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THE DEVELOPMENT OF A CREATIVE PERSONALITY

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In order to genuinely understand the underlying reasons of any given phenomenon, it is important to answer the following question: why has this task acquired such significance in modern society?

To recognize why this particular issue is so pertinent, it would be necessary to highlight the specific historical situation, the problems and challenges that life itself currently poses to humanity. The world is on the verge of the Fourth Industrial Revolution, with its colossal technical progress, specifically the momentous development of robotics, artificial intelligence, cyber-physical systems, and innovative technologies. Many functions previously considered to be innately human are being transferred to machines. Progressively advanced “smart” technology and modern robots are actively entering our everyday life. Many processes and functions that were previously performed by humans are being transferred to cyber-physical systems before our very eyes [1].

In general, humans, unlike animals, are not born readily integrated into nature. Therefore in order to master it, humankind has from the outset placed tools of labor between itself and nature. At first those were the most primitive tools, yet constantly improved throughout history, with more and more complex technical inventions. With the introduction of the steam engine during the Industrial Revolution, machine tools appeared. As a result of the Third Industrial Revolution, which introduced automation, technical devices gradually took over the heavy physical functions previously performed by humans. From that point onwards, humans have evolved into controllers and managers of automatic systems and devices.

The peculiarity of the Fourth Industrial Revolution is that today, in addition to physical work, numerous mental functions previously considered innately human are being transferred to information technologies. This is a substantively new process, since it is not only menial, physical work being delegated, but also numerous functions of rational human activity, such as analysis, synthesis, generalization, classification, systematization, etc., that were previously considered exclusively human prerogatives. This raises the question: what remains for humans themselves? Which functions and qualities are essentially human? What is the true essence of human thinking?

Starting from the second half of the past century, with the development of cybernetics and computational technology, a serious problem arose in philosophy: would it be possible for artificial intelligence to replace a human? [2] Many scientists and philosophers have expounded on this problem, but it is becoming increasingly relevant today

and, it seems to us, requires a clear and lucid response.

Life itself sets before us the task of developing and educating individuals capable of responding to new challenges and demands of the time. And in order to carry out this task, it is necessary to comprehend what a person is, what is their true essence.

The most basic, fundamental definition of a human - their very crux as it were - is freedom, manifested in its three main forms: rational and creative thinking, free will, and the ability to create things of beauty. Below we examine each of these in more detail.

The most important attribute of a person is the ability to think creatively. However, today it is not only the prerogative of the most outstanding individuals, as it used to be throughout the history of mankind. Nowadays, every person should evolve into a creative thinker.

Humanity still understands the thought process in a traditional way, when reason and common sense were perceived as synonyms. Moreover, thinking is perceived as something immutable, something that has not undergone any qualitative changes in the course of history, except for quantitative increases in the availability of facts and information.

However, thinking is an evolving concept. Throughout its history, in the development of philosophy and science, it went through different stages. Modern thinking is not just factually correct and consistent reasoning, as it was understood in antiquity and the Middle Ages; not just deductive conclusion or inductive generalization, as it was believed in modern history - because in our time, all these forms of rational activity can be successfully transferred to artificial intelligence. Modern thinking is creative thinking which grasps the dialectical combination of the universal and the individual, the random and the necessary, the abstract and the concrete, the inductive and the deductive. It is the ability to resolve contradictions, put forward new paradigms in line with changing and evolving life events. Artificial intelligence cannot cope with this kind of reasonable thinking.

Thinking is not just a function of the brain, but a function and form of all human activity and culture.

Thus, today humans are transferring rational forms of human thinking to artificial intelligence: the templates and stencils of mental work. While a machine is always logical, while it acts within the boundaries that have already been outlined, while it moves within a sole mental paradigm, human rational thinking, which can grasp real development, is a transition from one stage and form of logic to another. In other words, contemporary thinking is meaningful; it is capable of resolving fundamental contradictions in the development of science and life. The scientific theories of quantum mechanics, of relativity, the theoretical foundations of Karl Marx's "Capital", and the advanced areas of contemporary natural science are only a few examples of such fundamental achievements of advanced and meaningful logic.

Modern times demand that humans master this new logic, which combines the ability to resolve contradictions and operate with meaningful concepts. This issue has been on the agenda for a long time. Yet unfortunately, contemporary education both at school and university still teaches people to simply master ready-made knowledge instead of learning to think; to be able to distinguish one thing from another instead of reaching towards their essence. Traditional education emphasizes results, it prioritizes information; it aims to memorize the outcomes instead of identifying the essence. At the

same time, true understanding aims to discern what it is that make up an object; to understand its essence. A modern, holistic person must be a creative thinker capable of moving from one stage of logic to another, ready to rebuild and transform their thinking and mental consciousness.

Along with creative thinking, the most important human attribute is their spirituality and moral values. Without moral values, humankind could neither survive nor successfully develop throughout history. Morality is the method of human existence. While an animal lives solely for itself, survival being the essence of its existence, its behavior and activity regulated by the principle of zoological individualism subject to the law of natural selection - the survival of the fittest, the one that best adapts to the environment - in a fundamental difference from animals, humans live for others. Human self-realization and self-actualization is manifested precisely in the fact of living and creating for others. An animal is born with a ready-made essence, but a person acquires their human essence solely through communication, as a result of their admittance and inclusion into human culture, and its subsequent assimilation.

Man is a social creature, and morality is a natural law of human existence that arises with the birth of human society. The very concept of morality carries the same substantive weight as humanity. Throughout its development, humankind was guided by moral values and laws, developing them as a way of survival and coexistence. Caring for the young and the weak, respect and veneration for elders, mutual assistance and mutual support, honesty, compassion and mercy - all these moral values, in addition to systematic logical categories of thinking, were developed by humans throughout the process of objective and practical activity, consolidated in culture and transformed into basic principles of humanity, the principles which every empirical subject had to master in order to truly become a person. Without absorbing and mastering these categories of thinking, as well as moral and spiritual values, a human cannot become a person. Otherwise they remain “mankurts” [unthinking slaves invented by novelist Chingiz Aitmatov], devoid of the social relations which form the essence of humankind.

This means that to be human is to be moral. True human behavior and action must be subject to moral laws. Throughout their life, a person is guided by moral imperatives: a sense of duty and responsibility, perceiving other people as the end goal of their actions, behaving in such a way as to warrant that the principles of their behavior become a universal law [3]. All these laws were developed by humanity in the course of its history as necessary conditions of human coexistence. And each human being becomes a person only through the process of mastering them.

The truth of these postulates is proven by the very survival of humanity for multiple millennia. This indicates that morality does exist, that goodness, decency, love and mercy are not just empty words. If there were no morality, no laws of goodness, compassion, mutual assistance and love, it is unlikely that humanity would be able to survive, as people would have long since destroyed each other in the brutal war of all against all.

It is spiritual values and moral sentiments that distinguish a person from a robot, from a product of artificial intelligence. Today, this problem is uniquely relevant to humanity. A machine has no heart, no soul and no views of its own. A person has a soul, their own opinion and spiritual values. A person knows how to empathize and react depending on the situation. Humans think creatively and therefore can control machines. There is no reason to fear artificial intelligence if we take it upon ourselves to thor-

oughly prepare the next generation to deal with it. Love and emotion, imagination and flights of fancy, morality and spirituality form the basis of creativity and creation. And this is precisely what artificial intelligence lacks.

In this regard, the thoughts of the great Kazakh thinker Abai are particularly interesting. In “The Seventeenth Word” he shares a parable about the Mind, Heart and Will arguing which of them is more important. Science, which acted as their judge, gave precedence to the Heart, since it represents exactly what it means to be human. It is the heart that keeps a person from evil and leads along the path of goodness and morality [4].

At the same time, morality is also a historical category; the ideas of morality and understanding thereof have changed in the course of human history. Obviously, there are universal spiritual values, but even ones such as goodness, justice, and duties have undergone some changes throughout history. Our era is no exception: it puts forward its own values, or at least its own specific understanding of them.

The modern understanding of morality is fundamentally different from previous historical forms, since it is intrinsically connected to human freedom. From now on, everything that contributes to the creative development of a person, their self-sufficiency and individuality, is moral; that is, everything that contributes to progress in human development.

At the same time, outdated values, stereotypes, and moral guidelines might prevent a modern person from having a successful life and pursuing their individual development. Where once these outdated values may have helped solve practical problems and tasks, now they might hinder further creative development of a person.

With changes in time, technology, economic and social conditions, moral values and guidelines, the ethical requirements for a person change correspondingly. Today, life itself requires a person to become creative and proactive, to be the consummate professional, to be capable of critical thinking, to be culturally open to new things, to be responsible, to value time and, ultimately, to be competitive. Without these qualities, which until only recently, guided by traditional values, humanity did not deem important, modern individuals can no longer be successful and marketable.

Here we would like to focus specifically on a clearer understanding of the concept of modernizing public consciousness. We speak of the need to modernize spiritual values and moral guidelines, since with changes in modern life, a person is required to develop new qualities. The word “modernization” itself means contemporizing, renewing, bringing one’s consciousness in line with the new requirements of life and activity. Naturally, without knowledge of their national culture and history, a human being cannot evolve into a person and acquire a human essence, since it is through cultural inclusion that we obtain a logical system of thinking, the ability to be creative and moral: that is, to master the very substance of humanity, the idea of beauty. But a person needs to move forward. Instead of standing still, limiting themselves to traditional values, they need to find new potential and new guidelines for development.

Today’s world requires creativity, an open mind, tolerance, respect for others, responsibility, initiative, cultural openness, etc. Therefore within the family, at school, and in practical life, it is necessary to introduce and promote new moral values and principles that are indispensable in order to be engaged in the new reality. That is, a modern person must master new and reimagined moral values, while in no way forgetting their national spiritual origins and cultural code.

Finally, a modern, competitive, and creative person is not a robot or a mankurt. They must have sophisticated emotions, a sensitive heart, conscience, mercy, harmony, and openness to beauty.

Unlike animals, humans have expediently produced the things that they need from the very outset. The attainment of a result from the initial goal or idea brings great pleasure. Beauty as a concept does not solely exist in itself: it embodies the freedom, harmony and integrity of human activity.

Beauty initially arises in human society and is formed in the course of social life and the objective activity of a social person. Humans discovered harmony and learned beauty through their social activity. Therefore, human life itself, its movement, its actions, its creativity and emotions, is beautiful and harmonious. Just as life and practice are the basis for the formation of logical categories, they also form the basis for aesthetic sentiment and the concept of beauty to emerge. Categories create the general conditions for the development of an object, but artistic images and aesthetic concepts capture moments of human life, human passion, human struggle, human grief and suffering. In other words, art captures human life in its immediate, individual existence. Therefore, in order to develop an aesthetic appreciation and the concept of beauty in a person, it is necessary to involve them in culture, in aesthetic activity. A person understands beauty only in the process of creating beauty, in the process of creating an aesthetic object.

The beautiful and harmonious in life manifests itself not so much in a static state, but in movement, activity, and reflection. Humankind discovered beauty and harmony as a form of human life and activity: first, it witnessed harmony and greatness in human actions, and only subsequently contemplated them in natural phenomena. Many natural phenomena resemble the harmony of images of human life and generate a feeling of pleasure. Having learned the greatness of human deeds, man admired the unattainable heights of the mountains, the vastness of the ocean, the majestic power of waterfalls and mountain rivers. To sum up, humankind discovered beauty, harmony, first of all in its activity, in its life, its actions and passions, and only subsequently in nature and other phenomena of objective reality.

True art and literature shape a person, their thoughts and their soul, opening them to the world of beauty, introducing them to the secret sources of life, elevating them, making a creative individual out of them. This is the great calling of artistic culture. From time immemorial, sensitivity to beauty has helped humankind to live and develop. Introduction to art, to global and national culture provides the basis for the development of the human soul and heart, contributes to the evolution of imagination and fantasy which form the main sources of creativity. Modern man lives in a global society, therefore he needs a developed sensitivity, a sense of harmony, and openness to beauty. Inner peace, imagination, and spiritual harmony help live and create together with others.

To address this serious and complex problem, education naturally plays a huge role: above all, an education in social studies and humanities, whose meaning and purpose is to comprehend and promote new values, helping a person to not just adapt and integrate into a new life, but crucially to develop the necessary mechanisms and master methods that contribute to the development of their ability to think, understand and feel the demands of the time, to solve the problems of life, making their personal contribution to the creation of human culture.

Thus, a holistic, creative modern person must become a human at a new level.

Holistic, harmonious people have always existed in history, and they still exist now, but modern life requires that there be as many of those people as possible.

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DIALECTICAL THINKING, DIALECTICAL LOGIC, AND THE DEVELOPMENT OF SCIENCE

To the 100th anniversary of the birth of Evald Ilyenkov

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Reflecting on thinking and the fate of science, Evald Ilyenkov emphasized that the positivist approach was initially built on the denial of dialectics of the meaning of the *Logic of thinking*, the *Logic of the development of concepts in any specific sphere of scientific knowledge and practice*. Evald Ilyenkov defined thinking in its reality “as a process of reflection of nature and society, carried out by the combined efforts of all sciences, and that is why the laws of Logic are nothing more than the universal laws of natural and socio-historical development reflected in the human head (and verified by thousands of years of human practice)” [Ilyenkov, 1979, p. 139].

Empirical models of understanding thinking as an accompanying linguistic-psychological phenomenon concerning what happens in scientific research discredits not only the possibilities of human thinking as such, but also discredits the very recognition of the possibility for thinking to be dialectical, that is, to reveal and reproduce the logic of movement, the logic of self-development of objects and, following it, build the logic of the research process. Confronting the actual falsification of dialectics is not a task of struggle for the sake of struggle, but a necessary step in the development of both philosophy and science. Dialectics should not be reduced to one form or another of reduced knowledge, to a rational phenomenon that can be used in any way.

This is fundamentally important for the development of philosophy as a sphere of rational, creative thinking and for the development of science. Evald Ilyenkov believed that *thinking* and dialectical Logic have as their goal the development of its scientific

image in those necessary moments and, moreover, in their necessary sequence, which does not depend at all on our will or consciousness. In other words, Logic is to show how thinking develops if it is *scientific* if it reflects, that is, reproduces an existing object in concepts outside and independently of consciousness and will, that is, creates its spiritual reproduction, reconstructs its self-development, [in order] to recreate [it] later and in practice - in an experiment, in practice. Logic, from the point of view of Evald Ilyenkov, is the theoretical image of such thinking [Ilyenkov, 1968]. He emphasized that only Logic understood in this way can be a *true* science of thinking, a materialist science about the reflection of the world of movement in the movement of *concepts*. Otherwise, it inevitably turns from a science of thinking into a purely technical discipline, into a description of the “operatorics” of actions in terms of language and nothing more, as happened with logic in the hands of neo positivists [Ilyenkov, 1969].

An analysis of the development of science processes shows that being “stuck” at the empirical level indicates a situation with a dead end. Upon closer examination of the status of the empirical level in science, which is characterized by the processes of systematization, classification, and interpretation of collected and processed material, it is discovered that it does not ensure the identification of patterns of what is being studied. Against this background, the appeal to open laws and regularities also appears as just information that arose on an unknown basis. This uncertainty is programmed by the fact that within the empirical level, there is no logical transition to the theoretical level¹.

In the development of science, falsifications and reductions in understanding the essence of dialectics, dialectical thinking, the essence of Dialectical Logic, result in the deterioration of the ability to carry out the research process at the level of reason, making it impossible to reveal the Logic of the development of what is being studied. Instead, the research process is doomed to proceed by trial and error, by accumulating as much empirical material as possible as the main goal. The parameters raised to the status of criteria for both assessment and understanding are extracted from the same empirical material, which as an array contains only the “logic” of random interactions. Evaluations of empirical material obtained through such criteria are also arbitrary, and the expected understanding cannot be characterized as meaningful. Trials and errors, arbitrariness in the assumption of criteria for understanding and evaluation indicate that the sphere of thought is outside the scope of the study itself, since at the empirical level a sufficient definition of thinking is the presence of operations, systems of situational and final actions that are manipulative in nature. On this basis, the development of science is doomed to “idle speed” or to random steps that give ephemeral hope for discoveries.

The only way out of this impasse can be an understanding of how the research process should be thought about. For an adequate understanding of this issue, it is necessary to have an understanding of what thinking is and what the words “Dialectical thinking”, and “Dialectical logic” mean. Evald Ilyenkov considered it necessary in understanding thinking to dissociate ourselves from the idea of thinking as a subjective, individual ability that exists along with other abilities in the individual. He noted that if we strictly “explicit” the understanding of “thinking” from which Kantianism and posi-

¹ It must be emphasized that between empirical and theoretical generalizations (knowledge) there is a break of gradualness, that from empirical generalizations one can never directly, “evolutionarily”, without a break of gradualness, without a leap, reach the discovery, knowledge, understanding of patterns.

tivism and neopositivism that follows it proceed, without strictly realizing it, then it comes down to the fact that thinking is an ability that directly reveals oneself as the ability to pronounce “to oneself” or out loud everything that happens “in consciousness” - in the sphere of contemplation, representation, imagination, memory, etc. - as an ability associated with language and acquiring its “present” being in this language” [Ilyenkov, 1974].

Evald Ilyenkov has repeatedly emphasized the inadmissibility of understanding thinking in which it is reduced either to the phenomena of language¹, or to psychological phenomena. This is where the ability to adjust and understand the research process is rooted. The correction should consist in abandoning the focus on the description of the object as the general line of research. The description cannot be considered as a sufficient basis for concluding that there is adequate knowledge of the object². It is necessary to turn to the disclosure of the logic of the development of an object, in the context of which the extreme insufficiency of obtaining knowledge of only its external characteristics and in the form of recorded arrays of “slice” data about it will be revealed. Here it is appropriate to draw attention to the fact that any description is always a linguistic phenomenon³. In contrast to empirical understanding, that is, “for dialectics,” as Evald Ilyenkov noted, “it is generally not the point of view of “reduction”, a purely analytical division of an object into “component elements” that are indifferent to it, but, on the contrary, the point of view of *deduction*, the point of view of genetic development” [Ilyenkov, 1955].

Evald Ilyenkov, considering dialectics and its role in the development of science, wrote in his doctoral dissertation that dialectics, while remaining a truly materialist dialectics, has no right to play the role of a theoretical convoy of “modern natural science” and social development, in which they are engaged in “generalization” - backward in number - of what was done without her, without her help. And if dialectics is turned into a “handmaiden” of modern natural science or politics, obliged to retroactively “provide a philosophical justification” for other people’s “successes” and “victories,” then in this role of a handmaiden, it inevitably begins to cause enormous harm instead of the benefit expected from it [Ilyenkov, 1968].

Researchers of science, as a special phenomenon, the current stage in the development of science, are traditionally called post-non-classical. A positive thing in the development of post-non-classical science is the emergence of the idea of moving towards a “new type of holistic knowledge”. This idea has as its vector the achievement of an adequate, procedural scientific picture of the world, in contrast to the mosaic one that is characteristic of the modern period. The real development of such a picture of the world in science will mean a serious step for humanity in its development, the achievement of a new level of understanding of what is happening in nature, society, and thinking, and

¹ Evald Ilyenkov’s reference to neo-positivists is extremely revealing. It is in their attempts to interpret thinking as falsified and reduced to empirical understanding. Such attempts are then elevated to the norm and even to the ideal of understanding thinking “for” and “in” the development of both science and philosophy.

² This point is easy to demonstrate. Thus, any person encountering an unknown object or a stranger may well give a description of it, but this will not mean that he knows this unknown object or this stranger.

³ The phenomenon, as such, appears when research is reduced to obtaining and recording what is available in the body of empirical material.

will also mean a qualitative change in its practical capabilities in various spheres of life. However, the presence of an unconditionally positive idea and a vector of movement towards the idea of integrity does not in itself mean adequate, undistorted implementation, but also, above all, its understanding. Among the visible deviations and inconsistencies in the implementation of the idea and the vector of movement towards the idea of integrity is the appeal to the concept of systematicity, which is associated with the synergetic concept. Such an appeal essentially replaces the concept of integrity with the concept of consistency.

Scientific research can be successful and effective, leading to serious discoveries, only if the researcher is able to envision and reproduce the logic of the development of the object under study, existing in a certain context. Evald Ilyenkov noted that the thinking of a professional physicist is carried out (“is”) in the form of a physical theory, and therefore the “forms and laws of thinking” of a physicist are the forms and laws (schemes and rules) of phenomena known and cognizable in physics. The laws that actually govern and direct the intellectual activity here are the law of conservation of energy, Ohm’s law, Maxwell’s equations, and the formula according to which $E = mc^2$...¹ Therefore, “logical” forms and rules can be identified and understood only as general (universal) forms and patterns that remain invariant in any sphere of phenomena; in other words, as forms and laws common to the physical world, the chemical world, the biological world, and the world of economic phenomena, in short, to the “conceivable world in general”, that very “world” that is the subject of research and thinking of a physicist or chemist, biologist, economist, etc. [Ilyenkov, 1974].

The appeal to the potential of post-non-classical science is not accidental, since it is at this stage that science’s own conclusions are focused on confirming what it had always previously denied. In particular, today, in the context of the unfolding and deepening of the post-non-classical stage of its development, science gradually leads to evidence of the validity of the humanities as scientific fields of knowledge. Although it was this thesis that the science challenged in the conditions of the peculiarities of the classical period of development. Also positive is the orientation toward considering the unity of the world, which the entire world dialectical philosophy has spoken about since ancient times. Now the potential for the development of science does not, at least in the form of discussed postulates, run counter to the world classical tradition of dialectical philosophy, and dialectical logic. Science is increasingly gaining an ally for its development, which it previously did not consider as an ally. Now there may be an opportunity for scientists to more consciously turn to dialectical methodology as an expression of the centuries-old world experience of cognitive activity and the cognitive worldview of humanity, matured in the process of its cultural formation.

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¹ The same is true in chemistry, in biology, in any other branch of knowledge. In this sense, “logical” forms and laws are absolutely no different and cannot differ from the concepts and laws of physics - these are equal schemes for the analysis and synthesis of phenomena given to a person in “experience”: in contemplation, in representation, in involvement.

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ON THE PARADOXES OF THE "NEW ETHICS": SOCIO-POLITICAL ASPECT

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The very question of why ethics suddenly turned out to be "new" is determined by the situation in which it was discussed. After all, what is natural for a Christian, for whom the moral teaching of Christ is absolute both in form and in essence, is unacceptable for a postmodernist, who, if he recognizes the existence of the ethical, then only in the relativistic version in which the whole world of culture is structured for him.

"New ethics" is the term that these days in Russia is used regarding that set of ideological and practical guidelines that have been established in the United States of America for almost half a century. But the radicalism that these shifts have acquired in the United States in recent years in the civil sphere and the field of law enforcement, in particular in the MeToo and Black Lives Matter movements, has given Russians the reason to see in their vector a movement towards ethics beyond the boundaries of morality itself.

The first thing that comes to mind is the idea that the "new ethics" takes us beyond the boundaries of traditional morality, which the majority of Russians still follow. And, nevertheless, leaving aside accusations of conservatism, it is worth understanding how the struggle for human rights and freedoms, which has been waged since the 17th century, led to very paradoxical results that are no longer tolerated in Europe itself. Indeed, criticism of the "new ethics" today comes not only from defenders of traditional values but also from supporters of liberal ideology and morality. In other words, the "new ethics" is criticized from opposite sides.

Thus, the actual ethical and philosophical-anthropological analysis of the "new ethics" will be incomplete without considering the historical transformation of liberalism. A commonplace in the criticism of the "new ethics" has been that its followers bring democratic development to that paradoxical state when liberal democracy guarantees the "tyranny of the minority". And here we cannot do without the history of the issue.

* * *

In the usual understanding, the symbol of democracy is people's assemblies, where as early as in antiquity the subject of the general will was not the clan, but the people, who in the polis were divided into demes. In Athens, the demes were the organization of local self-government and popular representation in the highest authority, as well as the formation of an essentially popular army based on self-arming.

The vectors for the development of polis democracy are *equality*, which will progress until the twentieth century, and the *expansion* of those local and national problems that are solved by the majority, as follows from the concept of democracy. Simply put, the point of democracy is for everyone to solve common problems. And, nevertheless, the Greeks have already outlined a range of issues that will complicate and modify the structure of democracy, up to the paradoxes that we observe in the democratically structured United States of America.

Analyzing the development of democracy in Athens, Russian historian Vipper wrote: "It is impossible to imagine a real government of a mass of people of several thousand. No matter how often it gathers, its composition will always be distinguished by a certain randomness. Debates in such a large assembly can only decide very general questions: consistent practical policy cannot be directed by mass votes. Large meetings reflect the superiority of the mood, common desires and opinions, but politics lies in actions, and actions presuppose a plan... Therefore, the people must necessarily nominate trusted political leaders from among themselves..."¹. We were talking about demagogues expressing the interests of different parts of the demos, among whom history included, first of all, Cleisthenes, Themistocles and Pericles. At the same time, Vipper considered the role of Themistocles in the first edition of European democracy to be clearly underestimated.

The most consistent polis democracy was in the "golden age" of Pericles, when the common people, and the "ship mob", which determined the naval victory of Greece over Persia in the Greco-Persian Wars, won from the nobility the right to active participation in political life. This struggle resulted in a democratic republic with maximum equality of free citizens influencing government and participating in government. And yet, according to Vipper, already in a polis democracy, citizens were forced to entrust their will to politicians. But do they entrust their collective will or the individual will of each to politicians?

In antiquity, it was rather about the expression of the will of different classes and population groups. The same thing happens with democratic institutions in the European Middle Ages, where the struggle for supreme power is waged by representatives of noble families. But if we are not talking about the expression of collective will, but about a conscious personal choice, then this kind of independence does not arise suddenly and requires a change in the entire structure of life, capable of giving rise to a subject of a new type, and as a mass figure.

In "The Idea of Culture" V.M. Mezhuiev emphasizes the role of the Renaissance in the development of European man as a free subject, capable of being the creator of himself. "The Renaissance," he writes, "affirmed the right of a person to consider himself an individual unlike anyone else, the main dignity of which lies in his creativity and

¹ Vipper. R.Y. Lectures in History of Greece. Essays on the history of the Roman Empire (beginning). Rostov-na-Donu: Phoenix. 1995. P. 163.

the skill with which it is carried out”.¹ Here we have, in essence, the main difference between polis democracy and liberal democracy, where an individual becomes the subject of democracy. That is why the second important pillar of liberal democracy, in contrast to polis democracy, is human rights guaranteed by law.

The basis of the concept of liberalism is individual freedom. Human rights and freedoms in their liberal guise were substantiated, as is known, by the English Enlightenment representative D. Locke. Although today he is widely known as an empiricist philosopher, his significant contribution to philosophy, and not only, is associated with the justification of liberal ideology. Locke proceeds from the idea of society as a community of citizens capable of defending their civil liberties. And the civil liberties of a private individual, which he writes about, have little in common with what the citizens of the ancient polis fought for.

Despite the incompatibility of the rights of a free person in Locke with the rights of a free citizen in antiquity, he proceeds from their natural origin. Man, according to Locke, has the innate right to life, personal liberty, inheritance, and ownership of property². At the same time, the right to life reveals a denial of the “naturalness” of slavery, the right to personal freedom discredits class dependence, and the innate nature of the right to property makes it natural for everyone to participate in market relations. It is characteristic that Locke called the protection of life, freedoms and property of a private individual “preservation of property,” linking it with the main function of the state.

Locke’s man is by nature free and good. And freedom here does not turn into human egoism. This situation was interpreted differently by another representative of the English Enlightenment, T. Hobbes, who justified absolute monarchy. And he justified it by the fact that man is by nature selfish and evil, and therefore the “war of all against all” can only be ended by the alienation of the will of everyone in favor of a self-will monarch. Here we have two different explanations of the nature of the social contract when philosophical argumentation is directly related to social demand coming from different social strata, republican or monarchist-minded.

Any law, Locke emphasizes in *Two Treatises of Government*, is created by those authorized by the people. “When one or more individuals,” he notes, “undertake to draw up laws without being authorized by the people, then the laws they create will not have force and the people will not be obliged to obey them...”³. The subject of the expression of will, as we see, in this case is the people, which consist of those who can realize the degree of compliance of the laws with their personal and collective will. And, nevertheless, already in the era of Enlightenment, the topic of dangers that are fraught not only with the autocracy of the monarch but also with what will later be called the “tyranny of the majority” is discussed.

The French educator C. Montesquieu argued that only a guarantee of the rights of the minority can and should be opposed to despotism on the part of the majority of the people. Only a free expression of the will of individual social groups, strata and individuals guaranteed by law can counterbalance the danger of ochlocracy. In his work

¹ Mezhuev, V.M. *The idea of culture. Essays on the philosophy of culture*. Moscow: Progress-Traditsiya, 2006. P. 51.

² Locke, J. *Two Treatises of Government/ Compositions*. In three volumes. V.3. Moscow: Mysl. 1988. P. 374.

³ Locke, J. *Two Treatises of Government/ Compositions*. In three volumes. V.3. Moscow: Mysl. 1988. P. 386.

“The Spirit of Laws,” Montesquieu connects this with the division of powers into legislative, executive and judicial. Being independent, these branches of government create a situation that today is called a situation of “checks and balances.” In this case, as Montesquieu believed, the state is not capable of despotism in relation to the popular majority. But the people are also incapable of being a despot in relation to certain social groups and individuals, when the latter are guaranteed their political rights.

A hundred years later, another Frenchman, Alexis de Tocqueville, also criticized the tyranny of the majority. He first used the expression “tyranny of the majority” in his book *Democracy in America*¹. Later, Tocqueville with his idea of the tyranny of the majority was quoted by John Stuart Mill in his work “On Liberty”. During the revolution of 1848, which swept across Europe, Tocqueville actively participated in the political life of France. Tocqueville gave an analysis of the political situation that gave rise to the Bonapartist regime in his work “Memoirs,” which he did not intend for publication. The uniqueness of the Bonapartist regime, Tocqueville argued, is in the fact that authoritarian rule is established here for the first time by the will of the majority. It was precisely liberal freedoms that the French peasantry abandoned, entrusting power first to Napoleon Bonaparte and then to his nephew Louis Napoleon.

Referring to the reign of Louis Napoleon, Tocqueville believes that already in the 19th century the “tyranny of the majority” demonstrated its reverse side - authoritarian rule. Tocqueville is clear that Bonapartism is evidence of a new historical situation in which a choice in favor of equality at the expense of freedom is possible. Bonapartism is a restriction of parliamentarism and liberal freedoms by the will of the majority supported by the authorities. At the same time, being a liberal, Tocqueville blames adherents of social equality and justice for the birth of Bonapartism. However, in reality it was precisely the crisis of liberal democracy with its idol - individual freedom - from the 18th to the 20th centuries that created the ground for equalizing movements. And, accordingly, the crisis of liberal democracy became the reason for the transformation (revolutionary replacement?) of the rule of law state into states of an authoritarian and totalitarian type.

* * *

For liberal-minded intellectuals and politicians who follow Locke, and the founding fathers of American democracy were primarily Lockean, liberal democracy can provide the maximum harmony of interests. First of all, through the so-called “consensus”, which is achieved by bringing positions closer together and finding a compromise solution that does not eliminate disagreements. Thus, consensus is not unanimity and not the will of the majority that is obtained by the usual practice of voting, when the majority defeats the minority even in the case of antagonistic contradictions.

Although, against the backdrop of the experience of the 20th century, the “tyranny of the majority” began to be perceived as the main danger of democracy, the 21st century has already given rise to a new type of danger, called a new version of the “tyranny of the minority,” which is being implemented precisely by the supporters of the “new ethics”.

As we know, the “MeToo” movement is connected with the history of feminism. Here we can recall the suffragette movement in England and the USA, whose goal was

¹ Tocqueville, A. *Democracy in America*: translation from French. / Introduction by Laski, H.J. Moscow: Progress, 1992. 554 p.

the equality of women with men, primarily in the field of suffrage, and the struggle for their rights as women workers within the framework of the socialist movement. It is known that New Zealand was the first to grant women the right to vote on a national level in 1893. In the United States, the Nineteenth Amendment to the Constitution regarding gender equality was ratified in various states from 1910 to the early 1970s.

A new feminist wave 60-80. expanded the demands of women. In 1986, the US Supreme Court ruled that sexual harassment is an act of discrimination. The fight for black women's rights has connected the MeToo and Black Lives Matter movements.

Nowadays there is a struggle to guarantee the rights of people with disabilities. In May 2023, the New York City Council passed a law prohibiting discrimination based on weight and height in occupations, housing, and public accommodations¹. In the United States, serious steps are being taken to combat ageism as discrimination against people based on age, which primarily includes older people. And all this, of course, fits into the logic of the expansion of the liberal democratic movement for justice.

But it is in the 21st century that this process takes on new features associated with distorting the theme of justice. As noted by E.V. Zolotukhina-Abolina, today, when in the West this topic has shifted to the area of gender and racial inequality, its main point has been transformed. The fight against injustice through "cancel culture" at the same time abolishes its key plot, which "has always been the question of the poor and the rich, the haves and the have-nots, that the reward should correspond to the contribution, the reward to the feat, and the punishment to the misdeed"².

It is the struggle for gender equality, which in the past had an outstanding socio-political history, that today in the postmodern era is producing paradoxical and even perverse results. Today, the environmental agenda, combined with the gender agenda, gives rise to the "childfree" movement, characterized by a conscious refusal to have children. In turn, the movement for women's rights is turning into a movement not only against discrimination but also for the development of sexual minorities.

Protection of the weak, whether we are talking about an individual or a community, is a feature of the rule of law. It's a different issue when sensitivity to gender and racial violence takes on a sharpened and even manic form. In such a situation, caring for the minority again becomes a threat to the majority. This, in fact, is expressed in the "cancel culture" (cancel culture, call-out culture), when, in particular, opponents of same-sex marriage are subjected to something similar to ostracism.

As we remember, in Athens those who posed a threat to the community were ostracized. It was about expelling from the polis for a certain period of time someone who was dangerous to polis democracy, opening the way to personal tyranny. Thus, Aristides, Themistocles, and Thucydides (son of Melesius) were expelled from the Athenian community. Other possible candidates for this role were Pericles and Alcibiades. But the main thing is that in this way the demos, that is, the popular majority, in Ancient Greece protected themselves from dictates but on the part of an individual or a minority.

Modern "cancel culture" does not explicitly involve legal mechanisms. And, nevertheless, being a way of moral repression of the minority with the majority, other groups and individuals, it contradicts the foundations of polis democracy, as the Greeks

¹ New York City Council banned discrimination of obese people / <https://www.rbc.ru/rbcfreenews/645e355e9a7947511779a608?from=copy>

² Zolotukhina-Abolina, E.V. Objectives at the historical turning point / Svobodnaya mysl. 2022. № 4 (1694). P. 126.

understood it, and liberal democracy, as the founders of liberalism understood it in the Modern times. Both the majority and the individual find themselves under moral and political pressure from an aggressive minority on the path to a new kind of totalitarianism.

A situation in which gender choice becomes mandatory instead of free is a perverse form of liberalism, characteristic of late postmodernity. It is not for nothing that this situation is included in the framework of a general phenomenon called “Inverted Totalitarianism”. Here, the transformation of liberalism gives rise to totalitarianism, different from its “classical” versions of the twentieth century. According to the American political scientist Sheldon Wolin, who proposed this definition, we are already dealing with a “virtual” citizen, of whom not a free expression of will is required, but an “opinion,” and his expression is turned into a show. As for the results of this kind of individual freedom, it is in the area of gender issues that they can turn out to be very sad.

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THE SPIRITUAL STATE OF MAN IN THE MODERN WORLD¹

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Introduction

The modern world has emerged in the course of historical development over a long time. In this process, economic formations and types of social structure, cultural, ideological and spiritual foundations changed. The current state of the world is the result of all these transformations, and the current state of the world is, according to the prevailing opinion, the most developed in comparison with previous eras - historical progress is increasing. But, strangely, the objectification of the world with such a view is exaggerated; the subjective factor in the transformation of the world, although it takes place, is consistent, almost to the point of identity, with its objective content. At the same time, a person is inclined to consider the existing world as a given phenomenon outside of him, missing the fact that the world around a person is largely the result of his, person's, activity.

What does this vision of the world lead to? The main conclusion stemming from this worldview that is of interest to us is the underestimation of the influence of human activity and his spiritual and moral state on the content of modernity. No one denies the influence of man (and, accordingly, society) on the development of the modern world: who, if not man, changes the world? But man is viewed rather abstractly - his content, his spiritual and moral position, forms, and methods of his influence on the world are seen as schematic and lacking in substance. But it depends on the listed factors how, for what purpose man changes the world, and what is the result of this influence. So, over the past four hundred years, man's influence on the world has increasingly resulted in the impoverishment of spirituality, the loss of a holistic vision of the world, and its fragmentation. At the same time, man himself was exalted not only in his own eyes but also in public assessment; his conceit and pride increased from century to century until today it has reached its apogee.

This is the true reason for the absolutization of human rights - as soon as man became the center of the universe his rights, of course, turned into a fetish. Few people realize that these are the rights of a man who has despised his spiritual essence and that these are the rights of a lost person, which legalizes any system of human rights, even the most absurd and dangerous from the point of view of the historical prospects of humanity. Why did this situation arise? There are several reasons for this state of affairs; we will consider one of these reasons - in our opinion, the most important: the loss by man of the spiritual dimensions of his being.

Methodology

The methodological principles the article is based on are natural for the issues un-

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der study and adequate for the spiritual sphere of human existence. Analysis of the spiritual requires a multidimensional approach, therefore almost all aspects of the problems raised are studied integrally, in a combination of various methods. The main methods in this regard are: historical-logical, hermeneutic, axiological, the method of ascent from the abstract to the concrete, and the method of the unity of being and thinking. The latter method is especially productive in finding the general content of the spiritual in its ontology and reflecting it in activity and thinking, which is extremely important for revealing the essence of the spiritual.

The modern spiritual state of man

Man, the creator of the modern world, creates this world in accordance with his primary manifestation today: in a bodily, material projection. And the world, accordingly, in its dominant form is also perceived only as material, corporeal. At the same time, the spiritual dimensions of a person are not denied but are recognized as unimportant, secondary, and additional. That is why the modern world is characterized by very little spirituality. And such a world, in turn, contributes to the development of a spiritless person. A vicious circle arises, rejecting the spiritual content of both man and the world.

At the same time, the distorted self-esteem of a man today comes from the absolutization of his significance in the world: a man is recognized as the only creator of the reality that surrounds him. Paradoxically, today a derogatory attitude towards a person, as passive and capable of little, is combined with the exaltation of this same person as a free creator of his own reality. However, the paradox of this situation is imaginary: this is how it should be, because this is how it is - a person is both insignificant and great at the same time. "I am a king - I am a slave - I am a worm - I am a god!" wrote G.R. Derzhavin at the end of the 18th century. Man is dual: his soul is close to God, but his body is dust.

Modernity has fully illuminated this duality of man. But modernity did not retain this duality: there was a clear shift towards the material component of man. Man gravitates more and more towards the realization of the most primitive aspects of his life. And the spiritual dimensions of his being recede into the background, lose significance, and are humiliated.

Thus, the destruction of the diversity of human existence takes place, the decomposition of the deep foundations of man and the substitution of his essence. If the process goes precisely in this direction, then man, the way he has been seen throughout world history until today, will disappear. Why will it disappear? Maybe we exaggerate, and man will simply become different; after all, he has always developed (as is commonly believed), changed, and today man changes as before, that's all. What gives us reason to say that man as we know him will disappear? He will disappear, because no matter how previously a man developed, he always corresponded to his essence with some of his facets, and today he is forced to change his essence radically. Man in the dominant concepts of modernity is recognized as weak, sick, and inferior; from here the conclusion is drawn about the necessity and inevitability of building up his essence to certain transhumanistic norms, to a human-mechanism, a human-robot, a human-matrix.

As a consequence, this man, through a system of social connections, changes the structure and content of society in the most significant way. In such a society, the processes of socialization are disrupted, therefore, society is not reproduced in its traditional,

stable, positive characteristics. Differentiation in society is increasing at an accelerating pace, to the point of polar stratification. Each social stratum lives in its reality, and trends of this kind are growing. There are no ideas common to the entire society, or they are extremely abstract, schematic, and incapable of implementation. In the same case, when some semblance of such ideas is present in society, no one is guided by them or accepts them as their own. Society is losing solidarity. There are no common values that unite people. There are common orientations towards money, success, and material well-being, but these attitudes cannot be called common values. There is no need to talk about the holistic, let alone spiritual, self-awareness of such a society. But in its depths, society cannot exist outside of its spiritual content: "Society has a spiritual nature..., by the nature of its existence it belongs to that sphere that goes beyond all empirical (including mental) existence, which we call spiritual life, and that its basis is formed by the moral principle, the subordination of the human will to the "ought", which is, in turn, an expression of the superhuman, divine-human being of man himself" [1, p. 80]. However, today's societies are only minimally like this; they have lost their spirituality.

Having lost this most important dimension, modern societies, just like humans, are in a distorted reality, which affects the entire nature of their functioning. "While the world was mostly turning away from spirituality and from that form of love, which is our true goal, for the sake of external goods and the exploitation of sensible nature, the universe of immanence showed itself, sometimes through narrow gates; subjective depth revealed in science, art, poetry, in the very passions of man and his vices their inherent spirituality; the need for freedom became the more acute, the more efforts were made in advance to avoid genuine conditions and genuine knowledge of freedom" [2, p. 47].

In this distorted reality, man is instilled with false meanings, empty ideals, he is far from his essence, and his existence is mechanical. Man cannot escape from the bustle of his existence. Vanity in general is the dominant form of life activity of a modern man, regardless of what a man does, what he strives for, and what he focuses on. Being in vanity, a man is not able to "look from the outside" at his life; vanity forces a man to remain in his chosen stereotypes of existence all the time. Vanity, which is often understood as simply the acceleration of the pace of life of a modern man, is in fact a form of enslavement of a man and inevitably leads to his degradation. "Man is like vanity: his days pass away like shadows" (Ps. 20:4). Breaking out of the hustle and bustle is the primary need of a spiritually developing man. After all, "it is the spiritual that is the true leaven of our earthly existence, which acts continuously, cleansing it from injustice, and teaches us to highly value nature and history under the law of brotherly love and reason, enlivened by mercy" [2, p. 38].

The high appreciation of nature and history also extends to such spiritual qualities of man as his freedom and the possibility of creativity. Both freedom and creativity have a spiritual basis and content. In "Philosophy of Freedom" N.A. Berdyaev, taking the Orthodox understanding of freedom as a gift from God to man as a starting point, clearly formulated the ontology of freedom in the context of Christian anthropology: "Freedom cannot be derived from anything, one can only abide in it initially" [3, p. 27]. But man believes that precisely when he refuses (or is forced to abandon) his spiritual essence, he gains freedom - this self-deception occurs because spiritual life is responsible and strict, and at first glance limits freedom. And a man, indeed, is liberated, but liberated from his spiritual essence, and this leads to dehumanization. When man consigns

his spiritual essence to oblivion, he ceases to be human.

Creativity in the spiritual sphere, which is closely related to the tasks of human spiritual development, is productive both for man and society, but this work is beyond the power of the majority, even believers. "Religious impulse, moral dedication, devotion of the individual to some unique tasks and ways of existence - all these are values that grow in the soul from instinctive genius or work on oneself" [4, p. 478]. It takes effort, it requires constant change in oneself, purification of the inner world, practical morality in communicating with others - it is almost impossible to motivate a modern man to do this. A man has become lazy in working on himself, but in the spiritual sphere one cannot afford being lazy. In the realm of the spirit one cannot stand still: if a man does not grow, he falls. However, a fall can also be redeemed by repentance. The spiritual is highly dynamic; there is no limit to its development: "The Spirit breathes where it wants" (John 3:8). But to know this, one must touch the spiritual; it is impossible to feel anything from the outside. A man, at best, spends his life in a struggle with himself, or rather in a struggle between good intentions and his evil deeds. This is not surprising, because man, and his soul is the arena of the struggle between good and evil; and today evil is very strong. "Of course, neither peoples nor individuals ever turn into pure "evil", they only become "malicious", become carriers of evil, but this restrictive "only" should not be exaggerated. For "evil" is not something external, and does not accompany its carriers as an additional load; it becomes for them a fatal internal law, ontologically decomposes its carriers and can lead them to complete and irreversible decay - in petrified insensibility and unrepentance" [5, p. 318].

The modern world is spiritual mainly in the negative manifestation of the spirit. Traditional, and in this sense positive forms of spirituality have dried up. This situation resulted in the global crisis of our time. This is not surprising, since modern reality is shaped by destructive forces, and the architects of the new world order have great opportunities to manage the processes of the modern crisis. Therefore, the only way out of the difficult situation into which modern man has driven himself is to recreate such a level and quality of spirituality that would allow us to talk about man's acquisition of his spiritual essence, which is possible, but requires superhuman (for a man of our time) strength, but this must come true, since there is no alternative.

"The global crisis has its source in a distortion of the essence of the spiritual, and an almost complete loss of spirituality. Cultural, economic, and political crises develop in connection with their specific content, but the spiritual basis for all is the same. There is a hierarchy of existence, and the spiritual in this hierarchy occupies the highest place, therefore the spiritual aspects of the modern global crisis are the most important and profound. And since there is no spirituality, as previously said, in modern forms of activity, then the crisis is still a mild form of their condition and their assessment in spiritual terms. There should have been a collapse" [6, p. 145-146].

The degradation of the spiritual and moral foundations of the modern world has led to a tightening of world politics, elimination of international law, a widespread decline in morality, collapse of solidarity and interpersonal communication, and destruction of education. In a relatively short historical period, the world has changed in all its parameters; it has become aggressive and inhumane. "Over the past decades and even years, socio-political reality, as well as human reality, has changed to an extremely high degree. These changes are of a fundamental, conceptual nature, and are not based on previous stages of human development. One gets the impression that someone with a

powerful hand took the “wheel” of historical development and powerfully changed the course and direction of this development. A new reality is being built; the meaning, essence and content of this reality are extremely doubtful and obviously inhumane” [7, p. 4]. The spiritual aspects of human existence alone can resist this dangerous trend.

Religion in the context of human spiritual dimensions

Religion is closely related to man’s spirituality; it represents the most obvious manifestation of the spiritual facets of his being. There are quite a few areas of human life in which spiritual content is present to one degree or another. This is culture, science, creativity in its adequate forms, deep communication of a man, the realization of his essence as a person and so on. However, only religion makes the spiritual its immediate subject; the development of a man’s spiritual content is one of the main goals of religion. Therefore, it would be appropriate to consider the spiritual dimensions of man in their connection with religion and its capabilities to carry out spiritual development.

Currently, the spiritual component has disappeared from the essentials of human life, which has been reduced, at best, to culture and, partly, to morality. This situation was the result of apostasy and rejection of the deep dimensions of man. Mass unbelief was a consequence of secularization, and secularization itself became possible in the context of a decline in faith in the sublime dimensions of existence. The process thus supports itself. Taken together, all these processes occur as if naturally, by themselves, and it is not always possible to consider their internal energy.

The modern world was largely created by the efforts of man, involving nature and previously developed cultural forms in his activities. Moreover, man and humanity began to transform the world so quickly that they often do not realize the consequences of their actions. When there is an awareness that there is a lot created by man around, it is difficult to attribute this creation to the actions of God. Earlier in history, man created things more slowly, but more meaningfully, and correlated his actions with God’s intention, and reality then was both more human and more Divine. God was constantly present in human reality, and today the reality is created by man who does not believe in God, and in such a reality there is only man, but not God. How can a man believe in God if a man himself created everything? The life of a modern man takes place in conditions where it is quite possible, and at the same time comfortable, to exist without faith in God. The dominant forms of youth socialization also do not involve God. Thus, society reproduces consciousness, which is based on the extra-divine existence of man. This condition is basic for secularism, regardless of whether secularism is consciously instilled or exists as if naturally and objectively.

What new has the modern world brought to faith? The world has become not so much rational (which could be associated with the fall of faith), but rather distorted in relation to the understanding of spirituality. Faith is replaced by superstition or false faith. Religion has become too demanding for modern man; and, from the point of view of modern man, the requirement of faith should be less strict. Therefore, the most effective agent of secularization is the ordinary man who lives and acts on his own behalf, outside the presence of God - the result is a multiplication of reality, which is due to man, but not to God. No efforts of opponents of religion, atheists, and active fighters against faith would lead to such a triumph of secularism as the everyday activities of a man living without the thought of God, without the feeling of God, a man building his world with his strength, without the presence of God in his life. This is how the modern

world is built, and this world is essentially atheistic.

Modern man strives to live without problems and comfortably. This alone makes him pretty much an atheist. The life of a believer is always full of pressing problems (although everything is fundamentally resolved in religion), and there is no need to talk about the lack of comfort of a believer - he is always placed between sin and repentance. And most importantly: Jesus Christ said: "From the days of John the Baptist until now, the kingdom of heaven suffers violence, and those who use force take it" (Matthew 11:12). So, a comfortable and problem-free life is more likely to belong to an unbeliever. Although here, as always in religion, there is an antinomy - a deeply religious person always lives in joy and tranquility and also gains the Kingdom of Heaven through effort, and the problematic life described above is a characteristic of the "average" believer.

Religious systems know about the power of sin and the evil behind it, as well as about overcoming evil ("Do not be overcome by evil but overcome evil with good" (Romans. 12:21), but secularization has deprived religion of a significant voice. The most steadfast in the faith traditional religions are trying to talk about this today, sometimes quite persistently, but they are not heard, in some cases on purpose, in others due to indifference to them. Religion conceptually can positively influence the level of morality and spirituality of modern societies and, accordingly, the modern world as a whole. But with all the apparent respect for religion on the part of the authorities, politicians, big businessmen, and international and financial structures, its real impact on the significant processes of our time is small. "Non-religious citizens, since they act as citizens of the state, should not fundamentally deny the religious vision of the world the potential for truth and should not deprive believing fellow citizens of the right to contribute to public discussion with the help of religious concepts. Moreover, liberal political culture has the right to expect from non-religious citizens that they will make efforts to "translate" religious concepts important for society from religious language into publicly accessible ones" [8, p. 75]. Habermas is too optimistic at this point; liberalism has recently clearly opposed religion, it is trying to replace religion; "secular religion" is a product of liberalism.

In reality, religion is pushed to the periphery of social and state life; secularism, as a process of radically ousting of religion from the life of modern man, defamation of religion - all this significantly reduces its capabilities in the revival of spirituality and morality on its basis. Religion is perceived by society in a significantly secularized content. "The Church is perceived by a secularized society as an organization. Society does not accept the Church in its prophetic ministry. It does not accept it as a renewal and transformation of the world. Society sees it as a structural part of the social order - an institution among other institutions. In this institution, marriages, baptisms, funerals, and other rituals that "please" this world are performed. Even atheists do not reject such a Church. For them, a priest is not the father of his parish, but an employee of a religious organization. Religion then becomes the "religion of Sundays": it does not change all of life, all days of the week - it is allotted one hour on Sunday when we go to the liturgy. We seem to become Christians for an hour a week when we come to church, and the rest of the week we live as if there is no Church and no Christ" [9].

This position of religion in the modern world is not only the result of the activities of the creators of the new world order, although they contributed a lot; The impoverishment of faith today has its roots in the souls of spiritually weakened people: both the

origin of faith and the rejection of it come from the depths of the human spirit. “The elders point out the lawlessness that is happening in the world, they talk about the main war - the war in our souls. And the victory of evil. The victory of evil leads to dehumanization and a cycle of betrayal: of God, the Church, oneself, each other, family, traditions, and spiritual and moral values. By turning away from God, we disfigure our souls and the souls of our children, we stop cultivating the human, the best, the beautiful in ourselves, we follow the “easy” path of betrayal and deception, and at the same time we inevitably slide down and become shallow in the spiritual and moral sense. It is becoming increasingly difficult for us to refrain from sin, and out of our weakness we legitimize it and normalize it. What was condemned yesterday is welcomed and encouraged today. This applies to both personal sins and church-wide sins” [10]. Even Apostle Paul, pointing out a man’s disposition to spiritual weakness, wrote: “For I know that nothing good lives in me, that is, in my flesh; because the desire for good is in me, but I don’t find it to do it. I do not do the good that I want, but I do the evil that I do not want” (Romans 7:18-19).

Religion is capable of producing the spiritual in a man, but the modern world, faithful to the tendency to eliminate the spiritual from human life and from the content of the world in its diversity, does not allow religion to reveal its capabilities, displacing it from all spheres of human existence and society. “Atheism is an increasingly prevalent trend in our time. Atheism is powerfully promoted as a kind of right, as a legal requirement, as the return of freedom, as liberation from prejudice, as the removal of shackles. It is promoted and imposed with the help of a huge number of communication technologies, under the guise of achievement, progress, modernization, and ultimately becomes the dominant point of view and ideology” [11]. Religions themselves are partly to blame for this situation: they lack a sense of their rightness and strength; their leaders become too compromising; believers are unstable in their faith and passive in implementing the norms of faith in the world around them. But the world loses a lot by refusing the possibilities of religion in spiritual and moral terms; religion has truly enormous positive potential in these dimensions of existence.

Conclusion

So, at present, the spiritual state of man is quite dramatic. Being by nature a spiritual being, man today has almost completely lost the higher dimensions of his being and exists in rather primitive life circumstances. This happened and continues to happen due to the loss of faith in one’s high destiny, forgetting the duty to remain a person in any circumstances, weakening demands on oneself, and the uncertainty of historical perspectives. Having abandoned faith in God and concentrated his life on material activity, with an orientation towards success in life, on mastering high standards of life, on acquiring social status, a man found himself in a deplorable state of immersion in a base existence with an almost complete loss of hope for a future worthy its purpose.

In the course of all these processes, man created the reality of his existence, which now tenaciously holds him, as an objective reality outside of him, the rules of which he is obliged to follow. Moreover, this reality itself already lives according to its laws, placing a person in a subordinate position. “A man does not have time to react to the changes happening around him. Everything is happening at an increasing speed. The scope of the new reality is growing rapidly. A man manages to accept and humanize only a small part of the changed reality, but he does not humanize the main part of the

updated reality. And it remains not “lived in,” which means it remains alien to humans. And this reality is becoming more and more common. As a result, a man lives in a reality that he treats as alien to him. The attitude towards this alien reality is wary, but generally indifferent. It is alien to man, he does not understand it and lives an external life, although this is his, the man’s, life. A person has no responsibility for such a life, no joy, no free attitude towards it” [12, p. 62-63]. What is most unfortunate is that this reality is unspiritual, and it actively shapes an unspiritual man.

Modern man, although he renounces his spiritual essence, and is focused on material problems, although he is immersed in worldly concerns and is in vanity, he cannot completely reject the spiritual component of his life. He sees the higher strata of life; he tends to them. But this tendency does not have a stable and constant character, it is sporadic, so it does not bear the proper fruit. Every new generation finds the existing order of things as an objective, immutable given, and contributes to the further distortion of the true reality of man. Therefore, in order to get through to a man in his essence, to the image of a man that corresponds to his ontological purpose, it is necessary to remove many layers and misconceptions that have distorted the essence of a man beyond recognition. This is not easy to implement, but it is necessary since humanity is at a dangerous border, beyond which self-destruction is quite possible because the global crisis of our time has reached a critical level.

Hope for overcoming the global crisis is inspired by the fundamental inevitability of spiritual values from a man’s mental makeup. Even if a man is tired of fighting the unspiritual and anti-spiritual dominants of the modern world, and it seems to him that there is no other way out but to surrender to circumstances and “go with the flow”, deep down he has spiritual values that he is capable of actualizing and making them his support. Hope for the spiritual healing of man and humanity remains, for the spiritual dimensions of man cannot be destroyed, since they are not just characteristic of man, they constitute the ultimate foundations of his existence.

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TO THE ORIGINS OF THINKING ABILITY

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For some reason, children feel that their minds are *in their hands*, and their skills are also developed by their hands. They, hands, both break and assemble everything that turns out to be available to them as early as during the manipulative period, at the time when a child still doesn't care about the semantic function of an object. The meaning of an object is still to arise from his actions, and then to be separated from the object - in order to turn a form of subjective attitude towards this object, in order to focus on it not just as a spatial object that carries within itself natural characteristics, both already known and still unknown, - but to focus on it and handle it as defined by its meaning.

This meaning is focused on what is not visible, and what is not present in real actions. But all these real actions are organized precisely by the universal image of this activity, by the discrete meaning presented in every object, in all circumstances, in all its spatial and temporal definitions. The child acts with material reality but is subject to its semantic content. And the meaning of activity, which the child-subject holds within himself, violates things, changes and transforms their natural and spatial definitions. It doesn't work out, things don't obey his work, and the child becomes indignant, capricious, and cries. He asks for help. He seeks coordination of thought and deed.

Here, at the beginning of the transformation of an object, in the action carried out in accordance with the objective-social semantic content, subjectivity begins and is constituted. As a force manifested in the subjectivity of the child, it is the active force of

semantic definitions, subordinating to itself the functional and semantic definitions of each object included in the content of the activity.

Objectively, the needs and wants of a child have meanings, and they are precisely objective. Subjectivity and agency here completely coincide with the movement of the integral form of the organism. This is a purely objective and natural process. Subjectivity and agency exist only because there is a reflection of oneself. Reflection as an objective process. The form of its movement, whatever it may be manifested in, but discovered in experience as an internal ability, has long been called the soul. The soul is a pure form - as a principle of movement, taken in abstraction, as a form of activity of the living in general. Living is a form of active self-preservation. By this activity, the whole is preserved as a whole. But hidden here is the possibility of agency - as a separate form that posits voluntary movement. And here subjectivity appears - as a form of distinguishing oneself from an objective entity. As a form of opposition to the object and to oneself.

An infant must perform many different actions in order for the bodily integrity to disintegrate into semantic parts and for the parts to be united into a whole by their meaning. Space and time, objectively represented in any action, will be unconscious conditions for a long time, and it will take even longer for time and space to become conscious forms of activity. And for them to be retained by consciousness in objective unity, one must get an academic degree in the science of physics. And it is doubtful that the synthesis of these categories, i.e. consciousness can realize an objective connection between space and time without Einstein. In philosophy, this connection was visible much earlier than in physics, and the ordinary consciousness of man saw both *space* and *time* only when they appeared as objective meanings in activity.

And they were also distinguished by this activity. In the same way, they were subjectively distinguished already in the infant's initial forms of activity. Their objective social distinction will become so established that they will be thought of only in this distinction. And the child will be introduced to this difference with the help of science, to develop in the child's mind the existing empirical picture of human reality. For this objective-empirical active being, the very form of this being maintains the opposition of space and time. But here these categories of being are connected, even identified. For this is accomplished in motion. The school doesn't think so, but it believes that it thinks so. It believes the definition it knows is knowledge. And this knowledge is used by the functioning mind, correlating it with the idea of the mind.

Any activity can be mastered quite simply if you have the intelligence. But the school teaches knowledge of subject forms, and pedagogy does not deal with intelligence as a special objective of the school. So where does the intelligence come from - this secret mysterious ability, which, according to today's scientific thought, is either hidden under consciousness, exists without consciousness or doesn't exist at all. Or it exists rather in the form of potency? And potency is thought of either as a special organization of neuro-brain activity, as information codes of genetic material, as a divine gift, or as something else. Science is actively working along all these lines, and the school feeds on the eclecticism of these ideas. The school always borrows the strength of its intelligence from someone else's hands. If these are the wrong hands, the school receives both powerlessness and madness.

The intelligence or mind finds itself in the initial conditions of joint activity between an adult and a child. There is no conscious meaning of the development of the

mind, such a task cannot be solved, since it cannot be posed, because the mind in its pure form is not known here. They do not know it not only in everyday conditions of existence but also in special educational conditions, in which ideas about the mind and its activity are deprived of *the form of a concept* - a fundamental category of mental activity. Here, I repeat, a form worked out by philosophy is required; thinking is required as the ability to find and explore the fundamental foundations of human *thinking existence*.

It is easy to notice that the mind first appears not as the mind in its own determination, but as a sensory relationship differentiating itself within itself, and as the relationship with a loved one. Any differentiation presupposes the unity of the differentiated, and the relationships within the differentiated manifest themselves in a certain unstable meaning. In these relationships, in the connections between different manifestations of one's feelings, one must assume that there is a forerunner of a judgment, where the subject and the predicate appear, by their position in the judgment, to be dependent on the situation built by the leading feeling. In a situation closed by the tossing of a stable feeling of love, consciousness (attention) suddenly enters another space, a semantic space that expands its, space's, physical boundaries. There is no school here, no stable methodological forms.

The situation always unfolds within the framework of a contradiction that rushes through the space of meaning: the love of a child and the love of a mother are multidirectional in their unity, and this gives a deeper connection than a unidirectional feeling. Of course, this is not enough just to say - here at every turn there are more and more new problems within the development of the situation. Working according to a methodology cannot take into account everything; pedagogy, like jurisprudence, wants to either detail actions, trying to take into account each case (opportunity) for each situation or look for a methodological way to simplify the situation as much as possible.

Hardly anyone can say that an adult who acts methodically does it according to his mind. Methodology is someone else's mind, which, as it becomes more detailed, displaces the teacher's mind to the limit. Methodology reveals the possibilities for the development of a particular situation in their typical presentation. The formed individual is represented in his preparedness through the totality of all methodological forms, while the personal form remains uncaptured, remains outside the scope of these methods.

Man as a "universally complex thing" is manifested precisely by this universality, which requires equally universal thinking. The power that organizes education, however, hides within itself the true motives for designing a school, the true goals of shaping an individual. But these motives and goals are revealed clearly only in one dimension - in a dimension that is easily built by money. Just like everything happens in a bourgeois prostitution society. It's a living, diverse machine. "Human life, deprived of its intellectual side, is reduced to the level of mere material force" (Marx). There is no personality here, there is no reason or freedom here, they do not exist and should not exist.

Even an individual capable of a variety of actions is formed by the school as a one-sided "machine". Because this form of existence is already predetermined by the bourgeois way of dividing professional labor. "Professional cretinism" is the norm here. This was no exception under socialism, but there the idea appeared to master different professions in any variety. And opportunities were created for this. It was an impressive

prospect, instilling optimism in the wide-free expression of oneself, multilaterally trained. The idea of universal development of subjective-active abilities did not arise, since thinking was not considered as the basis for such broad professional action. The idea of the secondary nature of thinking, its dependence on being, on real practical life blocked the *principle of the identity of being and thinking*. The school, with its non-philosophical consciousness, in fact completely allowed the educational development of the individual (thinking) to correspond to existing professional practice, turning a blind eye to the discrepancy between the students' actual training and the programmatic goal-setting plans for the students' training. The baby's activity is organized by the adult. Initially, it is completely uncertain. These are involuntary organic movements. Within naturally permissible limits. Lack of formality. There are no bodily-organic definitions. Everything is determined by an adult. By the culture that the adult carries within himself, in his actions. These actions, if conscious, are thought of as pedagogical. The form of activity is determined by the adult. And the meaning belongs to the adult. The meaning is determined by the needs of the baby's body. The body masters its activity and makes it a "meaningful" sense of itself, its soul. Its well-being. Well-being is organized by the action of an adult and is derived from the sensation of external content. The sensation is empty, extremely abstract - like a feeling of the extremely universal abstract qualitative certainty of existence, manifesting itself in an empty sensation (through sensation Lenin defines matter). Through which the difference between oneself and the external world is given and which is the initial elementary form of communication with the external world. A boundary that is a reflection of its spatial and qualitative certainty. And thus defining the limits of its integrity, building a self-direction of its organic activity. And, therefore, there is an objective internal-bodily meaning.

The development of sensation, naturally, has two sides - as the development of the physiological capabilities of the sensing ability; and as the emergence and development of semantic content, the *feeling of semantic content* that goes beyond the indicated border - the one with the outside world. The feeling of semantic content means that the sensation already exists as a definite one and capable of determining the internal differences of objective reality. Sensation not only breaks down into various modalities, but it is also an active form of their differentiation, the direction of its reaction (evaluation), and the richness of its content. Sensation as a boundary develops self-awareness into a sense of one's integrity - not only the initial lower boundary of a still undefined whole. This is the path from the emptiness of abstract sensation to the self-awareness of the body in its integrity. This is one side.

Second. In the same process of sensation development, the semantic side is present and develops, beginning to "lose" its physiological basis. The sensation in which the fullness of the meaningful existence of the organism, the body as an integral form, is given, manifests itself in conditions other than the reaction of the leg of a dead frog to an electrical stimulus. Here the sensation is filled with its own internally active content, providing its single function, the function of the feeling. And the feeling is no longer what it was, and the object, the sensation of which is realized, is also not that object anymore, it's the wrong object - these are developed forms that work in conditions other than the initially simple ones, forms that are capable of holding the boundary of complex formations in their essential certainty.

To say that here the concept of sensation receives an expanded interpretation means trying to leave it in its physiological capabilities. But what we are talking about

is precisely that the physiological possibility itself develops in its ability to manifest through itself such forms that are not exhausted by the relation to materiality. Here sensation acts as a moment of existence of spiritual life.

Of course, if I say that sensation feels meaning, it will seem like a stretch. But if you admit the thought of the internal distinction of feeling, which is easily given to the consciousness of the observer, and if you think through the thought of their identity, understand the dialectical identity of the indicated “two sides,” then the actual process does not escape your understanding attention. The body here is a sensing substance, sensation is the moment of this feeling.

But the form of existence of this body is also a *thinking form*.

Of course, it is simply necessary to distinguish between a moment, a part, an element, a fragment, and something similar. Otherwise, the clarity of the conceivable content will be lost, or rather, it will be presented incorrectly, far from being in its actual form of existence. Empirical consciousness and, consequently, an experiment can isolate and consider in an abstract, definite form the reality and possibility of each isolated function. This is good and all this is true, but it will be one-sided, one side of the two that I mentioned above. I will not be able to study sensation as part of, say, an aesthetic feeling based on the positivist paradigm; this method, if we begin to study the aesthetics of perception, will explore other empirical material. The matter here cannot be explained by physiology. Physiological movement is a developing condition and form. The auditory sensation, for example, does not explain the aesthetic feeling, but, of course, it is necessary to investigate how much the aesthetic perception influences the physiological side of the sensory ability. Positivism cannot synthesize these two sides in any way, and it never undertook such an attempt for a long time, from the very beginning.

The form of action is the image of the subject of the action. An image that becomes general in action. It is this image that requires a general, universal means of holding it. Subjective-sensory “means” here turn out to be insufficient, because they belong to the individual. With the development of the subjective image, subjectivity in general, of course, these bodily individual means of sensory perception and retention of this image of perception are “generalized”, and become social, i.e. framed through the social whole, through their meaning within the collective activity, whatever this activity may be expressed in. But for all this to happen, for the image and means of maintaining the image to become common, social, and cultural, there *should arise* a necessity. This necessity is set from the very beginning by the combination of actions that develop into activity.

In order to enter the form of activity, in order to appropriate it as a universal means of one’s individual organization of real active being, in order to become a person, it is necessary to appropriate motives, means, universal methods of building individual actions. The form of maintaining this universal image is given in the culture itself, both in the forms of living activity of people and in language. Language arises as a result of contradictions within the practical-transformative collective activity, as a means of coordinating the actions of all individuals, bringing each individual consciousness to a common unified image, which makes it possible to productively realize the goal of collective activity.

In a child, the word is not separated from the meaning and is not comprehended as a word, as some kind of subjective means of perceiving and retaining an image. The

child lives in an image, and this life in the image is generally realized through his bodily and physical actions. The subjective here has not yet been contrasted with the objective; the child is in the primary form of the identity of being and thinking, their inseparability. The ideal world has not yet been revealed to him, because the universal form of his actions (activities) has not yet been constituted and isolated.

Only in this moment, the moment of isolation, does the universal form become a previous, predetermining form. And, at the same time, a conscious form, a form of consciousness, since it reveals the contradiction between this isolated logical form of the universal and the special form of the real objective conditions of action. And due to these same circumstances, the form of manifestation of this consciousness becomes judgment (as a connection between the universal and the individual), and therefore an active process of generating language and developing thinking.

These are the initial conditions for the emergence and development of all forms of child's activity. But this same objective-semantic side of reality unfolding in the hands (and by the hands) of a child makes it possible to develop in his subjectivity those cultural-objective forms that are consciously or spontaneously imposed on him by the activity of an adult. It is not difficult to notice here the conditions for introduction to religious consciousness, musical culture, etc.

And immediately Plato sprouts in a child, then followed by Descartes. In a four-year-old child I suddenly, then still with surprise, saw Spinoza. And this surprise captured me even more because an adult (numerous audiences) not only does not notice this circumstance but also cannot understand it because an adult cannot find in himself what was already in him as a baby. This is a certain universal law - the original form of pupation of human principles from an animal larva is trampled. Here is the actual beginning, the beginning of content-logical development, from which there are paths of movement in many directions. And therefore, in a sense, there is an opportunity to bypass and step over the routine forms of immediate everyday life.

And therefore, by the way, the germination of what has long been called genius is not surprising. And, on the contrary, there is a destruction of the principles in the original forms of activity - a spontaneous unconscious accident. What they like to call the awakening of consciousness (subjectivity, spirituality) is the *awakening of reality*, its unfolding in the acts of real human existence.

DIALECTICAL THINKING AND POSTMODERNIST REDUCTIONS

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Awareness and understanding of the current state and prospects for change and development is a condition for orientation in the world, both for an individual and society. Dialectics has historically developed as a thought tradition that promotes the most adequate orientation in the world, based on a deep "elaboration" of the essence of the

connections inherent in the world, which are essential, necessary, objective, and recurring in nature.

Dialectics expresses a historically formed culture of thinking, which includes reflection on the forms and ways of thinking of different eras, and which continues to develop. The historical practical and mental experience of generations in dialectics is presented not as a “warehouse”, an “array” of rational schemes, but as a way of optimal movement towards understanding the essence of what is happening in the world. This means that dialectics cannot be adequately expressed in one or another conceptual “scheme”. It can be present in a dialectical culture of thinking. At the same time, what is essential for dialectical thinking is its non-situational nature, which is present at any moment and requires comprehension and understanding. For dialectical thinking, comprehending a situation does not mean reducing its understanding to the point of a given moment, forgetting about the origin of this point, the context of its current existence, and the fact that it continues to undergo changes and transitions to new states.

Dialectical thinking is focused on understanding the need for corrections that go beyond the limits of situational, finite, verbally expressed stereotypes that function in social life. Thought processes aimed at limiting understanding of a given situation, finite existence, are traditionally designated as the rational level of thinking. The reasonable level, which characterizes dialectical thinking, is expressed by the need for a procedural, cultural and historical consideration of any problem. Dialectics as a doctrine of development can be adequately understood only if the party wishing to understand can carry out comprehension and understanding precisely at a reasonable level, without replacing dialectics with reduced “products” - products of reason or sensuality.

The latter, taken as schemes for understanding or transmitting any content into the sphere of sociality, deform and distort the essence of what is happening in it. This is especially acute in conditions of instability, when the demand for an adequate understanding of current circumstances and the prospects for ongoing changes increases many times over. “Identifying the logic of a process” is significantly different from creating its “arbitrary image”. Replacing consideration of the logic of a process by establishing its image or description with an array of characteristics does not make it possible to adequately realize and understand its essence. This, in turn, means, firstly, a loss of direction in a situation that requires adequate understanding, and, secondly, it means entering into practical chaos.

The imbalance in modern social relations becomes a matrix of understanding. A relatively new trend in this regard is the position of postmodernism, in which the lack of a system acts as a “matrix”, and the image of “Chaosmosis” as the leading principle of the world relationship is determined by the models of disorder seen by postmodernism in reality itself. Orderliness is characterized as the result of the actions of the person himself, his concepts, and common sense. Therefore, it is believed that this influence of consciousness must be destroyed to reach understanding of what really exists. The removal of conscious stereotypes reveals arrays of disordered existence. The method of fixation corresponding to this “discovery” is eclecticism.

The image of the modern era is “drawn” by postmodernism with numerous “strokes and colors”, which indicate “polyphony”, and not the presence of a “chorus”. The purpose of the image is to create the material of a sensory response to some being. At the same time, the image and the reality that served as its creation do not coincide. Detection of differences between image and reality, on the one hand, and reality, and

the peculiarities of its comprehension, on the other, can be considered as two, largely parallel, procedures or tasks. It is necessary to take into account that in modern philosophy a “tendency” to mix mental and figurative approaches is clearly manifested. At the same time, each of them projects a corresponding attitude to the consideration of reality. The need to differentiate the image and the concept is an essential condition for ensuring the adequacy of the consideration of any problems.

Traditional for postmodernism is a situational appeal to the consideration of what is happening in reality, which, on the one hand, claims to be the level of mental reproduction of reality, and on the other hand, turns out to be a kind of modified image. It should be noted that the situational and mental are combined in only one variant: the mental in this variant turns out to be a manifestation of the level of the reason, but not the mind. The combination of situational and figurative also expresses deformation, but now the deformation concerns the image. The image loses its integrity and becomes an abstraction, taken beyond the boundaries of the worldview. In this case, the image turns into a phantom, which can in certain cases acquire the status of a simulacrum.

Situational images of reality make it difficult to understand at best. This is compensated by a positive assessment of eclecticism, which supposedly truly expresses the state of the world. The abolition of the whole in an eclectic relationship to the world makes not only the development of culture but also its very concept problematic. That is why, within the framework of postmodern interpretation, there is an understanding of culture in which its presence is either not detected at all, or its antipode is discovered instead. The following “thought experiments” are indicative in this regard.

1. The declaration of the world as “de-souled” (Lyotard)¹ is at the same time supplemented by recommendations for steps that strengthen this situation. These include the abolition of the whole, a normative frame for evaluating new technologies, and a critical scale for the “recovery” of culture. The identification of culture and “mass culture” is accompanied by the proclamation of pluralism, which turns out to be a convenient way of asserting the legitimacy of the destruction of culture. The loss of meaning is declared the norm for thinking itself. According to Lyotard, the thinking mind thinks in order to establish rules for what is yet to be created. But these rules themselves, against the backdrop of a general senselessness of everything and everyone, also lose all meaning.

2. Discarding illusions, according to Deleuze, helps to reveal a world of “fragmentation” or differences that hides “true objectivities, consisting of differential elements and connections endowed with a specific “mode of the problematic”. Deleuze² is inclined to identify reason with the mind, which stops at the difference, at differentiation, and does not reach an understanding of integrity. The “premonition” of the need to grasp the integrity of the world and the attempt to approach it through intuition shows the weakness of the reflection of postmodernism. The movement of the human mind towards comprehending the integrity of the world is present in classical dialectics in a developed form.

3. Derrida³ declares man to be an endless text. He talks about unblocking under-

¹ See Lyotard J-F. *The state of postmodernity*. M.: Aletheya, 2013.

² See Deleuze J. *Logic of meaning*: Trans. from fr. -M.: "Raritet", Ekaterinburg: "Delovaya kniga", 1998. - 480 p.

³ See Derrida Jacques. "Writing and Difference", *On Grammatology*. M., 2000.: <http://www.chat.ru/yankos/ya.html>

standing, about identifying contradictions in the text. The problem of understanding the text, as well as understanding everything that is the reality in which a person exists, is one of the most important in human self-determination. However, reducing reality and the person himself to text is a clear mis-**understanding**. As a metaphor, a person as a text apparently should mean that a man is a bearer of meaning that can be expressed in a linguistic form with the presence of consistency and connections in what is to be expressed through the linguistic form. In this regard, it is necessary to determine the logic of the linguistic expression of thought and the logic of the meaning of what should be expressed in this linguistic form.

4. “The rehabilitation of mediocrity” as a thesis appears in Foucault¹ in connection with the processes occurring with a large number of atomized individuals. In an industrial society, the atomization of individuals occurs at the level of distribution of resources, roles, opportunities, *etc.*, which society has, but which cannot be concentrated in one hand. The atomization of individuals in the information society is manifested in the presence of the apparent independence of information agents from the customers of information processes and technologies. The status of a unit of the information field forms the idea of the possibility of independent movement in the information space as a form of life. However, this idea is false.

5. Barthes' position² regarding the interpretation of culture as a set of languages completely models the methods of the actual rational, that is, non-dialectical, consideration of both language and culture. From the point of view of dialectical thinking, culture is historically a sphere of creative, inventive, socially significant activity. The thesis that culture is a set of languages means that language is transformed from a cultural phenomenon into a system of symbolic means. This position manifests the program of a marginalized person, indifferent not only to culture as a historical phenomenon that raises man above animality, but also indifferent to the strictly human definitions of the organization of life of today's humanity, mystifying every act of human relationship with the world.

A non-dialectical attitude to life, elevated to the rank of a life program, reduces morality to standards, the aesthetic ideal to the “omnivorousness” of mass culture, *etc.* Dialectics is not only a way of thinking, but also a way of relating to life, which does not allow reducing the higher to the lower, allowing us not to lose our own human moral guidelines and objective worldview.

¹ See Foucault M. *Archeology of knowledge* / Transl. S. Mitina and D. Stassov. – Kyiv: Nika-centr, 1996. – 207 p.; *Words and Things: The Archeology of the Humanities*. - St. Petersburg: A-cad, 1994. – 405 p.; *The order of discourse* // Foucault M. *The will to truth. Beyond knowledge, power and sexuality. Works of different years* / Comp. and Transl S. Tabachnikova. – M.: Magisterium-Castal, 1996. – 446 p.

² See Barthes R. *Zero degree of writing*/trans. G. K. Kossikova // *Semiotics*. - M.:Raduga, 1983. — C. 306—349; *Selected works: Semiotics. Poetics*. M., 1994^ c& 385.

THE PROBLEM OF MUSICAL CREATIVITY IN THE LITERATURE OF THE XX CENTURY

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Introduction. Music is one of the universals of existence, its attributive characteristic. Attempts to delve into the finer points of this phenomenon have been made by the humanity throughout the history of its existence. However, as rightly noted by V.M. Rozin: “Modern philosophy and science, including musicology (music theories), while explaining certain aspects of music, cannot get to its essence and secrets... existing philosophical and scientific understandings of music cannot currently be considered satisfactory” (4, p. 429). Meanwhile, an adequate understanding of *what* music is has not only theoretical but also great practical meaning. According to Vassilchenko, “the correct sound orientation will help us arrange our inner and outer world, better and more deeply understand the various languages of culture” (1, p. 3).

Among the many approaches to understanding the problem of the essence of music, two main ones can be distinguished. The first is based on understanding music as one of the coordinate phenomena, an autonomous world of art, connected with the real existence of a person by purely external ties. For followers of this point of view, music, like art in general, is a world of creativity, eternal beauty and harmony. Thanks to these properties, it has the ability to correct the shortcomings of human existence, which is not always harmonious and beautiful.

We find this approach in the works of M. Kagan, A. Sokhor, V. Sukhantseva, V. Kholopova, etc. Music can be influenced by reality, reflect it, reproducing historical events, everyday sketches, human characters and moods, sounds of nature, *etc.* But its essence is not in reflection. Its essence is in creativity, the creation of a new, unprecedented sound world, which, in fact, may have nothing in common with human reality.

Another approach is based on understanding the world not as a conglomerate of heterogeneous, different-order phenomena, but as a whole, each part of which is threaded by the currents of this whole. A person’s attitude towards the world, his relationship with this world, is the basis that determines certain results of human activity in any sphere, including the musical and aesthetic. With this approach, music appears as a reflection. But not as a mechanical trace, a flat reproduction of some external characteristics of the world, but as a specific manifestation of its essential connections and relationships. This approach is deeply rooted in world culture and is represented in the works of M. Lifshitz, D. Lukach, T. Adorno, E. Ilyenkov.

A great contribution to understanding the phenomenon of music have been made by the literary folk. In the 20th century, three outstanding works were written dedicated to reflection on the essence of musical creativity. These are the novels “Doctor Faustus” by T. Mann, “The Glass Bead Game” by H. Hesse and “Violist Danilov” by V. Orlov. They present various models of the artist’s connection with the world, which become the basis for various models of creative activity.

The goal of this article is to analyze these works, allowing us to understand music as a sound expression of the way of human relationships.

T. Mann. “Doctor Faustus”. The main character of the novel “Doctor Faustus” is a talented composer Adrian Leverkühn, who dreams of fame. He made a deal with the

devil, under the terms of which he must renounce love in exchange for the success promised to him. Here we see a vivid image of an artist, obsessed with the idea of creativity, but at the same time lonely, withdrawn, contemptuously cold towards the world. His attitude towards the world becomes the most important corrector of musical and aesthetic activity. Along with the loss of warmth and humanity, Leverkühn also loses the spontaneity, warmth and sociability of creativity. The novel clearly indicates the idea of transformation, rebirth, and werewolfism, popular in the 20th century art. It is present at its most different levels and affects its most different aspects.

At the level of the central idea of the work, it is presented as a stunning transformation of musical art, which throughout human history has been the international embodiment of beauty and harmony, humane and human, into its opposite - into a cold, inhuman, sophisticatedly complex sound world alien to the human ear. The pinnacle of all the best that exists in music and which the main character refuses, in the novel is Beethoven's Ninth Symphony. Adrian Leverkühn's latest work, "The Lamentation of Doctor Faustus", in an ideological sense, is the complete opposite of it. If the finale of Beethoven's symphony is "An Ode to Joy", symbolizing faith in the triumph of the ideals of a reasonable, free, equal, fraternal world order, then the finale of Leverkühn's work is called "A Song to Sorrow." According to the composer's friend Serenus Zeitblom, on whose behalf the story is told, such an ending prophetically heralds "decline and death around us."

One of the peak works of the character of the novel is the oratorio "Apocalipsis cum figuris". This work features choruses that tell "of the blackening of the sun, of the bleeding moon, of ships capsizing among a heap of screaming people" (2). This is creepy, satanic music, in which the element of Evil reigns supreme, acquiring universal proportions. It is followed by a crystal clear, unearthly beautiful children's choir sounds. However, despite its figurative opposition, the theme of the children's choir is entirely built on the musical material of the previous section. The appearance of a theme that is opposite in figurative content to the previous satanic theme, but built on the same thematic material, is, in the words of Serenus Zeitblom, "an ardent plea for the soul" (2).

Thus, the novel raises the theme of a radical transformation of modern culture, which is based on the transformation of man, his transformation into a being without a soul, love and compassion. Soulless, cold writing, no matter how talented and inventive it is, is evidence of the drying up of creativity and the decline of culture. It is no coincidence that the main character, cut off from the world, loses the ability for original creativity and can only turn to someone else's material, parodying and distorting it. A world where alienation reigns is a devilish world turned inside out, and music is only a special manifestation of it, highlighting its destructive nature for humans.

V. Orlov. "Violist Danilov". The reverse process of the artist's transition from the demonic to the human state is described in the novel "Violist Danilov" by V. Orlov. Its main character, Vladimir Danilov, is the son of a demon and an earthly woman. He is a musician, whose creative development we observe throughout the entire work. At the beginning of the novel, he is a modest artist of the Bolshoi Theater orchestra. By chance, Danilov turns to solo activities, and at the end of the story, we see a creator who feels an irresistible need to speak to the world with the help of sounds born in his own soul.

The novel character - both as a demon and as a person - is in a constant state of overcoming limits, what in modern philosophy is called transgression. Transgression is

incredibly easy for Danilov since he is a representative of otherworldly forces. It is enough for him to move the plate of the magic bracelet - and he can move at the speed of thought in earthly and unearthly space-time, soar in the clouds, swim in lightning, communicate with the ancient Egyptian cat Buster...

It would seem that possessing supernatural abilities, Danilov could effortlessly reach such heights in musical activity that are inaccessible to an ordinary person, or at least solve his ordinary everyday problems, of which he, like all ordinary people, had plenty. But Danilov does not take advantage of these opportunities, allowing himself to be only human in music. Moreover, being the owner of an ancient instrument made by the famous master Albani, Danilov achieves his highest performing successes by playing the most ordinary viola. The character's transgression as a human being, his stretching beyond his limits, and entering a qualitatively different human dimension and state is an extremely complex, painful, and torturous process, guided by his love for music and people.

Danilov's passion for music is all-consuming. Music for him is a world in which he dissolves unreservedly. In music, the character of the novel is omnivorous and all-encompassing. He listens to and for his creative process takes into account all the world's music - ancient and modern, Western and Eastern. Danilov's sound universe is expanding all the time. But it's not the sounds and instruments themselves that are of interest for Danilov. Sounds and instruments are a way, a means of self-expression for Danilov, who "has the need to express himself to people. He wants to talk to them about his attitude to the world and life" (3). Playing the viola, Danilov feels the instrument as an extension of himself, "a part of his body, his voice, his nerve, his heart, his mind" (3).

Danilov turns out to be an extremely unlucky demon. Sent to Earth to do minor mischief to people, he unconditionally fails to cope with his duties. He is sympathetic to human troubles and cannot indifferently pass by any human suffering. "Danilov will quietly put some candy for the crying child and wipe away the tears" (3). With his music, he strives to bring comfort to people, awaken their feelings, decorate and purify their lives. Having embarked on the path of creativity, Danilov gradually turns into a microcosm that passes through itself all the currents of the large cosmos, physically feeling the pain of other people, the anxieties, and the severity of all earthly cataclysms - both natural and social.

Being open to people in his work, Danilov is tormented by doubts about whether he will be understood by them because his musical language is unusual and uncommon. This is not surprising: Danilov is a continuously evolving reality, a microcosm growing to the scale of a large cosmos, a Personality with a unique position in the world, and a unique life experience. New contents also require new, unusual means of expression. Hence the problem of understanding creativity. After all, often the ear, accustomed to stereotypes, rejects the new and unusual.

Music can only be understood by people because it expresses the meanings and experiences of their lives, their mental movements, and emotional upheavals. Only those who have a soul can understand music. Powerful demons, who do not have souls, are unable to comprehend the essence of music. The price to pay for creativity is great - it's the feeling of someone else's pain as if it were your own, incessant doubts, and constant dissatisfaction with oneself. But it is also great happiness to be heard, understood by someone, and needed by someone.

H. Hesse. "The Glass Bead Game". In the two novels described above, we are presented with two models of the artist's attitude towards the world – alienation, coldness towards the world, and an interested-personal attitude towards it, which necessarily lead to radically opposite consequences and results. In the novel "The Glass Bead Game" by H. Hesse, another, third model of world relations with a corresponding model of the creative process is presented. An artist can also be outside the world, escaping the problems of imperfect and prosaic reality into the beautiful and cloudless world of the spirit.

The characters in H. Hesse's novel are representatives of the distant 25th century. The world, standing "on the edge of all abysses and voids," is mired in immorality and lack of spirituality. Concerned about the need to preserve the spiritual treasures accumulated by humanity, people create a special republic of the spirit of Castalia - a clear, orderly, sublime world, isolated from the chaos and horror of reality. The inhabitants of Castalia are busy studying sciences and arts, developing abilities in philosophy, music, and mathematics. The music that sounds in the Republic of the Spirit is subject to strict selection. This music should embody the ideals of a serious, spiritually cheerful attitude, peace and balance. Castalians find such an ideal in the works of masters of the 15th-18th centuries. There is a gap of almost a millennium between the most recent works of creation, which are listened to in Castalia, and the time of action in the novel.

The main occupation of the inhabitants of the republic is playing beads, and identifying general patterns in various spiritual phenomena. Representatives of Castalia are prohibited from creating new things; they must preserve existing spiritual treasures intact. But the fact is that creativity is impossible in isolation from the world, since it is simply deprived of its soil. In isolation from real life, the spirit becomes thinner and dries out. Creativity degenerates and turns into simple combination, manipulation of ready-made contents, abstracted from the context of their generation, into a game - beautiful, reverent, full of high meaning, but only a game. The very existence of Castalia is evidence of the fragmentation of human existence, its division into two non-contacting worlds - the world of utility and the world of spirit. This fragmentation is generated by the context of alienation - a state of human existence that, in order to preserve the creative nature of man, needs to be overcome.

Conclusion. The novels we examined were written in different countries at different times. But they are permeated by a universal idea: musical creativity is the sound embodiment of the artist's worldview, the generation and reflection of the connection he has with the world. Loneliness and rejection of the world give rise to music in which hopelessness, despair and the cold of Death reign, as happens in the novel "Doctor Faustus". The creativity in it dries up, being replaced by reworking and parodying what already exists. The position of a hermit, making a romantic escape from the real world that is far from ideal and plunging headlong into the beautiful and perfect spiritual world, also leads to the extinction of creativity, since the soil for it - real life, no matter how imperfect it may be - disappears. In isolation from real life, it is only possible to preserve what has already been created and manipulate the finished results. This idea runs through Hesse's novel "The Glass Bead Game."

It is only an appeal to people, a desire for sincere and heartfelt communication with them, sympathy and compassion, and creative comprehension of problems that are important to everyone, and that give birth to music full of meaning, artistic breakthroughs and discoveries, filled with all the richness of human feelings. The wider the

horizons of existence an artist covers, the larger his Personality, the greater his chances for his work to become an integral part of the reality of many people, to decorate their lives, to console, delight and support them. The artist's openness to the world includes him in the cosmic process of life creation, life affirmation and meaning generation. It is precisely such an artist and such a model of the creative process that is discussed in the novel "Violist Danilov" by V. Orlov.

It is very interesting that in all three novels the key character is Beethoven, highlighting the starting points of the heroes in relation to music and culture as a whole.

In the novel "Doctor Faustus," the main character turns to the Ninth Symphony, in which Beethoven, being the indisputable not only creative but also moral authority of his time, speaks about the fate of all humanity. With this work, Beethoven addresses millions, calling on them to unite as the only promising path of development. In his work, Adrian Leverkühn crosses out, destroys, denies the idea of the universal brotherhood of people, sung by Beethoven in his spiritual testament to humanity. Globally, such denial leads to the denial of not only creativity, but also humanity itself.

In the novel "The Glass Bead Game," the inhabitants of Castalia use music of a very limited time period. The creativity that is blocked here begins with the dramatic and heroic art of Beethoven. The inconsistency of his work with the ideas of the Castalian world about true art becomes the reason for the "cancellation" of his work, as well as the entire musical culture that followed him. Thus, the whole picture of the cultural-historical process is extremely impoverished. The Castalians are deprived of the opportunity to hear the spiritual messages of brilliant representatives of humanity; they live in a truncated, dissected, distorted spiritual world. This idea resonates with the phantasmagoric reality of today, when attempts are being made, absolutely terrifying in their spiritual vandalism, to cancel Beethoven's work as "too white, too male, too outdated" (5). The "cancel culture" of masterpieces becomes a barrier to the spiritual and moral development of humanity, placed in a spiritual space limited by the very peculiar ideas of zealous advocates of human rights, while grossly trampling on the human right to full participation in cultural life.

In the novel "Violist Danilov", Beethoven is the inspiration for the main character to start the path of creating his own musical language, which subsequently includes in his arsenal the creative achievements of composers of different eras, movements, national schools, etc. The figure of Beethoven becomes a symbol of openness to the world, characteristic of Danilov himself, the beginning of the creative process directed towards infinity and eternity - as opposed to the idea of denial, limitation and distortion in the creative activity of the characters of the novels "Doctor Faustus" and "The Glass Bead Game", who break ties with the world and close themselves off from it. The concepts of reflection and creativity are not antipodes, as is often imagined. Creativity is the process of creating something new. Reflection is the result of the relationship between the artist and the world, a category that characterizes the conditioning of the creative process by the quality and concrete implementation of this relationship. Understanding music as a separate principle turns musical activity into manipulations with sound material. Understanding it as a way of expressing a person's worldview becomes the basis for musical and aesthetic activity as a field for solving the most important issues of human existence.

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BARRIERS TO EFFECTIVE COMMUNICATION

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Introduction

Communication is considered one of the most important systems in need of development in any field. No matter how good a communication system is, no matter how it is formed and developed, barriers will appear within the communication system, whether it is an organization, family communication, social network, or institution. The barriers that appear within communication systems are very unfortunate and undesirable.

Furthermore, communication barriers are something that prevents us from correctly getting and accepting the messages others use to communicate their information, thoughts, and ideas. Some examples of communication barriers are information overload, choosy perceptions, workplace gossip semantics, gender differences, etc. (1).

Kinds of Barriers to Effective Communication

I. Physical Communication Barriers

Physical communication barriers are factors that disrupt conversations. They may emerge from the natural environment or be human creations. These factors can prevent the sender from delivering the message to the recipient or cause the recipient to misunderstand the message.

In the organization, physical barriers can disturb the effectiveness of communication between colleagues. They are also easily identifiable, making it easier for employees to reduce the impact of barriers, circulate clear messages to colleagues, and scrutinize messages in the right context.

1. Message Distortion

When composing a message, the sender may omit important details that require clarification from the recipient. The channel carrying the message may malfunction, causing the context of the conversation to appear different to the recipient than it was in its original form. When the recipient examines the message, they may misread the words and draw false conclusions. The sender can correct any distortion in the message by proofreading the message before forwarding it to the other party. For example, employees can make sure their words convey the urgency of the work situation or use the right tone to establish a positive relationship with a customer. The amount of noise interference can be reduced by being able to choose the appropriate medium to transfer messages. Recipients can carefully review messages to ensure they have all the information and ask for clarifications before formulating an interpretation. Reduce the impact of barriers, send clear messages to colleagues, and validate messages in the right context.

2. Noise

Sound or malfunction that interrupts the sending and receiving of messages during communication is noise. Context can affect how it sounds to the listener, which can affect the listener's interpretation. For example, if two of her employees are drinking coffee and talking in an office, the loudness of the construction site outside can cause them to misunderstand their colleague's verbal communication.

Noise can also impair technology performance. The constant hum of a malfunc-

tioning computer during a conference call can prevent professionals from understanding each other. Written communication can encounter noise as an obstacle. Misspelled words or missing details in emails or documents can mislead readers.

3. Media

The media in which the communication process takes place must be effective and appropriate. Communication takes many forms. Whether oral, written, audio, video, formal, or informal, any medium used for the purpose of communication must be accurate, concise, and understandable.

4. Time

In communicating with someone, if the process takes a long time, like sending a letter, it is a barrier; if it is very slow, whether, in formal or informal ways, it is a barrier. It is proved. In order to work effectively, individuals need to develop faster means of communication, such as e-mail, rather than sending letters by post.

5. Distance

It is important to eliminate unnecessary distances within the communication system where required by conditions such as those occurring in telephone communications. If two people need to discuss an important issue, and one is in India and she is in the United States, a phone call may not be very effective, but a system of email can send details to each other. (Kapur, 2018).

6. Architecture and Workspace Design

If the employee's workplace is far from the employer's workplace, the employee will not be able to communicate with the employer, receive appropriate orders, make plans, receive feedback, and propose new ideas. Phone and emails, such as other media have more noise and other technical issues than face-to-face communication. In this way, workplace design acts as a physical barrier to effective communication.

Seating arrangements and physical comfort also facilitate or impede communication. Organizational structures also act as barriers to communication. A person must go through a manager to communicate or send messages with the primary authority of the organization. They cannot speak directly, disrupting the flow of the message and altering the meaning of the message.

New concepts such as open workplace design and parallel communication approaches have emerged to overcome these types of physical communication barriers.

1. Semantic Barriers - When communicating with others, it is important to use appropriate language, vocabulary, and language in whatever type of communication medium is used, formal or informal. Communication of any kind should reflect decency. The language and vocabulary used for communication must be understandable by people. If a person only speaks English and the word is used in Spanish, they may or may not understand the word. For example, if a person only speaks English, they may have learned other languages such as Spanish or French. When two or more people communicate, they should use a common language so that everyone can understand it well.

2. Cultural Barriers – Communication takes place between people of different nationalities, religions, castes, creeds, races, ethnic groups, etc. It is important to overcome obstacles that may appear in the process of communication. It is very important to

make people aware of the culture they are communicating with. Understanding and accepting other people's cultures is important in the form of communication.

3. Psychological Barriers - Understanding the mindset and mental capacity of the other person is important in the communication process. This is true in any case, whether it is a lecture by a professor or a discussion between an employer and an employee. The communication process is not effective when someone communicates with another person or group of people with an indifferent or passive attitude. In this case, the communicator's attitude would have been considered inappropriate to make the communication process effective. Therefore, overcoming psychological barriers is considered important.

4. Perceptions of Reality – When communicating, it is important to understand different perceptions of a situation, or problem. Different levels of perception are involved when communicating about a particular topic, condition, challenge, problem, situation, dilemma, stress, or concept. A lack of understanding of the different levels of perception can be a roadblock. In order to achieve effective communication, it is important to have a "reality awareness" such as facts, knowledge, figures, reality, and information about the truth. It's important to be open, flexible, and transparent when communicating.

Overcoming Communication Barriers

1. Eliminate Perception Differences – Recruitment within an organization should consider performance, qualifications, skills, competencies, knowledge, and attitudes. Appropriate training and development programs and staff selection procedures are required, and individuals must have effective communication skills, especially in English. Must be able to speak and write English fluently.

2. Use of Plain Language – When communicating in any language, the use of language must be easy to understand, clear and simple. Complicated words can confuse people and should be avoided.

3. Reducing and Eliminating Noise Levels – Noise is the most common disturbance encountered anywhere. For example, when family members communicate at home when there is constant noise from a busy neighborhood. It is necessary to identify the source of the noise and formulate countermeasures to eliminate it.

4. Active Listening - The receiver must consciously listen carefully to the speaker. The speaker should always be aware that the listener understands everything he or she is saying. This removes barriers to effective communication.

5. Emotional States – During communication, speakers must use body language effectively and not portray emotional states. For example, if the speaker is upset for some reason, the speaker should not portray their distress in their speech. Listeners may misinterpret information when the speaker is distressed.

6. Simple organizational structure - There should be as many hierarchical levels within the organization as possible. The operations and functions, leadership, scope of control, powers, rules, and policies carried out within the organization must be well organized and implemented in an effective manner.

7. Avoid information overload – Both employers and employees should avoid being overloaded with work. The day's work should be organized accordingly, long working hours should be avoided, and employees should take time out during working hours to listen to complaints from subordinates and workers and should practice effective time management skills.

8. Provide Constructive Feedback - When providing feedback to employees and subordinates, avoid negative comments and always provide feedback in a constructive manner. Negative feedback is seen as a barrier to effective communication. Feedback may be negative if the manager believes there was a misunderstanding, but it should be delivered in a constructive and positive manner.

9. Selection of Appropriate Media - Communication media must be appropriate. If it's a quick message or a small communication, you can do it in person or over the phone. Complex and lengthy information should be communicated in writing. Appropriate media selection also leads to effective communication, whether through letters, messages, newspapers, or emails.

10. Flexibility in achieving goals – Employees employed by an organization should strive to achieve desired goals and objectives. You shouldn't be pressured to complete certain tasks within a certain timeframe. In other words, it should be given enough time. Having effective means of communication is critical to achieving organizational goals, and flexibility is necessary when achieving goals.

Conclusion

Communication is widely recognized as the most important factor in the success of any organization. Within any organizational structure, individuals must collaborate, hold meetings, and discuss various issues concerning their functions and activities; on the other hand, if they develop strained relations and hard terms amongst themselves, they will be unable to work effectively and incur profitability, productivity, and goodwill. Concerning communication, every organization faces some barriers; individuals believe that the process of communication is simple and straightforward, which is true; however, what makes the process complicated, difficult, and time-consuming is the presence of barriers. Individuals should possess efficient speaking and listening skills, ensure that the listeners understand their viewpoints and concepts, use simple language, whether it is oral or written communication, be courteous and polite so that individuals do not misinterpret any type of communication, and there should be efficient knowledge of the concepts and ideas that they are communicating.

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CONCEPTUALIZATION OF PROFESSIONAL IDENTITY FORMATION

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The *self* is important for the understanding of *identity*. Several individual identities contribute into *self* [1]. Scholars and practitioners consider that *identity* answers the basic questions of “who am I?”, “who are we” [2]. Identity itself is comprised by personal identity and other identities that an individual has an affiliation with [3]. Meanwhile, the process of developing these multiple identities is named *construction of identity or identity construction*, which also has multiple theoretical foundations. Identity is subject of constant changes based on the outside influence and situational settings of individual [4]. Furthermore, people constantly adapt, alter, and validate their identity which in turn called identity work [5].

First attempts in understanding of the concept were done by William James in 1890's which he later talked about in his work “The principles of Psychology” [6]. Swann and Bosson [7], view this theory as expression of one's “*connectedness*” caused by the sense of *continuity* derived from *self*. *Material self* refers to a possession of a person, the *social self* is about the view of a person by society and the *spiritual self* denotes emotions and desires [6]. These three are innate to every individual and their perception by a person is what makes everyone unique. The synergy of these three ideas contributes into construction of a single *self* [6]. These theories complement each other in a sense that self does not only provide a connection to a particular field or group, but also has various layers, the perceptions of which vary to a certain extent.

These ideas were later investigated by scholars Cooley [7] and Mead [8], former understood the emotional connection that concept of ‘*self*’ evoked and also proposed the theory of “looking glass self”, where the person constructs their idea of themselves based on the perceptions and thoughts of the other people [7]. Mead [8] elaborating on the aforementioned theory, proposed that individuals adjust their expression of *self* to fit in the social setting, thereby stating that there are as many types of self as there are social settings that the person is a part of [9]. The fact that individuals adapt their behaviour to fit the societal norms or norms of a certain group cannot be denied as it can be illustrated through basic behavioral adjustments a person makes when their setting from casual conversation with friends changes into the setting of discussing their research findings with professor or academic supervisor.

Introduction of Identity

The phenomenon of identity was studied in a number of research in Psychology, Social Psychology, Sociology, and more recently Business management and Higher education. It is considered to be among those issues [10] that are widely analysed in social science [11]. The concept of Identity is acknowledged by scholars as the construct which is derived from experiences during a person's life [12]. The findings of empirical studies in relation to *identity* research displayed that these studies view as a concept which goes along other features as teacher “identity” or mother “identity” [13].

The Social Identity approach was adopted by Turner [14] proposed of continuum of the development of *self* and the definition of *self* was based on personal identity and social identity [15]. Turner's theory was further developed and the third element of continuum was added, that is role identity [16]. These multiple identities are able to coexist

which can be illustrated by the fact that a student can be both a professional which is his or her role identity and social identity (because he or she is member of particular community) as well. Summarising the above-mentioned theories and ideas Vignoles, Shwartz and Luyckx [17] provided a comprehensive definition of identity stating that it is “The confluence of the person’s self-chosen or ascribed commitments, personal characteristics and beliefs about herself; roles and positions in relation to significant others; and her membership in social groups and categories” (p. 4).

Singer Contreras in his work proposed the division of identities according to the status high order identities and low order identities [13]. The foundation for such classification was the fact that a person can possess several social identities, within one organization for example, a university a person can be a part of a department, an instructor, a colleague, a professional.

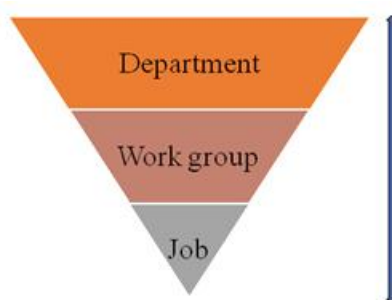


Figure 1. Multiple Identities Division Adapted from Singer [13]

The division between low and high order identities illustrated from bottom up. The former often used to describe a small group for instance occupation. Lower order identity tends to be the one that is more salient because of its importance to the individual [17], as it provides the sense of belonging, and the satisfaction of seeing his or her uniqueness inherent to a small group [18].

To summarise everything that has been stated before, definition of identity is closely related to the theory of self, where identity plays a role of contributor to the latter. Identity is being constantly adjusted by individual which demonstrates the multiplicity of identity. As seen in this part, identity selection depends on the circumstances and desires of an individual to be associated with a group or prove his or her distinctiveness - oneness.

Formation and development of student professional identity

Formation of professional identity has been studied in the field of psychology and social psychology, however, there is lack of papers in the field of higher education. Considering the development of identity there are various standpoints of scholars, some believe in innate nature of identity, while others consider it to be something developed by a person, or there are those who believe it to be constructed in correlation with society.

According to Waterman [19], identities need to be found within a person, as they are already embedded, and the person is just not aware of its presence. Around the same time Berzonsky claimed that it the doing of a person, and he or she makes choices regarding behaviour and ultimately the development of their identity [20]. This means that a student who is studying translation knows what they need in order to be a successful interpreter and take deliberate premeditated steps. The third view relies on the belief

that society and its structure assists in shaping the identity of a person [21], this formation happens when conditions provided by environment affect the behaviour of an individual.

It was suggested that although, both individual and social conditions affect the formation of an identity, however, this process is a part of and depends on social context [22]. This context for perspective interpreters is university program and disciplines which have their impact in shaping the future professional. University is the primary source for a student to get skills and form their future professional identity. Moreover, it should be noted that along with the content of the discipline, there is another factor which is the identity of an instructor.

The process by which a person gains association and ultimately the social identity requires a number of elements. Cognitive, whenever individual enacts and possess similar characteristics to those of social group [23]. Evaluative, estimations of a person regarding the values of social group, this is also linked to how emotionally invested a person is, which is manifested in identity verification (positive emotion) and non-verification (negative emotion) [14].

Thereby, identity formation is a complex process which is performed not only by a person (student) but also social setting, whilst being a part of larger unit, that is social context. Firstly a person chooses a social identity, secondly analyses the peculiarities of a social group and only then starts the process of identification which encompasses initial steps as enactment of identity. Further sections will provide more in-depth analysis identity formation models.

Among the theories and perspectives present in research of professional identity within higher education the most widespread according to analysis by Alba [12] are:

#	Theoretical Foundation	Approach
1	Narrative Social – Constructionism (Foucault, 1972)	Social- Constructionism
2	Communities of practice (Lave and Wenger, 1991)	Social Cultural Learning Perspective
3	Social Identity Theory (Turner and Tajfel, 1979)	Social Identity approach

Figure 2. Research of Professional Identity within Higher Education Adapted from Alba [12]

The notion of Communities of practice is defined by Wenger as certain group of people with the same interest area who acquire and develop their skills through regular interaction [24]. Moreover, the author proposed three key features of communities of practice such as: having a domain, presence of community work; and being a practitioner.

The Narrative Social Constructionism was first introduced by Foucault [25]. The theory focuses on discourse and its power that it has over a person [12]. The scholars who adopt this theory belief in the influence of discourse on experiences, and organizations. Thereby, the formation of professional identity can be affected and modified by the societal norms (discourses) surrounding professional area [26].

The Social Identity Theory explains the identification of an individual with a particular social group [27]. First the theory was introduced by Turner and Tajfel [28], where they used investigated bias and over accentuation of group differences even in a small group thus, on a minimal level.

The professional identity of a student is under formation throughout the process of

education and it is influenced by a number of factors such as the educational setting itself, connectedness to the community of professionals and the sense of self efficacy or identification with the profession. Professional identity allows a student - future professional to gain professional affiliation and sense of belonging.

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SUSTAINABILITY AND EFFECTIVENESS DEVELOPMENT OF THE VOCATIONAL EDUCATION AND TRAINING PROJECTS IN AFGHANISTAN

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Introduction

The concept of vocational education and training (VET) is underpinned by a multifaceted and intricate theoretical framework that encompasses various theoretical perspectives and models. The subject matter comprises a range of domains, such as educational philosophy, pedagogy, psychology, sociology, and economics. VET is a type of education and training that is designed to provide individuals with the knowledge, skills, and competencies necessary to perform specific jobs or roles. These skills can be developed through both theoretical and practical training, and are typically focused on a particular industry or occupation.

In generic terms, VET is intended to improve the employability of individuals by providing them with the skills and knowledge necessary to secure and maintain employment. This is particularly important in developing countries, where unemployment rates are high, especially among youth populations. The provision of VET can help individuals gain the skills they need to secure jobs and contribute to economic growth (Moodie, 2002). If we talk about the operationalisation of the theoretical framework of VET, we need to understand multiple ways of strengthening the access to the poor and

vulnerable sections of the society. For example, VET programs can be delivered in various ways, including classroom-based learning, on-the-job training, internships, and apprenticeships. The specific delivery method will depend on the type of training being offered and the resources available. In many developing countries, VET programs are usually delivered through partnerships between educational institutions and employers or through the support of international and national non-governmental organizations (INGOs) with the objective of creating jobs that can further accelerate the pace of economic growth. The provision of VET programs can also encourage entrepreneurship and innovation, as individuals with specialized skills may be more likely to start their own businesses or develop new products and services (Billett, 2011).

By reviewing the topics that are relevant to vocational education, it becomes clear that there is no universally accepted single definition for vocational education but broadly they can be classified into four categories: epistemological, teleological, hierarchical and pragmatic. In epistemological the most fundamental foundation of vocational education and training identity is the development of a distinctive way of knowing and way of learning. In teleological, vocational, and training identity are identified as three types: as training for an extrinsic purpose, training for work (education for life), and training for work directed by others. In hierarchical there are three types of hierarchy: the first is by occupational level the second by educational level and the third by cognitive level. In pragmatic or not elsewhere included, a common definition of vocational education is the education that is not secondary or higher education.

In conclusion, vocational education is defined as education programmes that are designed for learners to acquire the knowledge, skills, and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programs may have work-based components (e.g., apprenticeships, dual-system education programs). Successful completion of such programs leads to labor market-relevant, vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

Significance of Vocational Education and Training for the Employment of vulnerable people in Afghanistan

Vocational education and training (VET) can play a significant role in generating employment opportunities for vulnerable populations in Afghanistan. Due to the several decades of conflict and political instability in the country, many Afghans are facing significant economic hardship, with limited access to education and training programs that can equip them with the skills and knowledge needed to succeed in the workplace.

VET programs can help address this issue by providing vulnerable populations with access to quality education and training programs that are tailored to the needs of the labor market. By equipping learners with practical skills and knowledge that are in demand by employers, VET programs can help improve their employability and increase their chances of finding meaningful employment (Banerjee, 2016).

Moreover, VET programs can also help to promote entrepreneurship and self-employment opportunities, which can be especially important for vulnerable populations who may face additional barriers to employment, such as discrimination or limited access to job opportunities (Kumar J. A., 2020).

In Afghanistan, vocational education and training (VET) plays a significant role in providing employment opportunities for vulnerable populations, including women, youth, and individuals with disabilities. These populations face significant challenges in

accessing education and training opportunities, as well as in finding employment due to discrimination, lack of skills, and limited opportunities.

VET programs can provide these populations with the skills and knowledge needed to enter the labor market and become financially self-sufficient, which can have a significant impact on their lives and the lives of their families. By providing access to education and training, VET programs can empower these individuals to break the cycle of poverty and build a better future for themselves and their communities.

For women in particular, VET programs can be life-changing, as they often face significant barriers to accessing education and employment opportunities due to cultural norms and societal expectations. VET programs that are tailored to the needs of women can provide them with the skills and knowledge needed to enter non-traditional fields and break down gender barriers in the workplace (Misola, 2010).

Similarly, youth in Afghanistan face significant challenges in finding employment, as they often lack the skills and experience needed to enter the labor market. VET programs can provide these youth with hands-on training and work experience, which can improve their employability and enable them to secure employment.

Individuals with disabilities in Afghanistan also face challenges in accessing education and employment opportunities due to stigma, discrimination, and lack of accessibility. VET programs that are designed to be inclusive and accessible can provide these individuals with the skills and knowledge needed to enter the labor market and lead independent lives.

Finally, internally displaced persons (IDPs), street working children (SWC) or their caregivers, refugees and returnees in Afghanistan face significant challenges in finding employment and rebuilding their lives. VET programs can provide these individuals with the skills and knowledge needed to secure employment and rebuild their lives in their host communities (Harris & Clayton, 2020).

Nevertheless, vocational education and training (VET) is critical to addressing the employment needs of vulnerable populations in Afghanistan, including women, youth, internally displaced persons (IDPs), street working children (SWC) or their caregivers, refugees and returnees and individuals with disabilities. VET programs can provide practical skills and knowledge that are in demand by employers, promoting employability and self-employment opportunities, and breaking down barriers to education and employment. By empowering these individuals to become financially self-sufficient and build a better future for themselves and their communities, VET programs can have a significant impact on poverty reduction and economic growth in Afghanistan.

A profound analysis reveals that in Afghanistan, vulnerable people such as women, youth, and individuals from rural areas face significant barriers to employment. Vocational training programs can play a crucial role in providing these groups with the skills and knowledge needed to access meaningful and sustainable employment. However, the suitability of different types of vocational training for vulnerable people in Afghanistan can vary based on a range of factors such as cultural norms, economic conditions, and the specific needs of different groups. Apprenticeships, for example, can be a suitable option for vulnerable youth who may not have the financial means to attend formal vocational training programs. Apprenticeships offer on-the-job training and can help youth to develop skills and competencies that are directly applicable to the workforce. Moreover, apprenticeships can provide youth with access to networks and mentorship opportunities that can help to support their long-term employment prospects. Short-term training programs, on the other hand, can be suitable for vulnerable women

who may face cultural barriers to attending longer-term vocational training programs. Short-term training programs can provide women with the skills and knowledge needed to access entry-level positions in industries such as textiles and handicrafts, which have traditionally been dominated by women in Afghanistan.

Community-based vocational training programs can also be suitable for vulnerable people in Afghanistan, particularly those from rural areas. These programs are often run by community-based organizations and can provide training and education in a range of industries such as agriculture, livestock management, and handicrafts. By providing training and education in the local context, these programs can help to address the specific needs of vulnerable people in rural areas who may face significant barriers to accessing vocational training programs in urban centres.

Another type of vocational training that may be suitable for vulnerable people in Afghanistan is entrepreneurship training. Entrepreneurship training can provide individuals with the skills and knowledge they need to start and run their own businesses. This can be particularly beneficial for individuals who may not have access to traditional employment opportunities or who may face discrimination in the workforce. By providing individuals with the skills and knowledge they need to start their own businesses, entrepreneurship training can help to promote self-sufficiency and financial independence.

Language and communication training can also be beneficial for vulnerable populations in Afghanistan. Language and communication skills are essential for success in the workforce, particularly in industries such as tourism and hospitality. Language and communication training can help individuals to develop the skills they need to communicate effectively with customers and colleagues, which can increase their employability and earning potential.

However, it is important to consider the cultural context when designing vocational training programs for vulnerable populations in Afghanistan. It is important to design programs that are sensitive to local cultural norms and that take into account the unique challenges faced by vulnerable populations in different regions of the country.

Literacy and Numeracy Training: For individuals who lack basic literacy and numeracy skills, training programs that focus on improving these skills can be critical for employment. Without these foundational skills, individuals may struggle to access vocational training programs or participate fully in the workforce. Literacy and numeracy training can also provide a pathway to further education and training opportunities.

When designing vocational training programs for vulnerable populations in Afghanistan, it is important to consider the unique needs and challenges facing these individuals. Programs should be designed to address the specific skills and knowledge needed for employment in the local labor market, as well as any barriers to participation, such as lack of transportation, childcare, or access to training facilities. Additionally, vocational training programs should be delivered in a culturally sensitive manner and take into account any gender-specific considerations, such as the need for separate training facilities or female trainers (Hedayati & Laanpere, 2015).

The suitability of different types of vocational training programs for vulnerable people in Afghanistan depends on a variety of factors, including the nature of the training program, the needs of the population, and the labor market demands. Some types of vocational training, such as apprenticeships and on-the-job training, may be more suitable for vulnerable populations who may not have access to formal education or training programs. Meanwhile, other vocational training programs, such as skills-based training

or industry-specific training, can offer employment opportunities in key sectors like agriculture and construction. Ultimately, understanding the needs and circumstances of vulnerable populations is crucial for designing effective vocational training programs that can help to reduce poverty, increase employment opportunities, and promote economic growth and development in Afghanistan.

Analysis of the current state of vocational education and training in Afghanistan

The current state of vocational education and training (VET) in Afghanistan is a mixed picture. On the one hand, there have been several initiatives launched by the government and international organizations to improve the quality and accessibility of VET programs in the country. These initiatives include the National TVET Strategy, the Afghanistan Manpower and Employment Policy, and programs supported by organizations such as the Asian Development Bank and the International Labour Organization.

The National TVET Strategy, launched in 2016, aims to provide a comprehensive framework for the development of VET in Afghanistan. This includes the establishment of a National Qualifications Framework, the development of competency-based training programs, and the promotion of private sector engagement in VET. The Afghanistan Manpower and Employment Policy aims to improve the employability of the Afghan workforce by providing training and education opportunities that are aligned with the needs of the labor market (Baha, 2008).

International organizations and donors have also played a significant role in supporting the development of VET in Afghanistan. For example, the Asian Development Bank has provided funding and technical assistance to support the development of vocational training centres and the establishment of a National Skills Development Program. The International Labour Organization's TVET-A program has also been instrumental in improving the quality and relevance of vocational training programs in the country. Several TVET programs have been implemented by I/NGOs in the western region of Afghanistan with the aim of offering improved prospects and a more optimistic outlook for individuals with restricted choices. Periodic evaluations of these initiatives are conducted via surveys to gauge their effectiveness, ascertain their pertinence, and pinpoint any areas necessitating enhancement.

The purpose of the survey conducted in the Western region of Afghanistan is to investigate the present status of TVET programs in the area. The aim of this survey is to discover the strengths and weaknesses of TVET programs in the region. It aims to obtain perspectives from diverse stakeholders, including but not limited to I/NGOs, trainees, vocational trainers, employers, and government officials. The survey attempts to provide a thorough examination of the TVET programs in the western region of Afghanistan and highlight prospective domains for improvement. The outcomes of this survey possess the potential to serve as a basis for policy and programmatic determinations that are intended to boost the quality and pertinence of TVET programs in the area. Ultimately, this could lead to an enhancement in the employability and socio-economic welfare of individuals and communities in the region.

It is noteworthy to mention that during the survey, all aid organizations suspended their operations in the Ghor province due to purported interference by local authorities and Taliban officials in the dispensation of humanitarian aid. Except for Help and the Razi Social Development Organization (RSDO), for which data was provided by the headquarters in Herat province, we encountered difficulties in arranging meetings with any other humanitarian organizations in Ghor province. According to the labor and so-

EDUCATION AND COMMUNICATION ISSUES

cial affairs departments in the provinces of Herat, Badghis, Farah, and Ghor, a total of 24 I/NGOs are currently providing TVET programs in the western region of Afghanistan. The questionnaire that was developed prior to the interview was distributed to all I/NGOs. Out of the total number of organizations approached, 14 consented to participate in the study by providing responses to the questionnaire through in-person and phone conversation interviews.

Table 1. Number of TVET Graduates in the last five years

Graduates Per Province				Gender
Ghor	Farah	Badghis	Herat	
286	1614	552	6446	Male
160	575	573	2363	Female

Table 2 shows the data on the number of graduates from TVET programs, as reported by 14 I/NGOs that participated in the survey. The programs were conducted in the western provinces of Afghanistan. Over the course of the past five years, a total of 12,283 individuals have successfully completed their studies and obtained their certificates. Of this number, 8,612 were male and 3,671 were female.

Table 2. Number of trainees currently enrolled in the TVET programs

Graduates Per Province				Gender
Ghor	Farah	Badghis	Herat	
0	319	93	3265	Male
0	25	67	1190	Female

Table 3 presents the current enrolment figures of trainees in TVET programs run by 14 I/NGOs that participated in the survey conducted in the western provinces of Afghanistan. The ongoing TVET programs in Herat, Badghis, and Farah provinces are currently accommodating a total of 4,959 trainees, comprising 3,677 males and 1,282 females.

Table 3. Number of trainees affected by the IEA's ban on female's worker

Affected Trainees Per Province				Gender
Ghor	Farah	Badghis	Herat	
0	125	25	170	Male
0	135	36	1015	Female

The ban imposed by the Islamic Emirate of Afghanistan (IEA) on I/NGOs and female workers has impacted a total of 1,506 trainees in the western provinces of Afghanistan, as reported by 14 I/NGOs. Among the affected trainees, 1,186 are females and 320 are males. Out of the 14 I/NGOs that participated in the survey, 12 reported that their TVET programs are not functioning regularly following the IEA's prohibition of female workers in I/NGOs. It is worth noting that only two I/NGOs provide vocational classes exclusively for males as part of their TVET programs. International Non-Governmental Organizations (I/NGOs) have reported that their TVET programs have been discontinued for both male and female trainees, or alternatively, only male trainees are currently receiving TVET programs.

Sustainability and Effectiveness Development of the TVET Programs

The Technical and Vocational Education and Training (TVET) initiatives yielded noteworthy outcomes in terms of the employment status of graduates, as a considerable proportion of the participants affirmed securing employment opportunities within six months of program completion. The study revealed that the graduates' income levels surpassed the regional average, suggesting an advantageous impact on their economic well-being.

In terms of job satisfaction, the graduates were generally satisfied with their jobs, with most of them reporting that they were either satisfied or very satisfied with their current job. The assessment also revealed that the TVET programs had a positive impact on the overall career prospects of the graduates, with many of the respondents reporting that they had either advanced in their careers or had the potential to do so.

However, deficiencies in TVET initiatives can be discerned across multiple domains. One of the primary domains of concern pertains to the quality of education and training delivered by the aforementioned programs. The programs in the western region of Afghanistan frequently encounter resource and infrastructure deficiencies that impede the provision of high-quality education and training. This limitation adversely affects the efficacy of the programs and poses challenges for the trainees in their learning environment. The aforementioned circumstance may result in reduced graduation rates and a reduction in the quality of graduates, thereby exerting an adverse influence on their employability and economic welfare.

Another major shortcoming of TVET programs is the insufficiency of competent trainers. The efficacy of the programs is contingent upon the presence of trainers possessing a high level of expertise, who are capable of delivering more effective education and training to the trainees. The western region of Afghanistan is facing a significant challenge in the successful implementation of TVET projects due to the dearth of proficient trainers for certain vocations at the district levels. The efficacy of the programs is constrained and the employability prospects of graduates are affected by this circumstance. Moreover, inadequate monetary resources represent a significant limitation of the TVET initiatives (Abdullah et al., 2021). A significant number of initiatives in the western region of Afghanistan rely heavily on external funding, which may be irregular and frequently insufficient. This poses a considerable obstacle in terms of maintaining the programs and extending their outreach to a larger cohort of trainees. This may also curtail the allocation of resources toward infrastructure, competent trainers, and other essential resources.

The inadequate representation of females in TVET programs is a noteworthy deficiency. The gender gap in employment opportunities and economic empowerment is often attributed to cultural and social norms that restrict women's access to education and training opportunities. The restricted scope of the TVET programs curtails their capacity to enhance the employability of their graduates and impedes the long-term viability of these initiatives. The Islamic Emirate of Afghanistan (IEA) ban on female participation in United Nations agencies and I/NGOs has resulted in the exclusion of women from various opportunities, including technical and vocational education and training programs.

Nevertheless, it is important that we learn from our mistakes, therefore, drawing from the deficiencies highlighted above, the implementation of the following possible solutions may enhance the effectiveness of the TVET initiatives in Afghanistan:

1. Improving infrastructure: The lack of adequate infrastructure, such as class-

rooms, equipment, and training materials, limits the quality of education and training provided by the TVET projects. To address this, investment in infrastructure should be increased to provide modern training facilities, equipment, and materials. This can be achieved through partnerships with the private sector, donor agencies, and the government.

2. Hiring qualified trainers: The shortage of qualified trainers is a major obstacle to the success of the TVET projects. Therefore, there is a need to invest in the recruitment and training of highly qualified trainers to ensure that the quality of education and training provided to the students is not compromised. This can be achieved through collaborations with international organizations, the private sector, and the government. During the process of developing the budget for the TVET program, it is necessary for I/NGOs and donor organizations to allocate a suitable salary range for competent trainers. The current salary package has been deemed insufficient for attracting competent trainers to join the TVET initiatives, as per the assessment outcomes.

3. Increasing funding: Insufficient funding for the TVET projects limits the scope and sustainability of the programs. Additionally, given the high demand for TVET programs due to severe poverty in the country and the outstanding impact these programs have on local job creation, it is crucial that donor organizations provide additional funding for TVET projects to expand the scope of the programs and to ensure the programs are sustainable. Additionally, the government can increase public-private partnerships to increase funding for TVET programs.

4. Provision of Food for Training (FFT) for trainees during the program: The focus of TVET programs administered by I/NGOs is primarily on the vulnerable population of street working children (SWC) and their caregivers, including internally displaced individuals (IDP), refugee returnees, IDP returnees, and refugee or host communities. The research findings indicate that providing a monthly stipend for food during training sessions alleviates financial concerns for trainees, leading to improved concentration during learning. This incentive also serves to motivate trainees and encourages regular attendance, ultimately reducing the rate of trainee dropout throughout the duration of the training program.

5. Paving the ground for women's participation: The ban on female involvement in the TVET programs by the Islamic Emirate of Afghanistan (IEA) poses a considerable obstacle to achieving gender equity and economic development. In order to tackle this issue, it is recommended that higher-level measures be taken by the United Nations agency authorities to engage in negotiations with the authorities of the Islamic Emirate of Afghanistan.

6. Increasing job opportunities: The issue of insufficient job opportunities for graduates of TVET programs is a matter of great concern that requires attention to maximize the effectiveness of such programs. In order to tackle this issue, it is imperative to establish collaborations with the private sector to generate job prospects for graduates. It is necessary for the I/NGOs and donor agencies responsible for delivering TVET programs to incorporate a robust employment service component within their initiatives. This is due to the fact that TVET graduates often encounter difficulties in independently seeking out employment opportunities within the labor market. Furthermore, governmental organizations have the potential to collaborate with community enterprises in order to identify opportunities for employment and offer rewards for said enterprises to recruit graduates.

Addressing the limitations of vocational education and training initiatives in Af-

ghanistan necessitates a multifaceted strategy that entails cooperation among the government, private sector, and international organizations. The successful implementation of the aforementioned solutions in Afghanistan will necessitate substantial investment, a lifelong commitment, and effective coordination. This will be crucial in promoting economic empowerment and generating employment opportunities for the vulnerable population.

Conclusion

The authors conclude that TVET programs had a significant impact on the employment status of the graduates, with the majority of respondents finding employment within six months of completing the program. The income levels of the graduates were also found to be higher than the average income levels in the region, indicating a positive impact on the economic well-being of the graduates. Job satisfaction was generally satisfied with their jobs, and the overall career prospects of the graduates were positive. But to remove the structural obstacles, we need to focus on improving infrastructure, hiring qualified trainers, and increasing funding (Sharma, 2016). It must be noted that the expansion of TVET programs also brings positive outcomes for the labor market and promote entrepreneurship in Afghanistan. By training people to acquire skills that are necessary to gain the status of labor, TVET effectively fills the existing gap in the industrial sector of Afghanistan. Moreover, they have launched many empowering programmes that help socially excluded categories such as people with disability and women. The structural politics of Afghanistan has never been in favor of women coming out of their homes and performing tasks that can yield beneficial outcomes for themselves in terms of emancipating the socio-economic status of women. But the positive approach of international non-governmental organizations has dared to break the prejudicial and patriarchal system and designed various courses of vocational training where women can play an instrumental role in bringing financial independence. TVET has motivated women to learn important skills to make a significant impact in not only alleviating the socio-economic status of their community but also breaking the traditional gender stereotypes in the labor market.

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MOTIVATION IS ONE OF THE KEY FACTORS FOR SUCCESS IN LEARNING

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A multitude of factors influence success in education: the educational program, the professional knowledge, skills, and abilities of the teacher, learning conditions, classroom facilities, and the opportunities and prospects that arise after completing education. However, the primary factor is motivation. There is a well-known proverb on this topic: "Where there's a will, there's a way." In other words, the most important thing for a learner is the desire to learn, not the presence of a computer or cheerful pictures in a textbook. True thirst for knowledge enables overcoming any obstacles that may arise along the way.

In the modern world, there is a decline in academic motivation among both schoolchildren and students. However, this problem is particularly acute among primary school students. Just a short while ago, when asked, "Why do you go to school?" any child between the ages of 6 and 11 would confidently shout out, "To learn!" Modern children may also voice this phrase instilled by their homeroom teacher and parents, but if asked to explain why they need to learn, they will, at best, hesitantly and unclearly try to assure you that it will be useful in the future. However, the child themselves doesn't strongly believe in their words and has a very vague idea of what awaits them in the future. As the saying goes, in the past, everyone dreamed of being astronauts and ballerinas, but today it's increasingly common to hear, "I want to be a blogger!" Why is this new trend, scarcely called a "profession," so popular among the younger generation? The answer to this question can be obtained from the same elementary school students. They easily explain their choice: "You don't need to study, you can just make videos. This blogger said he dropped out of college and now earns millions." Previous generations were convinced that to have a happy and successful future, they needed to study a lot and acquire as much knowledge as possible. Now, however, children seem to think that knowledge is unnecessary, just pointless work forced upon them by parents for unknown reasons. Because before their eyes, there's a bright example of a blogger, so successful, so charismatic, easily capturing children's attention. It's difficult for children to understand that not only can not everyone be a blogger, but also if everyone becomes bloggers, who will engage in production, science, medicine? Learning loses its meaning, and the efforts needed to acquire and retain knowledge are lost. A simple statement that "learning is beneficial" is not enough for modern children to want to go to school every day. They prefer simpler and more enjoyable activities.

That's why nowadays it's so important to pay attention to developing motivation for learning in children and teenagers, to convey to them the idea of the necessity of a good education in a clear and understandable way, to engage them in acquiring knowledge beyond just fearing punishment from parents for poor grades. A child should understand why and for what purpose they are studying. And, most importantly, sincerely desire and strive to acquire new knowledge. Furthermore, the relevance of developing motivation is driven by the new education standard, according to which students in educational institutions should develop habits of independent learning, cognitive interests, and social competencies.

Let's start with the term "motivation" itself. Like any scientific term, "motivation" has several definitions. According to Abraham Maslow, "motivation is the human drive to manifest oneself in what one feels potentially capable of." John Raven asserts that motivation is "much more than abilities, it determines a person's behavior and actions." Robert Semyonovich Nemov interprets the concept of motivation as follows: "motivation is a set of psychological reasons explaining a person's behavior, their direction, and activity." In a colloquial sense, in everyday conversation, the word "motivation" is used synonymously with "desire" or "striving." If we try to summarize all the above, we can come to the following conclusion: motivation is the conscious need of a person to perform a certain activity. It is thanks to motivation - a special internal state - that people achieve their goals. And it is precisely on it that the result of the activity and its quality depend.

It is also often stated that "the teacher should engage the student, motivate them." It is important to note that in this process, not only the teacher should be involved, but also parents, as well as the government, ensuring the quality of educational programs and prospects after their completion. It is practically impossible to teach any student, but especially a young schoolchild, if they are indifferent or even hostile to the educational process, not interested in acquiring knowledge, and do not understand its meaning [1, p. 140]. Daniil Borisovich Elkonin considers academic motivation an important component of the structure of educational activities for young schoolchildren. According to Elkonin, "academic motivation is a set of motives adequate to the tasks of educational activities, directing the actions of the student and determining their behavior within the system of school values." Here we encounter an important component, the foundation of any motivation - the motive. What is a motive? Yevgeny Pavlovich Ilyin gave the following definition to the term "motive": "a motive is a stimulus that can direct and push towards certain actions." In simple terms, a motive is the feeling that prompts us to activity, makes us desire something, and strive for it. Unlike motivation, motives are often unconscious [2, p. 20].

Learning motives are traditionally divided into two groups: cognitive and social [3].

The very name of the first group of motives - "cognitive" - hints at the essence of this group. Cognitive motives awaken in the child, and indeed in any person, the desire for self-development, for engaging in educational activities.

Characteristics of cognitive motives:

The student is focused on acquiring new knowledge and skills;

There is an increased interest in new information, a desire to understand and identify patterns and trends, a tendency towards deductive conclusions;

The student seeks to learn how to independently acquire new knowledge, regulate their educational activities, and organize their work.

The educational process should be organized in such a way that the student not only passively acquires new knowledge out of fear of punishment but also actively seeks to learn something new, and that this desire has pathways for realization and is actively encouraged by both the teacher and parents.

Social motives arise as a result of the child's interaction with society; they are one of the foundations of personal self-education.

Characteristics of social motives:

- The student understands the necessity and meaning of learning;
- The learner feels a sense of responsibility and a desire to meet all requirements;
- There is a desire to be useful to society, to fulfill one's duty.

If social motives prevail, the child is more likely to strive for school not just for the sake of acquiring new knowledge, but for new social experiences. Becoming a student, they will assume a new position for themselves - that of a student. Sitting behind the desk, the student will acquire new knowledge and hone skills, but they will be driven not by a pure desire to "learn something new," but to gain new social interaction experiences: praise from the teacher, approval from classmates, acquiring a special status in the class, and so on.

As mentioned above, academic motivation is formed from different motives, including not only academic ones. However, in aggregate, the right attitudes provide the correct motivation, infecting the child and engaging them in a world of new and interesting discoveries.

Many both domestic and foreign psychologists and educators believed that studying the process of forming the internal motivation of a student to learn is very important. Such internal motivation is also called cognitive interest. Cognitive interest is a very strong motive that drives a child to learn, and it is altruistic in nature. In other words, the child strives for knowledge, makes efforts to learn something new and acquire skills purely out of their own enthusiasm, not for any reward or out of fear of punishment.

But in order for a child's cognitive interest not to disappear, and, in its absence, to arise and become established, the proper organization of educational activities is necessary.

There are three main conditions for forming and maintaining academic motivation among students [5, p. 150]. Let's consider each of them.

The first condition is the feeling of autonomy in the process of acquiring knowledge. When a student manages to find the answer to their own question independently, achieve understanding of a new topic, or formulate a pattern on their own, they will inevitably feel a sense of pride and pleasure. "I did it myself! I can do more!" The main source of academic motivation is the feeling of being the center of the educational process, its main link, on which the result depends. If a student knows that the quality and quantity of acquired knowledge depend on their own efforts, rather than on the efforts of the teacher or the beauty of the textbook, they will always strive to make efforts again and again, to try to understand everything on their own. This approach, in turn, will contribute to better understanding and assimilation of new knowledge, and also allow the child to learn how to apply existing knowledge in completely new situations, to use their arsenal of "tools". To fulfill the first condition for forming academic motivation, the problem-based learning method and research methods are used. As a result of these methods, the student takes an active position in learning, rather than being a passive consumer of knowledge.

The second condition is the feeling of freedom of choice. Fulfilling this condition is quite challenging because, frankly speaking, children do not have the choice of "whether to go to school or not." They are obliged to attend classes. Otherwise, various measures of punishment will follow. And obligations rarely bring pleasure, especially if the child does not understand the meaning of this obligation, why they should fulfill it. Therefore, to meet this condition, it requires appropriate behavior from parents and competent explanations from teachers. It is important for the child to independently make the decision to attend school, to complete assignments. Instead of a dull obligation, it should become their own choice. It is known that the need to feel in control of one's life, to make decisions independently, is a basic psychological need. A child's initiative will easily diminish if they feel "imposed upon" rather than "chosen" in their life. Additionally, variability can be introduced into classroom and homework tasks, allowing the child to choose the assignment that is interesting and suits them best. This will diversify the learning process.

The third condition is the feeling of competence. The need to "feel competent" is familiar to every person of any age, even if they have not considered it as a specific need. Every person wants and is ready to do something only if they believe they can handle the task. In order to learn, a child must believe that they can learn. Therefore, it is important for every child, especially in elementary school, to feel successful and believe in their abilities. It is very important for the teacher to provide their students with such an opportunity. Additionally, it is important to consider that success is an individual concept for each person, not a general benchmark for everyone. The teacher should teach children to plan their activities and track their own progress, rather than comparing themselves to others.

The implementation of the three mentioned conditions allows the child to feel confident, ignites their interest in knowledge, and opens up opportunities for self-expression and self-realization. All of this is the foundation and "fuel" for the student's motivation. If academic motivation is developed in the early grades, it will accompany the learner at all stages of education, including higher levels such as college and university.

Now that we have discussed the conditions under which academic motivation arises and is reinforced, let's consider the levels of motivation. There are five levels identified:

First - High level of academic motivation. Children at this level of motivation have numerous cognitive motives and are eager to meet the teacher's requirements as qualitatively as possible. Such students are diligent and responsible, striving to earn the highest grades.

Second - Good level of motivation. This level is considered the average norm among students. Children cope quite successfully with academic tasks but do not strive to exceed expectations or become the best.

Third - Interest and positive attitude towards school are not based on academic activities. The learning process is not very attractive to these children, and cognitive motives are not strongly developed in them. They fulfill academic requirements just to "stay afloat," without much enthusiasm. However, children at this level of motivation enjoy going to school for socializing with friends and teachers. Additionally, they may be interested in extracurricular activities such as sports or creative pursuits.

Fourth - Low level of motivation. At this level of academic motivation, children do not aspire to go to school, often seeking opportunities to skip classes. During lessons,

such students are mostly engaged in unrelated activities such as games, drawing, or conversations. They reluctantly and poorly complete assignments and usually lag behind in class. Sometimes, there are also issues in social adaptation.

Fifth - Complete absence of academic motivation. Children with this level of motivation have a negative attitude towards school and learning. School often seems like a hostile environment to them, and they seek to avoid being there at any cost. These children experience serious difficulties in learning, struggling to grasp even the minimum amount of academic information. Additionally, they find it challenging to make friends or communicate with teachers. Sometimes, such students may exhibit aggression and act defiantly. The reasons for such behavior often include various psychological and somatic disorders.

It is not uncommon for a child to enter the first grade with the first level of motivation but decline to the fifth by the end of their school education. The decline in academic motivation is justified by a variety of reasons, many of which can be prevented if known and taken into account.

Causes of the decline in school motivation:

1. Established negative relationships between teacher and student;
2. Personal significance of the subject for the student;
3. Intellectual development of the student;
4. Productivity of academic activity;
5. Lack of understanding of the purpose and meaning of education;
6. Fear of school as a new place or negative associations;
7. Adolescents experience a "hormonal explosion," reducing their receptiveness to academic activities;
8. Adolescents often have an unclearly formed sense of the future, hindering their conscious attitude towards studying.

In addition to the obvious task of providing knowledge, the educator is also obligated to create conditions in which their students can maintain or develop their academic motivation. It is crucial for this reason to thoroughly study what motivation consists of, what types it can take, where it originates from, what influences it, and what factors can lead to its decline. From all that has been said above, we have derived several theoretical recommendations regarding the tasks that teachers should set for themselves in order to maintain and develop the academic motivation of their students.

The main tasks for the teacher should include:

- Thoroughly studying the motivational sphere of the students;
- Taking into account the conditions for developing motivation and positive learning motives when planning educational activities;
- Forming new motives that will serve as the basis for creating and maintaining academic motivation to ensure the growth of the quality of educational activities.

To effectively implement the above tasks, the teacher needs to use teaching methods that will have emotionally positive effects on the motivational sphere of the learners. To select appropriate teaching methods, it is necessary to consider the interests and abilities of each learner. Additionally, it is essential to encourage successes and positive aspirations of the child. The teacher should strive to make the learning process interesting and engaging, providing each student with the opportunity to demonstrate themselves and try out different types of activities. Only with a responsible and professional approach to their work can educators ensure the development of motivation in their students, enabling them to succeed in mastering the school curriculum and furthering their

development.

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MEDIA RESOURCES AS A MODERN EDUCATIONAL TOOL IN TEACHING ENGLISH

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The problem of constant search for effective ways of language teaching will never lose its topicality and relevance. In this article we are going to consider the educational potential of different media resources for foreign or second language teaching.

First, let's define the term "educational media" or "educational media resources". There are lots of variants of defining "educational media" and the most common of them are as follows:

1) Educational media is a media for learning and teaching or learning software. Media itself means a method of communication (S. Ritakumari, 2019) [1].

2) Educational media refers to channels of communication that carry messages with an instructional purpose. They are usually utilised for the sole purpose of learning and teaching (Webcrawler, 2013) [1].

3) Educational media means print, digital, or electronic material providing or conveying information to the student or otherwise containing intellectual content and contributing to the learning process [2].

4) Educational media is a tool assisting in gaining knowledge and obtaining skills in the scope of a particular curriculum course (S. Kodrle, A. Savchenko, 2021) [3].

In some sources the term "educational media" is synonymous to that of "instructional media" which is defined as "a tool used by teachers to explain material in the classroom, which is anything that can be used to stimulate children's thoughts, attention, and feelings, to encourage the learning process" (Resti, C. Rachmijati, 2020) [4, p. 453]. Instructional media is also identified as "any form of learning means that can be used in a learning process that aims to enhance effectiveness and efficiency in achieving a

learning objective” [4, p. 453]. In our thesis paper we will consider them as synonyms too.

As for the classes of educational media, different authors classify them in different ways based on the views they took for the grounds for classifying. Below are given some of the educational media classifications, described their criteria and the authors of classifications.

For instance, T. Katerere (n.d.) refers to the following existing criteria used by many authors for classifying educational media:

1) according to the levels of technology all educational media can belong either to the group of low-level or high level technology material;

2) according to the senses they stimulate they can be grouped into visual media, audio media and audio-visual media, or classified as projected and non-projected media;

3) another group of educational media can be identified as printed and non-printed media [5].

Low-level instructional media can be exemplified by wall charts, flip charts, panel boards, magnetic boards, models, flippets, dioramas, specimens, real objects, posters, pictures and graphics.

High-level instructional media include such media and devices as overhead projector, film strip projector, opaque projector, slide projectors, cameras, radio cassette recorders, computers, microfilm recorder, television set, transparency maker or radio set [5].

S. Ritakumari (2019) classifies all educational media in the way much similar to T. Katerere as print media, non-print media, and electronic media:

1) Print media include books, journals, magazines, newspapers, workbooks, and textbooks. Their advantage is that they are easy to use, portable and inexpensive.

2) Non-print media include projected and non-projected media.

3) Electronic media include audio media, visual media and audio-visual media, as well as projected and non-projected media.

To the group of audio media he refers all teaching-learning devices that appeal to the auditory sense such as audio files, record player, and radio. Visual media are the media that appeals to the sense of seeing (eyes) or the media which can be seen such as television, computer or white board. Audio-visual media include those instructional materials which provide learners with audio and visual support at the same time, for example, television, video files, and closed circuit television (CCTV). Projected media belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for this purpose. They are usually combined with software and hardware and require light source for projection. Non-projected media require neither projection on screen nor light source and include three-dimensional objects, two-dimensional objects, prints, charts, models, etc. [1].

Jill and Charlie Hadfield represented their vision of education media resources in a ‘reversed pyramid’ of resources (Figure 1) [6, p. 191].

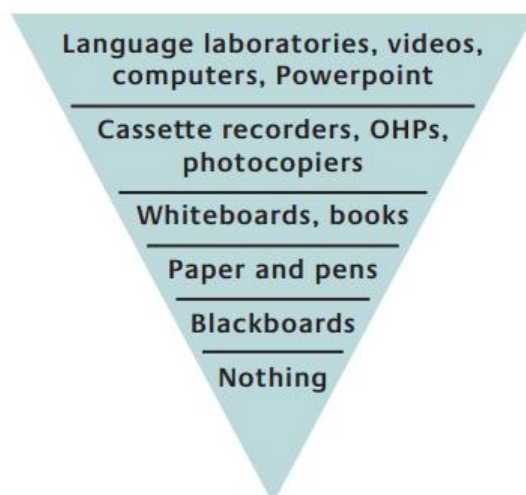


Figure 1. Reversed Educational Media Pyramid

We see that traditional media resources, classified by other authors as print or non-print, are really at the low level of the educational media taxonomy and take less “place” in the learning process (according to the benefits they can bring) if compared with the high level media such as language laboratories and other devices. But now we can organize and build our teaching process not only with the help of high level technology but with the so-called “viral” technology (Sanchez, 2014). The term “viral” symbolizes the application of the digital world to the learning process.

The signs of this “digitalization” are observed in most classrooms around the world. These are digital educational media such as data projectors and interactive whiteboards (IWBs) with built-in speakers for audio material that is delivered directly from a computer hard disk or the internet. Also, it is quite common nowadays among students to use their mobile devices and whenever their teachers want them to find anything out, they can use a search engine like Google and the results can be shown to the whole class on the IWB. Even if a school is limited in financial resources (here, we mean Kazakhstan), in some classes there is at least a whiteboard, an overhead projector and a CD player – or even, still, a tape recorder. As for teachers, all of them have access to the internet and can bring a piece of digitalization in the classroom even under very limited conditions.

So, we see that some of the classifications of educational or instructional media are rather out-of-date and current teaching and learning environment requires new approaches to classifying the media that are used for educational purposes. The following classification that we are going to look at, in our opinion, can meet the requirements and realia of contemporary education.

D. Laurillard (2013) considers the learning experience that educational media provide as the main criterion for their functional classification and distinguishes five types of educational media: narrative, interactive, communicative, adaptive, and productive [3].

S. Kodrle and A. Savchenko (2021) analyzed the classification by D. Laurillard and summed up that:

- narrative media support attending and apprehending;
- interactive media support investigating and exploring;
- adaptive media support experimenting and practicing skills;

- communicative media support discussing and debating;
- productive media support articulating, modelling and expressing ideas [3].

The difference between these five types of educational media can also be illustrated by their characteristics:

1) Narrative media are linear presentational media, non-interactive, non-computer based. They are usually presented by print, graphics, picture, image, CD, DVD, television, radio, films.

2) Interactive media are computer-based presentational media which allow users to interact, navigate and select the content. These include hypertext, hypermedia, multimedia, web resources which contain texts, graphics, video, audio or any combination of these.

3) Adaptive media are computer-based media that can change their state in response to the user's actions. They include tutorial programs, tutorial simulations, simulations, virtual environments, virtual worlds.

4) Communicative media are digital, internet based media, computer/mobile phone based media enabling discourse, discussion, interaction through texts, graphics, video, audio or any combination of them.

5) Productive media are media enabling students to become an author or to create something. These are usually microworlds, product, modelling, animation, word processor [3].

The popularity of new instructional media resources is explained by their applying to a larger number of senses than in traditional learning (with a limited range of educational resources). The above-mentioned media resources provide learners with the opportunity to use their senses of sight and touch in addition to the sense of hearing in the process of learning. It has already been proven that the more the number of senses involved in the learning process, the more enduring the learning results.

T. Katerere (n.d.) sees positive functionality of instructional media use in the following:

1) They serve to concretize abstract concepts and ideas through "illustrating", help in magnifying or reducing objects for classroom use and showcase complex ideas in a short period of time.

2) They provide learners with the opportunity to gain both cognitive and affective experiences that may not otherwise be available, as well to a larger number of learners, e.g. through tele lessons or video lessons (like it was during the recent pandemic) or PC conferencing mode (that is now widely used in business). Such experiences then can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content.

3) They increase the rate of learning and at the same time allow the teacher to use more time on other gainful activities at the same time holding the attention of learners.

4) They help to make learning more individualized and, if necessary, to meet the special educational needs of some groups of learners.

5) They also bring visuality in the classroom and kills monotony that is harmful for learners' interest and motivation [5], [7].

6) They connect learners with culturally relevant events thus helping instructors keep their materials and examples up-to-date. For example, news stories can be used to connect theories taught in the classroom with real world events and policies. Popular media such as films, music, YouTube are a familiar medium to students and can maintain students' interest in the theories and concepts under discussion.

7) Students can see the theories and concepts in action and then analyze them thus developing their analytical skills.

8) In addition, they can experience worlds beyond their own, especially if the media is sharply different from their local environment [7].

On the other hand, we should keep in mind certain limitations and cautions while using educational media, for example, using media requires considerations concerning:

- understanding of copyright law;
- the workload involved: it often requires additional work such as selecting (sometimes even digitizing) media for playback on a computer, creating worksheets to correspond to the standard programs or the curriculum of the course, and making sure that the audio-visual equipment is functioning properly beforehand;
- practical skills in recognizing content that will enhance learning, instead of becoming a distraction;
- time management and organizational skills: using media takes time away from other classroom activities and instructors need to decide whether the media makes its point efficiently and with enough effect to warrant the use of class time [8].

One of the characteristic features of current instructional media is that many of them require access to the Internet which is now an inseparable part of our lives. Nevertheless, the access to the internet significantly broadens the educational potential and motivational possibilities of an EFL classroom. We will consider them within the framework of D. Laurillard's classification of educational media of in terms of their narrative, interactive, adaptive, communicative or productive nature.

The group of narrative media, characterized by their linear presentational character, which makes them non-interactive and non-computer based, traditionally includes such familiar educational means as:

- print instructional materials, mainly, course books, magazines, various handouts, cards, etc.;
- graphics, picture, image that help to provide learners with visual support;
- CD, DVD, television, radio, and films (used to develop listening and familiarize learners with authentic materials).

In this class of educational media we are most interested in the last sub-class presented by radio, television, and films. These are relatively new forms of educational media as they got a "second birth" due to the rapid development of computer and internet technologies.

Podcasts is a new form of integrating radio into the EFL classroom. The difference between a traditional radio and new podcasts is the unlimited choice and flexibility they bring into the classroom. In case with radio learners had to follow the schedule of radio programs, now it is much easier to include listening to podcasts in your daily routine. Podcasts are usually subject- or science-specific and are authored by famous and successful people, that's why they can serve as an excellent resource in Academic English classroom or in the course of English for Specific Purposes.

Among the benefits of integrating podcasts into the EFL classroom, the team of Listen Wise Blog (2022) distinguishes the following:

- exposing listeners to diverse vocabulary in context and meaningful language in authentic contexts (this is seen as the most effective for developing communicative competence of learners);
- providing background knowledge on complex topics without the mental load of additional assigned reading (learners may use this newly acquired knowledge in further

readings thus making it less time- and effort-consuming);

- exposing listeners to idioms and cognates in the context of authentic language (this helps learners to increase the level of target language proficiency);
- providing built-in supports for listening comprehension (some podcast players provide interactive transcripts of audio stories that make it easy to read along while listening) [9].

Watching television or (what is a new realia now) various streaming services (like Netflix or YouTube Channels) provides language learners with an authentic, realistic model of the English language. With television, language learners have a chance to hear natural English with authentic colloquialisms in real-life contexts and simultaneously develop their listening skills. Moreover, television now can be supported by subtitles which are the form of scaffolding strategy.

Using films or video in EFL classroom has always been considered as one of the productive ways of teaching the language. As E. Sánchez-Auñón (2023) states, “Apart from enhancing their listening skills and their knowledge of grammar, vocabulary, and pragmatics, the films played in the classroom may be used as background material for English learners to further practice their speaking, reading, and writing abilities” [10].

The second group of educational resources, interactive media, can be exemplified by computer-based presentational media such as hypertext, hypermedia, multimedia, web resources which contain texts, graphics, video, audio or any combination of these [3]. These interactive media create conditions for language learners to interact, navigate and even select the content.

Hypertext, as defined in Cambridge Dictionary, is “a way of joining a word or image to another page, document, etc. on the internet or in another computer program so that you can move from one to the other easily” [11]. Hypertexts and any other computer-based hyper-technologies can be used in the EFL classroom for many purposes. For example, when reading a new text with lots of unfamiliar words, thanks to hypertext technology, the learner can avoid feeling despair and discouragement. Hypertext enables a quicker and more convenient access to the meanings, as well as other visual and interactive advantages. Sh. Koren (n.d.) distinguishes the following advantages and benefits of using hypertext in the classroom:

- enabling multiple scannings, i.e. quick reading of different texts that are linked together;
- a variety of choices for readers, for instance, between reading some or all of the linked texts, etc.;
- a richly interactive environment in which learners can respond to tasks and questions and get immediate feedback;
- enabling progress at the learner’s pace without the pressure of finishing classroom tasks together with the class [12].

The same is true about web resources containing texts, graphics, video, audio or any combination of these, as well as other types of computer-based multimedia.

M.E. López (2006) sees a great potential of using hyper technologies for developing learners’ writing skills, both individually and collaboratively. She says, “Hypertext production engages new generations in writing about topics of interest in their fields of knowledge or culture in general” [13]. In collaborative hypertext writing the learners learn how to negotiate with each other to produce a common piece of work and develop their cognitive skills.

The third group in the classification of D. Laurillard of educational media re-

sources is represented by adaptive media. These are various tutorial programs, tutorial simulations, simulations, virtual environments and virtual worlds. Their common characteristic is computer-based nature and the ability to change their state in response to the user's actions. Another example of adaptive educational media is gaming.

We say this is simulation when language learners "use a model of behavior to gain a better understanding of that behavior". The examples of simulations could be when learners are assigned context-specific roles (for instance, buyers and sellers) and then roleplay a certain situation to practice target language (for instance, they are to exchange the good the buyer has purchased recently). In this example simulation the learners could learn about market behavior, for example, in the Business English course. As B. Blecha says, "Instructional simulations have the potential to engage students in "deep learning" that empowers understanding as opposed to "surface learning" that requires only memorization" [14].

Virtual environments and virtual worlds, as well as gaming, is close to simulations, but still there is a difference. J. Caniglia (2019) explains the difference between a simulation and a game as follows: "A game is an activity where students are active and someone is winning or losing to demonstrate a viewpoint; simulations are more involved, involving taking on a role and trying to solve a problem or work through an event" [15].

Virtual worlds are generally designed with the purpose of simulating real-life as close to the reality as possible. Virtual worlds are parts of Game-Based Learning and as a technology tool can be used as entertainment or education. Miller, C. L. (n.d.) points out that "when virtual worlds are used for education, the results tend to be favorable" [16]. Virtual environments and virtual worlds help to keep language learners engaged, motivated and focused on their learning.

The next group in the classification of educational media by D. Laurillard is communicative media. These are digital, internet based media or computer/mobile phone based media enabling discourse, discussion, interaction through texts, graphics, video, audio or any combination of them. To exemplify this group of educational media we can mention such interaction-creating tools as chats, discussion groups, e-mail, instant messaging through WhatsApp, Telegram, etc., streaming or sharing video, animation, and video conferencing [17]. These communicative educational media can be used for developing learners' listening or speaking skills. The latter makes them close the last group of educational media, productive ones.

Integrating such communicative media as, for example, WhatsApp or Telegram messengers into the EFL classroom can largely decrease the technical burden on the educational organization as there is no need for a school to pay for expensive software or hardware [18]. Among other benefits of using messengers in the classroom J. Donnellan (n.d.) mentions the following:

1) The ease of sharing gives a wide range of possibilities. The instructor does not need any more to trouble about technical equipment such as a projector or a photocopier since every student can access the text from their pocket.

2) These apps facilitate simultaneous creation, collaboration and communication and as such provide another channel for language learners to contact the instructor and each other.

3) Mobile and personal devices can serve as an easily accessible written record of learners' performance that can be opened and used for revision at any time.

4) These apps also help learners to become more responsible for their learning and

take control of it by, for example, replaying all or a section of video or audio as many times as they need [18].

The fifth group is productive media enabling language learners to become an author or to create something. This group could be exemplified by various social media such as TED or TEDx Talks, YouTube and TikTok channels, personal websites, pages and blogs in the internet that language learners can use to practice their productive skills.

TED Talks or TEDx Talks are showcases where various inspirational figures from all over the world speak on various topics that are worth spreading. In the opinion of T. N. Fitria (2022), TED and TEDx Talks can be very helpful for English language learners as they develop all language skills except reading. The difference between TED Talks and TEDx Talks is the size and character of their audience. TED Talks is more global; while TEDx Talks is more local [19].

As a tool for teaching listening, TED and TEDx Talks provide the learners with a good example of talks spoken by native English speakers. Their structures and the forms of presentation could be analyzed further for the purpose of developing learners' writing skills in terms of grammar and vocabulary. In addition, TED and TEDx Talks can help develop learners' understanding, vocabulary, and pronunciation skills. Besides, TED and TEDx Talks are not difficult to find. There are a lot of websites and digital channels where English teachers and learners can get access to numerous TED and TEDx Talks video on various interesting topics. As T. N. Fitria (2022) says, using TED and TEDx Talks is "one of the authentic supplemental resources for English teachers to manage in English language learning programs [19].

YouTube and TikTok channels are now gaining more and more popularity for teaching and learning the English language. Of course, their educational potential is more applicable in learning the language rather than in teaching as their characteristics allow referring them to the group of productive educational media. They are good for the purpose of producing the target language rather than perceiving it. We are going to consider the specifics of their use for developing learner's productive skills in the next part of the thesis paper.

So, most researchers and educational practitioners regard educational or instructional media as an essential part of everyday routine in the classroom. Educational media are traditionally classified as low-level or high-level; print, non-print or electronic; audio, visual or audio-visual; projected or non-projected; digital; narrative, interactive, adaptive, communicative or productive. Most of modern educational media are Internet-based and are still developing.

In addition, educational media resources could be widely and effectively applied in an EFL classroom. Narrative media, such as podcasts or television (streaming) services provides learners with an authentic, realistic model of the English language and, thus, can be used for teaching listening. Interactive media, such as hypermedia and other web resources which contain texts, graphics, video, audio or any combination of these, can be used for teaching reading and writing. Adaptive media, for example, tutorial programs, simulations, virtual environments and virtual worlds, can be used for teaching speaking. Communicative media, such as popular messengers (WhatsApp, Telegram, etc.), can be used for developing learners' listening or speaking skills. Productive media, such as TED or TEDx Talks, YouTube and TikTok channels, enable language learners to become an author or to create something and, thus, can be used in teaching productive skills (speaking and writing).

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PROJECT-BASED LEARNING IN TEACHING ENGLISH

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One of the most popular and often integrated into the EFL classroom is the Project-Based Learning Approach (PBL). In some ways the Project-Based Learning approach is similar to the Task-Based Learning approach (TBL). Both these approaches are learner-centered as they focus on particular needs of each learner and put them into the center of the language content. For example, in task-based learning, the central focus of the lesson is the task itself, not a grammar point or a lexical area, and the objective is not *to learn the structure* but *to complete the task*. In the PBL approach, learner-centeredness is taken to a higher level. It shares many aspects with TBL, but if anything, it is even more ambitious because it often makes a task the focus of a whole term or academic year (sometimes it is possible to dedicate a certain amount of time alongside the syllabus to project work) [1].

The project-based learning as an approach appeared in the USA in 1919. It was based on the ideas of American philosophers that young learners should acquire experience and knowledge in practice, in the course of their own research, not in theory. D. Burenkova (2019) defines project activities as contrary to traditional methods and techniques (with a teacher as a central figure) and thinks the main role of a teacher to be just to help and coordinate the process. From her point of view, PBL forces students to solve real life issues and promotes the development of student' autonomy. But this is possible only through a detailed analysis of the learning area with the account for the learners' age characteristics and the foreign language communicational skills level of the group [2].

Russian scholars, e.g. A. Rozhnevskaya, see the importance of project-based activities in their ability to stimulate learners' interest to solving real life problems which, in turn, requires knowledge and skills in particular areas. These skills are developed through project activities and allow learners to demonstrate the practical use of knowledge [33]. As we see, Russian and English methodologists give rather similar definitions to project-based activities and emphasize the importance of their integration into the foreign language classroom.

C. Petersen and H. Nassaji (2016) compared the PBL and TBL approaches and summarized the differences between them in the following chart (see Figure 1).

Examples of projects	Examples of tasks (Willis p.149–154)
<ul style="list-style-type: none"> • A scrapbook collection of writing and pictures • A formal written report • A collection of figures or statistics • A newspaper • A book club • Out of class surveys • A guidebook for a town or city • Marketing strategies (i.e., sell/market an item from a garage sale) • A student performance or presentation • A radio or video program (news story scripts/ads) • A fundraiser • An interview with someone in the community • A web-based project 	<ul style="list-style-type: none"> • Classifying words into categories • Odd word out • Memory challenge and Yes/No games • Jumbled spelling dictation • Ordering and sorting (Sequencing) • In class surveys • Tasks based on familiar songs (i.e., matching words to song lines) • Picture puzzles (find the differences or similarities) (p.156) • Pair or group work, story telling, sharing experiences • Reading + discussion • Brainstorming • Fact-finding • Comparing, matching • Problem-solving (i.e., puzzles, logic problems, incomplete stories etc.)

Figure 1. A comparison of types of projects and tasks [4]

As we see, in the PBL approach the focus is more in the final result, while the TBL approach is more focused on the process of doing something, i.e. completing the task.

A. Samovarova sees the advantages of using the project-based learning approach in the following:

1) Project-based activities contribute to the formation of general learning skills such as:

- research skills: generating ideas, choosing the best alternative;
- social interaction: cooperating, providing help;
- evaluation: self- and peer- evaluation of the contribution to the project stage or the final result;
- informational: searching for the necessary information;
- presentation: public speaking skills;
- reflection: answering the questions: “What have I learned?”, “What do I need to learn?”;
- managerial skills: planning, decision making, distributing responsibilities when performing collective task.

1) Projects can be integrated into the content of any subject area.

2) Project-based activities can be used in the classroom and/or as an extracurricular work.

3) Projects are focused on achieving goals.

4) Project-based activities serve as the ground for the practical experience growth [5].

British Council experts discriminate four elements that, from their point of view, are common to all project-based activities, classes or courses:

- a central topic from which all the activities derive and which drives the project towards a final objective;

- *access to means of investigation* to collect, analyze and use information;
- plenty of *opportunities for sharing ideas, collaborating and communicating* as interaction with other learners is fundamental to PBL;
- *a final product* in the form of posters, presentations, reports, videos, webpages, blogs and so on [1].

Y. Polat (2009) suggested the following classification of project-based activities:

- 1) *practical projects*, e.g. observation diary or game design and description;
- 2) *role-plays*, e.g. dramatizing or composing a play in which:
- 3) the structure of the project is only outlined and remains open until the end of the project;
- 4) the participants assume certain roles, determined by the content of the project or the specifics of the problem being solved;
- 5) the degree of creativity here is very high;
- 6) *informational projects* aimed at collecting information about any object, e.g. "City Study";
- 7) *research projects* that require a well-thought-out structure, the rationale for the subject of the research, clearly defined goals, methods and expected results, relevant sources of information, e.g. a kind of sociological research "The use of English in my city";
- 8) *publishing projects*, e.g. "Portrait of my Class", "Radio Program", "School Wall Newspaper";
- 9) *project-scenarios*, e.g. organization of a club devoted to specific interests or the Evening of English Language and Culture, Talk-Show;
- 10) *creative projects* such as a free literary composition (fairy tale, short story, comics, etc.), literary translation of a piece of fiction work, etc. that require the appropriate design of the results.

11) *case-studies* [6, pp. 72-77].

Kutueva G. and Kostina N. refer to the classification of projects by Simon Haines who divided them into four main categories:

- information and research projects;
- survey projects;
- production projects;
- performance or organizational projects [7].

They also suggest their own classification criteria according to which they discriminate all projects into the following classes:

- *research projects, creative, role play, informative, practice-oriented projects* (according to the activity or method used in the project);
- *monoprojects* or *cross-subject projects* (according to the subject(s) involved into the project: within one subject, one field of knowledge or on the border of some subjects);
- *open, clear* and *vague*, imitating the participants (according to the character of coordination);
- *class projects, school projects, regional* or *international ones* (according to the inner character or character of the contacts: among the schoolmates, classmates, the participants from one town, region, country, or different countries of the world);
- *personal, pair* or *group projects* (according to the number of participants);
- *short-term, middle-term* or *long-term projects* (according to the duration of the project) [7].

Now let's consider all these projects in details.

Research projects require a well-planned structure, setting clear aims, substantiated relevance of the subject of the research, precise reference list, and considered methods and results. Such kinds of projects are very close to a real research and have the similar structure.

Creative projects imply the appropriate design of the results. When elaborating a creative project, students usually work collectively and do not plan it in detail. The project is being developed according to the logic of the process accepted by the participants. The results of creative projects can be a newspaper, a composition, a film, acting out, a role play etc.

The structure of the project is also only planned and stays open up to the end in *role play projects*. The participants of role plays take certain roles (chosen according to the content, the character of the project, and according to the relevance and specifics of the problem under consideration), which can be literary characters or fictional roles, imitating social or business relations.

In *informative projects* students should take the following steps:

- collecting information about an object or a phenomenon;
- sharing the collected information with all the participants of the project;
- collective analysis of the findings;
- generalizing and summing up the relevant facts.

The peculiarity of *practice-oriented projects* is their clear, distinct result, fixed from the start, which must be directed to the social interests of the participants.

Monoprojects are carried out within the limits of the content of one subject though when studying difficult units or modules it is possible to choose complicated problems or phenomena. For example, taking into account the popularity of CLIL approach in the EFL classroom, it will be a good idea to consider the topics connected with the regional geography, social studies, history, etc. as possible variants for projects themes. The project could be realized during the lessons but they also require careful planning and organization (the students should be divided into groups with distribution of their roles). Before the start of the project students themselves may choose the way in which they will present their work.

Cross-subject projects are the projects made on the border of several subjects and, as a rule, at the extracurricular time. These can be of a small size, dealing with 2-3 subjects, or great long ones, involving the whole school, aiming to solve any complicated problem, which is important for every participant (for example, "culture of communication"). They also should have clear tasks for a research and their presentations (both intermediate and final) should be well-worked through.

Sometimes it is recommended for the specialists to coordinate such projects so as several creative groups can work in a harmonious unity. According to the type of coordination Kutueva G. and Kostina N. distinguish *the projects with clear, open coordination* and those *with vague coordination* [7].

Internal or regional projects are organized within one school (they can be devoted to one subject or include several ones) or among different schools or grades in a region or in a country while the participants of *international projects* are the representatives of different countries. Such projects require information technologies support for their implementation.

Personal projects can be elaborated by two partners from different schools, regions, countries. *Pair projects* imply collaboration between or among the couples of

participants, while *group projects* are developed due to the cooperation among the groups. As Kutueva G. and Kostina N. emphasize, in all cases it is very important to organize group work properly from the methodical viewpoint (both inside a group of participants, close to each other and in a group, uniting the members from different schools, countries, etc.) which is the task of a teacher-coordinator [7].

In order to solve one little problem or a part of a more important problem students can do a *short-term project*. Projects that take one or two months for completion are called *middle-term projects*, while *long-term* ones can be completed for the period of time up to a year.

R. Shabbir (2020) suggests six steps to implement the project-based learning approach into the classroom (Figure 2).

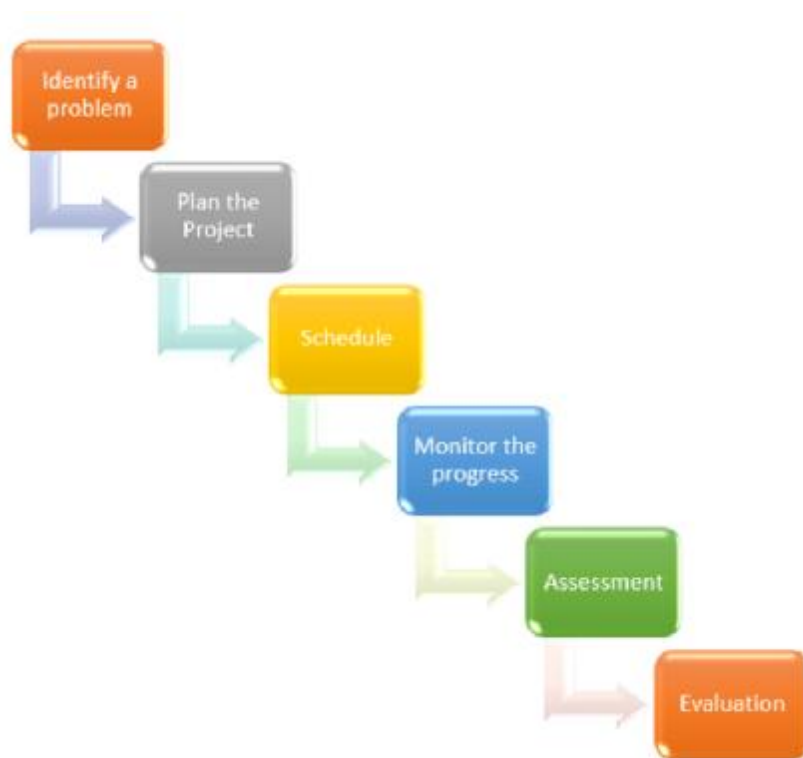


Figure 2. Six Steps to Implement PBL in Classroom (by R. Shabbir) [8]

The leading step in project-based learning is *identifying a problem or an opportunity*. This is an inquiry-based step that requires great attention to detail and group work because the learning goals of students will be based on the precise mapping of the driving problem statement. The problem can be related to the curriculum and may be affecting the school, community, city or a country. To formulate the driving problem statement students can use brainstorming or Bloom's taxonomy.

The definition given by the content team of the Mind Tools website describes brainstorming as a combination of "a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas" [9]. Thus, during brainstorming sessions, students should avoid criticizing or rewarding ideas. The brainstorming procedure usually includes the following:

- preparing the group (including the distribution of roles – the team manager or the person who will record all the ideas, for instance);
- presenting the problem (including the reminding of the meeting’s objective to generate as many ideas as possible);
- guiding the discussion (when discussing the group develops other people’s ideas and builds new ideas based on them) [9].

Bloom’s Taxonomy or Taxonomy of Educational Objectives, developed in 1956 by Benjamin Bloom, consisted of six major categories, i.e. educational goals, such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. In 2001 it was revised by a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists and is now called “Revised Bloom’s Taxonomy” or “A Taxonomy for Teaching, Learning, and Assessment”. This title draws attention away from the somewhat static notion of “educational objectives” and points to a more dynamic conception of classification. The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge (Figure 3) [10].

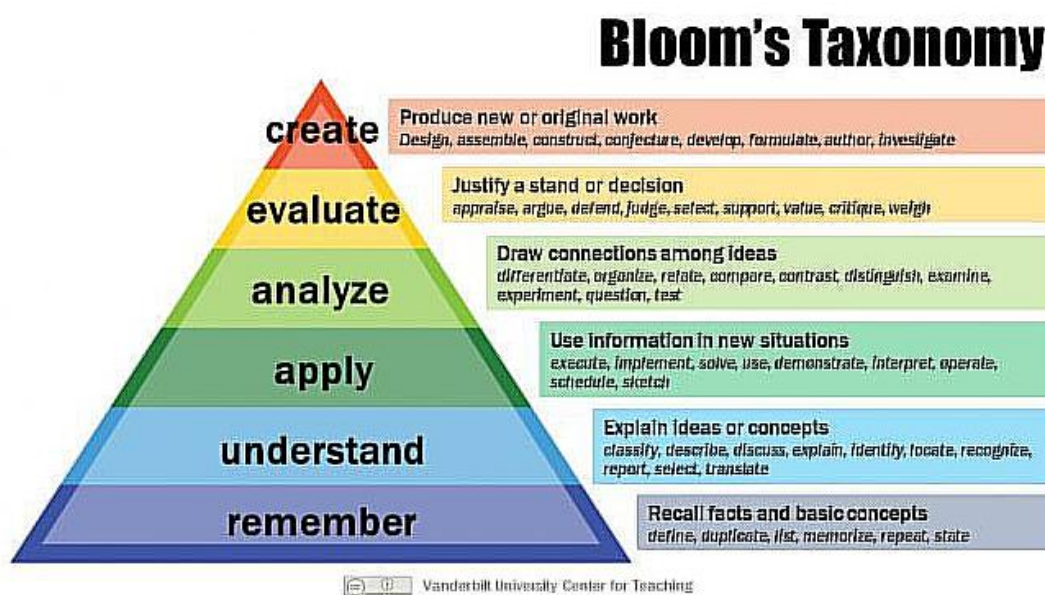


Figure 3. Bloom’s Taxonomy (revised) [10]

The next step in project-based learning approach will be to *design a learning plan* for the project which means that the teachers assess how the problem or opportunity connects with the standards he/she is intending to teach. The best approach is to involve the students in this process so that they can feel included. Of course, it is much better when the project path corresponds to the syllabus or curriculum and integrates multiple subjects for enhanced student engagement and dynamic learning. R. Shabbir recommends a teacher to be prepared to provide deep content knowledge to the students because the project can move in any direction and students may require a deeper understanding of the concepts to reach a viable conclusion [8].

The third step of the PBL is *scheduling* which involves setting a timeline and schedule for the project activities. At this stage students should be given a set date or

time frame in which they had to present their final project work. Sometimes the schedule should be flexible and set collaboratively with students.

Monitoring the progress is very important in PBL and a teacher should be engaged in the project process from the beginning to the end. As R. Shabbir notes, the role of the teacher in PBL is that of a facilitator who strives to make the learning experiences worthwhile for the students [8].

The fifth step of the PBL is *assessment*. It involves assessing the learning outcomes and participation of students. Learning outcomes are descriptions of the specific knowledge, skills, or expertise that learners will get from a project. They are measurable achievements that learners will be able to understand after the project is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the project [11]. To assess or record students' progress and their learning outcomes teachers can use a rubric. Rubrics allow teachers to grade student learning against certain standards and give effective feedback to the individual student at the end of the project. The assessment helps students in enhancing their skills and thus increases their confidence. Besides teachers, experts and the audience can also be consulted to give feedback [8].

The last step in PBL is *evaluation* which involves reflecting what worked and what didn't during the whole process. Reflection helps teachers to improve their instructional strategies in the future. Teachers are also able to incorporate changes in their teaching strategies [8].

Thus, we see that the Project-Based Learning approach is one of the popular approaches in EFL classroom due to its learner-centered nature. Being very similar to the Task-Based Learning approach, it has its own peculiarities and benefits. PBL promotes meaning-focused communication and integrates different language skills into EFL classrooms. In short, PBL can be described as "learning through doing" as it implies transferring the content of the subject (here, English) through projects. Project-based activities can be classified according to different criteria and can vary depending on the age, structure and level of the class.

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FACTORS THAT INFLUENCE SPEAKING IN THE CLASSROOM

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For us to be able to identify factors that influence how successfully students speak in class, we first need to consider the concept of speaking, the elements it involves and the characteristics it possesses. Speaking is a productive type of speech activity through which verbal communication is performed. The content of speaking is the expression of thoughts in the verbal form. Speaking is based on pronunciation, lexical and grammatical skills. The purpose of teaching speaking in a foreign language classroom is the development of such speech skills that would allow the student to use them in non-educational speech at the level of generally accepted everyday communication.

The implementation of this goal is associated with the development of the following communication skills in students:

- a) understanding and generating foreign language statements in accordance with the specific situation of communication, speech task and communicative intention;
- b) exercising their verbal and non-verbal behavior, taking into account the rules of communication and the national and cultural characteristics of the country of the language being studied;
- c) using rational methods of mastering a foreign language, independently improving in it.

That is why the most important teaching method is the communicative (speech) situation. The communicative situation, as a method of teaching speaking, consists of four factors:

- 1) the circumstances of reality in which communication is carried out;
- 2) relations between communicants – official and informal communication;
- 3) speech motivation;

4) the implementation of the very act of communication, which creates a new situation, incentives for speech.

Speaking is a complex multifaceted process that allows verbal communication along with listening. Speaking is a form of verbal communication carried out by means of language, establishing contact and mutual understanding, influencing the interlocutor in accordance with the communicative intention of the speaker [1]. The content of speaking is the expression of thoughts, the verbal transmission of information. Speaking as a type of speech activity is characterized by the following most important parameters: motive (need or necessity to speak out); purpose and functions (the nature of the impact on the partner, the way of self-expression); subject (one's own or someone else's thought); structure (actions and operations); mechanisms (understanding, anticipation, combination); means (language and speech material); speech product (types of dialogues, monologues); conditions (speech situations); the presence or absence of supports (Fig.1) [2]. The external structure of speaking consists of the following parts:

- Motivational-incentive: creating an idea of the statement "for what" (need), "why" (motive) and "what" to say (goal);

- Analytical-synthetic: at this stage, preparations are being made for the implementation of the intent of the statement. When speaking in a foreign language, students need to select the words stored in memory (analysis) and include them in a speech whole (synthesis) to implement the plan. The speech-thinking process at this stage takes place in the inner speech, which is the link between intention, internal planning (programming) and the deployment of thought.

- Control and executive: external design of the statement and control, the task of which is to signal possible errors and contribute to their correction.

This requires a standard, which is formed as a result of language practice. All of the above parts make up the structure of speaking as a type of speech activity. Speaking is characterized by the presence of complex mental activity based on speech hearing, memory, prediction, articulation and attention. Based on the analysis of methodological literature, it is possible to single out the characteristic features of speaking as a type of speech activity.

Passov distinguishes the following: "motivation, activity, purposefulness, connection with reality, connection with the communicative function of thinking, connection with personality, contextually, heuristic, independence and pace" [2].

Similar specific features of speaking are described by Kashlev: "motivation, activity of the process, accompaniment of other types of speech activity, unpredictability, pace, contextuality" [3]. Many scientists consider speaking as a complex and multifaceted process that implements not only the functions of receiving and transmitting information, but also regulates human behavior and determines the emotional state.

Speaking is inseparable from the conditions in which it takes place, namely: from the situation in the broadest sense of the word and from a specific extralinguistic context. The latter include the purpose and conditions of communication, the specific content of the speech act, the characteristic originality of the participants in the conversation, i.e. their age, level of development, education, profession, social status, etc. All of the above forms a communication situation as "a set of conditions, verbal and non-verbal, necessary and sufficient in order to carry out the speech action according to the planned intention.

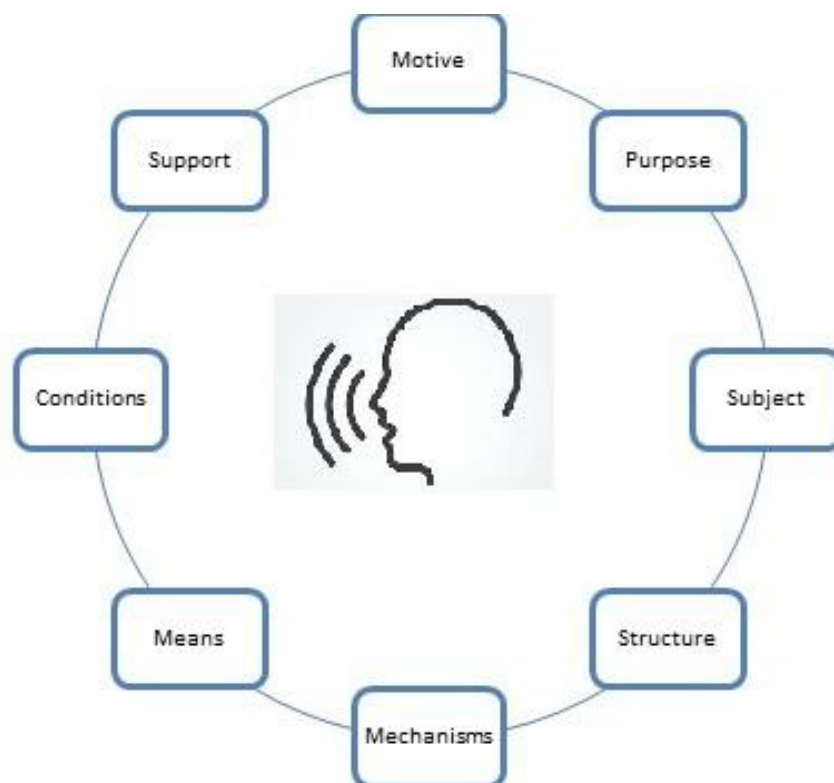


Figure 1. Components of speaking

If we speak about the technical characteristics of speaking, we must mention external signs of this process: free speech, automatism, speed of speech, fluency, automatic transitions, rationality of speech action, flexibility, tension, dynamism, skills and abilities of oral speech (Fig.2).

Free speech is speech without difficulty, without painful search for words, without delays and without speech errors, logically harmonious, intelligible, coherent. Even a native speaker sometimes may speak fluently on some topics and have difficulty dealing with other topics. Free speech is speech without difficulty, without painful search for words, without delays and without speech errors, logically harmonious, intelligible, coherent. Even a native speaker sometimes may speak fluently on some topics and have difficulty dealing with other topics. For example, students, smartly talking about a football match or reading a detective story, often show stiffness in the exam, even if they generally know the material.

Free speech can sometimes be severely distorted – for example, the speech of foreigners due to the diverse interference of their native language. A native speaker often speaks freely, but incorrectly when he speaks in some kind of jargon. Starting a normalized speech, he immediately experiences difficulties, unable to quickly find the right words.

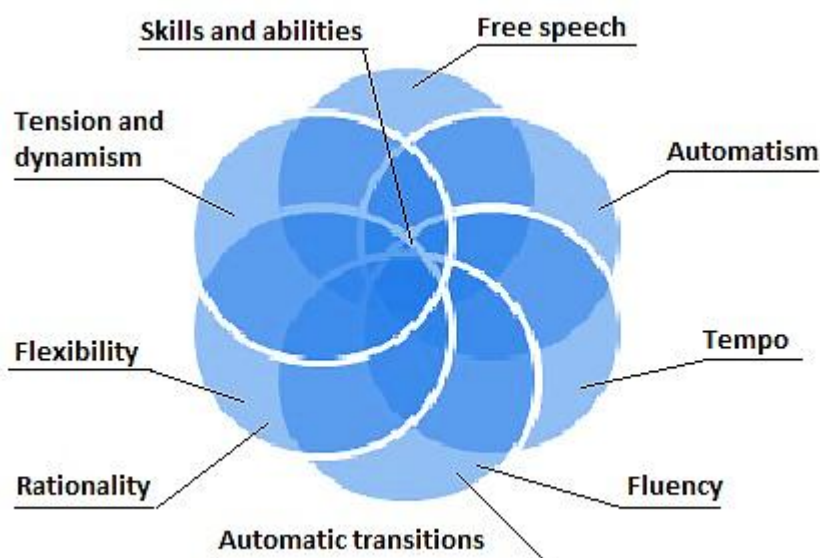


Figure 2. Technical characteristics of speaking

Speech automatism is a set of stable, long-term practice of speech skills and abilities, speech operations and rational and involuntary actions.

The speed (tempo) of speech is determined by the automatism of speaking, the degree of development of speech, language and speech competence, subject competence and other factors. The speed of speech will be high if all of the above is to a large extent characteristic of the subject of speech. With free speech, the rate of speech under normal circumstances does not exceed the norm; however, it should not be slow, except in special cases.

The rationality of speech action is the ability (due to automatism) to carry out speech operations, actions rationally, optimally in terms of time and effort.

Flexibility of speech is the readiness and ability to successfully use speech skills and abilities not in one, but in many speech situations, including non-standard, new ones; use a variety of language and speech material for different situations.

The unity of the flexibility and *dynamism* of speech is one of the most important and most obvious external indicators of the culture of speech, which is manifested in the fact that a person can freely pronounce a coherent, at least three-minute monologue on various topics.

The technical characteristics of speaking should also include diction (the degree of distinctness of the articulation of sounds and the clarity of the pronunciation of words, statements), loudness (intensity of the statement), pronunciation style (full and incomplete). The full style of pronunciation is a more thorough pronunciation of all sounds and a slower pace of speech (for announcers, speakers, lecturers, this style is mandatory). An incomplete pronunciation style is not very distinct or even careless pronunciation of speech sounds and words at an accelerated pace.

Speaking is based on productive pronunciation, rhythmic-intonational and lexical-grammatical skills. Foreign language speaking as a complex integrated skill is characterized by motivation, activity and independence of the speaker, purposefulness, connection with thinking, situational conditioning, heuristic. According to the greater or lesser role of independence in the programming of a verbal utterance, we distinguish

between *initiative* (active), *reactive*, and *reproductive* speech.

Speaking can proceed in a dialogic or monologue form, or in a complex interweaving of dialogue and monologue. Each of these forms has psychological and linguistic features, which must be taken into account when teaching speaking. This is due to the fact that the development of the skills of monologue and dialogic speech involves a differentiated organization of the material and various methods of working with it [5], [6].

In the methodology of teaching English, a monologue is understood as the speech of one person in front of an audience.

The purpose of a monologue statement is to inform the listeners, or to influence their feelings and emotions, the statement can be motivating. Therefore, monologue speech can be informational, persuasive, inciting (Fig.3).

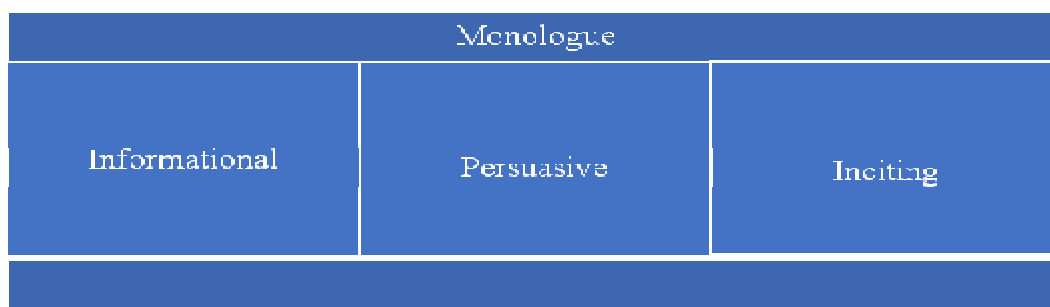


Fig.3. Types of monologues

Informational speech conveys certain knowledge – information to the listeners. The types of informational speech can be a message, a report, a tale, a lecture.

As a rule, the purpose of a *persuasive speech* is to influence the feelings and emotions of the listeners, which makes the statement emotional. Thus, congratulations, a solemn speech, an attempt to convince listeners can be attributed to a persuasive speech. It is worth noting that the purpose of a motivational or *inciting* speech is to stimulate listeners to certain actions. For example, a political speech, a speech of public speakers.

Thus, the ultimate goal of teaching monologue speech is the formation of communicative competencies that give the ability to adequately and correctly express thoughts orally.

Speaking can act as a means of developing related speech and language skills and as an independent learning goal. In the classroom, the teacher tries to solve one main problem, the rest are related. Hence the definition of the types of lessons as lessons in the formation of lexical or grammatical skills, lessons in the development of one or another type of speech activity, lessons of familiarization, training, control, etc. Speech in these lessons serves as a means of communication. However, speaking skills do not develop by themselves. For them to develop, it is necessary to use special exercises and tasks, which means that there are classes aimed at developing speaking skills.

Being most often the result of productive thinking or, more precisely, the speaker's own creative mental activity, a thought can also be realized in the process of reproducing (for example, retelling a text) the thoughts of others.

Speaking is characterized by a complex mental activity, memory, speech hearing, prediction and attention. It can have varying complexity - from a simple exclamation that expresses the affective state of the speaker, naming objects, phenomena, answering a question, to an independent detailed statement. Transitions from words to phrases,

from phrases to statements, depend on the degree of participation of thinking and memory.

According to Shchukin, types of speaking are distinguished depending on the participation of thinking in the process of speaking and on the form of speech (Fig.4).

The types of speaking in terms of the participation of thinking include

a) *initiative, or spontaneous, speaking*. Spontaneous speaking is considered one of the most advanced types of speaking in terms of participation in it thinking, because the speaker is aware of the purpose of his statement, independently determines the topic and content, chooses language and expressive means of communication;

b) *response, or reactive, speaking* is a response to the statement of the interlocutor. The inner urge to speak is absent here, or is of a secondary nature. The situation of communication can contribute to the development of proactive speaking, or vice versa;

c) *imitative speaking* involves the repetition of speech patterns in the process of communication with an understanding of what was heard;

d) *automated speaking* is the reproduction of a memorized text without understanding its content. This type of speaking indicates poor language preparation, or the complexity of the text;

e) *associative, or stochastic, speaking* is characterized by the reproduction of a text memorized with the help of associations without a complete understanding of its content (Fig.4).

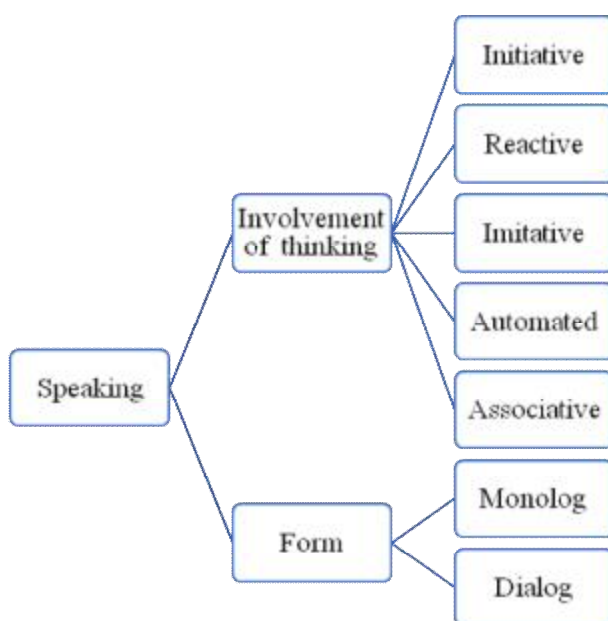


Fig. 4. Types of speaking according to Shchukin [6]

Teaching speaking is one of the most difficult tasks in teaching a new, non-native language. The reasons for the difficulties lie in the fact that the language material that a person must master appears in a completely new quality: it must be mastered actively, as a means of communication, and not just recognition and acknowledgment, which is a task in the receptive perception of a language.

When reading and listening, ready-made language material is captured, although receptive perception in each case has its own characteristics: when reading, a person can repeatedly return to an obscure place, while when listening, the auditor obeys the pace of the speaker's speech.

The highest degree of difficulty is the independent expression of thoughts and feelings by means of a non-native language, the speaker must master not only the syntactic and morphological structure of the language, but also a complex system of word compatibility, which is always specific and, as a rule, does not coincide with the compatibility in the native language of the subject of speech. Conscious construction and analysis of language forms is only one of the initial stages of language acquisition. The result of training should be an intuitive mastery of language and speech material [14, pp: 194-195].

Now, when we provided a detailed description of speaking as a productive skill, description of its components, we can talk about factors that influence speaking in the classroom successful. The success of learning to speak depends on several factors:

1) individual age characteristics of students: (a) *in primary school age*, mechanical memory works to the greatest extent, concrete and figurative thinking with bright emotional coloring prevails; rich ideas are not sufficiently realized and disordered, like knowledge; there is a need for movements, reliance on physical actions in learning, failure to satisfy these needs leads to fatigue and loss of interest in the lesson. In this regard, when teaching oral communication, it is advisable to use visualization, communicative games that allow the child to imitate what he sees, people's attitudes, change teaching methods and include work methods that concentrate attention. This age stage is associated with imitation, memorization of material or its reproduction close to the original; (b) *middle age* is characterized by changes in memory: it acquires an indirect, logical character; in the assimilation of the material, observation, the desire to find the main thing, to highlight the supports that facilitate memorization and reproduction, becomes more important. This age group is characterized by increased sociability, expression of one's own opinion on the environment, a penchant for reasoning, emotionality and impressionability; (c) *older age* is distinguished by a high degree of cognitive-logical behavior, the ability to concentrate, the search for methods of memorizing information; the reproduction of texts is associated not with memorization, but with the transformation of the source text, with the organization (classification, associative, semantic grouping) of the material.

Thus, in choosing an approach to teaching, methods of working on verbal communication, one should rely on the individual age differences of those who study Russian as a new language;

2) the situational-thematic conditionality of communication, human speech activity, which is socially and situationally determined. The situation is a system of external conditions in relation to a person, prompting him to perform actions. The components of the situation include the state of a person, which determines his speech behavior. Situations are divided into standard (or stable), in which human behavior is regulated, due to social relations that are repeated regularly (seller – buyer, boss – subordinate, etc.), and variable (or variables), in which human speech behavior is determined by changing components of the situation: the status of interlocutors, their general educational level, degree of acquaintance, social and personal relationships.

In the educational process, it is impossible to acquaint students with all real-life situations of communication, therefore, speaking skills are formed in the conditions of educational communicative situations that model and imitate real speech communication. The learning situation differs from the natural one in certain detail in the description of the components of the situation, the presence of a verbal stimulus, supports, and the possibility of multiple reproduction.

The success of oral communication is influenced by the desire to make contact, the degree of proficiency in language and speech material, personal experience and the state of the communicants at the time of interaction, the time of communication (sufficient or insufficient to make a communicative decision), the place of communication (speech behavior at a meeting, in transport and etc. will be different), the cognitive content of the statement, knowledge of the topic of communication, knowledge about the partner.

The ability to navigate the situation is reflected in the structure and length of the statement, the selection of language means. At the initial stage of learning, situations are usually created by a teacher who uses illustrative visualization, determines the topic, communicative task, language material - controlled by situations.

At the advanced stage, there are partially controlled and free situations that arise in the course of spontaneous utterance, in role-playing games, when the choice of communication circumstances, behavior strategies, the choice of language, speech, etiquette material is provided to students. The teacher controls the normative and usual correctness of communication.

In teaching speaking, a significant role belongs to problem situations (role-playing games, etudes), which stimulate students to perform an action specified by the content of the situation.

Speaking as a type of speech activity is characterized by many parameters which were described above, the most important of which can determine success or failure of the speech:

- motive, i.e. necessity, the need to convey information, to speak out;
- purpose and functions, i.e. the nature of the impact on the partner, the way of self-expression;
- the subject of speech, i.e. own or someone else's thought;
- the structure of speech, i.e. action and operations;
- mechanisms, i.e. a set of skills that provide internal, semantic and external, oral design of speech interaction;
- resources, i.e. language and speech material;
- speech product, i.e. types of dialogues, polylogues, monologues;
- conditions, i.e. factors that determine the nature of communication: the situation of communication, the role of communication partners (symmetrical, asymmetric), etc.;
- the presence or absence of supports (a concept associated with preparedness - unpreparedness of speech; for example, Gurvich believes that in teaching unprepared speech it is important to take into account a number of tasks: to teach speech unprepared in time - impromptu; to teach speech unprepared by external motivation - spontaneity, initiative; to achieve practical infallibility, quick reaction and the right pace) [8].

Now let us consider factors that hinder learning to speak.

Teaching speaking is one of the most difficult tasks in teaching a new, non-native language. The reasons for the difficulties lie in the fact that the language material that a person must master appears in a completely new quality: it must be mastered actively, as a means of communication, and not just recognition, which is a task in the receptive perception of a language.

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Knowing these factors and understanding the notion of this productive skill and the process of teaching speaking, the teacher may successfully diminish the strength of factors that hinder learning and expand the influence of the factors that contribute to success.

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ADVANTAGES AND DISADVANTAGES OF COLLECTIVE LEARNING

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Learning English as a foreign language is a complex process that requires a wide range of skills, including speaking, listening, reading, and writing. There are numerous teaching methods and approaches that have been developed to help learners acquire and master these skills. One approach that has gained popularity in recent years is collective learning, which involves engaging learners in group activities and collaborative tasks.

It remains clear that at the end of the twentieth century there was a «revolution» in the methods of teaching English in Kazakhstan. Previously, not all priorities were given to grammar, mechanical mastering of the vocabular, reading and literary translation.

The principles of this «old school» (to which credit should be given) still bore fruit. Language acquisition was carried out through long work. Tasks were presented evenly: reading the text, translation, memorizing new words, repeating, exercises on the text. When priority was given to reading and working with «topics», only one function of the language was implemented - the information function. It is not surprising that the few knew the language well: only very enthusiastic and hardworking people were able to master it at a high level. But by the degree of mastery of grammar, they were able to confidently rival Cambridge graduates.

Learning a language is a complex process that involves various aspects such as vocabulary, grammar, pronunciation and communication skills. In recent years, the use of collective learning methods has gained popularity as a way to improve the results of language learning. Collective learning involves students working together in groups to complete tasks, solve problems and exchange ideas.

Collective learning is a process, which is characteristic not only for education environment, it is also a part of the business world, too. It is generally conceptualized as a dynamic and cumulative process that results in the production of knowledge. Such knowledge is institutionalized in the form of structures, rules, routines, norms, discourse, and strategies that guide future action. Learning emerges because of interactive mechanisms where individual knowledge is shared, disseminated, diffused, and further developed through relational and belonging synergies. Collective learning can therefore be conceived as an evolutionary process of perfecting collective knowledge.

In the academic world collective learning is often associated with group learning, which is not exactly correct.

Various interpretations exist regarding group work and collective or collaborative learning, with each concept complementing the other. A particularly insightful definition of collaborative learning originates from Smith and MacGregor, emphasizing activities that prioritize students' exploration and application of course material rather than relying solely on the teacher's presentation or explanation. While group work is often regarded as an effective means to enhance productivity through task delegation, it can inadvertently foster a mindset of "divide and conquer". This occurs when students only complete a portion of the workload and subsequently share answers within their group. Although group work is frequently considered a method to incorporate diverse perspectives, experiences, knowledge, and skill sets, I have found the same to hold true for collaborative learning.

Here is what differs collective learning from a group work (Fig.1)

If we study this figure carefully, we will see that accountability stands out as a significant contrast between group work and collaborative learning. This is why, many teachers refrain from assigning group grades. Instead, activities serve as a means to impart the course's competencies, placing the responsibility of learning squarely on the students themselves. Each student earns their own grades by demonstrating their proficiency in the assessed competencies. The crucial aspect lies in crafting collaborative activities that foster interdependence among learners while upholding individual accountability. By doing so, we can effectively eliminate free-riders, who rely on the group's performance to coast along without actively contributing.



Fig. 1. Collective learning vs. group work

Many researchers have studied the effectiveness of collective learning and found out that collective learning contributes to the development of communication skills, increases student motivation and improves the quality of knowledge. The studies of school teachers implementing collective learning methods have shown that collective learning can improve the quality of problem solving and increase the level of self-esteem of students.

It was also revealed that collective learning can contribute to the development of social skills, such as the ability to work in a team, respect for the opinions of others and constructive communication.

However, some studies indicate that collective learning can lead to a decrease in individual responsibility and a decrease in student motivation.

The collective approach to learning is a kind of organization of training sessions, where each student works alternately, fulfilling the role of a student or student. Each participant works for everyone and everyone works for each.

To be able to determine advantages and disadvantages of collective learning, we would like to compare the characteristics of collective learning and traditional learning. The comparison is provided in Table 1 below.

Table 1. Comparison of traditional and collective learning.

Feature	Traditional learning	Collective learning
Teacher's role	The major player in the education activities	An assistant in education activities
Knowledge acquisition	Acquisition of ready existing knowledge	Acquisition through proving the validity of received knowledge
Education focus	Focus on memorizing	Focus on thinking
Learner focus	Focus on an average learner	Focus on a learning tempo of individual students
Amount of information	Transfer of a large amount of information	Transfer of a small amount of information
Class format	Lesson	Trainings, lecturettes, educational games, role-plays, etc.
Number of students	Big classes	Small classes

The collective teaching method implies the correction of many shortcomings and the resolution of conflicts of the traditional learning system, which is the advantage of collective learning (Fig.1):

1. Most students do not learn and remember material well in the traditional system of education. The collective method forms and develops the motivation of students in joint work and thus improves the results of education;
2. The traditional teaching method is an example of “subject-object” system of education, which means that the student perceives information passively, in contrast to the collective teaching and learning method, where there is a “subject-subject” form of relations, meaning that a student himself/herself acts as an examiners for the rest of the students;

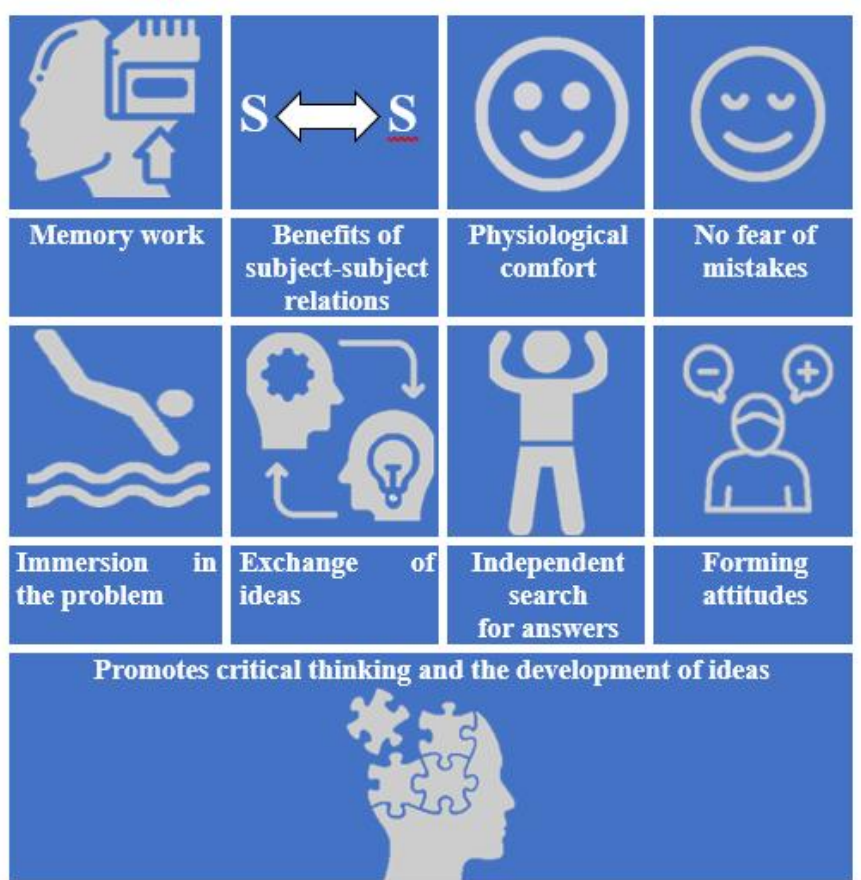


Fig.2. Advantages of collective learning

3. Psychological comfort in the classroom organized according to the requirements of the method of collective learning is higher. It creates conditions for lively, unconstrained communication;

4. In a regular lesson, the interaction of students is strictly controlled by the teacher, in a collective interaction, on the contrary, conversation and discussion of mistakes is the main source of knowledge;

5. Collective learning allows for a joint immersion in the problem of an issue being solved;

6. In the traditional classroom teacher is the only source of information and knowledge while a collective learning environment there is an exchange knowledge and

ideas between students which increases their motivation to learn and share;

7. In the traditional classroom the students receive the new knowledge from the teacher as a “ready-to-use” tool and thus often do not understand the value of the received knowledge, its relation to other elements of the topic studied and tend to quickly forget it. In the collective learning environment, they are involved in independent search and are encouraged to find proof of acquired knowledge, which also increases their interest in the topic and guarantees better remembering it;

8. The atmosphere of collective learning stimulates involvement of students into discussions in which they develop their opinions and attitudes and learn how to express them.

However, as with any other method of teaching and learning, collective learning has its drawbacks (Fig.2), which may be summarized as follows:

1. Transfer of educational material in smaller quantities – the amount of knowledge the students receive is limited by the nature of the class organization;

2. Lack of structured learning – the teacher has limited opportunities to direct knowledge acquisition and route it in accordance with the logic way of getting knowledge following the proven steps;

3. High requirements for the personality and professionalism of the teacher. The problem is that education organized in this way requires a change in the role, functions, and position of the teacher when working with children. And this requires such radical personal changes that, to put it mildly, not all teachers are ready for. They are not taught this in universities, this is not facilitated by mass pedagogical practice and the prevailing public opinion. They also need to prepare educational materials in parallel with the ongoing educational process, which leads to significant overloads, which are not compensated for teachers in any way, except for the moral joy from the success of their students. In addition, since the teacher is actually forced to create the learning materials the teacher and his students need, this is also fraught with difficulties in that such work requires a completely different level of skill in working with didactic materials, which is not taught in pedagogical universities;

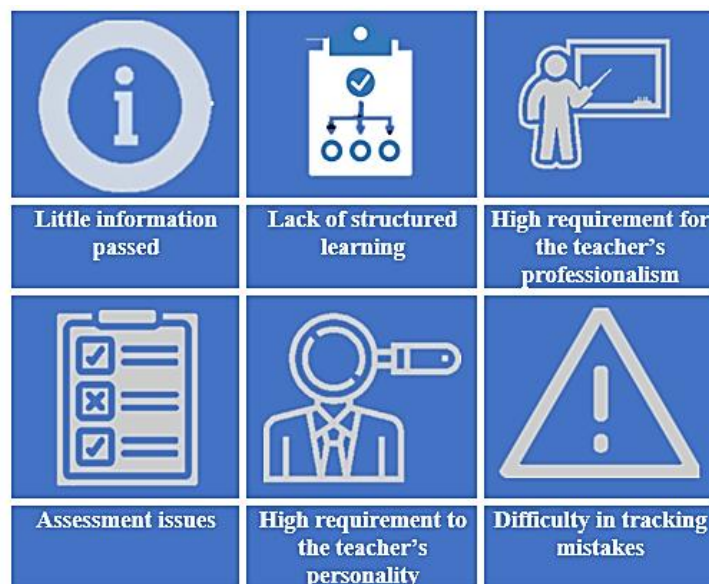


Fig. 3. Drawbacks of collective learning

4. Difficulty in individual assessment. In fact, collective learning is learning in groups, and it is always difficult to assess the efforts, contribution and performance of an individual student in a group. Undoubtedly, the main difficulty will be in the issue of assessing weak students, when you know that the student does not know the material well, cannot do a good job on his own, but when he gets into a group of strong, he performs well at the expense of others. Another difficulty lies in the fact that during mutual assessment, “student solidarity” and mutual assistance of students prevent from being honest in assessment. This is especially true of collectivistic societies like Kazakhstan: of course, they don’t want to give their friends a bad grade. Each teacher must solve these problems for himself. For example, groups can be formed taking into account the level of students and weak students can be asked to form a separate group, but then tasks given for this group can be easier so that the orientation towards success remains. When mutually evaluating, it is necessary not to put marks, but to put pluses and minuses for each of the criteria, the assessment will give a certain number of final pluses and minuses. So, before teachers start planning work in pairs or groups in a particular lesson, they need to decide for themselves what will be evaluated: the final result or the work of students in the lesson;

5. We need a teacher with high professionalism in teaching (high requirements for the teacher's personality);

6. Difficulty in tracking down mistakes and their circulation.

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THE STRUCTURE AND PRODUCTIVITY OF ORGANIZATIONS

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According to Bateman and Zeithaml (1990) and Gibson et al. (1994), “organizations are social entities that are goal directed”. Every individual has some specific goals, sometimes reaching these goals is not so straightforward to be achieved individually, here the power of synergy and teamwork emerges and people come together to establish firms, companies and corporates to share their ideas, energies and values to meet their needs and get their goals, that’s the philosophy of organizations’ existence. In an organization in order to avoid conflict of interest, connect separate parts of organization and to align all efforts toward the vision and values of organization, we need organizational structure. When several elements of a building like foundation, beam, columns and slabs are constructed in a way that connected to each other it is a kind of structure. If we look at our own body the heart, lung, bone tissues, blood circulation system and other organs have made an interconnected system which can be called a structure. So, we can define a structure as a system with interrelated parts or organized components as a whole (Gholam Ali Ahmady et al. / *Procedia- 2016*). Now, we can define the organizational structure as a framework which coordinates the efforts and tasks and through this framework the levels or extents of formalization, complexity and centralization are determined (Muhammad Moqimi-2014). The organizational structure refers to how the tasks are divided; the people are grouped and the coordination among these separated divisions take place. the organizational structure integrates the differentiated parts and through coordination makes a strong bond among the organization’s components. The line of reporting, span of control, authority and responsibility of everyone is clarified.

Why the organizational structure is so important?

Because of

- Effective and efficient performance of an organization;
- Controlling the organizational activities;
- Coordinating the people and departments;
- Social satisfaction of the employees.

In principle, the purpose of an organizational structure is division of the tasks and coordination of activities toward the organization’s vision and strategy. (Muhammad Moqimi-2014).

In an organization we see the employees are doing specific tasks, we see the products, the office, what about the structure itself? Where is the structure? Structure is thoroughly abstract and it’s not visible at all. The managers develop a chart in order to show us the terms a structure is composed of and this visual chart is called **organizational Chart**.

“The organization chart is the visual representation of a whole set of underlying activities and processes in an organization”. (Richard L. Daft-2009)

Since the structure might vary organization to organization, so, through the organizational chart we can see the type of structure an organization owns and the relationship among the different parts in an organization. The organizational chart tells us about

- Who reports to whom?
- How many subordinates each manager has?
- What is the formal channel of communication?
- How the organization is divisionalized?

- What is the position of each employee?

In order to design or analyse a structure and see its impacts on productivity, efficiency and effectiveness of an organization we should consider both structural and contextual dimensions of an organization. The **structural dimensions** are the internal traits of an organization or the factors which affect the structure itself like:

- Formalization/standardization (written rules, policies, procedures, regulations and job descriptions);
- Specialization (particular employees perform specific tasks);
- Authority (the formal right of a manager to adopts decisions, gives order, and allocates resources);
- Centralization / decentralization (the spectrum of decision-making authority);
- Span of control (the issue of how many people a manager can oversee);
- Departmentalization (grouping people to be effectively coordinated).

The above concepts are not somewhat fixed traits they are like spectrums which each organization enjoys to some extent. For instance, in an organization with a changing environment or an organization that appreciates innovation the formalization level is low and such organization is more decentralized and so on.

The **contextual dimensions** hone in on the factors that influence the structural dimensions. They characterize the whole organization such as the organizational size, environment, technology and goals. Indeed, these factors cause the organizations to have different types of structures. Structural and contextual dimensions are interrelated and impact each other. For instance, an organization with large size, a routine technology, and a stable environment all these contextual traits tend to create an organization with high formalization, centralization and specialization. (*Richard L. Daft-2009*).

There is no best organizational structure and organizational design, we should consider all environmental entities related to the organization. If the environment is unstable and changes rapidly, the predictability will be low and the structure should be designed more flexible and accountable. On the other hand, for stable environments the bureaucratic structure with centralized hierarchy is recommended. (*Muhammad Moqimi-2014*). Similarly, with routine technology there is high level of hierarchy, formalization, specialization, and decentralized decision making. However, in an environment with non-routine technology the structure would be flat, only few standards govern, and the decisions are made in a decentralized manner. So, it shows a strong relationship between structural dimensions and technology as a contextual dimension.

So far, we have perceived that the organizational structure is not some worthless lines that only show the position of employees, but its like a living thing that has organs and impacts the whole organization. Now let's discuss the three key terms that best describe the features of structures.

Bureaucratic structure: in order to avoid favouritism, nepotism and family ties Max weber believes that this rational structure can be functional and effective. In bureaucracy framework the jobs are specialized, there is a clear definition of authority and responsibility in hierarchical system. In a structure with such traits unity of command is observed, and all employees are obliged to follow and obey the predetermined policies, rules and procedures. The legitimate authority in bureaucratic structures brings about meritocracy and the people are employed based on their technical abilities and competence.

Bureaucratic structure is proper for stable environments, but for a changing envi-

ronment such predefined procedures and stringent rules are not viable and efficient at all. Lack of flexibility and replacement of goals are the two outstanding disadvantages of bureaucratic structures. When the employees are too much stuck in rules and predefined policies, they will draw the conclusion that their task is to obey these regulations and the overall goal and vision of the organization is forgotten and never would be followed up. So, the bureaucratic structure should be designed in a manner to avoid red-tapism and stringency of rules.

Mechanistic structure: refers to structures with high formalization and centralization level. *James L. Gibson (2012)* states *mechanistic structure* as “one that functions in a machinelike manner to accomplish the organization’s goals in a highly efficient manner. It’s highly complex because of its emphasis on specialization of labour. It’s highly centralized because of its emphasis on authority and accountability. It’s highly formalized because of its emphasis on function as the basis for departments”. Its nearly similar to the bureaucratic one. Both try to control the systems and people through severe and stringent rules. Centralize and limit the decision-making authority and the people act very likely as robots, performing routine tasks without any innovation. This kind of structure is not efficient in changing and unstable environments. So, during the organization design it should be taken into account to avoid overemphasis on mechanical property of the organizational structure.

Organic structure: this kind of structure has organs and acts as a living thing which is able to change and move from one state to another. Unlike the mechanistic structure which is highly centralized and has less flexibility, the organic one is mostly people-oriented and it is the cooperation that controls the organization not the stringent rules. *James L. Gibson (2012)* believes that the most distinct difference between organic and mechanistic structure is their different perspective to the effectiveness. Both structures are intended to maximize and increase the effectiveness but through different ways. The mechanistic structure seeks to maximize the efficiency and production while the organic model is designed to maximize the satisfaction, flexibility and development.

The mechanistic model works on more people rather than rules and predefined policies that’s why the structure with such characteristics is a proper model for changing and varying environments. *James L. Gibson (2012)* concerning the organic model states that “*Decision-making, control, and goal-setting processes are decentralized and shared at all levels of the organization. Communications flow throughout the organization, not simply down the chain of command.*”

In organic structures the collaboration and participation of all employees are high and the communications are mostly informal. (*Gholam Ali Ahmady et al-2016*).

Why do we design structures for organizations? the answer is to have a better coordination, cooperation and control over employees, but is it the overall objective? Absolutely no, the overall objective is increasing effectiveness, efficiency, performance and productivity of the organization. as *Gholam Ali Ahmady et al* states: “*Coordination and control are necessary for effectiveness*”. So, there is a strong relationship between the structure and productivity of organization.

As the *Elvis Elezaj & Donjeta Morina* draw a conclusion after performing research regarding the failure issue of project management in developing countries, they found out that the underlying reason in this respect is the failure in developing a right and pertinent organizational structure. Choosing an improper structure equals failure in project management, it shows that the structure highly affects the efficiency, effectiveness and productivity of an organization.

The organizational structure directly affects the increase in satisfaction of employees and satisfaction of employees is a key element in success of projects and productivity growth. For instance, in a matrix structure where flexibility is practiced a lot, the employees are much more satisfied than a structure with more centralization and formalization constraints.

When the tasks are specialized and the employees are asked to perform repeated activities frequently, it becomes arduous which results in dissatisfaction of employees. On the other hand, in a team structure where diversity is practiced and people with different skills come together, share their ideas and solve the problems collaboratively, the employees are satisfied and this satisfaction brings about the success in projects and increases the productivity of organization. It's worth mentioning that, the balance among the structural dimensions should be kept seriously to avoid affecting adversely. For example, specialization increases the efficiency of projects, but at the same time it decreases the level of employee satisfaction. So, the managers are responsible to consider the specialization in a level that neither efficiency nor satisfaction be sacrificed.

Centralization, formalization and specialization negatively impact the employees' creativity. If centralization decreases by 1 unit, the employees' creativity increases by 1.5 unit. If we decrease the formalization level by 1 unit then the employees' creativity increases 1.11 units and decreasing the work specialization by 1 unit will result in increasing the employees' creativity by 0.75 units. (Asif Saeed and Zain Rafique-2014) as we see in the result of this research done by Asif Saeed and Zain Rafique, the centralization has the highest negative impact on employees' creativity. so, in contrast, in a decentralized structure the innovation and creativity are appreciated and the employees are encouraged to take participation in decision making processes and share their ideas. When the employees are satisfied and encouraged to bring initiatives in the organization, their performance will improve and this leads to high productivity of organization.

We can examine each trait and dimension of organizational structure and see their impact on productivity and effectiveness of organizations and should not underestimate the effects of structural dimensions. Nowadays that the world is changing rapidly and the complexity is in a high level in each organization, we should try to design the structure or bringing changes in the structure in a manner that have a good coordination, foster collaboration through the organization, increase the productivity and performance of the organization. For instance, reducing the hierarchical lines and concentrating more on horizontal coordination bring about increasing of productivity. Moreover, the bureaucracy should be applied in a rational way so that avoid red-tapism along with eradicating nepotism and favouritism and try not to fall completely into the trap of mechanical structure.

Structuring is more important than structure itself. As the contingency theory suggests no structure is the best one for every organization forever, but we should continually examine the structure if needed bring changes and always attempt to keep the management and leadership in balance, means both the work and the workers are important and should be considered seriously. Only the efficiency is not important, but the satisfaction of employees and the initiatives they bring into the organization are also significant. During designing or changing the structure the contextual dimensions like culture, environment, size of organization, technology and the strategy should be taken into consideration as well. For example, in unstable environments we should choose structures like matrix or team-based ones instead of line or project-based structures. So, choosing the type of structure is also important in considering the productivity growth.

To wrap up the article, we know the organizational structure is not tangible and visible, but absolutely exists and has high impact on the productivity and success of organizations. As managers we should know the traits and dimensions of structures and their effects on the organization.

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MODERN MECHANISMS USED FOR THE IMPLEMENTATION OF INTEGRATION WITH EXTERNAL INFORMATION RESOURCES IN THE «1C: ENTERPRISE 8.3» PLATFORM

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The problems of integration of applications with external information systems have become especially relevant as the field of computer and information and communication technologies develop. This issue is crucial not only for large enterprises whose activities are characterized by versatility, but also for relatively small organizations specializing in a narrow range of tasks.

Undoubtedly, the activities of any organization imply work with a huge database, which may include:

- 1) Information about employees and counterparties.
- 2) Information on the parameters of accounting.
- 3) Data on committed business transactions.
- 4) Information about current assets of the company and more [1].

For enterprises that work with the above data it is incredibly important to integrate with other information systems for a number of reasons. Firstly, most large organizations use several information systems that are commonly called distributed. The distributed information system is a set of information databases, which are separate, but have some general parameters. Their main advantage is the optimized use of the network resources of the enterprise, since in this way the load of the server is reduced and the possibility of the functioning of physically remote structural units is maintained. Accordingly, interaction should be organized between them. Secondly, integration contributes to the automation of the company's business processes. The presence of this possibility helps to provide automatic data collection from several sources and immediately con-

vert them into a predetermined format. Thirdly, the standardization, which is the installation of a single presentation of data, should be mentioned, since without it is impossible to achieve an effective data exchange as the enterprise processes perform [2].

The implementation of integration is accompanied by some problems that largely complicate its development and it can be ineffective without taking them into account and not contribute to the achievement of the goals of the company. These obstacles include:

1) The heterogeneity of integrated systems, due to the specific characteristics inherent in one of them.

2) Quite slow data exchange.

3) Vulnerability of data transmitted through the network.

4) The complexity of adaptation to changes introduced into integrated systems.

5) The continuity of the integration system and its well-timed update should be ensured [3, p. 19].

Due to the presence of this requirement for business applications, organizations need to decide on the most optimal software that will be easily adapted and integrated with other systems.

One of the most popular and widely used programs for automating business management, particularly in the territories of the CIS countries, are «1C» software products. They are characterized by ease of use and wide functionality, satisfying the needs of any company to regulate business processes. Moreover, this product line is very adaptive and supports the possibility of integration with a huge number of applications. Due to this reason, there is the ability to keep records in the environment of one program, without the need to switch to others and reenter the same data into different standard configurations.

The presence of the above advantage of «1C» products is justified by open code and the support of a sufficiently large number of mechanisms for solving the integration problem, which, therefore, greatly simplifies the expansion and modification of existing functionality. So, for example, in the configuration «1C:Accounting 8 for Kazakhstan, edition 3.0» there is a possibility of integration with the «Electronic invoices» information system and the standard configuration «1C: Salary and Personnel Management 8 for Kazakhstan», and, for another instance, the configuration «1C:Trade Management For Kazakhstan» is integrated with the «Virtual Warehouse» information system and the «1C:WebKassa» online payment service. In addition, these standard configurations can interact with various auxiliary equipment, for example, scanners of barcodes, and external information resources, such as the «ITS» information portal.

As for the mechanisms supported by the «1C: Enterprise 8.3» platform, there are quite a lot of them and the expediency of using one of them depends on the goals and problems that the integration with the particular system should solve. The «1C: Enterprise 8.3» platform is a development environment that is equipped with a variety of tools and even ready-made metadata objects, the capabilities of which can be expanded. Among them, there are also objects that make it possible to organize integration with external resources. Examples include [4]:

1) HTTP-services help to contact the «1C» interface by means of HTTP-requests.

2) Web-services provide interaction with the «1C» database using predetermined procedures.

3) Exchange plans ensure the exchange of data, by storing nodes with which the exchange and types of transmitted data is carried out.

4) External sources of data provide access to external databases built not by means of «IC» platform.

In addition to metadata objects, objects of the built-in language are available to the developer as well and the instances of them are created in the code itself and also participate in the data exchange algorithm.

The most relevant and adaptive mechanisms should be described in favor of which developers most often make a choice, which is justified by the fact that they correspond to modern concepts.

First of all, it is worth giving a brief description of the used data exchange formats. The most convenient and common formats are JSON and XML. JSON (JavaScript Object Notation) is a type of representation, which is based on the JavaScript programming language applied in writing scripts as part of web development. It is used not only because of modernity: when the integration is based on Internet technologies, in particular HTTP and REST interfaces, the JSON format is also recognized as the most preferable. The JSON format structure is presented in figure 1.

```
{ "person": {
  "username": "Peter",
  "age": "25",
  "contacts": {
    "phone": [
      { "type": "mobile", "number": "+458745745" },
      { "type": "home", "number": "956959" }
    ],
    "social_media": [
      { "sm": "facebook", "profile_id": "3456789" },
      { "sm": "instagram", "profile_id": "38493403" }
    ]
  }
}
```

Figure 1. JSON format

XML (Extensible Markup Language) is a markup language that defines the structure of the transmitted data. This format is quite universal, therefore it is actively used within other integration mechanisms involving exchange plans, and within a distributed infobase. The structure of the XML format is shown in figure 2.

```
<person username="Peter" age="25">
  <contacts>
    <phone type="mobile" number="+458745745" />
    <phone type="home" number="956959" />
  </contacts>
  <contacts>
    <social_media sm="facebook" profile_id="3456789" />
    <social_media sm="instagram" profile_id="38493403" />
  </contacts>
</person>
```

Figure 2. XML Format

One of the most used integration technology is HTTP requests. By applying this tool, it is possible to access any HTTP service available on the Internet. In the «1C:Enterprise 8» environment, there is no need to use metadata objects to make it work, it is enough to use instances of «1C:Enterprise 8» language objects. When accessing a resource via HTTP requests, the following objects take part:

1) HTTPConnection - an object that helps to establish a connection to a resource, accepts a host name and additional parameters.

2) HTTPRequest - takes the address and headers of the request as parameters.

The response from the resource can be obtained using the HTTP connection method and the generated HTTP request passed as a parameter. The relation of these components is shown in figure 3.

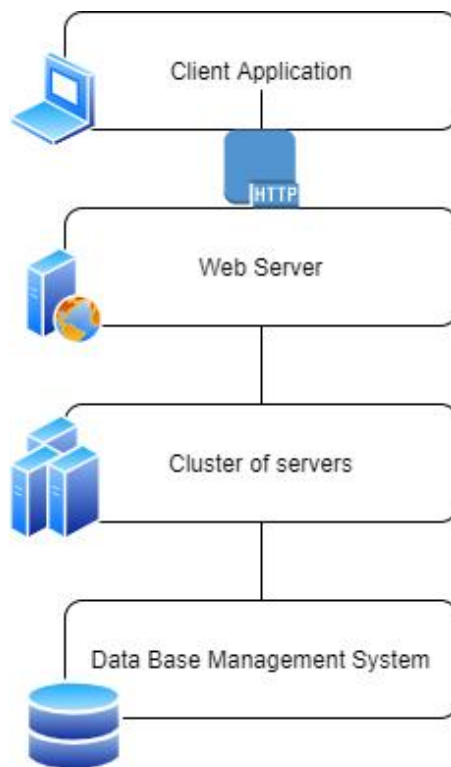


Figure 3. The concept of sending an HTTP request to the server

HTTP service is a platform integration mechanism that supports the REST architecture principle. This service makes it possible to create an interface for the application solution itself. It can be convenient when it is necessary to provide the ability for a third-party service to access the «1C» program via HTTP requests. As the integration is implemented, the developer generates a predefined response to the presumed request from an external resource. An example is webhooks that provide an opportunity to subscribe to a specific event of an external resource and perform some action at the moment when it happens. The principle of operation of HTTP services is shown in figure 4.

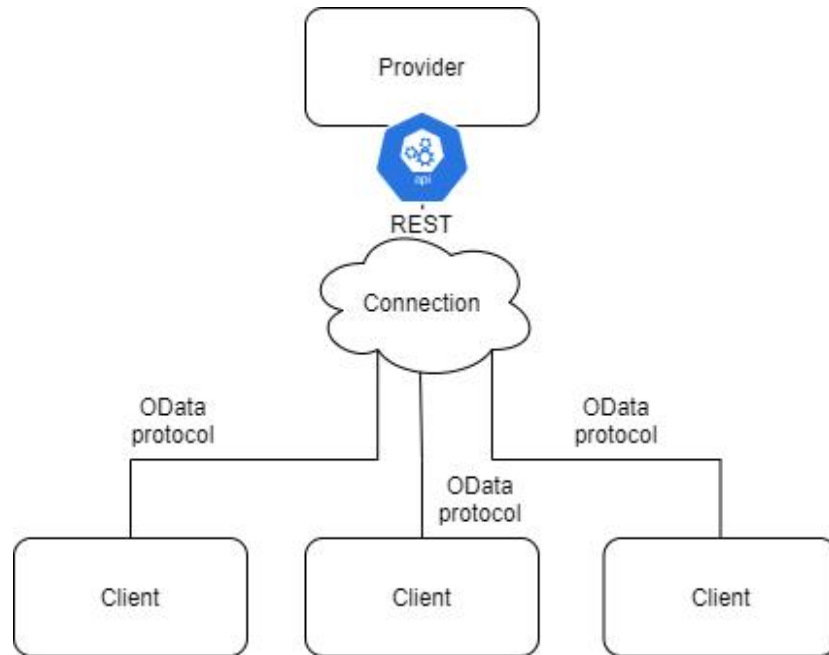


Figure 4. HTTP service operation

Web services are configuration objects that help to create an interface to enable an external resource to access the program's functionality. Unlike the previous tool, this service supports the SOAP architecture. The structure is defined in the configuration tree, and after being published on the web server, this interface becomes available to external Internet resources. The organization of the Web service is shown in figure 5.

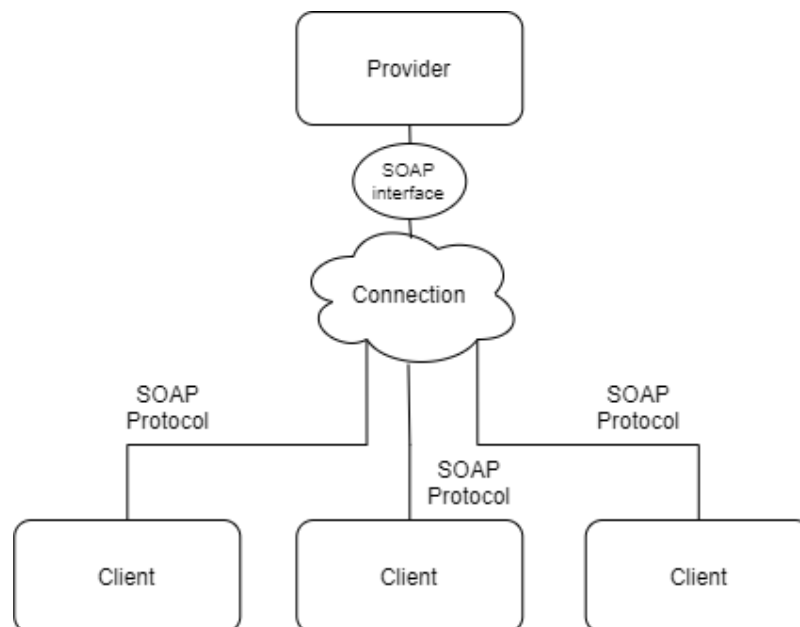


Figure 5. Web service operation

Since the previously described means are quite similar in terms of their purpose and origin, they cannot be called equivalent or interchangeable. HTTP service is based on HTTP requests and is fairly easy to use compared to Web services. It can be argued by the fact that the exchange of such requests does not suppose checking the transferred

data, their types, or structure. Therefore, this technology can be called more resource-oriented. Sent and received data is usually presented in JSON format. Web services, for its part, imply a description of the procedures to be called and the parameters to be passed. This is a more complex technology, since in its context it is not the fact of receiving data that is important, but the properties of the transmitted data. Within the process of applying this mechanism, the XML format is predominantly used.

Exchange plans, for its part, are characterized by predefined data exchange elements, or nodes. The exchange plan determines between whom the exchange is made, the type of data transferred, restrictions and exchange rules. They refer to universal data exchange mechanisms that are used in the context of distributed databases and when organizing the interaction of the «1C:Enterprise» infobase with a third-party system. Important definitions related to the exchange plan mechanism are the messaging infrastructure and the change registration service. Infrastructure in this context is a messaging tool. The message contains exactly the recipient, the sender, and the exchange plan to which it belongs to. Nodes have two main properties: numbers of sent and received messages. The change registration service tracks changes to objects and commits them so that only the modified ones are used during further data transfer.

The principle of integration using external components serves to organize close and continuous interaction with a third-party system. Such components are programs that are dynamically connected to the «1C:Enterprise 8» system and expand its functionality [5]. By applying this technology, it is possible to connect auxiliary trading equipment, such as barcode scanners. There are two types of such components:

1) Native API is a more modern type.

2) COM is an outdated technology that is no longer used for integration purposes, but continues to be supported to maintain compatibility with older components.

A component can be stored in several ways: locally on disk or in a configuration layout. The component is connected using the built-in language tools.

Thus, integration is a fundamental component of the functioning of information systems in organizations of different scale. This is especially closely related to such enterprises that keep records and analyze all business transactions performed. This is a very difficult task, in the implementation of which it is necessary to take into account many details: security, optimization, speed, interactivity, and so on. The technologies used to organize the integration are updated or completely replaced with new, more flexible and convenient ones. For this reason, in the field of development, integration is considered to be one of the most difficult tasks due to its dynamism and immensity. However, despite the large number of aspects and complexities, the «1C:Enterprise 8.3» platform ensures integration with almost any information system and even equipment using generally recognized open standards and data transfer protocols. It provides a variety of opportunities for data exchange and integration of applied solutions and, therefore, when solving this problem, developers do not need to think about whether the platform will support this or that mechanism, it is enough to compare the tools provided and the goals pursued and decide which technology is more suitable.

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STRATEGIC DIRECTIONS FOR COMPANY DEVELOPMENT IN CRISIS CONDITIONS: A HOLISTIC APPROACH FOR SUSTAINABLE SUCCESS

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Introduction. In times of crisis, companies face significant challenges that require a strategic and comprehensive approach to ensure their long-term growth and success. This article explores various strategic directions for company development in critical conditions, encompassing areas such as marketing and sales, production, personnel policy, finance, capital investments, environmental control, and mergers and acquisitions. By adopting a multifaceted approach and implementing well-defined strategies, businesses can navigate uncertainty and achieve sustainable growth and profitability.

Strengthening Marketing and Sales Strategies. During crisis conditions, it becomes imperative for companies to thoroughly assess and align their marketing and sales channels with their target market and overall objectives. The implementation of effective marketing and sales strategies becomes crucial in not only attracting potential buyers but also maximizing sales. In order to achieve this, companies should explore various avenues, such as leveraging digital marketing techniques, enhancing customer relationship management systems, and adopting innovative promotional tactics.

Market research, competitor analysis, and customer segmentation are vital components for companies to gain insights into the ever-changing needs and preferences of their customers. By conducting comprehensive market research, companies can identify emerging trends, assess competitive landscapes, and tailor their offerings accordingly. A thorough understanding of customer segmentation enables companies to develop targeted marketing campaigns and personalized experiences, ultimately increasing the likelihood of customer acquisition and retention.

In addition to acquiring new customers, companies should also focus on building long-term relationships and fostering customer loyalty. Implementing customer retention programs, offering exceptional customer service, and continuously engaging with customers can significantly impact customer satisfaction and loyalty. By prioritizing customer-centric approaches and actively seeking feedback, companies can adapt their strategies to meet customer expectations and strengthen brand loyalty.

To support the insights provided, several sources contribute valuable information on effective marketing and sales strategies during crisis conditions. The American Marketing Association (AMA) offers a range of resources, including research papers and articles, which provide insights into marketing strategies, customer relationship management, and digital marketing techniques. The Harvard Business Review and Forbes are reputable publications that provide case studies and articles on successful marketing

and sales strategies implemented by companies across different industries. Additionally, industry-specific reports and studies from market research firms like Gartner and Nielsen can offer valuable insights into market trends, consumer behavior, and effective marketing practices.



Picture 1: Strategic Planning Cycle

In conclusion, crisis conditions necessitate a comprehensive evaluation and alignment of marketing and sales channels. By implementing effective marketing and sales strategies, companies can adapt to changing market dynamics, attract potential buyers, and maximize sales. The insights and sources provided serve as a foundation for companies to develop tailored strategies that resonate with their target market, ultimately driving success and resilience during challenging times [1].

Enhancing Production Efficiency and Innovation. In times of crisis, optimizing production processes becomes paramount for companies aiming to maintain their competitive edge. By implementing lean manufacturing principles, leveraging advanced technologies, and enhancing supply chain management, companies can achieve operational efficiency and cost reduction. Streamlining production workflows, implementing robust quality control measures, and fostering a culture of innovation are key strategies to drive productivity and adaptability.

Adopting lean manufacturing principles, such as just-in-time production, can help companies minimize waste, reduce inventory holding costs, and improve overall efficiency. By closely monitoring production cycles and aligning them with customer demand, companies can optimize resource utilization and mitigate the risk of overproduction. This approach enables them to remain agile and responsive to market fluctuations.

Embracing advanced technologies, such as automation, robotics, and data analytics, can significantly enhance production processes. Automation can streamline repetitive tasks, reduce human error, and enhance overall productivity. Robotics can be employed for tasks that require precision and efficiency, enabling companies to improve output quality and speed. Data analytics can provide valuable insights into production performance, enabling companies to identify bottlenecks, optimize workflows, and make data-driven decisions.

Supply chain management plays a critical role in optimizing production processes. Collaborating closely with suppliers and strategic partners can facilitate efficient inventory management, reduce lead times, and enhance overall supply chain visibility. By fostering strong relationships and implementing effective communication channels, companies can mitigate disruptions and ensure a smooth flow of materials and components.

Investing in research and development (R&D) activities is instrumental in driving innovation and improving product offerings. Companies should allocate resources to R&D initiatives to develop new products, enhance existing ones, and stay ahead of the competition. Innovation can lead to the introduction of more efficient production techniques, product diversification, and improved customer satisfaction.

To support the insights provided, several sources offer valuable information on optimizing production processes during times of crisis. The International Journal of Production Economics publishes research articles and studies on various aspects of production management, lean manufacturing, and supply chain optimization. The MIT Sloan Management Review provides insights on innovative practices and strategies for production optimization. Additionally, industry reports and case studies from consulting firms such as Deloitte and McKinsey offer practical guidance and best practices for enhancing production efficiency [2].

In conclusion, optimizing production processes is crucial for companies to thrive during crises. By implementing lean principles, leveraging advanced technologies, and improving supply chain management, companies can enhance operational efficiency, reduce costs, and foster innovation. The sources and insights provided serve as a foundation for companies to develop tailored strategies that optimize production processes and position themselves for long-term success in challenging times.

Prioritizing Human Resources and Talent Development: During crisis periods, companies need to place a strong emphasis on their human resources to maintain a motivated and skilled workforce. This involves investing in employee training and development programs to enhance their capabilities and adaptability. By creating a positive work environment, offering competitive compensation and benefits packages, and promoting a culture of continuous learning, companies can attract and retain top talent. Additionally, implementing performance management systems and fostering transparent communication channels can align employee goals with company objectives, thereby improving overall productivity and organizational effectiveness.

Sound Financial Management and Strategic Investments: During times of crisis, effective financial management is paramount for companies to navigate challenges and ensure long-term stability. To safeguard their financial position, companies must closely monitor cash flow, optimize working capital, and implement cost-saving measures. By adopting robust budgeting and forecasting processes, companies can make informed financial decisions and allocate resources effectively.

Cash flow management is critical in uncertain times. Companies should closely monitor incoming and outgoing cash flows, identify potential bottlenecks, and take proactive measures to maintain adequate liquidity. This may involve negotiating favorable payment terms with suppliers, managing inventory levels efficiently, and closely monitoring customer payment behavior to ensure timely collections.

Optimizing working capital is essential for companies to enhance their financial position. By managing inventory levels, reducing accounts receivable cycles, and negotiating favorable terms with creditors, companies can improve cash conversion cycles

and generate additional liquidity. Efficient working capital management enables companies to meet short-term financial obligations and reduce reliance on external financing.

Cost-saving measures play a vital role in preserving financial stability during crises. Companies should conduct thorough cost analyses, identify areas of inefficiency, and implement strategies to reduce expenses. This may involve streamlining operations, renegotiating contracts with suppliers, and exploring innovative solutions to optimize resource utilization.

In addition to prudent financial management, strategic investments can contribute to long-term growth and resilience. Companies should carefully evaluate investment opportunities that align with their core competencies and market potential. This may include modernizing production facilities to enhance efficiency, diversifying revenue streams to reduce dependence on specific markets or industries, or expanding into new markets to capture untapped opportunities [3].

Access to capital is crucial for companies seeking to implement strategic initiatives and drive growth. Companies should leverage their financial expertise and explore various financing options. This may involve securing bank loans, seeking investment from venture capital firms or private equity investors, or accessing government funding programs designed to support businesses during crises.

To support the insights provided, several sources offer valuable information on financial management strategies during times of crisis. The Harvard Business Review publishes articles and research on financial management practices, cash flow optimization, and cost-saving measures. The Financial Times provides up-to-date news and analysis on financial markets, economic trends, and investment opportunities. Additionally, reports and publications from reputable consulting firms like PricewaterhouseCoopers (PwC) and Ernst & Young (EY) offer insights and best practices for effective financial management during challenging times.

In conclusion, effective financial management is crucial for companies to navigate crises successfully. By closely monitoring cash flow, optimizing working capital, and implementing cost-saving measures, companies can ensure financial stability. Strategic investments and access to capital further contribute to long-term growth and resilience. The sources and insights provided serve as a foundation for companies to develop tailored financial management strategies that foster financial stability and drive sustainable profitability in challenging times.

Environmental Responsibility and Sustainability: In today's business landscape, environmental sustainability is a pressing concern. Companies should prioritize environmental control and compliance with relevant legislation. By implementing sustainable practices, such as reducing carbon emissions, minimizing waste generation, and adopting eco-friendly technologies, businesses can contribute to environmental protection and enhance their reputation as socially responsible entities. Engaging in partnerships with environmental organizations, participating in sustainability initiatives, and integrating green practices into their operations can lead to improved brand image and customer loyalty.

Evaluating Mergers and Acquisitions: Mergers and acquisitions (M&A) have long been recognized as strategic opportunities for companies to enhance their competitive position and achieve growth in dynamic business environments. By combining resources and capabilities with complementary businesses, companies can leverage synergies, expand their customer base, and gain access to new markets or technologies.

One of the key benefits of M&A is the potential for synergy. Synergy occurs when the value of the combined entity is greater than the sum of its individual parts. This can be achieved through various means, such as operational efficiencies, economies of scale, and shared resources. By consolidating operations, eliminating duplications, and optimizing processes, companies can reduce costs and improve overall productivity [4].

Expanding the customer base is another significant advantage of M&A. Through strategic alliances, companies can access new customer segments, broaden their market reach, and strengthen their competitive position. This can lead to increased market share and revenue growth. Moreover, M&A can provide an opportunity to cross-sell products or services to the newly acquired customer base, creating additional revenue streams.

Access to new markets or technologies is a compelling motive for companies considering M&A. By acquiring businesses with a strong presence in different geographic regions or industries, companies can diversify their operations and reduce dependency on specific markets. Additionally, M&A can facilitate the acquisition of innovative technologies or intellectual property rights, enabling companies to enhance their product offerings or improve operational efficiency.

However, it is important for companies to conduct thorough due diligence before engaging in M&A activities [5]. Financial and legal assessments are crucial to identify potential risks, liabilities, and compatibility issues. This includes evaluating the target company's financial health, assessing its legal and regulatory compliance, and analyzing any potential cultural differences that may impact integration efforts. Successful M&A transactions require a strategic approach. It is essential for companies to align M&A activities with their overall strategic objectives and corporate culture. This involves assessing how the proposed transaction fits into the company's long-term vision, evaluating potential synergies, and considering the impact on stakeholders such as employees, customers, and shareholders.

Several reputable sources provide valuable insights and guidance on M&A strategies. The Harvard Business Review offers a wealth of articles and case studies that delve into various aspects of M&A, including best practices, integration strategies, and risk management. The M&A research and analysis reports from global consulting firms like McKinsey & Company and Deloitte provide in-depth analysis of industry trends, deal-making considerations, and post-merger integration strategies.

In conclusion, mergers and acquisitions present strategic opportunities for companies to enhance their competitive position and achieve growth. By leveraging synergies, expanding their customer base, and accessing new markets or technologies, companies can drive sustainable value creation. Thorough due diligence, alignment with strategic objectives, and careful consideration of cultural and legal factors are critical to ensuring successful M&A transactions. The sources and insights provided serve as valuable resources for companies considering M&A as a growth strategy in today's business landscape.

Conclusion: In times of crisis, companies must adopt a comprehensive and multi-faceted approach to navigate challenges and secure their long-term success. The strategic directions discussed in this article provide a framework for companies to develop and implement effective strategies across various functional areas.

By strengthening marketing and sales strategies, companies can adapt to changing market dynamics, attract new customers, and maximize sales. Investing in research and development activities, embracing innovation, and optimizing production processes

contribute to enhanced operational efficiency and competitiveness. Prioritizing human resources through talent development initiatives and fostering a positive work environment ensures a motivated and skilled workforce. Sound financial management and strategic investments provide the necessary resources to support growth and resilience. Environmental responsibility and sustainability not only protect the environment but also enhance a company's brand reputation and customer loyalty.

Furthermore, evaluating mergers and acquisitions offers companies opportunities to enhance their market position and gain access to new markets or technologies. It is crucial for companies to conduct thorough due diligence and align these transactions with their overall strategic objectives.

To support the insights presented, several sources provide valuable information and guidance. The International Journal of Research in Marketing, Harvard Business Review, and Forbes offer comprehensive analysis and case studies on marketing and sales strategies. The Journal of Operations Management and McKinsey & Company provide insights into optimizing production processes and innovation. Harvard Business Review and Society for Human Resource Management are valuable resources for human resources and talent development strategies. Financial publications such as The Wall Street Journal and The Financial Times provide insights into financial management and strategic investments. The United Nations Sustainable Development Goals and sustainability reports from leading companies provide guidance on environmental responsibility and sustainability practices. Lastly, reports from consulting firms like Deloitte and PricewaterhouseCoopers offer insights into mergers and acquisitions.

In conclusion, companies facing crisis conditions must adopt a comprehensive approach to strategic development. By implementing effective strategies across marketing and sales, production, human resources, finance, environmental control, and mergers and acquisitions, companies can navigate challenges and position themselves for long-term success. The insights and sources provided serve as a foundation for companies to develop tailored strategies aligned with their specific contexts and goals. Through proactive planning and execution, companies can thrive in crisis conditions and emerge stronger in the dynamic and competitive business landscape.

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MAJOR CHALLENGES OF SMALL AND MEDIUM ENTERPRISES IN AFGHANISTAN

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Introduction. Broadly, worldwide, it has been accepted and presented that Small and Medium Enterprises (SMEs) are the backbone of an economy or the main drivers of economic growth and development of any country (Brauweiler, 2002). Primarily, they are fundamental drivers for job creation, innovation and economic growth. According to the World Bank Group report, SMEs create the majority of businesses worldwide and are significant contributors to job creation and global economic development. They represent about 90% of businesses, more than 50% of employment worldwide, 40% of national income (Gross domestic Product - GDP) in emerging economies and 7 out of 10 formal jobs in emerging markets (World Bank Group, 2022). Also in Afghanistan, SMEs constitute a major portion of the economy and significantly contribute to job creation and poverty reduction. They are constituting 85% of Afghan businesses, make up 50% of the country's GDP, employ more than one-third of the country's workforce and the majority of them operate in urban areas and between 70 to 80 percent remain informal, unregistered with the government (Mashal, Small and Medium Enterprises Development and Regional Trade in Afghanistan, 2014). Still, SMEs face many fundamental challenges that keep them away from sustainable growth and development. Despite numerous challenges that SMEs face in Afghanistan, the major ones are political instability, corruption, security issues, lack of access to finance and markets, lack of skilled labor, and lack of business development services, lack of adequate public services and inadequate infrastructure in this article major challenges of SMEs such as political instability, lack of policies to encourage informal business to formalize their establishments and limited access to finance deeply discussed and some practical solutions presented. Furthermore, this article provides a snapshot of the SMEs after August 15 of 2021, after the collapse of the Islamic Republic of Afghanistan.

Methodology. Mainly, this article is based on secondary data and significantly relies on one source of information and analysis: through a study of the available credible literature. Or, in other words, this research is based on qualitative data about the challenges of SMEs and proposed practical solutions. The literature review is based on the distinguished scholar's reports on the SME development of Afghanistan and published research thesis on addressing major challenges of Afghan SMEs and comprehensive SME development proposals for the government of Afghanistan to address the challenges of SMEs in Afghanistan. In addition, reports from the World Bank Group were reviewed and added to the article which mainly is about the economic status of countries, specifically about stabilizing and recovering the economy of Afghanistan and the economic status of Afghanistan. And furthermore, a critical analysis of private sector development strategies and recent updates about the economy of Afghanistan is also reviewed and discussed in the article.

Major Challenges of SMEs in Afghanistan. Generally, different countries have their own definition of SMEs according to the scale of their economy, therefore, the Ministry of Commerce and Industry (MoCI) of Afghanistan defined SMEs according to the scale of its economy. MoCI defined micro businesses as establishments to employ less than five employees, small businesses as entities to hold 5-19 employees, medium businesses as firms to have 20-99 employees and large businesses as institutions to em-

ploy more than 100 employees. The table 1 is given full details about the definition of Micro Small and Medium Enterprises (MSMEs) both in terms of the amount of investment and number of employees (OECD, 2019). Small and medium enterprises are the main drivers of the economy worldwide. That is true as well for the economy of Afghanistan. But barriers to SMEs development are numerous not only in Afghanistan but worldwide. The major challenges that Afghan SMEs face are lack of political stability, lack of incentive for businesses to merge themselves into the formal economy, lack of infrastructure and lack of easy access to finance.

Table 1. Definition of Micro, Small, Medium and Large Enterprises in Afghanistan

MSMEs in Afghanistan			
	Number of employees	Investment in Equipment Services Sector	
		Manufacturing Sector	Services Sector
Micro	<5	<2.5 mn AFN	>1 mn AFN
Small	5-19	2.5-5 mn AFN	1-2 mn AFN
Medium	20-99	5-10 mn AFN	2-5 mn AFN
Large	>100	>10 mn AFN	>5 mn AFN

It has been decades that Afghan SMEs suffered from political instability which negatively impacted their growth and development. On the other hand, the role of the Afghan government and international organizations was so weak in supporting them. For instance, as a result of political instability Afghanistan was not able to establish a clear SME strategy during the first eight years of the U.S invasion, in 2009 a strategy was established, but its implementation and oversight did not begin until 2011 and when the SME Directorate was formed whiting the Ministry of Commerce with 12 staff and doubled in the next and remained understaffed due to complexity of the work it oversees (Mashal, Small and Medium Enterprises Development and Regional Trade in Afghanistan, 2014). It shows that political instability significantly impacted the government administrations to not able to even put first things first in the agendas, in addition, it shows that lack of qualified workforce in the market as another potential negative factor pressed the issue further to the side and make the task further difficult for the responsible agencies to establish SMEs strategy at the right time with the excellent quality to have a positive impact.

Furthermore, as a result of a prolonged conflict has created many other related issues such as insecurity, corruption and poor infrastructure. According to Article 2 of the Afghan Private Investment law, the state is committed to maximizing private investment, both domestic and foreign. All registered enterprises have equal access to the market and are treated equally by the law unless legislation specifically provides otherwise. However, foreign investment remained a challenge to the government, with the incentive and rich raw resources that Afghanistan possesses still the international investors had not been convinced as a result of political instability and the attached problems that had been created. For instance, according to World Bank’s Doing Business Report (2020), Afghanistan was ranked 173rd out of 190 countries, compared to the 2019 report which was reported 167th, but still with a starting a business score of 92 out 100 (ranked 52nd out of 190) and with a score of 36.0, improved protection of minority of investors (Bertelsmann Stiftung, 2022). The data shows that Afghanistan is one of the worst

places in the world to invest in and political instability significantly impacted negatively SMEs development in Afghanistan.

In addition, corruption has multiple and severe effects on Afghanistan. In addition to the direct financial costs of corruption (higher costs of contracts and public services, loss of public funds due to theft or misuse of government facilities and assets) there are substantial costs related to time devoted to corrupt practices by government officials, private businesses, and the public as well as, especially in the case of the security sector, the human costs (e.g. of threats, intimidation, victimization of people by security forces), moreover, widespread corruption (or perceptions about the level of corruption in Afghanistan) deters and distorts private investment (Asian Development Bank, 2007). Furthermore, the recent government regime changes from Islamic Republic of Afghanistan to Islamic Emirate of Afghanistan which is still struggling to be recognized as legitimate government by international bodies worsen the whole fragile economy further and the SMEs further suffering from this state of government.

Among many challenges that businesses face in Afghanistan, the lack of policies and strategies to encourage informal SMEs to formalize their establishments is another challenge for formal SMEs and for the whole economy. SMEs make up 50 percent of the GDP of the country, they have been counted as 85 percent of the businesses and 70 to 80 percent of them are informal business entities. According to published data by the MoCI, the share of private investment in total investment has risen significantly from 51 percent in 2001-2003 to 58 percent in 2006-2008 and to nearly 70 percent over the period 2008-2010, Afghan economies, however, continue to be characterized by a dichotomous structure – a large informal sector living side-by-side with a formal sector. It is estimated that over 90 percent of the new employment opportunities in Afghanistan from 2001-2010 were generated in the informal sector, with over 75 percent of total non-agricultural employment on average, compared to 57 percent and 45 percent in Latin America and Asia, respectively. In the towns and cities, informal employment is estimated to absorb over 60 percent of the urban labor force (Ministry of Commerce and Industry, 2010). It shows that the government has not been able to create road maps to formalize the informal economy, which is a fundamental challenge for the formal SMEs, they are not able to have fair competition in the market, definitely, always operate in the mood of survival, on the hand the informal establishment created for themselves an absolute comparative advantage in the market and easily compete with formal businesses and wins the market share.

There are many reasons why businesses in Afghanistan stay informal: high taxes, administration corruption and lack of adequate public services. According to the tax guide of the Ministry of Finance (MOF), the Business Receipts Tax (BRT) for the Airlines, telecommunications, and superior hospitality industries is 10%, the BRT for the regular hospitality industries is 5% and for all other industries is 2% and the annual income tax for the corporations & LLCs is 20%. As with a high tax rate that discourages informal businesses to not formalize, administrative corruption is another challenge both for them and for the formal businesses as well. Bribery and other corrupt practices are common among government officials in Afghanistan, businesses find it difficult to comply with formal regulations and they tend to stay informal in order to avoid dealing with corrupt officials.

Furthermore, it may be a wonder for people to believe that the majority of businesses in Afghanistan operate informally. It's not just because they prefer to operate that way. The reality is that there's a lack of decent public services like electricity, water

supply, and transportation. This makes it difficult for businesses to formalize their operations since they are obligated to pay for these services, which many cannot afford. As a result, they stick to operating from their homes or small shops where they can access these services without incurring additional costs. It is a tough situation that needs urgent attention. In addition, informal businesses face many challenges. It is a tough road for them. Not only are they at risk of being exploited and mistreated because they do not have any legal protection, but they also have a hard time accessing markets because they are often left out of government contracts. And let us not forget about how tough it is for them to get loans from banks - those financial institutions are usually pretty hesitant to lend money to businesses that are not formalized. All of these obstacles can make it pretty challenging for these businesses to grow and expand their operations.

Small and medium-sized enterprises (SMEs) in Afghanistan are facing a major challenge when it comes to accessing finance. This limited access is hindering their growth and development, which is crucial for the country's economic growth and poverty reduction. In 2016, 57% of businesses considered the availability of finance as an issue, with the majority citing very high-interest rates and excessive collateral requirements as the main deterrents (ACCI, 2017). Due to the high costs of formal finance, limited connectivity, low trust in banks, little financial literacy and religious concerns (for interest-bearing loans), merely 2% of businesses resort to bank finance (World Bank, 2018); instead, most rely heavily on kin-based or other unofficial financing mechanisms. Therefore, it is imperative to find viable solutions to this problem to support the growth and development of SMEs in Afghanistan. The lack of a conducive business environment is one of the main reasons for this limited access to finance. The situation is further compounded by the high levels of corruption, weak legal system, and inadequate infrastructure. This unfavorable situation makes it difficult for SMEs to access finance, which is critical for their growth and development. Moreover, the high risk associated with investing in Afghanistan is discouraging most commercial banks and financial institutions from providing SMEs with much-needed finance.

Solutions for Challenges of Afghan SMEs. Solving the SMEs' problems or addressing the challenges of them is not an easy task for the government and for the international organizations that put efforts regularly on the issue to tackle it and they have never been successful. Both the government and international organizations first of all can focus on addressing the political instability, which is the mother of the challenges or problems in Afghanistan. The best possible solution for the government and international organizations that trying to address the issue is to establish a government system that everyone must have an equal right to education and development. A peace agreement for the lifelong between all the political entities and the whole nation. Then the government and international organizations should put first things first, and plan to develop infrastructure such as roads, electricity, and water supply to facilitate SMEs operations. In addition, to establish sustainable political stability, they should fight against corruption through impactful strategies and techniques. For example, an influential national campaign against corruption can be designed and implemented to increase the awareness of the population about the harms that corruption could leave and the benefits that fighting against can bring to their communities and generally to the whole nation. Or the government can recruit the right people at the right place at the government agencies. Furthermore, the government can design practical infrastructure development projects, and invest in improving the transportation network, power supply, and communication systems.

Generally, the best solution for informal businesses to formalize is establishing inclusive policies which should promote access to equal opportunity. As a result, formalizing SMEs will increase tax revenues promote the growth of the private sector and create more job opportunities. Despite the challenges formalization of SMEs, it is crucial to address the barriers to access to finance as well as to truly support businesses in Afghanistan and help them to develop and have positive growth. First of all, the government needs to establish a more favorable business environment by implementing inclusive reforms that help the administrative system to reduce corruption, strengthen the legal system and build fundamental infrastructure and improve the underdeveloped infrastructure. Then, establishing a credit guarantee scheme is another critical solution to improve access to finance for Afghan SMEs. The scheme would provide guarantees to financial institutions to lend to SMEs, it will help the financial institutions to let with confidence and mitigate the risk involved with the investment. Moreover, establishing a specialized agency to provide technical assistance, financial literacy and final advisory services to SMEs. This will help the SMEs to be organized, have an improved financial management system and more importantly, they will be able to meet the requirement of financial institutions.

Conclusion. SMEs are the backbone of the global economy; Afghan SMEs are the main drivers of the economy as well. But they are facing and suffering from many problems that mainly the government of Afghanistan created for them. Mainly, political instability, lack of policies to encourage business formalities and limits of access to finance are core challenges that SMEs in Afghanistan deal with. Since, the establishment of the Islamic Republic of Afghanistan in 2001 until now, the SMEs is not being able to have access to the most fundamental services such as public services and infrastructure which are most important factors that help them to be sustainable.

Political instability is one of the critical challenges that SMEs suffer from. Political instability furthermore pushed other factors like lack of security, poor infrastructure and corruption to stay high and have a high negative impact on the growth and development of SMEs in Afghanistan. For instance, on 15 August 2021, the Taliban regime come to power and worsens the situation further. According to a World Bank report that survived 100 formal businesses, the political crisis in August 2021 had a significant and immediate impact on the social and economic situation in Afghanistan. Economic activities were substantially affected, and the private sector was hit hard. Smaller businesses have been hit harder. All of the small firms interviewed for the survey reported that demand for their goods or services had declined, and most of them anticipated revenue losses over the next six months. Over one-third, (38 percent) of surveyed small firms had temporarily shut down, as compared to 25 percent of medium and 35 percent of large firms. The vast majority (82 percent) of small firm respondents stressed an increased need for short-term working capital to keep future operations afloat. These results suggest that Afghanistan's small firms are now even more likely to be pushed into informality or out of business. The enduring firm closures, together with the flight of human capital out of the country ("brain drain"), have led to substantial private sector losses (World Bank, 2022).

Furthermore, more than 80 percent of the business establishments are operating informally which is a huge problem for formal SMEs, they tend to avoid high tax rates, deal with corrupt administrative officials and cut operation costs. They would prefer to operate from their homes and informal business environment. The critical solutions for them to merge them into the formal economy are providing them with a low-cost sus-

tainable infrastructure, developing a proper institutional and legal framework to support the private sector, developing tax policies to facilitate SME formalization, and improving the industrial parks policy to offer higher-quality public services. Without the above-mentioned services, it would be hard enough for the government to bring in the informal businesses to formality. Definitely, if the informal businesses formalize themselves the level of tax revenue for the government will dramatically increase and all the businesses will have a fair business competition environment, the SMEs will try to develop their operation further to have a larger part of market share in their specific industry. In addition, limitations to access to finance are another major issue for Afghan SMEs. To overcome this challenge the government should establish a credit guarantee scheme as the best possible solution. The SMEs will have the opportunity to operate ethically and improve their financial management literacy and management system to access finance. On the other hand, financial institutions will be confident to lend to SMEs. Hence, addressing the challenges of SMEs should be a priority for government and international organizations in order to establish a formal and sustainable economy in Afghanistan.

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IMPLEMENTATION OF AN EFFECTIVE PROGRAM FOR MANAGING ORGANIZATIONAL CHANGES IN AN ENTERPRISE

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Modern business is defined not only by competition and rapid market changes but also by the necessity of constant development and adaptation to new conditions. Organizational changes have become an integral part of successful enterprise functioning, allowing them to adapt, improve operational efficiency, and maintain competitiveness. However, the process of managing organizational changes is complex and multifaceted, requiring a competent approach and modern strategies. This article examines the implementation of an effective program of measures for managing organizational changes in an enterprise, with a focus on key aspects, methods, and tools that contribute to the successful implementation of changes and the achievement of set goals.

In this research, we propose scientific and practical recommendations for the research objects based on a successful model of managing organizational changes. The measures suggested to enhance the efficiency of dairy farms have two main directions: the first direction involves implementing organizational changes in strategic management and company resources, while the second direction focuses on organizing and implementing changes in economic activities [1].

The diagnosis and analysis of organizational change management in the studied objects revealed the following "bottlenecks" that require either adjustments or significant organizational changes in all three examined entities.

During the diagnosis and analysis of management in the dairy industry enterprises of the region, the following "bottlenecks" requiring adjustments or significant organizational changes were identified [2]:

1. Loss norms: It was found that all three objects have "outdated" loss norms that need updating. This may lead to underestimating actual losses and reducing process efficiency. It is recommended to update loss norms based on current data and the experience of global leaders.

2. Production planning automation: There is a need for automation of production planning at "Emil" LLP. Implementing specialized software will optimize the bottling planning processes and enhance production efficiency.

3. Production-premium expenses norms: "Emil" LLP lacks norms for production-premium expenses. Developing and implementing norms for these expenses based on global benchmarks will provide a more accurate cost assessment and optimize budgeting processes.

4. Equipment efficiency stagnation: Doubts arise regarding the efficiency growth of equipment at "Emil" LLP. It is recommended to implement programs to improve production processes efficiency, search for new technologies, and diversify the adopted solutions.

5. Loss of competitiveness in packaging solutions: "Emil" LLP is experiencing a loss of competitiveness in packaging solutions. Applying new packaging technologies and developing innovative solutions are recommended to enhance the attractiveness of products for consumers.

We assume that the conceptual model developed by us can serve as a guideline for the researched entities in the context of managing organizational changes. According to codes, "Emil" LLP is expected to make significant and innovative changes in strategic

management and resource management (especially financial activities) as well as planned changes to maintain stability in operational activities. As for the other two research objects, it is recommended to "align" all areas of the company's operations towards success by implementing well-thought-out change strategies from within.

Based on the conducted analysis and diagnosis of strategic management in "Emil" LLP, the following recommendations are proposed:

1. Make significant and innovative changes in strategic management. This may involve revising current strategic plans, defining new goals and priorities, as well as developing innovative approaches to management.
2. Strengthen resource management, particularly financial activities. It is recommended to analyze and optimize budgeting processes, improve financial planning and control, and implement cost management systems.
3. Implement planned changes to maintain stability in operational activities. This may include optimizing production processes, improving product quality, enhancing resource utilization efficiency, and implementing quality management systems.
4. Ensure active employee engagement in the change process. Training and workshops on new strategies and approaches are recommended, along with establishing communication channels for information and idea exchange and encouraging and supporting employee initiatives.
5. Evaluate the effectiveness of implemented changes and regularly monitor and analyze the results. This will help determine the achievement of set goals, identify further potential improvements, and adjust the management strategy in accordance with the changing environment.

The knowledge management framework comprises several key components. The information technology component involves the utilization of information technologies for knowledge collection, processing, retrieval, transfer, application, and transformation into products or services. The organizational and managerial component entails business activities aimed at changing, adjusting, and exploiting the organizational structure and business processes of the organization. The socio-cultural component encompasses measures for changing and institutionalizing corporate culture and employee behavior.

The establishment of a knowledge management department within a company holds significant importance for successful functioning and competitiveness. The knowledge management department serves as a specialized structure responsible for the collection, organization, storage, dissemination, and application of knowledge within the company.

The importance of a knowledge management department manifests in several aspects [3]:

1. Enhancement of internal processes: The knowledge management department helps optimize and standardize internal business processes. Centralized knowledge storage and access enable employees to perform their tasks faster and more efficiently, reducing the risk of errors and improving work quality.
2. Promotion of innovation: The knowledge management department contributes to stimulating and supporting innovative ideas within the company. Employees have access to existing knowledge, expertise, and experience, fostering the emergence of new ideas, the development of new products and services, and process improvements.
3. Reduction of knowledge loss: The knowledge management department helps prevent the loss of valuable knowledge when experienced employees leave the company or change positions. Knowledge is systematized, documented, and transferred to new

employees, allowing for the preservation and utilization of accumulated expertise.

4. Improvement of decision-making: The knowledge management department provides employees with access to up-to-date information and analytical data, facilitating more informed and high-quality decision-making. Knowledge, systematized and structured within the department, serves as a foundation for strategic and operational decision-making.

Development of a learning and development culture: The knowledge management department contributes to the development of a learning and continuous development culture among employees. Providing access to educational materials, conducting training sessions, and facilitating knowledge sharing contribute to enhancing employee competencies and creating an atmosphere of continuous learning within the company [4].

Thus, the establishment of a knowledge management department is an important step for the company. It enables the effective utilization and transfer of knowledge, enhances innovation, improves decision-making, and fosters employee development. With such a department in place, the company gains a competitive advantage as it can quickly adapt to changes in the external environment, evolve, and achieve high performance.

To estimate the implementation of a knowledge management department in the "Emil" company, several factors need to be considered. Initially, the costs associated with creating and equipping the department, as well as hiring and training staff, should be determined. Then, an estimate of the approximate operational expenses for the department's annual functioning can be calculated [5].

Approximate costs for creating and equipping the department may include the following components:

1. Rent payment for the department's premises.
2. Purchase of necessary office equipment and software.
3. Development and implementation of an information system for knowledge management.
4. Training of staff on knowledge management and working with the information system.

Operational expenses for the department's annual functioning may include the following components:

1. Salaries of department staff, including managers, analysts, and knowledge management specialists.
2. Expenses for ongoing updates and support of the information system.
3. Costs for conducting internal trainings and educational programs for company employees.
4. Expenditures for external consultations and audits to assess and improve the knowledge management system.

It is important to note that the costs associated with implementing a knowledge management department can be significant, but they should be viewed as an investment in the company's development and long-term competitiveness [6].

To calculate the required funding for establishing the described department, the data in Table 1 is provided.

Table 1. Calculation of expenses for implementing a knowledge management department in "Emil" LLP (in Kazakhstani Tenge)

Component of Expenses	Tenge
Creation and equipment of the department	1 000 000
Rent expenses	200 000
Purchase of office equipment	300 000
Development of information system	500 000
Personnel training	400 000
Total creation expenses	2 400 000
Operating expenses	
Employee salaries	1 800 000
Information system support	500 000
Training and development of personnel	300 000
External consultations and audits	400 000
Total operating expenses	3 000 000

The total cost of implementing and operating the knowledge management department amounts to 5,400,000 tenge.

To calculate the payback period of implementing the knowledge management department in the company "TOO Emil," the following data needs to be considered:

Annual expenses for the knowledge management department: 5,000,000 tenge

Estimated annual economic benefits from implementing the department: 7,000,000 tenge

The payback period can be calculated using the formula:

$$\text{Payback period} = \text{Investment} / \text{Annual economic benefits}$$

In this case:

Investment = Annual expenses for the knowledge management department = 5,000,000 tenge

Annual economic benefits = 7,000,000 tenge

Payback period = 5,000,000 tenge / 7,000,000 tenge = 0.71 years (rounded to 1 year)

Therefore, the approximate payback period of implementing the knowledge management department is around 1 year.

The implementation of the knowledge management department in the company "TOO Emil" is a significant step in improving organizational processes. The calculations have revealed that the investments in the knowledge management department will be recovered within the first year of its operation. This means that the company will start reaping economic benefits from the implementation and effective management of knowledge in a short period.

The knowledge management department will enable the company "TOO Emil" to systematize, store, and disseminate knowledge within the organization, leading to increased efficiency, cost reduction, and improved decision-making quality. It will also enhance communication among employees, promote knowledge sharing, and foster innovative development.

It is expected that the implementation of the knowledge management department will help the company "TOO Emil" gain a competitive advantage, improve its market

position, and ensure long-term development. This investment will have a positive impact on organizational performance and long-term sustainability.

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BUILDING A DYNAMIC WORKFORCE: ENHANCING HUMAN RESOURCE MANAGEMENT AT NOOR CANDLE CORPORATION

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Introduction

Human Resource Management (HRM) is widely recognized as a strategic approach to managing an organization's most valuable assets, its people. However, in the context of Afghanistan, specifically within Noor Candle Corporation (NCC), there seems to be a gap between the conceptual understanding of HRM and its effective implementation. Despite Afghanistan's two-decade-long progress in various areas such as technology, management, and business, the development and utilization of HRM strategies in organizations, companies, and manufacturing firms remain inadequate. Many institutions in Afghanistan allocate a department to HR but fail to fully embrace the holistic aspects of HRM. Typically, the focus is solely on recruitment and selection, while neglecting other critical areas such as employee development through training and capacity-building programs. As a result, employees are often left unsupported, which leads to discouragement and significant losses for both the employees and the organization.

One internal factor hindering the development of human resources in Afghan businesses is the perception of low return on investment and the associated costs of training and staff development. Organizations often expect a return on investment from training programs in the form of increased productivity. However, these returns may not be fully realized until innovative technologies are integrated and employees are adequately trained and oriented. Consequently, when companies face budget constraints, training programs are often the first to be eliminated, further inhibiting employee growth and skill enhancement. Moreover, there is a prevailing misconception among some HR managers and company owners that new hires should already possess all the required skills and knowledge, eliminating the need for training or investment in their development. However, investing in employee training not only motivates individuals but also yields long-term benefits for the company. Failure to recognize the importance of human resources and their potential leads to issues such as bankruptcy, excessive debt, and failure to penetrate domestic and global markets.

The research aimed to address these HRM challenges in Afghan organizations, with a specific focus on Noor Candle Corporation. On the basis of the HRM theory and practices reviewed [1-15], we critically examined NCC's HRM practices, including performance monitoring, knowledge management, and the integration of HRM into decision-making structures and programs to recommend more effective strategies for NCC to fully implement HRM principles and maximize its impact on organizational productivity.

Purpose, objectives, and scope of the research

The objective of this research was to devise a robust human resource management (HRM) strategy for Noor Candle Corporation (NCC) in Herat, Afghanistan.

The research had several objectives related to human resource management (HRM) at Noor Candle Company (NCC). These objectives aimed to gain a comprehen-

sive understanding of HRM principles and their impact, evaluate the HRM practices at NCC, identify strengths, weaknesses, and gaps in the existing HR system, develop strategies to improve the utilization of human resources, provide implementation steps for these strategies, and acknowledge the limitations of the research while offering further recommendations.

The first objective was to review the major concepts, principles, and theories of HRM and their influence on the overall success of organizations. This involved examining established HRM practices and understanding their significance in optimizing employee performance and achieving organizational objectives.

The second objective focused on conducting a critical evaluation of the HRM practices specifically employed at NCC. This involved analyzing the company's HR policies, procedures, and initiatives to assess their effectiveness in managing and developing human resources.

The third objective was aimed at identifying the strengths, weaknesses, and gaps within NCC's HR system. Through this analysis, the researcher aimed to pinpoint areas where improvements could be made and identify potential obstacles or limitations in the current HRM practices.

Building on the identified gaps and weaknesses, the fourth objective involved developing strategies to enhance the utilization of human resources at NCC. These strategies aimed to address the shortcomings and leverage the strengths of the organization's HR system to maximize employee performance, engagement, and satisfaction.

The fifth objective involved recommending implementation steps for the identified strategies. This entailed outlining a detailed plan of action, including the allocation of resources, responsibilities, and timelines, to guide the successful implementation of the proposed HRM strategies at NCC.

Lastly, the sixth objective was to acknowledge the limitations of the research and provide additional recommendations. This involved recognizing any constraints or limitations in the research process or findings and offering suggestions for further studies or areas of exploration to enhance the understanding and implementation of HRM practices at NCC.

Overall, the research aimed to contribute to the understanding and implementation of HRM within NCC by combining theoretical knowledge, analysis of NCC's HRM system, and practical recommendations. By examining HRM concepts, critically evaluating NCC's HRM practices, and proposing strategies for improvement, this study was striving to enhance HRM effectiveness and positively impact organizational success at NCC.

Findings

Noor Candle Company, based in Herat, Afghanistan, started with simple candle products limited to Herat but expanded its marketing efforts and now produces over twenty types of candles in different colors, shapes, and styles for different occasions. The national candles produced by Noor Candle Company are cheaper and of higher quality compared to imported candles from neighboring countries.

The majority of respondents (44.6%) in the survey conducted for Noor Candle Company fell into the age category of 31-40. Most respondents (71.4%) were male, and 62.5% were married employees.

The highest educational qualification of most employees in Noor Candle Company is 12th Grade Completion, with only a few employees (5) having a higher educa-

tional qualification.

The majority of respondents (28.5%) had up to 1-year experience in the present organization, while 17.8% had more than 4 up to 5 years of service. The largest number of employees (50%) worked in the Producing Department.

The management committee (46.4%) and the human resource unit (32.1%) are responsible for preparing the Human Resource Planning (HRP) in Noor Candle Company. The evaluation of HRP effectiveness takes place twice a year.

Regarding recruitment and selection, the majority of employees (39.2%) agreed that it is the first step in the hiring process, and 35.7% agreed that the recruitment and selection process is fair and transparent. Internet advertising was the primary source for job openings (51.7%) in the initial recruitment.

Training and development programs in Noor Candle Company are followed up by a department according to 39.2% of the employees. However, only 33.9% of employees agreed that top management gives due attention to training and development programs.

Performance appraisal awareness was reported by 39.2% of employees, and 64.1% believed that Noor Candle Company has a well-designed performance appraisal system. Immediate supervisors were responsible for evaluating employee performance according to 49.9% of employees.

Regarding compensation and rewards, the board makes compensation decisions according to 67.81% of employees, and 44.6% believe the focus is to motivate, attract, and retain employees. However, only 15.8% of employees found the compensation/reward scheme sufficient, and 26.7% agreed that the amount of medical expenses allowed is sufficient.

Recommendations

The study findings offer valuable insights into the human resource management practices at Noor Candle Company (NCC) in Herat, Afghanistan. The study focused on four main areas of HRM: Human Resource Planning (HRP), Recruitment and Selection, Training and Development, and Performance Appraisal. Additionally, it examined employee perceptions of Compensation/Rewards Management and overall satisfaction with HRM practices.

Training and Capacity Building: Based on the findings, it is recommended that NCC prioritize training and capacity building for its employees. This corresponds to utilizing the internal strength of responsible, effortful, and punctual employees to exploit the external opportunity of producing popular aroma candles. By conducting training sessions, the company can enhance employees' knowledge and skills, leading to improved job performance and overall company success.

Performance-Based Incentives: To address the potential weakness of low employee motivation, implementing a performance-based incentives system is suggested. This involves leveraging the external opportunity of international small grants and government support. Recognizing and rewarding exceptional performance through higher salaries or bonuses can serve as a strong motivator, positively influencing employee motivation and job satisfaction.

CEO Observation and Feedback: To address the threat of employees losing sight of the company's goals, it is recommended to implement a practice where the CEO regularly observes employees' work and provides constructive feedback. This utilizes the internal strength of a friendly and motivating CEO. By maintaining open lines of communication and offering guidance, the CEO can ensure employees remain focused,

engaged, and aligned with the company's objectives.

By implementing these strategies, NCC can capitalize on its strengths, address weaknesses, exploit opportunities, and mitigate threats. This will ultimately enhance business outcomes and employee performance. It is crucial for the company to prioritize these recommendations and allocate appropriate resources for successful implementation.

Limitation

To ensure the success of the recommended strategies, it is important to consider the potential challenges such as resistance to change, resource constraints, and leadership buy-in. Developing a detailed implementation plan, effective communication, stakeholder engagement, and conducting pilot programs can help overcome these obstacles. Additionally, establishing a robust monitoring and evaluation framework, defining key performance indicators, collecting and analyzing relevant data, and conducting periodic evaluations are crucial for assessing the effectiveness of the implemented initiatives and making necessary adjustments.

Ethical considerations should be upheld throughout the implementation process, including adhering to legal and regulatory requirements, protecting employee confidentiality and privacy, providing equal opportunities, and establishing channels for employee feedback. Furthermore, implementing various tools such as a Human Resource Information System (HRIS), employee self-service portal, performance management system, collaboration and communication tools, learning management system (LMS), talent management system, and data analytics and reporting can further optimize human resource management and improve overall performance outcomes. It is important to recognize the limitations, develop a detailed implementation plan, and monitor and evaluate the initiatives while maintaining ethical standards for long-term success.

Conclusion

The researchers conducted various tasks to achieve the research objectives and provide solutions to improve human resource management (HRM) practices at Noor Candle Company (NCC) in Afghanistan. These tasks included literature review, secondary study, document review, employee interviews, and personal observations during internships. The objectives focused on studying the role of HRM in recruitment and selection, compensation and rewards, training and development, and developing strategies to enhance human resource productivity at NCC.

The study found that effective HRM practices are crucial for increasing job satisfaction and employee engagement. It emphasized the positive link between HR practices and job satisfaction, which directly impacts employee turnover. To address these findings, the researcher developed specific strategies for NCC, including enhancing benefits for new hires, implementing performance appraisal and reward systems, and establishing international training for the HR department.

As a result of these strategies, positive changes have been observed at NCC. The company now offers a range of benefits such as life insurance, employee loans, paid training, medical coverage, and financial wellness programs. The HR department conducts regular performance appraisals and rewards employees based on their hard work. Additionally, international training has increased the pool of qualified HR specialists and improved transparency in the workplace, strengthening the connection between employees and leadership.

These changes have led to increased employee satisfaction, lower turnover rates, and more effective production. By prioritizing HRM practices, NCC has created a motivating and encouraging work environment that aligns with the company's goals, vision, and mission.

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**STRATEGIC MANAGEMENT DESIGN AND IMPLEMENTATION IN
MEDIA ENTITIES IN DEVELOPING COUNTRIES. THE CASE OF THE
KILLID GROUP ORGANIZATION OF AFGHANISTAN**

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Introduction

The organization development studies from historical and cultural perspectives various experiments in human history and how cultural and economic developments have influenced organizations in designing strategies. A strategy helps the management teams to predict future uncertainties and enables them for having precautions (Moghimi, 2014, p. 254). About 10 Strategy intellectual dimensions have been introduced. The planning dimension is one of the effective and common dimensions of strategy; the paradigm of this dimension consists of SWOT analysis of an organization. This dimension attempts to assess internal capacity and make the external environment analysis to shape a compatible scope. According to the cultural dimension, the shape of a strategy in an organization is the culture of cooperation and harmony of individuals within an organization. Hence, the institutionalization culture of values, ideology, and beliefs affects the strategy. The environmental dimension believes that external variations and changes affect the strategy of an organization. Learning dimension advises that if strategists want to know the process of shaping a strategy, they have to understand the human mind and mankind's brain. The main idea and perception of the learning dimension are that the process of shaping a strategy is mainly in the knowledge and understanding of the nature of strategy.

Planning aims to enhance capabilities to reach goals by managing the activities, developing the economy and reducing of expenses, concentrating on goals and targets, and preventing uncertainties to impact the designed direction and facilitate instruments for control (Rezaian, 2014, p. 92). One of the most important things the management needs to do when setting up an effective strategy implementation process is to determine how to integrate "strategy" with existing business structures. "Meetings" embody those structures and make the governance process effective (karokasb.org). Understanding the models of strategic management would help the managers to apply better the strategic management process. The scientists of strategic management have used different models for strategic management. But the models don't guarantee the success of a strategy (David, 1999). Strategic management sustains every year with a new perspective. The strategist never develops a strategy by assumptions, there should be plenty of internal and external assessment meetings at different levels of the company (David, 1999). Strategic management brings innovations into shaping the future goals of an organization. Communication is the key factor for the success of strategic management; the managers and the employees interact by using key concepts of communications, which helps to sustain and support the organizations. Discussions and participations are the key factors of success in the organization (David, 1999). Strategic management allows for internal audits and analysis for estimations of profits based on plans (Reza Rahimian, 2021). The study shows that about 70% of companies around the globe use strategic management as the mainstream for reaching goals. Meanwhile, in 1979, it was less than 25% (David, 1999).

The components of the Strategic planning process

Management scientists have described the planning process as consisting of setting aims and developing plans, choosing strategies to achieve the organization's aims and developing hierarchical orders of plans for putting together coordination of activities. (Moghimi, 2014). In planning, goals are set, and objectives are determined. The real action will be compared with plans, every meaningful deviation will be recognized and reformatory action will take place. Without planning there are no ways to control actions (Moghimi, 2014). Based on sources, there are different stages and components of the strategic planning process. Some sources provide very detailed explanations. Here is a brief explanation (Reza Rahimian, 2021). Using the SWOT formula we can examine the organization's internal and external capacities and can compare it with other competitors in the market. The second stage is a development of vision, mission, and core values. The third stage is determining long-term organization's objectives. The fourth stage is developing the year-long plan for the organization. At this stage, some major goals of the organization should be divided into the yearly programs. At the fifth stage, the organizations review their plans; neither program lasts forever; henceforth we should always think about the wellness circle of plans.

The role of directors in the design, implementation, and evaluation of the strategies. A study shows that in the past the board of directors in the United States wasn't involved in strategic management at all or had not had many roles in strategic management implementation (David, 1999). It has been a long term since the board of directors has been active as internal power and in terms of strategic management perspectives, the board influenced executives in organizations. It was assumed that the execution of the strategy was the task of the strategist. Hence, neither board of directors nor executives were responsible for developing strategies. As a consequence, the executives didn't discuss the strategic issues because they assumed that such kind of discussion may reduce the independency during operations.

Internal and External factors on Developing Strategy

The internal and external matrix is one of the prominent analyses in the strategy development process. This technique consists in using a SWOT analysis formula and results in understanding the internal strengths and the external challenges (Reza Rahimian, 2021, p. 439). The external forces include economics, society, culture, environment, politicians, government rules, and market competition. Around the globe, the external forces make a great impact on production and services in the market. The external factors have a direct impact on production and customer services. Hence, companies must have proper awareness of it and can draw a mission for getting the most benefits by developing strategy and having long-term political visions. Many companies have invested in their capacities and competed in the international markets predominantly. Countries and foreign companies have been trying to learn new phenomena in the market and adjust themes with coming variations in the market (David, 1999, p. 214). The gathering of information and analysis of the rivals have crucial roles in developing strategy. The recognition of main competitors is not an easy task for a strategist, because many companies operate independently from various positions in the market. Most transnational companies don't publish the price list, marketing, and income to be on the safe side from other companies in the market. For predictions of the future, experts analyze the sales capacity, the executive management consensus, market research, predictions based on scenarios, and brainstorming. Accuracy is crucial during analysis;

the analysis should have a positive impact on prediction and shouldn't be based on false data or pure perception. In strategic management, the prediction has remarkable value for the success of the company. The strategist, by imagining the future events that may have a direct impact on the company and having rational aspects for these reasons can implement the strategy properly (David, 1999, p. 259). The organization's internal strengths and weaknesses and external threats and opportunities are the core factors of designing long-term planning and giving a proper idea for a strategist to develop a long-term strategy. The strategist while developing long-term plans takes the major benefits of internal strengths of the organization and eliminates the weakness. The internal factors are related to the aspects of management, marketing, financial matters, production, operations, research, and information technology. The lack of knowledge of the values of internal coordination may harm the strategic management process. Based on the size of an organization, the product and geographical diversity and services offered require proper attention to internal relations. The financial ratio analysis stresses the complexity of job relations among internal departments. The companies that have the best management system, work on building communication, and cooperate with the research and development department and with the rest of company's departments to achieve good performance for the best results (David, 1999, p. 326).

Strategic Management Process in The Killid Group of Afghanistan

The Killid Group (TKG) is a part of the Development Humanitarian Service for Afghanistan (DHSA) and is a nongovernmental organization. Since 2003 the TKG is operating with the main focus on developing democracy, freedom of speech, civil society organizations, and other free media organizations. The DHSA organization operates in five sectors: public media, humanitarian services, cultural heritages, education, and environments. The main mission of TKG consists in public rights to access information and developing public outreach through print publications, local radios, and producing new programs with the support of the International organization. The TKG found in 2003 with the financial support of USAID and the European Commission.

The Killid Group's Operation Methods

The TKG conducts its annual policy meeting and reviews all political, social, and economic developments in Afghanistan. The content and radio managers in the meeting review its broadcasting policy and marketing strategy. Based on the analysis and reviews of the annual performance of strengths and weaknesses, the leadership approves the request and amendments in policy which are proposed by technical and middle management teams.

Policy implementation structure in The Killid Group

Based on the analysis of the documents, the TKG develops contents in different styles; the observation and assessments of these contents only happen in the main office in Kabul. Regular content evaluation has not been implemented based on the published policy in all stations. The management assumes that the monitoring and evaluation policy has to be established by the leadership be based on communication mechanisms, thinking, and coordination regarding the approval, pursuit, and support of related issues. The monitoring and evaluation policy shouldn't restrict or affect the initiatives of content or station managers.

The Broadcasting Policy of The Killid Group

All operational members of Killid Group (radio managers, news department staff, news producers, website editors, Reporters, managers of social pages, and producers of Killid radio programs are obliged to observe materials according to policy and provide quality, creative, and critical broadcast and publications.

External and Internal Environment of TKG

In The Killid Group, with the existence of radio stations in the capital and ten other provinces of Afghanistan, digital media, with the facilities and capacities, is trying to make the production interesting for the audience and be effective in social development. In the internal environment, the coordination and evaluation of strengths and weaknesses is performed, and in the external environment, taking into account the competitive approach, the demands of the people are considered, as what they want, and in what quality they want it.

The internal environment of TKG seems friendly and managers believe in the influence of the external environment, TKG is a well-known entity among national and international organizations.

External Environment of The Killid Group

For a better understanding of the external environment of TKG, the researcher developed some core questions based on TKG's strategy, policy, and plan which are under implementation. This approach aims to know the direct benefits, effects, and results of TKG operations in the external environment. The researcher investigates the relations, cooperation, and impacts of TKG's policy and how it reaches and benefits the target audiences in the market and society.

The internal and external assessment of The Killid Group shows that the existing DHSA strategy, for The Killid Group has good impacts on its operations. The implementation of the internal plan and policy had good results in the market and external environment. What concerns the analysis of the effectiveness of the TKG strategy, it should be mentioned that TKG has no independent strategy. Based on the regulation, TKG is part of the DHSA, a non-governmental organization.

The current Political, Social, and Economic Condition of The Killid Group

In 2002, with the foundation of the new political system in Afghanistan, The Killid Group started its mission in 2003 with the establishment of Killid and Mursal weekly magazines, which are distributed in most provinces of Afghanistan, and their readers have access to these publications. By establishing eleven individual radio stations in some provinces of Afghanistan, with technical and content cooperation with several other radio networks, Killid Group has been able to gain a special position in the media market of Afghanistan. After the political, social, and economic changes since 2021, Currently, Killid Group produces nearly 5 hours of news and news magazine in 24 hours. Its publications are centralized in other provinces. In a year, it has 2472 hours of news and 1014 hours of current affairs programs. The TKG's publications are regularly available to interested people through the majority of communication channels such as written, radio waves, satellite, online, websites, and reliable social networks. Since 2018, Killid and Mursal magazines have had no publications, and Killid Group plans to resume the activities of these two publications in the future with a new platform. With the recent political and economic backward in Afghanistan, the Killid Group

provincial radios do not have independent broadcasts, and all broadcasts are centralized and broadcasts are sent to local radio stations through satellite which is a significant reduction since its foundation and operations. From its establishment until now, Killid Group has been a trusted partner in the development of national trends for Afghan society and also a reliable partner for international partner institutions which support the development projects of Afghanistan.

Needs Assessment for Developing Strategy for Killid Group

The strategic plan is a guide map in an organization that describes the organization's existential philosophy and clarifies the organization's goals and priorities for the organization's employees, the strategy empowers employees to work with the allocated resources at the designated time, to achieve the designated goals. The strategic plan places all the partners and stakeholders of an organization on a specific, clear, and pre-determined path so that all relevant people make joint and parallel efforts to achieve the set goals. Killid Group, as a large and reliable media in Afghanistan, has not had a clear and detailed strategic plan so far. Thus the strategy needs to be regulated within the framework of the legal agenda to be a good guide for the partners and employees of Killid Group to achieve its goals.

Environmental Analysis of The Killid Group

With the fall of the Islamic Republic of Afghanistan on August 15, 2021, and with the re-establishment of the Islamic Emirate, the free media of Afghanistan entered a new political and social phase, which has brought wide-ranging effects, from the economic dimension and the broadcasting capabilities of the Afghan media. According to published reports, with the establishment of the Islamic Emirate (Taliban Regime) in Afghanistan, restrictions have been imposed on the activities of free media and freedom of speech in Afghanistan. The majority of free media have lost business contracts and assistance from partner institutions. Among the 547 free media, 219 media are no longer active. This fall of the media is considered to be due to economic problems and restrictions imposed by the current political system. In this development, about seven thousand media workers, more than two thousand of whom are women, have lost their jobs.

It has been reported that 130 cases of violence against journalists were registered in institutions supporting the media and 92 cases of journalists being jailed by the regime. In this situation, The Killid Group has been able to continue its activities with decisions and changes in its publications and employees. With the fall of the republic system in Afghanistan, 90% of the market for media has fallen, and TKG has also been affected in this area. The broadcasts in TKG have been adjusted in a new way, the majority of entertainment programs and music programs have been withdrawn from broadcast, instead social and educational programs and current affairs programs have been replaced. With the political changes in Afghanistan, the majority of key professional and experienced TKG employees who have worked for about twenty years in this organization, have left Afghanistan and are currently living in other countries.

TKG has been facing problems due to the lack of professional and experienced employees, and to solve this problem, it has hired new employees and trained them in the profession of journalism. With the change in the political system, most of the development programs of the Killid Group have been terminated. In the development plans of Killid Group, two new networks were supposed to be established in two northern provinces of Afghanistan, but due to the problems, TKG has not yet been able to

establish new networks.

Due to the changes in the working environment of the media in Afghanistan, the Kabul Rock music channel, was changed to Radio Mursal, which is made especially for women. Radio Mursal is managed by women and all its employees are women and its broadcasts are dedicated to women and families. In an unprecedented move, Killid Group has established its new communication office in Belgium. The purpose of establishing this office is to create coordination, and work opportunities with donors, and to improve the capacity of Killid Group.

In terms of financial resources and income, with extensive changes in the media market in Afghanistan, Killid Group still can advance its mission. TKG has been able to continue its activities with the resources it has and is trying to keep itself active by attracting the cooperation of donors and its greater influence in the market. TKG is running some funded programs that can go ahead with these little facilities. With the political and social changes in Afghanistan, TKG publications have become more centralized, that is, most of the programs are produced in the center and sent to local radios, also the official freelance journalists of Killid Group have been present in the major provinces of Afghanistan and are reporting to the central office of TKG. With the disruption of the economic and banking system in Afghanistan, the TKG has been facing problems in regulating its financial affairs, as financial receipts and payments have not been made in a normal way and there have been delays in the implementation of financial matters. TKG is optimistic that with two decades of experience working in Afghanistan and still the gap in the market, it can achieve the desired goals by properly adjusting the activities of the marketing department. However, TKG with broadcasts through satellite, the Internet, and radio waves, is in the process of updating technology and broadcasting tools. Considering the development of technology, the leadership of TKG is determined to purchase new technology.

Analysis of Rivals in the market

The Killid Group considers itself one of the main players in the media market in Afghanistan. With twenty years of experience in this market, TKG has been able to assign itself a special position. In the polls that have been conducted so far, TKG has been one of the main players in the media market of Afghanistan and has always been in the top of opinion polls. The marketing management of TKG carried out the direct responsibility of setting up and studying the market. Knowing the competitors in the market and striving for market acquisition are among the issues that are separately monitored and evaluated by the marketing department of TKG. The content branch of TKG, in coordination with other internal departments of TKG, is responsible for innovation and publishing the best programs. The customers have always been important and knowing the rivals' natives are highly important for TKG. The content department is responsible for monitoring and evaluating the publications and content of competing media, and if necessary, undertakes innovative programs to become more prominent in the media market of Afghanistan, and consults regularly with the leadership of TKG for positive changes.

Strengths of The Killid Group

With more than 20 years of broadcasting experience, TKG is alive in the unstable economic market of Afghanistan and continues its activities. The Killid Group has experienced economic and technical ups and downs in the past twenty years and has

fought with all the problems that have arisen. TKG considers risk management and continuing activities in chaotic conditions as one of its strengths and always follows political and economic trends.

Weakness of The Killid Group

Due to immediate political changes and the economic crisis in Afghanistan, the Killid Group has not been able to achieve sustainable development until now. Afghanistan's economic dependence on external aid and the drop of 90% of the media market in Afghanistan, has caused the situation when TKG cannot implement its economic self-sufficiency programs properly and become a self-sufficient organization.

Opportunities for The Killid Group

With more than twenty years of experience and crisis management capacity, TKG has always been able to make optimal use of the few opportunities in the market. In the recent political and economic crisis in Afghanistan, about three hundred media have stopped operating due to economic and political problems, but TKG has been able to turn challenges into opportunities with a new policy and continue its activities. TKG studies the opportunities available in the market and wants to get these opportunities by intensifying its activities in the market and management.

Threats for The Killid Group

Increasing restrictions on media activities, relative restrictions on women's work in the media, content restrictions on some of the political, social, and news programs, and reducing sources of income in the market are the threats to TKG strategic development and effective performance.

Conclusion

In this contemporary competitive world, it is difficult for companies and organizations to have proper success and achieve goals without having a strategy. The literature reviews show that many management scholars and policymakers advise and insist on the positive impact of strategy in every organization. Strategy is a road map within an organization that leads the employees toward the goals and aims that the organization exists for.

In the last 2 decades in Afghanistan, the media industry has grown and around five thousand media entities in the different sectors have been active and some of them have been very active and dominated the media market. The Killid Group is one of the leading media entities in Afghanistan. With eleven radio stations, print, online and satellite broadcasting it is a key player in the media market of Afghanistan. But, since its foundation TKG has been operating with a lack of independent and comprehensive strategy. The annual meeting of the TKG is the main decision-making meeting that evaluates the annual performance of TKG and develops a new one-year policy and shares the policy with all company's departments for consideration during the operations. The TKG is known as part of the DHS organization and operating since 2003 in Afghanistan with consideration of national values, developing democracy, good governance, human rights development, social development, and so on. The TKG's vision and missions concentrate on achieving an advanced and prosperous society, good governance culture and strengthening the process of nation-building, supporting the achievement of sustainable peace, supporting the growth of freedom of expression and

human rights values, standard journalism, and social justice in Afghanistan. Since August 15, 2021, the fall of the Islamic Republic of Afghanistan and the retake of the country by the Taliban, have brought political, social, and economic challenges for the media in Afghanistan. Many media entities stopped their operation due to political and social problems. The TKG can manage its fund and expenses and centralize all its broadcasting and send the broadcast through satellite to the provincial radio station. Because of political changes, most of the TKG's expert journalists fled the country and sought asylum in the USA and the EU. Now TKG hired new journalists, trained and thus sustained its operations. For the rivals in the media market, TKG with its 20 years of experience and with its marketing team is seeking new opportunities. On the other hand, TKG has established its new external office in Europe for coordination and cooperation with other internationals who works for development in Afghanistan. TKG is determined to sustain its operations in Afghanistan and deliver the service and awareness program for its audience and customers.

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DIGITAL MARKETING AS A MODERN TREND

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The process of digitalization of all spheres of society has led to the accumulation of voluminous amounts of information. The development of information technology leads to an increasing involvement of people in the worldwide Internet. Terabytes of new information appear every day, including in the economic sphere. In these conditions, data processing and analysis technologies become a necessity. Big data is one of the fastest growing areas of information technology. According to statistics, the total volume of data doubles every 2 years.

The amount of data transmitted by mobile networks is constantly growing. Cisco estimates that in 2019 the volume of mobile traffic was 2.5 exabytes per month, and in 2023 it is equal to 24.3 exabytes. Thus, Big Data is an established field of information technology. Having appeared relatively recently, big data analytics has already become widespread in many areas of the economy.

The term “Big Data” refers to methods for processing huge volumes of data that allow distributed analysis of this information. An integral part of any business nowadays is the availability of product placement on the Internet. This could be a website, a page on social networks, a profile on Yandex.Market, a profile on the Youtube video hosting site. All these components are part of digital marketing.

New economic challenges are prompting companies to reconsider their advertising campaigns and online promotion methods, taking into account digital marketing technologies. It is generally accepted that digital marketing is the actions that users take on social networks and on the Internet. This article will examine marketing from the point of view of the science of numbers and metrics.

Currently, digital marketing requires businesses to develop new employee competencies, create equipment, Internet of Things technologies and machine learning. Ac-

According to the Agency of the Republic of Kazakhstan for Regulation and Development of the Financial Market, only 21% of medium and large businesses have begun to review their business processes in the field of machine learning and marketing.

If we analyze foreign experience, a number of FMCG (Fast Moving Consumer Goods) companies, that is, sales of fast-moving goods to retail stores, abandoned the position of marketing director and eliminated this position in their structure.

A paradoxical event in this context was the elimination of the position of Chief Marketing Officer and the marketing department by the sales giant - the Coca Cola company.

The paradox of the situation is that the cases of the above company are taught to people in business schools, it is included in the TOP 100 expensive brands, thanks to the actions of traditional marketers. The procedure for liquidating the marketing department was carried out by Colgate and a number of other well-known companies in the FMCG segment.

It is worth noting that one should not conclude that the marketing profession is becoming a thing of the past - it is evolving, acquiring different content, and requires other competencies. Coca Cola has replaced the position of marketer with the position of director of global development. Top managers assure that changing the team structure in the long term will become a driver of brand development and will require the business to focus on big data analysis in order to find out complete and relevant information about a specific client.

Trends observed in business are inextricably linked with changes in society. Now, any Internet user lives in a "transparent house", leaving behind a "digital trace". Gadgets, smartphones, smart devices in the home collect data about our life activities in order to show advertising products that we need.

A striking example is the video hosting Youtube and its "Recommendations" section, which is based on neural networks. It analyzes information, videos that you like, and based on big data analysis, suggests new videos. Also, when users like on social networks VKontakte, Facebook, Instagram, they also leave a "digital trace" that will be used to show you recommendations or relevant advertising.

Another real-life example of the principle of "digital traces" is VKontakte voice messages. If a user, in communication with another, expresses a desire, for example, to order pizza, then after a while he will certainly see the corresponding advertisement on the pages of social networks.

In the 4P model, the center is the product that has been produced and that needs to be purchased.

Based on this model, which received rapid development in the early 2000s, the 4C model appears, proposed by Robert F. Lauterborn, where the client is already at the center.

The components of 4C are:

- Cost – price, cost, expenses for the consumer;
- Customer needs and wants - the needs and desires of consumers, consumer value;
- Convenience (convenience for the consumer);
- Communication.

A classic example is Apple, when a buyer, by purchasing a smartphone, laptop or other gadget, becomes the owner of not just a product, but an entire ecosystem with its services and updates. In 2023, the company's revenue of \$27.9 billion came from ser-

vices, wearable devices, Mac and iPad.

In 2024, marketing has changed significantly, moving from product marketing to outcome marketing. A simple example in this area is the process of obtaining a loan from a bank. When a consumer comes for a loan, his goal is not a loan, but the purchase of a car, as an option. Therefore, it is proposed to consider the new concept of digital marketing 5E.

Its components will be:

- Experience
- Exchange – individual price
- Engagement
- Everyplace - everywhere
- Evangelism - “word of mouth”

A business that can adapt to this model, that is, understand exactly what the result that the client wants to get, will certainly receive a great competitive advantage.

With the introduction of aspects of the 5E model into business and society, the traditional profession of a marketer, where the main competencies were tied to creativity and originality, is now tied to customer metrics and big data analysis.

From here we can derive a new form of marketing development - Big Data Driven Marketing, this form of marketing where all decisions are made only on the basis of data analysis, based on flexible customer segmentation.

Flexible customer segmentation is a multifactor clustering of a company’s clients into groups based on a variety of criteria, not limited to the standard ones: gender, age, profession. Based on this information, we can distinguish 4 stages of “knowing” the client in marketing.

Stage 1: demographics, income, history of e-mail newsletters.

Stage 2: behavior with the call center, behavior on the website, geodata, social network profiles.

Stage 3: user search data, surveys, interaction with the company through applications, cross-activity.

Stage 4: history of responses to marketing campaigns, full analysis of hidden connections between different types of data.

In this way, marketing processes will be based on knowledge gained from data analysis, rather than on the subjective assessments of marketers.

Despite the enormous opportunities of big data marketing, there are an equal number of problems for introducing this technology into mass business, including:

- Data usage problem. According to IDC, only 12% of companies use marketing and business solutions every day.

- The problem of data centralization. Most companies use various heterogeneous data, but do not centralize it, as there is a problem of integrating data from various sources.

- The problem of data depersonalization. Due to the entry into force of the Personal Data Law, many companies still do not process it properly due to the large volume.

- The problem of top managers of companies understanding the possibilities of big data.

In conclusion, we note that Big Data is the most modern marketing technology, allowing you to analyze many factors - from customer behavior to weather conditions and demographic changes of consumers in emerging markets. Technology has created a

new digital world that allows businesses to track the digital activity of millions of people through various methods that allow companies to individually measure consumer behavior and purchasing habits. Generating and collecting big data in real time will provide insight into what people are buying, downloading and sharing. Data collected both online and offline can be combined to better determine what consumers like and want to see, which consumers are more likely to buy. But to harness the full power of big data analytics technology, employees and company leaders need to acquire the appropriate competencies.

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THE ROLE AND DEVELOPMENT TRENDS OF KNOWLEDGE MANAGEMENT

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The modern competitive environment is characteristic of the knowledge economy, which makes knowledge one of the most important assets of modern organizations. Given the importance of knowledge for efficiency and productivity, it is important that organizations effectively manage their own competencies.

Before moving on to knowledge management, it is necessary to study the con-

cepts of "knowledge" and "business information" within the framework of this study. In world science, knowledge is divided into explicit and implicit. Alavi and Leidner distinguish between explicit knowledge, which is easily transmitted between people in a systematic and formal way [1]. Explicit information is easily identified, i.e. it can be officially documented, transmitted and distributed.

Implicit knowledge is the exact opposite of explicit knowledge, since Nonaka defines it as knowledge that encompasses both cognitive and technical principles. This is consistent with the author of the concept, Michael Polanyi, who emphasizes that implicit information can arise by itself, whereas explicit information is based on implicit information.

This reinforces Polanyi's view that all information is implicit because it contains unexplained elements such as personal beliefs, values and opinions [2]. Based on this understanding of implicit information, according to the original concept of knowledge, it is argued that only explicit information can be codified, and therefore explicit information can really be considered information.

In order to clarify the understanding of the concept of "knowledge" and its interpretation from the point of view of management, it is necessary to present a list of new and more in-depth interpretations of this concept formulated by both foreign and Kazakhstani authors.

A common feature of all definitions is information in context. However, the knowledge management standard GOST R 53894-2016 does not use the concept of "information". This interpretation relies more on cognitive principles in the form of perception and skills reproduced by humans. And this is different from all the interpretations given above.

More similar are the definitions given in the PMBOK handbook and the authors Davenport and Prusak, which lists all the elements of intellectual value, including contextual information, which is one of the elements of the concept of "knowledge".

Based on the above interpretations of the concept of "knowledge", it can be seen that most of them are based on the subjective understanding of people. As a result, they identified two types of knowledge: explicit and implicit, in order to understand that some knowledge is easily transmitted and formalized, while others are contained in people's heads and are usually difficult to access.

Thus, in PMBOK Guide 6, explicit knowledge is interpreted knowledge that can be encoded and formalized into symbols such as words, numbers, and images. And implicit knowledge is given in the form of, for example, beliefs, understanding and experience, which can be difficult to exchange and formulate [3]. This definition was formulated from the point of view of project management by a team of different authors, which fits into the context of the topic of knowledge management.

An example is the interpretation of these concepts in the work.

"Knowledge management systems (methods and technologies)", which analyzes many definitions from other sources. Thus, the knowledge embedded in this work includes experience, skills, intuition, culture of thinking, which are preserved as a result of life experience and education acquired in the neural structures of the brain. However, explicit knowledge includes methods, theories, technologies, systems, structures, etc.

Based on the analysis of the above definitions, it is necessary to highlight the following aspects of this concept in the context of research: knowledge is a set of information combined with experience, beliefs, intuition and practical values.

Information as intangible capital accumulates daily in every organization. It is

natural to assume that it is possible to talk about "accumulated information" only if this information is systematized. Only in this case, employees will be able to quickly access the knowledge base of the organization and extract the necessary information in the course of their activities. This is what data management does. The importance of information management is growing every year.

As the market becomes increasingly competitive, one of the best ways to stay ahead is to build your organization in a smart and flexible way. This is necessary in order to remotely identify problems and quickly respond to new information and innovations.

It should be noted that the main goal of competence management is to increase the efficiency of the organization and preserve knowledge within the company. With this goal in mind, it can be expected that many enterprises, especially small and medium-sized ones, will give priority to the information management process.

As noted by Bhojaraju G., specific knowledge management actions help the organization to focus on the processes of acquiring, storing and using knowledge for problem solving, strategic planning and decision-making [4].

From the point of view of the research, there is a need to clarify the concept of "knowledge management". The authors Girard J.P and Girard J.L in their work "Defining knowledge management: Towards an applied compendium" analyzed about 100 definitions of this term. The purpose of their research was to demonstrate the depth and essence of the term "knowledge management" [5]. This term is very broad and covers various components, from identifying knowledge to providing the right knowledge at the right time to the right people. The analysis of the definition of the term "knowledge management" in the above work shows that the definitions most often used the words: knowledge, organization, process, information, use, exchange, creation and management. Based on this review, the authors proposed the following definition:

Knowledge management is the process of creating, sharing, using and managing knowledge and information within an organization.

It would seem that this definition is given in a rather brief interpretation and is of a general nature. However, this definition is consistent with current research in the field of studying knowledge management problems in knowledge-oriented organizations. This type of organization includes the company JSC "Ust-Kamenogorsk Industrial Fittings Plant" (hereinafter – JSC "UZPA"), which was chosen as the basis for the study.

The socio-economic environment in this period is based on knowledge, and in recent years more and more attention has been paid to knowledge, i.e., according to the author, knowledge is interpreted as a strategic resource and a key resource of the organization [6]. Knowledge is further introduced into products and services offered on the market. Therefore, the term "knowledge-oriented organization" has become more widely used in scientific research.

Knowledge-based organizations are seen as organizations that build their business on their knowledge. The author of the work "Towards a knowledge-based theory of the firm" defines such organizations as those whose main production contribution to the economy is knowledge within the company and employees with this knowledge. In his theory, knowledge-oriented organizations are considered an asset that gives a competitive advantage to a country's economy.

The success of an organization of this type is ultimately determined by the skill level of its employees in comparison with competing companies.

Authors Sharif P. and Saffarian S. in their research, they note that companies

whose main asset is this knowledge are often difficult to manage their own knowledge, since they are called upon to share knowledge to solve problems with a non—standard approach and a high level of creativity.

Examples of such organizations are consulting and training organizations. Often, consulting and training tasks can be performed by a single organization.

Research in this regard shows that organizations of this type are obliged to create and adapt new information to achieve their goals and maintain their positions in the market. The current empirical research focuses only on knowledge-oriented organizations, i.e. it gives an example of a company providing consulting and training services.

According to the authors of the article "knowledge management in a modern organization"[7], it faces the solution of such important tasks as:

- 1) knowledge creation;
- 2) assimilation of information;
- 3) knowledge transfer.

The process of creating new information combines elements of explicit and implicit information. Formalized (explicit) information can be easily stored and distributed on paper or electronically through data warehouses (distribution channels). Informal (implicit) information should be transferred to the category of formalized information as soon as possible; otherwise it risks being lost, because this happens with many good ideas that are forgotten if they are not written down.

However, the implementation and implementation of these functions is practically impossible without a data management system. Research in the field of information management shows that without an effective strategy for collecting and organizing information, information systems that only facilitate the exchange of information are at best episodic.

Therefore, organizations have moved to the introduction of specially designed information systems for encoding, collecting, storing and exchanging information.

These systems are especially relevant for knowledge-based organizations. Cooper (2003) argues that the purpose of the SLM is to inform the user and support learning through the transfer and reuse of knowledge.

As indicated in the work, the result of the CPS should be a self-developing and self-learning organization, which should carry out the following activities aimed at strengthening the intellectual potential of the company:

- provide timely access to corporate knowledge through semantic search and data filtering;
- systematic collection, preservation and dissemination of relevant information and knowledge;
- creation of a system to encourage employees to increase innovation, to increase the production of ideas and new knowledge;
- creation of a professional environment for the interaction of experts, project teams and professional communities for the exchange of information;
- creation and development of a corporate culture designed to encourage employees to create new information, effectively exchange it and systematically archive it, as well as professional development.

According to D.V. Kudryavtsev, data management systems can be divided into two types. He divides them into complex CPS and software CPS.

The complex refers to a set of data management processes and tools that ensure the appropriate development and effective functioning of data transformation processes.

SUZ software is an IT complex that offers the same functionality as complex ones. The difference between these types is determined only by the form of work of the CPS.

As a result of the above separation, Kudryavtsev D.V. interpreted the general structure of the components of the CPS. This structure shows the relationship between the processes, tools and objects of knowledge management in the form of a knowledge life cycle in an organization when an integrated management system is functioning.

It is also necessary to consider another structure of the corporate management system proposed by the authors Somonova N.S. and Ivanova I.N. This structure includes the following elements that are closely related and interdependent [8]:

- a team that creates new information from employees in different departments of the company;
- communities that generate ideas, create innovations and share implicit knowledge;
- a staff training system that contributes to the continuous improvement of staff skills;
- experts involved in solving complex problems;
- corporate culture focused on the creation, dissemination and use of information in order to create a comfortable working environment for the creation, dissemination and use of information;
- "idea factory", which is a platform for obtaining new innovative ideas;
- the company's web portal (information society) for joint intellectual activity, data collection and staff training;
- corporate memory, which includes a data warehouse, a database and a bank of ideas.

Special attention should be paid to the item "experts" from the previous list. Experts are a source of professional knowledge. Their experience allows us to solve complex problems. According to the same authors, such a subsystem as the "expert identification algorithm" should be included in the SUS [9].

The main essence of the management system is the functions of collecting, analyzing, distributing and generally managing all the information that the organization has in order to ensure optimal results for the organization, its effective and rational use. It is also possible to derive the following definition of the CPS:

A knowledge management system is a system of applying and using knowledge management tools that allow employees to quickly create, distribute and find the information they need.

The management system simply complements the knowledge management process in the company by providing functions for collecting, analyzing, monitoring and exchanging data, information and knowledge in the organization. For any company, regardless of size or industry, the implementation of the CMS is crucial for continued success, especially for organizations that rely on data, knowledge and information in their daily activities.

Davenport, Bierce and De Long, analyzing a number of successful projects of the SUZ, identified four main goals for various initiatives [10]. We are talking about creating knowledge repositories, improving access to knowledge, improving the knowledge environment and the management system as an asset. The survey shows that most knowledge management initiatives tend to focus on one of these goals, and only a few of them are aimed at achieving all of these goals. In addition, they note that the main goal of consulting firms with an emphasis on project activities and working with clients

is to use the knowledge of the entire firm.

As a result, it can be concluded that knowledge management in the company is a continuous process of integration and transformation of the intellectual assets of the organization into tangible assets. A feature of modern CPS is to increase innovation activity and increase the efficiency of staff.

The creation of a management system involves the formation of such a strategy in the company, which will be aimed at creating all the necessary conditions for the functioning of the knowledge life cycle to increase the efficiency of employees and their development.

To date, there is no alternative to such a line of business as knowledge management. Without knowledge management, the successful development of knowledge-oriented organizations is impossible today.

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LIFTING BARRIERS, REALIZING EQUALITY – DISABILITY INCLUSION MANAGEMENT AT NGOS

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According to Afghanistan Humanitarian Need Overview (HNO) some 15 per cent of all households have at least one member living with at least one form of disability.

Decades of war, extreme poverty and poor institutional capacity have contributed to the prevalence of certain kinds of impairments causing disability: loss of limbs, vision or hearing due to explosive ordnance continues despite the conclusion of conflict and active humanitarian demining efforts. Disabilities caused by poor mother and child nutrition in utero or early years, and untreated diseases, also remain prevalent. Disabilities that might be manageable in other contexts can remain limiting in Afghanistan, with reduced access to technical, medical, legal, social or financial assistance. (Humanitarian Needs Overview, 2023)

When we speak about disability and persons with disabilities, we should use the UN Convention on the Rights of Persons with Disabilities (CRPD). The CRPD identifies that Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN Convention, 2006).

People with disabilities are not a homogeneous group. They may have a physical disability, a sensory, intellectual or mental disability. They may have had a disability from birth, or acquired this in their childhood, teenage years or later in life, during further education or while in employment. Their disability may have little impact on their ability to work and take part in society, or it may have a major impact, requiring considerable support and assistance. Throughout the world, people with disabilities are participating and contributing in the world of work at all levels. However, many persons with disabilities who want to work, do not have the opportunity to work due to many barriers. And there are also People who has the opportunity but they don't work as they feel ashamed of their situation because of the society mindset and taboos.

Beside that, there are many organizations which include people with disability in the workplace, without having a proper inclusion policy, however, there are also organizations which have a policy but don't practice to include people with disability in the workplace as the policy is not comprehensive and the workplace is not accessible.

Hiring staff with disabilities is the most effective way to change behavior, attitudes and knowledge and will enable us to be a leader in Disability Inclusion. Being a disability confident workplace means making Disability Inclusion an integral part of our commitment, policies and practices on Diversity, Equity and Inclusion (Save the Children International, 2016).

This topic is about disability inclusion in the workplace focusing on the preparation for recruitment, interviewing and testing, human resources orientation, and progress review. Each and every organization needs to have a comprehensive policy for recruiting people with disability and keeping a warm and safe place to work effectively among other people without disability "Lifting barriers, Realizing equality"

"States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps. And States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour" (UN Convention on the Right of People with Disability, 2015).

Preparing for recruitment

The principle of non-discrimination should be respected throughout the recruitment process, to ensure maximal benefit to the employer and equitable opportunities for candidates with and without disabilities. Organizations could, for example, include a statement about commitment to equal opportunity in their recruitment procedures and in job advertisements, use a logo to signal that such a policy is in force within the organization, specifically invite applications from people with disabilities, and state that candidates will be considered solely on the basis of their abilities.

Employers should ensure that the recruitment process attracts applications from as many qualified people with disabilities as possible. They could do this, for example, by consulting with the employment service for persons with disability, or other special agencies by ensuring that job vacancies are publicized in a format which is accessible to people with different disabilities – in print, on radio, on the Internet – by providing job application materials in a range of formats. Where organizations rely on agencies for the management of recruitment, the competent authorities could collaborate with employers' organizations, relevant organizations of persons with disabilities and advertising associations to develop advertising practices which attract applications from jobseekers with disabilities. For example, Afghan Organizations should coordinate with Agency Coordinating Body for Afghan Relief & Development (ACBAR) Competent authorities (Ministry of Economy in Afghanistan) should assist employers by facilitating the recruitment of people with disability through the use of effective job placement services. The competent authorities should also facilitate the arrangement of technical advice, wage subsidies and other incentives as appropriate.

Organizations of employers and workers, and competent authorities, where appropriate, could prepare guidelines to assist in the employment of people with disabilities in urban and rural areas. These guidelines should reflect national and sectoral circumstances.

Employers' organizations could support the recruitment of workers with disabilities by working with service agencies, employment services and organizations of persons with disabilities to ensure that the services provided effectively meet employer needs.

In considering a candidate with a disability for a specific job, employers should be open to making adjustments, if required, in the workplace, workstation and work conditions, to maximize the ability of this candidate to perform the job. Advice and guidance on appropriate adjustments may be obtained from employment services or specialist agencies, including organizations of or for persons with disabilities. Adjustments, where required, should be planned in consultation with workers with disability and workers without disability, and be made with the agreement of workers' representatives and worker(s) with disability involved.

Interviewing and testing

Pre-employment tests and selection criteria should focus on the specific skills, knowledge and abilities regarded as essential to the functions of the vacant job. Care should be taken in selecting the tests to ensure that they are in a format which is accessible to applicants with disability. Similarly, selection criteria should be carefully examined to ensure that they do not inadvertently exclude persons with disabilities.

Members of interview panels in the governmental and non-governmental organizations should be provided with guidance on the interview and selection process of per-

sons with disabilities.

Employer organizations should consider ways of enabling candidates with disabilities to participate and perform at interviews on an equal basis with other candidates, for example by permitting a sign language interpreter or an advocate to be present.

In issuing invitations to interview, organizations could encourage candidates to state in advance any specific needs or accommodations they may require in order to participate in the interview.

Adjustments in the recruitment process to take account of the different needs of jobseekers with disability, and the rationale for such adjustments, should be communicated to candidates with disability and to employees with disability.

Employee orientation to jobs

Organizations should arrange an orientation to the company or service, the work environment and the job for each newly recruited worker with a disability, in the same way as for workers without disability.

Organizations should ensure that information essential to the job and workplace, such as job instructions, works manuals, information on staff rules, grievance procedures and health and safety procedures are communicated to employees with disabilities in a format which assures that they are fully informed. In offering a job to a candidate with disability, the organization should indicate any disability-related adjustments to the work environment, workstation, work schedules or training which are proposed and consult with the candidate further on the subject. Any special job training or personal support required should also be discussed at this time.

Workers' representatives and co-workers should be consulted about any substantial adjustments made or planned, to take account of specific needs of an employee with a disability.

Organizations should cooperate with the competent authorities or other relevant agencies in facilitating courses for management, supervisors, or co-workers who wish to learn alternative communication techniques, to better communicate with colleagues who have difficulty speaking, hearing or understanding verbal language.

Once the recruitment of a person with a disability has taken place, follow-up services may be important in ensuring that any problems which may arise are swiftly identified and resolved. In this context, employers and the employee with a disability could benefit from continued contact with the employment services and other relevant agencies. Employers should consult these services and agencies directly, if necessary, and facilitate workers with disabilities in also maintaining contact, with a view to promoting their satisfactory integration into the workplace.

Work experience

Where organizations are not immediately in a position to employ a worker with disability, they could consider providing work experience opportunities to jobseekers with disabilities, to enable them to acquire the skills, knowledge and work attitude required for specific jobs in the workplace. Such workplace-based experience can help make the jobseeker's skills more relevant to the employer's requirements. It also provides the opportunity for an employer to gauge a worker with disability's abilities and capacity, and perhaps to consider recruitment once the training period has been completed.

Where work experience is provided, organizations may assign a supervisor or sen-

ior worker to assist the person. Alternatively, the services of a job coach may be provided through the employment services.

Work trials and supported employment placements

The competent authorities should facilitate work experience, work trials and supported employment by providing employers and persons with disabilities with technical advice, as required, and by informing them of incentive schemes available to subsidize any costs involved, such as wage costs or costs of adaptations to premises, tools or equipment.

As an alternative to immediate recruitment or the provision of work experience opportunities, employers could consider giving a person with disability a work trial or a supported employment placement, in accordance with national law and practice. As with work experience, these will provide the organization the opportunity to assess ability and capacity. In some cases, recruitment may follow. Even where this does not result, a work trial or a supported employment placement provides jobseekers with disability with valuable work experience which increases their subsequent employability.

In the case of supported employment, the competent authorities could facilitate the provision of job coach services and ongoing follow-up throughout the placement, either directly through the public employment services, or through other specialist agencies.

On completion of work trials, the competent authorities or other specialist agencies could follow up with the employer organization, to review the trial's success and make other arrangements, if necessary. These could include the transfer of the work trial to a different job within the company or elsewhere, or the organization of additional training or other supports for the person with disability.

Progress review

Employer organizations should keep their recruitment process under review, in order to ensure that it is accessible to people with different types of disability.

The competent authorities should undertake regular reviews of the effectiveness of measures to promote employment opportunities for persons with disability, and take steps to improve the effectiveness of these measures, where necessary. These reviews should be carried out in consultation with employers and worker representatives, as well as representatives of persons with disability (International Labour Organization, 2015).

In last but not least, it is increasingly apparent that people with disability not only have a valuable contribution to make to the national economy but that their employment also reduces the cost of disability benefits and may reduce poverty. There is a strong business case for employing people with disabilities since they are often qualified for a particular job. Employers may also gain by expanding the number of eligible workers through continuing the employment of those who become disabled, since valuable expertise acquired on the job and through work-related training is retained. Many organizations and their networks – including employers' and workers' organizations and organizations of persons with disabilities – are contributing to facilitating the employment, job retention and return-to-work opportunities for persons with disability. Measures adopted by these organizations include policy statements and provision of advisory and supportive services. This code has been drawn up to guide employers – be they large, medium-sized or small enterprises, in the private or public sector, in developing or highly industrialized countries – to adopt a positive strategy in managing disability

related issues in the workplace (International Labour Organization, 2011). While this code is principally addressed to employers, governments play an essential role in creating a supportive legislative and social policy framework and providing incentives to promote employment opportunities for people with disabilities. However, there are some developed policies for the governmental and non-governmental organizations in Afghanistan, but most of the managements are not motivated to observe and perform it within the organization; or, there are some shortages in the policies itself which are not fulfilling the needs of people with disabilities in a workplace.

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MODERN TOOLS FOR IMPLEMENTING ANTI-CRISIS STRATEGIES

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In today's business environment, the implementation of anti-crisis strategies is crucial for enterprises to navigate challenging circumstances effectively. This article explores the key stages and tools involved in implementing anti-crisis strategies, with the aim of improving the quality of anti-crisis management in modern business conditions. The tools for implementing these strategies are classified based on various grouping criteria. Furthermore, the article delves into the specific content of these tools and provides real-world examples of their application in the industrial sector.

The selection and development of anti-crisis strategies (corporate, functional, and business strategies) for enterprises is a complex process that considers numerous interconnected internal and external factors. However, an even more complex process lies in the implementation of these strategies. It involves the coordinated interaction of various management methods, tools, and technologies to ensure consistent management functions and minimize internal losses. According to American scientists, companies typically realize only about 60% of the potential value of their strategies due to planning and implementation defects and errors [1]. Consequently, the effective organization of the implementation phase holds greater importance than the quality of the strategies themselves.

The anti-crisis management system achieves its strategic goals through the execution of specific functions. By considering the interconnected functions of strategic management, the effective implementation of an anti-crisis strategy can be visualized as a chain of continuous, interrelated actions encompassing analysis, planning, organization, motivation, control, and regulation.

This holistic approach ensures a comprehensive implementation process that addresses all critical aspects of anti-crisis management. By utilizing modern tools and techniques, enterprises can navigate crises successfully and achieve the desired outcomes [2].

The implementation of an anti-crisis strategy follows a well-defined sequence of interconnected stages aimed at achieving anti-crisis goals. These stages include:

Approval and coordination: Selecting and approving the anti-crisis strategy, ensuring alignment with organizational goals.

Communication and preparation: Effectively communicating the goals of the strategy to all employees, conducting preparatory work to facilitate its efficient implementation.

1. **Overcoming resistance:** Addressing organizational resistance during the strategy's launch phase.

2. **Resource allocation and planning:** Providing necessary resources and developing a current and operational plan to attain the intended anti-crisis goals.

3. **Adequate changes:** Implementing changes within the enterprise that align with the strategic targets.

4. **Operational management:** Actively managing the implementation process of the anti-crisis strategy.

5. **Control and regulation:** Establishing an effective system for monitoring and regulating the implementation of the anti-crisis strategy.

The effectiveness of implementing an anti-crisis strategy depends on the use of appropriate tools to achieve strategic goals. In today's business landscape, enterprises across various industries and organizational forms can leverage modern tools, thanks to the emergence of new technologies and advancements in information management and computerization [3].

In a broad sense, management tools can be seen as economic tools for effectively managing the implementation of anti-crisis strategies. These tools encompass a range of procedures, techniques, concepts, methods, and models employed to address problems and achieve the goals of the anti-crisis strategy.



Picture 1. Stages of Crisis Management

By leveraging these tools and following a structured implementation mechanism, enterprises can enhance their resilience and successfully navigate crisis situations.

Implementing an anti-crisis management strategy requires the utilization of various tools to enhance the solvency and financial stability of an enterprise in the short and

long term. The selection of appropriate tools depends on the specific characteristics of the enterprise, the underlying causes of the crisis, and the extent of the crisis situation. To provide a comprehensive overview of the tools used for implementing anti-crisis strategies.

Classification by competitive advantage: Benchmark marketing serves two crucial purposes in addressing financial recovery strategies. Firstly, it allows for comparing the performance indicators of the studied enterprise with those of competitors and market leaders. Secondly, it enables the study and application of successful experiences from other organizations. In reactive anti-crisis management, financial recovery strategies involve the combined or individual application of various tools based on specific circumstances.

Judicial rehabilitation procedures in bankruptcy cases:

1. Appointment of an outside manager by the arbitration court (temporary, administrative, external);
2. Auctioning a portion of the property;
3. Holding an investment competition for the enterprise;
4. Securing loans with guarantees (Federal Center, regional administrations, reliable banks, etc.).

The selection of tools for implementing the financial recovery strategy requires a thorough analysis of their effectiveness within the specific enterprise. It is important to note that the severity and duration of the enterprise's crisis correspond to the level of rigor in managing the implementation of the anti-crisis strategy and the tools employed.

The implementation of an anti-crisis strategy involves the utilization of diverse tools to address the financial challenges faced by enterprises. These tools can be categorized into different levels, including federal, regional, municipal, and enterprise-specific. At the global level, mega-level anti-crisis policy tools have emerged, focusing on international cooperation and coordination.

Tools for Implementing Anti-Crisis Strategy:

Federal Level:

1. Trust management of the enterprise
2. Enterprise restructuring (disaggregation, outsourcing)
3. Production re-profiling
4. Closure of unprofitable industries
5. Collection of receivables
6. Sale of a part of the debtor's property
7. Assignment of the debtor's claims
8. Obligations fulfilled by the owner of the debtor's property (unitary enterprise, founders)

Global Level:

1. Holding of summits involving heads of state and government
2. Collaboration with international institutions such as IMF, World Bank, WTO, G20
3. Joint anti-crisis measures by regional economic integrations like the European Union (EU)

Regional and Municipal Levels:

1. Regional anti-crisis programs
2. State regulation instruments for territory-specific assistance and development
3. Monitoring and support for backbone organizations

4. Specialized regional innovation funds for promoting innovation activity These tools are deployed based on the severity and nature of the crisis, with the objective of facilitating financial recovery and sustainable development.

Tools used in the implementation of anti-crisis strategies can be classified into different categories based on their management functions. Analytical tools play a crucial role in crisis diagnostics and identifying crisis parameters, factors, and trends. Preventive crisis diagnostics focuses on early recognition and prevention of crises, while crisis diagnostics for bankruptcy prevention and judicial diagnostics analyze already formed crises during bankruptcy proceedings.

Preventive crisis diagnostics is a proactive tool that identifies potential problems, crisis-forming factors, and assesses the enterprise's strengths, weaknesses, opportunities, and threats. It serves as the basis for developing, adjusting, and implementing anti-crisis strategies. The goal is to anticipate disruptions to strategic plans and promptly address problematic situations [4].

Analytical tools used in preventive crisis diagnostics include:

1. Coefficient analysis
2. Plan-fact analysis
3. Factor analysis
4. Problem tree analysis
5. Cost analysis (ABC analysis, target-factual deviation analysis, CVP analysis)
6. Economic analysis of production and sales
7. Financial results analysis
8. Functional analysis (marketing, production, personnel, supply)
9. GAP analysis (comparing set goals with forecasted achievement)

In addition to analytical tools, planning tools are essential for effective anti-crisis management. Business planning combines long-term and current development planning, while current and operational planning support strategic and tactical decisions and ensure stable enterprise operations. Budgeting, a key economic tool, involves budget planning in cost form.

Creating an internal accounting and control system is integral to the implementation of an enterprise's anti-crisis strategy. This system helps detect failures and errors, enabling the development and implementation of corrective measures to ensure the achievement of strategic goals. The choice of accounting and control tools depends on the enterprise's organizational structure, strategic management system, and methods of operation.

In recent years, the "controlling" system has gained popularity, which involves the operational comparison of planned indicators with actual levels, identifying deviations, and analyzing their interrelationships within the enterprise. Monitoring plays a crucial role within the controlling system, enabling continuous tracking of target indicators of the anti-crisis strategy, identifying deviations, and determining their causes and responsible parties.

By focusing on motivation and implementing effective accounting and control tools like "controlling" and monitoring, enterprises can strengthen their anti-crisis strategy and drive successful outcomes.



Picture 2. Effective Utility Management

The implementation of an anti-crisis strategy relies on the construction of a controlling system, enabling real-time managerial decision-making to regulate the strategy's execution. The controlling system offers three response options: "do nothing" for positive or insignificant negative deviations, "eliminate the deviation," or "adjust the anti-crisis strategy" for alarming negative deviations based on their causes [5].

By utilizing a comprehensive control system and employing the appropriate tools from different categories, enterprises can effectively implement their anti-crisis strategies.

Tools for implementing an anti-crisis strategy can be categorized based on their characteristics and application. Here are the key points [6]:

1. Benchmarking: It should be an ongoing process for continuous improvement, requiring the enterprise to conduct regular comparative analyses of successful companies to enhance its own operations.

2. Continuous Budgeting: Adopting a rolling budgeting process ensures continuity in operational planning. Quarterly budgets are developed in advance based on annual targets, followed by monthly budgets within each quarter. This approach facilitates continuous monitoring of the anti-crisis strategy implementation. Periodic Tools: Economic and functional diagnostics, business planning, and forecasting are periodic tools that support the implementation of the anti-crisis strategy.

3. Temporary (Tactical) Tools: These tools, such as global austerity measures, re-investment, liquidation of short-term financial investments, and divestment of non-core

services, are employed as temporary measures to address specific needs.

4. **Integrated and Simple Tools:** Tools can be categorized as integrated or simple. An example of an integrated tool is a business plan, which combines various planning tools like SWOT analysis and expert assessments. Integrated tools are commonly utilized due to the complexity of anti-crisis transformations.

5. **Specific and Universal Tools:** Tools can be specific to a particular enterprise, reflecting its unique characteristics, or universal, suitable for enterprises of different forms, industries, and management structures.

By utilizing appropriate tools, enterprises can effectively implement their anti-crisis strategies and address their specific needs and goals.

To achieve its anti-crisis goals, a domestic metallurgical company employed specific tools such as modernizing the ingot casting area and implementing a specialized casting platform. In addition, the following universal tools are recommended for an effective anti-crisis strategy:

1. **Balanced Scorecard (BSC):** A comprehensive tool for strategic management that translates the enterprise's strategy into tangible goals, indicators, and actions. It encompasses four main components: financial, client, internal business processes, and personnel training and development.

2. **Budgeting System:** A systematic approach to developing budgets that ensures financial resources align with the goals of the anti-crisis strategy. It enables effective financial planning and resource allocation.

3. **Motivation and Training of Personnel:** Focusing on motivating and training employees to achieve the objectives of the anti-crisis strategy. This enhances their effectiveness and contribution to the company's recovery.

4. **Change Management:** Organizing and managing the implementation of changes within the organization to support the anti-crisis strategy. It ensures smooth transitions and minimizes resistance to change.

5. **Automation of Business Processes:** Implementing automation to streamline and optimize various business processes. This improves efficiency, reduces costs, and enhances overall productivity.

6. **Control System:** Establishing a control system to monitor and evaluate the implementation of the anti-crisis strategy. It enables timely detection of deviations and facilitates corrective actions.

The Balanced Scorecard (BSC) has gained significant attention in recent years as a universal and integrated tool for implementing the anti-crisis strategy. It was developed by Robert Kaplan and David Norton in the 1990s and encompasses parameters that comprehensively characterize the enterprise's activities. The BSC includes components related to finance, clients, internal processes, and personnel development, with a focus on financial indicators [7].

By utilizing these tools, enterprises can effectively implement their anti-crisis strategies and achieve their desired outcomes

Strategic maps, problem-oriented maps, and the adapted Balanced Scorecard itself serve as flexible tools for implementing an anti-crisis strategy. Based on the strategic measures, strategic budgets are formulated, linking strategic planning with operational planning, primarily through budgeting.

It is worth noting that some scholars have criticized management tools like the BSC, questioning their effectiveness. However, the transition from strategy to performance indicators and their optimal values cannot be standardized universally. This de-

depends on the expertise and competencies of the managers [8].

These anti-crisis management tools differ in content, complexity, and other parameters. While some tools may be effective in certain enterprises, they may not be suitable for others, potentially leading to disappointment in anti-crisis strategic management overall. Understanding the various tools, their classification, and their specific features empowers managers and anti-crisis specialists to effectively utilize them in achieving strategic objectives.

The final stage of implementing the anti-crisis strategy involves evaluating and summarizing the results of its implementation.

In summary, the effectiveness of the anti-crisis strategy is determined by the successful resolution of business instability, restoration of solvency, and the subsequent improvement in business value and efficiency.

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MANAGEMENT OF THE HUMAN RESOURCES POLICY SYSTEM THROUGH EMPLOYEE ENGAGEMENT IN ORGANIZATIONAL CHANGES AND THE FORMATION OF SOCIO-ECONOMIC EFFECTS TO ENSURE THE FUNCTIONING OF THE ENTERPRISE

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The times of change, technological progress, competitive struggle, and evolving market demands create the necessity for flexible and efficient personnel management that contributes to the dynamic development of an enterprise and the attainment of competitive advantages. Employee engagement in organizational change processes and active utilization of socio-economic effects to ensure the functioning of the enterprise

are key factors for success and increasing organizational competitiveness. Exploring this topic will enable the identification of effective management strategies and tools that promote the development of human resources potential, the creation of a favorable work environment, and the determination of the impact of these processes on the overall success and achievement of the enterprise's goals.

The following conditions can serve as effectiveness criteria for the measures: social efficiency in the form of incentives for personnel can only be ensured when the organization's existence is sustainable and it receives financing to provide these incentives. The effectiveness of the system can be achieved only if employees make their workforce available to the organization, which is possible when the organization has certain social benefits, and thus, a corresponding level of social efficiency [1].

When managing the personnel policy formation system, using the example of the municipal-state institution "Sports Club for People with Disabilities" managed by the Physical Education and Sports Management of the East Kazakhstan Region, employee involvement in organizational changes is regulated by incentives in the form of additional payments to employees, civil servants of physical education and sports organizations, funded by the state budget. The following additional payments are established for employees:

- 1) Additional payment for direct provision of high-quality educational and training processes;
- 2) Additional payment for training champions and prize-winners of sports competitions.

The determination of the amount of additional payments for employees is carried out by the head of the respective physical education and sports organization, funded by the state budget, in coordination with the state management authority.

The sizes of additional payments are established based on the results of athletes, confirmed by protocols of sports competitions. The total amount of additional payments is determined by summing up the sizes approved by the resolution at the end of the calendar year. In case an athlete demonstrates multiple high results in sports competitions throughout the year, including in different sports disciplines, the sizes of additional payments 1 and 2 are established based on the highest indicator in the respective sports discipline. The payment of additional compensation for direct provision of high-quality educational and training processes is granted to employees of the organization for directly ensuring high-quality educational and training processes for athletes enrolled in the contingent of the corresponding organization, for example, in the municipal state institution "Sports Club for People with Disabilities" of the management of physical culture and sports in the East Kazakhstan region. The managers of organizations send a letter to the government body of public administration annually to coordinate the size of additional payments, indicating the amount and attaching protocols of sports competitions. The government body of public administration reviews and collectively approves the size of the additional payments within five working days from the date of receipt. The payment of additional compensation is determined as a percentage of the overall result achieved by athletes of the corresponding organization in the following manner:

- 1) To the head of the organization, up to 100%.
- 2) To the deputy head of the organization, up to 90%.
- 3) To the state coach, head coach, senior coach, senior coach-teacher, methodologist, instructor, up to 100%.
- 4) To the heads of structural units, branches, department heads, service heads, sec-

tor heads, sports facility managers, cafeteria managers, swimming pool managers, dormitory managers, horse farm managers, boarding school managers, medical complex staff, psychologists, educators, choreographers, accompanists, doctors, masseurs, chief accountants, deputy chief accountants, accountants, economists, lawyers, government procurement managers, up to 80%.

5) To livestock specialists, veterinarians, grooms, horn players, horse handlers, engineers, technicians, mechanics, armorers, sharpeners, lubricators, drivers, accompanying sports teams, up to 70%.

6) To nurses, laboratory assistants, operators, chefs, and kitchen staff, up to 40%.

7) To team leaders, athlete-instructors, inspectors, managers, press secretaries, up to 60%. The payment of additional compensation is granted to employees holding positions of coaches, coach-teachers in the organization, who have trained athletes that became champions or winners in sports competitions and are enrolled in the corresponding sports section [2].

No additional payments are made when champions or medalists participate in another sport. The size of the additional payment is valid for one calendar year, while the results of sports competitions remain in effect until the next sports competitions of the same level are held. If an athlete improves their result during the current financial year, this result is taken into account in the following planned financial year. The additional payments remain in effect until the next sports competitions of the same level for coaches who:

1) Prepared champions and medalists in sports competitions.

2) Prepared champions and medalists in sports competitions who transferred to another organization.

3) Prepared champions and medalists in sports competitions who transferred with these athletes from one organization to another.

For coaches in the organization to which athletes of sports competitions who became champions or medalists transferred, the additional payment for training champions and medalists in sports competitions does not apply.

If two or more coaches worked with a champion or medalist, the total amount of the additional payment for the respective sport is divided by the number of coaches. If a coach trained the entire team in team sports, the payment is determined by multiplying the coefficient, which is equal to 3, by the corresponding size of the established additional payments. If a coach in team sports trained one or more athletes, they receive the additional payment 2 in the following sizes:

1) For one athlete - 100% of the corresponding sizes established in Clause 2 of the approved additional payments.

2) For each subsequent athlete - 20% of the corresponding sizes established in Clause 2 of the approved additional payments.

The payment of the considered additional payments is made based on the results shown by the organization's athletes at republican and international sports competitions. In the current year, the size of the additional payment amounted to 282.5%. Therefore, according to the above-mentioned sizes and based on the formula, the payment for each position is calculated as $UTP = (BP * AP\%) * D / 100$, where BP is the size of the employee's base salary, AP is the size of the additional payment established based on the athletes' results, and D is the size of the payment from the total amount, for each position [3].

Example: It is known that the employee being hired for the position of economist

has a work experience of 25 years, 3 months, and 28 days, with a higher education degree in the relevant field.

1) Let's find the size of the base salary using the formula: $BP = C * BDO * Rt$, where C is the coefficient for calculating base salaries for functional blocks according to Government Resolution No. 1193 dated December 31, 2015, "On the System of Remuneration for Civil Servants and Employees of Organizations Funded by State Budget"; BDO is the base salary approved as of January 1, 2023, which is 17,697 tenge; Rt is the rate of the employee's salary. $BP = 4.83 * 17,697 * 1 = 85,476.51$ tenge, the size of the base salary.

2) In the same Government Resolution No. 1193, there is a corrective coefficient for the salaries of administrative workers in state institutions, which is 1.45 as of January 1, 2023. $BP = 85,476.51 * 1.45 = 123,940.94$ tenge. The base salary of this employee is 123,940 tenge and 94 tiyn.

3) Let's find the size of the additional payment for directly ensuring high-quality educational process: $UTP = (123,940.94 * 282.5\%) * 80/100 = 280,106.52$ tenge. We have found the size of the additional payment for this employee.

4) According to Government Resolution No. 1193 dated December 31, 2015, all employees of state institutions are entitled to an allowance for special conditions of remuneration, amounting to 10% of the base salary: $123,940.94 * 10\% = 12,394$ tenge.

5) According to the Law of the Republic of Kazakhstan No. 1787-XII dated December 18, 1992, "On the Social Protection of Citizens Affected by Nuclear Tests at the Semipalatinsk Nuclear Test Site," this employee is entitled to a supplement of 1.5 times the monthly calculated living wage (MLW): 1 MLW (for 2023) is 3,450 tenge, thus $E = 1.5 * 3,450 = 5,175$ tenge. Therefore, the monthly earnings of this employee, including all the applicable additional payments and allowances, amount to: $BP + UTP + 10\% + E = 123,940.94 + 280,106.52 + 12,394 + 5,175 = 421,616.46$ tenge.

From the adopted rules and calculations, it is evident that personnel are involved in the process of formulating a stimulating personnel policy, where individuals involved in this process are rewarded in percentage terms, in monetary expressions, when there is a change in an athlete's status and their achievement of prize places. Additionally, according to the rules of awarding, providing material assistance, and establishing allowances to the salaries of employees of the state bodies of the Republic of Kazakhstan from the state budget, these measures are developed to regulate the system of rewarding employees for all state bodies of the Republic of Kazakhstan funded by the state budget, for the proper performance of their duties, as well as to increase their financial interest in the timely and qualitative fulfillment of functions and tasks. These measures apply to employees of all state bodies funded by the state budget.

Allowances to the salaries of employees of the state bodies of the Republic of Kazakhstan are also provided in case of a decision to reduce the staff numbers of the state body and its territorial units using the funds allocated for the activities of the state body, which become available due to the reduction in staff numbers, in full amount. The main indicators characterizing the employee's performance results, giving them the right to receive bonuses, are as follows:

- 1) Compliance with state and labor discipline;
- 2) Work results for a specific period;
- 3) Exemplary performance of duties, impeccable public service, execution of tasks of special importance and complexity, and other work achievements;
- 4) Performing urgent and unforeseen work, the timely completion of which is cru-

cial for the normal (uninterrupted) functioning of the respective state body as a whole or its individual units;

- 5) Timely and high-quality implementation of Action Plan events;
- 6) Anniversary and celebratory dates;
- 7) Development of draft laws, conventions, agreements, contracts, draft regulatory legal acts in the state language, if these powers are not part of the job responsibilities of employees;
- 8) Proper execution of functions and tasks assigned to the corresponding body in accordance with its regulations [5].

However, there are measures for strict incentivization where employee bonuses are not granted:

- 1) If the employee has an outstanding disciplinary punishment;
- 2) If the employee has worked in the respective body for less than one month;
- 3) During the probationary period.

Provision of material assistance to an employee may be provided in cases related to their severe financial situation, such as:

- 1) Death of family members, close relatives (spouses, parents, children, adoptive parents, adopted children, full and half-brothers and sisters, grandparents, grandchildren), or next of kin (brothers, sisters, parents, and children of spouses);
- 2) Marriage;
- 3) Birth of a child, adoption, or foster care of children;
- 4) Medical treatment requiring additional financial expenses;
- 5) Causing material damage to the employee as a result of unlawful actions against them, as well as natural disasters;
- 6) Employee's retirement [6].

Allocation of funds from the state budget for bonuses, material assistance, and allowances to the salaries of employees of the state bodies of the Republic of Kazakhstan is carried out through amendments to the financing plans of the budget programs (sub-programs) of the state bodies of the Republic of Kazakhstan, in the manner determined by the regulatory legal acts of the Ministry of Finance of the Republic of Kazakhstan. Bonuses, material assistance, and allowances are provided from savings in the following types of expenses. All of this has a socio-economic effect, where managing the system of personnel policy formation through regulating the involvement of personnel in organizational changes and generating socio-economic effects to ensure the functioning of the enterprise is a crucial direction of motivation, which will result in increased enthusiasm and initiative of employees in their work. It should be noted that it is not feasible to calculate the economic effect of all the proposed measures in their entirety. These measures cannot be expressed in economic indicators or monetary terms since the considered institution is a socio-cultural organization. Therefore, the effect can mainly be expressed in socio-humanistic and cultural terms.

The study of the communal-state institution "Sports Club for People with Disabilities" in the East Kazakhstan region allows for an analysis of the applied strategies and management tools in the context of regulating the involvement of personnel in organizational changes. Additional payments to the employees of this institution, associated with achieving high results in sports, create a system of incentives and motivation for the employees.

Thus, managing the system of personnel policy formation through the involvement of personnel in organizational change processes and the creation of socio-

economic effects to ensure the functioning of the enterprise has practical significance for the organization's development, improving competitiveness, and overall success. This study can serve as a basis for the development of effective personnel management strategies and the creation of a favorable work environment that contributes to the achievement of organizational goals.

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MODERN STATE AND PROBLEMS OF TOURISM DEVELOPMENT IN EASTERN KAZAKHSTAN

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Kazakhstan is the country with a rich history and culture, as well as diverse natural beauties. It is located in Central Asia and is bordered by Russia, China, Kyrgyzstan, Uzbekistan and Turkmenistan.

Kazakhstan has many different places, cultural and historical attractions that can interest tourists from all over the world.

East Kazakhstan is one of the regions of the Republic of Kazakhstan, located in the east of the country, in the center of the mainland of Eurasia.

East Kazakhstan region is the only and unique region in our country with unique natural resources and a huge variety of reliefs.

This region is known for its remarkable and pristine nature, rich cultural heritage and variety of tourist routes. All this is the foundation for the formation and development of almost all types of tourism in East Kazakhstan region.

In East Kazakhstan you can see:

- unusual landscapes of mountains, deserts, steppes, rivers and lakes;
- various historical and cultural sites (museums, monuments, temples).

Of course, East Kazakhstan region is one of the most visited tourist regions of the republic, which offers a wide range of tourist opportunities.

If we compare the East Kazakhstan region with other regions on the indicator of tourism development, we can note that our region occupies a leading position. However, the tourism sector in eastern Kazakhstan faces a number of problems.

The nature of the East Kazakhstan region is characterized by a variety of natural landscapes, reliefs, historical and cultural objects. This region has an incredibly rich history, so East Kazakhstan region is attractive for those who are interested in the past of our region.

The dominant areas of tourism in East Kazakhstan are:

- ski;
- ecological
- health and recreational facilities;
- beach;
- cultural and cognitive;
- archaeological;
- sacral;
- technogenic;
- ethnographic;
- extreme.

The most interesting objects of tourism in East Kazakhstan region will be considered further in this article.

Katon-Karagai

Katon-Karagai district is famous for its tagine nature. Mountain rivers, excellent conditions for fishing, hunting, radon springs and pantotherapy - all this actively attracts tourists from all over the world. They go there to gain strength and enjoy themselves.

On the territory of Katon-Karagay district is a huge Katon-Karagay State National Natural Park.

In addition, in Katon Karagay located high mountain lakes of unprecedented purity and beauty. The largest lakes are Yazevoe, Maralier, Buchtar, Chernovoe and Rakhmanovskoe. These lakes attract anglers. The water itself in this recreational place is unique because it has a peculiar milky blue color [1].

Due to all these natural beauties and riches, this region is a leader in the field of tourism in both East Kazakhstan and the Republic of Kazakhstan as a whole.

Mount Beluha (Muztau)

This tourist object very much impresses tourists with its height and view. On the mountain never melts snow, which gave the name - «Belukha». This is the highest mountain of Altai and Siberia, about which a huge number of legends, which attracts travelers from other countries. The inhabitants of many nations strive to conquer this rocky and mysterious mountain.

But, despite the large number of advantages, there are certain disadvantages of traveling to Beluga. First of all, to conquer Beluga, the highest point of which is 4509 meters, it is necessary to have a very good physical training. Beluga is a place for professional mountain lovers and climbers [2].

Bukhtarma reservoir

This is the most beautiful recreational object, which is a pearl lying between coniferous forests. On the banks of the reservoir there is a huge number of bays and inlets where you can fish or even camp. The area of this facility covers - 5490 square kilometers. This delightful reservoir is considered one of the most beautiful on our planet. Almost all residents of East Kazakhstan rest on the Bukhtarma reservoir. It is quite advantageous in cost, and every tourist can choose for himself what he is interested in: fishing, boarding, sanatorium, etc.

Lake Markakol

It is one of the most beautiful and picturesque lakes in the Republic of Kazakhstan. Nature, which surrounds this tourist object is very surprising and meet something similar in other places is almost impossible. The lake itself is located in the Markakol basin, and surrounded by its ridges Azutau and Kurchum. The origin of the lake tectonic. The water of Lake Markakol is very clean and unique. When the weather changes, the water changes colors. Markakol Lake is a reserve since 1976. The purpose of the creation of this reserve: preservation of the natural beauty of the taiga, mountains, plant, water and, of course, animal life. Currently, tourists love to visit Lake Markakol to enjoy the amazing, high-mountain and magical nature of East Kazakhstan region [3].

Rakhman Keys

Very amazing place, suitable for tourists who prefer taiga and high mountain nature. The main attraction of this recreational place is Rahman Lake, located among the snow mountains and coniferous forests. The lake is special, its depth is 30 meters, and the water temperature in the summer hot period does not exceed twelve degrees Celsius.

Another feature is the direct presence of the keys, which are famous for their magical properties for human health. Recreational and therapeutic direction on this site is very popular. Sanatorium «Rakhmanovskie Key» is located in the vicinity of colorful

lakes. In the sanatorium are engaged in the treatment of stomach and musculoskeletal diseases. Therefore, a huge number of tourists from near and far abroad choose Rahman keys to improve their health [4].

Tourism activity in East Kazakhstan region is actively developing. The main organizers of the market of tourism services are tour operators and travel agencies.

In the tourism industry of our region there are thriving tour operators specializing in the organization and packaging of tours. Below are listed and reviewed travel agencies that occupy worthy positions on the volume of sales and quality of prepared tours.

Otrar Travel - is one of the best travel firms in East Kazakhstan and Kazakhstan. The enterprise itself is located in the city of Ust-Kamenogorsk. In the market of the Republic of Kazakhstan, this travel firm performs air transportation for 13 years.

The main types of tourism that Otrar Travel deals with:

- cognitive;
- entertaining;
- ethnic;
- ecological and other.

In addition to our republic, the company sends tourists abroad. The accredited agent status of the International Air Transport Association was issued 22 years ago. Travel Company Otrar Travel during its existence has been recognized at various competitions and events, which is marked by a large number of certificates and certificates. The employees of the company are quite competent specialists who can offer a trip even for the most exquisite tourists.

Tourist company «Emerald Altai» is a quality year-round holiday for all categories of tourists at affordable prices in the picturesque spaces of the East Kazakhstan region. Location of the travel agency in Ust-Kamenogorsk. The company's activities are divided into three areas of recreation in East Kazakhstan:

The ski resort «Altai Alps» provides a wide range of services: trout fishing, sauna, gazebo rental, room rental, pantolyte, horseback riding, two cable cars, mountain skiing, snowboarding marathon farm and pant products.

The next direction is the beautiful sanatorium «Emerald», which offers a variety of recreation options: SPA, water treatments, physiotherapy, massage, ozokeriteropiya and other wellness programs.

The third direction - family base on the Buktar reservoir «Ayuda» also offers a huge number of recreation options: sandy beaches, more than two hundred vacation houses, boat trips, boat and catamaran rentals, cafes, shops, organization of hunting tours.

Both in the region and throughout Kazakhstan, the demand for the purchase of tours of this company is very large.

Limpopo Travel is a multidisciplinary travel company that provides many tourist services in various market segments: from mass tourism to VIP holidays.

Limpopo Travel is engaged in the organization of individual tours on the needs of tourists from educational, medical, excursion, sea and river cruises to a variety of group outings in accordance with the interests of the client. The motto of the company: «See the world with your own eyes». The company has been operating on the territory of the Republic of Kazakhstan since 2010 in the city of Ust-Kamenogorsk.

Popular destinations for visitors to this travel firm are: Montenegro, Georgia, Dominican Republic, Cuba, China, UAE, Egypt and many other countries. In addition, the company is ready to organize single or average tours to almost anywhere in the

world!

Tourist company «ATur» appeared in Ust-Kamenogorsk in 2005. For 18 years, the company has proven itself to be an honest and reliable seller of tourism products.

The motto of this travel company is: «We make travel dreams come true!». This firm is steadily developing and has proven itself in both domestic and global tourism market.

Travel company has stable partners, allowing to meet a variety of needs of customers. «ATur» is ready to arrange tours to such countries as: Egypt (rest, Sharm el-Sheikh), Thailand (Phuket Island), UAE (Abu Dhabi), Vietnam and many tours in the Republic of Kazakhstan. All tours that are successfully implemented and booked by the company, have a current cost. Customers of this company are provided with 24/7 support.

Tourist company «Gotour» started its activity in 2012 in the city of Ust-Kamenogorsk. This travel company has been successfully working in the field of tourism for more than 11 years. The company makes a huge effort to provide tourists with a comfortable, safe and interesting holiday, leaving only positive emotions. The main priority of «Gotour» company is safety and comfort of rest.

The company is a friendly and competent team, only proven specialists with good education and recommendations are accepted for work.

Travel company «Gotour» cooperates with such tour operators as: «TEZ TOUR», «PEGAS Touristik», «ANEX Tour», «Kazunion» and «Compass Tour». Thanks to long-term cooperation with foreign partners, the financial and economic results of business in this company are stable.

Despite the unconditional advantages of tourist activities in our region, there are certain disadvantages in East Kazakhstan.

Among the main problems and shortcomings hindering the development of tourism in East Kazakhstan region are:

- poor infrastructure;
- transport problems;
- roads with difficult access;
- number of companies engaged in outbound tourism;
- weak staffing.

Let us consider the problems in the field of tourism in the context of individual regions of the East Kazakhstan region.

Altai district. In this region from Altai to the coast of the Buchtat reservoir, the long-term reconstruction of roads and problems with the coastline of the Buchtat reservoir are a serious problem.

Ridder City. The main problem is the lack of asphalt covering on the section of the republican highway A-9, which is located 50 kilometers from the village of Konovalka and to the end of the border. Instead of asphalt - rubble with soil. Another problem is the lack of checkpoints in the region to receive tourists traveling from the Russian Federation to the Republic of Kazakhstan. On the territory of Russia, two checkpoints were built to enter East Kazakhstan. As a result, the Russian Federation had to close its checkpoints, as their presence did not make sense, because on our part there were no such checkpoints. Of course, Russian tourists come to our area, but for this they are doing a rather difficult way, which is not a natural incentive for the growth of international tourism between our countries.

In Zaisan district, the main problem in the sphere of tourism development is the

long-term repair of the republican highway Maykapshagay - Almaty. As a result, it is unfortunately impossible to get to Zaisan through the village, which is called Kalbatau, the only option remains the use of the Kurchum crossing. In this regard, the movement of tourists stops during storms or severe frost. Of course, to develop tourism in such circumstances is quite difficult.

In Ulan district of East Kazakhstan region there are also problems associated with roads, namely, heavy cross-country on any means of transport from the village of Gagarino to five recreational bases. The entire route to these recreational subjects is 8 kilometers and runs on a country road where there is no pavement or even gravel. It is very difficult to get to these recreational places in bad weather conditions, as the road is blurred, terrible dirt appears and stuck almost all the transport [5].

The general problems of the tourism sector also include:

- the tourism industry is poorly staffed and trained [6];
- the high cost of air tickets increases the price of tourist product and, accordingly, reduces its competitiveness in the world market;
- outdated transport fleet.

Of course, all these challenges need to be addressed and resolved at all levels. It is necessary to combine the efforts of state bodies and private business, to attract the Chamber of Entrepreneurs of East Kazakhstan region and to implement the following measures:

- in the Altai region - to solve disputed issues on the coastlines;
- in the Ridder area, build roads, power lines and reopen the border crossing;
- repairing the roads in Zaisan district;
- in Ulan district, the road is on the balance of Governor's Office of Ulan district, the design and estimate documentation for 1.6 billion tenge has already been agreed, and repair and construction works will start when the money is allocated;
- on staffing - it is necessary to add the number of grant places for training in universities of the region under the educational program «Tourism» to attract the best graduates of schools in this area;
- it is crucial to renovate the bus fleet of the region;
- establishing regular transport links with the countries of the near and far abroad directly from the city of Ust-Kamenogorsk;
- closely monitoring the development of fares for all modes of transport;
- to expand the range of services in the field of tourism.

Summing up, it should be noted that tourism in East Kazakhstan region is developing, for this there are all the necessary prerequisites and resources. But there is a wide range of problems that are hampering such an important process in our region. Therefore, it is important to make serious efforts to address all the problematic issues and bring the tourism industry of East Kazakhstan to a qualitatively and quantitatively new level of development, allowing attracting tourists to the region not only from Kazakhstan, but also from other countries, thus ensuring the development of the region and its budget replenishment.

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INNOVATIVE TECHNOLOGIES IN THE DESIGN OF A NEW TOURIST PRODUCT

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The tourism industry is constantly evolving and with the development of technology, new and innovative ways of traveling are emerging. Virtual Reality (VR) is one of the latest technological advances that have the potential to revolutionize the travel industry. Virtual tours provide tourists with a unique and immersive experience, allowing them to explore different destinations in a whole new way.

The relevance of this topic is determined by innovative technologies in the design of a new tourism product, in particular VR tourism, due to the growing demand for individualized, interactive and more exciting tourism products. Today's tourists increasingly expect innovative and interesting products from travel companies that allow them to get a deeper immersion in the culture and attractions of the countries they visit. VR technologies in tourism provide an opportunity to create a virtual environment that approaches the real one and allows visitors to experience unique experiences without leaving their city. In this regard, tourism companies are increasingly turning to the use of innovative technologies to develop new products, attract more customers and improve the quality of services, which makes this topic very relevant.

Virtual tourism is a type of tourism that uses immersive technologies to create a virtual environment that reproduces real places [1]. With the help of virtual reality, tourists can get to know the sights and explore them in a very interactive and fun way. Virtual reality technology allows travel businesses to offer their customers more realistic and engaging travel experiences without the need for physical travel. The global outbreak of Covid-19 has accelerated the adoption of immersive technologies such as virtual reality (VR) [2].

Virtual tours allow tourists to visit places virtually and experience local culture, history and cuisine without being physically there. With virtual reality, tourists can experience the sights and sounds of their destination as if they were real. VR technology allows users to fully immerse themselves in the virtual world, allowing them to interact with the environment in real time. This opens up new opportunities for travelers to get

to know their destination before actually booking a trip or for those who are unable to travel for various reasons [3].

One of the benefits of VR tours is that they eliminate the need for physical travel, saving travelers time and money. This experience is not only more convenient, but also more accessible, as virtual tours can be taken from the comfort of your own home. With virtual tours, tourists can explore new destinations at their own pace, without time or budget restrictions.

In addition to immersive experiences, virtual tours also offer a more sustainable form of tourism. With virtual tours, there is no need for physical transportation, which reduces the carbon footprint of tourism. This means that tourists can enjoy new destinations without worrying about the environmental impact of their travels.

Another advantage of VR tours is that they allow tourists to visit places that might be difficult or even impossible to reach in real life. For example, virtual tours can provide access to ancient ruins or historical sites that may not be safe for tourists to visit in person. This opens up new opportunities for travelers to get to know the world and its history in a completely new way.

VR tours are an innovative and immersive way to experience the world and its many destinations [2]. With the development of virtual reality technology, the tourism industry is expected to experience a surge in virtual tours in the coming years. This will provide travelers with new and exciting ways to explore the world and its many cultures, and promote sustainable tourism practices. Whether you are a seasoned traveler or a novice tourist, VR tours offer a unique and immersive way to experience the world like never before.

Virtual Reality (VR) has been a huge game changer in the tech world and is now having an impact on the travel industry as well. In recent years, virtual tours have become a new and innovative way for tourists to explore and experience different destinations around the world. This new form of tourism is not only more convenient, but also offers a more sustainable and exciting experience for travelers.

The advantage of VR tours is also accessibility. With virtual reality, tourists can explore their destination from the comfort of their own home without wasting time and money on physical travel. This makes VR tours an ideal option for travelers who may not have the resources to travel or who want to explore a destination before booking a trip. With virtual tours, tourists can travel to their destination at their own pace and at their leisure, without the time constraints of physical travel.

Another benefit of VR tours is the level of immersion they provide. Unlike traditional tourism, where travelers are limited to what they can see and hear, virtual tours allow them to immerse themselves in a virtual environment, experience the sights, sounds and culture of their destination. With the help of virtual reality, tourists can interact with the environment and even participate in activities that they cannot experience in real life, such as visiting ancient ruins or historical sites. This opens up new opportunities for travelers to get to know the world and its history in a completely new way.

VR tours also provide a safer form of tourism. With the help of VR, tourists can visit places that may not be safe for them in real life, such as countries torn by war or areas prone to natural disasters. This opens up new opportunities for travelers to experience and learn about different parts of the world without putting themselves at risk.

One of the most exciting aspects of VR tours is that they are constantly evolving and improving. With advances in VR technology, the experience is becoming more and more realistic and immersive. Virtual tours are expected to become even more advanced

in the near future, allowing tourists to explore destinations in a way that was not possible before.

Despite the many advantages of VR tours, this type of tourism has some limitations. One of the biggest challenges is the need for specialized VR hardware that may not be available to everyone. In addition, virtual tours may not provide the same level of personal interaction and cultural exchange that is possible with traditional tourism. However, these limits are expected to decrease as virtual reality technology continues to evolve and become more accessible. Other issues include: limited access to the necessary equipment, the need for staff training, high costs for creating quality content, limited session duration due to the user's physical limitations, and potential health issues such as motion sickness. In addition, not all potential customers can appreciate such tours, as some people prefer traditional types of travel. In addition, virtual tours can also integrate other technologies such as artificial intelligence (AI) and machine learning. Through artificial intelligence and machine learning, virtual tours can become more personalized and interactive, allowing tourists to ask questions, make decisions, and even interact with virtual guides or characters. In addition, virtual tours can also be integrated with other forms of technology such as augmented reality (AR) and mixed reality (MR) to create an even more immersive and interactive experience for tourists.

Currently, VR tours require special VR equipment, which may not be available to everyone. In the future, virtual tours may become more accessible through integration with other technologies such as smartphones and tablets, making virtual tours a more accessible and affordable option for travelers.

In addition, virtual tours can also be used as a marketing and destination promotion tool. With VR tours, destinations can showcase their attractions and cultural offerings to potential travelers, helping to increase travel demand and boost local economies.

We can say that VR tours are an important event in the world of innovative tourism. With their convenience, accessibility and level of immersion, virtual tours provide tourists with a unique and immersive way to explore and experience the world. In addition, virtual tours are also a more sustainable and safer form of tourism, making them ideal for travelers who are concerned about the impact of their travels on the environment and their own safety. Whether you are an experienced traveler or a first-time tourist, VR tours offer a new and innovative way to experience the world and its many cultures.

Virtual reality (VR) tourism offers several advantages over traditional tourism methods, including:

Immersive experience: VR technology provides a strong immersion that allows tourists to fully immerse themselves in a virtual environment, providing a sense of presence and a sense of being there [4].

Convenient and Economical: VR tours eliminate the need for travel expenses such as airfare, transportation, and lodging, making them a more cost-effective option for travelers. It also eliminates the need to physically travel to your destination, making it more convenient for tourists who may have limited mobility or time.

Customization and personalization: VR technology allows you to create customized tours tailored to individual preferences and needs, based on interests and travel goals.

Increased accessibility: Virtual tours can make travel more accessible for people with disabilities or physical disabilities, allowing them to visit places that would otherwise be inaccessible [5].

Environmental sustainability: By reducing the need for physical travel, virtual tours can help reduce the environmental impact of tourism and promote sustainable travel practices.

Education and cultural understanding: Virtual tours provide an opportunity to learn about different cultures and their history, promoting cultural understanding and education.

Marketing and promotion: VR tours can be used as a marketing and destination promotion tool, helping to increase travel demand and boost the local economy.

All in all, virtual tours provide a unique and innovative way to experience destinations, offering a convenient, cost-effective and immersive experience that can benefit both tourists and the places they visit.

The tourism industry has always been an important contributor to the economy, but it has been undergoing significant changes in recent years due to technological advances. One of the most innovative technologies to emerge from the travel industry is virtual reality (VR). Thanks to virtual reality, tourists can now take virtual tours of destinations without having to travel physically. In this article, we will look at the use of VR in the creation of new travel products, with a particular focus on the development of VR tours.

As virtual reality technology continues to evolve, we can expect even more innovative uses for virtual reality tours in the travel industry. For example, museums and historic sites can use virtual reality to create virtual replicas of ancient artifacts and historical events, providing visitors with an immersive experience they might not otherwise have. Theme parks can use virtual reality to create virtual attractions that mimic real life experiences, providing visitors with an immersive and immersive experience.

Virtual reality can also help make travel more accessible for people with disabilities or mobility issues. By creating virtual tours to destinations that are difficult for people with disabilities to navigate, travel companies can help make travel more inclusive and accessible to all.

One example of a company using VR technology to create innovative travel products is travel company Thomas Cook. In 2015, the company launched virtual reality, which allowed customers to take a virtual tour of the hotel before booking a stay. This allowed customers to better understand what a hotel is like and make an informed decision before making a booking. The company also offered virtual tours to popular destinations such as New York and Singapore to give customers an idea of what they can expect when visiting.

Another example is the use of VR technology in the cruise industry. Cruise lines are using virtual reality to give customers a virtual tour of their ships and cabins before they book a cruise. This allows clients to see the layout of the ship, the amenities on offer and get a better idea of what their stateroom will look like, helping them make an informed decision before booking.

The theme park industry is using virtual reality to create new and innovative attractions. For example, the VR roller coaster allows riders to put on a VR headset and experience a fully immersive ride that simulates flying through space or fighting aliens. This provides a unique and immersive visitor experience and can help increase customer engagement and satisfaction.

All in all, VR technology offers many opportunities for travel companies to create innovative and compelling travel products, increase customer engagement and increase sales. As technology continues to evolve and become more accessible, we can expect

even more innovative applications of virtual reality in the travel industry.

It should be noted that virtual reality is changing the way tourism products are designed, developed and sold. This allows travelers to explore virtual destinations while providing an interactive experience, and advances in virtual reality technology allow travel companies to offer realistic experiences without the need for physical travel. Museums, theme parks and travel companies are using VR to recreate events and offer virtual tours of hard-to-reach places, creating opportunities to increase customer engagement and increase sales. In addition, VR technology can be used to promote sustainable tourism and make travel more accessible for people with disabilities or mobility issues. As technology continues to evolve, we can expect even more innovative use of VR in the travel industry, creating exciting new opportunities for travelers and travel businesses alike.

Virtual reality technology has changed the travel industry, providing new opportunities for travel businesses to create compelling and immersive experiences for their customers. Virtual tours are a new type of travel product that has emerged in recent years, providing customers with a new and exciting way to experience destinations before visiting them. As technology continues to advance, we can expect even more innovative applications of virtual reality in the travel industry, enabling travel businesses to create even more compelling and memorable experiences for their customers.

In addition to the benefits of VR in creating immersive and engaging travel experiences, there are also some potential downsides to consider. One of the main concerns is that the use of virtual reality can lead to a reduction in physical travel, which can have negative consequences for the tourism industry, such as reduced revenue for businesses and reduced economic benefits for local communities.

Another problem associated with the use of VR in tourism is the need for quality content. To create a truly immersive and engaging experience, VR content must be of a high standard and offer unique and interesting perspectives on destinations and points of interest. This requires a significant investment in content creation, as well as ongoing updates and maintenance to keep the content fresh and up-to-date.

Finally, there is also the issue of accessibility. While virtual reality technology is becoming more accessible, there are still barriers to access for some people, such as people with disabilities or those who live in areas with limited internet connectivity. It is important for travel businesses to consider accessibility and ensure that their VR experiences are inclusive and accessible to as many people as possible.

Despite these challenges, the potential benefits of virtual reality in tourism are significant and the technology is likely to become an increasingly important part of the industry in the coming years. As technology continues to evolve and become more accessible, we can expect more innovative use of virtual reality in tourism, as well as new technologies and tools that will further enhance the customer travel experience.

It can be concluded that virtual tours have become increasingly popular in the tourism industry over the past few years due to the rapid development of virtual reality technologies and the increasing demand for new and interesting tourism products.

Some studies show that the number of tourists using virtual tours to plan their trips is growing from year to year. For example, according to a study by YouVisit, the number of visitors using virtual tours to explore universities and colleges in the US increased by more than 70% between 2014 and 2018.

In addition, some major travel companies have started using virtual tours to promote their products. For example, cruise line Royal Caribbean provides virtual tours of

their ships on their website, and hotel chain Marriott International offers virtual tours of their hotels on their website.

Virtual tours are becoming more and more popular among tourists and travel companies and this is a trend that is likely to continue in the near future.

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STATE AND PROSPECTS OF DEVELOPMENT OF SPORTS-EXTREME TOURISM IN THE REPUBLIC OF KAZAKHSTAN

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Sport has always played an important role in human life, as it has a serious impact on it. The main role of sport is to build strong immunity and maintain health. Taking into account the appearance of new or recurrence of old diseases, physical activity greatly increases the chances of winning the fight against ailments.

Sports tourism is a form of active recreation and sports, combining health care and exciting pastime in a picturesque environment [1, p. 46].

Sports tourism combines various types of physical activity and recreation. Anyone can try sports tourism and with high probability will appreciate its attractiveness, as it brings unique emotions and impressions.

Sports tourism is divided into several types:

- hiking - the main task of which is to cross someone's route on foot;
- land-based tourism - distance crossing using only ground vehicles (car, bicycle, motorcycle, etc.);
- speleotourism - crossing the route underground (in caves, dungeons, abandoned structures);
- water tourism - crossing any distance on the water, using only water equipment (yachts, boats, boats, etc.);
- ski - climbing someone route using skis (available only in winter);

- mountain tourism - long distance hiking in the mountain (requires excellent physical training) [2, p. 47-53].

Sports tourism performs a number of functions:

- improves health, trains the body, strengthens the immune system and develops endurance;

- helps to reduce stress and maintains an emotional state;

- forms public education, strengthens the personal qualities of tourists;

- stimulates mental development;

- provides an opportunity to receive positive emotions;

- teaches to overcome difficulties.

Extreme tourism is one of the subspecies of sports tourism, during which there is a potential risk to the safety and life of participants [3, p.362-364].

The main purpose of this type of tourism - the study of dangerous and risky places, as well as the search for new types of extreme recreation.

The benefits of sports and extreme tourism:

- The tourist spends time unusually, saturated, experiences an adrenaline rush and emotions that are sure to remember for life;

- the person improves his health and physical condition;

- the main interested person is the youth, which every year becomes more and more.

The negative side of sports and extreme tourism:

- this type of tourism is quite young, so a limited number of tourist firms can offer it;

- most often it is organized by the tourists themselves;

- poorly prepared equipment;

- poor knowledge of routes;

- danger to humans and risk to life.

There is a wide range of types of sports and extreme tourism:

- mountaineering - climbing mountains using physical and technical training;

- diving - the study of the underwater world using specialized equipment;

- rafting - rafting on mountain and artificial water routes, requiring endurance, energy, patience, intelligence and special equipment;

- rope jumping- jumping from high heights using climbing equipment;

- kayaking - a voyage on a single boat using a paddle with two blades;

- ski tourism - overcoming natural obstacles in high mountain conditions.

The tourist is exposed to low temperatures, but enjoys the winter scenery of the mountains. To engage in this type of tourism require strong muscles of the arms, legs, back and abdomen. After the completion of the hike tourists experience positive emotions;

- lightweight backpacking - trekking with minimal equipment, which helps tourists reduce the weight of the equipment without endangering safety;

- jeeping - the passage of extreme off-road tourist routes on off-road vehicles;

- wingsuiting- hovering at high altitudes using a special suit that is controlled by changing the angle of the fall and position of the body;

- wakeboarding - a sports form of active recreation on the water, combining elements of water-ski slalom, acrobatics and jumps;

- volcanobording - descent from the mountain on a special projectile made of frozen lava;

- windsurfing - water sport, in which the tourist controls a small board with a sail installed;
- geocaching - the game direction of tourism, in which participants try to find hiding places using satellite navigation systems;
- hang gliding is an air sport in which a person flies in the air with a hang glider.
- canyoning - an active sport, including descent to the bottom of the canyon, requiring excellent physical training, the use of climbing equipment and knowledge of the route;
- freeride - skiing or snowboarding outside the serviced areas of ski resorts;
- surfing - wave search and riding on its crest on a small board;
- mountain biking - active recreation, including descent from the mountain at high speed using specialized equipment;
- mototourism, automobile tourism - overcoming extreme terrain on ground equipment;
- paragliding - paragliding flight;
- equestrian tourism - horseback riding, requiring overcoming predetermined routes and obstacles, etc.

Sports and extreme tourism is an unusual and interesting type of tourism, in which the tourist is at risk for passing very difficult and dangerous routes, but he feels extreme, strives to continue the route and achieve the goals. The emotions received after the journey are remembered and remain a pleasant memory for life.

This type of tourism is becoming more popular all over the world, and the Republic of Kazakhstan [4, p. 190-194].

In our country, sports and extreme tourism has huge prospects, but it must be developed, make as safe and diverse as possible.

In different regions of the Republic of Kazakhstan there are specific features of the development of sports and extreme tourism.

East Kazakhstan region is rich in nature. There are mountains, forests and many mountain rivers, so it is advantageous to throw all forces on the development of rafting and mountaineering. Of course, these types of tourism are quite dangerous, but they captivate and attract tourists no less than the beauty of the surrounding nature. It is now important to open new and safe routes. This will attract the maximum number of tourists to East Kazakhstan.

The nature of Central Kazakhstan is arid. There are deserts, steppes and semi-deserts, but this does not prevent the development of hiking, jailoo tourism. In addition, the region has Lake Balkhash, where it is possible to successfully develop underwater hunting.

Water, air and mountain tourism can be developed in South Kazakhstan region. The nature of this region is very rich in natural attractions, which in turn stimulate the development of tourism. In the region there are mountains, rivers, forests, which means that there you can actively develop mountaineering, rafting, kayaking, rock climbing, just active recreation, ski sports. A large number of youth engaged in snowboarding, skiing, mountaineering, so it is safe to say that for the future of sports and extreme tourism in the south of Kazakhstan is not to worry.

Western Kazakhstan is less developed in this regard, although the potential of the region is also quite rich. In this area is a large sea, therefore, there is the possibility of developing sports extreme forms of water tourism with the possibility of regular competitions and organization of unique tours. In addition, the region is suitable for the devel-

opment of autotourism.

In the north of Kazakhstan there are several specially protected natural objects, diversity of flora and fauna, picturesque landscape, a large number of rivers and many routes for active tourism about which, unfortunately, few people know. It should be noted that in this region is already well developed steppe safari and hunting for small game.

Types of sports and extreme tourism offered to travelers in Kazakhstan:

- rafting - sports descent on mountain rivers. Federation of rafting of Kazakhstan periodically offers tours on the rivers Turgen and Ili in Almaty region. Participation in this type of outdoor activities is not dependent on age and professional employment, absolutely crucial are physical health, the desire to try new experiences and get an unforgettable experience. In addition, rafting is widely practised in East Kazakhstan region, where there are mountain rivers - Ulba, Gromotukha and Sergiha;

- skiing and snowboarding - in demand in the winter in those regions where there are mountains and tracts. In recent years, there has been a steady increase in the number of fans of this winter sport, improving the service, equipment and infrastructure, which contributes to improving safety. The most famous winter resorts are located in Almaty and East Kazakhstan regions;

- paragliding is a very effective method of familiarization with the nature of Kazakhstan, which is considered one of the safest ways to climb the skies. They teach flying in specialized schools or in courses available throughout the country. In addition, the Republic of Kazakhstan holds competitions in paragliding throughout the year, and during the holidays, air festive shows are organized;

- diving - not the most common occupation, which is due to the lack of suitable places, however, it is practiced in special clubs, where they hone and improve skills. Experience diving can be obtained in the lakes Balkhash, Alakol, Kolsay, in the Caspian Sea and, of course, on the Sibinsky lakes. The beauty of these places amazes the imagination, they are certainly worth seeing, to appreciate all their majesty;

- skydiving - training jumping is held throughout Kazakhstan, from Ust-Kamenogorsk to Aktau. Skydiving from any distance will remain in the memory of the tourist for the rest of his life. This kind of extreme tourism allows you to experience the sensation of flying and enjoy the wonderful panoramas of nature. When you go out into the sky, a person may feel uncertainty and fear, but in flight mode, these feelings quickly dissipate under the influence of adrenaline and many feel the desire to repeat this experience again and again;

- mountaineering - the Republic of Kazakhstan has unique mountain resources and beautiful mountain landscapes. The variety of routes provides the possibility of their choice: rock, snow or mixed [5].

Today, contrary to the preferences of most tourists, which mainly affect recreation, sports tourism is actively expanding its borders.

Sports tourism is one of the most dynamically developing areas of the tourism industry. Every day the interest of travelers in sports events of different types and sizes grows.

Kazakhstan is a huge country, having an incredible nature, a huge amount of natural resources, an extraordinary and hospitable people, but, unfortunately, tourism in our country has huge unrealized potential.

The tourist potential of the Republic is so great that it can ensure sustainable growth of employment and income of the population, as well as stable inflow of in-

vestments into the national economy[6].

Foreign sportsmen, businessmen, lovers of history and, of course, fans of extreme recreation come to Kazakhstan.

One of the problems of unrealized potential is the weak development of tourism infrastructure.

To overcome many problems in the sphere of tourism is possible to form a positive tourist image of the state.

In addition, Kazakhstan needs in the near future to develop tourism infrastructure. Thanks to this, our country will be able to attract more and more tourists, which in turn will have a positive impact on the budget of the country.

The Republic of Kazakhstan can be called a sports country, since there is a large number of sports, which we have very developed. For example, martial arts, hockey, speed skating and so on.

But one of the main riches of our country is its nature, which is very diverse, there are steppes, rivers, reservoirs, mountains, deserts. The climate is very suitable for tourism lovers of nature, winter can be very cold, but mesmerizing and also summer may well be + 40 degrees.

The country regularly hosts mass sports events (Winter Universiade, Asian Games and so on), which certainly contributes to increasing interest among the population in this field of tourism.

Thus, Kazakhstan has broad prospects for the development of sports and extreme tourism.

But one of the problems in the sphere of sports and extreme tourism - underdeveloped media, the lack of quality advertising, as a result of which many residents are not even aware of the events.

In Kazakhstan, the tourism industry is constantly improving, new types of services appear, and active types of tourism begin to take leading roles. It is they that combine the journey with the view of beautiful scenery, with physical exercise and with a small risk to life. The result of such trips are received emotions and improvement of physical condition of the tourist [7].

Extreme tours are the most exciting, intriguing, they allow you to experience an incredible amount of emotions and give the tourist the opportunity to test themselves. These tours are memorable for life, but they are very expensive. The success of extreme sports often depends only on the person, his physical and moral condition. Therefore, before starting it is necessary to devote time to serious physical and psychological preparation of your body.

The popularity of this type of tourism is growing. This is evidenced by:

- increasing television broadcasts of sports events, advertisements and videos on extreme tourism on the Internet;

- opening of new places and routes;

- the emergence of new types and technologies of sports and extreme tourism.

More and more people want to get to where it will be scary, but beautiful or just dream to go down the mountain slope at mad speed. Every year, more and more tourists are involved in extreme tourism.

Currently, the tourism industry is recognized as one of the main priorities of the economy of Kazakhstan. This means that the state the tourism industry is now recognized as one of the main priorities of the economy of Kazakhstan. This means that the state and business are making efforts to improve the sphere of tourism, address issues of

increasing the security of all types of tourism and especially extreme, overcome difficulties in the field of information, open new places of recreation and routes. After all, the development of tourism has a positive effect for both tourists and the state. For a tourist it is getting emotions, rest, reboot, and for the state primarily increase the budget of the country.

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WAYS TO IMPROVE THE WAYS OF ORGANIZING ADVERTISING AND INFORMATION WORK OF THE TOURIST ENTERPRISE

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Tourism is not easy to imagine without advertising. It is an indispensable part in conveying information about tourism opportunities in a concise but attractive form, enriched with emotional content. It aims to draw the attention of potential customers to key aspects of tourism products and enterprises.

Advertising plays a key role in the marketing strategy of a tourist enterprise, having a significant socio-cultural and psychological impact on society. The approach to advertising, based on civilized principles, is not to manipulate public consciousness, but to form actual needs that contribute to the self-development of the individual. Advertising not only expands consumers' knowledge, but also increases their satisfaction with the purchase of a product. Associations and symbols of prestige invested in the tourist product through advertising have a beneficial effect on people's psyche. Creating addi-

tional value for the tourism product through advertising provides confidence to the customer in the correctness of his choice and brings additional satisfaction from the consumption of tourism services.

Advertising is a key tool for tourism enterprises in developing new markets. It not only increases competition, thereby stimulating improvements in the quality of tourism services, but also contributes to the expansion of sales.

Through advertising, tourism enterprises can reach new audiences, attract more customers and increase their customer base. This in turn leads to an increase in revenue, which provides stable income for the enterprise. Significant sales also contribute to more generous rewards for staff, a favorable working climate and confidence in the future. Thus, advertising plays an important role not only in attracting customers, but also in ensuring the sustainable development of a tourism enterprise, supporting its financial stability and socio-psychological well-being.

At present, the relevance of advertising is beyond any doubt, as it is an important element of the market economy and plays a key role in its development. If an enterprise is deprived of such an effective connection with consumers as advertising, it will stop investing money in the creation of new and improving old products. All this will lead to the fact that the desire for development will be lost, and competition in entrepreneurship will be absent.

In countries with a high standard of living and advanced manufacturing, huge amounts of money are invested in advertising. This is due to the fact that companies strive to maintain active interaction with consumers for fear of losing their interest. The phrase "advertising is the engine of commerce" illustrates the main function of advertising: informing about the product, introducing it to potential customers and convincing them to buy the product.

Due to the fact that the reliability of tourism companies depends on the effective use of marketing tools to attract customers, the methodology of advertising research becomes especially important. This methodology helps to identify deficiencies that can seriously affect managerial decision making. In developing advertising campaigns, the corrective and controlling functions of advertising offer opportunities to identify and prevent negative effects that may threaten the functioning of tourism enterprises in the market. If a tourism company does not consider the results of advertising research in its marketing strategy, it may lead to competitive failure. Therefore, it is recommended to use the respondent survey instrument in advertising research.

The tourism industry, being one of the youngest and most promising business sectors, has a huge potential for development and success. However, this potential can only be fully realized if all available channels are effectively used to attract the main target audience - tourists themselves.

It is extremely important to realize that each tourist product is unique and has no absolutely corresponding analogues. Thus, for each specific tourist product it is necessary to develop a separate advertising strategy, which, of course, will require the use of a large number of resources that not every tourist organization has.

The creation of advertising of each product should be accompanied by a full theoretical justification of the relevance and effectiveness of the realization of this advertising. In case of insufficient quality elaboration any advertising campaign can fail, which is affected to varying degrees by such factors as, for example, seasonality, restrictions, statistical indicators of destinations in general and specific tourist objects. That is why it is necessary to calculate and analyze each point and factor that can affect the success of

the advertising campaign and, unfortunately, not all organizations pay enough time and attention to this, which leads in some cases to ineffective advertising in tourism.

The next problem is the implementation of advertising in tourism activities. It consists in the fact that it is quite difficult to reach the necessary target audience with a campaign, which should assume full return on its realization. Advertising in tourism should be targeted clearly to a certain consumer, as a huge variety of tourist offer exists for different precisely defined target audiences. Of course, target audiences can overlap and combine for each specific tourist product, but this does not cancel the fact that each of them must be adjusted and select the closest possible channels of advertising communication. It is extremely difficult to do this, as most often communication with the consumer begins only at the stage of purchasing a tourist product, the next time - after receiving feedback on the purchased and realized product.

In addition, the implementation of advertising should take into account all the peculiarities of the competitive tourism market. With a large volume of similar in presentation and content advertising offer, the consumer may become disoriented, because of which he will either miss the most qualitative product or refuse to buy it at all. This situation can be considered on the example of the beach tourism market. Various tour operators offer vacations in a particular destination, city, say, in the hotels of the first line. The abundance of such an offer will make the client confused and miss favorable or necessary for him conditions when comparing two offers from different tour operators.

At present, the interest in the concept of event marketing in tourism is due to the fact that the competition for attracting the attention of tourists is becoming increasingly fierce. Old marketing methods are gradually losing their effectiveness, so cities, regions and countries are forced to develop new concepts that meet the demands of modern audiences. Governments of various countries are actively incorporating events into their economic development and territorial marketing strategies. Corporations and enterprises also use events as a key element of their marketing strategy and image. Thanks to the enthusiasm of community groups and individuals, a variety of events on various topics are organized on a regular basis, which are actively publicized in the media and occupy a significant part of free time, enriching life with bright and memorable moments. Event marketing becomes an important tool for retaining and attracting visitors and investors. Many foreign cities and regions successfully apply this approach, as events have a significant impact on the development, marketing strategies and competitiveness of tourist areas.

Event marketing in tourism is the use of a valid event, to promote a particular area and attract consumers who do not find a tourist destination attractive enough to visit without an occasion.

Nowadays, the segment of event tourism is very popular, which attracts tourists with the participation of famous personalities. For example, it can be concerts of famous performers, fashion shows with the participation of famous models or personal events of famous personalities. Such tours attract many people who want to immerse themselves in the atmosphere of events and visit another country at the same time.

It is believed that the term "special event" was first used at Disneyland. It was the organization's way of naming events that were different from the norm and were designed to promote Disneyland.

The term "event tourism", which was first used by the New Zealand Department of Tourism and Community in 1987, establishes a link between the organization of

events and tourism development. In the foreign literature, the term is seen as an important alternative for destinations, local entrepreneurs and state governments that seek to increase the flow of tourists.

Indeed, despite the similarity of the terms, "event tourism" and "event marketing" represent different concepts. In essence, event marketing in tourism involves the use of topical events to draw attention to a particular destination and attract tourists who might not otherwise visit that destination. Event marketing and event tourism are indeed related and partnering sectors.

It is also important to note the difference between event marketing and event marketing. In the case of event marketing, the emphasis is on using the event to promote a specific tourist destination, while event marketing is aimed at promoting the event itself, i.e. selling the event itself.

Thus, event marketing and event marketing have their differences, with the former aimed at promoting the tourist area through events, and the latter at promoting the event itself as a tourism product.

Digital marketing has become an integral element of the modern economy, representing a powerful means of promoting goods and services. In every significant market segment, digital technologies are used to increase sales, brand awareness and create trends related to the activities of a company or organization. Tourism, as well as other participants of the global economy, is actively implementing digital technologies in its practice, considering them as the most effective way to reach customers. In this sphere, digital promotion is especially important, given that the end consumer may be located at great distances from their travel destination.

"Today, 3.5 billion people have access to the Internet. This number includes people of all age groups, with different earnings and social status. This figure is growing every year. If earlier it was considered that the Internet is mainly used by young people, at the moment more and more adults and elderly people, especially abroad, use social networks and use the Internet to search for information on a daily basis," says Dulat Iman, Director of PR and Marketing Department of the national company Kazakh Tourism.

Digital marketing is an effective way to capture consumer attention, in part because it allows brands to engage with audiences without overt advertising. Instead of simply offering their products or services, companies build relationships with potential customers by creating emotional connections and attracting users to their brand. Social media is the perfect platform for this interaction, allowing brands to give potential travelers an emotion and build a relationship with them.

Nowadays, having an account in popular social networks has already become the norm for serious business. However, for successful promotion it is important not only to promptly update the content of the account, including information about new services or changes in travel regulations, but also to respond quickly to comments and requests from users. It is also important to maintain a friendly tone of communication and pay attention to the aesthetics of the profile to attract the audience's attention. However, simply having a social media account is no longer enough. Promotional integrations with Influencers, bloggers and opinion leaders are also an important element of successful promotion. It is important to build such collaborations intelligently, taking into account the target audience of the brand and correlating it with the audience of the blogger or Influencer.

Sustainable development, ESG are global trends of the last 5 years in society and

business. Involvement and interest in these topics is growing every year. Tourism has not been spared from this trend. Traveling in a more meaningful way while doing good is the main principle of sustainable tourism. Companies, which share these principles, base their products and services on this demand of tourists. It's a concept that has been purposefully promoted around the world for a decade and a half.

Sustainable tourism is an approach to tourism project management that seeks to preserve values and well-being for future generations. Three aspects are important in the modern understanding of sustainable tourism: reducing environmental impacts, minimizing negative impacts on local ecosystems and providing economic benefits to local communities. Effective sustainable tourism is only achieved when all three components work in concert.

Sustainability in different types of tourism, such as business travel, family vacations or ecotourism, depends on whether they meet certain standards that promote sustainable development. The organization responsible for setting such standards is the UN-backed Global Sustainable Tourism Council. Their website publishes criteria to determine whether a particular tourism project is sustainable. If a project is sustainable and recognized, this covers the flow of tourists and their trust.

Another eco-industry in tourism is virtual reality. Virtual Reality in tourism is one of the newest and most promising tools for demonstrating tourist places, resorts, hotels and other things in VR/AR mode. The effect of full immersion, high image quality, wide opportunities to demonstrate tourist sites and attractions - all this makes Virtual Reality a powerful marketing tool today.

Virtual Reality goggles in ROI calculation for tourism give excellent results. The tourist can really evaluate what awaits him in a particular country, at a particular site and at a particular time of year. It is at the same time a unique attraction, advertising and a way to convey information much better than any guidebook or video does. Virtual reality is already being hailed as one of the eight new technologies that will change the future.

A few years ago, the mobile game Pokemon GO blew the public away by becoming something completely new. It succeeded in augmenting the existing reality and did it in a truly immersive way. In tourism, the possibilities of using technology are just as great, and perhaps even wider. Now there are huge movie theaters that take up the entire space of the cinema hall and immerse the audience in the atmosphere of another country.

One of the main directions of tourism development is the creation of applications for cell phones, of which about 20% are represented by applications in the field of tourism. A relatively new trend in the market of mobile applications for travelers is audio guides, which are a convenient way to independently get acquainted with city attractions. Compared to traditional guidebooks, audio guides have undeniable advantages. For example, unlike paper guidebooks, audio guides allow you to listen to information while moving freely and enjoying the sights around you.

Audio guides are widespread abroad, and more and more of them are appearing in Kazakhstan as well. They are created both by museums and independent developers. Audio guide services are provided by some mobile operators.

It should be noted that travelers not only book tickets, hotels, and vehicles on the Internet on their own, but also master new areas and tools that can make travel more convenient and interesting. As experts note, the main trend in tourism development is applications for cell phones.

Today, mobile applications created for tablets and smartphones are an innovative means of stimulating domestic tourism and promoting investment projects. The main advantages of mobile applications are: simplification of communication between the brand and the user, economic benefits and ease of use. Depending on the specifics of the company and current business priorities, mobile applications can become an effective marketing tool for attracting new customers or a convenient service for working with the existing customer base.

Interactive guides have the ability to geolocate and build routes, integration with social networks, virtual galleries, use the application without a permanent connection to the network, interactive menus, including video, animated graphics, 3D, audio comments, circular panoramas. It is possible to introduce marketing tools into applications - promotions, surveys. Special counters will allow you to analyze the user's interaction with the content in detail. You can also enter information about all types of infrastructure for people with disabilities.

The outlook for tourism development includes several key trends and potential studies. One of the main trends is the increasing use of digital technologies in tourism, such as mobile applications. The development and improvement of such applications can be an effective means of stimulating domestic tourism and promoting investment projects. It is important to explore ways to integrate new functionality into applications, such as interactive guides with geolocation, virtual galleries and the ability to use without a network connection.

Another promising area is sustainable tourism, which is becoming increasingly important in the context of preserving the environment and maintaining the socio-cultural integrity of local communities. Research in this area may include the development and implementation of new methods and standards for sustainable tourism, as well as analyzing its economic and social impact.

It is also worth paying attention to the trend of personalizing the tourism experience. Research in this area may include the analysis of consumer preferences and the development of personalized offers for tourists. This includes aspects such as personalized itineraries, leisure recommendations and the selection of specialized services and activities.

In addition, it is important to continue research into innovative forms of tourism, such as space tourism, medical tourism and tourism in digital worlds. These areas offer new opportunities for the development of the tourism industry and may become key growth drivers in the future.

Overall, further research in tourism should focus on exploring new trends, developing innovative approaches and creating sustainable and in-demand tourism products and services.

Particular attention should be paid to the development of network platforms and blockchain technologies that can revolutionize reservation systems, ensure transparency and security of transactions, and create new opportunities for decentralized tourism services.

Finally, it is important to continue research on crisis and risk management in tourism. Analyzing past events and developing strategies to anticipate and manage crises will help to reduce potential threats to the industry and ensure its stable development in a volatile global environment.

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IMPROVING MANAGEMENT ACTIVITIES IN A TOURISM ENTERPRISE

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In modern market transformations, the tourism business is an independent, professional activity. In this regard, management activities should be focused on consumer demand; the desire to provide quality services; maximum satisfaction of customer requests in difficult conditions of competition; economic independence, which is based on freedom in making managerial decisions; obtaining stable financial results.

The key task of an effective management system for enterprises in the tourism industry is to use such a management model that would contribute to: meeting consumer preferences for tourism products; productive and expedient allocation of resources; effective interaction with the external environment; the highest efficiency of employees of tourism activities; profit maximization.

The relevance of the topic is explained by the fact that tougher competitive conditions, dependence on the current situation in the country, the rapid change in market conditions come down to improving the effectiveness of management activities in tourism, which is the main task to achieve stable financial results. The joint application of the principles, functions of management activities in tourism, combined in a systematic approach, involves the integration of all its elements, with the aim of optimal distribution of goals, tasks, rights, duties and responsibilities between employees and structural divisions of the travel agency.

In a generalized form, management is a multifaceted, complex process consisting of interrelated functions directly related to each other and structural management components. Management cannot be considered as an isolated activity, it is represented by the subordination of management links and units that perform certain functions. All management links are subordinate to each other and are vertically dependent [1, p. 54].

For any field of activity, management is associated with:

- the ability to achieve goals;
- a process aimed at streamlining the elements of the management system;
- activities for the management of human, information, financial, material and technical resources [2, p. 48].

As for the management of tourism activities, it is represented by a set of tech-

niques and ways of influencing the socio-economic processes taking place in the enterprises of the tourism industry.

In modern market transformations, the tourism business is independent, professional activity. In this regard, management activities should be focused on:

- consumer demand;
- the desire to provide quality services;
- maximum satisfaction of customer requests in difficult competitive conditions;
- economic independence, which is based on freedom in making managerial decisions;
- constant adjustment of management actions, depending on the current situation in the tourism market;
- application of achievements of scientific and technical progress in the field of information technologies;
- obtaining stable financial results [3, p. 49].

The tourism business must be competitive and adapt to market factors that determine success in the market, based on the effectiveness of its management activities. Therefore, issues related to enterprises that are engaged in the field of tourism, both at the level of entrepreneurial business and at the level of individual travel agencies, are very popular. The heads of various structural subdivisions, directly exercising managerial functions, within their competence, act as subjects of management of tourism activities. Due to its specificity, in the field of tourism, as subjects of management, it is additionally possible to single out:

- international organizations regulating the development of tourism activities;
- local self-government bodies;
- association of enterprises of the tourism industry [4, p. 76].

As objects of management of tourism activities are the elements on which management activities are directed, that is, the activity of the subject of management.

The effectiveness of management activities depends on compliance with the following conditions:

- compatibility, competence and compliance of subjects and objects of management;
- independence of the accepted managerial decisions;
- implementation of 2-way interaction between subjects and objects of management;
- availability of feedback;
- interest and clear interaction of participants in management activities;
- timely and accurate execution of management decisions at various levels of management [5, p. 78].

A significant factor in the tourism industry is its dependence on environmental factors. In most cases, the tourism business has a predominantly commercial goal - making a profit, in this regard, all management entities must interact with each other, thereby ensuring mutually beneficial cooperation, by building management "chains" of management systems in tourism, due to:

- centralized (administrative) management system, which assumes vertical responsibility for the implementation of measures that are provided for by regional programs for the development of the tourism industry;
- partially decentralized (partnership) management system, characterized not only by the regulated role of state bodies, but also by partnership interaction with commer-

cial enterprises of the tourism industry;

- decentralized management system, which is based on the autonomy of the subjects of tourism activities.

Thus, the key task of an effective management system for enterprises in the tourism industry is to use such a management model that would contribute to:

- satisfaction of consumer preferences for tourism products;
- productive and expedient allocation of resources;
- effective interaction with the external environment;
- the highest efficiency of employees of tourism activities;
- profit maximization [5, p. 95].

Regardless of the field of activity, management is primarily aimed at making such management decisions that will ultimately lead to the achievement of not only quantitative financial performance indicators, but also qualitative goals.

A number of studies indicate that the effectiveness of the functioning of tourism business enterprises depends not only on the available resources, the quality of services provided, organizational and marketing potential, but also on the effectiveness of managerial influence on the staff of travel agencies. All components of the tourism business are aimed at systematizing the actions of employees who pursue the same goals, seeking to transform the available resources into the necessary tourism product, based on certain motivational incentives.

A constantly changing, dynamic competitive market requires new management approaches, in which tourism business acquires new market positions, due to:

- prospective demand research;
- marketing research;
- new forms of tourist service;
- diversification of tourism activities;
- management methods, the focus of which ensures the functioning of various types of activities, including tourism in a generalized form.

The combination of management methods and complement each other contributes to the dynamic balance of tourism management activities.

Management systems are represented by a system of methods and techniques with which it is possible to compare the results obtained with the costs, they occupy a central place. Therefore, their main purpose is to maximize the financial result that can be obtained from tourism activities. At the same time, the management of travel agencies should strive to create such organizational conditions that will ultimately lead to the implementation of management tasks at a high level [6, p. 67].

Mandatory, directive in nature are organizational and administrative methods of management, which are based on responsibility, power, coercion, discipline.

Organizational methods, as a rule, are used in the current typical situations, they include:

- organizational rationing, in the form of established norms and standards for the costs of travel agencies;
- organizational regulation, represented by established rules that are mandatory for execution, indicating specific deadlines and direct executors.

The forms of managerial methods are: resolutions, orders, briefings, recommendations, commands, orders, which act as a means of direct influence on employees of travel agencies, allowing to coordinate the solution of managerial tasks and functions. Thanks to this, comfortable managerial conditions are created for a targeted impact on

customers of tourist services.

Methods based on the laws of psychology and sociology are socio-psychological, the object of influence of which can be the workforce of a tourist organization, or any person - a manager. They are strictly individual and personalized. Their main feature is the direction of the internal potential of the employee to achieve common management goals. At the same time, the result of successful, active work is the use of motivational systems for employees, providing:

- growth of competitive positions of the tourist organization;
- increase in profit and turnover;
- increase in working capacity;
- team cohesion;
- reduction of staff turnover;
- growth of the image of the travel agency;
- active use of achievements of scientific and technological progress [7, p. 46].

The main goal of socio-psychological methods of managing tourism activities is to create a benevolent climate in the team, contributing to the solution of organizational, managerial, educational, economic tasks. It is thanks to this group of methods that the manager has the opportunity to purposefully influence the team based on the creation of favorable working conditions and the formation of a work team with common tasks and goals.

All considered management methods regulate legal, economic, human relationships and it is not worth talking about the priority of one or the other, since in various circumstances they can be used in conjunction. It is the manager who should consider them in unity, since they are in constant dynamics, ultimately leading to the efficiency and effectiveness of the functioning of tourism business enterprises.

Currently, tourism, after the pandemic, is one of the dynamic areas of development, ultimately contributing to the formation of local tourism industries, which are a certain employment stabilizer that affects key economic sectors. Therefore, it is the competent managerial influence on the part of the management of travel agencies that will contribute to the growth of competitive opportunities, focusing not only on the current situation, but also covering their strategic opportunities. The interaction of tourism organizations with various support areas should ensure that management structures constantly update and improve to solve both current and future tasks [8, p. 175].

It is the management potential that makes it possible to direct the professional, intellectual, physical abilities of employees to achieve high results in the functioning of tourism business enterprises in rapidly changing market conditions.

Tourism business management should focus not only on the success of today, but also aimed at future competitive positions in the face of industry competition. The optimal distribution of managerial tasks and goals among employees is a factor in successful development that combines certain managerial forms, in the form of:

- subordinate (vertical) links of subordination, transferred from top to bottom, mandatory for execution;
- coordination (horizontal) links of interaction that are not mandatory, but ensure the mutual interest of management elements [9, p. 216].

It is managerial professionalism and potential that is designed to ensure the efficiency of the functioning of tourism business enterprises during the period of innovative innovations and economic changes in the country, in order to achieve high financial results and win own market share in a competitive environment. Improving management

activities in a tourism enterprise is a key factor for its successful development and competitiveness. Development of development strategies, market and competitiveness analysis, effective personnel management, as well as providing a high level of service and customer satisfaction - all these aspects is important for success in the tourism industry. Market and competitiveness analysis helps the company to identify its advantages and disadvantages, as well as to develop a development strategy adapted to the needs and requirements of the market. Human resources management plays a key role in creating a team of highly qualified and motivated employees capable of providing quality customer service.

The quality of service and customer satisfaction has a direct impact on the image and reputation of a tourism enterprise. Today's clients require a personalized and personalized approach, so it is necessary to strive to provide a high level of service and customer satisfaction.

In general, the improvement of management activities in a tourism enterprise requires constant analysis, development and improvement. Only through systematic improvement and application of advanced management approaches and methods can success be achieved in this competitive industry.

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IMPLEMENTATION OF GENDER EQUALITY IN THE UNITED NATIONS SUSTAINABLE DEVELOPMENT STRATEGY: THE EXPERIENCE OF KAZAKHSTAN

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Introduction

In today's world, gender equality issues have become an increasingly high priority in the sustainable development strategies promoted by the United Nations. The adoption of the Sustainable Development Goals (SDGs) is a key point in this process, one of which is the achievement of gender equality and the emancipation of all women and girls. In the context of this issue, the experience of the country as Kazakhstan is of particular interest, as it demonstrates concrete steps and measures taken to achieve gender equality within the framework of a sustainable development strategy. This introduction will discuss the experience of Kazakhstan in the context of implementing the goals of gender equality of the United Nations, as well as the country's efforts and achievements in this area.

Main body of the research

In his 1998 Address to the People of Kazakhstan, the President described gender equality as one of the key aspects of democratic reforms. The same year marked a turning point when Kazakhstan acceded to the United Nations Convention on the Elimination of All Forms of Discrimination against Women and established the National Commission on the Family and Women under the President. A National Plan of Action for the Advancement of Women was drawn up in 1999. In 2017, the country adopted the «Concept of Family and Gender Policy until 2030», which focused on the economic empowerment of women. Gender indicators now play an important role in budgeting and in the development of government programmes. The Vision also sets targets for increasing women's representation in all spheres of power, sectors of the economy and decision-making by 2030 (Oficial'nyj sajt Nur.kz, 2021).

Gender equality in Kazakhstan is enshrined in legislation, ensuring equal rights and opportunities for men and women in various areas of life. In 2015, the Agenda for Sustainable Development was adopted jointly by many countries, with 17 Sustainable Development Goals (SDGs) and 169 targets. The fifth sustainable development goal endorsed by the UN aims to achieve gender equality and empower women and girls (Mihaleva G.M., 2022).

Sustainable Development Goal 5 aims at the total elimination of gender discrimination and equality of opportunity. It includes specific objectives, including the elimination of forms of discrimination and violence, recognition of unpaid domestic work, equal opportunities for participation in decision-making, and access to sexual and reproductive health. The analysis of the implementation of these goals and objectives in Kazakhstan reflects the desire to create a more just and equitable society.

The following are listed as tools for the implementation of SDGs 5: women's equal rights to economic resources and access to property, including control over it; and the use of enabling technologies, including information and communication. The UN paper stresses that one in five women worldwide experience physical violence, including intimate partner violence, 19 per cent of women's time is spent on unpaid work (8

per cent men) and women’s income is only 50 per cent of men’s. Sixty-one per cent of young women cannot read or write. Fifteen million girls under the age of 18 are married and 270 million have been mutilated. The proportion of women in national parliaments is 23 per cent (Mihaleva G.M., 2022).

The World Economic Forum (WEF) Gender Equality Report, a global gender gap report, is published annually. The index measures the gender gap across countries in 14 different variables in 4 key areas (sub-index):

- Economic participation and career opportunities;
- Education;
- Health and survival;
- Political rights and opportunities.

The current study covers 146 countries worldwide.

In the global gender equality ranking, 10 countries managed to reach 80% of 100%: Iceland, Norway, Finland, New Zealand, Sweden, Germany, Nicaragua, Namibia, Lithuania and Belgium. These States scored 100 points for each indicator. In the post-Soviet area, besides Lithuania, Latvia (13th place, 79.4%), Moldova (19th place, 78.8%) and Estonia (22nd place, 78.2%) have the highest positions in the ranking. The lowest positions are observed in Azerbaijan (97 places, 69.2%) and Tajikistan (111 places, 67.2%). Russia (since 2022), Uzbekistan and Turkmenistan are not represented in this rating.

In table 1, we can see the position of Kazakhstan in the ranking of gender equality in 4 key areas.

Table 1. Comparative analysis of the impact of four key sub-indices on the change of Kazakhstan’s position in the rating, 2022 and 2023

Sub-index/Indicator	2022		2023	
	position	score	position	score
General index	65	0,719	62	0,721
Economic participation and career opportunities	29	0,756	28	0,765
Education	27	1,000	27	1,000
Health and survival	44	0,977	47	0,975
Political empowerment	103	0,143	100	0,146
Note - Compiled by the authors on the basis of the report of the World Economic Forum (Official Economic Research Institute website, 2023)				

In 2022, Kazakhstan showed a marked improvement in gender equality indicators, rising from 80th to 65th place in the global ranking. In particular, in the «Economic Participation and Career Opportunities» subsector, the country rose to the top position, reaching 28th place, and the equality index rose from 75.6% to 76.5%.

Having studied the criteria under consideration, it is clear that Kazakhstan has achieved full equality of access to education for both sexes at the level of schooling and vocational training, which is an outstanding example in this area. Also worthy of praise is the area of health and survival, where the country ranked 27th and 44th, respectively, given its healthy life expectancy and gender parity at birth.

In the context of the labour market, Kazakhstan ranks 46th on the criterion of equal wages for the same volume of work, 51st on the level of participation in the labour force, and leads in the equal representation of women in the ranks of highly skilled

and medium-skilled workers.

It should be noted, however, that on the criterion of equal access to political rights and opportunities, Kazakhstan ranks relatively low 103rd among 146 countries. This dynamic is characteristic of the entire Central Asian region, emphasizing the need to actively involve women in the highest political representative and executive bodies.

Analyzing the data presented, it can be noted that Kazakhstan in 2023 showed an improvement in its global position on the index of gender equality, rising from 65th to 62nd place from 146 countries. The country's gender equality index was 0.721, indicating progress towards reducing gender inequalities (Official Ranking.kz website, 2023).

Although Kazakhstan's position in the world ranking has fluctuated from time to time, the overall gender gap index has remained stable in recent years, ranging from 0.710 to 0.722 points (or 71.0-72.2 per cent). This indicates the influence not only of internal factors, but also of changes in the gender gap in other countries that influence the position of Kazakhstan in the global context.

It is important to note that Kazakhstan is actively implementing measures to achieve gender equality. Joining global coalitions, introducing quotas for the representation of women and youth in political structures, lifting restrictions on women's career choices and establishing women's entrepreneurship development centres all attest to the desire for equality.

However, despite the progress made, Kazakhstan faces challenges in the area of women's political participation, ranking relatively low at 103rd in the ranking of equal access to political rights. This requires additional efforts to actively involve women in the highest political bodies, which is an important aspect for the entire Central Asian region.

In 2020, the Constitutional Law was adopted, providing for a 30 per cent quota for women and youth on party lists in elections. Although the proportion of women in the Majilis had remained stable over the past four years, their representation in local government bodies had increased significantly. For example, while in 2017 the proportion of women was 22 per cent, it has now reached 29.9 per cent. A significant number of women have also participated in the primaries of the «Nur Otan» party, indicating the growing initiative of women in politics. Thus, support for gender policy exists both at the state level and by political parties, and depends on the activity of the most women (Oficial'nyj sajt Nur.kz, 2021).

In the 1st figure we can see the trend of development of gender equality in the Parliament of the Republic of Kazakhstan from 2016 to 2022 after the adoption of the SDG.

Over the past decade, the representation of women in the Parliament of the Republic of Kazakhstan has shown a dynamic trend. At the beginning of the period, from 2013 to 2015, the proportion of women remained relatively stable around 20%. Subsequently, in 2016, there was a sharp jump, which may indicate an increase in women's representation in politics.

From 2017 to 2018, the share of women in the parliament of Kazakhstan continues to increase, reaching a peak of 22.2% in 2017. However, the following year, in 2018, there is a slight decline in this indicator to 21.9%.

Then, from 2019 to 2021, there was a steady and significant increase in the representation of women, reaching 24.7% in 2021. This may indicate a gradual increase in women's political participation.

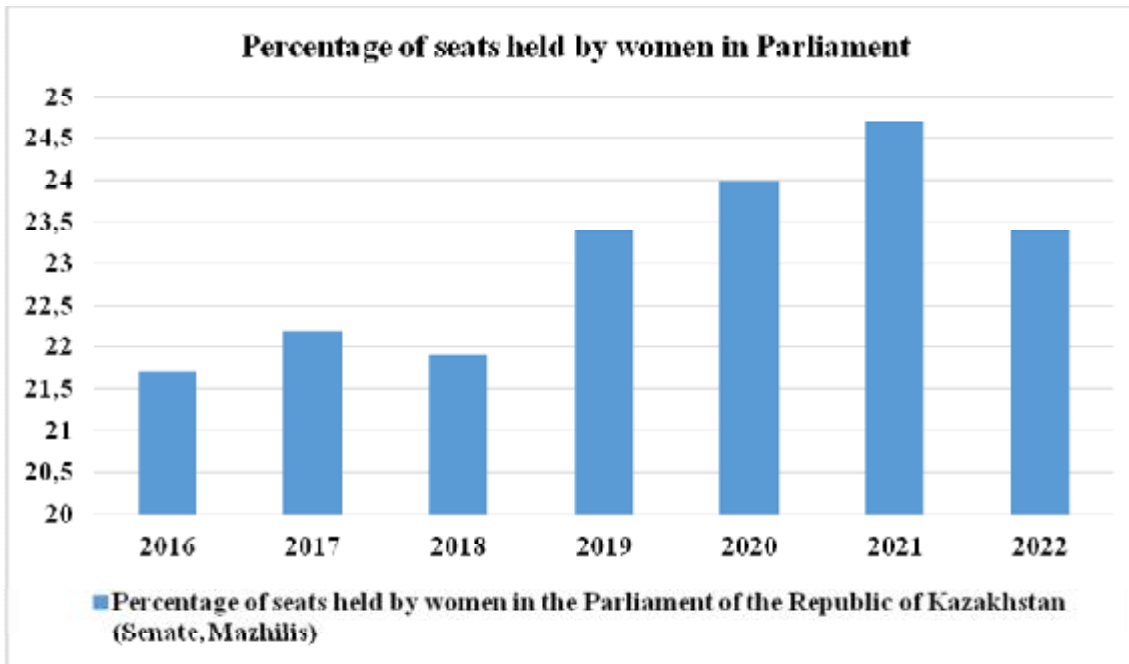


Figure 1. Proportion of seats held by women in Parliament

Note - Compiled by the authors on the basis of statistical data of the Bureau of National Statistics of the Republic of Kazakhstan (Oficial'nyj sajt Bjuro nacional'noj statistiki Respubliki Kazahstan, 2023)

In 2022, however, there had been a slight decline in the proportion of women in Parliament to 23.4 per cent, possibly due to various factors, including changes in the political environment or electoral preferences.

Thus, the data show a dynamic change in the level of representation of women in the Parliament of the Republic of Kazakhstan in the period under consideration.

At the end of 2021, the Republic of Kazakhstan adopted a plan to implement United Nations Security Council resolutions, including important resolutions on gender equality. According to the plan, Kazakhstan is actively involved in the diplomatic process, ensuring the participation of women in international negotiations on disarmament and ensuring international security (Official Economic Research Institute Qazaqstan website, 2022).

Kazakhstan pays particular attention to creating conditions for ensuring reproductive health for both men and women. The implementation of a special programme between 2020 and 2021 allowed more than 7,000 in-vitro fertilization (IVF) procedures to be carried out and more than 3,000 pregnant women to be registered, with about 360 newborns (Official Economic Research Institute Qazaqstan website, 2022).

The labour market in Kazakhstan has a high rate of female employment, which accounts for almost half of all employees. Despite this, however, women's wages remain lower than men's. Women are concentrated in low-wage occupations, while men are more likely to occupy high-paying positions in industrial sectors.

Civil society in Kazakhstan also played an important role in shaping policies related to family and gender policies. More than 500 non-governmental organizations specialize in these issues, with women accounting for 36.7 per cent of management. The National Network of Women's Leadership Schools, comprising almost 70 NGOs, further promotes the active participation of women in various fields (Official Economic

Research Institute Qazaqstan website, 2022).

The agreement on cooperation between Kazakhstan and the United Nations for 2021-2025, signed in 2020, sets goals in the field of human development, equal participation, effective institutions, human rights and gender equality, sustainable environment and inclusive economic development. This promises to be the basis for joint efforts by Kazakhstan and the United Nations over the next five years.

Conclusion

Kazakhstan's experience in integrating gender equality into the sustainable development strategy formulated by the United Nations represents a broad and multifaceted approach covering various spheres of public life. The active involvement in global initiatives on gender equality underlines the country's deep desire for a just and equitable society.

A key aspect of this experience is the legislative change to balance representation in political structures through the establishment of quotas for women. This confirms the desire for greater participation of women in important decision-making at the State level.

Kazakhstan pays particular attention to reproductive health, as evidenced by the implementation of a programme on in-vitro fertilization and registration of pregnant women. This aspect highlights the country's leadership in ensuring women's rights to health and family planning.

The active participation of women in non-governmental organizations is also an important element, underscoring their impact on empowerment. The signing of a five-year cooperation agreement with the United Nations underlines Kazakhstan's readiness to contribute actively to global initiatives in the field of sustainable development with a focus on gender equality.

Nevertheless, there are still some problems and challenges in the development of gender equality in Kazakhstan:

1. Wage inequality: Women in Kazakhstan often earn less than men for the same work.
2. Low representation of women in top management positions: Despite improvements, women are still underrepresented at the top levels of management in politics, business and other areas.
3. Stereotypes and bias: There are cultural and social stereotypes that may limit women's opportunities for career choices and participation in public life.
4. Insufficient support for work-life balance: Many women face difficulties in reconciling work and family responsibilities due to lack of social support, long working hours and lack of childcare and care for the elderly.
5. Lack of access to education and health care: Women's access to education and quality health services may be problematic in remote and regional areas of the country.
6. Violence against women: The issue of domestic violence and violence against women remains a pressing issue in Kazakhstan, and there is a need to strengthen measures to protect women's rights and prevent violence.

That multifaceted experience demonstrated that Kazakhstan not only recognized the importance of gender equality but also took targeted measures in various sectors of society. This integrated approach serves as a model for other countries and underscores the deep-rooted aspirations for a just and sustainable future for all citizens.

However, despite the efforts made, Kazakhstan still had some problems in the

area of gender equality. Further improvements in legislation, information campaigns and the active participation of civil society organizations and State institutions were needed to address those problems.

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SOCIO-PSYCHOLOGICAL STUDY OF CHILDREN AND PARENTS DURING FAMILY DISPUTES

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The family is very important for a child's well-being and moral development as the latter directly depend on the values cultivated in the family.

Sound and properly built relationships between family members have a positive effect on the psychological and emotional state of the child and contribute to his or her feeling of being understood and accepted as he or she is [1]. Violations in the relationships result in a rupture within the family which in turn affects all family members.

Divorce and the following destruction of the family is a difficult test for each family member due to its negative effect on the psycho-emotional state and possible further traumatization of the child's psyche [2].

In addition, scientists have identified the problem of the post-divorce crisis when after divorce parents do not pay enough attention to their children and the latter develop unwanted psychological complexes and significantly change their behavioral reactions.

Y.I. Komkova states that children can fully develop only when there are two parents in the family as it is important for them to have a model for their self-identification. The mother serves the model for the daughter while the father is the model for the son.

The children that are brought up in single-parent families feel lonely and develop an inferiority complex that does not contribute to their proper mental development [3]. They may also lose the feelings of safety and trust in their family members.

Divorce has a certain impact on the behavior of children depending on their individual characteristics (the age, etc.), the type and level of support in the family, and new conditions created by parents and other adults concerned [3].

The quality of parental interaction after divorce has an impact on the child as well. Parents must pay enough attention to their child and take care of his or her well-being. Creating favorable conditions for children in an after-divorce family is possible only through the purposeful efforts of both parents [4].

Therefore, it is extremely important for parents to comply with the arrangements for residence and contacts as determined by the court. All decisions must be made with respect to the child's needs, interests and age characteristics. It is important to take into account the child's well-being as well as his or her expected needs and prospects [4].

Divorce may have a negative impact on the emotional state of the child especially when he or she becomes the main cause of conflict between parents [5]. To avoid this and to make the right decision, it is necessary to take into account the child's psychological state report provided by a professional psychologist.

Professional psychologists are often involved in many court proceedings with minor children as experts in family matters. They provide consulting assistance and give expert evaluation in the issues related to arrangements for the child's residence and contacts. Their participation helps to make more informed decisions that take into account the emotional and psychological aspects to affect the well-being of the child and the family as a whole. In court this procedure is called "A Family Forensic Psychological Study" or "Family Appraisal" in short.

If one of the parents goes to court to arrange his or her child's residence and contacts, the court proposes a mandatory socio-psychological study of the family also known as "Family Appraisal". This procedure is carried out after the judicial request to obtain additional materials and make the dispute consideration objective. In many cases "Family Appraisal" reveals the facts of violations of the family members' rights and interests. The results of the family appraisal study are formalized in the form of an expert decision [6].

Judicial disputes arranging the minor children's place of residence are considered in cases where there is no consent between parents. When a child reaches the age of 10, the court, with the participation of a psychologist and a representative of the guardianship and trusteeship authority, can consider the issue with respect to the child's opinion so as to best ensure his or her interests protection [6].

Considering the importance of an expert opinion when making a judicial decision, the expert psychologists are highly demanded to have broad professional knowledge and understanding of intra-family relationships features and the child's personality formation.

Family Appraisal involves the following sequential stages [6]:

1. Claim Filing. One of the parents or another legal representative of the child applies to the court with a statement of claim to arrange the residence and contacts of the child.

2. Appraisal Need Statement. The judicial authority makes a decision on the need to conduct a socio-psychological study on the basis of claims filed by one of the parents or on the initiative of the court itself. The purpose of the appraisal is to obtain objective

information about children, their relationships with parents and other family members, as well as the ability of parents to ensure the well-being and development of children.

3. **Specialist Appointment.** The judicial authority appoints a qualified forensic expert with the necessary experience and relevant specialization in family law and psychology.

4. **Information Collection.** The expert collects and summarizes the information about the family (its structure, social status, financial situation, employment, family members' education, etc.).

5. **Family Members Interviewing.** Through individual conversations with family members the expert identifies their psychological characteristics and studies their behavior patterns. If necessary, the expert can also observe the behavior of parents and children together. Then, the expert works with the documents and the information collected.

6. **Family Dynamics Analysis.** The expert examines the qualitative level of relationships between parents and children and identifies existing or potential problems and conflicts.

7. **Family Members Psychological Appraisal.** The expert conducts psychological tests and identifies the individual characteristics of all family members through questionnaires. To obtain additional and more accurate information, the expert can also apply other methods.

8. **The Expert Decision.** The appraisal results then serve as the basis for the expert decision. The latter includes all observations and conclusions on the psychological characteristics of the family, a list of identified problems and proposals for their elimination. It also gives recommendations on the child's residence and contacts arrangements.

The court evaluates the expert decision along with other documents available in the case file. The expert decision then serves as a guide for the court to arrange the residence and contacts of the child [6].

The purpose of the family appraisal is to detect the problems and conflicts in the family and develop proposals for their elimination and prevention. Family appraisal in the context discussed above includes the study of the following categories [6]:

1. **Quality of relationship between parents:**
 - the ability to collaborate and communicate with each other,
 - a fair distribution of roles and responsibilities,
 - maintaining an acceptable level of trust and respect for each other.
2. **Psychological well-being of parents:**
 - the emotional stability and stress level of each parent,
 - the ability to adapt to new situations.
3. **Parenting skills and competencies:**
 - the ability to make decisions in the interests of children,
 - the emotional connection and the ability to create a comfortable atmosphere for the child,
 - the skill of effective communication with the child.
4. **Parental responsibility and participation in the lives of children:**
 - the ability and desire to provide for the child's basic needs (physical, emotional, psychological),
 - the involvement in the process of child's raising and educating,
 - the ability to make mutual concessions, coordinate controversial issues with the

other parent in the interests of the child.

5. Wider context:

- stability in financial and housing matters,
- bad habits or potentially dangerous environment for the child,
- the degree of availability of health care services and education.

The study can be carried out through observation, questionnaires, interviews, and analysis of available documents (judicial, medical, etc.) with the purpose of establishing the most favorable conditions for the development of the child's potential abilities and his or her well-being.

Different regions and judicial institutions of the Republic of Kazakhstan allow for different options for the family socio-psychological appraisal. Therefore, it is necessary to clarify the specifics of the family appraisal procedure at the local judicial institutions or to request the assistance of a counsel specializing in family matters.

The work of the psychologist with the family includes several stages.

To begin with, the psychologist invites parents for a conversation. During the conversation, the child draws the family as instructed. The "Family Drawing" technique is aimed at studying the interpersonal relationships in the family [7]. The technique reveals the child's experiences, his or her understanding of his or her role and place in the family, as well as his or her attitude towards the parents and other family members.

In this test, the child is given a sheet of white paper (15x20 cm or 21x29 cm), an eraser, and pencils of black, red, blue, green, yellow and brown. The task is the following: "Please, draw your family." At the same time, the meaning of the word "family" is not revealed to the child [7].

If the child asks for clarification about the task, the psychologist is obliged to repeat it in its original form. The answer to a possible question of the kind: "Should I draw a grandmother?" is to be vague, e.g. "Draw the way you want." Considering the age of the child, it is recommended to complete the task within 35 minutes.

The results of the task are noted down as follows:

- a) the sequence of the parts being drawn;
- b) the number of pauses (more than 15 seconds);
- c) the elements being erased;
- d) the child's spontaneous comments;
- e) the child's emotional reactions and their connection with the depicted content

[7].

In order to record these moments, it is necessary to ensure in advance the presence of the psychologist-assistant.

The purpose of the conversation with the parents is to collect general information about the family, the nature of the conflict, and the current situation. Testing may take place during the conversation or at another time.

The information to be collected includes the following:

- parents: full name, age, education, workplace, marital status, other children (if any);
- children: age, group/class, additional activities, etc. [6].

Then, it is necessary to find out all the details about the conflict, namely:

- What preceded the conflict?
- What is the current situation?
- What are the client's goals?
- How would the client like to resolve the conflict?

- What will happen in case of success?
- What will happen in case of failure?
- What troubles the client? (His or her expectations and fears regarding the conflict situation)

Clients often describe the conflict and its development starting back to the beginning of marriage or even earlier. Chronological memories help the psychologist find out the nature and type of the relationship between the child's parents, his or her parents and grandparents and other close people, as well as establish the influence of real events on the conflict [6].

If necessary, the psychologist asks some clarifying questions to get a complete and reliable picture of all important events.

The next step is to collect all necessary information about the child to see and understand the existing relationship between the client and the child (how well the client knows the child, how much the client is involved in his or her life, etc.).

In some cases, parents have difficulties with very simple questions regarding [6]:

- Developmental Features: the school performance of the child, his or her academic success;
- the state of the child before the start of the conflict situation, during it, now;
- the relationship between the child and the parent (other legal representatives): nature, frequency, degree of trust;
- participation of the other party (parent, grandparent) in the care, upbringing, education of the child;
- the child's attitude towards the parents as a married couple and towards each individual;
- the child's relationships with other people around him or her, with peers;
- the pattern of interaction with educational or public institutions (guardianship department, children's clinic, etc.).

Meetings with parents should not be limited to diagnostic interviews only. The use of the generally accepted psychological methods aims to assess the parental position through establishing [6]:

- the nature of the parental attitude towards the child;
- parenting style and parental attitudes;
- the psycho-emotional state of the parent;
- parental understanding of the child's upbringing, development, and individual characteristics;
- true behavior motives and goals;
- the conflict specifics.

The following questionnaires can be used when dealing with parents:

- PARI (Parental Attitude Research Instrument) by E.S. Schaefer, R.K. Bell);
- Analysis of Family Relationships (diagnosis of the type of family upbringing and the nature of its violations) by E.G. Eidemiller;
- Parent-Child Interaction Questionnaire by I.M. Markovskaya.

This concludes the conversation with parents.

If the psychologist-assistant has already talked with the child (if not, then after talking with the parents), the psychologist-expert returns back to the child who is supposed to have completed the Draw-a-Family task.

The techniques applied to children should be selected in such a way so as to assess:

SOCIAL DEVELOPMENT ISSUES

- the child's individual psychological characteristics;
- his or her individual needs and values;
- his or her psycho-emotional state;
- his or her perception of intra-family and interpersonal relationships;
- his or her attitude to certain people and to himself or herself;
- his or her adaptation and resistance to stressful situations.

The following methods can also be used here:

- the Free Drawing projective technique to diagnose the child's current needs and values;
- the Nonexistent Animal projective methodology (by M.Z. Dukarevich) to study the child's individual psychological characteristics;
- the Family Drawing projective technique (by G.T. Khomentauskas) to diagnose the child's perception of intra-family relationships;
- the Man-in-the-Rain projective methodology (by H. Romanova and T. Sytko) to study the range and possibility of the child's adaptation and resistance to stressful situations;
- the Incomplete Sentences projective technique (a modification of the Sachs-Levy Test).
- the Luscher Test to diagnose the child's state and his or her intrapersonal conflicts;
- the Color Relationship Test (by A. Etkind);
- the Metamorphosis Test (by J. Royer) to study the child's "self-image" and his or her attitude towards significant adults;
- the Mail technique (a modification by A.G. Leaders and I.V. Anisimova) to diagnose the child's attitude towards his or her family members;
- the Human Drawing technique (by S. Kohs) to study the child's intellectual status.

The psychologist verbally receives the maximum of necessary information from the child upon the completion of the task. The questions should be asked in the following order [8]:

1. Tell me, please, who is drawn here?
2. Where are they located?
3. What are they doing? Who came up with this?
4. Are they having fun or bored? Why?
5. Which of the people drawn is the happiest? Why?
6. Which of them is the most unhappy? Why?

After that, the child is asked to think about 6 situations (three of them to reveal negative feelings towards his or her family members, the other three to reveal positive ones).

1. Imagine that you have two tickets to the circus. Who would you invite with you?
2. Imagine that your family is going to visit another family, but one of you is sick and must stay home. Who will it be?
3. You are building a house from a construction set and you are having some difficulties. Who will you call for help?
4. You have "N" number of tickets (one less than family members) to an interesting film. Who will stay at home?
5. Imagine that you are on a desert island. Who would you like to live there with?

6. You have received an interesting lotto as a gift. The whole family wants to play but there are one more of you than necessary. Who won't play?

The child who experiences emotional well-being in the family always pictures a complete family. As a rule, the incomplete or distorted composition of the family indicates some emotional conflicts or problems [8].

Particularly close attention should be paid to such drawings in which: a) people are not drawn at all; b) the people drawn are not related to this family. Ignoring the conditions of such tasks is a rare exception. This behavior can be explained by the following reasons: a) psychological traumas associated with the family; b) a feeling of loss or abandonment (such drawings are typical of children from boarding schools); c) autism, with speech impairment and problem in movements; d) a feeling of danger and great anxiety; e) poor-quality contact between the psychologist and the child under study [9].

The psychologist also pays attention to the location of the family members, their size, the features of their figures drawn, the number of body parts, decoration, the number of colors used, and the drawing of individual body parts.

If the child is 10 or older, the psychologist has the right to ask "Who do you want to live with?" and include the child's answer in the conclusion.

After the conversation with the child, the psychologist invites the latter to play with the parents and pays close attention to the way the parents communicate with the child and the attitude of the child to each of the parents. If the child has lived with one of the parents, the study (in the form of a game) should be carried out with the second parent or with the parent with whom the child has the most difficult communication.

The results of the study then serve as the basis for the psychologist conclusion to meet the requirements of the court request. The sample questions are: "What are the individual psychological characteristics of the minor?", "Does the child have a negative attitude towards his or her mother, father? If so why? What caused it? Has the influence of the father or mother contributed to the formation of a negative attitude in the child?", "Who (father or mother) does the child want to live with? What is the reason for this?" [6]

In some cases, the court calls the psychologist to personally participate in a court hearing and answer the questions related to the study conducted and the conclusion given.

It is presupposed that the expert has appropriate qualifications, experience, and knowledge of ethical principles.

When arranging the child's contacts, it is necessary to take into account his or her age, state of health, attachment to each of the parents, brothers and sisters, the possibility of creating conditions for his or her development and upbringing (the type of activity and work schedule of the parents, their financial situation, etc.) as all these can have a direct impact on the level of the child's well-being [6].

The above family appraisal procedure is extremely important and useful because it has a direct impact on the living conditions of the child. At the same time, it imposes great responsibility on the expert who makes a final report.

To summarize, it should be noted that a socio-psychological study of children and parents in family disputes can clarify many issues that should be taken into account in order to properly ensure all the interests of the child.

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TEACHING GRAMMAR TO EFL LEARNERS IN MULTI-GRADE CLASSES

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Foreign language teachers in small rural schools face with particular pedagogical, organizational and methodological objectives proceeding from specific organization of educational activity within a small rural school. Over the past 31 years of Kazakhstan's independence the economic situation of our country did not turn out in favor of villages that lead to a significant impact on a small rural school. Severe economic conditions have reflected on development of children and their perspective. Weak technological base, lack of required books, teaching materials and literature for teachers, unaffordability has affected educational attainment too. Rural schoolchildren unlike urban peers are unable to practice English, to communicate with the guys from abroad and to participate in various exchange programs. Graduates of a small rural school have lower level of a foreign language acquisition that is one of most pressing problems in education.

Teaching and learning a foreign language facilitate the improvement of human mindset in thinking and developing new ideas. People explore the world through learning new words and things which is possible only through language. Brumfit and Johnson mentioned that there exists no language that is without grammar and without the appropriate knowledge of grammar of language; millions of the language words become impractical because these cannot be put into comprehensive and meaningful orders without grammar [1]. As we can see, grammar plays a vital source for full acquisition and knowledge of any foreign language.

The modern methodology for teaching a foreign language in small rural school comprises significant number of aspects. Grammar continues to be one of the most challenging aspects and remains a focal issue in foreign language learning and teaching. Problem of teaching grammar, ability of sharing thoughts and recognizing various grammatical forms of words which are used in foreign speaking and writing can occur at all teaching stages. Frequently, English teachers get used to apply confusing grammatical formulas, unattractive tables with irregular verbs, memorizing of specific sentence structures, identical and constantly repeated tasks, furthermore, pupils do not realize if these activities are useful in practice or not. Like many other school subjects learning a foreign language must be attractive, interesting and exciting process, and, unfortunately, teachers quite rarely change types of activities that provoke passive work at the lesson.

Grammar consists of plenty of rules necessary to organize the language. The pupils feel negatively in relation to teaching of grammar. They associate the term "grammar" with annoying lesson and become frustrated and uninterested. The reason for pupils' behavior is included in strong tradition of teaching grammar in boring way. Mostly, teachers make no efforts to stir up the dormant faculties of student to do something creative that is associated with grammar [2].

Teaching grammar to EFL learners in multi-grade classes turns out to be challenging and stressful problem for most teachers due to some reasons. To the present, motivation takes the first place among the reasons that does not allow learning a foreign language and, particularly, grammar in full scope. Learners use their native language by fulfillment of tasks and expressing their opinions due to poor vocabulary and lack of

their interest in learning foreign languages. This can be explained by insufficient level of responsibility, physical disabilities such as poor memory, tiredness, distraction and inability to concentrate. It should be noted that such problems are often prevalent for rural learners as English language is not significant for them to achieve particular life goals. Being engaged in some physical work along with their parents and even instead of them, the children imitate their lifestyle unconsciously. They believe that knowledge of foreign languages will not come in useful.

In order to increase learners' motivation, the teacher has to set clear learning objectives. Learners should know and realize what type of tasks they complete or what grammar rules they learn and practice. It should be mentioned that the teacher has to implement carefully chosen variety of tasks. Learners get tired because of fulfillment of similar tasks and, consequently, lose interest. An equally important thing in grammar is visualization. It requires providing a visual example or a rule which easily fit into learners' mind. Game tasks should be present in the lesson as they help learners to relax. It is recommended to consider the well-designed presentation of new material which allows attracting and involving learners. The teacher's goal is to present examples to learners in way that is clear and understandable for further practice.

In the second place, classroom environment that includes relationship between a teacher and the learners, unwillingness to cooperate, interruption of a teacher, chattering at the lesson, systematic failure of home assignment, refusal to complete particular tasks, repeated lateness, rudeness that leads to low-quality teaching English lesson and, correspondingly, to effective teaching grammar. Moreover, it should be paid attention to psychological environment of classroom: personality traits of a learner and cultural differences. Some learners are afraid of being mistaken and are not eager to attend at the lesson, besides a teacher's pressure can provoke closure of such learners.

To solve this problem the teacher needs to choose the integrated approach, for example face-to-face conversation helps to clarify the reason for lateness and rudeness of the learners. Based on the results the teacher will be able to attract parents or school psychologist.

In the third place, it is social position of learners. Anders Byorklund and Hol Salvanes write that a man does not choose a family and a place where he/she will be born, moreover, the family will influence on a child until his adulthood and independence [3]. Children from families with higher levels of income, good education of parents, stable position in the labour market show more significant progress in education than children from socially disadvantaged families. In this way, if parents are more educational, consequently they have more influence on their child. Welfare of the child depends directly upon the parents' opportunities and choice. Concerning rural area most children are from large and troubled families that's why children are engaged to work physically and do chores at home, parents cannot provide with higher education in future except with vocational education after graduating the ninth grade. Parents form initially the children's consciousness to be a laborer, a cattleman, a tractor driver, etc. Considering the above listed, there is no reason to substantiate the problem of teaching a foreign language and grammar in multigrade classes. Children suppose that learning English language is time-wasting.

Regarding solution to the problem, I think that low level of parents' education forces to search particular form of cooperation between a teacher and parents. School and individual meetings come to the fore. The goal of such meetings is to increase parents' education in psychological and pedagogical knowledge, to attract their interest and

to convince them in necessity of high-quality education for their children. The teacher's primary objective is to turn the parents into partners and like-minded persons in order to form a mature child who will be able to find own place in modern society, to understand and to accept the universal human values. Moreover, the teacher should be patient and tactful to achieve success [4].

In the fourth place, problem of teaching a foreign language is closely connected with staff selection in small rural schools. The specific conditions of a small rural school make special demands on its teaching staff which should be a single pedagogical team and is capable of providing uninterrupted educational process at a high educational and methodical level as well as arrangement and implementation of the educational process. [5] Staff qualification in small rural schools is not always at appropriate level. Because of distant location of a small rural school the English teachers are part-time and frequently retrained from different qualifications (for example, Kazakh language teachers, primary school teachers with English knowledge, etc.) as well as such teachers have the main workplace which is not connected with teaching a foreign language. Therefore, EFL learners do not have the chance to cover the basics and grammar. Unfortunately, practice show that qualification and competence level of part-time teachers do not correspond to the required education standards. Although such teachers master the basics of teaching methods but they cannot speak English fluently [5]. It means that the abovementioned problem can be hardly resolved.

In the fifth place, English teachers often deal with the problem of different level of learners' preparation that causes certain difficulties as several learners do not possess even elementary skills and abilities of a foreign language grammar that hinders the whole educational process and leads to failure to meet learning objectives of curriculum. Hence, it results in differentiation between high and low ability learners in the multi-grade class. Besides, being restricted by framework of curriculum and requirements imposed by school administration the teacher has to focus on a low-ability learner improving his knowledge up to satisfactory level. Meanwhile, gifted children suffer from lack of attention. Moreover, it causes the problem of arrangement and choice of grammar material. The teacher should consider the size of grammar material and level of English knowledge [2]. In addition, complexity of grammar rules leads to blocking of its comprehension or a learner has to learn it by heart causing difficulties in learning a foreign language. Furthermore, teaching materials, namely, pupil's books content excessive grammar material, that is why the teacher chooses independently and intuitively grammatical minimum on the basis of own pedagogical experience not considering abilities of the learners.

The most significant and widespread problems which arise in teaching process are correct choice of appropriate grammatical phenomenon that should meet learning objectives of foreign verbal communication. It supposes that learners try to transfer existing grammar structures of a native language to a foreign language. For example, problem occurs in choice of Present Simple and Present Continuous or Past Simple and Present Perfect depending upon the situation.

The most effective solution can be included in individual differentiated approach of teaching grammar to EFL learners in multi-grade classes. Tkacheva cites that there are such educational conditions in English lessons that allow developing individual learning abilities of the learners [6]. Low-ability learners prefer reproductive tasks and high-ability learners choose creative independence. If we take into account individual features of each learner, the teacher will be able to improve knowledge level and en-

courage them for further education.

In the sixth place, small rural school is characterized by small enrollment of learners and in this connection one class consists of two and even three multi-age classes that make teaching problematic. This fact would seem to be advantage for the teacher as each learner is provided with attention. Unfortunately, the teacher has to prepare and to teach two and even three uncross-curricular themes in one lesson. It appears to be challenging for the teacher to design a lesson plan, to arrange working process and to choose material appropriate for learners' level. It results in insufficiency of time and incompleteness of educational curriculum. Besides, it is highly difficult for English teacher to organize simultaneous working process for multi-age classes. The teacher is obliged to choose the recommended teaching strategy: one group of learners must complete tasks individually and the other group works under the teacher's control. The teacher should hope for learners' high motivation and conscious approach to learning process. Moreover, the teacher must regulate time and develop instructions and assessment criteria for fulfillment of tasks, print out visual aids and materials, prepare the detailed assignments for individual learning and completion, keys for self-assessment, etc.

The problem is in absence of single textbook that could give teaching recommendations for multi-grade classes. It should be noted that multi-grade teachers waste their time because of detailed explanation of tasks for each group of learners and their standing up while answering to the teacher. Knyr recommends designing a combined lesson within the framework of common lexical or grammar topic for all group of learners. In this case, introduction of new material will be revision for adult learners and practice of new material with younger learners will be consolidation of earlier learnt material for adult learners. The teacher checks learners' comprehension using a single task (in oral or written form) for the whole class. Meanwhile the adult learners should not perceive information in a passive way as they are able to present the learnt material to the younger learners [7]. They say practice makes perfect. The adult learners revise not only the earlier learnt materials as well as they act as a mentor for the younger ones. The younger learners imitate them that turn out to be positive motivation growth. If multi-grade class consists of three or four classes, the learners can change their roles, namely they gain experience of behavior that will be needed in their adult life.

Returning to Knyr's recommendations for designing a combined lesson of cross-curricular grammar topic, first of all, we need to analyze pupil's books for the fifth to eighth grades adapted for Kazakhstan. Table 1 demonstrates abstract of modules and grammar topics for the fifth to eighth grade based on the pupil's books adapted for Kazakhstan for teaching English as a foreign language.

Grade 5 Pupil's book: Excel 5		Grade 6 Pupil's book: Eyes Open 2		Grade 7 Pupil's book: Excel 7		Grade 8 Pupil's book: Excel 8	
Modules	Grammar topic	Module	Grammar topic	Modules	Grammar topic	Modules	Grammar topic
Home and away	a/an – the, plurals	Our class	will/won't, may/might	Hobbies & Leisure	present simple vs present continu-	Our World	infinitive / -ing forms forming nouns

			will/won't + infinitive without to		ous singular/plural nouns comparatives - superlatives		from verbs clauses of reason/result
Living things	there is / there are, a/an – some / any, the imperative	Helping and heroes	was/were : Past Simple and time expressions, irregular past verbs	Communication & Technology	can / could / be able (ability), used to (past habits), should / shouldn't	Daily life & shopping	present simple, present continuous, present perfect, present perfect continuous

Having analyzed and looked through the content of the pupil's books I came to conclusion that there are cross-curricular grammar topics such as countable / uncountable and quantifiers, comparative and superlative adjectives, Present Perfect Tense, Present Continuous Tense, "will", "be going to", Present Simple Tense, Past Simple Tense, Past Perfect Tense, Reported Speech and Past Continuous Tense, Modals, Infinitive +ing. It means that it is possible to combine a grammar lesson for multi-grade classes. Considering that number of hours is the same in all classes (3 hours per a week), more complicated grammar topics can be additionally learnt through revision and consolidation lessons. Learning objectives which are listed in the Subject program was developed in accordance with the State Compulsory Education Standard (primary, lower secondary and upper secondary education) approved by Republic of Kazakhstan government decree dated № 1080 dated 23 August, 2012 will be a reference point to design a short lesson plan for multi-grade classes. Table 2 demonstrates abstract of cross-curricular lesson objectives.

Cross-curricular grammar topic	Grade 5	Grade 6	Grade 7	Grade 8
Level of knowledge	low-mid A2	mid-high A2	low B1	mid B1
Countable / uncountable & quantifiers	5.6.2.1 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics	6.6.2.1 use quantifiers including more, little, few less, fewer not as many, not as much on a growing range of familiar	7.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many,	8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a

		general and curricular topics	none any, enough	range of familiar general and curricular topics
Comparative and superlative adjectives	5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics	6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics	7.6.3.1 use a growing variety of compound adjectives and adjectives as participles	8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much than to indicate degree on a range of familiar general and curricular topics

In order to solve the problem of teaching grammar to EFL learners in multi-grade classes, the individual differentiation approach will be advisable for learners with different levels of achievement, learning pace as well as learners' needs and interests. If this approach is successfully introduced into the educational process, it is possible to solve such problems as preventing gaps in knowledge, skills and abilities of learners, equal level of preparation of the whole multi-grade class, talent development, improvement of the quality of knowledge, rational use for the learner's learning time, involvement of each pupil in active mental activity, elimination of differences between the individual nature of knowledge.

Considering abovementioned, one of the practical perspectives will be individual differentiated activities in the form of collection of grammar tasks for multi-grade classes. The collection will include identical grammar themes but with different levels (A is for beginner, B is for elementary and C is pre-intermediate) and usage of vocabulary learnt by the students in the modules. For this aim, the collection of grammar tasks will allow the teachers save their time not only at the lessons as well as make the lessons more productive and involve all students in working process simultaneously.

It should be mentioned, firstly, that beginner level will be appropriate for fifth and sixth grade together as pupils have the same level of learning. Secondly, there are different tasks for one grammar theme. Younger pupils can complete easier tasks, in its turn, elder pupils should fulfill more complex tasks, but if multi-grade class includes only low-achieving pupils in all classes, the teacher will be able to give them only easier tasks. Assessment is the most of the really important work in fulfillment of grammar tasks. Teachers are able to perform formative assessment in the form of self-check, peer assessment, immediate teacher's feedback.

In conclusion, problem of teaching English in small rural schools is extremely serious. In order to solve this problem is to arrange educational process of multi-grade learners on the basis of learner-centered approach which allows encouraging them for further learning a foreign language. In this connection, the small rural teacher has to be a versatile personality and a universal specialist with professional and creative competence not only in the field of teaching a foreign language but also to use fully capabilities of educational sphere and cultural peculiarities. Moreover, if the teacher has to ar-

range work with parents, the small rural school will compensate deficiencies in upbringing because most rural children do not have conditions required for successful education. In its turn, the parents will respect the small rural school and realize the teacher's mission in educational and upbringing process of their children. Concerning problem of teaching grammar to EFL learners in multi-grade classes can be solved by development of a reference handbook for grammar practice in multi grade classes which contents individual differentiated activities in the form of collection of grammar tasks for multi-grade classes. The collection will include identical grammar themes but with different levels (A is for beginner, B is for elementary and C is pre-intermediate) and usage of vocabulary learnt by the students in the modules. For this aim, the collection of grammar tasks will allow the teachers save their time not only at the lessons as well as make the lessons more productive and involve all students in working process simultaneously.

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DEVELOPING GRAMMAR SKILLS IN AN EFL CLASSROOM

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The process of developing grammar skills can be organized in terms of various methodological approaches. Some scholars distinguish the following approaches in EFL methodology in terms of developing grammar skills:

- an explicit approach,

- an implicit approach,
- a differentiated approach [1].

An explicit approach to the formation of grammatical skills and abilities implies the use of two methods - deductive and inductive.

The name “deductive method” comes from the word “deduction”, which means the conclusion from the general to the particular. In the deductive method, the first stage in the formation of skills and abilities - introduction - is realized in the process of getting to know the rule and examples. The second stage – guided practicing - includes practicing isolated formal operations, the third stage - speech practice - is organized on the basis of translation exercises [1].

Another method of explicit approach is the inductive method. The inductive method proceeds from such a form of inference as induction, which envisages a transition from single facts to general propositions. The inductive method provides an opportunity for students themselves to formulate a rule based on the phenomena that they encounter when learning a foreign language. With the inductive method, students find unfamiliar grammatical forms in the text and try to understand their meaning through the context. Further analysis of the new phenomenon occurs by comparing a foreign text with its translation into the native language, after which the rule is formulated. In this case, if necessary, the tips of the teacher or textbook are used. This is followed by a series of exercises on identification and explanation of a new grammatical phenomenon on the actualization of its forms [1].

An implicit approach to the formation of grammatical skills includes two methods with various modifications, namely, structural and communicative.

Structural methods include a number of methods for the formation of grammatical skills developed by various authors in the framework of the methods that they called oral, active, structural and functional, etc. Structural models are also called linguistic or speech models or, if they are expressed not by symbols, but by lexical units, speech patterns, type phrases.

Another variety of implicit approach to the formation of grammatical skills is communicative methods. Communicative methods include various variants of intensive methods, the so-called governess method and simply a natural immersion in the linguistic environment, forcing communication for communicative purposes. The communicative method of teaching foreign languages, including the formation of grammar skills, was developed by E.I. Passov.

A differentiated approach involves the use of various teaching methods and techniques, various exercises, depending on the learning objectives, types of speech activity, the stage of training, language material and students' characteristics [1].

T. Leontyeva speaks about the following approaches and methods of teaching grammar and developing grammar skills:

- the structural approach;
- the functional approach;
- the structural-functional approach;
- the communicative approach.

The structural approach to teaching grammar involves the use of grammatical structures as learning units. The functional approach means mastering the meaning and use of grammatical phenomena and structures depending on the spheres and situation, types of speech acts (request, consent, objection, etc.) and syntactic context. The structural-functional approach provides for the correlation in the process of teaching gram-

mar of the syntactic structure of a sentence with the semantic content expressed by logic. The communicative approach involves the use of the grammatical phenomenon being studied at the very initial stages of learning in natural or close to them communicative purposes and functions [2].

Akramova N.M. and Burkhonova G.G., methodologists from Uzbekistan, discriminate two approaches to teaching foreign grammar [3].

In the first (traditional) approach, grammar teaching is based on the transfer of a certain set of knowledge to a certain category of students under certain conditions of study. The key word in this system is the transfer of knowledge, i.e. the movement from top to bottom, from teacher to learner. The task of the latter is to memorize a large number of rules, exceptions, categories, paradigms, etc. In this case, the formation of grammatical representations occurs by memorizing the rules and adapting these rules to speech situations.

The second approach to teaching grammar focuses on the semantic component of speech. Any kind of study of forms is considered as impeding the construction of communicative competence. In this type of learning, grammar mastering takes place not through comprehension, but rather through the reproduction and memorization of forms used in speech contexts, the formation of grammatical representations is carried out by adapting speech situations to the learned forms [4].

But, in their opinion, both the first and the second approaches have one and the same disadvantage - both of them are based on one of the possible mechanisms of acquiring grammatical competence. The first is on passive-conscious assimilation, the second is on the mechanism of subconscious assimilation. They say, more and more researchers abroad advocate the necessity of introducing conceptual/cognitive grammar aimed at building grammatical concepts/concepts – the so called the Grammar in Context approach [3].

The peculiarity of conceptual grammar is that any statement is considered as a complex phenomenon, in the context and taking into account the stylistic and authorial features of the text. The main question in the analysis of the statement is to clarify the semantic and emotional effect that the author of the statement sought to achieve. This type of text analysis allows students to develop a pragmatic and conceptual sensitivity or a sense of language. Grammar is a tool that allows students to identify and understand grammatical concepts and their nuances, as well as ways of encoding them by native speakers in morphologic-syntactic forms (rules). Thus, the goals pursued by conceptual grammar are practical in nature - to improve the quality of understanding and speaking in a foreign language, due to the fact that the learners of a foreign language discover and appropriate the semantic content of the grammatical phenomena they use, i.e. grammatical concepts [3], [4].

The process of formation of any concept involves the analysis of a wide range of the text material, the promotion of hypotheses, their confirmation or denial, the promotion of new ones, structuring and assignment of the concept. The construction of the grammatical concept ends with the final generalization, expressed in the form of a scheme or rule.

Advocates of a cognitive approach to teaching grammar attach particular importance to the selection of text material for analysis. These should be different types of authentic texts: audio texts; written texts; computer texts with hypertext references of various genres; everyday conversation; oral story; performance; essays; radio and television programme fragments' news [3], [5]. It is important that the texts reflect the natu-

ral speech generated by the various speech actors and that they address a variety of communication challenges.

Jeffrey Leech and Jan Svartvik also speak about structural and communicative approaches to teaching grammar. They call a communicative grammar of English ‘a fresh departure in grammar writing’. From their point of view, the conventional method of presenting English grammar in terms of structure has a certain drawback in itself. In such a grammar notions of time may be dealt with in as many as four different places: under the tense of the verb, under time adverbs, under prepositional phrases denoting time and under temporal conjunctions and clauses. The student who is primarily interested in making use of the language rather than in learning about its structure (and this is true for the majority of EFL students) is not likely to find such an arrangement particularly helpful [6].

As we see, we may teach grammar in different ways. Sometimes grammar teaching happens as a result of other work the students are doing, e.g., when they study language in a text they have been reading or listening to, or when a grammar problem presents itself unexpectedly in the middle of a lesson and we feel we have to deal with it on the spot. Grammar teaching may grow directly from the tasks the students are performing or have just performed as part of a focus-on-form approach.

At other times, however, we may rely on the course books we are using to help us teach grammar, or we plan in advance what grammar we wish our students to be studying. Most teachers have their own favorite grammar presentation and practice activities and will often use these when they want their students to study a particular piece of grammar. Grammar can be introduced in a number of ways, or we can show our students grammar ‘evidence’ and ask them to work out for themselves how the language is constructed. We will also want to provide opportunities for our students to practise different grammar points, and we may want to use games to make such practice more engaging [7, p. 239].

Foreign EFL scholars suggest the following algorithm for developing grammar skills: introducing or discovering grammar and then practicing grammar (through grammar games as well). The stages they suggest are as follows:

1. A PPP (Presentation, Practice, Production) or ‘straight arrows’ sequence.

“Presentation” is where the target grammar material, i.e. the grammar material to be taught, is “presented” to learners. In this stage the teacher elicits the target language from learners with cues to see what they already know. Eliciting and cueing makes the target language more relevant to learners as it gives the teacher the material they are going to practice and learn. That’s relevant to learners and when things feel relevant, students are more motivated. The presentation stage of a lesson features more “teacher talk” than the other stages of the lesson. Teachers probably should budget as much as 20-40% of the total lesson time for this stage [8].

At the “Practice” stage of the lesson learners practice the target grammar material in one to three activities. These progress from very structured (providing little possibility for error) to less-structured as the students master the material. These practice activities should include as much “student talk” as possible and not focus on written activities, although written activities can sometimes provide a structure for the verbal practices. Practice activities should have the “student talk time” range from 60-80% of the time. Teacher talk time should be as minimal as possible. The practice portion of the total lesson may take 30-50% of the total lesson time.

The third stage, “Production”, is when students take the target language and use it

in conversations they ideally create and structure. They now can talk about themselves or their daily lives or situations using the language they have just learned. The production stage of the lesson involves “student talk” as much as 90% of the time – and this component of the lesson can/should take as much as 20-30% of the total lesson time [8].

Another important feature of PPP, and other methods, is the reduction of teacher talk time and the corresponding increase in student talk time as you move through the lesson.

2. An effective way of explaining grammar is also to let the students see the grammar being used in context. A context can be anything - a text from the course-book, most books have quite well-versed texts to introduce language points, a biography of a famous person or recent news if we want to get more creative and address the students’ interests, a listening task using the target grammar point and more. In each case, we can ask the students to get acquainted with the material, pick sentences that we want to focus on, and elicit the meaning, formation and pronunciation with the help of those sentences. This will complement the approach of teaching grammar through context and will make sure that the lesson is one unity [9].

According to N. Galskova and N. Gez (2004), grammar skills can be developed through the following stages:

- introducing new grammar material;
- primary automatization of grammar skill;
- improving the grammar skill.

The stage of introducing grammar material is similar to that of foreign scholars mentioned above. Now let’s look at the second and the third stages.

Zh. Kamzina is of the opinion that grammar exercises should develop students’ habits and skills in using the grammar items to be learned in speaking, reading and writing. The teaching of grammar may largely be carried on through sentence patterns, phrase patterns in word as a pattern, and the use of these patterns in various oral and written exercises. Therefore grammar must be subdivided into small fragments, each taught in response to an immediate need. That is why, grammar exercises must be suggested in connection with situations, and remind us of the real usage of grammar forms and structures [10].

For primary automatization of grammar skill we may use such an exercise as a drill. Drill exercises are based on composing sentences or phrases according to a certain model. Drills are preferably used in whole classes when teachers want to practice some grammatical items. Drills are quick and efficient and allow teachers to correct any mistakes straight away. It can help students commit grammar patterns to memory and provide them with practice in pronouncing new patterns, helping them to become comfortable articulating the target language forms.

Drills fall into three categories:

- mechanical;
- meaningful;
- communicative [11].

Mechanical drills require minimal comprehension of content on the part of students and serve only to reinforce patterns. In a “backward build up” drill, for instance, the teacher leads and students usually respond as a whole group. In contrast, meaningful drills require students to understand the language in order to respond correctly, but the activity is tightly controlled because only one answer is possible.

Communicative drills encourage students to connect form, meaning, and use be-

cause multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening [10].

According to G.V. Rogova drill exercises are more completed as they require reproduction on the part of the students. In learning a foreign language, drill exercises are indispensable. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Drill exercises are also subdivided into 4 groups:

- repetitive drill;
- substitution;
- completion;
- answering the teachers' questions [12].

In the repetitive drill students pronounce the sentence pattern after the teacher, in imitation of the teacher, both individually and in unison.

For example:

Teacher: They are dancing in the park.

Class: They are dancing in the park.

In such exercises attention is drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sound, melody and stress).

In the substitution drill students substitute the words or phrases in a sentence pattern.

For example:

The children are walking in the street. The children are walking in the park. The children are walking in the garden.

In such exercises a student substitutes a phrase, the rest may say unison. Then they may replace the verb in a sentence with another verb. There is one advantage in performing this type of exercises - students consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore, involuntary memory is at work. Substitution drills are used to fix grammatical material and develop automaticity in using various grammatical structures in similar situations, this type of exercise is responsible for the formation of very flexible mastering skill all forms of the given grammatical phenomenon.

In the completion drill students complete the sentences the teacher utters looking at the pictures he shows.

Example: Teacher: Look at the picture. Mike is.....

Student: Mike is getting up.

In this exercises attention should be given to the use of "is".

Answering the teacher's questions is characterized in asking questions by a teacher using active vocabulary or the grammar phenomenon is taught. Example:

Teacher: Is Mike is getting up? Students: Yes he is [10].

But J. Harmer suggests that drills are not very creative practice techniques, because they are often done with the whole class, students are given sentence with a new grammatical item and they are asked for right repetition. It is practiced as long as it is necessary for students to be able to say this structure in a proper way. The aim of drill is to give students rapid practice in using a structural item. Advantage is that the teacher can correct any mistakes, can encourage pupils to concentrate on difficulties [13].

N. Galskova and N. Gez suggest the following types of grammar exercises for

primary automatization of target grammar skill:

1) Exercises in recognizing and differentiating grammatical phenomena:

- find a sentence with this grammatical phenomenon in the text;
- fill in a table or a diagram using the rule;
- find the examples of usage ... in the text;
- find all cases of usage on page ...;
- replace these constructions with their grammatical equivalents, etc.

2) Substitution exercises:

- replace the words of the model, keeping the given grammatical structure;
- open the brackets, etc.

3) Transformation exercises:

- transform the tense form of a verb;
- change the active voice of the verb into the passive one;
- paraphrase the sentences into indirect speech;
- transform a dialogue into a monologue;
- combine two simple sentences into complex one using given conjunctions, etc.

4) Question-and-answer exercises:

- ask your classmates some questions, fill in the table with the answers;
- answer the questions according to a given model;
- make up as many questions to the texts as possible;
- choose the right questions for the given answers, etc.

5) Reproductive exercises:

- fill in the text with the given words or phrases;
- make a plan for the text and retell it;
- change (shorten, modify) the dialogue according to the model, etc.

As for the third stage, it is associated with the development of the skills of using the target grammatical constructions in oral and written speech. This is facilitated by speech exercises aimed at the formation of the ability to speak, write, understand and read in a foreign language [14, pp. 316-317].

It should be remembered that exercises aimed at the formation of grammatical skill should:

- have simple, clear recommendations for their implementation;
- contain one new grammatical phenomenon;
- exclude additional lexical difficulties;
- avoid, if possible, mechanical repetition of the same speech pattern [14].

Grammatical exercises performed on the basis of visual tools have a great effect, for example:

1. Look at the picture and tell me where are... (spatial prepositions).
2. Describe the picture using a grammatical construction...
3. Compose a story based on the picture using a grammatical phenomenon...
4. Tell us what was not done in the room for mom's arrival.
5. Working in pairs, look at the picture of the room. One of you guesses where he hid the candy, the second guesses by asking questions (general question, prepositions, short answer).
6. Who do you think is depicted in the picture (photo) and why are they gathered here? (modal verbs, introductory sentences).

But recently there has been a movement away from the traditional methods of teaching grammar to young learners and school children through exercises or just writ-

ing and rewriting to using a more active approach through games as it makes the process of learning more interesting, fun and effective.

Sh. Vernon (2023) gives four reasons to include grammar games into the English language classroom:

1. As Arif Saricoban and Esen Metin state “games and problem-solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities”.

2. Games have the advantage of allowing the learners to “practice and internalise vocabulary, grammar and structures extensively.” During the game, the learners are focused on the activity and end up absorbing the language subconsciously.

3. It is important to use games because “the use of such activities both increases the cooperation and competition in the classroom” - games add excitement through competition and/or create bonding among learners and teacher.

4. Learning a language requires constant effort and that can be tiring, so as Ersoz says, games can counter this because amusing and challenging games are highly motivating and allow meaningful use of the language in context [15].

Sh. Vernon also speaks about the influence of grammar games on intrinsic motivation of learners. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can lead encourage them to play games. If these games are good then they will be learning while they are playing.

Games often imply movement which is crucial in the classroom because movement helps activate the learners' mental capacities and stimulate neural networks, thus promoting learning and retention. If a teacher has a large class with no space s/he still has options. Children can stand up, sit down, move various body parts and pass things around to each other. Movement does not only mean children tearing around the playground [15].

However, grammar games to be used in the classroom shouldn't be just a “time filler” which does not have a definite linguistic outcome. We should have a clear linguistic outcome for each game. The game can be a listening game to allow the learners to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practice of the grammar once it has been absorbed through listening beforehand. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practice once the basics have been mastered. The teacher should lead the children through this progression so that the game at hand is always well within the grasp of the students. This makes games fun rather than laborious. It is a mistake to play a speaking game immediately after the new grammar has been presented. Ideally reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally.

Another thing to watch out for with grammar games is that a maximum of learners are involved simultaneously. If there are thirty children we should avoid a game where only one child is speaking at a time. What are the other twenty-nine children supposed to do in the meantime other than get bored? On the other end of the scale however are games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels [15].

So, grammar is an important language skill that could be developed through a

number of approaches and ways of teaching such as various exercises (written or spoken) or fun and interesting games. The choice of the way of developing grammar skill will also depend on the resources the teacher can use in the classroom – texts, visual aids, audio or video resources.

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TEACHING ENGLISH GRAMMAR: EXPLORING MODERN APPROACHES AND METHODS

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English grammar is one of the most important aspects of language learning that provides the framework that is necessary for easy and effective communication. English grammar is how words and phrases are used to create meaningful sentences. The main components of English grammar include parts of speech (noun, verb, adjective, adverb), tenses (past, present, future), sentence structure (simple, compound, complex), and punctuation. Understanding how these elements work together to form a properly structured sentence that conveys the intended meaning is important [1].

Learning grammar is an essential part of learning English. It helps you to build the correct sentences and understand when certain words are used in different situations. Grammar can help you communicate more effectively by ensuring that your sentences are clear and understood by others. A solid understanding of grammar rules also gives you the confidence to create new sentences, professionally express yourself, and use English correctly. Additionally, understanding grammar helps you to identify mistakes that can be easily corrected for better accuracy [1]. Here the most interesting and modern approaches and methods are going to be described. Moreover, benefits and practical applications are studied.

Among the approaches used to teach grammar to English learners nowadays are:

- 1) Communicative Language Teaching;
- 2) Task-Based Language Teaching;
- 3) Content-Based Instruction or Content-Based Teaching;
- 4) Task-Based Grammar Teaching;
- 5) Integrative Grammar Instruction;
- 6) Technology-Assisted Grammar Teaching.

The first approach is Communicative Language Teaching (CLT):

CLT emphasizes the importance of meaningful communication in language learning. In this case grammar should be taught in context and should be focused on real life situations. Learners try to acquire the skills and grammar aspects with the help of such activities as role-plays, problem-solving tasks, discussions. The benefits of this approach are motivation increase, fluency improvement, grammar structures retention.

The next approach is Task-Based Language Teaching (TBLT):

TBLT revolves around the tasks that require language use, with grammar being taught as a means to achieve communication goals. Learners engage in activities designed to simulate real-world tasks, such as planning a trip or solving a problem. Grammar is taught implicitly through exposure to language input and explicit instruction when necessary. This approach promotes learner autonomy and fosters the development of both linguistic and cognitive skills.

Content-Based Instruction (CBI) or Content-Based Teaching (CBT):

CBI integrates language learning with subject matter content that provides learners with opportunities to acquire grammar skills while studying various academic topics. In this case grammar is taught in the context of authentic texts, videos, and other materials related to the content area. Learners develop their language proficiency alongside their knowledge of the subject matter, making learning more meaningful and en-

gaging. CBI encourages critical thinking and language use in academic and professional contexts.

According to Cloudary, Content-Based Teaching (CBT) is a well-acknowledged pedagogical approach within the Indian educational landscape. Its rising popularity can be attributed to its unique emphasis on the practical application of linguistic skills, ultimately assisting learners in achieving proficiency in a second language [2]. In CBI authentic materials are usually used. The main goal of teaching with the help of this approach is getting information and knowledge by learners. When using CBI a great attention is paid to linguistic structures and practical use of the language studied [3].

CBI increases learners' interest, improves their motivation and gets them engaged in the learning process. This method doesn't resemble traditional language learning. CBI is generally task-oriented and is closely connected with ideas, images and objects. A lesson could be on any topic covered in the curriculum, e.g. war, a new recipe, studying the world, sport, holiday activities, etc. [4].

Learners acquire the target language in the context of the taught materials. Language acquisition happens not with repetitive grammar exercises or any other boring tasks, it happens as a result of real situational contexts. There is a contrary opinion about the possibility of learning grammar effectively without teaching it. In CBI learners acquire all necessary skills in educational environment. In essence, Content-Based Instruction represents a dynamic and student-centric approach to language education, fostering a deeper understanding of language by immersing learners in authentic, real-world content. Through its various models, it offers educators flexibility in tailoring their instructional methods to suit the specific needs and objectives of their students [5].

Among the benefits of CBI the following can be named:

- CBI upholds a context-driven approach, where learners acquire practical language skills intertwined with relevant discussions within specific contexts.
- In CBI both field of learners' study and their language proficiency are in progress.
- CBI places a strong emphasis on real-world application and tangible, human-centered skills.
- CBI integrates a substantial amount of oral communication skills and fosters learner-centered instructional activities.
- CBI offers greater flexibility in curriculum design and activity implementation [5].

Task-Based Grammar Teaching (TBGT):

Task-Based Grammar Teaching is an approach that combines the principles of TBLT with a specific focus on grammar instruction.

Grammar tasks are designed to promote meaningful communication while targeting specific language structures. When this approach is used learners are involved in problem-solving, decision-making, information-gap activities. All these activities require the use of grammar in context. This approach improves learners' communicative competence and helps them use grammar accurately and more effectively.

Task-Based instruction model is one of the language teaching methods based on communicative activities and consists of tasks in which learners try to perform these tasks in a classroom environment where mutual interaction is at the highest level. TBLT has the same several principles with Communicative Language Teaching. TBLT is based on communication like in CLT. In CLT, communicative activities are used as a part of the lesson, but in TBLT, the tasks are used as a part of the lesson. These tasks

should be related to the daily life that may happen to all students so as to draw students' attention to the lesson and to the task [6].

“One of the most important things about TBGT is that it promotes learners' confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes” [7].

Integrative Grammar Instruction:

Integrative Grammar Instruction is an approach that is aimed at integrating grammar teaching to other language skills, including reading, listening, writing and speaking. Grammar is taught in the context of meaningful language input and output, at the same time allows learners to see how grammar functions in language contexts.

Integrative grammar instruction promotes holistic language development and helps learners transfer grammar knowledge to real-life communication situations. To facilitate the integration of grammar with other skills it is possible to use such activities as different games, role-plays, projects, etc.

Technology-Assisted Grammar Teaching:

Technology-Assisted Grammar Teaching is an approach that offers various tools and resources to enhance learning experiences in English grammar. Teachers use various online platforms, mobile apps, and interactive software which provide learners with access to grammar explanations, exercises, and feedback.

To make teaching grammar more engaging and easy it is possible to use multimedia resources such as videos, podcasts, and interactive games. Technology-assisted grammar teaching allows for personalized learning experiences and enables learners to practice grammar skills at their own pace.

Among the methods of teaching grammar the following can be named:

1) Communication (this method is probably considered the most popular. Role play, information gap, discussion, simulation, pair and group work are examples of activities used);

2) Audiolingualism (the method is aimed at prioritizing speaking and listening skill that is why the lesson is conducted in the target language only);

3) Inductive teaching (this method is very useful as learners get several examples of the topic studied and then discuss the meaning of it and practice in context);

4) Grammar translation (this method is not actually modern and is rarely used in modern teaching. It involves translation from the target language to the learners' native tongue and vice versa);

5) Total physical response (in this case learners are supposed to do exactly what the teacher instructs them);

6) Deductive teaching (the method is focused on instruction first and then practice);

7) Natural method (the method is based on the idea of how people acquire their mother tongue);

8) The direct method (it involves teaching in target language only, communication and thinking are conducted in the target language);

9) Content and Language Integrated Learning (The CLIL approach principally involves studying one subject (for example, biology, science or history) and learning a language, such as English, at the same time - effectively integrating the two subjects. The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create

significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students [8]);

10) Learning through writing (when this method is used learners are offered to explore the target language through creative writing);

11) Interactive teaching (Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes [9]).

As is seen interactive lessons are gaining their popularity.

There are various platforms and online tools to use when creating tasks to lessons. Wordwall is one of them. This platform is very useful for practicing already learnt topics. It can be used to check learners' understanding and ability to use grammatical structures in context. The platform suggests using a great variety of tasks kinds:

- Simple quizzes (a series of multiple choice questions);
- Gameshow quizzes (a multiple choice quiz with time pressure, lifelines and bonus round);
- Open the box (tapping each box in turn to open them up and revealing the item inside);
- Random wheel (spinning the wheel to see which item comes up next. Then learners answer the shown question);
- Find the match (tapping the matching answer and eliminating it. Learners have to repeat until all answers are gone);
- Flash cards (testing yourself using the cards with prompts on the front and answers on the back);
- Random cards (dealing out cards at random from a shuffled deck);
- Matching pairs (tapping a pair of tiles at a time to reveal if they are a match);
- Wordsearch (words are hidden in a letter grid. Learners have to find them as fast as they can) etc. [9]

Let us see some examples of the activities described above:



Wordsearch



Gameshow quiz

I'm sure my parents would rather _____ to the theater than a night club.



A quiz

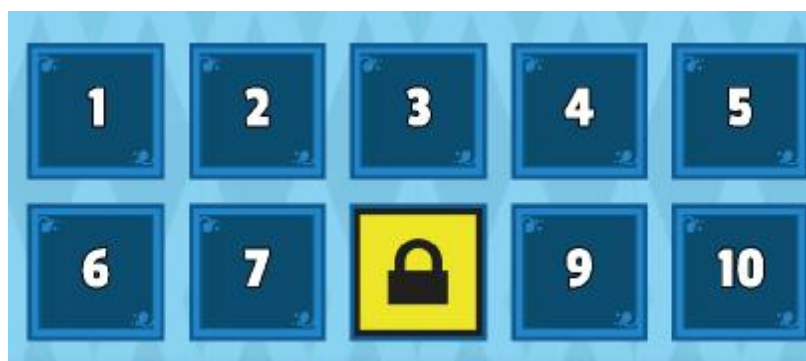
Tap the matching tile



She didn't mean _____ so much salt in the curry.



Find the match



Open the box

All these activities are more engaging than any ordinary exercises in the course book. Students get more interested in language learning.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind - teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students [10].

Thus, the approaches and methods described above help make teaching process more communicative, learner-centered, and engaging. By emphasizing meaningful communication, authentic language use, and the integration of grammar with other language skills, these approaches aim to make grammar learning more engaging, effective, and relevant to learners' needs. As English language teachers continue to explore innovative ways of teaching grammar, it is essential to adapt instructional practices to meet the evolving needs of learners in today's dynamic and interconnected world.

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OVERVIEW OF EXISTING MODELS IN TECHNOLOGY-ENHANCED BLENDED LANGUAGE LEARNING

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Blended learning has become increasingly popular in language teaching due to its potential for combining the best of both face-to-face and online learning. Technology-enhanced blended language learning (TEBLL) has emerged as a subfield of blended learning that aims to leverage technology to improve language learning outcomes. In this article, we will provide an overview of existing models of TEBLL and explore how they can be used to teach reading and listening in an English as a Foreign Language (EFL) class.

As we can see, today the society pays special attention to the meta-subject results of educational activities, providing for the formation and development of personal qualities and general culture of students, understanding the value of education, internal motivation and responsibility for their learning. The modern educational process should take into account both the trends in the development of science and technology, and the requirements of society for the quality of educational services.

There are several models of mixed learning that effectively allow achieving the tasks set in a foreign language lesson, namely: «Flipped Classroom», «Face-to-Face Driver», «Flex Model», «Rotation Lab» and «Station Rotation», «Self-Blend».

To meet the needs of the digital society in changing learning models, the comprehensive development of the student's personality, one of the model options is the «Flipped Classroom» technology.

The «Flipped Classroom» technology was invented in 2008 by teachers Jonathan Bergman and Aaron Sams. Used in at the secondary school, first in order to help students who miss classes, and then for all students of the class who appreciated the opportunity to view lecture materials at home and consolidate their knowledge better. This gave teachers the opportunity to review their teaching methods and the whole system as a whole.

Initially, D. Bergman and A. Sams created Power Point presentations of their lesson materials with dictation accompaniment. Then the presentations were replaced by author's videos. So, teachers quickly realized that the approach of preliminary online submission of theoretical material frees up classroom hours, which are useful to use for more thorough study of educational material already with personal contact in the classroom [2]. Teachers who use the «Flipped Classroom» technology almost unanimously agree that it's not about the videos themselves, but how they are integrated into the learning system as a whole. D. Bergman emphasizes that his students can't just watch the right lecture video and finish it, because he checks all their notes, notes, and always insists that students prepare questions at home, which they will ask later in class. And although he says that it takes some time for students to get used to such a system of education, during the year he notes their progress: students gradually they are beginning to delve deeper into the content of the materials and ask high-quality, problematic questions.

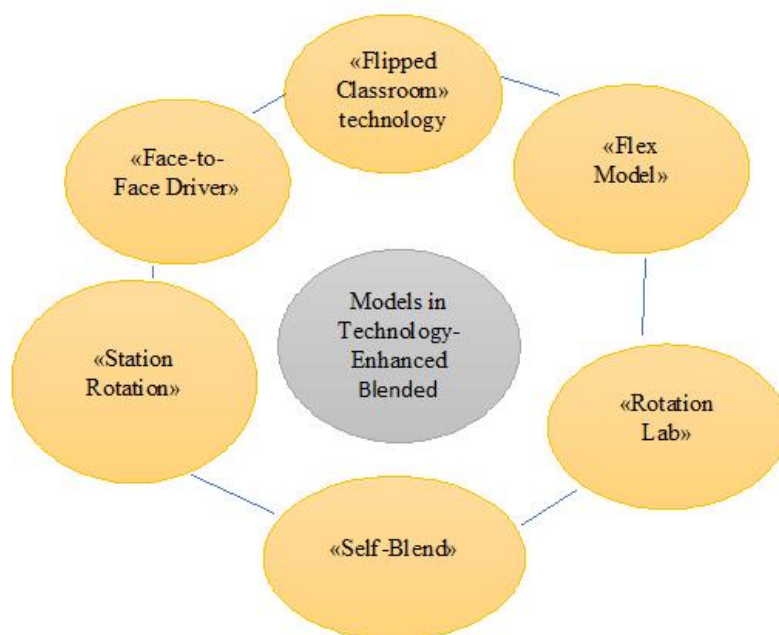


Figure 1. Models in Technology-Enhanced Blended

There are 4 main components of the «Flipped Classroom» technology:

- «the Four Pillars of F-L-I-P» [Flipped Learning Network]: - Flexible working conditions (F-Flexible Environment). The technology allows you to use a variety of operating modes. This principle consists not only in the physical manifestation of the flexibility of the regime, but also in the flexibility of approaches, that is, the individualization of the educational process, the selection of techniques and materials for special groups of students.

- Source of information (L - Learning Culture). In the traditional model of the lesson, the teacher has a leading role, that is, he is the source of information and is automatically endowed with the sole organizer and leader of the process. Within the framework of the «Flipped Classroom» technology, the student himself selects and analyzes information, while the teacher acts as a support, entering into the process when the student needs to indicate the optimal way to solve the problem, to direct his activities in the right direction.

- Intentional distribution of material (I – Intentional Content). The teacher clearly divides the information and materials for its development, which will come from him and those that the student will look for and perform independently. This principle is that the teacher needs to maximize the student's activity in the process, the intensity of his work both in a team and individually.

- Teacher-master (P – Professional Educator). Special skills and skills are required from a teacher who is focused on working within the framework of the technology of the «Flipped Classroom». During classroom work, the teacher monitors the work of students, providing feedback, assessment and support when they need it. The teacher constantly reflects on his activities, shares his experience and accepts constructive criticism, he never stops transforming materials and working to optimize the educational process.

Despite the apparent «invisibility» of the teacher in the educational process when working in this technology, he is an integral part of learning, the connecting element on

which the entire educational process rests. From all of the above, it follows that the technology «Flipped Classroom» meets the needs of modernity, including the basics of a classroom-based system and the possibilities of information and communication technologies, which allows not only to diversify the educational process, but also to take a fresh look at the teaching system and the presentation of material. This technology can become effective both for students who are now acquiring knowledge themselves, and for teachers, allowing them to free up classroom hours for deeper study of problematic issues, and also makes it possible to improve the quality of the taught material through short, but capacious video lessons, interesting articles and interactive exercises to check the understanding of information.

A small disadvantage of this model is that when switching to this training model, teachers are faced with the fact that they need to do a very large amount of work. Economies of scale can help here, because the initial investment of time will pay off in the future, when the same course can be conducted several times, with a small number of additions. It may seem complicated, but you should analyze how much time the new format will save – for each lecture and the course as a whole.

Thus, after analyzing the use of «Flipped Classroom» technology in foreign language lessons, it can be concluded that this learning technology meets the requirements of the State Standard, developing meta-subject skills in students; increases motivation to learn through self-study of the material at home and various forms of work in the classroom; expands horizons through various authentic video lessons; makes learning personalized; and also provides ample opportunities to explain educational materials.

In the «Face-to-face Driver» model, the author of which is S. Twigg, the teacher transmits knowledge to students in the traditional format in person in the classroom, and the Internet is used only to search for additional material or consolidate what has already been studied. The Face-to-face Driver model is a good option for classes where students have different levels of skills and abilities. This model is the closest to traditional learning, since most lessons are conducted one-on-one. Online training is conducted for lagging students in order to supplement regular lessons. For example, you can give assignments to students who have difficulty with grammar or mastering words, and they can work on practical tasks at home.

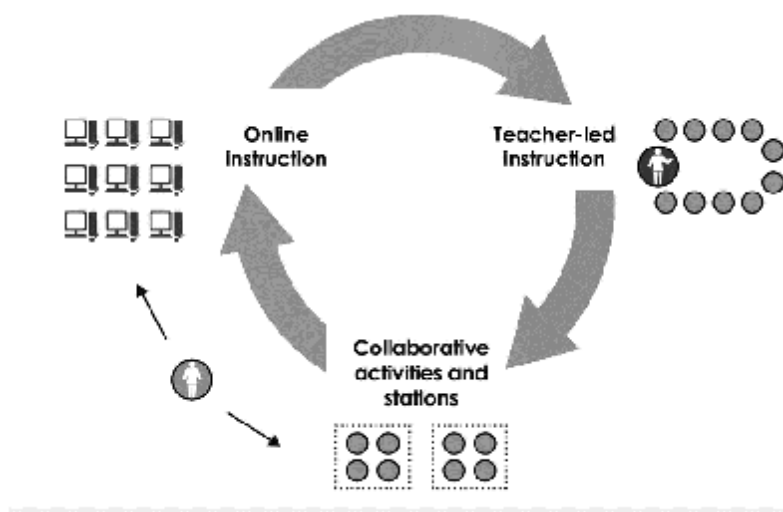


Figure 2. Model «Face-to-face Driver»

The first cycle of training in this model takes place in a distance form: students study theoretical material, form basic knowledge of a certain topic; then a full-time session takes place, during which the teacher examines the topic in more detail, conducts discussions and discussions, students exchange experience, and also undergo real practice, if possible; at the end, students return to self-study, apply all the acquired knowledge in practice through interactive components of the course, perform tasks, communicate with each other using virtual communication tools.

The «Face-to-face Driver» model takes place in the usual mode of training with a teacher, includes practical activities, business games and communication; then students move on to independent learning and study additional materials online, perform practical tasks.

The advantage of the «Face-to-face Driver» model is that the target orientation of training is aimed at the formation of skills and abilities, combining self-study with teacher-supported training; training aimed at the development of the student, combining various training activities (classroom and non-classroom) and methods of providing educational content; training aimed at the formation of competencies, which mixes the benefits of learning support tools with knowledge management resources and methods. In the context of the pandemic, education faced a situation where it was necessary to instantly switch from full-time to distance learning, return to the classroom, but work with restrictions within a mixed format, again using information technology.

The advantage is also that for the «Face-to-face Driver» model, teachers use the Zoom platform to create a foreign language teaching technology, where a large number of participants with a camera and microphone can simultaneously connect to a video conference for group discussion of topics, there is the possibility of creating session halls in which the teacher can distribute conference participants for simultaneous work in pairs or small groups and monitor their interaction, which creates opportunities for all students to communicate during the lesson in real time. If necessary, the teacher and students can display presentations in Power Point, videos, photos, pictures, connect music for all participants and even an interactive whiteboard on which you can write important information; a chat is also provided for messages, which is available to all participants of the conference. Such online classes resemble face-to-face classes, as opportunities are created for discussion, front-line work of the teacher with the group, work in pairs and small groups in real time. The advantages of classes on the Zoom online platform include the fact that the teacher and students can use both paper and electronic educational materials, use information technology and communicate in real time. This model effectively develops listening skills, much faster than during a regular classroom session, where listening is supported by other types of communication, listening training is very successful. Of particular note is the effectiveness of working on listening texts with the video camera turned off. However, there are disadvantages of such classes: not all participants in the educational process have the technical ability to connect to the conference with a camera and microphone, there are often problems with the Internet connection, it is difficult for the teacher to keep the attention of students throughout the lesson if additional teaching tools are not used: videos, podcasts, pictures, presentations, and there is not always enough time for this when preparing for classes and in the classes themselves.

Next, «Flex model», the authors of model X. Stacker and M. Horn: it is also mainly carried out in an online environment; here students are given complete freedom in choosing topics of study, schedule and pace of work, and the teacher is connected in

person in a general class at the university only to explain complex topics or solve non-standard tasks.

The implementation of a flexible model in a particular school depends on its physical space. Usually there is a central large classroom in which students have individual places of work – mini-offices. Each student has a computer (or tablet) with which he learns online. Along the perimeter of the central space there are many discussion rooms for working in small groups, for brainstorming, as well as scientific laboratories. In addition, there is a socialization zone in which children are placed on sofas, ottomans, etc. and continue to study. The main thing is that students can move freely and group according to their needs. This is the most difficult to implement, but also the most promising model. To work in it, students must have developed self-organization skills, so a flexible model is usually used in high school students.



Figure 3. «Flex model»

The main idea of the flexible model is that students do not limit the amount of time for a particular type of educational activity. Instead, each student has a flexible work schedule, which can be changed depending on the need. If there is a team of teachers in one subject, it is possible to implement the teaching of this subject in one or more parallels in a flexible model. The flexible model assumes that a lot of restrictions in the system are removed: lesson boundaries, topic boundaries, etc., and each student gets the opportunity to move at his own pace.

The great advantage of this model is the ability to achieve maximum individualization and even personalization of training. In a flexible model, a culture of high expectations, in which each student goes to his high goal, and the ability of the school to create and maintain this culture become relevant.

Thus, in a «Flexible Model», the main idea is that students, unlike rotation models, do not limit the amount of time for a particular type of educational activity. Instead, each student has a flexible work schedule, which can be changed depending on the need.

The «Station Rotation» model is a change of working zones, the authors of this model are X. Stacker and M. Horn.



Figure 4. «Station Rotation» model

The purpose of the station is to give every child the opportunity to develop independent work skills, personal responsibility, develop self-regulation and learn to learn. At the online work station, students can get acquainted with new material, test their knowledge and practice their skills. The amount of resources in the system should be excessive and diverse enough to provide students with the opportunity to get acquainted with the topic in sufficient depth. The student gets access to the materials of not only one lesson, but the whole topic in order to give everyone the opportunity to go at their own pace. Here it is necessary to rebuild the space of the classroom – to allocate and arrange work areas. One of the zones is the online work zone, which implies individual work according to the teacher's instructions. The remaining zones are at the discretion of the teacher, for example, a group work zone, a teacher work zone, etc. Students are divided into groups and divided into sections. Then the groups move in a circle from zone to zone at fixed intervals. It is important to take into account that the optimal number of zones should not exceed 4-x.

The «Station Rotation» model is based on the alternation of conventional and distance learning formats. The rotational model is a mixed learning strategy that is relatively easy to implement. All students can work at their own levels, and training can be easily differentiated. The teacher creates various stations. Students move from station to station and complete tasks online or in a physical classroom. Students must complete tasks at all stations. For example:

Station 1. Students' work in groups. For example, team building can take place at this station and students' confidence can be strengthened. You can divide them into groups. Give each group cards with written sentences. One student reads the text on the card, the others must respond to it with a gesture or action. Depending on the level of students, task cards can be simpler or more complex.

Station 2. Online training. For example, visual and auditory learning takes place at this station. Students should watch the video or listen to the dialogue and complete the task. They can work both in pairs and individually.

Station 3. Working in a group with a teacher. Here each group has its own needs and level. And you work with students, completing tasks that meet their needs.

The student's activity in the work stations can be compared with the elements of a puzzle, putting them together, he gets a complete picture.

This model is popular, it is easy enough to implement it if there is the necessary amount of computer equipment in educational institutions.

The «Rotation Lab» model is very similar to the station rotation model and the in-

verted class. The difference is that in the rotation of stations, students move within the class allocated to them. At the same time, in the rotation of laboratories, students move to the training laboratory, where they are engaged in online learning. Also, this model is similar to an inverted classroom implemented without students working at home. Instead, students attend a computer class to get acquainted with new material (watch videos, answer comprehension questions), train skills or participate in project work, and study actively and interactively in class.

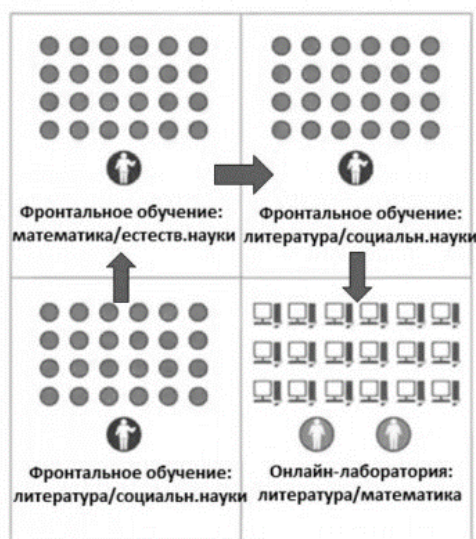


Figure 5. «Rotation Lab» model

«Rotation Lab» becomes effective when students regularly work online. When implementing this model, the class is divided into 2 groups: the first is engaged in traditional educational tools, the second in online resources. The criterion for dividing into groups is set by the teacher. The numerical composition of the groups is flexible, groups have the opportunity to alternate. At the same time, the educational system keeps records of the duration of work, quantitative and qualitative indicators of the volume of work of each user. This model allows students to organize their activities both in the classroom and during face-to-face and remote consultations [3]. There is a rotation of the schedule of traditional full-time education in the classroom and independent online learning in a personal mode (for example, via the Internet according to the reference plan compiled by the teacher; in the school blended program; on a special web site).

The «Rotation Lab» model also involves alternating traditional and online classes, but already within the walls of an educational institution (computer lab) and under the guidance of a teacher.

The great advantage of the model is that it gives the teacher the opportunity to track the dynamics of the growth of subject knowledge using LMS. The opportunity to conduct lessons on your subject in a computer classroom at least once a week. It is not supposed to use computers or tablets at home.

The disadvantage of this model is that if there is no ready-made LMS with educational materials on the subject, the teacher must prepare materials on his subject in the LMS, pick up simulators or make assignments or tests for training and checking skills. The model does not contain mandatory elements of project and group work, so these

aspects may be lost. The complexity of implementing the laboratory rotation model is also that the implementation is possible in parallel (for one or more subjects), since it is required to coordinate the schedule of different classes and the use of a computer class. To do this, several teachers in parallel agree that they will organize work using the rotation of laboratories model, create or select online learning materials, form a single learning space and agree with the administration that every third or fourth lesson in their subjects will be held in a computer classroom. Ideally, students spend one lesson a day in a computer classroom. For example, if two teachers agree who teach a total of seven lessons a week in one class, then they can spend two lessons out of seven in a computer classroom. These two lessons are held on different days in accordance with the requirements of the SanPiN, as well as to achieve a greater educational effect. At each lesson, students have an itinerary for each subject. One of the teachers can accompany the students in the classroom.

Thus, this model is less efficient than station rotation due to the lack of mandatory project teamwork in the structure, but it is easier to implement using a stationary computer classroom, laptop or tablet classroom.

The most democratic model of «Self-Blend» allows you to study in the usual format, but for those who want to deepen and expand their knowledge, there are always additional online courses, resources, modules, etc. [5].

Classes take place as follows: students attend traditional classes in the classroom and receive tasks for independent work in a special program or on an online platform. Remote work on the topic can be carried out both individually and with groups of students. At the same time, the role of the teacher is minimal, who partially controls and, if necessary, advises students.

In general, the main task of the teacher when implementing the training course in the format of the «Self-Blend» model is to work on compiling the content of the training course and distributing the training material, that is, it is necessary to determine which tasks will be performed when working in the classroom and what students will study independently, which tasks are suitable for individual classes, and which - for group work, etc. Traditional classes can be held in various formats: project defense, presentations, discussions (between students or with the participation of a teacher), debates, round-table discussions, etc.

The «Self-Blend» model includes elements of gamification, which involves the use of game elements to motivate students and improve their learning experience. Gamification can be especially effective in teaching reading and listening skills, as it can provide students with immediate feedback and make the learning process more exciting and fun.

The difficulties of implementing the model are that it is a thorough and painstaking preparation for them, drawing up an itinerary and instructions for each student, selecting educational video material, creating their own developments.

The advantage of the «Self-Blend» model is the ability of students to plan and organize their educational activities, focusing on the final result. Students learn to: make decisions; make informed choices; take responsibility for such. When learning within the framework of the «Self-Blend» model, skills of working in the information space are formed. Students learn to independently search, select and analyze information, as well as present the results of their work using various modern technologies. Thus, it is obvious that the «Self-Blend» model fits into the concept of modernization of blended learning in English lessons in modern education, which is based on the introduction of

new educational standards.

As we can see, the presented models reflect the unique features of blended learning, such as flexibility, openness, motivation, emphasis on personality and independence [6].

Thus, the «Face-to-Face Driver», «Rotation», «flex» models can be considered acceptable for a Kazakh school, since they do not exclude direct interaction of students with the teacher and electronic (online) learning (a feature of the «Face-to-Face Driver» model is the synthesis of studying program material at school with direct interaction with the teacher and the optionally of e-learning, which, as a rule, is reduced to working at a computer during the lesson; the feature of the «rotation» model is a strict distribution of time between individual e-learning, carried out in the mode of remote support from the teacher, and classroom training with the teacher; the feature of the «flex» model is the fact that most of the curriculum is mastered in an e-learning environment, while the teacher accompanies each student remotely to fill in gaps, organizes face-to-face consultations in small groups or individually).

Often, TEBLL models take a more holistic approach to language learning and aim to integrate all four skills (reading, writing, listening, and speaking). These models typically involve a mix of face-to-face instruction and online activities that promote learner autonomy and foster interaction between learners and instructors. For example, learners might engage in online discussion forums or virtual classrooms to practice their writing and speaking skills while receiving feedback from their peers and instructors.

Likely, TEBLL models tend to incorporate the use of mobile technologies, such as smartphones or tablets. These technologies enable learners to access learning materials anytime and anywhere, which can increase their motivation and engagement with the learning process. For example, learners might use language learning apps to practice their reading or listening skills on the go. Generally, TEBLL models tend to be flexible and adaptable to the needs of individual learners. For example, learners might be given a choice of online activities to complete based on their learning preferences or level of proficiency. This flexibility can help learners to take ownership of their learning and achieve their language learning goals more effectively.

It becomes obvious that the models described above can be easily reproduced in any classroom by any teacher prepared for this, especially since the implementation of these models promises more pros than cons. The authors popularize this approach, including when teaching foreign languages, putting forward the main argument that some of these models allow students to «learn independently and for themselves» [7].

In conclusion, I would like to note that the review of mixed learning models in the context of digitalization of the education ecosystem allows us to conclude that these models are in demand at the present stage. The presented variety of models of blended learning should motivate teachers to further study and creative understanding of them.

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COURSE DESIGN IN AN EFL CLASSROOM: THEORETICAL OVERVIEW

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Presently, changes in real life values have affected education and views on approaches to teaching. Students and learners will not be satisfied any more if taught and instructed in an "old" way or according to the programs and approaches that are really out-of-date now. Some of them were designed and created when the parents of current students were students themselves. New discoveries in various fields of science occur every day thus conditioning a need for continuous updating of the content of education at different levels of educational system. In addition, students and learners are now becoming more and more sophisticated in the way they know and can more than their parents and even teachers and instructors could at their age. That is why the problem of designing and creating new academic courses that are up-to-date, relevant and flexible never lose its topicality.

The term "course design" is used to describe the purposeful and systematic organization of an academic course (usually consisted of several instructional blocks) in an educational organization of any level. In other words, "course design" is planning of instruction on the side of the teacher, i.e. what is to do, who is supposed to do it, and when (at what stages of the course or lessons within the course) to do [1]. For example, in the context of higher education, as M. Northcote states, "course design" is understood as planning or creating a course in terms of such criteria as "intended learning outcomes", "topic", "content", "structure" and "sequence". Course design is also about the

manner in which the instruction approaches are applied, learning activities are structured, and assessment tools are used to keep the students engaged and interested during the course [2].

Courses are usually designed with a specific educational purpose. Karen Schweitzer says that the ultimate goal of any course is not only to support the students' learning but to improve their performance. Nevertheless, there could be other reasons for course design, for instance, making sure that the learning goals in the curricula of elementary and high schools are aligned and complement each other from one stage to the next. Ignoring the prior knowledge students get at the preceding stage in the hierarchy of school levels, for example, in elementary school, or future learning in high school can cause further problems for both students and teachers [3].

Karen Schweitzer writes about three basic types of course design. They are as follows:

- Subject-Centered Design;
- Learner-Centered Design;
- Problem-Centered Design [3].

Subject-centered course design focuses on a particular subject or discipline. The courses of Business English or Sports English can serve as examples of subject-centered courses as they focus on academic subjects only. The peculiarity of this type of course design is that it is organized around the subject not the individual.

Subject-centered course design determines what to be studied and how it should be studied. Core (main or basic) courses are usually designed on the subject-centered basis and traditionally perceived as "standards" to follow by all schools in all regions of the country. In these curricula, instructors are provided a pre-determined list of instructions to strictly follow in their classrooms starting from the content to teach, the resources to use, and the approaches and strategies to apply.

Karen Schweitzer considers the subject-centered course design as having its primary drawback of being not student-centered. She says, "This form of course design is constructed without taking into account the specific learning styles of the students. This can cause problems with student engagement and motivation and may even cause students to fall behind in class" [3].

The second type of course design is *learner-centered* one. In contrast to subject-centered course design, it takes into consideration the needs, interests, and goals of each student in the classroom. In other words, it sees the class not as a uniformly organized group of students but as consisting of individuals with different traits, goals, and interests. Learner-centered approach to course design empowers learners and provides them with a chance to shape and organize their educational trajectory in accordance with their conscious choices. Instructional plans here are built according to the principles of differentiation and give students the opportunity to choose from a variety of learning assignments, experiences or activities. All these contribute a lot to students' motivation and keep them interested and engaged in the studied course.

The disadvantage of learner-centered approach to course design is its labor-intensive and time-consuming nature. Designing differentiated course puts pressure on the instructor to create and/or find instructional materials and other course elements that are conducive to each learner's needs. Sometimes there is simply not enough time or experience or skills in designing such a course. Learner-centered course design also requires from instructors to continuously search a balance between students' wants or interests and needs or required outcomes, which is often not an easy task.

The third type of course design, *problem-centered course design*, focuses on teaching students how to look at a problem and how to deal with it to find a solution. In this approach students consider real-life issues and cases that help them develop and practice skills transferable to the real world. This type of course design increases the relevance of the course and develops students' creative and innovative thinking and skills. But the disadvantage of problem-centered course design is its not focusing on different learning styles [3].

Shaw A., Norman M. and Davis G. (2016) suggested a powerful model to use when considering course design, the so-called "the Course Design Triangle" (Figure 1), consisting of three principal parts. These parts are course objectives, course assessment, and course instruction. The authors say, "To achieve a coherent learning experience, all three course components must closely align with one another and also consider the course context" [4].



Figure 1. The Course Design Triangle [4]

The authors of the Course Design Triangle Model consider course context as the basis for the whole course and starting point in the process of its design. They understand the term "course context" as the sum of the following:

- the audience of the course;
- the size of the class;
- the number of credits or the academic load of the course;
- preceding and following stages of the course.

They state that understanding the above-mentioned issues will influence all other aspects of course design and will help the teacher to:

- set the appropriate learning objectives for the course and consider how they fit into the rest of the curriculum;
- determine the right level of challenge, taking into account the students' backgrounds and prior knowledge;
- consider the effective ways and tools of increasing students' motivation and keeping their engagement on the basis of what the teacher knows about their academic (maybe professional) and personal goals;
- decide on the forms and tools of assessment taking into account the size of the class and the resources the teacher has available for grading and feedback [4].

Knowing the correct course context will promote creating necessary learning objectives, selection of assessment forms and tools, and choice or design of instructional materials to meet the students' needs.

The first component of the course design triangle is learning objectives. *Learning objectives* can sometimes be referred to as *learning outcomes* (Melton, 1997). They are the statements that clearly describe what students are expected to achieve as a result of instruction. Learning objectives serve as a foundation for all other components of course design. Learning objectives shouldn't be confused with learning goals. Learning goals are broad, learning objectives are more specific. They can provide clear criteria for instructors to assess whether students are meeting the desired learning goals [5]. For example, if a teacher says: "*I want students to understand/learn/know the Future Simple Tense*", this is a learning goal. Learning objectives are usually formulated in such a way as: "*Students will be able to use the Future Simple Tense to make instant decisions.*"

Well-formulated learning objectives can serve as:

- a compass for instructors: to guide the design of fair course assessment plans, selection of content/activities/teaching strategies/technologies, and make sure all critical course components are purposefully aligned to support student learning;

- a map for students: to see a clear picture of where the course is taking them and what is expected to be successful in the course. Students will be able to direct and monitor their learning throughout the lesson/unit/semester by referring back to the learning objectives [5].

The characteristic feature of correctly-formulated learning objectives is their student-centeredness, i.e. they describe what the students should be able to accomplish as a result of instruction, rather than what the instructor will cover or do in the course. To provide students with a clear "map", i.e. to give them a route to where to head, well-written learning objectives should be SMART, i.e. *specific, measurable, achievable, result-oriented, and time-bound*:

- a) Learning objectives are *specific* if they break down a broad topic into manageable components, and they are explicit about the desired outcomes related to these components.

- b) They are *measurable* if they serve as guidelines for evaluation and help instructors decide how well students achieve the desired learning. Much of what students get out of a class happens on the inside or are unseen – students may adjust their perspectives, change their attitudes, and gain new knowledge. But because instructors have no way of directly observing the internal processes of a student's mind, they must rely on external indicators (what the student says or does) to evaluate that student's progress. For this reason, an instructor cannot evaluate progress based on what the student "learns," "understands," "knows," or "feels." Thus learning objectives need to deal with changes that can be observed and measured.

- c) Learning objectives are *achievable*, given the resources, timeframe, background, and readiness of the students. The cognitive level of the learning objectives should be appropriate to the course level and student level (e.g.: a freshman level course as compared to a graduate level course).

- d) Objectives should be *result-oriented*, i.e. they should focus on the results, rather than the process or activities that students are going to complete (e.g., writing a paper or taking an exam). A good learning objective will describe the result; the knowledge, skills, or attitudes that students should have acquired within the context of the instructor's observation.

- e) Learning objectives should be *time-bound*. The teacher should clearly state the timeline as this helps to decide how well the learners should perform to be considered competent [5].

As an example, let's take such a learning objective as "By the end of the unit, students will be able to use the Past Simple Tense to describe a sequence of events in the past" is SMART because it is:

- a) *specific* – it focuses on the "the Past Simple Tense";
- b) *measurable* – "use" and "describe" are measurable and observable indicators;
- c) *achievable* – this is appropriate for the elementary or pre-intermediate level course;
- d) *result-oriented* – it focuses on the result (use and describe) rather than the process;
- e) *time-bound* – students know that this is a skill they should master by the end of this lesson, module, or unit.

The second element of the Course Design Triangle is *instruction* which is understood by its authors as all every day activities the teacher will use to help students reach the objectives that have been set. The examples of instruction could be readings, discussions, lectures, group work, case studies, etc. [4].

The third element of the Course Design Triangle from the point of view of the mentioned above authors is *assessment*. Assessments are all methods, forms and tasks the teacher will use to monitor students' progress toward the objectives. Assessing students' performance could be done through various projects, presentations, exams, and other activities [4].

Designing a course is not an easy task. A lot of educators who are experienced in course design process formulated a set of tips or ideas to keep in mind when developing a new course.

Karen Schweitzer (2019) suggests the following stages for course design process:

- 1) identifying needs analysis;
- 2) determining learning goals or objectives;
- 3) identifying constraints;
- 4) creating a course map (a course matrix);
- 5) identifying the instructional methods;
- 6) establishing evaluation methods;
- 7) continuous improving of the course.

Let's consider the mentioned-above stages of course design in detail:

1) Before starting designing a course it is highly recommended to identify the needs of students through *needs analysis*. According to Ethan Mansur (2022), needs analysis is a "process of collecting information about our students' needs, interpreting this information, and then making decisions about the course based on what we uncover" [6]. Karen Schweitzer (2019) says, "needs analysis involves the collection and analysis of data related to the learner. This data might include what learners already know and what they need to know to be proficient in a particular area or skill. It may also include information about learner perceptions, strengths, and weaknesses" [3].

Needs analysis is an important step in course design because each student begins a course with their own perceived, sometimes very specific or vice versa general, needs. The needs may vary depending on the students' current level of competence in the language. This type of need is usually more easily perceived by the teacher than the student. Yet another type of need the teacher developing a course should be aware of is not determined by the students or the teacher, but rather comes 'from above', handed down by ministries of education, official exam boards, etc. For example, students may need to improve their essay writing skills because it is a genre of writing commonly tested in

high-stakes exams [6].

2) The next stage in the course design process is *determining learning goals and objectives*. As Karen Schweitzer (2019) points out, creating a clear list of learning goals and outcomes will help teachers to focus on the intended purpose of the course and allow them to plan their instruction so that to achieve the desired results. Learning goals are the things teachers want students to achieve in the course. Learning outcomes are the measurable knowledge, skills, and attitudes that students should have achieved in the course [3]. It is recommended to include 3-5 broad learning outcomes into the course formulated in the way such as “*By the end of this course, successful students will be able to ... some students will be able to... all learners will be able to...*”. In this case the outcomes become differentiated so as all students can see the results upon the completion of the course.

3) The following stage in the course design process is *identifying constraints* that will impact the course design. For example, Karen Schweitzer thinks time to be first constraint to consider when designing a course. She says, no matter what is the supposed length of an academic term but if the instruction is delivered not according to the planned amount of classes or lessons, it will negatively impact the course learning outcomes [3].

4) Then Karen Schweitzer recommends considering creating *a course map or a course matrix*. It is a necessary step as in this way the instructor can properly evaluate the sequence and coherence of instruction. Course mapping provides visual diagrams or indexes of a curriculum. Analyzing a visual representation of the course is a good way to quickly and easily identify potential gaps, redundancies or alignment issues in the sequencing of instruction.

A curriculum map is not the same as a lesson plan. The latter is an outline that describes in details what will be taught, how it will be taught, and what resources will be used to teach it. Lesson plans are usually designed for short periods of time such as a single day or as a week. In the system of secondary education of Kazakhstan they are called “short-time planning” while curriculum maps are called “long-time planning” as they offer a long-term description and presentation of the course. It is not unusual for a curriculum map to cover an entire school year.

Curriculum maps can be designed on the basis of different types of coherence such as horizontal coherence, vertical coherence, subject area or interdisciplinary coherence:

- The curriculum is *horizontally coherent* when it coincides with or is comparable to the curriculum of an equal lesson or grade level. For example, the learning outcomes for an English class in Grade 10 at a secondary school at Astana (the capital city of Kazakhstan) are horizontally coherent as they match the learning outcomes of an English class in Grade 10 at a secondary school at any village in any region of East Kazakhstan.

- The curriculum is *vertically coherent* when it is logically sequenced. That is to say, each lesson or grade prepares students for what they will be learning in the next lesson or grade.

- The curriculum is *coherent within a subject area* when students receive equitable instruction and learn the same topics across subject area classes. For example, if in one school there are two or three different teachers who teach English to Grade 10 students, the learning outcomes should be identical in each Grade 10 class.

- The curriculum is *coherent in an interdisciplinary sense* when teachers of different subjects (such as Kazakh, Russian, English, Math, Science, and History) work to-

gether to improve the key cross-curricula skills that students need to succeed in all grades and subjects. Some examples include reading, writing, and critical thinking skills [7].

5) *Identifying the instructional methods* is the next stage in the course design process from the point of view of Karen Schweitzer. These are the methods that the teacher will use to deliver instruction throughout the course and they should be considered in regard to the way they work with students' different learning styles. If the instructional methods are not conducive to the curriculum, the design of the course is to be adapted or modified accordingly [3].

Colette Bennett classifies all instructional methods, i.e. strategies to deliver the content regardless of grade level or subject matter as follows:

- Lecture;
- Socratic Seminar;
- Jigsaws and Small Groups;
- Role Play or Debate;
- Hands-on or Simulation;
- Software Program(s);
- Presentation Through Multimedia;
- Independent Reading and Work;
- Student Presentation;
- Flipped Classroom [8].

As stated by Colette Bennett, *lectures* are instructor-centered forms of instruction given to a whole class. There are different forms of lecture-based instruction, and their efficiency varies. When a teacher reads from notes or the text without giving much attention to differentiating for student needs, this is considered the least effective form of all lecture forms. This turns learning from an active to a passive activity and, no wonder, students quickly lose interest and are not kept engaged in the lecture and the course. Including students into interaction or providing demonstrations can reduce the passivity of the lecture.

To make the students stay focused on the lesson, the instructor may integrate into the course such form of interaction pattern as a whole group discussion. Here, a teacher presents information in the form of thought-provoking questions and answers thus making all students involved in the learning. The drawback of a whole group discussion could be the constraints of its application or adaption to large class sizes. In large classes there always will be some learners who prefer to stay passive and not participate in whole-class discussion because of different reasons (they may feel not confident or too shy to actively participate in front of large groups). To avoid or minimize passive engagement, the instructor can modify the format of whole-class discussions. For example, a whole group discussion could be conducted in the form of *the Socratic Seminar* based on open-ended questions that allow students to respond and build on each other's thinking. According to education researcher Grant Wiggins, the Socratic seminar provokes more active learning, when "...it becomes the student's opportunity and responsibility to develop habits and skills that are traditionally reserved for the teacher" [8]. Another modification of the Socratic Seminar is the instructional strategy known as *the fishbowl*. In the fishbowl, a (smaller) inner circle of students respond to questions while a (larger) outer circle of students observes. In the fishbowl, the instructor participates as a moderator only.

The instructor can also divide the class into small groups and give each group

some interesting and theme-related issues they are to discuss. While the groups are discussing, the instructor is walking around the classroom and checking on the information being shared and ensuring participation by all within the group. The instructor may ask students concept-checking questions to make sure that everyone's voice is taken into account. The *Jigsaw* is a modification of small group discussion when each student is nominated an expert in a particular sphere and then shares that "specific" knowledge with the rest of the class by moving from one small group to another. In this form of group interaction all members are responsible to learn all content from one another.

Literature circles are another variation of the instructional strategy based on active small group discussions in which students develop their independence, responsibility, and ownership. Literature circles can be organized around one book or around a theme considered in many different texts. When working in literature circles, students respond to what they have read in particularly structured groups.

Roleplay is an active instructional strategy similar to improvisation. In roleplays, students take on different roles in a specific theme-related context and learn the "subject-matter" through exploring the topic. There is a variety of contexts, situations and roles that students might take on in a foreign language class at the same time practicing their productive language skills.

Another active strategy that can be used in the classroom is *debating*. The advantage of debates is their contribution to the development of students' skills of persuading, public speaking, organizing research and teamwork, promoting etiquette and cooperation. Requiring students to provide evidence to support their claims before any debate helps the instructor to foster students' critical thinking skills development.

Hands-on learning provides students with the opportunity to take part in an organized activity in real-life stations or science experiments. That's why it can be used in such disciplines as the arts (music, art, drama) or physical education.

In some ways, *simulations* are close to hands-on activities but different from roleplays. Simulations give students the opportunity to demonstrate what they have learned and their intellect through an authentic problem or activity. A post-simulation discussion is important for assessing student understanding.

Teachers can use a variety of *educational software* on different platforms to deliver digital content for student learning. The reasons to choose this or that software program are either its content or the features that allow students to engage with the material. Some software programs can collect data on student performance which can be used by teachers to inform instruction in areas of weakness.

Multimedia methods of presentation are passive methods of delivering content and include slideshows (PowerPoint) or movies. When creating presentations, teachers should be aware of the need to keep notes concise while including interesting and relevant images. If done well, a presentation is a kind of lecture that can be interesting and effective for student learning.

Some topics of the course lend themselves well to *individual classroom reading* time. For example, if students are studying a short story, a teacher might have them read in class and then stop them after a certain time to ask questions and check for understanding. The alternative of this method will be if a teacher has students select their own reading based on a research topic or simply on their interests and then asks more generic questions to assess student understanding such as:

- What did the author say?
- What did the author mean?

- What words are the most important?

The reason why it is a good idea to let students make their own choices in reading is that in this case they are more actively engaged. *Research work* in any subject area also falls into this instructional strategy.

A fun and engaging method of instruction in the classroom is traditionally considered that of using *student presentations* as a way to present content to the class. For example, teachers can divide up a chapter into topics and have the students “teach” the class by presenting their “expert” analysis. This is similar to the Jigsaw strategy used in small group work. Another way to organize student presentations is to hand out topics to students or groups and have them present information on each topic as a short presentation. This not only helps students learn the material in a deeper manner but also provides them with practice in public speaking. While this instructional strategy is largely passive for the student audience, the student presenting is an active demonstrating a high level of understanding [8].

Student use of all manner of digital devices (smartphones, laptops, tablets, electronic books) that allow access to content brought the beginning of *the Flipped Classroom*. A flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead students encounter information before class, freeing class time for activities that involve higher order thinking [9]. In this instruction mode the teacher moves the more passive elements of learning such as watching a PowerPoint or reading a chapter, etc. as an activity outside of the classroom, usually the day or night before. Students can use different resources they can find in the internet. This design of the flipped classroom is where valuable class time is available for more active forms of learning. In flipped classrooms, one goal would be to guide students to make decisions on how to learn better on their own rather than having the teacher deliver information directly [8].

1) After identifying the instructional methods for the course it is necessary to *establish evaluation methods* that will be used at the end and during the term or school year to assess learners, instructors, and the curriculum. Evaluation will help to determine if the course design is working or if it is failing. From the point of view of Karen Schweitzer, what should be evaluated within the course includes the strengths and weaknesses of the course and achievement rates related to learning outcomes. The most effective evaluation, she thinks, is ongoing and summative [3]. The types and forms of assessment are described in part 1.2 of the given paper.

2) The last thing that Karen Schweitzer recommends to follow when designing a course is to remember that course design is not a one-step process and needs continuous improving. She says, the design of the course should be assessed periodically and refined based on assessment data. This may involve making alterations to the design partway through the course to ensure that learning outcomes or a certain level of proficiency will be achieved at the end of the course [3].

Thus, course design is a process of course development that focuses on identifying student learning goals and then creating a relevant learning context based on scaffolding assessments teaching methods to help students achieve their goals. Learning objectives, instruction methods and forms of assessment are the key elements of the course design triangle. Designing a course is a systematic process consisting of certain stages such as identifying needs analysis, determining learning goals or objectives, identifying constraints, creating a course map (a course matrix), identifying the instructional methods, establishing evaluation methods, and continuous improving of the course.

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ADVANTAGES OF SITUATIONAL APPROACH TO TEACHING ENGLISH

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There are a large number of definitions of the concepts “situation” and “contextuality”, which are at the center of the situational approach to teaching foreign languages we will present some of them:

Bannikova defines the situation as a special case of speech activity, the form in which the speech interaction of people speaking a given language takes place [1, p.63].

Passov considers the situation as an integrative system of social status, role, activity and moral relationships of the subjects of communication. It is a universal form of the learning process and serves as a way of organizing language tools, a way of their presentation, a prerequisite for learning the strategy and tactics of communication.

In addition, Passov singles out the learning-speech situation - these are the condi-

tions set by the teacher that are necessary for the student to carry out a speech action in accordance with the intended communicative task. [2, p. 40]. A situation is a system of conditions external to a person, a fragment of reality that prompts him to perform actions [3, p.137]. The educational-speech situation is a method and means of organizing the professionally oriented speech activity of students [4, 296].

Negnevitskaya considers the learning and speech situation as the minimum unit of a communicative-oriented approach in teaching foreign languages [5, p. 19].

We adhere to the definition of Passov, who defines the learning-speech situation as “the conditions set by the teacher, necessary for the student to carry out a speech action in accordance with the intended communicative task” [2, p. 40].

Speaking about the concept of “contextuality”, it should be noted the definition of Ilyin, who believes that contextuality is the correspondence between the natural tempo of speech and the situation [6, p. 29].

Methodists Berman and Buchbinder give the following definition of contextuality is the quality of speech, its property of linguistic means to reflect the situation [7, p. 186].

Contextuality is a special property of speech, which manifests itself in the fact that speech units in semantic and temporal parameters always correlate with the situation and create a potential context for a certain range [8, p. 137].

According to the new dictionary of methodological terms and concepts by Asimov, contextuality as a principle means that all teaching of foreign languages takes place on the basis and with the help of situations [8, p. 138]. Situation - is the correlation of phrases with the relationships in which the interlocutors find themselves. Situation is a condition vital for learning to speak. The situation is an incentive to speak. The essence of contextuality shows that its implementation is unthinkable without personal individualization, since the creation of situations in the classroom as a system of relationships is possible only with a good knowledge of potential interlocutors, their personal experience, the context of activities, interests, feelings and the status of their personality in the team [9].

In many studies on the problem we consider (Vaisburd, Milrud, et al.), it is noted that educational and speech situations have the advantage of making it possible to give the students' speech the character of speech communication, consistently diversifying educational and speech actions, and ensuring a strong assimilation lexical and grammatical material [10].

The methodological potential of situations in teaching speaking depends on the exact focus on a specific task, on its availability for the students, on the correspondence to their interests and needs, their individual characteristics, their age.

The components of the situation (Fig.1) are: addresser, addressee, subject of speech (topic, ideas, meaning), external conditions of communication (place, time), types and forms of communication, motive or reason for speech action (attitudes, desires, needs), purpose of communication (communicative intentions, speech task).

The addresser is the initiator of the dialogue, the speaker, the writer, the active communicator. This is certainly a tactically advantageous role. Addresser sets the tone, pace and thematic program of communication.

The addressee factor in communication is no less important. The addressee is the person to whom the speech is addressed. The communicative tactics and the choice of etiquette means will depend on what role and communicative relations the speaker or writer (sender) enters into with him.

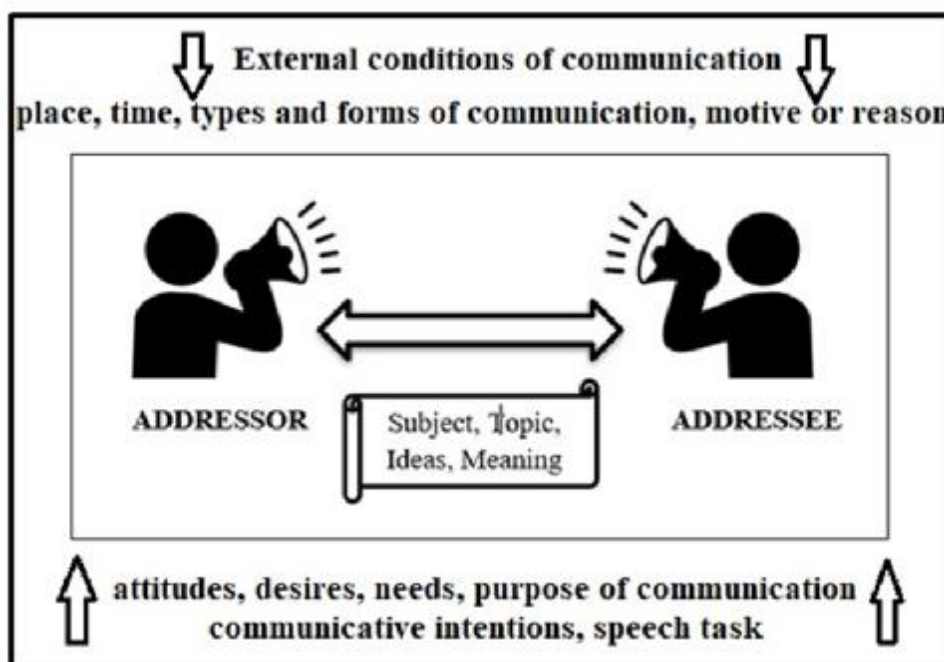


Figure 1. The components of the speech situation

The subject of speech is that fragment of reality with which the speech is related. The subject of speech combines many topics. The ratio between the subject of speech and its topic in each case depends on three main factors: the allowable volume of speech; audience knowledge; the interests of the audience.

As for the causes of speech action, every conscious action of a person is conditioned by motives, and speech action is subject to this general law. The goal factor connects the positions of the speaker and listener in a single communicative process. Maintaining contacts, informing and influencing the addressee in order to make a specific decision are the main types of goals pursued by addressees [22, 280].

Azimov and Shchukin believe that speech units in semantic and temporal parameters always correlate with the situation and create a potential context for a certain range. As a result, they single out meaning, time and situation as components of contextuality [8], [11].

Thus, contextuality as a component of the lesson determines the following provisions: the situation of communication in the lesson can be created only if it is based on the relationship of interlocutors (students and teachers or students among themselves); each phrase spoken in the lesson should be situational, i.e. relate to interlocutor relationships; contextuality is a necessary condition not only for the development of speech skills, but also in the process of skills development, i.e. in preparatory exercises (lexical and grammatical).

In accordance with the communicative approach, language teaching should take into account the features of real communication, and the learning process should be based on a model of real communication (situation), since knowledge of the language system (knowledge of grammar and vocabulary) is insufficient for effective use of the language for communication purposes. The communicative approach involves the mastery of various speech functions, that is, the development of the ability to express one or another communicative intention (request, consent, invitation, refusal, advice, reproach,

etc.).

The goal of teaching foreign languages is to create the so-called communication capabilities - the ability to successfully transfer information (taking into account the data and the situation) among the participants in communication, i.e. the ability to use a given language system reasonably and effectively [12, p.37].

Communication capabilities give the speaker additional knowledge and, thanks to this, language constructs are acquired that allow you to understand whether the message is suitable for a particular situation, how you can perceive and understand the message, and what the consequences of understanding this message are [13, p. 54].

Such an understanding of the communicative approach allowed researchers to describe its main features: orientation of the learning process; as the ultimate goal, teaching communication in various types of speech activity is put forward; orientation not only to the content side of communication, but also to the form of expression; functionality in the selection and organization of material: language and speech material should be selected in accordance with the functions that it expresses, and those communicative intentions that the speaker can convey using the proposed language material (offer, refusal, expression of emotions, etc.); contextuality in the selection of material and the organization of training: language and speech material should be selected in relation to certain situations of communication and worked out in situations typical for the use of certain language forms; the use of authentic materials, which include language forms typical for the expression of communication, as well as various verbal and non-verbal means characteristic of native speakers; the use of truly communicative tasks that contribute to the development of communication skills, and work modes that are adequate to the conditions of real communication (pair and group work); individualization of the learning process, the use of a student-centered approach, that is, taking into account the needs of students when planning and organizing a lesson, relying on individual cognitive styles and learning strategies of students, using their personal experience [13, p. 56].

There is reason to believe that the communicative approach has become a product of educators and linguists who are dissatisfied with audiolingual and grammar-translation teaching methods. They believed that students did not learn a real, living language and knew almost nothing about the relationship between culture and the language being studied.

Communication-oriented learning was basically aimed at overcoming the shortcomings and limitations of already known methods. At the same time, the supporters of the new approach did not call for abandoning what had already been created, but suggested using the rational that contained the methods that had already passed the test of time, taking into account the latest achievements in the field of linguistics, psychology, sociolinguistics and other sciences. And in this sense, the communicative principle of teaching a foreign language put forward in the first place was not something radically new, but a further development and logical continuation of methods that focus on teaching oral foreign language speech, namely, direct methods [14, p. 18].

The communicative approach is aimed at developing students' ability to practically use a real "living" language and is designed to teach not the manipulation of language structures, but the conscious correlation of these structures with their communicative functions in everyday situations of communication. In other words, for successful communication in a foreign language, students must master not only a certain amount of knowledge of a linguistic nature (that is, information about the language of language

structures), but also be able to apply the entire amount of knowledge gained, since in the process of communication it is impossible to single out phonetics, vocabulary or grammar. Thus, for communication-oriented learning, an integrated approach is important, which allows the most rational combination of teaching various types of speech activity and subordinating it to the general goals of communication in a foreign language [15, p. 48].

As you know, any speech activity is conditioned by the situation, i.e. “the conditions (circumstances, purpose, etc.) in which this statement is carried out” [16, p. 82].

The educational process cannot lead students through all possible real-life situations of communication, and therefore speech skills should be developed on the basis of exercises in the conditions of educational speech situations that simulate real speech communication.

Based on the previous statement, the most important means of teaching speaking is a communicative (speech) situation. The communicative situation, as a means of teaching speaking, consists of four factors: (1) the environment in which communication takes place; (2) relationships between communicators; (3) verbal motivation; (4) the realization of the very act of communication, which creates a new situation, incentives for speech. Each of these factors of the considered method of teaching speaking has a certain influence on the speech of interlocutors (the choice of a topic and the direction of its development, the selection of language means, the emotional coloring of speech, its development, etc.) [17, p. 71].

The selection and classification of real-life speech situations for solving a number of methodological problems led to the need to consider them from the point of view of various types of speech behavior. Accordingly, standard (or stable) and variable (or flexible) situations are distinguished. In standard situations, human behavior (verbal and non-verbal) is strictly regulated. In variable speech situations, the form of speech is not so closely related to the content, but is determined by the social and personal relationships of the interlocutors, their general educational level, degree of acquaintance, etc.

In educational and extracurricular activities, students enter into various types of relationships. In this regard, E.I. Passov, together with A.M. Stoyanovskiy developed four types of situations: situations of social and status relationships (a teleconference lesson, a discussion of the rights and obligations of citizens of other countries, a conversation with foreigners about the traditions and customs of the country of the language being studied); situations of role-playing relationships (playing informal roles in a situation of verbal communication will help to get to know the relationship of children better, to influence the personal qualities of students, their motivation to learn the language); situations of relations of joint activity (exchange of experience, group work); situations of moral relations [15, p. 129] (Fig. 2).

It should also be remembered that “speech activity cannot be taught, it can only be learned” [6]. Speaking as a productive process requires a lot of time and effort from students, since it also requires the inclusion of language, speech and communicative competencies.

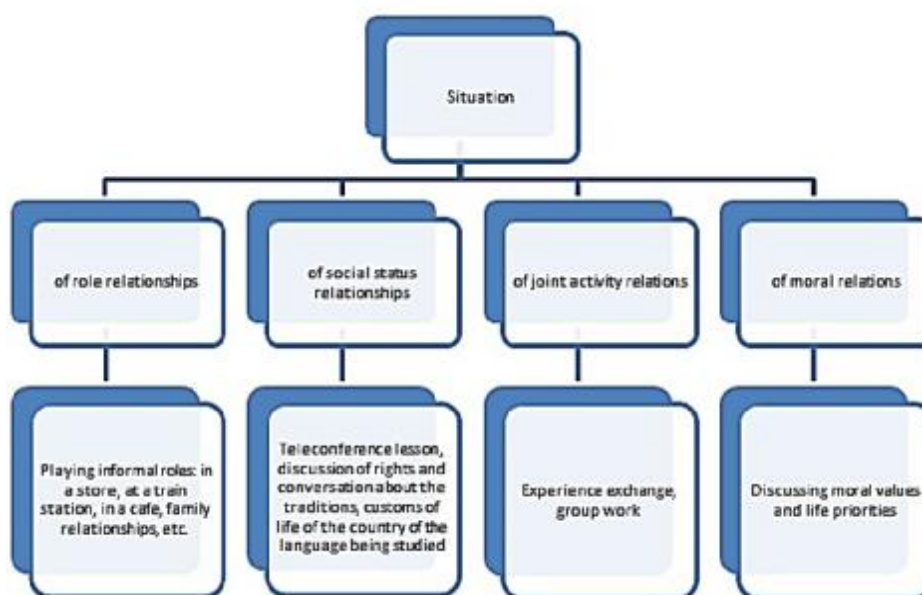


Figure 2. Types of speech situations

So, we can make a conclusion that one of the most effective methods of teaching a foreign language is the situational method. This method requires not only academic knowledge of the language and linguistic material, but also turns the process of cognition into the process of discovering a new experience of relationships and relationships between events, phenomena, objects, their critical reflection through being involved into a situation of communication [18].

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THE ROLE OF SPEAKING AS A PRODUCTIVE SKILL IN FOREIGN LANGUAGE EDUCATION

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When we speak about language in the context of FLT, we understand language as a unity of four skills to be developed. These are receptive skills of reading and listening and productive skills of writing and speaking. Language learners use receptive skills to extract meaning from the discourse and productive skills to produce language themselves.

As the object of our research is speaking, this part of the paper will be focused on this kind of receptive skills, as well as on its role for foreign language learning and the ways of its development.

In general, speaking can be defined as:

- an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997) [1];
- a process that involves using speech to communicate meanings to other people (Spratt, Pulverness & Williams, 2011) [2, p. 48];
- a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2000) [3];
- a form of verbal communication, through which information is exchanged by means of the language, contact and understanding are established, and the interlocutor is affected in accordance with the communicative intention of the speaker (Azimbayeva & Murodova, 2021) [4].

A.J. Laksana (2016) summarizes the purpose of speaking as “to communicate”,

i.e. to deliver mind things about something, through such aims as:

- to inform about a fact, when the speaker wants to inform and share ideas, information, process, feeling or opinion to the hearer;
- to entertain, when the speaker wants to make the hearer feel happier with the materials which are selected primarily based on their entertainment value;
- to persuade, when the speaker tries to confirm the hearer to do something in a certain activity;
- to discuss, when the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning.

Speaking is often spontaneous, open-ended, and evolving. Its form and meaning usually depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking [1].

Speaking as a skill can be subdivided into sub-skills which are specific behaviours that language users do in order to be effective in each of the skills [5]. So, to be a good speaker, a language learner should do all his or her best to develop such speaking sub-skills as fluency, vocabulary, grammar and pronunciation [6]. Some scholars call these as the aspects of speaking [3].

Let's consider these speaking subskills or aspects separately:

1) Fluency is about how comfortable and confident a language learner is in his or her speaking the target language. For example, if he or she can speak for an extended period of time (extended speaking), that is an indicator of strong fluency. Fluency is also about showing a clear connection between each point in speech, so that a listener can follow the message being said and not get lost.

2) Vocabulary is important as it is impossible for a speaker to say something if he or she has no words to say. So, being a good speaker for language learners means constantly growing their vocabulary, for example, through reading in English and making notes of new words they encounter in a vocabulary notebook.

3) Grammar does matter in speaking and the fewer mistakes language learners make, the better their speaking skill will be. However, a good speaker does not have to use perfect grammar, so it is a good idea not to take grammar too seriously.

4) Pronunciation is a complex area, with a lot of sub-skills that can be practiced. The sub-skills of pronunciation include word and sentence stress, intonation, rhythm and the use of the individual sounds of the target language. A skilled speaker can use these sub-skills of pronunciation to emphasize and make the communicative effect of their speech more impactful [1].

There is another classification of speaking sub-skills authored by the TKT Preparatory Course experts. From their point of view, speaking can be subdivided into the following sub-skills:

1) making use of grammar, vocabulary and functions (language learners know how to produce specific points of language);

2) making use of register to speak appropriately (language learners understand when, why, and in what ways to produce language);

3) using features of connected speech (such as intonation, word and sentence stress, accurate individual sounds, linking and contractions to help convey the meaning);

4) using body language (for example, gestures, eye contact, facial expressions and movement to put the message across more strongly and clearly);

5) producing different text types (for example, taking part in conversations, discussions or telephone calls, giving presentations, telling stories, etc. as these text types have different features);

6) oral fluency (speaking at a normal speed, with little hesitation, repetition or self-correction, and with smooth use of connected speech);

7) using interactive strategies (ways of keeping people interested and involved in what we are saying) [2, pp. 48-49].

H. Kayi (2016) supports Nunan's understanding of the teaching speaking goals (Nunan, 2003) and points out that "teaching speaking" is to teach the English language learners to:

1) produce the English speech sounds and sound patterns;

2) use word and sentence stress, intonation patterns and the rhythm of the English language;

3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;

4) organize their thoughts in a meaningful and logical sequence;

5) use the English language as a means of expressing values and judgments;

6) use the language quickly and confidently with few unnatural pauses, which is called as fluency [7].

Russian-speaking educators and FLT practitioners describe speaking as a process consisting of four phases:

1) incentive-motivational;

2) analytical-synthetic;

3) executive;

4) controlling [8, p. 217].

The incentive-motivational phase is also called the phase of planning. At this stage any speech intention arises on the basis of a motive and is then formed as an idea for a speech utterance. Such speech intention, i.e. the intention to carry out an oral speech act or the desire to decide something with the help of language, determines the purpose of communication, as well as the speech behavior of interlocutors and the tools for speech production. Intention arises in response to an internal or external stimulus. An internal incentive may be the need to convey information to the speaker or request information (see the purpose and aims of speaking above) while under the external stimulus we understand the need to respond to the remarks of the interlocutors.

The analytical-synthetic or forming phase is responsible for the internal formulation of the speaker's thoughts, i.e. for the selection of linguistic means for the realization of a communicative intention. At this stage the speaker selects words and grammatical means to produce a future speech utterance.

The executive phase or motor phase represents the actual voicing of the thought, its phonetic and intonation design, a speech utterance proper. The higher the level of the speaker's language proficiency, the fewer mistakes are made in the utterance.

The last, control, phase involves comparing the uttered phrase with a certain reference sample in terms of linguistic and semantic errors and, if necessary, their possible correction [8, pp. 217-219].

There are two forms of speaking: monologue and dialogue.

Monologues are usually produced by one person and addressed to another person or a group of persons. Dialogues are usually a form of speech interaction between two or more interlocutors or speakers. If there are more than two participants, such form of

speech interaction is called polylogue.

Speech utterance made in a form of a monologue is, as a rule, planned in advance by the speaker, while dialogical speech is controlled by both communication partners. For this reason monologues are distinguished by logical construction, semantic completeness, while dialogues are characterized by discontinuity, digressions and reactivity. At the same time, monologues are characterized by greater development, coherence, and clearer compliance with grammatical and stylistic norms, while in dialogues we often observe elliptical grammatical constructions, conciseness and capacity of presentation, use of non-verbal means [8, pp. 219-220].

Among monologues A. Khachatryan (2021) distinguishes such forms as:

- a message monologue;
- a descriptive monologue;
- a reasoning monologue;
- a narrative monologue;
- a conviction monologue;
- a motivating monologue [9].

The last type of monologues serves as a realization of the affective function of speech (in addition to the four aims of speaking mentioned above).

A. Duzelbayeva (2022) characterizes these forms of monologues and their purposes as follows:

- a message monologue allows language learners to simply communicate some information;
- a descriptive monologue helps language learners to develop their creative skills in the process of describing a phenomenon;
- a reasoning monologue allows language learners to activate their critical thinking skills and reason over some phenomenon;
- a narrative monologue helps language learners to tell a story by actively using their communication skills [10].

A dialogue, as defined in Linguistic Encyclopaedic Dictionary (1990), is “a form (type) of speech, consisting of the exchange of statements-remarks, the language composition of which is influenced by direct perception, activating the role of the addressee in speech activity of the addressee” [11, p. 135].

G.O. Berkinbayeva, Zh. I. Isaeva and A.A. Alimbayev (2017) distinguish the following types of dialogues:

- one-way interrogation (interviews, questionnaires, social surveys) in which questions are asked only by one of the participants;
- bilateral questioning (discussions, disputes) in which the participants are equally involved in the conversation;
- exchange of opinions in which there are no questions, only opinions [12].

In dialogues, unlike a monologue, the conversation can be interrupted and largely depends on emotions and the topic. From the point of view of the mentioned above authors, dialogues also rarely consist of completed proposals.

Speaking skills can be developed effectively if the process of their teaching is organized in a proper way. J. Harmer (2015) suggests the following as a model procedure for speaking skills development (Figure 1).

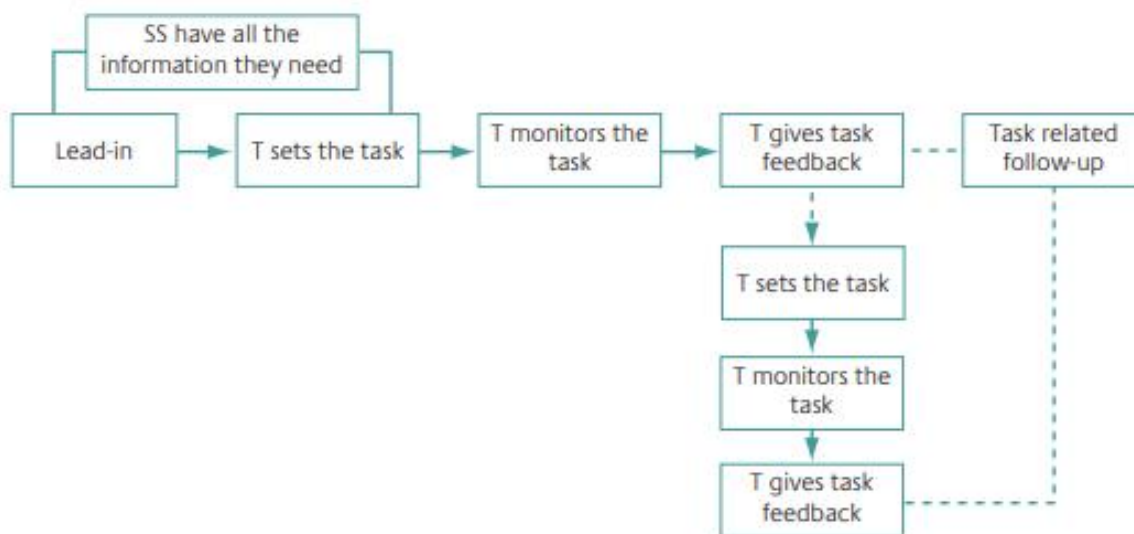


Figure 1. Speaking Skills Development Procedure [13, p. 308]

In the model for developing speaking skills by J. Harmer there are four stages:

- 1) lead-in;
- 2) task;
- 3) monitoring;
- 4) feedback and follow-up [13, p. 308].

In the lead-in stage, the students are getting engaged with the topic. The teacher can find out their background knowledge on the topic, e.g. by asking them what they know about the subject matter. As L. Walder (2021) describes the lead-in activity, it is rather short (up to five minutes) and used to warm the students up at the start of the lesson. The lead-in can also be used to set the context and introduce the material to be covered during the lesson. It helps to motivate students and encourages them to actively participate in the class. The typical lead-in activities in an EFL classroom are surveys, lists, ranking and rating, stories, anecdotes, music, pictures, quotes, memes, games and quizzes, etc. [14].

According to J. Nifli (2021), productive lead-in activities are characterized by the following features:

- task authenticity and variety of resources (including realia) that encourage students' interaction;
- brief but dynamic and exciting start of the lesson adapted to different learners' styles, levels and needs;
- task aimed at activating learners' schemata, triggering their interest or curiosity, and boosting their motivation level;
- rich meaningful context, focus on lesson's overall cohesion, pre-teaching grammar structures/vocabulary to make the lesson aims clear [15].

The next stage is the stage of the task proper. Here, the instructor should set the task by explaining exactly what the students are supposed to do. Setting the task could also be done through demonstration of the activity to the whole class. It is also necessary to make sure that the students are given all the information and materials needed to complete the tasks, for example, role cards, pictures, information-gap worksheets.

The next stage in speaking skills development is monitoring. This could be done

through going round the class, listening to the students working and helping them in case they are having difficulties. To become actively involved in the writing process (in case of writing task), the instructor may respond to the students' work and point them in new directions.

The last stage is feedback and follow-up usually given when the activity has finished. According to the definition in the Cambridge Papers in ELT series (2020), feedback is "information that a learner receives about their language learning and most commonly refers to information about their language production (speaking and writing), although it can also concern reading and listening, study skills, attitudes, effort and so on" [16, p. 2]. As I. Lee (2017) points out feedback can be both summative (an evaluation, typically given by a score, of a student's work or at the end of a period of study) and formative (information that is intended to help the learner in some way, given continuously during learning) [17, p. 11]. Another traditional form of feedback in an EFL classroom is corrective feedback (error correction) in order to facilitate improvements in a learner's accuracy. The three fundamental and interrelated purposes of corrective feedback are:

- improving the fluency, accuracy or complexity of learners' speaking and writing;
- motivating learners;
- developing learner autonomy [16, p. 2].

The feedback on speaking in comparison with that of writing is "often less direct, more immediate and more public" [16, p. 3] and to be considered effective should be characterized as follows:

- 1) It is about learning tasks.
- 2) It is specific and related to learning goals.
- 3) It is appropriately challenging.
- 4) It entails the active involvement of the learner.
- 5) It is a combination of the positive and the negative [16, pp. 3-4].

Hattie and Timperley (2007) also distinguished three aspects of effective feedback:

- 1) It should be about the individual learner.
- 2) It should be about the learner's performance on a particular task.
- 3) It should be about the way that a learner has approached a task [11, pp. 90-91].

An effective feedback should also provide information about how to achieve the target learning goals for a particular task or for a course in general. The influence of an effective feedback on a learner's performance is shown in Figure 2.

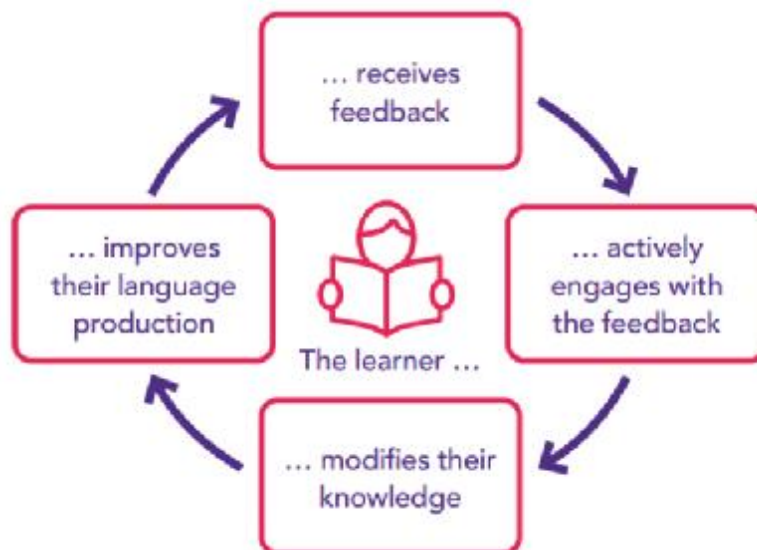


Figure 2. Influence of an effective feedback on a learner's performance [16, p. 3]

From the point of view of J. Gumbaridze (2013), the strategies that the instructor can use as a corrective feedback, i.e. to correct errors in the EFL speaking classroom, are as follows:

- echoing (when teachers echo the word or the phrase or the whole sentence with questioning intonation and stress to give students the hint where exactly the mistake was made);
- repetition up to the error (when a teacher repeats the sentence up to the error and waits for students to correct it);
- hinting/prompting (showing where an error is and giving a clue how to correct it, a teacher gives some hints how to proceed);
- making a note of common errors (when a teacher makes notes of typical errors and deals with them in a remedial or feedback session);
- non-verbal way (as soon as an error occurs a teacher uses facial expression (a raised eyebrow, a finger correction, shaking head as well) to draw learners' attention);
- telling them there is an error in the sentence (Who can correct it?);
- reformulation (when a teacher reformulates incorrect version, provides a correct answer, repeats it and makes an emphasis on it) [18].

One more variation of feedback in an EFL classroom is peer feedback. Peer feedback takes place when one learner gives feedback to another. This type of feedback is recommended by EFL practitioners, methodologists and researchers due to the following reasons:

- 1) It can benefit both the receiver and the giver of feedback, although it remains unclear who will benefit more (Storch & Aldossary, 2019) [19, p. 124].
- 2) It requires the givers of feedback to listen to or read attentively the language of their peers, and, in the process, may provide opportunities for them to make improvements in their own speaking and writing (Alshuraidah & Storch, 2019) [20, p. 166-167].
- 3) It can facilitate a move away from a teacher-centered classroom, and promote independent learning (and the skill of self-correction) as well as critical thinking (Hyland & Hyland, 2019a) [21, p. 7].
- 4) The target reader is an important consideration in any piece of writing (it is of-

ten specified in formal assessment tasks). Peer feedback may be especially helpful in developing the idea of what audience the writer is writing for (Nation, 2009) [22, p. 139].

5) Many learners are very receptive to peer feedback (Biber et al., 2011) [23, p. 54].

6) It can reduce a teacher's workload [16, p. 11].

Follow-up or post-speaking activities (in a speaking class) can allow learners to revisit the language and thoughts they used and come up with new methods to improve communication. Such follow-up speaking activities provide learners with feedback on their performance and the conclusion of the lesson.

Thus, speaking is one of the receptive skills of language. Language learners use it to produce language themselves. The purpose and functions of speaking are seen as to inform, entertain, persuade and discuss things. The aspects of speaking are fluency, vocabulary, grammar and pronunciation. To develop speaking as a skill, language learners should be taught such speaking subskills as those of making use of grammar, vocabulary, functions and register to speak appropriately; using features of connected speech and body language; producing different text types with oral fluency through the use of various interactive strategies. The process of speaking is implemented in four phases: incentive-motivational, analytical-synthetic, executive and controlling. The main forms of speaking are monologue and dialogue (polylogue). The procedure for developing learners' speaking skills in an EFL classroom suggested by J. Harmer (2015) includes the stages of lead-in activities, task, monitoring, feedback and follow-up activities.

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**FEATURES OF STATE-LEGAL REGULATION OF EDUCATIONAL
MIGRATION PROCESSES (USING THE EXAMPLE OF
IMMIGRATION FOR EDUCATIONAL PURPOSES)**

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In modern society, migration processes have become a widespread and significant phenomenon. In the context of the current migration policy, the question of migration records is crucial both from the perspective of external and internal migration.

The first normative legal act regulating the legal status of migrants in sovereign Kazakhstan was the Law of the Republic of Kazakhstan "On Immigration" dated June 26, 1992. This law formed the legal basis for regulating and organizing the resettlement of ethnic Kazakhs to the republic, creating necessary living conditions for refugees, and for individuals and families returning to their historical homeland. This law legislatively defined the subjects of migration, their obligations, regulated types of migration, and stipulated the responsibility of migrants who committed offenses or crimes.

Later, the Law of the Republic of Kazakhstan "On Migration" dated December 13, 1997, was adopted; the law established the basic principles of regulating population migration, both the immigration to the country and emigration from the Republic of Kazakhstan.

For the further improvement of the legislative framework in the field of migration, state regulation of external and internal migration flows, efficient resettlement, and assistance in the arrangement and social support of ethnic Kazakhs, members of their families, as well as citizens of Kazakhstan living in economically unpromising and environmentally unfavorable regions of the country, the Law of the Republic of Kazakhstan "On Migration" was developed and adopted on July 22, 2011 [1].

This law is still in effect but with numerous amendments and additions. As of December 2023, 41 laws amending the Law of the Republic of Kazakhstan "On Population Migration" dated July 22, 2011 have been adopted.

Analysis of legislative acts amending the Law revealed that the articles of the Law delineating the competencies of the Government of the Republic of Kazakhstan, internal affairs bodies, the authorized body for migration issues of the population, and local executive bodies were most frequently subject to changes.

From this, we can conclude that the Law under consideration lacks stability. As the analysis shows, the field of population migration is characterized by a policy of constant amendments, driven by the need for continuous improvement of migration legislation.

In our article, we will delve into some issues related specifically to immigration.

Immigration refers to the entry of foreigners or stateless persons into the Republic of Kazakhstan for temporary or permanent residence. Accordingly, an immigrant is a foreigner or stateless person who arrives in the Republic of Kazakhstan for temporary or permanent residence. These definitions are enshrined in Article 1 of the Law of the Republic of Kazakhstan "On Migration."

According to Article 3 of the Law "On Migration," depending on the purpose of entry into the territory of the Republic of Kazakhstan and stay on its territory, the following main types of immigration are distinguished: 1) for the purpose of returning to the historical homeland; 2) for the purpose of family reunification; 3) for the purpose of education; 4) for the purpose of employment; 5) for humanitarian and political reasons

[2].

Article 5 of the Law "On Migration" establishes the legal status of immigrants.

Immigrants in the Republic of Kazakhstan have the right for:

1. Using rights and freedoms established for the citizens of the Republic of Kazakhstan, unless otherwise provided by the Constitution, laws, and international treaties.
2. Education, medical and social assistance in the manner established by the legislation of the Republic of Kazakhstan.
3. Free movement on the territory of the Republic of Kazakhstan, open for visits by immigrants.
4. Freedom to choose a place of residence in the manner established by the legislation of the Republic of Kazakhstan.
5. Access to the courts and state authorities to protect their property and personal non-property rights.
6. Receiving paid adaptation and integration services in adaptation and integration centers for kandas people (ethnic Kazakhs returning to their homeland) (translator's remark), except for kandas and members of their families receiving these services free of charge.

Immigrants in the Republic of Kazakhstan:

1. Bear the obligations established for the citizens of the Republic of Kazakhstan unless otherwise provided by the Constitution, laws, and international treaties.
2. Must comply with the Constitution and legislation of the Republic of Kazakhstan, including the prescribed procedure for entry, exit, and stay on the territory of the Republic of Kazakhstan [2].

The procedure for the entry, exit, and stay of immigrants on the territory of the Republic of Kazakhstan is determined by the legislation of the Republic of Kazakhstan, namely:

1. Constitution of the Republic of Kazakhstan dated August 30, 1995;
2. On Astana International Financial Center, Constitutional Law of the Republic of Kazakhstan dated December 7, 2015;
3. On Migration Law of the Republic of Kazakhstan dated July 22, 2011;
4. On the Legal Status of Foreigners Law of the Republic of Kazakhstan dated June 19, 1995;
5. Rules for the entry and stay of immigrants in the Republic of Kazakhstan, as well as their exit from the Republic of Kazakhstan (approved by the Government Resolution of January 21, 2012, No. 148);
6. Rules for the implementation of migration control, as well as the registration of foreigners and stateless persons illegally crossing the state border of the Republic of Kazakhstan, illegally staying on the territory of the Republic of Kazakhstan, and persons prohibited from entering the territory of the Republic of Kazakhstan (approved by the Government Resolution of January 21, 2012, No. 148);
7. Rules for the issuance of invitations, coordination of invitations for the entry of foreigners and stateless persons into the Republic of Kazakhstan, issuance, annulment, restoration of visas of the Republic of Kazakhstan, as well as extension and reduction of their validity periods (approved by the joint order of the Acting Minister of Foreign Affairs of the Republic of Kazakhstan dated November 24, 2016, No. 11-1-2/555 and the Minister of Internal Affairs of the Republic of Kazakhstan dated November 28, 2016, No. 1100);
8. Concept of Migration Policy of the Republic of Kazakhstan for 2023-2027

dated November 30, 2022;

9. Other regulatory legal acts (including international treaties, for example, the Treaty on the Eurasian Economic Union dated May 29, 2014).

Immigrants arriving from states that have entered into agreements with the Republic of Kazakhstan on visa-free entry and stay enter using valid passports or substitute documents, in compliance with the conditions established by international treaties of the Republic of Kazakhstan.

Immigrants enter and exit the Republic of Kazakhstan through border crossing points on the state border of the Republic of Kazakhstan that are open for international and passenger traffic, using passports or substitute documents (hereinafter referred to as passports) with the presence of visas of the Republic of Kazakhstan, unless otherwise established by legislative acts of the Republic of Kazakhstan and/or international treaties ratified by the Republic of Kazakhstan.

The validity period of the visa expires no later than three months before the expiration of the immigrant's passport.

The registration of immigrants residing or working in leased territories of the Republic of Kazakhstan is carried out in the migration service information system (hereinafter referred to as MS IS) when leaving the leased territory based on identity documents and registration at the place of residence in the leased territory. The date of departure from the leased territory is considered to be the date of entry into the Republic of Kazakhstan.

The registration of immigrants is carried out based on identity documents by the internal affairs bodies based on information from receiving persons and the Committee for National Security of the Republic of Kazakhstan, received from border crossing points on the State border of the Republic of Kazakhstan.

Hosting persons must inform the internal affairs bodies about immigrants staying with them within three working days from the day of their arrival.

Regarding immigration for the purpose of education, it should be noted that in accordance with paragraph 3 of clause 10 of the Rules for the entry and stay of immigrants in the Republic of Kazakhstan, as well as their departure from the Republic of Kazakhstan, temporary residence permits are issued based on applications from:

- educational organizations implementing educational programs of general secondary, technical and vocational, post-secondary, higher, and postgraduate education, including organized exchange programs for students and preparatory courses, enrolling immigrants in full-time education.

Temporary residence permits are issued in the MS IS with the issuance of a temporary residence permit for the immigrant, followed by the transfer of information to the unified information system, Berkut (hereinafter referred to as Berkut system).

The customer of Berkut system is the National Security Committee of the Republic of Kazakhstan. The Berkut system is a comprehensive automated information system that facilitates information exchange between the Ministry of Foreign Affairs, the Border Service of the National Security Committee, and the Ministry of Internal Affairs of the Republic of Kazakhstan. It is utilized in consular offices of the Ministry of Foreign Affairs, at aviation, railway, road, maritime, and river border crossing points of the state border of the Republic of Kazakhstan, as well as in migration police points for the registration of foreign citizens.

The Berkut system is designed for:

- input and coordination of information on visa support;

- formation of a unified accumulated database on visa information;
- access at border crossing points to information about issued visas;
- registration and tracking of individuals crossing the state border;
- operational control of documents;
- verification of individuals and documents against watchlists;
- registration and tracking of violators of the state border;
- protocol management;
- database search (passenger flow, violations, lists) based on a wide range of parameters;
- flight schedule management;
- personnel lists management;
- statistical and analytical reporting based on accumulated information;
- registration of border crossings and violations of stay rules in the Republic of Kazakhstan by foreign citizens.

In general, the migration service information system and Berkut system are implemented within the framework of the overall concept of e-Government and the state program "Digital Kazakhstan."

It should be noted that for immigrants arriving for the purpose of education, professional training, and/or internships, a temporary residence permit is issued for one year, but permit period cannot exceed the duration of their education, study practice, or internship.

In this regard, immigrants are exempted from obtaining a temporary residence permit if they fall into the following categories:

- arrived in the Republic of Kazakhstan with a visa from the Republic of Kazakhstan;
- possess diplomatic or service passports;
- have not reached the age of 16.

If an immigrant changes their temporary residence within the Republic of Kazakhstan, the hosting person must notify the internal affairs authorities within three working days.

Immigrants, applying to the internal affairs authorities for permission to permanently reside in the Republic of Kazakhstan, get a temporary residence permit for the period that is necessary to review the application but not exceeding ninety calendar days [4].

Chapter 5 of the Law of the Republic of Kazakhstan "On Migration" addresses immigration issues for the purpose of education.

The immigrants arriving in the territory of the Republic of Kazakhstan for educational purposes, Article 30 of the Law categorizes learners accepted into educational organizations implementing educational programs of general secondary, technical and vocational, post-secondary, higher, and postgraduate education, including organized exchange programs for students and preparatory courses [2].

On Migration law of the Republic of Kazakhstan states that immigrants arrived for the purpose of receiving education shall be obliged to:

- 1) present proof of their solvency required to pay for accommodation, as well as tuition in accordance with the agreement between the immigrant and the host educational organizations, with the exception of ethnic Kazakhs, in the manner and amounts determined by the authorized body in the field of science and higher education in coordination with the Ministry of Internal Affairs of the Republic of Kazakhstan;

- 2) present medical certificate confirming the absence of diseases impeding the receipt of education on elected specialty, and have medical insurance;
- 3) present confirmation of existence or absence of record of conviction;
- 4) present confirmation on admission to educational institutes and (or) confirm the consent of inviting party on professional training before entry into Republic of Kazakhstan.

Entry visas for immigrants heading for education purposes are granted by the Ministry of Foreign Affairs of the Republic of Kazakhstan and diplomatic missions of the Republic of Kazakhstan. Visas are issued for a period not exceeding one year. This decision is based on a request from the educational institution or the authorized body for education matters.

Temporary residence permits for immigrants arriving for educational purposes are provided by the internal affairs authorities. The duration of stay is determined based on the application from the educational institution and corresponds to the period of study indicated in the request from the receiving educational organization.

Annual extensions of entry visas and temporary residence permits for immigrants arriving for educational purposes are carried out by the internal affairs authorities. Extensions are granted for the period necessary to complete the educational program but not exceeding one year, provided there is confirmation from the receiving educational organization.

Educational institutions hosting immigrants for educational purposes are obliged to timely provide them with information about their rights and obligations as established by the legislation of the Republic of Kazakhstan. Additionally, these institutions ensure the necessary conditions for the exercise of these rights and obligations. In case of a violation of the deadlines for processing documents for stay in the Republic of Kazakhstan, movement within the country, and departure after the expiration of the temporary residence permit, educational organizations bear responsibility according to the legislation of the Republic of Kazakhstan (for example, Article 518 of the Code of Administrative Offenses of the Republic of Kazakhstan).

Immigrants arriving in the Republic of Kazakhstan for the purpose of education have the right to compete for free technical and vocational, post-secondary, higher, and postgraduate education in accordance with the state educational order (in accordance with international treaties ratified by the Republic of Kazakhstan).

Ethnic Kazakhs arriving in the Republic of Kazakhstan for the purpose of education have the right to submit a request for permanent residence and citizenship in the Republic of Kazakhstan through a simplified (registration) procedure after enrollment.

Immigrants arriving for educational purposes have obligations outlined by the laws of the Republic of Kazakhstan applicable to immigrants residing in the territory of the Republic of Kazakhstan and are required to leave the Republic of Kazakhstan upon completion of their full course of study and/or professional training if they do not have legal grounds for further stay.

Now let's consider the specifics of state management of migration processes and the features of migration policy in the field of higher education.

Chapter 2 of the On Migration Law of the Republic of Kazakhstan establishes a state system for managing the migration processes in Kazakhstan, involving:

- The Government of the Republic of Kazakhstan (Article 8);
- Internal affairs authorities (Article 9);
- Ministry of Foreign Affairs of the Republic of Kazakhstan and diplomatic mis-

sions of the Republic of Kazakhstan (Article 10);

- Authorized body on migration matters (Article 11), in this case, the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan (Migration Committee);

- Authorized body in the field of healthcare (Article 12);

- Authorized body in the field of education (Article 13);

- National security authorities (Article 14);

- Local executive bodies (Article 15).

Collectively, all these state bodies implement the migration policy of the Republic of Kazakhstan.

It should be noted that emigration significantly affects educated youth and qualified professionals, influencing the quality of human capital in the Republic of Kazakhstan.

The preliminary stage of emigration for Kazakhstanis is studying in foreign educational institutions. The Republic of Kazakhstan is an active participant in the global market for educational services.

The main incentives for going abroad for higher education for Kazakhstani youth are higher quality and prestige of foreign education, the desire to see the world and broaden horizons, learning foreign languages, and for a certain part of students, future employment and residence abroad [5].

Here, the "flip side" of educational migration from the Republic of Kazakhstan is evident: the country loses part of its intellectual potential because some migrants wish to stay and work in other countries after completing their studies.

The ongoing migration processes highlight the need for the development of "human capital," and state policy has been formulated with the aim of influencing the modernization of the country.

Migration policy in the Republic of Kazakhstan is based on adherence to the following fundamental principles:

1. Recognition and guarantee of the rights and freedoms of migrants in accordance with the Constitution of the Republic of Kazakhstan, laws, and international treaties.

2. Protection of national interests and ensuring national security.

3. Balancing the interests of individuals, society, and the state.

4. Transparency in regulating migration processes based on the updating and multiple use of information.

5. Differentiated approach of the state to regulating various types of immigration.

6. Financial support for measures to implement migration policy.

7. Mobility as a human right. Creation of clear and understandable rules.

One of the important directions of migration policy is educational immigration, aimed at positioning Kazakhstan as a regional educational hub is "Kazakhstan – a center of academic mobility and attraction for leading scientists and specialists in the most in-demand specialties."

The prerequisites for this include:

- High degree of integration of Kazakhstan's educational system into the global international market for educational services.

- Measures taken to expand educational infrastructure and attract leading foreign universities to the country.

- Current geopolitical situation in the region and the narrowing scope of the Bolo-

gna system in the CIS space.

- Successful experience of Kazakhstan in attracting foreign teaching staff.
- Competitiveness of the education sector in the Republic of Kazakhstan compared to CIS countries.
- The problem of the shortage of higher education institutions in Central Asian countries, along with one of the main regularities of the migration process – migrants move over short distances [5].

Implementing this direction will ensure the formation of a strategic reserve for personnel support of accelerated economic development in our country, minimizing the costs of integrating immigrants into Kazakhstani society. It will also act as a conduit for cultural expansion into the countries where graduates of Kazakhstani educational institutions will return.

Structuring objects of the educational system that provide educational services following the example of the best international practices will contribute to the overall improvement of the quality of educational services and help address demographic imbalances through additional measures in the medium term.

Within this framework, the Republic of Kazakhstan will implement the following initiatives.

Initiative 1: Academic Mobility.

This initiative will be implemented through:

1. Expanding the national educational infrastructure by involving leading foreign educational institutions in the academic mobility program and further developing the practice of dual-degree education.
2. Involving leading global universities in the educational process, expanding the scope of their interaction, methodological exchange, and transfer of best practices to enhance the overall quality of education.

The implementation of this strategic objective is crucial for the development of a knowledge-based economy, enhancing the prestige of Kazakhstan's higher education and science, increasing the intellectual and creative potential of Kazakhs, compensating for possible brain drain, and ultimately creating conditions for the innovative development of the human capital of the Republic of Kazakhstan [5].

Initiative 2: High-Quality Education through a Successful Model of Attracting Foreign Instructors.

Measures will be taken to attract the best instructors in high-demand fields and scientists specializing in sought-after technologies. Long-term visas with the right to obtain residency will be provided for foreign researchers and instructors. Similar opportunities will be extended to talented foreign students pursuing degrees in high-demand professions, with the possibility of limited work permits. This will enhance the competitiveness of Kazakh educational institutions and contribute to making Kazakhstan's education more attractive to talented youth from abroad planning to associate their future with our country.

Initiative 3: Expansion of Educational Infrastructure.

The plan includes establishing sectoral universities with modern campuses, state-of-the-art research laboratories, production facilities, and educational infrastructure in regional centers and several monocities. The selection of new sites for educational infrastructure objects will be based on demand, addressing demographic imbalances, and ensuring the even development of all regions of the country.

Initiative 4: Formation of the Knowledge Center and Magnet Center Ecosystem:

To attract students to Kazakh universities and colleges, possibilities for increasing the number of grants for foreign students will be explored, along with changes to the timing of entrance exams. Additionally, outreach orientation and admission committees from educational institutions will be organized to Central Asian countries, following the example of the Russian Federation [5]. Proposals for modernizing the accreditation system of domestic universities will be developed to provide a service within educational immigration, evaluating the infrastructure's capabilities and creating additional incentives for improving the quality of education.

In conclusion, it should be noted that the possibility of implementing the above-mentioned initiatives and achieving the set goals requires thoughtful reforms in the legal regulation of migration processes.

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ANTI-CORRUPTION STANDARD OF KAZAKH-AMERICAN FREE UNIVERSITY, AS ONE OF THE METHODS OF COMBATING CORRUPTION IN THE REPUBLIC OF KAZAKHSTAN

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In accordance with paragraph 6 of Article 1 of the Law of the Republic of Kazakhstan “On Combating Corruption” dated November 18, 2015, corruption is the illegal use by persons holding a responsible public position, persons authorized to perform public functions, persons equated to persons authorized to perform public functions, officials of their official (official) powers and related opportunities in order to obtain or extract personally or through intermediaries property (non-property) benefits and advan-

tages for themselves or third parties, as well as bribery of these persons by providing benefits and advantages [1].

Corruption is a multidimensional phenomenon, and different authors in the Republic of Kazakhstan define it differently. Some authors see corruption as the illegal use by officials of their official powers to obtain personal benefit or the benefit of third parties, including through intermediaries. Others define corruption as a system in which government, business, and society at large cooperate to achieve their own interests, often to the detriment of the public interest.

The Republic of Kazakhstan, in the context of the CIS countries, is a leading participant in the development of anti-corruption legislation. The conducted studies indicate the seriousness of the problem of corruption in this country, affecting its reputation, the standard of living of citizens, economic potential and socio-economic development.

One key approach is to change and strengthen laws and introduce stricter penalties for corruption crimes. These measures apply not only to the public and quasi-public sectors, but also cover the private sector. However, tougher penalties alone cannot completely eliminate corruption from society. Therefore, in addition to sanctions, the relevant authorities are implementing proactive and preventive measures in the fight against corruption, such as anti-corruption monitoring, educational programs to combat corruption and the establishment of anti-corruption standards of behavior in society.

According to the opinion of some experts, corruption can be divided into “active” and “passive” depending on the level of activity of the participants in the corruption offense. In the case of “active” corruption, the participant uses his capabilities and official powers to give a bribe or other forms of illegally obtaining property or non-property benefits. In the case of “passive” corruption, the participant does not initiate the process, but agrees to it and does not interfere with its implementation, for example, by releasing him from duties in exchange for a bribe [2, p. 31].

Scientists define different types of corruption depending on the areas in which it manifests itself. For example:

- Petty corruption – extortion by an official of money or material assets from the population;
- Business corruption is a type of corruption in which businessmen transfer funds to government officials in exchange for advantages in their business transactions;
- Administrative corruption is the practice when officials force entrepreneurs to transfer money or property in exchange for the provision of services or the performance of government functions;
- “state capture” - the purchase of power decisions by businessmen for personal interests and in the interests of their companies;
- “business capture” - establishment by officials of their own control over private enterprises for selfish purposes [3, p. 18].

The theory also identifies a special type of corruption, which manifests itself in the public sphere and is called political corruption. It includes various forms of corruption associated with political and power struggles between ruling and opposition elites, political parties and individuals.

When it comes to corruption, it is important to note that it is not only secretive (that is, latency, which is its main feature), but also has a contractual nature. Acts of corruption are generally not subject to challenge because all parties involved in the violation have a mutual benefit. Even extortion of a bribe is often not prosecuted because citizens do not trust the institution of fighting corruption. And they have sufficient rea-

sons for this, both objective and subjective [4, p. 46].

Corruption is one of the most serious problems in the Republic of Kazakhstan, and its impact on the life of the state and society cannot be overestimated. In this context, corruption affects various aspects of the life of the state and society in the Republic of Kazakhstan, including the economy, politics, justice, culture and education. The economic consequences of corruption in the Republic of Kazakhstan are significant. Corruption leads to distortion of market competition, restriction of access to resources and opportunities for competitors, infringes on the interests of society, as well as violation of rules and regulations.

As a result, investment declines, economic growth slows, and the well-being of citizens deteriorates. In addition, corruption can lead to lower quality of goods and services, increased costs, and reduced efficiency of government programs and projects.

The political consequences of corruption are also serious. Corruption can lead to violations of the rights and freedoms of citizens, restrictions on freedom of speech and the media, as well as a violation of the rule of law and trust in government. This can lead to political instability, conflicts and loss of citizen confidence in the governance system.

In addition, corruption can have a negative impact on justice, creating conditions for violations of the rule of law and human rights. Corruption can also lead to an increase in crime, the creation of a shadow economy and a deterioration in the social living conditions of citizens.

The cultural and educational consequences of corruption include the restriction of access to knowledge and education, as well as the violation of ethical standards and moral values in society. Corruption can lead to a decrease in citizens' trust in other people and institutions, which in turn leads to a decrease in social activity and civic responsibility.

In general, corruption has a negative impact on the life of the state and society in the Republic of Kazakhstan, and fight with corruption is a priority direction of state policy. The results of anti-corruption measures should be assessed not only in quantitative, but also in qualitative terms.

The relevance of this topic is due to the study of issues of countering and preventing corruption in institutions of higher and postgraduate education in the Republic of Kazakhstan. In the conditions of a modern civilizational society, it is impossible to ensure full development without the introduction of legal mechanisms aimed at reducing the manifestations of corruption in society and reducing the risks of corruption in the field of higher education.

According to the current development of anti-corruption legislation in Kazakhstan, measures are being actively taken to implement international standards. Thus, an international practice called "anti-corruption compliance" was introduced [5]. As indicated in special studies, compliance is a special management process that allows one to determine the applicable rules, assess the state of activity, and the risks associated with it, which is the basis for decision-making and implementation of corrective measures [6, p. 61].

The Anti-Corruption Agency's comments on this issue state that the relevant innovation is consistent with international standards of relevant practices [7]. Regarding the spread of this practice, it is indicated in the International Standard ISO 37001 "corruption in the public, private and non-profit sectors" [8]. But in the comments of the authorized anti-corruption body there are no specific indications of the scope of action.

In accordance with the Law of the Republic of Kazakhstan “On Combating Corruption,” anti-corruption compliance services are created in all private organizations and the quasi-public sector, and anti-corruption standards ISO and Standard of the Republic of Kazakhstan on combating corruption are also being implemented. At the April scientific conference, the Anti-Corruption Standard of the Kazakh-American Free University was presented, where the scope, goals and objectives of the standard were presented.

The anti-corruption standard is applied in the activities of the university in the implementation of functions and realization of the rights and legitimate interests of the University, its employees, teaching staff and students in accordance with the legislation of the Republic of Kazakhstan.

Compliance with the provisions and requirements of the Standard is mandatory for structural units, officials, and all employees and students of the University. This Standard was developed in accordance with the requirements of the International Standard ISO 37001:2016 and Standard of the Republic of Kazakhstan 3049-2017 “Anti-corruption management systems. Requirements and guidelines for use” [8].

The standard was developed in accordance with Article 10 of the Law of the Republic of Kazakhstan “On Anti-Corruption” and represents a system of prohibitions, restrictions and permissions in all areas of the University’s activities [1].

The purpose of the Standard is to ensure openness and transparency at the University, prevent corruption, increase legal literacy and zero tolerance for corruption in the activities of the University.

The objectives of the Standard are:

- formation of sustainable anti-corruption behavior and responsibility of the administration, teaching staff and employees of the University in the performance of functional duties;
- timely detection of corruption and prevention of their negative consequences;
- development of anti-corruption culture among employees, teaching staff and students;
- increasing the efficiency of the Kazakh-American Free University and its competitiveness in the educational services market.

The draft of this Standard is based on the principles of accessibility, openness, civil society engagement and accountability to citizens and society, as well as academic integrity.

The University regularly carries out monitoring studies to identify corruption risks and compliance with the principles of academic policy, including academic integrity, twice a year. Students of various educational programs were surveyed; their number was 218 people.

The survey was conducted in January of this year using an automated online survey tool, namely Google Forms. This approach provides a high level of anonymity for participants and contributes to more reliable results.

The results of the monitoring study are as follows:

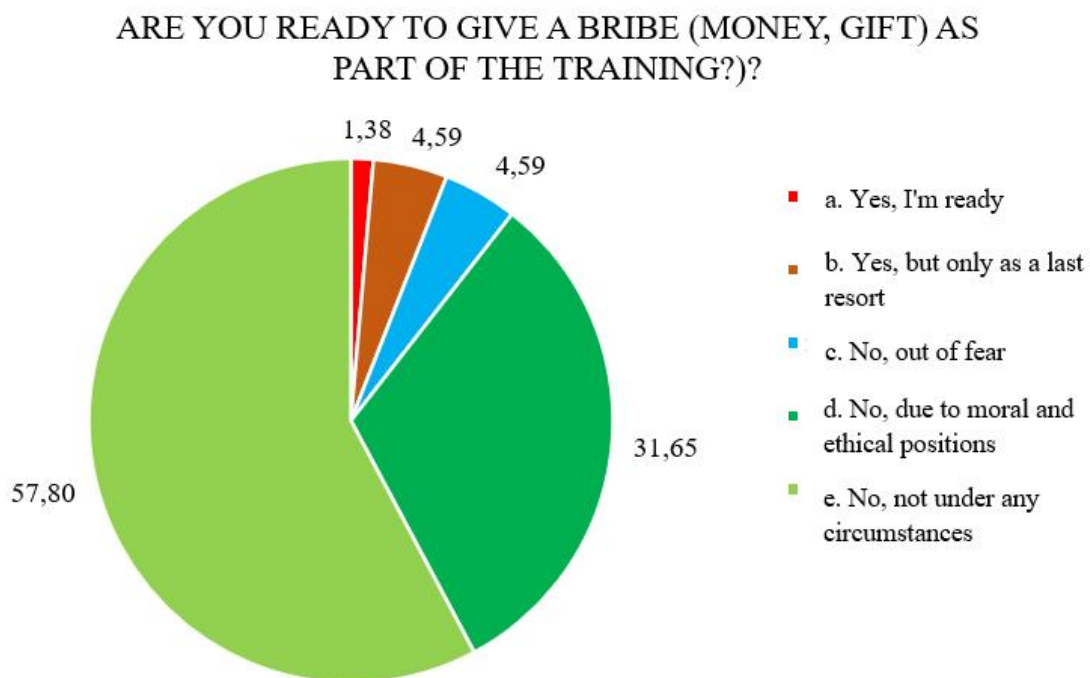
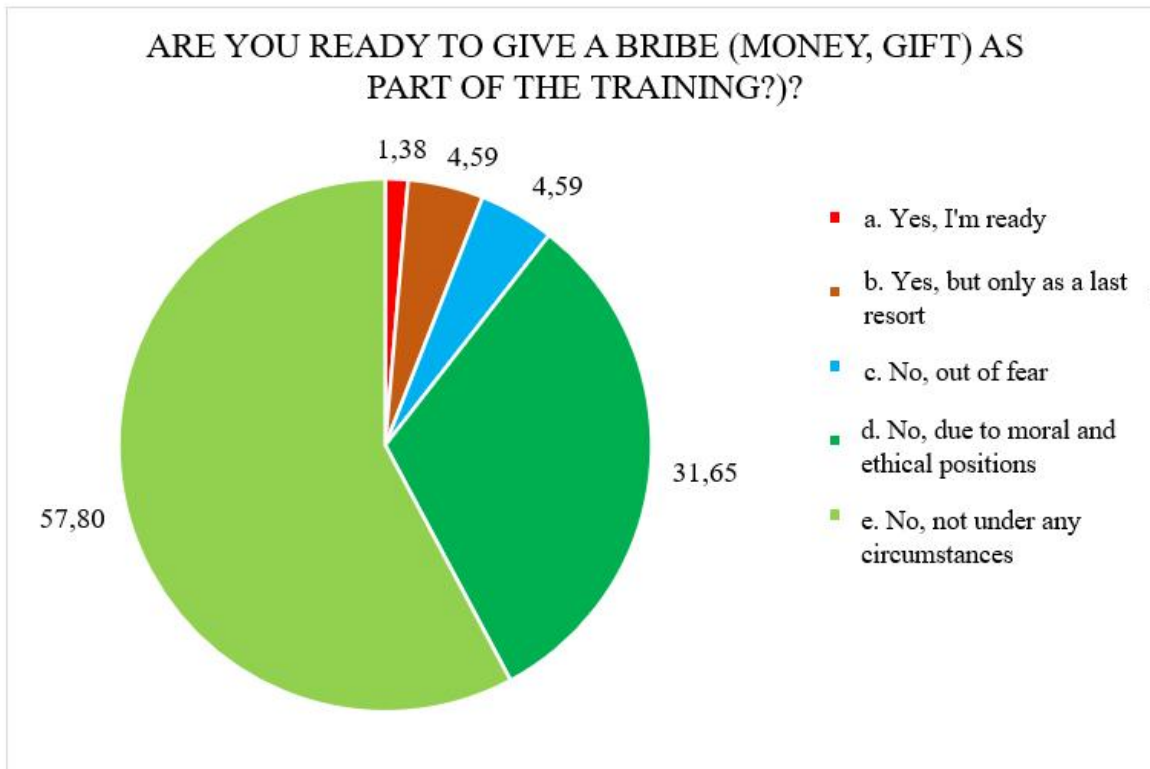


Diagram 1 “Willingness of students to give a bribe”

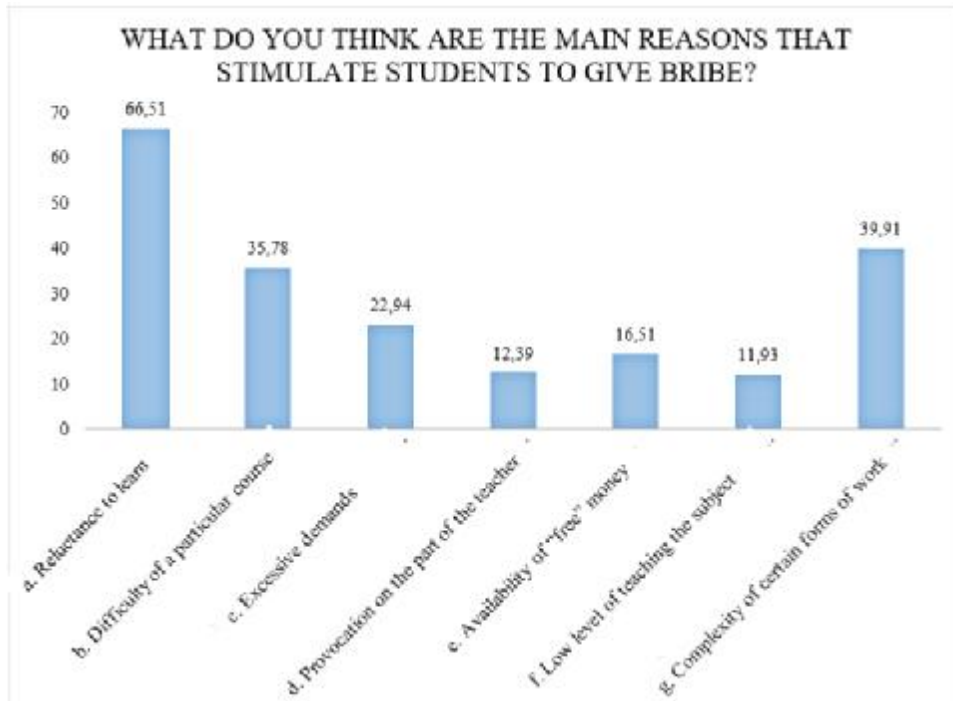


Diagram 2 "Main reasons for giving a bribe"

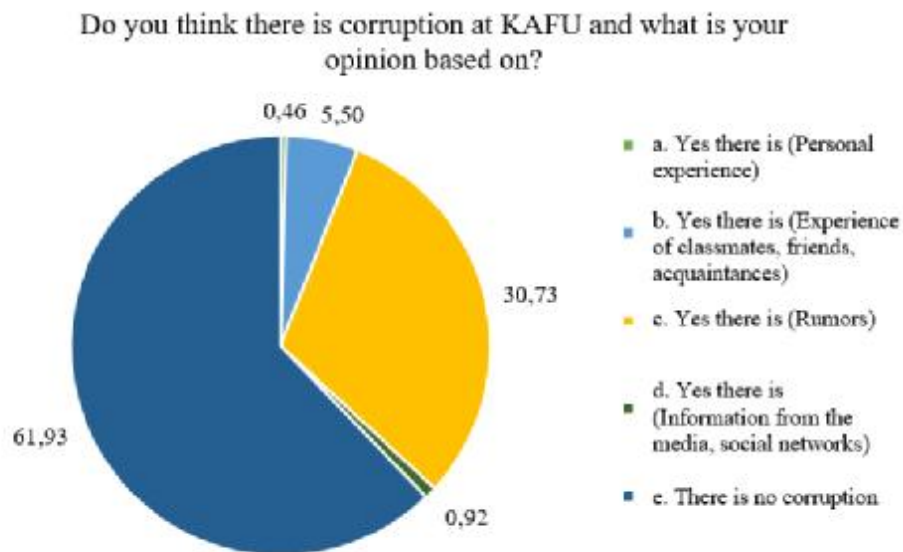


Diagram 3 "Students' opinions on corruption at KAFU"

This Standard presents restrictions and prohibitions, permissions, responsibilities for both students and teachers. Restrictions and responsibilities have also been established for university employees to eliminate or minimize corruption risks.

This Standard will take the Kazakh-American Free University to a new level in the fight against corruption.

Having characterized the Anti-Corruption Standard as one of the modern methods and techniques of countering corruption, we can say that it includes a wide range of tools and approaches that are aimed at effectively preventing, detecting and combating

corruption.

To strive to eradicate corruption, the following anti-corruption methods and techniques can also be proposed:

1. Use of technology and digital solutions: The introduction of electronic management systems and electronic document management can reduce the likelihood of corruption schemes and increase the transparency of processes. Also, the development of specialized applications and platforms for reporting corruption cases can facilitate and speed up their detection and investigation.

2. Strengthening ethics and integrity: Introducing programs and training courses aimed at developing ethics and integrity, both in the educational sector and in public and private organizations. This can help create an anti-corruption culture and awareness among the population.

3. Strengthening responsibility and punishability: Introducing strict penalties for corruption and strengthening control over their implementation. This could include stricter sanctions, confiscation of property, removal of positions, as well as increased judicial independence and transparency of judicial processes.

4. Active involvement of civil society and the media: Supporting the active participation of citizens, non-governmental organizations and the media in the fight against corruption. This may include creating information-sharing platforms, organizing public scrutiny, and running publicity campaigns and promoting anti-corruption values.

5. International cooperation: Strengthening international cooperation and exchange of experience in the field of combating corruption. This may include sharing information, conducting joint investigations, and supporting the recognition and prosecution of corruption crimes abroad.

All these new methods and techniques can complement existing anti-corruption strategies and policies and help combat this phenomenon more effectively.

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Kazakhstan Philosophy Congress: Eastern Division:

**METHODOLOGICAL, SOCIAL AND POLITICAL ISSUES OF PHILOSOPHY
THE DEVELOPMENT OF A CREATIVE PERSONALITY**

Abdildin Zh., Abdildina R.	3
DIALECTICAL THINKING, DIALECTICAL LOGIC, AND THE DEVELOPMENT OF SCIENCE. To the 100th anniversary of the birth of Evald Ilyenkov Gusseva N.	8
ON THE PARADOXES OF THE “NEW ETHICS”: SOCIO-POLITICAL ASPECT Mareeva E.	12
THE SPIRITUAL STATE OF MAN IN THE MODERN WORLD Kossichenko A.	18
TO THE ORIGINS OF THINKING ABILITY Lobastov G.	26
DIALECTICAL THINKING AND POSTMODERNIST REDUCTIONS Gusseva N.	31
THE PROBLEM OF MUSICAL CREATIVITY IN THE LITERATURE OF THE XX CENTURY Muzhchil M.	35

EDUCATION AND COMMUNICATION ISSUES

BARRIERS TO EFFECTIVE COMMUNICATION Mohammad Halim Sahebzada	41
CONCEPTUALIZATION OF PROFESSIONAL IDENTITY FORMATION Zeinolla M.	45
SUSTAINABILITY AND EFFECTIVENESS DEVELOPMENT OF THE VOCATIONAL EDUCATION AND TRAINING PROJECTS IN AFGHANISTAN Hamidi Fridoon, Waqfi Nilofar	49
MOTIVATION IS ONE OF THE KEY FACTORS FOR SUCCESS IN LEARNING Katanova E., Chunkurova Z., Moshenskaya N.	58
MEDIA RESOURCES AS A MODERN EDUCATIONAL TOOL IN TEACHING ENGLISH Temirkhanova A., Oskolkova A.	63
PROJECT-BASED LEARNING IN TEACHING ENGLISH Kumashova Zh., Kyzykeyeva A.	72
FACTORS THAT INFLUENCE SPEAKING IN THE CLASSROOM Arymbekova F., Matkarimova D.	79
ADVANTAGES AND DISADVANTAGES OF COLLECTIVE LEARNING Kakim A., Novitskaya Y.	87

ISSUES OF ECONOMY AND BUSINESS

THE STRUCTURE AND PRODUCTIVITY OF ORGANIZATIONS Wahid Ahmad Rashidi	93
MODERN MECHANISMS USED FOR THE IMPLEMENTATION OF INTEGRATION WITH EXTERNAL INFORMATION RESOURCES IN THE «1C: ENTERPRISE 8.3» PLATFORM Vykhodtseva V., Tolstikhina T.	97

CONTENT

STRATEGIC DIRECTIONS FOR COMPANY DEVELOPMENT IN CRISIS CONDITIONS: A HOLISTIC APPROACH FOR SUSTAINABLE SUCCESS Krassovskiy E., Mukhamadiyeva A.	103
MAJOR CHALLENGES OF SMALL AND MEDIUM ENTERPRISES IN AFGHANISTAN Ahmad Shabir Jahangeer, Brauweiler Ch.	109
IMPLEMENTATION OF AN EFFECTIVE PROGRAM FOR MANAGING ORGANIZATIONAL CHANGES IN AN ENTERPRISE Zinoviev S., Nepshina V.	115
ISSUES OF MANAGEMENT AND MARKETING	
BUILDING A DYNAMIC WORKFORCE: ENHANCING HUMAN RESOURCE MANAGEMENT AT NOOR CANDLE CORPORATION Masooma E., Gersonskaya V., Baikenov Zh.	120
STRATEGIC MANAGEMENT DESIGN AND IMPLEMENTATION IN MEDIA ENTITIES IN DEVELOPING COUNTRIES. THE CASE OF THE KILLID GROUP ORGANIZATION OF AFGHANISTAN Imam Mohammad Warymoch	125
DIGITAL MARKETING AS A MODERN TREND Urazova N.	133
THE ROLE AND DEVELOPMENT TRENDS OF KNOWLEDGE MANAGEMENT Ongarbayev B.	136
LIFTING BARRIERS, REALIZING EQUALITY – DISABILITY INCLUSION MANAGEMENT AT NGOS Sweeta Sherzai	141
MODERN TOOLS FOR IMPLEMENTING ANTI-CRISIS STRATEGIES Krassovskiy E., Trofimova Y., Mukhamadiyeva A.	146
MANAGEMENT OF THE HUMAN RESOURCES POLICY SYSTEM THROUGH EMPLOYEE ENGAGEMENT IN ORGANIZATIONAL CHANGES AND THE FORMATION OF SOCIO- ECONOMIC EFFECTS TO ENSURE THE FUNCTIONING OF THE ENTERPRISE Kasenov A., Nepshina V.	152
ISSUES OF TOURISM DEVELOPMENT	
MODERN STATE AND PROBLEMS OF TOURISM DEVELOPMENT IN EASTERN KAZAKHSTAN Glushakov A., Bogorodskaya O., Osipova E.	158
INNOVATIVE TECHNOLOGIES IN THE DESIGN OF A NEW TOURIST PRODUCT Aleinikova A., Kaliyeva A.	163
STATE AND PROSPECTS OF DEVELOPMENT OF SPORTS-EXTREME TOURISM IN THE REPUBLIC OF KAZAKHSTAN Afanasyev D., Bogorodskaya O., Osipova E.	168
WAYS TO IMPROVE THE WAYS OF ORGANIZING ADVERTISING AND INFORMATION WORK OF THE TOURIST ENTERPRISE Smagulova A., Woodward D.	173
IMPROVING MANAGEMENT ACTIVITIES IN A TOURISM ENTERPRISE Aleinikova A., Kalieva A., Sumareva E.	179

SOCIAL DEVELOPMENT ISSUES

- IMPLEMENTATION OF GENDER EQUALITY IN THE UNITED NATIONS
SUSTAINABLE DEVELOPMENT STRATEGY: THE EXPERIENCE OF KAZAKHSTAN
Mubarakov Y., Bordiyanu I. 184
- SOCIO-PSYCHOLOGICAL STUDY OF CHILDREN AND PARENTS DURING FAMILY
DISPUTES
Gnatyuk Y., Iskenderova F. 189

LINGUISTICS AND LEARNING ISSUES

- TEACHING GRAMMAR TO EFL LEARNERS IN MULTI-GRADE CLASSES
Mukhamadiyeva A., Novitskaya Y. 197
- DEVELOPING GRAMMAR SKILLS IN AN EFL CLASSROOM
Imankulova A., Oskolkova A. 203
- TEACHING ENGLISH GRAMMAR: EXPLORING MODERN APPROACHES AND
METHODS
Sarsekenova P., Kzykeyeva A. 212
- OVERVIEW OF EXISTING MODELS IN TECHNOLOGY-ENHANCED BLENDED
LANGUAGE LEARNING
Iskhankyzy Gulim 218
- COURSE DESIGN IN AN EFL CLASSROOM: THEORETICAL OVERVIEW
Yessimzhanova M., Gersonskaya V. 227
- ADVANTAGES OF SITUATIONAL APPROACH TO TEACHING ENGLISH
Arymbekova F., Novitskaya Y., Matkarimova D. 236
- THE ROLE OF SPEAKING AS A PRODUCTIVE SKILL IN FOREIGN LANGUAGE
EDUCATION
Galanchuk S. 242

ISSUES OF LAW AND INTERNATIONAL RELATIONS

- FEATURES OF STATE-LEGAL REGULATION OF EDUCATIONAL MIGRATION
PROCESSES (USING THE EXAMPLE OF IMMIGRATION FOR EDUCATIONAL
PURPOSES)
Alembayev K., Kozhuganova D., Smagina A. 251
- ANTI-CORRUPTION STANDARD OF KAZAKH-AMERICAN FREE UNIVERSITY, AS
ONE OF THE METHODS OF COMBATING CORRUPTION IN THE REPUBLIC OF
KAZAKHSTAN
Paderina T., Alembayev K., PhD, Chettykbayeva A. 258

- CONTENT** 265

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