concrete guidelines that could be

based on empirical experience; activities that are presented based only on theoretical knowledge; no empirical value was taken into consideration. Moeller A.J. & Nugent K. cite people like Schulz, Byram, Furstenberg. These are good well-known authors and it adds a great deal of credibility to the piece as a whole.

According to Kulyash Shamshidinova, the chairman of the board "Nazarbayev Intellectual Schools" it turned out that because of shortage of the employees knowing foreign languages mutually advantageous contracts at 11% of the European entities didn't take place. In general, availability of common language of communication increases a goods turnover by 70%. The British firms lost 20% of a goods turnover only because they speak English only, and there are countries which on they don't speak. The research data conducted in Switzerland show that ownership of two or more languages leads to high compensation and the high level of employment of the population.

Educational process is specially organized purposeful interaction of teachers and pupils directed to the solution of the developing and educational tasks which is characterized by the continuous, consecutive movement from the purposes to results, under construction and developing, taking into account certain principles, forms and methods.

One of the most important priorities of long-term Strategy "Kazakhstan - 2030" is education. The president of Kazakhstan Nursultan Nazarbayev set the task to provide the new level of development of university education and science. Modernization of education shall become a basis on which future economic, political and welfare prosperity of the country will rely. Effective upgrade requires, first of all, competent management of education and, first of all, educational process that requires refining the "management of educational process" concept.

One of unqualified successes of the country - the developed unique model of a great number of various ethnoses and cultures peaceful co-existence. In Kazakhstan unique experience of interaction and mutual enrichment of national cultures is developed. The unique institute of cultural and religious interaction - the Assembly of the people of Kazakhstan which had, as we know, an opportunity directly to participate in legislative activities of Parliament of the Republic of Kazakhstan is created. In the Republic of Kazakhstan always with special care and attention treated development of language wealth of the people of the state, its role in development of modern society was understood.

It can be understood, having studied one of the first laws adopted in sovereign Kazakhstan - "About languages in the Republic of Kazakhstan" (of 11.07.1997) which announces all languages of the people of Kazakhstan national property, historical and cultural heritage of the country. Questions of languages' development constantly were in Kazakhstan under control and guardianship of the President of the Republic of Kazakhstan N.A. Nazarbayev, who in his annual messages to the people of Kazakhstan always tried to focus attention on development of education, cultures, and language skills. In the President's letter it is specified: "The people will be wise in education of posterity, caring about their health, education and outlook ... They will know equally well Kazakh, Russian and English languages".

In Kazakhstan the Concept of development of foreign-language education which determines the purposes and content of foreign-language education according to international standards - the all-European competences of foreign language skills representing system of levels of proficiency in language and system of the description of these levels with use of single system of concepts which can be used for the description of any system of

certification and, therefore, and any training program, is more whole than training and finishing with the competences reached as a result of training.

The presidential decree of the Republic of Kazakhstan of June 29, 2011 No. 110 approved the State Program of development and functioning of languages in the Republic of Kazakhstan for 2011 - 2020 in which main objectives, tasks and the directions of language policy of the state are planned. Subjects of educational process in case of a learning of foreign language first of all are students and teachers. The relations of the student and the teacher are under construction on the basis of cooperation, respect of the identity of the student and reasoning to freedoms of development according to specific features. And students play more and more active role in educational process, the most demanded are a capability to self-training, increase in personal responsibility and activity in acquisition and knowledge transfer, and the teacher acts more as the manager of training process and as the mentor, therefore from it such qualification characteristics as presence of high level of information and technological, organizational, communicative, pedagogical and professional competency are required; presence of innovative culture and mobility, great pedagogical and professional skills, and also rather high level of proficiency in English. The important role in case of the organization and maintenance of educational process is played by also educational and methodical services of higher education institution.

The purpose of management of educational process in conditions a trilinguality can be formulated as increase in management efficiency that, in turn, leads to more effective assimilation of knowledge, skills and allows to intensify training process to a foreign language and to achieve for rather small amount of hours of good results both in the language plan,

and in respect of co-managing and self-government by training process.

As it is noted in the article "Kazakhstani trilinguality - a Unique Formula of Language Policy" of Eshimbetova Z. B. and Demeuova A. M. the basic principles of educational process management in conditions of trilinguality are the following:

- democratization and humanization of training;
- systemacity and integrity in management;
- rational combination of centralization and decentralization;
- interrelation of one-man management and collective nature;
- scientific justification of management;
- objectivity, completeness and regularity of provision of information.

Training process to a foreign language was based on the following fundamental principles:

- creative nature of training;
- activity nature of training;
- development of autonomy of the trainee in educational activities;
- communicative nature of training;
- training in culture of native speakers;
- a support on speech, educational and cultural experience.

Content of educational process in conditions a trilinguality submit, first of all, the regulating documents describing competences which the pupil needs to seize, and also the specific language material which is subject to assimilation in certain terms, somehow: state educational standard, curriculum, standard training program, educational and methodical complex and training working program of this discipline.

Trilingualism is the direction to which much attention is now paid, both from the state, and from society. Today a problem the trilingualism, methods of de-

velopment of this program see many differently. But it is necessary to remember that it is a general task and responsibility. Because the society today, builds the tomorrow. Increase in number of people who speak three languages perhaps in case of scientific approach to the matter, application and implementation of innovative methods, and also in case of the use of the available experience promoting effective studying of languages.

Now children of Kazakhstan need to know three languages in the future to manage to support itself and the family. The President of Kazakhstan Nursultan Nazarbayev shared such opinion during the XXIV session of Kazakhstan's people's assembly "Independence. Consent. Nation of the single future". "I am absolutely convinced, children should be taught when they are children. Trilinguality is needed for our children. They are children of all planet: the state language shall be known, Russian - our language of communication, English - world language, language of world science, innovations, the Internet", - N. Nazarbayev emphasized. According to the Head of state, trilinguality implementation in the sphere of school education is training of the Kazakhstan children for the future. "Who knows what language will dominate in the world? On the second place, by the way, there is Chinese - by the number of people who apply language. Perhaps, once Chinese we should learn also, I don't know, maybe, language of Hindus whom one billion two hundred thousand. But now for advance, for education, for formation of the young man who capable will contain himself, the family and to raise children, - English is necessary", - the President of Kazakhstan added.

Fundamental basis of studying of this problem are:

- cognitive and linguoculturological methodology (S. S. Kunanbayeva);
- linguo-didactic and psychological

bases of training in languages and communicative linguistics (Baryshnikov N. V., Vygotsky L. S., Vermke Yu., Zhinkin N. I., Winter I.A., Koryakovtseva N. F., Leontyev A. A., Rubenstein S. L., Tsakharias V., etc.);

- questions of studying of language as reflections of ethnocultural values (Arutyunova N. D., Likhachev D. S., Stepanov Yu. S., Thalia V. N., Shaklein V. M., etc.);

- problems of bilingualism, interaction and interference of languages, language situations and language policy (Altynbekova O. B., Arayev L. A., Belousov V. N., Golev N. D., Guboglo M. N., Zalevskaya A.A., Isaev M. K., Karlinsky A. E., Kopylenko M. M., Kostromin T. A., Krysin L. P., Madiyeva G. B., Neroznak V. P., Smagulova ZH.S., Suleymenova E. D., Chasanoff B. H., Shaymerdenova N. Zh., etc.);

- forming of language identity (Golev N. D., Khayrullina N. G.);

- the communicative system of language described by G. A. Zolotova;

- cognitive and functional and communicative approach to training in languages (Passov E. I., Bulatbayeva K. N.).

The system analysis of the corresponding scientific literature, legal acts in the field of language and education, studying of educational documentation of higher education institutions and schools allowed formulating the following contradictions between:

- requirement of society for the Multilanguage personality and lack of system of trilingual education as process of its preparation in the conditions of training;

- awareness of need of development of the system of trilingual education and segmentation of its standard and legal and scientific and methodical providing;

- need for reasons for need of systematization and enhancement of standard and legal and scientific and methodical base of trilingual education.

Permission of these contradictions constituted the main problem which caused the choice of a subject of a research in the following formulation: "Scientific and methodical bases of intercultural competence and communicative competence developing in conditions of trilinguality".

Intercultural competence and communicative competence developing in conditions of trilinguality is effective if:

1) As a single universal platform of the theory of foreign-language and trilingual education the cognitive and linguocultural methodology is chosen;

2) The educational and organizational format of trilingual education is developed (on the example of Universities);

3) To disclose categorical essence of cross-cultural and communicative competence as the purposes and contents of foreign-language education in aspect of its orientation on trilingualism,

that it will cause systemacity, integrity, logical succession and internal unity its standard and legal, scientific and methodical and educational organizational support, as will be implemented cognitive and linguocultural, competence-based, personal oriented approaches.

Purpose is to determine scientific and methodical bases of intercultural competence and communicative competence developing in conditions of trilingualism.

Research problems:

1. To develop the theoretical-methodological bases of training a trilingualism in the conditions of foreign-language education on the basis of the analysis a trilingualism as cross-disciplinary category, competence-based and activity approaches.

2. To determine component structure of cross-cultural and communicative competence of conditions a trilingualism;

3. To develop an educational and organizational format of trilingual education

(on the example of high institutions and Universities).

4. To prove and to experimentally confirm efficiency of implementation of substantial technological support of model of intercultural competence developing and communicative competence in conditions of trilingualism.

Degree of a material that has been studied of the offered scientific research is determined that in modern domestic science theoretical-methodological and applied aspects of trilingual education are studied:

- with the characteristic of a modern language situation which causes set of historical and pedagogical prerequisites, theoretical base and social and pedagogical conditions of its formation;

- with the theory of polylingual education as which acts - with methodological ensuring trilingual education which is caused by the ethnolinguo-didactic approach representing set of the fundamental principles, specialized methods and specific means;

- with a regulatory framework of the organization of trilingual education which contains the Concept of trilingual education development in the Republic of Kazakhstan and some other program documents regulating process of trilingual education.

Works of overseas, Russian and domestic scientists are devoted to theoretical and practical problems of intercultural competence developing.

Are researched by the Russian scientists:

- problems of intercultural competence developing in training process – Parfyonova T.A., Tkachenko T. A., Pluzhnik I.L., Mureeva S.V., Sviridon R. A., Kapichnikova O. B.

- in the field of a multilingualism and a trilingualism – Amrakhova A. K.

Kazakhstani authors dealt with problems: Chaklikova A. T., Eshimbetova Z.

B., Demeuova A. M., Abdiyeva R. S., Kurmanbayev A. A., Omarova B. A., Serikbay B. F.

The foreign researchers who devoted works to questions of a cross-cultural and communicative competence: Margaret D. Bush, Nakayama T. K., Martin Yu.K., Kim Yu. Yu., Derdof D. K., etc.

Scientific novelty of a dissertation research are that in dissertation work:

- The theoretical-methodological bases of training a trilingualism in the conditions of foreign-language education on the basis of the analysis a trilingualism as cross-disciplinary category, competence-based and activity approaches are developed;

- The component structure of cross-cultural and communicative competence of conditions a trilingualism is determined;

- The educational and organizational format of trilingual education is developed (on the example of the higher school).

- Efficiency of implementation of substantial technological support of model of forming of cross-cultural and communicative competence of conditions a trilingual's is proved and is experimentally confirmed

The theoretical importance is determined:

- a contribution of this research to development of the scientific priority directions in a technique of foreign-language education;

- enriches the theory of cognitive and linguocultural methodology;

- in reasons for need of systematization and enhancement of standard and legal and scientific and methodical base of polylingual education.

Practical importance of a research:

- The main conclusions and provisions can be used in the course of teaching a technique of foreign-language education;

- In practice of foreign-language education when developing sociocultural,

linguocultural sub competences as components of cross-cultural and communicative competence;

- When holding seminars on mastering of cross-cultural and communicative competence in trilingualism surrounding.

Methodology of scientific research (the used methods and forms of scientific research, the comparative analysis of scientific approaches to scientific research).

The methodological base of a research is constituted: theoretical concepts of modern science of science: synergy, axiological; theory of integration of scientific knowledge; crosscultural theories of well-known researchers, etc.;

- set of methodological approaches and principles: system and activity, structurally functional, dialectic-logical, integrative and complete, cross-cultural and communicative, ethnopedagogical, ethno-linguo-didactic, semantic-functional, etc.

The main methods of a research are connected with specifics of an object of a research:

- among theoretical methods the analysis of scientific literature, meta-analysis, a modeling method, a method of sociological and pedagogical measurements, methods of systematization and generalization are important;

- empirical methods are prioritize: polling methods (questioning, testing, an interview), the direct and mediated, pedagogical observations.

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THE ACADEMIC WRITING COURSE AT A RUSSIAN UNIVERSITY: FACING THE CHALLENGES

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Background

Unlike reading or speaking, writing as a part of the foreign language communicative competence has been neglected for years in the Soviet-Russian tradition of teaching foreign languages. Those of us who graduated from teacher training institutes (universities) of foreign languages twenty or thirty years ago must remember that writing in English was largely confined to writing dictations, reproductions, or essays, as the only kind of creative writing. Graduates from teacher training universities of foreign languages leaving their universities were supplied with the knowledge that a good essay was the one which had a three part structure (introduction, main body, and conclusion); it was written logically, and it was free of grammar and lexical errors. The idea that writing was rather an art than a skill which could be successfully taught dominated both the teaching and the student communities. S.G. Ter-Minasova summarized the negative features which characterize the Soviet foreign language educational paradigm: formalism which hampers genuine communication, language courses which ignore the real needs of various groups of students, a marked trend towards teaching reading, while paying little attention to other language skills [1].

The algorithm of writing in Russian did not differ much from that one of writ-

ing in English. Course papers and later final papers were written in due time without any instructions being passed over to students on how the process of writing was actually being done. Information on the number of parts in a course paper or final paper, the content points to be highlighted in every part, major requirements for making references could be given by the subject teachers supervising your projects, but the problems arising in the process of writing and connected with it had to be resolved by the writers themselves. Being native speakers of Russian we understood that there were certain peculiarities of the Academic style of writing and that there were some conventions, which had to be taken into consideration while writing academic texts. They were applied to our writing the way they were understood to the best of our knowledge and abilities.

Later when confronted with the need to write our candidate of sciences dissertations, we discovered that the process of writing the post graduate thesis did not differ much from the previous attempts at writing academic texts. We were lucky if our scientific supervisor made an effort to correct our writing from the point of its conformity to the conventions of the academic style of writing or discussed with us the features of academic writing which could produce a positive impact on the target reader. Most of us learnt to write

though extensive reading of literature on our research topic and consciously or unconsciously copying the style of our predecessors, the danger being that that the latter might perpetuate continuous reproduction of pseudo-academic language chunks, which had little to do with the capacity to write efficient academic texts. Learning to write by imitating not always best examples of academic style of writing created a situation in which immature writers of academic texts took “academies” – pedantic, pretentious and often incomprehensible academic jargon - for an example to follow in their academic writing.

The problem of the low quality of Russian academic texts remains acute [2]. It appears to be deeply rooted mainly due to the absence of universally accepted standards for writing academic papers in Russian. The Russian academic discourse needs profound research of its linguistic foundations, so that conventions of Russian academic writing could be developed. [3]

When the course academic writing in English was introduced into the curricula of many Russian universities, many of us were confronted with the problem, which was formulated by one of our colleagues: “We have to teach to write well in English those students who have little or no idea about how to write well in their own native language” [4, p. 140].

The debate on academic writing and more generally on academic literacy of Russian students launched by the journal Higher Education in Russia in 2011 threw light on the most problematic areas in the sphere of teaching writing academic texts both in Russian and in English. It appeared that researchers of education in Russia don't even have a universally accepted system of terms to talk about various aspects of academic writing; the prevailing atmosphere at the majority of mass universities is not conducive to doing research or

writing about research; research competences of Russian students are significantly underdeveloped and generally speaking there is no systematic approach to teaching academic writing at Russian universities [5].

Case study

When we began teaching academic writing to students of Higher School of Economics three years ago we were faced with the majority of problems our colleagues had discussed in their articles and had a few more which were specific to our educational establishment. After the first year of teaching the subject to fourth year students of HSE at Nizhny Novgorod it was felt that there was an atmosphere of general discontent. The students were mostly dissatisfied with the volume and complexity of the material they had to process; they did not see how the knowledge that they had gained studying the subject could be used in their further personal and professional lives; and in many cases they felt that their work had been underappreciated by their teachers. The teachers' complaints mostly dealt with the low level of attainment of their students – despite all the effort they had put into trying to get the message across to their students, many of them still preferred to resort to translation of previously created in the Russian language texts with little regard to western conventions of the academic style of writing. Our colleagues felt that the texts that their students had produced proved to be inadequate to the time and effort spent on their preparation for the lessons and trying to deliver the materials to the students.

It became quite obvious at that time that the course needed a thorough rethinking. One of the ideas was that we could do it with the help of the introduction into the teaching process a specifically designed for the course textbook which must be tailored to the needs of the

particular group of students and teachers. The question was how to identify the needs of our students and how to specify the most problematic areas. It was also necessary to see if we had enough resources to implement our ideas into practice. In order to find answers to the last two questions it was decided to use the method of the SWOT analysis.

In this article we give a brief overview of the method used and show how the analysis results helped us to design the course syllabus and select the materials for the course textbook [6] which ultimately helped us cope with many of the problems we were confronted with during the first year of teaching academic writing in English to students of economics at HSE in Nizhny Novgorod.

The SWOT analysis

1. External factors

1.1. Threats

(1) Most teachers of English have little or no experience of creating their own academic texts in English. The idea that “writing is an art” still persist.

(2) Academic writing groups are at least twice as big than their English language counterparts. No time is allocated to teachers of academic writing for marking their students’ papers. The teaching load does not envisage any time spent on assessment. As a result neither close supervision of the students’ process of writing, nor more detailed evaluation of the their fragments of work are possible.

(3) Students have to write and submit their project proposals long before the actual research and the final paper are completed. It puts additional stress on the writer of academic texts. The time lag between deadlines for both papers can run up to 4 months.

1.2. Opportunities

The attitude to teaching writing is being changed. The Federal Educational

Standards of the third generation envisaged that school children now begin studying English when they are in the second form and in the first form if they go to specialized language schools [7]. While English as one of the exams of the Unified State Exam now belongs to the group of optional subjects, there are plans to make it one of the obligatory ones as for example, Mathematics or the Russian language are now. The English language as a part of the Unified State Exam treats writing in English as an equally important skill along with reading, speaking and listening. New generations of teachers realize the importance of teaching writing and they are equipped with the necessary techniques of how to do it effectively.

2. Internal factors

2.1. Weaknesses

(1) According to the results of the survey we conducted only from two to five percent of senior bachelor students are actively involved in research work and could be planning an academic career. A vast majority of students fail to see any practical application of academic skills, and, consequently, have a negative attitude to the subject and a low level of motivation for studying it.

(2) The Academic Writing group is a mixed level and ability group, while streaming is applied for other English groups at HSE in Nizhny Novgorod. Some of the students are likely to have a level of English which is hardly compatible with the complexity of the tasks they will have to solve.

(3) Despite a large number of textbooks on academic writing, most of them do not efficiently contribute to the achievement of the practical aim of the course - writing a project proposal in accordance with the international standards of writing academic texts. Most complaints that we heard from our students dealt either with the fact that the theory on

academic writing was difficult to comprehend because of the complex and highly specific language used by the authors of such books, or that while doing exercises they had to overcome a similar problem, as the texts they had to read were not relevant to their area of interest. Consequently a lot of time was spent on reading without getting results either in the form of knowledge obtained or skills acquired.

(4) The lexical area proved to be difficult, as this is the area where students found the biggest number of differences from what they have studied before. They found it confusing to deal with a large number of vocabulary units and their collocations from the sphere of their research area and also many of them complained that various features of the academic register presented difficulties for them as well.

2.2. Strengths

(1) Foreign languages have traditionally occupied a significant place in the curricula of all faculties of Higher School of Economics in Nizhny Novgorod. The length of the course and the number of contact hours in every year of study are traditionally bigger than those ones at other higher educational establishments in the Nizhny Novgorod region. In the course of studies at HSE fourth-year students have been exposed to a variety of «Englishes». By their fourth year at the university they have already studied General English, Academic English (preparation for IELTS) and Business English (English for Occupational Purposes).

(2) The Unified State Exam in a foreign language is a requirement for entry at HSE. The requirement to produce Unified State Exam results in English has attracted to HSE students whose level of English is seldom lower than B1, which is significantly higher than that one at other higher educational establishments where English exam results are not required. By the end of their second year of studies students

must achieve the level B2/C1 ("Common European Framework of Reference: Learning, Teaching, Assessment") [8]. The level they achieve determines the mark they get for the course, but it can't be lower than B2. Some of the lectures and seminars are delivered in English. Students may experience the practical need for writing academic texts.

Response to challenges

Having performed the SWOT analysis, which helped us to identify the major challenges posed by the introduction of the new subject into the university curriculum, we could come up with a number of solutions which enabled us to define the contents of the course syllabus and design course materials. Knowing the favorable and unfavorable factors which could facilitate or hamper the achievement of the objective, while designing the syllabus and course materials we attempted to rely on the former ones and to minimize the latter ones, seeing a tailored to the needs of our students' textbook as a solution to the majority of problem.

As the problem with the negative attitude, caused by the complexity of the subject, was among the most significant ones, it was necessary to minimize its impact on the students' motivation to study the subject by adopting efficient methods of teaching and by adopting the materials to our students' abilities. The answer to the problem could be a course textbook which clearly and coherently would lead both teachers and students through all the stages of academic writing: from preparation for writing to editing a finished text, providing extensive practice on every aspect of academic writing ultimately leading to the creation of the targeted academic text. This had to be a practical product-oriented course. Every task that was to be given to the students had to bring them closer to their target – successfully writing a project proposal of their

final paper.

The physical inability of teachers to supervise their students' writing continuously due to the absence of time allocated to the writing process supervision led to the necessity to design exercises aimed at teaching students to proofread and edit texts. After students had been taught the peculiarities of the academic style of writing and had been exposed to a number of model academic texts from their field of interest, they were given exercises where the students were requested to comment on how successfully the academic text had been written, and, if necessary, they were asked to make improvements to make the message more efficient. An assessment matrix specifying and explaining the features of academic writing their teachers were going to evaluate was provided to the students, so that they could use it for peer-editing and self-editing. When students became aware of the conventions of the academic style of writing and the importance of considering the target reader while writing, they could begin peer- and self - reviewing referring to the teacher for help when they needed it.

Another obstacle, which made writing difficult, was the fact, that the project proposal in English was to be the students' first attempt at writing a lengthy academic text in English which was time and energy consuming. Apart from that it had to be written before the final paper was completed. To respond to the challenge, the textbook provided students with information on how to organize their time. They were taught the basics of time management with reference to being involved in academic tasks. . They were given thorough explanations on how to write each part of the project proposal and the role of each part in the paper as a complete piece of writing was explained. In other words, students were given a comprehensive and comprehensible algorithm of working at every part; provided with support and en-

couragement throughout the period of writing. There were given guidelines for work which required concentration on a goal over a long period of time.

The general lack of research skills was responded to in the textbook by providing explanations of the algorithm of research work. Exercises helping students develop their basic and more advanced relevant for doing research analytical and critical skills were designed. Only relevant for students of economics authentic texts were selected.

The lack of enthusiasm connected with the fact that only few students would choose an academic career, while others viewed the subject as tedious and of little practical application, could be overcome through pointing to the sceptics how the skills obtained at the Academic Writing class could be used in their future careers. The parallels drawn between writing the project proposal and the final paper (the bachelor thesis) let the students see how writing the project proposal could improve the quality of their final paper.

The problem connected with the necessity to teach a difficult subject in English to mixed ability groups was solved by designing exercises for practicing various aspects of academic writing at different levels. The lexical approach, enabling teachers to introduce academic vocabulary in text chunks was found to be most efficient for introducing academic lexis to students whose level of English is low.

Many students found that reading about conventions and requirements of academic writing in English was fraught with difficulties, because many authors of textbooks on academic writing targeted either native speakers of English or were aimed at students whose areas of interest could range from physics to philology. As a consequence, our students had problems reading and understanding theory and instructions in such textbooks because of the difficult language and content. That is why

it was decided to use simple vocabulary and a clear style of writing while giving to our students explanations on the theory of academic writing in English. We chose a friendly and encouraging tone of narration, making an effort to establish rapport with the students who were reading the text we had written. Perhaps, another factor that contributed to the positive attitude of our students to the textbook was the realization that the textbook was specifically created for the students, and while reading the materials and analyzing them from the point of view of their conformity to the standards of academic writing they at the same time could develop their professional competence, the sample texts were relevant to their field of study.

Along with reading articles on economics in class, students had to compile their own reading lists, which formed the basis for their Literature reviews. While reading the articles they had to select academic vocabulary blocks and compile their own glossaries of terms from the articles they read for their project proposals. It helped them to build their own vocabulary trajectories which later proved to be invaluable for writing and presenting their project proposals.

Results

The feedback described in this article is based on 86 responses, given by last year fourth year students of the faculty of economics of HSE in Nizhny Novgorod who studied academic writing and who agreed to answer the questions of the questionnaire. The questionnaire aimed to measure the students' level of satisfaction with the course and to detect the remaining difficulties to be dealt with later.

The first question finds out how much our students had known about the conventions of the academic style of writing before they took the course and whether they found the materials presented in the textbook "Writing a Research

Proposal in English" sufficient for writing their papers. For the majority of students the rules of academic writing turned out to be complete terra incognita. 98 percent of respondents admitted to knowing nothing or very little about the rules of academic writing. 95 percent of students said that they did not need to use any additional materials for writing their project proposal, as the information provided by the textbook proved to be sufficient for the purpose. The remaining five percent commented that they needed to consult some dictionaries and grammar books for reference. They consulted the APA style manual when they needed some information on how use in-text citations and on how to compile reference lists as the information in the textbook did not cover citation for all possible types of source material.

Not always adequate translations of the students texts from Russian into English was one of the problem areas last year that is why we wanted to know what the actual process of writing was like after the introduction of our textbook which used the guided writing approach which we defined as "learning by doing". 72 percent of students followed the suggested procedure and kept writing their instructors recommended their project proposal part by part as it. The rough copies were later edited and corrected. 26 percent of respondents said that the most difficult parts either from the point of view of language or the content, were first written in Russian, and only then they were translated into English. 4 students found it easier to follow the more familiar to them algorithm: they first wrote their texts in Russian and then translated them into English. As the questionnaire was an anonymous one, we could not be sure about the reason for their doing it. We see it as either that the students' attendance of the lessons was not high enough for them to understand and follow the instructions, or that their low

level of English did not allow them to participate in class discussions and follow the recommended procedure effectively.

As in the first year of studying academic English most students saw little or no correspondence between their final papers in Russian and project proposals in English we were interested to know if the situation changed after the introduction of our textbook. It turned out that 98 % of all students who answered this question pointed out to both the papers' positive influence upon each other. Among the comments stressing the positive impact of the project proposals on their bachelor theses were: a considerable expansion of their reference lists in final papers due to the students' familiarity with the source material which was published in English. They also pointed out to the fact that they could get a better and more profound understanding of the topic researched. The project proposal helped the respondents understand the concept of the final paper and what each part meant in the framework of the academic work as a whole. They also felt the positive organizing influence of the course on their day to day routines. The necessity to come to the lesson every week and bring something that ultimately contributed to writing their project proposal, had a beneficiary influence on their bachelor theses as they had to get down to business significantly earlier than if they had done it if they didn't have to write their project proposals. The remaining two percent still blamed the time lag between the deadlines for submission dates for little connection between the two papers. "I lacked more research to be able to describe what I had meant to do to the best advantage"; "I don't know how to speak about anticipated results if the research hasn't been completed" – could illustrate the reasons why some respondents felt as if they were involved in doing two different jobs while working at their final paper and research proposal in English.

At the same time, commenting on the connection between their bachelor theses in Russian and project proposals in English many respondents pointed out to the relevant for writing their theses academic skills which they had acquired while writing their research proposals. Getting ready for and attending the lessons of academic writing course our students learnt how to organize their time, search for new materials, how to evaluate the sources, how to use a critical approach while dealing with materials from different sources, what criteria to use for making a decision about the reliability of a source for using it in a scientific work. Our respondents most frequently pointed out to the abilities they had either acquired or further developed in the course of studying academic writing: the ability to accumulate knowledge, the ability to synthesize and analyze information, the ability to build logical arguments. All of these are the components of the research competence. It was generally felt by the students that these skills and abilities will prove to be useful in their personal and professional lives. Among other useful acquisitions students also reported that their level of English had gone up significantly. One of the unexpected for us benefits of the course was that several students referred to psychological benefits they had obtained while studying academic writing. The successful completion of the course helped them to overcome the feeling of insecurity connected with the lack of self-confidence and it also helped them to overcome the fear of public speaking, as academic presentations were also a part the course. The acquisition of presentation skills was considered by many to be a valuable asset for their future careers. Several respondents believed that that the skills and knowledge obtained would make them more successful magistrates' students. One student even wrote that taking the course of academic writing was the most important argument

for her in favor of taking a post-graduate course.

The next question of the questionnaire aimed to reveal our students' emotional attitude to the course: "What do you feel finishing the course?" The dominant emotions were joy, pride and satisfaction. Some students even experienced a feeling of superiority over the students of other higher educational establishments of our city who did not have the subject of academic writing in their curricula. Seeing it as a "logical completion" of the course of English, they expressed regret, that their formal studying of English was over: "I feel satisfaction as everyone would after finishing serious work, but at the same time I sort of started missing English already", or "I am going to miss my English classes in the future".

The last question was: "Do you justify including the academic writing course into the fourth year curriculum of our university? What is your attitude to it?" The overall majority – 93% gave positive responses to the question. Seven percent of the respondents said that it would have been more useful if the course had been included into the curricula earlier – when they were in their first or second years of studies.

The question concerning the most difficult aspects of the course revealed that 62% of respondents found it quite easy; 22% of respondents found the vocabulary area to be the most difficult for them, 16% of students complained about the necessity to work under stress as they had to strain themselves to the limit trying to obtain research results for their projects proposals long before the deadline for their final papers was due.

Summary and conclusion

As the surveys of the students' opinions before and after the introduction of several important changes into the Academic Writing syllabus have shown, the

course can be made attractive to students despite a small number of those bachelor students who are planning to take up an academic career. Academic writing can be interesting even to the students for whom it is the first and only experience of creating their own academic text in English. The emotional reversal from mainly negative to almost universally positive attitude can be achieved if the difficulties and challenges which students experience while studying the course have been revealed and dealt with at the stage of selection of teaching materials and designing teaching techniques to be used in class. The SWOT analysis appears to be an efficient tool for the detection of difficulties and the evaluation of available resources in a particular educational environment when it is necessary to develop a new academic course which will meet the unique needs of all the participants of the educational process. Our experience of using the SWOT analysis proves that it can be successfully applied for educational purposes – namely for course and course materials design. The introduction into the teaching process a specifically designed for the course textbook which has been tailored to the needs of a particular group of teachers and students will raise the level of attractiveness of a difficult course and facilitate the attainment of the course goal saving time and effort both for teachers and students.

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THE INDICATORS OF THE CURRENT STATE AS THE TYPICAL CONTEXTS OF GENDER CONSTRUCTION

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Nowadays, use of the Internet as a new communication space stands an important place in people's lives, and the role of this sector in the process of communication tends to increase steadily. The invention and spreading of computer technology deeply affect the progress of information exchange, a variety of linguistic material in the Internet, people's attitude to the information. Besides the web-pages that can be found in Internet, emails, users' messages, text Instant Messaging, SMS (Short Messaging Service) messages, posts are stored here in chat rooms, blogs, virtual worlds. There is a growing number of linguistic information on the social networks like Facebook, MySpace, Hi5, Bebo, Badoo, My World etc. Every genre has different communication objectives, strategies and orientation. The transformation of the communication process structure in accordance with the technical features of the organization of virtual communication space causes a natural change of language means. The new trend in modern applied linguistics – Internet Linguistics – has been developed and it demands careful study in the current situation of modern language.

Topicality of article is defined by interest in the study of language functioning in cyberspace. N. Ahrenova defines Internet Linguistics as “the direction in linguistics that studies the functioning and development of natural human language in the global Internet space, studies a virtual linguistic individual's linguistic behavior in the course of communication that is realized by means of natural language in the electronic (digital) environment”. In addition, the scientist notes that the subject of Internet Linguistics study has been assigned. It is Internet communication that is

considered as “communicative interaction in a global computer Internet network accomplishing by users with different level of culture and education, notably it is the language functioning in the Internet space and the linguistic component of Internet communication. Today the most urgent problem is the description of any branch of linguistics with assistance of the cognitive school's achievements” [1, p. 25].

The extent of the scientific study of problem. Gender studies stand increasingly prominent place in many areas of the humanities. In book “Language Revolution” English linguist D. Crystal points out that one of the factors that has caused revolutionary changes in language, is the creation of the Internet [2, p. 64]. “Therefore, nowadays it is essential to study thoroughly all electronic linguistic communication's aspects including from the standpoint of gender analysis” [3, p. 12]. So gender aspects of Internet users' activities are the great interest for linguistics. E. Goroshcko considers that the impact of “gender component” in the online space occurs in two ways: “On the one hand, gender influences the social processes being implemented in the network and changes their characteristic, on the other hand, the intensification of society internationalization and information impacts gender as social construct. Someway it changes the structure of gender relations at first on the Internet and then in daily lives” [3, p. 13].

The object of study is the indicators of the current state considered as a special genre of Internet communication.

Subject of study is gender presentation of information in the indicators of the current state (status) from the standpoint of identification the specificity of lan-

guage representation of communicant's purpose in the context of the interaction between pragmatic and conceptual spheres of human activity.

The material of study is 260 status placed in English-language social network (Facebook) and extracted by the means of continuous sampling method.

Basic material. The social network as a service oriented towards users' Internet-mediated interpersonal communication that forms strong social bonds, has a special place in the virtual communication system. Social networks serve for the construction, reflection and organization of social relations and differ in growing popularity and involvement of people with various age and social status. They are "program services, platform for interaction between people in a group or groups. Social network is an interactive, multiuser website whose content is filled by the members of the network. Site is an automatic social environment that enables a group of users to be united by a common interest in communication" [4. p. 279].

Social networks are an open creative space generating new language forms and speech innovations for communication mediated by the Internet, and the modification of communication strategies and tactics of language person behavior occurs within it. It determines changes in the functioning of the units of the language system, the ratio between oral and written forms of speech, the emergence of new speech genres.

As opposed to the specialized and private forums or blogs, the social networks provide copious material for research that is very representative slice of modern communication sphere and provides a unique opportunity to compose an integrated verbal portrait of Internet user. As one of the leading forms of communication on the Internet, social networks are deprived of anonymity; on the contrary, communication in social networks is

communication with a certain person that is a close friend, relative and acquaintance. Therefore, material of communication on social networks can significantly supplement the existing text expression and perception of the gender component. It is unreal to perform on basis of blogs material since there are no clear criteria to ascertain the sex of the author of a universal text, and so it is impossible to define his/her gender role entirely correctly.

Following the definition offered by E. Gritsenko, the linguistic construction of gender is considered in the study as "cognitive activity with implicative inferential character. It is based on the correlation of linguistic forms/signals with gender notions (associations, stereotypes, ideals etc) that are the part of the universe of cultural representatives' common meanings. Language plays a double role in this process, namely: the unconscious background that fixes gender stereotypes, ideals and values, and instrument that enables to (re)product gender meanings in social practice" [5].

The purpose of this article is to describe the indicators of the current state (status) on the social network in a light of the language functions. Status is a terse virtual public message on the social networks that functions as brief "title" denoting information regarded as important by user and that can be viewed and commented by anyone or a small group of individuals chosen by the user. Statuses reflect user's social cultural values and along with the social networks associate's commentaries, form the cultural and pragmatic potential of the social network texts in general.

This study deals with the communicative functions of language. There are several classifications of communicative functions. A significant part of scientists marks out the functions which are related to the exchange of information, interaction and perception of other people.

V. Panferov observes six functions of language:

1. Communication function. In the course of communication people interaction at the individual group and social level is carried out by means of this function. Communication function also serves for social integration of people in various forms of communities.

2. Information function. In the course of communication the practical experience of people is accumulated and information is handed over from one person to another. Information function realizes in unity with the communication one. According to the objectives, the information can be generally divided into informative, regulatory and emotional.

3. Cognitive function. Cognitive functions manifests in cognitive process. This function realizes more fully when there is mutual understanding between participants of communication. In general, relationships that are established between people depend on the content mutual interpretation. Cognitive function associates with emotive one.

4. Emotive function. Emotional relationships define the psychological background of interaction, delight or sorrow, they are the highest value, purpose and meaning of life for many people.

5. Connotative function. Coordination of partners' interaction in communication is executed by means of the interchange with thoughts and feelings.

6. Creative (conative) functions. They focus upon the people transformation in the communication process, upon change and education of the person. This purpose is realized by special mechanisms of mental activity that contribute to the partners' mutual influence. These mechanisms include: imitation, emotional contagion, suggestion, persuasion. The changes in attitudes, behavior and personality qualities result from them [6, p. 368-369].

In consequence of diversity of the

social network users, communicative purposes are quite manifold. The analysis of the social network users' statuses has revealed the language functions performing by these statuses, as well as communication intentions implemented by users, namely:

1. Pragmatic function (the formulation of communication purposes and communicant's illocutionary intentions). The purpose of this function is mutual understanding and coordination in cooperative activity; it provides regulation the behavior and activities of participants in communication, coordination their interaction. Examples:

– male: *people are often unreasonable, illogical and self centered; forgive them anyway. If you are kind, people may accuse you of selfish, ulterior motives; be kind anyway. If you are successful, you will win some false friends and some true enemies; succeed anyway. If you are honest and frank, people may cheat you; be honest and frank anyway. What you spend years building, someone could destroy overnight; build anyway. If you find serenity and happiness, they may be jealous; be happy anyway. The good you do today, people will often forget tomorrow; do good anyway. Give the world the best you have, and it may never be enough;*

– female: *a relationship is kept strong by arguments or torn apart by them. The choice is not to forgive afterwards, but to move on; life is too short to waste your time trying to get people to like, love or care for you. If they can't love you for you, then it's their loss; sometimes you have to be strong for yourself. You have to know that you're good person and a good friend. What's meant to be will end up good and what's not – won't. Love is worth fighting for sometimes you can't be the one fighting. At times, people need to fight for you. If they don't, you just have to move on and realize what you gave them was more than they were willing to give*

you. Hopefully, people realize great things when they come around and don't lose something real. Always fight, until you can't anymore, and then be fought for; sometimes the only thing people see is what you did when in fact they should be looking at why you did it.!!; I don't expect much, but I do expect people to follow through on their word. Don't make promises you have no intention of keeping; Sometimes, the walls we build up around us aren't necessarily there to keep people out, but to see who cares enough and who's worthy enough to break them down;

2. Cognitive-pragmatic function.

The purpose of this function is self-presentation, image-making, formulation stand in life. Examples:

– male: *has been looking for something to do all night, but somehow always ends up right back on Facebook with nothing to do but refresh the page for new posts; everything you do, do out of sincerity, or the benefit of the action is lost; sometimes I find the anticipation of a feeling, or the idea of a feeling, more appealing than the feeling itself. This seems odd to me; standing alone doesn't mean I am alone. It means I'm strong enough to handle things all by myself; Is dropping the fake smile and laugh, no I'm not okay and no I don't want to do anything about it I am perfectly happy with being alone unhappy and imperfect; It's not that I didn't matter to you...it's that I didn't matter enough – and now it doesn't matter to me; I can forgive at a certain point. I can forget at a certain point. but I still have to let go... at a certain point; I am who I am today because of the choices I made yesterday; I think it's good for a person to spend time alone. It gives them an opportunity to discover who they are and to figure out why they are always alone;*

– female: *I have a therapist. Her name is music; I am not spending another day doing something that doesn't make me happy or changing in a way that doesn't*

make me a better person. I will live my life to the fullest as God intended; I am powerful! Whatever I set my mind on having, I will have. Whatever I decide to be, I will be. The evidence is all around me. The power of my Will has brought me precisely to where I am right now. I have made the choices. I have held the thoughts. I have taken the actions to create my current reality. And I have the power to change it into whatever I want it to be. With the choices I make, I am constantly fulfilling the vision I have for my life. If that does not seem to be the case – then I am deceiving myself about what I really want. Because what I really, truly want, I will get! What I truly wanted in the past, I already have. If I want to build a billion-dollar business, I will take the actions necessary to do it. If I want to sit comfortably watching TV night after night – I will take the actions necessary for that. Don't be disappointed in my results – they're just the outward manifestation of my priorities. I will be sure of what I truly want, because I am sure to get it.

3. Expressive function. Its purpose is to change own emotional experience and to urge the partner towards suitable emotional state. Examples:

– male: *we are the World!; Don't be fooled by social media. Those with hundreds of friends may be lonely in reality & the reverse could be true. Get a real life; Make this as one of your resolution for this year!!! Life is not about making others happy. Life is about sharing your happiness with others; Do not wait for extraordinary opportunities!! Seize common occasions and make them great!! Weak person wait for opportunities, strong make them!!*

– female: *Sometimes we make someone else our priority than those who really deserves it!; A sweeter smile, a brighter day, hope everything turns out great for you today!!; so many thing to do but don't have a lot of time in the day why do we*

only get 24 hours??; Don't believe what they say! It exists! I've seen it! The bottom of the washing basket is a truly beautiful sight to behold!; I am going to clean today, I am going to clean today. Maybe if I say it enough I will believe it! Lol!; why are all cleaning products named things like... Mr sheen, Mr muscle, Henry, when its the women who do the cleaning??; Yes!! I know you are special!!

4. Information function. Its purpose is messaging. Messaging by using means of communication is the process of communication itself. Examples:

– male: *information is just bits of data. Knowledge is putting them together. Wisdom is transcending them; most of our problems are because we act without thinking or we keep thinking without acting; at some point there will be more dead people with accounts still open on Facebook than people who are alive; the most important thing about travelling is that you learn about yourself; your life improves only by the amount 'You improve others' lives'; No one has ever made himself great by showing how small someone else is; I think the scariest thing in this world is you never know someone's true intentions with you; Sometimes its not the strength but gentleness that cracks the hardest shells; the future belongs to those who believe in the beauty of their dreams; sometimes you don't realize your own strength until you come face to face with your greatest weakness; life is too short to keep your feelings inside; the difference between can and cannot are only three letters. Three letters that determine your life's direction;*

– female: *a relationship is kept strong by arguments or torn apart by them. The choice is not to forgive afterwards, but to move on; listening to the rain on your window, in the darkest night, when you're tucked up in bed, in the candle light...this is what life's about; The greatest challenge in life is discovering*

who you are. The second greatest is being happy with what you find !!; Life is too short to waste your time trying to get people to like, love or care for you. If they can't love you for you, then it's their loss; Without pressure and heat there would be no diamonds. It's how you cope with life's difficult situations that determine how bright you shine; the more you realize that life is a struggle, the less you'll struggle in life; whatever you do, good or bad, people will always have something negative to say about you and that's life; life is an option until you make it your highest priority.

5. The influential function. Its purpose is to change the partner's state, behavior, consciousness. Examples:

– male: *smile now .. cry never ...; if you don't do it, someone else will; Thank God for your life tonight. For your health, your family, or your home. Many people don't have these things; if you desire to make a difference in the world, you must be different from the world; the moment you give up is the moment you let someone else win; it's never too late to start over. If you weren't happy with yesterday, try something different today. Don't stay stuck. Do better; whatever makes you mad, leave it. Whatever makes you smile, keep it; remember, you are constantly in the act of creating yourself. You are in every moment deciding who and what you are; don't let someone else's opinion of you become your reality; don't say "I can't because I'm weak". Say "I may be weak, but I'm strong with God"; be good to people for no reason; pray more, worry less; never let your fear decide your future; TODAY will never come again... Be a blessing. Be a friend. TAKE TIME TO CARE;*

– female: *Focus your mind on the things that are beautiful. Life is too short to be wasted on worries. Think of the solution and not of the problem. And remain good even if others are not. Smile!; When*

you want to enjoy life, think today as your life's First day. When you want to achieve something in life, think today as your life's Last day; remember: LIFE is so full of drama, secrets, and lies... So when you get screwed over, don't act surprised; I have learned that the ones that say they will always stay in touch, don't. The ones that say they are busy and will call you back, seldom do. The ones that say they will always be there, are usually gone. The one person you can always count on is yourself. So believe in yourself, keep your head held high and your dreams in your sight. It's up to you what you make out of life.

6. The function of establishing relations. Its purpose is to ascertain and establish proper place in the system of social relations; to define requirements for communication partners, to block unwanted contacts. Examples:

– male: *What about some of the sad useless bastards who seem to plague my life? They wake up every morning but don't seem to have a life of their own so they keep interfering in mine!; finger on the trigger; says ; I really need to have a lot more of those nights they can barely remember, with people they will never forget ... and soon DAMN IT!; People ask me how I get through my day so Care Free, dealing with so many Assholes?? I tell them I'm G.H.E.T.T.O – Get High Everyday To Tolerate Others!; we all wish we could always be happy, healthy and in harmony! But the real life situations make it such a daunting task! Those who are closest to you, they always have something to pick on you about and disturb the quiet of your mind; love is giving someone the power to destroy you... but trusting them not to; grant others the same Rights and Respect that you expect from them; how beautiful to find a heart that loves you, without asking you for anything, but to be okay; You might not need me today...maybe not tomorrow...and maybe not ever, but if ever you feel sad and alone,*

remember I'm here for you, my friends; every time I look around I see people that have someone to hold and love and then I think to myself will I ever have someone for me to love and to hold; Know me without Fear. Trust me without Wondering. Love me without Restrictions. Want me without Demand. Accept me for who I am!;

– female: *you know you have a good man, when they looks at you with stars in their eyes and sees how beautiful you are, even when your a hot mess and now you look like crap!; wanted: Real Man! Must have job, license, car, own place and knows how to treat a woman; If this is you, leave your name, number and a picture; Don't let others define you for who you are. Dare to be different. Embrace it. Being different is part of life. So live it; take responsibility for your actions, for your choices because no matter who you blame, your the one who has to live them; I learned not to trust everyone I call my friend ever since I gave my best friends a second chance. I learned you don't always get what you want when I expected something precious from my parents for my birthday. I learned that not everything is true when my parents told me they were not getting separated. I learned that love is not always true when I told her that I loved her and she stays quiet and turns away, and people don't always mean it. I learned that life is not about the mistakes that you make, but about the number of times you tried to correct them. I learned that falling in love isn't the hardest thing to do, but finding the right person is. I learned that a friend is easy to make, but trusting one is not. I learned to do everything I can to make a difference, no matter how insignificant it is to the world, because I know that I did something.*

Conclusions. Thus, the indicators of the current state execute the following functions: pragmatic, cognitive-pragmatic, expressive, informational, influential,

function of establishing relations. The ratio of number of statuses from the aspect of functions performed in them is:

– male statuses – 5% 7% 6% 43% 7% 32%;

– female statuses – 8% 12% 6% 52% 13% 9%.

Responses were summarized in the Table 1:

The language functions executed by indicators of the current state and communicative intentions that are realized by users of social networks with the help of status.

The language functions	Communicative intentions that are realized by users of social networks with the help of status	Ratio (%)	
		male	female
1. Pragmatic	mutual understanding and coordination in cooperative activity; it allows of regulation the behavior and activities of participants in communication, coordination their interaction	5	6
2. Cognitive-pragmatic	self-presentation, image-making, formulation stand in life	7	12
3. Expressive	to change own emotional experience and to urge the partner towards suitable emotional state	6	9
4. Information	messaging (interchange of information, opinions, solutions, intentions, emotional state etc)	43	52
5. Influential	to change the partner's state, behavior, consciousness	32	12
6. The function of establishing relations	to ascertain and establish proper place in the system of social relations; to define requirements for communication partners, to block unwanted contacts	7	9

The research results have demonstrated that the most important objectives of women as social networking users are “to provide information”, “to share an interesting reference or quote”, “to describe the situation, the current state of things”. These purposes are realized by the means of an information language function performing by statuses. They orient the recipient in the world of events and people, and contribute to the creation of cognitive structure of beliefs values and attitudes. Men’s priorities are to stimulate communication partner’s activity that urges to perform certain actions. These purposes are realized by the means of the influential language function.

Actualization of consideration for the communication partner’s cognitive side that reveals in women’s statuses

should also be noted. This manifests itself mainly in the cognitive-pragmatic and expressive language functions. It is necessary to prevent possible misunderstanding and serves to accurate information if the author puts in the forefront not only the ability to think but to empathize. In this case, the author strives to find in a prospective partner for the communication someone with a similar opinion about the situation. Increased expressiveness rejects possible indifference to the perception of the problem.

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DISCOURSE AND TACTICS VARIETIES AS A DISPLAY OF SPEECH STRATEGIES COMMUNICATIVE FUNCTIONS (BASED ON O'HENRY'S SHORT STORIES)

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Modern scientists show keen interest in the pragmatic area of communication. Scientists attempts to make a better research of communication motives and at the same time to study the most mysterious part of human's existence – his consciousness, cognition, thinking make pragmatic verbal behaviour studying vital. Putting a certain communicative function in the speech, a man uses some discursive strategies to influence the opponent. Scientists analyze speech influence from different angles: author's style (O. Herasimenko, O. Hnizdechko), from the angle of communicative strategies and tactics as a means of speech influence (I. Morozova, I. Yushkovets), contemporaneity angle (O. Dmytruk, O. Fadeeva). Researches were mostly conducted from communicative strategy's studying angle or as a separate study of communicative functions. However, specifically communicative functions together with discursive strategies influence speakers' discourse type choice. The aim of our research is generalization of English-speaking society discourse typology in a certain historical period, the end of XIX - beginning of XX century in particular. The tasks of research are as fol-

lows: analysis of communicative functions and discursive strategies / tactics influence on discourse type choice, description of basic discourse types of English-speaking society according to characters speech in O. Henry's novelettes.

Discursive strategies are selected by the speaker both consciously and unconsciously, depending on a certain criterion, such as speaker's social communicative status, communication location and circumstances, intention of speech cooperation and type of lingual identity. The same discursive strategy can be inherent to few types of lingual identity according to the degree of rhetorical norms observance in the English-speaking society [1, p. 7]. For instance, politeness strategy can be used by authoritarian, as well as non-authoritarian type [2, p. 12-13], however the usage of the same strategy by different types of lingual identity differs in choice of tactics, aiming certain illocutionary goal achievement.

Analyzing characters' speech in O'Henry's short stories, we take into account that their means of discursive strategy expression represent speech cooperation functions [3, p. 78], that include:

a) factual information exchange between speakers; b) speech contact support between them; c) self-expression and self-affirmation; d) emotional relief through disagreement; e) disrespectful reaction to events; f) exaggerated sensitiveness of one of the speakers; g) exposure of differences in communicants values; h) restraint and suppression of judgments.

Depending on the dominance of one of the above mentioned functions in the participants' speech in a specific dialogue, characters discourse in O'Henry's novellettes can accordingly be divided into: a) informative; b) phatic; c) affective (or highly emotional); d) invective; e) rationally-heuristic; f) courtly; g) negatively categorical and h) restrained.

The *informative discourse* example is a conversation between the thief, who pretends to be shepherd Percival Saint Clair, and scout, who is after him:

– *There's a train-robber called Black Bill supposed to be somewhere in these parts, – says the scout. – Have you seen or heard of any strangers around here during the past month?*

– *I have not ... except a report of one over at the Mexican quarters of Loomis' ranch, on the Frio.*

– *What do you know about him?, – asks the deputy.*

– *He's three days old.*

– *What kind of a looking man is the man you work for?*

– *Oh ... a big, fat kind of a Dutchman with long whiskers and blue specs [15, p. 121-122].*

Saint Clair reports only objective facts to the scout. He uses informative strategy (*he's three days old; a big, fat kind of Dutchman with long whiskers and blue specs*). His answer does not contain subjective appraisals and does not induce an interlocutor to any actions. At the same time the scout confines himself to query of facts and information (*have you seen or heard of any strangers around here ... ?*

what kind of a looking man is the man you work for?).

Depiction of Miss Bates and her old friend meeting after vacation is illustrated by *phatic discourse*. Such dialogue was aimed to establish and support speech contact between opponents:

– *Well, Man, how are the stories coming?, – said the woman.*

– *Pretty regularly, – said I, – About equal to their going.*

– *I'm sorry, – said Miss Bates. – Good typewriting is the main thing in a story. You've missed me, haven't you?*

– *But you've been away, too. I saw a package of peppermint-pepsin in your place the other day.*

– *I was going to tell you about it if you hadn't interrupted me [11, p. 532].*

As we see, friends try to create the positive atmosphere of meeting, sticking to a principle of speech politeness. A woman politely asks about her friend's life (*well, man, how are the stories coming?*). The man, in turn, displays anxiety about Miss Bates, demonstrating interest to her vocation (*but you've been away, too. I saw a package of peppermint-pepsin in your place the other day*).

The main point of *affective discourse* is for the speaker to increase his/her own significance. As for example we can observe the fragment of Mrs. Avery's monologue, when she was requested by men to assist in getting a job as a sheriff:

You might have had it the next day, boys. I hadn't the slightest trouble in getting it. I just asked for it Now, I'd like to talk to you a while, but I'm awfully busy, and I know you'll excuse me. I've got an Ambassadorship, two Consulates and a dozen other minor applications to look after. I can hardly find time to sleep at all. You'll give my compliments to Mr. Humble when you get home, of course [14, p. 203].

Mrs. Avery with satisfaction talks

about the easiness of the matter done by her (*I hadn't the slightest trouble in getting it*) and focuses attention on the meaningfulness and her necessity for society (*I've got an Ambassadorship, two Consulates and a dozen other minor applications to look after*). She ignores the rules of conduct set in society. Such verbal behaviour is specific feature of affective speech co-operation [4, p. 226]. Also Mrs. Avery emphasizes her own busyness (*I can hardly find time to sleep at all*). With the help of such behaviour she tries to increase her social status, and thus, the communicative status. All the above mentioned facts give us the ground to view character's verbal behaviour as display of self-affirmation.

Invective discourse is directed towards emotional relief of lingual identity through disagreement. It can be illustrated by the dialogue between Sam Liverpool, his friend and reverend Pendergast, when the reverend saw them in misery. Let's analyze this abstract:

– *It is indeed sad, – says Pendergast, – to see you in such circumstances.*

– *Cut' art of that out, old party, – says Liverpool. – Cawn't you tell a member, of the British upper classes when you see one?*

– *Shut up, – I told Liverpool*

– *Here is two dollars, – says Pendergast, digging up two Chili silver wheels*

– *Shall we eat?, – I asks.*

– *Oh, 'ell!, – says Liverpool. – What's money for? [9, p. 276-277].*

Deprived life forces the characters to voice their feelings in rough expressions (*Cut'art of that out, old party; shut up*), that helps their emotional relaxation.

The example of **rationaly-heuristic discourse** is a fragment of conversations between Jackson Bird and Judson Odom, where the last accuses the interlocutor of flirting with his girlfriend:

– *Miss Willella, – says I, – don't*

ever want any nest made out of sheep's wool Now, are you going to quit, or do you wish for to gallop up against this Dead-Mora Certainty attachment to my name

Jackson Bird flushed up some, and then he laughed.

– *Why, Mr. Judson, – says he, – you've got the wrong idea. I've called on Miss Learight a few times; but ... my object is purely a gastronomical one. Eating – that's all the pleasure I get out of sheep raising. Mr. Judson, did you ever taste the pancakes that Miss Learight makes? I'd give two years of my life to get the recipe for making pancakes. That's what I went to see Miss Learight for [17, p. 49].*

Jackson Bird chooses an artificial smile and ironical, but clever lie for the sake of his own acquittal (*did you ever taste the pancakes that Miss Learight makes? I'd give two years of my life to get the recipe for making pancakes*). Such verbal behaviour is based on common sense and moderateness of hero's character. The extreme reaction of such conduct is the use of irony in expressions.

Courtly discourse is directed to touch the feelings of speech opponent. So, for example, Ada Lowery's speech is aimed to get help in the search of her beloved husband:

I guess I'm a terrible hayseed ..., – she said, between her little gulps and sighs, – but I can't help it. G-George Brown and I were sweethearts since he was eight and I was five. When he was nineteen he left Greenburg and went to the city. He was going to be a policeman. But I never heard from him any more. And I... I liked him.

Another flow of tears seemed imminent ... [8, p. 148].

In the fragment we observe the woman, trying to convince her interlocutors in her despair by means of tears (*George Brown and I were sweethearts since he was eight and of I was five; he ...*

went to the city), at the same time using dramatic expressions (*I never heard from him any more; and I... I liked him*). Courtly discourse is distinguished by the refined sensitiveness and, as an extreme display, by emotional outbursts through tears.

The essence of *negatively categorical* verbal behaviour is the establishment of one dominant point of view among speakers. It can be illustrated by a fragment of conversation between criminals Bob Tidball and Shark Dodson. The last intends to leave his friend and escape from the police:

– *Stop your funnin'*, – said Bob, with a grin. – *We got to be hittin' the breeze.*

– *Set still*, – said Shark. – *You ain't go in' to hit breeze, Bob. I hate to tell you, but there ain't any chance for but one of us. Bolivar, he's plenty tired, and he can't carry double* [18, p. 210].

Shark Dodson for the sake of his own rescue chooses hard discursive strategy that is realized by means of directives (*stop your funn in'*; *set still*) and injunctive (*you ain't goin' to hit breeze; there ain't any chance for but one of us*). The illocutionary aim of using them is the achievement of absolute consent with the offered solution by both speakers.

The main point of *restrained discourse* is suppression of own judgment, offenses and emotions. It can be depicted in the fragment of conversation between Mr. Dodson and his employee Peabody:

– *Ahem! Peabody*, – said Dodson, blinking. – *I must have fallen asleep. I had a most remarkable dream. What is it, Peabody?*

– *Mr. Williams, sir, of Tracy & Williams, is outside.*

– *Yes, I remember. What is X. Y. Z. quoted at to-day, Peabody?*

– *One eighty-five, sir* [18, p. 211].

Peabody gives the restrained elliptic answers (*Mr. Williams, sir ... is outside; one eighty-five, sir*), without any addi-

tional phrases or expressing any opinion, providing bare facts.

Each of the considered discourse types is the result of embodiment in speech the corresponding discursive strategy. In the course of speech material analysis according to the kind of used discourse type by characters in O'Henry's novelettes, we distinguished the following discursive strategies: a) informing; b) politeness; c) categorical disagreement; d) suppression; e) affective; f) rationally-heuristic; g) courtly and h) invective strategy.

There are some more types of discursive strategies and tactics portrayed in O. Henry's novelettes. The strategy of compulsion if one of them. The **strategy of compulsion** is the set of speech actions, aimed to force another person for accepting his/her estimations or judgements. Among the strategy of compulsion we distinguished the following discursive tactics: a) threat; b) order; c) hurt pride.

The discursive **tactic of threat** can be depicted in the next fragment:

– *Give back the money*, – said he, – *or I'll have the cop after you for false pretenses* [5, p. 695].

As we see, Billy Bowers understood instantly that he gave money to the wrong man. Therefore without emotions and clearly understanding a situation he calmly expresses his desires (*give back the money*). To force the opponent for fulfilling his requirements immediately, a man uses threats (*or of I'll of have the cop after you for false pretenses*). In such way the speaker gives his opponent no choice and creates the visibility of hopeless situation.

The discursive **tactic of order** can be illustrated by a fragment of conversation between the editor of New York newspaper "Enterprise" and young reporter Vesey:

Vesey sat down on a table corner and began to whistle softly, frowning at the cablegram.

– *Let's have it.* – said the m. e. – We've got to get to work on it.

– *I believe I've got a line on it,* – said Vesey. – *Give me ten minutes.* [6, p. 651].

The m.e. is furious because nobody can decipher the code, sent by the special correspondent Calloway. Young reporter Vesey volunteers to help. That is the reason for the m.e. to be much more furious. To increase his self-respect and to abase his inferior Vesey, the editor uses the tactic of order (*Let's have it... We've got to get to work on it*). Usually such tactics are used by authoritarian types of language personality to praise their own professionalism rather than other people competence.

The discursive **tactic of hurt pride** is directed to pique the opponent by unpleasant words. So, for example, Miss Lydia's speech is aimed to change her father's mind by hurting his pride:

At last Miss Lydia turned and looked at the major. His thin nostrils were working like the gills of a fish. He laid both shaking hands upon the arms of his chair to rise.

– We will go, Lydia, he said chokingly. – This is an abominable -- desecration.

Before he could rise, she pulled him back into his seat.

– We will stay it out, – she declared. – Do you want to advertise the copy by exhibiting the original coat?

So they remained to the end [10, p. 471].

Being very furious, major Pendleton Talbot argues his decision (*This is an abominable – desecration*) and insists on leaving the performance (*We will go, Lydia*). But young lady objects categorically (*We will stay it out*). Miss Talbot uses tactic of hurt pride to force his father to stay (*Do you want to advertise the copy by exhibiting the original coat*) and piques his ambitions as a military man.

The discursive tactic of hurt pride is

mostly used by women rather than men. But speech of young women differs from the speech of old women. Young ladies convince their opponents and try to change the theme of conversation immediately. They are afraid that the opponent can change his mind. Older women are fully confident of their life experience and their authority. They are sure that speech opponents would accept everything as true statements. Sometimes they even can make up something unbelievable:

One of the women, wrapped in a striped blanket, saw me pick up one of the stockings that was pretty chunky and heavy about the toe, and she snapped out:

– That's mine, sir. You're not in the business of robbing women, are you?

Now, as this was our first hold-up, we hadn't agreed upon any code of ethics, so I hardly knew what to answer. But, anyway, I replied:

– *Well, not as a specialty. If this contains your personal property you can have it back.*

– It just does, – she declared eagerly, and reached out her hand for it.

– You'll excuse my taking a look at the contents, – I said, holding the stocking up by the toe. Out dumped a big gent's gold watch, worth two hundred, a gent's leather pocket-book that we afterward found to contain six hundred dollars, a 32-calibre revolver; and the only thing of the lot that could have been a lady's personal property was a silver bracelet worth about fifty cents [7, p. 432].

During the robbery, the robber tries to take away the stocking with jewelry. Furious lady is outraged (*That's mine, sir*) and uses the tactic of hurt pride (*You're not in the business of robbing women, are you?*). Really, even if he a rubber, he is still a man. No one man would deny if a woman says he is a gentleman. The lady defends her words (*It just does*), knowing there are jewelries of all her family (*Out dumped a big gent's gold watch, worth*

two hundred, a gent's leather pocket-book that we afterward found to contain six hundred dollars, a 32-calibre revolver; and the only thing of the lot that could have been a lady's personal property was a silver bracelet worth about fifty cents). Such tactic is aimed for opponent manipulation.

One more specific discursive strategy was portrayed in O. Henry's novellettes. It is the **strategy of self-affirmation**, that is a set of speech actions, aimed to increase self-significance. Usually such strategy is made by other people neglect [1, c. 14-19]. Among the strategy of self-affirmation we distinguished the following discursive tactics: a) bragging; b) contempt; c) intimidation; d) denunciation; e) irony.

The discursive **tactic of bragging** can be depicted in the next fragment:

– *I've got the hall-room two flights up above yours*, – said Rosalie, – *but I came straight to see you before going up. I didn't know you were here till they told me.*

– *I've been in since the last of April*, – said Lynnette. – *And I'm going on the road with a 'Fatal Inheritance' company. We open next week in Elizabeth* [16, p. 633].

Miss Lynnette D'Armande tells her friend Rosalie about her achievements (*I've got the hall-room two flights up above yours*). Miss Rosalie Ray has no possibility to say the same about herself. That is why she makes up unbelievable and untrue events and uses tactic of bragging (*And I'm going on the road with a 'Fatal Inheritance' company. We open next week in Elizabeth*).

But we should note that female using the bragging tactic has a peculiarity. Usually women overdraw the events to increase their self-significance. The difference between male and female bragging tactic using is that men do not make up events. They tell about real life events.

The **bragging tactic** and **contempt tactic** example is a conversation between friends Idaho and Sandy. Being captured by snowstorm in somebody's house, they found books. Idaho Green took "The Rubáiyát" of Omar Khayyám. Sanderson Pratt took "Herkimer's Handbook of Indispensable Information":

– *I put it to you straight, Sandy, – says Idaho, – it's a poem book by Homer KM. I couldn't get colour out of it at first, but there's a vein if you follow it up. I wouldn't have missed this book for a pair of red blankets.*

– *You are welcome to it. What I want is a disinterested statement of facts for the mind to work on, and that's what I seem to find in the book I've drawn.*

– *What you've sot, – says Idaho, – is statistics, the lowest grade of information that exists. They 'llpoison your mind* [13, p. 105].

As we see, Idaho uses bragging tactic to notice on his own adroitness and eruditing (*I couldn't 't get colour out of it at first, but there's a vein if you follow it up*). The man boasts of real events, not made up. At the same time the man uses contempt tactic, aimed to increase self-respect by humiliation of opponent's taste (*what you've got ... is statistics, the lowest grade of information that exists; they'll poison you mind*).

The conversation between the young lady and unknown man is illustrated by **tactics of denunciation**:

– *I had my eye on you yesterday. Didn't know somebody was bowled over by those pretty lamps of yours, did you, honeysuckle?*

– *Whoever you are, – said the girl, in icy tones, – you must remember that I am a lady. I will excuse the remark you have just made because the mistake was, doubtless, not an unnatural one – in your circle. I asked to sit down; if the invitation must constitute me your honeysuckle, consider it withdrawn* [20, p. 46].

The young woman has overestimated self-rating (*I am a lady*). Her interlocutor has lower social status. That is why she does not consider the man as a high status gentleman and reproves him because of his low cultural level, using denunciation tactic (*I asked you to sit down; if the invitation must constitute me your honeysuckle, consider it withdrawn*). She increases her own self-respect by her opponent's humiliation (*I will excuse the remark you have just made ..., the mistake was ... not an unnatural one - in your circle*).

Male tactic of denunciation has a peculiarity. Usually men do not have overestimated self-rating. That is why they do not perceive the words so sharply and their verbal denunciation have mostly ironical manner:

Suddenly the dog stopped. A tall, brown, long-coated, wide-brimmed man stood like a Colossus blocking the sidewalk and declaring:

– Well, I'm a son of a gun!

– *Jim Berry!* – *breathed the dogman, with exclamation points in his voice.*

– *Sam Telfair,* – *cried Wide-Brim again,* – *you ding-basted old willy-walloo, give us your hoof!*

Their hands clasped in the brief, tight greeting of the West that is death to the hand-shake microbe.

– *You old fat rascal!* – *continued Wide-Brim, with a wrinkled brown smile;* – *it's been five years since I seen you. I been in this town a week, but you can't find nobody in such a place. Well, you dinged old married man, how are they coming?* [19, p. 439].

As we see, during the meeting with old friend Sam Telfair, Jim Berry uses the tactic of denunciation (*it's been five years since I seen you. I been in this town a week, but you can't find nobody in such a place*), accusing his of that he did not find him earlier. It was used to shift responsibility on his friend. To make a

feeling of his friend's real blame, mister Berry uses ironical phrases (*You old fat rascal! ... Well, I'm a son of a gun!*).

The discursive **tactic of intimidation** can be depicted in the next fragment:

– *Tommy, has the Kid been around to-day?*

– *Why, no, Miss Lizzie, I haven't saw him to-day.*

– *I'm lookin' for 'm,* – *said Liz,* – *It's got to me that he says he'll take Annie Karlson to the dance. Let him. The pink-eyed white rat! I'm lookin' for 'm. You know me, Tommy. Two years me and the Kid's been engaged. Look at the ring. Let him take her to dance. What 'III do? I'll cut his heart out* [12, p. 176].

Miss Lizzie gets to know about her fiancé's lover (*it's got to me that he says he'll take Annie Karlson to the dance*). To show the power over Tommy, she uses tactic of intimidation (*what I'll do? I'll cut his heart out*).

Using of **irony tactic** is a typical feature of O'Henry's author style:

– *Afternoon! You now ride with a equestrian who is commonly called Dead-Moral-Certainty Judson, on account of the way I shoot. When I want a stranger to know me I always introduce myself before the draw, for I never did like to shake hands with ghosts.*

– *Ah,* – *says he, just like that,* – *Ah, I'm glad to know you, Mr. Judson* [17, p. 33].

One of cowboys Dead-Moral-Certainty Judson tells about his achievements (*you now ride with an equestrian who is commonly called Dead-Moral-Certainty Judson, on account of the way I shoot*). To increases his own self-respect and gumption he uses irony tactic (*when I want a stranger to know me I always introduce myself before the draw, for I never did like to shake hands with ghosts*).

It is necessary to mention that hardly any of discourse or strategy types is repre-

sented in “a pure form”. For example, discourse without any informing filling or emotionally evaluation colouring, as well as discourse without holding the norms of politeness is rather an exception. However, using the wide context for characters’ speech analyzing, makes possible to determine discursive dominant and global strategy, that plays a decisive role is building verbal behaviour, as well as subordinates other strategies and tactics of their implementation. The research of communicative-pragmatic features use and their implementation has great prospective, as it is their use, that forms the variety of the discursive strategies utilization.

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THE USE OF INNOVATIVE APPROACHES AND TECHNOLOGIES IN THE MODERNIZATION OF FOREIGN LANGUAGE EDUCATION

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Innovation in education may simplify the process of training specialist and improve the quality of intellectually labor resources, which can easily be adapted to changeable conditions in professional spheres. Such specialist usually has a creative ability and is able to self-development. Moreover, he can work in the conditions of fast technological, innovative market development.

A pedagogical idea of Kazakhstani education system, as well as global one identifies the possibility of the usage of various strategies (techniques) and innovative technologies in the lesson for successful and effective results in gaining knowledge while learning foreign languages. Each strategy tends to be a very important in the teaching process, it is necessary to understand what is appropriate to use in the lesson.

The education system is undergoing significant changes associated with an active introduction of information and communication technologies in the educational process that likely give you the opportunity to prepare specialists that meet the needs of development and self - development in the new socio-cultural situation.

Higher education annually makes high demands to personal educational outcomes of the graduate, his or her qualifications for successful adaptation in the conditions of the market economy.

It may include:

- willingness to identify themselves with the outside world on the basis of critical analysis of information reflecting different points of view on the meaning and value of life;

- proficiency in the ratio of information received with the accepted social

models, for example, moral and ethical standards, critical evaluation of information in mass media;

- ability to create and maintain a personalized information environment, to protect important information and personal information security, the development of a sense of personal responsibility for the quality of the surrounding information environment (Jusubalieva & Estemesova, 2016, p. 73-78).

Today, the process of informatization of society has become one of the most important global processes of modernization. Informatization as a consistent pattern is inevitable for any country and probably one of the conditions for successful socio-economic development of the country.

On the one hand, the use of ICT in educational processes may save the time in the classroom, to activate and motivate cognitive activity of students; provides the opportunity to form communicative, professional and information competence, so students usually become active participants in the educational process.

On the other hand, information and communication technologies have become indispensable for modern education, because it can promote the increase of informative interest, development of skills of independent work, search, analysis of objects and phenomena, to identify sources of information, encourages responsibility in obtaining new knowledge and developing information culture of individual.

The main objectives of learning (using ICT) are the formation and development of a wide range of ideas, knowledge, and skills, in other words, professional

competences. To successfully achieve these objectives, the learning process should be based on the following principles:

- focus;
- scientific character, systematic character, sequence;
- consciousness and activity of students;
- visibility;
- strength;
- availability;
- accounting in education of individual and age peculiarities of students;
- collective nature of learning;
- the choice of optimal forms, means and methods.

Because of this, ICT allows teaching in new ways: explain, demonstrate, monitor and especially supervise learners in various adapted manners. It also allows learning differently by appropriating the knowledge, in an individualized, interactive, cooperative, collective way by treating information in the time and in the space, by reducing the distance and by changing the presence, according to new exciting modalities of education.

Generally, ICT consists of 3 important components:

- Equipment (computers + equipment of networking);
- Digital resources (online services, software, applications, computing contents, authors program, platform, sites, electronic libraries);
- Networks (Intranet, Internet: communication cooperation, educational exchanges of information, organization of program, management of education content).

Eberhard Heuel (1999) suggests four qualities of ICT that are important in learning processes:

- Multimedia qualities;
- Interactivity;
- Hypermedia;
- Ubiquity.

Actually, ICT can motivate the learner to search for information. Electronic educational resources, new information technologies, various tools and teaching methods can be any kind of tools, solutions, mini-labs, mini-collections and suggests a variety of studies and experiments that are impossible in conventional traditional lessons. The ideology of the individual project and group work should play a significant role in the educational space of each student in his growth and development (Nurgaliyeva & Kadyrova, 2000, p.17-18)

Bibeau (2004) introduces seven categories of educational projects with the use of ICT that can use in every lesson:

- 1) TV-correspondence (teleconference, virtual class);
- 2) Edition (Publishing) and publication (build a website, publish a newspaper, and produce an online radio or television program);
- 3) Search and documentary management (retrieval system, orientation and choice of career, entrepreneurial);
- 4) Collection, information sharing (mutualization of the information, virtual collaboration);
- 5) Problem solving, cyber collection, virtual laboratory;
- 6) Learning and distance training;
- 7) Thematic and transdisciplinary projects.

The introductions of educational information resources tend to be one of directions of modernization of foreign education. They do not change the ways of acquiring knowledge and skills, but also the traditional forms of relations between trainers and trainees, i.e. the form of the educational process and educational environment. Most vivid examples of information resources in the Internet may include the following:

- information web resources in a particular subject, field of work;
- network and social services, email

newsletters;

- blogs and forums;
- resources of electronic libraries and databases, etc.

Besides, the teacher should educate a student to focus on self-development with the help of electronic educational resources. The educational process requires competent trainer-developer, creative teacher, who is able to use personal electronic learning tools in the correlation of traditional teaching.

Modern e-learning tools such as electronic textbooks, training programs, simulators or testing programs have the important features:

- adaptation of training material to the specific learning needs and abilities of students;
- interactive, multimedia resources;
- informative, scientific, feasibility;
- the ability to network usage and other.

On a more positive tack, a systematic use of electronic multimedia textbooks in the educational process in combination with traditional teaching methods and pedagogical innovation significantly increases the efficiency of teaching students with different levels of training (Nurgaliyeva & Kadyrova, 2000, p.17)

The use of computers and electronic educational resources in the classroom allows you to make the learning process attractive and truly modern, to individualize learning, objectively and in a timely manner to control and summarizing. Developing effect depends on the design of the program, its availability to students, matching his level of development and interest.

According to Nurgaliyeva (2000), the education is directly linked with the use of digital educational content: electronic textbooks, multimedia learning programs and digital educational resources. So, it may give the student not only theoretical material, but also the opportunity to

see a video lecture, to check their knowledge through the interactive testing system.

Modern electronic textbook enables to conduct any laboratory or practical class in virtual mode, with interactive control of parameter changes. (Nurgaliyeva, 2005).

Moreover, Nurgaliyeva (2005) points out in her research, "Electronic textbooks occupy an increasing place in our lives. Today, there is an active process of creation of electronic textbooks in hypertext form and their implementation in the educational process". In some cases, the electronic book also called a tutorial, because it may design for independent learning. Illustrative electronic textbook consist of text, graphics, audio and video information, unlike a traditional textbook, that allows for individualized learning. Unlike a traditional textbook, it can involve young people much more successfully than traditional ones.

In fact, electronic educational resource (EER) of a new generation is an interactive multimedia product that may suggest a variety of interactive exercises, types of grammar and lexical tests, range of vocabulary, topic-related texts and many other options, that can be easily checked for errors and may include time management. In addition, EER has wide possibilities for individual approaches in educational process.

Furthermore, a good e-learning resource should include the following new pedagogical tools:

- interactivity (gives the opportunity to receive responses on the realistic representation of objects and processes);
- multimedia (provides a realistic representation of objects and processes);
- modeling (simulation with audio-visual aids that may change the form, qualities and processes);
- communication (direct contact, prompt reporting, remote condition monitoring process, online communication with

remote users, when performing collective tasks)

- user productivity (search operations of the necessary information, creative components, the effectiveness of training activities) (Nurgaliyeva, 2005).

The application of EER in educational process may increase the efficiency of teaching forms in the lesson through:

- explaining the material to his own presentation, with the use of movies, paintings, drawings, diagrams, other media objects and animations.

- using interactive, innovative methods of teaching: training mini-project, rational information search on the Internet, use of EER materials to confirm proposed educational and scientific hypotheses (Serbin, 2010; Zakharova & Zakharova, 2011, p. 85).

Informatization has a great impact on foreign language education too. The concept of foreign language education development of the Republic of Kazakhstan defines as the formation of specialists in foreign language in accordance with the European level system of foreign language proficiency.

In these circumstances, Kunanbaeva (2005) points out that one of the main directions of improvement teachers approaches is "the mastery of modern methods, such as information and computer-based technologies in foreign language teaching".

Kazakhstani, Russian and foreign scientists have conducted numerous studies in the field of Informatization, use of ICT in education, development of e-textbooks and digital educational resources for different specialties.

The researchers determine the process of teaching foreign languages with the use of ICT as a new, integrative process, characterized by the actualization of a meaningful significant components and operations due to the applied progressive teaching methods and approaches. These

approaches may lead to strengthening the effectiveness using multimedia teaching materials as the highest form of clarity, suggesting the multi-touch response from the students and promotes better learning/knowledge. In addition, the interactive nature of ICT allows for constant interaction between participants of educational processes, which is extremely important in foreign language education, which forms a language, communication and speech skills.

Other important strategies in the learning process, which also motivate students to study foreign language is a dialogic teaching and group work.

Dialogic teaching is one of the most essential problems in the modern pedagogical science. To confirm this, there are many research articles, manuals of such scientists as N. Mercer (2012), L.S. Vygotsky (1978) and R.J. Aleksander (2004). This problem requires new ways of finding more rational strategy of dialogic teaching, in which practical results will be achieved in a short period, with minimal time and efforts, and the process of teaching will be interesting and amazing for learners.

Another way of teaching is a group work. Group work allows students of higher education actively be involved in creative research activity, it also allows group members to find answers on the discussed problem and finally to come to general conclusions. However, the task of a group work is to exchange opinions, solve the problem through discussing and define the outcomes in-group. There are different theories, based on necessity of the usage group work in lessons. The physiologist, philosopher Gizela Konopka (1963) in the research claimed, "Social group work is one of the methods of social work, which allows to every individual to raise his meaning in society through the experience of the aimed group and allows more effectively overcoming personnel,

group and social problems". The same opinion keeps the lecturer of the university Bristol, Brown (1992), "Group work creates context, in which individuals help each other, and it is a method of mutual assistance that allows to group and individuals to influence or change personnel, group, organizational and social problems". The research works of Smith (2008) and Shulman (1999) has also influenced on the theory of investigating a group work.

Moreover, you should not forget that dialogic teaching and group work are the most effective approaches if you use them within critical thinking of the learners. This approach makes learners to think, to access, to analyze and to choose information, getting the result of observation, skills, thinking and discussion, that in further can be the base to do the actions.

Firstly, the ideas of development of critical thinking were introduced by Dewey (1999) on educational system in the USA in terms of conception of reflective thinking, then were realized into pedagogical process as "Critical thinking" by Lipman (1991). The most known theorists of critical thinking are Paul (2010), Klooster (2001, p. 36), Halpern (2003), Stancato (2000) who define critical thinking as the construction of ideas about the truth of the statements or answers in solving problem. According to Stancato (2000), "critical thinking is a type of defining values, ideas, process without an opportunity for individual decisions. Fundamental to critical thinking is to be open to contradictions and to opposing opinions. Without contradiction, it is impossible to gain knowledge and furthermore, a lack of contradiction reflects self-satisfaction and lack of realistic alternatives to the existing circumstances".

The popular method of critical thinking includes three stages. There is "Challenge-Comprehension-Reflection". These three stages allow:

- to actualize and generalize present knowledge of the learner about given theme or problem;
- to make provocative interest to the given theme, to motivate the learner to educational activity;
- to motivate the learner to active work in the lesson and activity at home;
- to get new information;
- to comprehend and generalize given information;
- to acquire new knowledge and information by the learner;
- to form own attitude to the given material.

Nevertheless, how is it possible to adopt these skills of critical thinking to learning processes? There are various approaches and methods of the usage of critical thinking in the lesson: cluster, insert, brainstorming, prediction tree, diaries and journals, thick and thin questions, traffic light, zigzag discussion, fishbone, six hats, bloom chamomile, the basket of ideas, explanations and names, sink vein, essay writing, association method and task with notes.

Every planned lesson should include elements and even approaches of critical thinking, through setting of goals and tasks, creating problem tasks to the topic, interpretation and generalization on the given problem, introducing concepts (theories, models, principles), usage of critical thinking skills in the lesson, defining barriers and difficulties, and come to the definite opinion. Indeed, more effective and successful ways of teaching critical thinking is the usage of different strategies, not repeating techniques that are known to everyone and often used in the lesson. Methods may use in accordance with the plan and theme of the lesson, providing different exercises for effective perception of the lesson theme and memory training, sharing time for the usage of Information Communication Technologies in the lesson, which will assist

consolidating the topic and analyzing the information through visual aids.

In fact, there are many various approaches in educational process, which were mentioned above, but there is no definite concept and strategies how to define gifted and talented students among other learners. In this case, you need to use techniques, based on research, i.e. dialogic forms of teaching, case study, debates, projects and intellectual tasks. However, there are some barriers in the usage of these techniques: lack of time, lack of infrastructure and psychological stereotypes. To define gifted student is not as easy as it seems, you need special pedagogical intuition (parent or teacher talent), or professional psychological training. Gifted and talented students able to do all tasks faster than other learners, able to explain opinions about the task clearly and are differ from others by a wide range of interests and by expressing their own leadership skills creatively.

Gagné (2008) provides research-based definitions of giftedness and talent that are directly and logically connected to teaching and learning. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- intellectual;
- creative;
- social;
- physical.

Gagné's model recognizes that giftedness is a broad concept that encompasses a range of abilities; it also recognizes that giftedness is only potential and that it must go through a transformative process in order to become a talent. As such, Gagné makes it clear that adequate school support is necessary if students are to develop their gifts or high abilities into talents or high achievements.

Another important issue, that should be clearly work out in the lesson is how to

define students, who understood the theme of the lesson? Feedback gives us an image how the learning process goes on, it informs us about achievements and knowledge gap of every student, it gives atmosphere of self-respect and hospitality, it gives time to students to answer correctly, to change the way of thinking and correct their mistakes, it provides the success of teaching.

Practice shows, working out criteria, make the process of assessment open and understandable for everybody:

- correct criteria of assessment allows understanding of material more deeply;
- criteria demonstrate to learner, how they will be accessed and what is expected.

The usage of formative assessment is a base of effective teaching; it can be a strong instrument for improving learning processes. Formative assessment is essential part of interactive teaching, in which:

- adoption of the culture of mutual discussion in classes;
- development of skills of critical and creative thinking;
- formation of the environment, encourages learners' questions;
- support of learners' confidence, when student will be able to improve his/her result.

The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work;
- help faculty to recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have little or no point value. Examples of for-

mative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic;
- submit one or two sentences identifying the main point of a lecture;
- turn in a research proposal for early feedback.

However, summative assessment evaluates students learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam;
- a final project;
- a paper;
- a senior recital.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses (Teaching Excellence & Educational Innovation, 2015).

Therefore, innovation significantly enrich foreign language education by the use of innovative approaches, methods, methodology, information communication technologies and multimedia resources. Modern education creates optimal conditions for cognitive activity that “helps to create a personality of a new type, active, purposeful, directed on constant self-education and development” (Lomonosova, 2016).

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DEVELOPMENT OF DIDACTIC MATERIALS WITH THE USE OF CONTENT-LANGUAGE INTEGRATION METHOD (CLIL)

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Due to the analysis of students' independent work they often point to the need of self-control of this work, the need to be provided with a detailed commentary of all the difficulties during task performance, the difficulties in self-orientation in the theoretical material.

The surveys, conducted on the basis of educational institutions, resulted in that some students, without obtaining the information they need, in the search for the right information, often turn to a teacher rather than a textbook or a grammar reference. Thus, there is a need for special didactic materials for independent work of students in the project [1].

Thus, the didactic material - is a special type of teaching materials, mainly visual: maps, tables, sets of cards with text, figures or drawings, reagents, plants, animals, etc., including materials that are based on information technologies, distributed to students for independent work in the classroom and at home, or demonstrated by the teacher before the class

(group).

As the most important principles of teaching, implemented in the development of teaching materials, we would like to highlight the following:

1. The principle of accessibility (didactic materials are selected according to the students' level of knowledge and language);
2. The principle of individual work (students work with didactic materials on their own);
3. The principle of individual interests (students work with didactic materials with their own pace; complexity and type of materials can also be selected individually);
4. The principles of visualization and simulation (as visual aids play a crucial role in human life, the use of them is extremely effective in training);
5. The principle of durability (human memory is selective: the more important, interesting and varied the material is, the stronger it is fixed in the memory, so

the practical use of the acquired knowledge and skills is an effective way to continue their assimilation, it contributes to their better fixation in a game (modeling computing environment);

6. The principle of cognitive motivation;

7. The principle of challenge (during the course the student must solve a specific didactic problem, using their knowledge and skills; being in a situation different from the situation in the classroom, in new practical circumstances, he carries out an independent search activity, actively fostering their intellectual, motivational, volitional, emotional and other areas) [2].

It should be noted that the use of didactic material helps to activate the educational activities of students, saving training time.

Many educators prefer to use in their work teaching materials of controlling function.

Given that the basis of any educational process is, above all, an independent activity of students, as well as the fact that the main purpose of teaching materials is to use them in independent work, we can conclude that the teaching materials in the teaching process should play a somewhat different role.

Next, we would like to elaborate on the consideration of the main purposes of the application of didactic materials. We can include self-mastery of the training materials and the formation of ability to work with various information sources, activation of cognitive activity of students, formation of their own abilities to comprehend and assimilate the new material [3].

We would like to emphasize that the conventional alternatives, diagrams and illustrations in teaching materials contribute to the development of creative imagination, allow to "objectify" abstract concepts.

The use of teaching materials allows

to control feedback, error diagnosis (the appearance of corresponding comments on the computer) with the results of operations and evaluation of results. Also, teaching materials are aimed at self-control and self-correction, training in the process of learning.

In the process of work with teaching materials students enhance their learning motivation; there is the development of a certain type of thinking (visual-figurative, theoretical, logical), the process of creating a culture of learning activity, information culture of the society; the interaction of intellectual and emotional functions in the joint solution of research (creative) learning tasks.

For example, if the materials are of controlling function, they must be able to provide self-examination and self-control.

The system of teaching materials in the teaching process must also assume a consistent, gradual teaching students different techniques or methods of learning activities, and the use of assignments of various levels (reproductive, transformative or creative) [4].

Among the existing requirements to the didactic materials we can mention in particular the need to choose the sequence of information introduction; the teacher should provide the student with detailed advice on the issue of self-study and self-control, structure the material in such a way as to ensure visibility for visual comparison and matching.

Today, the use of information and communication technologies in the educational process is rather widespread. It promotes the flexibility of instructional time due to the performance of difficult computing operations, strengthening the motivation of learning, the development of a certain type of thinking (visual-figurative, theoretical, logical).

Didactic materials should have a direction associated with the formation of culture of educational activity, as well as

contribute to enhanced interaction of intellectual and emotional functions, in particular in the joint solution of research (creative) learning tasks [5].

Modern information technologies enable the developers of teaching materials to operate such a complex of verbal and nonverbal means. These tools allow you to create aesthetic, interesting, entertaining, informative, challenging materials and, thereby, improve motivation and cognitive interest of students. In our view, this psycho-educational component of the didactic material is aimed at attracting the attention of the student, the maintenance of his cognitive interest, activation of his thinking on the formation of the described evaluations, creates incentives for in-depth study of an issue [6].

It should be noted that the development of teaching materials is carried out according to certain stages:

- 1) determining the objectives of training in the classroom;
- 2) selection of the content of educational material and methods of its teaching;
- 3) definition of the scope and purpose of the use of teaching materials;
- 4) development of lessons with the use of teaching materials; tasks design for selected classes;
- 5) selection of the adequate way of presenting didactic material; selection means involved in development;
- 6) development of teaching assignments;
- 7) formation of methodical means;
- 8) development of methodological recommendations;
- 9) development of criteria for evaluating learning outcomes;
- 10) development of the means of control of knowledge and methods of their application;
- 11) inclusion of didactic materials as a didactic tool in the educational process;
- 12) interpretation of outcomes [7].

Nowadays electronic teaching materials have been widely used in the educational process. There is a classification of electronic materials for methodical and didactic purposes. In particular, we can define the following types [8]:

- 1) didactic texts for teaching students to work with a variety of information sources (textbooks, maps, directories, dictionaries, electronic resources, etc.);
- 2) generalized plans of some kinds of cognitive activity: the study of scientific facts; preparation and conduct of an experiment; the study of the physical device; of scientific and technical research; measurement activities; functional dependency graph analysis; table analysis;
- 3) memo (manual) on the formation of thinking of logic operations: comparison, generalization, classification, analysis, synthesis;
- 4) the task of forming the ability to compare, analyze, demonstrate, establish cause-effect relationships, to generalize;
- 5) setting different levels of complexity: reproductive, transformative, creative;
- 6) work with challenging issues;
- 7) the task for the development of imagination and creativity;
- 8) experimental tasks;
- 9) generic activity-model of the experiment as a method of self-study, which includes recommendations for the formulation of the goal of the experiment, the nomination and the justification of experimental research hypotheses, planning of experiments, methods of recording observations and measurements, measuring rules, assessment of the accuracy of measurement, a graphic interpretation of experiment results, the rules of approximate calculations, display language on the results of the experiment, the rules of registration of the report [9];
- 10) guidance cards, reflecting the logic of learning the new material and the necessary methods of study;

11) counseling cards, teaching materials with explanatory drawings made up of tasks, indicating the types of tasks, etc.;

12) instructions for laboratory work and experimentation workshop;

13) students' worksheets for laboratory studies;

14) reference materials: "Laboratory equipment: Devices, their functions and specifications, terms of use", "Measuring devices. Terms of user and features of measurement technology "; tables of physical quantities, etc .;

15) the algorithm of the assignment;

16) indication of the cause-effect relationships needed to perform the work;

17) indication of the theorems, rules, formulas, based on which the job is executed;

18) the model and simulation of the studied or investigated objects, processes or phenomena;

19) the conduct of laboratory work in the conditions of the simulation in a computer program or a real experience of the experiment (the student may, in its discretion, change the initial parameters of the experiments to observe how the result changes, analyze and draw conclusions);

20) tests with the possibility of self-control [10, 11].

Speaking in general, the use of teaching materials in the teaching process, is aimed at facilitating the solution of problems faced by the teacher: student gets a complete assistance to master the knowledge and use it in solving practical tasks.

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CONTENT AND LANGUAGE PROCESSING SEQUENCE

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As Content and language integrated learning (CLIL) requires new kinds of collaboration between subject specialists and language specialists it is important to acknowledge that new kinds of pedagogical practices are also required and that interdisciplinary meanings have to be negotiated for the role of language in knowledge construction and sharing.

Content and Language Integrated Learning (CLIL) has been adopted as an umbrella term that encompasses a variety of content and language-oriented models. Independently of this variation, CLIL teachers themselves are often in charge of translating the CLIL principles into adequate practice by planning and designing the CLIL syllabus as well as the activities or tasks through which CLIL is realized. With some exceptions, the existing literature on CLIL pedagogy focuses on content-oriented models of CLIL. In general, in these models the CLIL teacher does not need to select the CLIL contents since they are already dictated by an official curriculum. However, the implementation of a language-oriented version of CLIL in the foreign language classroom demands from the language teacher some work different from that required in content-oriented versions of CLIL. This kind of work involves a series of tasks prior to materials design, such as content selection, adaptation and sequencing, along with the treatment of the foreign language and its integration into the content sequence (Fernández Fontecha, 2012).

In order to compensate for the absence of CLIL pedagogical tools in all types of CLIL but especially in language-oriented models, scientists put forward the design of a framework that could aid teachers in CLIL syllabus planning and materials design. The framework attempts

to give an answer to aspects including the selection of contents or the treatment of the foreign language in a language-oriented version of CLIL.

In the Spanish CLIL, for example, most programs follow a type of sheltered content instruction model, a strong version of CLIL where the instruction is done exclusively by the content specialist (Fernández Fontecha, 2009). In this model, the CLIL teacher is required to have a double qualification both in content and language. However, if we take into account the current situation of teachers in many regions concerning pre and in-service training, in many cases this seems a somewhat unrealistic goal (Fernández Fontecha, 2010a). A more viable alternative to this model nowadays could be the adjunct model, in which a content teacher instructs the students in the Foreign Language (FL) and the language teacher offers support to the content class. Some syllabus adaptation should be required here. This is the option recommended by the Junta de Andalucía (2008) in the *Currículo integrado de las lenguas*. Apart from these variants of CLIL, Brinton, Snow and Wesche (2004) describe the theme-based language instruction as a third option. This is the weakest version of CLIL, where the FL teacher carries out the instruction.

As Nikula (1997) notes, although the different CLIL models refer to the same phenomena, they differ in the emphasis placed on the language and content. These and other variants represent different points along a content-language oriented continuum (Met, 1998). In content-oriented or strong models of CLIL, the non-linguistic contents dictate the sequence of the language contents. In language-oriented or weak models, the language sequence still depends on the con-

tent sequence but it has a larger role than in content-oriented models: the language covertly monitors the content, as the linguistic objectives are the basis of the FL syllabus.

Theme-based language instruction (Brinton *et al.*, 2004), theme-based instruction (Raphan and Moser, 1993 / 1994), thematic teaching (Curtain and Haas, 1995), or content-based thematic units (Irujo, 1990) are some of the terms referring to language-oriented CLIL models. The focus of this approach is primarily on the foreign language. Thus, the target of evaluation will be language skills and functions. The instructional format is a content-oriented L2/FL course. The language teacher is in charge of language and content instruction. At least, following Brinton *et al.* (2004), in this model there is no need for cooperation between mainstream teachers and language specialists. The curriculum is based on thematic units that cover a wide variety of topics that may integrate the four language skills. Curtain and Haas (1995: 3) explain that “the thematic center may be a curriculum area, such as the Middle Ages; a word like ‘inside’; a theme such as horses; or a story in the target language.”

In this model, it is not easy to find a textbook suitable for the instruction of the units. A possible solution could be that the teachers design their own materials. In this situation, some set of guidelines that inform the process towards materials design would be desirable. In generating a CLIL syllabus, some CLIL guidelines should back the interaction of the linguistic and non-linguistic contents stated in the official curricula. This process would entail the selection, processing, and sequencing of non-linguistic contents together with the treatment of linguistic contents and the relationship between both content and language.

Since the 1980s, a large number of tools have been devised that cover differ-

ent steps of language and content integration. These tools are useful sets of instructions about how to manage different parts of the CLIL implementation process, e.g. content and language assessment, use of visuals, identification of knowledge structures, inclusion of thinking skills – Fernández Fontecha (2008a), reviews of each of these tools. Yet, a couple of issues should be noted here: first, most of these tools address adjunct or sheltered instruction CLIL models; few focus on the problems of the language teacher as a CLIL teacher in a theme-based model. And second, none of the above-mentioned tools include a regular use of the Information and Communication Technologies (ICT) in CLIL provision. CLIL materials design could well benefit from the combination of ICT and CLIL. The use of the ICT component may help develop the different postulates of CLIL. Thus, it could provide quantity and quality of exposure to the foreign/second language, motivation, and rich visual support to content and language learning; it could trigger cooperative forms of learning and learning by doing; and it could help develop language learning skills and higher-order thinking skills. CLIL may indirectly help create favorable conditions for ICT integration, an aspect forgotten in many respects in current foreign/second language teaching, as noted by different authors (e.g. Gillespie and McKee, 1999; McCarthy, 1999; Bax, 2003; Richards, 2005). Among the different possible ways of attaining ICT integration, Chambers and Bax (2006) point to the systematic inclusion of the new technologies in syllabus design.

The *Content and Language Processing Sequence (CLPS)*, a tool that could inform aspects such as the selection and processing non-linguistic contents, language treatment, and materials design in a language-oriented version of CLIL developed by the FL teacher in the FL classroom. The product developed by means of

the CLPS is the *CLILQuest*, an ICT-based task that becomes the unit of learning in this model.

The type of CLIL syllabus intended through this tool is based on a sequence of three distinct graded categories: *Topic*, *Module*, and *CLILQuest*. This sequence receives the name of *Content and Language Processing Sequence (CLPS)*. It seeks to systematize the teacher's task of integrating content and language before instruction delivery.

The following features define the tool or framework:

- *Systematic guidance*
- *Promotion of language-oriented versions of CLIL*
- *Immediate classroom application*
- *Teacher-managed*
- *Learner-centred*
- *ICT integration through systematic use*

For Kidd and Marquardson (1993), the first step in CLIL syllabus design is topic selection. In general, a topic can be defined as what is being talked about. When a topic does not correspond to a subject, i.e. it is not determined by a national curriculum, its selection should follow a set of criteria. Two core criteria are that the topic should motivate learners and it should have some social interest. Apart from that, the teachers should think whether the conceptual load and the difficulty that the subject has, along with its instruction in a language different from the mother tongue, would make things extremely complex for learners. Moreover, the linguistic part of a topic should be controlled whenever possible. This idea should be a must in CLIL scenarios where learners are assessed on language. Each topic has linguistic potential inasmuch as its concepts and meanings are transmitted by no other means than language. However, based on aspects such as the moment at which the instruction of the topic takes place, or the relationship of the topic with

the previous and subsequent teaching of other topics, it is the teacher's decision to find the linguistic part of a topic adequate or not.

Topics could be divided into subtopics, immediate smaller categories of content. The topic-subtopic relationship resembles the traditional relation of subject and units. A crucial feature in selecting a subtopic is that it should render the essential information of the topic.

Each topic or subtopic is developed through a series of modules. Drawn on Martin's (1990) notion of thematic module, i.e. basic units of study in a content-based language course midway between the lesson and the course, the module corresponds to distinct categories of knowledge behind the topic. Based on Anderson and Krathwohl's (2001) dimension of knowledge within their adaptation of Bloom's (1956) taxonomy of educational objectives, a sequence of at least four categories of modules arranged into two axes: the Background Knowledge Axis and the Practical Knowledge Axis can be distinguished. These are the four types of modules profiled:

Background Knowledge Axis

1. *Introductory Module*: the purpose of this category of modules is to introduce the main concepts and ideas of the topic. Modules of this kind must be especially motivating in this initial phase in order to draw students' attention towards the topic presented. A critical characteristic of Introductory Modules is that they should activate learners' background information on the topic.

2. *Core-Knowledge Module*: these modules contain the essential information for understanding the topic.

Practical Knowledge Axis

3. *Case Module*: they develop the topic through concrete examples. Their main purpose is to depict the reality behind the background knowledge of each topic.

4. *Awareness Module*: these modules attempt to develop the same procedural knowledge as Case Modules. Learners apply the knowledge acquired in the Background Knowledge Axis to problems related to their lives. They aim to raise students' awareness towards topic-specific problems. Awareness Modules are particularly important for the teaching of moral contents.

It is very important that the teacher should keep the established order of the sequence of modules as a means of controlling the occurrence of both theoretical and practical knowledge to the maximum. In this sense, it is recommended to use a complete modular sequence for each topic. However, there is no limit in using more than one sequence as long as each category of module is introduced. In addition, one sequence can be adapted to the particularities of each teaching situation. This means that for some specific purposes we can devise sets of more than one module of each category for a given topic.

The last category of the CLPS is the CLILQuest (Fernández Fontecha, 2010b). It receives the name after Dodge (2001) and March's (2000, 2003) idea of WebQuest. Like the WebQuest, the CLILQuest is an inquiry-oriented activity that draws on the resources of the Internet and promotes the development of learners' higher-order thinking skills. Like language-specific WebQuests (e.g. Pérez Torres, 2006; Koenraad and Westhoff, 2003), CLILQuests' main function is to help learners use the foreign language with a purpose by means of authentic Web information. Yet, the CLILQuest differs from the language-specific WebQuests in that (1) it is specifically embedded in a CLIL syllabus, (2) it approaches the four language skills from a holistic perspective, and (3) it belongs to a sequence and it is embedded within a superior component. This latter factor enables the actual integration of ICT into the CLIL syllabus as

CLILQuests depend on the requirements of the topics and modules.

It is strongly motivated by Jonassen's (1994) Constructivist Learning Environments and the constructivist learning designs noted by Oliver (2001), i.e. problem-based learning, case-based learning, project-based learning, inquiry-based learning, and role-playing. It is also influenced by the Task Based Language Teaching (TBLT) methodological principles developed by Doughty and Long (2003). For example, following these authors, the CLILQuest allows for a meaningful integration of some Focus on Form (FonF) techniques.

There are four types of CLILQuests, which coincide with each of the four types of modules profiled above, i.e. Introductory, Core-Knowledge, Case, and Awareness CLILQuest. Each CLILQuest consists of the following sections: *guide*, *test*, *development*, *general* and a *scaffold/web resources section*. In the guide, the task type and the participants' roles are specified. Influenced by Long (1998) task types, they are more abstract categories that serve to agglutinate specific tasks. Each task type may correspond to one or several of the constructivist learning designs pointed out by Oliver (2001). The test section seeks (1) to activate learners' background knowledge on a given subtopic, and (2) enable the connection of foreign language vocabulary and structures to those of the first language by means of FonF techniques. In the development section, each of the *quests*, or specific tasks that develop the task type of each CLILQuest, are described. The quest section includes the participants' teams, the quest's main goals and intended outcomes, and the list of web resources and additional documentation.

In sum, although this framework may suit the requirements of the content or language teacher, one of its main aims is that the foreign language teacher has an

active role in CLIL implementation by taking advantage of some core aspects of CLIL.

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