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EXPERIENCE IN THE STUDY OF THE CULTURE OF TOLERANT YOUTH RELATIONS IN THE REPUBLIC OF KAZAKHSTAN IN THE PROCESS OF INTERPERSONAL INTERACTION

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The modern world is characterized by the growing processes of globalization and integration, making it important to preserve peace, harmony and friendliness among people. The ethics of nonviolence, tolerance to each other's views, cultures, values, the idea of dialogue and mutual understanding, the search for compromises become extremely important. This makes us turn to the phenomenon of tolerance and seek ways of conflict-free coexistence of mankind.

In the international community, Kazakhstan is recognized as the country leading consistent internal policy aimed at ensuring tolerance, interfaith and intercultural harmony among representatives of all nationalities living in the country and representing the single nation of Kazakhstan - the nation that builds a modern, competitive, secular state.

Despite the absence of pronounced manifestations of conflicts in Kazakhstan, where more than 140 ethnic groups and 40 confessions live and work together, a special attention is paid to the harmonization of intercultural relations in the regions where people with different social, domestic, intellectual and confessional cultures live. Preserving national and cultural identity of various nations and ethnic groups is the main factor in the realization of the idea of creating an integral cultural space of Kazakhstan and a part of the national policy of the state.

Accordingly, one of the important components of social, political and pedagogical work with the youth is the task of developing a culture of tolerant youth relations in the Republic of Kazakhstan.

Researchers of the Kazakh Ameri-

can Free University, S. Amanzholov East Kazakhstan State University and Omsk State Pedagogical University (Russia) are conducting a joint study on the theme "Development of a Culture of Tolerant Relations among the Youth of the Republic of Kazakhstan in the Process of Interpersonal Interaction (based on studying East Kazakhstan Region)".

The goals of the study are: to develop, test and recommend for further implementation in educational institutions a comprehensive program of education and development of a culture of tolerant youth relations of the Republic of Kazakhstan in the process of interpersonal interaction.

To achieve the goal, the following objectives were set:

- to study and analyze the state of the problem under study in theory and practice (evidence from Kazakhstan, Russia, Poland, the USA).

- to carry out an analysis of the state of the culture of tolerance of the youth of Kazakhstan, to evaluate the effectiveness of the implementation of the state youth policy on shaping cultural values in young people and stimulating civic and patriotic self-realization;

- to develop models for the organization of the process of cultivating a culture of tolerant relationships in different spheres (in inter-ethnic, intercultural, inter-confessional and other spheres);

- to develop a comprehensive program for education and development of a culture of tolerant relations among young people integrated with value-oriented, motivational, contextual, pragmatic and evaluative components;

- to monitor the effectiveness of the

developed integrated program, which allows to determine the status of the culture of tolerance among young people at different stages of its implementation; to study its state, dynamics and factors of influence on inter-ethnic and inter-confessional relations in the youth environment of the Republic of Kazakhstan.

- to develop recommendations and methods for implementing a comprehensive program for the development of a culture of tolerance among the youth in the process of interpersonal interaction, as well as to relieve tension on the identified problems of preserving public harmony, forming national unity and state-national identity, design measures to prevent xenophobia, extremism and nationalism among young people.

The problem of tolerance has long been the subject of close study of many sciences:

- philosophy (S.M. Bakhtin, V.S. Bibler, A.P. Baudrilin, R.R. Valitova, L.V. Golovataya, L.M. Drobizheva, V.M. Zolotukhin, Y. A. Ishchenko, M.S. Kagan, V.A. Konev, N.V. Kruglova, V.A. Lektor-sky, Y.V. Magomedova, V.A. Petritsky, O. Heffe, and others);

- political science (A.S. Bushuyev, V.A. Vassilyev, M.M. Lebedeva, M.P. Mchedlov and others);

- ethnology (M.N. Guboglo, D.V. Zinovyev, N.M. Lebedev, M.S. Mirimanov, G.U. Soldatova, V.V. Shalin, and others);

- sociology (G.G. Abdulkarimov, M.M. Akulich, S.N. Ikonnikova, I. Panchenko, Y.V. Shvachko, V. N. Yarskaya, A.B. Zimbuli and others);

- psychology (B.G. Ananyev, A.G. Asmolov, A.A. Bodalyov, L.S. Vygotsky, A.I. Dontsov, A.N. Leontyev, A.A. Kronik, V.N. Myasishchev, L.A. Shaigerova, S. Yu. Golovin, K. Rogers, and others);

- pedagogy (V.A. Karakovsky, P.F. Komogorov, N.V. Kukushkin, G.M. Shelamova, Y.Y. Kleptsova, A.A. Pogodina,

Y.A. Streltsova).

In Russian psychology and pedagogy, a special attention is now being paid to the problems of development and education of a tolerant personality (K.B. Aldasheva, G. Bardiyer, S.K. Bondyreva, D.V. Kolessov, P.K. Grechko, S.V. Danilova., T.V. Makarova, G.F. Larionova, V.F. Petrenko, O.V. Mitina, K.V. Berdnikov, G.M. Shelamova and others).

Separate aspects of interethnic and inter-confessional relations in the context of the culture of tolerance are considered in their studies by M.P. Mchedlov, A.B. Weber, N.M. Lebedeva, G. Vitkovskaya, A.Malashenko, L.S. Ruban, G.U. Soldatova, A.A. Petrusevich.

In the modern Kazakhstan science the problem of tolerance is studied in the social and philosophical contexts (A.N. Nyssanbayev, V.I. Golikova, Z.G. Dzhalilov, P.I. Mamedova, A.K. Mamyrbekova, E.L. Tugzhanov, A.A. Abdakimov., N.A. Saitova, F.T. Mukanova, L.M. Uldarinova, etc.) and in its psychological and pedagogical aspects (Y.A. Nabiyeu, G.K. Belgibayeva, R.M. Aitzhanova, N.N. Podobed, G.K. Iskakova, M.A. Kucherova, Z. Martbaev, Y.D. Suleimenov, B.A. Tyrynbayev, M.N. Shayakhmetov, S. Amirghazina, and others).

Research shows that over the last few years the range of works devoted to various aspects of the problem of tolerance in modern society is quite wide. At the same time, there has been no comprehensive study of the development of the culture of tolerance among the youth of the Republic of Kazakhstan in the process of interpersonal interaction.

Socio-psychological conditions for the development of tolerance in the social maturation of youth were studied, structural and content components for optimizing the development of tolerance culture in the process of interpersonal interaction were developed, and programs for effective social and pedagogical support for the

development of tolerant qualities of the younger generation were developed.

In the course of the study, the Program for the Development of a Culture of Tolerance for Young People was developed, which is being tested in a number of educational institutions in Eastern Kazakhstan (Ust-Kamenogorsk, Ridder, Ulanysky District).

The program is developed in accordance with the Constitution of the Republic of Kazakhstan, the Law on the Assembly of Peoples of Kazakhstan, the Doctrine of National Unity, developed by the President of the Republic of Kazakhstan, and in accordance with the Declaration of Principles on Tolerance and the Declaration on a Culture of Peace adopted by the United Nations. The program is aimed at consolidating the values of civic solidarity, ensuring harmonious coexistence and constructive interaction of all ethnic and confessional youth groups of East Kazakhstan, preventing any manifestations of xenophobia, forming effective mechanisms of social integration and cultural adaptation of various youth groups.

The goal of the Program is the development and strengthening of a culturally tolerant environment based on values of a multinational Kazakhstan society, a common Kazakhstani civil identity and socio-cultural identity, creating conditions for successful intercultural interaction, social and professional adaptation of young people.

The objectives of the Program are:

1. Ensuring the constructive interaction of all ethnic and confessional youth groups existing in East Kazakhstan, the establishment of values of civic solidarity.
2. Creating conditions for the prevention of interethnic and intercultural conflicts, eradicating manifestations of xenophobia, migrantophobia, racism.
3. Implementation of integrated integrative and adaptive measures aimed at the inclusion of all groups of young people

in a culturally tolerant environment and the system of social relations.

4. Development in young people positive values and attitudes of respect, understanding and acceptance of diversity of cultures concentrated in the East Kazakhstan area.

5. Creating a favorable atmosphere of intercultural and inter-confessional interaction, expansion of forms of ethno-cultural cooperation.

The main directions of achieving the goal and solving the tasks of the Program are:

1. Further improvement of the legal framework and law enforcement practice in ethno-confessional relations.
2. Development and implementation of preventive measures to prevent xenophobia based on national and religious discord.
3. Improvement of existing mechanisms of youth policy.
4. Development and implementation of projects aimed at developing intercultural interaction among young people.
5. Strengthening the role of the media community in the process of spreading the ideas of civic solidarity, mutual respect and counteracting negative stereotypes and attitudes.
6. Use of proven global practices in creating a culturally tolerant urban and rural environment and the successful inclusion of young people in the processes of intercultural interaction.
7. Systematic collection and analysis of data on the implementation of the Program.

The program is largely aimed at creating conditions for the linguistic and socio-cultural integration of different ethnic groups of young people into a single civil society. At the same time, the Program proceeds from the fact that the formation of cultural tolerance is a counter process and respect for the personality of each person; mutual tolerance should be

cultivated both among the residents of the cities of the region and in the youth of rural areas.

The main condition for the successful implementation of the Program is effective inter-institutional cooperation of all parties involved in its implementation, as well as the orientation of all the activities of the Program on achievement of concrete and verifiable results.

The basis for the practical implementation of the Program in the lives of the young people is the development and implementation of a set of cultural and educational programs into teaching and educational process aimed at strengthening attitudes of tolerant consciousness and behavior among young people; establishment of research and educational activities in the field of education to create a culturally tolerant environment in Eastern Kazakhstan for young people of different age and ethnic groups; ensuring access of various groups of young people to objective information about ethnic and religious organizations operating in the East Kazakhstan region; organization of a number of ethno-cultural and interethnic events at the city and district levels of the East Kazakhstan region.

Within the framework of the Program, notebooks-diaries with information on issues of interethnic relations and tolerance were developed for high school students of urban and rural schools of the East Kazakhstan region. The diary, along with its purpose, is designed to unobtrusively inform young people about the problems of intolerance, respect for the principles of equality and human rights.

Practical classes are organized for teachers. An important place in this matter is given to working with students of secondary schools to expand their knowledge and understanding of the multinational nature of our country, to additional (extra-curricular) classes to study the cultural heritage of the peoples of Kazakhstan, the

history and culture of the East Kazakhstan region, conferences, creative competitions, and games. It is planned to create a regional "Ethnic calendar" of the East Kazakhstan region. This calendar can be used by teachers as a project for extra-curricular activities related to the promotion of ideas of tolerance.

The program envisages creation and implementation of a project of creating a virtual library of national literatures on the Internet, renewal of the book collections for the implementation of the Library of National Literature Project on the basis of one of the libraries of Ust-Kamenogorsk, organization of museum educational programs "Let's Know the Peoples of Kazakhstan and the World to learn ourselves" and "My Kazakhstan", within the framework of which regular practical classes for students will be organized.

The development of a culture of tolerant relations in the process of interpersonal interaction suggests that the historical memory of ethnic and religious groups of the youth represented in the region is based on the conviction that human life and freedom are the highest values. Under conditions of increasing ethnic and religious diversity, legal means and mechanisms should be maintained that will ensure peaceful coexistence of representatives of different ethnic groups and denominations in East Kazakhstan and will not endure manifestations of religious intolerance.

Over the centuries, all the leading world religions represented in the region have developed their own approaches to how to interact with representatives of other views or with people having neutral ethnic and religious views. Through a direct dialogue between public associations of citizens, representatives of the authorities and representatives of all faiths, the Program envisages the use of conditions for the implementation of a set of measures that can effectively provide youths

with common to all faiths views that create the foundation for an ethno-confessional peace and cooperation.

In the course of the implementation of the Program, it is planned to implement a project to create a virtual library of national literatures on the Internet, update the book stock for the project "Library of National Literatures" on the basis of libraries in Ust-Kamenogorsk, organize museum educational programs "Let's Know the Peoples of Kazakhstan and Know Ourselves" and "My Kazakhstan", within the framework of which regular practical classes for students will be organized.

The program involves the organization of cooperation with cultural institutions to develop and organize cultural and educational projects (concerts, lectures, field trips, film screenings, etc.) for young people, as well as children's programs and holidays in museums.

Within the framework of the Program implementation, it is envisaged to organize refresher courses for teachers of schools, colleges, institutions of higher professional education, develop general recommendations on the organization of the educational process and the use of its opportunities for the development of a culture of tolerant relations.

To popularize the ideas of tolerance in the minds of children and young people, it is planned to develop and disseminate information materials (stickers, booklets, leaflets and posters) in educational institutions aimed at fostering a culture of tolerance, mutual respect and mutual understanding oriented to different age groups of children and youth.

In order to monitor the audience's reaction to the projects implemented in general education institutions in the field of tolerance (educational, information, etc.), it is planned to organize sociological monitoring on issues of multicultural education, the effectiveness of introducing educational and methodological recom-

mendations and materials, and the distribution of souvenirs and information products in general education institutions. To organize the monitoring, a questionnaire will be developed, statistical data will be collected and information will be analyzed by sociologists.

The experience gained in the implementation of the Program will allow us to more accurately assess the key needs in the field of strengthening culturally tolerant relations, and the observance of the principle of consistency in the formation of a tolerant environment among urban and rural youth will ensure active and balanced implementation of activities of all sections of the Program.

The practical value of the study is determined by the fact that its results allow to reduce the level of conflict and aggression, as well as manifestations of all forms of intolerant behavior of young people in the process of various situations of interpersonal interaction. The revealed social and pedagogical technologies allow increasing the level of cohesion of youth groups.

The results can be used by the state bodies and institutions in developing guidelines for cultural policy and developing programs for the upbringing of the younger generation, as well as in the development of pedagogical systems and educational programs to organize the socio-cultural activities of youth in the structures of the Assembly of Peoples of Kazakhstan, Friendship of Peoples' Houses, committees for youths affairs; in the system of retraining and advanced training of personnel in the sphere of education and culture.

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EXPERT SYSTEMS OF REAL TIME AS KEY TENDENCY OF ARTIFICIAL INTELLIGENCE IN TAX ADMINISTRATION

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1. Introduction

In difficult conditions of modeling, classical modeling techniques are ineffective or even completely unacceptable.

This is due to the fact that it is impossible to describe the reality adequately with the help of a small number of model parameters, because the calculation of a model requires too much time and computing resources, and, most importantly, conditions of these methods application are not fulfilled and, therefore, it becomes impossible to use appropriate statistical criteria to evaluate the adequacy of the produced models.

Because of the afore-named drawbacks of traditional methods analytical systems of a new type have been actively developing of the last ten years. They are based on the artificial intelligence technologies that mimic natural processes, such as the activity of neurons in the brain or the natural selection process.

Artificial Intelligence (AI) is an area of scientific knowledge, bringing together

a large number of areas involved in the study of the principles and laws of human mental activity and modeling tasks that are traditionally considered to be intellectual (Biryukov, 2011).

According to modern presentation, artificial intelligence (AI) is defined "as a scientific discipline whose goal is to develop hardware and software, allowing the user - non-programmer to set and solve the tasks that are traditionally considered intellectual, communicating with computers on a limited subset of a natural language."

The step of expert systems (ES) inception in the "bowels" of AI systems is a shift from the paradigm of heuristics to the paradigm of developing ways by which a professional expert presents nonformalized knowledge, methods and informal rules, which he uses in making decisions.

Expert System (ES) - a program or set of programs, that makes it possible to present and systematize the expert knowledge in a certain application area in a suitable computer form and, based on this

view, to solve applied problems like an expert at the request of users (Biryukov, 2011).

ES relates to knowledge-based systems, and includes the characteristic elements of these systems:

- Knowledge Base (KB). In the self-learning systems, knowledge base contains information which is the result of previous problems solutions;
- a mechanism for obtaining solutions (inferential mechanism);
- means of interface to communicate

with the user.

The essence of expert system structure is illustrated in Figure 1.

Designed to the date ES usually solve applied problems of the following classes:

- preparation of semantic descriptions of objects on the input data (e.g., interpretation of symbols, signals);
- prediction of certain disorders (e.g., symptoms of diseases);
- contingency planning;
- monitoring and others.

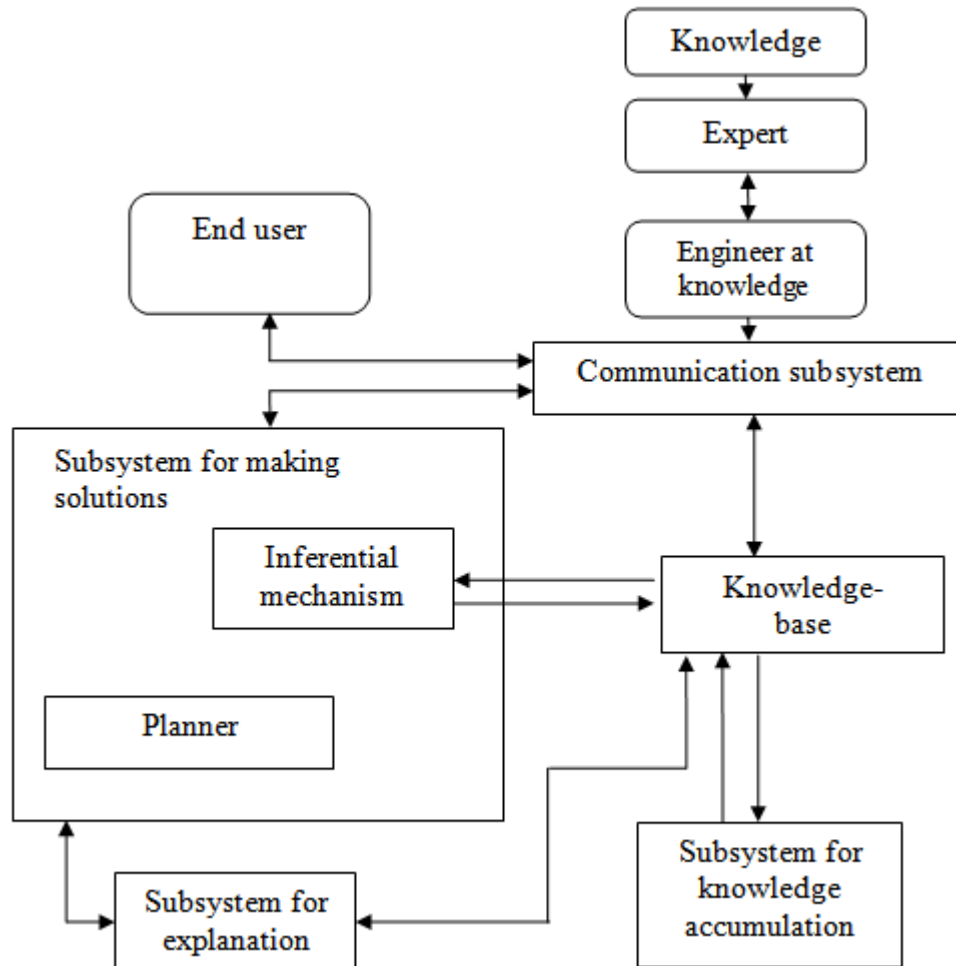


Figure1. The structure of the expert system

ESs are effectively used in various fields of human activity: medicine, geology, economics, and others. There are several reasons for this:

- 1) there is an opportunity to solve previously unavailable, badly formalized problems involving a new, specially designed for this purpose mathematical ap-

paratus (semantic networks, frames, fuzzy logic, neural networks);

2) ESs are focused to be exploited by a wide range of professionals (end users), who communicate with the system in dialog using comprehensible reasoning techniques and the terminology of specific subject area;

3) the use of ES can dramatically increase the effectiveness of the solutions taken by ordinary users, due to the accumulation of knowledge in ESs, including the knowledge of the highest qualification experts.

When creating artificial intellectual systems a large number of information technologies (ES, advise-giving systems, decision-making support systems, execution of decisions) are used. The common feature of these techniques is the use of some form of human knowledge. If we highlight the technology aimed to solve economic problems, this class of systems will be called "economic advice-giving systems" (EAS).

Here is the definition of EAS taken from scientific literature: "Under the EAS we mean any software-based product that reflects the economic specialist professional knowledge, his skills and experience used in the process of issuing solutions for the user." Romanov & Odintsov (2000) worked out the classification of EAS, which is based on the principle of simulation of the expert' thinking processes and divided EAS into two classes:

1) EAS reproducing conscious thought processes of a man;

2) EAS reproducing unconscious thought processes of a man.

Decision makers in real control systems in the economic field usually carry out the following thought procedures:

- draw conclusions and develop management decisions based on the analysis of complete, incomplete and unreliable knowledge, i. e. in the conditions of uncertainty;

- explain and can justify why they have come to this conclusion;

- improve their knowledge, re-systematize them, study their own and others' experience;

- make exceptions to the rules; use contradictory and improbable information;

- determine the level of their competence, i.e. determine whether they can or cannot make decision in this particular case.

2. Methodology and Data

2.1 Review of neural network instruments for Mathematical Modeling

Neural network models are widely used in the ECs to represent and accumulate knowledge (McCulloch & Pitts, 1943; Haykin, 1999; Chernik, 2010; Yasnitsky, 2010). Note that there are three reasons for the rapid development of methods for neural network modeling in general and particularly in the sphere of EAS:

1) In the neural network models parallel calculation method is implemented, i.e. several steps for computing operations are carried out at the same time. Due to this, the speed of a neurocomputer (electronic structure or neuroemulator) increases sharply.

2) Neural network model does not require prerequisites of classical regression analysis, which is particularly important for the study of economic systems, where these prerequisites may not be fulfilled.

3) Though neural network models are parametric, they do not require pre-guessing of the form (structure) for the model.

The use of neural networks provides the following useful properties for the model:

1) Non-linearity. Artificial neurons can be linear or nonlinear. Neural networks which are constructed from compounds of non-linear neurons are nonlinear themselves. Moreover, this nonlinear-

ity is of a special kind, since it is distributed over the network. Non-linearity is an important feature, particularly if the mechanism, responsible for the formation of an input signal, is also non-linear.

2) Display of the input information into the output information. One of the most popular paradigms of learning in neural network system is training with the teacher. This implies a change of synaptic weights based on a set of labeled training examples. Each example consists of an input signal and the corresponding desired response. From many examples one is randomly selected, and the neural network modifies the synaptic weights to minimize the differences between the desired output signal, and the signal, formed by a network in accordance with the selected statistical test. This training is carried out as long as the changes in synaptic weights will be insignificant.

3) Adaptability. Neural networks have the ability to adapt their synaptic weights and the very structure of the model to the changes in the environment. In particular, a network trained to operate in a particular environment can easily be retrained to operate in the conditions of minor oscillations of the medium parameters in the environment. Moreover, for op-

eration in nonstationary environments, the neural networks, that change synaptic weights in real time, can be created. At the same time it should be noted that adaptability does not always lead to sustainability, for example, the adaptive system with parameters rapidly changing over time, can quickly react to extraneous field that cause the loss of productivity. In order to use all the advantages of adaptability, the basic parameters of the system must be sufficiently stable so to ignore external interference, and flexible enough to provide a response to significant changes in the environment.

An important restrictive feature of the neural networks used in EAS for representation knowledge is that unlike other models reproducing determined connections, clearly articulated by the expert, the neural network is not able to explain its results. Therefore in instrumental ES where it is possible to use several models of representation of knowledge, the neural network should be complemented by logic or production models.

2.2 Review of Models for Presentation of Knowledge

Consider the advantages and disadvantages of models for representation of knowledge in the EAS.

Table 1. Comparative characteristics of models for representation of knowledge in EAS

Models	Benefits	Restrictions	Degree of study
1	2	3	4
Logic models	A clear formal semantics, the use of advanced mechanisms of inference, based on mathematical logic.	Lack of mechanisms for the critical evaluation of knowledge, revealing the contradictions; lack of automatic detection of patterns and using them to predict; lack of mechanisms for extraction of new knowledge. Knowledge Source is an expert, i.e., in the original database there is no output mechanism - deduc-	High degree of scrutiny.

		tion.	
Frame models	Nested frames (the principle of "Matryoshka") to describe the most significant relationship between the attributes of the object, the ability to quick search for the inference based on the principle of inheritance; knowledge organization preserving information about the structure of the object.	Knowledge Source - expert, ES is a "passive assistant (adviser)"; inability to manipulate knowledge, simulating the inference process; the lack of mechanisms for critical evaluation of the knowledge gained from the expert and extraction of new knowledge; output mechanism is deduction.	High degree of scrutiny.
Semantic networks	Visibility (semantic visualization of information); variety of funds for representation of different relationships between the basic concepts; the ability to create rules for the knowledge base.	Knowledge Source is an expert, i.e., there is no initial knowledge base; output method is deduction.	High degree of scrutiny.
Production models	Ability to playback the way and style of human thinking; modularity; compatibility with other forms of knowledge representation; natural parallelism inherited in the production system, which is convenient for implementation of new architectures on a computer, such as neurocomputers.	The output mechanism is deduction; knowledge source is an expert; limitations are the same as these for the above three models; lack of mechanism for adequacy evaluation of the knowledge representation model.	High degree of scrutiny.
Neural network models	Ability to extract new knowledge about the laws of the object, the process, the situation out of the data; compact form of knowledge representation; the possibility to manipulate with knowledge in quantitative form (eg, finding the optimal control actions); the ability to solve a wide range of tasks (approximation, clustering, optimization,	Neural network does not explain its results and therefore requires a superstructure in the form of the other models when creating the EAS; for high-quality training and testing the network requires a fairly representative database, which dimension N depends on n-dimensional vector of explanatory variables $\overset{\Delta}{X}$; there is no theoretical	Insufficient scrutiny, some problems have not been investigated adequately, in particular: the stability of neural network model according to Hadamard; regularization methods using different approaches (regu-

	<p>forecasting); ability to work in view of the of "NON-factors" triad; output method is induction, i.e., from separate facts to general laws; neural network KB is able to detect contradictions in the KB, to predict new facts, and to assess/evaluate its own adequacy. Remarkable features of neural network techniques (NNT) (approximations of system function on the basis of the final set of observations) are their internal regularizing properties, allowing getting small generalization error. The usefulness of these characteristics manifests itself in situations where the data about the system contain internal redundancy, i.e. a lot of data. This allows us to submit a set of the data as a model that contains fewer parameters than available data. Thus, NNT squeeze the experimental data, weakening noise components and emphasizing the smooth components.</p>	<p>apparatus to assess the adequacy of neural network model similar to, for example, an apparatus for the regression models obtained by OLS (for neural networks the substantiation of their adequacy is possible in principle, but it requires additional research every time. It is impossible to add any a priori information (expert knowledge) to accelerate neural network learning process: it is necessary to re-build the neural network taking into account a priori information, re-select the system of set parameters and train the neural network.</p>	<p>larization theory by Tikhonov, Bayesian approach); ensuring consistency for network regularization; optimization of the choice for the paradigm and architecture of network; a comprehensive assessment of the adequacy of the neural network model in terms of manifestations of the "NON-factors" triad; and others.</p>
<p>Fuzzy logic models</p>	<p>Fuzzy logic uses the notions of everyday speech to determine the behavior of the system and makes it possible to build robust, fault-tolerant systems; takes into account the large number of parameters to be analyzed (estimated), a large number of control actions,</p>	<p>Residual uncertainty remains in the formalization of fuzzy model when designing functions of membership and choosing terms of linguistic variables; fuzzy model is not capable of learning to determine the parameters of the membership function on the basis of famil-</p>	<p>Coarsening of data in the database because of their fuzzy representations increases the resistance of the neural-fuzzy model to a random variation of the input data, but</p>

	strong disturbance and nonlinearity; factors of "NON" triad, the use of technical knowledge such as «know-how».	iar information.	how much - this issue has not been studied, particularly for large organizational economic systems.
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We give short comments to Table 1.

Logic models. The main idea of the approach in constructing logical models for knowledge representation is that all information necessary for solving applied problems, is considered as a collection of facts and statements that are presented as formulas in some kind of logic (Pospelov, 1989; Hayes-Roth & Jacobstein, 1994).

This class of models is based on the predicate calculus and deals with the statements (affirmations), which can be true or false using Boolean algebra operation (disjunction \vee , conjunction \wedge , negation \neg , implication \rightarrow , and others.). Complex statements can be constructed in KB. For example,

$$\neg P(x) \wedge [Q(g(y)) \vee R(x, y)] \quad (1)$$

where P, Q, R are predicates; $g(\bullet)$ - any logic function, for example, implication; x, y are object variables (objects).

The truth of this formula is determined by the specific values of the variables (x, y); the variables and the function values can take only two values: 1 and 0.

Frame models. In 1974 this type of

models was first proposed by Marvin Minsky (1975, 1979), a professor at Massachusetts Institute of Technology (USA). A frame was considered as a minimal description of an object, i.e., a set of its features (attributes); the omission of any attribute makes the description of the frame impossible. Frame sample:

$$\langle Z, (Y_1, T_1, A_1) \rangle, \dots, \langle (Y_n, T_n, A_n) \rangle, \quad (2)$$

where Z is the frame name; Y_i is the slot name; T_i - the slot value; A_i - the name of the associated procedure.

Slots comprise a frame basis. Slots are some unfilled structural elements of a frame. When filling the slot, this frame is associated with the considered situation, the object, the phenomenon. If a frame has empty slots, it is called a frame-prototype and a frame with filled slots is called a frame-example (or frame-instance).

Semantic networks. Existential graphs can be considered the progenitors of modern semantic networks. Existential

graphs were proposed by Charles Pierce (1909). They are used to represent logical statements in the form of special diagrams. Pierce called this method "the logic of the future". This is a chart pattern in the form of a graph, its vertices (nodes) are associated with some concepts (objects, events, processes), and the links (arcs) of the graph reflect the relationship between these concepts. The links can be diverse: temporal, spatial relations, cause and effect links, and others.

Production models. The term "products" was introduced by the American mathematician E. Potts in 1943. Nowa-

days, along with frames, products are the most popular forms of knowledge representation. The knowledge is presented in the form of sentences (production rules): “If A, then B”, where A, B are statements. In Logic this rule of deductive inference is

$$\langle (i); Q; P; A \Rightarrow B; N \rangle \quad (3)$$

Where i is the name of the product (its serial number or nomination); Q is the scope of the product application; P is the condition for the applicability of a product (predicate); $A \Rightarrow B$ is “the core of a product” (A is a condition, B is an action); \Rightarrow is the sign of a sequence, which often coincides with a logical implication; N – product post condition, indicating what should be done after action B .

In practice, in order to describe quite complex objects (processes, events) not one product, but the set of products is used. When working with these systems of products, there may be questions about the systems’ completeness, consistency, the extension of the gained knowledge. The totality of these productions (rules) generates a “tree”-type structure of the arguments. In this structure the initial (root) vertex corresponds to the original statement, and the end (terminal) vertexes (“leaves”) correspond to the results of reasoning. Each reasoning must contain a group of true statements corresponding to the intermediate tree nodes, situated on the path from the root to the definite terminal node. The search of this path can be performed by means of various algorithms, called inferential mechanism.

The abilities for effective work with the knowledge presented in the form of production models, are embedded in artificial intelligence languages LISP and PROLOG, which are specifically designed to treat symbolic information and automate logical reasoning (Vasilyev, 1981).

Fuzzy logic models. In 1964 L. A.

called “Modus ponens”. For example: “If the temperature of a person is high, he should see a doctor” (Gavrilova & Khoroshevsky, 2000).

In general, a production rule is understood as the following expression:

Zadeh put the basis of fuzzy logic, i.e. a new approach to analyzing complex systems and decision-making processes under uncertainty (1996). The essence of this approach is as follows:

- fuzzy logic uses the so-called linguistic variables, that are expressed by whose terms (symbols) (words, phrases, sentences), expressed in natural language;
- simple relationships between the variables are described using fuzzy statements;
- complex relationships are described by the fuzzy algorithms for special operations on fuzzy sets (equivalence, inclusion, union, intersection, complement, the algebraic sum and product concentration, stretching, etc.). Fuzzy algorithm is an ordered set of fuzzy rules, formulated by vague indications (terms).

L. Zadeh’s ideas, focusing on the modeling of decision-making processes under uncertainty, have a lot of supporters and are widely used as a tool for the building of AI real systems.

The technology using fuzzy logic promotes the development of systems using intuition and engineering knowledge (know-how). Fuzzy logic uses the concepts of everyday language to determine the behavior of the system. It allows to create robust, fault-tolerant systems.

To sum up comments on Table 1, we note that the EAS can include a combination of different types of models for knowledge representation. This must generate the synergistic effect (the emergence) by strengthening the advantages of the basic model and reducing its negative char-

acteristics and limitations. For example, when there is a combination of fuzzy and neural network models of knowledge representation in the EAS, fuzzy inference systems allow giving clear interpretation of the performed actions, but they cannot be taught, i.e. to perform automatic setting of parameters for membership functions on the basis of known information. In contrast, the neural network can customize their parameters (weights), but the functions, which they realize, can't be clearly interpreted. The most effective way for hybridization of fuzzy logic and artificial neural networks, is a neuro-fuzzy system (more precisely - "neural inference system"), which, on the one hand, can be regarded as a fuzzy inference system (and thus, to interpret clearly the obtained results), and on the other hand - as an artificial neural network, that contain a special type of neurons and therefore, it can be trained.

Thus, fuzzy logic is a technology that enables the development of systems using intuition and engineering knowledge (know-how). Fuzzy logic uses the concepts of everyday language to determine the behavior of the system. It allows building robust, fault-tolerant systems (Zimmermann, 1996).

3. Results and Practice

Russian scientist Dmitry Chernik (2010) describes the ES, which is used by the Canadian Internal Revenue Service for verification of a company income tax and VAT. To develop the expertise rules for the selection of taxpayers in Canada, a group, consisting of 30 most qualified tax inspectors was created. These inspectors told the experts in artificial intelligence (AI), why some declarations seem suspicious to them, what things should be paid priority attention during the checking, and what amount of additional charges should be expected. To perform field tax audits, all these rules were introduced into the

system of the computerized selection of taxpayers. The following sources of data are used: the data from tax returns, the data from previous field tax audits, the data on the structure of earnings in the area where the taxpayer lives. This ES allows to look through tax returns in automatic mode and to classify them into two classes: Class 1 – “field tax audits should be performed”; Class 2 – “it is not necessary to inspect”. The value of the expected additional charges is estimated in Class 1.

The US Federal Revenue Service uses the following combined (hybrid) model for selection of taxpayers for performing field tax audits (Chernik, 2010). A special data base of individuals and small and medium-sized businesses is collected according to the results of their special scrutiny, conducted in the framework of the Program "Measuring of taxpayers' law-abiding." Randomly selected tax returns are classified by the main source of income. A discriminatory function is the amount of income (or gross income of the company). The classes' labels are known from the results of previous checks. Then, using statistical methods specialists estimate the probability of additional accruals after the documentary check of the declaration from this class. This statistical model links the simulated core indicator with others, which the taxpayer shows in his declaration. This model is constructed as follows. Take a sample of declarations for the class, where the results of additional charges are known from previous audits and all these declarations are divided into two subclasses: 1 - "should have been checked"; 2 - "should not have been checked" (0 or 1).

The belonging of the declaration to one of these two categories is the modeled variable Y.

The simplest ES, which takes into account the uncertainty factor, is as follows. For simple regression:

$$\hat{Y} = \varphi(x_1, x_2, \dots, x_j, \dots, x_n) \quad (4)$$

a destructive version of multi-stage OLS is applied, i.e., first, a large number of order factors (150) is included in (4), then their number is reduced by an order and more, i.e. only the most significant factors for the explanation of the simulated variable

are retained. Thus, the model of knowledge representation in the EC is a linear or non-linear regression equation (4), supplemented by the following production rule:

$$\text{"If } \hat{y} \in [y_a; y_b], \text{ then } Y = 1, \text{ and } Y = 0 \text{ otherwise"} \quad (5)$$

The required value interval $[y_a; y_b]$ is given by the expert.

In this regression equation, non-absolute values of these factors $\{x_j\}$ from the declaration are used, but dimensionless complexes, formed from these factors.

After receiving the model (4), this simple regression formula is applied to all selected declarations of this class. The selected declarations are submitted to a highly qualified tax inspector (called a «classifier " in the US) for censorship. The classifier scans all the selected declarations and gives his verdict about each one: whether it should be checked or not, and what points should be especially focused on during the verification. In the United States, approximately half of all field inspections of taxes on personal and corporations income is organized using this ES selection.

According to D. Chernik's study, tax services of many countries process tax returns using statistical methods such as regression and discriminant analysis, and according to the results of this analysis they build formulas, which allow to draw conclusions about new tax declarations: whether the check of a taxpayer promises large accrual or not. The documentary audit of taxpayers selected in such a way, is given priority.

4. Conclusions

Despite the intensive development

of the theory and practice of neural network modeling in relation to the difficult conditions of economic systems modeling (hard formalization of the processes and interactions in the system), very noisy data (deliberate distortion of the tax base) because of the unknown laws of noise distribution, many problematic issues of neural network modeling of these systems have been either poorly researched or not researched at all:

1. The budgetary system of any level faces the problem of the insufficient amount of own funds for the projects focused on the end result and in the broader sense, for the budget system functioning, i.e. providing timely and quality services for budget spending units, ensuring the preservation of the financial and social stability and the development of the territories. Therefore many regions get subsidies. When transfers and subventions are allocated, the regional and municipal accounting documentation is distorted in the direction of increasing the budget deficit. In some cases budget planning is still based on the principle "from the achieved level". So, one of the urgent problems is forecasting of budgets' filling, particularly, in municipalities, taking into account the risk of going beyond the confidence limits of the forecast based on hybrid neural network models.

2. Lack of computer techniques for multi-criteria ranking of budgetary institu-

tions and organizations, which would allow to assess objectively the results of the organization's activities at the current time and a forecast period. Such techniques would allow to distribute transfers more equitably and efficiently in terms of governance and to determine the directions for the rational development of budgetary organizations.

3. The taxpayers' activity is characterized by uncertain external and internal environment. The result of these trends is the spread of the output parameters for the organizations' economic activity, which in many cases determines the high risk for inefficiency of tax audits. The objectives of the tax control are creative in nature; they require specialists with extensive knowledge, experience and developed intuition. Therefore, the transition to the mathematical formalization of the decision-making stages faces a number of difficulties associated with the problem of modeling for poorly formalized systems.

The Federal Tax Service of the Russian Federation use information technology for desk audits, selection of taxpayers for on-site inspections, These technologies are generally aimed to automate the monitoring of declared reporting data, their analysis for the logical consistency of the interrogation mode, where each subject of taxation is analyzed in turn.

The main disadvantage of the existing methods of tax control is as follows: all the technology of tax audits planning is subjective.

In addition, a number of factors increase the tax uncertainty, such as: the increasing complexity and diversification of the taxpayers' activity, the diversity of the legal aspects of transactions between the taxpayers, the taxpayers' risky activity, the raising stochasticity of the international competitive environment.

In such circumstances, there is need for new computer technologies for taxpayers' selection.

So, we can conclude, that the level of development of theoretical and methodological foundations for neural network modeling in intelligent ECS for economic systems, does not meet the requirements of the practice, due to the ongoing process of reforming in the budget and tax system of the Russian Federation.

The modernization of the fiscal system in Russia and new financial and fiscal instruments pose new challenges requiring innovative solutions and rapid application in practice.

Solving this problem is aimed at solving algorithmically complex problems, as well as accumulation of scientifically based knowledge about the object, i.e., it is designed to maintain the existing system of economic models of the object of study and to add it with missing models and objectives. In applied economic aspect the problem is focused on improving the efficiency of state administration in the area of fiscal systems at all levels.

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DIRECTED DEVELOPMENT OF MOTIVES AND NEEDS AS A FACTOR OF ACTIVE INCLUSION OF STUDENTS OF HIGH SCHOOL STUDENTS IN THE PROCESS OF PHYSICAL EDUCATION

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Over the recent years, an increased attention has been paid to the health of children, which, first of all, is associated with the increase in their disease incidence during schooling and the subsequent decline in performance efficiency in their higher education training and professional activities. At the same time, the most significant increase in the incidence of diseases occurs in the age periods coinciding

with students' school years, when they spend more than 70% of their wakeful state in schools which are supposed to preserve and strengthen students' health.

Preservation and strengthening of health, raising the level of physical preparedness of the younger generation is the most important task of the modern school. The school is one of the most important educational institutions, which should lay

the fundamentals of students' health should, developing the needs for active PE training as a vital value.

At the present time, this work is most often characterized by an unsystematic character, insufficient use of modern means and methods of physical education, new technologies for recovery, diagnostics, treatment and rehabilitation poor sports facilities. All this is exacerbated, in the majority of cases, by disorder and chaotic organization of students' life: untimely food intake, systematic lack of sleep, low exposure to fresh air, insufficient physical activity, lack of procedures developing resistance to cold, smoking, etc. [1].

Among the factors that ensure the preservation and strengthening of students' health, raising the level of their physical and functional preparedness, the leading role belongs to physical education and sports. Here, the use of physical exercises, natural forces, hygienic factors develop a positive attitude of high school students to a healthy lifestyle, a habit of constant motion, a conscious attitude to their physical and moral health and personal physical culture.

At the same time, an analysis of the results of research carried out over the recent years has shown that modern students are characterized by low indicators of the development of structural elements of physical education: knowledge, skills, physical development and physical preparedness [2, 3]. The main reason for this situation, in our opinion, is the contradiction between the complexity of solving problems of developing the motivational and value-related attitude of students to PE classes and unsuccessful attempts to solve them with the generally accepted ways.

The strategic task of the development of physical education and sports in Kazakhstan, at the present stage is the development by the younger generation of the basic values of physical culture that ensure the strengthening of students'

physical and moral health, increase in their mental and physical performance.

Experience shows that with the help of the traditional organization of physical education in school, these goals are not fully achieved due to the fact that the PE classes are not always interesting for students and often do not correspond to their desires, needs and interests.

In this connection, the question of the need to search for new approaches to physical education of the younger generation and, first and foremost, new approaches in the methodology of planning PE classes as the main form of the educational process become relevant.

To solve this problem, we interviewed 25 school PE teachers in Ust-Kamenogorsk, who were unanimous in their answers claiming that the main task of physical education is to increase students' physical fitness, expand the range of their physical skills and instill in students the need for regular PE classes, so that they became an organic part of their way of life. This, in their opinion, will ensure that students preserve their mental and physical health, increase the adaptive capacity of the body to overcome the risk of various diseases.

At the same time, they pointed out that one of the main problems of school physical education lies in poor preparedness and low motivation of most students to apply knowledge in the field of physical education for their health improvement and physical perfection.

Thus, there is a reasonable question whether it is possible to develop the need for physical self-improvement in schoolchildren by methods of coercion. All previous experience in this area shows that this is impossible. And if we do not use a fundamentally new approach to planning and conducting PE classes, the situation is unlikely to improve.

The main task here is to raise the schoolchildren from the level of the pas-

sive performers of the school PE curriculum to the level where they actively shape their bodies, improve health, motivation and interest in physical education.

In order to approach the solution of this problem objectively, we also interviewed high school students, who were actively involved in the process of physical education, i.e. students with the well-developed personal physical culture, to find out the main factors that prompted them to do so. The results of the survey showed that out of a rather large number of factors the overwhelming majority of schoolchildren (85-93%) chose the following:

- optimal physical activity;
- sufficient level of theoretical knowledge in the field of physical education and sports;
- an extensive set of various motor and physical skills necessary for independent exercising;
- good health and good physical training.

The results of this study served as the basis for the development and experimental substantiation of the program for the development of the need for active PE classes in high school students through the practical implementation of the identified factors in classes and extra-curricular activities.

The high school students of Ust-Kamenogorsk secondary schools #17 and #26 (26 boys and 22 girls) participated in the experiment. At the time of the study, they were not motivated to take active PE classes.

The two-year approbation (2015-2017) of this program showed a significant increase (by 32-35%) in the number of students who actively joined the process of physical education. High school students demonstrated a higher level of theoretical knowledge, the range of their physical skills and expanded, their physical activity and physical preparedness have considera-

bly raised.

It is very important that during the experiment the schoolchildren significantly strengthened their health and this positively affected:

- their behavior (they became more energetic, goal-oriented, they developed a feeling of their physical and psychological and emotional attractiveness, etc.);
- mental state (they were generally well-balanced, neurologically and psychologically resistant, they became more purposeful, persistent in achieving their goals, resolute, self-reliant, etc.);
- physical and functional development - in improving adaptation processes, increasing efficiency and training; reduction of morbidity; more rapid and full recovery processes after physical and mental activity, etc.

The research revealed that attitudes toward physical training in schoolchildren had changed only after their functional and physical performance indicators had improved and when they had acquired the necessary theoretical knowledge. Interviewed students noted that they began to enjoying physical exercises (87.6%), they became ill less often (45.3%), became physically stronger (89.8%), their academic performance improved (35.7%), etc.

One of the fundamental conditions for the development of motivations and needs for physical education classes in schoolchildren is the optimization of their physical activity. It has long been known that one cannot force a student to engage in any physical activity and take care of one's health. We need certain incentives, motives, which are mostly absent in modern schoolchildren. The students should want to change attitudes toward themselves, and a PE should help them in this [4, 5].

To maintain the optimal level of physical activity (PA) of schoolchildren, their correct physical development and

physical preparedness, various means and methods of physical education were used. Thus, the school PE class (45 minutes) compensates on average 11-20% of the necessary daily physical activity.

When physical activity of a PE class is high, this indicator can increase to 35-40%. During the days when there are PE classes on the students' schedule, the deficit of their PA is 30% on average; when there are no PE classes scheduled, PA deficit increases to 70% [6, 7].

The key element in solving the problem of activating PA of high school students is the question of the purpose and content of a school PE class and the selection of appropriate methods for its organization. The most realistic approach here is the use of a sports-oriented approach in physical education aimed at mastering the values of popular sports [8].

The sports orientation of physical exercises relied, first of all, on the principle of consistency, which provides for the use of PE sessions 4-5 times a week (both curricular and extracurricular), which made it possible to provide:

- Increase in the physical activity of schoolchildren through using means and methods of sports training acceptable for achieving the goals of physical education in school;

- Full development of the basic physical qualities and the formation of a wide-range set of different physical skills and abilities.

It is important that sports-oriented activities had a health-saving orientation associated with the use of moderate-intensity physical loads of locomotion, which stimulate mental activity of schoolchildren, increase their motivation and value attitude to the process of physical education. All this turned out to be possible only when we focused on the interests, needs and motives of schoolchildren in building a healthy, strong body, when they received knowledge and practical skills of

self-control and self-management of their physical condition and psyche.

To optimize PA, PE classes were accompanied by sports and health and health-improving events in the school daily routine (gymnastics before classes, PA breaks, etc.), as well as extra-curricular forms of exercise: General Physical Preparedness groups, school sports sections, classes in the Youth Sports School, etc. All of these measures fit into the daily 2-3-hour PA requirement and compensated for the PA deficit in students [9, 10].

Of great importance for the optimization of schoolchildren's PA were independent physical exercises: in the yard, in the family, out of doors, etc. It was also important to teach students during their PE class various physical skills (especially sports and active games) that they could use for their physical perfection in their free time.

An important direction in the development of motives and needs for the active PE sessions is the theoretical training of students in the field of physical education. Theoretical knowledge of the positive physical and functional changes occurring in the human body during physical exercises, which were received by schoolchildren during their PE classes, encouraged them to actively engage in physical activities and sports, helped them to use physical exercises to promote health and physical self-improvement [11].

Also, to maintain an active interest in physical education and sports, we systematically gave the students information that revealed the importance of performing a given exercise or a training task. For example, when we started training in a base jump, we explained that jumping over a wooden horse strengthens the strength of muscles, develops coordination of movements, etc.

During the research, it was revealed that the formation of effective motives is

an indispensable condition for the successful formation of active, sustainable interest of students in physical education. School-based internship and scientific research show that interest in PE significantly increases when the student achieves significant changes in physical development in a fairly short period of time. The student has a feeling of “inspiration by success”, which contributes to the development of an active interest in physical education and sports [12, 13].

Also, it was revealed that one of the main conditions in the successful formation of motivation and the need physical activities and sports in students is the availability of appropriate abilities skills from different sports. This allowed the students to have freedom of action in the process of independent physical exercise [14].

This was also promoted by the proper level of development of physical qualities in students: strength, speed, endurance, agility and flexibility. Only a sufficient level of development of these qualities allowed the students to actively engage in the process of physical education, to be equal among peers in PE classes, sports competitions, etc.

One of the main means of forming a value-oriented attitude to the physical education in schoolchildren is the regular organization of sports events, which were mostly of recreational and entertaining character and focused on the participation of the maximum possible number of students. High school students enjoyed participating in these competitions satisfied their need for movements, strengthened their health, etc. It is important, however, that these competitions were well organized and didn't last too long, so that the participants and spectators did not lose interest in them.

Thus, it can be stated that the development of the need for active physical exercise is a completely manageable process.

Achievement of the set goals here was possible through the creation of certain conditions (strong health, optimal physical activity, a sufficient set of motor skills and developed physical qualities) that motivate and stimulate this activity. Through acquired knowledge and active physical exercises, schoolchildren, found a personal meaning in PE training sessions and consciously joined in this process.

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DESIGN OF INFORMATION SYSTEM FOR THE UNIVERSITY MANAGEMENT

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The informatization of society is known to be the most important mechanism of shaping the national economy competitiveness [1]. Due to the realization of the state policy in terms of the informatization of society and education in the Republic of Kazakhstan, the necessity of application of modern information and communication technologies has proceeded to a more developed level, from studying opportunities of information technologies to their implementation and application in the educational process. Regarding this fact, distance learning technologies have been applied increasingly, an efficient methodological framework and mechanisms of distance learning implementation have been designed, and domestic digital resources began to develop as well. Given that, nowadays an urgent issue becomes the process of information systems implementation in terms of higher education management. Education management information system (EMIS) is being developed in Kazakhstan, some of its components have already been put into action; however, the unified information system of education is something prospective. Similar systems are increasingly implemented in many industrial enterprises across the world. Their main purpose is a real time analysis of reliable information about key processes taking place at an enterprise. In spite of all the advantages of management systems application, many enterprises face a great number of problems at the stage of implementing those management systems, which leads to unwillingness to use them. Thus, studying organizational aspects of information technologies implementation in the field of education presents a rele-

vant problem and requires systematic research as well as an appropriate action plan. The methodological framework is represented by the following scientists' research: A. Markin [9], Samuel W. McDowell [17], Y. Romyantseva [12], V. Slyusar [12], D. Issayev [7], E. Troshin [14], B. Martirosyan [10], V. Latyshev [8], J. Phillips [16], D. Aglitsky [3], V. Bozhko [4].

The goal of the present research is to determine the main criteria of the implementation of enterprise management system, identify the main problems of implementation, and develop recommendations on effective implementation of automated management system in a higher education institution.

To make appropriate managerial decisions on tactical and strategic issues concerning the development of an enterprise (organization), a real time analysis of reliable information about key processes taking place at an enterprise is required. Any operating enterprise may face 2 major problems – 1) the difficulty in receiving the latest and reliable information for analysis and appropriate decision making; 2) the lack of cooperation between organization departments in the framework of unified information environment. Such problems often hinder effective management of an enterprise.

One of the ways to solve the problems mentioned above is to apply corporate information systems, which automate activity of an enterprise. Nowadays the entire globe is experiencing the process of transition from the use of local decisions in terms of automating separate managerial objectives to integrated systems of automating record keeping and manage-

ment unified information space. Integrated systems of enterprise management, known as ERP-systems (Enterprise Resource Planning), enable to integrate data and processes of all organization departments into unified corporate information system. ERP-systems can be defined as an organizational strategy of integrating production and operations, human resources management, financial management and asset management, which is aimed at continuous balancing and optimization of enterprise resources by means of specialized integrated application package software that provides a general model of data and processes for the scope of activity.

There are many advantages of management system implementation for an enterprise; however, experience has shown that this situation has the following peculiarities: on the one hand, there are plenty of offers to develop and implement information instruction systems; on the other hand, there is no evidence of its successful implementation. Even if plenty of enterprises try to implement integrated management systems, such systems are hardly used in the field of education. At best, educational institutions prefer decision-making and automation of certain aspects of activity on their own, and in fact, they continue to be highly dependent on paperwork.

While analyzing the implementation of given systems at an enterprise, one can point out 3 main problems hindering an effective development of specialized ERP-system market for higher education institutions of the Republic of Kazakhstan:

1. Lack of funds. Not all enterprises can afford to implement specialized management systems as their implementation and maintenance is a labor-intensive and expensive process. The following elements can be referred to as the reasons affecting the price of an automation project: the cost of software license, cost of technical support that accounts for about 20 % of

the cost of software and includes payment for error correction service, functional development and provision of newer versions, cost of consulting services which cannot be less than 200% of the cost of software. Approximately, the cost of management system implementation for an average enterprise will be equal 15,000 conventional units – 5,000,000 conventional units, provided a free ERP-system is applied. Based on this, it can be concluded that not every higher education institution will be able to make such a payment because they do not have sufficient funds to maintain and renew their facilities.

However, it should be taken into account that ERPs are modular systems, which contain a great number of various subsystems. System modularity allows for effective implementation of both integrated and partial application at an enterprise. In this case, everything depends on the manager's goals and peculiarities of business processes taking place at that enterprise. This special feature can be used in the process of ERP-systems implementation and thus lower implementation and maintenance costs for Kazakhstani higher education institutions.

2. Shortage of appropriate specialized decisions. This problem is the key one as there are no global IT-decisions for the higher education system in the Republic of Kazakhstan. Unfortunately, ERP-systems market is still being developed in Kazakhstan, and decisions on integrated automation of educational organizations management based on unified information environment are missing at all. If one analyzes the ERP-systems market in the CIS, their shortage can be found as well. If large industrial enterprises have an opportunity to opt for various management systems, for the education system there can be singled out only one full-fledged ERP-system. It is called Galaxy – Higher Education Institutions Management which has demonstrated successful results in such

major educational institutions as Yugra State University, Pacific State University, and Far Eastern State University, as well as a number of smaller educational institutions [13].

3. Higher education institution executives lacking necessary competences and interest in the issue under discussion. Plenty of higher education institution executives follow the principle "do not ruin the thing that works" and therefore are reluctant to change the process of paperwork and educational process organization that have been functioning for years. Yet, the state program of informatization focuses on the implementation of information technologies into the educational process. Given that, eventually educational institutions will start integrating ERP-systems into the process of higher education institutions management.

The advantages of ERP-systems implementation for an enterprise are as follows:

- the executives of an organization and its staff obtain a tool allowing for real planning and managing an enterprise;

- the coverage of almost all kinds of activities, all business processes at an enterprise, and all resources management;

- starting with "enterprise needs", i.e. the primary aspect for ERP-systems is the optimization of production processes, enhancement of effectiveness with respect to production activity. The automation of such aspects as accounting is secondary. Along with this, necessary accounting reports can be created in different modules of the system;

- ERP-systems enable to connect with CAD / CAM systems that allows for obtaining an integrated decision that joins design, production, and distribution together;

- ERP-systems are aimed at processing financial information to solve problems related to the management of large corporations with geographically dis-

persed resources. Here is included everything that is necessary to obtain resources, produce goods, transport them, and estimate clients' orders;

- the basic system of adaptable ERP includes application programs packages to solve managerial problems, means of problems interconnecting into required configurations, means of interfacing with other systems, etc.

An essential condition of these means application is achieving economic effectiveness due to their implementation. It requires estimating economic effectiveness and its substantiation [5].

The substantiation of economic effectiveness in terms of information technologies application enables to:

- determine the necessity and reasonability of expenditures on the development and implementation of the automated information collection and processing system at different levels of information systems;

- identify the main areas of information processing automation based on the peculiarities of different levels of information systems as well as techniques of information acquisition, transfer, and processing;

- choose economically effective variants of technological processes related to economic information processing.

Economic effectiveness of automated information processing is achieved due to the following major factors:

- a high speed of information collection, transfer, processing, and output achieved due to high productivity of modern technical equipment and maximum reduction of time necessary to perform separate operations;

- quality enhancement of performing economic accounting due to the development of the unified infobase, setting an appropriate schedule of its retrieval, removal of constant data and derived indices as well as due to its centralized process-

ing;

- information maintenance improvement of different IS levels due to the reduction of lead time and documents obtaining.

Thus, general effectiveness of information technologies application directly depends on the reduction of information processing costs (so called direct effectiveness) and on raising an information service level (so called indirect effectiveness).

Direct effectiveness is expressed in lowering labor costs and expenditures on economic information processing and directly, i.e. quantitatively, influences economic indices of computing units activity that are involved in its processing. If, before assessment procedures, an enterprise has not been automated at all, it would be enough to compare productivity results before automation P_0 with respective zero expenditure ($Z_0=0$) to the results after automation P_1 with respective expenditure Z_1 .

In a simplified way, effectiveness is calculated according to Formula (1):

$$E = P_1 - P_0 - Z_1. (1)$$

Indirect effectiveness characterizes qualitative changes that occur as a result of computer aids application. They are expressed in quality and accounting performing efficiency enhancement, extension of information structure, and enhancement of its reliability, efficiency, etc. [11].

Nowadays there are no methods to evaluate effectiveness percentage received from information machine processing with respect to general effectiveness, which is the result of various measures taken to improve the information service of different enterprises. In this case, it is recommended to use an expert evaluation technique to calculate expected indirect effectiveness.

Any organization today is a complex open social system, or mechanism, that

takes some elements of the environment in which that organization functions. Thus, they undergo some changes creating output elements.

It would be wrong to consider information technologies implementation as a self-sufficient process of changing one of the model elements. Basically, it is part of a more integrated process of changes touching upon all the components of the system under study and affecting an organization as a whole. Making any changes without consideration of this influence can cause unpredictable consequences.

The roots of this problem appear at the stage of setting the objective to implement certain technologies urgently. In this way, inefficient work of a subsystem can be identified and considered as a self-sufficient element, therefore formulating an additional objective to implement an appropriate decision. In this respect, it is evident that an incorrect formulation of the objective leads to unsatisfactory results.

To solve this problem, the flexible systematic methodology called Organizational Development can be applied [16].

For the purpose of ensuring the most effective results of the process related goal setting, decision development and implementation, it is necessary to consider the following steps:

1. Identification of the Company's future state – description of the system future state – "Where would we like to be?"

- 1.1 Shaping the future company's consistent image and vision.

- 1.2 Written description of shared vision.

- 1.3 Mission statement.

- 1.4 Development of the company's business-model (a new business-system model).

- 1.4.1 Development of business-processes model – the system of coordinated business-processes, which are necessary for the company's activity in accor-

dance with the stated mission.

1.4.2 Development of the structure and command model for their implementation:

- hierarchy of powers and accountability, distribution of responsibility;
- job specification;
- job description;
- information systems, communication and coordination systems, conference systems.

1.4.3 Development of management and evaluation system:

- mechanisms of managerial decision making;
- planning systems;
- systems of performance efficiency criteria, mechanisms of monitoring, evaluation, and control;
- formal systems of motivation, stimulation, remuneration of labor and reward;
- systems of employees' training and development;
- operational policy, etc.

1.4.4. Development of employees' value and belief system as well as mechanisms of their shaping

2. Diagnostics and analysis of the current state – description of the system status – "Where are we now?"

3. Transition management – goal setting and changes implementation – "What should we do to change the situation?"

The stage of transition management is important for identifying a set of necessary changes and developmental measures depending on the fact where (at what level of analysis) the problem exists and on the degree of necessary interference. Among these factors, it may be necessary to change the systems and structures and consequently to implement new information management technologies.

It is easier to implement a system when it is known what economic effect it will produce. That is why, more and more

organization executives, before making a decision on fund allocation to design IT-projects, require IT-department heads and IT-project managers to provide an evidence-based assessment of such investment effectiveness. Thus, the research will further focus on determining major economic effectiveness indices based on modern information technologies implementation.

Therefore,

1. Systemic approach enables to represent an organization as a complex open social system, i.e. the mechanism taking input elements from the external environment and making various changes the result of which are output elements.

2. Organizations represented as systems consist of interrelated constituents: objectives, structures and systems, culture, and people. Changes made in one constituent lead to those made in other constituents. As a result, information technology implementation, being a part of the structure and system element, can be taken into consideration based on its mutual influence on other constituents of the system.

3. The activity analysis and subsequent modeling of business-processes is the second important condition for effective IT-decision implementation.

4. The development and implementation of decision with information technologies application is an iterative process and requires constant correction and update, so the organization should be provided with appropriate resources for this activity: staff (knowledge and skills), tools (techniques and software), information (internal and external environment, consumers, providers, business competitors).

5. The automated management system should be formed gradually by means of successive development and implementation of modules (subsystems) based on the application of common normative-reference information, common databases

and data warehouses that will provide one-time data input and consistency of information obtained from different organization departments.

6. The process of system implementation should be divided into several stages and take 2 – 3 years. The pilot operation of developed subsystems should be combined with the support of operating subsystems, giving up on which will be appropriate after the confirmation of new decisions effectiveness.

7. The basis of the system is the information connected with the cohort of staff and students; therefore, the Personnel Management module should be implemented first.

8. An appropriately designed and implemented system will enable to save material, labor, and time resources, facilitate the work of a number of key employees, as well as provide some extra time for analysis and strategic management, allow for enhancing the educational process quality, customers' and employee's satisfaction.

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MULTILINGUAL EDUCATION IN THE REPUBLIC OF KAZAKHSTAN: PROBLEMS AND PERSPECTIVES

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The Republic of Kazakhstan carries out a radical modernization of the education system, actively implementing a policy of multilingualism in the educational process. Only a few countries of the CIS develop multilingualism at the state level. Most of the former Soviet Republics from the category of countries with a strong bilingualism turned its language policy in the direction of monolingualism. In Kazakhstan the English language is developing at the state level in accordance with the tasks set by the President of Kazakhstan N. Nazarbayev. The initiative of the head of state, the project "Trinity of languages" is implementing. Multilingualism as a strategic priority of the education is also set in the State program of education development for 2011-2020. By 2020, 100% of the population of Kazakhstan must speak the Kazakh language, and 95% Russian and 25% English, but there are intermediate points of the report.

Now we can say that the formation of Kazakhstan's statehood and civil society is at the beginning of a new stage of its development, qualitatively different from the previous one. On the one hand, there are reasons to assert that during the first two decades of independence, Kazakhstan had been successfully established the Kazakhstan model of interethnic and inter-confessional tolerance; largely thanks to this such strategic objectives as the preservation of independence and territorial integrity of the country, reaching of inter-

ethnic and inter-confessional peace and economic and political stability have been successfully solved. On the other hand, at the moment the Kazakhstani public and the expert community come to the realization that interethnic and inter-confessional peace and harmony are only a necessary starting condition for the successful consolidation of the society in a single political nation; this realization of strategically important tasks of the new stage of development of the country is reflected in the Doctrine of national unity of Kazakhstan.

The strategic goal for the new stage of development of the country lies not just in the future maintaining of a achieved, but in the transformation of the Kazakhstan society to a new qualitative state, which can be achieved through the knowledge of the original culture and language of the Kazakh people and all other peoples living on the territory of modern Kazakhstan.

On the way of development of multilingualism in the education system there are already some results. As noted in the speeches of the Minister of education and science of Kazakhstan, the translation and publication in the national language of the best foreign textbooks for University students will be implemented by the Ministry. Since 2004, an experiment on early teaching of foreign languages has been carrying out in the country.

In a world practice, the study of issues related to the problems of multilin-

gualism and multilingual education are studied comprehensively. Multilingual education is under scrutiny of UNESCO. American psychological Association conducts special studies on cognitive abilities of multilingualism in pedagogy and policy. Issues of multilingualism, education and culture have been considering annually at the meetings of the Commission of the European Community since 2007. Moreover, the European Commission awards grants for research on multilingualism with the use of e-learning. In the World Wide Web, a considerable number of scientific articles on the role of Internet resources in multilingual education have appeared.

Certain experience in the implementation of multilingual education in the system of secondary and higher education has accumulated in the educational space of Kazakhstan. It is the experience of multilingual education in Nazarbayev Intellectual schools, Kazakh-Turkish high schools, schools for gifted children "Daryn" and others.

Currently there are over 30 schools with teaching in three languages. It is planned that the 476 schools will move to a system of multilingual education, and 9 universities of the Republic will carry out training on special subjects in English, the work on the training of English teachers for secondary, technical and vocational, and higher education in the framework of international scholarship of the President RK "Bolashak" has already begun. One of the major directions of modernization of system of training of the innovative staff is the training of multilingual specialists for our state.

To perform the tasks of development of multilingual education and integration into the world economic and educational space, there is needed the involvement in the multilingual training of a wide range of students, training of multilingual specialists, high school teachers, University

professors. This is especially important in connection with the upcoming transition to 12-year education.

The study of the state of multilingual education and the analysis show that a number of sequential activities should be made, namely:

- to study the actual situation of multilingual education in the Republic of Kazakhstan;
- explore the global experience of implementation of multilingual education;
- to develop a model of implementation of multilingual education in the aspect of requirements of the State program of education development in the Republic of Kazakhstan for 2011-2020;
- to develop a model of multi-lingual specialist.

The search for effective ways of training multilingual staff indicates the need to resolve the following issues:

- mismatch of existing qualifications and characteristics to the requirements to multilingual specialists;
- lack of regulatory and program-methodological support of polylingual education;
- the absence of a unified concept of preparation of multilingual professionals based on competence approach;
- insufficient knowledge of foreign countries experience in the implementation of multilingual education.

Multilingual education is inextricably linked to the performance of the main parameters of the Bologna process, a correlation and unification of curricula with the European standards of education. As the implementation of the Concept of 12 years of education, as one of the solutions, the implementation of the foundation program (the real 12th grade) with a focus on multilingualism and the study of the foundations of fundamental Sciences that will be learned in the first year of study at the University, is proposed. In this case, a full curriculum of preparation of bachelors is 5

years (1 year foundation program + 4 years bachelor's). Starting from the second year, the training in specialized disciplines is offered. Specialized disciplines need to be studied in the following proportions: $\frac{1}{2}$ in the state language, $\frac{1}{4}$ in Russian and $\frac{1}{4}$ in English for groups with the Kazakh education. For Russian-speaking groups $\frac{1}{4}$ on the state language, $\frac{1}{2}$ Russian, $\frac{1}{4}$ in English. In this case, students can take General education unit and intensive language training.

The Foundation program, firstly would solve the problem of multilingual education, and secondly, the problem of transition to a 12-year education and, thirdly, the problem of multilingual staff, who will lead the learning process will be resolved in a short term. The modern system of education places high demands on the teacher of the higher school, the quality of its activities directly related to the quality of training of future specialists.

One of the effective ways of initial training of multilingual staff is adding to the list of the basic disciplines of standard curricula of such disciplines as "Professionally-oriented foreign language, Professional Kazakh or Russian".

In the multilingual process big role is played by the state and official language. Currently, the generation of the Kazakh speaking Kazakh youth has almost grown – both rural and urban – that had already formed in the years of independence (years of birth from the mid-late 1980s), who graduated from Kazakh schools, and if continue their education, mostly in the Kazakh departments of universities. These boys and girls have quite serious social expectations in language, and develop an appropriate strategy. Unlike the generation of their parents, they are much more painfully and more actively react to the fact that a significant portion of their fellow citizens not only do not speak Kazakh, but do not even understand the language.

The idea of formation of the Kazakh language as the state became property of the public consciousness, and has already been adopted seriously by a significant portion of society. The government strictly monitors the implementation of the "Law on languages". There are dramatic changes of expanding the functions of the Kazakh language.

The Russian-speaking population of our country, which are mainly concentrated in the major cities of the country, needs not only to master the Kazakh language, to communicate and to answer the test questions, but they should be able to think in that language. (Under the Russian-speaking population, I also mean Kazakhs who do not speak their native language). Therefore, our most important task in this question is to attract the Russian-speaking population to the study of the Kazakh culture and their active involvement in educational and cultural life in the state language. It is necessary to maintain the life of the Kazakh language as the natural language of national creativity.

The implementation of the main tasks on multilingual education in the framework of the State program of education development in the Republic of Kazakhstan for 2011-2020, as we all know, requires thoughtful organizational and institutional arrangements. It is therefore necessary to create a coordinating scientific and methodical Republican center (Institute) of the development of multilingualism, the tasks of which will be:

- analysis of the language situation in educational institutions;
- development of the conceptual foundations of multilingual education and training of multilingual staff;
- organization of pedagogical experiment on improvement of learning in three languages, as well as dissemination of the results of the experiment;
- the use of electronic e-learning training for the effective preparation of

multilingual staff.

Due to the diversity and multidimensionality, the problem of multilingualism needs to have focused the attention of scientists of different scientific schools. Therefore, the Center of multilingual education needs to be multidisciplinary. Implementation of multilingualism is needed in constant scientific support. In this regard, it is necessary to analyze sociolinguistic and intercultural factors influencing the development of multilingualism in Kazakhstan. This will provide an opportunity to identify the real situation of multilingual education with a view to the further preparation of proposals and comments on the preparation of multilingual staff.

It is necessary to learn the advanced experience of the leading multilingual countries (Canada, USA, France, Switzerland, Belgium, Finland, Singapore, Malaysia). Systematization and generalization of world experience of multilingual education, introduction of effective learning methods at each level of education will allow the Centre of multilingualism:

- to develop a detailed proposals for the implementation of the most modern methods and technologies of teaching in the polylingual teaching;

- to improve the level of professionalism of teachers, which in turn will affect the quality of the preparation of multilingual staff;

- to increase the competitiveness of alternative language education programs.

Learning languages in the educational system of Kazakhstan has established tradition: a teaching material for teaching Kazakh and Russian languages as a second foreign is developed by professors of leading universities of Kazakhstan - Kazakh national University al-Farabi KazNPU named after Abay, foreign languages KazUIR & WL named after Abylai Khan. Experimental platforms for the implementation of multilingual education in

our Republic, as we know, are Karaganda state University named after E.A. Buketov and the Kazakh University of international relations and world languages named after Abylai Khan. The Associations on cross-cultural communication watch closely over the evolution of language policy in Kazakhstan, and are interested in developing theoretical and methodological base.

Multilingualism as an important direction of the development of mankind has been aware for a long time. Today it is impossible to imagine that somewhere else there are countries where people speak only one language. In reality, there are no civilized countries where once only one nation.

Kazakhstan is a multinational country. People of different ethnicities live here like one big happy family, get acquainted with the languages of other nationalities and learn their languages.

An important strategic objective of education in Kazakhstan is, on the one hand, the preservation of the best of Kazakhstani educational traditions, on the other, ensuring the graduates of schools with international qualifications, the development of their linguistic consciousness, based on the master of the state, native and foreign languages.

Kazakhstan pays great attention to the study of the languages of the peoples of this country. Here Kazakh is the state language, and Russian is the language of interethnic communication. On the state program textbooks of a new generation are published in the country in six languages: Kazakh, Russian, Uigur, Uzbek, Turkish and German. Foreign languages are studied in all schools. Considering, that training in schools, colleges and universities is carried out in the state Kazakh language and in the language of interethnic communication, Russian and the curricula of all educational institutions provide the study of not only Russian, but at least, one more foreign language, then we can say that Ka-

zakhstan has already formed a bilingual situation and the trend of multilingual education.

The President of the Republic of Kazakhstan N. Nazarbayev, in his address to the nation in 2009, "New Kazakhstan in a new world" noted that in order to ensure the competitiveness of the country and its citizens, proposed phased implementation of the cultural project "Trinity of languages", according to which it is necessary to develop three languages: Kazakh as the state language, Russian as the language of interethnic communication and English as the language of successful integration into the global economy.

In the opinion of the President Nazarbayev "... Kazakhstan is unique and strong in its multiethnicity. His land formed a unique multicultural space... Multiculturalism of Kazakhstan is a progressive factor in the development of society. Eurasian roots of the peoples of Kazakhstan allow to connect Eastern, Asian, Western, European flows and create unique Kazakhstan variant of the development of multiculturalism".

Multilingualism is the basis of formation of the polycultural personality. Multilingual person is a person who speaks, understands and capable in various situations to use foreign languages. Learning a foreign language does not mean getting education. About multilingual education we can say in those cases, when studying a foreign language are taught in other disciplines, e.g., literature of the studied language, geography, etc.

To achieve international standard level of proficiency in several foreign languages, the concept of multilingual education was formulated. It involves the formation of poly-lingual personality with a certain selection of content, learning principles, the development of special technology using multilingual phrasebooks, dictionaries and educational literature, which would indicate the similarities and differ-

ences between basic, intermediate and new language learning. In new technologies of training it is necessary to ensure the identity of the content of learning second and third languages, starting with universal linguistic phenomena to move to a specific.

Levels of formation of the polylingual personality are to some extent conventional, as they can have a variety of combinations. Fundamental purpose of foreign language teaching is the formation of multicultural and multilingual personality with informational, communicative and intellectual needs, skills and competencies that will enable it to operate successfully in the conditions of intercultural communication and vocational language activities.

Based on the theory of Y.N. Karaulova, the model of Willingness, some levels of a language personality are distinguished.

The model of Willingness. Verbal-semantic level of the polylingual personality.

1. Willingness to pronunciation, perception and discrimination of sounds, sound combinations of French and Russian:

– willingness to distinguish word boundaries, to feel and distinguish the specificity of the French accent (on last syllable), and Russian (rolling);

– willingness to distinguish between intonational structures digestible language.

2. Willingness to nominations using the iconic system of three languages (the ability of the individual to the Association with the objects and phenomena of sound systems of three languages):

– willingness to the choice of words in three languages;

– willingness to use linguistic terminology in the target languages.

Thesaurus level of the multilingual individual.

Readiness for the reception of

grammatical structures of French and Russian:

- willingness for speech in Vietnamese, French and Russian languages;
- mastering the rules of spelling;
- willingness for writing in three languages;
- willingness to understand and to reproduce the speech grammar model.

Motivational level of the polylingual personality.

4. The quality of the reading and retelling:

- willingness to produce and perceive the texts of everyday use– mastery of the tempo of spontaneous speech;
- willingness to maintain a dialogue, to distinguish between replica, ask questions;
- willingness to retell the text read;

Multilingual competence is not just the knowledge of several foreign languages. Multilingual competence is the possession with the system of linguistic knowledge, the ability to identify similar and different in the linguistic organization of different languages, the understanding of the mechanisms of the language and algorithms of speech acts, possession of meta-cognitive strategies and well-developed cognitive ability. Multilingual competence is not the sum of knowledge of specific languages, but is a single complex, often asymmetrical configuration of competencies, which supports the user. It improves the understanding of the methods and process of studying foreign languages and develops the ability to communicate and act in new situations. Multilingual competence makes possible and successful the operation of self-mastery of the basics of a previously unknown languages so that the competence of multilingualism may be seen not only as a possession of several foreign languages, but also as the ability to learn foreign languages, possession of a "sense of language", the desire and ability to independently learn

foreign languages.

The years of development of sovereign Kazakhstan shows that bilingualism and multilingualism in society not only infringe upon the rights and dignity of the Kazakh language, but also creates all necessary conditions for its development and progress. But it depends on well thought-out language policy of the President Nazarbayev and the state and the capacity of the nation to preserve and develop the culture, history and language of the Kazakh people.

The concept of language policy of the Republic of Kazakhstan determines the Russian language as the main source of information on different areas of science and technology, as a means of communication with the near and far abroad. The development of the state, Kazakh, language, the preservation and development of Russian, the implementation of a policy of multilingual education – these tasks are important but difficult. It is possible to solve this problem only together, with the effort of all members of society.

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CONTEMPORARY METHODOLOGY IN EFL TEACHING

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Much research has been done in the field of EFL teaching in order to improve the latter. Educators and researchers have revealed and designed a big amount of techniques and strategies joined in methods and approaches. The main goal of all this work is, undoubtedly, to find the most effective way of language learning, the way that corresponds to certain requirements. However, a great amount of teaching approaches and methods within these approaches will not provide effective language acquisition without their appropriate implementation. In other words, effective EFL learning depends not only on a technique or strategy used but on a tool of implementation (i.e. education institutions, teachers).

Speaking about teachers, in modern context they are also responsible for combining language teaching and the development of the skills required by governmental standards. Governmental standards are determined by needs of society in order to systematize and equalize the outcome of educational programs. The implementer of governmental educational programs and different teaching ap-

proaches are Higher Education Institutions.

From the time of Socrates the main goal of education was to organize society. In other words, education should have provided socially active people, who realized their duties as members of society since human beings survived with its help through centuries. However, Higher Education Institutions also produce knowledge. Thus, there are two directions in HEIs activity: to satisfy society requirements and more ideal contribution in the form of producing knowledge. But not just producing: tertiary education creates transfers and preserves knowledge.

As for society requirements, higher education institutions are seen as training area for professional skills, generic skills such as problem solving, ability to communicate, work in groups, think critically, and skills needed for life such as self-control, moral judgment, civic values, etc. (Chan, Brown, & Ludlow, 2014). One way or the other HEIs are responsible for providing products who are responsible for changing world or society in a better way; it doesn't matter through developing aca-

ademic knowledge or active civic engagement. It also cannot be denied that through the process of education HEIs teach how to learn for the purpose of doing it the whole life.

Modern reality implies socially active people who are not only capable of working and providing services and goods, but those who can communicate within growing globalization. The academic world has no borders now, thus, there is a need in one language to share the knowledge all around the world. The language of international and intercultural communication is the English language. Therefore, there are two goals of EFL teaching in tertiary education: to teach how to communicate using English that is how to speak English in order to create, preserve and transfer knowledge on the global scale, and to teach through EFL for the purpose of achieving other goals of HEIs (i.e. skills and abilities development).

Since the role of the knowledge has shifted from simple acquisition of it to acquisition and application in the right time and right place, the role of the student and the teacher should have changed either (Kouwenhoven, 2006). Within the competence-based education, where all the curricula of one major take into account competencies to be developed the learner-centered approach takes place (Kouwenhoven, 2006).. The learner-centered approach implies language as communication, thus, it is seen as a network of transformations; the basic units of the language are not only grammatical and structural, but also notional and functional (Kumaravadivelu, 2006). Hence, the target language should be learnt both as a system and a discourse. The focus here is on learners' communicative needs (Kumaravadivelu, 2006).

Moreover, the goals of learner-centered approach can include encouraging the learners' development of interpersonal skills, promoting competence in car-

rying out generic activities and common roles in professional practice, fostering identification with relevant professionals, and developing an awareness of norms and values that promote the aims of a professional practice.

Learner-centered approach entails constructivist methods which are characterized by learners' active involvement in learning contexts, where they are co-constructors of knowledge. The focus changes from teachers concentrating on only 'transferring knowledge' to the learners 'constructing knowledge' (Vigurs, 2009). In addition, constructivist methods raise problems and issues that are interesting and relevant to learners. Learners then use their initiative, research skills and experience to analyze the problem and to find solutions with the help of peer and teacher support and collaboration. These methods should better teach learners to become reflective and adaptable individuals and to develop the skills and competencies required and desired by graduate employers and thus, society (Xamani, 2013).

That brings one to conclusion that in this approach the role of the student prevails and the role of the teacher is:

- the developer of self-motivated, independent and autonomous learners;
- the facilitator of the learning process.

Contemporary educational approaches imply English teacher in HEIs as:

- the model of an English speaker. A good English teacher must speak the English language fluently, thus, is able to notice and correct students mistakes. Also it should be noticed that students will absorb the language from the teacher either with or without mistakes. Teacher also should show that he never stops learning him or herself:

- the facilitator of the learning process. First, it means that the teacher must

provide calm friendly atmosphere, in other words, mistakes-free atmosphere: students should be aware that they can make mistakes and they will not be laughed at, they can learn from those mistakes. Second, the teacher provides learners with strategies and techniques that simplify processing of the material acquired. Additionally, the educator should be consistent in his or her actions: every lesson should start with the same activities so that students know what to expect and do not worry about doing something new;

- the incentive provider. Motivation in language learning plays a major role. No matter if the major is connected directly with the English language or not the teacher should find and teach students how to find stimuli for them to learn the target language.

One should pay special attention to Foreign Language students who are future teachers and Master students who receive a qualification to teach, the educator must remember that students observe him or her as a model of teaching and can absorb both positive and negative features of his or her behavior in class.

The learners are problem solvers and thinkers who process information through their individual experience in the physical and cultural context. Effective teachers design course and provide activities so that students can learn by doing. Curriculum content is determined by students' interests and needs.

According to Philosophy of Adult Education Inventory the author's philosophical view on teaching is expressed by progressivism and humanism. Indeed, my ideas about EFL teaching match those of the two philosophies of education. As far as the learner-centered approach in the form of constructivist methods prevails in teaching now, progressivist and humanist theories of education is the right choice of philosophical side of teaching because both these theories focus on learners as

whole persons and the role of the teacher here is defined as a facilitator of the learning process (Erkilz'g, 2008). As for progressivist philosophy of education it is of primary importance to design curricula based on needs, wants and interests of students and to provide relevant material and interesting activities including group and individual projects, discussions, work in groups. Problem solving and critical thinking are great parts of the learning process because they influence students as whole persons, making them analyze the given information. It is relevant since in the post-soviet area the generation of the modern parents of the present-day students still just follow orders (at work or on the community or governmental level); they do not analyze the necessity or validity of these orders. Hence, they do not teach their children to think critically about things that surround them. The main goal for the teacher in tertiary education in this context is to teach students to make their own decisions, to think critically, to ask questions and to accept different points of view. Progressivism in teaching helps learners to reflect on their previous experience, thus, probably, improve some skills and correct mistakes.

Speaking about humanist part of teaching, it is important to develop students' personalities. Learners' self-actualization and autonomy are main goals of teaching here (Elias & Merriam, 2005). As they are supposed to be active civic members they must find their place in society by revealing their best qualities and developing them. Hence, progressivism is responsible for students' development as whole persons and humanism supplements it with providing self-actualization and autonomy development. According to Elias and Merriam, (2005) 'humanism is a philosophical point of view that holds sacred the dignity and autonomy of human beings' (Elias & Merriam, 2005). Therefore, the emphasis of the humanistic ap-

proach in education is on the development of the whole person, his or her freedom, autonomy, individuality, and personality. The main part of humanism concerns self-actualization which means 'becoming what one has the potentiality to become' (Elias & Merriam, 2005). All those features are impossible to implement without providing a human connection between teachers and learners.

Vasuhi (2011) gathered several methods of teaching within humanistic approach which deal with teacher-student relationship. The method of counseling learning suggests that the teacher consider learners' feelings, intellect, relationship in class with empathy and balance. The teacher is responsible for making the learning process interesting for students starting it in an informal manner using their native language, then translating language units into the English language thus encouraging them to do the same. It makes learners to be responsible for the learning process and realize their self-worth. In the silent way method the teacher is just a facilitator who provides emotionally secure environment and students are responsible for activities and can decide on the curriculum. The total physical response is a method of teaching language where the teacher plays the role of the parent and motivates students to learn. This method is adopted from the theory that suggests that an infant learns how to speak by answering to the parents' statements (Vasuhi, 2011). Anyway, in any of those methods the teacher should consider students not as a "class" but as a "group of people" and himself or herself as a counselor; the teacher is a facilitator of the process of the language learning who reduces anxiety and fear in class, providing students with interesting material and presentation of this material, involving them in the decision making process. Hence, students feel responsible for the knowledge acquired. Positive attitude provided by the teacher

brings motivation and the raise of learners' self-esteem (Vasuhi, 2011). Taking into consideration all the above-mentioned factors learners develop as 'whole' persons.

In other words, humanistic approach affects the following aspects of human nature: feelings, social relations, responsibility, intellect and self-actualization (Vasuhi, 2011). Speaking about feelings personal emotions and appreciation are encouraged and negative emotions are neglected. Social relations accelerate language acquisition through desire to discuss learners' problems and wants. Learners are responsible to observe and criticize each other. Intellect and self-actualization deal with revealing learners' deepest qualities acquiring knowledge only intellectually.

As all approaches of education humanistic approach has its pros and cons for EFL learning. As for advantages, mistakes-free atmosphere provided by different humanistic methods of teaching accelerates the development of speaking skills. In addition, within humanistic methods students solve every day problems, they help each other to solve their problems thus developing good reasoning and critical thinking that is needed to take tests like IELTS. Discussing learners' mistakes in groups students have an opportunity to explain those mistakes to each other, therefore they process the acquiring knowledge more deeply. Concerning tertiary education within the humanistic approach the following competencies or life skills can be acquired: self-development and self-actualization which are important for active civic engagement, problem-solving, and the development of moral values, interviewing skills, conflict resolution and leadership.

As for disadvantages not all methods of humanism are applicable in adult education and not all of them can deal with all the levels of language proficiency. For example, the method of counseling learning is only good for beginners. Also, informal

style of speaking affects academic development among students. Along with the failure of academic knowledge acquisition students may not acquire certain competences that are required by society or government, for example, in the silent way method where learners are responsible for the curriculum. Moreover, friendly atmosphere which implements peer criticism and appreciation should have a system of assessment that differs from present ones in order to avoid fear and anxiety for getting bad marks.

As far as humanistic approach has both advantages and disadvantages it cannot be fully implemented in EFL classroom. However, it cannot be denied that even partially implemented humanism can enlarge opportunities to learn the English language and influence teachers' development. Within human relations between the teacher and learners in EFL classroom where the first one is a counselor or even a mentor, teachers can reflect on their actions in class by observing students response towards these actions. Thus, taking into account students feelings, teachers have opportunities to improve their teaching and communicative skills.

As for the implementation of the above-mentioned philosophical view on EFL teaching it is the following: setting necessary human relations between the teacher and students, defining curricula content according to learners' interests, providing respective classroom activities.

The most important step for the teacher at the beginning of the course is to introduce him or herself in the best way in order to gain prestige. Effective language learning is impossible without students' respect towards a teacher. To gain prestige among students the teacher should be calm, confident and consistent (Magno, 2009). In addition, within the humanistic theory of education it is important to create 'human' relations between a teacher and students and, thus, to build trust be-

tween them. First of all, the teacher should show students that he or she is a human being and not a robot that just provides knowledge and assesses outcomes. It can be done by introducing him or herself with the help of a short funny story about the teacher him or herself. 'Human' relations between students and the teacher provide calm and friendly atmosphere, where students listen to the teacher's and each other's points of view and try to help each other. Such kind of relations can be very encouraging and the teacher can take advantage of it and motivate students to learn the English language. For example, after gaining students' trust the teacher can ask them the following questions: "Why do you want to learn English?" or if English learning is obligatory "Why do you think you must learn English?" Therefore, students themselves find motivation to learn EFL. Moreover, the teacher can be a good motivation either as he or she is a model of an English speaker and English learner. It is closely connected with creating human relationships with students and mistakes-free atmosphere: I am a teacher but I can and I make mistakes. However, I am not ashamed of it and I look into the dictionary to correct pronunciation or translation mistakes or I read some grammar rules to correct grammar mistakes. It also has been emphasized that the teacher is the facilitator of the learning process so it is necessary to provide students with learning techniques and a choice of their usage.

As for curricula content it is determined in the first few lessons by means of questionnaires, interviews and discussions with students. Therefore, students take part in decision making on the content of curricula. However, they do not always decide on everything in the course, it depends on the competencies required since the teacher is responsible for combining language learning and skills development.

Classroom activities are closely

connected with the curricula content defining as the content determines activities. Within humanistic and progressivist philosophy of education one would recommend learning EFL by group projects, where, for example, every group is responsible for explaining a certain rule to the whole class; by discussions relevant problems using previous experience, thus, developing critical thinking and accepting different opinions; by individual projects in order to develop autonomy and reveal the strongest features of each student; reflection discussions (i.e. students point out their mistakes and discuss how to remove them). On the whole all the activities along with the curricula content provide students with the development of self-actualization and autonomy, core and generic skills.

Summing up, the implementation of such philosophical theories of education as progressivism and humanism can be effective for EFL learning within higher education institutions as the educator is seen as a counselor and a facilitator of the learning process which is necessary for students who do not reveal their personalities yet and, hence, are not ready to become active civic members. The teacher in this context provides them with opportunity to become ones with the help of certain activities.

In recent years a lot of techniques and strategies of EFL teaching have been studied. Different educators have proved many of them to be effective so it may seem difficult to choose only one that can provide effective EFL learning because language learning within HEIs includes not only EFL acquisition but developing active members of society that is the development of certain competencies required by governmental standards. Therefore, teachers have a lot of responsibilities in the context of tertiary education: they are to teach English taking into consideration the importance of the language as far as it is the language of international com-

munication, they should provide the most effective EFL teaching for the purpose of achieving the required level of proficiency, they are to develop skills connected to the major to satisfy governmental requirements to graduates.

However, since curricula are competence-based the learner-centered approach is used. The teaching approach determines methods that are applicable in EFL teaching. The techniques and strategies within these methods are chosen by the teacher as well as philosophical approach to education. It turned out that such philosophies of education as progressivism and humanism can supplement the basic teaching approach (the learner-centered approach) and teaching techniques within this approach in order to improve EFL acquisition along with competencies development.

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DEVELOPMENT OF INFORMATION MODELING TECHNOLOGY FOR ATMOSPHERIC POLLUTION MONITORING

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Introduction

Strengthening the impact on the natural environment has generated a number of related problems, the most acute of which is the state of atmospheric air. At present, the use of information technologies in the environment is topical, as they are widely intended to provide storage, processing, interpretation, access, delivery, integrity and relevance of empirical and theoretical information using innovative, analytical, empirical methods and information processing models.

The tools of information technologies are the systems for calculating and forecasting atmospheric pollution. In most cases, these systems use computer modeling techniques of great practical importance. Since they provide an assessment,

forecast and control of changes in the state of natural resources under the influence of anthropogenic factors. The mathematical support of such systems is based on models of physical processes. At the stage of numerical realization, the transition from the model to the finite-difference analogue is carried out on the grid in time and space.

There are two main classes of grids used to solve problems in multidimensional domains: uniform grids whose nodes in the region under consideration are equidistant from each other and the cells have a rectangular shape; and non-uniform or adaptive grids characterized by irregular distribution of nodes and cells of arbitrary shape, configuration and location.

At present, there has been a significant increase in interest in constructing adaptive grids and carrying out numerical calculations on them. As research shows, the method of adaptive grids can significantly increase the accuracy and profitability of computational algorithms. It allows you to obtain a result of high accuracy even with a relatively small number of grid nodes. High accuracy is achieved due to an increase in the concentration of grid nodes in the zones of location of the features of the phenomenon being investigated [1 - 4].

This article is devoted to the development of mathematical support for the atmospheric pollution monitoring system

using the predictor-corrector method on uniform and adaptive grids.

Mathematical model

The process of impurities distribution in the atmosphere is carried out by wind currents of air taking into account their small-scale fluctuations. The averaged flow of a substance has advective and convective components, and their averaged fluctuation motions can be interpreted as diffusion against the background of the main averaged motion associated with it [5].

Consider an equation describing the process of nonstationary impurity transport in a simply-connected domain Ω :

$$\frac{\partial j}{\partial t} + u \frac{\partial j}{\partial x} + sj - m \frac{\partial^2 j}{\partial x^2} = Qd(x - x_0), \quad (1)$$

$$0 < x < l,$$

$$0 < t < T,$$

$$u = const > 0,$$

$$m = const > 0,$$

$$j(x, 0) = j_0(x),$$

$$j(0, t) = m_0(t),$$

$$j(l, t) = m_l(t).$$

Here $j(x, t)$ is the intensity of the aerosol substance that migrates with the air stream in the atmosphere; u - analogue of the component of the wind speed vector in the direction of the X axis; s - the reciprocal of the time interval over which the intensity of the substance has changed in comparison with the initial intensity; m - coefficient of turbulence; Q - power of the emission source located at the point

x_0 ; d is the delta function.

The predictor-corrector scheme on a uniform grid

For the numerical solution of problem (1), consider the predictor-corrector scheme on a uniform fixed grid with nodes $x_j = jh$ and step $h > 0$.

At the "predictor" step, splitting into the convective and diffusion parts occurs:

$$\frac{\partial j}{\partial t} + u \frac{\partial j}{\partial x} = 0,$$

$$\frac{\partial j}{\partial t} + sj - m \frac{\partial^2 j}{\partial x^2} = Qd(X - X_0).$$

Thus, at the "predictor" step

$$\frac{j_{j+1/2}^* - \frac{1}{2}(j_{j+1}^n + j_j^n)}{t/2} + u \frac{j_{j+1}^n - j_j^n}{h} = 0, \quad (2)$$

$$\frac{j_j^* - \frac{1}{2}(j_{j-1/2}^* + j_{j+1/2}^*)}{t/2} + s j_j^* - m \frac{j_{j-1}^* - 2j_j^* + j_{j+1}^*}{h^2} = Q_j, \quad (3)$$

$$Q_j|_{x_j=x_0} = 1, \quad Q_j|_{x_j \neq x_0} = 0, \quad Q_j|_{x_j < x_0 < x_{j+1}} = 1 - \frac{x_0 - x_j}{h}, \quad Q_{j+1}|_{x_{j-1} < x_0 < x_j} = 1 - \frac{x_j - x_0}{h}$$

two auxiliary values are calculated $j_{j+1/2}^*$ and j_j^* . The first of these is determined from the equation with convective transfer (2). It refers to a half-knot $x_{j+1/2} = x + h/2$. In equation (2), the quantity t is a step in time. The second

quantity j_j^* is calculated in the diffusion transfer stage (3). To implement this step, we use the sweep method, where we calculate the necessary quantities $j_0^* = m_0(t_n + t/2)$ и $j_N^* = m_l(t_n + t/2)$.

At the stage of "proofreader"

$$\frac{j_j^{n+1} - j_j^n}{t} + u \frac{j_{j+1/2}^* - j_{j-1/2}^*}{h} + s j_j^* - m \frac{j_{j-1}^* - 2j_j^* + j_{j+1}^*}{h^2} = Q_j, \quad (4)$$

$$Q_j|_{x_j=x_0} = 1, \quad Q_j|_{x_j \neq x_0} = 0, \quad Q_j|_{x_j < x_0 < x_{j+1}} = 1 - (x_0 - x_j), \quad Q_{j+1}|_{x_j < x_0 < x_{j+1}} = 1 - (x_j - x_0)$$

the required quantities j_j^{n+1} defined in whole nodes x_j are determined.

The predictor-corrector scheme on the adaptive grid

In order to construct a scheme on a moving grid, we must rewrite problem (1)

in new coordinates (q, t) connected with the original coordinates (x, t) by a smooth transformation

$$x = x(q, t), \quad 0 \leq q \leq 1, \quad 0 \leq t \leq T \quad (5)$$

with a positive Jacobian $J(q) = x_q$, $\bar{\Omega} = [0, l]$. In coordinates (q, t) , equation (1) can be written in divergent and non-divergent forms:

$$(J\tilde{f})_t + [(u - x_t)\tilde{f}]_q + Js\tilde{f} - m \left(\frac{\tilde{f}_q}{J} \right)_q = JQd(q - q_0), \quad (6)$$

$$\tilde{f}_t + \left(\frac{u - x_t(q, t)}{J(q, t)} \tilde{f} \right)_q + s\tilde{f} - \frac{m}{J} \left(\frac{\tilde{f}_q}{J} \right)_q = Qd(q - x_0), \quad (7)$$

$$\begin{aligned} \tilde{f}(q,t) &= j(x(q,t),t), \\ q &\in [0,1], \quad 0 \leq t \leq T, \\ u &= \text{const} > 0, \\ m &= \text{const} > 0, \\ \tilde{f}(q,0) &= \tilde{f}_0(q), \quad q \in \bar{Q}, \\ \tilde{f}(0,t) &= m_0(t), \quad 0 \leq t \leq T. \end{aligned}$$

At the predictor stage, the equation (7) is split into two equations, the first of which describes convective transport, and the second takes into account the diffusion process and the source term. The transport equation:

$$\tilde{f}_t + \left(\frac{u - x_t(q,t)}{J(q,t)} \right) \tilde{f}_q = 0 \tag{8}$$

is approximated in half-integer nodes of a uniform grid $\bar{Q}_h = \{q_j = jh, j = 0, \dots, N\}$

$$\begin{aligned} \bar{Q}_h &= \{q_j = jh, j = 0, \dots, N\} \\ \frac{\tilde{f}_{j+1/2}^* - \frac{1}{2}(\tilde{f}_{j+1}^n + \tilde{f}_j^n)}{t/2} + \frac{u - x_{t,j+1/2}^n}{J_{j+1/2}^n h} \tilde{f}_{q,j+1/2}^n &= 0, \tag{9} \\ x_{t,j+1/2}^n &= \frac{x_{t,j}^n + x_{t,j+1}^n}{2}, \\ x_{t,j}^n &= \frac{x_j^{n+1} - x_j^n}{t}, \\ J_{j+1/2}^n &= x_{q,j+1/2}^n = \frac{x_{j+1}^n - x_j^n}{h}, \\ \tilde{f}_{q,j+1/2}^n &= \frac{\tilde{f}_{j+1}^n - \tilde{f}_j^n}{h}, \end{aligned}$$

where t - step in time, h - step of grid \bar{Q}_h , N - number of grid nodes, x_j^n nodes of a non-uniform moving grid \tilde{Q}_h , which is the image when grid \bar{Q}_h is displayed. The second equation:

$$\tilde{f}_t + s\tilde{f} - \frac{m}{J} \left(\frac{\tilde{f}_q}{J} \right)_q = Qd(q - x_0)$$

is approximated in integer nodes:

$$\frac{\tilde{f}_j^* - \frac{1}{2}(\tilde{f}_{j-1/2}^* + \tilde{f}_{j+1/2}^*)}{t/2} + s\tilde{f}_j^* - \frac{m}{J_j^n h} \left(\frac{\tilde{f}_{q,j+1/2}^*}{J_{j+1/2}^n} - \frac{\tilde{f}_{q,j-1/2}^*}{J_{j-1/2}^n} \right) = Q_j, \tag{10}$$

$$Q_j|_{q_j=x_0} = 1, \quad Q_j|_{q_j \neq x_0} = 0, \quad Q_j|_{q_j < x_0 < q_{j+1}} = 1 - \frac{(x_0 - q_j)}{h}, \quad Q_{j+1}|_{q_j < x_0 < q_{j+1}} = 1 - \frac{(q_j - x_0)}{h},$$

$$J_j^n = \frac{J_{j-1/2}^n + J_{j+1/2}^n}{2} = x_{q,j}^n$$

$$\tilde{J}_{q,j+1/2}^* = \frac{j_{j+1}^* - j_j^*}{h}.$$

At the step of the corrector, equation (8) is approximated in a divergent form

$$\frac{(J\tilde{J})_j^{n+1} - (J\tilde{J})_j^n}{t} + ((u - x_t^n)\tilde{J}^*)_{q,j} + S(J\tilde{J})_j^* - \frac{m}{h} \left(\frac{\tilde{J}_{q,j+1/2}^*}{J_{j+1/2}^n} - \frac{\tilde{J}_{q,j-1/2}^*}{J_{j-1/2}^n} \right) = J_j^* Q_j. \quad (11)$$

$$x_{t,q,j}^n = \frac{x_{t,j+1/2}^n - x_{t,j-1/2}^n}{h},$$

$$j_{q,j}^* = \frac{j_{j+1/2}^* - j_{j-1/2}^*}{h},$$

$$J_j^* = \frac{J_j^{n-1} + J_j^n}{2}.$$

Thus, the constructed predictor-corrector circuit (9) - (11) will allow to obtain a numerical solution without oscillations.

Conclusion

In this article, a method is proposed for the numerical solution of the problem of transport and diffusion of matter in the atmosphere from an emission source. The numerical method is based on the explicit-implicit finite-difference predictor - corrector scheme. In the simulation, splitting is carried out according to physical processes, and the equation at the first step of the predictor is approximated explicitly at half-integer nodes, and on the second - implicitly in integers, while the source term is included in the second step of the predictor. The application of this method makes it possible to get rid of parasitic oscillations that appear in numerical calculations using other schemes.

Since during the transfer and diffusion of the pollutant from the source, the function characterizing the concentration of the pollutant undergoes strong changes

near the source, then the use of adaptive grids is one of the optimal approaches for solving such problems.

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ON UNDERSTANDING METHODOLOGY

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In positivistic traditions of understanding research and its foundations, “methodology” is interpreted as a functional methodical phenomenon, as a special reproducible procedure which depends only on the individual readiness of a researcher to manipulate or apply the template knowledge about template procedures. We will not deny that the latter also takes place in scientific activity, but they do not constitute its essence, but, on the contrary, oppose it.

Studying “methodology” as a sphere of recommendations for the use of ready-made knowledge and the use of methods means its reduction to an empirical level. At this level, it cannot serve as the basis for understanding the laws of the object of research, and the form of its inclusion in the study is transformed to the role of the technique. At this level, the maximum achievements fit into the requirements of systematizing the accumulated empirical data and obtaining trajectories of visible changes within the framework of projections of data already available, identified in the empirical study [1].

In the context of the metaphysical positivist tradition, methodology is viewed as an array of empirical mandatory procedures and actions with methods, ready knowledge and related objects in scientific research. Thinking, at the same time, is understood as a “procedural” *accompaniment*. These procedures and actions are either of specific or of general character, and in this form they are used as “matrices”, samples and, some kind of “foundations” on which the research is constructed. The “matrices” and the samples

precede the research, existing outside and prior to it.

This raises the problems of their *application* and questions related to understanding what research is and what the research outcomes are in this or that case. This problem consists, first, in determining the limits of *applicability* of various methods, available knowledge, procedures and related objects in the study; secondly, in determining truth, *objectivity*, etc. of the research conducted with the use of certain procedures and methods. This problem emerges whenever there is an attempt to implement and interpret scientific research from the point of view of the empirical approach. The empirical approach to scientific research and to the assessment of the state of science development in general, expresses the repeated standards of the so-called logics of *interactions*.

By the standard of *interaction logics* we understand the research areas as an object to be influenced by *external* factors and the existence of response reactions produced by the object, which become the *research field* for a scientist. In this case, the integrity of the object, its internal processes do not become the object of awareness and cognitive orientation. The “logic of interaction” leaves the orientation of research on the cognitive process as such out of focus. The researcher concerns the problem of choosing methods to use, ready knowledge or procedures, their application, and then the main concern shifts to the interpretation and verification of the received data.

It should be noted that in the procedural, external approach to research, the

ready-made knowledge, techniques, methods, schemes, requirements receive the status of “proprietary” forms having independent existence, which can be manipulated without regard to the way and context of their occurrence and development. The ready knowledge, method, methodology, scheme as “proprietary” forms are not a subject of interest to those who manipulate them, since the goals and forms of manipulation may be their transfer, preservation, systematization, classification by certain parameters, and their use in ongoing processes.

Positivist empirical understanding of methodology is closely related to understanding its terminology. From the point of view of the latter, methodology is the “teaching about the method”. Recognition of the sufficiency of the terminological approach to understanding the methodology generates a formal, and therefore inadequate, attitude to it. First of all, the terminological approach emphasizes, firstly, that it is a teaching, that is, a certain system of postulates and data supplementing them. Secondly, it emphasizes the fact that it is the teaching about the *method*. At the same time, it is traditionally considered that methodology as a teaching about a method is concretized by enumeration and description of methods used in scientific research, which are represented by arrays of information about them [2]. Descriptions of methods always have essentially *functional and methodological* character, since they concern the scope of their application as a *ready-made tool*. Attitude to methods as tools that can be used, applied in different situations fully corresponds to understanding methodology as a *functional methodological* phenomenon. It is accompanied by a reduction of the essence of research methods only to their instrumental component.

In this regard, we need to note, firstly, that the *reduction of the methodology* to the level of methods completely

“preserves” the study on an empirical level, with the predominance in it of a methodical principle, the methodological approaches as long existing *tools*. Secondly, the *reduction of understanding* methodology to the form of a speculative phenomenon completely denies the need to take into account its real significance.

Unconventional understanding of the methodology consists in recognizing it as dialectical thinking, that is, as an ideal form of object-practical activity of a creative, socially-significant and inventive character, and inherent in the process of special scientific research. Defining thinking as an activity, it is necessary to distinguish it from an understanding of thinking as sets of actions. This difference indicates factually existing levels: the ones of the mind and reason, and action and activity. These differences are of a fundamental nature.

Activity, unlike action (or systems of actions), is an entity that is not reducible to the totality of its parts [3]. Characteristics of the integrity of the activities are determined not simply by its own structure, in which there is a goal, a choice of means, implementation and obtaining the result. Definitions of activity integrity are determined by the nature of its appeal to the object and the context of its actual existence. The object, when the research uses activity approach and demonstrated interests in it, does not initially appear to him as a set of properties that must be fixed, and does not lead to consideration of the procedure for fixing both the purpose and essence of the research process. Realization of research as a system of actions makes it situational, finite and results only in various object descriptions of the, but not the disclosure of its essence.

Dialectical version of understanding methodology from the outset focuses on the identification of both - logic as a separate research process, and logic of the development of science as a whole. It is

about a *single* logic of the processes of *interrelations*, inherent in the world and human being, which are reflected in the cognitive process, the essence of which is manifested in the existence of science.

If the task of the study is to identify the essence of the object, and not just describe it, systematize its elements, generalize and verify, then the research that could satisfy this task should be oriented toward identifying the *method of formation* of the research object. This means that such a method should reproduce the conditions for the existence of the object of research in the context in which it occurs as such, its relationship to this context, its integrity, internal contradictions, and the like. Such a method should be an *activity* in which the researcher will move along the logic of the object under investigation, and not along the systems of procedural actions committed without regard for the integrity of the object.

Addressing the question of the prospects and ways of science development has become extremely relevant today. This is explained by the fact that modern development, state and possibilities of dialectical logic - the logic of thinking - allow us to make the pathway taken by the science the subject of research. This allows reducing the time spent on wandering, methodological deadlocks and delusions in the studies themselves. Adequate comprehension of the foundations of science and scientific research becomes a condition for revealing the ways for its further development. These opportunities are directly connected with dialectical thinking, with dialectical logic, with dialectics.

Dialectics as a logic, as a theory of knowledge is also a methodology that expresses the laws of dialectical thinking in the process of *studying* the objective world of nature and society. Understanding dialectics as a methodological phenomenon and a process of its realization is necessary for the scientist in order not to slide down

the path of “trial and error”, to a path of misunderstanding of what is happening, and therefore to a path of not understanding the next steps in revealing the essence and forms of manifestation of the subject of research [4].

Reduction of methodology to the matrix interpretation programs an unacceptable substitution in the consideration of the *unity* of scientific knowledge in the scientific picture of the world by the question of its *integration*. Analysis of integration processes, carried out on the basis of a “matrix” interpretation of the methodology, leads to singling out structural and functional changes in the “adjacent” areas of science. At the same time, the problem of the *unity* of science and scientific knowledge as such remains outside of consideration. The integrative tendency in understanding the logic and fate of science and scientific knowledge confirms the absolutization of the empirical approach. This is not a positive feature, but, on the contrary, it characterizes the dead-end line of understanding the processes of development of science and its theoretical-cognitive foundations. “The interrelation existing between science and the theory of knowledge has a remarkable character. - A. Einstein noted, - They depend on each other. The theory of knowledge without contact with science degenerates into an empty scheme. Science without the theory of knowledge (as far as it is generally conceivable) becomes primitive and confused” [5].

The unity of sciences and scientific knowledge can be established if we prove a *specific* unity of the methods of formation of research objects and approaches as a *unity of the diverse*, on the basis of which these methods have been determined. Here we speak, in fact, about revealing the logic of its development. The expectation of a *single* scientific picture of the world is not accidental or unimportant for the fate of all science as a cultural phe-

nomenon. On the contrary, the creation of a *single* scientific picture of the world is a condition for the discovery of new opportunities for science and human knowledge in general.

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2. Graduations by methods, for example, which are known to include special scientific, general scientific and general methods relating to the principles of the realization and organization of scientific knowledge, etc., are accompanied by a large number of descriptions designed to specify their features and capabilities when applied to various scientific research.
3. For a better understanding of this irreducibility of activity to sets of actions, one can recall the image of the artist Raphael painting his Madonna. So, to paint a picture, he had to carry out a lot
- of actions: prepare canvas, paints, brushes, etc. But all of them together do not determine what is the painted masterpiece. They all here together express the necessary systems of Raphael's action. But neither together nor separately have they characterized his artistic holistic activity, in the process of which he worked and created his masterpiece. In other words, activity cannot be identified with a system of actions.
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6. It is not a mosaic scientific picture of the world that is taking place today and which can be characterized precisely as an integrative.

IS MARXIST ONTOLOGY POSSIBLE?

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Ontology as a division of philosophy originated in pre-Kantian philosophy and became the main part of Christian Wolff's metaphysics. In addition to ontology, Wolff's metaphysics included rational theology, which studied God, and rational psychology, which studied the soul. But,

as is known, Immanuel Kant in his "Critique of Pure Reason" raised the question of whether metaphysics is possible as a rigorous science, and answered it negatively: no, it is impossible [1]. Metaphysical questions and their possible solutions, according to Kant, are beyond all possible

experience. Speculation as a way of solving these problems inevitably gets entangled in insoluble contradictions, or "antinomies," as Kant calls them. In other words, our feelings cannot penetrate beyond the surface of phenomena and comprehend the essence of things. Then, philosophers rely on *speculation*, which is able to develop concepts about the essence of the surrounding reality. This is the way of developing of metaphysics, including ontology as a system of abstract judgments about the essence of the world as a whole. But they turn out to be *hollow*, as Kant describes them, that is, they are not filled with any *experience*. Kant's conclusion is that it is *empiricism* that limits our mind.

Even earlier, John Locke posed a similar question about natural philosophy, and similarly, though presumably, answered it negatively. Natural philosophy creates a general picture of nature based on the same kind of speculation unlike experimental natural science, but it makes sense only when natural sciences are unable to build an integral scientific picture of the natural world. Natural philosophy is capable of borrowing knowledge from these sciences, but only to reinforce them with its speculative constructs. Having in mind the natural philosophical systems of his time, Locke evaluated them negatively because of the weakness of our mind, limited by experience and description, which makes us suspect that the philosophy of nature cannot be turned into a special science at all [2].

If Locke rejected natural philosophy because of the "weakness" of our mind, Friedrich Engels put forward slightly different arguments against natural philosophy. As soon as each individual science finds its place in the universal connection of things and knowledge about things, the special science of this universal connection becomes superfluous. Natural philosophy is deprived of its subject. At the same time, according to Engels, only the

doctrine of thought and its laws - formal logic and dialectics [3] - preserves its independent existence. Everything else is in fact included into the positive study of nature and history.

Thus, according to Engels, the theoretical worldview in the nineteenth century does not manifest itself in a particular "science of sciences", but in those actual sciences that give us an objective picture of the world. And any time, when it comes to the "end of philosophy," Engels asserts that "only the realm of pure thought" is preserved only in "the doctrine of the laws of the process of thinking, in logic and dialectics". But is that philosophy?

So, Kant undermined the authority of metaphysics. Hegel, as Marx and Engels believed, completely destroyed it. In his work "Ludwig Feuerbach and the End of German Classical Philosophy" Friedrich Engels writes that philosophy ends with Hegel completely [4]. Marxist philosophy, following Kant and Hegel, excludes both metaphysics with ontology as its part, and natural philosophy another historical form of speculative knowledge. Metaphysics turns out to be groundless in its subject matter. But in Soviet philosophy metaphysics was also criticized for a special method that, since Hegel's time, was called "metaphysical". The metaphysician, as described by Engels in his "Anti-Duhring", sees the world and things unchanged and frozen, and explores them one after another and independently of one another. At the same time, he thinks with direct opposites: either yes or no. For the metaphysics, the thing exists or does not exist, the positive and the negative qualities absolutely exclude each other. Hegel, nevertheless, preserved natural philosophy in his philosophical system, which, like metaphysics, filled the "white spots" in natural science with speculation. It was, so to speak, an analogue of metaphysics based on dialectical method.

Natural philosophy of Schelling is

known to refer to a number of consecutive natural forms: mechanism - chemism - organism, and according to Schelling we can get to the island of the spirit only with “a jump”. It is known that naturalists were astonished with the image of nature in the natural philosophy of the “early” Schelling. But already in the second half of the nineteenth century, Engels insists that the whole picture of the world, its generalized image, should not be given not by a particular natural philosophy as the “science of sciences”, but by a system of positive sciences united by immanent transitions. Sciences themselves, rather than natural philosophy, should demonstrate how mechanics turns into physics, physics into chemistry, chemistry into biology, and biology into sociology, i.e. into the science about society and a man. These transitions must be carried over not by the transfer of laws, say, biology to sociology, but by their dialectical removal (*Aufheben*), which assumes simultaneously the rejection of the laws of biology, instinct and reflex, and their replacement by a moral law.

The transition of one science to another was adequately realized in science with the discovery of the law of conservation and transformation of energy. Energy is transformed from mechanical into physical, then into the chemical, biological and, finally, into social. The classification of the basic forms of the motion of matter, which Engels describes in his “Dialectics of Nature”, is connected with transition. According to Engels, modern natural science had to borrow from philosophy the statement about indestructibility of motion; natural science cannot exist now without this proposition [5]. But the indestructibility of motion must be understood not only in quantitative, but also in a qualitative sense. And this understanding in the XIX century is not given by philosophy. Now we do not have a natural philosophical system created by a philoso-

pher. In this connection, Engels points to *three great natural science discoveries* of the mid-19th century: the law of conservation and transformation of energy, the discovery of the cell as the main unit of life and C. Darwin's theory of the origin of species [6]. Engels believed that due to these and other discoveries natural science itself can give a coherent picture of nature that demonstrates the qualitative indestructibility of motion.

So, since the XIX century people of science were already quite consciously against metaphysical and natural philosophical ideas, which in fact prevented a real understanding of nature. The liberation of science from natural philosophy is a great progress. In what way could philosophy be useful now to science, which, according to Engels, under new conditions preserved only the doctrine of the laws of thought itself, that is, logic and dialectics? The history of Soviet philosophy demonstrates two opposite answers to this question, which was expressed in the opposition of dialectical logic of E.V. Ilyenkov and the so-called Soviet “diamat” (dialectic materialism). In both cases, it was a question of materialistic dialectics and its development in a Marxist sense.

Everything began with the understanding of the dialectic philosophy of Marxism by the prominent theoretician A.M. Deborin. In his understanding of dialectics, Deborin was a head taller than his opponents in the discussions of the 1920s and 1930s. Deborin, we should give him a credit, tried to turn philosophers who clustered around his magazine “Under the Banner of Marxism” to the “society of materialistic friends of Hegelian dialectics”, but they still understood dialectics “not according to Hegel”. Deborin remained a student of G.V. Plekhanov and his dialectics shared all the weaknesses and shortcomings of Plekhanov's dialectics, which was understood not as logic and the theory of knowledge, but rather as “ontology”,

for which Lenin criticized Plekhanov in his “Philosophical Notebooks”. And what is the way metaphysics and ontology of dialectics inevitably become transcendent, abstract, etc., that is, it completely changes its nature. Metaphysics again rises above other sciences, differing from them not so much in its special subject as in its special status. The official criticism of the metaphysical method of thinking is combined with it in practice.

The heirs of the Plekhanian and Deborinian understanding of dialectics were the “diamat” activists of the times of the Soviet stagnation. And the metaphysical character of understanding dialectics was manifested in them in a brighter form, compared to the Deborin’s school.

In understanding of dialectics as a logic and theory of knowledge, they constantly imagined the specter of idealism. They understood materialism as a kind of materialistic metaphysics in the manner of the French of the 18th century, i.e. as a “Systems of Nature” of Holbach, “Systems of the World” of Laplace and so on. In general, the so-called “Soviet diamat”, although it was rooted mainly in the Stalin era, in its historical genealogy, even terminology, comes from the Plekhanov’s branch of Marxism, and not from Leninism. And therefore, it is not by chance that in the years of undivided dominance of “diamat” in Soviet “philosophy, Lenin’s understanding of dialectics in “Philosophical Notebooks” was shyly concealed [7]. But Lenin was presented in philosophy as a “diamat” supporter, and at the center of this understanding was “Lenin’s definition of matter”, although this is by no means the main thing in Leninism.

As a result, in “diamat” dialectic evolved, on the one hand, into a banality such as “everything develops”, and, on the other, into eerie scholasticism around the “system of categories of materialistic dialectics”. And in both cases, “diamat” claimed to “help” natural sciences in creat-

ing a comprehensive scientific picture of the world. At the same time, the proposed “general theory of development” was, rather, evolutionary than revolutionary, which later merged with modern global evolutionism.

But when E.V. Ilyenkov spoke out against dialectics, understood as the “general theory of development”, he was accused of being “against science”. But Ilyenkov started with this and ended with it: his own subject of philosophy is thinking. He led this line to the very end: the main thing is to develop a thinking *ability*, and this ability like a man himself can be *developed*. He is always the product of his own activity. If this is not so, then philosophy is not needed: who can think, he thinks, and who cannot, no philosophy can help. The subject of philosophy is thinking, and therefore it makes sense, above all, as logic and the theory of knowledge after it loses its meaning as an ontology and natural philosophy. And in this capacity, in fact, there remains the need for a real study of philosophy, even for naturalists. But logic is not narrowly understood here as Aristotelian formal logic or the theory of knowledge of the New Age. It is *dialectical logic*, which studies the universal objective forms of thinking. In this sense, philosophy turns out to be equal among other sciences. Possessing a special methodological content, it does not rise above them, as it was with the “general theory of development” in the official Soviet version of Marxism-Leninism [8].

The most fruitful approach to any theoretical problem according to Ilyenkov is a historical approach. In other words, every phenomenon must be analyzed, first of all, at the point of its historical origin. And although this approach was also supported by “diamat” activists, none of them bothered to pinpoint the conditions under which dialectics historically arose. Here, as in many other things, the vulgar concept of partisanship was fatal: Plato is an ideal-

ist, and therefore he cannot do anything good. Approximately the same attitude was to Hegel.

Philosophy lives only in its own history, this is in fact the only way of its existence, since all the subsequent here exists only through its predecessor. Prior events are not discarded by the succeeding, but are carried out within them it. We must go through the steps of development of the universal spirit. And there is no other way than this ascent. In other words, there must be at least a minimal history of the human thought development for dialectics to become possible. Therefore, in the history of ancient philosophy proper dialectics appears only in Plato. Idealism was a necessary prerequisite and form of the manifestation of dialectics. Plato, the “prince of dialectics”, understood dialectics as the ability, as the “art” to rise to the true being from that “deceitful” being that directly appears to our senses.

Ilyenkov, in fact, is the first to describe the ascent from the abstract to the concrete in his book “Dialectics of the Abstract and the Concrete in Marx's Capital” (1960). And this is understandable, given that the classical dialectics, coming from Plato, is an ascent. On the contrary, the “diamat” supporters who studied dialectics neither according to Plato nor according to Hegel, did not understand the idea of ascent, or attempt to interpret it in a formal or empirical sense.

Soviet academics of philosophy shyly concealed the central idea of Engels about the relation of philosophy and science. And they strongly criticized Ilyenkov for the same idea. The return of ontology to Marxism began already in G.V. Plekhanov's and A.M. Deborin's works and continued in the Soviet “diamat”. Now, especially in the education system, we openly returned to the pre-

Kantian metaphysics and ontology. In its content, this is, as a rule, “dialectical materialism”, and in its form this is knowledge derived from the idealist ontology of Christian Wolff. This return of ontology to our philosophy has its own social causes, which need to be discussed separately.

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ON CONTENT AND APPLICATION OF MODERN INVARIANTS OF DIALECTICAL METHOD IN RESEARCH

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The problem of cognition method as a way of constructing, explaining and substantiating knowledge systems was repeatedly posed by the twentieth century scientists of various, at times transforming into large-scale scientific discussions. The heat of the discussion of research methods, first of all, is due to the fact that cognition methods in many ways set the boundaries of the field of knowledge recognized as scientific, define the criteria of scientific nature. Secondly, the choice of method in many ways predetermines research approaches and vectors of scientific research. Thirdly, the applied method determines the structure of the vision, description, and understanding of the researched object by the researcher, as well as the nature of the explanation and justification of the research results.

Despite the importance of choosing a research method for each scientific work, there are many problems in the modern methodology of scientific research, beginning with the typology of research methods recognized as scientific today, ending with the criteria for identifying specific methods. These problems are also relevant in what concerns the dialectical method, which most researchers treat as a general philosophical method of cognition of reality, “the real logic of meaningful creative thinking”, reflecting the objective development of reality itself¹.

¹ Novikov, A. M. *Doktorskaya Dissertatsiya: Possobiye dlya Doktorantov I Soiskatelei Uchenoi Stepeni [Doctoral Thesis: Guidelines for Doctoral Students and Candidates for a Research Degree]* – 3rd ed. – M.: “Egves” Publishing, 2003. –

People attribute to dialectics as a method of scientific knowledge a number of basic characteristics, including the following:

- the world, nature, society, and man are recognized as objectively existing;

- the world, nature, society, and man are recognized as “regularly changing”²;

- it is recognized that there are general patterns of “formation and development of reality, the internal source of which is defined as the unity and struggle of opposites”, hence a clear methodological approach to disclosure (identification and precise verbal description), and then - resolution (from minimizing the impact to overcoming) of contradictions of reality and thinking;

- there are three universal laws of development, formulated by G. Hegel (the law of unity and struggle of opposites, the law of the mutual transition of quantitative changes to qualitative and the law of negation of negation³);

- consideration and exploration of objects in their development is recognized as a strategic platform, the key principle of cognition;

- important is the principle of “historicity” - the requirement of a historical approach to the study of objects is considered of great importance;

- thinking approach and the principle

120 p. Retrieved from [http:// pedlib.ru/Books/ 3/0221/3_0221-49.shtml](http://pedlib.ru/Books/3/0221/3_0221-49.shtml) on 28. 11. 2017)

² Mazur, L.N.. *Dalekticheskiy Podkhod [Dialectical Approach]* // Retrieved from [http:// ponjatija.ru/node/9800](http://ponjatija.ru/node/9800) on 28.11.2017

³ For more information see Mazur, L.N..

of “ascension from the abstract to the concrete” (G. Hegel) are recognized as effective: “from general and poor in content forms to dissected and rich content, to a system of concepts that enable us to comprehend an object in its essential characteristics¹” and its complementary principle of ascent from concrete to abstract;

- the requirement to study all phenomena and processes in their unity and interrelations is considered necessary, etc².

Some modern researchers based on the basis of the provisions of the “classical” dialectics formulate other principles of the dialectical method, for example, O. Zakhidov, following E. Ilyenkov, pointed to the principle of “actualism”, according to which the object should be studied in its most developed form, since it is this form that as an initial point of research can provide an understanding of its evolution and development as, and “offers an objective criterion and a key to its less developed forms”³.

¹ Novikov, A. M. Doktorskaya Dissertatsiya: Possobiye dlya Doktorantov I Soiskatelei Uchenoi Stepeni [*Doctoral Thesis: Guidelines for Doctoral Students and Candidates for a Research Degree*] – 3rd ed. – M.: “Egves” Publishing, 2003. – 120 p. Retrieved from http://pedlib.ru/Books/3/0221/3_0221-49.shtml on 28. 11. 2017

² For more information see Gobofov, Гобозов, I.A. Sotsialnaya philisophiya: Dialektika ili Sinergetika? [*Social Philosophy: Dialectics or Synergetics?*] // Philosophy and society. - 2005. - №2 (39). // Philosophy and society. – 2005. – №2 (39). Retrieved from <https://www.socionauki.ru/journal/articles/126760/> on 28.11.2017

³ See Zakhidov, O. Dialekticheskiy Metod v Filosofskom Mirovozzrenii E. Ilyenkova [*Dialectical Method in Philosophical Worldview of E. Ilyenkov*]. Retrieved from http://www.centrasia.ru/news_A.php?st=1401908580 on 28. 11. 2017

The application of basic assumptions, principles, research attitudes and methods of the dialectical method in studies in specific areas of scientific knowledge presupposes their specific subject-oriented interpretation. But generalized descriptions are also possible. For example, L.N. Mazur describes the implementation of the principles of dialectics in historical research in the following way: “1) the identification and analysis of internal sources and mechanisms of development associated with the structural and functional features of the object and the definition of internal opposition; 2) evaluation of quantitative and qualitative changes and diagnostics of transition states (leaps) leading to the appearance of a new quality; 3) the study of continuity, connection between the new and the old, recurrence in new stages of development of certain properties of the preceding states, which are evaluated in the context of the philosophical understanding as negation (the law of negation of negation) understood as transformation of one object into another with the necessary elimination of the first one⁴.

It is obvious that even the briefly listed characteristics of the dialectical method show the relevance of the application of this method, its modernity and ample opportunities in comprehending objective reality. Some researchers so highly appreciate the possibilities of the dialectical method, which even today is called a higher method of cognition and the universal philosophical method. We share a more balanced, reasoned approach to the evaluation of this method presented, for example, in the article of I.A. Gobofov⁵, who shows how carefully Hegel’s dialectical method was examined by the repre-

⁴ See Mazur L.N.

⁵ See Gobofov I.A.

sentatives of Marxism, including V.I. Lenin, which components of the dialectical method are effective, and what makes the dialectical method so fruitful in the current scientific research.

On the one hand, the popularity of the dialectical method of research and its invariants in modern Russian science is quite high, it is claimed as an applied method in many dissertational studies in the social sciences and humanities. On the other hand, frequent application of this or that method in many areas of social studies and arts is at least alarming and makes it necessary to ask questions about the reconsideration of the research capabilities of the method, the validity of its application and the extent of its universality. Therefore, it is interesting and relevant to identify modern scientists identify the content of the dialectical method, which principles of application of the method they declare (or substantiate) and what specific forms of its application they find.

The dialectical method is a very powerful method of research, which, on the one hand, inherited and accumulated methodologies of pre-Hegelian science, and on the other hand, it itself became the basis for developing methodological grounds for many modern scientific schools. Therefore, in many studies, the development of the dialectical method is difficult to separate from the research approaches and “postulates” of modern scientific research procedures. For example, in the dissertation research by Yu. Pushchayev, who carried out a comparative analysis of phenomenology and dialectics as methods of philosophical thinking in the writings of well-known philosophers of the second half of the 20th century M.K. Mamardashvili and E.V. Ilyenkov, it is shown that “in spite of the fact that phenomenology and dialectics are usually perceived as two competing philosophies or at least two philosophical directions or methods that are independent of each

other, in the history of philosophy there are examples of combining dialectical and phenomenological attitudes by one and the same thinker. Dialectics and phenomenology are such broad philosophical movements that under certain conditions they allow the possibility of “meeting and synthesizing in individual philosophers¹”. In his opinion, the philosophical views of G. Hegel, A.F. Lossev, J.-P. Sartre, E.V. Ilyenkov, M.K. Mamardashvili, etc. can serve as examples. Pushchayev comes to a conclusion that “between the phenomenology of consciousness and dialectics there are not only differences, but also deep similarities that are determined by the fact that these are the currents of philosophy of The newest time, containing the stimulation and awakening of the activity of the human subject”. Only in the case of phenomenology the emphasis is on the “I” level of the individual monadic subject, and in the case of dialectics the emphasis is on the collective “we” level or the so-called socialized subject²”.

O.A. Kuznetsova³, referring to the

¹ Pushchayev, Y. V.. Fenomenologiya I Dialektika v Tvorchestve Mamardashvili i E. Ilyenkova [*Phenomenology and dialectics in the works of M. K. Mamardashvili and E. V. Ilyenkov*]: doctoral thesis abstract in 09.00.01. – Ontology and Cognition of Knowledge . – M.: IF RAN, 2009. – 25 p. Retrieved from https://www.google.ru/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&ved=0ahUKEwiFudrCo-HXAhXM CJ oK HQW-Ap 44 ChA WCDU wAg&url=https%3A%2F%2Ffiphras.ru%2Fuplfile%2Faspir%2Fautoreferat%2Fautoreferat_pus_chaev.Doc&usq=AOvVaw0tzSLz_ThDK_6o_4_Or_Et_WSgpU on 28.11.2017

² See Pushchayev, Y. V., p. 11

³ See Zaretskiy, A. M. Handbook in History and methodology of legal science: Master's program in “Jurisprudence”. - Moscow: Moscow Financial and Industrial University "Synergy", 2011. - 90 p. Retrieved from http://www.e-biblio.ru/book/bib/02_estestv_

approach of V.V. Orlov¹, insists on the need to emphasize the philosophical and ideological platform of the author in scientific research. According to her opinion, the author must directly declare which method he uses - the idealistic dialectics method or the materialistic dialectics method. In our opinion, a very important study by O.A. Kuznetsova, showing the mass authors' desire to avoid such polarization, is precisely the evidence of the existence of a "methodological pause" in the development of the dialectical method.

For more than a century of active propaganda of Marxist ideas, dialectical and historical materialism, science and scientific methodology have significantly changed, narrow subject areas of scientific research have appeared that do not have a direct connection to global philosophical problems. Besides, dialectical and historical materialism has not been taught in universities for more than 20 years, and textbooks in history and philosophy of science for graduate and doctoral students published over this period do not offer any similar understanding of modern scientific principles and typology of modern research methods in social and human sciences, and the notion of a "dialectical method" is often not mentioned at all. Moreover, the analysis of types of knowledge, as well as types of truth and truth, is poorly represented, although modern methodologists distinguish between constructive truth, empirical and analytical, factual and logical, ideological², methodo-

logical and other types of truth. In this respect, it seems logical to conclude that young researchers simply do not have enough competence in this area, hence the reticence and confusion of the methods used, hence the increase of narrow positivistic tendencies. Therefore, the theme of philosophical and methodological rethinking of the content, methods and boundaries of the dialectical method in social and humanitarian studies appears relevant for us once again. The resumption of a scientific discussion about the philosophical method, or more precisely, about philosophical methods, is necessary for the development of philosophy itself; otherwise it may be completely outside the system of education and vocational training. Universities open Theology Departments that are very active; specialists of these departments are open to a dialogue and are ready to engage in the methodology of cognition.

There are also other approaches to explaining the methodological incompetence observed in modern scientific research. S.B. Pereslegin points out three reasons for the implicit opposition of the "inaccurate" dialectical-materialist method of cognition to the "exact" physical and mathematical" one: misunderstanding of the philosophical foundations of their sciences by naturalists; "negative historical experience" of the 30s - 50s of the XX century, and the fact that "the traditional formulations of the laws of Marxist-Leninist dialectics are not sufficiently consistent with the language of modern science"³. Based on the idea expressed by a

nauki/ Istor_ i_ metodolog_ yurid_nayki_mag/hb_ochnaya.pdf on 03.12.2017

¹ Orlov, V. V. *Osnovy Filosofii [Basics of Philosophy]*. Perm state research university., 2012. Part 1. General philosophy. - Issue 1. - 197 p.

² Akhmedova, S.D. *Metody Nauchnogo Issledovaniya I Problemy Istinnosti naniya [Methods of scientific research and the problem of the truth of knowledge: thesis abstract. Specialty: 09.00.01 - Ontology and theory of knowledge.*

Tashkent, 1991. - 18 p.] Retrieved from <http://cheloveknauka.com/metody-nauchnogo-issledovaniya-i-problemy-istinnosti-znaniya> on 28.11.2017

³ Pereslegin, S. B. *Strukturnaya Formirovka Zakonov Dialektiki. [Structural Formulation of the Laws of Dialectics]* Retrieved from [http:// www. igstab. ru/](http://www.igstab.ru/)

number of researchers that “the synthesis of the dialectics of social development and the dialectics of the development of matter, the theory of its self-organization becomes one of the most interesting directions of modern thought¹”, S.B. Pereslegin suggested updating the terminology of dialectical methodology and coordinating it with the terminology of modern systems theory. Expressing agreement with this point of view, we are ready to recognize a comparative analysis of author's descriptions of methods used in philosophy, starting with R. Descartes's “Discourses on the Method” as a promising line of research in philosophical methodology.

Another reason for the decline in attention to and frequency of use of the dialectical method was formulated by A. S. Kaznenov. He pointed out that with the expansion of the fields of scientific knowledge, when phenomenological and systemic methods were declared, “there appeared a situation in which for many researchers the dialectical method *seemed* to become obsolete, and as it were there appeared two *seemingly* new modern methods”, and since there are multiple representations of the system there are dozens of names of scientific methods and hundreds of variations of the system method². Indeed, researchers often indicate that they used: system-logical method, system-structural analysis, system approach, analysis of functional systems,

etc. Along with the invariants of the system method, often indicate analysis, analytical method, comparative analysis, similarity method, difference method, exclusion method, residue method, inductive and deductive methods, logical and historical methods, modeling method, statistical method and method of mathematical statistics and etc.

A.S. Kaznenov correctly emphasizes that one should be more careful with the names of methods and illustrates this with relevant example. Many researchers point to the use of the system method, but A. S. Kaznenov recalls that the word “method” in English does mean “system”, “order”, so the phrase “system method” is tautology and “the thing is, therefore, not in the systemic nature itself, but in the *“truth of the system”*”. And he further explains: “The point is not in novelty, but in the truth of the method. There is in fact only one true *method* – the conceptual one – a method of integrity (totality) of mental activity in strictly defined concepts⁴”. Continuing the logic of his reasoning, the philosopher-methodologist offers his name for the “general (philosophical, general scientific, theoretical) *conceptual* method, which alone was and is the only true universal method of scientific cognition. All other methods are the essence of particular methods or techniques, specifying the universal scientific method⁵”. This conclusion raises substantial objections. First, even Aristotle proved that in fact, scientific thinking is realized with the help of concepts, but not by concepts, but through using more complex constructions - judgments and conclusions. Secondly, there is still a problem of intuitive knowledge, insights and, so-called, non-verbal thinking. Thirdly, in our opinion, one should be extremely cautious with claims to the univer-

materials/ black/ Per_Dialect.htm on 28.11.2017

¹ Moissejev, N. N., Aleksandrov, V. V., Tarko, A. M. Chelovek i Biosfera [*Man and Biosphere*]. – M., 1985

² Kaznenov, A. S. Dialektika kak Vysshiiy Metod Poznaniya [*Dialectics as the Highest Method of Cognition*] – SPb: Polytechnical University Publishing, 2011. – 96 p. (ISBN 978-5-7422-3153-0) Retrieved from <http://www.rpw.ru/lib/kazenov.html> on 28.11.2017

³ Kaznenov, A. S., p.11

⁴ Kaznenov, A. S., p.12

⁵ Kaznenov, A. S., p.17

sality in general and universality of this or that method, including the claims of some philosophers to the universality and of the dialectical method. So I want to say: "We have been through it".

A very illustrative study of what happens with methodology in contemporary Arts and Humanities is the empirical sample study of 100 abstracts of dissertation theses defended in the period from 2004 to 2014 in specialty 12.00.03 – "Civil law; business law; family law; international private law" held by O.A. Kuznetsova¹. As a result of the research, it turned out that 100 authors of the theses surveyed in only one area of scientific knowledge declared the use of 64 research methods, of which "49 methods were used in no more than 6 studies, and 23 methods were generally used by only 1 researcher out of 100²". At the same time, only 7% of the authors specified how and in which part of the research they used the methods they claimed. This proves the following:

- inattention of researchers, the scientific community, dissertation councils and attestation bodies to the selection and substantiation of the application of scientific methods;
- weakness and incompleteness of scientific methodology;
- superficial description of the methods used;
- a widespread practice of groundless references to the application of scientific methods.

A secondary analysis of the data ob-

¹ Kuznetsova, O. A. *Metody Nauchnogo Issledovaniya v Tsivilisticheskikh Dissertatsiyakh [Methods of scientific research in civil theses]* // Bulletin of Perm University. Series: Juridical sciences. - 2014. - Issue. 4 (26). - C. 254-270. [Kiber Leninka] Retrieved from <https://cyberleninka.ru/article/n/metody-nauchnogo-issledovaniya-v-tsivilisticheskikh-dissertatsiyah> on 28.11.2017

² See Kuznetsova, O. A.

tained by O. Kuznetsova allows us to conclude that a significant number of authors (67.0%) either indicates that general scientific or particular scientific methods of research have been used without clarifying the methods applied, or they simply enumerates the methods used, without attributing them to any category. In a word, typological characteristics of the methods are not given, but in 33.0% of abstracts, where such aspects are reflected, many methods are classified inappropriately.

It is noteworthy that in the modern scientific researches numerous invariants of the *dogmatic* method were claimed to be used³ (dogmatic interpretation, doctrinal interpretation, doctrinal interpretation of positive law, method of grammatical interpretation, method of interpretation of law, systemic dogmatic interpretation, formally dogmatic, legal-dogmatic) - 10 cases of use. The invariants of the system method turned out to be most attractive for researchers (the method of system analysis, systemic-structural, systemic methods) - 61 cases of use. The *dialectical method* is used in 16 cases, and, as O. A. Kuznetsova points out, "15 abstracts single out the dialectical-materialistic method as universal, while the remaining methods are defined as "connected or arising from it"⁴". For comparison: the metaphysical method was used only by one researcher, the invariants of the historical method - by 26 researchers, the invariants of the logical method - by 38 researchers.

The secondary analysis shows that, in fact, among the authors of the theses surveyed, not all recognize the dialectical method as helping in carrying out scientific research. Priority turned out to be given, if we use the terminology of the authors, to invariants of *systemic, logical and historical methods*. It should also be noted

³ Names of methods are given as mentioned by thesis authors

⁴ See Kuznetsova, O. A.

that in 100 of the theses examined, more than 80 mentions of invariants of *legal methods* were identified. Against this background, 61 cases of the application of the system method looks like legal researchers perceive it if not as a general scientific method, then as an applicant for this status.

It can be assumed that things are somewhat better with the description and justification of the application of research methods in philosophical and sociological dissertational studies, at least as a result of the traditions of profound methodological training of graduates in respective programs, but even in these areas of scientific knowledge the powerful paradigm influences make it difficult to use the names of methods, having solid ideological overtones.

Main conclusions. Both the theoretical analysis and the analysis of the results of empirical data show that the topic of philosophical and methodological rethinking of the content, methods and boundaries of the application of the dialectical method in social and humanitarian research remains urgent. Under conditions of a clear methodological pause in the development of the dialectical method and methodological chaos in the sphere of social and humanitarian research, it is necessary to update the description of the content, possibilities and boundaries of the dialectical method and revise and systematize the categorical and conceptual apparatus of philosophical methodology as a whole.

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ON THE IMPORTANCE OF THE STATE IN THE ERA OF GLOBALIZATION

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The issue of a role of the state in the formation of modern society arises due to the fact that the processes occurring in the advanced European countries encourage to see in civil society not just a sphere that protects its independence from the state, and not just a society that can fit its concept only in the form "The world civil society" ("a civil society in one country is strictly not possible" [1, p. 46]), but the society to which the state prevents the realization.

With this approach, the national state seems like a relic, like a brake for a

progress and freedom. It's apparent "confrontation with universally formulated social-ethical and personal-legal claims" [2; p. 431] makes even supporters of it's preservation go in some way to bargain with conscience, to "renounce the principle" [3; p. 62], once "state-organized brotherhood" is able to "organize and guarantee solidarity only on its territory" [2; p. 440].

R. Darendorf, the Popperian-oriented theorist and advocate of the "open society", describes the mutual relations of the state and civil society at the present stage as the main "modern social conflict".

And even the way of life achieved today in the OECD social democratic states is not an argument in favor of the state for him, although there "the old class struggle is by no means fully play out... most differences in income and status... have become gradual" and "the world of citizens is a perfect world" [1; p. 45-47], the proletariat has disappeared, the only line of conflict is the access to the whole scope of civil rights, which can be provided by the employment, and the unemployed people (whom are no more than 10% - p. 144) are the only "group which does not fit" [1; p. 145]. This state of affairs is in the interests of the new ruling class - "citizens". This is "the majority class", a class of citizens, if such a paradoxical formulation is permissible [1; p. 112].

The fact is that here is in this "the best of all possible worlds" [1; p. 42], where civil society has reached proximity to the ideal, yet a number of issues, of which the main are the following:

1) "Whereas in the OECD societies, a majority is doing relatively well and only a minority is defined out, the OECD world itself constitutes but a minority of mankind" [1; p. 186], and this generates inclusion / exclusion problems; what happens when civil society is confined to national borders - the history of refugees and immigrants shows. If they are they are admitted, no society in the world can still give them the status that full citizens have, at best they become citizens of a second class, and "that violates the very principle of civil society". If they are not admitted, it makes impossible to grant "citizenship rights for all human beings" [1; p. 46].

2) Not least this inferior civic status leads to the fact that in the OECD countries there is a non-working minority, which stubbornly reproduces itself and does not receive, or more accurately, systematically loses access to an employment, and that means, to the fullness of rights [1;

p. 149].

3) Due to a kind of "natural weakness" of civil society in which traditional ligatures are destroyed, false idols easily master the minds of people, and from this the "scourge of totalism" [1, p. 45] comes.

Dahrendorf imposes the responsibility for all these problems on the Social Democracy, which "has come close to the end of its tether" [1; p. 173], since "in one way or another all social-democratic roads end up with big government" [1; p. 167]. It is the Social Democracy, defending the majority class, forms "a tendency to define people out of the social universe of the majority, with persistent unemployment, inner-city blight, regional disparities and the underclass" [1; p. 176].

These problems could be solved also with the continued inequality of distribution, but with the growth of everybody's well-being. However, "heroes of the social-democratic world tend to be super-bureaucrats rather than leaders with innovative sense of direction" [1, p. 167]. Therefore, it turns out that the state not only produces totalitarian mentality, but the strengthening of statism leads to the total stagnation, because the initiative that can only be aroused by the market (*laissez-faire*) is dying out.

Indeed, if any intervention in the autonomous functioning of the market only harms the market, and if there is not a lack of rights, but their supplying, then it is necessary to stop the bureaucratic intervention and fight for a single universal "world state" in order to provide *laissez-faire* for the sake of the general benefits.

It seems, however, that the matter is not so simple. This is doubtful due to at least the recent experience of Russia, which in the 90-ies followed this particular recipe - and ran into a severe crisis process, which has not yet been reversed.

The analysis of the intermediary links between the market and the life chances of people may call into question

the connections and the reasons for the problems that have arisen, which at first glance seem obvious.

Firstly, in explaining the impossibility of eliminating the "non-working minority", it should be noted that it is not just residual, but is being reproduced, and in this reproduction, it is precisely the prematurity of the statement that a classless society has come. Because the subject, interested in the reproduction of socially deprived groups, is not the "majority class", but the top of the social hierarchy as a very real class, and not a "class on paper" [4, p. 725], whose reality is revealed precisely in maintaining this social distance. The cultural isolation of these groups, pushing them to a semi-underground existence, brings, as M. Foucault showed, a huge profit to the opposite pole of the social field, which, thanks to this deprivation of lower minorities, is able to control and reproduce, for example, through delinquency [5, p. 281-290], their illegal practices (such as drug dealing). And it is not the Social Democracy, who makes these practices profitable (Social Democracy at the state level, by all means available to it, is counter-acting), but an uncontrolled market. This is just an example of what monstrous forces can unleash the removal of the social-democratic state, which gives the only space, where socially deprived groups can fight for their rights and thus have a chance to defend themselves.

As for the distance between developed and backward countries, it can be shown that it is also reproduced, and it is also not in the interest of the majority that does not exist as a "class", but in the interests of the strong players of the world market, which are determined by the gain.

But, as in the first case, this process is not simple, but multiply mediated. And in order to develop it and at the same time see that the foundations of totalitarian temptations are in fact different from the insolvency of Social-Democracy, it is nec-

essary to turn to the genesis of the world market.

Reconstructing this genesis, K. Polanyi established: "There was nothing natural about laissez-faire; free markets could never have come into being merely by allowing things to take their course... laissez-faire itself was enforced by the state" [6, p. 145]. Here are the arguments.

1) The self-regulating market has become a reality in the 30s of the XIX century, because the industry needed a constant inflow of raw materials and labor, and only the market could send this flow to it. However, governments had to pave the way forcibly by overcoming the resistance of the classes associated with the land [6, p. 90]. Thus, "the emergence of national markets was in no way the result of the gradual and spontaneous emancipation of the economic sphere from governmental control. On the contrary, the market has been the outcome of a conscious and often violent intervention on the part of government which imposed the market organization on society for non-economic ends" [6, p. 258].

2) Such a market cannot operate only within one territory, it requires three conditions at once: "international free trade, competitive labor market, and gold standard; they belonged together"[6, p. 155]. But the adoption of the gold standard, and protectionism in case of a threat to the national economy require the state policy.

3) The organization of production activities of this kind could not be a "natural" mechanism, since if it had occurred at the dawn of human history, all producers would have perished. Its essence is a specific motivation for work, the so-called "economic motivation", in which people are forced to engage in production by "hunger, or the fear of it, which those who sell the use of their labour power, and gain with those who... make profits" [7, p. 98]. Defenders of the market as a natural

automatism believe that these motives are effective at all times, but in fact all the known historical systems of economics, except capitalism, "are usually not based on them", for individual of such an economy "his share in the common food resources is secured to him independently of his part of the productive efforts of the community" [7, p. 97-99]. Referring to the results of ethnological research, K. Polanyi draws attention to the fact that "there is no starvation in societies living on the subsistence margin... the individual in primitive society is not threatened by starvation, unless the community as a whole is in a like predicament ... The same is true of the stimulus of the individual gain... A characteristic feature of primitive economies is the absence of any desire to make a profit from production or exchange ... Not hunger, nor gain, but pride and prestige, rank and status, public praise and private reputation provided the incentives for individual participation in production" [7, p. 99-100].

Until the middle of the XIX century "In effect, all societies known to anthropologists and historians restricted markets to commodities in the proper sense of the term" [8, p. 111]. And only in the 1830s. "fictitious commodities" came into the sphere of alienation (as Polanyi calls money, labor and land). And if at the same time in society there are no cultural barriers that prevent the literalism of their modern existence, then, "human beings would perish from the effects of social exposure; they would die as the victims of acute social dislocation through vice, perversion, crime, and starvation" [6; p. 76], the land - the natural environment – would be polluted, uncontrolled financial flows would the enterprises to stop. Thus, cultural barriers form the necessary prerequisites for the functioning of the market itself, and the main one, capable of coordinating all three directions, is the state.

That is why the establishment of a

universal market and a national state in Europe took place simultaneously. As a reaction to the reification of labor, land and money, the classes associated with them were mobilized, fighting for their own interests: classes associated with land opposed the market, preventing the separation of land from the community, including the landed aristocracy – by social-oriented laws (Speenhamland is a paradigmatic example), workers - organizing themselves in trade unions and fighting for working legislation, the bourgeoisie defended its enterprises by regulating finance (with the help of state central banks and other instruments).

If the developed market, whose necessary trend is expansion, invades from outside (as required by the construction of a world civil society – "we have to embark on it if we do not to see the achievements of citizenship jeopardized" [1; p. 46]) in a culturally and politically unprotected zone, all the vitally important institutions of society are destroyed in it. Social anthropology abundantly documents processes of this kind. A. Radcliffe-Brown was naively surprised that "the very material on which the ethnologist and the social anthropologist rely for their studies is disappearing before our eyes" [9, p. 146], but already the descriptions of M. Mead allow to clearly trace the lines of dependence: cultural contact with Europeans launches the process, "by which a group of savages ... merely robbed of all incentive to effort and left to die painlessly beside streams still filled with fish" [6, p. 166]. K. Polanyi clarifies: "Not economic exploitation, as often assumed, but the disintegration of the cultural environment of the victim is then the cause of the degradation... The result is loss of self-respect and standards" of cultural behavior [6, p. 164].

The decisive factor in such destruction is the pace that does not allow the culture, which is not ready for the market, to develop protective institutions. Already

A.de Tocqueville saw that these rates are becoming deadly, he was amazed with them in the USA already in the 1830s. and described the main ways in which the "disappearance of the native tribes" occurs under the onslaught of market production [10, p. 199 et seq.]. With such an onslaught, "the Indians had only the two alternatives of war or civilization; in other words, they must either have destroyed the Europeans or become their equals" [10, p. 203].

But the Indian cannot compete with the Whites in the war, civilization takes time, so that the corresponding habitus that asks for it could be produced: "Living in the freedom of the woods, the North American Indian was destitute, but he had no feeling of inferiority towards anyone; as soon, however, as he desires to penetrate into the social scale of the whites, he takes the lowest rank in society, for he enters, ignorant and poor, within the pale of science and wealth. After having led a life of agitation, beset with evils and dangers, but at the same time filled with proud emotions, he is obliged to submit to a wearisome, obscure, and degraded state; and to gain the bread which nourishes him by hard and ignoble labor; such are in his eyes the only results of which civilization can boast: and even this much he is not sure to obtain" [10, p. 206].

The Europeans themselves once passed through the same thorns, but A.de Tocqueville records the difference that exists in the development of the pioneer peoples and the retarded peoples: the situation of the retarded ones is specific because they are compelled to compete with the pioneers on their, market, rules without appropriate protections, and there is a result – "it is the misfortune of Indians to be brought into contact with a civilized people, which is also... the most avaricious nation on the globe, whilst they are still semi-barbarian: to find despots in their instructors, and to receive knowledge

from the hand of oppression" [10, p. 206].

All these problems cannot remain in the past, while, in spite of crises, there a world market «laissez-faire» exists. At the end of the twentieth century, it directly expanded to the area of the former social-istic camp. An analysis of these events on the Russian model of the 1990s, carried out by M. Buravoy, allows us to see that the diagnosis posed by Karl Polanyi to liberal-market utopianism has a "completely modern sound" [11; p. 2].

If the country-pioneer, having survived Speenhamland, came to the development of production based on the market, then in our case, contrary to the promises of market utopians, there was what Buravoy calls "economic involution, a situation in which exchange strangulates production, an economy that gobbles up its own foundations" [11, p. 7].

In Russia, opened for the market, started the shock therapy aimed at destroying the administrative economy, and for 3 years since January 1992 all "fictitious commodities" were commodified, as Russian reformers "programmed an obsessive destruction of everything associated with communism, claiming this to be a necessary precondition for the market to autonomously work its magic. They did not attend to the institutional conditions for nurturing capitalist production, that markets cannot operate in an institutional vacuum" [11, p. 7]. Without protection of money enterprises stop, without labor protection degrades labor, without protecting the land, nature becomes polluted.

Indeed, after received a market trauma, the society reacted so that production has curtailed. Enterprises withdrew from the financial sphere, preferring barter to closure, workers did not leave jobs at the same time, but the latter were transformed into places of exchange and consumption, "where labor market information circulates, where work on the side is distributed, where desired products can be

obtained in exchange for unpaid wages, where facilities (machinery etc.) can be used for their own independent production, where meals are taken, or where things are simply stolen (materials, etc.)" [11, p. 8].

Production, which still remained, receded and concentrated around single households, the home economy [11, p. 9]. As for the land, Duma "has managed to rebuff market initiatives of the executive and the urgings of the World Bank", but this action has not saved production. The collective farms "have collapsed as productive centers", the result was a significant drop in the amount of production of grain products and "organizing subsistence production of basic food products", "intensification of the domestic economy... petty commodity production (Kitching)" [11, p. 9].

The question that arises here is the following. Why from so similar starting conditions - Speenhamland in England and the command economy in Russia - so different results were obtained: in England - production growth, in Russia - involution, in England a working class has emerged; in Russia it is being destroyed? Because only the catch-up situation created by the market, the situation of rupture and backwardness, could create a paradoxical new class-owners of means of production that are not interested in the development of production.

M. Buravoy describes it as "a new class in Russia", which "is not a bourgeoisie lodged in self-expanding production but a parasitical class ensconced in networks of exchange. The New Russians range from the mafia that regulate economic transactions to the bankers and financiers who speculate in government credit and bonds, to the merchants who regulate imports and exports, to the oligarchs who control the appropriation and distribution of raw materials, to the moguls who own and monitor mass media.

The New Russians do not generate new resources, they do not add value, they live off the rapidly diminishing and impoverished productive classes" [1; p.14]. Since this class is far from production, it does not care about the productive capabilities of the working people, and this is favorably to its partners in the world market, whose interests are to maintain a distance from countries whose market should be unprotected and open for imported commodities as much as possible.

Hence the differences: in England, where the interests of the social top coincided with the interests of production development in the country, state policy, opening the way to a free market, simultaneously protected the society from the market, responding to its functions in the market system: "Factory legislation and social laws were designed to protect labor power, land laws and agrarian tariffs were enacted to protect natural resources and the environment, and central banking and the regulation of the monetary system were required to shelter businesses from the caprice of money markets" [11; p. 15-16]. But in Russia, paralyzed by a market blow, production cannot yet form classes capable to represent its interests at the state level. The state became one-sided "instrument of market fundamentalism, of a narrow class of oligarchs who own and control the most profitable industries (gas and oil) who also control the major banks and media channels" [11; p. 16-17], and therefore not only did not protect society from the market, but provides for the lack of control of its agents against the interests of producers. Therefore, in all directions, "we have the picture of involution, of society withdrawing into itself and away from the state" [11; p. 18] which normally should have saved it.

The dysfunctionality of the state leads to the fact that "Russia is stretched between two receding galaxies –societal involution and international glitter" [11; p.

18] of the oligarchic elite, which is trying to keep up with the Western standard of living, but exploiting national resources and destroying national production, which is rapidly recedes to the periphery of the world economy. And this situation creates not only internal problems.

Normally, when the state is consistent with its notion, like the pioneer leaders of the market system, it is the outpost of protecting the society from the market, and its strengthening does not cause threats of parting with democracy (the state is growing as a welfare state in times of global market crisis), and it used to be in England, the USA. But the same crisis at the opposite pole, where inaction of the state and the ousting of workers from political participation caused industrial and institutional paralysis, led to a completely different situation: "The more backward European countries, most notably Germany, Austria and Italy, succumbed to fascist solutions" [11, p. 20], it was the extreme reaction to the market, the result of market liberal utopianism as a policy. This is the situation described by A. de Tocqueville: if the civilizing process poses a threat to death, then, in order not to disappear, the culture collapses at the *societal* level, shrinks into totalitarianism and decides to attempt a war, involving everyone, including the most universal - outstanding representatives, such as M. Heidegger [12].

Thus, the temptations of totalitarianism arise not because of intervention in the market, but quite the contrary, because of the destructive principle that is contained in the uncontrollably operating machine of the *laissez-faire* market. The soil for a conservative revolution, of which no one is insured, is preserved to the same extent that alienated market communication creates threats to human existence without creating a simultaneous opportunity to respond to this threat by the development of production.

Thus, it is a democratic state, i.e. such, in which political participation is ensured for all productive classes of society, is a prerequisite for the work of market production and the prevention of fascist development options. And that's why it should be national. To understand why this is so, let us turn to the criticism of the paradoxes of liberalism that K. Schmitt developed and whose provisions "carry an important warning for those who believe that the process of globalization is laying the basis for worldwide democratization and the establishment of a cosmopolitan citizenship" [13; p. 42].

Democracy assumes the substantial homogeneity of the "demos" [14, p. 9]. K. Mannheim calls this "basic, formative principle" of democracy [15]. At the same time, a common substitution of such equality cannot be a certain "human nature", and Schmitt rightly rejected this liberal premise [14; p. 13]. Such declarations would only mean that the norms and rules of the game will be set by the leading nation in its own interests. In practice, this substance has a specific historical and cultural definiteness of the mode of man's production in the Marxian sense¹, its local-cultural specification, which for this very reason cannot be accepted, as liberalism does, for the natural characteristic of an abstract individual in general. In this cultural specification one cannot invade without damaging the foundations of being a man in a given culture, this way of producing surplus labor.

¹«It is always the direct relationship of the owners of the conditions of production to the direct producers - a relation always naturally corresponding to a definite stage in the development of the methods of labour and thereby its social productivity - which reveals the innermost secret, the hidden basis of the entire social structure and with it the political form of the relation of sovereignty and dependence, in short, the corresponding specific form of the state" [16]

Democracy takes into account the reality of these differences of cultural faces, thereby the right to self-determination is taken into account. In this sense, the Schmitt distinction "we/ they" is meaningful, and Schmitt does not assert anywhere that this distinction should be based on race. Quite the opposite, by virtue of the very logic of the functioning of democracy, it is the subject-matter of a struggle to establish legitimate demos boundaries, i.e. for the establishment of the order of his life, the subject-matter of domestic policy in the proper sense. Therefore, it is by no means an accident that, as Schmitt notes, historically "since the nineteenth century it has existed above all in membership in a particular nation, in national" [14, p. 9], as not an accident the fact recognized by the liberals that "The only law we know is national" [1; p. 195].

The homogeneity of the demos is the index of readiness for the market, since from the inside, the side of production, the world market becomes demanded by the culture when the unified internal market is created, which requires the unity of the territory, the concentration of all types of capital and other monopoly conditions, including monopoly to symbolic violence, which only the state can provide [17; p. 4]. From this side, the state is a monopolist.

Nevertheless, from the other side, the modern state, in which power over the metacapital legitimizes the education system, i.e. the state of not dynastic, but bureaucratic type, in a double sense is a pluriversum.

Firstly, in the sense that only in this way there can exist autonomous and formally equal actors - players of the world market. Although K. Schmitt wrote about the medieval organization of the spatial order of *Respublica Christiana* as a pluriverse of autarkic communities, about the procedure for recognizing the right of an equal Other to resistance, in which the state did not play a significant role until

the 16th century [18; p. 57-62], this order could retain the autonomy of its units without the state, only because this order did not yet know the *laissez-faire* market. Without a state, it is impossible to provide multiplicity of market subjects in market conditions, and no "parties, trade-unions, associations of many kinds" [1; p. 110] can create and keep it.

Secondly, contrary to K. Schmitt's conviction, "the political form" can be implemented only within frames of the democratically organized state space. Political form, i.e, management, in which there is not only a bureaucratic technique and a "norm", but also the sovereignty of a "decision" making [19; p. 65-66]. This sovereignty takes place because the border between "them and us" (the rules of legitimate inclusion / exclusion) is not reified, but remains an object of struggle, in field of which all productive classes must be represented. The reification of the boundary is avoided because the sovereign who takes decisions, who accepts the authorship concerning the aims of his culture, cannot be a monarch or head of the family, but only a plural subject in the Bakhtin sense of "alien living and full" subjects - *pluralia tantum* [20; p. 331], which remains plural in any variants of representative forms.

Another question is that in itself this democratic form provides only chances, it is only a space of politics, i.e. the struggle for social justice in decisions regarding a common cause - *res publica*. The actual measure of the rope achieved in this tug-of-war should remain unresolved.

But in any case, "state-organized brotherhood" does not create grounds for moral torment or ethical relativism in the spirit of O. Depenheuer: to act morally doesn't mean to provide the right of universal entry, destroying all local borders, but to prevent the market from spontaneously producing poverty when this market destructs those cultural bonds that endow

the individuals of each culture of the dignity and systemic quality of "being a man". Moral prohibition should be on the border of invasion of foreign market-protection institutions, allowing different cultures to transform at their own pace and along their trajectories, relying on their own state sovereignty. The ABC of dialectics is that the universal, if it is not empty abstraction, including the universality of the "world civil society", can exist only in a peculiar and plural form, in this case - the form of the national state.

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TOPICAL ISSUES OF DIAGNOSING OF ENTERPRISE BANKRUPTCY

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An important problem in a modern, dynamically developing economy is the prevention of bankruptcy, its timely diagnosis and elimination. The activities of many enterprises and companies are more financed by borrowed funds, so it is very important to have a mechanism for diagnosing the stability of the debtor's enterprise, both for managers of the organization and for regulating state bodies.

In the context of transformation of economic relations, a high degree of uncertainty is particularly characteristic, which significantly increases the risk of bankruptcy of enterprises as a result of the impact of both external and internal economic factors. Many commercial enterprises of various forms of ownership have been on the verge of bankruptcy over the past ten years. In this regard, the problem of forecasting the possible bankruptcy of enterprises is extremely topical today, that is, the question of choosing a mechanism that allows to predict the bankruptcy of an enterprise is urgent in the near future [1, p. 78].

The relevance of the research topic is due to a number of reasons:

- first, at the present time the key problem in the Kazakhstan economy is the nonpayment crisis, and a good half of the Kazakhstani enterprises should have been declared bankrupt for a long time, and the received funds are redistributed in favor of efficient production, which would undoubtedly contribute to the improvement of the Kazakhstan market;

- secondly, in conditions of mass insolvency of economic entities, special measures are taken to prevent bankruptcy in crisis situations, as well as measures

aimed at restoring the solvency of the enterprise and stabilizing its financial condition.

From the point of view of financial management, bankruptcy characterizes the realization of catastrophic risks of the enterprise in the process of its financial activity, as a result of which it is unable to satisfy, in due time, claims from creditors and fulfill obligations to the budget.

The essence of bankruptcy consists in the absence of money from the enterprise to pay for its obligations, this is a state of financial insecurity, that is, an absolute breakdown in production and economic activities, which is the cause of the ruin and liquidation of the enterprise.

The preconditions for bankruptcy are manifold - this is the result of the interaction of numerous factors, both external and internal [3, p. 92].

External factors include:

- economic: the crisis state of the country's economy as a whole; general decline and unprofitableness of production; the emphasis of public policy on fiscal function; imperfection and instability of financial and credit policy, manifested in the growth of interest rates and inaccessibility of loans for most enterprises; errors in economic regulation, leading to devaluation of the national currency and exacerbating inflation; instability of the financial system, rising prices for resources, changing market conditions, insolvency and bankruptcy of partners;

- socio-political: political instability in society; lack of qualified specialists due to lack of quality targeted retraining; low level of income of the population, affecting the amount of effective demand for

goods and services; low fertility;

- information: lack of experience in crisis management; ineffectiveness of anti-crisis regulation due to imperfection of the current system of accounting and reporting; lack of quality information on market conditions;

- market: the lack of a system of regulation of various types of economic activity that is adequate to market conditions; underdeveloped business infrastructure; low level of competitiveness of domestic products; competition with foreign producers; non-compliance with legal and ethical standards of conduct in business; the severance of economic ties with neighboring countries and, accordingly, between enterprises; loss of sales markets;

- legal: imperfection and inconsistency of the legislative framework in the field of economic law, antimonopoly policy, business;

- scientific and technical: reduction of the scientific and technical potential of enterprises due to lack of funds to ensure its functioning [5, p. 43].

Internal causes of the crisis:

- material and technical: weak security with a high level of moral and physical depreciation of fixed assets; lack of funds for their renewal; shortage of working capital and their low turnover; a decrease in the efficiency of the use of material and technical resources and the production capacity of fixed assets;

- organizational: inefficiency and irrationality of the organization of the production process; lack of financial transparency of costs, and as a consequence, the inability to manage them; high production costs; the lack of a systematic approach to the management of the enterprise and the uncertainty of the strategic outlook for its development; low quality of managerial decisions; failures in the supply of material resources due to unreliability of suppliers; violation of payment discipline by buyers; rapid and uncontrolled expansion

of economic activity;

- socio-economic: manipulation of the assets of the enterprise as a result of distortion of their current value under the influence of inflation and revaluation; lack of marketing information due to "opacity" of business; attraction of borrowed funds in the turnover of the enterprise on disadvantageous conditions, which leads to the washing out of own funds, a decrease in the profitability of economic activity and the ability to self-finance.

As a rule, bankruptcy is a consequence of the combined effect of internal and external factors. In a real economic process, various factors can lead to enterprise bankruptcy that intensify or weaken mutual influence.

The bankruptcy of inefficiently operating and financially weak companies as a tool for the rehabilitation of the economy as a whole is an indispensable element of structural adjustment. In this regard, the problem of the formation of a bankruptcy mechanism, the inevitable costs of this process are mandatory attributes of the economy of any country. The task of determining the degree of bankruptcy risk is actual both for the owners of the enterprise and for its creditors, therefore any scientifically grounded methods for assessing the risk of bankruptcy are of interest [6, p. 74].

The task of management is to timely recognize and ensure the adoption of such management decisions that will help reduce the impact of negative processes on the state of the facility. Let not to completely prevent the crisis, but at least partial localization of its most significant manifestations. The content and results of diagnostic studies will lead to the conclusion that they are one of the most universal means of obtaining reliable information about the state and deviations in the development of the object under study. They are especially important in the management of socio-economic systems, since

they can identify in advance, prior to the appearance of negative trends in any internal or external processes covering their activities, the moments that give rise to such tendencies, impulses and take appropriate measures to eliminate them or reduce the degree negative impacts. The greatest effect of conducting diagnostic studies is achieved if they have a complex progressive nature.

Assessment, forecasting of insolvency and probability of bankruptcy risk are of interest not only for shareholders, creditors, suppliers, customers and others in choosing the most reliable and promising business partners, but also for self-assessment, which allows us to recognize signs of deterioration, react more promptly to them and more likely to avoid or reduce the risk of bankruptcy by timely taking appropriate actions for out of this situation.

In the understanding of bankruptcy, not only its causes are important, but also the consequences for the enterprise in the system of its financial management. Correctly organized financial management can weaken the influence of insolvency (bankruptcy) and achieve restoration of the viability of the organization in order to preserve it. A renewal of the organization may happen while retaining owners and managers or restructuring the organization (merger, separation, affiliation, separation). Under other conditions, bankruptcy can lead to the complete liquidation of the enterprise; to a change of ownership and a restructuring of the process of its functioning.

The consequences of financial insolvency and bankruptcy are closely related to two factors: its causes and the ability to manage the processes of crisis development [7, p. 56].

The consequences of financial insolvency and bankruptcy for an enterprise can lead to abrupt changes or a soft, long and consistent exit from it. Crisis changes

in the development of the enterprise are long-term and short-term, qualitative and quantitative, reversible and irreversible.

The different consequences of financial insolvency and bankruptcy are determined not only by its nature, but also by the nature of the crisis management that can either soften or aggravate the crisis. The management capabilities in this respect depend on the goal, professionalism, management skills, motivation, understanding of causes and consequences, responsibility [3, p. 115].

Negative consequences of financial insolvency and bankruptcy for the enterprise:

- a significantly «tarnished» reputation: even if the enterprise has successfully overcome the crisis, its reputation in the eyes of customers, suppliers and other users may be shaken. Usually reputation is ruined not only by the enterprise, but also by people who were responsible for making important decisions during the crisis. The latter can be permanently branded with labels such as "unable to solve complex problems" or "the one that caused the crisis";

- a decrease in the level of trust, the degree of its reliability in the eyes of customers: trust and reliability are key elements of the company's reputation. Create and form them is difficult, lose is easy. It takes a long time to prove to employees, customers, sellers that the enterprise is reliable, that it can be trusted. Unfortunately, if you do not manage such crises, then the image of the company can be destroyed within a few days or even hours, and the restoration of lost confidence in the eyes of customers will take years and years;

- loss of employee loyalty: an unmanageable crisis is most often threatened by a rapid loss of loyalty and employee support. Financial insolvency and bankruptcy shows the staff the level of leadership preparedness, ability (or inability) to manage in difficult situations. During the

crisis, employees closely monitor the actions of their leaders and evaluate them;

- decrease in sales: the exit from financial insolvency and bankruptcy is always accompanied by a fall in sales. Consumers are likely less be attracted by the products and services of such a company, and they will easily reorient to its competitors. Even if they retain a preference for the goods or services of the enterprise, they may have a prejudice that the management is too busy struggling with the crisis and it is not up to customer satisfaction;

- falling profits: profits always fall when the enterprise faces a crisis: inevitably lower incomes and rising costs, since anti-crisis measures require significant additional resources. If the crisis situation can not be quickly taken under control, a drop in profits may complicate it. Such a threat often requires precautionary measures. The costs necessary to minimize the damage from the crisis may include attracting specialists in crisis management or public relations (public relations - PR), organizing conferences, sending letters to consumers by mail, videoconferencing, making phone calls, organizing special meetings with consumers, using different means of communication, etc .;

- decrease in the level of labor productivity of personnel: during and after financial insolvency and bankruptcy, the level of collective labor productivity decreases. However, the crisis situation can also be used to mobilize the will and efforts of employees aimed at overcoming them. An important condition for this is the presence of leadership qualities in the manager (manager), the ability to restructure the system of expectations and motivation of personnel, organize resistance to rumors, provide greater information to the staff;

- focusing management on the ways out of the crisis: this is a necessary element, but we must bear in mind that it is

inevitable to reduce attention, time and resources directed to other activities that maximize profits. To overcome this difficulty helps the management understand that a successful business should always concentrate on actions that bring profit and success to the enterprise;

- changes in the composition of top-level management: during the period of financial insolvency and bankruptcy, presidents of companies are often deprived of their posts by decision of the board of directors. The executive vice president, vice president, directors, department managers feel vulnerable enough, many of them begin to search for new jobs, and put themselves out of their responsibilities. Training in crisis management reduces nervousness, ensures more efficient work of top management personnel, as it provides an understanding of the psychological causes of feelings of uncertainty and uncertainty that covers a significant part of managers;

- changes in the range of goods or services of the enterprise: in conditions of financial insolvency and bankruptcy, enterprises often produce unplanned and expensive changes in the products and services they offer on the market. This can be a complete change in the marketing strategy for promoting products and services or more drastic changes, such as, for example, breaking down a brand or leaving a particular market segment;

- change of the name of the enterprise: such a radical measure is applied if the damage caused by financial insolvency and bankruptcy does not allow it to continue to function successfully in the future; it is necessary to form an absolutely new image, a new identity [1, p. 65].

But sometimes financial insolvency and bankruptcy can be beneficial for the enterprise - it is possible when it is effectively controlled. Let's try to systematize such situations from the point of view of the advantages:

- growth of popularity and recognizability of the name of the company (enterprise) and its brands. The firm, faced with a crisis, becomes the object of close attention of competitors, government bodies, distributors and the media. It is easier to achieve such a positive effect when the enterprise is a "victim" of the crisis, and not the "culprit" of the incident (for example, it stops working because of natural disasters such as a hurricane or flood). In such a situation, it is much easier to enlist the support of customers, sellers, employees, consumers than when the crisis is caused by management mistakes [3, p. 59];

- the opportunity to demonstrate the management competence of the company's management. Financial insolvency and bankruptcy provide an excellent opportunity to show in good or bad light the manager of the highest rank, responsible for resolving the problems of the organization;

- new opportunities for the growth and development of managers. During financial insolvency and bankruptcy, some managers not only improve their reputation, but also advance through the ranks. This is achieved in several ways: a quick reaction to the problem and clear actions aimed at its immediate solution; demonstration of unshakable confidence (but not arrogance) in their own rightness, perseverance in carrying out their plan for overcoming the crisis; participation and compassion for people affected by the negative consequences of the crisis (if the company complicates the life of competitors, its head apologizes for the inconvenience); immediate implementation of changes in the organization, ensuring that the crisis will not happen again or will proceed in a milder form; confidence that the influence of the manager is significant (this does not mean that you have to deal with everything yourself, but understand that the influence of the manager is growing as the

problem is resolved); assuming responsibility and ultimate guilt (if this, of course, is necessary);

- improvement of relations. Crisis situations do not always cause insurmountable problems, skillful management of financial insolvency provides great opportunities for strengthening ties and normal stable relations with those whose help the enterprise expects. However, this will happen only if the leadership has previously won their location and trust and will adhere to the following tactics: discuss the situation, explain in detail the expected actions from them and justify their necessity; Demonstrate gratitude for their help and support; keep them informed, provide the necessary information in order to maintain confidence in the favorable outcome of the crisis; maintain friendly relations with them after the crisis;

- carrying out the necessary changes. Some enterprises need a restructuring to continue their existence. It also happens that the people who lead them do not realize that the problem really exists, or simply do not want to invest the time and effort to eliminate it. They often hope that the problem will disappear by itself. In this case, it is very likely that in the later stages of the development of the crisis it will be necessary to take drastic measures [2, p. 82].

Thus, bankruptcy is an inevitable phenomenon of any modern market, which uses insolvency as a market instrument for redistributing capital and reflects the objective processes of economic restructuring. Bankruptcy is, as a rule, a consequence of the combined effect of internal and external factors. Overcoming the crisis requires the development of special methods of enterprise management at both macro and micro levels. As the world experience shows, the anti-crisis process of bankruptcy management in a market economy is a controlled process, therefore the objective need to bring the production

structure to real solvent demand is the main link in the bankruptcy system.

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IMPROVEMENT OF THE INVESTMENT PROJECT MANAGEMENT MECHANISM IN KAZZINK LTD

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The implementation of investment activities is inextricably linked with the production and strategic development of the enterprise. The production equipment used at present is annually subjected to physical deterioration and obsolescence. Over time, the equipment needs major repair or replacement for similar or more modern equipment. Scientific progress does not stand still and allows to use more efficient equipment and technological methods of production.

It is necessary to develop and maintain an up-to-date methodology for managing investment activities in order to develop the enterprise and gain maximum benefit from the modernization of the production base.

The main criteria of an effective mechanism for managing investment projects are the availability of:

- qualified members of project teams;
- carrying out of examinations on feasibility studies and conclusions of project groups;
- control by the top management of the company;
- the necessary conditions for the planning and implementation of projects;

- system of motivation and development of employees.

"Kazzinc" LTD is one of the largest enterprises of the Kazakhstan mining and metallurgical branch. The company conducts planning and management of investment projects, which is carried out according to the internal standard for project management based on the management of PMBoK.

A new unit - the Project Support Office (PSA) appeared in 2012 at Kazzinc, which is engaged in the formation of a mechanism for managing investment activities.

The duties of this unit are:

- support and development of the internal standard for project activities;
- development and updating of instructions and recommendations to the standard;
- providing all stakeholders with reliable and up-to-date information on the status of projects;
- training;
- attestation admission to the design work;
- screening of projects in accordance with the company's internal requirements;
- control over the implementation of

investment projects;

- checking the execution of documents for compliance with internal requirements;

- examination of the feasibility study and passports of business ideas,

- preparation of a consolidated plan for the acquisition of equipment;

- drawing up a consolidated capital construction plan;

- identification of opportunities and methods for improvement in planning and project management [1].

Planning of strategic development of the company and control over investment activity is carried out by members of the investment and technical council, which includes general and executive directors, chief specialists in the areas of the company's activities.

The main objectives and functions of the investment and technical council are:

- definition of strategic objectives and priorities of the enterprise in investment activities;

- development and approval of an investment plan (portfolio of projects) for the next year;

- support of the current investment plan of Kazzinc LTD and ensuring its transparency for all participants of the investment process by Kazzinc LTD, Kazzinc Holdings LTD, Glencore International AG, JSC "Tau-Ken Samruk";

- consideration of feasibility study-1 or feasibility study-2 on the initiative of the members of the investment and technical council;

- approval of new projects - projects which are not approved by the budget of capital construction for the current year should be sent to the investment and technical council for approval and decision-making on additional financing in accordance with the guidelines for approval;

- consideration of the current course of investment activities - projects which are approved by the annual budget and

having a feasibility study and project documentation are carried out according to the approved plan. The course of execution of investment activity is considered at the investment and technical council in a notification procedure and with the adoption of the necessary decisions;

- adjustment of the investment plan, taking into account changes in external and internal factors affecting its implementation (market prices, adjustments to the company's strategy and priorities, inability to implement projects in accordance with the approved plan).

The main criteria for evaluating projects are:

- compliance with strategic objectives;

- economic efficiency;

- ensuring the implementation of approved production plans;

- renewal of fixed assets;

- environmental aspects;

- personnel safety;

- social aspects.

Following the results of the meetings, the Investment and Technical Council:

- determines the priorities for the implementation of projects;

- produces the necessary redistribution of funds;

- decides whether to launch new projects, suspend or close projects;

- makes a decision to change the capital construction budget of the current year [2].

All capital construction projects at Kazzinc LTD are classified by budget. In accordance with this, we have compiled Table 1, which shows the project budget, the direction of the project, the presence or absence of accompanying project management documents (business idea passport (BIP), feasibility study (FS)), statistical data on budget deviations, among completed projects according to this classification.

Table 1. Budget classification of investment projects

Budget	Aim	BIP	FS
Up to 10000\$	Replacement of equipment	-	-
Up to 100000\$	Replacement of equipment	-	+
Up to 100000\$	Capital Construction	+	-
More than 100000\$	Capital Construction	+	+

We conducted an analysis of the budget planning of investment projects which were implemented in 2014-2016. We took the capital costs for the implementation of several projects as an object of research. As a result of the research, we found that projects are implemented with budget savings. In respect that there was inflation in the country during this period, it is difficult to say whether these economic indicators reflect the real situation.

In addition to the analysis of budget planning, we carried out an analysis of calendar planning, which revealed that most of the projects, we investigated, were

implemented in violation of deadlines. The average arithmetic deviation in terms of the projects under consideration was 53.7%, which indicates that scheduling at the enterprise is not effective. Since calendar and budget planning are closely related to each other and are determined by estimate calculations, inefficient scheduling calls into question the effectiveness of budget management.

Based on the results of the study of calendar planning, we identified and classified the main causes of deviations (Table 2).

Table 2. Statistics on the deviations of the projects under consideration

Reason of deviation	Q	Share, %	Status
Exchange rate difference	8	20,51%	U
Exceeding the development time	6	15,38%	C
Exceeding the deadline for approval	6	15,38%	C
Changing content	3	7,69%	C
Supply of equipment	3	7,69%	PC
Selecting a contractor	3	7,69%	PC
Unaccounted work	2	5,13%	C
Contractor failure	2	5,13%	PC
Weather	1	2,56%	U
Lack of technical solutions	1	2,56%	C
Emergency situation	1	2,56%	PC
Advance of the schedule	1	2,56%	C
Errors in the design and estimate documentation	1	2,56%	C
Changes in legislation	1	2,56%	U
Total	39	100%	
Note - C - controlled; PC - partially controlled; U - uncontrolled			

Table 2 shows that only 25.64% (exchange rate difference, weather conditions, changes in legislation) are uncontrollable. Another 15.38% (supply of equipment, contractor failure, emergency situation)

could reduce the likelihood of implementation by tightening penalties when concluding contracts. 7.69% are related to difficulties in choosing a contractor due to the complexity and specificity of the work

performed. The remaining 51.29% are related to the implementation of project planning.

Starting from the results of Table 2, we identified two potential causes of inefficient planning:

- not sufficient/incorrect motivation of employees;
- lack of knowledge among employees engaged in project activities.

Current bonus for the implementation of the project occurs single-time for the fact of the project implementation, provided that the project was implemented without violating safety procedures, without violating the quality of the project, within the time frame, within the budget.

The bonuses are shown in table 3 [3].

Table 3. The size of the award (bonuses) of the project team

Project scale	Bonus of manager	Bonus of project team member
50 000 – 2 000 000 \$	1 AMS	0,5 AMS
2 000 000 – 10 000 000 \$	2 AMS	1 AMS
Over 10 000 000 \$	It's up to TOP management	
Note – AMS - average monthly salary		

Considering the average duration of the project, from the moment of completion of the design and survey work to the commissioning, we consider such a bonus

system as not effective. The average estimate of the project implementation is shown in Table 4.

Table 4. The average duration of projects, in accordance with their budget classification

The average duration of projects	Project scale
12 months	50 000 – 2 000 000 \$
18 months	2 000 000 – 10 000 000 \$
30 months	Over 10 000 000 \$

We recommend dividing the premium part into 2 directions:

- bonus for execution within the terms;
- bonus for execution within the budget.

It is necessary to realize the bonus in

stages. It will allow better control over the budget and calendar bonuses of the project. Beside additional control, this system will allow to stimulate the project teams make everything on time, not to postpone.

The bonus should be carried out according to the formula (1):

$$B = AMS \times n \quad (1)$$

where B – bonus for the project stage;
 AMS - average monthly salary;
 n - percentage in accordance with the bonus table.

The percentage of remuneration for projects without an economic effect is determined in accordance with Table 5.

Table 5. Bonus table for projects without direct economic effect

Project stage	Permissible deviations	Bonus of manager	Bonus of project team member
50 000 – 2 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 35%	+/-2%	20%	10%
Term of CIW 35%	+/-2%	20%	10%
Budget of CIW 70%	+/-2%	25%	12,5%
Term of CIW 70%	+/-2%	25%	12,5%
Budget of FS-3	-	30%	15%
Term of FS-3	-	30%	15%
2 000 000 – 10 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 25%	+/-2%	20%	10%
Term of CIW 25%	+/-2%	20%	10%
Budget of CIW 50%	+/-2%	25%	12,5%
Term of CIW 50%	+/-2%	25%	12,5%
Budget of CIW 75%	+/-2%	30%	15%
Term of CIW 75%	+/-2%	30%	15%
Budget of FS-3	-	45%	22,5%
Term of FS-3	-	45%	22,5%
More 10 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 20%	+/-2%	22%	11%
Term of CIW 20%	+/-2%	22%	11%
Budget of CIW 40%	+/-2%	30%	15%
Term of CIW 40%	+/-2%	30%	15%
Budget of CIW 60%	+/-2%	38%	19%
Term of CIW 60%	+/-2%	38%	19%
Budget of CIW 80%	+/-2%	46%	23%
Term of CIW 80%	+/-2%	46%	23%
Budget of FS-3	-	59%	29,5%
Term of FS-3	-	59%	29,5%
Note - PBI – passport of business idea; CIW – construction and installation works; FS – feasibility study			

Table 5 can be used for unscheduled projects, provided that n will be multiplied by a factor of 0.5 in the calculation formula. Thus, it will not be profitable to implement unscheduled projects for the pro-

ject team members. They will try to reduce their number to a minimum. Projects with direct economic effect should be awarded in accordance with Table 6.

Table 6. Table of awarding for projects with direct economic effect

Project stage	Permissible deviations	Bonus of manager	Bonus of project team member
50 000 – 2 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 35%	+/-2%	25%	12,5%
Term of CIW 35%	+/-2%	25%	12,5%
Budget of CIW 70%	+/-2%	30%	15%
Term of CIW 70%	+/-2%	30%	15%
Budget of FS-3	-	20%	10%
Term of FS-3	-	20%	10%
FS-4	-	30%	15%
2 000 000 – 10 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 25%	+/-2%	25%	12,5%
Term of CIW 25%	+/-2%	25%	12,5%
Budget of CIW 50%	+/-2%	30%	15%
Term of CIW 50%	+/-2%	30%	15%
Budget of CIW 75%	+/-2%	35%	17,5%
Term of CIW 75%	+/-2%	35%	17,5%
Budget of FS-3	-	20%	10%
Term of FS-3	-	20%	10%
FS-4	-	50%	25%
More 10 000 000 \$			
PBI	-	10%	5%
FS-2	-	10%	5%
Budget of CIW 20%	+/-2%	27%	13,5%
Term of CIW 20%	+/-2%	27%	13,5%
Budget of CIW 40%	+/-2%	35%	17,5%
Term of CIW 40%	+/-2%	35%	17,5%
Budget of CIW 60%	+/-2%	43%	21,5%
Term of CIW 60%	+/-2%	43%	21,5%
Budget of CIW 80%	+/-2%	51%	25,5%
Term of CIW 80%	+/-2%	51%	25,5%
Budget of FS-3	-	30%	15%
Term of FS-3	-	30%	15%
FS-4	-	60%	30%

We recommend an additional bonus if the actual economic effect has been increased. Awarding for projects with an economic effect between members of the project team is carried out equally. It is

recommended to make an additional bonus at a rate of 1% of the difference between the actual and planned NPV for the whole project group after the approval of FS-4.

This is calculated by formula (2):

$$B_{NPV} = \frac{(NPV_a - NPV_p) \times 1\%}{n} \quad (2)$$

where B_{NPV} - bonus for increasing NPV;
 NPV_a – NPV actual;
 NPV_p – NPV
 n - number of participants in the project team.

Based on the above table 5, tables 6 and tables for unscheduled projects, it can be seen that the implementation of projects with direct economic effect is much more profitable for all participants of the project

groups. Comparison of the premium of projects without economic effect, projects with direct economic effect and unplanned projects are shown in Table 7.

Table 7. Comparison of the total premium of projects without economic effect, projects with economic effect, unscheduled projects

Project stage	Projects without economic effect		Projects with economic effect		Unscheduled projects	
	Manager	Group	Manager	Group	Manager	Group
50 000 – 2 000 000 \$	170%	85%	200%	100%	85%	42,5%
2 000 000 – 10 000 000 \$	260%	130%	290%	145%	130%	65%
Over 10 000 000 \$	410%	205%	452%	226%	205%	102,5%

Table 7 shows that we are proposing an increase in the total premium for the implementation of the project. This increase is justified by a phased bonus. In our opinion, it is possible to achieve the optimal interest of project managers and project team members in such a distribution of premium. Despite the increase in total bonuses, the probability of completing all stages of the project without any

deviations is not great.

RESOURCES

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2. Regulations on the Investment and Technical Council of Kazzinc LTD dated 15.02.2016;
3. Regulations on awarding project groups of Kazzinc LTD dated 10.03.2016.

TIME MANAGEMENT AND COMPETITIVENESS OF THE ORGANIZATION

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In the 21st century, the management of such an intangible and at the same time irreplaceable resource, as time, becomes extremely important. The rational use of time occupies a special place in the activ-

ity of the head.

This is due, firstly, to the need, to be able to focus on solving strategic issues, and secondly, the desire to respond quickly to changes in the environment,

which is highly dynamic. One of the tools to increase the adaptability is the corporate implementation of time management technologies as an element of the organization's management system.

Traditionally, "time management" is a division of general management. However, at present, time management is experiencing a period of its formation as one of the special disciplines of the administrative sphere of scientific and practical knowledge.

D. Litvak considers time management as a concept. According to him, the management of these four things is carried out with time management. Thus, the techniques used are not aimed at achieving more, but in order to achieve more [1].

Effective time management implies carefully planned planning of each day, which should be made before this day in the evening. It is planning, if, of course, it is adhered to, will save a lot of time. The plan is better to write down on a piece of paper, and then, as the implementation of a particular item, delete it and, if necessary, add a new one.

According to the principles of time management, it is desirable to divide all matters in terms of three groups. The first of these includes the primary, non-susceptible, cases and alleged problems that may arise in the day to be planned. Problems for effective time management, you need to define no more than two. All these questions, no matter what feelings they cause, must be decided on the exact date on which they are scheduled.

The second group of the plan is important, but important, but not immediately required. They can be done if a part of something timed for something else is suddenly released on the scheduled day. If you do something important, but not urgent, this day will not succeed, eventually it will move from the second group of the plan to the first.

The third group of the plan for per-

sonal time management consists of small routine cases. These little things need not only be taken into account in planning, but also eliminated as quickly as possible - they have the peculiarity of bringing discord into any, even very well organized, activity.

The composition of such groups is especially important if time management is applied in the organization of medium and more scale. It helps to determine the most significant moments of work of all employees of this organization, including their management team. However, to increase the productivity of the team, one grouping will not be enough. According to the rules of time management, every major business in the planning should be divided into several subparagraphs. In these subparagraphs, the objectives of the performance of a particular work, ways of achieving the goals and the main tasks of this work should be described in detail. Then for each group of cases it is necessary to determine the optimal time, when they will be performed, and the approximate duration of execution [2].

Any activity within the organization is subject to normalization and accounting. The labor of personnel connected with obtaining a material and material result is easier to normalize and study the costs of work, and consequently it is easier to identify losses and to reduce these losses, as a result, to increase labor productivity. The work of management personnel, service providers, to a lesser extent, can be measured and evaluated.

Methods for reducing the loss of working time:

1. The Pareto principle;
2. ABC analysis;
3. The Eisenhower Principle;

The Pareto principle (Figure 1).

This principle can be called universal, that is, applicable to many spheres of public life. In general terms, the Pareto principle says: 20% of efforts give 80% of

the result, and the remaining 80% of efforts give only 20% of the result. This applies to the company's customers, and the goods sold by the enterprise, and the time it takes to accomplish the tasks set.

The conclusion suggests itself: first to think, to take a balanced, meaningful decision, and only then to get down to business, not shying from side to side and

not simultaneously grasping at all the business at once. Urgent matters should either be done, or entrusted to others, but also immediately, without delaying their decision. Those things that can wait should not just be put aside, but you must set a time, specific and precise, when they are done, and the corresponding item should be written down in your plan.

80-20 Rule – The Pareto Principle

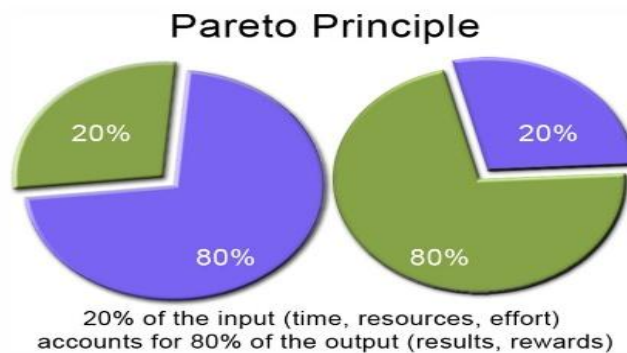


Figure 1

ABC analysis

ABC-analysis - a method that allows you to classify the firm's resources in terms of their importance. This analysis is one of the methods of rationalization and can be applied in the sphere of activity of any enterprise.

The essence of this method is that all tasks are divided by letters in accordance with their significance.

In accordance with this figure, we can trace the following pattern:

- A - the most important category, account for 15% of the total tasks, have a significance of 65%;
- B - not a particularly important category, account for 20% of common cases, significance at 20%;
- C - insignificant cases, account for

65% of all tasks, the significance is only 15%.

The technique of using the ABC analysis consists of the following steps;

1. Create a list of tasks;
2. Set the order of cases in accordance with their importance;
3. Number the tasks;
4. Evaluate in accordance with categories A, B, C;
5. Decide whether to transfer tasks belonging to categories B and C.

The Eisenhower Principle

The Eisenhower Principle is a fairly effective method for obtaining prioritization skills. The method is simple enough. At the same time, all priorities are ranked according to the criteria of importance and

urgency. Based on this, all tasks can be divided into 4 groups:

- Urgent and important matters. These cases must be carried out immediately.
- Urgent and unimportant matters. Since they are urgent, the manager can stop all their attention on them. But since it is not important, it must be delegated to a subordinate.
- Unordinary and important matters. These types of tasks must also be delegated to their subordinates.
- Unremitting and unimportant. Tasks of this category should be "thrown into the basket", as their implementation will not bring any result, but in return it

takes a lot of time.

The technique of using the Eisenhower method:

1. Make a list of tasks for the day, that is, all the cases that need to be performed during the working day need to be written out either on paper or in electronic form;
2. Prioritize each task, that is, each task should be ranked according to the criterion of importance and urgency;
3. All the tasks should be written in the quadrant of the matrix in accordance with the group, that is, it is necessary to construct the Eisenhower matrix and, in accordance with the prioritized priorities, make a suitable quadrant of the matrix.



Figure 2

The Eisenhower matrix is four quadrants, based on two axes - the axis of importance (vertically) and the axis of urgency (horizontally). As a result, it turns out that each quadrant differs in its quality indicators. In each of the quadrants all tasks and deeds are recorded, thanks to which an extremely clear and objective picture of what should be done in the first place is formed, than - in the second, and what not to do at all.

To facilitate the processing of observation results, we will use the typical indexation of time spent using the symbols of the elements of the production process

and the various positions of the worker when performing labor activities [3].

The following types of indexing are distinguished:

1. Indexing the costs of working hours by types:
 - VR - operating time;
 - OLT - time to rest;
 - PNR - the time of breaks due to violations of operating modes or shortcomings in the organization of production;
 - HDPE - time of breaks due to violations of labor discipline.
2. Indexing the cost of working time on the content of labor:

- O - time of the basic work;
 - PZ - preparatory-final time;
 - ORM - time for servicing the workplace.

We will analyze the costs of working hours in the following areas:

1. Extent of use of working time.

To assess the effectiveness of the use of working time, you can apply the coefficient of extensiveness, reflecting the use of the fund of working time:

Extent of use of working hours

Without taking into account the time for rest and personal needs:

$$\text{Index} = (F - (\text{PNR} + \text{OLT} + \text{HDPE})) / \Phi = 1 - (\text{PNR} + \text{OLT} + \text{HDPE}) / F;$$

$$\text{Index} = 1 - (5 + 85) / 570 = 0.84;$$

The normative value of index without taking into account the rest time is 0.94, so the workflow is organized inadequately rational, the deviations are -0.1.

2. Rational use of working time is reflected in the following indicators, presented in Table 1.

No p/p	The name of the indicator	Formula	Estimated value	Normative value
	According to the content of labor:		%	%
1.	The coefficient of time of preparatory final work	$PZ / (PZ + O + ORM)$	$40 / (40 + 410 + 30) = 8,3\%$	2-4%
2.	Coefficient of time of basic work	$O / (PZ + O + ORM)$	$410 / (40 + 410 + 30) = 85,4\%$	92-96%
3.	The time factor for servicing the worker	$ORM / (PZ + O + ORM)$	$30 / (40 + 410 + 30) = 6,25\%$	2-4%

After analyzing the data presented in the table, it can be noted that the estimated value of the time factor of the preparatory work and the time factor for servicing the workplace is 4.3% and 6.6%, respectively, above the normative value. The coefficient of rationality of using the main working time is lower than the normative value by 6.6% [4].

To implement the reserve for the use of working time management needs to strengthen work on monitoring the labor discipline of personnel, as well as to organize the organizational and technical supply of jobs. The implementation of these measures will increase the efficiency of the use of working time and increase the productivity of staff.

The main consequences of ineffective use of working time are that the effectiveness of the organization suffers because of the improper distribution of employee time, there are constant braking of work due to lack of time, the probability

of "losing" tasks or their late execution increases, the "management capacity" Department, the stress of the staff, which leads to diseases, is increased, and this, in turn, is sick days. Therefore, it is necessary to rationalize the working day in the company, in the department or at individual employees.

Proposals for improving time management.

Step 1. List of tasks. In the formed plan of the day are listed all the tasks that are necessary or important for the next day. In the "tasks" column, you must specify the following information:

1. Cases from the plan for a week or a month.
2. Tasks that were not fulfilled the day before.
3. Periodically arising goals.
4. Added tasks.

Step 2. Estimate the duration of the task. A realistic plan should contain a list of tasks that can be truly achieved. There-

fore, before you start to manage time, you should estimate the estimated duration of the necessary measures. In assessing the duration of cases, it is impossible to achieve complete accuracy. However, experience allows us to state - enough a week's experience in this technique to achieve accuracy of 85-90%. When the time interval appears, the performer will be more precise in keeping within the allotted time, effectively coping with the assigned tasks.

An important condition - when determining the time limit for solving problems, you need to specify not only the time for a particular task, but also specify when you plan to start it and when to complete it.

Step 3. Reservation of time. When drawing up a plan, the first main council should be taken into account - it should cover no more than 60% of the working time. The rest of the time becomes a reserve for important cases, not planned initially, but still arising in the work of everyone. If the working tasks in the completed table exceed 60% of your working time, you can recommend the following steps:

- Give up one of the items or postpone it the next day;
- Identify your priorities, the importance is given to the delegation of tasks, reducing the time spent for these tasks;
- Reduction of time expenditures for each item in its schedule;
- If the tasks are beyond the time frame, they should be canceled or transferred to the next day.

Step 4. Setting priorities and delegating tasks. When planning the time, you should determine the priorities of the tasks, taking up delegation - to save time for each task. Three types of priorities are set - a (important and urgent tasks), b (something one - urgent or important), c (current day-to-day tasks). For each day

should be planned no more than 3 tasks a, no more than 6 tasks b and not more than 7 c.

As a result, you will be able to avoid unnecessary tasks, saving your time, saving only important goals from your area of responsibility.

Step 5. Monitoring the results. Based on this scheme, we begin the execution of tasks, controlling the result and observing the allocated time. Tasks that they did not manage to cope with are being carried over to the next day.

The benefits of these events are enormous: first, it becomes possible to plan the work accordingly and prioritize in all areas.

Despite the fact that each method can exist separately, the greatest effect will be achieved only when all recommendations are implemented.

The application of these methods does not require large financial investments and a long time to prepare for implementation, but in this case it requires self-monitoring and systematic implementation [5].

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**DEVELOPMENT MANAGEMENT CONSULTING SERVICES BASED
ON LIFE CYCLE OF COMPANY**

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The management consulting industry has been through severe challenges. For instance, in 2002, *The Economist* (2002) wrote that the strategy-consulting industry was “wasting away” as strategy had become a commodity, as bright business school graduates were equally available to top corporations as they were to consulting firms for hiring. *Fortune Magazine* (2003) concluded that pure-play strategy - consulting as a business was shrinking, as clients reduced their engagement levels, shortened project lifecycles, and began demanding concrete, measurable returns for their investments.

The management consulting industry is known to operate under a lot of secrecy, to the extent that some consultants use code-names for their clients, lest someone discover who is offering what services to them even during informal conversations. The “big-three” strategy-consulting firms dominate the global consulting industry: McKinsey & Company (McKinsey), Boston Consulting Group (BCG), and the Bain & Company (Bain). As *The Economist* (2013) reported, these three firms grew by 12.4%, 14.5%, and 17.3%, with revenues of US\$5.3b, US\$3.1b, and US\$2.1b, earned from 17,000 employees in 50 countries, 6200 employees in 43 countries, and 5500 employees in 31 countries, respectively, in the year 2011, which was marked by severe economic downturn. In spite of the increasing convergence of the processes and practices in the industry, stereotypes persist. As *The Economist* (2013) elucidates, McKinsey consultants are perceived to be “vainies”, as they lecture clients on the McKinsey way; BCG consultants are labelled as “brainies” as they spout academic theory to sell their services; and Bain consultants

have a reputation for taking responsibility for improving the clients' bottom-line results. With the maturing of the industry, it is no longer possible even for the big-three strategy-consulting firms to only provide strategy advice and not take responsibility for implementation. In fact, as the big-three firms are expanding their service offerings to include a larger bouquet of services, other firms like the “big-four” accounting firms (PwC, Deloitte, KPMG and E&Y) are also expanding their services to step into strategy consulting. Van den Bosch, Baaij, and Volberda (2005) propose three strategic options for consulting firms: “follow the herd,” “become ambidextrous “, or “back to the original focus”, when faced with decreasing returns to exploitation of prior accumulated knowledge. These decreasing returns are caused by the entry of new players into the industry, as well as the clients becoming more capable of solving their own problems.

Christensen, Wang, and van Bever (2013) identify three steps in disruptions that can affect the consulting industry, similar to the disruptions they help their clients overcome. First, new competitors arrive at the industry doorstep with new/non-traditional business models. For instance, the consulting industry has seen entry of the big-four accounting firms, forward integration by technology consultants (such as EDS's acquisition of AT Kearney, or IBM's services), and the entry of specialized niche consulting firms. The second step in the disruption is the incumbents' responses - the responses include ignoring the new entrants or conceding the mass market to new entrants and segment-retreat into high-margin low-volume activities. The third step in the disruption process is the maturing of the disruptive

entrants' business models from a "barely good enough" quality to a "generally acceptable" level, thereby flipping the market into new bases of competition. Christensen et al. (2013) suggest that consulting firms engage in any of the following six self-disruptive behaviors, in order to balance their core business model along with the disruptive models:

- 1) create an autonomous business unit
- 2) hire leaders who come from the relevant schools of experience
- 3) set up an independent (and custom-made) resource allocation process
- 4) evolve independent sales channels
- 5) establish new profit models, and
- 6) ensure unwavering commitment from the leadership.

Globalization presents another significant challenge for the management consulting industry. When small firms who differentiated themselves based on local/contextual knowledge dominated the industry, consulting firms could organize themselves as neo-PSFs (von Nordenflycht, 2010). However, with the globalization of clients, global management consulting firms have begun organizing themselves as global professional networks (GPN) (Brock, 2006).

Using the institutional theory and the resource-based view of the firm, Brock (2012) identified five managerial and organizational challenges for globalizing PSFs. First, while global market entry provides the opportunity to maintain growth through acquisitions (a means of quick capability building and customer-acquisition and retention), the challenge for globalizing PSFs is to accomplish this without compromising on the reputational capital as their source of differentiation. The second challenge for globalizing PSFs is the varied governance forms across borders, especially as firms operate in a combination of emerging and mature economies, with different institutional norms

and legal frameworks. Third, traditional organizational structures that involved partners (who were owners of the firm and were considered experts/specialists) and associates (who did the analytical work and were either on a path to partnership or exit from the firm in a few years) are giving way to new organizational structures, based on specialized business functions, such as business development. A key organizational attribute of these changing structures is the concept of "leverage", which denotes the efficiency of the firm's associates to leverage the knowledge of the partners. In other words, the number of associates per partner denotes the leverage ratio. The fourth challenge is presented by the high leverage ratios in specialized firms, which restricts new knowledge creation, and career opportunities for associates. The fifth and final challenge is to integrate the global spread of PSFs into learning from multiple contexts, efficient knowledge transfer within the organization, and effective leverage of this collective knowledge into revenues and profits for the firm, which is referred to as "organizational wisdom" (Scott-Kennel & von Batenburg, 2012).

Efficient management of the firm's internal tacit knowledge is therefore the key to effective management and growth of a consulting firm (Scott-Kennel & von Batenburg, 2012). Given that knowledge assets are multi-dimensional in nature, it is important that consulting firms invest in various human resources (HR) configurations to manage human, social, and organizational capital (Swart & Kinnie, 2013). Such firms face significant conflicts in managing the balance between routines that support external demands from clients (innovation) and internal utilization of capabilities (efficient deployment of specialized human assets) (Jensen, Poulfelt, & Kraus, 2010).

In sum, the challenges facing the management consulting industry fall into

three broad categories:

1. Competition and differentiation: As competition intensifies with the entry of heterogeneous players in the market, there is a significant need for consulting firms to define their unique identities and differentiate themselves from the rest, in an increasingly fragmented industry.

2. Organizational design of the management consulting firm: The traditional professional partnership organizational form is under threat with increasing globalization of consulting firms as well as their clients. This necessitates that consulting firms consciously adopt new organizational forms that best suit their contexts and identities.

3. Internal organization of knowledge flows to serve client needs: High knowledge intensity of management consulting firms ensures that firms proactively manage their knowledge flows within the firm, especially tacit organizational knowledge. Efficient leverage of organizational knowledge is essential for creating and maintaining the balance between exploitation of existing knowledge and creating new knowledge.

The practical use of the life-cycle concept by company managers and managers is linked to the need to determine the stage at which almost all currently known methodologies are in place to permit such diagnostics to be implemented.

Situations of transition from one stage to another are particularly difficult, so there is a need to develop more precise quantitative and qualitative criteria for de-

termining the stage of the life cycle.

The research is a consulting company-TOO «ERP-Service» KazTransCom, founded in 2004 by the efforts of experienced and qualified professionals. At this time, the company has more than 30 certified specialists in the main functionalities: FI, CO, CMS, HCM, MM, SD, PS, PM, bw / Bi, bo, BPC, BC, ABAP, Saphana, sapbasis [1].

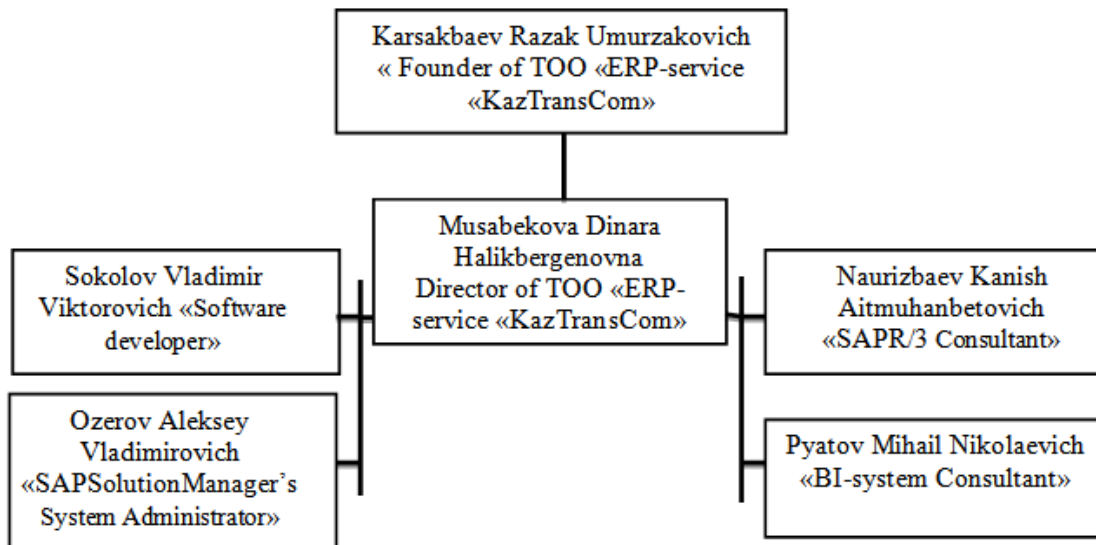
The "ERP-service kaztranscom" (ERP) is a specialization of the SAP AG-based management systems, from implementation, maintenance and support for ERP systems to the maintenance of ERP systems through outsourcing:

- Consulting and escorting;
- Escort;
- Server equipment;
- Outsourcing.

Classic ERP systems, unlike the so-called "boxed" software, fall into the category of "heavy" software products and the correct selection of an integrating company is an important task.

The overall organizational structure of the ERP service has four levels of management and refers to the complex multi-level structures that characterize large companies with a diversified business portfolio.

The organizational structure is determined by the distribution of responsibility and authority within the organization. The organization Chart of the consulting company TOO «ERP-Service» KazTransCom is shown in Picture 1 [2].



Picture 1 Organizational structure of TOO «ERP-Service» KazTransCom

Today, the ERP service has successful experience with major implementation, development, and maintenance projects in various enterprises in Kazakhstan.

TOO «ERP-Service» KazTransCom has a rich experience with ERP systems (Enterprisers source planning) based on the world's leading developer platforms: Microsoft dynamics ax, SAPERP, 1:1. ERP, etc.

The ERP service cooperates with several vendors because it realizes that flexibility in choosing a solution will allow their customers to achieve the highest level of ERP implementation performance.

Over the years, ERP-service has developed an ERP team for the best in the marketplace, established a unique expertise, and established a proven methodology for implementing large, complex projects.

SAP systems Technical Support-TOO «ERP-Service» KazTransCom operates technical PODDERZHKUSAP systems in 24 mode (24 hours a day, 7 days a

week, 365 days per year).

After the SAP implementation is complete, the system uses the enterprise's system development phase. Effective use and further development of the embedded system is possible only with quality and professional technical support. The company's technical support team, too ERP-service kaztranscom (hereinafter-ERP service), helps customers decide how to operate the system, update versions, reproduce solutions, and extend functionality [3].

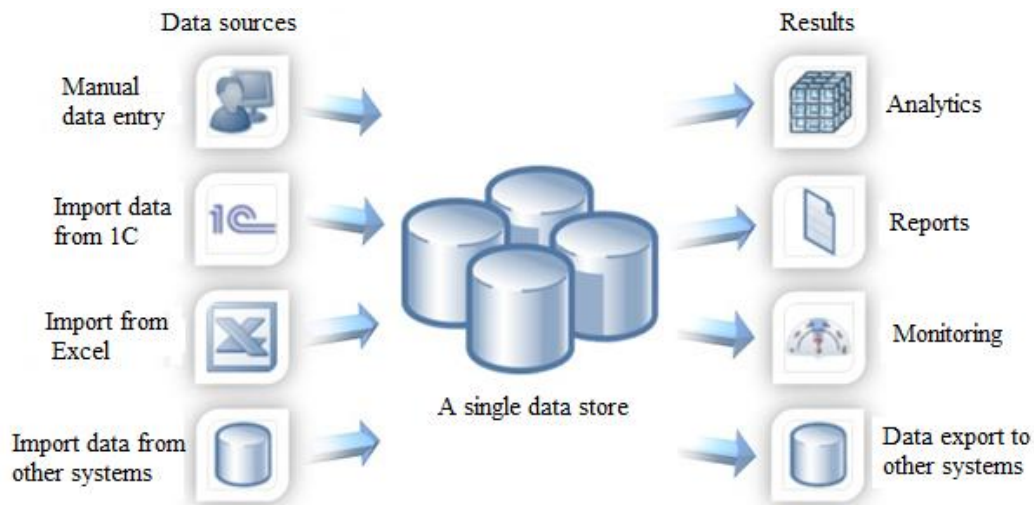
Business Intelligence is a software program designed to help a manager analyze information about your company and its environment. Bi is a process of translating data into information, knowledge, understanding, and, finally, general knowledge into targeted, applied knowledge that makes decisions. "BI is supported by data from vaults, data development methods, and decision support technologies." The functional scheme of the BI platform is shown in Picture 2.



Picture 2. BI Platform functional scheme

SAP Business Information Warehouse (SAPBW) is a component of my SAPBI that includes an enterprise-wide storage mechanism, a business information platform, and a set of business information tools [4]. It was designed initially

to provide the most efficient business modeling tools and methodologies-and the SAP capabilities in this area are now recognized as the best among these solutions. The SAP Business Warehouse is presented in Picture 3.



Picture 3. SAP Business Warehouse 7.4 functional diagram

On April 21, 2014, SAPAG announced the release of version 7.4 of the Sap business warehouse solution (SAPBW) on the Sap HANA platform with the new "in-memory" data architecture.

on Saphana is the in-memory data architecture. Sap business warehouse 7.4 In an enterprise is used at the semantic level, combining all data warehousing, business analysis, and management into a single business context.

The key difference from the latest version of Sap business warehouse based

The TOO «ERP-Service» Kaz-TransCom, together with Too "Alyer",

provides services for installing, using and supporting ARIBASAP applications for B2B e-commerce. [5].

The use of applications improves efficiency, efficiency and transparency in procurement, significantly reduces costs and reduces time for procurement and supply processes.

The consortium between TOO «ERP-Service» KazTransCom and Too "Alyer" also provides outsourcing of purchasing and supply functions through the use of ARIBASAP software applications.

A team of qualified and experienced professionals provides services to develop the structure and processes of the organization's procurement units, analysis of goods and services and development of contract strategies, compilation and normalization of directories, identification of reliable suppliers, solicitation of bids, tenders, auctions, drafting, contracting and supply management.

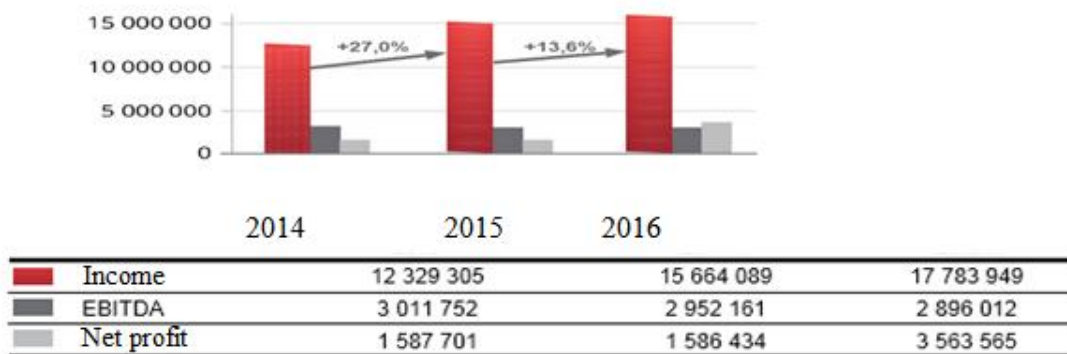
The performance of the company's key performance for 2016 is as follows, as shown in table 1.

Table 1. Key metrics of the company TOO «ERP-Service» KazTransCom for 2014, 2015, 2016

Name of indicators	2014 y.	2015 y.	2016 y.	Growth/ Recession	% growth
Income	12 329 305	15 664 089	17 789 949	5460644	44%
Consulting Services	7 702 003	11 904 397	16 057 489	8 355 486	108%
ERP System implementation	1 458 564	4 758 300	7 848 598	6 390 035	438%
Vnedrenie sapbi	1 877 267	2 743 676	3 642 215	1 764 947	94%
SAP HCM Implementation	734 210	648 519	586 244	(147 966)	-20%
Delivery and installation of server equipment	3 332 681	3 395 843	3 597 962	265 280	8%
Other services	299 281	358 059	382 470	83 190	28%
Maintenance services	2 876 491	2 086 782	1 382 150	(1 494 341)	-52%
Introduction of SAPHCM	1 085 020	1 191 579	272 949	(812 071)	-75%
Introduction of ARIBASAP	578 339	277 575	-	(578 339)	-100%
Other	87 452	203 755	77 361	(10 092)	-12%
Costs	9 317 553	12 711 928	14 893 937	5 576 384	60%
Rashodyna personal	4 827 504	5 073 961	3 883 837	(943 668)	-20%
Telecom Resources	2 157 159	5 291 697	8 788 067	6 630 908	307%
Jekspluatacionnyer as hody	979 135	1 029 244	1 012 844	33 709	3%
Cost of Goods Sold	382 411	237 351	238 287	(144 124)	-38%
Taxes	246 288	405 594	561 670	315 382	128%
Sales expenses	71 727	87 288	74 791	3 064	4%
Other costs	653 328	586 793	334 442	(318 886)	-49%

Ebitda	3 011 752	2 952 161	2 896 012	(115 741)	-4%
Wear and tear	948 790	1 039 176	1 106 174	157 384	17%
Income/(loss) from financially active	(24 172)	191 112	2 664 506	2 688 678	
Financial income	38 104	338 249	2 670 344	2 632 241	
Financial expenses	62 270	147 137	5 838	(56 437)	
CWT	451 088	517 664	890 778	439 690	97%
Net profit	1 587 701	1 586 434	3 563 565	1 975 864	124%
Profitability of sales	13%	10%	20%	7%	

The financial performance of 2014-2016 is presented. In Picture 4.



Picture 4. Trends in financial performance 2014-2016

From 2014 to 2016, the company's revenues rose by 44%, net profit increased by 124%, and the profitability rate of the EBITDA decreased from 24% to 16%, due to the following reasons:

- Lower prices for consultancy services in the face of a trend towards higher prices for suppliers of goods and services associated with devaluation of tenge;

- Reduction in the company's provision of services, in particular maintenance. [6].

In the ERP service, today, more than forty highly qualified professionals with SAP certificates and the Ispat-Karma Project Experience AO "Kaztransoil", AO "Zharemsky Mine", AO "Intergas Central Asia", ao "rd" KazMunayGas, JSC "NC" KazMunayGas, and others, where the core functional modules are implemented based on SAP ERP software solutions.

The Coordination Board for the implementation of ERP systems in the JSC

"NC KazMunayGas", following the successful implementation of the automated management system based on the decisions of the German company Sapag range in advance Kaztransoil, it was decided to expand the scope and set up a consulting company that is outsourcing ERP systems in Kazakhstan's oil and gas industries. [7].

In this connection, a branch of the JSC kaztranscom ("IT Service") was established in March 2005. In August 2006, the IT service was transformed into TOO «ERP-Service» KazTransCom and registered in the Department of Justice. Astana in November 2006, based on the too "ERP service", which has been in force since April 2004 and purchased by the AO "kaztranscom" to create a subsidiary.

The focus of TOO «ERP-Service» KazTransCom was consultancy for the introduction and maintenance of SAP software for automated management systems, as well as maintenance of ERP systems,

tems through outsourcing and the promotion of best world practices, advanced technology and high standards in the marketplace of Kazakhstan.

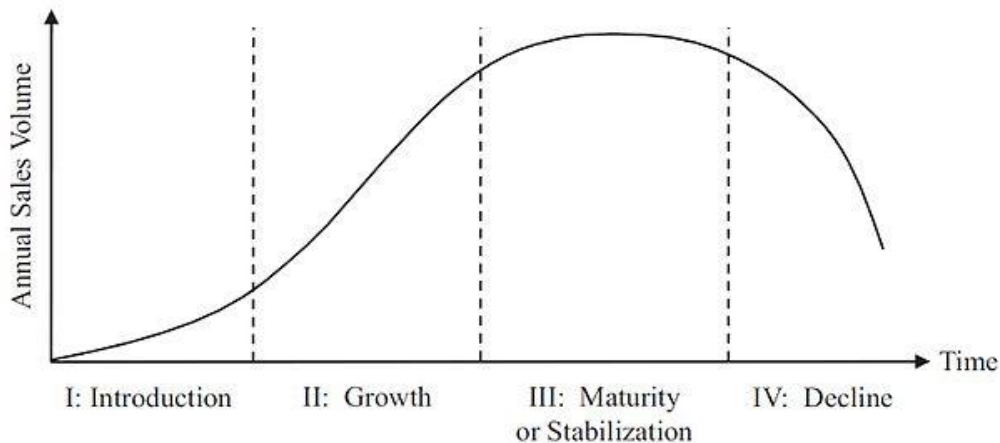
As an analysis of the ERP-service development history has shown from 2004 to 2017, the company has undergone several stages of the life cycle: the first phase relates to the period of the organization's formation, since 2004. To this stage, the following phenomena can be attributed to 2006: creating, preparing to implement the idea, legal design of the organization, hiring of operational personnel, and fulfilling the first order to implement SAP products, business solutions, and information technology to improve business performance.

But thanks to the skilful and experienced leadership and cohesiveness of ERP staff, it has been possible to achieve the

goals for this period. [8].

The stage of development is determined by the rapid growth of the organization and the development strategy. The company grows and the market is being actively exploited. For ERP service, this is the period from 2007 to this day. This phase also includes the formalization of management, the design of the structure, the continuous updating and improvement of the managed business indicators. Following the selected strategies will allow you to extend the current stage of the life cycle as long as possible.

The company's business development is driven by strategic initiatives aimed at expanding the range of services provided and improving services. The organization lifecycle curve is shown in Picture 5.



Picture 5. Life cycle curve of the ERP service

ERP-Service's SWOT-analysis

The main objective of the SWOT-analysis (strengths, weaknesses, opportunities, threats, respectively, are the strengths, weaknesses, opportunities, threats) - research on the enterprise's strengths and vulnerabilities. This analysis provides a quick assessment of the strategic position of the company [9].

The general principle is that the internal capabilities of the company [10]

must be matched in the development of the strategy. There was an analysis of the potential threats from outside factors, and the search for and determination of the company's perceived development.

It should be noted that this phase was preceded by a great deal of preliminary work in the company's external and internal environment. The following is an analysis of the company's audit results and the market environment study in the table.

Table 2. TOO «ERP-Service» KazTransCom’s SWOT-Analysis

Internal environment	"S" — Strengths	"W" — Weakness
	1. Market leadership at the expense of the customer company; 2. A sound financial position sufficient to ensure business development financial resources; 3. Team of highly qualified specialists; 4. Availability of vocational training and development;	1. Governance: System and management conservatism, high level of bureaucracy; 2. Weak marketing policies, as a consequence of the incidence and unpredictability of receiving orders.
External environment	"O" — Opportunities	"T" — Threats
	1. A growing market; 2. Use of the company's own technology and know-how to produce new products or to organize new businesses; 3. Acquisition of competing or advanced company knowledge and technologies.	1. High competition in forefront price indicators; 2. Technological change or innovation, resulting in a fall in demand for old technologies; 3. Shortage of highly skilled professionals.
Source: Authors		

In practice, SWOT analysis is often prepared for each leading competitor and for individual markets. This reveals the relative strengths and weaknesses of the company, its ability to deal with threats, and to take advantage of opportunities. This analysis allows the company to examine the market opportunities and to weigh its ability to pursue them.

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IMPROVEMENT OF THE MECHANISM FOR ASSESSING AND REGULATING THE RISK OF THE LOAN PORTFOLIO OF THE BANK

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The problem of minimizing of credit risk requires the creation of an adequate methodology for assessing its risk, which can be unified only by a certain measure, because each bank has its own clientele, its market segment, industry specifics, specific opportunities, etc.

Nevertheless, it is necessary to determine the minimum composition of credit risk assessment indicators, as this helps banks to develop their own system of supporting management decisions on granting loans and provides a given level of quality of the loan portfolio of the bank.

That is, at the moment, it is very important to determine the composition of the indicators that characterize the total credit risk of the bank and which are selected in such a way that management can effectively monitor the level of risk [1].

The creation of a comprehensive risk assessment of the bank's loan portfolio, which involves simultaneous quantitative and qualitative assessment of credit risk, can serve as a solution to this problem.

The optimal methodology for quantifying the risk of the loan portfolio of the bank is the methodology for assessing the risk level of the loan portfolio of the bank in the process of application-theoretic aspects of the risk assessment of the bank's credit operations.

This is a mathematical procedure for the structuring and hierarchical provision of a set of indicators that determine the actual level of risk, serve as a basis for predicting the possible consequences of a negative manifestation of risk and provide an opportunity to choose effective methods for its regulation.

The process of building an integrated system for assessing the risk of the loan portfolio of the bank must begin with

the formation of a hierarchical structure of integral indicators.

Dispersion (variance) and root-mean-square deviation characterize the degree of dispersion of credit risk relative to loan portfolio agreements and weighted average loan portfolio risk.

This indicator is a generalized quantitative characteristic, which does not allow making a decision on the application of the main methods of risk management of the loan portfolio.

However, it is necessary to determine the measure of the variability of the risk of the loan portfolio in order to make a decision.

The greater the variance (variation) and the root-mean-square deviation, the more diversified in terms of risk the loan portfolio of the bank is.

But the variance and the root-mean-square deviation show a measure of the dispersal of credit risk relative to loan portfolio agreements for the better (their values are less than the average weighted loan portfolio risk) and for the worse (their values are greater than the weighted average loan portfolio risk).

Therefore, these indicators do not provide an opportunity to unambiguously assess the degree of riskiness of the loan portfolio. It is more appropriate to apply such a risk indicator as semevariation for this purpose [2].

Depending on the result of the deviation of credit risk, relative to loan portfolio agreements from weighted average credit risk, semevariation of the risk inherent in the loan agreements can be positive or negative.

Positive semevariation can be determined by following formula (1):

$$PSV = \sum_{i=1}^n t_i^2 \times \frac{S_1}{S} \quad (1)$$

where n - the volume of the loan portfolio (number of agreements);
 t_i - positive deviation of credit risk relative to agreements.

Negative semevariation can be determined by following formula (2):

$$NSV = \sum_{i=1}^n l_i^2 \times \frac{S_1}{S} \quad (2)$$

where n - the volume of the loan portfolio (number of agreements);
 l_i - negative deviation of credit risk relative to agreements.

An indicator characterizing the quality of management of the loan portfolio of a bank is the specific weight of non-standard (overdue) loan debt in the total volume of loans granted, formula (3):

$$K2 = \frac{\text{Non - standard debt}}{\text{Total debt}} \quad (3)$$

In the world banking practice, the presence in the loan portfolio of 5-10% of overdue credit operations is normal [3].

the change in the share of overdue loans.

This coefficient can also be determined by summing the indicators K21, K22, K23, K24, the calculation of which is necessary for determining the factors of

One of the first indicators characterizing the quality of the loan portfolio of the bank is the specific weight of credit operations "under control" in the aggregate volume of the loan portfolio, using formula (4):

$$K21 = \frac{\text{Credit operations under control}}{\text{Total loan portfolio}} \times 100 \quad (4)$$

Reduction of the given coefficient gives a signal to the bank about the need to improve the efficiency of control over the financial condition of counterparties that own the largest loans.

tion of overdue debt in the volume of the loan portfolio of the bank is to determine the proportion of substandard credit operations of the bank in the total volume of the loan portfolio of the bank, formula (5):

The next step in calculating the propor-

$$K22 = \frac{\text{Substandard credit operations}}{\text{Total loan portfolio}} \times 100 \quad (5)$$

It is important for the bank to monitor customers experiencing certain specific difficulties and control the volume of credit transactions with them.

For this purpose, it is necessary to determine the specific weight of the bank's doubtful debts in the loan portfolio, according to the formula (6):

$$K23 = \frac{\text{Doubtful debts}}{\text{Total loan portfolio}} \times 100 \quad (6)$$

The level of doubtful debt characterizes the quality of the loan portfolio in terms of the problematic return of long-term, short-term and inter-bank loans.

The most significant impact on the

quality of the loan portfolio of the bank is provided by the specific weight of bad loans, since the risk on such transactions is equal to the sum of the total debt, calculated by the formula (7):

$$K23 = \frac{\text{Bad debts}}{\text{Total loan portfolio}} \times 100 \quad (7)$$

Based on the results of the complex analysis of the aggregate credit risk of the

bank, its degree can be determined as follows in the Table 1:

Table 1. The proposed scale of bank credit risk assessment

Qualitative risk assessment	Quantitative risk assessment
Low level of risk	0-10%
Moderate level of risk	11-20%
High level of risk	More than 21%

A credit portfolio with a low (permissible) level of credit risk should be understood as such a loan portfolio, which provides profitability to the bank even in the event of all possible risks.

The loan portfolio with a high level of risk is characterized by the presence of such a level of risk in credit operations, the full implementation of which threaten the functioning of the banking institution as a whole, i.e. the bank's own resources will not be enough if all risks are realized.

This can lead to bankruptcy of the bank, its closure and sale of assets.

This approach to assessing the risk of the loan portfolio of the bank is based on an analysis of the sensitivity of credit risk to a change in its structure.

The accuracy of the risk assessment of the loan portfolio in this case will depend on the choice of the classification features of the loan portfolio of the bank, for which the average level of credit risk can be determined most accurately [4].

As such a criterion, it is proposed to use:

- classification of the loan portfolio by the main groups of counterparties of the bank, which facilitates the definition of credit risk in the diversification of the portfolio and the choice of methods for its regulation;

- classification of credit operations for standard and non-standard (under control, substandard, doubtful and hopeless).

The proposed system for assessing the risk of the loan portfolio of the bank is constructed with maximum consideration of the bank's clientele, the resource capabilities of the institution and embody a diversified approach to managing the credit portfolio risk.

A comprehensive risk assessment of the loan portfolio of the bank, based on data on the structure of the loan portfolio, provides for the calculation of absolute and relative indicators, on the basis of which the bank receives a more reliable assessment of the level of risk on the ongoing credit operations.

But this is not enough for the effective and profitable work of the bank. It is

also necessary to forecast the level of risk

Modern banks should not only assess the level of loan portfolio risk, but also determine its predictive value in the conduct of credit activities.

However, at present, a serious problem is the lack of effective tools for forecasting the risk level of the bank's loan portfolio.

This task is especially acute in the difficult economic conditions, when the audit is conducted according to international financial reporting standards and managers who set the task of reducing the level of aggregate credit risk to the world average.

The use of qualitatively new approaches to forecasting economic-mathematical methods and computer technology can serve as a solution to this problem [5].

The use of economic-mathematical models in the forecasting process allows the bank manager:

- identify the main factors that affect the essence of the problem, and formulate it more accurately and concisely - in the form of a model;

- to show which conclusions can be reached, I use the model;

- get the optimal solution and compare it with others;

- develop a step-by-step strategy for achieving the goals.

Thus, the use of economic and mathematical forecasting methods brings a significant economic effect.

The process of building a model for predicting the loan portfolio risk of a bank should begin with the definition of criteria for changing its level.

The amount of overdue debt in the total volume of loans granted should be applied as a criterion. It most accurately characterizes the quality of the loan portfolio and is the most predictable among the portfolio risk indicators of the bank.

Overdue loans increase the degree of

credit risk and, accordingly, reduce the quality of the bank's loan portfolio.

It should be noted that forecasting the emergence of such debt at the initial stage, involves the classification of credit operations with the allocation of a separate group of problem loans, but which are not yet hopeless.

The second factor that determines the change in the share of the cut-off debt in the loan portfolio is the average level of solvency of borrowers.

The higher the average level of creditworthiness, the greater the likelihood of timely and full calculation of the borrower with the bank, i.e. the maximum value of this indicator will be 100%. The high value of this indicator also indicates an ineffective system for assessing the creditworthiness of the borrower.

Consequently, these factors can have a long-term determining effect on the formation of the average value of the level of overdue loan debt, as well as the riskiness and quality of the loan portfolio, reducing or increasing them.

The next step in the forecasting process is to determine the laws for changing the standard and non-standard debt in the volume of the loan portfolio of the bank.

It is necessary to analyze and quantify the degree of influence of these factors on the change of standard and non-standard loans.

This approach to determining the laws for changing non-standard and standard loans allows to determine the percentage of changes in the bank's credit resources and quantify the degree of influence of the main factors, which reflects the correction factor.

The main directions of risk management of the loan portfolio are the development and implementation of measures to prevent or minimize losses associated with it.

This presupposes the creation by

each bank its own strategy for managing credit risk, that is, the basis of the decision-making policy in such a way as to timely and consistently use all the opportunities for the development of the bank while simultaneously keeping risks at an acceptable and manageable level.

Banking practice has developed certain methods of regulating the risk of the loan portfolio of the bank [6].

These methods include diversification, concentration, limitation and redundancy.

Diversification of the loan portfolio of the bank should be carried out by allocating loans to various categories of borrowers, the terms of provision, types of collateral, by sector and geographic feature.

Diversification of borrowers can be carried out through the distribution of loans between different groups of the population (youth, people with a steady income level, persons of pre-retirement age, etc.); depending on the purpose of lending (for consumer needs, for housing construction, for training, etc.).

Concerning economic subjects, the diversification of the loan portfolio can be carried out between such categories of borrowers as: large and medium-sized companies, small businesses, government and public organizations, households, etc.

Loans provided in the small business sector are often accompanied by an increased level of credit risk.

Such borrowers are often limited in choosing a lender, so the bank can dictate its own terms of the loan transaction.

If the borrower is a large company, then the credit risk is assessed as insignificant.

At the same time, it is recommended to diversify the loan portfolio by placing more average loans than a small number of large loans.

Diversification of collateral for loans allows the bank to provide an opportunity

to recover credit losses at the expense of the borrower's property values acting as collateral for the loan.

As is known, the loans that form the loan portfolio are divided into secured, under-secured and unsecured ones.

The predominance of the last two groups increases the likelihood of losses for the bank. At the same time, secured loans vary depending on the types of collateral, its quality, the feasibility of implementation.

Branch diversification involves the allocation of loans between customers who operate in different areas of the economy [7].

It is crucial to select the areas that are implemented based on the results of statistical research to reduce the overall risk of the loan portfolio. The best effect is achieved when borrowers work in the opposite phases of the business cycle. If one area is at the stage of economic growth, the other is experiencing a stage of recession, and over time their positions are reversed.

The decrease in revenues from one group of customers is compensated by the increase in income from another group that helps to stabilize the bank's revenues and significantly reduce the risk.

Geographic diversification involves the allocation of credit resources between borrowers who are in different regions, geographical areas, countries with different economic conditions.

Geographic diversification as a method of reducing credit risk is available only to large banks with an extensive network of branches and branches on a large territory.

This helps to offset the impact of climatic and weather conditions, political and economic shocks that affect the creditworthiness of borrowers.

The method of diversification should be used carefully, based on statistical analysis and forecasting, taking into ac-

count the capabilities of the bank itself and, above all, the level of training. Diversification requires professional management and deep market knowledge. That is why excessive diversification leads not to a decrease, but to an increase in credit risk.

Bank experts in the formation of the loan portfolio should avoid excessive diversification and concentration. The task of determining the optimal relationship between these methods can be solved by setting credit limits and reserving.

Thanks to the establishment of credit limits, banks manage to avoid critical losses due to the thoughtless concentration of any type of risk, as well as diversify the loan portfolio and ensure stable incomes.

The most effective method of reducing the level of credit risk on the bank's portfolio is reserving.

This method is aimed at protecting depositors, creditors and shareholders, while improving the quality of the loan portfolio and the reliability of the bank.

The reservation is made to prevent losses from non-repayment of debt due to the insolvency of borrowers (bank counterparties) by assessing the risks for all credit transactions in both national and foreign currencies.

In the conditions of dynamic development of the banking industry in the credit sector, in particular, the situation

develops in such a way that banks are forced to constantly seek new mechanisms for managing credit risk.

The rapid growth of this market in recent years, both in terms of volume and complexity of products, makes bankers make greater use of information technology, develop better analytical systems and create databases that ensure an optimal balance of risk and return on investment.

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EEU IMPACT ON KAZAKHSTANI ECONOMY

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Idea of regional integration has become popular over the last decades in international economic and political relations. The best example of such integration is European Union. Obviously other regions are trying to follow EU example, and build their own integration with neighbors, in order to receive mutual

benefits from close cooperation in economic relations. This idea has also become relevant for the new post-soviet countries. No long after USSR collapse in December 8, 1991 was created international organization of Commonwealth of Independent States, which consisted of almost all post-soviet states. Although the organization is

still operating, it does not have much power and influence. One of the main reasons for this one was the different approach of the member states and their level of economic development in the following years after they became independent.

By 2000 there were three countries actively involved and interested in integration process. Those were Belarus, Kazakhstan and Russia. Even for these three countries it took time to negotiate cooperation basics in the new integration framework. In 2009 on 10th of October Eurasian Economic Community (EAEC or EurAsEC) was established with such member states as: Belarus, Kazakhstan, Kyrgyzstan, Russia and Tajikistan. Armenia, Moldova and Ukraine joined as observer-states.

In 2007, Russia, Kazakhstan and Belarus declared their intention to create a customs union within the Eurasian Economic community – the Eurasian Customs Union (CU).

In October 2007, the presidents of Russia, Belarus, and Kazakhstan signed the Agreement on the establishment of the customs union (CU). They also approved a two-year implementation plan. The objective was to facilitate free movement of goods in mutual trade, create favorable conditions for trading with third countries, and expand economic integration.

In 2011, the CU was already working at full capacity, with economic agents operating within a common customs territory and using the Common Customs Tariff. On January 1, 2012, the CU was supplemented by a package of further seventeen agreements that constitute the regulatory basis for the Single Economic Space (SES). Those agreements address a number of key issues underpinning the process of economic convergence within the “Troika”, ranging from coordination of macroeconomic policies to labor migration. Finally, on January 1, 2015, the

Eurasian Economic Union Treaty came into effect. Armenia acceded to the integration association on January 2, 2015, and Kyrgyzstan on May 8, 2015 (the decision was ratified and took effect in August 2015) [1].

The “family” of EAEU institutions is now complete. The Supreme Eurasian Economic Council, a body made up of the heads of member states, addresses critical matters affecting the Union and approves its strategy, key operating areas, and development prospects. The Eurasian Intergovernmental Council, which comprises the heads of the governments of the member states, exercises its powers in 10 areas, including enforcement and oversight of the EAEU Treaty and approval of a draft EAEU budget.⁴ Since 2012, there has also been a common supranational institution acting as the Union’s regulatory body and a motive force for integration - the Eurasian Economic Commission (EEC). Approximately 140 competencies have been elevated to the Commission’s supranational level. The EEC’s main executive body is the Board, comprising 10 members (ministers), with each member state represented by 2 such ministers. Such a representation scheme diminishes Russia’s role as the region’s leading state in Eurasian Economic Union affairs: despite being responsible for 87% of the Union’s total GDP, Russia has only 20% of its total voting power. This was intentional. Since February 2016, the Commission has been headed by Tigran Sarkisyan, former Prime Minister of Armenia. Other key EAEU bodies include the following: The Court of the Eurasian Economic Union is a specialized judicial body authorized to resolve disputes related to the implementation of international treaties concluded within the framework of the Union, and enforcement of the decisions of its governing bodies. Its rulings, for example, decisions on the Common Customs Tariff, have direct effect in the EAEU’s countries and are le-

gally binding. As of today, the Court has primarily reviewed claims concerning setting the particular import quotas of the Union.

The progress of Eurasian integration depends on the success of “bottom-up integration”-growth of mutual trade, mutual investments, and civilized labor migration. This requires that the “rules of the game” be uniform within the EAEU economy. The ultimate goal in the long term (until 2025) must be to increase the common market as much as possible. The events of 2015–2016 suggest that this is a tall order. Elimination of exemptions in the single market is critical to the modernization and cooperation of EAEU economies. For example, the parties have agreed to create, as of January 1, 2016, a common market for pharmaceuticals and medicines. However, due to regulatory complexities and difficulties associated with unifying the procedures governing pharmaceutical operations through the entire EAEU, the corresponding decision has been delayed by one year. Moreover, in order to make the decision politically acceptable to all member states, the fundamental move to the truly common market has been postponed to 2020 and in some parts even to 2025. Additionally, negotiations regarding the EAEU Customs Code have been anything but easy. The code should have gone into effect on January 1, 2016, but its adoption was delayed. Member states’ economic agents are now operating without the code, relying on national laws and existing treaties and agreements. The EEC has received approximately 1,500 comments on the draft code from Belarus, Kazakhstan, and Russia. Armenia and Kyrgyzstan joined the work on the document later than the other EAEU members and are now also engaged in an active discussion of proposed amendments. In June 2016, 57 matters related to customs regulation within the EAEU remained unresolved. A discussion at the level of prime ministers

of five states (Intergovernmental Council, November 16, 2016) was necessary to finally remove the last obstacles. The EAEU Customs Code will thus come into effect by mid-2017 [2].

One of the most important matters on the EAEU agenda in the immediate future is the gradual unification and elimination of non-tariff barriers (NTBs) in mutual trade in goods and services. Non-tariff barriers place a significant burden on mutual flows of goods and services between EAEU countries, reducing the overall efficiency of the common market. They have a particularly pronounced crippling effect on the development and cooperation of hi-tech industries, particularly mechanical and chemical engineering. The EDB Center for Integration Studies completed a large-scale research project and, for the first time, gave an extended assessment of the impact that NTBs have on mutual trade within the EAEU and developed recommendations on how to eliminate such barriers. A massive survey involving enterprises from Belarus, Kazakhstan, and Russia found that NTBs account for 15% to 30% of total export value. In other words, each dollar’s worth of export goods traded between EAEU countries still includes 15 to 30 cents of NTB-related costs as of 2014. NTBs can be conveniently divided into two groups. The first group includes such non-tariff barriers as sanitary and phytosanitary measures, technical barriers to trade, quotas, bans, and quantitative control measures. The second group comprises price control measures and measures that affect competition (special importers, restrictions on marketing and public procurement, subsidies). Barriers in the second group are often described as “sand in the wheels”, as they hinder the movement of goods and, in theory, can be completely eliminated. These nontariff barriers have the most negative impact on trade. In the medium term, Belarus will benefit the most from the reduction of

NTBs: its real GDP may increase by 2.8%, and its wealth could rise by 7.3% on a cumulative basis. In Kazakhstan, wealth would rise by 1.3%, while real GDP may increase by 0.7%. The effects on Russia may be less impressive: wealth would rise by 0.5% on a cumulative basis, while real GDP would rise by 0.2%. This is attributable both to the large size of the Russian economy and to the fact that Russia relies on trade within the EAEU less than it does on trade with the rest of the world. The largest beneficiaries of NTB reduction will be manufacturers of machines and equipment. This can be explained by the fact that NTB-related costs in that sector are the highest [3].

As a member of the EAEU, the economy of Kazakhstan remains the most globally integrated country in Central Asia. The union offers a number of benefits as well as challenges for the economy. Since Kazakhstan is a land-locked country, the issue of economic integration is particularly important in improving the country's role in international trade. Joining the EAEU will grant more favorable conditions in terms of accessing the Russian and European transport infrastructure for Kazakhstani business, and thus will reduce the transport costs of foreign trade. Moreover, Kazakhstan will enhance its negotiating position with third countries on the world market as a member of an economic bloc. For instance, a series of talks have already been conducted by the CU with major economic blocs such as the European Union and the OECD, along with India, Vietnam and other countries.

It should be noted that the benefits associated with the entry of Kazakhstan into the EAEU are mainly oriented towards consumers. Firstly, due to inclusion of certain countries which were not part of the CU (Armenia, Kyrgyzstan, possibly Tajikistan and others), the possibility of a wider selection of goods will grow. Secondly, the expansion of the market will

increase competition between companies, which should lead to better quality products at reasonable prices. Thirdly, the formation of a common labor market and the creation of joint ventures with partners within the EAEU will reduce unemployment and is expected to increase welfare. Also, according to the Minister of Healthcare and Social Development, since Russia and Belarus have higher salary standards than in Kazakhstan, experts expect that local salaries will also grow in order to prevent brain drain from Kazakhstan [4].

However, it is important to mention that in the first three years of the CU, Kazakhstan benefited less than both Belarus and Russia from membership. For example, according to the research results of the European Bank for Reconstruction and Development (EBRD), as a result of membership in the CU, Kazakhstan experienced significant upward changes to tariff lines on products from other Central Asian states, with tariffs sometimes levied by 50 per cent. Moreover, membership entailed an increase in non-tariff barriers, too. Specifically, clearance time for trucks from Central Asian countries outside the CU has increased by 47 per cent.

The importance of trade to the economy of Kazakhstan is clear; trade constitutes 31 per cent of the services sector, whereas in countries with a more developed domestic market it comprises 15-20 per cent on average. A large part of the population in Kazakhstan gets income from trading goods and services, therefore in social terms and based on the experience of the CU, the integration process may harm vulnerable layers of society because of deteriorating trade conditions with important partners which did not join the EAEU.

The EAEU was expected to be a possibility for Kazakhstan to attract foreign investors from member states into Kazakhstan. Harmonization of laws, elimination of barriers to market access

may have a positive contribution to growth of foreign direct investment (FDI) within the EAEU. However, if one looks back in the trends during the period of the CU, the share of Belarus and Russia in total FDI in Kazakhstan remains less than 5 per cent, whereas Belarus, in contrast, gains about 70 per cent of its FDI from Russia. Moreover, significant growth in investment in Kazakhstan from other members of the CU has not been observed in recent years. Because the integration process has not contributed to investment attraction in Kazakhstan, the need to stimulate investment is pressing.

Another equally important and positive factor relating to entry into the EAEU is the potential for gradual improvement of state institutions. As a rule, close cooperation of governmental institutions between two or more countries leads to a gradual improvement in human resources and the quality of work state institutions produce. For example, the integration of 15 Caribbean countries in 1973 led to significant advances in terms of the effectiveness of institutions rather than in trade.⁶ There is a possibility that such institutional improvements will take place in Kazakhstan, Russia and Belarus. Currently, as the World Bank's Governance Indicators demonstrate, Russia shows the lowest control of corruption (16 from 100); whereas Belarus indicates the worst regulatory quality among EAEU member states (18 from 100) [5].

Finally, situation in Eastern Ukraine may unfavorably influence the economy of Kazakhstan as a member of the EAEU. The economic stagnation of Russia, devaluation of the Russian Ruble since March 2014 as well as the Russian Central Bank's gradual turn towards a floating exchange rate policy has already reflected on the political and economic image of Russia. The World Bank and the International Monetary Fund (IMF) have already stated that economic sanctions against Russia

will have a negative effect on economic growth, which will consequently impact Kazakhstan's economy.

From the very beginning, Kazakhstan wanted the Eurasian Union to be purely economic, without any political dimension. On Astana's initiative, the EEU's basic principles contain a point on respecting each member state's political system, which means that members do not have to make political changes as a result of closer integration.

Kazakhstan sees the creation of the EEU as a way to strengthen its position in an increasingly competitive global environment. The EEU is officially seen as a way of achieving important economic goals. Kazakh businesses are to have access to the EEU market, with a population of 170 million, and cross-border trade is to be increased with the 12 Russian regions bordering Kazakhstan, which have a population of 27 million. Kazakhstan should be more attractive to investors who also want to operate in the Russian and Belarusian markets. The Russian and Belarusian state procurement markets, valued at \$198 billion a year, will be opened to Kazakh businesses. Transport routes linking up European and Asian trade flows through Kazakhstan are to be created and landlocked Kazakhstan's high transport costs should be lowered through equal access to the Russian and Belarusian railway networks. A single space will be created for the free flow of capital, services, and labour, and a single financial market is to be instated by 2025. And Kazakhstan will gain access to energy infrastructure by 2025 on the basis of the EEU's single market for oil and gas.

But there will be real problems in achieving these official goals. It is impossible to create an equal union between strong and weak players. And it is even more difficult to create a working union between uncompetitive players if their economies are based primarily on the ex-

port of natural resources. All the members of the Customs Union have high levels of corruption and state interference in the economy, bloated bureaucracies, and no proper market economy. And it will be interesting to find out whether authoritarian regimes are able to integrate in an effective way [6].

Rather than economic integration with other states, the best foreign policy for Kazakhstan would be diversified cooperation in water, energy, agriculture, and other spheres with various countries (other Central Asian countries, China, Russia, the European Union, and the United States).

The creation of the Customs Union and its transformation into the EEU caused serious divisions in Kazakh society. In early 2014, an anti-Eurasian movement was set up, which sees the EEU as a threat to Kazakhstan's national sovereignty. Back in 2012, the opposition even proposed a referendum on Kazakhstan's membership of the precursors of the EEU, the Customs Union and the Single Economic Space.

The influence of the opposition on domestic politics should not be overestimated. But the government needs to be careful, because the EEU is becoming more unpopular with the ethnic Kazakh part of the population, including the influential Kazakh-speaking intelligentsia on whose support the government depends. Moreover, the war in Ukraine and the West's sanctions on Russia has hardened the sceptics' position that it is dangerous for Kazakhstan to be in a union with a Russia that is becoming an international outcast.

It is also unclear whether Kazakhstan and Belarus will remain members of the EEU after the regimes in both countries change. In Kazakhstan, both domestic and foreign policy are highly personalized – the EEU is a part of Nazarbayev's personal political ambitions. Will the next president have the same aims? Most im-

portantly, how will Russia react? Will it try to put pressure on the Kazakh leadership as it has at times done in Belarus? Russia made a tactical mistake and set a precedent when it declared that the change of regime in Kyiv meant that Russia did not have to recognize the Budapest Memorandum on Security Assurances for Ukraine. This leaves the door open to other countries in the future to leave the EEU if they consider that it is no longer in their interest.

The EEU may develop in several different directions, depending on economic and geopolitical factors.

The bureaucratization of the integration project may serve to hamper the development of the EEU's members. In the ongoing trade dispute between Belarus and Russia, economic tensions between Moscow and Minsk have led to a public spat in spite of the supranational structures of the Eurasian Economic Commission and its Council, which is made up of the deputy prime ministers of the three member countries. These structures seem to be more for show than of any practical use [6].

Kazakhstan and Belarus did not agree with Moscow's introduction of import sanctions against Western goods, so the move led to a cooling of relations within the Customs Union. Moscow accused Minsk of re-exporting banned goods to the Russian market. Moreover, Russia introduced limits on the transit of goods across its territory, including those destined for Kazakhstan. This was in violation of the basic principles of the Customs Union and Belarus retaliated by restoring its own customs controls. All this means that as the EEU starts out in 2015, these internal conflicts will continue, since the sanctions war, along with Moscow's war against re-exports, shows no sign of ending.

The three current EEU members will likely retain their different views on the

future of the project. This may lead to an increase in economic and political tension and to conflict within the organization. Moreover, the EEU's enlargement to include underdeveloped and uncompetitive countries (Armenia, Kyrgyzstan, and Tajikistan) may delay its development because funding will be required to help their economies catch up.

The coming into being of the EEU may lead to the disintegration of the post-Soviet space into several groups: Eurasians (Russia, Kazakhstan, Belarus, Armenia, Kyrgyzstan, Tajikistan), anti-Eurasians (Azerbaijan, Uzbekistan, Moldova, Ukraine, Georgia), and neutral countries (Turkmenistan).

Russia will continue to push for more political integration through the EEU, especially after the regime in Kazakhstan changes. This means that Kazakhstan's continued membership of the EEU will undoubtedly carry serious political risks.

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QUALITY MANAGEMENT SYSTEM FOR PRODUCTS AND SERVICES FOR MINING ENTERPRISES

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The management of the quality of products and services is one of the criteria for the successful operation of enterprises in industrialized countries. The increase in the share of high-quality products in the commodity portfolio of domestic producers will allow increasing the rates of economic growth, improving the living stan-

dards of the population, and strengthening the competitiveness of domestic producers, which will facilitate their successful promotion in the external and internal markets [1, p. 75].

This article analyzes the functioning of the quality management system at the enterprise Okterakt LLP, which manufac-

tures equipment and products for the mining and processing industry, and also provides services in the field of their installation using a wide range of materials, in particular polyurethane elastomers [2, p. 75].

The main types of products and the list of services provided by Okterakt LLP are presented in Figure 1.

The list of technical services of Okterakt LLP includes:

- 1) delivery, installation and adjustment of equipment and engineering systems;
- 2) consulting in the field of operation and maintenance of equipment and engineering systems;

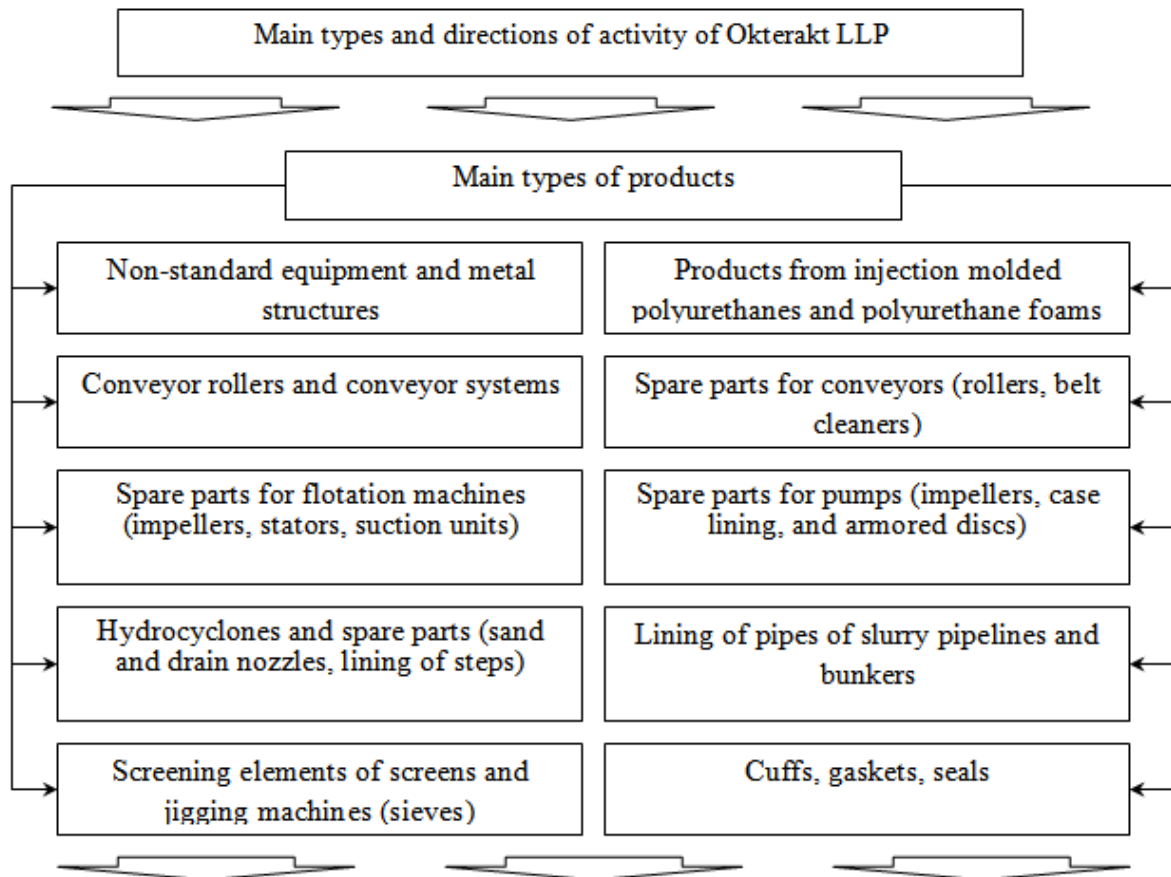
3) services of experts of various profiles;

4) technical support and support [3, p. 126].

The main methods of the quality management system for products and services of Okterakt LLP are presented in Figure 2.

LLP "Okterakt" offers a wide range of own and imported equipment and technologies.

As part of the services provided to mining enterprises, the specialists of Okterakt LLC conduct research carry out design and engineering services, as well as other works within the framework of mining projects.



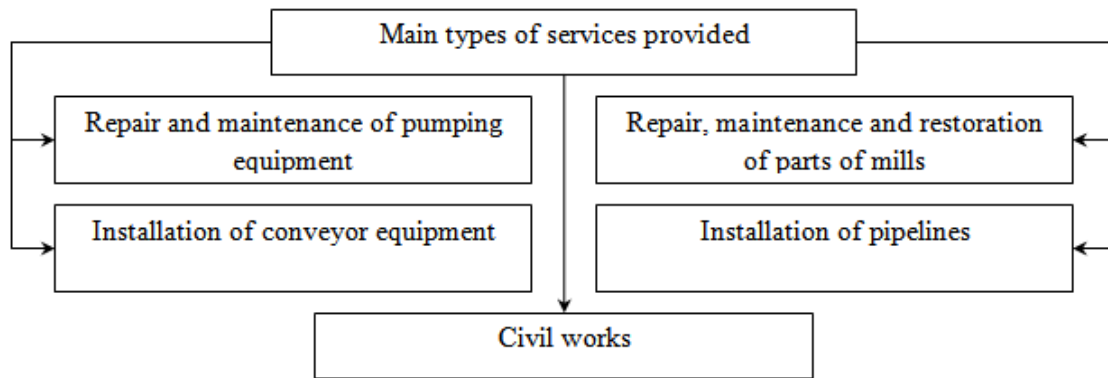


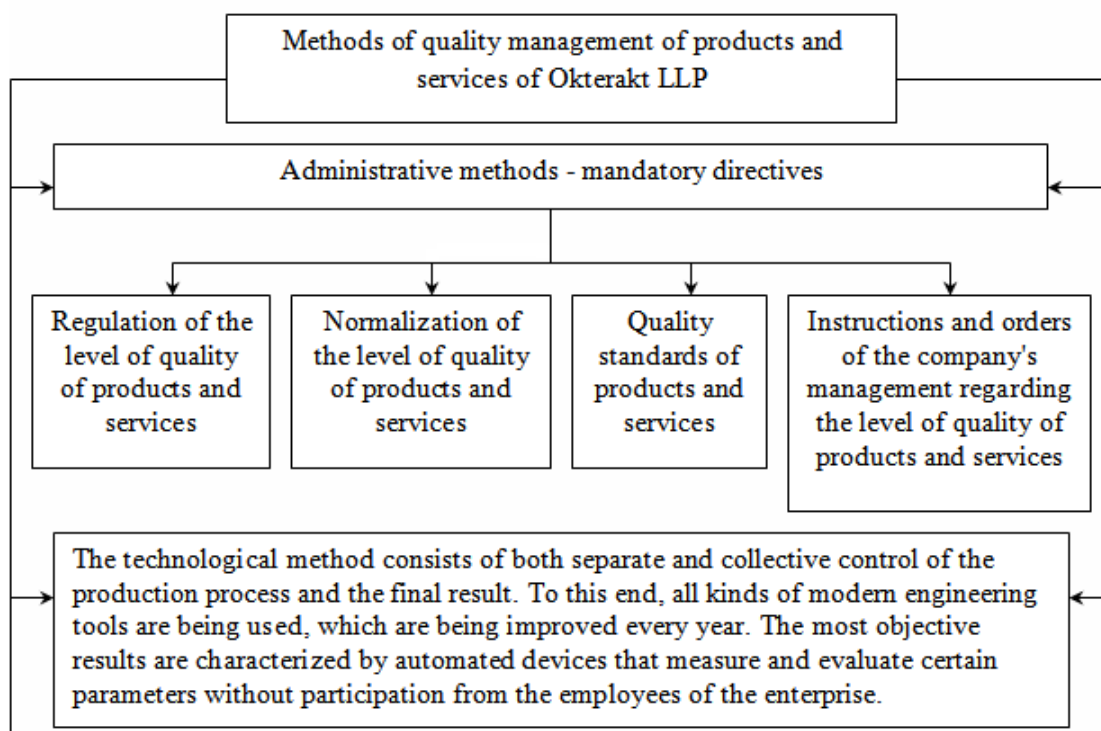
Figure 1. The main types and directions of activity of Okterakt LLP

The quality of products and services can be considered as a key evaluation criterion, based on a combination of properties and characteristics that underlie and determine consumers' preferences regarding the choice of products and services of a particular manufacturer [4, p. 107].

The quality of products and services is a complex concept that reveals the po-

tential of products and services to meet the needs and demands of consumers [5, p. 91].

In this context, the quality management of products and services is carried out through multi-level and multi-step regulation, which is carried out within the framework of state, regional, sectoral and corporate control [6, p.118].



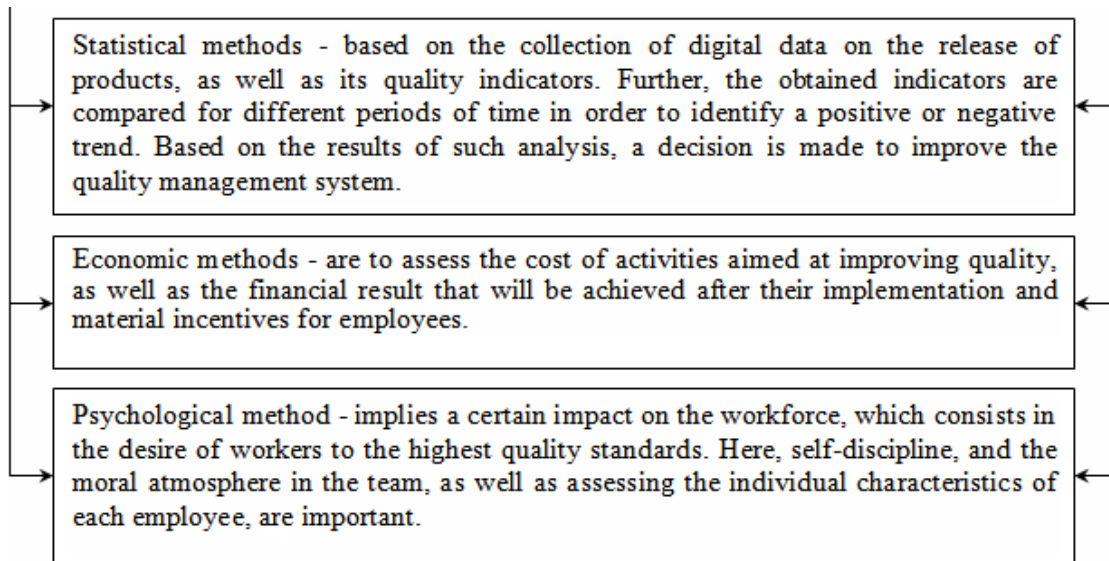


Figure 2. Methods for managing the quality of products and services of Okterakt LLP

The level of modern competition determines the need to improve the quality of products and services provided and are one of the criteria for the successful operation of enterprises in all industrialized countries. In the conditions of non-price competition and oversaturation of the sales markets, the high quality of products and services determines the ultimate success of the business.

It is important to understand that the quality of products and services is a very widespread and capacious concept that can reflect a variety of nuances and aspects of evaluation and control. It is from the selected approach and clearly defined quality assessment criteria that the range of methods used in the quality assessment process depends.

It should be noted that the management and middle managers of Okterakt LLP have a lot of experience in the field

of quality management of the company's products and services and actively use an integrated approach to the use of different methods in different sectors of the enterprise's production and economic activities, as well as an individual approach to each production Operations and within each business process.

The quality management functions of Okterakt LLP generally coincide with the functions of the organization's management system.

At this stage of the research it is necessary to identify the main business processes of quality management of products and services and to link them to the responsibility centers within the quality management system of Okterakt LLP.

The main business processes of the quality management system of products and services of the enterprise are graphically presented in Figure 3.

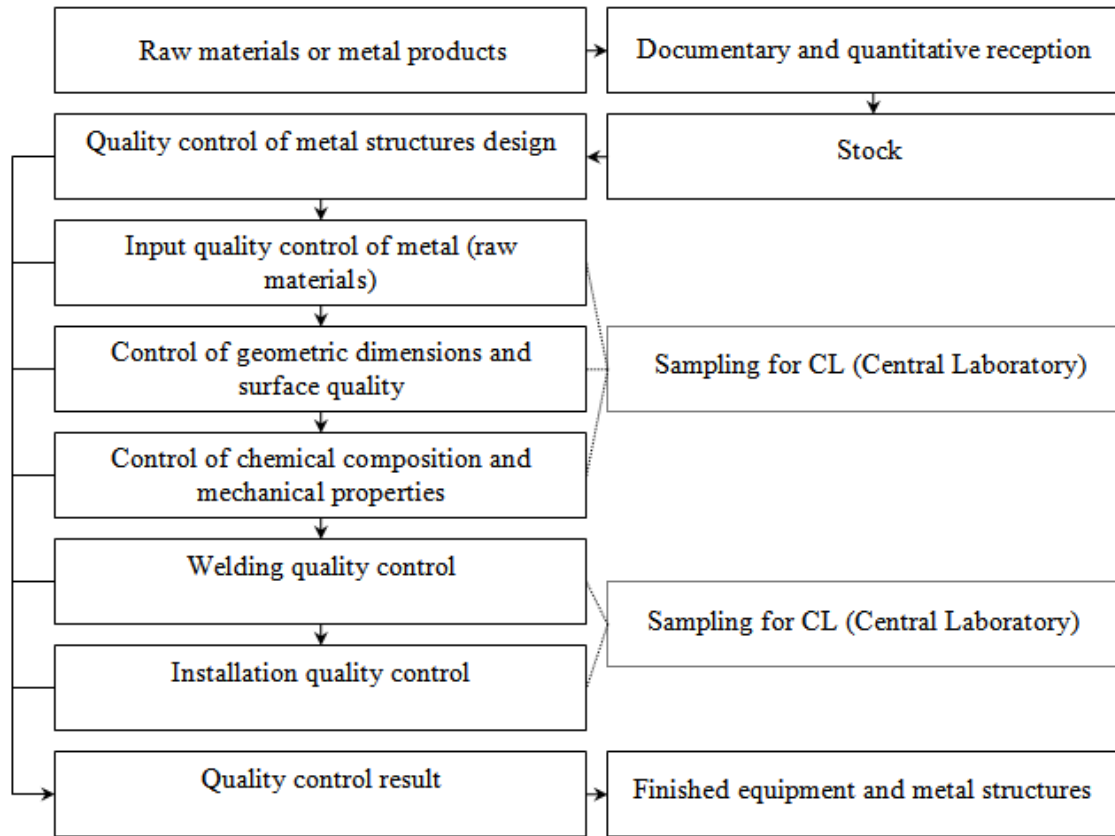
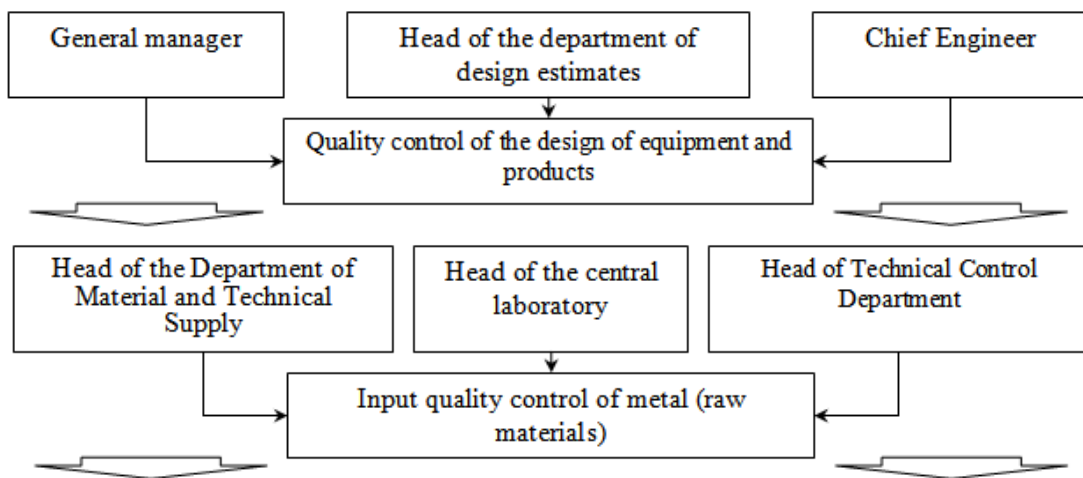


Figure 3. The main business processes of the product quality management system of Okterakt LLP

The quality management of Okterakt LLP implies comprehensive coverage of all management functions, which in turn provide the opposite effect and define the policy in the sphere of quality assurance, and are implemented through a set of procedures for monitoring, analyzing and

controlling the quality of products and services [7, c .94]. The responsibility centers of the quality management system and the business processes that lie in the responsibility zone of Okterakt LLP are represented in Figure 4.



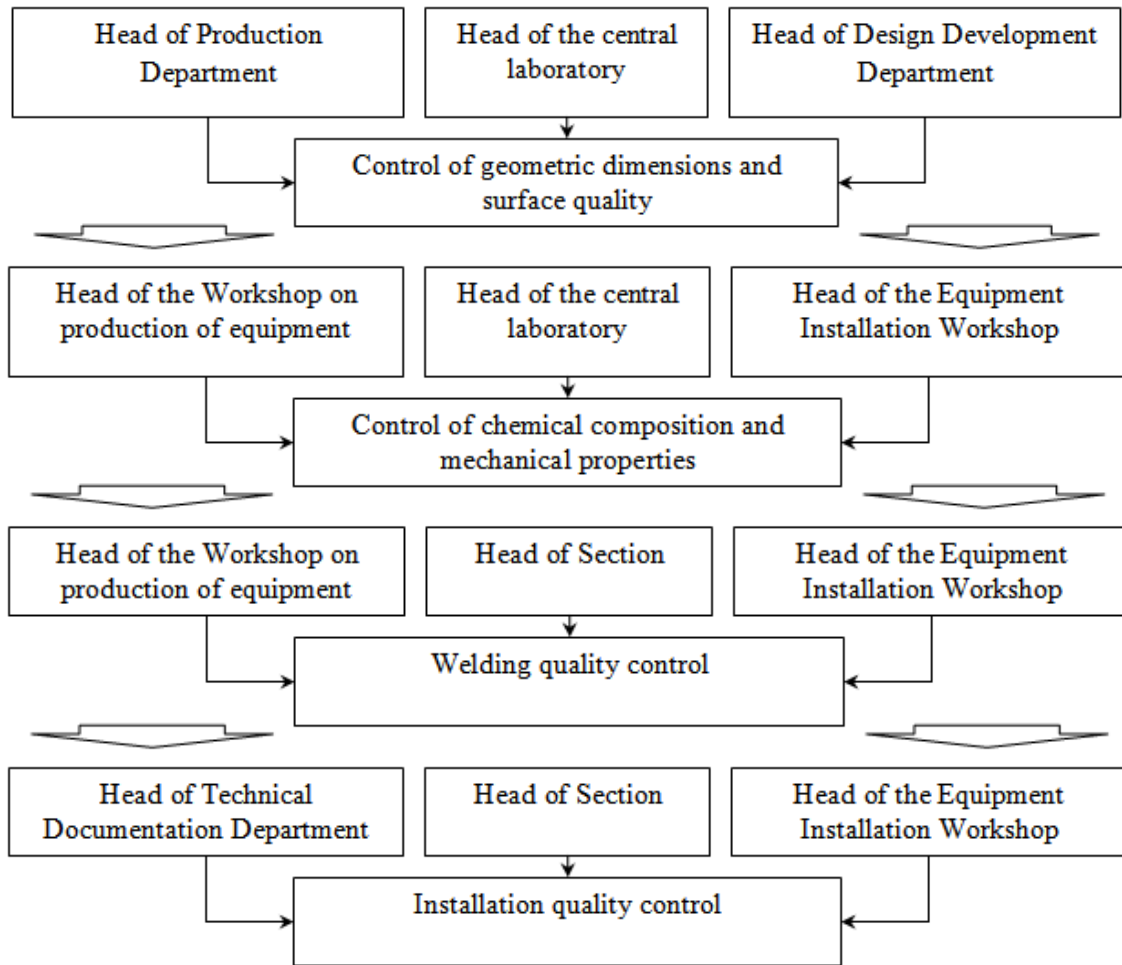


Figure 4. Responsibility Centers for Product Quality and Services Quality Management System Okterakt LLP

Thus, 6 main business processes of quality control of products and services of Okterakt LLP were singled out during the research.

Each official (the responsibility center) carries out activities strictly in accordance with the instructions approved at the establishment of the enterprise and fixed in the statutory documents of Okterakt LLP.

It is advisable to evaluate the quality management system for products and services in two stages:

- 1) expert evaluation of the quality of products and services of the organization;
- 2) evaluation of the effectiveness of the quality management system of products and services of the organization [8, p.

161].

As the main methodology of the study, the authors used a survey of experts, during which the forms were filled out and an assessment was made in points on a five-point scale for each of the selected criteria [8, p. 109].

The experts were interviewed for each business process of the quality management system for products and services of Okterakt LLP, including:

- quality control of the design of equipment and products;
- incoming quality control of metal (raw materials);
- control of geometric dimensions and surface quality;
- control of chemical composition

and mechanical properties;
 - quality control of welding;
 - quality control of installation [8, p. 82].

In order to generalize the results ob-

tained and to determine the integrated quality factor of products and services of Okterakt LLP, the results of expert evaluations are presented in Table 1.

Table 1. The results of the quality control evaluation of Okterakt LLP

Quality Management Subsystem	Score of experts, point
Quality of designing of metal structures	4,42
Input quality control of metal	4,86
Control of geometric dimensions and surface quality	4,38
Control of chemical composition and mechanical properties	2,18
Welding quality control	4,65
Installation quality control	4,72
Final score	4,20

Based on the results of the analysis, we can conclude that the highest rating was awarded by experts to the following business processes:

- quality control of raw materials (raw material);
- quality control of installation;
- quality control of welding of metal structures and products.

The most lagging and weak link is the control of the chemical composition and mechanical properties of raw materials and finished products, which has a rating of 2.18 out of 5, since this stage is characterized by relative labor intensity and science-intensive and is characterized by a relatively high cost of quality assessment procedures.

In general, the level of efficiency of the quality control and quality management system of Okterakt LLP can be characterized as relatively high and acceptable. The expert value of the integrated quality factor of products and services corresponds to 4.2 points on a five-point system.

At the final stage of the evaluation of the quality management system of products and services of Okterakt LLP, an analysis was made of a number of relative indicators - product and service quality factors.

Table 2 gives the calculated values of product quality and service quality coefficients for Okterakt LLP for the period from 2014 to 2016.

Table 2. Estimation of the system quality management of Okterakt LLP

The name of indicators	Value for the period			Change for the period	
	2014	2015	2016	Deviation (-, +)	Growth, %
1	2	3	4	5	6
The volume of production of products and services that does not meet the requirements of the market and the terms of the customer, thousand tenge	2699,60	3443,80	3011,11	311,51	11,54

Continuation of Table 2

1	2	3	4	5	6
The volume of production of products and services that fully meet the world quality standards, thousand tenge	18282,74	21641,54	25300,18	7017,44	38,38
The volume of production of products and services with the attraction of export raw materials, equipment and technologies, thousand tenge	8520,64	10570,50	13481,21	4960,57	58,22
The amount of marriage in the process of production of goods and services, thousand tenge	2004,60	2089,67	1887,91	-116,69	-5,82
The volume of products and products returned by customers for revision, thousand tenge	3924,02	4163,65	40718,93	36794,91	937,68
Volume of production and sales of products and services, thousand tenge	37180,44	42468,38	45689,46	8509,02	22,89
Coefficient of conformity of products and services to market requirements	0,073	0,081	0,066	-0,007	-9,23
Coefficient of conformity of products and services with international quality standards	0,492	0,510	0,554	0,062	12,61
Ratio of use of export products and raw materials in production	0,229	0,249	0,295	0,066	28,75
The rejection rate	0,054	0,049	0,041	-0,013	-23,36
Coefficient of return of products and products for revision	0,106	0,098	0,891	0,786	744,43

Based on the results of the analysis and evaluation of the quality management system of products and services provided by Okterakt LLP, it can be concluded that for the period from 2014 to 2016 the estimated value of the conformity factor of products and services to market requirements decreased from 0.073 to 0.066.

Among other indicators of the evaluation of the quality management system of products and services of Okterakt LLP: the estimated value of the conformity factor of products and services to in-

ternational quality standards increased from 0.492 to 0.554.

And, finally, the estimated value of the ratio of the use of export products and raw materials in the production of Okterakt LLP increased from 0.229 to 0.295; The value of the reject rate decreased from 0.054 to 0.041; The calculated indicator of the coefficient of return of products and products for revision increased from 0.106 to 0.891.

In the process of analyzing the effectiveness of the quality management system

for products and services, Okterakt LLP identified a number of shortcomings, in particular, the complexity of interaction and the presence of contradictions between marketing policies and the functions of the quality management system of the enterprise's products. Despite the priority of increasing the profitability indicators and the need to increase the efficiency of activities, the company management complies with all the standards and requirements of consumers and customers in the field of compliance with the quality standards of products and services.

In addition, during the analysis it was revealed that continuous quality control at each stage of the production process is currently difficult (low efficiency of controlling the chemical composition and mechanical properties of raw materials and finished products - 2.18 points).

A significant shortcoming in the system of quality management of products and services of Okterakt LLP is the shortage of highly skilled specialists who own quality control technologies and also have experience in improving the quality of products and services for mining enterprises.

As measures to enhance the effectiveness of the quality management system of Okterakt LLP, we propose to implement the following priority measures to improve the quality management system:

- adaptation of quality standards used at the enterprise to international quality standards;

- modernization of production and introduction of innovative equipment in the production process of "Okterakt" LLP for the purpose of producing products and equipment of higher quality;

- staff development in the field of quality management of products and services of the enterprise in accordance with international quality standards.

We believe that the adaptation of the quality management system of products

and services of Ocherekt LLP to international quality standards will provide the enterprise with the opportunity to enter international markets to further improve the quality management system and improve the quality of products and services provided, as well as to share experience and develop innovative Technologies of production of products and equipment for the mining industry.

Adaptation of the quality management system of products and services of "Okterakt" LLP to international quality standards will contribute to increasing the competitiveness of the enterprise and optimizing the costs of operating and improving the efficiency of the quality management system of Okterakt LLP in the near future and in the long term.

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ROLE OF INVESTMENTS IN THE ECONOMY OF KAZAKHSTAN

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Over 15 years of independence, more than 50 billion US dollars were attracted to the economy of our country. In the early 1990s, the economy of the Republic of Kazakhstan was just getting on its feet and thanks to the soft tax climate created by EUs granted to preferences - investors from such countries as the USA, Russia, China, Canada, India, Italy, Singapore, Azerbaijan, Great Britain, France, the Netherlands, Turkey, Germany, Japan began to invest in many sectors of the economy, and this: the raw materials sector, the agricultural sector, the banking sector, light and heavy industry, chemical industry, manufacturing, construction business s automotive business, the market of cellular communication.

Investment - the cost of money, directed to the reproduction of capital, its maintenance and expansion. In the most general form, investments are investments of free funds in various forms of financial and material wealth. The investment process takes place in any economy as a redistribution of monetary resources from those who have them, to those who need them. Investments are divided into real and financial [1].

Real investments are carried out by the state and private corporations. State investments, as a rule, are directed to low-income or subsidized industries - infrastructure, social sphere. Sources of financing of public investments are taxes, inter-

nal and external loans, income from economic activities of state-owned enterprises, and the issuance of new money. Private investments have a large internal potential both at the expense of their own sources (depreciation, retained earnings, etc. and through borrowed sources - loans and securities.

Financial investments (portfolio investments) - investments in shares, bonds and other securities related directly to the title of the owner, giving the right to receive income from property.

Part of portfolio investments - investments in shares of enterprises of various industries of material production.

Portfolio investments are investments made by investing in the purchase of securities by providing their own funds in long-term loans.

Investment management is a specific economic function that is performed by a certain group of economic agents. The wider the process of investing in the state, the greater the role of commercial structures. State institutions also serve as a regulator of the investment process - creating the most favorable conditions that stimulate the investment process in the country.

Investment strategy is the art of managing the development of reproduction, science, culture, health and other spheres of state activity in accordance with the opportunities available to the invest-

ment potential. This is a long-term policy in the areas listed above. A special role in the investment strategy belongs to the long-term policy of the state in the technological sphere of the real sector of the economy. This particularly applies to industries where fundamental scientific research forms the basis for improving the quality of products, giving it new consumer values, differentiating products. The investment strategy should actively influence the market in order to generate demand for new generation products [2].

The objectives of the investment strategy:

- study and detection of signs of technological aging of produced (produced) products and search for alternative opportunities for renewal of production;

- determination of the phase change of the demand cycle in the market with a view to reviewing the strategy;

- In an unstable economy, strategic tasks are difficult to solve and require constant attention in the implementation of the basic functions of the investment process

- development and timely correction of strategic directions of investment activity in the country, in the region, in the industry, in the enterprise, in the firm;

- the formation of a system of investment objectives and its main directions for the long-term period with the identification of priority tasks to be solved in the short term

- development of a strategy for the formation of investment resources of the country, region, industry, enterprise, etc.;

- forecasting the overall need for investment resources necessary to implement the developed strategy for individual stages of its implementation, as well as determining the possibilities for forming its own investment resources;

- selection of the most effective investment programs and projects, corresponding investment strategy of the state, region, industry, firm;

- ranking of the selected options according to the criterion corresponding to the purpose of the object (maximum profit, social criterion and ecological-economic);

- development of strategic plans for the implementation of investment plans for the implementation of investment programs and projects, management of the investment process in the country, region, industry, the enterprise.

The Special Economic Zone (SEZ) is a specially designated territory with specific administrative boundaries and a special legal regime created for the purpose of attracting foreign capital, progressive foreign technological and managerial experience for the established social and economic development of the territorial zone.

Creation of EU is aimed at improving the economy of the region and solving important macroeconomic problems: stabilizing production and expanding it, modernizing the economy, and saturating the domestic market with highly skilled goods. Management is created by the Administrative Council from representatives of the republican and local authorities and management of domestic enterprises and organizations registered on the territory of the EU [3].

State investment support measures include investment preferences granted to investors when implementing investment projects by concluding a contract with an authorized body - the Investment Committee of the Ministry of Industry and Trade of the Republic of Kazakhstan.

The provision of investment preferences is regulated by the Law of the Republic of Kazakhstan "On Investments", adopted on January 8, 2015.

This law determines the legal and economic bases for stimulating investment, guarantees the protection of investors' rights when investing in the Republic of Kazakhstan, determines the measures of

state support for investments, the procedure for resolving disputes with the participation of investors [4].

Investment preferences are granted to legal entities of the Republic of Kazakhstan created in accordance with the procedure established by the legislation of the Republic of Kazakhstan, including legal entities with foreign participation.

In accordance with the Law of the Republic of Kazakhstan "On Investments" there are 3 types of investment preferences, these are:

- 1) investment tax preferences;
- 2) exemption from customs duties;
- 3) state full-scale grants.

Investment tax preferences include preferences for corporate income tax, property tax and land tax.

There are two forms of preferences for corporate income tax:

1. Acting enterprises implementing investment projects to expand and update existing production facilities - the right to deduct the value of the fixed assets put into operation for a period of 1 to 5 years at the discretion of the investor with an investment of at least \$ 181 million to deduct from the total annual income. If the excess This period of granting preferences can be up to 10 years, depending on the volume of investment.

2. New enterprises implementing investment projects in the framework of one (only) type of activity - exemption for income received from investment activities for a period of up to 10 years, also depending on the volume of investment. At the same time, new enterprises are recognized as taxpayers who passed state registration within 12 months prior to the moment of applying for investment preferences.

Preferences for property tax and land tax are granted for a period of 3 to 5 years, depending on the volume of investment.

The date of application of investment tax preferences is determined in the contract between the investor and the In-

vestment Committee.

Exemption from customs duties may be provided upon import of equipment and components to it imported for the implementation of the investment project. Exemption from customs duties is granted for a period of one year with a possible extension of the term, but not more than up to five years from the date of registration of the contract.

The notification on the decision to release a legal entity from the imposition of customs duties is sent by the Investment Committee to the authorized body on customs matters within 5 working days from the date of the conclusion of the contract between the investor and the Investments Committee [5].

State full-time grants are provided in coordination with the relevant state bodies in the sphere of management of state property and land resources for temporary gratuitous use or land use with the subsequent transfer of full-scale grants into ownership, provided that all investment obligations under the contract are fulfilled. This measure implies the transfer of a state full-scale grant after the investor has fulfilled its obligations under the investment project.

Land plots, buildings, structures, machinery and equipment, computers, measuring and control devices and devices (with the exception of passenger cars), production and household equipment can be transferred as state full-scale grants.

The evaluation of state full-scale grants is carried out at their market value in accordance with the procedure established by the legislation of the Republic of Kazakhstan.

The maximum size of a full-time grant can't be more than 30% of the investment in fixed assets of a legal entity of the Republic of Kazakhstan (the size of the investment project).

In the event that the estimated value of the requested state full-scale grant ex-

ceeds the indicated maximum size, a legal entity of the Republic of Kazakhstan is entitled to receive the requested property, paying the difference between its estimated value and the maximum amount of the state full-scale grant.

To make a decision on granting an investor a state full-scale grant (land plot), a written consent of the local akimat is necessary.

In coordination with the akimat, in addition to the willingness to provide land, its cadastral number, area, estimated value is also indicated.

With regard to fixed assets granted to the investor in the form of a state full-scale grant, investment tax preferences are not granted.

In general, when receiving investment preferences, there are no limits on the amount of investment. That is, preferences can be given to any investor regardless of the scale of the project.

Investors are provided with investment preferences provided:

- Investment in fixed assets of a legal entity of the Republic of Kazakhstan to create new, expand and update existing production facilities using modern technologies;

- The conformity of the envisaged investment activity with the list of priority activities;

- And submission of necessary documents in accordance with Article 19 of the Law of the Republic of Kazakhstan "On Investments".

The list of priority activities for which investment preferences are granted is approved by the Decree of the Government of the Republic of Kazakhstan dated May 8, 2003 No. 436 and includes 245 types of activities in accordance with the General Classifier of Economic Activities.

An application for investment preferences is accepted and considered by the Investment Committee of the Ministry of Industry and Trade of the Republic of Ka-

zakhstan within 30 working days after its registration.

The contract comes into force from the day of its registration with the Committee on Investments.

Obligations of investors after the conclusion of the contract

At the conclusion of the contract, the investor undertakes:

- 1) not to change the declared type of activity;

- 2) strictly implement the work program for the project;

- 3) timely submit the necessary reporting to the Investment Committee.

The work program is an appendix to the contract that determines the calendar schedule for the implementation of the investment project. The work program can be amended by agreement of the parties once a year. In case of failure to perform or improper execution of the contract work program, the Investment Committee sends a written notification to the investor specifying the violations and sets a time limit of not more than 3 months for their elimination.

Early termination of the contract:

- Unilaterally, on the initiative of the Investments Committee, in the event of a breach by the investor of contractual obligations (Article 22 of the Law of the Republic of Kazakhstan "On Investments") - a legal entity pays the amount of tax and customs duties not paid as a result of investment preferences granted under the contract, Provided by the legislation of the Republic of Kazakhstan.

- Early termination on the initiative of the investor - a legal entity pays the amount of tax and customs duties not paid as a result of investment preferences granted under the contract, with penalty accrual in the order established by the legislation of the Republic of Kazakhstan.

- Early termination upon agreement of the parties - a legal entity pays the amount of tax and customs duties not paid

due to investment preferences granted under the contract.

Property in kind, granted as a state full-scale grant, or its original value as of the date of transfer, is returned within 30 calendar days from the date of the decision by the Investment Committee to terminate the contract ahead of schedule.

In conclusion we can say that any economic activity of an economic entity in a market economy is successful only when new technologies are introduced. The use of modern technology is due to the availability of financial resources. When investing free financial resources in operational, financial and investment activities, on the one hand, there arises the problem of the effectiveness of the use of invested capital, on the other - the problem of identifying free financial resources, their accumulation. The solution of this problem is possible with a careful study of such issues as: what is investment, what is the role of investments in raising the state's economy.

In a market economy, making profits is the driving motive of investment activity. This goal is mediated by the production of specific goods, the provision of services that are recognized in the market without this investment will be useless.

The investment process in the market economy is one of the most interesting and complex objects of research. He is the worst predictable, especially in the phases of crises. In any crisis, it is investments that are the hardest to fall, as they are financed largely by profits and loans and by the direction of future increases in earnings when taking a serious commercial risk.

Investments are necessary to achieve the following objectives:

- increase and expand the scope of activities;
- the inadmissibility of excessive moral and physical deterioration of fixed production assets;

- lowering the cost of production and sales of products;

- increase of the technical level of production on the basis of the introduction of new technology and technology;

- accelerating scientific and technical progress, improving quality and ensuring the competitiveness of domestic products;

- creation of the necessary raw materials base;

- increasing and improving the structure of exports;

- provision of positive structural changes in the economy;

- purchase of securities and investments in assets of other enterprises;

- balanced development of all branches of the national economy;

- solutions to social problems, including unemployment;

- redistribution of property between business entities, etc.

The investment activity in the state is aimed at revitalizing the reproduction process through domestic and external financing. Therefore, the state is pursuing a policy of fully attracting foreign capital for this complex of attractive factors.

In the economy of Kazakhstan, there are various processes that are both positive and negative in their possible consequences. Some individual facts testify to the fact that we periodically have attempts to introduce at the legislative level the notion of the exclusivity of the Kazakh economy, its own and its own way of development, when the interests of the state are placed above the interests of the world community. This approach has no market prospects and carries a significant danger, and with the systematic application of appropriate solutions can become the basis for subsequent problems and possible failures in the economic development of the state. The application of the investment approach in the development of the economy makes it possible to provide constant

interest to this project on the part of the state. This means that the principles of the long-term investment and return of resources, the stable long-term nature of the laws in relation to investments will be taken into account, which allows us to count on the continued stability of the investment environment in the economy.

When we talk about the economic growth of a particular state, then under it, that is, under economic growth, we mean a stable increase in the gross domestic product. The growth of GDP in our country over the past few years shows a certain economic stability in the country and despite the global financial crisis, Kazakhstan completed 2009 with positive results and as a consequence - a favorable investment climate. Investment opportunities depend on the stage of the economic cycle on which a particular state is located. Naturally, the need for invested capital increases in the period of recovery and vice versa, the economic downturn narrows the possibility of demand for the direction of investment resources. Since investments in such a period can lead only to an overabundance of goods and services that can not be claimed.

One of the main priorities of the economy of our country is its industrial-

innovative development, which is reflected in the "Strategy of industrial and innovative development of the Republic of Kazakhstan for 2003-2015". This program involves the development of growth in production and exports of domestic goods with added value. To achieve certain goals and objectives, identified in the "Strategy of Industrial and Innovative Development of the Republic of Kazakhstan for 2003-2015," state institutions were established. World practice shows that the period of the financial crisis age.

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CONFLICT MANAGEMENT AS A TACTIC OF MODERN MANAGEMENT IN AN ORGANIZATION

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Due to existing attitudes towards conflict as a negative phenomenon, most people believe that they cannot manage them and try to avoid them whenever possible. But the conflict badly lends itself to correction, when it has already acquired destructive power, and it enriches life if it is properly managed. Conflict allows you to determine what is needed to develop

and improve all areas of the enterprise. He also puts employees in front of the need to constantly communicate with each other and to know each other a little more. People appreciate the need to understand the norms of existence and desires of others and the inability to be free from society by living in it.

Conflict, creating disputes, checks

the entire team and every employee separately, and does not in itself strengthen or weaken the organization [1, p. 247].

Conflict needs to be managed, making it as useful as possible. If we avoid discussing our difficulties and fears, it is impossible to understand either the real state or the ways of development, nor to learn any lessons. And if you master the conflict skillfully, it strengthens the collective and the organization as a whole.

"Shygysenergotrade" has a tendency to a constant increase, which positively characterizes the activity of this enterprise.

The average number of employees increases by 1.34% in 2016 compared to 2015 and by 2.42% in 2015 compared to 2014. The number of workers also increases year by year: by 0.92% in 2015 and by 0, 91% in 2016.

During all three years the number of main workers increases by 2.59% and by 5.04% in 2015 and 2016, respectively, while the number of auxiliary workers tends to decrease. In 2015, their number increases by 2.50%, and already in 2016, it decreases by 9.76% [2, p. 18].

This is due, above all, to the combination of one worker two functions. The number of other workers during the analyzed period does not change, because in 2015, reduced by 0.59%, and in 2016 increases by the same number of percent.

"Shygysenergotrade" works profitable. The collective cope with the tasks set.

Working conditions at the enterprise meet all requirements of the legislation of the Republic of Kazakhstan. Hospital sheets are paid and annual paid leave is provided. Special clothes and special food are allocated according to established norms. Safety and fire safety regulations are observed.

The main technical and economic indicators of the company's activities are presented in Table 1.

The table shows that the increase in sales proceeds is more than two times lower than the increase in production costs. In this regard, net profit in 2016 is lower than in the previous two years. In 2016, the profitability was 0.059.

Table 1. Basic technical and economic indicators of the enterprise

№	Indicators	2014 year (tg)	2015 year (tg)	%	2016 year (tg)	%	Changes	
							gr. 6-gr. 4, (tg)	gr.7-gr5, %
1	Revenues from sales	222 874	214 020	96,0	367 272	171,6	153 252	75,6
2	Average number of people, people	147	156	106,1	153	98,1	-3	-8,0
3	Salary	24 727	26 029	105,3	26 977	103,6	948	-1,6
4	Payments for social tax	371	390	105,1	405	103,8	15	-1,3
5	Cost of production	175 404	142 625	81,3	346 812	243,2	204 187	161,9
6	Profiteroles	47 470	71 395	150,4	20 460	28,7	-50 935	-121,7
7	Profitability	0,271	0,501	184,9 66	0,059	0,706	-0,442	-184,3

In 2015, profitability takes the most favorable indicators in the period under study - 0.501. It can be seen that in the article of expenses, an increase in wages to employees has a slight effect on the overall increase in production costs.

The economic efficiency of the use of production fixed assets is characterized by indicators of capital productivity, capital ratio and capital-labor ratio.

A general indicator of the effectiveness of the use of fixed assets is the return on assets [3, p. 126]. Capital productivity is the ratio of the value of gross output to the average annual cost of production fixed assets.

When calculating the indicator, own and leased fixed assets are taken into account, the OS that are on conservation and leased out is not taken into account.

The rate of return on assets is analyzed in dynamics over a number of years, so the volume of production is adjusted for changes in prices and structural changes, and the cost of fixed assets - by the coefficient of revaluation.

The decrease in the return on assets indicates a decrease in the efficiency of the use of fixed assets. The increase in capital productivity can be achieved both due to the relatively low proportion of fixed assets, and at the expense of their technical level. Decrease in the return on assets indicates an increase in the costs of the reporting period.

Another important indicator characterizing the efficiency of the use of fixed assets is the capital ratio of fixed assets. The cost of production is the average annual cost of production fixed assets per 1 tenge of gross output.

Stock-equiping grows from year to year. With a slight change in the number of employees, this indicates the renewal of fixed assets in the enterprise, the modernization of machinery, etc.

Analysis of the efficiency of the use of fixed assets showed that the company is

updating its fixed assets. For this reason, the indicators of capital productivity and capital ratio decrease.

Using the balance of the company for three years, a condensed balance was drawn up (Appendix A). The condensed balance makes it possible to make a preliminary assessment of the financial condition of the enterprise. First, there are articles that speak of unsatisfactory work - these are losses. Secondly, the articles testifying to certain shortcomings are a large accounts payable. Accounts payable in the enterprise under investigation is low.

Revealing the causes of conflicts between employees is one of the main reasons for developing a socio-psychological typology of conflicts.

This typology is proposed on the basis of studies conducted at the enterprise "Shygysenergotrade" in the department of energy inspection. This typology is based on the interrelationships of people within their relationships in the primary production team. First, these are interrelationships of a functional nature, determined by joint labor activity. These relationships are both direct and indirect. Thirdly, these are psychological relationships that are caused by the needs of people in communication.

Conflict between employees and the boss is often based on the failure of additional work, which is not related to their professional activities. When one of the inspector engineers is temporarily absent (due to illness, administrative leave), the chief shifts his duties to a dispatch engineer, and the dispatcher, in turn, refuses to do anybody else's work without payment [3, p. 158]. The chief motivates it by the fact that the job description says that the employee is required to perform one-off instructions from the head, although these instructions are given regularly. The head suppresses the interests of workers, and the workers no longer defend their opinion and carry out this work, as the refusal is fraught with the loss of the premium and

the reduction of the KTU (labor participation ratio). In this case, they stick to the adaptation style.

Conclusion: In the analysis of conflict situations it was revealed that in the department for work with clients two styles predominate, the style of adaptation and compromise. The test showed that the style of competition and compromise prevails.

With more detailed consideration of conflicts, it became clear that the difficulties may be due to the fact that people do not know how to behave rationally in a conflict situation. The test used for the behavior in the conflict [4, p. 68] helped to determine how inherent the rational and non-rational behavior of employees in confrontation with other people.

On the ways of resolving conflicts, one can speak only when emotions have died down and the parties are ready for the rational conduct of negotiations.

If the employee understands that as a result his situation will improve, he will be more optimistic about the process of finding the best ways out of the conflict.

To improve relations and end conflicts, I recommend using a partner type of conflict resolution.

«The head of the department of energy inspection must learn to perceive the arguments of the opposite side, strive to combine personal and organizational factors. Readiness for compromise, mutual search for solutions, perception as a normal factor of activity are those conditions that favor the preservation of business and personal contacts without conflicts. He recommends training for personal growth» [5, p. 83].

In order to improve the psychological culture of employees, it is advisable to conduct trainings on the development of behavioral skills in a conflict situation, to improve the psychological skills of confident behavior, personal growth.

It is necessary to strengthen moral

and material incentives for work, create an atmosphere of support and mutual understanding between employees, as well as a favorable climate in the team. To do this, you should often praise workers for their good work, declare their gratitude, raise premiums, and increase KTU.

Thus, in a conflict situation or in dealing with a difficult person, one should use this approach, which is more in line with the concrete circumstances, and in which one can feel most comfortable. The best advisers in choosing the best approach to conflict resolution are life experience and the desire not to complicate the situation and not to bring a person to stress.

It is necessary to achieve a compromise, adapting to the needs of another person; Persistently pursue the implementation of their true interests in another aspect; Avoid discussion of the conflict issue, if it is not very important for you; Use the style of cooperation to meet the most important interests of both parties. Therefore, the best way to resolve a conflict situation is to consciously choose the optimal behavior strategy.

Experts have developed many recommendations concerning various aspects of people's behavior in conflict situations, the choice of appropriate strategies for behavior and means of conflict resolution, as well as its management.

It is believed that a constructive resolution of the conflict depends on the following factors:

- the adequacy of the perception of the conflict, that is, sufficiently accurate, not distorted by personal predilections, assessments of actions, intentions, both of the enemy and of one's own;

- openness and effectiveness of communication, readiness for a comprehensive discussion of problems, when participants honestly express their understanding of what is happening and ways out of the conflict situation;

- creating an atmosphere of mutual trust and cooperation.

"Depending on how effective the conflict management is, its consequences will become functional or dysfunctional, which in turn will affect the possibility of future conflicts: eliminate the causes of conflicts or create them" [6, p. 95].

After the developed recommendations have withstood the legal and environmental inspections, an organizational and economic audit is conducted.

The economic substantiation of design decisions, and also organizational: the social, social-psychological, ergonomic, psychological, etc. is carried out.

The expected (as a rule, annual) economic effect and economic efficiency of the proposed solutions are calculated.

Based on the recommendations on resolving conflict situations at the enterprise "Shygysenergotrade", considered in section 3, we will give an economic evaluation to this project.

In order to improve the psychological culture of employees, it is advisable to conduct trainings.

The main reasons for conflict situations in an organization are the limited resources that need to be divided, the interdependence of tasks, the differences in goals, the differences in the values presented, the differences in the manner of behavior, the level of education, and poor communication, the imbalance of jobs, lack of motivation to work. Poor communication is both a cause and a consequence of conflict. The structure of the organization is a defining moment for the typology of emerging conflict situations. In vertically-oriented organizations, conflicts are mainly vertical "boss-subordinate", in horizontally-oriented organizations, horizontal conflicts "worker-worker" are added to these conflicts.

Changing attitudes to conflict almost means changing the outlook on life. If you try to look at conflicts in a new light, you

can confidently and even creatively find a way out of them.

The consequences of conflict situations are also not always unambiguous. The conflict can lead both to the improvement of the functioning of the organization as a whole (its departments in particular), and to the disintegration of the organizational structure, the cessation of the organization's activities (in accordance with its goals and objectives). Consider the functional and dysfunctional consequences of the conflict only from the point of view of their balance. It is impossible to achieve an unambiguously positive or unequivocally negative way out of the conflict. Always as a result, there will be both constructive and destructive moments of the conflict for the organization, units, people.

Thus, even at the initial stage, various organizations are divorced in different fields of activity, their functions are delimited and points of acute contact and conflict-related tension are removed.

It is necessary to regulate the employees of the enterprise with the rights and duties:

- the right to demand worthy educational and social services from the enterprise;
- the right to realize their creative ideas within the projects of the enterprise;
- the obligation to be responsible for the results of their activities or inaction.

In difficult situations, it is not always necessary to seek an impeccable solution. Such a search can not only put us in a desperate situation, but in itself it may not be appropriate. We need to look for a working solution that will change the situation, behavior and thinking.

Now, more than ever, it is important to remember that improving discipline cannot be achieved only by administrative measures. In the period of democracy, the demands on people are increasing, but the ways of influencing them, the methods of

upbringing, are changing. [7, p.338]. Now the success in the work is led not so much by instructions, orders, orders to employees, how much logic, beliefs, example. And this puts high demands on the intellect, the erudition of the leader, and his psychological and pedagogical training. There is an internal conflict, the need, regardless of the objective difficulties, to work tirelessly on you, to improve your professional skills and ability to work with people. But not all managers understand this right away. There are clashes between masters and workers, department heads and employees, often escalating into conflict

Conflict is not a tragedy; it has a right to exist. Within any cooperation of people competition and rivalry between its members inevitably arise. [8, p. 159]. It is naive to think that in the team there can be peace and quiet, under which no one enters into a dispute with anyone, there are no contradictions. Conflicting life is an illusion. In any educational institution, in the enterprise or in the organization, a new, advanced one defends the right to exist in the struggle against the old, in overcoming stagnation and conservatism, negative habits, dogmatic opinions. Different types of struggle create conflict situations, exacerbating contradictions, which increase emotional excitability and mental tension of people.

Summarizing the above, it is worth emphasizing once again that the ability to manage conflicts is the most important professional quality of a manager, without which it is inconceivable to effectively perform his functions.

The basis for conflict management is the understanding of social conflict as a type of social interaction that is character-

ized by a confrontation between social actors (individuals, groups, communities, parties, countries, etc.) due to the contradiction in their needs, interests, goals, and social statuses, Roles and functions, and focused on achieving remuneration by imposing one's will, obedience, weakening, elimination, and in some cases also the destruction of an opponent seeking to achieve About the same remuneration.

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ESSENCE AND MAIN COMPONENTS OF STRATEGIC PLANNING

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Management in small business today is not a separate category, worthy of attention of a businessman who simply tries to survive in the market without thinking about the intricacies of the organizational process. Naturally, it is impossible to recognize the effectiveness of proper management in the formation of a profitable enterprise; moreover, this component rightfully refers to one of the most important. However, in matters of small business, the question is whether to replace the usual management of management or to direct their own efforts to achieve stability for the enterprise. Management in small business is presented to the businessman as a suitcase without a handle, which is as difficult to throw as it is to carry it on. However, it is still too early to make unambiguous conclusions about the appropriateness of a set of measures aimed at all aspects of entrepreneurial activity.

What is management? The simplest and most capacious answer is management; however, this is not entirely true. In addition to directly directing the company to achieve certain goals, management also enables the leader to become part of the organization as such, to fully disclose the advantages and disadvantages of the entrusted company, and therefore to properly choose the company's strategy of behavior in the market. Moreover, management is not an action from time to time, it is a whole package of measures that integrates literally into the life of an enterprise, becomes part of a collective. Business management covers all aspects of the enterprise, and it is in small organizations that it is possible to cover them all. Small business is perfect for a manager who does not have material support and, therefore, a vast organizational structure. With the help of management, a small organization

functions as a single mechanism, debugged and efficient.

The features of management in small business are largely dictated by the specific characteristics of this sector of entrepreneurial activity. So, for example, in a small enterprise it is easier for the head to introduce psychological aspects of personnel management, to focus on the collective factor. The small scale of the organization makes management adaptive, and the leader is much more sensitive to environmental factors. You cannot ignore those features that are dictated by the specifics of the industry in which small businesses operate. The role of management in a small business is to cover this specificity, maximize the effect of benefits and level out possible opposition from the disadvantages. Provided that the entrepreneur approaches the issue of management in small business from the standpoint of readiness for change and non-standard solutions, the effect will be deafening. Often, when it comes to the advisability of competitive advantages, it is the sphere of small business that appears to be a real battlefield, where wars go on survival and every advantage is used to the maximum. Management is able to give such an advantage, to rally the team around a common goal, to create a thoughtful strategy and tactics for the firm [1].

Whether it is the management of small and medium-sized businesses or the process of making managerial decisions in the largest company without a manager, this process is doomed to failure from the very beginning. It is the manager, or rather the leader, that is the missing element that makes the management strategy perfect and relevant. No matter how thoughtful the management strategy of the enterprise is, it is the leader who will determine

whether it will function. And, not always the manager and the leader are the same person, not at all. In this case, the task of the manager to integrate such a person into the management process, make him a trustee and thereby give the organizational structure of the complexity. If it is not about the personnel of the enterprise, then the task of the manager is first of all a critical analysis of the organization, its capabilities, the reserve of the fortress, and the potential advantages in the future. Management in a small business, perhaps in comparison with large organizations really seems petty and fussy, but this requires the specifics of the activities of such an enterprise.

As for the manager himself, it is often not just a person with organizational skills, but also a desire to implement them. Often it is better for the owner of an enterprise to abandon the functions of a manager, since such skills are comparable to a talent that is or is not. Unfortunately, the owner of the enterprise can not always admit to himself that the management functions in his face look bleak and in the future this leads to considerable losses for the enterprise as a whole. Small business management is less tolerant of mistakes and wrong decisions. Of course, we can say that the scale of financial losses is incomparable with a large organization, however, if such errors are not critical for a big business, then in the case of a small firm it is a direct threat to existence. Work on maximizing efficiency from managerial decisions in the sphere of small business should be conducted on an ongoing basis. Management is a continuous complex, and not a job to improve the functioning of an enterprise from time to time [2].

The first task that confronts the manager is to make a decision about the organizational structure of the enterprise, whether it will be a vertical, hierarchical structure or will be presented in the form of a decentralized system. Advantages and

disadvantages have both options, however, it should be noted that in the general majority of small businesses tend to introduce a vertical management structure. It ensures the absence of conflicts and ambiguities in the understanding of management decisions enables faster transfer of orders and, therefore, makes the enterprise more maneuverable. However, on the other hand, the temporary loss of the manager's working capacity in the conditions of the modern market practically discards the organization on the backyard of the market.

We should start with financial management. Financial management in small business is the most responsible obligation of the manager, since every penny needs a specific target orientation in the formation of a start-up enterprise, literally. First of all, the work of the entrepreneur should be aimed at choosing a priority direction for the waste of profits, whether the capital will be directed to the development of the organization or to other target segments. Refinancing of profit is reasonable in the event that the enterprise is able to continue to function in the selected segment and moreover, in the course of time to take the leading positions. The withdrawal of profits or the repayment of debt obligations at its expense is appropriate if the entrepreneur is only interested in short-term profits and will subsequently change the segment.

Financial management of small business is in a situation of constant shortage of material resources, and the manager must take this moment into account. The work of a small business enterprise does not bring Huguenot profits, able to recoup the failed project; the actions of the manager should be cautious and verified. The best option is the introduction of already used in such segments of the techniques to increase the profitability of the enterprise. Work on cost management is also important. Financial management is aimed not only at improving the profitability of the business, but also at reducing the overall

cost index. Optimization of production is necessary at any level of business, as it allows the entrepreneur to significantly increase the reserve strength of the enterprise, make it more stable. Financial management in the sphere of small business is; first of all, work to increase the capacity of the enterprise. A profitable approach to business valuation is associated with this area and may well be ranked in the field of financial management.

Financial management in small business and non-profit organizations is characterized by a high percentage of orientation precisely on the productivity of the workforce. This approach is quite understandable in view of the lack of significant production capacity of enterprises in the small business and its orientation on the provision of services. Financial flows in the sphere of small business are not characterized by high throughput; on the one hand this makes management in such organizations more productive, and on the other hand, sets the manager to take into account all possible risks for the financial position of the enterprise. Financial management in a small business is essentially a critical choice with a huge responsibility. Financial management in a small business, an abstract or an article devoted to this topic does not take into account the specifics of the local segment of the organization's activity, needs more experience and willingness of the manager to dedication than directly in the training literature.

Strategic management in small business in the conditions of the local market outlines a fairly clear profile of the behavioral structure of the enterprise. It is thanks to effective strategic management that the enterprise as a whole understands the target orientation of its development. That's right, the organization should not only work for profit, but also have a strategic landmark. The role of strategic management in the micro-business environment was previously underestimated due to the

fact that the global forecast for a small segment is in principle not productive, since the work of the organization is not subject to global risks. But already today one can say that small business is still a transformational sector of entrepreneurial activity, and the role of strategic management is to take this into account. Business management in this area should primarily affect ambitious plans for the future.

The management of small business from the position of strategic orientation has some disadvantages. For example, a small organization, whose role is to work in a small, well-defined segment, can easily get into debt dependence due to careless financial management that is inextricably linked to strategic orientation. An organization that has set itself the goal of surpassing its small segment should first of all prepare a basis for such a breakthrough, and therefore, in the first couple of years, such an enterprise loses the lion's share of profits, which will be used for re-financing. The peculiarities of strategic management in small firms are also the lack of extensive opportunities to search for and implement innovations. Often, it is the innovative potential that is the basis for achieving a leading position in the market. A small organization is in principle incapable of accumulating a sufficiently large number of specialists in the search for and implementation of know-how.

The organization and management of small businesses is largely based on the specific nature of the chosen industry. In matters of strategic management, it is also necessary to take this moment into account. For example, the management of a small business for the cultivation of mushrooms is associated with an established sales channel and before the strategic development in this area, it is necessary to prepare the soil in advance for an increase in the number of products. The strategic management of a small business does not

end with the identification of trends for development. The manager also requires constant monitoring of the implementation of the strategy and making adjustments to the overall plan. The strategic management of small business from the average differs not only in scale, but also in greater attention to detail. The strategic management of small business is in fact a synergy of tactics and an orientation toward further development. The role of the manager consists in an integrated approach and a clear formation of the target orientation for the enterprise, and the requirement for the quality of the decisions taken will be much higher than in the sphere of medium business [3].

Finally, special attention is paid to the popularization of the management theme in the teaching sphere, which gained an unprecedented scale. "Term paper management in small business", "Management in small business abstract", - these are only isolated examples of general interest in controlling activity from both ordinary people and start-ups. However, it should be clearly understood that the abstract, course work, even the most advanced textbook is not able to give a clear system of actions of the manager. Course "management in small business" or an abstract is a necessary theoretical basis; however, the manager should not rely only on it. The essay does not tell the entrepreneur how to behave in a critical situation, you can get experience in this field only by trial and error, and the manager only needs to - not be afraid to act, but, unfortunately, this is what the ordinary entrepreneur lacks.

When improving the organization of activities and management functions, in addition to survival issues, the tasks of increasing the efficiency of financial and production management are being worked out. And also business ties and issues of coordination of partnership relations, optimal and frugal attitude to resources and

reducing transaction costs per unit of output. The described approach testifies to the growing organizational maturity of a small business enterprise, readiness for structural growth and scaling of business processes.

Let us consider the validity of using the strategy of increasing the degree of microeconomic interaction in the organization itself. Some time ago, the interaction of large production structures with a small business representative occurred in such a scenario as the use of support from large businesses (stability of orders, transactions, etc.) in exchange for ensuring the efficiency of their capital turnover. However, in the current crisis conditions for big business, such a strategy for small business development faced natural barriers and was ineffective.

At present, in some sectors and spheres of economy, small enterprises have reached such a level of concentration that conditions for their economic interaction and cooperation, especially in the absence of state support, were created. First of all, this applies to industry.

There were conditions for active horizontal interaction of small businesses among themselves, which eventually became a phenomenon of the horizontal interaction strategy. Especially the given strategy is effective at a similar kind of manufacture (the same type production). In contrast to the classic "embedding" of a small enterprise that had a place in the technological chain of a large one.

The most common is the symbiosis of two small enterprises (paired partnerships, strategic alliances), most often on equal parity terms. This strategy allows you to achieve several goals for small businesses:

- Implementation of large capital-intensive projects;
- Reduction of costs per unit of output due to economies of scale, as well as transaction costs.

Thus, one can draw a conclusion about the effectiveness of cooperative development strategies for small enterprises. And in the West, such relations as cooperatives are already widely used and widely used by small businesses, in particular in European countries.

In conclusion, I would like to note that the correctly chosen strategy allows you to see the way of development of the organization from the initial state to the required one. Those. Answers the question «how to achieve this state?» Or «how to achieve strategic goals?»

There are no universal prescriptions for 100% suitable for all strategies, this is true for small businesses. However, there are system solutions and models that have already shown their effectiveness, and one of them is the use of a cooperative strategy. And the talent of the manager and the owner of a small business is to develop a strategy taking into account the unique features of his organization and the chang-

ing environment [4].

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OPTIMIZATION OF CASH FLOWS IN AN INDUSTRIAL ENTERPRISE

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Cash flow is the amount of money that an organization receives or pays during a reporting or planned period.

Cash flow reflects the movement of cash, which in some cases is not taken into account in calculating profits, as well as depreciation, investment costs, tax payments, fines, penalties, borrowed and advanced funds, etc.

The inflow of funds is carried out through: proceeds from the sale of products, works, services; Increase in the authorized capital from the additional issue of shares; Received loans, loans and funds.

The outflow of funds arises from coverage of current costs, investment costs, and payments to the budget and ex-

tra-budgetary funds, payment of dividends to the shareholders of the organization, etc.

Net cash inflow (cash reserve) is formed as the difference between all receipts and deductions of cash.

The content of money turnover can be viewed from the perspective of its essence, types of cash flows, turnover, and structure. In essence, the money turnover is a process of continuous movement of money in cash and non-cash forms, reflecting the patterns of movement of money and goods. Its material basis is commodity circulation. Money turnover is the aggregate of all flows of money flow [1].

Effective cash management increases the degree of financial and operational flexibility of the company, as it leads to:

1. Improving operational management, especially in terms of balancing revenues and spending money;
2. Increase sales and optimize costs through greater maneuverability of the company's resources;
3. Improving the efficiency of debt management and the cost of their services, improving the terms of negotiations with creditors and suppliers;
4. Creation of a reliable basis for evaluating the performance of each of the company's divisions, its financial status as a whole;
5. Increase the liquidity of the company.

The main purpose of cash flow management is to ensure the financial balance of the organization in the process of its development by balancing the volumes of receipt and spending of money resources and their synchronization in time.

The process of managing cash flows of an organization consistently covers the following main stages:

- analysis of the organization's cash flows in the previous period;
- identification and analysis of factors affecting the formation of cash flows;
- selection of directions for optimizing cash flows;
- budgeting of cash flows;
- full, timely and reliable accounting of transactions with cash;
- control (audit) of the legality of settlement transactions and the correctness of their reflection in the accounting;
- analysis of the cash flow of the reporting period;
- determination of the optimal level of cash;
- forecasting of cash flows.

Depending on the type of activity, cash flows for operating, investment and

financial activities are distinguished [2].

Operating activities bring the organization the main revenue and the main cash flows. Operational (current) activities are the activities of the organization pursuing profit-making as the main goal, or not having profit-making as such purpose in accordance with the object and purpose of the activity.

So, cash flows from operating activities mainly arise from the main, revenue-generating activities of the organization and are the result of operations and events included in the definition of net profit (loss). Cash flows from operating activities include:

- cash receipts from the sale of goods, products, works, services, repayment of receivables, leases and other income;
- cash payments to suppliers of raw materials, materials and services, staff salaries, taxes and fees to budgets of all levels and extra budgetary funds, interest on loans and borrowings and other payments related to the implementation of the operational process.

Investment activity is the company's activities related to capital investments in connection with the acquisition of fixed assets, intangible assets and other non-current assets, as well as their sale; with the implementation of long-term financial investments in other enterprises, the sale of securities, other financial investments, etc.

Thus, investment activity is the acquisition and sale of long-term assets and financial investments that are not related to cash equivalents.

The financial activities of the company are activities related to the implementation of short-term financial investments, the issuance of shares and other securities, the attraction and repayment of loans, etc. Financial activity leads to changes in the size and structure of own and borrowed capital.

Important for effective financial management in the enterprise is the organization of cash flows taking into account external conditions and features of its economic activities. Thus, one of the most important management tasks under the leadership of an enterprise is the organization of the movement of cash and material flows [3].

On the one hand, it is necessary to maximize the flow of funds per unit of time, on the other; it is most effective to use available funds. In modern conditions with a high level of inflation delays in the receipt of funds lead to their rapid provision, and irrational use - to a fall in the profitability of the enterprise.

To choose the best form of cash flow management and to form a system of accounting-analytical support, it is necessary to consider in detail the factors that affect their volume, intensity, and the character of formation over time.

In the system of external factors, the main role is played by: the conjuncture of the commodity market; Conjuncture of the stock market; Taxation system of the enterprise; The established practice of lending to suppliers and buyers of products; The system for effecting settlement transactions of economic entities; Availability of a financial loan; The possibility of raising funds for free targeted financing.

In the system of internal factors distinguish:

- The life cycle of the enterprise;
- Duration of the operating cycle;
- Seasonality of production and sale of products;
- The urgency of investment programs;
- Amortization policy of the enterprise;
- Operational (operational) leverage;
- Financial mentality of owners and managers of the enterprise.

The advantages of the proposed classification are obvious. This is a clearly

traced system of approach, and a clear logic of these characteristics of factors and their impact on cash flows, and the disclosure of the relationship between factors.

Preliminary assessment of the financial position of the enterprise is carried out on the basis of financial statements. Financial reporting - a set of accounting records reflected in the form of certain tables and characterizing the movement of property, liabilities and the financial position of the company for the reporting period. There are four main types of financial statements:

- the balance sheet is one of the components of the financial statements formed by the organization. Elements of accounting information about the financial position of the organization, which are reflected in the balance sheet, are assets, liabilities and capital. The balance sheet should characterize the financial position of the organization as of the reporting date;

- the profit and loss account contains the data on incomes, expenses and financial results in the total amount from the beginning of the year to the reporting date;

- the statement of changes in equity discloses information about the movement of the authorized capital, reserve capital, additional capital, as well as information on changes in the amount of undistributed profit (unprotected loss) of the organization;

- the cash flow statement shows the difference between the inflow and outflow of cash for a certain reporting period. At this stage of the analysis, an initial view of the enterprise's activities is formed, changes in the composition of the enterprise's assets and their sources are revealed, and interrelations between the indicators are established [4].

To this purpose, we determine the ratio of individual items of assets and liabilities of the balance sheet, their specific weight in the total; we calculate the

amount of deviation in the structure of the main balance sheet items in comparison with the previous period. At the same time, the total amount of the change in the currency of the balance is broken down into constituent parts, which allows making preliminary conclusions about the nature of the existing shifts in the composition of assets, the sources of their formation and their mutual conditionality. So, in the process of preliminary analysis, changes in the volume of real estate and current or current assets are considered in connection with changes in the obligations of the enterprise.

One of the main methods of financial analysis is vertical analysis.

Vertical analysis is carried out for the purpose of determining and comparing the results of the specific weights of individual balance sheet items, one period to another. At the moment, vertical analysis is one of the most widely spread forms for analyzing the financial performance of any enterprise.

Today almost all companies carry out a vertical analysis. The main essence of vertical analysis is the definition of the structure of the funds of this enterprise and their sources.

Liquidity ratios are financial indicators calculated on the basis of the enterprise's reporting to determine the ability of the company to repay current debt due to available current (current) assets. The meaning of these indicators is the comparison of the amount of the current debts of the enterprise and its working capital, which must ensure the repayment of these debts.

The absolute liquidity ratio shows how much of the short-term liabilities can be repaid at the expense of available cash. The higher this value, the greater the guarantee of debt repayment.

The current liquidity ratio (total coverage ratio) shows the extent to which current assets cover short-term liabilities. A

coefficient with a value greater than 2.0 is considered satisfactory.

The main source of the company's cash flow is revenue from sales of products and profits. The absolute value of these indicators, as well as their dynamics over the reporting period, characterizes the efficiency of the enterprise [5].

Revenue from sales is understood as accounting income from ordinary and other activities of the enterprise for the reporting period. Profit is understood as the difference between accounting income and accrued costs associated with the production and marketing of products.

The profit expresses the net income received by the enterprise for the reporting period, and is recognized after the sale of the product, and not at the time of receipt of proceeds from sales. Costs attributed to the cost of production, are also recognized only after its implementation. The amount of profit is subject to manipulation using accounting methods, with the help of which it is possible to overestimate or lower the profit indicator of the reporting period.

For these reasons, the profit reflects only the increment of the advanced value, which characterizes the efficiency of the enterprise management, but does not reflect the actual availability of funds available for expenditure

At the same time, the company needs not only to have free cash to pay off current liabilities, but also to keep records of their real income and expenditure. Free cash is the most limited resource, especially in a transition economy, and the financial condition of an enterprise largely depends on their availability in sufficient volume and effective use. The analysis of cash flows based on the cash flow statement is conducted in a straightforward manner and includes a vertical, horizontal analysis of the net cash flow from current, investment and financial activities.

One of the main problems facing

any business is the proper planning of cash flows. Forecasting and planning of cash flows is a less studied problem in financial science, which is closely connected both with strategic planning of enterprise development in the future and with the implementation of long-term financial planning.

The plan of receipt and spending of funds is developed for the coming year in a monthly section in order to ensure that the seasonal fluctuations of the company's cash flows are taken into account. It is compiled for individual types of economic activity and for the enterprise as a whole. Given that a number of the initial prerequisites for the development of this plan are poorly predictable, it is usually drawn up in variants - "optimistic", "realistic" and "pessimistic". In addition, the development of this plan has a multivariate nature and the methods used to calculate its individual indicators.

The main purpose of developing a plan for the receipt and expenditure of funds is to forecast the gross and net cash flows of the enterprise in time in terms of certain types of its economic activities and ensure constant solvency at all stages of the planning period.

The plan of receipt and spending of funds is developed at the enterprise in such a sequence.

Forecasting the receipt and expenditure of cash on the operating activities of the enterprise is carried out in two main ways:

- based on the planned volume of sales;
- based on the planned target amount of net profit [6].

When forecasting the receipt and expenditure of cash on the operating activities of an enterprise based on the planned volume of product sales, the calculation of individual plan indicators is carried out in this sequence.

Forecasting the receipt and expendi-

ture of cash on the investment activity of the enterprise is carried out by the direct account method. The bases for the implementation of these calculations are:

- a real investment program that characterizes the volume of investment of funds in the context of certain investment projects being implemented or planned for implementation;
- the portfolio of long-term financial investments projected to the formation;
- estimated amount of cash inflow from the sale of fixed assets and intangible assets. The basis for this calculation should be the plan for their renovation;
- projected size of investment profit (only for long-term financial investments - dividends and interest receivable).

Forecasting the receipt and expenditure of funds for financial activities is carried out using the direct account method based on the enterprise's need for external financing, determined by its individual elements. The bases for the implementation of these calculations are:

- the planned volume of additional issue of own shares or attraction of additional share capital. The cash flow plan includes only that part of the additional issue of shares that can be realized in a specific future period;
- the planned volume of attracting long-term and short-term financial loans, and loans in all their forms (attraction and servicing of commodity credit, as well as short-term internal accounts payable is reflected in cash flows on operating activities);
- the amount of expected receipt of funds by way of gratuitous dedicated financing. These indicators are included in the plan on the basis of the approved state budget or corresponding budgets of other state and non-state bodies (funds, associations and the like);
- the amount of the main debt for the payment in the planned period for long-term and short-term financial loans, and

loans. Calculation of these indicators is carried out on the basis of specific contracts of the enterprise with banks or other financial.

The results of the calculation of the receipt and expenditure of funds for the main types of activities and for the enterprise as a whole are made in the form of a planned table, which is summarized in the context of the positions specified in the standard for the statement of cash flows of the enterprise for operating, investment and financial activities and broken down by months, Quarters and for the coming year as a whole.

The forecast of cash flows is to determine the possible sources of income and directions for spending money. Proceeding from the fact that most of the indicators are difficult to forecast with great accuracy, cash flow planning is reduced to drawing up a budget for cash in the forecast period, taking into account only the most important flow parameters: sales volume, sales revenue for cash, and forecast of accounts payable. The forecast is carried out for a certain period:

- for half a year,
- year by quarter;
- for the quarter,
- broken down by month;
- for a month with breakdown by

decade [7].

A more detailed calculation assumes the classification of accounts receivable by maturity, which can be performed by accumulating statistical data on analysis of repayment of receivables for previous quarters. At the first stage, the average share of debtors with a maturity of up to 30 days, up to 0 days, up to 90 days is established.

In the presence of other receipts of funds (from other sales, financial transactions), their forecasted valuation is performed by the direct account method: the amount received is added to the volume of cash receipts from the sale of products for

a certain period.

In the second stage, outflow of funds is established. Its main component is the repayment of short-term accounts payable. It is assumed that the enterprise pays the accounts of suppliers in a timely manner, although it may delay payment. Deferred accounts payable act as an additional source of short-term financing. Other ways of spending money include staff pay, overheads, taxes, capital investments, interest, and dividends.

In the third stage, the net cash flow (positive or negative balance) is determined by comparing projected cash receipts and payments.

At the last stage, there is a general need for short-term financing (in a bank loan).

The economic activity of any enterprise is inextricably linked with the movement of money. Monetary funds serve almost all aspects of the operating, investment and financial activities of the enterprise. The continuous process of cash flow over time is a cash flow that is figuratively compared to a system of "financial circulation" that ensures the viability of the organization.

The relevance of the topic is due to the fact that the results of the enterprise's core (operating) activity, the degree of its financial stability and solvency, the competitive advantages necessary for current and future development depend on the completeness and timeliness of the supply, production and marketing of products. Therefore, knowledge and ability to use modern methods of analyzing cash flows and ensuring their effective management, guarantee the success of any enterprise.

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FACTORS AFFECTING THE QUALITY OF PRODUCTS AND ORGANIZATION OF ITS CONTROL

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Factor – the driving force, the cause of a process, phenomenon, a significant circumstance.

Each enterprise product quality is influenced by many factors, both internal and external.

External factors in the conditions of market relations contribute to the formation of product quality. To them in the first place include: the demands of the market, i.e. customers, competition, etc.

All of these factors are interrelated and affect the quality of the products.

Internal are those that are linked to the ability of the enterprise to produce products of good quality, i.e. dependent on the activity of the enterprise. They are numerous, there are the following groups: technical, organizational, economic, socio-psychological.

Technical factors most significantly affect product quality, the introduction of a new technology, the use of new materials, and better quality of raw – material base for production of competitive products.

Organizational factors associated with improving the organization of pro-

duction and labor, production discipline and responsibility for the quality of products, ensuring the production standards and the appropriate level of personnel qualification.

Economic factors caused the costs of production and sales, pricing and incentives system of staff for the production of high quality products.

Socio-economic factors greatly influence the creation of healthy working environment, loyalty and pride in the brand of your enterprise, the moral stimulation of employees – all important components for production of competitive products.

Forming factors, represent a set of objects and operations that are specific to particular stages of the technological cycle and is designed to form set of requirements for commodity research and the production characteristics. This group includes the demand regulation of commodity research characteristics of goods, raw materials, formulation or design, production processes and correction of discrepancies. Forming factors are most important to pretourney stage and to a lesser extent

in the commodity stage.

Demand – the most important factor influencing the formation of all the characteristics of the goods. It is based on consumer demands, backed by their ability to pay. This factor is taken into account at all stages pretourney stage, including the design and development of new products [1].

Regulation of commodity research characteristics of the product is at the stage of design and development by translating customer requests into technical requirements of normative documents. This factor is important in establishing the essential features of commodity research characteristics by which to identify them.

Means of regulation of commodity research characteristics are normative and technological documents, the requirements which must be observed at all further stages and the stages of the technological life cycle.

Raw materials are one of the fundamental factors shaping the quality of goods.

A significant impact on the quality of the products obtained in the refining process, have the production technology and the quality of work. The quality of the finished product depends on the level of automation of production, formulation, observance of technological regime, training, and quality management throughout the production cycle.

The manufacturer guarantees the product quality, which is confirmed by the results of the tests performed in the laboratories of QC Department in accordance with the normative documentation.

Preserving factors represent a set of tools, methods and environmental conditions affecting the reliability of goods.

The factors that preserve the quality of the food products containers and packaging materials, the terms and conditions of transportation, storage and implementation.

Packing – means or a complex of

means that provide protection of product from damage and loss, and the environment from contamination.

The main functions: protection of goods and the environment; minor: media labeling; contributes to the creation of consumer preferences.

Container – the basic element of packing a product for product placement.

Packing materials are an additional element of packaging, which protects from mechanical influences.

The system of quality control represented by a set of methods and means of control and regulation components of external environment that determine the level of product quality in the stages of strategic marketing, R & d and production, as well as technical control at all stages of the production process.

Components of the external environment of the system of quality control for enterprise-level are the results of marketing research, R&d, raw materials, components, parameters of the organizational-technical level of production and management system of the enterprise.

One of the conditions of increase of efficiency of control is the maintenance of regular accounting operation of the management system. Records should be organized for the implementation of all plans, programs, and jobs on parameters such as quantity, quality, costs, executors and deadlines. Accounting of resource consumption it is desirable to organize all types of resources, manufactured goods, stages of their life cycle and units of an enterprise. For complex techniques still need to organize automated accounting failures, costs of operation, maintenance and repair.

Violation of requirements to quality of manufactured products, leading to increased costs of production and consumption. Therefore, the timely prevention of possible violations of quality requirements is a mandatory prerequisite for achieving a

specified level of product quality with minimum production costs. This problem is solved at the enterprises by means of technical control.

Technical control is the verification of compliance with technical requirements to the products quality at all stages of manufacture as well as production conditions and factors to ensure the required quality.

Objects of technical control of materials and semi-finished products coming on the enterprise side, the company's products in finished form, and at all stages of production, technological processes, tools, technological discipline and General culture of production. Technical control is designed to provide output that meets the requirements of design and technological documentation, to promote the manufacture of products with the least expenditure of time and resources, to provide basic data and materials that can be used to develop measures to improve product quality and reduce costs. Technical control is a set of interrelated and carried out in accordance with the established procedure of control operations. The vast majority of them is an integral and indispensable part of the production process and therefore lies with the workers, performing the appropriate operation. However, in order to ensure the production of adequate quality and avoiding losses in the production of a series of control operations are performed by team leaders, supervisors and specialized personnel – employees of factory of technical control Department (TCD) [2].

General principles of rational organization of technical control are as follows:

- technical inspection should cover all elements and stages of the production process;
- techniques, methods and organizational forms of control must fully comply with the characteristics of technology, technology and organization of produc-

tion;

- the effectiveness of the rational organization of technical control in General and its separate elements must be justified on sound economic calculations;
- the control system needs to provide a clear and reasonable distribution of duties and responsibilities between the individual artists and the various divisions of the enterprise;
- the control system should use efficient methods of statistical control of motivation [3].

Depending on the specific challenges facing technical control, there are the following main types: prevention, acceptance, integrated and special.

Preventive control aims to prevent the emergence of marriage in the process of production.

Acceptance control is carried out with the aim of identifying and isolating marriage.

Integrated control solves both tasks: the prevention and acceptance.

Special control solves specific tasks, e.g. inspection control, control the operation of products, etc.

Along with the above classification of types and methods of control used and the classification of control operations according to the following criteria.

Depending on the characteristics of the monitored parameters are distinguished:

- control of geometric shapes and sizes;
- control the appearance of the product and documentation;
- control of physical-mechanical, chemical and other properties of materials and semi-finished products;
- control of internal defects in products (sinks, cracks, etc.);
- control of technological properties of materials;
- control and acceptance testing;
- control of observance of techno-

logical discipline.

Depending on the stage of production release:

- pre - (input) control;
- intermediate control;
- final inspection.

Depending on the extent of the coverage control of manufacturing operations are distinguished:

- functional control;
- group control to be performed after several manufacturing operations.

The place of execution of the control operations are divided into:

- stationary;
- sliding control operations performed directly on the workplace.

Depending on the object, allocate operations to verify:

- source materials;
- purchase of intermediate products and components;
- products at different stages of production;
- the means of production;
- technological processes;
- documentation, methods, and systems (management) of quality products.

In terms of competition to win the corresponding market segment can only imagine the potential consumers with reliable information about product quality. Based on the need of providing a consumer with objective and sufficient information about the quality, began to spread this kind of control, certification.

Certification is an activity on acknowledgement of conformity production to the established requirements. It is an independent organization. In almost all countries of Western Europe, USA and Japan mandatory certification is already widespread and is associated generally with safety, health and environment. In many countries, certification is based on safety laws, product certification, potentially dangerous to humans and the environment [4].

Certification is based on the following basic principles:

- ensure public and state interests when assessing the safety of products and reliability of information about its quality;
- voluntary or mandatory;
- objectivity, i.e. independence from the manufacturer and the consumer;
- reliability, i.e. the use of professional testing facilities;
- exclusion of discrimination in the certification of products of domestic and foreign manufacturers;
- giving the manufacturer the right choice of certification body and testing laboratory;
- establishment of responsibility of participants of certification;
- legal and technical support, as well as the versatility of use of results of certification (certificates and marks of conformity) manufacturer, trade, consumers, regulators, customs authorities, insurance companies, stock exchanges, auctions, court;
- openness of information about the positive results of certification or termination of validity of the certificate;
- a variety of forms and methods of certification of products, taking into account its specificity, the nature of production and consumption.

Certification involves two stages: the provision and realization of conditions for the creation and production of products subject to certification; organization and conducting of product certification as confirmation of its compliance with the requirements of normative-technical documentation.

Certification includes economic and organizational-technical aspects. Along with certification of production and products International organization for standardization (ISO) certification or accreditation of test centers to certify products. These centers are ISO issues a license for certification.

Certificate of conformity (further – the certificate) – the document issued by rules of system of certification for confirmation of conformity of certified products with the established requirements. Mark of conformity – registered in established order mark, which according to the rules adopted in this system of certification, confirms conformity of production marked certain requirements.

The system of certification of homogeneous production applies to certain products, processes or services which use the same specific standards, and the same procedure. The system of certification of homogeneous products covers various kinds of products, if they are certified according to the same rules for compliance with the same requirement.

As a normative model shall, as a rule, such standards as ISO 9001. The preliminary stage is provided for the management of the enterprise, for example, in the form of "Indicative programme of works to bring corporate quality system to the level of compliance with the requirements of international standards ISO 9001".

Can be the following stages of development and implementation of the mentioned programme:

Stage I: the Organization works to improve corporate quality system. The objective of this phase is to provide the most comprehensive and effective cooperation of all performers and subcontractors involved in the creation and implementation of quality system in the enterprise. Institutional works include the following main activities:

- the organizational structure of the quality system at the time of its development, implementation and operation;
- formation of a preliminary model of the quality system and methodological approach to its implementation;
- an order for the development and implementation of the program;

- development and approval of the calendar plan of works;

- development and approval of enterprise policy in the field of quality;

- the study of the theory and best practices in quality management;

- the distribution of power and responsibilities among departments for the quality of products by components of the quality system;

- acquisition of initial data for the pre-project analysis;

- development of methodical documents of the quality system related to this phase [5].

Stage II: Survey of specific product, and the analysis of normative-technical documentation (NTD) in quality. The objective of this phase is to define the actual implementation of the objectives of the quality system based on the requirements of the international standards ISO 9001 as well as identify bottlenecks in the production process and establishing the degree of their influence on the stability of the quality of the product. The survey of production condition includes:

- development of methodological materials;

- analysis and assessment of the production elements in a technological chain of manufacture of the product;

- analysis and assessment of the conformity of the actual results in the field of quality policy of the enterprise management, quality and quality requirements of products at different stages of its life cycle.

Comparative analysis of the NTD quality system include: the development of teaching materials; examination of NTD enterprises according to the existing quality system; evaluation of the actual implementation of tasks to improve the quality through implementation of the requirements of international standards ISO series 9001.

The results of the survey production

and analysis of NTD is developing a technical report with conclusions and proposals. The final stage of developing a comprehensive programme for improving the current quality system in relation to the production of specific products based on the requirements of international standards ISO series 9001.

Stage III: Development of quality system elements. This stage involves the formation of part of the documentary quality system and includes the following work:

- development of methodical documents in accordance with the approved program;
- development of the project of the basic document of the quality system, "quality Manual";
- development of source materials to the quality system;
- preparation, coordination and approval of technical tasks for the development of the quality system documents;
- development of the target scientific and technical program (CNTP) ensure product quality;
- development of the quality system documents in accordance with the approved program;
- completion scientific-methodical assistance to the specialists who develop the quality system documents;
- examination of documents of the quality system;
- revision of the quality system documents, their coordination and approval.

Stage IV: Practical training elements of the quality system. The goal of this stage is the organization of work on introduction of the quality system documents and create the necessary (from the point of view of the quality system) preconditions the stable manufacture of products in accordance with established requirements. Practical training elements of the quality system include the following works:

- practical trainings on the introduction in the production of certain documents of the system;
- implementation of production system elements;
- validation of a document production system;
- implementation of priority measures CNTP ensure product quality;
- factory training of experts-auditors for internal audit of the quality system.

Stage V: Preparation of quality system certification, provides:

- development of the questionnaire (taking into account the specifics of production of specific products) to evaluate the readiness of the quality system;
- automated check of conformity of the developed system of quality to requirements of international standards ISO 9000 based on the questionnaire;
- internal audit of the quality system;
- evaluation of the results of internal audit of the quality system and the preparation of recommendations on improvement of separate elements of a developed quality system;
- revision of the quality system (appropriate changes in the documents of the system);
- the decision on the timing of the certification (application for certification);
- presentation of quality system to certification [6].

In the next Chapter of the thesis will analyze the financial condition and the quality system of the company's products on a specific object of study - "Kramds-IMT".

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CONCEPTUAL APPROACH TO THE DEVELOPMENT OF TOURISM CLUSTER BUSINESS MODEL BASED ON LEONTYEV'S MATRIX

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

Analysis of recent research and publications. Economics and tourism management issues are discussed in nu-

merous works of Russian and foreign scientists and economists such as Darowski L., Strilchuk J., Provost C. (2006), Diamantis D. (1999), Donohoe, H.M., Needham, R.D. (2006), Hutchinson-Jafar L. (2012), Mantel R. (2013), Minnaert L., Maitland R., Millera G. (2011), Nigg S. (2011), Bektimirova N.N. (2003), Nikitinskiy Y.S., Vukolov V.N. (2006), Shvets Y.V. (2005) and others.

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

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

Study highlights. Countries with transitive economy such as Kazakhstan,

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

Table 1. Travel and Tourism Competitiveness Report

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

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

- administrative barriers (protracted procedures for obtaining permits in the border areas, lengthy registration procedures of foreign tourists);
- inefficient promotion of tourist product on the world market;
- insufficient funding;
- lack of tourism infrastructure according to international standards, including the poor condition of roads, lack of communication;

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

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

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

Cluster is a sustainable territorial and sectoral partnership united by innova-

tion program of advanced manufacturing, engineering and management technologies to increase the competitiveness of its participants.

Clusters affect competitiveness as they:

- increase productivity of firms and industries;
- create opportunities for innovation and productivity growth;
- stimulate and facilitate the formation of a new business that supports innovation and expansion of a cluster [12].

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

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

- creation of clusters according to competitive advantages;

- attraction of direct investments;
- development of specialized factors;
- development of progressive factors;
- interaction of conjugate countries;
- prevention of crime, economic, financial, information expansion of certain social and economic groups [10, p. 78-81].

For diversified (horizontal) cluster "input-output" model is suitable and for vertical cluster - V.V. Leontyev's problem [13].

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

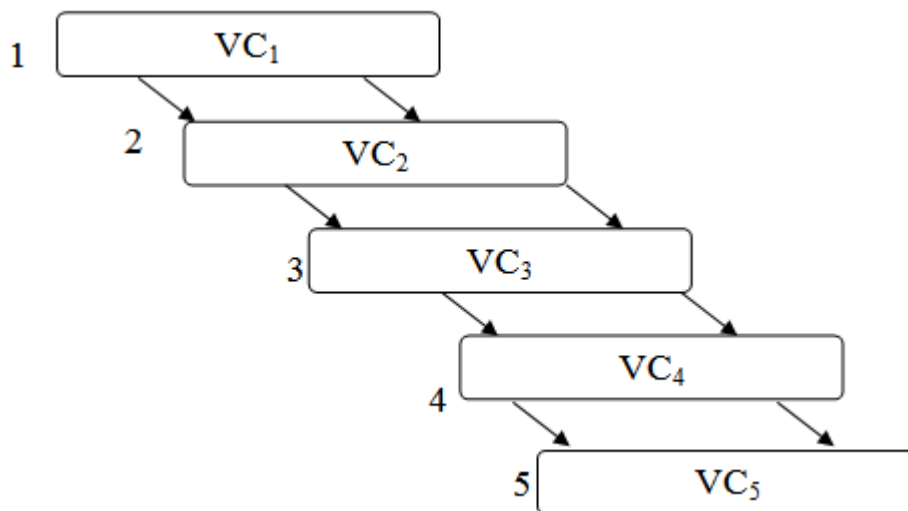


Figure 1. Scheme of the vertical cluster as a "cascade waterfalls"

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

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

self-cost of each unit (Table 2).

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

Table 2. Structure of the tourism cluster and its characteristics

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

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

As the initial data accept the fact when a 1000 tourists have been sold tours at the price of 1000 conventional units

(c.u.) which costs include all five types of service. The total gross product of the tourism cluster will make up 1000 thousand c.u., and revenues for the first revision of its functioning will be 100 thousand c.u. In Table 2, the structure of the gross output of this conglomerate is presented.

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

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

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

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

where

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

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

$$\begin{aligned} V_i &= z_i \times \alpha_i \\ C_i &= z_i - V_i \end{aligned} \quad (2)$$

where

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

Make calculation of the 1st repartition of a cluster:

$$z_1 = \frac{GP_1}{(1 + \frac{R_1}{100})} = \frac{100 \text{ths c.u.}}{(1 + \frac{15}{100})} = 87,0 \text{ ths c.u.}$$

$$\begin{aligned} V_1 &= 87,0 \text{ ths c.u.} \times 0,6 = 52,2 \text{ ths c.u.} \\ C_1 &= 87,0 - 52,2 = 34,8 \text{ ths c.u.} \end{aligned}$$

Further, summarize all the calculational problem by the accepted pattern: tions in Table 3, finding rates for the tradi-

$$z_2 = \frac{GP_2}{(1 + \frac{R_2}{100})} = \frac{150 \text{ths c.u.}}{1,25} = 120 \text{ ths c.u.}$$

$$V_2 = 17\%$$

$$C_2 = 83\% = 100 \text{ ths. c.u}$$

$$V_2 = \frac{100 \text{ ths c.u.} \times 17}{83} = 20 \text{ ths c.u.}$$

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

$$\begin{aligned} GP_{clus} &= C1 + V\sum + m\sum = 34,8 + 325,1 + 308,8 = 668,3 \text{ ths c.u. or} \\ GP_{clus c} &= C1 + VC1 = 34,8 + 633,9 = 668,7. \end{aligned}$$

However, the tourism cluster operates on a different scheme, where tourist traffic plays the role of a continuous stream which also operates on a "cascade waterfalls" approach, but value flows of each of the cluster do not intersect. Table 4 presents a modified model applicable for the tourism cluster.

Table 4. A modified model of the tourism cluster

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

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

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

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**MULTIMEDIA TECHNOLOGIES IN EFL EDUCATION: NEW
LEARNING STRATEGIES IN ACADEMIC LISTENING**

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In the present time the level of the country economic development mostly depends on the intensity of innovative activity: in global competition only those countries that provide the most favorable conditions for innovations can score gains. Consequently, the development of innovative economy is one of the most effective ways to improve the competitiveness of the country. From the foreign countries' experience and on their examples it is possible to make a conclusion that the national innovation system will be effective and will bring high incomes only if the country's society has a high level of culture of innovations perception. The innovations reflected in the new scientific knowledge, products, technologies, services, staff qualification and methods of management are the key factor of competitiveness in all economically developed countries.

For realization of the following tasks in the educational system, the best solution is multimedia technology, which provides unique opportunities for the use of innovative methodology in foreign language education.

Now multimedia technologies called "new media," "hypermedia," "integrated media," or more commonly "multimedia" have been defined in a number of ways (Ekinci D., etc.). "Multimedia", in its broadest sense, means graphics, music, sound effects, voice, video, and animation, in any combination, in the same program or presentation (Blumenfeld, 1991. Fensham, 1990; www.aare.edu.au). It can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more bene-

fits for the end user than any one of the media elements can provide individually.

For educational technology purposes, multimedia refers to computer-based systems that use associative linkages to allow users to navigate and retrieve information stored in a combination of text, sounds, graphics, video, movies, music, lighting and other media as for education (Meyer, 2001; www.wps.prenhall.com; Sandholtz, 1997; Vanbuel, 2006).

Multimedia's basic technologies include text, maps, graphic images, electronic presentations, animation, videoconferencing, digital audio and video, web learning environment, videoconferencing systems (Lieshout and etc, 2001; Phillips, 1997; Behrens, 1996, 1997; Bijnens 2004, 2005; Cleveland, 1998).

Since several years ago, education experts had been proposing a new style of education involving using multimedia, which differs radically from the traditional ways. Changing the education systems as a new ways is towards a new paradigm for teach (Rosenberg, 2001). Today, multimedia technology mainly comprise of the use of technology in the process of teaching and learning. The term "technology" does not only include the use of latest tools and techniques like laptops, interactive whiteboards and smart phones; Internet, Wi-Fi, YouTube and Skype etc., although they are massively preferred by today's learners for their learning potential, but also encompasses efficient and enhanced learning management systems, schema of information dissemination, effective teaching and management of student masses, feedback mechanisms and performance evaluation methodologies etc.

Multimedia technologies have a lot of advantages such as widely available, reusable multimedia and decrease pressure on lecturer, better individual student engagement, globality (Repman, 1993; West, 2006). In fact, some students may be better able to learn from multimedia than from any other format. The possibilities of this medium for students with aural or visual learning style preferences are unprecedented. Reynolds and Anderson (1992) describe the relevance of multimedia to three objectives of learning:

- Cognitive objectives. Used to teach recognition or discrimination of applicable visual stimuli and audio stimuli.

- Psychomotor objectives. An excellent tool to recreate real world conditions.

- Affective objectives. Interactive multimedia is very useful in the affective domain. The strength of detailed portrayal of situations and interactive participation of the learner increases its usefulness for effective domain objectives.

Academic listening (video / audio / film) in EFL education is impossible to imagine without the use of multimedia technologies. Listening in the classroom comprises interviews, talk shows, video-conferencing, lectures and films. It conveys information through two sensory channels: aural and visual. The richness of these forms of information [images, motion, sound, and, at times, text] benefits learners, by enabling them "...to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life" (Wetzel, 1994). In addition, Marshall (2002) details three theories that explain how learning may occur via well-selected video/audio "based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information".

For students, learning English as a

second language, video / film / TV/ audio demonstrates communicative language within a language environment and cultural context (Wood, cited in Aiex, 1999). Video, especially film, provides a social context for English language learners; it can be played either with the sound on, so that students hear the language being spoken, or alternatively, with the sound off, so that learners can use their own language skills to provide the dialogue or narrative.

Effectively integrating video into classroom instruction involves preparation and activities before, during and after viewing. Selecting effective video/audio is an essential component of integrating this medium into practice and realizing the promise of multimedia in the classroom.

Analyzing the researcher's works on video / film / audio usage in educational process, we suggest an innovative technology of Academic Listening based on requirements of the modern foreign language education, considering basic principles on using an effective listening and outcomes received from aural and audio-visual reception.

Instructional planning of academic listening considers the following principles:

- Interactivity principle;
- Language progression principle;
- Authenticity;
- Teaching listening strategies (predicting, inferring, monitoring, clarifying, responding, and evaluating);
- The use of different types of listening;
- Variety of tasks.

Within these principles, students should develop the skills of listening for gist: specific information; detailed understanding; implications; etc. Educational video / film/ audio can be taken from one of the most exciting new paths- Video-on-Demand (VOD) systems that make videos available to classroom teachers, which can be stored on a computer server, where they

can be assessed at any time by teachers or students.

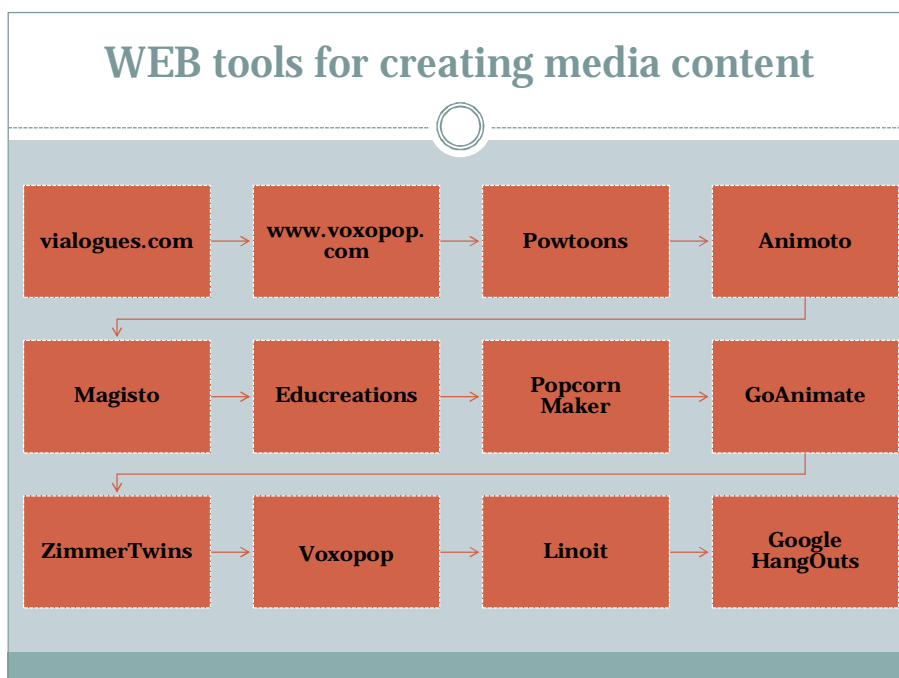
In fact, the ability of VOD systems to assist teachers in locating and presenting short targeted clips of no more than two to five minutes in length dovetails exactly with expert recommendations for video usage: “Most educational experts agree that video is best shown in short segments so as to maximize learners’ concentration” (Shephard, 2003).

It is clear that this new technology opens many new opportunities for learning that are just beginning to be explored. As the documented strengths of film, television and video are made more and more available and accessible through Video-on-Demand systems, the potential for learning and exploration opens up before us.

At recent times, the most used linkages and software tools for downloading movies; creating animated videos; creating a video-based discussions; tools that allows users to record their speaking on a given topic; creating a high quality and

professional video; creating a video with clips or photos; recording and editing a 9 minute screen cast videos; creating fun movies; hosting a video chat with people; setting up collaborative audio discussions; web walls where students can post videos, images, audio, or text notes; watching TV, video, or a film with subtitles; listening to media (radio, TV, recordings, cinema) - ORORO, fmovies, vialogues.com, www.voxopop.com, Powtoons, Animoto, Magisto, Popcorn Maker, GoAnimate and etc. [See Table 1]. As for teaching listening to public announcements; listening as a member of a live audience (public meetings; public lectures) and listening to overhead conversations- TED talks is an effective form of media that has selected videos of different talks on various topics (historical, political, economic contexts etc.) and concludes one of the most significant factors in the success of language progression. The language user as a listener receives and process a spoken input proceeded by one or more speakers.

Table 1



Listening is a language skill that can be acquired with the help of training as well as any other skills. Students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. Moreover, listening to spoken language lets students hear different varieties and accents of it.

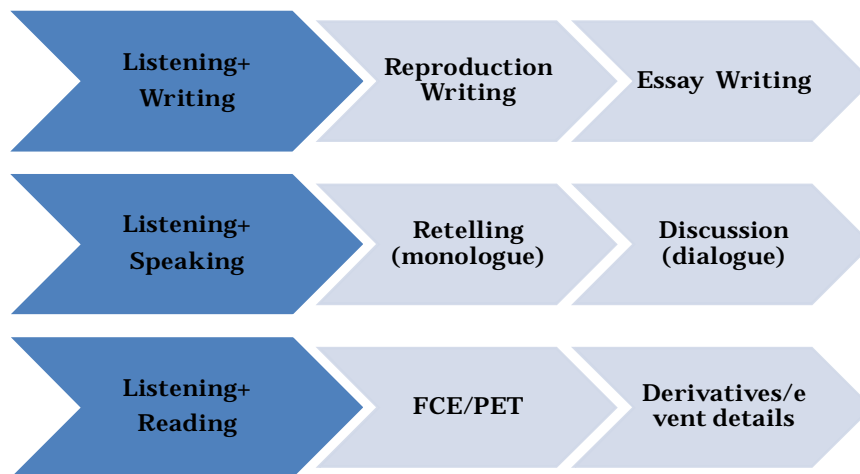
According to Common European Framework of Reference for languages (CEFR) the following certain requirements for listening materials must be corresponded: it should be authentic or at least realistic for beginners; depending on the level of learners the length of the text and the topic of it should be well-selected, as long tapes on subjects which students are not interested in will be demotivating and

will result in lost comprehension making listening value less. J. Harmer considers, listening can be effective when it follows a number of principles: use of pre-listening tasks: listening to every text twice; making students be encouraged to respond to the content of a listening, not just to the language; applying different listening tasks for different listening stages; exploiting listening texts to the full.

The logical framework of our Academic Listening comprises various tasks designed in the combination within reading, writing and speaking skills i.e. listening tasks derived on reproduction writing or essay writing; retelling (monologue) or discussion (dialogue); FCE/PET tests or derivatives/event details [See Table 2].

Table 2

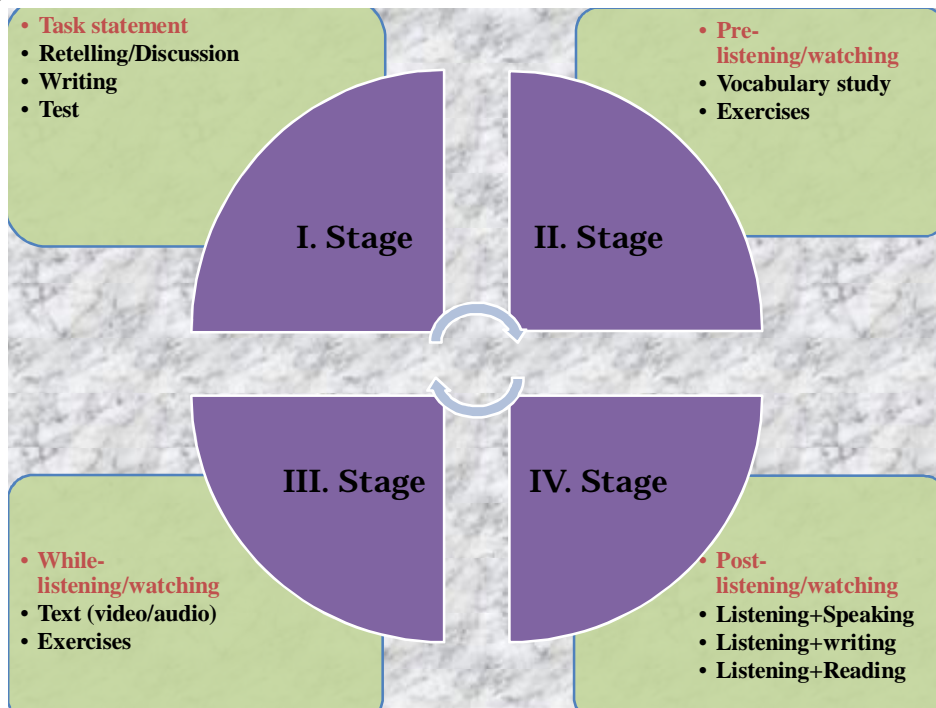
Logical Framework of Academic Listening for Students



It guarantees the students' better perception of information and formation of intercultural communicative competence. Moreover, we applied listening

tasks in correspondence within listening stages and activities before, during and after viewing/ watching/ listening [See Table 3].

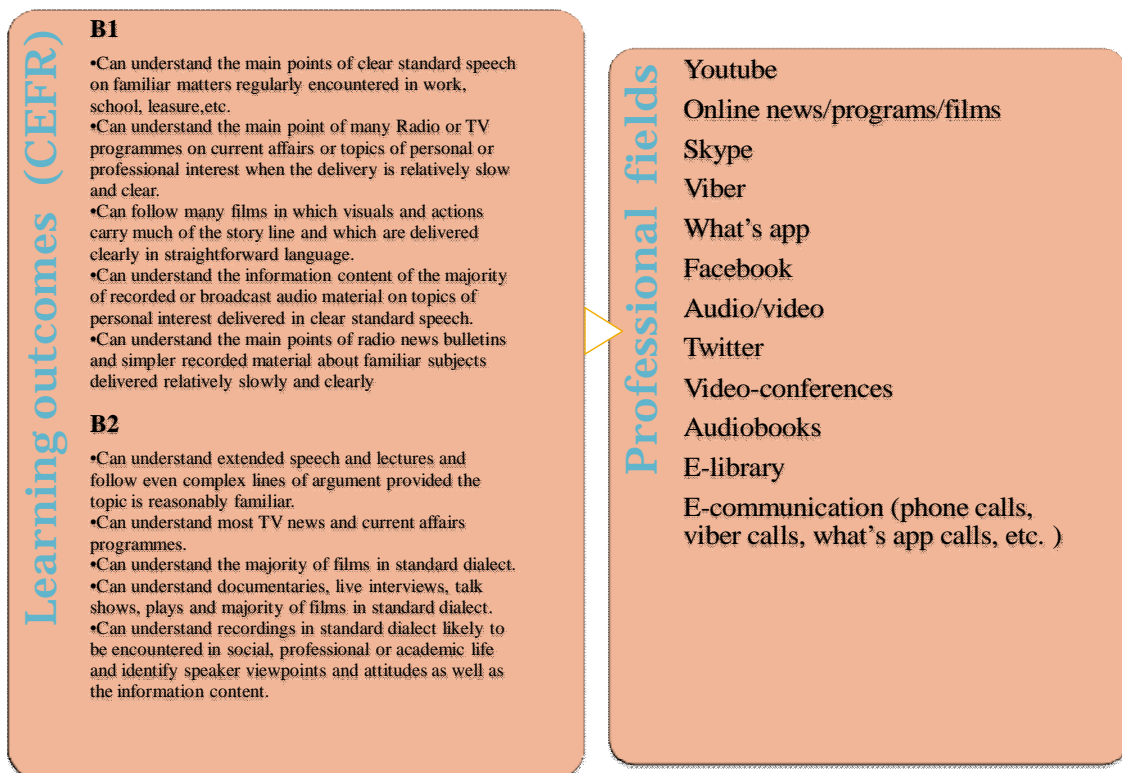
Table 3



The most important factor that should be emphasized is the significance of listening outcomes (CEFR) depending

on the level of learners. We have taken only two levels B1, B2 as we teach LAP for the 1-2 year students [See Table 4].

Table 4



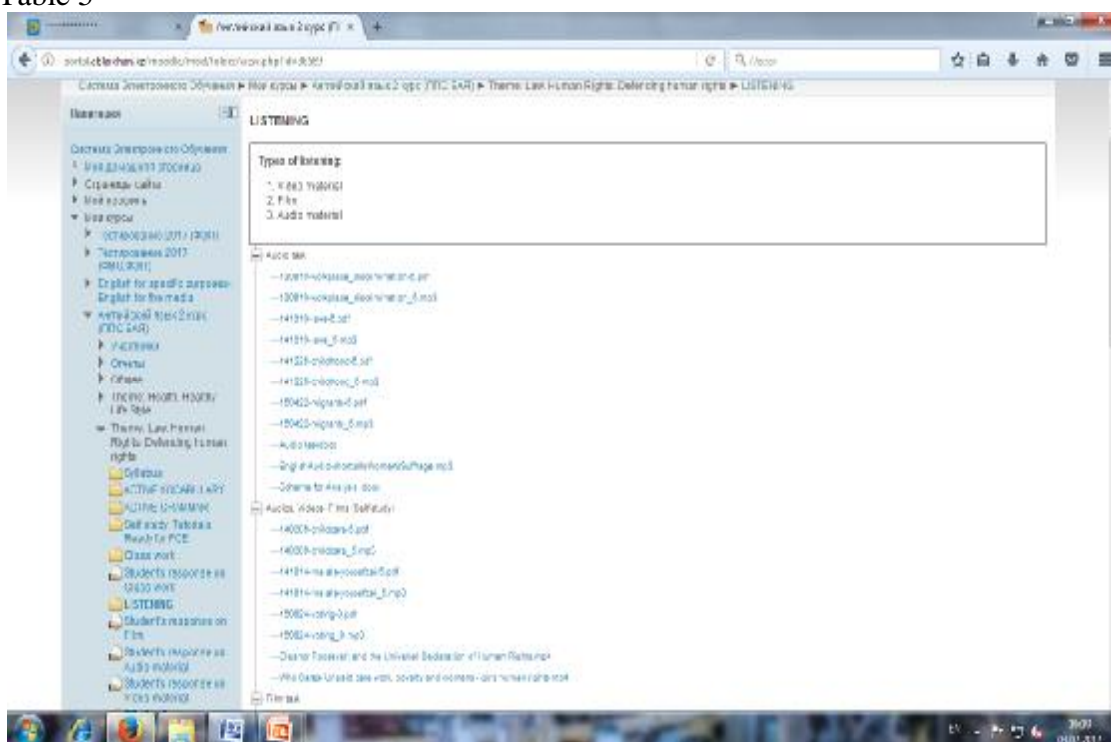
Combination of four skills in one logical framework on the formation of listening skills guarantees the students' better perception of information and formation of intercultural communicative and professional competences in the easiest way.

Our interactive e-course handout on Academic Listening combining communicative skills such as writing, reading, speaking (Table 2) is presented in Moodle at KazUIR&WL. Moodle is a Learning

Management System (LMS), Course Management System (CMS), or Virtual Learning Environment (VLE), which has a goal to give teachers and students the tools they need to teach and learn.

Instructional techniques being used creatively to develop an engaging and motivating learning experience. It is a full-length semester interactive course handout for students of non-linguistic specialties by the level B1 (II-HC), B2 (III-HC) [See Table 5].

Table 5



<http://portal.ablaikhan.kz/moodle/course>

The interactive e-course handout aim to develop a comprehensive range of competencies in a systematic and coherent way.

1. Intercultural communicative competence (Kunanbayeva S.S., 2010):

- complicated personal formation, including knowledge of native and other cultures;
- skills of practical application of the knowledge;
- a set of personality traits that con-

tribute to the realization of their knowledge, skills;

- practical experience of their use in the interaction with representatives.

Intercultural communicative competence includes the following subcompetences:

Cognitive subcompetence provides the language development as an essential part of cognition process. The humans perceive the outer world through the cognition development. It gives the opportu-

nity to step in the second world conceptualization.

Communicative subcompetence - the ability and willingness to implement the student communicative intentions

Socio-cultural subcompetence, forming a students' "secondary cognitive consciousness" as a concept and image of the world and the formation of another lingua-society in its cognitive system "secondary structure - knowledge", correlated with knowledge about the world and language of "textual thematic units".

Lingua-cultural subcompetence, forming a students' primary "conceptual picture of the world" on the basis of their culture as a reflection of the national language lingua-cultural consciousness and mentality.

2. Digital competence. According to the European Commission (2006) and the Adecco Institute (2008) technological and digital competences are among the major skills requirements for future 'talents'. Digital competence implies a real understanding of many aspects of the digital workplace and classroom, including hardware, software and communication. It also includes the ability to find, select, judge and evaluate good quality online content.

3. Multilingual competence is the ability to communicate in one or more foreign or local languages and to understand and deal with the diversity of languages.

4. Social competence is the ability to identify social dilemmas and to achieve a level of social understanding.

5. Civic competence - to develop the knowledge and skills appropriate to enable effective study, work and leisure within this context. The new learning generation needs to be equipped with the skills to "fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation".

Interactive e-course handout is an effective interactive educational technology

for all students, but its positive effect on special populations of students is gaining greater attention all the time. Interactive e-course handout may help to promote learning in students with high aural / visual orientation in their learning styles; it can also provide important learning opportunities to students working in a second language.

There are numerous advantages for such students when instruction is supplemented by the use of interactive e-course handout:

First, [video-based contexts] provide rich sources of information with opportunities to notice sensory images, dynamic features, relevant issues, and inherent problems. Second, they give students the ability to perceive dynamic moving events and to more easily form rich mental models. This advantage is particularly important for lower achieving students and for students with low knowledge in the domain of interest. Third, interactive e-course handout allows students to develop skills of pattern recognition which are related to visual and auditory cues rather than to events labeled by the teacher. In sum, interactive e-course handout is ideal for creating a common experience for the teacher and learner that can be used for 'anchoring' new knowledge.

It is clear that new technologies and innovative way of teaching opens many new opportunities for learning that are just beginning to be explored.

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INVESTIGATION INTO DIFFICULTIES OF TEACHING VOCABULARY AND APPROACHES TO THEIR RESOLUTION

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Until recent times, grammar and phonetics were frequently studied in parallel with lexis and regardless of it. One of the most important advanced principles of modern-day methodology is a coherent relationship of lexis with grammar and phonetics. In the same way as it is impossible to learn lexis without studying a grammatical form of the word and its pronunciation, it is impossible to study grammar and phonetics as a whole without considering those particular words, which obey the rules of grammar and phonetics.

Almost all authors regarding the issues of study of lexis note specific difficulties of lexical material. The lexis system is not properly identified in linguistics in comparison with grammar and phonetics. Therefore lexis material is a collection of separate facts, assemblage of units without system. As such, the study of lexis comes very difficult.

Except for general peculiarities of lexis as a material of language, there are specific peculiarities of vocabulary of a studied language. Specific peculiarity of English lexis is being polysemy and homonyms. Some words and expressions are easily remembered, while for remem-

bering some others, special exercises are required. But during differentiated work students can learn active lexical minimum. It is absolutely obvious that the methodology of studying lexis should consider the special features of any particular language.

In terms of level of scientific development of research topic, a great number of articles, research works and books have been already written and published by many authors, methodologists and teachers. For example I.V. Karpov was the first to raise the question of speech mistakes in general. Later this problem was developed by many scientists and methodologists, psycholinguists such as T.I. Arbekova [1] and G.A. Veikhsman [14] who offered several types of lexical and grammatical mistakes and different approaches to their resolution, avoidance and correction.

The aim of our research work is to investigate the difficulties in teaching vocabulary and ways of their determination.

The object of research is teaching vocabulary in EFL classrooms.

The subject is to consider ways of avoiding and fixing common mistakes in speech in teaching vocabulary.

Role and place of lexical aspect of

foreign language acquisition

By secondary school students learn major abilities on all types of verbal activity which are then further developed and improved. Successful progress at further stages is based on solidity and depth of knowledge, level of abilities and skills achieved at the initial stage. However it is impossible to achieve it without the development of lexis-related abilities and skills.

According to memory laws by Hermann Ebbinghaus [15], a person forgets approximately 50% of received information after its first display. Generally, forgetting is stronger during the first days. After the receipt of new information, the curve of forgetting drops.

Considering this data of psychology, the teacher should build on the first stage of work on a new word by applying a bigger amount of exercises during the first display of lexical material to ensure maximum amount of repetition of the new word, a possibility of multiple listening and oral simulation by students.

Work experience makes us believe that unless a lower-achieving or even middle-achieving student speaks out a new lexical unit several times during a lesson and listens to its repetition by teachers and peers; it is likely that it will “disappear” from his/ her memory just after the lesson. Such an approach requires maximum attention to the exercises designed for primary practice of lexis and the organization of the work from the teacher.

Therefore introduction of new words to students (presentation and semantization) and its primary consolidation is a very hard work.

School program requirements to the volume of lexical material

Lexical minimum is a foundation for the creation of scientifically justified, successively related school textbooks.

The essence of lexical selection is the selection of those words and phraseological expressions among many others,

the acquisition of which is primarily required for achieving targeted objectives of the learning.

English language courses for secondary school level are focused on preparation to general secondary education, i.e. corresponds with Common European language reference levels: A1, A2, A2+. There are certain requirements to the amount of lexical material in secondary school. According to a school program specified in the instructional and methodological letter [16], active lexical minimum at the beginning of secondary education is defined as 150-200 lexical units, at the end – as 300-350 lexical units. The basic level of foreign language education is a national standard, achievement of which is obligatory for all students, regardless of the type of the school or special features of education courses, measurement of which should provide an objective assessment of minimal level of foreign language proficiency.

Considering that according to the national standard on secondary school English language teaching, 2 hours a week are assigned for the volume of language material assigned in educational complexes, according to which foreign language teaching is conducted in schools, are quite sufficient to build a foundation of language proficiency on each type of oral activity. But is it sufficient for a secondary school student to have a vocabulary of 300-350 words? Nowadays parents try to find special subject schools for their children. A school with advanced English learning significantly differs from regular schools. The chief difference is that more time is assigned for special subjects. In the school work there are no more than 12 students in each grade, therefore during English classes, a teacher can pay attention to each student. Such an approach is similar to classic English language courses, joint together with the school educational system.

Of course, it is possible to assign a child to language courses, but it takes time for classes after school, getting involved in a new group and adjusting to a new teacher. You must admit that it is much more comfortable to learn a foreign language with classmates in your own school. Foreign language teaching in specialized schools as ours has special features. First of all, there is a difference in school programs. In the process of advanced language learning our students attend such classes as: «English literature»; «Preparation to international exams»; «Conversational English», «Debates» and others. Children are offered specialized books for reading, additional electronic resources such as application Kids A-Z and website Learning A-Z's as teaching guides. 6-7 hours a week are assigned for English learning in grades 5-6 in lyceum school NurOrda, accordingly this means that the active lexical minimum in secondary school is significantly more words compared to state schools. And as we noted above, special attention is paid in this period to advanced increase of vocabulary and active practice of conversational English.

RELOD's «Family and Friends» is used in our school for English teaching. The authors of this teaching material are Tamzin Thopmson, Helen Casey, Jenny Quintana, Julie Penn and Cheryl Pelteret.

This is a complete seven-layer English course for school students. The textbook is comprised of 15 (for grades 0-4) and 12 (for grades 5-7) topical units for each course. Topics are up-to-date and interesting for grade 5-6 students and the textbook is marked with topical progression. It is required to note that each section includes a selection of certain lexical and grammatical materials. This course applies an approach based on parallel work on all language skills. I.e., students have the opportunity to develop confidence and required skills for effective communication

in English. Students are divided into perception groups. They are visual, auditory and kinesthetic learners. All these approaches are applied in this course to assist each student in fulfilling his/her potential.

As for the lexical competence of this teaching material, it is focused on the formation of skills of practical application of vocabulary comprised of lexical and grammatical elements. The development of students' lexical skills is integrated with the development of their oral skills. Educational courses for junior students are built on the principle of oral advancement that allows for the natural initial learning of the foreign language, the same way as it happened with their native language. At the initial stage, language material is displayed via songs, rhyming, funny stories and play activities that correspond with personal as well as psychological and physiological peculiarities of primary school students. Further, in secondary school, new lexis will be displayed in texts for reading and comprehension and practiced in the following exercises. Language material is displayed in significant contexts, accompanied by lively illustrations in the textbook, as well as sound effects and stressed intonation on disc a recording that allows learners to figure out the meaning of unfamiliar words. Attention is paid to application of oral remarks. Lexis is practiced according to the topics familiar to secondary school students. Quantitative clichés of speaking etiquette and established collocations starts the gradual introduction of synonyms and antonyms, English word formation rules and phrasal verbs.

It should be noted that each section begins with a review and subsequent application of the active vocabulary for a given category (we must pay tribute to the authors, they do not pursue quantity, the amount of new words and expressions on the first lesson is not more than 10. New

words are recurrent in the texts, dialogues, exercises and homework). All information in this publication relates to a productive vocabulary- dictionary. The apparent benefit of this tutorial is illustrations. They are used for decoration and to increase the volume of the book, and contribute to a better understanding of the studied language (E.g. there are tasks such as: Make up a story in pictures, describe a picture, etc.). The textbook also has a rich text-base. As a rule, various texts can be used for the formation of lexical skills. These texts must be presented to the teacher and the students have to listen to them and, relying on clarity, guess the meaning of what the teacher says. Then, productive vocabulary singled out and presented in oral form. The new words should be worked out in the context as well as in isolated, because contextual meaning of the word is not always the principal.

However, the problems still exist:

- The textbook has a small variety of tasks for creating durable and flexible lexical skills.

- Exercises, motivating students to learn a foreign language, are presented in small amounts and can be monotonous.

- Exercises for the introduction of new lexical units (except the first lesson) are absent in the analyzed textbooks. Following the new vocabulary in the section represented in the dictionary (at the end of the workbook) with an explanation of its meaning in English, or it must be pre-selected from the texts.

On this basis, it can be concluded that using only the Teaching material (TM hereafter) vocabulary is not absorbed, or as practice shows, when there is insufficient work with the vocabulary the students will have a number of mistakes. The question of speech mistakes in general was raised by I. Karpov [7]. Later other scientists and methodologists, psycholinguists offered different approaches, definitions and classifications. Typical lexical mis-

takes occur at the following levels:

- Phonetic;
- Lexical and semantic;
- Lexical and grammatical.

1. Mistakes on the phonetic level are the result of incorrect identification of phonetic items influencing the meaning of a word, non-compliance with sound and intonation language differences. For example:

- **Bad** and **bat**
- **Sport** and **spot**
- **Leave** and **live**
- **Vet** and **wet**
- **Work** and **walk**
- **Knight** and etc.

2. Mistakes in the lexical-semantic level are likely to occur in the following groups of lexical units.

- Homonyms. Bilingual person, fluent enough in English, may not be aware of particular token homonymous, and because of this - it is difficult to perceive and translate the text. For example, token ring forms the next homonymous series: Ring - кольцо. Ring - звонок. Ring - ринг. Students are also only familiar with the second word of the homonymous series, therefore, met in the text of this type, can make a mistake in the translation.

- Homofoms. As one of the types of homonyms are distinguished homofoms - resulting coincidence of forms of different words have different grammatical and lexical meanings. In English there are quite a lot of similar words. For example:

1. Book me two tickets. - Закажи мне два билета.

2. I took a book. - Я взял книгу.

In the first case - the verb in the second - a noun.

- Homophones - words and forms of words with different meanings, which have almost the same sound but different letter designation on the letter. Homophones makes it difficult for students when it is necessary to translate the text in writing or orally. Here are some examples

of such words.

Feat – подвиг

Feet – ноги, стопы

Knight – рыцарь

Night – ночь

Write - писать

Right – правильный

- Polysemy. Using a lexical unit of a language that corresponds to the number of lexical units of another language. For example, the English word "article" can be translated into Russian as "артикуль" or "статья", or the English "The table" - "стол" and "таблица". Most textbooks give only one translation of English words into Russian or Kazakh. However, in the Russian or Kazakh the speech sounds of the same word in English may call for something completely different.

For example: ПОЖАЛУЙСТА "please" - a request, "you are welcome" - response to "thank you" or МЕСТО "place" - the position in space, "seat" - seat

3. Mistakes in the lexical and grammatical level appear on the morphological sub-level and structural-semantic sub-level compatibility. We can assume that the errors at the level of structural compatibility, lie in the study of grammar, but they are associated with vocabulary as influence on the correct choice of a lexical unit. An example of such an error can be playing the foreign language model consistently and accurately element by element. For example: to be outside - being outside (walking in the street).

Errors using the vocabulary along with grammatical errors of the English language are very common. Only the abundance of lexical errors is much higher than any other type of error, because the vocabulary of a language is a very large area of knowledge, and in addition, frequently changing. Therefore, to fully speak English, you should minimize the number of lexical errors.

The teacher can respond differently

to the occurrence of errors, and use different techniques to eliminate them, depending on the goals and the learning environment. Thus it can be based on different principles of operation errors. In particular, it is possible to appeal to elaborate a typology of methods to eliminate speech errors proposed by N. Bailey [3], called "family alternative" literature:

1. Pay attention to the error or ignore.

2. Correct immediately or after a certain period of time.

3. To instruct the correction of others or not.

4. To instruct the correction of one student, a group or the entire class.

5. Go back to the student after a single correction or not.

6. Allow the student initiative in correcting the error or not.

7. Check the correction efficiency.

However, these principles work with errors, proposed in 1955, to the present time remains a matter of debate. Mistakes are made at all stages of the introduction of new vocabulary. There is no need to constantly point out the student's mistakes, and correct them immediately. We adhere to the theory of S.P Corder [4], based on the selective nature of the error correction, and I think that the error correction of the teacher in the first place, should be aimed at developing the student's subsequent self-control. It is therefore important to use as many exercises as possible, which are aimed at the development of self-control and self-study with the vocabulary.

While preparing to explain a new language, we often stick to the following plan:

a) Do an analysis of new words in order to identify challenges (form, value, use);

b) Approve the choice of methods of semanticized lexical units;

c) Make a comment (the words

passport) if the textbook explanation is not given;

d) Define the focus and adequacy of exercises, as well as the sequence of their performance in the classroom and at home.

The exercises used in our school as teaching materials are not effective enough, which led us to the need for further development or a complex exercise.

For example, to quickly memorize words, we often use the songs. As soon as we study the new words, as the first homework assignment, we ask our students to listen to a couple of their favorite songs, and find those words. Sometimes students find a few words in one song, sometimes only one. However, this exercise is very effective. After all, even a single word that is associated with emotional composition leaves a trace in the memory, which means it is stored for a long time.

Next, a favorite exercise of our students is mnemonics. We need to create colorful association - it will help to learn even unpronounceable words. For example - the word "weather" is similar to the Russian word for "ветер", build in the head a couple ветер-weather, and remember that "weather" is translated as the weather. There are special directories in which you can find a variety of mnemonic techniques to memorize English words. However it is better to allow students to come up with similar associations on their own, because our associations and emotions are individual.

In addition to TM "Family and Friends" for implementation, processing and memorizing new vocabulary we use electronic resource Kids A-Z. Kids A-Z is an award-winning electronic resource designed specifically for students. Once logged in, the child can work on tasks, or choose other resources for the development of reading, writing and vocabulary. Raz-kids-are thousands of books of different levels, where students not only enrich

their new vocabulary, but also have the opportunity to listen and correct pronunciation, lexical and grammatical usage of a word. Writing A-Z-is differentiated tasks of the various levels, to improve writing skills. Students can use this section while doing project work, writing essays, compositions and statements. The main challenge for our students at work in this section is mandatory usage of studied vocabulary. Vocabulary A-Z - is an online resource where teachers can add words to their subject, create lesson plan, or, use ready-made plans, provided by the program. This product offers a set of exercises for learning the vocabulary of a base of more than 14,000 words. A teacher has the ability to enter new words in the program if they are not present in the list. All tasks are performed by students in the online mode, which is interesting for students. In the classroom the teacher is able to use handouts, in printed versions of assignments and exercises.

So, to prove the hypothesis that the introduction of a variety of additional vocabulary exercises leads to better memorization of words, we entered into the program and selected an additional series of exercises for grades 5-6 and implemented it during the first half of the year.

Trial training conducted on the basis of this study, had the following objective: to test the feasibility of the proposed lexical exercises to improve vocabulary knowledge and skills of students. The implementation of this pilot training followed decision twofold task: teaching and research.

Classes were divided into groups: experimental and control, and tested at the beginning and end of the trial study. At the end of a trial teaching, benchmark works were carried out, calling for the students' ability to correctly semanticize and use it in speech works proposed for the assimilation of lexical units of English. This showed that, with the implementation of

control tasks, students who completed the test training coped better and faster.

Thus, summing up the work and the analysis of the results, we can conclude that we have reached our objectives, and we consider that additional tasks and exercises or extra resources in the learning process are to be one of the ways of solving difficulties of teaching vocabulary.

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TEACHING VOCABULARY IN A CLIL SECONDARY SCHOOL COURSE

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In the recent years, the change of education paradigm in the Republic of Kazakhstan has shifted the educators' focus to CLIL technology as a means to make

learners more cognitively active during the learning process, develop their functional literacy, as a result, making them more competitive in the labor market.

At present, introduction of CLIL in secondary and higher education is being enhanced. In the 2016-2017 academic years, preparatory work for the transition to trilingual education in secondary schools started. School teachers and university lecturers are taking General English and CLIL courses. Team-teaching and other CLIL varieties have already been introduced in many higher education institutions. National Academy of Education named after I. Altynsarin developed programs for additional education of schoolchildren in three languages, guidelines, and an extracurricular work program in the subjects of senior classes, where instruction is planned to be in English. Yet there are many challenges to face. One of the key problems that needs to be solved is that of language corpus that should be introduced in the CLIL-based curriculum and vocabulary teaching techniques.

The relevance of the problem under study has made us consider peculiarities of teaching vocabulary in CLIL, findings of some research on the subject-matter, general guidelines on organization and content of CLIL courses as well as recommendations of Kazakhstan National Academy of Education for CLIL teachers. By the example of Grade 7 Biology CLIL course, we present our vision of the way acquisition of vocabulary in this course can be organized.

Fostering language learning requires focus on vocabulary acquisition / learning and vocabulary growth. To develop a successful CLIL vocabulary-teaching strategy, it is vital to teach learners words, which belong to the most frequent lexemes of the language. Much research has been conducted in order to define the exact number of words the learner should acquire to accomplish a CLIL program. Ac-

ording to Laufer and Nation (1999), teachers of English should focus on the 2,000 most frequent words, and instead of teaching less frequent individual words they should introduce strategies for coping with unfamiliar vocabulary [1]. There is also consensus that knowledge of collocations - habitual co-occurrences of lexical items - is important for developing language skills in one's both native and foreign languages (e.g. Bahns 1993; Zhang 1993; Cowie 1994; Herbst 1996; Kita and Ogata 1997; Partington 1998; Hoey 2000, 2004; Shei and Pain 2000; Sripicharn 2000; Altenberg and Granger 2001; McEnery and Wilson 2001; McAlpine and Myles 2003; Nesselhauf 2003) [2]. Besides, it is essential that the list of words and expressions for a CLIL course should include both content-obligatory and content-compatible language, as learners need to produce the academic register of science and dwell on the themes they study. Content-obligatory language is associated with the specific content of a subject whereas content-compatible language is non-subject specific language. Learners may have learned it in their English classes, and they need to use it in CLIL classes to communicate more fully about the curricular subject. We add to it conversational phrases and classroom English learners need to communicate with peers and their teachers in CLIL class and to do CLIL tasks. Considering Feldman & Kinsella's research (2005), successful and thorough implementation of CLIL almost certainly requires:

- knowledge of some 6,000 most frequent words in English;
- knowledge of the key lexicon of the content area;
- knowledge of the key transactional lexis of the educational environment, including knowledge of the key lexis used by digital media [2].

Much support in this respect is provided by Cambridge University. In its

Cambridge TKT CLIL Handbook [3] general survey of what should be taught in CLIL a course in terms of language has been given. The language to learn is specified by the obligatory language units to know, e.g. seventy six for Science (*absorb / absorbent, acceleration, acid, adaptation, algae, alkali, etc.*), communicative skills that are to be developed across the curriculum (*agreeing or disagreeing; asking questions; clarifying what has been said; comparing and contrasting; describing cause and effect, diagrams; images; a process; evaluating work (own and others'); expressing idea; giving examples, information, reasons; hypothesizing; instructing; interpreting data; justifying answers or opinions, persuading, predicting; presenting solutions, presenting work; stating facts and opinions; suggesting changes and ideas*). Indispensable verbs are connected with the cognitive skills to be developed. With “remembering” the verbs *recognize, recall* and the activities *label, list, identify, match, name, recite, spell, state facts, tell* are associated.

“Understanding” presupposes use of *explain and interpret* in such activities as *classify, compare, define, describe, draw, give examples, order, predict, sequence, translate*. “Applying” requires the verbs *carry out and do* and the activities *calculate, experiment, find out, interview, prepare, present, research, show*. With “analyzing” we associate the verbs *examine and reason* and the activities *analyze, choose, decide, deduce, examine, give reasons, justify, show the difference between, solve*.

“Evaluating” requires *evaluate, assess* and such activities as *conclude, consider, give an opinion, judge, prove, rate, recommend*. “Creating” needs the verbs *make and produce* and the activities *build, change, compose, create, design, imagine, invent*.

As in 2016-2017 academic year Kazakhstan secondary schools started pre-

paratory work for the transition to trilingual education, in this connection, many regulations on organization and content of CLIL courses have appeared, one of them being the “Integrated Learning to English Language and Sciences and Mathematics (IT, Physics, Chemistry, Biology, Science)” guidance book, published by The National Academy of Education named after I. Altynsarin [4].

It provides general guidelines on the essence, organization and content of CLIL technology, as well as recommendations on what each particular course should focus on. In general, everything should be aimed at developing functional literacy - the ability to use knowledge and skills acquired in school to solve a wide range of life problems in various spheres of human activity, as well as in interpersonal communication and social relations. Types of functional literacy, assessed in the framework of external evaluation of students' academic achievements are reading literacy (Kazakh and Russian languages), mathematical literacy, natural science literacy (Physics, Chemistry, Biology, Geography).

As most of the school subjects to be CLIL-based refer to the Natural Sciences, in this article we focus on them, in particular, on Biology. In general, natural science literacy is understood as the ability to use knowledge of natural sciences, to identify problems and draw valid conclusions necessary for understanding the world around us and for the changes that human activity brings to it, as well as for making appropriate decisions.

The peculiarity of teaching natural science subjects is in the formation of understanding the impact of natural sciences on the environment, economic, technological, social and ethical spheres of human activity; the need to create conditions for the development of skills in educational, design, research, creative activities, motivating learners to develop themselves;

formation of safe work skills during the educational, project research, experimental, extracurricular and extra-curricular activities, i.e. learners should be provided the conditions for the development of the ability to describe, explain and predict natural science processes and phenomena; the ability to interpret arguments and conclusions; of understanding research methods, identifying issues and problems that can be solved with scientific methods [5]. Particular attention in the lessons of Geography, Physics, Chemistry and Biology should be paid to the development of cognitive skills necessary for the successful development of natural science literacy – an ability to understand the problem, characterize the problem, to present a problem, solve the problem, reflect on the solution and report the solution to the problem. Of particular importance is development of the research qualities of schoolchildren, attention and observation, logical thinking and creative imagination, memory, language skills and multilingualism, the development of skills in using subject-matter educational, scientific and methodological information, periodical publications, the Internet, digital educational resources. At the lesson, it is recommended, that authentic materials from newspapers, magazines, films, video and audio materials, websites and literature for collecting and processing information be actively used. For the formation of academic vocabulary on the subject, there should be systematic work on the use of terminology in the classroom. Written and oral assignments are to allow students to improve the correct use of terms.

Therefore, designing vocabulary exercises for the secondary school Biology CLIL course, one should take into consideration the high and low order thinking skills to be developed in the learners, the academic vocabulary to be taught, the requirements for developing motivation, learners' autonomy, ability to practically

apply knowledge and skills, teaching the learners to search and process information from different sources. The basis for developing vocabulary exercises should be a thoroughly selected glossary, which will allow the teacher and the learners to focus on the indispensable content-obligatory vocabulary for the course.

However, the lists of content-obligatory vocabulary, provided in the Cambridge TKT CLIL Handbook and the “Integrated Learning to English Language and Sciences and Mathematics (IT, Physics, Chemistry, Biology, Science)” guidance book, do not support the study program in Biology for Grade 7 and the content of the Biology textbook for Grade 7. The Biology Textbook for Grade 7 for secondary schools is the textbook by Kayum et al. (Almaty, 2012) [6]. The textbook focuses on classification and systematic study of living beings, their morphology and activities (*Low Organisms, Fungi, Plants, Low Plants, Moss and Ferns, Flowers, Cereals, Animal Kingdom, Invertebrates, Vertebrates, Domestic Animals*). After each unit there is a list of terms (4-12), with the number of terms per chapter ranging from 4 (Chapter 5) to 67 (Chapter 9). The majority of such subject specific words are names of some organisms: *Мангольд* (Mangold), *Ежовник* (Bur Grass), which are not essential for the CLIL purposes. There are also many endemic plants like *Инсегек* or *Бюргун*, which do not have English counterparts. Therefore, for practical purposes a different glossary should be compiled. We suggest it that it should include the subject specific vocabulary from the Cambridge CLIL Handbook for Teachers [3], the corrected version of those terms from the “Integrated Learning to English Language and Sciences and Mathematics (IT, Physics, Chemistry, Biology, Science)” guidance book [4], that conform to the content of the Biology Course for Grade 7 and the content-compatible vocabulary on the

themes of the course. It is advisable that the glossary group the terms not on the basis of their reference to some branch of biology or semantic group, but basing on the content of the chapters. It will give teachers the opportunity to make new vocabulary exercises and design other CLIL activities.

The glossary is a teaching resource that can be used by the teacher to make tests or new exercises on the vocabulary of the course, or it can be used as a word bank for learners. Another opportunity to use the glossary for practice and consolidation of the active vocabulary is to divide the glossary for the chapter into two parts – English and Russian and make the learners work in pairs. As all content - compatible vocabulary cannot be included into the glossary and we should observe the requirement of personalizing learning, instead of providing the learners with the ready-made glossary, we can make them build up their own glossary of scientific terms and useful expressions as they learn about new science topics. Examples of key words can be highlighted in bold or italics on their worksheets. The teacher can help the class build up definitions of the terms, and allow time for learners to add each term to their glossary. It is a very useful activity as in this case the learner is to decide for himself / herself which words are relevant. It also results in greater learner autonomy and reflection, contributing to the formation of LOTs and HOTs.

Terms of the course can be revised with the help of the “matching” exercise when the terms are written on cards of one color and the definitions on cards of the other color. Periodically, such sets of cards can be handed out to small groups or pairs to match each word with its definition. It may be accompanied with the web-search activity, very helpful for extending the students vocabulary and developing learner autonomy, e.g.: *Match the words with the definitions. Then go to the Mac-*

millan Online Dictionary [www. macmillandictionary.com](http://www.macmillandictionary.com) and check your answers by typing the words into the search box. The same activity can be used with the labelling task. In this case the teacher gives learners an unlabeled picture with the task to label it and useful Internet links. If a teacher gives the learners a picture to label as a part of home assignment, he / she can instruct them to find some other organisms of the same class / order / etc. In this case, we also develop learners’ thinking skills as the learner is to search for information, analyze and systemize it for proper selection. Moreover, this activity is person-oriented and contributes to better acquisition of new words and concepts as the learner chooses the organisms he / she finds interesting.

For consolidation of active vocabulary gap-fill activity and flashcards can be used. Accuracy can be developed with “Choose the right word” exercises and jumbled letters. If words with jumbled letters are given in the context, the jumbled letters activity both enhances vocabulary acquisition and develops reading skills.

Vocabulary is also focused on in the activity “Find the words in the word square”. The exercise “Find the odd word” implies analysis and is good for systemizing knowledge and vocabulary. It can be accompanied with a web search. It can also be the basis for speaking activity, as the choice in each case is made on a different ground, thus, developing of reasoning is possible with this exercise.

Of analytical nature is the exercise “Complete the table with the words”. Revising the content-compatible vocabulary, it develops in learners the ability to apply theoretical knowledge in practice and critical thinking.

“Word Map” activities should be developed for all the themes of the course as this exercise is a good tool for consolidating previous knowledge, may be used as a pre-listening or a pre-reading activity

or for checking the learners' understanding of the theme. In terms of vocabulary, it helps learners set logical connections between the concepts and words which results in better language acquisition.

Developing vocabulary exercises for a CLIL course, one should make sure they contribute to better acquisition of the content-obligatory and content-compatible lexicon, development of high and low order thinking skills, motivation, learners' autonomy, ability to practically apply the knowledge and skills, learners' ability to search and process information from different sources.

In general, a corpus-informed approach to the subject matter contributes to elucidation of the problem of vocabulary acquisition in CLIL courses. The key to success in a CLIL environment is the acquisition of a productive vocabulary that includes knowledge of the most frequent vocabulary items in the target language, the key vocabulary in individual subject areas and the key vocabulary needed to function in the educational environment. Effective vocabulary acquisition is achieved by making glossaries of scientific terms, flashcards, "A Word Bag" activity, worksheets with exercises for introduction, revision and extension of the vocabulary, including crosswords, web-quests for words to label a picture/ fill in a chart, jumbled letters, finding words in word squares/grids, finding odd words, completing sentences and doing quizzes, using factual information, choosing the

correct word out of two/three options, completing a table using words from the list, and intensive use of ICT.

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METHODS OF FORMING GRAMMATICAL SKILLS OF HIGH SCHOOL STUDENTS

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In a modernized society an important role is international education. Nowadays, the subject "foreign language" due to

its characteristics has great potential, rather than the other disciplines studied in school.

In our days there is a need of knowledge of foreign languages. Mastering a foreign language involves several aspects. The most important aspect of a foreign language, of course, is grammar.

In teaching speaking, grammar is one of the most important places, this kind of foundation, which is based on vocabulary.

Learning grammar and the correct formation of this or that utterance, and identifying grammatical forms not only in speech but also in writing takes place through the development of grammatical abilities.

The majority of European teachers noted that educational and training goals in training are not achieved due to the fact that students in the study of classical grammar of a foreign language, according to numerous observations do not understand the practical significance of the study grammatical terms and concepts, or purpose of grammatical analysis. In addition, often teachers at the school prefer to teach grammar through tables, learning structures, exercises the same type, using which the student doesn't fully understand the practical benefits of what he's doing [2].

Theoretical aspects and stages of formation of grammatical skills. *The skill* is automatically performed the action, achieved by using multiple, targeted exercises. Skill is interpreted by the lack of purposeful mind control, quality and optimum lead time.

Grammatical skill is synthesized by the action performed in habit-forming parameters and provides adequate morphological and syntactic design of speech units at any level in the speech [1].

Grammar skill includes the following:

- selection structure, the most appropriate speech plan of the speaker (in certain situations);
- execution of speech units in which

to complete the structure in accordance with the rules of the language and a certain time parameter;

- assessment of the adequacy and correctness of these actions.

One of the important conditions of the creation of active grammatical skill is the possession of a sufficient amount of lexical material which can be formed skill. Grammar the action takes place in the boundaries of certain vocabulary, vocabulary on a certain material. If a student in a particular situation it turns out quickly enough and correct yourself grammatically to make a phrase, there is reason to argue that he is already in some degree fluent in grammatical skill.

Grammatical skills are different from each other as much as themselves the various types of verbal communication (speaking, reading, listening, writing) [3].

The purpose of learning grammar learning a foreign language is the mastery of grammatical skills: productive (speaking and writing) and receptive grammar skills(listening and reading).

Grammatical minimum is a specific set of grammatical phenomena (grammatical forms, structure, rules of change of words and connect them into sentences), which are designed for the proper design of the speech, not only from the point of view of morphology, but also from the point of view of syntax.

Active grammatical minimum includes grammatical phenomena, which are intended for use in speech and writing.

Passive grammatical minimum includes phenomena that students can recognize and understand the text [3].

The study of such units as vocabulary, syntax, phonetics is a necessity, but from a practical point of view, without any knowledge of grammar they are meaningless. If a person has no grammar skills, it can intelligently make your speech, to express their thoughts in written or oral speech, but only can play a certain set of

words. The importance of grammar skills is very large, because to avoid obstacles in the dialogue or monologue, it is important to build speech and grammar without certain skills is impossible.

Stages of formation of grammatical skills

Productive assimilation of grammar material involves the following steps:

Stage 1 - Introduction and primary grammatical material.

The purpose of this stage is to create an indicative basis of the grammar of action for the future of skill formation in different communication situations. At this stage it is important to identify the value, formation and use of grammatical structures, to provide control of her understanding of the students and initial consolidation [4].

The introduction of the new grammatical material for the productive absorption is mainly carried out through educational and speech situations that are presented orally or by reading. Familiarization is a teacher, or independently in this order:

1. Installation on the functional orientation of the new grammatical structure (for example: in today's lesson we learn how to respond to say, if...).

2. The formation and presentation of educational speech situations typical for the full functioning of the new grammatical structure; recognition by students of the structure visually, or by ear; understanding grammatical structures as a result of extralinguistic and linguistic actions.

3. Control understanding the meaning of new grammatical structures and accuracy of its use with a partial translation from a foreign language into the native language, execution, and commenting on physical actions, the use of visual material, conditional transfer and various exercises that do not require playback of the new structure.

4. The choice of a particular rule and

its wording.

5. Analysis and comprehension of grammatical phenomena with the help of introductory exercises [4].

Stage 2 - Practice grammar material.

The formation of speech grammar skills involves the development of skill a more accurate reproduction of the phenomenon under study in the typical functioning of speech situations and the development of flexibility due to the varying conditions of communication, requiring adequate grammatical registration of the statement. With this purpose, simulation, wildcard, transformational exercises. Separate group highlighted exercises of the game character [5].

For this step, use the following exercises:

- Simulation exercises;
- Wildcard exercises;
- Transformational exercises.

Stage 3 - The Use of grammar in speech.

The transition from skill to skill happens through exercise, which activated a grammatical phenomenon should be consumed without language prompts in accordance with speech circumstances. Exercises at this stage can be carried out on the basis of oral topics, home reading, slides, film extracts used.

Control of grammar skills may be a witness or to stand out in a separate stage. The teacher implements it in the process of speech activity (speaking, writing, listening) or with the goal to use different type of monitoring exercise [6].

Receptive grammar skills mastering involves 3 stages:

Stage 1 - introduce the new grammatical phenomenon.

Introduce students with new grammatical phenomenon should take place in accordance with the following methodological requirements:

- An explanation of receptive gram-

mar material is carried out successively from the introduction of the signs of grammatical forms to the disclosure of its content with the help of simulating the communicative process of listening, reading.

Most the full meaning of grammatical forms should be reported immediately as students are able to meet any of them, they must learn to relate them to this form.

- You should immediately compare the new grammatical form with its homonymous forms, it is necessary to provide guidance on how to determine its value and distinguish it from other homonymous forms.

- Explanation of data teacher must necessarily be based on text [7].

Receptive grammar teacher reported using:

- a variety of rules; algorithms (receptive);
- in the form of examples;
- through a combination of rules and models;
- in word forms [8].

Stage 2 - Training and automation effects in reading and listening.

Training is designed to teach students to automatically discern the signs of the relevant grammatical phenomena, to be able to separate them from the homonymous and involves the execution of complex, differentiated, wildcard and transformational exercises [7].

Below are a few types of training exercises:

1. To allocate the text with the help of diagrams (provided following the text) contained in this complex sentence and to determine the temporal form of the verb in the subordinate clause:

2. On the basis of the text, students should "encrypt" grammatical phenomena, highlighting their grammatical features; they are given a clue which specific events they need to "encrypt" and then they encrypt. If students work in pairs then they

are invited to share their "codes" and based on them choose from the text of the relevant proposals.

3. Exercises of creative character

For example, students are encouraged to write the rules of conduct in the kitchen, using modal verbs must / mustn't, can / can't.

Example: Rules in the kitchen:

You must wash all dishes after eating.

You mustn't play in the kitchen.

You can eat everything you want etc.

In working with passive grammar is easy to give the appearance of search with elements of excitement, so-called language game. Gaming can be regarded the following exercise: students are encouraged to return artificial proposal, which built on the formal elements of the language, its a natural look. All exercises for the assimilation of passive grammar should be at a fast pace, in order to accustom the students to grasp the informative characteristics synchronously with the reading of the text [9].

Stage 3 - Application.

The application involves such skills as the development of an independent analysis of the text while listening and reading. During training, the emphasis is on the ability of students to self-mark various grammatical constructions which are peculiar to the language and to analyze their meaning according to the context. Special effectiveness of different exercises on the selection in the text polysemantic grammatical phenomena and grammatical homonyms, explanation by students of their meaning and application, comments and their suggestions to include these phenomena and the analysis of their semantic functions[9].

Thus, we considered concepts such as skill, grammar skills, the importance of grammar skills. Considered the concept of active and passive grammatical minimum,

on this basis identified the main stages of formation of grammatical skills, and identified the main types of exercises for forming grammatical skills.

We have developed the following grammar exercises for students grade 6 high school.

Exercise 1. Use these sentences in Negative and Interrogative tense

Example: Lena likes grape.

Negative form: Lena doesn't like grape.




Interrogative form: Does Lena like grape?

1. I study in school number 3.
2. He works in the garden very hard.
3. My classmate likes apples.

4. They always watch sad films.
 5. We plan to go to the picnic
- The goal of this exercise is to develop and consolidate the use of present simple tense.

Progress of work: before starting the exercise the teacher, as a support, gives the students the charts that indicate basic information about the time present simple (formation in the affirmative, negative and interrogative form as well as terms of use). Using these tables the student must transform sentences from affirmative to interrogative and negative form. After that, the students are merged in pairs and compare their sentences.

Exercise 2. Use these regular verbs to complete the sentences. Write them in the Past tense

Play 	Walk 	travel 
Finish 	Want 	Love 

1. Oleg _____ to USA last summer.
2. Children _____ their work yesterday.
3. Before dinner Liza _____ computer.
4. Julia _____ to go to the cinema, but her friends didn't want to.
5. Before this year Anton _____ going to the theatre.
6. Yesterday my friend _____ around 30 minutes.

The goal of this exercise is to consolidate the use of regular verbs.

Progress of work: to start the teacher with the students repeat the difference between regular and irregular verbs, then the teacher gives a homework exercise on a piece of paper, in this exercise, students need to make sense to paste in the sentence from the table, using them in the past simple. Before you start doing the task the students must translate the words of signs and writing in a notebook with the translation.

Example: the words finish, walk, travel, love, want, play.

1. Oleg traveled to London last year.
2. Father played computer yesterday.

Exercise 3. Complete the conversation using What? When? Why? How or Which?

A: _____did you move to Ust-Kamenogorsk?

B: in 2005.

A: _____was your favorite book in childhood?

B: "The Turnip".

A: _____did you study English before?

B: In a language centre.

A: _____song did you like in childhood?

B: "Antoshka", of course.

A: _____did you move to Ust-Kamenogorsk?

B: because my grandparents lived there.

The goal of this exercise is to train

usage of question words what? when? how? which? where?

Progress of work: for beginning students together with the teacher learn the value of question words, then the teacher divides the students into pairs and they are given exercise. In this exercise, they need to insert question words to questions and then read them one by one, or invent independently the short answer to these questions.

Example: A: How old are you? B: I am thirteen.

Exercise 4. Choose one card and make up a short dialogue with using past time questions and short answers.

Example:

A: where did you find your first friend?

B: in school.

A: how old were you?

B: I was seven.



The goal of this exercise is to practice the use of question words and developing the ability to give a short answer.

Progress of work: to begin, students are divided into pairs, then each pair draws a card which shows a place (school, cafe, beach). Pulling a card, students must compose a short dialogue on the subject. Be sure to use question words and give short answers.

Learning English grammar at the

middle stage is an integral part of the educational process and should occupy a key position. Mastering grammar skills promotes correct speech of students, since grammatical skill is one of the main components of speech [1].

In turn, speaking is considered one of the important components of learning a foreign language. Without speaking, the student would not be able to correctly formulate and construct my speech, could-

n't read any text, it is especially important that all language processes are closely interrelated.

The purpose of learning grammar learning a foreign language is the mastery of grammatical skills: productive (speaking and writing) and receptive grammar skills (listening and reading).

The study of vocabulary, phonetics and syntax is necessary, but without grammar knowledge they are meaningless. If a person has no grammar skills, it can intelligently make your speech, to express their thoughts in written or oral speech, but only can play a certain set of words. The importance of grammar skills is very large, because to avoid obstacles in the dialogue or monologue, it is important to build speech and grammar without certain skills is impossible

To increase students' interest in studying such a complex section of the language like grammar, it is first necessary to set, that is, in front of the teacher, clear objectives. Students need to know and understand why they do a particular task or learning certain rules.

The next thing to consider is the variety of tasks. All tasks that are given to students should be carefully selected by the teacher.

No less important in the grammar is clarity. Students should have a clear example or a rule, which are then quickly absorbed students.

Games must also be present in the classroom. So-called games help children to relax, and thus each task can have a clear goal.

Therefore, the study of grammar in high school is absolutely necessary; these exercises developed by us facilitate easy learning grammar. In conclusion, it should be noted that the goal and objectives were fulfilled.

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INSIGHTS INTO THE WEB BASED ENGLISH LEARNING PROJECTS

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1. INTRODUCTION

Implementation of various information communication technologies into educational process is complex and challenging though it is very beneficial. When integrated into the learning process web tools are becoming essential modern professionals' learning tools. They assist traditional education, accelerate exchange of urgent information and provide free flow of feedback. However there are some issues that are controversial and slow down their use in teaching practice.

The main purpose of this article is to offer the way to enhance the process of Academic English language learning by implementing Web 2.0 tools which will allow blended learning in peer to peer or teacher to student collaboration. Improving the writing skills and acquiring English in the experimental groups the students are to use LMS, Wiki and SNS as means to prove the following hypothesis. Hypothesis: if the project of Web based learning is a success it will result in closer teacher-to student and peer-to peer cooperation, better AE results. In order to achieve the purpose the set of goals was set:

1. To create a platform for cooperation on the basis of LMS, wiki site and SNS.
2. To provide the theoretical and empirical analysis of the project proposal.
3. To use the qualitative and quantitative methods of approving of the hypothesis.
4. To provide students' and teachers' feedback on this innovative cooperation.
5. To single out advantages and pitfalls if any.

While creating the web based Academic English Writing project, the possibility for massive education across borders

and time zones has been taken into account when the students have the opportunity to share educational and cultural information and work under the project simultaneously via wiki, LMS and SNS tools, which have a clear and user-friendly interface and free of charge use.

In general, it is promising as having the great potential as educational and peer to peer collaboration incentives. The leaders of the project accomplishing the role of a moderator will assign responsibilities among the participants of a project team, appoint the students' responsibilities, and monitor the implementation of the project and meeting the deadlines.

2. BLENDED LEARNING IMPLEMENTATION IN NRU HSE

Once the educational information is transferred by means of information communication technologies we may come across electronic learning. E-learning makes use of various electronic technologies, forms and components as its primary means of learning and teaching (Rosenberg, 2001; Swan, Bowman & Holmes, 2003). Currently, educators across all fields use online training to teach in every sphere of competence forming and leading universities incorporate ICT into teaching process in higher education.

The National Research University Higher School of Economics (NRU HSE) along with solid Russian universities has launched the pilot project of the Open University has various information and communication technologies in use by means of wiki sites, e-learning environment (LMS), and learners' groups in social networks, webinars, gamification, MOOCs etc.

According to classification of e-learning based on the amount of time the

students spend on line (in percentage) for educational purposes (Smith & Kurthen, 2007) Web Technology (only fragmentary), Blended learning (45% of e-learning and 55% of face to face one), Hybrid learning (45-80% on line) and E-learning (more than 80% in real time on the network) we are inclined to think that the authority of HSE follows the blended learning strategy mostly.

ICT provides several advantages from the point of view of a teacher. In other words ICT encourages socialization, sharing, creativity, authenticity and collaboration (Peachey, 2014). Arranging teacher-student collaboration by means of ICT is fruitful.

It helps deliver information and flip the class providing an easy access to the materials and possibility to store them. Provided the permission is given anyone may share the plans, slides, e-versions of elaborations.

3. METHODOLOGY

While caring out this project fourth generation evaluation principles were used (Mason, J., 2002). The semi-structured techniques and methods including focus groups (groups of students of various ages and teaching staff discussions), individual interviews were held and opinion polls were carried out to assess the common trends and views on the use of web tools in teaching practice.

Along with qualitative some techniques of quantitative research of collecting numerical data to can be transformed into usable statistics were put into practice. It was used to quantify attitudes and project participants' opinions to uncover general patterns, which can be relevant to efficiency of web tools use in teaching Academic English for writing purposes. Quantitative data collection methods included various forms of surveys – on-line surveys, paper surveys, face-to-face interviews; Google forms polls and systematic

observations.

4. TEACHING ACADEMIC ENGLISH WRITING BY WEB 2.0 TOOLS

4.1 LMS projects

In order to arrange effective teacher-student collaboration outside the classrooms LMS platform was used to implement common projects aiming at helping students in foreign language learning activities. To master the technique the students will have to acquire team work skills.

While creating a new group project no matter whether it is a scientific or business project students have the opportunity to share information on the project through internal program's functions. They can fix tasks for the participants monitor the stages of performing operations keep the deadlines with the final stages. Such programs of project management as Project Management, Smart Extranet, Live Project, Work section etc. have a clear and easy-to-use interface, free of charge use, broad functionality. In general, they are promising as they have a great potential as a tool for simulating of project management. These programs allow the administrator to assign responsibilities among the participants of a project team, to appoint the persons responsible for certain operations, monitor the implementation of the project.

An innovative teaching English language as a foreign language technique under the title of Smart Project Learning was launched in the National Research University Higher School of Economics (HSE) via learning management system (LMS). It was carried out in a form of blended teaching of Business English subject (10804-BE 3rd year) and was divided into 4 sub-projects.

The first one took the period from September to November 2013. It was devoted to academic writing. The students were taught to deal with paragraphing.

They practiced writing abstracts starting with a definite topic sentence or finishing up with the one. They had drills on finding sequences of thoughts and logic. They tried their hand in making introduction, main body and the conclusion. It may seem simple but turned up to be the great challenge.

The second subproject was to provide incentives to use critical thinking. It lasted from November to December 2013. The students were given the list of the famous people's quotations and the task was to speculate upon it. The challenge was to express the opinion via LMS using evidence and both for and against arguments.

The third subproject (from January to February 2014) was devoted to joint projects of the students. Referring to the abstract written by the previous student the assignment was to enlarge piece of writing and incorporate the passage of your own. It involved creativity and knowledge of academic writing issues. The special concern was to maintain the appropriate register.

The fourth subproject dealt with making students' presentations. It began in April and finished in May 2014. The students used visual aid to make the presentations vivid and impressive.

Project learning is a way to achieve a didactic purpose through detailed development of a problem, which should be completed by a real, tangible practical result, drawn up in accordance with the rules of an academic writing.

Smart project learning is a form of active learning. The heading of the project has symbolic meaning. It combines active learning concept and computer assisted learning. It is smart due to the use of ICT in education and project learning in its essence. The substantial novelty consists in conjunction of blended and project learning techniques.

4.2 Wiki project

Writing projects in English develops students' research and exploratory skills inspired by cognitive motives and interests. The task of a teacher is to form the environment which will provide necessary conditions for creativity. The issue that requires to be considered in project learning is the development of critical thinking. Students are given the ability to enquire knowledge in order to navigate in the educational space independently.

In 2016 in order to support the Academic English, writing for the fourth year students in particular, an educational site, which contains several pages on project proposals, on peer reviews, on presentations and manuals and tutorials on successful writing production, was created which both students and teachers could use at convenient time for educational information search or peer assessment (<https://sites.google.com/site/academicwritingprojectproposal>)

The exam results of the groups taking part in the experiment have justified the hypotheses that web tools can optimize the process of education and that Wiki enables project-based learning in real time, when all participants distantly can cooperate in teamwork. Wiki spaces allow both formal and informal communication in different role models and dimensions like (a student- a student, a student -a teacher, a teacher- student groups).

Project based learning via wiki sites highlights the idea of students' collaboration and cooperation during the learning process. It creates favourable environment for the development of their various qualities. Necessary autonomy and initiative in education is evoked. It motivates to develop personality and the ability of team work along with responsibility for the group.

4.3 Education while collaborating via Social net sites

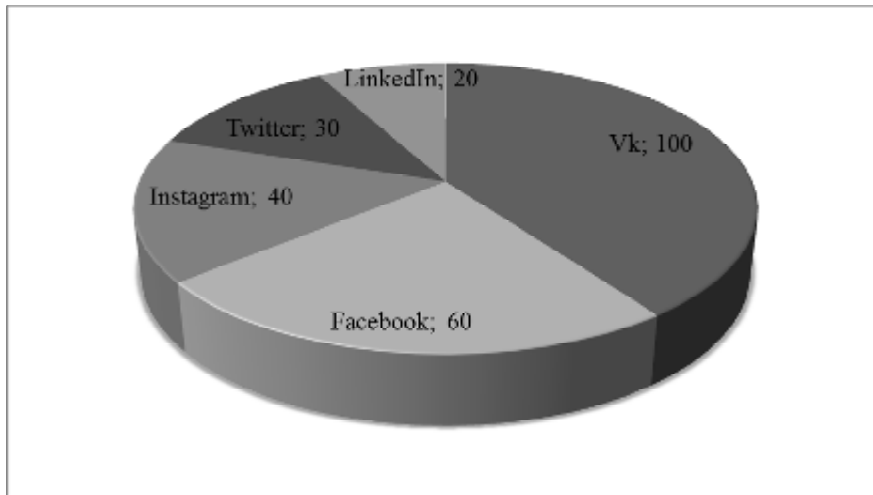
The term "social network" used to denote a web of relationships or social interaction in small groups by social philosophers of XIX-XX centuries (Moreno, 1932; Radcliffe-Browne, 1952). After many decades a new understanding of social networks appeared. Nowadays it is perceived as a communication via social network sites (SNS).

Social networks ("Facebook", "Linkedin" and others) are so popular among teenagers and youngsters that they are threatening to replace real communication for many children and adults because

of the enormous user friendliness and availability. Moreover, it provides a number of advantages over personal contact.

The findings of the survey conducted among the students of the 1-4 courses of the department of mathematics and soft engineering.

The respondents including 120 people have given the priority to the national social net site VKontakte. The most popular social nets among the students of the observed group are VKontakte (75%), Facebook (15%), Instagram and reddit.com per (2,5%), Twitter (1%), Googlet (1%), Prinstagram (1%), Imessage (1%) Researchgate (1%).



As we can see from the results of the survey the widest used sns are international such as Facebook or Instagram. But

there are Russian ones such as VKontakte, Odnoklassniki, Moj mir etc.



The bigger part of the respondents (75%) is symbolized by the lower level, the second level is occupied by 20% of the respondents meaning that they spend 10 hours and less on social networking, the upper level belongs to 5% who are most passionate and durable users of SNS.

Thus, the statistics show that SNS are very popular among the students of Russian university. They use social networking in daily activity. The purpose can be private or educational. While socializing with a teacher in SNS students are more open-minded and relaxed. SNS creates positive educational environment and inspires more than traditional command and control link with a teacher in the classroom.

5. CONCLUSION AND THE FINDINGS OF THE RESEARCH

According to the conducted analyses of the results of using LMS, Wiki site and SNS in teaching Academic Writing to university students the hypothesis of the efficiency of web tools support of the English course has been proven. Thought there was some criticism in the respondents' answers showing that not all professional teachers are very optimistic about web tools and implementation of blended-learning, primarily elderly ones usually resist to create web based English courses, usually due to the lack of ICT knowledge or computer skills, considering the whole idea of distant education unreasonable and impractical. The comment by a 61 year old English teacher «What is the use of these technologies? I can do without them, by

means of face to face session and working at the blackboard».

Coming to the students' feedback one focuses on benefits mostly such as the following:

- blended – learning proves to be more individualized letting use the appropriate pace and time frames;
- cost - effective and time saving as it allows to reduce or eliminate travel costs and commuting time;
- unlike classroom training, which requires the presence of trainers each and every time the course is supposed to be delivered;
- web platform on the basis of wiki or LMS can be developed once and used multiple times for the training requirements of various audiences
- easy access to all the materials which are open to various groups of English language learners due the advent of authoring tools;
- universal coverage and possibility to be applicable worldwide.

In this way web based learning is significantly advantageous compared to the classroom Academic English learning only. The table given below provides official statistical prove for the efficiency of teacher-student collaboration outside the classroom by means of web tools in particular. (Official statistics from the NRU HSE site on Dr Frolova's work with students [https:// www. hse.ru/user/#tab-main](https://www.hse.ru/user/#tab-main))

Table 1. The students' feedback on rating of teacher-student extracurricular collaboration and personal relations.

Department	Number of respondents	Teacher-student interrelation (average score)	Extracurricular teacher-student collaboration (average score)	Deviation
Math and Soft Engineering	17	4.82	-	0.38
Math and Soft Engineering	16	-	4.75	0.56

Law	33	4.45	-	0.96
Law	32	-	4.38	0.93
Management	18	4.83	-	0.37
Management	17	-	4.65	0.48

Thus, the statistics has proven the positive students' feedback on incorporation of web based course of Academic English for writing purposes, which led to creation of a platform for teacher-to students and peer to peer cooperation on the basis of LMS, wiki site and SNS groups. As the result, the efficiency of the given project has been approved by both the theoretical and empirical data collected by means of the qualitative and quantitative methods of collecting students' and teachers' feedback on this innovative cooperation. Consequently, it is a promising area of research and calls for further surveys to be done.

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VERBAL AGGRESSIVENESS IN SOCIAL MEDIA

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Last decade is notable for increasing violence around the world. The whole world actually has become a global danger zone. At the present stage of social historical development the problem of aggression and violence is updated under condi-

tions of the information society and the global information space, the rapid development of social communications, information and computer and telecommunication technologies: world order is collapsing, European Union based on the princi-

ples of freedom and democracy is undergoing an unprecedented trial, world order formed after the Second World war is radically changing. Separating from their national “roots” still further, transnational companies, especially in information technology, shape a global economy. National governments are losing the ability of managing them. Multinational global society is emerging. Network connections without which a modern society can’t function entwine planet.

Actuality of research is due to rising violence in the modern world. Up-to-date information technologies transforms social communication and thereby changes society. Traditional media increasingly gives way to social media. Not long ago complicating dissemination of false information and damaging psychological effects filters disappeared. Today even crazy can become an Internet “star” in the twinkling of an eye and affect the mood of millions and by means of that also affect public policy. State hierarchy is supplemented and sometimes is substituted for networking that is more chaotic in nature. This reduces the resilience and stability of the system and requires radically new approaches, knowledge and skills from those who must direct key social processes in a constructive direction. The problem of information aggression, destruction and violence belongs to extremely urgent and important research areas with scientific, practical and socio-political significance. This study is aimed to identify and describe the main forms of verbal aggressiveness in social media.

Materials and methods. Discursive fragments picked out from the comments of social networking website Facebook served as research materials. Owing to the methods of linguistic description and interpretative analysis of the text fragments the forms of verbal aggressiveness in social media were determined; pragmatic analysis contributed to the identification of

characteristics of communication in social media.

Results and discussion. Although being in relationship with other symptoms such as anxiety, stress, frustration, depression etc. the phenomenon of aggression is a local phenomenon related to the sphere of communication. So we consider the verbal aggressiveness definition introduced by O. Khramtsov to be to the point: “Verbal aggressiveness is a deliberate, destructive behavior that manifests itself in a particular type of information acts that are verbal ones and motivated by hostility and hatred towards people, society. They cause damage to people’s life, health, honor, dignity, rights or cause them mental discomfort (state of stress, anxiety, fear and other negative emotions) [2, p. 8-9]. The scientific novelty of this research consists in focus on the verbal aggressiveness forms in social media. The main characteristics of social media are: a) multichannel system. If one of the communication process’ elements fails the system finds alternative ways to transfer information; b) publicity, accessibility, absolute equality of rights. Social media equalize the roles of recipient and sender, each communication participant has equal rights; c) the fundamental value of freedom of speech and freedom of expression; d) spontaneous, unstructured communication; e) private communication owing to possibility for users to control the level of access to the information posted on their profile and to control who has access to a particular part of the page; e) absence of external control; every user has right to act according to his needs; g) intertextuality that means users can share references to information posted on other sites with their friends; j) the duration of storage is uncertain since its carrier or group’s moderator can delete it at any time; a) focus on dialogue. Monologue is a replica of the great dialogue and has the potency to transform into dialogue or polylogue on the assump-

tion of interest from others and their involvement by means of comments.

The forms of verbal aggressiveness in social media are:

1. Abuse. G. Kusov notes that “in the logical formula of speech act of abuse the thesis of individual’s social failure is peremptory set forth and this creates illocutionary effect of speech act of offense. In this sense the abuse is a speech act of direct action that is aimed to suppress the individual’s component of intellectual consciousness for the purpose of denying its social significance. Offensive judgment is based on the principle of depreciation of social significance: whatever you do or say does not matter because you can’t be “expert” in view of the fact that you are “social outcast”, you are at the bottom of the social hierarchy. Abuse is the result of tearing off such “title certificates” which record social status in society: deprivation of rank or title, setting the sentence and diagnosis, accusation of immoral behavior constitute the arsenal of pressure on communicative personality” [3, p. 86]. Abuse often serves as a value judgment and estimates absolute or relative value of any object (person). Taking into consideration the fact that modern society is informational one it should be noted that the most accurate assessments are represented in the social media where the vivid characteristics of politicians, cultural figures and show business can be found. Evaluation statements may include invectives which have the concept of obscene and indecent expression from the viewpoint of generally accepted norms of behavior [5, p. 18]. Analysis of comments indicates that for the implementation of the speech act of abuse such means are used in the social media:

1) evaluation statements which include negative component and indicate a low level of intelligence or psychological problems (*The end times, if one of these nutters get there hands on a weapon of*

mass distraction thousands will die; Joe's an idiot!! Spreading crap with no evidence!!; You are a fool!; Another unhinged, wild conspiracy theory by Joe; Joe is a Moron!!; Total idiotic fools; Clinton numb nuts; Crazy old Joe's been insane for years; CNN people are a bunch of dummies!!!; CNN! Moniker for Clearly nutjob nitwits; Fat chance, dumbass!; Clueless; Crazy old Joe's been insane for years);

2) allusions. Due to allusion each newly created text appears on the basis of pre-made texts: *He's like King Midas evil twin, everything he touches turns to sh*t. When his executive orders and his toxic policies push his numbers below 35%, the GOP will impeach. They won't risk the mid-terms. Why would you lose your job in support of a loser?* In this example there is the transposition of legend about Phrygian King Midas who was ruined by greed and stupidity in another text where the text-donor’s semantics is reconsidered, transformed and creates a kind of text-recipient’s semantic code. The author describes the politician like ugly twin of King Midas (*King Midas evil twin*) and owing to this intensifying design he demonstrates his contempt. In order to provide the text with expressive and emotional stress the author uses adjectives of general negative assessment (*toxic policies*), substandard vocabulary (*sh*t, loser*), interrogative sentence (*Why would you lose your job in support of a loser?*), the threat-prediction (*the GOP will impeach. They won't risk the mid-terms*). This example instantiates that in most cases verbal aggressiveness is manifested due to complex of language means that are especially chosen. It should be noted that social media authors often use allusions associated with negative modes of Nazism (suffering, despair, fear, pain, uncertainty, chaos, anger, rage, malice, hatred, disappointment, hopelessness, absurdity): *Whilst this is an outrageous proposal that the Nazi Party*

actually proposed in the 1930s, it's worth bearing in mind that Theresa May is incompetent. Business will not stand for it for a start. Theresa May is also not "strong" as her ideological predecessors in 1930s Germany were, if it's ever implemented, this policy will amount to a token fee or some easily circumvented "tax" that hardly anyone ever ends up paying; They just don't make dictators like they used to;

3) usage of invectives. The main thematic groups of invectives that are characteristic for social media include:

a) reference to devildom (Witch one; They literally worship the devil. Hail Satan!);

б) accusations of being born from parents who were not married (Disrespectful bastards who filmed this just kept on walking and filming while other people are helping the injured just to put it on fbook u sick twats);

в) designations of intimate relations, names of genitals, underwear (Delusional pricks!; Fucking Arabs; ugly motherfuckers; The threat to OUR culture is being held to ransom by the liberalist arseholes who allow the terrorists in!; you suck, and I'm sure you must not be much to look at; That disgusting crotch grabber is DONE... STICK A FORK; Perverts everyone of them; He turn's out to be just about as big of a candy ass as Obama. America still has its panties down to its ankle's for Saudi oil. There's no difference between Saudi's sick version of Islam and Isis or Iran or any other inbred Muslim country. Islam is peace my ass; Mate, what the fuck???);

г) counterpoising yourself imaginary reference group that embodies the "alien" (Honestly here in Australia we are shielded from these incidents so that we don't think that there is any real threat!! Videoing and sharing helps everyone around the world see exactly what's going on with no sugar coating as our government wants us to believe that there is no

threat!! It's not very good footage but enough for everyone to see the carnage these monsters unleash on innocent people!!; I saw this on a thread I was on so I asked the douchebag what he objected to? Was it that he offended the Muslims, or was it that the thought of little children being murdered by these savage barbarian scum Muslims was justified to him? I asked what should he have called them? NO RESPONSE??????). In these passages disgusting creatures (monsters and savages) are represented as "aliens";

4) metaphorical transfer (He'd be a lame duck). Analysis of comments shows that in social media such metaphorical transfer is widespread that attributes to the object of verbal aggressiveness phenomenon associated with evil: GOP is pure evil. I think they actually get off on hurting people; He is a core of evil. В фрагменті: President Trump doesn't seem to have to drain the democratic swamp... they're doing pretty good at their own self-destruction! GLUB GLUB BOOM! Due to the metaphorical transfer of characteristics of the phenomenon "swamp" the Democratic Party represented by President D. Trump is presented as a residence of evil spirits and characterized by dirt, stagnation, lack of activities, initiatives;

5) use the adjectives of general negative evaluation of characteristics of personality (object, phenomenon) that demonstrate a negative attitude to the opponent: (This is disgusting should be taken off fb, disrespectful who ever recorded and put this on FB is less than a piece of shit; Don't know whose more disrespectful the person videoing this, the people walking past... the injured or you sad morons for posting it... these people on the floor injured or dead are someone's mother, father, son or daughter...; They can go to hell the filthy lying scum; Greedy, hypocritical, egotistical, power-hungry, homophobic, vindictive and racists; Three worthless humans; Corrupt, that's about

it; They're horrible human beings and they need therapy. That's the matter with them; They are just fu..... mean, hateful!!!!; They're revolting, but not revolting enough; Who cares? Yah the gender thing is retarded; Republicans a bunch of hateful people this is a huge part of the problem in the United States; They are ignorant...?; A more immoral group of individuals there never was; They are both destructive! They are both dangerous to our nation!). The examples indicate that for assessment the comparisons with those things that cause disrespect, contempt, disgust are used. The use of obscenities directed at a specific person is considered as aggressiveness and verbal attacks on the honor and dignity of the recipient.

2. The accusation of violating social norms. One form of verbal aggressiveness in social media is accusations of violation of the national and cultural behavior norms, neglect of certain cultural values. It is implemented by means of the following categories of vocabulary and idioms:

a) words and expressions denoting antisocial activity condemned by society (*This video is a great tool for awareness! You people are seriously focused on the person behind the camera and not the perpetrator??; They need to go to rehab for their power addiction; Ryan is vile, he delights in robbing the poor and giving to the rich. I hope the media is plastered with images of him laughing at stripping healthcare for thousands of his constituents; Folks, someone needs to say it! The Democrat Party died in 2016! It is UNDENIABLY the party of the felons, atheist, babykillers, illegals, perverts, Socialist Hollywood, benefit cheats, traitors, cowards. The worst of America!! Include STEPHEN COLBERT and CNN; A party dedicated to selfishness, greed, bigotry, and racism; Still only got the tip of the iceberg on Trump's treason with Russia; A blank check, a sex offender and someone who looks like they need to brush their*

*teeth; Politicians need to get to work; stop looking for excuses not to; So apparently Comey lied under oath in front of Congress when he testified that Trump never pressured him to stop any investigation; It's a full line of corruption; Paul Ryan will steal your grandma's purse in broad daylight and blame Obama). Analysis of comments shows that accusations of such activity that has negative estimate from society are widespread in social media. They are: criminal law offence (*perpetrator, illegals, benefit cheats, felon, sex offender, babykillers, robbing, stripping, steal*), a very strong desire or need for something (*addiction*), fanaticism (*bigotry*), perjury (*lied under oath*), parasitism (*looking for excuses not to get to work*), treachery (*traitor*), corruption, racism;*

б) words containing expressive negative assessment of human behavior, characteristics of his/her personality (*Trump is a clueless lying conman. He is also his own worse enemy and doesn't know when to shut up. He just can't stop himself from lying. Also how people can listen to Brennan and co and say they've said there's no collusion is beyond me. Hey re thugs, get ready for your idiot in chief going down; Greed & fear; ...hate, ignorance, racism, greed, misogyny...take your pick; This behavior isn't new. They have always been spineless, heartless, morally bankrupt, selfish, money-grubbing, power hungry, weasels; y'all are a disgrace to the country; Complete double standard; Thank you Joe, for finally realizing that Trump is a big fat liar; Show your evidence and source that you liars don't have). Analysis of comments proves that outrage of social media users is largely caused by such negative traits as mendacity (*lying conman*), covetousness (*greed, money-grubbing*), devaluation of moral values (*selfish, morally bankrupt, heartless*), misogyny (*misogyny*);*

в) words with a clear negative evaluation (*hypocrite, scandalmonger,*

macromania): *Americans have endured the slings and arrows of the outrageous liberal establishment, who thinks of themselves as guardians of truth and tolerance, but in reality are nothing more than self-righteous hypocrites with illusions of grandeur; Republican = hypocrite; MSNBC = Gossipmonger.*

Negative information about a person is used for distorting the social identity's image and leads to loss of the previous social significance of individual – subject of verbal aggressiveness from a collective perspective.

3. Derision. In social media derision is realized in the following form:

a) derision based on the subtext or ironical discrepancy with the real meaning: *Please go to an emergency room immediately. You have missed taking your medication and we fear for your safety.* In this example for the purpose of hidden derision the author cares for the recipient's health in ways that feign serious, compassionate, respectful feelings but the hidden subtext suggests quite the opposite. Thus, the author is not in open conflict, however, the sharp comic manifestation in this comments suggests his objective to humiliate an interlocutor, to cause resentment. The degree of verbal aggressiveness intensity in such derisions takes “faded”, “fuzzy” forms: *Where's the men in white coats?*;

b) sarcasm, distinctive features of which are the sharpness and ruthlessness, the expression of hatred: *The reason why satire works so well in regards to the 'President' is that one can say the most outrageous things and the reality is even more outrageous. The Trump Administration is like a really bad TV comedy satire of government. It would almost be funny if it were not so fucking tragic. I do not like using that word. I keep searching for a better one, but when you want to describe the worst possible thing you need the worst possible word. Nothing else would*

be quite appropriate. This whole shit-show is so entirely predictable. Why should anyone have expected anything different? Trump has been a little dictator all his life one can guess. Born with a gold spoon in his mouth he probably always got his way even as a child. He has been the dictator of the Trump empire his whole adult life. This is why it was always stupid to think, just because he was super wealthy and thus obviously a 'good business man' that he would make a good President. He wants to run the country the way he runs his business, but the nation is not a business. That is one of the gross misunderstandings that lies behind the whole Republican party today. The reason why the nation is not a business is that it does not exist merely to maximize the wealth of the owners. Ahem, at least that is not the way that government of the people, by the people and for the people is supposed to work. Yes the Democratic Party has also turned in this direction in recent years, but this is because of the pervasiveness of that gross misunderstanding about government in minds of so many Americans today. The Republicans are just so much more brazen about it. There isn't even any vestige of the idea that part of the purpose of government involves regulations on business owners to protect the rights of the people. With the Trump Administration the curtain has been pulled back on what happens to democracy when the people do not understand the purpose of their own government. Unfortunately, this comedy satire taking place the nation's capital today is likely just the prelude. Tragic consequences for the people are inevitable. I heard a rumor from a trusted friend who reports that reliable sources have indicated that the FBI already has drawn up indictments on the whole Administration. I can only hope so. My guess is that they won't last the year, probably not the summer. But what havoc will be wrought till then? Will the people learn their lesson?

In this comment the author demurs the existing reality which, in his opinion, lost ethical standards. It should be noted that for expression satirical author's attitude the metaphor contributes in a great measure. In it the author compares the current socio-economic situation in the US with unsuccessful television comedy, D. Trump is portrayed as a dictator born with a golden spoon in his mouth. The satirical effect is also achieved by means of the grotesque: the author describes the country like a theater and a tragicomedy is unfolding on its stage. For implementation of satirical effect in presenting America like theatrical performances the lexical units specially chosen by the author contribute: *satire, comedy, tragic, the curtain has been pulled back, shit-show, funny*. Also, the author uses the negative vocabulary words to demonstrate criticism, contempt, disapproval, discontent towards a person whose personal qualities or behavior, in his/her judgment, do not correspond to moral and social norms and rules of society: *outrageous, bad, the worst, inappropriate, stupid, misunderstanding, pervasiveness, not understand, unfortunately, indictments, havoc*.

4. The hostile remarks. In opinion Y. Shcherbinina the main purpose of hostile remarks is "to change addressee's cenes-thesis by means of expressing negative judgments first and foremost on a personality at large, then on his/her actions, behavior etc" [4, c. 163]. Hostile remarks are considered to be one of the possible forms of open verbal aggressiveness of both offensive and defensive character. As a rule, they are short and emotionally tinged: *I think this is absolutely disgusting!; It's sick!!!!!!!!!!; How awful; Your opinion is worthless; Shame on them!; Disgusting!; You go CNN right down the toilet; Who cares?*

Maledictions may also be reckoned in hostile remarks. They are thought to be speech act with emotionally evaluative

attitude and emotional impact the reason for which is the author's sense of opponent's behavior inconsistency of standards or speaker's notions about it. The implicit form of maledictions with using introductory word combinations and sentences is typical for social media: *Hope he rots in hell; Hope he goes down! I believe he (Trump) will resign because he is too weak to take the pressure, or using modal verbs must, ought, should, need: They all must go with their regressive evil agenda; The Dictator and his Bag of Idiots need to be removed.*

It should be noted that maledictions are not typical in the English-speaking social media.

5. Censure. It is understood to be speech genre in which "the speaker expresses a negative assessment of acting or behavior of a person who is not involved in the conversation" [1, p. 46]. Taking into account the "object" the censure may be regarded as a direct and implicit. In direct censure the object is openly indicated: *Trump and his Administration have entered Washington with the help of the GOP leadership with the goal of raping and pillaging the world of oil and natural gas! Americans will have none of that! Clean energy, pluralism and a better quality of life for working Americans and Taxing the top 1% because their greed is obviously not going to change on its own! The GOP would rather fall apart than stand for the good of American people. Russia is not our sovereign neighbor!!!* In the given example the main means of censure are words with semantics of destruction for noting the destructive impact on the subject (*raping, pillaging, fall apart*), words containing expressive negative assessment of human behavior or his/her personality's characteristics (*greed*), the formation of the opposition "friend" – "alien" (*American people – Russia; Americans – Trump and his Administration*), denial (*not going to change; not our*

sovereign neighbor; none of that).

Implicit form of censure may be expressed by means of:

a) comparison with another object (person): *Does anyone remember Obama colluding and having a bonhomie with Russian plutocrats in White House? Does anyone remember Obama cheating students at a fake university? Does anyone remember Obama grabbing P....y? Does anyone remember Obama going off to his personal retreat every week end playing golf at tax payer expense? Does anyone remember Obama hiding tax returns? Does anyone remember Obama's daughter selling underwear using President's office? I can go on on on ... Wake up or you might hurt yourself soon!* In the given example the name of D. Trump isn't mentioned but the reader hasn't doubts of who is the subject of the charges. The author uses a formation of opposition "the former president" – "the current president" and allusions to the biggest scandals associated with the name D. Trump;

б) critics of the opponent's milieu: *Blind allegiance to party over country for starters... and the arrogance that they thought they could ride this bronco and not fall off in the process....Republicanism is a mental disorder. Created in the crucible of deep seated self loathing, contempt for others, and endemic corruption and wealth worship. A sick and twisted pathology steeped in personal self aggrandizement, a reflexive hatred for government and what it provides our people, and a single mindedness that allows them to convince themselves in the complete rightness in what they do, and how they view the world. A danger to national security, and doomed political ideology that shows nothing but contempt for our Democratic processes, and Democracy itself.* In this comment the censure is directed at the Republican Party represented by D. Trump. Thus, by establishing semantic relationships between individuals and his milieu

evaluated negatively, D. Trump is the subject to criticism as head of the party for the policy he is responsible for.

6. Threat. English-speaking social media is characterized by the use of threat-incitements (*Closing in! Lock HIM up!; Donald Trump needs to be listed as a #RussianAgent; Mad dog and you know what to do with it. Get him out NOW; Resist trumps inhumane agenda, and tyranny. Speak out. Dissent is patriotic; FLUSH CONGRESS; Get rid of Scarborough and bring back some of the real journalists that you have fired; Can someone please impeach and get rid of this bubble head; Such simple solution: fire the all!*) and threat-predictions (*He will be impeached – before you can say, "RUSSIAN ROULETTE"!!!*).

7. Use the invectives. Breach of ethical standards of communication and decline in language culture are a manifestation of indirect verbal aggressiveness that may be perceived by opponent as conscious intention to offend the opponent for the purpose of demonstrating his/ her dominant position: *Three pieces of shit all in a row!; What a sick load of crap; They can go to hell the filthy lying scum; Nobody Fucking Cares! He must be pissed. It never ends. Huge bombshell my ass I bet it's Preibus or Bannon. They're being picked off one by one. Good riddance, fucking traitors. He better return the god damn plane!*

Conclusion. Quantitative analysis shows that in English-speaking social media such forms of verbal aggressiveness as censure (31%), abuse (24%), accusation of violating social norms (22%) are used more frequently. Taking into account quantitative indicators the using of verbal aggressiveness forms may be represented as a chain: censure > accusation of violating social norms > use the adjectives of general negative evaluation of characteristics of personality (object, phenomenon) that demonstrate a negative attitude to the

opponent > derision > hostile remarks > evaluation statements which include negative component and indicate a low level of intelligence or psychological problems > threat > use the invectives > allusions > metaphorical transfer.

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VOCABULARY TEACHING TECHNIQUES IN CLIL TECHNOLOGY

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In the recent decades, CLIL technology has been introduced into the education system of many countries and is said to be reaching maturity. CLIL approach develops confident learners and enhances academic proficiency, learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and their vocabulary are more extensive and varied. In the target language, learners reach proficiency levels in all four skills - listening, speaking, reading and writing far beyond the objectives of mainstream programs. In secondary schools, research indicates that CLIL results in better English proficiency; it has neither a negative effect on the learners' native tongue proficiency, nor on the pupils' subject knowledge. CLIL induces the learner to be more cognitively active during the learning process [1]. Content and language Integrated learning is aimed at fostering language learning which demands a clear focus on vocabulary acquisition and vocabulary growth [2, p. 182]. For the development of a successful CLIL vocabulary-teaching strategy, it

is vital to keep in mind the way learners acquire it in their native tongue, at the same time remembering, that the foreign language vocabulary of the learner is more limited.

The lexical competence in a foreign language consists of receptive (passive) and productive (active) vocabulary knowledge. In general, receptive vocabulary comprises the words a person is able to understand, whereas the words of his productive vocabulary are both understood and produced. For CLIL researchers and practitioners it is essential to consider not only the amount of words for the learner to acquire but exact words and word families that should comprise his active and passive vocabulary, remembering that reception precedes production and that production is more demanding than comprehension and passive vocabulary should be wider than active vocabulary.

The number of words to be acquired in CLIL technology is identified by The Common English Lexical Framework (CELF) the primary objective of which being production of a lexical syllabus de-

scribing the words that a learner should be able to use productively according to their language proficiency described by the Common European Framework of Reference for Languages (CEFR). CEFR estab-

lishes the amount of headwords and family words that the learner should use productively at CEFR bands of language proficiency [3]:

Table 1. CELF Scale of Headwords and Family Words

Language Proficiency Level	Headwords	Family Words
A1	692	1,154
A2	567	1,376
B1	604	1,630
B2	526	1,847
C1	393	2,130
C2	434	1,825

However, some researchers are of different opinion. According to Laufer and Nation [4], teachers of English should focus on the 2,000 most frequent words, i.e. on high-frequency words, and instead of teaching less frequently used words they should acquaint learners with strategies for coping with unfamiliar vocabulary. Nation and Waring state that if, as it is commonly estimated, an educated native speaker of English has a receptive knowledge of between around 17,000 and 20,000 word

families, a receptive knowledge of the most frequent 6,000 word families is sufficient to provide a working understanding of the language. A more positive fast-mapping model of McMurray (2007) suggests a distinct lexical threshold of around 1,600-1,700 of the most frequent word families, i.e. learners who have naturally acquired these words normally seem to have acquired an actual vocabulary size of around 6,000 words.

Table 2. Vocabulary for Language Acquisition

Researchers	The Estimated Amount of Words/Word Families for Language Proficiency
Laufer and Nation	2,000 high-frequency words
Nation and Waring	6,000 most frequent word families
McMurray	1,600-1,700 most frequent word families

In their research, Feldman & Kinsella (2005) summarize that successful and thorough implementation of CLIL almost certainly requires by its end point knowledge of approximately 6,000 most frequent words in English, of the key lexicon of the content area and of the key transactional lexis of the educational environment, including knowledge of the key lexis used by digital media [3].

When considering what vocabulary should be taught in a CLIL course, one should differentiate between content-

obligatory or content-compatible language. Content-obligatory language is subject-specific, grammatical structures and functional expressions learners need to learn about a curricular subject, communicate subject knowledge and take part in interactive classroom tasks. Content-compatible language is the non-subject specific language which learners may have learned in their English classes, and which they can then use in CLIL classes to communicate more fully about the curricular subject.

At present, much support for CLIL teachers is provided by Cambridge University. In its Cambridge TKT CLIL Handbook [5]. There, a general survey of what should be taught in CLIL courses in terms of language has been given. The language is specified by the obligatory language units, e.g. seventy six words for Science (e.g. *absorb/absorbent, acceleration, acid, adaptation, algae, alkali*, etc.), communicative skills that are to be developed across the curriculum (*agreeing or disagreeing; asking questions; clarifying what has been said; comparing and contrasting; describing cause and effect, diagrams; images; a process; evaluating work (own and others'); expressing idea; giving examples, information, reasons; hypothesizing; instructing; interpreting data; justifying answers or opinions, persuading, predicting; presenting solutions, presenting work; stating facts and opinions; suggesting changes and ideas*). Indispensable verbs are connected with the cognitive skills to be developed. With "remembering" the verbs *recognize, recall* and the activities *label, list, identify, match, name, recite, spell, state facts, tell* are associated.

"Understanding" presupposes use of *explain and interpret* in such activities as *classify, compare, define, describe, draw, give examples, order, predict, sequence, translate*. "Applying" requires the verbs *carry out* and *do* and the activities *calculate, experiment, find out, interview, prepare, present, research, show*. With "analyzing" we associate the verbs *examine and reason* and the activities *analyze, choose, decide, deduce, examine, give reasons, justify, show the difference between, solve*.

"Evaluating" requires *evaluate, assess* and such activities as *conclude, consider, give an opinion, judge, prove, rate, recommend*. "Creating" needs the verbs *make and produce* and the activities *compose, create, build, change, design, invent,*

imagine [5].

Moreover, introducing CLIL technology, every education system needs to adjust CLIL to specific educational situation. In our country such an attempt has been made by The National Academy of Education named after I. Altynsarin [6], though, we should note that the selection of words for school subjects was made not on the basis of the Language Corpus (as it is normally done), but in accordance with the themes studied.

Thus, selection of content-obligatory or content-compatible vocabulary is vital as a useful corpus can provide expanded revision, and engage the learner on deeper levels and in a variety of ways as they practice vocabulary. It can also provide meaningful vocabulary activities for the classroom and for the independent studies. Besides selecting proper vocabulary, teaching materials are to be thoroughly prepared as well. In teaching any CLIL course, teachers need to find or create materials and then evaluate them so that the content and language be suitable for the learners' level. In CLIL, most subject materials need adapting because of the complexity of language used in the instructions, in texts or in the activities themselves.

As, despite intense research and practice in CLIL technology, in the CLIL resources recommendations on teaching vocabulary in a CLIL classroom are very scarce, the focus of the article is on practical application of CLIL principles and objectives in vocabulary teaching techniques.

CLIL vocabulary teaching techniques should be based on the objective nature of this technology and learners' needs. To find out what can help CLIL learners learn, two different surveys were carried out (Bentley and Phillips, 2007). The findings they produced are quite interesting. The first survey reviewed attitudes of Spanish adolescent CLIL learners upon the things that enhance the learning

process. They mentioned that most helpful for them were vocabulary games, translation of the most difficult scientific terms, using easy words for the explanations and vocabulary. They expressed their need for more vocabulary and more diagrams on the worksheets, better explanation, hand-outs with complicated words in English with the Spanish words (L1) next to the English and extensive use of realia and illustrations. Thus, it is obvious that the quantity and complexity of new science vocabulary was causing problems, so highlighting key content vocabulary with explanations can be a solution. The second set of questionnaires asked learners to tick a list of factors that help them learn school subjects in English. In this survey, the learners were from different Spanish schools, aged between 13 and 16. Among the factors that contributed to their CLIL learning, they mentioned pictures (38%), diagrams (19%), word lists (18%), translation (49%), use of computers (19%), teacher explanations (56%), and friends (36%) [7]. The results of the surveys show, firstly, how important it is that teachers explain their subject content effectively and, secondly, if friends support each other in the classroom, it is important to include experiential learning, especially in science subjects.

Taking into consideration the above-mentioned facts, we agree with the scholars who state that the key to success in a CLIL environment is the acquisition of a productive vocabulary that includes knowledge of the most frequent vocabulary items in the target language, the key vocabulary in individual subject areas and the key vocabulary needed to function in the educational environment. A coherent and economic approach to vocabulary acquisition requires a coordinated and systematic approach that functions across the curriculum. The bands of the Common European Framework for languages and word frequency lists such as the BNL and

CELF provide a firm basis for the staged acquisition of vocabulary to build into the curriculum. All lessons present opportunities for vocabulary learning, recycling and production opportunities. Repeated exposure and practice of key words is of much importance [8].

Thus, teaching vocabulary in a CLIL course requires consideration of its essential corpus, knowledge and skills, aids and techniques most favored by the learners as well as positive experience of mature CLIL teachers. It should be noted that in a science CLIL course it is very useful for the learners to build up a glossary of scientific terms as they learn about new science topics. Examples of key words can be highlighted in bold on their worksheets. The teacher can help the class to build up definitions of the terms, and allow time for learners to add each term to their glossary. If learners do it electronically, it is easy to insert new terms in alphabetical order at any stage. To consolidate and revise the vocabulary it is recommended that sets of 10–12 cards using two different colors of card can be made: the words can be written on cards of one color and the definitions on cards of the other color. Periodically, such sets of cards are handed out to small groups for the learners to match each word with its definition.

One of the most highly recommended resources for teaching vocabulary in a CLIL class is flashcards. They can be hand-made with pictures or photos from magazines or made with the help of the Teaching English flashcard maker at www.teachingenglish.org.uk/flashcard-maker. A very popular CLIL resource, recommended by the British Council is Phillip Martin Clip Art. It is a free resource available for both teachers and students who can use it for making flashcards and posters for independent and classroom vocabulary work. It presents images on many of CLIL subjects and themes connected with education: Language Arts,

Science, The Bible, People, Animals, Animals, Ancient Civilizations, Holidays, Social Sciences, School [9].

In each part we can find a directory, and up to 30 groups of images in each theme. For instance, if we go to the Science Equipment Gallery, we find there insulators, beakers, balance, flasks, magnets, furnaces, etc. (35 groups):

Besides, for Biology, Chemistry and Physics classes a very helpful resource is Merriam-Webster Visual Dictionary Online [10]. It contains a gist of information on the main themes of each subject with short texts and figures, both with and without comments (see an example at <http://visual.merriam-webster.com/earth/geography/cartography/earth-coordinate-system.php>).

The above-mentioned resources can be used in an activity called “A Word Bag”. The activity is aimed at making learners better memorize new vocabulary. For this activity, a class word bag is made and the teacher lets learners add new words to the bag each class (they can be written on bits of paper or cards). Very young learners can make picture cards. There may be quick vocabulary games with the words; e.g., taking a word from the bag, giving a short definition or miming and asking learners to guess the word [11].

Educators of the British Council advise some activities to be done with flashcards. To teach new vocabulary, it is suggested that the teacher should hold up a flashcard, say the word and ask learners to repeat. With younger learners teachers can make it funny by drilling the words using different voices (varying the volume – whispering and shouting the words). Flashcards can be also used for vocabulary practice. For example, the teacher shows the learners ten cards then turns them over and asks learners to remember the pictures. Then he covers a flashcard with a piece of paper and slowly reveals it and

the learners are to guess which one it is.

With young learners flashcards can be stuck around the classroom, and when the teacher says one of them, the learners are to point or race to it [12].

Macmillan’s New Inspirations has a different approach to teaching vocabulary in a CLIL classroom. It provides a system of worksheets developed for four levels. Teaching vocabulary is inseparable here from developing reading, writing and speaking skills. A CLIL worksheet normally includes one/some pre-text activity (-ies), a chunked text to read with a question to discuss, a vocabulary crossword puzzle, revision of the words from the text, a writing activity with some links to the Internet resources where learners can find additional information on the theme. An advantage of the worksheets is that the words introduced in a unit are to be used in different contexts and activities again and again throughout the unit. Web search activities make the learner extend vocabulary and include the words he/she has just learnt into a logical system, thus making memorizing and understanding concepts easier.

To each unit there are additional worksheets for revision and extension of the vocabulary learnt in the unit. It should be noted, that it is the only CLIL resource that has particular vocabulary exercises the information on which can be summarized.

Revision worksheets for students include crosswords (finding concept of the given definition), webquests for words to label a picture/ fill in a chart, jumbled letters, finding words in word squares/ grids, finding odd words.

Vocabulary extension exercises mainly include completing sentences and doing quizzes, using factual information, choosing the correct word out of two/three options, completing a table using words from the list, etc. [13].

For students with higher language

proficiency the tasks are more challenging: complete the text/ dialogue using these words, complete the sentences with the correct adverb of manner/ adjectives/verbs. (The first letter is given to help you), make nouns ending in ... from these adjectives/verbs, and complete the sentences. In worksheets, we see that the focus is on the independent preliminary work of learners [13]. Worksheet - web-quests demonstrate that learner's independence in search for information, getting the meaning of new words, extending vocabulary and understanding new concepts is a CLIL priority.

In general, vocabulary teaching techniques promote learner's autonomy and develop high order and low order thinking skills, meanwhile enhancing acquisition of essential vocabulary and mastering all communicative skills.

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PRESENTATION OF GRAMMATICAL MATERIAL DEPENDING ON STUDENTS' TYPE OF INFORMATION PERCEPTION ON ENGLISH LESSONS

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This theme is of current interest, because grammar is very important at any stage of learning a foreign language.

Grammar is a science which studies how the correct meaningful speech segments are formed in a language. The use of vari-

ous forms of introducing grammatical material on lessons, taking into account the psychotypes of students, introduces novelty in the learning process, and also makes it more effective. Even if a person has a good vocabulary, but doesn't have enough knowledge in the field of grammar, he will not be able to express his thoughts correct. He will not know how, for example, where certain parts of speech should be located and how to construct this proposal.

The goal of this paper is to present the alternative forms of presentation of grammatical rules for secondary school students, taking into account their psychotype.

And we have set the following tasks:

- consider the theoretical basis for teaching the grammatical side of the English language;
- study forms of presentation of grammatical material;
- describe the types of students' type of information perception;
- analyze the presentation of the grammar material for the 6th grade "Messages 2" by Diana Goodley and Noel Goodley Cambridge University Press.

Nowadays, the world is changing very fast, international cooperation is growing, modern society is developing, and all this in combination leads to the fact that English is gaining the role of the leading language of the new civilization. According to statistics, English is the mother tongue for 375 million people, and it is the second language for a large number of people. It is impossible to name the exact number, but it is from 470 million to one billion people. The well-known linguist D. Kristall notes that users of English as a foreign language are numerically superior to those who speak English as their native language in the proportion of 3 to 1 [1]. English is one of the most widely used languages in the world, the language of world communication. A huge number of

artistic, scientific and technical and special literature is written in English, and also a lot of films and series are produced in this language. Many materials in Internet which can help in self-education, often exist only in English or are translated into a limited number of languages.

We can say that English is a cultural, educational and social formation of society. That is why, Kazakhstan pays much attention to learning English. English language should take its place in the social and communicative space of our country [2].

If we want to accomplish all these tasks, it is necessary to solve the problems which are connected with teaching English. Using of new teaching technologies that can help speed up the process of strengthening English. All the lessons should be effective, but interesting. Of course, it depends on the teacher and his skills. And the level of his skills directly depends on his level of education. Interesting lessons are really important during the teaching of English grammar. The reason is that for some people the grammar seems boring and perhaps even unnecessary. And sometimes it is difficult to understand the material if teachers explain it without examples, images and associations. We mustn't forget that it is impossible to master the language without knowing the basic rules that are necessary for constructing the right sentences. If you teach grammar without using various forms of work, interesting exercises or games, it will not be so effective. The main task of school teaching English is to master it, and also to create grammatical skills among pupils [3].

The role of grammar had the tendency to change, in some universities there had even been a partial or even complete elimination of grammar. It was believed that grammar does not teach how to write and read in a right way. Even now, there is a tendency to reduce the role of

grammar in teaching foreign languages, including English. Most teachers believe that the problem is that students do not understand the meaning of many grammatical rules and constructions which they give them, and especially do not understand the role of grammatical analysis. Due to the reduced role of grammar, there are a large number of mistakes in the speech of students. From all of the above, it can be concluded that the increase and decrease in the role of grammar negatively affects the learning of a foreign language and the results of this learning [4].

If you know not so many grammatical constructions it is possible to formulate your statement, but there are no guarantees, that other people will not use other constructions in speech, which can make the statement not so easy for understanding. When people do not understand each other, it is impossible to talk about normal communication between them [5].

Teaching grammar is an important aspect of learning a foreign language, because the real and full communion cannot occur without grammar.

Teachers use different methodological approaches to form students' grammatical skills. There are several possible approaches:

- an explicit approach;
- an implicit approach;
- differentiated approach [6].

When we speak about explicit approach, we can distinguish deductive and inductive methods. The deductive method is derived from the word "deduction". Deduction is a way of thinking, which leads to a logical conclusion, in which the particular is derived from the general.

There are several stages in the implementation of the deductive method. The first stage is familiarization. This stage is realized in the course of acquaintance with the rules and examples of using these rules. The second stage is training. The stage of training includes working out the

rules that the student has become familiar with. And the last stage is the speech practice, which is based on the basis of transfer tasks.

The following explicit approach method is an inductive method. The inductive method comes from the word "induction". Contrary to deduction, induction is a way of thinking that implies a transition from the particular to the general, from some particular facts to general questions.

The inductive method allows students to formulate a rule on the basis of those things that they meet in the process of learning a foreign language. The use of this method implies that students should search in the text for any grammatical constructions and try to understand their meaning using context. After this, it is necessary to further analyze the new information. For this, students compare a foreign text with a translation into their native language, and only then formulate the rule. The teacher or a textbook can help them with it. Next, there are a number of exercises for the practice of new grammatical material [6].

In the implicit approach, there are two different methods in order to form the grammatical skills of students. These are structural and communicative methods.

To the structural can be attributed several methods of forming grammatical skills, which were developed by different authors and called them active, oral, structurally-functional, etc.

The next kind of implicit approaches communicative methods. These methods include different types of high-intensity methods. For example: immersion in the language environment, which the student will have to communicate and the method of the governess. It is the method of teaching foreign languages in which well-to-do families employ native speakers for the education of children.

In a differentiated approach teachers use different methods and tasks, which

depend on several factors. These factors are: the stage of training, the characteristics of students, the material, the type of speech activity and the types of teaching.

There are different forms of presentation grammatical material. The presentation of the grammatical material includes its introduction and explanation. The teacher usually a board with not so difficult text on it, in which a particular grammatical phenomenon is displayed. The teacher can also use drawings, diagrams or tables. They can be used separately or in various combinations with each other.

There are different ways and methods of introducing grammatical material on English lessons. The first we will be talking about is the practical way of introducing grammatical material. Using this method, students meet with new grammatical rules using a speech pattern. They read a text, try to understand from the context what is common in it, establish some patterns, establish the signs of a grammatical phenomenon, try to comprehend it independently.

The goal of the first stage of learning the new grammatical material is not only the introduction and familiarization of pupils with this phenomenon. But also they should make the primary grammatical actions in the corresponding exercises.

In the theoretical and practical way of introducing grammatical material, teachers use various techniques:

- explanation based on the speech pattern and rule - instruction;
- comparison of the grammatical phenomenon in the native language;
- comparison within the language, reliance on similar elements of the previously studied material;
- analysis of the grammatical phenomenon;
- translation of the grammatical phenomenon into the native language.

There is also an inductive method. When a teacher uses this method, he meets

students with a rule on the basis of the transition of individual facts to this rule. During the time when the teacher explains the grammatical material, and the students perform different exercises, they observe the grammatical phenomenon and on the basis of this then come to conclusions about the meaning of the rules and how their form changes. Students themselves derive the rule, that is, acquaintance occurs inductively [7].

In the deductive method of acquaintance with grammatical rules, everything happens the other way round. First, the teacher tells and explains the rule, and then they do grammar exercises [7].

There are some important aspects in explaining the new grammatical material. They are level of the language and the age of students. When the students are at intermediate or advanced level, teacher often use the deduction method. This method is used for several reasons:

- the students already have a sufficiently high level of language literacy, which makes it possible to use various reference literature effectively.
- rather complex grammatical structures are used [8].

At this stage learning the English language, much attention is paid to the formation of skills through which the students will be able to overcome difficulties on their own, will be able to correct their mistakes, supplement and correct the acquired knowledge, overcome difficulties.

The control of learned grammatical material is also very important. Control of receptive grammatical skills includes comprehension, perception, comprehension and understanding of the grammatical content of sentence structure, word form. Teachers also can use tests to control grammatical skills.

There are several types of perception of information and they can help in the process of education. For some people it is easier to get information by ears, others

can learn and understand something, only if they project it on life experience, the third type of people needs to see everything with their own eyes, and the fourth can only understand the logically constructed information. This means that everyone has his own way of perceiving information. Therefore, people are divided into audial learners, kinesthetic learners, visual learners and digital learners [9].

We will start with the type that includes more people – visual learners. They operate with visual images and even the information that they receive verbally, in their head they transform into a picture. This type of people has a well developed visual memory.

The next type is audial learners. Audial learners like to listen, they are very attentive and can catch and memorize different sounds. Most often the audial learners need silence to concentrate. It is easy for them to perceive lectures, music, conversations, dialogues. Therefore, it is necessary to include them in the process of education. They also need to discuss with others aloud the things to understand them better [10].

Kinesthetic learners are the type of people who receive information through movements and actions. They easily remember practical exercises, as well as any actions. They perceive the information through the practical exercises. Kinesthetic learners need to touch, sniff and taste everything [10].

What about digital learners, they are well trained in the sciences, in which there is logic. These include physics, mathematics, technology, etc. It is important for them to understand the links in information, some logic and order the material into a system. Teachers should use logic in teaching this type of students. Different schemes, intelligence cards and tight plans can help them with it [10].

Students with different psychotypes have different characteristics of mental

work, such as the level of distraction, the distinctive features of remembering the material, etc. And if the teacher knows the psychotype of the student it is easier for him to explain something and build relations with this student.

Each type needs its own approach:

- with visual learners it is necessary to use words that describe the color, size, shape, location. Color different points or aspects of content, and also write actions, using the schemes, visual aids, tables, etc.;

- with audial learners you need to use the variations of the voice (loudness, pause, height), reflecting the rhythm of speech with the body at a speed characteristic for this type of perception;

- with kinesthetic learners you should use gestures and touching.

Thus, each child should receive an individual approach, through which he can show the best results. The teacher should try to communicate during the lesson with the student in "his language", focusing on perception, not just on memorization [10].

We want to show some exercises for the students with different psychotypes. For the practical part of this work, we used the textbook for 6th grade "Massages 2" by Diana Goodley and Noel Goodley Cambridge University Press. This textbook was released in 2011 and was adapted for the Kazakh schools by I. Minina and N. Mukhamedzhanova [11].

The textbook has 150 pages and 6 modules:

- My life;
- In the past;
- Out and about;
- It is different;
- A healthy future;
- Our world.

The first theme we have chosen is "There is / there are". The textbook has just some exercises to explain it, where it is necessary to insert into the sentence either "is" or "are." For visual learners we offer the teacher to use pictures, depicting

different subjects. For visual learners of any age is very important appearance: everything should be beautiful and aesthetically decorated. Therefore, pictures should be bright and memorable. When we say everything aloud at the same time, it will become clear to the children with the next psychotypes – aural learners. You can also speak aloud the given construction and ask the students to repeat them and translate. As for kinesthetic learners, you can play a game with them. The teacher, for example, will say "Put the pencil on the desk" and the student will need to say "There is a pencil on the desk". Thus, this theme will become understandable for all children.

Another one grammatical theme which we decided to show in this work is "Link words". Link verbs are very important in English language. When a person uses them he can properly organize his speech and make it logical and understandable for others. According to the textbook "Messages 2", students of the 6th grade should learn how to use such words as "before, after, then, after that". The textbook offers an exercise in which you need to insert a suitable word.

We propose to begin this theme from the explanation of their meaning for our speech. After this, we can hand out the leaflets to the students, on which there will be a text with link verbs. The textbook also has a lexical theme, so we can link these two topics, using the text "Everyday routines of Simba":

"Every day he gets up at 6 o'clock. After that, he goes to wake his family. It seems that there are not always happy in the morning, but Simba wants to play and eat. Before going to play, he looks out the window. Simba wants to play with birds, but he can't. Then he starts to play with his toys. The whole family went to their jobs and he can do it everywhere. Simba's favorite toy is a little bear. Every day Simba plays with him and then sleeps. Af-

ter that, he eats again. In the evening, when the members of the family return home, Simba becomes very happy, and starts running throughout the flat. And then, when the family goes to sleep, the cat wants to sleep too. But before, he must eat and play a little more."

The teacher should read it aloud, and after the pupils should translate it, paying attention to the use of "before, after, then, after that. And after that, we can tell students different sentences and their task will be to find wrong and right sentences. Some examples of the sentences: "Simba gets up after his family.", "He likes to look out the window before going to play", "Simba's favorite toy is a mouse."

Thus, with the help of two simple exercises, the material will be explained for visual learners, aural learners and kinesthetic learners.

In conclusion we can say that if the teacher knows the psychotype of every student, it will make the process of education easier for the teacher and for students too.

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