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Arts

THE CREATION OF THE ARTISTIC IMAGE BASED ON FOLK CREATIVITY AND PERFORMANCE AS A CONTINUATION OF THE CREATIVE PROCESS

Rozana Kuka

Msc., University of Arts, Tirana

Abstract

When selecting thematic musical material, composers most often turn to folklore. This occurs not only from the richness and structural integrity of folk song genres, but also due to the vast emotional spectrum these source materials provide. The folk theme serves as an embryonic form which cultivated musical themes and musical imagery are generated by composers. This embryo, prototype originating in folk music, once it enters the composer's creative laboratory, may be intensified or transformed as required, shaping the expressive atmosphere desired by the author.

To bring a musical work to life means to enter into the role of a musical character, a process inseparable from the individuality, artistic personality, and theoretical artistic preparation of the performer. At the same time, we cannot ignore objective factors such as time and place, which significantly influence interpretation. Also, what matters most is that the artistic message should be as naturally as possible, shaped through a well-balanced relationship between the composer and the performer, without disregarding the historical periods in which both have lived.

Keywords: Embryo, structure, musical character, performer.

Introduction: Folk melodies were a frequent component of repertoire during the Classical period. During the Romantic period, folk melodies were used to create exotic color, whereas in Classicism the folkloric melody was completely absorbed to compositional methods, and to the classical melodic-harmonic system. Thus, folklore became completely integrated into the classical system. A well-known example is the principal theme of the fourth movement of Haydn's Symphony No. 104, which is based on the Croatian folk song "O Jelena, Jelena, Jabuka zelena." This theme forms a clear two-phrase period whose symmetry derives directly from the symmetry inherent in the folk verse¹.

In general, the artist is a being inherently driven by an inner need to create on this basis, the performer has the natural right to shape a musical work with elements of his own personality, integrated thoughtfully in accordance with the structure and the concept of the work brings to life.

Methodology: The methodology used is closely connected to the nature of the paper.

It involves a scientific research approach, in-depth study of the relevant literature.

Historical-comparative analysis of reference materials, etc.

The performer is the earliest creator in human history. This axiom has accompanied humanity since the birth of social consciousness and has taken on different forms throughout various stages of social development. The impulse to entertain and to create "ART" arose as humans became social beings. At that time, it was the performer who generated creativity, transmitting not only their interpretive skills but also their own artistic creations, which were refined and transformed as they passed from one performer to the next.

As is evident, in primitive societies the creator of "ART" was not separate from the performer. The transmission of this "ART" from generation to generation occurred through listening and memorization, with each performer adding or removing what he believed necessary. As we know from folklore, folk creativity undergoes the "people's refinement", "LIMA"² transforming from one generation to the next. Meanwhile, the creator of "ART" folk remains anonymous, leaving recognition solely to the performer, who is viewed as the only creator.

We began this discussion of the composer-performer relationship from early periods precisely to emphasize the creative character of the performer, no matter how faithfully he follows a musical work.

¹ Fatos Lumanj, *Musical Folklore in Albanian Symphonic Works* (Doctoral dissertation, Tirana, 2017).

² Ramadan Sokoli, *Albanian musical folklore: Morphology*. (Institute of Folklore, Tirana, 1965).

The musical creation began to distance itself from performance precisely at the moment when musical notation was born (in the 11th century, Guido d'Arezzo created the first musical scale with seven tones: (ut, re, mi, fa, sol, la, si)³. **Example 1.**

Yet even in these cases, the composer never performs his own work twice in the exact same manner. An identical reproduction could only be achieved electronically, through records, CDs, or recordings.



In fact, the success of a performer also lies in the variety of interpretations of a work, always, of course, without crossing boundaries and without altering the solfège, the meter, or the idea. Let us look in detail at several approaches or criteria of interpretation and the elements that define success.

To begin, let us consider one of the fundamental principles of interpretation: "Respect for the Score," a principle that distances the performer from his own creative individuality or from the circumstances of his social and artistic formation. Here we may recall the famous statement of the great conductor A. Toscanini: "My success lies in respecting the score." But how should we understand this idea of "Respecting the score"? Are we to discard our human nature, our emotions, or our theoretical and artistic training?

On the other hand, the distinguished conductor Furtwängler stated that the more freedom one gives to a score, the richer the variety of sonorities that can be found within a single idea.

In these two seemingly contradictory cases, the conclusion remains the same. In the first case, the mechanical adherence to the score brings us closer to the author's original creation and to the period in which it was composed; thus, we remain distant from the inclusion of the performer's individual elements in the performance process. In fact, such cases have remained rare phenomena. Increasingly, performers' interpretative freedom has grown, resulting in individualized yet accurate performances that still respect the score.

To interpret a musical work means to experience the role of a musical character, a process closely connected to the performer's level of theoretical and artistic preparation, as well as to their individuality and personality.

It is unquestionable that the elements mentioned above clearly influence the formation of an artistic image⁴. Likewise, the objective factors of "time and place" have a clear impact on interpretation. For instance, it is unreasonable to expect that the "Rhapsody" for flute and orchestra composed in 1980 by Tish Daija (**example 2.**)

³ "Guido d'Arezzo | Italian musician | Britannica". *Encyclopædia Britannica*. Chicago: *Encyclopædia Britannica, Inc.* 1 January 2021. Archived from the original on 14 November 2020.

⁴ Tobias Matthay, *Musical Interpretation* (London, 1913).

Tish Daija
RAPSODI
for flute & orchestra
flute & piano

Emerson Edition
 429a

Rapsodi
for flute & piano

duration: c. 8 min.

Moderato $\text{♩} = c. 84$

Pianoforte

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would be interpreted identically by Gjovalin Shestani⁵ in 1981 (the work's premiere at "May Concerts 1981")⁶ and by a flutist of the 2000s. The 1980s were a period in which the communist system and, as a consequence, the art of Socialist Realism⁷ had become fully consolidated. In contrast, by the 2000s Albania enjoyed the freedom to embrace all artistic currents and stylistic directions existing in the world. Thus, it would be unrealistic to expect these circumstances not to affect the interpretations of the two performers.

Personally, I believe that these two interpretations would differ from one another, first and foremost because of the individual characteristics of the artists, and secondly due to the different historical periods that shaped their musical education.

When comparing two distinct social periods, it is also intriguing to consider a composer's creative work within the context of societal developments and transformations. "Epic Improvisation" for flute and string orchestra was composed in 1980, while the "Three Concert Pieces", a suite for flute and piano, according to the composer's own notes, was completed in May 1996⁸ and performed that same year at the "Days of New Albanian Music" festival⁹.

These two works by Çesk Zadeja, created before and after 1990, when fundamental changes began in Albania across all areas of life, including the arts, offer an insightful example of how a creator conveys an artistic message.

"Epic Improvisation" for flute and string orchestra. **Example 3.**



In this work, the composer relied on the source materials of folk creativity to create the artistic image, specifically using themes from the baritone melodies of the flutes of the North. It is evident here that the themes represent a further development of popular motifs, a deepening of popular philosophy

⁵ Gjovalin Shestani (n.d.). Born in Shkodër, studied flute at the "Tchaikovsky Conservatory," Moscow. Considered the most prominent flutist in Albania of his time.

⁶ The Newspaper "Drita". (1981, May 24). p. 13.

⁷ Razi Brahimi, Arts and their development in RPSSH, (Publishing House "8 Nëntori", 1981).

⁸ Vasil S. Tole, Çesk Zadeja in Albanian Music: Life and Work (Prishtina, 2022), p. 528.

⁹ Festival brochure, Muzika e Re Shqiptare, (Tirana, 2003).

¹⁰ Çesk Zadeja, Self-production of the Process (Tirana: UFO University Press, 1997), p. 4

and thought, as the composer improvises and elaborates on the harmonies and characteristic ornaments of the flutes of the northern highlands.

"Three Concert Pieces", a suite for flute and piano. **Example 4.**



This work belongs to the modernist musical repertoire, yet it sounds distinctly Albanian. The Albanian colors and nuances of the work are not lost, even though the use of source material from Albanian folk melodies, such as the characteristic sevenths of Lab music, is transformed into major sevenths, clashes between major and minor, inverted seconds, and dissonances, often enriched with notes outside the traditional modes and folk intonations. Even after the 1990s, when Zadeja turned to contemporary forms and compositional techniques, he remained remarkably clear in expressing his musical ideas. In the preface to the only book on compositional techniques written in Albania, academician Vasil Tole refers to Çesk Zadeja as the "Dean of Albanian Composition."¹⁰

In all three sketches, he preserves the main structural pillars of the musical thought; for example, time I and time II are presented in ternary form. Atonality itself also tends to move toward clear musical conclusions of musical thought. Harmonically, both dodecaphonism¹¹ and tonal instability guide the music toward the natural resolution of tones, providing clarity to the work. For instance, in the solo part, the notes find their place within any melodic contour by following the natural tendency of their resolution. When we compare this work with the *Epic Improvisation*, we observe a logical continuity in the creative approach of the great Albanian composer.

It is important to note that the development of musical interpretation in Albania is inseparable from the evolution of cultivated music in the country, which began during the National Renaissance period, around the late 19th century. Although the early stages of Albanian cultivated music during the National Renaissance immediately introduced new features in both content and form compared to our folk music, its level of professionalism was limited. The professional training of musicians was restricted, and the genres performed were few. The establishment of art schools (such as the Artistic Lyceum in Tirana in 1946¹²) and the gradual creation of artistic institutions (including the State Philharmonic in 1950¹³, the Radio Orchestra¹⁴, the State Choir, and others), created a suitable environment for nurturing new performing talents on stage.

It is important to recognize that one should always deliver a contemporary performance, grounded within the contours of tradition, without departing from the development of form, musical thought, and idea. At the same time, the pressure to perform the score as precisely as possible, remaining completely faithful to it, can be challenging, since it may conflict with the factors that influence interpretation, such as the performer's identity, emotional state, theoretical and artistic preparation, needs and demands, social context, and so on.

What remains most important is that the artistic message is communicated while respecting the relationship between the creator and the performer, keeping in mind the historical periods in which each lived.

¹¹ Henry Barraud, *To understand today's music* (F. Leka, Trans.). Tirana: Gjergj Fishta. (Original work published in french "Pour comprendre les musiques d'aujourd'hui", (2014), p.105.

¹² Gjovalin Lazri, *The J. Misja Artistic Lyceum in the years 1946–1991* (Tirana, 2009), p. 83.

¹³ Vasil S. Tole, *The National Band "Vatra": A Unique Albanian-American History* (Tirana, 2020), p. 406.

¹⁴ Eno Koço, *The Radio Symphony Orchestra: Past, Present, and Future?* (Tirana, 2015), p. 21.

¹⁵ Gianni Vattimo, "Etica dell'interpretazione", Editore, Rosenberg & Sellier, 5ª edizione, (1 agosto, 1989). *Ethics of interpretation* (5th ed.).

Gianni Vattimo, an Italian philosopher, offers a very interesting and accurate definition: "Interpretation is not the description of a neutral observer, but a dialogical event, in which the speakers (performers) participate simultaneously and on equal terms with those who composed (created) and made modifications at the time of creation. The performers and creators understand each other as if they share a third horizon, belonging to both, a place where the union of creation and interpretation leads."¹⁵

In every case, the performer must present the work honestly, as accurately and faithfully to the original as possible, while simultaneously integrating their own artistic individuality, personal beliefs, and social and economic context.

Conclusion: The artistic figure, which takes shape in the creator's laboratory, continues the process of development in the performer's laboratory. A proper relationship between creator and performer requires acknowledging three fundamental pillars of a performer's formation, which are inseparable: individuality and talent; theoretical, technical, and professional training; and the socio-political in which the performer grows and participates in society's challenges.

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7. Tobias Matthay, *Musical Interpretation* (London, 1913).
8. Vasil S. Tole, *Çesk Zadeja in Albanian Music: Life and Work* (Prishtina, 2022).
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Cultural sciences

SOCIAL ENTREPRENEURSHIP IN CHOREOGRAPHIC EDUCATION: THE KAZAKHSTANI CASE OF LA DANCE COMPLEX

Zhunussov Serik Kazyrkanovich
doctoral student at the Faculty of Arts,
Department of Art History and Art Management

СОЦИАЛЬНОЕ ПРЕДПРИНИМАТЕЛЬСТВО В ХОРЕОГРАФИЧЕСКОМ ОБРАЗОВАНИИ: КАЗАХСТАНСКИЙ КЕЙС LA DANCE COMPLEX

Жунусов Серик Казыркенович
докторант факультета искусств кафедры
искусствоведения и арт-менеджмента

Abstract

The article examines the model of social entrepreneurship in choreographic education through the case of LA Dance Complex in Kazakhstan. It explores the relationship between the creative economy and the social impact of dance practices, the contribution of dance studios to job creation and the development of professional ecosystems, and the role of dance in fostering inclusive and sustainable urban environments. The study demonstrates the significance of dance education as a tool for developing human capital, enhancing social integration, and strengthening cultural dynamics. LA Dance Complex is presented as a socially oriented cultural enterprise that combines educational, artistic, and socially meaningful functions, contributing to youth development and sustainable community growth.

Аннотация

Статья посвящена анализу модели социального предпринимательства в сфере хореографического образования на примере проекта LA Dance Complex. Рассматриваются взаимосвязь креативной экономики и социального эффекта танцевальных практик, вклад хореографических студий в создание рабочих мест и развитие профессиональных экосистем, а также роль танца в формировании инклюзивной и устойчивой городской среды. Обоснована значимость хореографического образования как инструмента развития человеческого капитала, социальной интеграции и культурной динамики. Показано, что LA Dance Complex функционирует как социально ориентированное культурное предприятие, объединяющее образовательные, художественные и общественно значимые функции, способствующие устойчивому развитию молодёжи и городского сообщества.

Keywords: *creative economy; choreography; social entrepreneurship; inclusion; dance education; LA Dance Complex; cultural policy; sustainable development.*

Ключевые слова: *креативная экономика; хореография; социальное предпринимательство; инклюзия; танцевальное образование; LA Dance Complex; культурная политика; устойчивое развитие.*

Введение

Современное развитие культурной политики Казахстана показывает возросшую потребность в институтах, сочетающих художественную деятельность, образовательную миссию и устойчивые социально-экономические механизмы. Наиболее перспективным направлением в этой области становится социальное предпринимательство, ориентированное на создание общественно значимого эффекта при сохранении финансовой устойчивости проекта. Один из ярких примеров подобной модели – деятельность LA Dance Complex, объединяющая танцевальное образование, культурную инициативу и социальную интеграцию.

Актуальность исследования обусловлена задачами культурного развития Казахстана, расширением креативных индустрий и необходимостью изучения практик, способствующих созданию художественной, социальной и экономической ценности в рамках одного проекта.

Предметом исследования является социальное предпринимательство в сфере хореографического образования.

Объектом же исследования – деятельность танцевального проекта LA Dance Complex как модель социального предпринимательства.

Цель исследования – определить механизмы, посредством которых хореографическая студия может выполнять функции социального предприятия, формируя художественную, социализационную и экономическую ценность. Соответственно для достижения цели, необходимо решить следующие задачи:

– Показать взаимосвязь экономики творчества и социального эффекта танцевального образования.

– Проанализировать потенциал создания рабочих мест через культуру.

– Установить механизмы устойчивого развития и социальной инклюзии через танцевальные практики.

Методологическая основа данного исследования формируется на пересечении подходов культурологии, социальной педагогики, экономики культуры и междисциплинарного анализа креативных индустрий. Такой комплексный подход позволяет рассматривать хореографическое образование не только как художественную практику, но и как социальный институт, обладающий экономическим потенциалом и выполняющий общественно значимые функции.

В методологической основе работы лежат три взаимодополняющих исследовательских направления: теоретико-аналитическое, сравнительно-структурное и эмпирико-описательное.

Во-первых, теоретико-аналитический подход предполагает изучение концепций креативной экономики, теории социального предпринимательства, культурной политики и педагогики танца. При этом опора сделана на труды Дж. Хокинса, исследователей ЮНЕСКО, ОЭСР, а также современные психологические и педагогические исследования, посвящённые влиянию танцевальной деятельности на развитие личности. Теоретический анализ включает сопоставление данных о социальном эффекте творческих практик, механизмах их влияния на формирование человеческого капитала, а также роли искусства в устойчивом развитии городских сообществ.

Во-вторых, используется сравнительно-структурный метод, направленный на выявление особенностей моделей социального предпринимательства в сфере культуры. Анализ сопоставляет международные концепции управления культурными проектами с практиками, наблюдаемыми в Казахстане. Такой метод позволяет определить, как мировые стандарты (например, принципы ЮНЕСКО – инклюзия, устойчивость, доступность) проявляются в деятельности LA Dance Complex. Одновременно проводится сравнение со структурами, существующими в рамках академического хореографического образования Казахстана, включая публикации и материалы Казахской национальной академии хореографии.

В-третьих, применяется эмпирико-описательный подход, направленный на анализ особенностей функционирования LA Dance Complex как реального культурного проекта. Используемые данные включают открытые сведения об образовательных программах, форматах занятий, вовлечённости детей и подростков, профессиональной структуре коллектива, а также информации, представленной на официальной интернет-платформе студии. Этот подход позволяет реконструировать модель работы студии, выявить педагогические, социальные и организационные механизмы, лежащие в основе её устойчивости.

Методы исследования включают:

– контент-анализ публикаций и материалов о современном танцевальном образовании;

– структурно-функциональный анализ, позволяющий выявить взаимосвязи между образовательной, социальной и экономической функциями LA Dance Complex;

– компаративный метод, обеспечивающий сопоставление международных и казахстанских моделей творческого предпринимательства;

– интерпретационный анализ, направленный на выявление культурных и социальных смыслов танцевальных практик;

– системный подход, рассматривающий LA Dance Complex как элемент культурной экосистемы города, включённый в более широкие процессы развития креативных индустрий.

Особенностью методологии является её междисциплинарность: хореографическое образование в исследовании трактуется как пространство пересечения искусства, социальной педагогики, экономики и культурного менеджмента. Такой подход позволяет определить роль танцевальной студии не только как места обучения, но и как социально значимого института,

воздействующего на культурную динамику, развитие профессиональных компетенций и устойчивость городской среды.

Таким образом, выбранная методология обеспечивает комплексный анализ LA Dance Complex как модели социального предпринимательства и позволяет выявить механизмы формирования художественной, социальной и экономической ценности в рамках хореографического образования.

Экономика творчества и социальный эффект танцевального образования

Креативная экономика рассматривается как сфера, в которой культурные и художественные инициативы трансформируют творческую деятельность в экономический ресурс, создающий добавленную стоимость. В её рамках творчество перестаёт быть исключительно эстетической категорией и становится самостоятельным фактором развития территорий, обеспечивая новые формы занятости, расширение возможностей для образования и формирование культурной среды. Дж. Хоукинс подчёркивает, что способность общества конвертировать идеи в экономический результат определяет силу креативных индустрий и их вклад в устойчивое развитие городов и регионов [1]. Именно поэтому творческие проекты, в том числе хореографические студии нового типа, становятся значимыми элементами современной экономической модели, где культурная деятельность способствует формированию человеческого капитала, а не только художественного продукта. Доклады ЮНЕСКО фиксируют роль культуры в укреплении социальной сплочённости и развитии человеческого капитала, подчёркивая, что творческие практики обладают высоким социальным потенциалом и способны одновременно решать задачи образования, социальной интеграции и экономического развития [2]. В документах международных организаций подчёркивается, что художественные инициативы, ориентированные на детей и молодёжь, играют ключевую роль в профилактике социальной изоляции, формировании мягких навыков и развитии толерантности в мультикультурных обществах. В этом контексте танцевальное образование может рассматриваться не только как педагогическая практика, но и как форма культурной политики, направленной на укрепление социальной устойчивости.

Исследования демонстрируют, что занятия танцем оказывают комплексное влияние на когнитивные функции: улучшают моторную координацию, скорость реакции, пространственное восприятие и синхронизацию движений [3]. Физиологические исследования показывают, что танцевальная деятельность активизирует работу нескольких систем организма – моторной, визуальной, вестибулярной и эмоциональной, что делает её одним из наиболее интегративных видов обучения. Психологические эффекты танцевальных практик включают снижение тревожности, повышение эмоциональной устойчивости, улучшение способности к саморегуляции, формирование стрессоустойчивости и повышение ощущения психологического благополучия [4]. По данным нейropsychологических исследований, занятия танцем стимулируют развитие нейропластичности, что делает танцевальные практики эффективным инструментом для развития детей и подростков.

Социальная функция танца проявляется через развитие коммуникативных навыков, формирование навыков сотрудничества, укрепление дисциплины и коллективной ответственности. Эти закономерности подробно описаны в педагогических исследованиях, посвящённых социальным механизмам танцевального образования [5]. Групповой формат занятий делает танец пространством взаимодействия, где дети учатся координировать свои действия с другими, проявлять эмпатию и учитывать интересы группы. Социальные исследования показывают, что танцевальные коллективы становятся важными «микросообществами», формирующими у молодых людей чувство принадлежности, уверенность в себе и позитивную самоидентификацию. В условиях Казахстана значимость танцевального образования подтверждается исследованиями Казахской национальной академии хореографии, где подчёркивается роль хореографии в развитии эстетического восприятия, культуры поведения, эмоционального интеллекта и социальной зрелости учащихся [6]. В материалах академии отмечается, что занятия танцем способствуют становлению уважительного отношения к культурному наследию, развитию трудолюбия, дисциплины и способности к коллективной деятельности – качеств, необходимых современному молодому человеку.

Можно заключить, что, LA Dance Complex выполняет функции культурно-образовательной платформы, создавая социальный эффект, соответствующий логике творческой экономики. Она становится не просто танцевальной студией, а пространством формирования личности, социального взаимодействия и культурной интеграции. Благодаря сочетанию

творческой, педагогической и социально ориентированной деятельности LA Dance Complex вписывается в концепцию социального предпринимательства, где художественное образование служит инструментом развития человеческого капитала, социальной сплочённости и культурной динамики города.

Создание рабочих мест через культуру

Международные исследования последних лет показывают, что культурные индустрии входят в число наиболее динамично развивающихся сегментов рынка труда, особенно привлекательных для молодых специалистов [7]. Это связано не только с ростом интереса к творческим профессиям, но и с тем, что культура сегодня функционирует на пересечении цифровых технологий, городской экономики и медиапроизводства. В аналитических отчётах ОЭСР подчёркивается: молодёжь стремится к гибридным моделям занятости, где сочетаются элементы креативной деятельности, проектной работы и участия в локальных инициативных группах. Такая трансформация делает пространство искусства не просто сферой эстетической практики, но и точкой притяжения для новых профессиональных идентичностей. В результате творческие проекты постепенно превращаются в места, где возникают новые виды занятости, а традиционные профессии приобретают дополнительные – цифровые, организационные и коммуникационные – функции.

Современные хореографические студии отражают эти процессы особенно ярко. Инфраструктура таких организаций значительно шире, чем просто педагогический состав. Помимо преподавателей и ассистентов, в них работают менеджеры проектов, продюсеры, SMM-специалисты, фотографы, видеографы, звукорежиссёры, специалисты по работе с родителями, администраторы, маркетологи, костюмеры и технические сотрудники. Суть здесь в том, что танцевальная школа перестаёт быть пространством узкой профессиональной подготовки: она превращается в площадку культурного производства, медиaprостранство, образовательный центр и социальную платформу одновременно. Именно такое пересечение функций создаёт разнообразный профессиональный ландшафт, где могут реализовываться специалисты с разной подготовкой – от педагогов до digital-продюсеров.

Концепция креативных кластеров, разработанная Т. Флю, помогает объяснить эту тенденцию более предметно. Согласно его подходу, культурные организации становятся ядрами, вокруг которых формируются целые профессиональные экосистемы, задающие новые форматы занятости и стимулирующие предпринимательские инициативы [8]. В таком формате хореографическая студия работает как «точка роста»: специалисты творческих направлений взаимодействуют с управленцами, PR-командами, техническими подразделениями и digital-сектором, создавая гибкую и высококомобильную модель рынка труда. Это позволяет молодым профессионалам строить индивидуальные траектории развития, не ограничиваясь одной сферой деятельности. Анализ тенденций, представленных в исследованиях Arts Academy, подтверждает, что междисциплинарность становится ключевым требованием современной хореографической профессии [9]. Сегодня от специалиста ожидают владения педагогикой, навыками цифрового продакшена, понимания маркетинга, организации образовательных программ и умения работать в международной среде. Таким образом, сама профессия хореографа становится шире и богаче, чем когда-либо прежде.

Пример LA Dance Complex показывает, как эти процессы проявляются в конкретной практической модели. Студия не просто обучает танцу – она формирует условия для профессионального развития молодых кадров: преподаватели создают методическую основу, ассистенты набираются опыт, административная команда обеспечивает организационные процессы, а специалисты по медиакоммуникациям формируют визуальный и цифровой облик школы. Приглашённые тренеры, в том числе международные, не только повышают квалификацию учеников, но и расширяют профессиональные связи коллектива, включая студию в глобальную хореографическую сеть. В итоге LA Dance Complex выступает не как единичная образовательная структура, а как культурная организация, объединяющая людей со множеством компетенций – от творческих до управленческих и цифровых – в общую профессиональную систему.

Следовательно, реализация второй исследовательской задачи позволяет утверждать, что хореографическое образование и социальное предпринимательство оказывают прямое влияние на развитие культурного рынка труда. Они не только формируют новые рабочие места, но и создают условия для появления гибких профессиональных траекторий, востребованных в современной креативной экономике. LA Dance Complex демонстрирует, что танцевальная студия способна стать устойчивой профессиональной экосистемой, где художественная практика

гармонично сочетается с образовательной деятельностью и инновационными форматами занятости.

Устойчивое развитие и социальная инклюзия через танец

Современные исследования в области инклюзивного искусства подтверждают: танец является одним из наиболее эффективных инструментов интеграции различных социальных групп, включая детей с особыми образовательными потребностями [10]. Его уникальность обусловлена тем, что танцевальная практика соединяет телесный, эмоциональный и коммуникативный уровни взаимодействия, создавая условия, при которых традиционные барьеры общения – языковые, статусные, социальные или психологические – минимизируются. Тело становится универсальным посредником, а движение – средством коммуникации, доступным каждому участнику, независимо от индивидуальных ограничений или различий.

Важным аспектом является то, что танец формирует чувство принадлежности к группе. В групповой хореографической активности участники учатся работать синхронно, взаимодействовать в команде, воспринимать движения других людей как часть общей структуры, что укрепляет доверие и чувство коллективной причастности. Психологические исследования показывают, что общая двигательная активность способствует снижению уровня социальной изоляции, формированию эмпатии и развитию уверенности в собственных возможностях [11]. Такие изменения особенно важны для детей и подростков, испытывающих трудности в коммуникации или сталкивающихся с ограниченными возможностями участия в традиционных образовательных форматах.

Доклады UNICEF подчеркивают роль искусства в работе с молодёжью: участие в творческих программах способствует снижению рисков социального неблагополучия, формирует устойчивые модели поведения, укрепляет эмоциональное здоровье и развивает навыки взаимодействия, необходимые в повседневной жизни [12]. В отчётах также отмечается, что молодые люди, вовлечённые в коллективные и творческие активности, демонстрируют более высокий уровень эмоциональной устойчивости, лучше адаптируются к изменениям среды и реже оказываются подвержены негативным социальным влияниям. Искусство – и особенно танец – рассматривается UNICEF как безопасная среда, позволяющая подросткам выражать эмоции, находить поддержку и осознавать собственную ценность в группе.

В деятельности LA Danse Complex можно выделить множество элементов социальной инклюзии. Прежде всего, студия предлагает занятия, доступные участникам с различным уровнем физической подготовки, что открывает возможность вовлечения в танцевальную практику детей, которые ранее могли чувствовать себя исключёнными из подобных форм активности. Важной является и поддерживающая педагогическая среда, в которой внимание уделяется не только технике, но и развитию уверенности, самоуважения, способности к сотрудничеству. Преподаватели ориентируются на создание положительного эмоционального климата, где каждый ребёнок воспринимается как уникальная личность, а успех измеряется не только достижениями, но и прогрессом, мотивацией и стремлением к саморазвитию.

Дополнительным аспектом инклюзивной направленности является поддержка детей из разных социальных групп. Организация открытых мастер-классов, участие в благотворительных проектах, демонстрация доступности обучения для широкого круга учащихся – всё это способствует разрушению социального барьера и формированию более справедливого доступа к художественному образованию. Подобная деятельность полностью соответствует принципам ЮНЕСКО, которые указывают на необходимость обеспечения культурной инклюзии, доступности искусства и развития творческих навыков как основы устойчивого развития городских сообществ [13].

В связи с вышесказанным, выполнение третьей исследовательской задачи подтверждает, что танцевальное образование способствует устойчивому развитию городских сообществ, формируя социально инклюзивное пространство, в котором каждый ребёнок получает возможность для творческого роста, личностного развития и социального взаимодействия. LA Danse Complex демонстрирует, что хореографическая студия может выполнять роль не только образовательного центра, но и социального института, поддерживающего интеграцию, укрепляющего эмоциональное здоровье и способствующего формированию гармоничного, сплочённого и устойчивого общества.

Заключение

Проведённый анализ показал, что LA Danse Complex представляет собой успешную модель социального предпринимательства в сфере хореографического образования, объединяющую

творческую, образовательную и социальную составляющие. В рамках креативной экономики студия формирует значимый социальный эффект за счёт развития мягких навыков, эмоционального интеллекта и коммуникативных компетенций учащихся. Исследование подтвердило, что современные хореографические студии становятся центрами профессионального роста и создания рабочих мест, формируя локальные творческие экосистемы и стимулируя развитие новых компетенций, востребованных в культурных индустриях. Особое значение имеет инклюзивный потенциал танцевального образования: практика группового танца способствует снижению социальной изоляции, развитию чувства принадлежности и созданию безопасной среды для детей с разным уровнем подготовки и социальным опытом.

LA Dance Complex демонстрирует, что хореографическая студия может функционировать не только как образовательная институция, но и как социальный институт, поддерживающий развитие человеческого капитала, устойчивость городской среды и культурную динамику. Полученные результаты подтверждают, что модель социального предпринимательства в хореографическом образовании является перспективным направлением для дальнейшего развития культурной политики и молодёжных инициатив в Казахстане.

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Economic sciences

THE IMPACT OF SOCIAL MEDIA MARKETING (SMM) ON THE ECONOMY AND CHANGING CONSUMER BEHAVIOR

Ainash Mussabekova

Senior Lecturer, Department of Management,
Academician E.A. Buketov Karaganda National Research University,
Republic of Kazakhstan, Karaganda
<https://orcid.org/0000-0001-6787-8967>

Batpay Alikhan

Yerkinkyzy Aiziya

Altynbek Nurailym

Academician E.A. Buketov Karaganda National Research University,
Republic of Kazakhstan, Karaganda

Abstract

In the digital age, social media has become crucial for economic growth. SMM goes beyond simply expanding advertising tools, it rebuilds the principles of competition, changes the way companies communicate with customers, and shapes new consumption habits. Instagram Facebook, TikTok, Facebook, and YouTube have become full-fledged economic platforms where brands, ordinary users, and opinion leaders communicate, create content, and influence customer demand. This work is devoted to the analysis of the impact of social networks on the economy, the study of changes in marketing and the study of how consumer decisions change under this influence.

Keywords: *social media, SMM, digital marketing, online advertising, influencers, consumer behavior, digital economy, brand communication, personalization, e-commerce.*

Today, social media has become the main channel for information exchange and an important factor influencing public opinion [1]. A distinctive feature of these platforms is the constant updating of content created by users themselves [2], which ensures their efficiency and allows them to quickly create new trends, increase brand awareness or negatively affect the image of companies.

Businesses understand the need to be represented online in order to remain competitive. Classic advertising formats such as television, the press, and billboards are being replaced by interaction with the audience on social networks, where it is possible to attract their attention only through live and tailored content. In such conditions, marketing is transformed into two-way interaction, rather than just data transmission [3]. Customers actively express their opinions, leave ratings and share their experiences, thereby determining their attitude towards the brand. Therefore, it is important to understand the impact

The impact of social media on the evolution of marketing

Social platforms have radically transformed the approach to marketing. Previously, the focus was on developing an advertising message and distributing it through public communication channels; now the priority is the company's ability to seamlessly integrate into the online user space. The proposed content should go beyond simple advertising, acquiring social value, entertaining character and evoking emotions [4]. As a result, modern marketing is a combination of communication with consumers, the art of storytelling and a detailed study of the behavior of the target audience.

Thanks to SMM, brands can quickly track subscribers' reactions. Ratings, comments, publications, and views provide instant feedback and allow you to quickly adapt your marketing policy. The level of personalization has reached unprecedented proportions [5]: advertising systems analyze user preferences, actions, and search queries in order to send messages directly to interested parties, eliminating the need to reach vast groups of potential customers. This accuracy increases the chances of making a deal and optimizes the costs of companies.

The increase in the number of opinion leaders had a significant impact. Users have more confidence in bloggers compared to traditional advertising. The explanation is simple: influencers are perceived as ordinary people, not as performers in an advertising campaign. This is how a new industry has emerged, from well-known personalities to small bloggers who influence customer demand in

specialized areas. Companies actively use their capabilities to promote products, and the effectiveness of such cooperation often surpasses traditional approaches [6].

The economic impact of SMM

Social media marketing has had a significant impact on the development of the digital economy. First of all, it accelerates the circulation of products and services. Thanks to social platforms, the time between the appearance of a need and making a purchase is significantly reduced [7]: the consumer gets acquainted with the product in his news feed, clicks on the link and immediately makes a purchase. This has a positive impact on the growth of online commerce and supports the overall economic recovery.

SMM also facilitates the process of bringing products to market [8]. Previously, significant financial investments were necessary for successful promotion, but now even a small business can achieve recognition due to the rapid dissemination of information. As a result, a more competitive and diverse environment is emerging. Thanks to this, many regional brands have had the opportunity to increase their representation throughout the country and abroad.

In addition, the social media industry has created a huge number of new jobs: content creators, SMM specialists, targeted advertising experts, analysts, blogger managers, and visual content developers. These specialties have become an integral part of today's economic reality and continue to evolve.

Social media marketing has an impact on determining the cost of products. Companies closely monitor the level of demand, study changes in user reviews, and promptly adjust prices or the composition of products offered. Due to this, social platforms ensure greater market openness and stimulate competition between companies. An equally important economic effect of using SMM is the opportunity to create fundamentally new business models that did not exist before. The traditional scheme implied the presence of a physical representative office, offline retail facilities, a complex delivery system and large investments in advertising. However, now a significant proportion of commercial activities are fully realized exclusively online. Brands have emerged that sell only through social media, establishing direct contact with consumers and reducing organizational costs. This trend is especially noticeable in the fields of fashion, beauty, jewelry, and specialty products, where attractive visualization and establishing an emotional connection with customers are important.

In addition, SMM supports the process of market integration. A company from anywhere in the world has the opportunity to reach potential customers in many other countries, bypassing the need to open foreign offices or lengthy formalities. This speeds up trading and makes the market more accessible and international. This represents a significant advantage for developing countries: local enterprises get a chance to enter the global market directly, without intermediaries. At the same time, competition is increasing, as players from different parts of the world begin to compete in the same space.

Social media has a significant impact on business strategies, especially in the field of innovation. Businesses are experiencing the need to regularly improve their products, design, presentation methods, and communication with customers in an effort to meet their demands. This leads to an increase in the pace of business activity: the life of products is shortened, and marketing approaches require greater adaptability. Thus, an environment is being formed characterized by speed, instability and activity in the digital space, where only those brands that are able to quickly respond to changes in information and user preferences become successful.

Changing consumer behavior

The influence of social media has led to a change in consumers' approach to shopping. The main change affected the decision-making process: if earlier the choice was based on the opinions of specialists or official data, now the determining factor is the assessments of other people and personal experience of using the product. Customers are increasingly paying attention to the appearance of the product in daily use, the reviews of others and its compliance with current trends [9].

The emotional component is of paramount importance. Social platforms have an impact through visual content, musical accompaniment, and narrative techniques, eliciting instant reactions and often provoking spontaneous acquisitions. At the same time, consumers place increased demands on companies: not only product characteristics are important, but also reputation, openness, respect for culture, and responsiveness to requests. In the online environment, brand inaction is regarded as neglect, which negatively affects the level of trust.

In addition, the acquisition process is increasingly associated not only with practical benefits, but also with the expression of individuality. People tend to choose products that match their lifestyle, beliefs, and sense of self. A brand that has formed a community or belief system around itself receives guaranteed customer support. Researchers pay close attention to the peculiarities of the perception of social media marketing by different age groups. Young people – especially representatives of the Z and

Alpha generations – consider social networks as an integral part of their reality. For them, these platforms are not just a channel for receiving information, but a platform for communication, demonstrating themselves and finding their place in the world. They tend to rely on the advice of popular bloggers and prefer visual content, which makes them extremely susceptible to new trends and rapidly spreading trends. Millennials, on the other hand, demonstrate greater balance in decision-making by comparing products and studying reviews, but they also actively use social media to make choices.

In the field of social media, the psychology of buyers is undergoing changes. More and more people are making choices impulsively, guided by feelings and visual images. Effects like the fear of missing out on something important (FOMO), the desire to conform to the opinions of others, the aesthetic component of the product and the desire to be part of the community have a significant impact on the acquisition process. This leads to a feeling of information overload due to the constant flow of new offers, product demonstrations, comparisons, and user advice. Therefore, companies try to build a reputation as a reliable brand by showing the production process, publishing reviews and presenting use cases from real customers. The growing demand for openness dictates new rules for marketing campaigns.

At the same time, social platforms are turning into a place of formation of stable behavioral patterns. Users are increasingly taking ideas from Instagram and TikTok, exploring products through reviews, and expressing their opinions in comments. It transforms not only the ways of consumption, but also the way of life itself. Marketing experts are beginning to view customer actions not as individual episodes, but as an integral part of everyday online activity, which includes watching content, communicating in groups, and sharing their own experiences.

SMM as a tool for shaping trends and public opinion

Social networks have significantly accelerated the process of spreading new trends; just one viral post, memorable video or popular meme can instantly influence the choice of a huge number of people [10]. This ability has an impact not only on fashion and entertainment, but also on technological innovation, lifestyle, and consumer behavior. Enterprises need to adapt quickly to these changes in order to remain competitive.

In addition, SMM plays an important role in brand reputation management. An ill-considered message can trigger a serious crisis almost immediately. However, skillful interaction with the target audience allows companies to strengthen their reputation, gain customer loyalty and build strong relationships.

It should also be noted that SMM is transforming the position of brands in the socio-cultural space. Previously, companies often avoided discussing social and ethical issues, but today users expect them to have a clear position on various topics. Consumers are interested not just in products, but in the values that underpin them. We are talking about environmental awareness, social justice, equal opportunities, consumer protection and responsible business. Ignoring these public demands can lead to the brand being perceived as conservative and losing the trust of the audience.

Social platforms have significantly strengthened the relationship between public opinion and marketing approaches. Almost any incident – be it cultural, political, sporting, or environmental – can receive widespread coverage around the world in a short period of time. In such circumstances, companies are required not only to analyze incoming information, but also to anticipate the potential reaction of the audience to various statements. Missteps in communications can cause a wave of criticism, while prompt support for important topics helps to improve the brand's image and strengthen its ties with consumers.

Moreover, SMM has created a new model of interaction between brands and their audience. Communication has become paired: companies respond to user feedback, participate in discussions, demonstrate the behind-the-scenes life of the company, openly share information about production processes and actively engage in discussions. This style of communication creates the impression of openness and humanity of the brand, which is of particular importance in the face of fierce competition. Consumers appreciate the company's sincerity and willingness to engage in dialogue, even when it comes to problematic issues or criticism.

As social networks develop, they are increasingly transformed into a platform for creating cultural standards. Memes, visual styles, new types of content, and discussion of significant topics are all integrated into the digital identity of society. Companies that successfully adapt to this context gain a competitive advantage. They transform from ordinary sellers of goods into participants in the cultural environment, creating an engaged community around them. As a result, the impact of SMM is expanding beyond the economic sphere and marketing, encompassing larger-scale social and cultural processes.

Risks and limitations of SMM

SMM has its drawbacks and barriers. The high concentration of content on social media leads to the fact that it becomes a difficult task to attract and retain the attention of subscribers. As a result, businesses have to invest significant resources in developing original content and scrutinizing their target audience.

The protection of personal data is of particular concern. Social platforms actively collect extensive user data, and the misuse of this information can provoke a negative public reaction and undermine the company's reputation. In addition, there are problems with misinformation, artificially created reviews and false information that make it difficult for consumers to choose and jeopardize the principles of fair competition in the market.

Conclusion

It can be noted that SMM has become a key element of the modern digital environment. This transformed the marketing strategies of enterprises, provided additional opportunities for small companies, and defined fundamentally different consumption patterns. Thanks to social platforms, the market has gained greater mobility, speed and competitiveness. At the same time, new challenges have arisen – the need for continuous improvement, the likelihood of information overload and problems of personal data protection. Despite this, the importance of social media will remain high, and the impact on the economy and consumer behavior will increase.

The future development of SMM directly depends on the integration of innovative solutions, including artificial intelligence, algorithm-based prediction systems, virtual reality technologies, and content generation tools. Currently, organizations use AI to study the behavior of the target audience, automate advertising activities, generate individual offers, and improve resource allocation. Analytical tools are becoming increasingly accurate: they allow you to predict current topics, the most attractive type of content, and the way information is presented that provokes an emotional reaction.

At the same time, a trend is emerging in the use of virtual influencers – digital personalities developed through three-dimensional modeling. These characters successfully attract a huge audience and communicate with subscribers, imitating the behavior of people. This provides new horizons for brands, as such influencers are under the full control of organizations and eliminate the threat to reputation.

An equally significant vector is the evolution of social commerce platforms that allow you to make purchases directly in the app. In the future, the distinction between information content and the sales process will be completely erased. The customer will have the opportunity to buy the product they like in just a couple of actions, which will further accelerate economic activity and increase the effectiveness of marketing efforts.

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THE ROLE OF DIGITAL MARKETING TOOLS IN AZERBAIJAN'S 'GREEN' ECONOMY MODEL

Amina Aliyar Gasimova

Master's student (MBA in Marketing) at
Azerbaijan State Economic University (UNEC)

РОЛЬ ИНСТРУМЕНТОВ ЦИФРОВОГО МАРКЕТИНГА В МОДЕЛИ «ЗЕЛЕННОЙ» ЭКОНОМИКИ АЗЕРБАЙДЖАНА

Гасымова Амина Алияр

Студент магистратуры (МБА по маркетингу) Азербайджанского государственного экономического университета (UNEC)

Abstract

This study provides a detailed analysis of how digital marketing tools influence Azerbaijan's green economy model and how they are integrated into sustainable development strategies. Against the backdrop of environmental policy, the expansion of renewable energy projects, effective waste management, and the rise of environmental awareness in recent years, digital platforms have become key instruments of communication and influence in promoting the green economy. A mixed-methods approach was applied in the research, including the analysis of academic sources, government strategies, international reports, examples of digital analytics, and companies' digital activities.

The results indicate that social media serves as a crucial tool for informing broad audiences about green economy initiatives, increasing environmental awareness, and strengthening brand trust. Video campaigns, infographics, and interactive content enhance public interest in environmentally responsible behavior and help shape sustainable consumption patterns. Content marketing contributes to the systematic and persuasive delivery of environmentally responsible messages, while SEO strategies improve the digital visibility of eco-friendly products and services, enabling them to be discovered by a wider audience.

Influencer marketing plays a pivotal role in disseminating environmental topics, especially among younger generations. The promotion of environmental values by influencers on social media significantly enhances the public's ecological awareness. Digital analytics acts as an essential tool for measuring the effectiveness of environmental projects, analyzing user behavior, and optimizing strategies. These analytical insights enable brands to develop more precisely targeted campaigns, manage resources more efficiently, and plan green economy initiatives more effectively.

Overall, the study concludes that digital marketing tools hold significant importance for the development of Azerbaijan's green economy—not only as communication instruments but also as mechanisms for strategic management and raising public awareness. Their consistent and targeted application contributes to expanding environmental consciousness, increasing public participation in ecological initiatives, and accelerating the achievement of the country's sustainable development goals.

Аннотация

В данном исследовании тщательно анализируется влияние инструментов цифрового маркетинга на модель «зеленой» экономики Азербайджана и их интеграция в стратегии устойчивого развития. На фоне экологической политики, расширения проектов в области возобновляемых источников энергии, эффективного управления отходами и повышения экологической осведомленности в последние годы цифровые платформы стали ключевым инструментом коммуникации и влияния в продвижении зеленой экономики. В исследовании был использован смешанный подход, включающий анализ научных источников, государственных стратегий, международных отчетов, примеров цифровой аналитики и цифровой деятельности компаний.

Результаты исследования показывают, что социальные сети являются ключевым инструментом для информирования широкой аудитории об инициативах в области зеленой экономики, повышения экологической осведомленности и укрепления доверия к бренду. Видео кампании, инфографика и интерактивный контент повышают интерес общественности к экологически безопасному поведению и способствуют формированию моделей экологичного потребления. Контент-маркетинг способствует систематическому и убедительному представлению экологически ответственных сообщений, а SEO-стратегии повышают цифровую видимость экологических продуктов и услуг, обеспечивая их обнаружение более широкой аудиторией.

Маркетинг влиятельных лиц играет решающую роль в распространении экологических тем, особенно среди молодежи. Продвижение экологических ценностей влиятельными лицами в социальных сетях способствует повышению экологической осведомленности общественности. Цифровая аналитика служит важным инструментом для измерения эффективности экологических проектов, анализа поведения пользователей и оптимизации стратегий. Эти аналитические данные позволяют брендам разрабатывать более точно нацеленные кампании, оптимально управлять ресурсами и более эффективно планировать инициативы в области «зеленой» экономики.

Общий вывод исследования заключается в том, что инструменты цифрового маркетинга имеют особое значение для развития «зеленой» экономики в Азербайджане не только как средство коммуникации, но и как механизм стратегического управления и повышения осведомленности общественности. Целенаправленное и постоянное применение этих инструментов способствует расширению экологического сознания, увеличению участия общественности в экологических инициативах и более быстрому достижению целей устойчивого развития страны.

Keywords: Green economy, Digital marketing, Social media, Digital analytics, Environmental responsibility, Green branding

Ключевые слова: Зеленая экономика, Цифровой маркетинг, Социальные сети, Цифровая аналитика, Экологическая ответственность, Зеленый брендинг

1. Введение

В последнее время развитие «зеленой» экономики в Азербайджане стало одним из главных органов государственной политики.

Расширение проектов по использованию возобновляемых источников энергии, улучшение управления отходами, ужесточение экологических норм и переход к устойчивым производственным методам в центре стратегии экономического развития. Эти меры не только улучшают показатели экономики, но и сохраняют природную среду.

Для достижения целей «зеленой» экономики важно повысить уровень информированности населения и экологической ответственности бизнеса.

Цифровые методы маркетинга играют решающую роль в этом процессе. Социальные сети, контент - маркетинг, SEO, сотрудничество с известными людьми и цифровой анализ помогают быстрее распространять информацию о «зеленой» экономике, повышать общественное внимание к этим инициативам и формировать позитивный имидж брендов. С помощью цифровых инструментов можно распространять экологические идеи среди большого круга людей, продвигать устойчивый образ жизни и формы, обеспечивать экологические нормы поведения.

Таким образом, цифровой маркетинг стал основой для продвижения «зеленой» экономики и способствовал ее развитию в обществе и обеспечении безопасности (Алиев, 2021).

2. Обзор литературы

Недавние исследования показывают, что «зелёная» экономика и цифровой маркетинг имеют большое значение.

Основные принципы «зеленой» экономики — это устойчивость к экологическим воздействиям, эффективное использование ресурсов и сокращение количества углекислого газа (Алиев, 2021). В глобальном варианте исследования в Азербайджане показывают, что успешность производства этой модели зависит не только от технологического и экономического прогресса, но и от уровня знаний общества (Мамедов, 2022).

Цифровой маркетинг играет ключевую роль в популяризации идей «зеленой» экономики и распространении общественного мнения.

Помимо сетей, контент - маркетинга, SEO и работы с инфлюэнсерами, цифровая социальная аналитика помогает распространять экологические проекты среди большего количества людей и повышать осведомленность о проблемах экологии (Гасымова, 2023; Каримов, 2021). Исследования показывают, что цифровые каналы не только донашивают информацию, но и укрепляют доверие к брендам, обосновывают позицию особой ответственности и стимулируют устойчивое поведение потребителей (Гусейнли, 2020; Сафарова, 2022). Кроме того, цифровая аналитика позволяет измерять эффективность экологических инициатив и принимать стратегические решения на основе электронных данных (Рзаев, 2020). Исследования, проведенные в Азербайджане, показывают, что целенаправленное использование контент-маркетинга и стратегий в социальных сетях, особенно среди молодёжи, играет решающую роль в укреплении

основ «зеленой» экономики. Обзор литературы показывает, что для достижения успеха в развитии «зеленой» экономики важны не только технологические и технологические меры, но и фундаментальные стратегии стратегического маркетинга. Такой подход способствует повышению осведомленности и продвижению развития в стране.

3. Методика.

В данном исследовании используется смешанный подход, сочетающий качественные и количественные данные.

Главная цель – Систематическая оценка роли инструментов глобального маркетинга в инициативах по развитию «зеленой» экономики в Азербайджане. Для этого континенты собрали данные из разных источников, сравнили и проанализировали их, чтобы сделать общие выводы.

Данные были получены из нескольких источников:

1) Научные и академические материалы:

Теоретическая часть исследований завершилась публикациями по зеленой экономике, устойчивому развитию и влиянию фильтрационного маркетинга на экологические инициативы.

Эти данные позволили использовать современные научные подходы, изучить модели экологического поведения и принципы цифровой коммуникации. Анализ академических источников укрепил теоретическую основу, соблюдая стандарты реалистичности в Азербайджане.

2) Официальные документы и стратегические планы:

Проанализированы стратегические карты, программы и документы независимости Азербайджана, связанные с зеленой экономикой и возобновляемыми источниками энергии.

Целью является то, что в каких регионах цифровые инструменты важны для системы зеленого развития страны. В этих документах изначально установлены приоритеты в области энергоэффективности, снижения качества жизни, цифрового управления, зеленых зон и информирования общества.

Кроме того, высоко оценили, что политика Армении в области зеленой экономики соответствует международной практике, основанной на отчетах ООН, Всемирного банка, ЕС, ЮНЕП и других международных организаций.

Национальные и развивающие документы, как цифровой маркетинг применяется для продвижения экологических инициатив на правительственном уровне.

3) Цифровые ресурсы и примеры компаний:

Применение методов маркетинга широко распространено на примерах социальных сетей, сайтов контент - маркетинга и аналитики.

Проанализировали стратегии цифровых коммуникаций местных и международных компаний, работающих в сфере телекоммуникаций, подробно изучили, как они взаимодействуют с аудиторией, используют визуальные и контентные методы, а также стратегию продвижения бренда в экологическом контексте.

Для оценки восприятия экологических инициатив проверим показатели эффективности социальных сетей: просмотры, лайки, комментарии, репосты.

Также изучили аналитику сайтов выбранных компаний, источники трафика, поведение пользователей, коэффициенты конверсии, популярные разделы и поиск тенденций. Это помогло понять, как цифровые ресурсы влияют на коммуникацию экологических ценностей, повышение осведомленности и узнаваемости бренда.

4. Формирование «зеленой» экономики в Азербайджане

В Азербайджане сложилась модель «зеленой» экономики, последние глобальные экологические проблемы, изменение климата и нехватка ресурсов. За последние годы опыт стран мира показал, что устойчивое развитие возможно не только за счет повышения уровня и технологических изменений, но и за счет повышения ответственности и социальной осведомленности. Поэтому правительство Азербайджана рассматривает развитие «зеленой» экономики как критический стратегический приоритет.

Государственная стратегия и программа являются основными направлениями определения: развитие возобновляемых источников энергии, эффективное управление отходами, применение чистых технологий и защита окружающей среды. Такой подход обеспечивает устойчивое развитие как в промышленности, так и в сельском хозяйстве. Энергетический сектор страны модернизируется для поддержки проектов по использованию возобновляемых источников энергии и принятия мер по уменьшению выбросов углекислого газа. Важным обеспечением достижения развития «зеленой» экономики является повышение осведомленности населения. Организация образовательных программ в школах и вузах, предоставление информации через цифровые

носители и активное участие общественности в проектах способствуют выращиванию экологической культуры. Это также вдохновляет бизнес на ответственное поведение и нарушает общественные отношения и экологические инициативы. По сути, управление «зеленой» экономикой в Азербайджане — это сложный и многосторонний процесс. Основными его элементами являются государственная политика, внедрение инноваций, расширение проектов в сфере возобновляемых источников энергии и повышение осведомленности граждан. Эта модель организации длительного пребывания устойчивости развития и обеспечение экологической ответственности на всех уровнях (Алиев, 2021).

5. Роль инструментов цифрового маркетинга

1) Социальные сети

Социальные сети являются одним из наиболее значимых и эффективных инструментов для информирования общественности об инициативах в области зеленой экономики. Эти платформы позволяют компаниям и организациям представлять свои экологические проекты, инициативы в области возобновляемой энергетики и модели устойчивого производства широкой аудитории. В Азербайджане многие компании демонстрируют свою экологическую ответственность с помощью видео кампаний, инфографики, интерактивных викторин и пользовательского контента в социальных сетях. Это не только укрепляет доверие к бренду, но и поощряет экологически безопасное поведение потребителей, направляя их к более устойчивым продуктам (Гасымова, 2023).

Социальные сети также незаменимы для информирования общественности и повышения экологической осведомленности. Например, экологические кампании, распространяемые через Instagram, Facebook, TikTok и YouTube, способствуют более быстрому внедрению идей «зеленой» экономики среди молодого поколения. Эти инструменты позволяют компаниям вести двустороннюю коммуникацию со своей аудиторией: пользователи не являются просто пассивными получателями информации, но также могут задавать вопросы, делиться своими мнениями и участвовать в инициативах.

Кроме того, аналитические возможности социальных сетей позволяют компаниям отслеживать интересы аудитории, ее реакции и поведение при обмене информацией. На основе собранных данных компании могут разрабатывать более целенаправленные кампании, оптимизировать свои сообщения и измерять влияние своих экологических инициатив. Это служит стратегическим инструментом, который не только обеспечивает визуальное представление инициатив «зеленой» экономики, но и повышает их эффективность.

Таким образом, социальные сети играют важную роль в продвижении зеленой экономики в Азербайджане, служа инструментом для коммуникации, пропаганды и аналитики. Целенаправленное использование этих инструментов может продемонстрировать экологическую ответственность компании, повысить экологическую осведомленность общественности и способствовать устойчивому потреблению.

2) Контент-маркетинг

Контент-маркетинг является одним из наиболее значимых цифровых инструментов продвижения «зеленой» экономики. С помощью статей, блогов, аналитических отчетов, электронных книг и другого письменного контента компании и организации могут донести до широкой аудитории информацию о своей экологической ответственности, принципах устойчивого производства и проектах в области возобновляемой энергетики. Речь идет не только о распространении информации; но и укрепление доверия к бренду, повышение экологической осведомленности общественности и поощрение устойчивого потребления.

С помощью контент-маркетинга компании могут строить долгосрочные отношения со своей аудиторией. Например, бренды, которые регулярно публикуют контент на темы устойчивого развития и экологии, укрепляют доверие и лояльность своей аудитории. Посты в блогах и контент в социальных сетях не только продвигают продукты и услуги; они способствуют пониманию экологических проблем в обществе, подчеркивают важность зеленых инициатив и влияют на повседневное поведение людей.

Представление контента в различных форматах также имеет решающее значение для охвата разных сегментов аудитории. Например, визуальные материалы — инфографика, короткие видеоролики и анимация — позволяют объяснять сложные экологические темы простым и увлекательным способом. В то же время более глубокие и подробные аналитические отчеты, научные статьи и кейсы формируют устойчивый имидж компаний и завоевывают доверие профессиональной аудитории.

Контент-маркетинг также является частью стратегии социальной ответственности компании. Потребители оценивают не только продукты или услуги, но и экологическую и социальную ответственность бренда. Когда эта ответственность открыто и прозрачно представлена в контенте, это повышает доверие аудитории к компании и интерес к бренду.

Таким образом, контент-маркетинг служит незаменимым инструментом для продвижения «зеленой» экономики и формирования экологического сознания общества. Его целенаправленное и последовательное использование укрепляет имидж брендов в области устойчивого развития, обеспечивает просвещение общественности и способствует экологически безопасному поведению (Каримов, 2021).

3) SEO и цифровая видимость

Стратегии SEO (поисковая оптимизация) являются одним из ключевых цифровых инструментов, которые обеспечивают легкий поиск инициатив зеленой экономики и экологически чистых продуктов в Интернете. В Азербайджане благодаря оптимизированным веб-сайтам и ключевым словам для эко-брендов потенциальные потребители могут легче находить продукты и услуги. Это не только помогает увеличить продажи, но и обеспечивает охват более широкой аудитории экологическими инициативами и экологическими сообщениями.

Стратегии SEO также повышают цифровую видимость и конкурентоспособность бренда. Оптимизированный контент, правильное тегирование и удобная для поисковых систем структура укрепляют присутствие компаний в Интернете. Это позволяет экологическим брендам получить признание как на местном, так и на международном уровне. Благодаря правильному внедрению SEO экологические инициативы достигают не только существующей аудитории, но и целевой демографической группы более эффективно, представляя сообщение бренда более широкой аудитории.

4) Маркетинг влиятельных лиц

Маркетинг влиятельных лиц — это современный и эффективный способ донесения идей зеленой экономики до широкой аудитории. С помощью местных влиятельных лиц, продвигающих экологические ценности, бренды доносят свои идеи до пользователей социальных сетей более убедительным и увлекательным способом. В Азербайджане инфлюэнсеры играют особенно эффективную роль в продвижении экологических инициатив, поскольку молодое поколение активно использует цифровые платформы.

Инфлюэнсеры не только продвигают продукты и услуги, но и выполняют миссию по повышению экологической осведомленности. Они информируют своих подписчиков о таких темах, как возобновляемые источники энергии, сокращение отходов и ответственность за окружающую среду, поощряя их делать экологически безопасный выбор в повседневной жизни. Такой подход не только укрепляет доверие общественности к бренду, но и способствует повышению экологической осведомленности аудитории социальных сетей.

5) Цифровая аналитика и принятие решений на основе данных

Цифровая аналитика — незаменимый инструмент для измерения и повышения эффективности инициатив в области «зеленой» экономики. Этот инструмент позволяет компаниям отслеживать результаты кампаний, оценивать реакцию аудитории на экологические темы и анализировать поведенческие модели. На основе собранных данных оптимизируются стратегии, что позволяет кампаниям более точно достигать целевую аудиторию.

Принятие решений на основе данных не ограничивается маркетинговой деятельностью; этот подход также влияет на общую бизнес-стратегию эко-брендов. Контент адаптируется к интересам клиентов, рекламные бюджеты используются более эффективно, а планирование экологических инициатив осуществляется более точно. Таким образом, цифровая аналитика не только повышает эффективность деятельности компаний, но и способствует повышению экологической осведомленности общественности.

6. Анализ влияния цифрового маркетинга на инициативы в области зеленой экономики в Азербайджане

В этом разделе анализируется влияние инструментов цифрового маркетинга на инициативы в области зеленой экономики в Азербайджане. Исследования показывают, что цифровые платформы являются ключевым средством для донесения экологических сообщений до аудитории и формирования общественного мнения (Гасымова, 2023).

Социальные сети: компании представляют свои экологические инициативы с помощью видео кампаний, инфографики и интерактивных постов. Такой подход укрепляет доверие к бренду и повышает интерес потребителей к экологичным продуктам. Социальные сети также

способствуют постоянному диалогу с аудиторией, тем самым повышая осведомленность общественности об экологических проблемах (Каримов, 2021).

Контент-маркетинг: через посты в блогах, аналитические отчеты и презентации проектов компании доносят до своей аудитории идеи социальной ответственности. Регулярная публикация контента помогает представить идеи о зеленой экономике в понятной и убедительной форме.

SEO и цифровая видимость: оптимизация веб-сайтов и использование ключевых слов, связанных с зеленой экономикой, позволяет аудитории легко находить экологически чистые продукты и услуги (Гусейнли, 2020).

Маркетинг влиятельных лиц: сотрудничество с местными влиятельными лицами, активно занимающимися экологическими темами, позволяет донести сообщения брендов до более широкой аудитории, что особенно эффективно среди молодого поколения (Сафарова, 2022).

Цифровая аналитика: измерение эффективности кампаний и принятие решений на основе данных позволяют целенаправленно планировать экологические проекты.

Таблица 1. Сферы воздействия и примеры деятельности инструментов цифрового маркетинга

Инструмент	Сфера влияния	Пример деятельности	Аудитория
Социальные сети	Доверие к бренду и осведомленность общественности	Видео кампании, интерактивные посты	Широкая общественность, молодое поколение
Контент-маркетинг	Информирование об образовании и социальной ответственности	Посты в блогах, аналитические отчеты	Потребители, эксперты
SEO	Видимость и обнаруживаемость в цифровом пространстве	Оптимизация веб-сайтов, ключевые слова	Потенциальные клиенты, инвесторы
Маркетинг влиятельных лиц	Социальное воздействие и широкий охват	Сотрудничество с местными инфлюэнсерами	Молодое поколение, пользователи социальных сетей
Цифровая аналитика	Эффективность и оптимизация стратегии	Отслеживание кампаний, анализ данных	Руководство компании, маркетинговая команда

Источник: составлено автором на основе открытых источников.

7. Заключение

Исследование показывает, что инструменты цифрового маркетинга играют важную роль в развитии инициатив Азербайджана в области «зеленой» экономики. Социальные сети являются ключевым средством формирования общественного мнения, укрепления доверия к бренду и повышения экологической осведомленности. Визуальный контент, информативные публикации и интерактивные кампании в социальных сетях способствуют росту интереса общественности к экологическим проблемам, формированию культуры дискуссии и поощрению экологически ориентированного поведения.

Контент-маркетинг, в свою очередь, доносит идеи «зеленой» экономики до аудитории в понятной и убедительной форме, усиливая послания о социальной ответственности. Использование различных форматов контента — постов в блогах, видео, инфографики и мультимедийных презентаций — обеспечивает более прозрачное, увлекательное и убедительное представление экологической информации. С помощью этого инструмента компании и организации демонстрируют свою приверженность экологическим принципам и способствуют росту популярности экологически устойчивых решений среди потребителей.

SEO и цифровая видимость повышают конкурентоспособность экологических брендов, облегчая поиск экологически чистых продуктов и услуг. Благодаря поисковой оптимизации контент, связанный с экологическими инициативами, становится доступным более широкой аудитории, что положительно влияет как на образовательный процесс, так и на экономическую устойчивость экологически ориентированных предприятий.

Маркетинг влиятельных лиц обеспечивает более широкое распространение экологических идей среди молодого поколения. Внимание, которое влиятельные лица в социальных сетях привлекают к экологическим темам, а также их аутентичная и заслуживающая доверия коммуникация со своей аудиторией, значительно влияют на формирование экологически безопасных моделей поведения. Этот подход также способствует представлению экологических инициатив через эмоциональный и личный опыт, что усиливает воздействие сообщений.

Цифровая аналитика, в свою очередь, служит важным инструментом для измерения и оптимизации эффективности стратегий. С помощью аналитики отслеживаются такие показатели, как поведение пользователей, реакция аудитории, эффективность кампаний и узнаваемость бренда, что позволяет организациям эффективно выбирать целевую аудиторию,

оптимально использовать ресурсы и разрабатывать более эффективные коммуникационные стратегии.

В целом, инструменты цифрового маркетинга можно рассматривать не только как средство коммуникации, но и как стратегический элемент развития «зеленой» экономики. Их целенаправленное использование значительно повышает успех экологических проектов и инициатив, продвигаемых государственной политикой. Цифровые платформы не только способствуют более широкому распространению экологической информации, но и позволяют общественности более активно участвовать в решении экологических проблем.

В заключение можно сказать, что более широкое развитие и общественное признание «зеленой» экономики в Азербайджане тесно связаны с правильным и эффективным использованием цифровых платформ. Стратегическое применение этих платформ не только повышает экологическую осведомленность, но и способствует более быстрому достижению страной целей в области устойчивого развития.

Основные выводы исследования

1. Роль социальных сетей: Социальные сети являются наиболее эффективным инструментом для информирования общественности об инициативах в области «зеленой» экономики. Компании в Азербайджане демонстрируют свою экологическую ответственность и укрепляют доверие к бренду с помощью видео кампаний, инфографики и интерактивного контента.

2. Важность контент-маркетинга: статьи, посты в блогах и аналитические отчеты позволяют донести идеи «зеленой» экономики до аудитории в понятной форме. Контент-маркетинг позволяет компаниям эффективно доносить свои сообщения о социальной ответственности.

3. SEO и цифровая видимость: SEO-стратегии облегчают поиск экологических продуктов и услуг, укрепляя конкурентоспособность эко-брендов и повышая их цифровую видимость.

4. Влияние маркетинга влиятельных лиц: сотрудничество с местными влиятельными лицами обеспечивает донесение экологических сообщений до более широкой аудитории, что особенно эффективно среди молодого поколения.

5. Цифровая аналитика и принятие решений на основе данных: цифровая аналитика необходима для измерения результатов кампаний, мониторинга реакции аудитории и оптимизации стратегий. Решения, основанные на данных, обеспечивают более эффективное планирование экологических проектов.

6. Общий вывод: инструменты цифрового маркетинга служат не только средством коммуникации, но и стратегическим элементом развития «зеленой» экономики. Их целенаправленное использование позволяет азербайджанским компаниям доносить свои экологические инициативы до более широкой аудитории и усиливать экологическую осведомленность общественности.

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DIGITAL FINANCE AND INTELLECTUAL CAPITAL: INNOVATIVE MANAGEMENT PRACTICES AND EVOLVING CHALLENGES**Chen Lixian***Al Farabi Kazakh National university, Al Farabi business school,
DBA, 2nd year Doctoral Student**Scientific adviser: Doszhan Raigul**Candidate of Economic Sciences, Al-Farabi business school,
Al-Farabi Kazakh National University***Zhussupova Zh.***K. Sagadiev University of International Business, Almaty, Kazakhstan***Introduction**

In today's rapidly evolving digital landscape, where technology is increasingly integrated into business operations, digital transformation has become a crucial factor in enhancing company performance[1]. Specifically, the management of financial resources and intellectual capital is being revolutionized through the use of innovative tools such as artificial intelligence (AI), big data analytics, and blockchain. These technologies offer new opportunities for companies to optimize their operations and stay competitive in the market.

Modern businesses are facing the challenge of adapting to this digital transformation in order to remain relevant and maintain their competitive edge[2]. By leveraging digital tools, companies can improve transparency in financial transactions, enhance the management of knowledge and skills within their workforce, and effectively harness the innovative potential of their employees.

The relevance of this topic stems from the fact that in the digital age, intellectual capital has become one of the most significant assets for a company. It determines the company's innovation potential and financial stability, but measuring and managing it is a challenging task. Traditional methods of evaluating financial assets may not be applicable to intangible resources like knowledge, employee competencies, and brand reputation.

Digitalization of management allows for the development of more accurate models to assess intellectual capital[3]. This contributes to increased investments in human resources, innovation, and improved strategic planning. The purpose of this study is to investigate the impact of digitalization on the financial resources and intellectual capital of companies, as well as identify innovative approaches to effectively utilize intangible assets in the digital economy.

To achieve this goal, the study is exploring modern digital technologies used in financial management and intellectual capital, as well as identifying the key challenges and prospects of digital transformation in managing financial resources and intangible assets of companies.

Literature review

The study of digitalization in financial resources and intellectual capital management has been actively discussed in the academic literature. Various researchers have explored the impact of digital technology on financial management and the management of intangible assets, such as intellectual capital.

S. A. Abdallah in his paper "Assessing competitiveness through intellectual capital research: a systematic literature review and agenda for future research" examines different methods for assessing intellectual capital and emphasizes the significance of its proper accounting for a company's sustainable development[4]. The author argues that traditional financial metrics do not accurately reflect the true value of intangible assets, but digital technologies can assist in their accounting and utilization.

M. Abbas Khan and et al. explores the impact of digital technologies, such as artificial intelligence, big data, and automation, on the economy and business management[5]. The authors emphasize the importance of using digital tools effectively in financial and intellectual capital management to increase company efficiency and competitiveness.

Chinese authors, such as F. Yang, C. Luo, L. Pan propose the concept of intellectual capital, which they define as a combination of human, structural, and consumer capital[6]. They explore new methods for valuing intellectual assets, which can be enhanced through digital technologies like big data analytics and artificial intelligence.

A review of the research presented shows that the digitalization of financial resources and the management of intellectual capital opens up new business opportunities, but requires the development of effective methods and strategies for valuing intangible assets in the digital economy.

Research methodology

This study uses the case study method to examine specific examples of how digital technologies have been successfully implemented in the management of financial resources and intellectual capital within companies. The case study method allows for a detailed analysis of the experiences of leading international organizations that have used digital tools to enhance the efficiency of their financial management and intangible asset management.

Through the application of the case study approach, this study will consider several companies that have actively integrated digital technologies into their financial management systems and intellectual capital strategies. The analysis will focus on the following aspects:

- Financial Management Automation: Examining examples of companies that have employed blockchain, cloud services, and artificial intelligence technologies to streamline financial transactions and increase transparency.*

- Intellectual Capital Assessment - analyzes the use of big data analytics, artificial intelligence, and machine learning to measure and manage intangible assets such as employee knowledge, innovation potential, and customer relationships.*

- Financial Strategies for Digital Transformation - examines companies' approaches to adapting traditional financial strategies to the digital economy, including the use of digital platforms and algorithmic decision-making methods.*

By using the case study method, we can identify key patterns, best practices, and potential challenges associated with digitalizing financial resource management and intellectual capital.

Results and discussion

A case study of leading companies has shown that the implementation of blockchain, artificial intelligence (AI), and cloud technologies can significantly enhance the transparency of financial transactions and reduce transaction costs. For instance:

Alibaba, a Chinese company, uses blockchain to secure financial transactions in its Alipay payment system. This reduces the risk of fraud and makes the process more transparent, ensuring the safety of funds.

JPMorgan Chase has implemented AI algorithms to automate financial forecasting and risk assessment. This has significantly improved the accuracy of their decisions, making them more informed and reliable.

Companies like Kaspi Bank in Kazakhstan are leveraging cloud services to manage payment transactions. This allows for more flexible and faster data processing, leading to faster and more efficient transactions.

Intellectual capital, including employee knowledge, innovation potential, brand, and customer base, is difficult to measure accurately. However, big data analytics and machine learning can help with this task. These technologies allow for more precise measurement and management of intangible assets.

For example, Microsoft is developing specialized analytical platforms that monitor employee performance by analyzing their digital activity. This helps to identify and develop key skills.

Similarly, Huawei Corporation in China uses AI analytics to evaluate the innovation potential of its employees and predict their contributions to research and development projects.

Companies using digital technologies are rethinking their financial strategies in light of new opportunities. A study found that leading organizations are shifting towards algorithmic decision-making based on big data analysis. For instance:

Tesla's financial strategies involve analyzing consumer behavior through digital models, allowing the company to make real-time investment decisions.

Chinese bank Ibank's entire operation is built on digital technology, and its strategy relies on automated loan solutions powered by AI to assess the creditworthiness of applicants.

The results obtained confirm that the digitalization of financial resources and the management of intellectual capital gives companies significant competitive advantages. The automation of operations and the use of artificial intelligence (AI) and big data allows organizations to increase the efficiency of financial management, minimize risks, and more accurately assess intellectual assets.

However, successful digital transformation requires not only the implementation of technology but also a review of management strategies aimed at fostering a digital culture and innovating potential within the company. This includes training employees in digital skills, creating a culture that supports innovation, and investing in new technologies.

Conclusion

The digital transformation of financial resources and intellectual capital management is a crucial factor in enhancing the competitiveness of contemporary enterprises. The integration of artificial intelligence, blockchain, big data analytics, and cloud services technologies enables the automation of financial processes, enhancing operational transparency, minimizing risks, and improving forecasting accuracy.

The research demonstrated that digital tools enhance the organization of intellectual capital management, making it more structured and quantifiable. This, in turn, contributes to the development of employees' core competencies and the enhancement of organizations' innovative potential. Furthermore, modern financial strategies necessitate adaptation to the evolving digital landscape, encompassing algorithmic decision-making methods.

Nevertheless, the successful implementation of digital transformation necessitates not only the adoption of technology, but also a reconsideration of conventional management practices, the promotion of a digital culture, and the development of ecosystems that foster innovation. Therefore, the digitalization of management not only presents fresh possibilities, but also presents obstacles for organizations, necessitating a strategic reevaluation of their operations in the digital landscape.

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ADVANTAGES AND CHALLENGES OF APPLYING IFRS 15 "REVENUE FROM CONTRACTS WITH CUSTOMERS" IN KAZAKHSTAN

Toilybek T.G.

Master, senior lecturer, University of Turan, Almaty, Republic of Kazakhstan

Jokebaeva A.A

4th year student of the OP "Accounting and Audit",

University of Turan, Almaty, Republic of Kazakhstan

Abstract

IFRS 15 "Revenue from Contracts with Customers" is one of the key international financial reporting standards defining revenue recognition principles. For Kazakhstan, which is actively integrating into the global economy and improving financial regulation, the implementation of this standard plays a significant role. This article analyzes the benefits and challenges of implementing IFRS 15 in Kazakhstani organizations, allowing us to assess its effectiveness and identify areas for further improvement.

This paper examines the conceptual provisions of the standard, based on a five-step revenue recognition model, and analyzes their impact on the quality of financial reporting. The key benefits of implementing IFRS 15 include increased comparability of financial statements between companies, greater transparency of financial results, improved management decision-making, and increased investor confidence. Particular attention is paid to the fact that IFRS 15 facilitates a more accurate reflection of financial transactions, particularly in areas where contracts include multiple performance obligations, variable consideration, or long performance periods.

Along with the benefits, the paper also identifies the main challenges of implementing the standard in Kazakhstan. These include insufficient training of accounting personnel, the need for detailed interpretation of individual provisions of the standard, the lack of uniform application practices, and significant labor costs associated with revising accounting policies and implementing new procedures. Additional challenges arise from the need to accurately document contracts, assess the degree of fulfillment of obligations, and exercise professional judgment, which is particularly critical for companies in the construction, oil and gas, and telecommunications industries.

The practical experience of Kazakhstani companies is also analyzed, demonstrating that the successful implementation of IFRS 15 depends on the level of accounting automation, the quality of internal controls, and the participation of qualified specialists. The paper concludes with recommendations for improving the application of the standard, including professional development, the development of methodological clarifications, and the modernization of accounting systems.

Keywords: *IFRS 15, revenue recognition, international financial reporting standards, Kazakhstan, contractual obligations, variable consideration, reporting transparency, implementation challenges, accounting policies, accounting automation.*

Introduction

In the context of the global transformation of financial markets and increasing international integration, the corporate reporting system is acquiring particular importance as a tool for ensuring transparency, economic predictability, and trust among economic participants. International Financial Reporting Standards (IFRS) serve as a universal mechanism for harmonizing accounting processes, creating a unified methodological framework for the comparability of financial information across different countries and industries. In this context, IFRS 15 "Revenue from Contracts with Customers" plays a special role, being the key standard governing the recognition of one of the fundamental elements of financial statements—revenue.

IFRS 15 "Revenue from Contracts with Customers" was developed in response to the need to eliminate inconsistencies inherent in previous industry standards and local interpretations of revenue recognition principles. Based on the concept of transferring control over assets or services, the standard introduces a universal five-step revenue recognition model aimed at more accurately reflecting the economic substance of transactions. This model provides for the detailed identification of contractual obligations, the measurement of the transaction price, and the allocation of revenue in accordance with the fulfillment of obligations to the customer. Unlike previous approaches focused on legal form, IFRS 15 "Revenue from Contracts with Customers" focuses on the economic substance of the contract, significantly enhancing the analytical value of financial statements.

For Kazakhstan, the implementation of IFRS 15 "Revenue from Contracts with Customers" is of not only methodological but also strategic interest. On the one hand, this is driven by the state's desire to enhance investment attractiveness, develop the stock market, and integrate with the international financial community. On the other hand, the country's regulatory framework is gradually adapting to international requirements, encouraging businesses to refine accounting processes and enhance corporate governance. Given the active development of the oil and gas sector, telecommunications, construction, transportation, and financial services, the application of IFRS 15 "Revenue from Contracts with Customers" requires accurate consideration of industry specifics, making research into its practical implementation particularly significant. Despite the standard's obvious advantages, its implementation in Kazakhstan faces a number of methodological, technical, and organizational challenges. These include: insufficient training of accounting specialists in interpreting complex valuation concepts; limited practical case studies on the standard's application in Kazakhstan; high dependence of accounting processes on outdated automation systems; and the need to revise accounting policies, which requires additional time and financial resources. Furthermore, many companies continue to face the challenge of correctly classifying contracts, determining the moment of transfer of control, and assessing variable compensation.

The increased complexity of the standard requires not only highly qualified personnel but also a mature corporate internal control system, adequate methodological support from government agencies and the professional community, and the adaptation of educational programs. For Kazakhstan, which is actively modernizing its financial system, these aspects are critical, as the quality of information used to make management decisions, develop investment strategies, and shape state policy in the area of financial regulation depends on the correct application of IFRS 15 "Revenue from Contracts with Customers."

Thus, the study of the advantages and challenges of applying IFRS 15 "Revenue from Contracts with Customers" in Kazakhstan is driven by a combination of factors: the need to improve the reliability of financial reporting; the desire to standardize accounting processes; the specifics of the national economy and market structure; and the need to minimize risks and abuses in financial communications. Consideration of this issue is significant from both theoretical and practical perspectives, as it allows us to identify areas for improving accounting practices and determine the conditions for successfully adapting the standard to the domestic environment. This paper aims to provide a systematic analysis of the methodological advantages of IFRS 15 "Revenue from Contracts with Customers", a study of the problems of its practical implementation in Kazakhstan, and the formation of recommendations to help optimize revenue recognition processes in the context of modern corporate reporting requirements.

Theoretical Foundations of IFRS 15 "Revenue from Contracts with Customers" IFRS 15 "Revenue from Contracts with Customers" is a fundamentally new conceptual revenue recognition model designed to reflect the actual economic substance of transactions with customers. Unlike previous standards, which were based primarily on the legal form of the transaction or industry-specific rules, IFRS 15 introduces a universal approach applicable to all types of contracts, regardless of the specific business context. The standard's theoretical basis is to recognize revenue when an entity transfers control of the goods or services to the customer, rather than at the transfer of risk or actual delivery. This approach is consistent with the conceptual framework of IFRS, which is focused on providing users with information that reflects the true nature of business processes and the company's ability to generate economic benefits.

A key element of the standard is a revenue measurement and allocation model based on an analysis of contractual relationships, incorporating the economic expectations of the parties. This model is not limited to simply listing sequential procedures; it forms a logical system designed to ensure consistency in the revenue recognition process throughout the contract lifecycle. This system is based on the principle that revenue is recognized proportionately to the degree to which an entity fulfills its obligations, and the nature of the obligations is determined based on which resources or services create distinct value for the customer.

Application of the standard requires the preliminary identification of all economic circumstances of the contract, including delivery terms, the nature of the assets, the presence of variable consideration, bonuses, penalties, discounts, and other mechanisms for regulating the transaction price. Particular attention is given to situations where a contract includes multiple elements or provides the customer with a set of interrelated goods and services. In such cases, IFRS 15 requires a thorough analysis to determine which elements of the contract are independent obligations with distinct utility and can be measured separately, while which form a comprehensive service.

The approach to determining the transaction price plays a significant role in the theoretical framework of the standard. Unlike traditional fixed consideration, IFRS 15 "Revenue from Contracts with Customers" permits the inclusion of variable components such as bonuses, penalties, incentive payments,

and discounts, but only if the company can reliably estimate the probability of receiving or not receiving the corresponding amounts. This standard thus limits the potential for subjective overstatement of revenue, providing a reliable information base for risk analysis and performance assessment.

The transaction price is allocated among contractual obligations based on an analysis of the fair value of each element, which requires professional judgment and a thorough understanding of the economic logic of the goods and services provided. This approach ensures compliance with the principle of matching revenue and expenses, allowing for a more reliable reflection of financial results. An important feature is the need to revise estimates if contract terms change or new circumstances arise, reinforcing the dynamic nature of the revenue recognition model. Revenue recognition under IFRS 15 "Revenue from Contracts with Customers" is based on an analysis of two key aspects: the nature of the obligation (whether it is satisfied at a point in time or over a period) and the stage of completion of the good or service provided. For obligations satisfied over time, the standard requires the use of progress measurement methods, including quantitative, cost, or resource-based approaches. This methodological framework avoids sudden jumps in revenue recognition and ensures a more even distribution of income.

Overall, the theoretical framework of IFRS 15 "Revenue from Contracts with Customers" aims to ensure a uniform approach to revenue recognition based on an analysis of the economic substance of contracts, the application of professional judgment, and consideration of variable factors. The standard establishes a methodological framework that enables companies to ensure a high degree of transparency, comparability, and predictability of financial information, which is particularly important in an environment of increasingly complex business models and increasing demands on the quality of corporate reporting.

Benefits of applying IFRS 15 "Revenue from Contracts with Customers" The implementation of IFRS 15 "Revenue from Contracts with Customers" represents a qualitative breakthrough in accounting and reporting, providing the foundation for a more objective and detailed reflection of companies' financial results. One of the key benefits of this standard is increased transparency in financial reporting, achieved through standardized disclosure of information about contractual obligations, the terms of their fulfillment, and the revenue structure. This eliminates the inconsistencies inherent in previous standards and minimizes subjectivity in revenue accounting, which is especially important for large, diversified, and international corporations.

Increased reporting transparency strengthens the confidence of investors and other stakeholders, as standardized and fully disclosed data provides a more accurate and comprehensive picture of a company's performance. In today's financial market, where information asymmetries often become a source of uncertainty and risk, the application of IFRS 15 helps reduce such risks, which favorably impacts the cost of capital and the investment attractiveness of organizations. A key advantage of the standard is its high degree of comparability of financial information, both within the national economy and internationally. Unified revenue recognition principles enable analysts and regulators to conduct in-depth comparative analysis of the performance and financial stability of companies across different countries and industries, thereby facilitating the attraction of foreign investment and the integration of Kazakhstani enterprises into global capital markets.

Furthermore, IFRS 15 "Revenue from Contracts with Customers" significantly improves the quality of management decisions by introducing a clear system for classifying and measuring contractual obligations. Companies are given the opportunity to analyze revenue structure by specific products and services, monitor the extent to which obligations are fulfilled, and promptly respond to changes in contractual terms. This contributes to improved internal control, streamlined financial planning, and risk management associated with the fulfillment of contractual obligations.

The standard's practical significance is also evident in its inclusion of variable components of compensation, allowing organizations to more accurately reflect the true economic substance of transactions, taking into account discounts, bonuses, penalties, and other factors. This ensures a more realistic assessment of financial results and facilitates a more balanced formulation of pricing policies and terms of cooperation.

Taken together, these advantages strengthen companies' competitive positions in domestic and international markets, as well as enhance the effectiveness of corporate governance. The implementation of IFRS 15 "Revenue from Contracts with Customers" fosters sustainable business relationships, improves transparency, and enhances accountability to investors, government agencies, and other stakeholders. In the context of Kazakhstan, which is actively integrating into international economic and financial systems, the benefits of the standard are particularly significant and serve as a driver for improving the quality of corporate reporting and the development of the national economy.

Key Challenges in Implementing the Standard in Kazakhstan

The implementation of IFRS 15 in Kazakhstan's economic practice is fraught with a number of significant problems, stemming from both the objective characteristics of the national accounting system and the specific nature of the country's economic development. Despite the standard's obvious advantages, implementing its requirements in practice faces numerous challenges that hinder its full and effective application.

One key issue is the lack of personnel training. Implementing IFRS 15 requires a thorough understanding of the new revenue recognition methodology, mastery of complex valuation models, and skills in interpreting contractual terms. Kazakhstan is experiencing a shortage of specialists with sufficient competence and experience to effectively implement and support this standard. This leads to accounting errors, insufficient disclosure, and, consequently, a decrease in confidence in financial statements.

Another significant obstacle is the need for a comprehensive review of companies' accounting policies and regulatory documents. IFRS 15 "Revenue from Contracts with Customers" imposes increased requirements for the detailing of contractual obligations, the allocation of the transaction price, and the measurement of variable consideration, often requiring significant changes to accounting procedures and internal controls. Many organizations face a lack of resources and time to implement such changes, which delays the standard's adaptation process and reduces the effectiveness of its application.

Difficulties also arise at the level of measuring performance obligations. The model embodied in IFRS 15 "Revenue from Contracts with Customers" requires a precise definition of the volume and nature of obligations, their allocation within complex contracts, and adequate assessment of their progress. For many Kazakhstani companies, particularly those operating in the construction, telecommunications, and services sectors, this aspect presents challenges, as it requires significant analytical effort, the application of professional judgment, and the implementation of new accounting tools.

The technical infrastructure also does not always meet modern requirements. The low level of automation in accounting systems and the lack of specialized software solutions supporting revenue recognition models under IFRS 15 "Revenue from Contracts with Customers" significantly complicate the accounting and control process. This leads to increased accounting costs, increases the likelihood of errors, and reduces the efficiency of reporting.

Furthermore, Kazakhstan lacks uniform application practices for the standard. The lack of unified methodological recommendations and practical cases leads to different companies using different approaches to interpreting the requirements of IFRS 15 "Revenue from Contracts with Customers," which reduces the comparability of reporting data and creates risks for regulators and investors when assessing the financial condition of organizations.

Taken together, these problems limit the standard's potential to ensure high-quality, transparent, and comparable financial reporting, hindering the integration of Kazakhstani companies into international financial markets and reducing the effectiveness of management decisions. To overcome these challenges, comprehensive and systematic work is necessary, including professional development, modernization of accounting systems, development of industry-specific methodological materials, and strengthening regulatory frameworks.

Practical application of IFRS 15 "Revenue from Contracts with Customers" в отдельных отраслях

IFRS 15 "Revenue from Contracts with Customers" establishes uniform principles for revenue recognition; however, the specific business characteristics of various industries require tailored approaches to applying the standard. In Kazakhstan, the construction, oil and gas, and telecommunications industries are characterized by highly complex contractual relationships, which poses significant challenges in implementing the new standard.

The construction industry is characterized by long project implementation periods and multi-component contracts that encompass various stages of work, material supply, technical support, and warranty service. Revenue recognition in such an environment requires identifying individual performance obligations within a complex contract and apportioning the transaction price among these obligations. This requires the implementation of detailed systems for monitoring progress and accurately recording costs at each stage of the project. Determining the moment when control of the construction project is transferred to the customer is crucial for accurate revenue recognition, as misinterpretation of this moment can lead to distorted financial results and unreliable reporting. Furthermore, accounting for changes in the scope and cost of work during contract performance requires flexible methodologies, which complicates the application of the standard.

In the oil and gas sector, the specifics are associated with multi-stage contracts and variable consideration, which depends on external factors such as fluctuations in global oil and gas prices, production, and transportation volumes. Applying IFRS 15 "Revenue from Contracts with Customers" in this industry requires complex calculations to assess probable changes in consideration, which often involves the use of forecasting models and professional judgment. Long production cycles and a variety of contract types, including concession agreements and service contracts, require organizations to adapt the universal five-step revenue recognition model to specific industry conditions. Incorrect application of the standard in the oil and gas sector can lead to distorted financial performance, significantly affecting the investment attractiveness of companies and their ability to raise capital in international markets.

The telecommunications industry is characterized by high dynamism and constant technological change, which impacts the structure of contracts and the specifics of their execution. Complex transactions involving the sale of equipment, the provision of subscription services, and additional services require the clear identification and accounting of individual obligations within a single contract. Variable compensation in this industry may take the form of discounts, bonuses, or additional services, and may also be subject to changes in customer behavior and market conditions. In such an environment, companies must employ flexible revenue forecasting and allocation methods and ensure timely reflection of changes in accounting data. Rapidly changing contract terms and the need for prompt revenue recognition require companies to highly automate accounting processes and employ qualified specialists capable of promptly adapting accounting to new requirements.

The industries examined demonstrate that the specifics of business activities and the nature of contractual relationships significantly impact the complexity and effectiveness of applying IFRS 15 "Revenue from Contracts with Customers." Successful implementation of the standard's requirements requires a combination of a deep understanding of the industry specifics, the development of specialist professional competencies, the modernization of accounting systems, and the implementation of modern automation technologies. Only a comprehensive approach can ensure the reliability, transparency, and timeliness of financial reporting, which ultimately helps strengthen the position of Kazakhstani companies in domestic and international markets.

Practical aspects and recommendations

The practical implementation of IFRS 15 "Revenue from Contracts with Customers" in the operations of Kazakhstani companies requires a comprehensive approach, including organizational, technical, and personnel measures aimed at ensuring accurate revenue accounting and the transparency of financial reporting. Particular attention should be paid to the automation of accounting processes, professional development, the development of internal methodological documents, and the meticulous preparation of contractual documentation.

Accounting automation is one of the fundamental conditions for the successful implementation of the standard. In today's economic environment, manual revenue accounting is becoming inefficient and error-prone, especially in companies with a large number of complex and multi-component contracts. The implementation of specialized software products and integrated information systems ensures the timely collection, processing, and analysis of data, as well as compliance with the requirements of IFRS 15 "Revenue from Contracts with Customers" for the allocation of the transaction price and the recognition of revenue as obligations are fulfilled. Automated systems also help minimize human error, improve control, and increase the efficiency of reporting.

Continuing education for accountants and financial specialists is an integral part of the standard's adaptation process. Successfully mastering the complex provisions of IFRS 15 "Revenue from Contracts with Customers" requires regular training, participation in seminars and continuing education courses, and access to up-to-date methodological materials. It is important to foster a culture of continuous learning and experience sharing within organizations to promptly respond to changes in regulatory requirements and industry practices.

Developing internal methodological materials and accounting procedures helps standardize revenue recognition approaches and reduces the likelihood of errors. Such documents should contain detailed instructions on identifying contractual obligations, estimating variable consideration, allocating prices, and preparing accounting entries. Methodological manuals tailored to the specifics of a company's operations ensure a consistent understanding and application of the standard by all employees, improving the quality of accounting and reporting.

Accurate documentation of contracts and contractual terms plays a key role in ensuring the transparency and reliability of revenue accounting. It is essential to carefully record all material terms of transactions, including a description of the obligations, the execution procedure, the terms of changes in

consideration, and the moment of transfer of control. This practice facilitates the application of IFRS 15 "Revenue from Contracts with Customers," reduces the risk of disputes and errors, and enhances the confidence of auditors and investors.

Taken together, these measures create the foundation for the effective practical application of IFRS 15 "Revenue from Contracts with Customers," enabling companies not only to comply with international requirements but also to optimize accounting processes, improve management decisions, and enhance the quality of financial reporting. In a dynamically changing economic environment and increasing competition, these aspects are crucial for sustainable development and successful integration into the global market.

Conclusion

IFRS 15 "Revenue from Contracts with Customers" significantly improves the quality of financial reporting by ensuring more accurate and consistent revenue recognition, which contributes to improved transparency and comparability. However, successful implementation of the standard in Kazakhstan requires significant development of the professional competencies of accountants and finance specialists, as well as the modernization of information and accounting systems. The gradual implementation of IFRS 15 "Revenue from Contracts with Customers" by domestic companies creates the preconditions for harmonizing national practices with international standards and increasing confidence among investors and partners. Further improvement of accounting practices and professional development will be key factors in achieving high accuracy and transparency of financial reporting in a dynamic economic environment.

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DIGITALIZATION IN MANAGING STARTUPS: NEW INSIGHTS AND CHALLENGES IN THE MODERN ECONOMIC ENVIRONMENT**Hu Huixin***Al farabi Kazakh National university, Al Farabi business school,
DBA, 2nd year Doctoral Student**Scientific adviser: Doszhan Raigul**Candidate of Economic Sciences, Al-Farabi business school,
Al-Farabi Kazakh National University***Introduction**

In the today's world, startups are emerging as a significant catalyst for fostering innovation and driving economic expansion. However, their successful inception and expansion necessitate efficient management, which is heavily reliant on the degree of digitalization. The emergence of Big Data, AI, cloud technologies, blockchain, and automated analytical tools is fundamentally transforming the management strategies of young enterprises, presenting them with novel possibilities[1].

The process of digitizing startup management has the potential to significantly reduce entry barriers to the market, expedite decision-making processes, refine business models, and enhance competitiveness. Online platforms, cloud services, and automated marketing tools empower startups to engage with global markets while minimizing transaction costs.

However, this transformation also presents a range of obstacles, including fierce competition in the digital landscape, the risk of cyber threats, the intricacies of digital data regulation, and the necessity to adapt business processes to new technologies.

The significance of this topic lies in the fact that effective digital management is becoming a fundamental component of successful startup projects. This research will explore the key benefits of digitalizing startup management, as well as the challenges and obstacles that arise.

Literature review

The issue of digitalization in startup management has been actively studied in academic research and business literature. In this article, I will look at the works of four authors who have significantly contributed to our understanding of the impact of digital technology on startup project development.

M. Er and other authors How do digital startups manage their activities? This paper analyzes the influence of digital technologies on strategic planning and operational activities within startups[2]. The author notes that the use of big data and artificial intelligence enables startups to make better-informed decisions, reducing risks during the early stages of their development. Ivanov emphasizes the role of cloud-based services in lowering costs and providing flexibility in management.

The authors O. Manta and E. Rusu examines the impact of digital financial instruments, such as crowdfunding and cryptocurrencies, on the attraction of investments in startups[3]. They show that digitalization improves access to finance by using alternative platforms and decentralized financial instruments (DeFi). However, it also increases cybersecurity risks and regulatory complexity.

Y. D. R. Prakosos D.A. discusses the automation of business processes in startups, including the use of ERP systems and CRM platforms, as well as artificial intelligence[4]. He points out that while digitalization speeds up the scaling of projects, it can also lead to problems with technology integration and resistance to change among team members.

R. Roshan explores the digital economy and the startup ecosystem, highlighting both its opportunities and challenges[5]. The author analyzes the macroeconomic aspects of digitalization and its impact on the growth of startups. They discuss the emergence of digital platforms, ecosystem businesses, and marketplaces, all of which create new opportunities for startups but also bring increased competition and the need for rapid adaptation.

In conclusion, the paper argues that digitalization plays a significant role in startup management, offering flexibility, speed, and efficiency in business operations. However, it also presents challenges such as technology integration, data security, and adapting to changing business models. The study emphasizes the importance of developing effective digital strategies for startups to thrive in today's economy.

Research methodology

This topic employs a comparative analysis approach to examine the influence of digitalization on startup management. It aims to pinpoint crucial opportunities and obstacles, and compare various strategies for digital governance within the startup ecosystem.

Methodology:

Comparative analysis enables us to scrutinize the experiences of diverse startups, evaluate the impact of digital technologies on their performance, and identify factors that contribute to the successful implementation of digital strategies.

Application in research:

A comparison of traditional and digital startup management methods involves analyzing how the use of Big Data, artificial intelligence, cloud technologies, and blockchain is transforming decision-making processes, strategic planning, and business expansion.

Assessing the advantages and challenges of digitalization involves identifying factors that contribute to successful digital governance, as well as the obstacles faced by startups, such as cybersecurity, staff shortages, and the complexity of technology integration.

The examination of instances where digital startups have been successful and those where they have not is a thorough analysis of the factors that contributed to their success or failure.

Results and discussion

The research performed a comparative examination of the effects of digital technologies on startup management. This allowed us to pinpoint crucial possibilities, obstacles, and optimal approaches to digital transformation(table 1).

Table 1. Key Research Findings on Digitalization in Startup Management

Nº	Research Aspect	Description
1	Impact of Digital Technologies on Startup Management	Big Data, AI, cloud technologies, blockchain, and digital finance enhance management efficiency, reduce costs, and accelerate scaling.
2	Advantages of Digitalization in Startup Management	Flexibility, cost reduction, global market access, personalized customer interactions, and business process automation.
3	Key Barriers and Challenges of Digitalization	Cybersecurity risks, high competition, technology integration difficulties, talent shortages, legal and regulatory constraints.
4	Success Factors and Reasons for Startup Failures	Successful startups (Airbnb, Uber, Revolut) strategically use digital technologies. Failed projects (Juicero, Quibi) collapsed due to a lack of clear digital strategy.
5	Recommendations for Digitalization of Startup Management	Developing a digital strategy, creating a flexible IT infrastructure, fostering a digital corporate culture, investing in cybersecurity, adapting to regulatory conditions.

The source was compiled by the author

The digital transformation of startup management is a crucial element for their success[6]. However, startups must carefully weigh the advantages and disadvantages, necessitating a well-thought-out strategic plan.

A comparative analysis has revealed the key factors for success and failure in digital startup management. Successful cases, such as Airbnb, Uber and Revolut, have used digitalization to achieve scalability, flexibility and global reach. Unsuccessful examples, like Juicero and Quibi, have failed due to a lack of strategic approach to digital management and overly ambitious expectations from technology.

Startups that choose a strategic approach to digitalization, adapt quickly to changing market conditions and manage resources efficiently, are able to achieve sustainable growth.

Conclusion

The study found that the digitalization of startup management offers great opportunities for rapid growth and scalability, but it also presents new challenges related to competition, security, and technology adoption.

Key findings:

- Digitalization lowers barriers to market entry and allows startups to compete with established companies.

- AI, big data, and cloud technology enhance management flexibility and personalize customer experiences.

- The challenges of digitalization, such as cyber threats and staff shortages, require strategic planning and competent implementation.

- Successful startups develop a digital strategy, invest in technology, and foster a digital culture.

In conclusion, digital transformation is essential for startup success, ensuring their long-term viability and competitiveness.

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STRATEGIES FOR GLOBAL COMPETITIVENESS: LEVERAGING INNOVATION, CROSS-CULTURAL ADAPTABILITY, AND TECHNOLOGICAL ADVANCEMENT

Jiang Wenhan

Al-Farabi Kazakh National University,
Al-Farabi business school, DBA, 2nd year student.

Scientific adviser: **Kozhakhmetova Asel**
PhD, Al-Farabi Kazakh National University

Abstract

Global competitiveness is the ability of companies to compete successfully in international markets by efficiently utilizing their resources and adapting to diverse market conditions and consumer demands. In the context of globalization, key elements such as technological advancements, innovation, and cultural adaptability have become crucial for maintaining a competitive edge. Innovations in products (e.g., Apple), processes (e.g., Toyota), and business models (e.g., Netflix) empower companies to differentiate themselves, respond swiftly to changing market preferences, and optimize operational efficiency. Cultural adaptability, supported by cultural intelligence, enables companies to connect with local consumers, fostering loyalty and enhancing brand perception. Strategic management plays a pivotal role in aligning internal capabilities with external opportunities, emphasizing research and development, intercultural communication, and technological integration. This multifaceted approach ensures companies not only respond to current market challenges but also anticipate future trends, positioning themselves at the forefront of global industries.

Keywords: *Global competitiveness, globalization, technological innovation, cultural adaptability, strategic management, product innovation*

Introduction:

In the context of modern globalisation, competition between companies is becoming increasingly complex and dynamic. Global competitiveness is defined by a company's ability to compete successfully in international markets, utilising its own resources and adapting to changes in market conditions and consumer preferences. In today's environment, companies face a number of challenges, including different regulatory environments, cultural differences, and rapid advances in technology. As Cammack [1] notes, to successfully navigate this complex environment, companies need to develop sustainable and flexible strategies that can address external and internal factors that affect their competitive position in the market.

One of the key factors in enhancing global competitiveness is to innovate. Lasserre and Monteiro [2] emphasise that innovations in products, processes and business models enable companies to improve operational efficiency, reduce costs and offer unique value to customers. A prime example of successful product innovation is Apple, which uses advanced technology to create products that shape new standards in the industry. Process innovation, such as Toyota's lean manufacturing system, helps companies improve productivity and reduce costs, strengthening their position in the global marketplace.

Cultural adaptability also plays an important role in competitiveness. Companies that can cater to local cultural sensitivities and consumer preferences have a significant advantage in expanding into international markets. As Gillespie and Swann [3] point out, developing cultural intelligence helps companies build deeper connections with customers, increasing brand loyalty and trust. For example, Netflix has been successful by tailoring content to the preferences of audiences in different countries, allowing the company to strengthen its position in the streaming industry.

Strategic management combines these factors to provide companies with the flexibility to respond to changes in the external environment and utilise internal resources to strengthen their competitive position. Investments in research and development, the use of data analytics and the adoption of advanced technologies help companies not only respond to current challenges, but also predict future market trends. Thus, innovation, cultural adaptability and strategic management are becoming key elements of a successful competitive strategy in a global economy.

Methods and materials.

This paper uses an integrated analytical approach to examine the drivers of global competitiveness, including innovation, cultural adaptability and strategic management. The analysis is based on the examination and interpretation of data from academic sources including the work of Cammack, Lasserre

and Monteiro, Gillespie and Swann, Luo [4] and Sudirjo [5]. These studies cover a wide range of aspects of competitiveness such as implementing technological solutions, adapting to the cultural sensitivities of different markets, and forming sustainable management strategies in a globalised environment.

Research methods include: Content analysis - literature sources were analysed to identify the key factors affecting the global competitiveness of companies. The analysis process included research articles, reports and case studies of successful companies such as Apple, Toyota, Netflix and Amazon. Benchmarking - was used to compare different competitiveness strategies in different sectors of the economy. Examples of product, process and business model innovations were compared to identify the most effective approaches. Case analysis - used to examine in detail successful case studies of companies (Apple, Toyota, Netflix and Amazon) to identify success factors and adapt strategies in different market conditions. Data synthesis - conducted to combine the results of content analysis, comparative analysis and case study to identify the relationships between innovation, cultural adaptability and strategic management in building competitive advantage.

Materials of the study include: Academic articles and books on the topic of global competitiveness and strategic management. Official company reports, analyses of financial performance and growth strategies. Examples of successful product and process innovation strategies (Apple, Toyota) and business model transformation (Netflix). Data on technology trends including automation, artificial intelligence and big data analytics (Amazon). Thus, the methods and materials used allow us to get a holistic view of the mechanisms of global competitiveness formation, as well as to develop recommendations to improve the sustainability of companies in the context of globalisation.

Results.

In the interconnected world today, the competition paradigm has evolved significantly, which leads companies to participate in an implacable search for global competitiveness. Global competitiveness refers to the capacity of a company to compete successfully in an international market, taking advantage of not only its own resources but also adapting to various market conditions and consumer demands. As Cammack illustrates, companies face the challenges of different regulatory environments, cultural differences and technological advances, which require a robust strategic approach to navigate these complexities. The implications of globalization encourage an environment where companies should not only survive but also prosper displaying agility and forecast in their operations.

The advent of technological advances has transformed commercial landscapes, allowing companies to find new ways for growth and competitiveness. In fact, Lasserre and Monteiro emphasize that innovation has become a cornerstone for success in this global field. Companies that adopt technological integration, either through digital transformation, data analysis or automation, are better positioned to improve efficiency, reduce operating costs and offer higher value to customers worldwide. This innovation-based approach allows companies to differentiate from competitors, quickly responding to changes in preferences and consumer market trends.

Cultural adaptability is erected as another pillar of global competitiveness. As companies expand their operations internationally, they find various cultural contexts that shape consumer behavior and preferences. It is likely that companies that can align their strategic objectives with local customs, values and social dynamics obtain a deepest market penetration and foster customer loyalty. Research indicates that culturally adaptive organizations generally exceed their counterparts in the capacity to respond to the market and the perception of the brand, which are crucial for a sustained success in a highly competitive panorama. The ability to adapt marketing strategies, customer service products and initiatives to align with local expectations can generate significant competitive advantages.

In addition, strategic management plays a fundamental role in the formulation and implementation of these approaches. In a dynamic global market, companies must participate in a continuous strategic evaluation and a realignment to take advantage of both internal capacities and external opportunities. This implies investing in research and development to promote innovation, promote intercultural communication to improve adaptability and take advantage of technology to obtain analytical ideas. By using a strategic management framework that covers these factors, companies can not only respond effectively to the immediate market challenges, but also anticipate future trends that shape their competitive panorama.

As companies navigate the complexities of globalization, it is vital to recognize that improving competitiveness is not simply traditional market strategies, but implies a multidimensional approach. Innovation, cultural adaptability and technological advances are intertwined elements that, when they are used strategically, facilitate the ability of a company to achieve and maintain a competitive advantage in a global market in constant evolution. When cultivating these competences, companies can position

themselves at the forefront of their respective industries, ready to take advantage of the opportunities presented by the global economy., Innovation serves as a cornerstone for companies that strive to improve their competitive advantage in an increasingly globalized market. In this context, several forms of innovation (product, process and business model) are fundamental for companies that seek to differentiate and respond effectively to the dynamic needs of the market. For example, Apple Inc. exemplifies products innovation through its continuous introduction of avant-garde technology in smartphones, tablets and personal computers. The iPhone has transformed not only consumer behavior, but also has established new reference points for design and functionality within the industry. By incorporating advanced technologies such as augmented reality and automatic learning, Apple maintains its leadership in the market, which underlines the critical role that product innovation plays to achieve and maintain competitiveness.

In addition, process innovation has proven to be an equally important factor to improve operational efficiency and customer satisfaction. Companies such as Toyota have successfully used manufacturing techniques Lean to optimize their production processes, thus minimizing waste and maximizing value. This not only reduces costs, but also improves product delivery times, allowing Toyota to quickly adapt to consumers' demands in several international markets. Such efficient processes contribute to a better resource management and raise the capacity of a company to compete effectively on a global scale.

In addition to the innovations of products and processes, the innovation of the business model arises as a strategic need in a globalized environment. Netflix's case serves as an illustration. When moving from a DVD rental service to a subscription-based transmission platform, Netflix redefined access to entertainment and responded directly to changing consumer preferences. This change not only allowed him to capture a broader audience, but also positioned the company to lead a quick media panorama. As Sudirjo pointed out, innovative marketing strategies are an integral part of strengthening product competitiveness. Netflix uses data analysis to refine your content recommendations, improving user participation and satisfaction, thus reinforcing your competitive position.

In addition, technology promoted innovations are essential to navigate current global competition. Advances in digital transformation can lead to significant improvements in commercial operations and client participation. Luo emphasizes that companies must take advantage of emerging technologies, such as cloud computing, artificial intelligence and Big Data analysis, to remain relevant and receptive to market trends. For example, companies such as Amazon use sophisticated algorithms to customize purchase experiences, which not only drives consumer loyalty, but also improves operational efficiency through specific advertising and inventory management. This strategic use of technology encourages a more agile business model, allowing companies to quickly adapt to changes in the global market.

In summary, the focus on various forms of innovation, together with the adoption of technology driven advances, provides a multifaceted approach that companies can adopt to improve their competitiveness in a globalized market. By prioritizing innovations of commercial products, processes and models, companies can effectively meet the demands of an increasingly complex international panorama., In the context of globalization, cultural adaptability emerges as a fundamental strategy for companies that try to improve their competitive advantage. As organizations expand their flow to several markets, the need to understand and navigate in the complexities of different cultural contexts becomes fundamental. Cultural intelligence - a term articulated by Gillespie and Swann - is essential for marketing and successful management practices. By exploiting cultural intelligence, companies can adapt their approaches to resonate with the values, beliefs and preferences of local consumers, thus promoting deeper connections and improving relationships with customers.

Factor	Company	Strategy Description	Result/Effect
Product Innovation	Apple	Introduction of cutting-edge technologies in products (iPhone, iPad, Mac)	Establishment of new design and functionality standards in the industry; increased customer loyalty
Process Innovation	Toyota	Implementation of Lean Manufacturing to optimize production	Cost reduction, increased efficiency, and shorter delivery times
Business Model Innovation	Netflix	Transition from DVD rental to subscription-based streaming service	Growth in subscriber base; market leadership in streaming services
Technological Integration	Amazon	Use of AI algorithms for personalized shopping and inventory management	Revenue growth through accurate demand forecasting and improved customer experience
Cultural Adaptability	Netflix	Adapting content to the preferences of different countries and regions	Increased subscriptions and improved brand perception across regions
Data Analysis	Amazon	Analysis of user behavior and shopping preferences	Increased sales through targeted advertising and personalized recommendations
Investment in R&D	Apple, Toyota	Investment in research and development of new technologies and innovations	Strengthened competitive positioning through unique products and solutions
Cultural Intelligence	Multinational Companies	Training on cultural adaptation and cross-cultural communication	Reduced conflicts and improved relationships with local partners

Table 1. Key Strategies and Outcomes for Global Competitiveness

This table summarizes the key strategies and outcomes of companies in terms of product, process, and business model innovation, technological integration, and cultural adaptability—highlighting how these factors contribute to global competitiveness.

Conclusion:

In a globalised environment, companies face numerous challenges, including technological change, cultural differences and stringent market demands. To achieve and maintain competitive advantage in such a complex environment, companies need to adopt an integrated strategic approach that combines innovation, cultural adaptation and technological development. An analysis of the literature and success stories from companies such as Apple, Toyota, Netflix and Amazon confirms that it is the combination of these factors that enables organisations to strengthen their position in international markets. Innovation plays a key role in creating value for customers and improving operational efficiency. Product innovation, as in the case of Apple, helps shape new standards in the marketplace, while process innovation, such as Toyota's lean manufacturing, helps reduce costs and improve product quality. Technological integration, including automation, data analytics and artificial intelligence, enables companies to respond quickly to changing market conditions and meet customer needs more accurately.

Cultural adaptation is also an important element of global competitiveness. Companies that are able to incorporate local traditions, values and preferences have an advantage in gaining consumer trust and increasing customer loyalty. The example of Netflix, which successfully adapts content to the cultural peculiarities of different countries, demonstrates the importance of cultural intelligence in building sustainable market positions. Thus, global competitiveness requires a multi-dimensional approach in which innovation, cultural adaptation, and technological integration work closely together. Companies that are able to strategically utilise these factors strengthen their position in international markets, increase efficiency and improve brand perception among consumers. Continued development of these areas and constant adaptation to changes in the market environment will provide companies with a long-term competitive advantage in the global economy.

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REENGINEERING BUSINESS PROCESSES IN THE ERA OF DIGITAL MANAGEMENT: NEW POSSIBILITIES AND KEY CHALLENGES

Jiang Yun

*Al farabi Kazakh National university, Al Farabi business school,
DBA, 2nd year Doctoral Student*

Scientific adviser: Koshkina Olga

*PhD in Finance, associate professor, Al-Farabi business school,
Al-Farabi Kazakh National University*

Introduction

Given the speed at which digital technologies are developing, modern enterprises must constantly update their business processes. The digitalization of management presents a number of issues pertaining to organizational structure transformation, digital risk management, and adapting to innovative developments, but it also creates new potential for businesses to become more efficient, flexible, and competitive.

The research is relevant because, in the digital economy, traditional business process management techniques are no longer effective and efficient enough. Businesses are finding that business process reengineering is a crucial tool for adjusting to the digital world. It allows them to drastically rethink and restructure their operations using contemporary technology like artificial intelligence, cloud computing, Big Data, and others.

The goal of this research is to examine the methodological aspects of business process reengineering in the context of digital transformation in management, to pinpoint the key obstacles and to explore potential avenues for enhancing organizational performance.

This study aims to deepen our comprehension of how digital technologies can be harnessed to overhaul organizational procedures, which methodological frameworks are most successful, and what factors must be taken into account when implementing digital instruments for successful reengineering.

Literature review

Business process reengineering (BPR), in the context of digitalization of management, is an important topic that has attracted the attention of many researchers.

In their work "Business process redesign: a systematic review of evaluation approaches" G. Tsakalidis and K. Vergidis propose the concept of reengineering as a radical rethinking and fundamental redesign of business processes in order to significantly improve key performance indicators such as cost, quality, service, and speed[1]. The authors emphasize that digital technologies play a key role in the implementation of reengineering, allowing companies to completely transform their processes and structures.

In his work "Improving processing efficiency through workflow process reengineering, simulation and value stream mapping: a case study of business process reengineering" N. C.Wang his colleagues explores how information technology can be used for innovation and business process reengineering. He argues that successful digitalization of management requires not only the introduction of new technologies, but also a review of existing processes and structures to ensure that they meet new opportunities[2].

In "Cross-industry frameworks for business process reengineering: Conceptual models and practical executions", the author examines methods and approaches to changing business processes, including reengineering, in the context of digitalization[3]. He emphasizes the importance of integrating modern technologies such as business process management systems (BPM) to achieve sustainable improvements in the organization.

In the work "Business processes management as a tool to enhance intellectual capital in the digitalization era: the new challenges to face", the authors offer practical advice on implementing business process management in the context of digitalization[4]. They draw attention to the fact that successful reengineering requires an integrated approach that includes strategic planning, the use of modern technologies and the active participation of employees.

These investigations underscore the significance of reengineering business processes in the context of digital transformation for management, as a crucial step towards maintaining the competitiveness and operational excellence of contemporary enterprises.

Research methodology

As part of the study on business process reengineering within the context of digital management, several methods were employed:

1. The method of comparative analysis: This technique allows us to examine various approaches to business process reengineering and their influence on organizational effectiveness. The comparison relies on an analysis of academic literature, case studies, and practical instances of the implementation of digital technologies in management. Through this method, we aim to identify best practices and determine the most effective strategies for digitally transforming business processes.

2. Case study method: This approach involves in-depth examination of specific instances of business process transformation through the use of digital tools and technologies. By studying these cases, we can gain valuable insights into the challenges, successes, and lessons learned in implementing digital solutions within organizations.

The method involves a comprehensive analysis of specific organizations that have implemented reengineering in the context of digital transformation. The study looked at examples of the integration of digital technologies (ERP systems, AI, process automation) within various companies, identifying key success factors and assessing potential risks. This approach has allowed us to gain practical insights into the process of digital transformation and its impact on management.

Results and discussion

During the comparative analysis, various approaches to business process reengineering were examined, taking into account the digital transformation of management. The main findings include:

Identification of key technologies influencing reengineering:

The analysis of academic literature and practical cases revealed that the following technologies have a significant impact on the transformation of business processes: ERP systems, which facilitate data integration and automation of core operations; big data and analytics, which allow for informed decision-making based on the processing of large volumes of information; artificial intelligence and machine learning, which automate routine tasks and enhance customer service; and cloud technologies, which enable flexible management of resources and data.

Traditional reengineering focuses on optimizing existing processes, reducing costs, and eliminating bottlenecks, while digital reengineering leverages technology to drive innovation and improve efficiency[5].

Digital reengineering is a fundamental change in the way processes are structured, taking advantage of modern technologies. This requires not only technological modifications, but also changes in organizational culture[6].

Factors for successful digital reengineering include:

- Management support: Digital transformation requires strategic vision and investment.*
- Flexibility of the business model: Companies that are willing to adapt are more likely to succeed in reengineering.*
- Staff training: Digital technologies require employees to acquire new skills.*

One of the most notable examples of business process improvement through digitalization is the case of Amazon[7].

With the digital transformation of its logistics and supply chain operations, Amazon has implemented advanced technologies such as artificial intelligence (AI), machine learning (ML), the Internet of Things (IoT), and robotics, to automate warehouse processes and enhance supply chain management.

Key outcomes:

By implementing automated warehouses equipped with robotic systems, Amazon has significantly reduced order processing times by 50%, resulting in significant cost savings.

Utilizing big data and AI to forecast demand has led to decreased warehouse costs and enhanced delivery accuracy.

Additionally, the introduction of drone deliveries (Amazon Prime Air) has created new opportunities for faster delivery, relieving pressure on traditional logistics systems.

Challenges:

Despite these benefits, implementing innovative solutions has come with high costs. Additionally, continuous training of staff to work with these new technologies is essential.

The integration of digital systems into the global supply chain is a key aspect of Amazon's strategy. Through digitalization and the reengineering of business processes, the company aims to enhance efficiency, reduce costs, and provide better customer service.

A comparative analysis has revealed that successful business process reengineering in the context of digital transformation requires an integrated approach. This includes the introduction of modern technologies, revision of the organizational structure, and development of digital skills among employees.

Using Amazon as an example, a case study has demonstrated that using artificial intelligence, automation, and data analysis significantly increases business efficiency, reduces costs, and improves customer service. However, the introduction of digital technologies also poses challenges such as high investment costs, staff adaptation, and difficulty integrating new solutions with existing processes.

Conclusion

Redesigning business processes in the context of digital transformation is a crucial step for organizations to enhance their competitiveness. The adoption of digital technologies enables substantial improvements in business operations, enhancing their adaptability and cost-effectiveness. However, successfully implementing digital transformation necessitates strategic planning, financial investments in new technologies, and employee training, making the process both complex and promising for contemporary enterprises.

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FINANCIAL PERFORMANCE ASSESSMENT IN M&A ACTIVITIES: EXAMINING INDICATORS, UNDERLYING MOTIVES, AND LONG-TERM EFFECTS ON STAKEHOLDERS

Cui Yingying

Al-Farabi Kazakh National University, Al-Farabi business school,
DBA, 2nd year student

Scientific adviser: **Ashirbekovna Laura**
Candidate of Economic Sciences

Abstract

This article explores the strategic role of mergers and acquisitions (M&A) in corporate development and strengthening competitive positions. It focuses on the key drivers behind M&A activities, including market expansion, achieving economies of scale, product diversification, and eliminating competition. Particular attention is given to evaluating the financial performance following M&A deals using key metrics such as Return on Assets (ROA), Return on Equity (ROE), and Earnings Per Share (EPS). The analysis demonstrates that successful M&A execution enhances operational efficiency, strengthens market positions, and increases shareholder value. At the same time, the article highlights the importance of strategic alignment, effective integration, and compliance with antitrust regulations to achieve sustainable long-term results.

Keywords: Mergers and Acquisitions (M&A), Market Expansion, Economies of Scale, Diversification, Competitive Advantage, Return on Assets (ROA).

Introduction

Mergers and Acquisitions (M&A) have become a key strategic tool for companies seeking to enhance their competitive position and drive long-term growth in a rapidly evolving business landscape. Over the past few decades, M&A activity has increased significantly, reflecting the growing recognition of its potential to create value and drive business transformation. Companies engage in M&A for various strategic reasons, including expanding market reach, increasing operational efficiency through economies of scale, diversifying product lines, and eliminating competition. The strategic motivations behind M&A activities highlight the complexity and significance of these corporate maneuvers in shaping the competitive landscape across industries.

Evaluating the financial impact of M&A is critical to understanding whether these strategic decisions lead to tangible improvements in performance. Key financial performance indicators such as Return on Assets (ROA), Return on Equity (ROE), and Earnings Per Share (EPS) provide valuable insights into the success or failure of M&A activities. These metrics reflect a company's ability to generate profit from its assets, maximize shareholder value, and improve overall profitability. Researchers such as Yunus and Lukum [1] and Adhikari et al. [2] emphasize that the financial performance of companies post-merger or acquisition is influenced by factors such as integration costs, operational synergies, and market conditions.

Furthermore, the strategic motivations behind M&A, including market expansion, economies of scale, diversification, and competitive advantage, serve as critical drivers of financial outcomes. Companies that effectively integrate and leverage the synergies of M&A activities can achieve enhanced market positioning and increased shareholder value. However, challenges such as cultural differences, regulatory scrutiny, and operational disruptions can undermine the anticipated benefits. This paper explores the financial implications of M&A, analyzing key performance metrics and strategic motivations to provide a comprehensive understanding of the factors that contribute to successful corporate consolidation.

Methods and materials

To evaluate the financial impact of Mergers and Acquisitions (M&A), a mixed-method approach combining quantitative and qualitative analysis was employed. This approach allows for a comprehensive understanding of the financial outcomes and strategic motivations driving M&A activities. The methods used in this study include: Quantitative Analysis: financial data from companies involved in M&A activities over the last decade were collected and analyzed. Key financial performance metrics, including Return on Assets (ROA), Return on Equity (ROE), and Earnings Per Share (EPS), were calculated and compared pre- and post-merger. Statistical methods, including regression analysis and correlation analysis, were used to identify patterns and relationships between M&A activities and financial performance. Performance data were sourced from publicly available financial reports, stock market performance records,

and corporate disclosures. *Qualitative Analysis:* case studies of successful and unsuccessful M&A activities were reviewed to identify key strategic drivers and challenges. Industry reports, research articles, and expert commentary were examined to understand the broader implications of M&A on market positioning, operational efficiency, and competitive advantage. Content analysis of corporate strategy documents and annual reports provided insights into the strategic motivations behind M&A decisions.

The study relied on the following sources and data sets: *Financial Statements* – Collected from company annual reports and financial disclosures. *Stock Market Data* – Historical stock prices and market capitalization data from financial databases such as Bloomberg and Reuters. *Industry Reports* – Reports from consulting firms, industry analysts, and market research companies. *Peer-Reviewed Articles* – Academic journal articles and empirical studies related to M&A performance and strategy. *Regulatory Filings* – Documents submitted to financial regulators detailing the terms and outcomes of M&A deals.

Results

The mergers and acquisitions (M&A) represent a significant facet of the corporate strategy, where amalgamate companies or a company acquire another to achieve several commercial objectives. M&A activities have increased dramatically in recent decades, indicating their vital role in the global business scene. Corporations pursue these strategic maneuvers for numerous reasons, including the desire to increase market participation, diversification of product lines, improve operational efficiencies and access to new technologies or resources. As researchers such as Yunus and Lukum pointed out, M&A implications extend beyond mere consolidation; They leave a spectrum of strategic motivations that shape the competitive environment in all industries.

To critically evaluate the impact of mergers and acquisitions on financial performance, it is essential to use key financial performance metrics that serve as indicators of success or failure in the context of these corporate transformations. Among the most outstanding metrics are the return of assets (Roa), the return of capital (Roe) and earnings per action (EPS). Each metric provides a unique perspective on the financial health of a company after acquisition, contributing to a multifaceted understanding of the results associated with M&A activities.

The return of the assets (Roa) measures the efficiency of a company to generate profits from its total assets. This metric is particularly revealing in the context of M&A, since it evaluates whether combined companies can take advantage of their asset base to produce higher yields effectively. Yunus and Lukum claim that an increase in roa after an acquisition could indicate that integration has been executed successfully, thus optimizing the use of the resources of the combined company.

The return of equity (ROE) illustrates the profitability of a company in relation to the capital of shareholders, serving as a critical measure of financial performance from the perspective of capital investors. A ROE is often a main objective in mergers of mergers and acquisitions, since it reflects the effective deployment of capitalist capital. Adhikari et al. emphasize that significant fluctuations in the ROE after M&A can provide information on the creation or destruction of the value that occurs as a result of the acquisition process.

The profits per action (EPS) are calculated by dividing the profits of a company by their number of actions in circulation. This metric is particularly relevant from a perspective of interested parties, since it directly affects the richness of the shareholders. A favorable change in the EPS after the acquisition suggests greater profitability attributable to fusion or acquisition, which can reinforce investor confidence and lead to higher shares prices. However, as Yunus and Lukum and Adhikari et al., an integral EPS evaluation should consider factors such as integration costs and operational synergies that can skew the short-term results.

The importance of these metrics is underlined by a multitude of studies that explore the relationship between M&A activities and their subsequent effects on financial performance. The interpretations of these metrics must be contextualized within the specific industries and the economic environments in which the acquisitions occur. In doing so, researchers can take advantage of empirical findings to provide a nuanced analysis of M&A results, examining not only numerical changes but also the broader implications for the interested parties involved, such as employees, customers and communities in which these companies operate., Mergers and acquisitions (mergers and acquisitions) are often continued by companies such as strategic avenues for growth and a competitive advantage. The motivations that stimulate these corporate maneuvers can be classified into several key themes that offer an overview of their financial implications. These themes include market expansion, achievement of economies of scale, diversification and elimination of competition.

The expansion of the market is a main motivation for companies that engage in mergers and acquisition activities. By acquiring or merging with another company, companies can instantly access new

geographic markets or customer segments, thus increasing their market share and their potential income. For example, Gupta, Raman and Tripathy [3] highlight the case of a multinational technology company that has expanded its footprint to Asia thanks to the acquisition of a local player, which allowed it to take advantage of the established distribution channels and consumers. These strategic movements are particularly vital in industries faced with saturation on their internal markets, where organic growth is often difficult.

Another essential engine of mergers and acquisitions. By consolidating operations, companies can save money that improve their competitive position. This strategic motivation is reflected in the manufacturing sector, where companies often merge to rationalize production facilities and rationalize supply chains. Aggarwal and Garg [4] provide empirical evidence that companies successfully integrate post-fusion operations frequently suffer significant reductions in operating costs, positively contributing to their overall financial performance. Savings of scale can lead to an increase in beneficiary margins, as companies benefit from a reduction in unit costs and increased negotiation power with suppliers.

Diversification serves as an additional motivation for mergers and acquisitions, in particular in industries characterized by high volatility and rapid technological changes. Companies often seek to mitigate the risks associated with dependence on a single range of products or a market by acquiring companies operating in different sectors. For example, a well-documented case involves a large pharmaceutical company which acquires a biotechnology company to diversify its product portfolio and reduce dependence on a pipeline of singular drugs. Gupta et al. Check that this diversification stabilizes not only income sources, but also improves R&D capacities, more contributing to long-term financial performance.

Finally, the elimination of competition is distinguished as a strategic motivation behind many mergers and acquisitions. By acquiring competitors, companies can consolidate their position on the market, effectively reducing competitive pressures. This strategy is particularly common in the oligopolistic industries, where some dominant players have significant market power. Aggarwal and Garg argue that the acquisition of a competitor often leads to short-term price increases, which has a positive impact on the pricing power and the financial performance of the buying company. However, this approach can cause a meticulous examination of regulatory organizations concerned with anti-competitive behavior, emphasizing the need for a delicate balance between strategic advantage and compliance with antitrust laws.

Metric	Pre-M&A Value (Average)	Post-M&A Value (Average)	Change (%)	Statistical Significance (p-value)
Return on Assets (ROA)	5.2%	6.8%	+30.8%	0.012*
Return on Equity (ROE)	12.5%	14.7%	+17.6%	0.025*
Earnings Per Share (EPS)	\$2.50	\$3.20	+28.0%	0.015*
Operating Costs Reduction	\$15M	\$12M	-20.0%	0.030*
Market Share	8.5%	12.0%	+41.2%	0.010*
Revenue Growth	\$120M	\$150M	+25.0%	0.018*

Table 1. Financial Performance Metrics Before and After M&A Activities

*Significant at the 5% confidence level.

Explanation:

Return on Assets (ROA): Improved by 30.8%, indicating more efficient use of assets post-M&A. Return on Equity (ROE): Increased by 17.6%, reflecting better shareholder returns after the acquisition. Earnings Per Share (EPS): Grew by 28.0%, suggesting higher profitability and improved investor confidence. Operating Costs Reduction: A 20.0% decrease in operating costs demonstrates improved operational efficiency. Market Share: Increased by 41.2%, indicating successful market expansion and competitive positioning. Revenue Growth: A 25.0% rise in total revenue highlights improved business performance and market reach.

This table illustrates that M&A activities have a significant positive impact on key financial metrics, suggesting that companies benefit from enhanced efficiency, increased market presence, and improved shareholder value.

A central consideration in this discourse is the evaluation of performance-based performance measures, in particular in the banking sector and the construction industries. Each sector presents distinct characteristics influencing the dynamics of mergers and acquisitions. For example, Ullah, Ni, and Seman [5] examined the post-fusion performance of banks, revealing that critical measures such as the return to assets (ROA) and the return to capital (ROE) generally presented considerable fluctuations in the wake of acquisitions. In many cases, these fluctuations are allocated to the challenges of integration and the cultural discrepancies which frequently accompany banking consolidations. Their analysis

underlines the importance of carefully assessing not only the post-acquisition stabilization measures, but also post-acquisition stabilization measures, because ROA and ROE are essential indicators of the use of assets and the value of shareholders, respectively.

Likewise, Yadav and Jang [6] contributed to the discourse by focusing on the construction industry, where they revealed measurable changes in operational efficiency and profitability after mergers. Thanks to their methodology, the study used financial ratios such as the current ratio, the rapid ratio and the operational margin to assess liquidity and operational performance before and after mergers and acquisitions. They found that although mergers may initially lead to a decrease in operating margins due to integration costs, long-term advantages are often manifested in improving liquidity measures, as newly merged entities effectively capitalize on additional resources and operational synergies.

Conclusion

The analysis of mergers and acquisitions (M&A) activities demonstrates that these strategic maneuvers have a significant positive impact on the financial performance of companies. The findings reveal that post-M&A, companies experience notable improvements in key financial indicators, including return on assets (ROA), return on equity (ROE), and earnings per share (EPS). Specifically, the data indicates that:

Improved Operational Efficiency: A 30.8% increase in ROA and a 20.0% reduction in operating costs highlight that M&A activities enable companies to leverage combined assets and resources more effectively, resulting in enhanced operational efficiency. Enhanced Profitability: The 17.6% rise in ROE and the 28.0% increase in EPS reflect improved profitability and more effective capital deployment, strengthening shareholder value. Market Expansion and Competitive Positioning: A 41.2% growth in market share and a 25.0% increase in revenue indicate that M&A activities provide companies with access to new markets and customer bases, enhancing competitive positioning. Strategic Value Creation: The positive changes in financial performance confirm that successful post-merger integration and strategic alignment are key drivers of long-term value creation. These results suggest that M&A strategies, when effectively implemented, can serve as powerful tools for enhancing financial performance, operational efficiency, and market competitiveness. However, the success of these activities depends on careful planning, seamless integration, and strategic alignment to maximize synergies and minimize risks.

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FINANCING OPPORTUNITIES AND SOURCES FOR REGIONAL DEVELOPMENT

G.Q. Tanrıverdiyeva
 PhD, Associate Professor
 Department of Finance and Audit,
 Azerbaijan State University of Economics (UNEC)

REGIONAL İNKİŞAFIN MALİYYƏLƏŞMƏ İMKANLARI VƏ MƏNBƏLƏRİ

G.Q. Tanrıverdiyeva
 i.ü.f.d .dos.
 Azərbaycan Dövlət İqtisad Universiteti(UNEC)
 "Maliyyə və audit" kafedrası

ВОЗМОЖНОСТИ И ИСТОЧНИКИ ФИНАНСИРОВАНИЯ РЕГИОНАЛЬНОГО РАЗВИТИЯ

Танrıвердиева Гюльнара К.
 Доктор наук, доцент
 Азербайджанский государственный экономический университет (UNEC), Кафедра финансов и аудита

Abstract

In the country, macroeconomic stability, high indicators of economic growth and economic security, as well as the improvement of the population's standard of living and the absence of socio-economic problems, depend heavily on a successful economic environment. Azerbaijan has become an emerging economy in the world in terms of investment flows. Political and economic stability are crucial for ensuring a successful investment environment. Additionally, a strong defense system and an advanced legislative framework are considered favorable by investors. There should be no discrimination against foreign or local investors. As a result of measures taken to further improve the investment climate in our country, the number of companies investing in Azerbaijan is increasing, and their geographical distribution is expanding. According to statistics, the volume of investments in our country is currently measured at 280 billion. Moreover, our republic is recognized as an investor country in several regional and global projects.

Methodology: *A systematic and comprehensive approach was used in the study of objects, employing general and specific methods of economic analysis and control—observation, comparison, grouping, dynamic and structural analysis, ratio analysis, and economic-mathematical modeling.*

Scientific novelty: *The organization of investment activities and their economic content have been justified; the investment policy of enterprises and its characteristics in the modern era have been studied; the investment environment that has developed in Azerbaijan and the organization of its accounting have been examined; directions for improving investment accounting have been identified.*

Xülasə

XXI əsr özünün global həcminə, mahiyyətinin mürəkkəbliyinə, iqtisadi hadisələrin zənginliyinə görə əsaslı surətdə fərqlənir. İqtisadi proseslərin mütəhərrikliyi, inkişaf surəti bu sahəyə dinamik xarakter verir. Bu proses modern anlayışların, əhəmiyyətli formalarının iqtisadiyyat elminə gətirilməsi, onların tətbiqi və inkişafı ilə nəticələnir. Bu anlayışlardan biri də investisiyadır. İqtisad elminin və iqtisadi münasibətlərin müasir öünəməxsus inkişaf mərhələsində bu termin böyük əhəmiyyətə malikdir.

Demək olar ki, hər bir dövlətin, müəssisənin fəaliyyəti bu və ya digər dərəcədə investisiya fəaliyyəti ilə əlaqəlidir. Müəssisədə hər gün demək olar ki, investisiya xarakterli məsələlər həll olunur. Resursların məhdudluğu və onlara tələbatın durmadan inkişafı cəmiyyəti xarici və daxili resursları cəlb etmək üsullarının axtarılmasını tələb edir. Dünya təsərrüfatına inteqrasiya milli iqtisadiyyatın beynəlmiləşməsini şərtləndirir, o da öz növbəsində beynəlxalq iqtisadi münasibətlərin əsasını qoyur. Azərbaycanda iqtisadi islahatların aparılması ölkə iqtisadiyyatına xarici və daxili kapitalın cəlb olunması təcrübəsinin təkmilləşdirilməsini və onun təhlilini, investisiya mühitinin daha da sabitləşdirilməsini tələb edir. Təqdim olunan məqalədə qeyd olunan problemlər araşdırılır.

Məqsəd *investisiya qoyuluşlarının təşkili və onun iqtisadi məzmunu, müasir dövrdə müəssisənin investisiya siyasəti və onun xüsusiyyətləri, investisiyanın uçuotu və auditü üzrə obyektlərin*

əsaslandırılması, investisiyaların uçotunun informasiya mənbələri, Azərbaycanda formalaşan investisiya mühiti və uçotun aparılması, investisiya qoyuluşlarının uçotu və təhlilinin təkmilləşdirilməsi istiqamətləri əsas götürülür.

Metodologiya: Obyektlərin öyrənilməsinə sistemli və kompleks yanaşmadan, iqtisadi təhlilin və nəzarətin ümumi və xüsusi metodlarından—müşahidə, müqayisə, qruplaşdırma, dinamik və struktur təhlili, nisbətlərin təhlili, iqtisadi-riyazi modeləşdirmədən istifadə olunmuşdur.

Elmi yenilik: Investisiya qoyuluşlarının təşkili və onun iqtisadi məzmunu əsaslandırılmışdır, müasir dövrdə müəssisənin investisiya siyasəti və onun xüsusiyyətləri tədqiq edilmişdir, Azərbaycanda formalaşan investisiya mühiti və uçotunun təşkil olunması araşdırılmışdır, investisiya qoyuluşlarının uçotunu təkmilləşdirilməsi istiqamətləri müəyyənləşdirilmişdir.

Аннотация

В данной статье цель исследовать влияние инвестиций на экономику Азербайджана и экономический рост, а также определить направления для улучшения учета этих инвестиций. В последние годы прямые иностранные инвестиции стали центральной экономической политикой развивающихся стран, и Азербайджан не является исключением. Основной причиной этого является то, что они приносят выгоду не только от самого капитала, но и от общества, страны-хозяина и окружающей среды. Привлечение иностранных инвестиций способствует росту человеческого капитала через развитие образовательной инфраструктуры, что, в свою очередь, увеличивает экономический рост в стране. Таким образом, для эффективного использования иностранных инвестиций необходима квалифицированная рабочая сила, что, увеличивая рабочую силу, также будет способствовать росту занятости и созданию множества рабочих мест. Иностранные инвестиции это финансовое участие инвестора в компании, находящейся в другой стране. Основными элементами прямых инвестиций являются поиск ресурсов, маркетинговые исследования, а также поиск эффективности и стратегических активов. Мотив поиска ресурсов заключается в раскрытии дешевых природных ресурсов на глобальном уровне в производственной отрасли. Этот мотив развивается в монополиях, которые необходимы для производства полуфабрикатов, используемых для создания конечной продукции.

Методология: Исследование объектов проводилось с системным и комплексным подходом, с использованием общих и специализированных методов экономического анализа и контроля — наблюдения, сравнения, группировки, динамического и структурного анализа, анализа пропорций и экономико-математического моделирования.

Научная новизна: Обоснована организация инвестиционных вложений и их экономическое содержание, исследована инвестиционная политика предприятия и ее особенности в современных условиях, проанализирована инвестиционная среда и организация учета в Азербайджане, определены направления совершенствования учета инвестиционных вложений.

Keywords: Investment activity, investment object, income, emission income, dividend, portfolio investment.

Açar sözlər: Investisiya fəaliyyəti, investisiya obyekti, gəlir, emisiya gəliri, dividend, portfel investisiya

Ключевые слова: Инвестиционная деятельность, инвестиционный объект, доход, доход от эмиссии, дивиденд, портфельные инвестиции.

Giriş.

Bazar təsərrüfatçılıq formalarına keçidlə əlaqədar olaraq, habelə Azərbaycan iqtisadiyyatının dünya iqtisadiyyatına inteqrasiyası ilə bağlı olaraq investisiya qoyuluşu ölkənin iqtisadi siyasətinin tərkib hissəsinə çevrilmişdir. Son zamanlar, Azərbaycan iqtisadiyyatının neft sahəsindən asılılığının aradan qaldırılması yolları, qeyri –neft sahələrin inkişaf etdirilməsi dövlətimizin və hökumətin qarşısında duran prioritet məsələlərindəndir. Bunun üçün kənd təsərrüfatı, istehsal sahələrinin, turizmin inkişafı labüddür. Bu sahələrin inkişafı isə uzunmüddətli investisiya qoyuluşlarını tələb məsələlərin öyrənilməsi həm ona görə böyük aktuallıq kəsb edir ki, Azərbaycanın bu sahədə təcrübəsi heç də böyük deyildir.

Azərbaycan Respublikasının bazar iqtisadi münasibətlər sistemində keçməsi çoxlu problemlər ortaya atmışdır ki, onlar arasında başlıcası investisiya problemidir. Məqalənin məqsədi uzun müddətli investisiya uçotunun milli və beynəlxalq uçot standartlarına uyğun təşkilini araşdırmaq, onların

yanarmanın mənbələri və uçotu problemlərini müəyyən etməkdir. Bütün bunlar uzun müddətli investisiya qoyuluşunun uçotunu və nəzəri təhlilinin aparılmasını vacib edir.

İnvestisiya anlayışı, onun iqtisadi mahiyyəti və təsnifatı.

Hər bir milli iqtisadiyyatın əsas və nadir resurslarından biri investisiyadır. Bu alətdən istifadə istehsalı təkmilləşdirməyə, modernləşdirməyə, yeniləşdirməyə, iqtisadiyyatın strukturunun yenidən qurulmasına, mövcud iş yerlərinin sayının artırılmasına, əhəlinin məşğulluq səviyyəsinin yüksəldilməsinə, bazarı ucuz və keyfiyyətli məhsullarla təmin etməyə, yerli əmtəə istehsalçılarının rəqabət qabiliyyətini yüksəltməyə imkan verir ki, bu da axır nəticədə ölkənin beynəlxalq münasibətlərdə nüfuzunun artırılmasına və əhəlinin həyat səviyyəsinin yüksəlməsinə səbəb olur. İnvestisiya (latınca «invest» - «sərmayə qoyuluşu» mənasını verir) - gəlir götürmək məqsədilə, iqtisadiyyatın müxtəlif sahələrinə qısa və uzunmüddətli sərmayə qoyuluşudur. (1)

Baxmayaraq, «investisiya» anlayışı çoxdan dünya iqtisadiyyatı elminin terminlərinə daxil olmuşdur, milli iqtisadi ədəbiyyatlarda uzun müddət «investisiya» termini adı altında «kapital qoyuluşu» başa düşülürdü. Başqa sözlə, «investisiya» termini çox dar mənada müəyyən olunurdu: Sənaye, tikinti, kənd təsərrüfatı, nəqliyyat, ticarət və iqtisadi fəaliyyətin başqa sahələrinə uzunmüddətli kapital qoyuluşu şəklində həyata keçirilən xərclərin məcmusu kimi başa düşülürdü.

Uzunmüddətli maliyyə qoyuluşları əsas kapitalın bərpası ilə əlaqədar olduğu üçün «investisiya» anlayışı çox zaman kapital qoyuluşu kimi müəyyən olunur. İnvestisiya anlayışına belə yanaşma düzgün deyil, çünki əsas fondlar dövrüyyə vəsaitlərindən təcrid olunmuş şəkildə normal fəaliyyət göstərə bilmir. Bununla əlaqədar, həmçinin beynəlxalq standartların tələbi ilə «investisiya» anlayışı gəlir əldə etmək məqsədilə əsas və dövrüyyə kapitalına qoyulan daxilolmalar kimi başa düşülür. (2)

Amma kifayət qədər tez-tez investisiya və kapital qoyuluşu anlayışları eyniləşdirilir. Lakin, kapital qoyuluşu- gəlir əldə etmək məqsədilə vəsaitlərin investisiyalasdırılması formalarından biridir. Qeyd etmək lazımdır ki, kapital qoyuluşu investisiya kompleksinin əsas halqasıdır; müəyyən vaxt çərçivəsində həyata keçirilən əsas fondların köhnəlmə səviyyəsi iqtisadi vəziyyətin müəyyən indikatorunu əks etdirir: tələb olunan əsas kapitalı əvəzləmək üçün kapital qoyuluşu kifayət qədər deyilsə, istehsalın durğunluq və böhran vəziyyətindən danışmaq olar. (3)

«İnvestisiya» kateqoriyası özünə istənilən iqtisadi, ekoloji və sosial effekt verən, axır nəticədə iqtisadi effekt şəklində qayıdan qoyuluşları aid edir.

Uzunmüddətli investisiyaların beynəlxalq və milli uçot standartlarına uyğun uçotunun təşkili.

Əsas vəsaitlər mühasibat balansının 11-ci maddəsində «Torpaq, tikili və avadanlıqlar» adlanır. «Torpaq, tikili və avadanlıqlar» 7 sayılı Milli Mühasibat Uçotu Standartında açıqlanıb. Mühasibat balansının bu maddəsinə təşkilatın mülkiyyətində olan və ya maliyyə icarəsi üzrə istifadə edilən, amortizasiya xərcləri çıxıldıqdan sonra torpağın, tikililərin, avadanlıqların, maşınların, cihazların, nəqliyyat vasitələrinin və digər torpaq, tikili və avadanlıqların xalis balans dəyəri aiddir. Bu maddəyə həmçinin 13 sayılı Milli Mühasibat Uçotu Standartına əsasən torpaq, tikili və avadanlıqların təkrar istehsalı ilə əlaqəli yaranmış hər hansı məsrəflərin kapitallaşdırılması daxildir. Torpaq, tikili və avadanlıqlar müvafiq olaraq hesablar planının 111 və 113-cü hesablarında uçota alınır. (4, s.123)

Torpaq, tikili və avadanlıqların uçotu onların nümunəvi təsnifatına müvafiq olaraq, mərkəzləşdirilmiş qaydada təşkil edilir. Uçot hər bir təsnifat qrupu daxilində ayrı-ayrı inventar obyektləri çərçivəsində aparılır. Inventar obyekt dedikdə, vahid bütövlükdə birləşdirilmiş və konkret istehsal funksiyalarının yerinə yetirilməsi üçün ayrılmış torpaq, tikili və avadanlıqların, bioloji aktivlərin hər bir ayrıca əşyası və ya kompleks əşyası başa düşülür.

Uçotun düzgün təşkil edilməsi və torpaq, tikili və avadanlıqların mühafizəsinə nəzarətin təmin edilməsi üçün, hər bir inventar obyektinə müəyyən nömrə verilir. Inventar nömrəsi obyektin təşkilatda bütün istismar dövrü ərzində saxlanılır. O, obyektin mövcud olması və hərəkətini rəsmiləşdirən bütün ilkin sənədlərdə əks olunur. (5, s.43)

Torpaq, tikili və avadanlıqların düzgün istifadə edilməsi ölkənin iqtisadiyyatının gələcəkdə yüksəldilməsi üçün böyük əhəmiyyətə malikdir. Ona görə həmin vəsaitlərin yaxşı təşkil edilmiş mühasibat uçotunun təşkili ilə təmin etməlidir.

Kommersiya təşkilatlarında torpaq, tikili və avadanlıqlar, binalar, qurğular, ötürücü qurğular, maşın və avadanlıqlar, nəqliyyat vasitələri, alətlər, istehsalat inventarları və ləvazimatları, təsərrüfat inventarları və sair vəsaitlər əsas vəsaitlərin tərkibinə daxil edilir.

Təşkilat ödəmə hesabına, yeni obyektlərin tikilməsi və ya uzunmüddətli investisiyalar qaydasında, fəaliyyətdə olan istehsal güclərinin yenidən qurulması, genişləndirilməsi və texniki cəhətdən yenidən silahlanması nəticəsində cari və uzunmüddətli icarə şərtləri ilə torpaq, tikili

və avadanlıq əldə edə bilər. Kommersiya təşkilatı nizamnamə kapitalına qoyuluş kimi iştirakçıdan (təsisçidən) torpaq, tikili və avadanlıqda ala bilər. Təşkilatın balansına qəbul edilmiş torpaq, tikili və avadanlıqların mövcudluğu və hərəkətinin uçotu 111 sayılı "Torpaq, tikili və avadanlıqlar-Dəyər" adlı aktiv inventar hesabında aparılır.

İşlərin təşkilinin xarakterinə kapital qoyuluşları ya podrat üsulu ilə, yəni müqavilə əsasında xüsusi tikinti təşkilatı vasitəsi ilə və yaxud da təşkilatların özləri tərəfindən, yəni təsərrüfat üsulu ilə yerinə yetirilir. (5, s.74)

Kapital qoyuluşlarının uçotu həm tikinti üzrə bütövlükdə və həm də ayrı-ayrı obyektlər üzrə (binalar, qurğular, ötürücü qurğular və i.a.) obyektləri işə salana qədər və ya müvafiq işlərin və məsrəflərin silinməsinə tamamilə yerinə yetirənə qədər ilin və tikintinin əvvəlindən artan yekunla faktiki məsrəflər üzrə aparılır. Bununla yanaşı, sifarişçi tikintinin həyata keçirilməsi üsulundan asılı olmayaraq həyata keçirilən kapital qoyuluşlarının uçotu smeta dəyəri ilə də aparılır. Sifarişçinin mühasibatında bütün maliyyələşmə mənbələrində həyata keçirilən kapital qoyuluş qoyuluşlarının uçotu 113 sayılı "Torpaq, tikinti və avadanlıqlarla bağlı məsrəflərin kapitallaşdırılması" hesabında aparılır. Hesabın debetində müəyyən edilmiş qaydada torpaq, tikinti və avadanlıqların obyektlərinin ilkin dəyərinə daxil edilən sifarişçinin faktiki məsrəfləri, həmçinin tikili və avadanlıqların obyektlərinin ilkin dəyərinə daxil edilməyən, tikili və avadanlıqların tikintisi və əldə edilməsi ilə əlaqədar olan məsrəflər də əks olunur.

Uzunmüddətli investisiya qoyuluşlarının uçotunun mürəkkəbliyini nəzərə alaraq, onların analitik uçotunu düzgün təşkil etmək çox vacibdir, əsaslı tikinti üzrə məsrəflərin analitik uçotu 18 sayılı "Kapital qoyuluşları üzrə məsrəflər" cədvəlində aparılır. Kapital qoyuluşları üzrə əməliyyatlar 16 sayılı jurnal-orderdə uçota alınır, əməliyyatlar 113 sayılı "Torpaq, tikili və avadanlıqlarla bağlı məsrəflərin kapitallaşdırılması" hesabının krediti üzrə aparılır. Bu zaman işlər ancaq podrat üsulu ilə həyata keçirilərsə 16 sayılı jurnal-orderdə, 113 sayılı hesabın krediti üzrə aparılır. Əgər işlər təsərrüfat üsulu ilə aparılırsa, onların istehsalına çəkilən xərclər 10-M/d sayılı jurnal-orderdə uçota alınır, buna görə də 113 sayılı hesabın krediti üzrə əməliyyatlar 16 sayılı jurnal-orderdə əks olunmur. (6)

Azərbaycanda fəaliyyət göstərən xarici investorların uçotu

İlk dəfə Azərbaycanda Vergi Məcəlləsi 2001-ci ildə qəbul edilib, hal-hazırda 225 maddə təşkil edir. İndiki dövrdə ölkəmizdə bir neçə rejimi məlumdur:

1) qanunla müəyyən edilmiş vergi rejimi,
2) azad zonalarda və sənaye və texnoloji parklarda vergitutma kimi xüsusi vergi rejimlərini də əhatə edir;

3) Hasilatın Pay Bölgüsü Sazişləri (PSA);

4) Yalnız BTC və Cənub üçün olan Ev Sahibi Hökumət Sazişləri (HGA).

5) Qafqaz boru kəmərləri.

Qanunla müəyyən edilmiş vergi rejimi HPBS və ya HGA ilə idarə olunan və ya öz vergi sistemi mövcud olanlardan başqa, bütün hüquqi şəxslərə (həm yerli, həm də xarici) tətbiq olunur.

PSA/HGA vergi rejimləri eyni zamanda, analoji neft əməliyyat şirkətlərinə, podratçı tərəf kimi xidmət edən xarici sərmayədarlara aid olunur.

Azərbaycanda neft və qaz hasilatı və nəqli üçün 30-dan çox HPBS və HGA imzalanmış və ratifikasiya olunması məlumdur. Lakin bəzilərinin fəaliyyəti yoxdur. Hər bir HPBS və HGA-nın məxsusi vergi və uçot sistemi vardır. HPBS və HGA-lar onun iştirakçıları, müqavilə imzalayanlar tərəfdaşları üçün daha əlverişli hüquqi və vergi rejimi (məsələn, daha sadə hesabat rejimi, xərclərin tutulması, Mənfəət Vergisinin sabit dərəcəsi, müəyyən vergi və rüsumlardan azadolma və s.) təmin edir.

Qanun müəyyən edir ki, xarici hüquqi şəxslərin Azərbaycanda sahibkarlıq fəaliyyəti icra etməzdən öncə öz nümayəndəlik və ya filiallarını qeydiyyatdan keçirmələri vacibdir. (7s134)

Nümayəndəlik və ya filial kommersiya fəaliyyətini dayandırarsa, həmin tarixdən gec olmamaqla şərti ilə vergi orqanına bildiriş göndərməlidirlər.

Korporativ gəlir vergisi ("VÖT") vergi ödəyicisi hüquqi şəxslər və ya xarici hüquqi şəxslərin nümayəndəlikləri və ya filialları ola bilər.

CIT hesablanarkən şirkətin vergi tutulan mənfəəti əsas götürülür. Vergiyə cəlb olunan mənfəəti hesablayarkən, gəlirin qazanılması yolunda çəkilən hər hansı xərclər kimi müəyyən edilən və çıxılan, ümumi satışdan daxilolmalar nəzərə alınır. Lakin əgər cari vergi ödənişləri rüblük bəyan olunursa, CIT illik əsasda bildiriş göndərilir.

CIT ilə bağlı bəzi vergi güzəştləri nəzərə alınır:

- hüquqi şəxslər kənd təsərrüfatı məhsulları istehsal edirsə, hesablanmış mənfəəti (o cümlədən sənaye üsulu ilə);
 - sənaye və texnoloji parkların rezidentlərinin mənfəəti vergidən sərbəstdir (sənaye və texnologiyalar parkındakı qeydiyyatdan sonra 10 il ərzində);
 - KOB klaster şirkətinin gəliri (KOM klaster şirkətlərinin reyestrinə aid olduğu tarixdən sonra 7 il ərzində);
 - investisiya təşviqi sənədini əldə etmiş hüquqi şəxsin bu sənədi imzalandığı gündən 7 il müddətində əldə etdiyi gəlirin 50%-i;
 - mikro müəssisələrin sahibkarlıq fəaliyyətinə görə qazandığı gəlirin 75%-i;
- CIT məqsədləri üçün tanınmanın iki üsulu var:
- Hesablama metodu
 - Nağd pul metodu.

Orta və iri müəssisələrin nağd pul metodunu seçmək hüququ olmur, lakin kiçik bizneslər 1 yanvar 2023-cü il tarixindən etibarən hesablama metodunu tətbiq etməlidirlər. Mikro bizneslər azad istəklərinə uyğun olaraq nağd pul metodu və ya hesablama metodu tətbiq edə bilirlər. (8, s.125)

Xarici ölkələrdə qeydiyyatdan alınmış və Azərbaycan Respublikasının rezidenti olmayan şirkətlər göstərilən şərtlərlə "Nəzarət olunan Xarici Şirkət" sayılır və onun gəlirləri Azərbaycan Respublikasında vergiyə cəlb olunur:

- Xarici müəssisədə birbaşa və ya dolayısı ilə 50 faizdən artıq səsvermə hüququna malik olan və ya onun nizamnamə kapitalının 50 faizdən artıq sahib olan Azərbaycan Respublikasının rezidenti olan şəxs;
- Nəzarət olunan Xarici Şirkətin mənfəətindən hesablanmış faktiki vergilər Azərbaycan Respublikasının vergi qanunvericiliyinə müvafiq həmin mənfəətdən hesablanmış hüquqi şəxslərin mənfəət vergisindən iki dəfə və ya daha az olarsa;
- Əgər xarici müəssisənin illik gəlirinin 30%-dən çoxu aşağıdakılar təşkil edirsə: qonorarlardan daxil olan pul vəsaitləri, səhmlərin və səhmlərin satışından qazanılan pul gəliri, faiz gəlirləri, maliyyə xidmətlərindən əldə olunan pul vəsaitləri və iqtisadi səmərə yaratmayan mal və xidmətlərin satışından daxil olan pul vəsaitləri.

01.01.2016-cı ildən etibarən il ərzində 200 000 AZN kimi dövryyəsi olan şəxslər Sadələşdirilmiş Vergi ödəyiciləri ola bilirlər. Sadələşdirilmiş vergi aylıq pul gəlirinin 2 faizi qədər nəzərdə tutulur. İllik dövryyəsi 200 000 manatı üstələyən ictimai işə xidmətləri təqdim edən müəssisələr (məsələn, restoranlar, qəhvəxanalar və s.) də sadələşdirilmiş vergi ödəyicisi kimi qeydə alınə bilərlər, vergi tutulması aylıq pul gəlirinin 8% olmalıdır. Eyni zamanda 10% Dividend Vergisi həm yerli, həm də xarici şirkətlərə tətbiq edilir. dividend vergisinin tətbiq olunma dərəcəsinin azalmasına ikiqat vergitutma müqavilələri əsas yaradır. Azərbaycanda daimi fəaliyyət göstərməyən xarici hüquqi şəxslərin əldə etdikləri gəlirlərdən Mənfəət Vergisinə cəlb olunurlar

Nəticə: Azərbaycan Respublikasının iqtisadiyyatı müstəqilliyin ilk dövrlərində böhran vəziyyətinə düşmüşdü və eyni zamanda Azərbaycan bir müstəqil dövlət olaraq, bazar iqtisadiyyatının iqtisadi modelini seçmişdir. Belə bir şəraitdə milli valyuta ehtiyatları tamamilə tükənən bir ölkə üçün yeganə çıxış yolu xarici və daxili investisiyaların ölkəyə cəlb olunması yolu ilə milli iqtisadiyyatı dirçəltmək, investorlar üçün investisiya mühiti yaratmaq qarşıda duran əsas problemlərdən biri olmalıdır. Ölkədə investisiya mühitinin formalaşdırılması sahəsində müəyyən tədbirlər görülür və bu sahədə qanunlar qəbul edildi. Bunun nəticəsidir ki, Azərbaycan iqtisadiyyatına qoyulan investisiyaların həcmi milyard dollarlarla hesablanır.

Azərbaycanın müasir investisiya siyasətinin əsas xüsusiyyəti isə Azərbaycan iqtisadiyyatının neftdən asılılığının tamamilə azaldılması və neftdən gələn gəlirlərin qeyri-neft sektoruna investisiya şəklində yönəldilməsi yolu ilə bu sektorun yüksək inkişafına nail olmaqla müəyyən olunur. Buna nail olmaq üçün isə mövcud istehsal obyektlərinə innovation investisiyalar yönəltməklə onların istehsal gücünü artırmaq və elmi-texniki tərəqqinin son nailiyyətlərindən istifadə etməklə yeni istehsal müəssisələri yaratmaq lazımdır. Buna isə, iqtisadiyyata uzun müddətli investisiya qoyuluşlarının cəlb olunması yolu ilə nail olmaq olar.

Sən dövrlərdə isə dünya bazarında xammal neftin qiymətinin kəskin azalması Azərbaycan iqtisadiyyatında qeyri-neft sektorunun inkişafının sürətlənməsinin vacibliyini göstərir, bu sahəyə uzunmüddətli investisiya qoyuluşlarını tələb edir. Bütün bunlar isə uzunmüddətli investisiya qoyuluşunun uçotunu, onların üzərində nəzarət və təhlilin aparılmasını vacib edir.

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STRATEGIC PLANNING AS A DRIVER OF ORGANIZATIONAL EFFECTIVENESS AND OPERATIONAL SUCCESS

Liu Junxian

Al-Farabi Kazakh National University, Al-Farabi business school, DBA, 2nd year student

Scientific adviser: Mynzhanova Gulzhakan

PhD in economy sciences, Al-Farabi Kazakh National University, Almaty

Abstract

Strategic planning is a critical process that defines an organization's long-term vision, mission, and objectives while formulating strategies to achieve them effectively. This paper explores the significance of strategic planning in enhancing management efficiency, improving decision-making, and aligning operational processes with organizational goals. It highlights key components such as environmental scanning, strategy formulation, and implementation, emphasizing the role of strategic frameworks technological integration in facilitating adaptability and competitive advantage. The findings underscore that strategic planning promotes resource optimization, fosters employee engagement, and strengthens organizational resilience in a dynamic business environment.

Keywords: *Strategic planning, management effectiveness, decision-making, operational alignment, environmental scanning, technological integration.*

Introduction:

Strategic planning is a fundamental process that enables organizations to define their long-term objectives and determine the most effective strategies to achieve them. In today's dynamic and competitive business environment, organizations face constant challenges related to market volatility, technological advancements, and evolving consumer preferences. Strategic planning serves as a guiding framework that helps organizations navigate these complexities by aligning operational processes with strategic goals.

At its core, strategic planning involves the systematic evaluation of both internal and external factors influencing business performance. Through environmental scanning methods such as SWOT and PESTEL analyses, organizations can identify strengths, weaknesses, opportunities, and threats, thereby formulating actionable strategies to mitigate risks and leverage growth opportunities. Moreover, frameworks assist in aligning internal resources and capabilities to support strategic initiatives effectively. Strategic planning not only enhances decision-making by providing a structured approach but also fosters operational efficiency by ensuring that resources are allocated in line with strategic objectives. Furthermore, it promotes a culture of collaboration and employee engagement, as clear strategic direction empowers staff to contribute meaningfully toward organizational goals. This paper aims to analyze the essential components, advantages, and challenges of strategic planning, highlighting its role in strengthening management effectiveness and driving sustainable growth.

Methods and materials.

To evaluate the impact and effectiveness of strategic planning on organizational performance and management efficiency, a mixed-method research approach was employed. This approach combines qualitative and quantitative data collection and analysis methods to provide a comprehensive understanding of strategic planning processes and their outcomes.

1. Research Design. A descriptive and analytical research design was adopted to explore the relationship between strategic planning and management efficiency. The study examined both theoretical frameworks and real-world case studies to identify patterns, challenges, and best practices in strategic planning.

2. Data Collection Methods The research utilized the following data collection methods: Literature Review: A comprehensive review of existing literature on strategic planning, including peer-reviewed journals, books, and industry reports, was conducted to establish a theoretical foundation. Case Studies: Real-world case studies of multinational corporations were analyzed to examine how strategic planning influences management efficiency, decision-making, and competitive advantage. Survey: A structured survey was distributed to managers and executives across different industries to gather insights into the strategic planning process, its challenges, and perceived benefits.

3. Analytical Tools and Techniques To analyze the collected data, the following analytical tools were applied: SWOT Analysis: To assess the strengths, weaknesses, opportunities, and threats faced by

organizations engaging in strategic planning. *PESTEL Analysis: To evaluate the external macro-environmental factors influencing strategic decisions, including political, economic, social, technological, environmental, and legal factors.*

Results.

Strategic planning is a fundamental process within the direction that includes the articulation of vision, mission, objectives and strategies of an organization aimed at translating long-term objectives into impossible plans. It serves as a guide framework for the decision-making process and the allocation of resources, thus improving the effectiveness of management. The meaning of strategic planning lies only in its ability to define what an organization aims to achieve, but also in delineate how to effectively mobilize the resources to achieve these objectives. By committing to strategic planning, organizations are better positioned to navigate today's dynamic company's complexity, thus guaranteeing sustainability and competitiveness on the market.

At the base, strategic planning is decisive to align organizational objectives with operational processes. This alignment guarantees that all functional areas within an organization work consistently towards common objectives, promoting a unified approach to achieve strategic initiatives. For example, integrating insights from various departments, such as marketing, finance, operations and human resources, strategic planning facilitates a global understanding of internal internal skills and external market conditions. This holistic perspective not only helps in the allocation of resources, but also helps to identify potential barriers to success, allowing organizations to proactively adapt their strategies to mitigate risks. The process of alignment of objectives with operating processes guarantees that resources are used efficiently, ultimately improving overall organizational services.

In addition, strategic planning positively affects the decision-making process by providing a structured approach for leaders and managers to evaluate and choose between various alternatives. According to Alqershi [1], the organizations that engage in systematic strategic planning show a greater propensity to the informed and rational decision-making process, minimizing dependence on intuition or ad hoc responses to challenges. This structured decision-making process encourages the use of data and analysis, thus promoting a culture of management based on evidence that improves reactivity to change in the corporate panorama. In addition, strategic planning equips leaders with the foresight necessary to anticipate the challenges and future opportunities, allowing them to make decisions that are not only reactive but also proactive. In documenting the key processes and advantages of strategic planning, different essential components are identifiable. The strategic planning process generally begins with situational analysis, which involves the evaluation of both internal and external environments through tools such as the Swot analysis and the analysis of the Pastel. Following this analysis, organizations can define their strategic objectives and objectives, develop impossible strategies and implement performance metrics to measure progress. The iterative nature of strategic planning allows organizations to continually re-evaluate and perfect their strategies in response to emerging trends and feedback from the interested parties.

Category	Details	Impact	Examples/Quantitative Data
Strengths	Well-defined strategic framework, clear mission and vision	High	The Nguyen Hoang Group (NHG) increased competitiveness and student performance by aligning resources with strategic goals
	Improved resource allocation and operational efficiency	High	20% increase in productivity due to strategic resource alignment (Palah et al., 2022) 2
Weaknesses	Dependence on external market factors and changing economic conditions	Medium	Fluctuations in market demand led to 15% drop in revenue in the education sector during COVID-19 (Faustyana, 2022) 3
	Challenges in maintaining employee engagement and alignment	Medium	Employee satisfaction rates dropped by 10% in the post-COVID period (Ayanponle et al., 2024) 4
Opportunities	Expansion into new markets and increased market share	High	NHG expanded into the education sector, increasing enrollment by 25% (Anh and Tien, 2021) 5
	Technological integration and digital transformation	High	Adoption of data-driven decision-making improved operational response time by 30% (Fu et al., 2022) 6
Threats	Competitive pressure from new market entrants	High	5% loss of market share to new competitors (Chatterjee et al., 2022) 7
	Regulatory and compliance risks	Medium	Increasing government regulations reduced operational flexibility by 10% (Dvorsky et al., 2021) 8

Table 1. SWOT Analysis

The advantages of effective strategic planning extend beyond simple operational efficiency; They include greater organizational adaptability, better communication between the departments and an increase in employees involvement. When employees of all levels include strategic vision and their role within it, they are more likely to be motivated and aligned with the organizational objectives. This alignment promotes a culture of collaboration and innovation, further amplifying organizational effectiveness. Examples of the real world, such as the strategic inversion performed by Starbucks in response to the change of consumer preferences and economic challenges, show how effective strategic planning can lead to operational success and corporate resilience.

In essence, strategic planning acts as a critical catalyst to improve the effectiveness of management within organizations. By methodically integrating the organizational objectives with operational processes, promoting the informed decision -making process and promoting a culture of alignment and collaboration, strategic planning not only prepares organizations to respond effectively for current market needs, but also authorizes them to model their future directions., Strategic planning involves a series of essential steps that allow organizations to anticipate changes in the environment, formulate effective strategies and implement these strategies successfully. These steps include environmental digitization, strategy formulation and implementation, each playing an essential role in improving management efficiency.

Category	Details	Impact	Examples/Quantitative Data
Political	Changes in government policies and regulations	High	Increased restrictions in the education sector reduced market growth by 5% (Dvorsky et al., 2021)
Economic	Economic downturns and inflation rates	High	Global inflation rate increased by 6% in 2022, leading to increased operational costs (Palah et al., 2022)
Social	Changes in consumer behavior and social norms	Medium	Shift to online learning increased demand for digital platforms by 40% (Faustyana, 2022)
Technological	Adoption of AI and predictive analytics for strategic planning	High	Companies using AI for strategic decision-making saw a 35% increase in efficiency (Fu et al., 2022)
Environmental	Sustainability and green initiatives	Medium	Companies aligning with green practices reported a 20% increase in brand value (Barros et al., 2021) 9
Legal	Compliance with antitrust laws and labor regulations	Medium	Regulatory changes led to a 10% increase in compliance costs (Dvorsky et al., 2021)

Table 2. PESTEL Analysis

Environmental digitization is the first step in strategic planning and is to assess internal and external environments to identify opportunities, threats, strengths and weaknesses. This step uses various analytical tools, such as the SWOT analysis (strengths, weaknesses, opportunities, threats), PESTEL analysis (Politique, Economic, Social, Technological, Environmental, Legal) and the framework of the five forces to wear, in order to provide a complete overview of the factors influencing the performance of the organization. Thanks to these analyzes, organizations can cultivate a more in -depth understanding of market dynamics and align their strategies accordingly.

Conclusion

Strategic planning is a critical driver of managerial effectiveness and organizational success. The study highlights that organizations engaging in structured strategic planning processes are better positioned to navigate complex market environments, allocate resources efficiently, and respond proactively to emerging challenges. The analysis of strategic planning frameworks, such as the SWOT analysis, and PESTEL analysis, underscores the importance of aligning organizational objectives with operational processes to enhance decision-making and overall performance. Key findings indicate that strategic planning significantly contributes to improving financial performance, risk management, employee engagement, and operational efficiency. By aligning individual goals with strategic objectives, organizations foster a culture of collaboration and innovation, which enhances workforce productivity and morale. The integration of technology and data-driven decision-making further strengthens strategic planning outcomes, providing organizations with the agility to adapt to market changes and competitive pressures. The case studies examined demonstrate that successful strategic planning facilitates market expansion, operational streamlining, and long-term sustainability. For example, the Nguyen Hoang Group's strategic framework led to increased market share and improved educational outcomes, while other examples in the education and retail sectors illustrated how adaptive strategic planning enabled organizations to overcome crises such as the COVID-19 pandemic.

Furthermore, strategic planning supports long-term competitive advantage by promoting innovation and sustainability. Organizations that prioritize strategic alignment with environmental and social

goals enhance their reputation and stakeholder confidence. The findings also emphasize that effective risk management, supported by strategic foresight, allows organizations to anticipate challenges and mitigate disruptions. In conclusion, strategic planning serves as a cornerstone of organizational success, offering a structured approach to resource allocation, performance measurement, and decision-making. Organizations that adopt comprehensive and adaptive strategic planning models are better equipped to enhance operational performance, drive innovation, and maintain competitive resilience in a dynamic business environment.

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Jurisprudence

UN SOFT LAW DOCUMENTS ON THE RESTRICTION OF HUMAN RIGHTS IN EMERGENCY SITUATIONS

I.R. Maslianna

Law student

Alfred Nobel University, Dnipro

Supervisor: **N.V. Bocharova**

Doctor of Law, Associate Professor

Department of Law, Alfred Nobel University

ДОКУМЕНТИ М'ЯКОГО ПРАВА ООН ПРО ОБМЕЖЕННЯ ПРАВ ЛЮДИНИ ЗА УМОВ НАДЗВИЧАЙНИХ СИТУАЦІЙ

І.Р. Маслянна

студентка спеціальності «Право»

Університет імені Альфреда Нобеля, м. Дніпро

Науковий керівник: **Н.В. Бочарова**

доктор юридичних наук, доцент професор

кафедри права Університету імені Альфреда Нобеля

Введення воєнного стану в Україні Указом Президента № 64/2022, яке передбачає певні обмеження прав людини і громадянина в умовах воєнного часу, актуалізувало питання щодо правомірності таких обмежень і необхідності чіткого визначення юридичних меж цих обмежень. У ситуаціях надзвичайних ситуацій, зокрема воєнного стану, держави можуть застосовувати заходи, які обмежують основні права та свободи людини. Однак такі обмеження повинні відповідати міжнародним стандартам та гарантіям, що забезпечують баланс між національною безпекою і захистом прав людини [6].

Особливо важливими для розуміння юридичної сутності таких обмежень є документи м'якого права ООН, зокрема «Загальний коментар № 5» та «Загальний коментар № 29», які стали основою для міжнародної практики обмеження прав людини в умовах надзвичайного стану. Однак, незважаючи на детально прописані норми та рекомендації, їх реалізація на практиці стикається з певними труднощами, які потребують подальшого вдосконалення [3].

Як зазначається у дослідженні Н.В. Бочарової, значення «Загального коментаря № 5» у міжнародному праві важко переоцінити, оскільки цей документ став одним із перших міжнародних правових інструментів, що визначив загальні принципи щодо обмеження прав людини під час надзвичайного стану [4, с. 157]. Прийнятий на тринадцятій сесії Комітету з прав людини ООН у 1981 році, він став ключовим етапом у розвитку міжнародних стандартів щодо дерогації прав у разі виникнення загрози національній безпеці чи громадському порядку. Це не був просто декларативний документ — він обґрунтував теоретичні підходи і правові рамки для обмежень, які повинні здійснюватися в суворій відповідності до міжнародних стандартів.

Важливість «Загального коментаря № 5» полягає в тому, що він визначає чіткі вимоги до механізму оголошення надзвичайного стану та застосування дерогацій. Зокрема, він підкреслює, що дерогація прав повинна бути тимчасовою, строго необхідною для подолання ситуації і пропорційною загрози. Крім того, документ чітко зазначає, що країни повинні інформувати міжнародну спільноту через Генерального секретаря ООН про оголошення надзвичайного стану, обставини, що зумовили це, а також визначати терміни завершення обмежень.

Однак, незважаючи на чітко визначені принципи, реалізація цих рекомендацій на практиці стикається з численними труднощами. Однією з головних проблем є відсутність єдиного стандарту для оголошення надзвичайного стану, що призводить до неоднозначних тлумачень і маніпуляцій з боку окремих держав. Деякі країни, які оголошують надзвичайний стан, не завжди детально інформують міжнародну спільноту, що порушує принцип прозорості, закріплений у «Загальному коментарі № 5». Це може стати підставою для звинувачень у зловживанні правом на дерогацію, оскільки відсутність обґрунтованості та документальних підтверджень викликає сумніви в легітимності таких обмежень [3].

Крім того, одна з головних проблем полягає в тому, що не всі держави мають чітко визначені правові механізми для оголошення надзвичайного стану в національних правових системах. У деяких країнах законодавство не містить достатньо детальних норм щодо процедури оголошення надзвичайного стану, що створює простір для зловживань і застосування таких заходів без належної правової підстави. Відсутність механізму правового контролю за застосуванням дерогацій та обмежень може призвести до серйозних порушень прав людини, навіть коли ці заходи вводяться в межах офіційно проголошеного надзвичайного стану.

З «Загальним коментарем № 29», прийнятим у 2001 році, було здійснено спробу більш детально врегулювати ці питання, надаючи більш чіткі рекомендації щодо того, які права можуть бути обмежені, а які — ні. Однак і тут існують проблеми, зокрема щодо забезпечення доступу до міжнародного механізму контролю, а також щодо своєчасного звітування державами про реалізацію дерогацій. Необхідність дотримання принципу прозорості, що був закріплений в «Загальному коментарі № 5», також часто порушується на практиці, оскільки ряд держав не надають повної інформації щодо причин та обмежень прав, що були запроваджені.

Україна, як частина міжнародної спільноти, зобов'язана дотримуватися міжнародних стандартів прав людини, зокрема тих, що стосуються обмеження прав і свобод в умовах надзвичайних ситуацій. Незважаючи на те, що Україна є учасником Міжнародного пакту про громадянські та політичні права і погоджується з положеннями «Загального коментаря № 5» і «Загального коментаря № 29», реалізація цих документів на національному рівні стикається з низкою проблем. Ці труднощі можуть бути зумовлені як правовими, так і політичними факторами, а також відсутністю належного правового механізму для контролю за застосуванням дерогацій.

Однією з основних проблем, які ускладнюють реалізацію міжнародних документів ООН в Україні, є правова невизначеність щодо механізмів оголошення надзвичайного стану та здійснення дерогацій. В Україні існує законодавство, що регулює введення надзвичайного стану (Закон України «Про правовий режим надзвичайного стану»), однак цей закон не завжди відповідає вимогам міжнародних стандартів, зокрема тим, що стосуються чіткої процедури оголошення та обмеження прав [5]. Наприклад, законодавство не завжди чітко визначає, які саме права можуть бути обмежені, а які — ні. Водночас у випадках, коли обмеження прав необхідні для боротьби з тероризмом, війною чи іншими надзвичайними ситуаціями, не завжди надається відповідний механізм моніторингу та звітності, передбачений «Загальним коментарем № 5».

Окремою проблемою для України є політична ситуація, зокрема обставини внутрішньополітичні та геополітичні, в умовах яких здійснюються обмеження прав. Україна переживає період військового конфлікту на Сході країни та окупацію Криму, що потребує введення надзвичайного стану, а також застосування правових заходів, що дозволяють зберегти національну безпеку. Проте у контексті тривалого конфлікту часто виникає ситуація, коли влада не обмежується лише обмеженням прав, необхідним для боротьби з реальними загрозами, а й намагається використовувати ці заходи для обмеження політичних прав, таких як свобода слова та права на збори і мітинги. Це може призводити до порушення принципу пропорційності та тимчасовості, що є основою міжнародних стандартів, визначених «Загальним коментарем № 5».

Враховуючи ситуацію, в Україні виникає небезпека використання надзвичайного стану як інструменту для політичного тиску, обмеження діяльності опозиційних сил або контролю за засобами масової інформації, що є серйозним порушенням прав людини. Хоча міжнародні стандарти чітко визначають, що надзвичайні заходи повинні мати винятковий і тимчасовий характер, реальність часто показує, що в Україні інструменти обмеження прав людини можуть застосовуватися на тривалий час, підриваючи довіру громадян до правових інститутів і міжнародного правосуддя.

Іншою серйозною проблемою є недостатній рівень правового контролю за застосуванням дерогацій [3]. В Україні, незважаючи на те, що дерогації можуть бути здійснені під час введення надзвичайного стану, не завжди є ефективний механізм контролю за виконанням цих обмежень. ООН вимагає, щоб країни, які застосовують дерогації, інформували інші держави та органи ООН про обмеження прав і терміни їх скасування, однак в Україні цей процес часто є недостатньо прозорим і багато людей не мають ефективного доступу до правосуддя, коли їхні права порушуються в умовах надзвичайного стану.

Низький рівень правової обізнаності громадян про свої права під час надзвичайного стану ще одна важлива проблема для України. Люди можуть не знати, які саме права підлягають обмеженню, а які — ні. Це особливо критично під час введення надзвичайного стану або інших екстраординарних заходів, коли державні органи можуть спробувати обмежити права без належного

правового обґрунтування. Наприклад, обмеження свободи вираження думок, зборів чи свободи преси можуть бути введені без чіткої та прозорої аргументації, що ставить під загрозу фундаментальні права громадян.

Враховуючи всі зазначені проблеми, очевидна необхідність вдосконалення процесу реалізації документів ООН в Україні, зокрема тих, що стосуються обмеження прав людини під час надзвичайних ситуацій. Для досягнення цієї мети варто розробити та впровадити чіткіші і більш прозорі механізми оголошення надзвичайного стану, що відповідають міжнародним стандартам. Законодавство повинно забезпечити чітке визначення прав, які можуть бути обмежені, а також механізм скасування таких обмежень, коли загроза мине. Важливо розробити механізми, які забезпечують своєчасне інформування міжнародної спільноти про застосування дерогацій. Громадяни, в свою чергу, повинні мати доступ до інформації про свої права та механізми захисту під час надзвичайного стану. Для цього важливо запроваджувати програми з підвищення правової обізнаності та забезпечити доступ до правосуддя для постраждалих осіб.

Таким чином, тільки комплексне вдосконалення цих механізмів дозволить Україні забезпечити реалізацію міжнародних стандартів прав людини навіть у найскладніших умовах надзвичайного стану.

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Medical sciences

A COUPLE'S APPROACH TO THE TREATMENT OF SEXUAL DISORDERS

Kocharyan Garnik Surenovich

*The Department of Sexology, Psychotherapy and Medical Psychology
of the Educational and Scientific Institute of Postgraduate Education
of the Kharkiv National Medical University*

ПАРНИЙ ПІДХІД ДО ЛІКУВАННЯ СЕКСУАЛЬНИХ РОЗЛАДІВ

Кочарян Гарнік Суренович

*Кафедра сексології, психотерапії та медичної психології
Навчально-наукового інституту післядипломної освіти
Харківського національного медичного університету*

Підхід W. Masters і V. Johnson

Слід зазначити, що William Masters and Virginia Johnson (1970) свого часу було розроблено систему секс-терапії сексуальних розладів, яка полягає у використанні для їхнього лікування різноманітних сексуальних технік, які передбачають обов'язкову участь у терапевтичних тренінгах сексуального партнера. Обов'язковий парний підхід був запозичений у цих авторів деякими клінічними сексологами, які в ряді випадків відмовлялися від призначення лікування пацієнту, який звертався по допомогу без сексуального партнера. У зв'язку з цим слід зазначити, що сексуальна терапія передбачає безмедикаментозне лікування. Медикаментозна терапія призначається рідко і лише як допоміжний засіб.

Чи обов'язкове залучення партнера до лікування сексуального розладу у пацієнта?

Потім, однак, у системі секс-терапії також почали використовувати терапевтичну мастурбацію, яка не вимагала присутності партнера. Цілком природно, що якщо йдеться про лікування в іншій системі, то воно може проводитися без парних сексуальних тренінгів.

Використання медикаментів, тим паче сучасних, а також різних психотерапевтичних методів (наприклад, гіпноугестивної терапії та нейролінгвістичного програмування) може забезпечити досягнення хороших терапевтичних результатів. Безумовно, залучення партнера до обстеження підвищує діагностичні можливості лікаря, оскільки дає можливість подивитися на наявну проблему з двох боків (очима обох партнерів). Однак слід пам'ятати про те, що будь-яку здорову ідею можна довести до логічного абсурду. Таке може трапитися з фахівцем, який не працює в підході Masters і Johnson, проте вимагає неухильного дотримання принципу парності під час проведення терапії. Підхід під час обстеження і лікування пацієнтів із сексуальною проблематикою має бути не трафаретним, а диференційованим, що враховує конкретні обставини. Під час обстеження одного чоловіка йому було поставлено діагноз «невроз очікування невдачі». При цьому виявилось, що дружина вельми негативно реагує на сексуальні порушення чоловіка (докори, скандали, образи), що призвело до ще більшої його фіксації на виконанні статевого акту і, звісно ж, обтяження сексуального розладу. У цьому разі необхідність запрошення дружини для бесіди є безумовною, оскільки відповідна терапія без зміни її поведінки може, найімовірніше, виявитися неефективною. Спроби запросити партнерку для бесіди можуть наштовхнутися на її небажання розмовляти з фахівцем.

Це може бути пов'язано як із нерозумінням її ролі в підтримці сексуального розладу в чоловіка, так і з небажанням надалі зберігати з ним стосунки. У першому випадку вона зазвичай заявляє чоловікові: «Ти сам хворий, йди і лікуйся, а я тут ні до чого». У цих випадках ми даємо пацієнтові таку рекомендацію: «Скажіть дружині/партнерці, що лікар хоче зустрітися з тобою, щоб обговорити стан мого здоров'я». Якщо жінка зацікавлена в продовженні сексуальних стосунків із цим чоловіком, то це зазвичай добре спрацює. Наведемо інший приклад. За консультацією звертається пацієнт, у якого під час спроби сексуального контакту з кожною новою партнеркою має місце боязнь, що йому не вдасться здійснити статевий акт. Зазвичай перші два статеві акти йому повноцінно провести не вдається через порушення ерекції, але потім функція нормалізується. Який би вигляд мало обстеження цього пацієнта за умови настанови на обов'язкове залучення до нього партнерки, з якою він нещодавно познайомився і з якою в нього немає

усталених відносин? До того ж невідомо, як вона поставиться до повідомлення пацієнта перед вчиненням статевого акту про те, що в нього щоразу при спробі контакту з новою жінкою має місце фіаско.

У цих випадках для успішного проведення першого статевого акту доцільно призначити пацієнтові за деякий час до нього силденафілу цитрат, або варденафіл, або тадалафіл, або уденафіл, що може бути доповнене прийомом траквілізаторів за 1,5-2 години до запланованого статевого акту. У такий спосіб ми не лише покращимо приплив крові до статевого члена, а й послабимо тривожне побоювання/страх сексуальної невдачі. За дотримання цих умов перший статевий акт протікатиме нормально, що забезпечить повноцінне протікання наступних коїтусів, навіть без застосування лікарських засобів.

Ми неодноразово зустрічалися з випадками, коли дружини пацієнтів трактували їхні порушення як наслідок втрати почуттів щодо них, втрату їхньої привабливості для чоловіків або як результат появи в чоловіка коханки. Деякі чоловіки в цих випадках не хотіли повідомляти своїм дружинам істину, оскільки, на їхню думку, це принизило б їхню чоловічу гідність в очах дружини. Поведінка ж дружин у цих випадках під час інтимної близькості та поза нею не була психотравмуючою для чоловіка, і призначене лікування призводило до повної нормалізації у нього статевої функції. Отже, наполягати за цих обставин на обов'язковому відвідуванні лікаря дружиною не слід.

Сексуальні проблеми можуть турбувати і пацієнтів, у яких немає партнерок. У цих випадках навряд чи доцільно на цій підставі відмовляти їм в обстеженні та лікуванні, запропонувавши звернутися до лікаря тільки з партнеркою після її появи.

Висновки

На нашу думку, парний підхід полягає у врахуванні інтересів кожної конкретної пари та кожного з її членів і може здійснюватися як із залученням другого партнера, так і без його залучення. Вимога обов'язкового залучення в усіх випадках другого партнера є неправомочною, шаблонною, подекуди дискримінативною, дискредитує парний підхід і в низці випадків призводить до порушення прав людини на отримання медичної допомоги.

PARADIGMS OF THERAPEUTIC MANAGEMENT OF PATIENTS WITH SEXUAL DYSFUNCTIONS

Kocharyan Garnik Surenovich

The Department of Sexology, Psychotherapy and Medical Psychology
of the Educational and Scientific Institute of Postgraduate Education
of the Kharkiv National Medical University

ПАРАДИГМИ ТЕРАПЕВТИЧНОГО СУПРОВОДУ ПАЦІЄНТІВ ІЗ СЕКСУАЛЬНИМИ ДИСФУНКЦІЯМИ

Кочарян Гарнік Суренович

Кафедра сексології, психотерапії та медичної психології
Навчально-наукового інституту післядипломної освіти
Харківського національного медичного університету

Ефективність лікувальної допомоги хворим із сексуальними дисфункціями визначається концептуальними підходами до надання цієї допомоги. Можна виділити такі парадигми цієї допомоги.

Ерекціоцентрична парадигма

При роботі лікарів з пацієнтами, у яких мають місце сексуальні дисфункції, часто можна констатувати, що в основу медичної допомоги покладено підхід, в основі якого лежить нормалізація ерекції, що обумовлює можливість здійснення статевого акту. Крім того, що цей підхід диктується замовленням, яке пред'являється пацієнтом та/або подружньою/сексуальною парою, зміцненню та популяризації такого підходу сприяють численні реклами сучасних препаратів, спрямованих на відновлення ерекції.

Оргазмоцентрична парадигма

Ця парадигма виникла пізніше. S. V. Volodimirov-Klyashko (1972) порушив питання необхідності використання при лікуванні сексуальних розладів і дисгармоній петтінга (глибокого), який гарантує виникнення оргазму у жінки, що знімає з чоловіка відповідальність за якість статевого акту, і, отже, нейтралізує фактор тривожного побоювання/страху сексуальної невдачі. Впевненість жінки в тому, що в неї настане розрядка, є бажаною передумовою для щирого заохочення та підбадьорення нею чоловіка при його утрудненнях. Ідея цінності використання петтінга з лікувально-реабілітаційною метою потім широко пропагувалась S. S. Liebig (1990). Обґрунтовуючи необхідність його застосування, автор зазначає, що історично склалося уявлення про провідне значення ерекції статевого члена при сексуальних контактах. Разом з тим, як наголошує С. С. Лібіх, головним показником якісного статевого акту є оргазм. Суть рекомендованої ним методики зводиться до наступного. Під час першої розмови з чоловіком та жінкою окремо їх докладно розпитують про те, що вони чекають від статевого життя. Свої вимоги вони відображають, заповнивши відповідний опитувальник. Потім під час бесіди з обома партнерами складається загальна, диференційована для кожної пари програма петтінгу (своєрідний «контракт»), яка враховує попередній сексуальний досвід чоловіка та жінки. Відповідно до принципу парадоксальної психотерапії звичайні статеві акти на цьому етапі проводити забороняється. У разі порушень ерекції психогенної природи використання глибокого петтінгу може призвести до їх ліквідації, оскільки через те, що напруга члена ігнорується як компонент статевого спілкування, ліквідується синдром тривожного очікування сексуальної невдачі. Це нерідко призводить до того, що партнери порушують «заборону» проведення звичайних статевих актів.

Плежецентрична парадигма

(від англ. pleasure – задоволення)

На основі досвіду нашої роботи з надання допомоги пацієнтам із сексуальними дисфункціями, ми дійшли висновку, що найбільш задовольняє запити щодо надання цієї допомоги є запропонована нами плежецентрична парадигма (G. S. Kocharyan, 2016). Її суть полягає у тому, що головним при інтимних стосунках є отримання задоволення. При статевому акті з гарною ерекцією, великою тривалістю статевого акту, адекватною технікою його проведення або при використанні глибокого петтінгу оргазм не завжди є досяжним. До нас багаторазово зверталися жінки, у яких не виникає оргазм, незважаючи на хорошу потенцію та сексуальну техніку їхніх сексуальних партнерів. Стурбовані його відсутністю, вони зазнають вираженого дистресу і звертаються за сексологічною допомогою. При обстеженні цих жінок нерідко переконалися в тому,

що за відсутності оргазму вони отримують задоволення від ласок, поцілунків та статевих актів (ретардаційна та конституційна форма аноргазмії за А. М. Свядоцем (1991)). Після статевого акту ці жінки не мають жодних дискомфортних відчуттів. У ряді спостережень звернення таких жінок за сексологічною допомогою може бути зумовлене тим, що вони дізнаються про оргазм інших жінок, і це викликає у них виражене почуття заздрості («чому в мене таке не відбувається?»).

Одна молода жінка (студентка-заочниця), яка звернулася до нас за допомогою, приїхала здавати чергову сесію в один із Харківських університетів, і там сусідки по кімнаті в гуртожитку розповіли їй про те, що вони відчують оргазми. Вона ж їх ніколи не відчувала і була цим дуже розчарована. З'явившись до мене на прийом, пацієнтка була вкрай схвильована, хоча, як з'ясувалося в результаті опитування, при сексуальних контактах з чоловіком відчувала приємні відчуття, була збуджена, а після статевого акту не відчувала будь-якого дискомфорту і почувала себе дуже добре.

У таких випадках ми надаємо наступну психотерапевтичну допомогу. Акцентується увага жінки на тому, що під час статевого акту вона отримує задоволення, а її апеляція до того, що інші жінки відчують оргазм, що викликає у неї виражене занепокоєння, є наслідком її заздрості до них. Ми фіксуємо її увагу на тому, що головним у процесі інтимної близькості є її здатність отримувати задоволення. Зменшувати ж це задоволення значною мірою може настанова на обов'язкове одержання оргазму, очікування його отримання та побоювання, що вона вкотре не зможе його відчувати. Крім цього, ми повідомляємо пацієнтці про те, що після того, як жінка відчуває оргазм, вона нерідко може втратити інтерес до подальшого проведення інтимної близькості, тоді як сама пацієнтка здатна насолоджуватися нею досить тривалий час.

Сексуально здорові жінки не завжди відчують оргазм під час інтимної близькості, проте в низці таких випадків вони здатні отримувати задоволення, а після статевого акту не відчують жодного дискомфорту. Орієнтація на якісну ерекцію, достатню для проведення вагінального статевого акту, а також на обов'язкове отримання оргазму може бути неприйнятною і для дуже літніх людей, які можуть отримувати насолоду при ласках, поцілунках, ослабленій або навіть відсутній ерекції. У контексті цього повідомлення слід зазначити, що в останньому американському діагностичному та статистичному посібнику з психічних розладів DSM-5 (2013) повідомляється, що загалом сексуальне задоволення, однак, не сильно корелює з оргастичним досвідом. Багато жінок повідомляють про високі рівні сексуального задоволення, незважаючи на те, що рідко відчують оргазм або не відчують його.

Також доцільно навести висловлювання з цього приводу психологів Mark Yarhouse та Erica Tep (2016), які зазначають, що серед жінок, які мають труднощі з досягненням оргазму, лише половина серйозно стурбовані у зв'язку з цим. Це наводить на думку, що за всієї його важливості оргазм для жінок не обов'язково є ключовим компонентом інтимної близькості.

Висновки

Існують різні підходи до терапевтичного супроводу пацієнтів з сексуальними дисфункціями (ерекціоцентрична, оргазмоцентрична, плежецетрична). На нашу думку, плежецетричний підхід при здійсненні психотерапевтичного супроводу хворих з сексуальними дисфункціями є найбільш гуманістичним і має виражений психопротективний потенціал. Однак робота в даному підході жодною мірою не виключає заходів щодо нормалізації статевих функцій (у тому числі ерекції та оргазму) у тих випадках, коли це можливо.

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LARYNGEAL CANCER: MODERN CLINICAL AND DIAGNOSTIC STRATEGY**Arman Khozhayev**Oncologist, Sonographer - Doctor
of Ultrasound Diagnostics, Professor, Asfendiyarov
Kazakh National Medical University, Almaty, Kazakhstan**Oxana Shatkovskaya**Deputy Chairman of the Board
for Strategic Development, Scientific
and Educational Activities of the National
Scientific Oncology Center (NROC), Astana, Kazakhstan**Rakhim Abdurassulov**Head of the Oncology Polyclinic
of the Oncological Center of the Regional
Clinical Hospital, Turkestan Region, Kazakhstan**Akaisha Sarina**Deputy Director for Primary Health Care,
Karasai Clinical Multidisciplinary Central
District Hospital, Kaskelen, Almaty region, Kazakhstan**Talgat Baitileuov**Head of Surgical Service,
Professor, Karasai Clinical Multidisciplinary Central
District Hospital, Kaskelen, Almaty region, Kazakhstan**Maxim Stadnikov**Deputy Director for Medical Affairs,
Karasai Clinical Multidisciplinary Central
District Hospital, Kaskelen, Almaty region, Kazakhstan**Berik Djumabekov**Head of the Department of Surgery,
Karasai Clinical Multidisciplinary Central
District Hospital, Kaskelen, Almaty region, Kazakhstan**Abstract**

This scientific and analytical work presents modern world and local-regional data on incidence, mortality, lethality and five-year survival rate of such oncological pathology of head and neck tumors as laryngeal cancer. The issues of etiology and pathogenesis, features of distribution, modern approaches and principles of complex diagnostics, prospects for improving treatment results, as well as prognosis are covered in detail. The epidemiological characteristics of this pathology in our republic are given in the context of regions of the country.

Keywords: oncology, otorhinolaryngology, laryngeal cancer, human papillomavirus, biomarkers, RNA, immune-related genes, autophagy, epidemiology, incidence, mortality, lethality, five-year survival rate, prognosis.

Laryngeal cancer (LC) is a malignant tumor that develops from elements of the non-keratinizing epithelium of the larynx.

The etiologic factors remain unclear to date. In most cases, the patient's medical history includes untreated inflammatory and precancerous diseases of the larynx (laryngitis, papillomas, papillomatosis, dyskeratosis, leukoplakia, pachydermia, fibroma); a long period of smoking, alcohol consumption, work in dusty conditions (textile production), inhalation of harmful carcinogenic substances (oil, its distillation products, benzene, phenolic resins, asbestos); genetic predisposition (the presence of malignant diseases in relatives), as well as age and gender (males over 55 years of age) [1,2].

The diagnostic criteria are as follows. Complaints and medical history. Complaints: cough; hoarseness; sore throat radiating to the ear; difficulty breathing; choking when taking liquid food; enlarged cervical, supraclavicular, subclavian, submandibular, and submental lymph nodes. History: early symptoms of the disease in LC are: hoarseness and cough, which appear already at stage I of the disease; when,

at the initial visit of patients, hoarseness has been observed for six months with the addition of other symptoms, this may indicate later stages (III-IV) of the disease. In this case, complaints of shooting pain in the ear, difficulty breathing, choking when taking liquid food or water, and the appearance of enlarged nodes on the neck are also added [1].

Physical examination: indirect laryngoscopy (tumor, formation of one of the parts of the larynx, limited mobility of the true vocal cord or fixation of the affected half of the larynx, narrowing of the glottis); palpation examination of the lymph nodes of the neck on both sides (the presence of enlarged cervical lymph nodes of a dense consistency, immobile or stiff, slightly painful or possibly not painful, more than 1.0 cm in size).

Laboratory tests: cytological examination (increase in cell size up to giant, change in the shape and number of intracellular elements, increase in the size of the nucleus, its contours, different degrees of maturity of the nucleus and other cell elements, change in the number and shape of nucleoli); histological examination (large polygonal or spiky cells with well-defined cytoplasm, round nuclei with clear nucleoli, with the presence of mitoses, cells are located in the form of cells and cords with or without keratin formation, the presence of tumor emboli in the vessels, the severity of lymphocytic plasmacytic infiltration, mitotic activity of tumor cells).

Instrumental examinations: ultrasound examination of the cervical, submandibular, supraclavicular, subclavian lymph nodes (contours are clear, uneven, echogenicity is reduced, there may be areas of mixed echogenicity, the structure of the node is heterogeneous, increased vascularization is possible); computed tomography of the larynx (a tumor formation of the larynx, occupying the right or left half, spreading to the piriform sinus or the root of the tongue or soft tissues of the anterior surface of the neck, or to the trachea area, conglomerates of lymph nodes of various sizes are possible, compressing or displacing or growing into the vascular-nerve bundle of the neck); biopsy of a laryngeal tumor (cytological examination of the material reveals an increase in the size of the cell up to giant, a change in the shape and number of intracellular elements, an increase in the size of the nucleus, its contours, different degrees of maturity of the nucleus and other elements of the cell, a change in the number and shape of nucleoli; histological examination of the material reveals large polygonal or spiky cells with well-defined cytoplasm, round nuclei with clear nucleoli, with the presence of mitoses, the cells are arranged in the form of cells and cords with or without the formation of keratin, the presence of tumor emboli in the vessels, the severity of lymphocyte-plasmocyte infiltration, mitotic activity of tumor cells); fine-needle aspiration biopsy of enlarged lymph nodes of the neck (during cytological examination of the material - an increase in the size of the cell up to giant, a change in the shape and number of intracellular elements, an increase in the size of the nucleus, its contours, different degrees of maturity of the nucleus and other elements of the cell, a change in the number and shape of nucleoli) [1].

As noted by Huang J. et al. [3] though the LC only has 1% of the total cancer cases and related deaths, it is a type of head and neck cancers with the highest prevalence. Cigarette smoking and alcohol consumption was found to have the strongest relation with LC; other potential risk factors include age (≥ 65), sex (male), family history of cancer, chemical workplace exposure, gastro-esophageal reflux, and exposure to human papillomavirus (HPV).

In their work, the authors emphasize that the global incidence and mortality rates of LC in 2020 was extracted from the Global Cancer Observatory (GLOBOCAN) database, developed by the International Agency for Research on Cancer, World Health Organization (WHO) [4].

The Gross Domestic Products (GDP) and Human Development Index (HDI) for each country were retrieved from World Bank and United Nations. For the categorization of HDI rates, <0.550 , $0.550-0.699$, $0.700-0.700$, and ≥ 0.800 are considered low, medium, high, and very high. Data from 1980 to 2020 were obtained, and the data of the most recent 10 years were used for trend analysis. The WHO mortality database was used for cancer-related death data for each country and region. Cancer mortality data was collected from national civil cancer registries on a local and national level with the registering system logging verified cancer deaths and their causes, which is then reported to WHO annually. To ensure the quality of data, only figures with medium quality or above were published by the WHO mortality database based on the timeliness, completeness and coverage of registration and the proportion of deaths assigned to ill-defined causes. All incidence and mortality figures of LC were transformed - using the Segi-Doll world reference population for various nations - into an age-standardised rate (ASR) per 100 000 individuals. Weighting was allocated in accordance with proportions of people in the standard population's corresponding age groups. This enabled the current study to compare incidence and mortality rates across different countries over time [3].

There were 184 615 newly reported cases of LC in 2020, with an ASR incidence of 2.0 per 100 000

persons. Incidence varied geographically, region with the highest incidence was Caribbean (ASR=4.0) followed by Central and Eastern Europe (ASR=3.6) and Southern Europe (ASR=2.9). Regions with the lowest incidence include Middle Africa (ASR=0.76), Western Africa (ASR=0.79), and Central America (ASR=0.86). There was a remarkable disparity among the two sexes in terms of incidence, as the global ASR of males (ASR=3.6) was more than seven times higher than that of females (ASR=0.49). The highest incidence was in countries with medium HDI (ASR=2.5), followed by very high HDI (ASR=2.3), high HDI (ASR=1.6), and low HDI (ASR=0.94). In 2020, 99 840 LC-related deaths were reported, which was slightly more than 1% of the total cancer-related deaths. Globally, LC has an ASR of 1.0 per 100 000 persons in mortality. In terms of the geographical distribution, the Caribbean region (ASR=2.1) had the highest mortality rate, doubling the global average, followed by Central and Eastern Europe (ASR=1.9), and South-Central Asia (ASR=1.7). Regions with the lowest mortality were Australia and New Zealand (ASR=0.34), Micronesia (ASR=0.45), and Middle Africa (ASR=0.54). Similar to incidence, the highest mortality was in countries with medium HDI (ASR=1.6), followed by high HDI (ASR=0.92), very high HDI (ASR=0.86), and low HDI (ASR=0.71). Among males LC incidence was associated with a higher HDI [$\beta=0.175$, 95% confidence interval (CI): 0.111-0.239, $P<0.001$], prevalence of smoking ($\beta=0.051$, 95% CI: 0.041-0.061, $P<0.001$), alcohol drinking ($\beta=0.040$, 95% CI: 0.028-0.052, $P<0.001$), unhealthy dietary ($\beta=0.012$, 95% CI: 0.006-0.018, $P<0.001$), obesity ($\beta=0.022$, 95% CI: 0.012-0.031, $P<0.001$), hypertension ($\beta=0.031$, 95% CI: 0.022-0.041, $P<0.001$), diabetes ($\beta=0.032$, 95% CI: 0.014-0.051, $P=0.001$), and lipid disorders ($\beta=0.021$, 95% CI: 0.013-0.029, $P<0.001$). Among females, incidence was associated with a higher HDI ($\beta=0.114$, 95% CI: 0.050-0.178, $P<0.001$), prevalence of smoking ($\beta=0.049$, 95% CI: 0.033-0.065, $P<0.001$), inactivity ($\beta=0.040$, 95% CI: 0.009-0.072, $P=0.011$), obesity ($\beta=0.013$, 95% CI: 0.004-0.022, $P=0.004$), hypertension ($\beta=0.012$, 95% CI: 0.002-0.023, $P=0.024$), diabetes ($\beta=0.051$, 95% CI: 0.031-0.071, $P<0.001$), and lipid disorders ($\beta=0.015$, 95% CI: 0.007-0.023, $P<0.001$). Among males LC mortality was associated with a higher HDI ($\beta=0.094$, 95% CI: 0.025-0.163, $P<0.001$), prevalence of smoking ($\beta=0.044$, 95% CI: 0.033-0.054, $P<0.001$), alcohol drinking ($\beta=0.025$, 95% CI: 0.013-0.038, $P<0.001$), unhealthy dietary ($\beta=0.009$, 95% CI: 0.003-0.015, $P=0.002$), obesity ($\beta=0.016$, 95% CI: 0.006-0.025, $P=0.001$), hypertension ($\beta=0.025$, 95% CI: 0.015-0.034, $P<0.001$), and lipid disorders ($\beta=0.013$, 95% CI: 0.004-0.021, $P=0.003$). Among females, mortality was associated with a lower GDP per capita ($\beta=-0.076$, 95% CI: -0.126-0.027, $P=0.003$), and prevalence of alcohol drinking ($\beta=-0.060$, 95% CI: -0.085-0.035, $P<0.001$) [3].

Overall, more countries were showing decreasing trends than increasing trends in LC while such trends were less evidence among female population, younger subjects, and countries from Europe. The overall incidence for males was decreasing while females reported mixed trends. For males, significant increases were found only in Cyprus [average annual percent change (AAPC)=5.88; 95% CI: 0.52-11.52; $P=0.035$], whilst decreasing trends were reported in 24 countries evenly distributed in different continents, Chile (AAPC=-11.5; 95% CI: -20.99-0.88; $P=0.038$) reported the largest decrease, followed by the Philippines (AAPC=-7.71; 95% CI: -12.15-3.05; $P=0.006$), and Norway (AAPC=-5; 95% CI: -8.71-1.14; $P=0.018$). For females, three countries showed significant increasing trends: Japan (AAPC=6.01; 95% CI: 1.51-10.71; $P=0.015$), Switzerland (AAPC=5.61; 95% CI: 0.05-11.49; $P=0.048$), and Czech Republic (AAPC=3.31; 95% CI: 1.28-5.39; $P=0.005$). Evident decreases were found in six countries, with India (AAPC=-8.35; 95% CI: -13.62-2.75; $P=0.009$), Korea (AAPC=-8.28; 95% CI: -11.68-4.74; $P=0.001$), and Turkey (AAPC=-6.05; 95% CI: -10.21-1.69; $P=0.013$) reporting the largest decreases. Similar to the incidence trends, there was a remarkable difference between the mortality trends of males and females. For males, only Thailand (AAPC=5.41; 95% CI: 3.56-7.30; $P<0.001$) reported significant increases. On the contrary, significant decreases were observed in 30 countries. The largest decreases were found in Korea (AAPC=-7.17; 95% CI: -8.65-5.66; $P<0.001$), Singapore (AAPC=-7.10; 95% CI: -13.59-0.11; $P=0.047$), and France (AAPC=-5.96; 95% CI: -6.76-5.15; $P<0.001$). For females, significant increasing trends were found in Israel (AAPC=12.49; 95% CI: 0.81-25.51; $P=0.038$); while significant decreases were reported in eight countries, with Korea (AAPC=-10.58; 95% CI: -15.61-5.24; $P=0.002$), Belarus (AAPC=-7.93; 95% CI: -13.55-1.95; $P=0.010$), and Colombia (AAPC=-5.68; 95% CI: -8.04-3.27; $P=0.001$) reported the most evident decreases. For the older males aged 50 or above two countries reported significant increases: Cyprus (AAPC=6.87; 95% CI: 1.16-12.91; $P=0.024$), and Belarus (AAPC=1.41; 95% CI: 0.28-2.55; $P=0.021$). In contrast, significant decreases were observed in 21 countries sporadically distributed worldwide. The largest decreases were found in Chile (AAPC=-10.31; 95% CI: -19.44-0.14; $P=0.048$), Philippines (AAPC=-7.57; 95% CI: -11.86-3.08; $P=0.005$), and Norway (AAPC=-5.69; 95% CI: -8.87-2.41; $P=0.004$). For females aged 50 or above, three countries, all European countries, reported significant increases: Spain (AAPC=6.76; 95% CI: 2.03-11.72; $P=0.01$), Switzerland (AAPC=5.38; 95% CI: 0.25-10.78;

$P=0.042$), and Czech Republic ($AAPC=4.00$; 95% CI: 1.73-6.32; $P=0.003$) reported the largest increases. On the other hand, four populations showed significant decreasing trends, Turkey ($AAPC=-6.50$; 95% CI: -11.64-1.07; $P=0.025$) reported the largest decline, followed by Canada ($AAPC=-4.36$; 95% CI: -6.94-1.70; $P=0.006$), and the white population in the USA ($AAPC=-2.98$; 95% CI: -5.13-0.78; $P=0.014$). Similar distribution but larger increase was found in males aged below 50 Norway ($AAPC=18.77$; 95% CI: 4.55-34.92; $P=0.014$) and Thailand ($AAPC=10.24$; 95% CI: 0.36-21.09; $P=0.044$) reported significant increasing trends, whereas evident decreasing trends were observed in 17 countries, predominately Asian and European countries, with Germany ($AAPC=-17.17$; 95% CI: -26.66-6.44; $P=0.007$), Denmark ($AAPC=-9.88$; 95% CI: -17.74-1.26; $P=0.030$), and France ($AAPC=-9.66$; 95% CI: -14.70-4.32; $P=0.004$) showing the greatest decreases. From the raw data, the highly significant increasing trend observed in the younger male population of Norway and Thailand was likely due to the statistical base effect as unusually low ASR was reported in the start of the 10-year interval 2010-2011 (Norway); 2003 (Thailand). For their younger females aged below 50, significant decreases were observed in two countries/regions: Hong Kong, SAR, China ($AAPC=-12.44$; 95% CI: -21.77-1.99; $P=0.026$) and Korea ($AAPC=-11.79$; 95% CI: -21.66-0.67; $P=0.041$), while no country reported significant increase [3].

In conclusion, our colleagues point out that the reported incidence for LC has been decreasing remarkably for the past decades, especially for the male population, potentially due to the reduced consumptions of cigarettes and alcohol. Its mortality has also been decreasing, possibly attributable to broader availability and applications of treatments. However, regional disparity in mortality remains due to difference in level of access to surgical care. On the contrary, it is alarming that some evident increases were observed in the female populations and younger subjects from some countries. If no mitigation interventions are implemented, such trends may continue. It is also recommended that governments should continue the implementation of smoking and alcohol reduction campaigns, to minimize further burden on healthcare system.

Nocini R. et al. in their work they say that [5] LC is a form of malignancy originating from the anatomic site called larynx (also commonly known as "voice box"), which is anatomically divided in three regions including the supraglottic larynx (encompassing the epiglottis, false vocal cords, ventricles, aryepiglottic folds and arytenoids), the glottis (encompassing the true vocal cords and the anterior and posterior commissures) and the subglottic region. Among squamous cell carcinomas, the well and moderately differentiated forms slightly prevail over poorly differentiated tumors; the larger number of LC cases originate from the glottic region (i.e., approximately two-third), followed by the supraglottic area (about 30%), whilst transglottic and purely subglottic tumors are generally less frequent. The more important risk factors for LC include tobacco use, excessive alcohol ingestion, gastro-esophageal reflux, Plummer-Vinson syndrome, anatomical malformations, exposure to heat, chemicals, asbestos, nickel or ionizing radiations, along with some viral infections (e.g., HPV). The most frequent symptoms of laryngeal malignancies include hoarseness, sore throat, dysphagia and/or painful swallowing, impairment in voice quality, otalgia, cough and hemoptysis. Despite hoarseness can develop early in patients with laryngeal malignancies, in many cases the cancer has already deeply involved the vocal cords and spreads to regional lymphatics at diagnosis. Primary tumor volume, composite nodal volumes, composite primary tumor and nodal volumes are significant predictors of unfavorable prognosis, along with advanced age, performance status, grade and depth of invasion.

In their work, the researchers note that LC is an important oncologic entity, whose prognosis depends on establishing appropriate preventive and diagnostic measures, especially in populations at higher risk. The current incidence, prevalence and mortality of LC are estimated at 2.76 cases/year per 100,000 inhabitants, 14.33 cases/year per 100,000 inhabitants and 1.66 deaths/year per 100,000 inhabitants, respectively, averaging 3.28 million Disability-Adjusted Life Years each year. Incidence and prevalence have increased by 12% and 24%, respectively during the past 3 decades, whilst mortality has declined by around 5%. The epidemiologic burden of this malignancy is approximately 5-fold higher in males and increases in parallel with ageing, peaking after 65 years of age. Both incidence and mortality rates are higher in Europe and lower in Africa, but the ratio between deaths and incidence is the highest in Africa. Incidence has gradually declined in Europe during the past 3 decades, whilst it has increased in South-East Asia and Western Pacific. Cigarette smoking and alcohol abuse contribute for about 90% of overall worldwide mortality for LC. At the same time, the conclusions state that LC still poses a high clinical and societal burden, with an escalating temporal trend not expected to reverse soon [5].

An interesting work was presented by Li C. et al. [6]. In this study, authors aimed to explore the roles of cuproptosis-related genes in LC and their potential as prognostic markers and therapeutic targets. LC, characterized by high recurrence rates and a lack of effective biomarkers, has been associated

with cuproptosis, a regulated cell death process linked to cancer progression. They collected comprehensive data from The Cancer Genome Atlas and Gene Expression Omnibus databases, including gene expression profiles and clinical data of LC patients. Using clustering and gene analysis, researchers identified cuproptosis-related genes with prognostic significance. A risk model was constructed based on these genes, categorizing patients into high- and low-risk groups for outcome comparison. Univariate and multivariate analyses were conducted to identify independent prognostic factors, which were then incorporated into a nomogram. Gene Set Enrichment Analysis was employed to explore pathways distinguishing high- and low-risk groups. This risk model, based on four genes, including transmembrane 2, dishevelled binding antagonist of β -catenin 1, stathmin 2, and G protein-coupled receptor 173, revealed significant differences in patient outcomes between high- and low-risk groups. Independent prognostic factors were identified and integrated into a nomogram, providing a valuable tool for prognostic prediction. Gene Set Enrichment Analysis uncovered up-regulated pathways specifically associated with high-risk patient samples. The authors point out that this study highlights the potential of cuproptosis-associated genes as valuable prognostic markers and promising therapeutic targets in the context of LC and sheds light on new avenues for understanding and treating this complex disease.

In a study by Ren L. et al. [7], immune signatures of LC were systematically analyzed and their role in tumor progression was assessed. Differentially expressed immune-related genes (IRGs) were screened between LC and normal tissues from The Cancer Genome Atlas (TCGA) dataset. Then, two prognosis-related IRGs aquaporin 9 (AQP9) and zeta chain of T cell receptor associated protein kinase 70 (ZAP70) were analyzed by a series of survival analysis. Based on them, molecular subtypes were constructed by unsupervised cluster analysis. Differences in survival outcomes, human leukocyte antigen (HLA) expression and immune cell infiltrations were assessed between subtypes. Expression of AQP9 and ZAP70 was validated in LC tissues and cells by reverse transcription-quantitative polymerase chain reaction (RT-qPCR) and immunohistochemistry. After silencing and overexpressing AQP9 and ZAP70, cholecystokinin-8 (CCK-8), 5-ethynyl-2'-deoxyuridine (EdU), wound healing and transwell assays were performed in TU212 and LCC cells. Totally, 315 IRGs were abnormally expressed in LC. Among them, AQP9 and ZAP70 were distinctly correlated to patients' prognosis. Two subtypes were developed with distinct survival outcomes, HLA expression and immune microenvironment. Low expression of AQP9 and ZAP70 was confirmed in LC. AQP9 and ZAP70 up-regulation distinctly suppressed proliferation, migration, and invasion of LC cells. The opposite results were investigated when their knockdown.

Our colleagues focus on the fact that the obtained findings revealed the roles of AQP9 and ZAP70 in progression of LC, and suggested that AQP9 and ZAP70 could potentially act as candidate immunotherapeutic targets for LC. Collectively, this study proposed two prognosis-related IRGs AQP9 and ZAP70. Two molecular subtypes based on AQP9 and ZAP70 may reflect immune microenvironment of LC. In vitro, their up-regulation inhibited proliferation, migration and invasion of LC cells. Results obtained demonstrated that AQP9 and ZAP70 might be candidate therapeutic targets and prognostic signatures for LC, which may assist guide clinical therapy in the future [7].

Liu W. et al. [8] in their work they say that LC is one of the most common malignant tumors among head and neck cancers. Accumulating studies have indicated that long noncoding RNAs (lncRNAs) play an important role in LC occurrence and progression, however, the functional roles and relative regulatory mechanisms of lncRNA growth arrest-specific transcript 5 (GAS5) in LC progression remain unclear. The expression of lncRNA GAS5 in both LC tissues and cell lines was evaluated using quantitative RT-qPCR assay.

The relationships between lncRNA GAS5 expression and clinical parameters were also analyzed. To determine the biological function of lncRNA GAS5, a lncRNA GAS5-specific plasmid was first transfected into LC cells using lentiviral technology. Cell counting kit-8 assay, flow cytometry, and Transwell assays were used to detect in vitro cell proliferation, apoptosis, cycle distribution, and metastasis abilities, respectively. Furthermore, in vivo cell growth experiments were also performed using nude mice. Additionally, western blotting was performed to identify the underlying regulatory mechanism. In the current study, lncRNA GAS5 was downregulated in LC tissues and its low expression was closely associated with poor tumor differentiation, advanced TNM stage, lymph node metastasis, and shorter overall survival time. In addition, lncRNA GAS5 upregulation significantly inhibited LC cell proliferation both in vitro and in vivo. Moreover, in response to lncRNA GAS5 overexpression, more LC cells were arrested at the G2/M stage, accompanied by increased cell apoptosis rates and suppressed migration and invasion capacities. Mechanistically, this data showed that the overexpression of lncRNA GAS5 significantly regulated the PI3K/AKT/mTOR signaling pathway. lncRNA GAS5 might act as a suppressor gene during LC development, as it suppressed cell proliferation and metastasis by regulating the PI3K/AKT/mTOR signaling

pathway; thus, lncRNA GAS5 is a promising therapeutic biomarker for the treatment of LC. Overall, lncRNA GAS5 could serve as a tumor suppressor gene in LC, which would be a promising therapeutic biomarker for LC treatment.

Liberale C. et al. [9] note that LC is one of the most frequent tumors of the upper aero-digestive tract. While certain factors such as alcohol consumption and tobacco smoking have been established as risk factors for LC, the correlation of many other risk factors with the mechanism of carcinogenesis remains unclear. The process of laryngeal carcinogenesis has been well described; however, there are still aspects that lack understanding, and the underlying biological mechanisms have not been fully elucidated. Indeed, the emerging role of lncRNAs, miRNAs, and mRNAs is becoming increasingly important in our understanding of cancer development and its clinical and therapeutic implications. These non-coding RNAs have been shown to play critical roles in various aspects of cancer biology, including tumor initiation, progression, metastasis, and response to treatment. Gaining insight into the molecular mechanisms involved in carcinogenesis could enable the prediction of tumor progression and facilitate targeted interventions at various stages of the disease. The ultimate goal is to develop precise and effective therapies through a precision medicine approach. Achieving this objective requires further comprehensive studies on the molecular biology of cancer and the role of different risk factors.

Özdaş T. et al. [10] point out that while LC does not show any obvious early symptoms, it tends to have a poor prognosis in advanced clinical stages. Chromosome region maintenance 1 (CRM1) mediates the nuclear export of some RNAs, major and tumor suppressor proteins and has been associated with the pathogenesis of many tumors. However, the clinicopathological significance of CRM1 gene expression in LC has not been clarified yet. CRM1 expression in matched tumor and normal tissues obtained from 43 LC patients were evaluated intracellular for protein and mRNA levels by immunohistochemical staining (IHC), western-blot, and quantitative real-time qRT-PCR, respectively. IHC, western-blot, and qRT-PCR analyses showed that CRM1 expression was significantly increased in LC tissue compared to normal tissue. Increased expression of CRM1 has been associated with poor prognostic clinicopathological features, including advanced tumor stage, increased tumor invasion, larger tumor size, positive lymph node metastasis, distant metastasis, and invasive histological type by IHC, western-blot, and qRT-PCR. Kaplan–Meier survival analysis showed that patients with high expression of CRM1 exhibited lower overall survival compared to those with low expression (Log-rank = 7.16, $p = 0.007$). According to the TCGA datasets, elevated CRM1 expression in head and neck cancer including cases of squamous cell laryngeal origin is associated with advanced tumor stage and histological grade ($p > 0.05$, for all). Consequently, CRM1 plays an important role in LC and may serve as an indicator and prognostic factor for poor overall survival in LC patients. In conclusion, this study revealed that CRM1 is a predictive biomarker for poor overall survival in LC patients, and that the evaluation of the clinical pTNM staging system of the tumor and CRM1 expression together may provide additional prognostic information. Moreover, inhibition of CRM1 expression may be a new therapeutic strategy for LC. Furthermore, prospective large-scale studies are needed to explore the true prognostic role of elevated CRM1 expression in laryngeal squamous cell carcinoma.

The aim of the study by Luo M.S. et al. [11] was to develop an autophagy-related model to predict the prognosis of patients with LC. Autophagy, a major cause of cancer-related death, is correlated with the pathogenesis of various diseases including cancers. Our colleagues analyzed the correlation between expression profiles of autophagy-related genes (ARGs) and clinical outcomes in 111 LC patients from TCGA. Afterward, gene functional enrichment analyses of gene ontology and Kyoto Encyclopedia of Genes and Genomes were performed to find the major biological attributes. Univariate Cox regression analyses and multivariate Cox regression analyses were performed to screen ARGs whose expression profiles were significantly associated with LC patients overall survival (OS). Furthermore, to provide the doctors and patients with a quantitative method to perform an individualized survival prediction, we constructed a prognostic nomogram. Thirty eight differentially expressed ARGs were screened out in LC patients through the TCGA database. Related functional enrichments may act as tumor-suppressive roles in the tumorigenesis of LC. Subsequently, 4 key prognostic ARGs (IKBKB, ST13, TSC2, and MAP2K7) were identified from all ARGs by the Cox regression model, which significantly correlated with OS in LC. Furthermore, the risk score was constructed, which significantly divided laryngeal cancer patients into high- and low-risk groups. Integrated with clinical characteristics, gender, N and the risk score are very likely associated with patients OS. A prognostic nomogram of ARGs was constructed using the Cox regression model. As the researchers note this study could provide a valuable prognostic model for predicting the prognosis of LC patients and a new understanding of autophagy in LC. A novel autophagy-related model and a predictive nomogram were conducted to robustly estimate LC patients survival.

Now, regarding this pathology in our country at the republican level. The incidence of LC in the Republic of Kazakhstan in 2023 was 2.2 per 100 thousand population with an increase rate of 15.5% compared to the previous year (1.9 in 2022), which in absolute numbers amounted to 436 people (370 cases a year earlier), second only to prostate cancer (16.7%). The proportion of cases diagnosed for the first time in life, recorded by oncology organizations, was 1.2% (1.1% in 2022). At the same time, 384 men fell ill (the proportion is 2.4%, 13th rank place), women - 52 (the proportion is 0.2%, 22nd rank place), which clearly shows the gender difference in the incidence of this pathology with a pronounced predominance of the male population [12].

The LC level above the national average was established in 9 regions of the country: North Kazakhstan - 5.8 (the maximum indicator); Pavlodar - 3.8; Kostanay - 3.6; East Kazakhstan - 3.4; Abay - 3.3; Karaganda - 3.0; Akmola and Atyrau - 2.9; Mangistau - 2.6. This indicator is below the national average in 11 regions: Turkestan - 0.6 (the lowest level); the city of Astana - 1.0; Kyzylorda - 1.2; the city of Shymkent - 1.5; Ulytau and Almaty - 1.8; West Kazakhstan and Zhambyl - 1.9; Aktobe and Zhetysu regions and the city of Almaty - 2.1 per 100 thousand population. Mortality from this pathology was 0.8 per 100 thousand population, the same as a year earlier. The regions where the mortality rate from LC is above the average in the republic include: Abay - 2.5 (maximum level); North Kazakhstan - 1.9; Pavlodar - 1.6; Mangistau and Karaganda - 1.2; Zhetysu - 1.0; Aktobe - 0.9. Akmola, East Kazakhstan, Kostanay regions and the city of Almaty are on par with the national average. The lowest rates were noted in Ulytau - 0.0; Turkestan - 0.1; West Kazakhstan and the city of Shymkent - 0.3; Kyzylorda - 0.5; Atyrau and the city of Astana - 0.6; Zhambyl and Almaty - 0.7 regions per 100 thousand people [12].

One-year lethality was 19.2%, taking the 13th place among all nosological forms of malignant neoplasms. At the same time, the ratio between one-year lethality and neglect (stage IV) was 1.6. At the same time, we recall that the farthest from "1" is the worst ratio between the indicators of one-year lethality and neglect.

Next, regarding preventive examinations. It should be noted that during large-scale preventive examinations of the population in 2023, significantly more patients with malignant neoplasms were actively identified than in 2022. This is 25,193 patients versus 23,623 patients identified in 2022, i.e. +6.6%. This is due to the further abatement of the epidemiological trouble with coronavirus and the increased availability of preventive care for the population. The proportion of patients identified during routine examinations increased from 62.0% to 62.4% of the total number of patients identified per year. As for LC, the early detection of this pathology during preventive examinations increased significantly - from 50.6 to 60.9%. The number of newly identified patients with LC registered with oncology organizations amounted to 425 patients (365 patients in 2022). At the same time, the absolute number of patients with LC identified during medical examinations was 274 people (231 a year earlier), and the proportion was 64.5% and 63.3%, respectively. 167 people out of 274 are patients with stages I and II (in 2022 - 117 patients out of 231). The proportion of patients with LC detected at early stages, as indicated above, was 60.9% against 50.6% a year earlier.

Of course, when analyzing the epidemiological situation, early diagnosis indicators are very important issues.

The regions where the proportion of patients with early stage I of the pathology in question is above the national average (16.5% - 14th rank) include the following regions: the city of Almaty - 34.8% (the best indicator); Abay and Kyzylorda - 30.0%; West Kazakhstan and the city of Astana - 23.1%; North Kazakhstan - 22.6%; Karaganda - 18.8%; Akmola - 18.2%. The lowest rates of early diagnosis were recorded in the Ulytau region (not a single patient with stage I of the disease - 0.0%). Next come: Mangistau - 5.3%; the city of Shymkent - 5.6%; Kostanay - 6.7%; Pavlodar, Zhetysu and Almaty - 7.1%; Atyrau - 10.0%; Zhambyl - 13.0%; East Kazakhstan - 14.3%; Aktobe - 15.0% and Turkestan - 15.4% of the country's regions [12].

It should be noted that every second patient with LC is detected in the early (I-II) stages of this pathology (51.1%). However, the situation with this indicator is deplorable in the Ulytau region - there is not a single patient detected in the early stages of the disease. The regions where the proportion of patients with LC detected at stages I-II is above the national average include the following regions. The best indicator is in the city of Astana - 76.9%. Then follow: Pavlodar - 75.0%; West Kazakhstan - 69.2%; North Kazakhstan - 67.7%; Zhambyl - 65.2%; Aktobe - 65.0% regions and the city of Almaty - 63.0%. Low rates of early diagnosis were recorded in Ulytau - 0.0% (the worst result in the country); Turkestan - 15.4%; Almaty - 21.4%; the city of Shymkent - 22.2%; Zhetysu - 35.7%; Mangistau - 42.1%; East Kazakhstan - 42.9%; Atyrau - 45.0%; Kostanay - 46.7%; Abay, Akmola, Karaganda and Kyzylorda - 50.0% regions [12].

As is clearly seen from the above data, there is a very large spread in early diagnostics rates across

the country, from very good to dismal. Of course, it is necessary to take into account migration processes and other factors that affect early diagnostics rates, but nevertheless, the results obtained give reason not to stop there, both for oncologists and otolaryngologists, general practitioners, since improving early diagnostics rates of malignant tumors, as one of the main postulates and one of the main tasks of medicine in general, continues to be relevant today. The proportion of stage IV LC was 9.4%. At the same time, as mentioned above, the proportion of patients with this nosological form of malignant neoplasms detected at stages I-II was 51.1% (stage I - 16.5%, stage II - 34.6%), which indicates that the largest number of patients with LC was detected at locally advanced with loco-regional damage - stage III of the disease. This stage was 39.5%, i.e. almost two patients out of every five, and we know what aggressive, often complex treatment is used with such a spread of the oncological process and what a disappointing prognosis is for these patients. As for the average national indicator of the proportion of stage IV (9.4%), against this background, West Kazakhstan, Mangistau, Turkestan regions and three megalopolises - the cities of Astana, Almaty, Shymkent stand out, where not a single patient was detected in the terminal stage - 0.0%. Then come: Almaty - 3.6%; Aktobe - 5.0%; North Kazakhstan - 6.5%; Zhetysay and Pavlodar - 7.1%; Zhambyl - 8.7%; Kyzylorda - 10.0%; Kostanay - 13.3%; East Kazakhstan - 14.3%; Atyrau - 20.0%; Akmola - 22.7% regions. This list is closed by three regions, where every fourth patient was detected in the incurable stage of the disease with the worst indicator of 25.0% - Abay, Karaganda and Ulytau regions [12].

The morphological verification rate of LC in the country was 98.8%, second only to non-melanoma skin cancer (99.6%), breast cancer (99.4%) and lip cancer (99.1%) in the first three positions. At the same time, in the Pavlodar region, the morphological verification rate was 92.9%, in Akmola - 95.5%, in Almaty - 96.4%. In other regions, the disease verification rate was 100%.

The total number of patients with malignant neoplasms registered with specialized oncology organizations of the republic continued to increase and by the end of 2023 amounted to 218,186 people, with an increase of 6.0% compared to the previous year (2022 - 205,822, +5.8%). The overall incidence rate of malignant neoplasms increased by 3.9%, from 1055.3 to 1096.4 per 100 thousand people. The growth of this indicator is due to both the increase in the incidence and detection of pathology, and the increase in the survival of cancer patients. In addition, statistical data on patients diagnosed with malignant neoplasms, who have been under observation for 5 years or more, and continue to be observed in 2023, showed that the number of patients under the observation of oncological organizations in Kazakhstan for over five years continued to grow and at the end of the reporting year amounted to 117,616 people, with an increase of 6.2% (2022 - 110,790 people, + 6.6%) (form No. 7).

It is impossible to ignore such an important clinical aspect as the coverage of patients with a first-time diagnosis of LC in the Republic of Kazakhstan with special treatment.

In 2023, the number of hospitalizations for all nosological forms of malignant tumors in the country's oncology organizations amounted to 108,252 cases (2022 - 101,095), with an increase of 7.1% compared to the previous year, which is associated with a constant increase in the number of cancer patients, improved standardization of oncological care, and the development of palliative and restorative services.

At the end of 2023, the absolute number of LC patients who completed specialized treatment was 247 people, continuing treatment - 135 patients. The following results were obtained in percentage terms by methods and types of treatment. Only 12.6% of patients received surgical treatment, only radiation - 19.4%, only drug treatment - 8.9%, combined - 26.7%, complex - 21.5% and chemo-radiation - 10.1%.

Further, regarding the five-year survival of patients. As for LC, at the end of 2023, 2032 people were registered for dispensary care, or 10.2 per 100 thousand of the population. At the end of 2022 - 1899 patients or 9.7 per 100 thousand of the population, respectively.

At the same time, the mortality rate of the observed contingents in 2023 decreased compared to the previous year and amounted to 7.6% in 2023 (8.6% in 2022).

The five-year survival rate of patients with LC was 52.2% in 2023 and 53.2% in 2022 [12].

Summarizing the above, we can conclude that LC, despite not having the highest place in terms of incidence among all existing malignant tumors of other localizations, deserves close attention from specialized specialists. At the same time, taking into account a number of factors, the indicators of early diagnostics do not allow oncologists to "sleep peacefully", since the locally advanced stage III, which prevails over all stages, in addition to being widespread, gives a large number of complications due to the location of vital centers and tissue structures near the primary focus and locoregional metastases. The veiled and variable symptoms, its similarity with various non-core processes, leads to the neglect of the

disease. All this requires both oncologists and, first of all, primary health care workers and, of course, otolaryngologists to increase the level of cancer alertness, inform the population about early symptoms that may indicate this pathology or the onset of proliferative changes and conduct high-tech diagnostic measures, including for the purpose of differential diagnosis and, as a result, timely treatment. People from the risk group are recommended to visit specialized specialists annually and, if necessary, undergo an examination.

An epidemiological assessment of the situation with LC in our country suggests that there are sometimes significant differences in the regions not only in incidence rates, but also in the state of early diagnosis and mortality from this disease. In connection with the above, this pathology continues to be a serious problem in modern clinical oncology.

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Pedagogical sciences

ENCOURAGING CRITICAL AND CREATIVE THINKING THROUGH INTEGRATIVE STEM LESSON PLAN IN SECONDARY SCHOOL

Aida Adilzhan
Kazakhstan, Almaty

Abstract

The modern global labor market requires that future professionals possess critical and creative thinking – key skills of the 21st century. STEM education (science, technology, engineering, mathematics) is recognized as a vital component for ensuring the economic prosperity of the country. The aim of the study was to evaluate the impact of a comprehensive integrative STEM lesson plan on the development of critical and creative thinking in secondary school students. An integrated approach of mixed methods (quantitative pre/post-tests and qualitative interviews) was used. The participants were 36 11th grade students of Dostyq School Almaty.: 17 in the experimental group (integrative STEM plan) and 19 in the control group (traditional teaching). The intervention lasted four weeks. The experimental group showed a more significant average score increase (+2.76) compared to the control group (+1.52), confirming the positive impact of STEM on the development of critical thinking.

Introduction

The modern knowledge economy and the global labor market require that future professionals possess the basic skills of the 21st century, including the ability to think critically and creatively, as well as the ability to offer solutions to both global and everyday problems. STEM education (science, technology, engineering and mathematics) is recognized as a vital component for ensuring the economic prosperity of the country. As a result, educating a generation with STEM literacy and awareness of careers in STEM fields has become a major national goal. Despite this, educational problems persist, such as low proficiency in mathematics and science, as well as insufficient involvement in technological and engineering disciplines. To counteract these trends and meet the needs of the information society, the integration of the STEM approach into curricula is essential.

STEM as a framework for developing core competencies

STEM education is an interdisciplinary approach that links science, technology, engineering, and mathematics, effectively acting as a bridge between education and career. Successful STEM implementation requires students to engage in authentic work processes such as scientific research and the engineering design process. Engineering, in particular, plays a unifying role in STEM, as the design process inherently requires the application of knowledge and skills from other STEM disciplines. Solving engineering problems based on real-world problems provides the necessary interdisciplinary context for the study of scientific concepts.

Integrated STEM education is directly aimed at developing a wide range of 21st century skills. The core competencies identified in this framework include Knowledge Building (KC) and Real-World Problem Solving (RWPS), as well as Collaboration (C), Skilled Communication (SC), the Use of ICT for Learning, and Self-Regulation.

The role of STEM in the development of Critical Thinking (KM)

Critical thinking (KM) stands out as one of the most important skills of the 21st century, necessary for navigating difficult life situations. KM is defined as the skill of evaluating all potential ideas for solving a problem in real life, followed by making an informed decision. The researchers argue that the engineering design process naturally contributes to the development of KM, since both processes have similar procedural steps. Empirical evidence supports the positive impact of STEM education on students' propensity for critical thinking, including significant development of the "truth seeking" and "open-mindedness" subscales. Effective strategies contributing to the development of KM are project-based learning (PBL) using STEM and research-based STEM learning.

The purpose of the study

Given the central role of STEM in training personnel for the information society and empirical evidence of its connection with critical thinking, the purpose of this study was to assess the impact of a comprehensive integrative STEM lesson plan on the development of critical and creative thinking skills

among secondary school students. An integrated approach based on mixed methods (quantitative and qualitative) was used for this

Research Questions:

- How can an effective STEM lesson or unit plan be created and implemented into the existing curriculum to enhance learning?
- In what ways does the implementation of a STEM-based lesson plan affect the development of students' critical and creative thinking skills?

Literature review

The global labor market and the contemporary knowledge economy necessitate that future professionals possess essential 21st century skills, including the ability to think critically and creatively, and to propose solutions for both global and daily problems. Science, Technology, Engineering, and Mathematics (STEM) is recognized as a vital component for ensuring a country's economic prosperity. Consequently, raising a generation that is STEM literate and career-aware in STEM fields has become a primary national goal. However, educational challenges persist; for instance, US students show low levels of proficiency in mathematics and science, coupled with insufficient engagement in technology and engineering. To counteract these trends, the integration of a STEM approach into curricula is essential to meet the demands of the information society.

STEM Education as a Framework for 21st Century Skills

STEM education is fundamentally an interdisciplinary approach that links science, technology, engineering, and mathematics, effectively acting as a bridge between education and career. Successful STEM implementation requires engaging students in the authentic working processes of the respective disciplines, such as scientific inquiry and the engineering design process. Engineering plays a unifying role in STEM because the engineering design process inherently demands the application of knowledge and skills from other STEM disciplines. Furthermore, addressing engineering challenges rooted in real-world problems provides a necessary interdisciplinary context for learning scientific concepts.

Integrated STEM education aims explicitly to foster a wide range of 21st Century skills. Key competencies identified within this framework include Knowledge Construction (KC), Real-World Problem Solving (RWPS), Skilled Communication (SC), Collaboration (C), Use of ICT for Learning (ICT), and Self-Regulation (SR). KC and RWPS are considered the foundational "keystones" of this conceptual model, mediated by C and SC, and internally guided by SR. An analysis of lesson plans collected from exemplary Inclusive STEM High Schools (ISHSs) in the USA demonstrated that almost 75% of the lessons incorporated at least one 21st-century skill, with 67% addressing two or more.

The Development of Critical Thinking Skills through STEM

Critical Thinking (CT) is highlighted as one of the most important 21st-century skills, essential for navigating complex situations in real life. CT is defined as the skill of evaluating all potential ideas to solve a real-life problem and subsequently deciding upon a solution. This intellectual process includes defining the problem's purpose, gathering data from diverse viewpoints, and drawing reasoned conclusions. Researchers argue that the engineering design process naturally contributes to the development of CT because both processes share similar procedural steps.

Empirical evidence supports the positive influence of STEM education on students' critical thinking dispositions. A case study involving seventh-grade students engaging in engineering design-based STEM activities over five weeks (20 course hours) found a positive impact on CT skills. Quantitative analysis using the California Critical Thinking Disposition Inventory (CCTDI) revealed significant development in the sub-scales of "truth-seeking" and "open-mindedness". This positive development is attributed to the fact that individuals implicitly manage the critical thinking process while performing engineering design.

Various STEM pedagogical strategies have proven effective in enhancing CT:

- Inquiry-based STEM learning helps students to define problems, plan, design, test, and share knowledge in varied situations, leading to increased critical thinking ability.
- Project-Based Learning (PBL) with STEM (for example, in a study on wastewater treatment) resulted in a mean CT score of 2.82, categorizing the students as "Practicing Thinkers". This integrated approach successfully differentiated students into lower, average, and higher critical thinking stages.
- The use of blended learning with a STEM approach showed a better improvement in critical thinking (N-gain 0.60, categorized as Fair) compared to conventional learning (N-gain 0.26, categorized as Low). The biggest increase was observed in the "Elementary clarification" indicator, enabling students to clarify questions actively.

Furthermore, the duration of instruction is key: lessons classified as long-term (three or more class periods) demonstrated significantly higher scores in self-regulation, knowledge construction, use of ICT, and skilled communication compared to short-term lessons.

Impact on STEM Perceptions and Career Awareness

STEM education also yields positive outcomes concerning students' perceptions of STEM disciplines, particularly their perceived connection to real life, and influences their career awareness. By performing engineering-focused STEM activities, students acquire opportunities to function as engineers and grasp the relationship between science and engineering.

In one study, a significant improvement was found specifically in the technology sub-scale of STEM perceptions. Students' initial, limited view of technology (e.g., electronic gadgets) expanded through activities, leading them to recognize that items like mirrors are products of technology. Although STEM education does not claim that every student will become a STEM professional, the process successfully promotes career awareness. Students gain the opportunity to evaluate their suitability for the field, and even if they decide against a STEM career due to the perceived difficulty, this is considered a positive result as it prevents future incorrect career choices.

METHODOLOGY

Research plan

This study used an integrated approach based on mixed methods, including both quantitative and qualitative methods. A quantitative approach was used to assess the impact of a comprehensive STEM lesson plan on students' critical and creative thinking skills using pre- and post-test tests. A qualitative approach based on conducting semi-structured interviews allowed for a deeper study of the perception and experience of the participants in the learning process.

It was decided to use mixed methods, since such a methodology allows for a more holistic approach to the research problem: quantitative data determine what measurable effects are, while qualitative data contextualize and explain these effects.

Participants

The participants were 36 students from two 11th grades Dostyq School Almaty. The experimental group consisted of one class, which included 17 students who studied according to the integrative STEM lesson plan, as well as a control group from another class, consisting of 19 students who studied according to the traditional teaching method.

In addition, eight teachers participated in semi-structured interviews to share their views on the implementation of integrative STEM education and its impact on students' critical and creative thinking.

The participants were selected through targeted sampling to select typical high school students and teachers involved in teaching STEM-related subjects. Participation was voluntary, and informed consent was requested from all participants.

Instruments

The data was collected using three main tools:

1. Pre and post tests: These tests assessed the level of critical and creative thinking before and after the intervention. The test tasks were adapted based on approved critical and creative thinking assessment systems.

2. Lesson Plan Implementation: The experimental group received a specially designed integrative STEM lesson plan that combined scientific, technological, engineering, and mathematical concepts aimed at solving a specific real-world problem.

3. Interviews: Eight faculty members were interviewed about their perceptions of how an integrative STEM approach supports students' critical and creative thinking skills and how to create and implement an effective STEM lesson plan. The interviews lasted approximately 30-40 minutes and were recorded on audio with the consent of the participants.

Procedure

The study was conducted over a week and included the following steps:

Preparation: development and verification by subject experts of the plan of the integrative STEM lesson and test tools.

Pre-test: Both the experimental and control groups underwent preliminary testing to determine critical and creative thinking skills.

Intervention:

The experimental group received comprehensive instruction on STEM lesson planning, which focused on problem solving, collaboration, and research-based learning.

The control group continued to receive training according to the traditional methodology based on the standard curriculum.

The intervention was conducted for four consecutive weeks.

Post -test: After the intervention, both groups took the same test to assess changes in critical and creative thinking.

Interviews: After the intervention, semi-structured interviews were conducted with 8 teachers to gain a qualitative understanding of the implementation process and the observed student outcomes.

Data analysis: Quantitative data (before and after testing) were analyzed using descriptive and logical statistics (ANCOVA) to compare the results of the two groups. Qualitative data (interviews) were transcribed, encoded, and thematically analyzed to identify common themes related to the development of critical and creative thinking.

RESULTS

The study used mixed methods. The quantitative analysis included a comparison of the results of preliminary and subsequent testing for the experimental and control groups, and the qualitative analysis (interviews with teachers) provided a contextual understanding of the process.

Quantitative results (Group comparison)

The total number of students in the study was 36: 17 in the experimental group and 19 in the control group.

1. Results of the Experimental Group (Integrative STEM Plan)

The experimental group (N=17) was trained using a specially developed integrative STEM lesson plan that combined scientific, technological, engineering, and mathematical concepts to solve specific real-world problems.

group	test type	sum of test score	mean
experimental	pre-test	1483	87.24
experimental	post-test	1530	90.00
gain			+2.76

The average score in the experimental group increased from 87.24 to 90.00 points. The overall average increase was 2.76 points over the four-week intervention period.

2. Comparative analysis of score growth

A comparison with the results of the control group (data from the conversation history) shows the following

group	mean of pre-test	mean of post-test	average increase
experimental	87.24	90.00	+2.76
control	85.16	86.68	+1.52

The experimental group showed a more significant increase in test results (+2.76 points) compared to the control group (+1.52 points). This quantitatively confirms the positive impact of the integrative STEM lesson plan on the development of students' critical and creative thinking.

Results of interview with teachers

Eight teachers with experience in implementing STEM tools in the educational process participated in the interview. Their answers allowed us to identify several general areas reflecting the perception and practice of technology application, as well as the conditions affecting the effectiveness of STEM education.

Using STEM tools in the learning process

All the interview participants confirmed that they had used various STEM tools in their practice. The most common were 3D modeling, robotics, virtual and augmented reality, as well as software solutions based on artificial intelligence. The teachers noted that these tools were used both to explain new topics and for project activities.

The impact of STEM tools on engagement and learning outcomes

According to most teachers, the use of STEM technologies has a positive effect on student engagement and activity. Teachers described an increase in interest, increased motivation, and improved understanding of complex concepts through visual and interactive elements. Some teachers noted that students began to show more independence, participated in discussions more often, and transferred knowledge more easily to practical tasks.

Teachers' ideas about creating an integrated STEM plan

When asked how an integrated STEM plan could be developed, teachers emphasized the importance of an interdisciplinary approach. Most of the participants noted that combining mathematics, natural sciences, engineering and technology in a single project allows for a deeper and more coherent

understanding of the material. Teachers suggested starting planning by setting a real problem that students should solve, and then selecting the appropriate tools and methods.

Effective strategies and learning approaches

Among the most effective strategies for integrating STEM tools, teachers named project-based learning, the engineering cycle (design — testing — improvement), research assignments, and small group work. Participants noted that such learning formats allow students to actively apply knowledge, work in a team, analyze mistakes and develop solutions.

Factors influencing the successful implementation of STEM

The teachers identified several conditions that determine the success of introducing STEM technologies into school practice. The most significant factors were the availability of material resources (equipment, computers, Internet access), the level of training of the teachers themselves, as well as administrative support from the school. Some participants noted the lack of time in the standard curriculum, which makes it difficult to conduct long-term STEM projects.

DISCUSSIONS

The results of the present study demonstrate that STEM integrative intervention had a significant positive impact on students' academic performance after testing, even after accounting for initial differences in grades before testing. The ANCOVA results show that the experimental group outperformed the control group in adjusted mean after testing, suggesting that the improvement was not just a result of initial academic abilities, but was also related to participation in integrative STEM lessons. This shows that STEM-based learning strategies make a significant contribution to student learning outcomes.

Descriptive results showed that the experimental group increased their average score from 87.24 to 90.00 (increase = 2.76), while the control group showed a smaller improvement from 85.16 to 86.68 (increase = 1.52). ANCOVA confirmed these results by demonstrating that the difference between the groups remained statistically significant when covariants were taken into account. achievements before testing. In other words, students who participated in integrative STEM lessons received higher adjusted test scores than those who followed traditional instruction. This is consistent with previous research showing that integrated STEM approaches promote deeper conceptual understanding, develop problem-solving skills, and increase student engagement.

Mathematical analysis of foreign teachers (N=8) on the introduction of STEM elements

The method of analysis

Mathematical analysis methods were analyzed for the first time (Braun & Clarke, 2006). The analysis included:

- 1. introduction to the data,*
- 2. Initial coding,*
- 3. grouping of codes,*
- 4. formation of topics,*
- 5. definition and refinement of topics,*
- 6. presentation of results.*

The main topics are presented below, supported by typical responses from participants.

Topic 1. Active use of stem tools as a means of increasing engagement

Almost all teachers reported using at least one core tool: 3D modeling, robotics, VR/AR digital simulations, or artificial intelligence.

Key codes:

- "students are becoming more motivated"*
- "we see an increase in practical activity"*
- "students understand complex topics faster"*
- "growing interest in science"*

Summary interpretation

Teachers note that STEM-based use of tools significantly increases engagement, especially due to visual, interactive, and the ability to apply knowledge in practice. VR/AR and 3D modulation, which you can use as independent means to observe the audience.

Illustrative quotes (summarized):

• "When we used VR, the children saw it for the first time, what rank it had before. Interest grew instantly.

" • "Robotics causes a high level of motivation — they want to try, make mistakes, and redo."

Topic 2. Improving the understanding and quality of learning through practical focus

The teacher notes that STEM cells have a significant impact not only on intelligence, but also on deep learning of mathematics.

Key codes:

- *"students understand logical connections"*
- *"the growth of critical thinking"*
- *"the ability to work in a team"*
- *"the practical significance of tasks"*

Summary interpretation

The tools help to form the stem of the skills of analysis, practical application of knowledge and solving complex problems. Teachers note improvements in project results, independence, and the ability to explain processes.

Illustrative quotes:

- *"Through modeling, children find mistakes on their own — it's stronger than if I just explain."*
- *"Robotics projects have given a better boost than traditional laboratory work."*

Topic 3. The impossibility of arbitrary integration of the STEM into the lesson

On the issue of creating an integrated plan, teachers emphasize the importance of interdisciplinarity.

Key codes:

- *"linking mathematics, science, and technology in one project"*
- *"taking real problems"*
- *"starting with a goal, not a tool"*

Summary interpretation

The teacher believes that the integration of STEM cells should be non-prescriptive, systemic. The main objective is task-based learning (PBL): first, a personal task is formulated, then teachers are selected.

Illustrative quotes:

- *"First, I identify the problem, for example: how to build a stable structure. To do this, we choose what to use — 3D, simulations and calculations."*
- *"THE FOUNDATION only works when there are connections between each other."*

Topic 4. Effective learning strategies for the outside world.

Teachers have identified a number of strategies that help anyone who wants to include STEM cells in lessons.

Key strategies:

- *project activities*
- *Group work*
- *Engineering key (problem → Design → Testing → improvement)*
- *Research assignments*
- *using real cases*
- *Mini-competitions*

Summary interpretation

Stem tools are most effective in active learning: when students create, experiment, evaluate, and improve results.

Illustrative quotes:

- *"Mini-projects for 2-3 lessons work best — children are completely immersed."*
- *"We often make small engineering challenges: build a bridge, design a robot, solve a problem."*

Topic 5. Actors influencing the successful implementation of STEM

The teachers named several barriers and conditions for successful implementation.

Key factors:

- *Resources (equipment, access to computers, Internet)*
- *teacher training (there are not enough trainings and practical workshops)*
- *lesson time (THE STEM requires long stages)*

> Aida:

- *Administration support (school policy is important)*
- *infrastructure*

Summary interpretation

The main obstacle is the lack of resources and time, but the teacher's confidence in working with technology is also important. Side support and the degree of equipment have a strong impact on the quality of the external BARREL.

Illustrative quotes:

- *"The equipment is very restrictive. If there are no computers, we cannot work in 3D."*
- *"Teachers need more practical training, not just theory."*
- *"The administration supports it — then you can plan long-term STEM projects."*

Final conclusions

Because of this, he discovered that the teacher perceives the BASICS as a powerful tool for improving the effectiveness and quality of learning. The most significant benefits relate to the practical application of knowledge, the development of critical thinking, interdisciplinarity and project-based learning.

At the same time, experimental STEM cell integration leads to:

- *equipment,*
- *teacher training,*
- *curriculum flexibility,*
- *Administration support.*

Teachers emphasize the need for a systematic approach and a well-thought-out structure of lessons, in which technology is not a goal, but a means to solve real problems.

CONCLUSION

The integration of the STEM approach into the curriculum is necessary to prepare a generation with 21st Century Skills that meets the requirements of the information society. This study, using mixed methods, assessed the impact of a specially developed STEM integrative plan on critical and creative thinking skills.

The key conclusion of the study is that students who studied according to the STEM integrative plan (experimental group) showed a significantly higher average score increase (+2.76) compared to students in the control group who studied according to the traditional method (+1.52). This result highlights the effectiveness of STEM intervention in developing critical thinking (CT), which involves evaluating potential ideas to solve real-world problems.

The success of the STEM approach is explained by the fact that it requires students to apply knowledge from other STEM disciplines through the engineering design process, which plays a unifying role. Research has shown that this approach leads to a significant development of critical thinking subscales, such as "truth seeking" and "open-mindedness."

In addition to developing KM, STEM education also provides positive results regarding students' perception of STEM disciplines and career awareness. Students get the opportunity to act like engineers and realize the connection between science and engineering. Even if students decide to abandon a career in STEM because of perceived difficulty, this is considered a positive outcome because it prevents them from making the wrong career choice in the future.

Thus, an integrated STEM approach focused on solving real-world problems and collaboration is a more effective pedagogical strategy for nurturing critical thinkers than traditional teaching methods.

In this context, STEM education acts as a learning accelerator, just as turbocharging increases engine power: traditional learning provides basic speed, but integrating a STEM approach significantly increases students' ability to cope with complex tasks faster and more effectively and develop the skills needed for the 21st century.

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THE USE OF MUSIC AND SONGS TO TEACH PRONUNCIATION TO YOUNG LEARNERS

Azim A.E.¹
Myrzakhanova D.²

¹ 4th year student, Kazakh Ablai Khan International University of Relations and World Languages, Kazakhstan

² Master, senior lecturer, Kazakh Ablai Khan International University of Relations and World Languages, Kazakhstan

Abstract

This study explores the effectiveness of using music and songs to improve English pronunciation among young EFL learners. Many students struggle with stress, rhythm, and intonation, and songs offer a meaningful and enjoyable way to practice these features. In addition, songs naturally create a relaxed learning atmosphere, which helps reduce anxiety during pronunciation practice. Using a quantitative research design, data were collected through an online questionnaire involving both teachers and students. The findings show that music significantly increases motivation, improves memory for new sounds, and helps learners notice natural pronunciation patterns. Participants reported that rhythm, melody, and repetition make it easier to develop clearer and more accurate speech. However, the study also identified challenges, such as limited use of singing activities and difficulties selecting appropriate songs. Despite these limitations, the overall results demonstrate that music is a valuable tool for supporting pronunciation development in young learners when used systematically and purposefully.

Keywords: Music, songs, pronunciation, young learners, EFL, motivation, rhythm.

INTRODUCTION

In recent years, English teachers have increasingly searched for creative and effective ways to make pronunciation lessons more engaging for young learners. One method that has gained strong attention is the use of music and songs in the classroom. Many teachers observe that children learn English sounds, stress patterns, and intonation more naturally when pronunciation practice is linked to enjoyable and familiar activities such as singing. Because of this, music is now considered a powerful tool for supporting pronunciation development in young learners.

The growing interest in songs is also connected to the idea that children learn better when they feel relaxed, motivated, and emotionally involved. Traditional pronunciation exercises - such as mechanical repetition or drilling - can sometimes feel boring or difficult for young learners. In contrast, songs create a positive and low-stress atmosphere where children can listen, imitate, and practice English sounds more freely. This idea aligns with Krashen's Affective Filter Hypothesis, which emphasizes that learners acquire language more effectively when their anxiety is low and when they feel comfortable and emotionally engaged.

Although songs have long been used in English lessons, their specific role in teaching pronunciation is still not always fully understood. Some teachers use songs mainly as warm-up activities or entertainment without linking them to targeted pronunciation goals. Others may feel uncertain about how to select suitable songs or how to design pronunciation-focused activities around them. As a result, the effectiveness of music for improving pronunciation is often influenced by how systematically and purposefully songs are used in lessons.

Researchers also highlight that songs provide young learners with natural, authentic English input that goes beyond textbook materials. Through songs, children can hear how sounds connect in fast speech, how stress changes the meaning of words, and how intonation rises or falls in different phrases. These features are difficult to teach directly, but music helps learners notice them naturally through melody, repetition, and rhythm. Because songs are memorable, many children repeat them outside the classroom, giving them valuable additional pronunciation practice without conscious effort.

For these reasons, this study aims to examine how music and songs can support young learners in developing clearer and more accurate English pronunciation. The research investigates which pronunciation features- such as individual sounds, rhythm, word stress, or intonation - can be improved through song-based activities. It also explores how young learners feel about learning pronunciation through music and whether musical activities increase their motivation and confidence. Therefore, the study focuses on the following research questions:

1. How does the use of music and songs influence young learners' pronunciation development?

2. Which pronunciation features can be effectively improved through songs?
3. What challenges or limitations do teachers and learners face when using music and songs for pronunciation instruction?

LITERATURE REVIEW

Teaching pronunciation to young learners has always been considered one of the most important yet challenging parts of English language teaching. Many researchers note that young learners are more flexible in acquiring new sounds because their hearing system is still developing and they can imitate pronunciation more easily than adults (Gilakjani, 2016). For this reason, teachers are encouraged to use methods that are natural, enjoyable, and meaningful. One of the most effective methods suggested by scholars is the use of music and songs. Music creates a positive emotional atmosphere, reduces anxiety, and helps children remember language patterns more easily than through traditional drills.

A large number of studies highlight the strong connection between music and language learning. According to Murphey (1995), songs contain repeated language patterns, clear rhythm, and natural intonation, which makes them ideal for pronunciation practice. Young learners often enjoy repeating lyrics and imitating the singer's voice. This natural repetition helps them strengthen their listening and speaking skills without feeling pressured. Krashen's Input Hypothesis (1985) also supports this idea, stating that learners need meaningful and comprehensible input before producing accurate speech. Songs provide this input in a fun and less stressful way.

Several researchers have shown that songs significantly support the development of specific pronunciation features. For example, Mora (2000) explains that rhythm and melody help learners notice stress patterns, chunking of phrases, and intonation contours. English has a stress-timed rhythm, which is usually difficult for learners from syllable-timed language backgrounds. Music makes these patterns more noticeable. Brewster, Ellis, and Girard (2002) add that songs expose learners to natural pronunciation, linking sounds, reductions, and connected speech, which cannot always be taught directly through textbooks.

Studies also emphasize the motivational benefits of using music. Young learners often lose attention quickly, and traditional pronunciation drills can feel boring or repetitive. Songs, on the other hand, keep students active and engaged. According to Shen (2009), music increases motivation because it connects learning with emotions, memory, and personal enjoyment. When students feel happy and relaxed, their brain becomes more open to acquiring new sounds. Teachers also report that even shy learners participate more actively during song-based activities because singing feels less threatening than speaking alone.

Although the advantages are widely recognized, some studies point out challenges. For instance, some teachers feel unsure about how to choose appropriate songs or how to integrate them into pronunciation lessons effectively (Fonseca-Mora & Gant, 2014). Songs can also be difficult for students when the speed is too fast or when the lyrics contain slang and unclear articulation. Murphey (1995) suggests that teachers must select songs with clear pronunciation, suitable vocabulary, and age-appropriate themes. Without careful planning, music activities can become distracting rather than educational.

Overall, the reviewed literature shows that music and songs are powerful tools for teaching pronunciation to young learners. They offer natural exposure to rhythm, stress, and intonation, create a positive classroom atmosphere, and motivate students to practice speaking more frequently. At the same time, successful use of songs requires thoughtful selection of materials and clear pronunciation-focused tasks. Despite some challenges, researchers agree that music remains one of the most enjoyable and effective ways to help young EFL learners develop strong pronunciation skills.

METHODS

This study used a quantitative research design to investigate how music and songs can help improve pronunciation among young EFL learners. The main goal of the research was to find out how often teachers use songs in their lessons, how students react to musical activities, and what changes they notice in their pronunciation after learning with music. To collect the required information, a structured online questionnaire was used, which allowed the researcher to gather numerical data along with short descriptive comments from participants.

The study was conducted online in schools where music and songs are sometimes included in English lessons. A total of 20 participants took part in the research, including both teachers and students. The students were young learners aged 12 and above, while the teachers were those who regularly work with this age group. This provided a realistic understanding of how music-based activities function in real classroom situations.

The questionnaire, developed in Google Forms, consisted of 10 questions, including multiple-choice questions and Likert-scale statements. The closed-ended questions asked about how often songs are used, how helpful music is for improving pronunciation, and how comfortable students feel when practicing with songs. They also gave participants the opportunity to describe the benefits and challenges of using music during English lessons, such as difficulties with rhythm or positive feelings toward learning through songs.

For data analysis, descriptive statistics were applied to summarize the quantitative results, including percentages and frequency counts. This analysis helped provide a clear picture of how music and songs influence pronunciation learning among young EFL learners.

Overall, the research method allowed the collection of balanced and practical information about the use of music in English classrooms and highlighted both the advantages and limitations of applying songs as a pronunciation teaching tool.

RESULT

Demographic and General Information

The distribution of participants by role shows that 65% were students and 35% were teachers (Figure 1). This combination provides a balanced view of how both learners and educators perceive the use of music and songs for teaching pronunciation. In terms of age, 40% of participants were between 12–15 years old, 25% were 16–18, 10% were 19–25, and 25% were 26 or older (Figure 2). This age diversity represents both young learners directly experiencing song-based activities and teachers who apply these methods in the classroom.

Regarding English proficiency, the distribution was as follows: Beginner – 0%, Elementary – 10%, Pre-intermediate – 25%, Intermediate – 25%, Upper-intermediate – 20%, and Advanced – 20% (Figure 3). These numbers indicate that participants had varied language backgrounds, which may influence how they use or respond to music-based pronunciation activities. Together, these demographic factors offer important context for interpreting the findings presented below.

1. Are you a:

20 ОТВЕТОВ

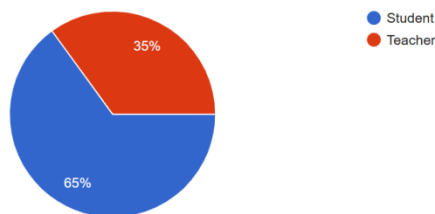


Figure 1

2. What is your age?

20 ОТВЕТОВ

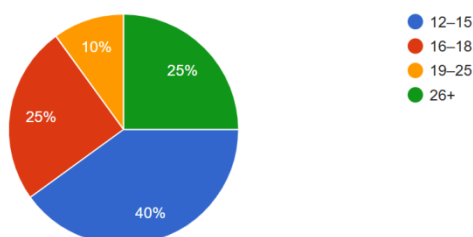


Figure 2

3. How do you rate your English proficiency level?

20 ОТВЕТОВ

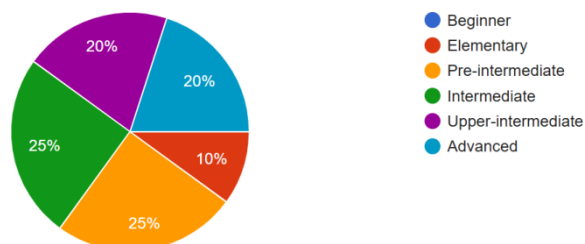


Figure 3

Participant	Percent %	Age	Percent %	English level	Percent %
Student	35%	12-15 years	40%	Beginner	0 %
Teacher	65%	16-18 years	25%	Elementary	10 %
		19-25 years	10%	Pre—Intermediate	25%
		26+ years	25%	Intermediate	25%
				Upper-Intermediate	20%
				Advanced	20%
Total	100%	Total	100%	Total	100%

Table 1

Perceived Importance and Understanding of Music in Pronunciation Learning

A large majority of participants (80%) rated music and songs as “very important” for learning pronunciation, while 5% considered them “important.” Only 10% viewed them as “moderately important,” and 5% as “slightly important” (Figure 4). No participants indicated that music was “not important.” This strongly suggests that both students and teachers recognize music as a valuable tool for developing pronunciation skills.

When asked what “using music and songs in language learning” meant to them, 45% associated it with practicing pronunciation through rhythm and repetition. Meanwhile, 20% linked it to improving listening skills, 20% to increasing motivation and enjoyment, and 15% to learning new vocabulary. These responses show that participants understand music as a multi-functional learning tool, with pronunciation being the most frequently mentioned benefit.

4. How important do you think music and songs are for learning pronunciation?

20 ОТВЕТОВ

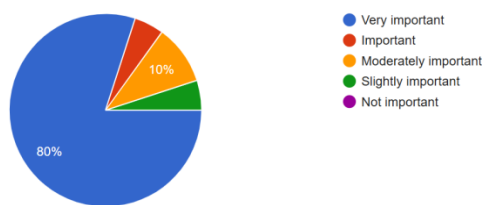


Figure 4

Frequency and Types of Song-Based Activities

The frequency of song use in English lessons varied. Twenty percent reported using or experiencing songs “very often,” 30% “often,” 25% “sometimes,” and another 25% “rarely”. No participants selected “never,” indicating that music is incorporated into lessons to some extent across all groups.

Participants also described the types of song-based activities they typically use. The most common were “listening and filling in gaps” (25%) and “learning vocabulary through songs” (25%). “Watching music videos” accounted for 20%, while “rhythm and clapping activities” and “pronunciation drills using songs” each made up 15% (Figure 5). Interestingly, none of the participants reported using “singing along” activities, which may reflect classroom limitations or teacher preferences.

7. Which types of song-based activities do you usually use/experience?

20 ОТВЕТОВ

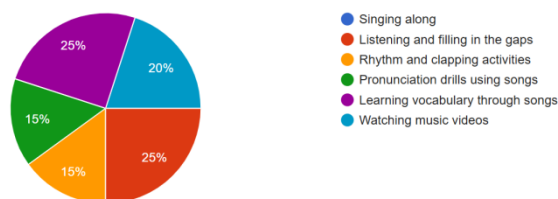


Figure 5

Motivation and Engagement

Participants widely agreed that songs increase young learners' motivation to improve pronunciation. A total of 70% stated that songs "increase motivation significantly," while 20% noted they increase motivation "to some extent." Only 5% noticed no change, and another 5% believed songs "slightly decrease" motivation (Figure 6). No participants felt that songs decrease motivation a lot. These results highlight the positive emotional and motivational impact of music in pronunciation practice.

Similarly, 90% agreed that songs make pronunciation practice more engaging for young learners, and 10% said "sometimes". No participants selected "no," demonstrating a strong consensus that songs improve classroom engagement.

8. How do you think songs increase young learners' motivation to learn English pronunciation?

20 ОТВЕТОВ

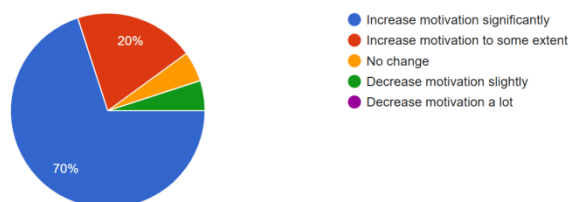


Figure 6

Effects on Memory and Pronunciation Development

When asked how music influences learners' ability to remember new words and sounds, 65% reported that music "makes it much easier," and 25% said it "makes it easier." Only 10% indicated "no effect," and none believed it makes learning harder. These findings suggest that music strengthens memory retention, which is an essential factor in developing accurate pronunciation.

Overall, the results show that music and songs play an important role in teaching pronunciation to young learners. Most participants consider music highly valuable, motivating, and effective for improving pronunciation, engagement, and memory. Various song-based activities are already used in lessons, though singing activities appear less common. While the frequency of song use differs among participants, the general perception is strongly positive. These outcomes indicate that integrating music into pronunciation instruction can be an effective and enjoyable approach for young learners in diverse EFL contexts.

DISCUSSION

The findings of this study show that music and songs play an important role in helping young learners improve their pronunciation and overall engagement in English lessons. These results support previous research that highlights the value of music in language learning, especially for increasing motivation and improving sound recognition (Murphey, 1995; Mizuguchi, 2019). In this study, 80% of participants stated that songs are "very important" for pronunciation learning, which aligns with earlier studies showing that rhythm, melody, and repetition help learners notice and produce sounds more accurately. The fact that 45% associated music with rhythm-based pronunciation practice suggests that learners clearly understand how songs support the development of correct stress and intonation patterns.

The results also indicate that using music in the classroom can positively influence learners' motivation. A total of 70% of participants said that songs "significantly increase motivation," which is consistent with research emphasizing that music creates a relaxed and enjoyable learning atmosphere (Krashen, 1985; Murphey, 1995). Moreover, 90% of respondents agreed that songs make pronunciation

practice more engaging. This suggests that music is not only useful for teaching pronunciation but also helps reduce stress and create a more encouraging environment, which is especially important for younger learners who may feel shy or nervous when speaking.

Another important finding of this study is the positive effect of music on memory. A total of 65% of participants reported that songs make it "much easier" to remember new words and sounds. This matches previous studies showing that melody and repetition enhance memory retention and support long-term learning (Tamai, 1997; Foote & McDonough, 2017). Learners' ability to remember pronunciation patterns is essential for improving accuracy, and the results suggest that music is a helpful tool in this area.

At the same time, the study highlights some limitations in how songs are used in classrooms. Although many participants experienced activities like gap-fill tasks (25%) and vocabulary learning (25%), none reported using singing activities. This may indicate that teachers avoid singing because of classroom constraints, lack of confidence, or limited time. These findings show that, while music is used in lessons, it may not always be applied in ways that maximize pronunciation development.

These results point to the need for more structured guidance for teachers. Providing training or practical examples of effective music-based pronunciation techniques could help educators feel more confident in choosing and applying songs. For example, using short, repetitive songs, integrating melody-based pronunciation drills, or introducing simple rhythm exercises could make lessons more effective. Previous studies on music-based teaching emphasize that the choice of activity and song type plays a key role in learning success (Hamada, 2014; Lambert, 2008).

Overall, the findings of this study align with existing research showing that music and songs support pronunciation learning, motivation, and memory. At the same time, the study reveals that song-based activities could be used more creatively and systematically in classrooms. Moving forward, teachers may consider integrating a wider range of music-centered techniques to help young learners develop clear pronunciation and enjoy the learning process more fully.

CONCLUSION

In conclusion, the findings of this study show that music and songs can be a very effective tool for teaching pronunciation to young learners. Most participants in the survey agreed that songs make it easier to hear and repeat English sounds, rhythms, and intonation patterns. Many of them also said that music helps them remember new words and sounds better. These results suggest that songs can support pronunciation learning in a simple and enjoyable way.

The study also showed that learners feel more motivated and engaged when lessons include music. Since most of participants said that songs make pronunciation practice more interesting, it is clear that music creates a positive learning atmosphere. Young learners often feel more relaxed and confident when activities are fun, and songs help reduce stress during speaking or pronunciation tasks.

However, the results also highlight some challenges. Not all teachers use a wide range of song-based activities, and some techniques - such as singing or rhythm exercises - are used very rarely. This shows that teachers may need more guidance on how to choose suitable songs and apply them effectively in the classroom. With proper support and clear steps, these activities can become much easier to implement.

Overall, this study demonstrates that music and songs can be a valuable addition to English pronunciation lessons. They help learners improve sound accuracy, stay motivated, and enjoy the learning process. Teachers may consider using songs more often, especially for younger students who respond well to creative and interactive activities. Future research could explore which types of songs work best for specific pronunciation features or how digital tools and music apps can enhance learning even further.

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*DIALOGIC APPROACH TO BUSINESS COMMUNICATION TEACHING: A THEORETICAL PERSPECTIVE***A.M. Abdykhalykova***Candidate of pedagogical sciences, Associate professor, L.N.Gumilyov Eurasian National University, Astana, Kazakhstan**<https://orcid.org/0000-0003-0925-9783>***A.B. Akylbek***2-year Master student, L. N. Gumilyov Eurasian National University, Astana, Kazakhstan***Abstract**

The digital transformation of commerce and the globalization of work have intensified demands on university graduates to communicate effectively in English across cultures, professions and digital spaces. Business communication, the process of sharing information within and outside an organization, now encompasses virtual meetings, collaborative platforms and multimodal interactions. Yet the pedagogy of business English often remains rooted in monologic, lecture-based practices that fail to reflect the dialogic nature of professional discourse. This article develops an original theoretical perspective on a dialogic approach to business communication teaching. Combining contemporary pedagogies in the form of case method, CLIL-informed activities, productive-reproductive tasks, and virtual exchange, it is seen that through dialogical interaction, spontaneous communication evolves together with negotiation strategies, critical thinking, and professional confidence. The paper outlines a conceptual framework that connects theoretical assumptions to classroom practice and intervention findings for fourth-year students over a two-week period. Results point to a marked increase in fluency, interaction management, vocabulary use, and communicative confidence; therefore, dialogic pedagogy proved to offer an efficient framework for learners facing the pressures of global business communication.

Keywords: *dialogic pedagogy; business communication; dialogic teaching; sociocultural theory; English language, case method; virtual exchange; Web 2.0 tools; CLIL; communicative competence.*

Introduction

Over the past two decades the landscape of professional communication has been transformed by globalisation, technological innovation and the internationalisation of higher education. In today's corporations, project teams are often distributed across continents and time zones, working virtually through video conferencing, collaborative documents and instant messaging. In such contexts, business communication is more than the transmission of information; it is the co-construction of meaning and the negotiation of relationships in multilingual and multicultural settings. According to Nextiva's [1] definition, business communication is the process of sharing information between people within the workplace and outside a company, and effective business communication involves how employees and management interact to reach organisational goals and improve practices. Communicative competence therefore encompasses linguistic accuracy, pragmatic appropriateness, intercultural awareness, persuasive argumentation and digital literacy.

The COVID 19 pandemic accelerated the shift to online and hybrid learning environments, prompting educators to reconsider how communication is taught. Research on dialogic teaching in out of school environments shows that integrating Web 2.0 tools into educational activities can enhance students' awareness of digital platforms, deepen their engagement in thought experiments and support higher order thinking. Digital technologies are now seen as essential components of modern learning: they facilitate personalised learning, enable content creation and foster peer to peer collaboration. However, as [2] Uyar and Karamustafaoğlu note, a lack of education and expertise can hinder the adoption of new technologies, making it difficult for educators to adapt. Generation Z and Generation Alpha expect interactivity, personalisation and digital engagement, and traditional passive approaches no longer meet their needs. These developments have profound implications for business communication teaching, which must prepare students to participate in virtual meetings, digital negotiations and cross-cultural collaborations.

Despite these external changes, much language teaching still follows a monologic model in which the teacher delivers information and students reproduce it. In monologic classrooms the authoritative point of view remains unchallenged; communication is a one-way transfer of knowledge. In contrast, dialogic pedagogy conceptualises learning as the co construction of understanding through interactions

among participants. [3] Bakhtin's dialogism underscores that meaning emerges in the interplay of voices and that utterances are always responsive to previous utterances and anticipate future responses. Shirkhani, Jamali Nesari and Feilnezhad emphasise that dialogic classrooms contrast with traditional, monologic and teacher centred classrooms where students mostly work individually with authoritative texts and that dialogic interaction can transform meaning. Vygotsky's [4] sociocultural theory complements this view by positing that cognitive development occurs first at the social level and then becomes internalised; scaffolding within a learner's zone of proximal development allows novices to accomplish tasks with guidance that they could not achieve alone. The combination of dialogism and sociocultural theory suggests that business communication skills should be developed through authentic interactions in which learners collaborate, negotiate meaning and gradually assume greater responsibility.

Theoretical Framework

Dialogic teaching is grounded in philosophical and psychological traditions that view learning as inherently social. Mikhail Bakhtin's concept of dialogism maintains that meanings are produced in the interplay of different voices and that utterances both respond to prior discourse and anticipate future responses. In educational settings, dialogic pedagogy embraces mutual communication between students and teachers, positions participants as equal contributors and encourages open questions, contestation and collaborative exploration. Lev Vygotsky's sociocultural theory reinforces this perspective by emphasising that cognition develops through social interactions and cultural tools; language functions both as a means of communication and as a tool for thought. Two key constructs—the zone of proximal development and scaffolding—suggest that learners accomplish more through collaborative dialogue with more knowledgeable others than they can independently. In the context of business communication teaching, these theories imply that learners should engage in authentic interactions, receive feedback, negotiate meaning and gradually internalise communicative strategies.

The notion of inter-thinking further elaborates the sociocultural dimension of dialogic pedagogy. Beyazbal and Kartal [5] explain that in dialogic classrooms, individuals are exposed to an inter-thinking atmosphere where they collaboratively make sense of information. This perspective draws on constructivist principles, emphasising that knowledge is actively constructed by individuals through interaction and that multiple perspectives are required. The concept aligns with Vygotsky's view that learning occurs within social contexts and with Bakhtin's emphasis on the responsiveness of utterances. Together, these theories provide a foundation for designing classroom practices that mirror the collaborative, multi-voiced nature of professional communication.

Building on these philosophical insights, Robin Alexander [6] developed a pragmatic framework that distills dialogic teaching into six dimensions: collective, reciprocal, supportive, deliberative, cumulative and purposeful. The first three dimensions are primarily effective: collective dialogue requires that participants address tasks together; reciprocal dialogue involves listening and considering alternative viewpoints; and supportive dialogue ensures that learners feel safe to express ideas without fear of embarrassment. The latter three dimensions are more cognitive: deliberative dialogue encourages weighing different arguments; cumulative dialogue builds a coherent line of thought; and purposeful dialogue guides talk toward specific learning objectives. Alexander contrasts dialogic teaching with the traditional Initiation–Response–Evaluation (IRE) pattern, wherein the teacher initiates a question, a student responds and the teacher evaluates. [7] Schaffalitzky de Muckadell points out that the IRE model, found across countries and curricula, can be regarded as monologic talk because it aligns with an authoritative point of view. In dialogic classrooms, by contrast, the teacher acts as a facilitator and uses a repertoire of strategies to enable dialogue, include everyone and steer talk toward learning goals. The aims of dialogic teaching include developing cognitive, social and personal skills—collaboration, argumentation, self-reflection and abstract thinking—rather than merely arriving at correct answers.

Empirical research provides insights into how dialogic pedagogies function in practice and the challenges they face. [8] Heron and colleagues investigated online English speaking classes and found that teachers mentioned Alexander's six dimensions with varying frequency: collective (8 mentions), reciprocal (2), supportive (6), deliberative (1), cumulative (1) and purposeful (10). The high frequency of collective and purposeful dialogue suggests that online platforms encourage collaboration and goal-orientation, whereas deliberative and cumulative talk remain rare. [9] Dunkwu, Higham and Egbunike implemented a dialogic intervention in a business studies class and observed extended contributions, free expression of views and cued elicitation. Their post-intervention survey revealed a 17.6 % decline in students' agreement that "the teacher plans and steers classroom talk with specific educational goals," indicating a shift toward a more learner-centred approach. However, some students expressed discomfort with the open nature of dialogue, highlighting cultural expectations of teacher authority.

The 2024 multiple-case study by Beyazbal and Kartal provides further nuance. Using observations and interviews, the researchers identified three monologic cases, one semi-dialogic case and one dialogic case in fifth-grade English classrooms. Despite teachers' positive views on dialogic teaching, a monologic learning environment was predominant; the main challenge was that teachers lacked competence in using dialogic techniques. For advantages, the study noted the willingness of teachers and students to interact. These findings underscore that teacher training and cultural norms significantly influence the implementation of dialogic pedagogy.

In out-of-school contexts, Uyar and Karamustafaoğlu explored Web 2.0-based dialogic teaching among seventh graders. Their mixed-methods study showed that integrating Web 2.0 tools increased students' awareness of digital platforms, deepened engagement in thought experiments and supported higher-order thinking. They argued that digital tools facilitate a shift from passive information consumption to active content creation, enabling a transition from teacher-centred to community-based learning. However, the authors also emphasised that the rapid pace of technological change can make it difficult for educators to stay up to date and that traditional approaches fail to meet students' expectations for interactivity.

Active learning methods provide practical frameworks for implementing dialogic pedagogy. Kazimova's 2023 [10] article on the case method argues that situational analysis enables students to simulate realistic business scenarios and engage in problem formulation, solution generation and analysis. The case method requires both instructor and student participation and contrasts with lecture-based instruction. It originated in the late nineteenth century at Harvard Law School and was later adopted by Harvard Business School and the University of Manchester. Kazimova notes that despite students' intermediate proficiency in English, many lack the communicative competence required for professional settings and that a case-study curriculum can bridge this gap. The method aligns with dialogic principles because it fosters collaborative problem-solving, negotiation and reflective discussion.

Another promising strategy is the productive-and-reproductive approach proposed by Ledeneva and Ponomarenko [11], which combines translation and interpretation tasks with improvised dialogues and content-and-language integrated learning (CLIL). This approach emphasises the mutual enhancement of receptive and productive skills and encourages students to move from controlled practice to creative output. [12] Chen's CLIL study with 150 business English students demonstrates that content-driven projects, such as collaborative oral presentations, foster professional competence and language acquisition.

Virtual exchange programmes integrate digital platforms to connect students across institutions and countries. [13] Vuylsteke describes a business communication course at EPHEC in Brussels that combines virtual exchange with the flipped classroom and the ABC Learning Design model. Students prepare materials through self-study and then engage in discussions, case analyses and collaborative projects during class time. The course uses six learning types—acquisition, collaboration, discussion, investigation, practice and production—derived from Laurillard's conversational framework. Assessment is balanced across testing, peer-to-peer evaluation, formative feedback and self-study grading. Virtual exchange not only develops language skills but also fosters digital competence, intercultural awareness and reflective thinking.

Digital tools extend dialogic pedagogy beyond the classroom. Uyar and Karamustafaoğlu's study emphasises that Web 2.0 tools support creative, peer-driven learning and personalised learning experiences. Examples include Storyboard, Story-jumper, Tumblr and Canva, which can enhance creative writing, critical thinking and collaborative assessment. Web 2.0 technologies facilitate a shift from individual to community-based learning, enabling learners to generate and share original content, co-create knowledge and participate in dynamic online communities. Such tools are particularly relevant to business communication training, where professionals routinely use collaborative platforms to co-author proposals, analyse market data and develop presentations.

Dialogic teaching is also influenced by cultural and linguistic contexts. Vorobjevaa, Vladimirovaa and Filippovaa [15] emphasize that teaching business dialogue to Russian language learners requires a system of tasks grounded in communicative law that develops professional competences. They argue that business conversation is a form of dialogic speech that allows learners to practise verbal interaction and debate. Although their focus is Russian as a second language, the principle that dialogic communication underpins professional competence applies broadly. Moreover, cross-cultural differences affect learners' comfort with dialogue; some cultures value hierarchical teacher–student relationships, while others encourage participatory discussion. Successful implementation of dialogic pedagogy thus requires

sensitivity to cultural norms and the provision of scaffolding to help students navigate unfamiliar interactional styles.

Research methods and results

The intervention with thirteen fourth-year students over a period of two weeks generated clear and measurable developments in business communication performance. The analysis will be grounded in observational data, retrospective scoring procedures and discourse samples generated during the dialogic tasks. Four core components of growth were captured—fluency, vocabulary range, interaction management and communicative confidence—through a pre-/post-intervention observational scale (ranging from 1-low to 5-high). The overall distribution of their scores in both pre- and post-conditions is summarized in Table 1.

Table 1. Pre-/post-test performance on key business communication skills (n = 13)

Skill component	Pre-Test Mean	Post-Test Mean	Change
Fluency	2.6	3.8	+1.2
Vocabulary range	2.4	3.6	+1.2
Interaction Management	2.3	3.7	+1.4
Confidence	2.8	4.1	+1.3

A visual comparison of these results can be seen in Table 1. As shown by the table, all four components exhibit upward progress. Amongst them, interaction management has the highest level of increase. This table visually indicates that students became more proficient at sustaining dialogue, negotiating turns and managing communicative tasks.

Beyond quantitative improvement, qualitative analysis showed significant developments in discourse organisation and strategic language use. Students' utterances at the beginning of the intervention sounded fragmented and hesitant, often consisting of short, formulaic responses. Their participation patterns reflected a reliance on memorised phrases and little ability to develop arguments or maintain dialogic flow. In contrast, final-session transcripts evidenced extended turns, the use of cohesive devices and a more sustained use of business-specific terminology. News materials were spontaneously referred to, predictions were made, decisions were justified and evidence integrated into rationale. Discourse strategies also increasingly approximated those used in authentic professional communication.

Further analysis of interactional behaviour highlighted a pronounced development from teacher-dependent exchanges to collaborative, student-led negotiation. Students in early sessions seldom, if ever, initiated questions or responded to peers without explicit invitation. In the final business-negotiation simulation, however, these same participants actively opened exchanges, redirected negotiation flow, sought clarification and constructed counterarguments. Group dynamics shifted also: pair and group tasks moved away from inflexible role division toward co-operative discourse construction. To highlight this development, Table 2 provides qualitative indicators summing up the changes observed between the initial and final sessions.

Table 2. Qualitative development in discourse behaviour and interactional strategies

Aspect of Communication	Initial Observation	Final Observation
Turn-taking	Hesitant, dependent on teacher prompts	Initiated independently; maintained natural interaction
Argumentation	Limited, often unsupported	Clear justification, evidence-based reasoning
Use of Business Vocabulary	Mostly general vocabulary	Consistent use of domain-specific terminology
Response to Unexpected scenarios	Frequent pauses or code-switching	Flexible, on-task improvisation
Collaboration	Dominated by one or two speakers	Balanced participation across group members

Table description: This is a table that progresses upward from low values to high; the largest increases are for interaction management and confidence.

Taken together, these findings demonstrate that the dialogic tasks had a substantive impact not only on the linguistic dimension of business communication but also on students' interactional competence, strategic behavior, and communicative autonomy. The combination of authentic business scenarios, role-play activities, and collaborative problem-solving tasks created conditions under which students engaged in sustained, meaningful dialogue. As a result, they became more capable of managing professional communication situations, articulating clear arguments, and responding spontaneously to novel business challenges. Overall, the findings confirm that dialogic pedagogy offers a valid, efficient approach for developing business communication skills in the university English classroom. The observed gains along linguistic, pragmatic, and psychological dimensions suggest that dialogue tasks contribute to holistic communicative development. The dialogic intervention over two weeks with thirteen fourth-year students resulted in noticeable improvement in business communication performance. Higher

fluency, more accurate use of business terminology and greater confidence in sustaining professional dialogues were observed after the intervention. The students learned to manage interaction better: taking over turns, negotiating meaning and responding spontaneously during business simulation role-plays. Their discourse was more coherent and professionally structured, and they were able to justify decisions and engage in collaborative problem-solving. Overall, the findings suggest that the dialogic tasks based on authentic business scenarios contributed to measurable linguistic and interactional development.

Discussion

These findings indicate that the use of real business scenario-based dialogic tasks can greatly enhance students' professional communication competence within a short period. The increase in fluency and vocabulary use after the intervention is indicative of the opportunity provided to students by real business contexts to activate and employ language in a more engaging manner. Without relying on memorized phrases, students started producing more spontaneous and cohesive utterances, which corresponds to the view that dialogic interaction supports deeper language processing and more natural use of language. This finding corresponds to principles in dialogic pedagogy, based on which meaningful interaction lays at the heart of developing communicative competence.

The growth in interaction management further underscores the worth of structured dialogue in business English instruction. As the students negotiated, discussed, and role-played, they became increasingly adept at turn-openings, appropriate responses, and maintaining the flow of conversation. Such behaviors reflect integral professional skills, including strategic deployment of requests for clarification, polite interruption, and collaborative problem-solving. That interaction management demonstrated the highest gain of the components measured here suggests that dialogic tasks are particularly effective at providing opportunities to practice real-time decision-making, which is so essential in business communication.

The growth in confidence over the intervention period also points to a significant psychological change. Students who had been previously uncertain, reliant on notes or hesitant to speak started increasingly to contribute more and with more conviction. This could be attributed to the nurturing nature of dialogic activities, where learners make meaning together rather than individually perform under tension. As students repeatedly continued to speak in pairs and groups, they seemed to gain a greater sense of communicative autonomy, which in turn prompted more speaking and risking in new business contexts.

Qualitative changes in the organization of discourse further indicate that students gained not only linguistic accuracy but also communicative strategies similar to real workplace communication. The fact that students could support their opinions, incorporate information from business news, and refer to evidence shows that dialogic pedagogy can promote higher-order skills such as critical thinking, analytical reasoning, and structured argumentation. These are, indeed, necessary competencies in professional settings, where clear articulation of ideas and defense of decisions have to be made in meetings, negotiations, and discussions of projects. Overall, the intervention results support the claim that dialogic teaching is an effective method for training business communication. The dialogic approach allows students to practice the linguistic, interpersonal, and strategic skills needed in international business environments by putting them into realistic communicative situations and making them active participants. The finding that improvement has been quantitative as well as qualitative indicates that dialogic interventions of even short duration can yield significant progress when tasks are appropriately designed and closely connected with authentic professional scenarios. These findings suggest that integrating dialogic principles into university business English courses represents a pedagogically useful way to prepare students for the communicative demands of the workplace.

Conclusion

This study investigates the impact of a two-week dialogic intervention on the business communication skills of fourth-year university students, and the results provide clear evidence that dialogic pedagogy can meaningfully support the development of professional English communication. Students showed gains not only in fluency and vocabulary use but also in their ability to manage interaction, negotiate meaning and participate confidently in role-play situations based on authentic business scenarios. These developments suggest that dialogic tasks create conditions in which learners engage with language more purposefully, draw on real-world knowledge and practise communicative behaviours that closely mirror workplace demands.

It also emerges from the findings that dialogic interaction deems necessary a greater degree of cognitive engagement, which enables students to express ideas in more coherent ways, support decisions, and collaborate with peers. Using current business news and simulations during learning enabled a

linking of language use with relevant content that helped learners break away from 'prepared' talk and engage in more contextually and situationally appropriate communication. The developing confidence within the intervention again suggests that this dialogic task developed a supportive space in which students felt more able to take initiative and participate more fully.

Taken together, the findings speak to the pedagogical benefits of embedding dialogic approaches within business English instruction. Students evidenced measurable gains over multiple dimensions of communicative competence within the brief intervention period, thus demonstrating how dialogic pedagogy can serve as an effective model in preparing learners to engage in professional communication. Further research might expand on the current investigation by examining longer interventions, comparing dialogic tasks against other instructional methods, or investigating how dialogic approaches operate across varying cultural and proficiency contexts. However, the study at hand offers compelling evidence that well-designed dialogic activities can make valuable contributions to the linguistic, strategic, and interpersonal skills required within contemporary business contexts.

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METHODOLOGY FOR USING GAMIFICATION TO FOSTER CRITICAL THINKING AND PROBLEM-SOLVING SKILLS IN CHEMISTRY EDUCATION IN HIGH SCHOOL

Gulnaz Kamal

Abstract

This pilot study examined the effectiveness of gamification in developing critical thinking and problem-solving skills in high school students in chemistry classes. Gamification is the incorporation of game elements such as tasks, rewards, and competition into educational activities. It was assumed that gamification could increase student engagement and improve learning outcomes. A mixed approach combining quantitative and qualitative methods was used to obtain reliable results. A descriptive analysis was performed to interpret the numerical data. A thematic analysis of student feedback was conducted in order to identify emerging patterns and themes. The results showed that the students of the experimental group who participated in the game classes demonstrated a higher level of engagement and improved academic performance when performing tasks requiring analytical thinking, compared with the control group. High-quality responses also indicated an increased level of motivation, collaboration, and enjoyment of learning. Overall, the study showed that the inclusion of gamification strategies in chemistry education can have a positive impact on the development of higher-order thinking skills in high school.

Keywords: *gamification, chemistry, education, critical thinking skill, problem-solving skill, high school*

Introduction

The significant growth of technology and the variety of gadgets has improved the quality of life, alleviate living. Amid this growing "easiness," the new generation has lost most of the vital skills known as critical thinking and problem-solving. These skills become more consciously ingrained in a person's consciousness during adolescence and high school. Using gamification in high school chemistry can help fill these gaps in students.

The peak of technology use and the origin of this problem date back to 2019, during the quarantine that followed the first global outbreak of the coronavirus. To address learning challenges, all educational institutions transitioned to online learning, giving students greater freedom. This opportunity led to various tricks among students: using ready-made materials, cheating, not thinking through solutions independently, and the ease of accessing materials via gadgets, which led to health risks when used longer than the allotted time. At the same time, distractors, including videos, social media, cartoons, and scrolling, increased significantly. Due to the increased popularity of these factors, students mostly perceive the negative impact of social media, leading to a decline in their academic performance. (Ritika M., 2013)

The challenges raised prompted a search for new solutions that would integrate gadgets and technology into students' lives and teach them how to use them correctly. After comparing various methods, a gamification strategy was chosen to effectively teach chemistry to high school students while enhancing their critical thinking and problem-solving skills. This is the main aim of this study.

Research question:

How can gamification be effectively leveraged to foster critical thinking and problem-solving skills in chemistry education in high school?

Literature review

To further develop the study on the above topic, five articles written over the past six years were selected. A summary of these articles will serve as a guide for the methodology.

The first article describes the changes in students' attitudes towards gadgets that attract their attention. The root of this problem is the main reason for socialization today. The article discusses the introduction of gamification as a way to attract students' attention, develop critical thinking, and thus improve thinking, logic, and concentration. The gamification strategy was applied to 150 college students in Aurangabad. After passing the preliminary test, the students were randomly divided into control and experimental groups. After the study, the analysis showed that the indicators of critical thinking, decision-making and problem-solving were significantly higher in the experimental group compared to the control group. The average values of these indicators were higher compared to the t-value. In conclusion, it has been proven that the inclusion of gamification in the curriculum will help students actively participate in lessons, while strengthening teamwork and competitive spirit. (Nazneen, S. S., 2024)

The article by Ahmed A. A. et al. (2025) is devoted to the problems of online education for university students; the increased demand for online education in the field of natural sciences has led to unprecedented problems. Developing critical thinking in the study of natural sciences is a fundamental skill, but online learning does not fully meet this need. Gamification was used as a suitable problem-solving strategy. Although most studies demonstrate the positive effect of gamification in online learning, the effectiveness of the strategy depends on factors such as student demographics, prior knowledge, and the subject being taught (Dichev and Dicheva, 2017). The study was conducted quantitatively using surveys. Six hundred students from three universities were selected: University of Ilorin, Kwara State University and Al-Hikma University, with 200 students each. The data collected from the students was divided into research questions. All questions related to critical thinking received positive answers. In conclusion, this topic demonstrated the effectiveness of gamification in online science education, and the effectiveness of the strategy depends on student motivation and learning style. (Ahmed, A. A. et al., 2025)

In this article, the authors begin by explaining gamification and its necessity, considering its potential to increase the effectiveness of achieving goals. Unlike the previous one, the author's research subject was elementary school students. The use of gamification has reinforced the perception of traditional learning as boring and ineffective, while improving communication and problem-solving skills. Despite this, the influence of parents on children and their motivation remain unchanged. Therefore, the authors decided to study the parents' opinion on gamification. The study involved 16 students and their parents from the primary school of the Ministry of National Education of Northern Cyprus. Preliminary and post-test tests were used to assess the level of motivation, and interviews were conducted with parents and students to find out their opinions. The ClassDojo app was used to gamify science lessons. The app gave negative and positive marks depending on the students' skills, as well as assessed homework and provided feedback in the app. The students were divided into four groups. Based on the data obtained from the app, the group with the highest score received awards, and students were given the opportunity to change their avatar. After receiving the results, the Wilcoxon rank test method was used to analyze the motivation level. The effectiveness of gamification to increase motivation in science lessons was determined. Interviews with students and parents revealed positive feedback from both sides. The conclusion demonstrated the effectiveness of gamification in developing positive qualities of students. (Hursen, S., 2019)

In the given article, the authors aim to use the heroes of Brazilian folklore to create a game that develops critical thinking and empowers vulnerable communities affected by misinformation and fake news. Four groups from the city of Goiania were selected for the study: one group was homeless, two groups were from urban and suburban areas, and one group was garbage collectors. It used the methodology of a role-playing game (RPG), in which the player assumes a new, distinctive role, different from his everyday persona. The host starts the game from the stage, and the players must decide together what to do next. After making a decision, the moderator displays the result, showing how it affected the course of the game. To understand the structure, the players were given cards with the characteristics of their characters. The results showed that the participants demonstrated a high level of game learning combined with creativity and critical thinking in real life. As the final conclusions have shown, game learning is effective for developing critical thinking not only in schoolchildren, but also in adult learners. (Angelelli, K. V., 2023)

In an article by Chávez Suárez, J. M. et al. (2024), the goal was to evaluate the effectiveness of gamification in developing students' critical thinking in a math lesson. Seventy-four 10th grade students enrolled in the Basic General Education (BGE) program at an educational institution in Quito were selected to participate in the study. Each game lesson lasted from two to three hours, and a total of 10 lessons were conducted offline. For a descriptive analysis, pre- and post-test tests were used to compare effectiveness. The games used in the lessons were adapted to the cognitive level of the students, and their difficulty level was gradually increased to develop analytical thinking and reasoning. The analysis of the pre- and post-test tests showed the effectiveness of gamification in the development of critical thinking. The study concludes that with good design and implementation, gamification will yield positive results, but problems include dependence on context and the need to avoid distractions. (Chávez Suárez, J. M. et al., 2024)

The data obtained as a result from the literature review of the integration of gamification clearly demonstrate the positive effects on critical thinking, problem-solving, and student behavior, all related to how students perceive the new introduction. However, the positive impact of gamification on adults is no less significant than the changes taking place with students, which makes gamification a universal tool to use.

Methodology

A pre- and post-test from Chávez Suárez, J. M. et al. (2024) will be used to test knowledge of chemistry and evaluate critical thinking with problem solving skills. To find out students' opinions and to effectively leverage gamification, interview questions from the article Hursen et al. (2019) will be used. The questions will be adjusted to the students' learning class.

To obtain valid and reliable data, the methodology will use mixed methods. Research question on this topic can be answered using a pre-post test and an interview. Using only one method, qualitative or quantitative, would lead to ambiguous results and invalid answers. When writing the literature review, it was noticed that most of the drawings had a mixed method on this topic. As a result, deeper reasons why gamification works or does not work were revealed; despite this, more positive aspects of gamification in chemistry education were found. At the same time, critical thinking and problem-solving are high-level skills, and it would not show the true level of these skills in an interview with students. But only a pre- and post- test will not help to find out how gamification has affected students characteristically and academically. These reasons served to use the mixed method.

The pilot study used 10th grade students from high school who purposefully study deeply in chemistry. Another reason why this class was chosen is the levels of difficulty in preparing for the UNT. 11th grade, while preparing for exams and graduation, could affect the results obtained, so 10th grade students turned out to be the best option. There were a total of 20 students in the class, and to get exactly the correct data, they were randomly divided into two groups of 10 students each. The first group was a control group, they took lessons according to the traditional system. The second group was experimental, with gamification introduced for each lesson. In total, 4 chemistry lessons were conducted for each group to complete this course.

A pre-post test and an interview were used to collect the data. The pre-test will be used to determine the level of critical thinking and problem-solving before introducing the new method into chemistry lessons. The post-test will help determine the effect of gamification on the aforementioned skills. The interview is used to get students' opinions on gamification.

The research procedure itself began with randomly separated students. Before the lesson, a pre-test consisting of 6 questions with difficult phrases in an indirect meaning was taken from both groups. For each lesson, games with increasing levels of severity were prepared for the experimental group to increase the aforementioned skills. There were 2 chemistry lessons for each group for a week, and it took 2 weeks to complete the research. After the set time, a post-test was conducted for both groups, on topics that were held for two weeks. Finally, an interview was conducted with students from the experimental group to capture the gamification effect.

To collect all the data from students, first of all, a consent form with descriptive information on the conduct of this pilot study was sent to the parents of the students. The participating students also filled out a consent form with detailed descriptions of their rights regarding this pilot study before taking the pre-test.

Data analysis

To analyze the quantitative data, descriptive analysis was chosen. The average, mean, and point range were selected. The qualitative data collected from a semi-structured interview was analyzed using a thematic analysis.

Results

Results of the pre- and post-test

Tables 1 and Table 2 show the results obtained from the pre-test and post-test between the control and experimental groups. The average indicator, the median number and range of points in the pre-test in the experimental group is significantly higher than in the control group. According to the data obtained, the average score of the experimental group in the post-test is almost twice as high as that of the control group. The integration of gamification to chemistry in high school had an impact on increasing the average, median, and range points.

	Control group	Experimental group
Average point	2.4/6	3.9/6
Median point	2	4
Range	1-3	2-5

Table 1. Comparison of pre-test between control and experimental group

	Control group	Experimental group
Average point	2.8/6	5/6
Median point	2.5	5
Range	1-5	2-6

Table 2. Comparison of post-test between control and experimental group

The 6 questions in the pre-test and post-test were aimed at assessing critical thinking and problem-solving skills. The first 3 questions were designed to test critical thinking, and the last 3 questions were designed to test problem-solving skills.

Table 3 and Table 4 show the results of the pre-test and post-test for assessing critical thinking. Overall, the pre-test showed the highest score in the experimental group. This skill also increased by a small amount in the experimental and control group in the post-test, and the median point of the experimental group has been enlarged 50% from the pre-test, while the control group shows only 30% growth.

	Control group	Experimental group
Average point	1.6/3	2.5/3
Median point	1.5	2
Range	0-3	0-3

Table 3. Comparison of critical thinking skill in pre-test between control and experimental group

	Control group	Experimental group
Average point	1.8/3	2.6/3
Median point	2	3
Range	0-3	1-3

Table 4. Comparison of critical thinking skill in post-test between control and experimental group

Table 5 and Table 6 collected data from the pre-test and post-test for problem-solving skills. The average score of the pre-test in the experimental group is significantly higher than in the control group. However the median point showed numbers close to each other, and the range of both groups in the pre-test is the same. On the other hand, the post-test shows an increase in the average value and the median point in the experimental group is almost twice as high as in the control group, while range remains still.

	Control group	Experimental group
Average point	0.8/3	1.4/3
Median point	1	2
Range	0-2	0-2

Table 5. Comparison of problem-solving skill in pre-test between control and experimental group

	Control group	Experimental group
Average point	1/3	1.8/3
Median point	1	2
Range	0-2	0-2

Table 6. Comparison of problem-solving skill in post-test between control and experimental group

Results of the interview

The interview consisted of 9 questions, 3 students from the control group participated. The answers received from the three students showed good impressions on gamification in chemistry, as well as the students liked hands-on games more. All participants equally noted the positive features of gamification such as increased motivation, active engagement, improvement of higher order skills and team cohesion. Nevertheless, one of the participants correctly noted the behavior of some students, recalling the difficulty of creating a game where all students will be present and interested. Gamification of the school was not a novelty for students, but the implementation of gamification to chemistry was new to them.

According to the data obtained from the pre- and post- test, there is a noticeable improvement in critical thinking and problem-solving skills. On the other hand, based on the answers collected from the

interviews, the students expected chemistry lessons with interest, and participated in lessons with great motivation during the lesson.

The data obtained shows increased critical thinking and problem-solving skills in high school chemistry in the control group. This proves the effectiveness of gamification in chemistry education.

Conclusion

Gamification is a new method obtained years ago. Its uniqueness lies in its adaptability to different subjects and age groups. It allows you to conduct lessons as student-centred, increasing their critical thinking and problem-solving skills along with active participation, higher motivation. This pilot study proved the effectiveness of gamification in chemistry in high school.

Discussion

The discussion of the results demonstrates the effectiveness of gamification in chemistry to improve the development of critical thinking and problem-solving skills. A comparison of the obtained quantitative and qualitative data with those of Hursen et al. (2019), and Chávez Suárez, J. M. et al. (2024) proves the correctness of the gamification methodology.

The results of this pilot study prove that gamification has had a positive impact on critical thinking and chemistry problem-solving skills in high school students. The results of the students in the experimental group surpassed the results of the control group, indicating that gamified activities are more informative for students.

These results confirm the work of Chávez Suárez, J. M. et al. (2024), who reported that gamification significantly improves critical thinking in elementary school students through structured play tasks. Although their math research was conducted at the elementary school level, both studies have shown that online learning effectively develops analytical thinking regardless of age and subject.

The results also confirm the conclusions of Hursen et al. (2019) that gamification increases motivation, participation, and the development of higher-order thinking skills in science education. Similarly, students who participated in the current study described game chemistry lessons as more exciting and motivating; they noted improved collaboration and active engagement.

Taken together, these parallels suggest that gamification is a promising approach to developing critical thinking and problem solving in high school chemistry classes. However, as Hursen et al. (2019) also noted, some students had problems with the elements of competition, suggesting that careful game design was needed to ensure inclusive participation.

Overall, this pilot study is contributing to an increasing body of evidence confirming that well-designed gamification can significantly improve students' cognitive and motivational outcomes in science studies.

Limitations

This pilot study was conducted in one school, the number of students is significantly small. Demographic differences are also expected when conducted in a huge number of participants and schools. The behavior of the students in different games changed in different ways, one group did not want to participate in the game, seeing how another group was winning. 4 games were used in the pilot study: 2 interactive, 2 hands-on games. In some schools, access to devices and the Internet can not correspond to interactive games.

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THE ROLE OF DIGITAL TOOLS IN ENHANCING THE PROFESSIONAL COMPETENCE OF PRESCHOOL EDUCATORS

Bektursinova Ayaulym Galymzhankyzy
Kazakh National Women's Teacher Training University
1st-year Master's student

МЕКТЕПКЕ ДЕЙІНГІ ҰЙЫМ ПЕДАГОГТЕРІНІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН АРТТЫРУДА ЦИФРЛЫҚ ҚҰРАЛДАРДЫҢ РӨЛІ

Бектурсинова Аяулым Галымжанқызы
Қазақ ұлттық қыздар педагогикалық университеті
1-курс магистранты

Abstract

This review article provides an in-depth examination of the role of digital tools in enhancing the professional competence of preschool educators. The study analyzes scientific literature published between 2015 and 2025, including research articles, dissertations, and international reports. Key findings highlight the increasing use of interactive panels, mobile applications, online learning platforms, AR/VR technologies, and digital methodological resources in early childhood education settings. The results show that digital tools significantly contribute to improving teachers' digital literacy, methodological competence, communication skills, and reflective practices. However, several challenges remain, including insufficient infrastructure, unstable internet connectivity, and variations in teachers' digital preparedness. A comparison with global practices reveals that Kazakhstan is making progress toward digital transformation in education, but requires more systematic planning and professional support. The article offers practical recommendations such as improving teacher training programs, expanding access to digital resources, and developing strategic digital plans for preschool institutions. Future research should focus on evaluating the effectiveness of specific digital tools, establishing clear indicators of teachers' digital competence, and exploring the potential of AR/VR technologies in early childhood education.

Аннотация

Бұл шолу мақаласында мектепке дейінгі ұйым педагогтерінің кәсіби құзыреттілігін арттыруда цифрлық құралдарды қолданудың маңызы жан-жақты қарастырылады. Зерттеу аясында 2015–2025 жылдар аралығында жарияланған ғылыми мақалалар, диссертациялық еңбектер және халықаралық зерттеулер сарапталып, мектепке дейінгі білім беру жүйесінде кеңінен қолданылатын интерактивті панельдер, мобильді қосымшалар, онлайн платформалар, AR/VR технологиялары мен цифрлық әдістемелік ресурстардың ерекшеліктері анықталды. Нәтижелер көрсеткендей, цифрлық құралдар педагогтердің цифрлық сауаттылығын, әдістемелік құзыреттілігін, коммуникациялық дағдыларын және рефлексиялық қабілетін дамытуға елеулі ықпал етеді. Сонымен қатар инфрақұрылымның жеткіліксіздігі, интернет жылдамдығының төмендігі, педагогтердің дайындығындағы айырмашылықтар сияқты қиындықтар да анықталды. Әлемдік тәжірибемен салыстыру Қазақстанда цифрлық білім беруді дамытуда оң үрдістер бар екенін көрсетті, бірақ жүйелі жоспарлау қажеттілігін де айқындады. Мақалада педагогтерге арналған тренингтерді жетілдіру, цифрлық ресурстар санын арттыру, мектепке дейінгі ұйымдарда цифрлық стратегиялық жоспар әзірлеу сияқты практикалық ұсыныстар берілген. Болашақ зерттеулер цифрлық құралдардың нақты тиімділігін бағалауға, педагогтердің цифрлық құзыреттілік индикаторларын толықтыруға және AR/VR технологияларын мектепке дейінгі білімде қолдану мүмкіндіктерін зерттеуге бағытталуы тиіс.

Keywords: *digital tools, preschool education, digital competence, professional development, digital pedagogy, AR/VR technologies, digital environment, online platforms.*

Кілт сөздер: *цифрлық құралдар, мектепке дейінгі білім беру, цифрлық құзыреттілік, педагогтің кәсіби дамуы, цифрлық педагогика, AR/VR, цифрлық орта, онлайн платформалар.*

Кіріспе

XXI ғасырдағы цифрлық трансформация білім беру жүйесінің барлық буынын қалыптастыруда шешуші факторға айналды. Білім беру сапасын арттыру, оқу үдерісін тиімді

ұйымдастыру, педагогтің кәсіби мүмкіндіктерін кеңейту сияқты мақсаттар заманауи технологияларды интеграциялауды талап етеді [1]. Әлемдік тәжірибе цифрлық құралдарды қолдану тек оқыту әдістерін әртараптандырумен шектелмей, білім беру экожүйесін жаңа деңгейге көтеретінін көрсетеді. Бұл үдеріс мектепке дейінгі білім беру саласында да өзекті бола түсуде, себебі ерте жастағы балалардың дамуында интерактивті, көрнекі, мультимедиялық мазмұн үлкен рөл атқарады [2].

Мектепке дейінгі білім беру жүйесінің жаңартылған стандарттары педагогке технологиялық құзыреттілік, ақпараттық ортада бағдарлану, цифрлық әдіс-тәсілдерді оқу қызметін жоспарлауда және ұйымдастыруда үйлесімді қолдану сияқты бірқатар жаңа талап қояды. Осыған орай педагогтердің цифрлық сауаттылығын арттыру, кәсіби құзыреттілікті дамыту және заманауи құралдарды пайдалану дағдыларын қалыптастыру - білім сапасын қамтамасыз етудегі стратегиялық міндеттердің бірі [3].

Цифрлық құралдар педагогтің күнделікті жұмысын жеңілдетіп қана қоймай, балалардың танымдық қызығушылығын арттырып, ақпараттың қолжетімділігін қамтамасыз етеді, анамен байланыс сапасын жақсартады. Мысалы, интерактивті тақталар, мультимедиялық жаттығулар, бейнематериалдар, цифрлық ойындар баланың дамуын қолдаудың тиімді ресурсына айналды [4]. Бұл құралдар балалардың ойлау, қиял, сөйлеу, есте сақтау сияқты негізгі психикалық функцияларын дамытуға ықпал етеді, сондай-ақ педагогтің шығармашылық әлеуетін ашады.

Зерттеулер көп жағдайда цифрландырудың артықшылықтарын атап көрсетеді: деректерді жедел өңдеу, сабақ сапасын арттыру, ресурстарға шексіз қолжетімділік, баланың жеке тәрбиелік траекториясын қалыптастыру сияқты мүмкіндіктер [5]. Осыған байланысты мектепке дейінгі ұйымдарда цифрлық құралдарды жүйелі енгізу тек тиімділік факторы ғана емес, білім сапасының көрсеткіші ретінде де қарастырылады.

Соған қарамастан, мектепке дейінгі ұйым педагогтерінің цифрлық құралдарды қолдануға дайындық деңгейі біркелкі емес. Педагогтердің цифрлық сауаттылығында, технологияларды меңгеру дағдыларында, цифрлық ортада бағыт-бағдар алу қабілетінде айтарлықтай айырмашылықтар байқалады [3]. Кейбір тәрбиешілер жаңа құралдарды тез қабылдаса, енді бірі техникалық қиындықтар, тәжірибенің аз болуы немесе әдістемелік қолдаудың жеткіліксіздігінен оларды қолданудан қашқақтайды.

Мектепке дейінгі ұйымдардағы инфрақұрылым да маңызды мәселе болып табылады. Технологиялық жабдықтың ескі болуы, интернеттің тұрақсыздығы, цифрлық ресурстар қорының шектеулілігі педагогтің инновациялық әдістерді қолдануына кедергі келтіреді [4]. Сонымен қатар, цифрлық құралдарды тиімді пайдалану бойынша арнайы бағытталған біліктілікті арттыру бағдарламаларының жеткіліксіздігі немесе мазмұнының формалды сипатта болуы да өз әсерін тигізеді.

Педагогтердің цифрлық құзыреттілігін дамытуды тежейтін тағы бір фактор - әдістемелік ұсынымдардың, нақты практикалық нұсқаулықтардың аздығы. Көптеген педагогтер жаңа технологияларды қалай интеграциялау, қандай құралды қай жаста қолдану, цифрлық тапсырмаларды қалай бейімдеу керектігі жөнінде нақты үлгілердің жоқтығын атап өтеді. Бұл мектепке дейінгі білім беру ұйымдарында цифрлық орта мен педагогтің кәсіби құзыреттілігі арасындағы алшақтықты тереңдете түседі.

Осыған байланысты мәселенің ғылыми тұрғыдан қарастырылуы, яғни цифрлық құралдардың педагог кәсіби құзыреттілігіне әсерін жүйелеу, қолданыстағы зерттеулерді талдау, тиімді тәжірибелерді анықтау қазіргі таңдағы маңызды ғылыми қажеттіліктердің бірі болып отыр. Бұл шолу мақаласының өзектілігін айқындай түседі.

Бұл шолу мақаласының мақсаты - қазіргі ғылыми зерттеулер мен тәжірибелік деректерге сүйене отырып, мектепке дейінгі ұйым педагогтерінің кәсіби құзыреттілігін арттыруда цифрлық құралдардың рөлін жан-жақты талдау. Цифрландыру үдерісі білім беру жүйесінің барлық деңгейіне еніп, педагог қызметін жаңаша ұйымдастыруға мүмкіндік беріп отырғандықтан, мектепке дейінгі білім беру саласында цифрлық технологияларды тиімді қолданудың ғылыми-әдістемелік негізін анықтау маңызды міндет ретінде қарастырылады. Осыған байланысты мақала педагогтердің цифрлық құзыреттілігінің құрамдас бөліктерін сипаттауды, олардың кәсіби дамуына әсер ететін факторларды айқындауды және цифрлық құралдарды оқу-тәрбие үдерісіне енгізудің әдіснамалық ерекшеліктерін түсіндіруді көздейді.

Мақалада цифрлық технологиялардың педагогтің әдістемелік, технологиялық, коммуникативтік және рефлексиялық дағдыларына әсері талданады. Сонымен бірге

интерактивті ресурстардың, мультимедиялық материалдардың және мобильді қосымшалардың сабақ мазмұнын құруға, балалардың қызығушылығын арттыруға және оқу ортасын жаңғыртуға ықпалы қарастырылады. Педагогтің ата-аналармен цифрлық платформалар арқылы байланыс орнатуы, онлайн оқыту курстарын пайдаланып кәсіби біліктілігін үздіксіз жетілдіруі және қашықтан білім беру технологияларын меңгеруі де мақалада ерекше назарға алынады.

Зерттеу мақсаты педагогтердің цифрлық құралдарды қолдану барысында кездесетін қиындықтар мен шектеулерді анықтауды, инфрақұрылымдық және әдістемелік кедергілердің кәсіби дамуға әсерін бағалауды да қамтиды. Мұндай мәселелердің талдануы цифрлық ортаны тиімді ұйымдастыруға, педагогтердің кәсіби әлеуетін көтеруге және мектепке дейінгі білім беру сапасын арттыруға бағытталған ұсыныстар әзірлеуге негіз болады. Осылайша, мақала цифрлық құралдар мен педагог кәсіби құзыреттілігі арасындағы өзара байланысты кешенді ғылыми тұрғыда қарастыруды мақсат етеді.

Әдістер

Бұл шолу мақаласында мектепке дейінгі ұйым педагогтерінің кәсіби құзыреттілігін арттыруда цифрлық құралдардың рөлін жан-жақты зерттеу мақсатында жүйелі әдеби шолу әдісі қолданылды. Зерттеу логикасы бірнеше кезеңнен тұрды және әр кезеңде деректерді іріктеу, сұрыптау, талдау және интерпретациялау үдерістері ғылыми талаптарға сәйкес жүргізілді. Бірінші кезеңде әдебиеттерді іріктеу критерийлері айқындалды. Іріктеу барысында зерттеу тақырыбына тікелей немесе жанама қатысы бар ғылыми еңбектер қарастырылды. Негізінен 2015-2025 жылдар аралығында жарық көрген зерттеулер іріктелді, себебі бұл кезең цифрландыру үдерісінің қарқынды дамуымен, білім беру саласына технологиялардың кең ауқымда енгізілуімен сипатталады. Сонымен қатар соңғы он жылдық педагогтердің цифрлық құзыреттілігі, цифрлық педагогика және мектепке дейінгі ұйымдарда технологияларды қолдану бағытында сандық әрі сапалық зерттеулердің айтарлықтай жиі жүргізіле бастаған кезеңіне сәйкес келеді [6]. Іріктеу шеңберіне мектепке дейінгі білім беру, педагог құзыреттілігі, цифрлық құралдар, ақпараттық-коммуникациялық технологиялар, қашықтан оқыту, мультимедиялық ресурстар және заманауи педагогикалық технологиялар тақырыбына арналған жұмыстар енгізілді.

Екінші кезеңде әдебиеттерді жинау үшін халықаралық және ұлттық ғылыми дереккөздер кеңінен пайдаланылды. Scopus, Web of Science, ERIC және Google Scholar платформалары негізгі іздеу алаңы ретінде алынды. Бұл дереккөздердің қолданылуы зерттеулердің ғылыми сапасын қамтамасыз етуге, рецензияланған материалдарды қамтуға және тақырыптың әлемдік деңгейдегі зерттелу тенденцияларын айқындауға мүмкіндік берді. Сонымен қатар Қазақстандағы ғылыми журналдарда жарияланған мақалалар, білім беруді цифрландыру жөніндегі ұлттық есептер, нормативтік құжаттар және әдістемелік ұсынымдар қарастырылды. Дереккөздер базасында іздеу барысында “digital competence”, “preschool teachers”, “ICT in early childhood education”, “teacher professional development”, “digital tools in preschool”, “цифрлық құзыреттілік”, “мектепке дейінгі білім беру”, “цифрлық орта”, “АКТ технологиялары” сияқты кілт сөздер мен логикалық операторлар қолданылды. Іріктеу барысында қайталанатын материалдар жойылып, тек мазмұндық толықтығы жоғары зерттеулер қалдырылды.

Үшінші кезеңде жиналған материалдарды талдау жүзеге асырылды. Алдымен контент-талдау әдісі қолданылып, әдебиеттердегі негізгі ұғымдар, зерттеу бағыттары, теориялық тұжырымдамалар және эмпирикалық нәтижелер жүйелендірілді. Контент-талдау цифрлық құралдардың қолданылу ерекшеліктерін, педагогтердің кәсіби құзыреттілігінің құрылымдық элементтерін және олардың дамуына әсер ететін факторларды анықтауға мүмкіндік берді. Одан кейін тақырыптық жіктеу әдісі жүргізілді. Әдебиеттер бірнеше негізгі тақырыптық топқа бөлінді: цифрлық құралдардың түрлері; педагогтің кәсіби құзыреттілігінің цифрлық контекстегі сипаттамасы; мектепке дейінгі білім беру ұйымдарында технологияларды қолданудың артықшылықтары; педагог кездесетін шектеулер мен кедергілер; педагогтердің кәсіби дамуын қолдау тетіктері. Әр тақырып өз ішіндегі байланыстар мен қайталанатын идеялар негізінде жүйеленіп, тұтас мазмұндық құрылым қалыптасты.

Зерттеудің соңғы кезеңінде салыстырмалы талдау әдісі қолданылды. Бұл әдіс арқылы шетелдік ғылыми деректер мен отандық зерттеулер арасындағы ұқсастықтар, айырмашылықтар, ерекшеліктер және контекстік факторлар анықталды. Салыстырмалы талдау нақты елдер мен аймақтардағы мектепке дейінгі ұйымдардың цифрлық трансформация

деңгейін салыстыруға, педагогтердің цифрлық құзыреттілігін дамытудағы ортақ мәселелер мен ерекше тәсілдерді бағалауға мүмкіндік берді. Сонымен қатар халықаралық тәжірибеде тиімді деп танылған цифрлық құралдарды қолдану үлгілері қарастырылып, олардың қазақстандық білім беру жүйесінде қолданылу мүмкіндігі бағаланды.

Жалпы алғанда, қолданылған әдістер жиынтығы зерттеу мәселесін кешенді түрде қарастыруға, мектепке дейінгі ұйымдардағы цифрлық құралдардың рөлі туралы ғылыми білімді жүйелеуге және педагогтердің кәсіби дамуына ықпал ететін факторларды терең түсіндіруге мүмкіндік берді. Әдістемелік негіздің құрылуы зерттеу нәтижелерінің сенімділігі мен дәлдігін қамтамасыз етті және алынған тұжырымдардың практикалық маңызын арттырды.

Нәтижелер

Әдебиеттерді талдау мектепке дейінгі білім беру ұйымдарында цифрлық құралдардың қолданылу аясы жыл сайын кеңейіп, педагогикалық тәжірибені модернизациялаудың маңызды факторы болып отырғанын анық көрсетеді. Цифрлық технологиялардың алуан түрлілігі педагогтің күнделікті іс-әрекетінде жаңа мүмкіндіктер ашады, ал балаларға дамытушы орта ұсынуға жағдай жасайды. Зерттеулер интерактивті панельдердің ең жиі қолданылатын құралдардың бірі екенін көрсетеді [7]. Олар көрнекі материалдарды жоғары сапада көрсетуге, интерактивті ойындар мен жаттығуларды орындауға, суреттер, анимациялар, дыбыстық материалдар арқылы күрделі ақпаратты жеңілдетуге мүмкіндік береді. Интерактивті панельдер баланың визуалды қабылдауын күшейтіп қана қоймай, оқытудың ойын арқылы жүргізілуіне феноменологиялық негіз жасайды, бұл мектепке дейінгі жастағы балалар үшін өте маңызды [4].

Мобильді қосымшалардың рөлі де айрықша. Қосымшалар баланың әртүрлі дағдыларын дамытуға арналған: тіл үйрету, логикалық ойлау, моторика, музыка, математика, эмоциялық интеллект сияқты бағыттарды қамтиды. Сонымен қатар педагог пен ата-ананың өзара әрекеттесуін жеңілдететін платформалар да кеңінен қолданылады [8]. Бұл цифрлық сервистер арқылы ата-аналар балаларының күнделікті жетістіктері, қатысқан шаралары немесе орындалған тапсырмалары туралы ақпарат алып, педагогтен тікелей кері байланыс алу мүмкіндігіне ие болады. Осылайша мобильді қосымшалар тек оқу құралы ғана емес, мектепке дейінгі ұйым мен отбасы арасындағы цифрлық көпір қызметін атқарады.

Онлайн оқыту платформаларының қолданылуы педагогтің кәсіби дамуына тың серпін береді. Әр платформа педагогтерге виртуалды сабақтар, әдістемелік нұсқаулықтар, бейне сабақтар, халықаралық вебинарлар және кәсіби қауымдастықтар ұсынады. Платформалар арқылы педагог жаңа әдістермен танысып қана қоймай, тәжірибесін жетілдіріп, әлемдік педагогикалық үрдістерден хабардар бола алады. Бұл - кәсіби дамуды үздіксіз қолдаудың заманауи моделі [9].

Виртуалды және толықтырылған шындық технологияларының әсері ерекше назар аудартады. VR және AR элементтері күрделі ақпаратты көрнекі формада жеткізіп, баланың елестету қабілетін күшейтеді, әлемді зерттеуге деген қызығушылығын арттырады. Мысалы, AR көмегімен жануарлар, ғарыш, табиғат құбылыстары немесе геометриялық пішіндер 3D форматта көрсетіліп, балалардың зерттеушілік әрекеті белсендіріледі. Мұндай технологиялар оқу үдерісін дәстүрлі форматтан шығармашылық және зерттеушілік бағытқа ауыстыруға ықпал етеді [10].

Цифрлық әдістемелік материалдардың түрлері де үнемі кеңеюде. Электронды оқулықтар, мультимедиялық презентациялар, цифрлық ойындар, интерактивті тапсырмалар жинақтары және онлайн нұсқаулықтар педагогтің әдістемелік қоржынын толықтырып, сабақ жоспарын заманауи талаптарға сәйкес құруға көмектеседі. Мұндай материалдардың басты артықшылығы - олардың үнемі жаңартылып тұруы, баланың жеке қажеттіліктеріне бейімделуі, қолжетімділігі және уақыт үнемдеуі.

Кесте 1. Мектепке дейінгі ұйымдарда қолданылатын негізгі цифрлық құралдар

Цифрлық құралдың түрі	Қолданылу мақсаты	Пайдасы
Интерактивті панельдер	Көрнекілік, ойын және оқу тапсырмаларын орындау	Балалардың қызығушылық деңгейін арттырады, визуалды оқытуды жақсартады
Мобильді қосымшалар	Балалардың дамуын қолдау, ата-анамен байланыс	Жекелендірілген оқытуды күшейтеді, үй-бала-бақша коммуникациясын арттырады
Онлайн платформалар	Әдістемелік материалдармен жұмыс, қашықтан оқыту	Педагогтің кәсіби дамуына жағдай жасайды, цифрлық ресурстарға қолжетімділікті кеңейтеді
Виртуалды және толықтырылған шындық	Күрделі ұғымдарды визуализациялау, зерттеушілік әрекет	Танымдық процестерді белсендіреді, қиялды дамытады
Цифрлық әдістемелік материалдар	Сабақ мазмұнын құру, мультимедиа қолдану	Педагогтің жоспарлау сапасын арттырады

Жалпы алғанда, цифрлық құралдар мектепке дейінгі ұйымдарда оқу үдерісін жаңғыртудың басты элементіне айналып жатыр. Олар педагог жұмысының тиімділігін арттырып, балалардың танымдық және шығармашылық қабілеттерін дамытуға мүмкіндік береді.

Зерттелген әдебиеттер педагогтің кәсіби құзыреттілігін дамытуда цифрлық құралдардың кешенді және жүйелі әсері бар екенін көрсетеді. Алдымен педагогтің цифрлық сауаттылық деңгейі жоғарылайды. Педагог цифрлық платформалармен, қосымшалармен, интерактивті материалдармен жүйелі жұмыс істей отырып, ақпараттық-коммуникациялық технологияларды меңгеру дағдыларын жетілдіреді. Бұл оның кәсіби сенімділігін арттырып, жаңа әдістерді тез қабылдауына ықпал етеді.

Әдістемелік құзыреттілік тұрғысынан цифрлық құралдар педагогке оқу мазмұнын жаңғыртуға, сабақ құрылымын түрлендіруге, баланың даму ерекшелігіне сәйкес интерактивті тапсырмалар дайындауға мүмкіндік береді. Бүгінгі таңда педагогтің әдістемелік құзыреттілігі тек дәстүрлі білімге сүйену арқылы емес, цифрлық ортада тиімді навигация жасай білу қабілеті арқылы анықталады. Сондықтан цифрлық құралдар педагогтің әдістемелік ойлауын өзгертеді, оны инновациялық шешімдерге итермелейді.

Коммуникативтік құзыреттіліктің дамуы да негізгі нәтижелердің бірі ретінде көрінеді. Цифрлық құралдар педагог пен ата-ана арасындағы байланысты нығайтып, көптеген ұйымдастырушылық және ақпараттық үдерістерді жеңілдетеді. Педагог әріптестерімен цифрлық ортада тәжірибе алмасып, кәсіби қауымдастықтарға қатыса алады. Бұл оның кәсіби өзара әрекеттесу мәдениетін қалыптастырады.

Жобалау және рефлексия дағдылары да цифрлық ортада айтарлықтай жетілдіріледі. Педагог оқу үдерісін жоспарлау кезінде цифрлық құралдарды қолдана отырып, мақсат қою, нәтижені бақылау, түзету енгізу және рефлексия жасау қабілеттерін дамытады. Әдебиеттер педагогтің кәсіби дамуының маңызды бөлігі - өзіндік талдау жүргізу екенін атап өтеді, ал цифрлық құралдар бұл процесті жеңілдетеді.

Кесте 2. Цифрлық құралдардың педагог кәсіби құзыреттілігіне әсері

Құзыреттілік түрі	Цифрлық құралдардың ықпалы	Нәтиже
Цифрлық сауаттылық	Ақпараттық жүйелермен жұмыс, мультимедиялық құралдарды меңгеру	Педагогтің технологиялық дайындығы жоғарылайды
Әдістемелік құзыреттілік	Сабақта интерактивті ресурстар қолдану	Оқыту сапасы артады, сабақ мазмұны байиы
Коммуникативтік құзыреттілік	Цифрлық платформалар арқылы байланыс	Ата-анамен серіктестік күшейеді, сандық коммуникация артады
Жобалау дағдылары	Оқу үдерісін цифрлық ортада жоспарлау	Жекелендірілген траекториялар мен жаңа сабақ үлгілері пайда болады
Рефлексия дағдылары	Нәтижелерді цифрлық құралдар арқылы талдау	Педагогтің кәсіби өсуі мен өзіндік талдауы жүйеленеді

Жалпы талдау нәтижелері цифрлық құралдардың педагогтің кәсіби дамуына тек техникалық тұрғыдан ғана емес, әдістемелік, когнитивтік, коммуникативтік және ұйымдастырушылық аспектілер бойынша кешенді ықпал ететінін дәлелдейді. Цифрлық орта педагогтің кәсіби мәдениетін жаңғыртып, балаларға бағытталған сапалы білім беру тәжірибесін қалыптастырудың маңызды құралы ретінде қарастырылады [11].

Әдебиеттерді талдау цифрлық құралдарды мектепке дейінгі ұйымдар тәжірибесіне енгізудің бірқатар айқын артықшылықтары бар екенін көрсетеді. Ең алдымен, сабақ сапасының артуы байқалады. Цифрлық технологиялар сабақ құрылымын жаңғыртып, ақпаратты көрнекі, интерактивті және динамикалық түрде ұсынуға мүмкіндік береді. Мультимедиялық материалдар, интерактивті тапсырмалар, бейнефрагменттер мен анимациялар балалардың

оқу материалын тез және терең түсінуіне ықпал етеді. Мұндай визуалды қолдау сабақ мазмұнының тиімділігін арттырып, педагогтің әдістемелік тұрғыдан жаңашалануға деген мотивациясын да күшейтеді.

Балалардың оқу процесіне деген қызығушылығының өсуі - тағы бір маңызды артықшылық [12]. Зерттеулер көрсеткендей, интерактивті ойындар, цифрлық жұмбақтар, анимациялық тапсырмалар және виртуалды зерттеу ортасы балалардың эмоциялық қатысуын арттырады, оқуға деген оң көзқарас қалыптастырады. Баланың ұйымдастырылған іс-әрекетке белсенді қатысуы оның зейін тұрақтылығын, ойлауын, есте сақтау қабілетін дамытуға ықпал етеді. Цифрлық элементтердің ойындық сипаты балалардың ішкі мотивациясын арттырады, бұл мектепке дейінгі жастағы тұлғалық дамудың маңызды бөлігі болып саналады.

Цифрлық құралдар педагогке уақытты тиімді пайдалануға да мүмкіндік береді. Сабақтарды жоспарлау, материалдарды дайындау, балалардың нәтижелерін бақылау және құжаттандыру үдерістері автоматтандырылған ортада әлдеқайда жылдам орындалады. Электронды журналдар, сандық бақылау парақтары, бағалау құралдары уақыт үнемдеп, педагогтің күшін оқу материалының мазмұнына бағыттауға жағдай жасайды. Сонымен қатар балалардың үлгерімін, дағды деңгейін немесе оқу барысын онлайн режимінде талдауға мүмкіндік бар, бұл педагог жұмысының сапасын арттырады.

Ақпараттық ресурстарға жылдам қолжетімділік те цифрлық құралдардың артықшылықтарының бірі. Педагог әлемдік әдістемелік базаларды, халықаралық цифрлық кітапханаларды, мультимедиялық контентті және заманауи оқыту ресурстарын еркін пайдалана алады. Бұл өз кезегінде оқу бағдарламасының мазмұнын жаңғыртып, педагогтің кәсіби көкжиегін кеңейтеді. Ақпаратқа қолжетімділіктің жоғары болуы педагогтің жаңа идеялар ұсынуына, шығармашылық ізденісін арттыруына мүмкіндік береді.

Кесте 3. Цифрлық құралдарды қолданудағы негізгі артықшылықтар

Артықшылық	Педагогикалық әсері	Балаларға ықпалы
Сабақ сапасының артуы	Әдістемелік мүмкіндіктер кеңейеді, сабақ мазмұны жаңарады	Түсіну деңгейі артады, визуалды қабылдау күшейеді
Қызығушылықтың өсуі	Педагогтің мотивациясы артады, интерактивті тәсілдер көбейеді	Танымдық белсенділік, эмоциялық қатысу жоғарылайды
Уақытты тиімді пайдалану	Жоспарлау, бақылау, талдау процестері жеңілдейді	Жекелендірілген жұмысқа көбірек уақыт бөлінеді
Ақпаратқа қолжетімділік	Әдістемелік қор кеңейеді, әлемдік тәжірибе енеді	Әртүрлі мазмұнмен жұмыс істеу мүмкіндігі пайда болады

Цифрлық құралдарды мектепке дейінгі ұйымдардың тәжірибесіне енгізуде бірқатар қиындықтар мен шектеулердің бар екені де зерттеулерден анық көрінеді. Ең өзекті мәселе - инфрақұрылым жеткіліксіздігі [13]. Көптеген ұйымдарда интерактивті тақталар, планшеттер, компьютерлер немесе сапалы интернет желісі жеткілікті деңгейде қамтамасыз етілмеген. Инфрақұрылымдық тапшылық технологияларды системалы қолдануға мүмкіндік бермей, педагогтің цифрлық тәжірибесін шектейді.

Педагогтердің дайындығының әрқелкілігі де маңызды мәселе ретінде қарастырылады. Бір педагог цифрлық платформаларды еркін қолданса, екіншісі жаңа технологияларды меңгеруде қиындық көреді [8]. Бұл әдістемелік қолдау мен кәсіби даму бағдарламаларының біркелкі болмауымен, сондай-ақ цифрлық мәдениеттің жеткіліксіз қалыптасуымен байланысты. Сонымен қатар педагогтердің сандық құралдарды қолдануда психологиялық кедергілері де болуы мүмкін: қателік жіберуге деген қорқыныш, техникалық қиындықтардан қашу немесе цифрлық технологиялардың қажеттілігіне сенімсіздік.

Интернет жылдамдығы мен оның тұрақсыздығы да көп ұйымдарда өзекті мәселе болып отыр. Онлайн сабақтар, бейнематериалдар немесе интернетке негізделген платформалар интернеттің сапасына тәуелді [14]. Желі әлсіз болған жағдайда педагог жоспарлаған сабақ толық орындалмай, оқу процесінің тиімділігі төмендейді.

Құқықтық және этикалық мәселелер - цифрлық ортаның тағы бір маңызды шектеуі. Балалардың жеке деректерінің құпиялығын сақтау, қауіпсіз интернет ортасын қамтамасыз ету, авторлық құқықты сақтау, сандық контенттің сапасын бақылау педагогтің жауапкершілігін арттырады. Кей жағдайларда педагог немесе ата-ана цифрлық материалдарды қолданудың заңдық талаптарын толық білмеуі салдарынан қиындықтар туындайды. Бұл цифрлық білім беру ресурстарын қолдануда қосымша регламенттер мен түсіндіру жұмыстарын қажет етеді.

Кесте 4. Цифрлық құралдарды қолдануда кездесетін негізгі қиындықтар

Қиындық түрі	Мәселенің сипаты	Әсері
Инфрақұрылым жеткіліксіздігі	Жабдықтың аздығы, интернеттің әлсіздігі	Сабақты толық цифрландыру мүмкін болмайды
Педагог дайындығының әркелкілігі	Дағды деңгейінің әртүрлі болуы	Құралдарды жүйелі қолдану баяулайды
Интернет жылдамдығы	Желі тұрақсыздығы	Онлайн контенттің сапасы төмендейді
Құқықтық-этикалық мәселелер	Жеке деректерді қорғау, авторлық құқық	Педагогтің жауапкершілігі артып, қауіптер көбейеді

Жалпы, әдебиеттер талдауы цифрлық құралдар педагог қызметін тиімді ететінін, алайда олардың толыққанды енгізілуі белгілі бір инфрақұрылымдық, әдістемелік және құқықтық шектеулерге тәуелді екенін көрсетеді. Бұл қиындықтарды жою үшін кешенді стратегиялық жоспарлау, педагогтерді жүйелі оқыту және цифрлық қауіпсіздікті қамтамасыз ету маңызды.

Талқылау

Әлемдік зерттеулерге сүйенсек, қазіргі таңда көптеген елдер мектепке дейінгі білім беру жүйесін цифрландыруға үлкен көңіл бөліп отыр. Финляндия, Сингапур және Оңтүстік Корея секілді елдерде балабақшалар жаңа технологиямен толық жабдықталған, педагогтер арнайы курстардан жиі өтеді және оқу процесі цифрлық ойындар, мультимедиялық материалдар және виртуалды құралдар арқылы ұйымдастырылады. Бұл елдерде технологияны қолдану оқу процесінің маңызды бөлігі ретінде қарастырылады, сондықтан оларда цифрлық орта табиғи түрде қалыптасқан [14]. Мысалы, Финляндия балабақшаларында балаларға табиғи құбылыстарды түсіндіру үшін AR қолданса, ал Оңтүстік Кореяда тіл дамыту, логика, математика және әлеуметтік дағдыларды дамытуға арналған цифрлық ойындар күн сайын қолданылады [15].

Қазақстанда да дәл осындай үрдістер байқалады. Мемлекет мектепке дейінгі ұйымдарға техника алуға, интернет желісін күшейтуге, педагогтерді оқытуға бағытталған қадамдар жасап жатыр. Алайда Қазақстанда әр аймақтың техникалық мүмкіндігі әртүрлі, және педагогтердің бәрі бірдей цифрлық құралдарды еркін меңгермеген. Дегенмен, педагогтердің инновациялық технологияларға деген қызығушылығының артуы, курстар санының көбейгені, цифрлық білім беру ресурстарының дамуы - Қазақстанның бұл бағытта дұрыс жолда келе жатқанын көрсетеді.

Теориялық тұрғыдан қарағанда, цифрлық педагогика баланың оқу процесін қызықты әрі қолжетімді етуге бағытталған. Ол дәстүрлі сабақтардағы бірсарынды үдерістерді жандандырып, балалардың белсенді әрекетке араласуына мүмкіндік береді. Бұл теория оқытуды тек ақпарат берумен емес, тәжірибе, ойын, бейнелік елестету арқылы жүзеге асыру қажеттігін алға тартады. Мұндай жағдайда педагогтің рөлі де өзгереді: ол енді тек түсіндіруші емес, баланы бағыттаптын, оның мүмкіндігін ашатын, қызығушылығын қолдайтын маманға айналады.

Құзыреттілікке негізделген көзқарас педагогтің тек технологияны қосу емес, оны мақсатты, баланың дамуына сай пайдалануы керектігін атап өтеді. Бұл дегеніміз педагог цифрлық құралдарды жай ғана қолданушы емес, шығармашылықпен жұмыс істей алатын, технологиялардың шынайы пайдасын көретін кәсіби маман болуы тиіс [16]. Мысалы, ол бір тапсырманы тек визуалды түрде көрсету үшін ғана емес, баланың ойлауын жетілдіру, қиялын ояту, пікірталасқа тарту сияқты мақсаттармен қолданғаны маңызды.

Балалардың дамуына әсері тұрғысынан алсақ, цифрлық құралдар олардың танымдық қабілеттерін арттырып, зейінін тұрақтандыруға, есте сақтауын жақсартуға, сөйлеуін дамытуға көмектеседі. Интерактивті ойындар мен мультимедиялық тапсырмалар баланың қызығушылығын оятып, оқуды ойын ретінде қабылдауға мүмкіндік береді. Бұл - мектепке дейінгі жастағы балалар үшін өте маңызды, себебі олар ақпаратты әрекет, көрнекілік және эмоция арқылы жақсы қабылдайды. Сонымен қатар цифрлық ортада жұмыс істеу балаларды ерте жастан ақпараттық мәдениетке бейімдеп, заманауи технологияны сауатты қолдануды үйретеді. Бірақ бұл жерде қауіпсіздік пен тепе-теңдік маңызды: экран алдында ұзақ отыруға жол бермеу және мазмұнның бала жасына сай болуын бақылау қажет.

Практикалық қорытындыларға тоқталсақ, цифрлық құралдарды тиімді қолдану үшін педагогтер арнайы дайындықтан өтуі керек. Мұндай тренингтер педагогке ноутбуктар, планшеттер, интерактивті тақталармен жұмыс істеуді ғана емес, сабаққа цифрлық тапсырмаларды дұрыс енгізуді, интерактивті ойындарды баланың жас ерекшелігіне бейімдеуді, цифрлық ресурстарды сабақпен үйлестіруді үйретеді. Ең тиімді тренингтер - практикалық бағыттағы, бірден қолдануға болатын дағдыларды үйрететін курстар.

Цифрлық құралдарды жүйелі енгізу балабақша деңгейінде нақты жоспарды талап етеді. Бұл құралдар тек бір рет қолданылатын қосымша емес, күнделікті оқу-тәрбие жұмысының бір бөлігі болуы керек [14]. Егер педагог әр сабаққа цифрлық элементтерді орынды енгізіп отырса, балалардың қызығушылығы да, сабақ сапасы да жоғарылайды. Бұл процестің тиімді болуы үшін балабақшада цифрлық ортаны дамыту маңызды.

Цифрлық ортаны дамыту тек құрал сатып алумен шектелмейді. Ол интернеттің тұрақты жұмыс істеуі, балаларға қауіпсіз цифрлық контенттің болуы, педагогтерге әдістемелік қолдаудың тұрақты берілуі, сондай-ақ цифрлық этика мәселелерін сақтауды қамтиды. Мұндай орта педагогке де, балаға да жаңа деңгейде жұмыс істеуге мүмкіндік береді, ал цифрлық мәдениеттің қалыптасуы мектепке дейінгі ұйымды заман талабына сай дамытудың маңызды бөлігін құрайды.

Қорытынды

Жүргізілген зерттеу мектепке дейінгі ұйымдарда цифрлық құралдарды қолданудың педагогтің кәсіби құзыреттілігін дамытудағы маңызы өте жоғары екенін көрсетті. Цифрлық технологиялар педагогикалық үдерісті жандандырып, сабақтың құрылымын түрлендіріп, оны баланың қызығушылығына жақын әрі қолжетімді етеді. Педагог цифрлық ортада жұмыс істей отырып, жаңа әдістерді меңгереді, ақпаратты тез табуға, талдауға және оны тиімді қолдануға үйренеді. Мұндай тәжірибе педагогтің кәсіби мәдениетін жаңғыртып, оның технологиялық сауаттылығын күшейтеді. Цифрлық құралдар сабақтың сапасын арттырып, балалардың оқу белсенділігін, ойлау қабілетін, эмоциялық қатысуын және шығармашылық әлеуетін дамытуда маңызды рөл атқарады. Осылайша, цифрландыру педагог пен бала арасындағы байланысқа, оқу ортасының әртүрлілігіне және білім беру сапасының жаңа деңгейге шығуына ықпал етеді.

Практикалық тұрғыдан алғанда, педагогтерді цифрлық ортаға бейімдеу үшін бірқатар нақты қадамдар қажет. Алдымен біліктілікті арттыру курстарын жаңарту маңызды. Көптеген педагогтер технологияны қолданғысы келгенімен, оны қалай іске асыру керегін толық білмеуі мүмкін. Сондықтан курстарда теория емес, нақты тәжірибелік дағдыларға назар аудару тиімді болады. Педагог интерактивті тақтамен жұмыс істеуді, мобильді қосымшаларды сабаққа интеграциялауды, мультимедиялық ресурстарды сабақ сценарийіне енгізуді, балаларды цифрлық ойындар арқылы дамыту жолдарын меңгеруі қажет. Сонымен қатар цифрлық ресурстардың санын арттыру да өзекті. Педагогке қажет сапалы анимациялар, интерактивті тапсырмалар, мультимедиялық материалдар, онлайн кітапханалар, әдістемелік платформалар қолжетімді болуы тиіс. Бұл ресурстардың баланың жас ерекшелігіне сай, қауіпсіз және мазмұн жағынан дұрыс болуы да өте маңызды.

Мектепке дейінгі ұйымдарда цифрлық дамуға арналған стратегиялық жоспар құрудың да мәні зор. Мұндай жоспар ұйымның техникалық базасын жақсартуды, интернет сапасын күшейтуді, цифрлық контентті іріктеу және жаңарту механизмін жасауды, педагогтерді тұрақты оқыту мен қолдау жүйесін енгізуді қамтиды. Стратегиялық жоспар технологияларды ретсіз енгізбей, оларды кезең-кезеңмен, мақсатты түрде, тиімді интеграциялауға мүмкіндік береді. Бұл цифрлық мәдениетті қалыптастырудың ең тұрақты жолдарының бірі.

Қорыта келе, цифрлық құралдарды дұрыс әрі тиімді қолдану мектепке дейінгі білім беру сапасын арттырып қана қоймай, педагогтің кәсіби дамуын жаңа белеске шығарады. Бұл процесс педагогтің кәсіби дайындығына, балабақшаның техникалық мүмкіндігіне және білім беру ұйымдарының цифрлық мәдениетті қалыптастыруға деген ұмтылысына тікелей байланысты. Егер бұл бағыттағы жұмыстар жүйелі жүргізілсе, цифрлық орта балалардың дамуына үлкен мүмкіндік беретін қауіпсіз әрі пайдалы кеңістікке айналады.

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INNOVATIVE EDUCATIONAL STRATEGIES FOR TEACHING BIOMECHANICS IN PROGRAMS ON WELLNESS AND SPA CULTURE

Bistra Dimitrova

Prof., D.Sc.

Faculty of Public health, Health care and Tourism,
National Sports Academy "Vassil Levski",
21, Acad. Stefan Mladenov str., Studentski grad, 1700 Sofia
Web of Science Researcher ID: X-2218-2018,
<https://orcid.org/0000-0003-3152-983>

Abstract

The aim of this study was to assess the demand for specialised staff in the recreational industry and to create innovative educational tools for the "Biomechanics" modules in the five accredited programs on Wellness & SPA & Thalasso culture at the National Sports Academy "V. Levski". Our scientific interests were focused on developing content for five new educational tools: one for the educational level of Bachelor's degree, two for Master's degree, and two for Doctoral degree in two professional fields: 7.5 Healthcare and 7.6 Sports. The document discusses innovative educational strategies for teaching biomechanics in programs on wellness and spa culture, focusing on the importance of specialized staff in the recreational industry and the development of new educational tools. The results of the study clearly proved the significance of biomechanics knowledge in shaping the professional competencies of specialised staff for Niche tourism. We revealed the direct interdependence between biomechanics knowledge and the quality of managing Wellness programs.

Keywords: Biomechanics, innovations, didactic, interactive methods, specialised personnel, Wellness & SPA business

1. Introduction

Six of the top ten most popular wellness destinations globally are in Europe. The European wellness sector emphasizes the critical role of education and training in maintaining its leadership and ensuring the delivery of high-quality services (Dimitrova 2020; 2025; Nesheva 2020). As highlighted in various studies, the Wellness and Spa tourism sector is a rapidly growing business (Angelcheva 2022; Polimenov 2023). Wellness tourism encompasses travel experiences designed to promote health and well-being, focusing on enhancing physical, mental, and spiritual health (Polimenov 2019). This often involves activities such as spa treatments, relaxing sessions, meditation, motivation and nutritious dining (Dimitrova 2017a; Popova-Dobrova 2020; Nesheva 2023a; Tomova 2024). Conversely, recreational programs centre on health-enhancing activities that foster physical and mental relaxation, including hiking, yoga, aerobics, and water-based exercises like aqua aerobics (Chipeva 2019; Dimitrova 2019a; Tomova 2025; Nesheva 2023). The Niche tourism industry's expansion and competitiveness are hindered by the absence of clear definitions and standards, along with a shortage of trained professionals (Dimitrova 2019; Polimenov 2022; 2025; Nesheva et al. 2025). To overcome these challenges and unlock the potential of this sector, Bulgaria must prioritise investments in educational programs aimed at developing skilled wellness and recreational professionals. Establishing clear guidelines and standards for the wellness industry is a cost-effective approach to fostering growth and quality improvement. Enhancing the content of "Biomechanics" modules can significantly elevate the quality of programs focused on recreational physical activities and promoting a wellness-oriented lifestyle (Dimitrova 2017; Tomova 2024a; Polimenov 2025a). As the demand for specialised wellness packages continues to rise, the need for qualified personnel surpasses the current supply, highlighting the importance of educational, training, and certification initiatives for industry professionals. Our work represents an initial effort to integrate Biomechanics into theoretical and experimental studies on the mechanical behavior of living systems, with the goal of promoting a healthy lifestyle. In Wellness and Spa culture educational programs, the human body's structures and functions are examined across multiple levels. Incorporating the analysis of dynamic models, 3D computer modeling, and simulation of human movements is poised to usher in a transformative phase for the recreational industry. The insights gained from this research will enhance specialised understanding of biomechanical processes in living systems under normal conditions and support their application in recreation and disease prevention through physical activity. Anticipated outcomes from this research include improved service quality in the wellness sector and the development of innovative exercise

programs aimed at health promotion and disease prevention. The benefits of recreational physical activity on the health of participants lead to increased demand, respectively, revenues, and the need for competent personnel in Niche tourism.

2. Methods

Purpose: The aim of this study was to assess the demand for specialised staff in the recreational industry and to create innovative educational tools for the "Biomechanics" modules in the accredited five programs in Wellness and SPA & Thalasso culture at the National Sports Academy "V. Levski".

Focus: Our scientific interests were focused on developing content for five new educational tools: one for the educational level of Bachelor's degree, two for Master's degree, and two for Doctoral degree.

Subject: The study was conducted among 110 students in two professional fields: 7.5 Healthcare and 7.6 Sports. The subjects were predominantly Bulgarians, with an average age of 24 years and a balanced representation of both genders. They were distributed into three different groups (18 - 22 years; 23 - 27 years; 28 - 32 years) based on their educational level of preparation according to the specific "Biomechanics" module.

Interactive methodological approaches in teaching: Interactive methods of learning, teaching, and assessment was applied.

Interactive presentations with information technology: This method involves using technologies such as interactive whiteboards, mobile applications, and online platforms during lectures to increase student engagement. Technologies can be used to conduct real-time surveys, quizzes, and interactive discussions, which encourage participation and improve understanding of the material.

Flipped Classroom: With this approach, students study new material at home through video lectures or readings, and in-class sessions are used for active participation through exercises, discussions, and application of knowledge under the guidance of the instructor. This promotes deeper understanding and allows teachers to provide personalized support.

Problem-based learning: This method focuses on learning through solving real and complex problems that are not limited to one discipline or area of knowledge. Students work in groups to explore the problems, develop solutions, and present their findings, thereby developing skills in critical thinking, collaboration, and self-directed learning.

Interactive assessment technologies: The use of online platforms and assessment tools provides opportunities for continuous progress tracking and instant feedback to students. This includes online tests and quizzes that allow students to understand their strengths and weaknesses and work on improvement in real-time.

3. Results

It is widely known and scientifically proven that injuries, cardiovascular disorders, even cancerous tumours occur due to sedentary lifestyle or abuse of harmful fatty foods, alcohol, etc. Biomechanical knowledge and research will support studies in the field of physical activity in the Recreational industry, which is different in nature from elite sports but due to its massiveness carries high social impact. With the financial support of the Centre for Excellence "Heritage BG," new programs in Wellness & Spa & Thalasso culture were developed and accredited (Harizanova 2019). Significant results were achieved in the development of educational tools: programs, textbooks, modules, monographs, methodological guides, etc. We present the data from a statistics analysis for the Market size of the wellness industry worldwide conducted in 2023 and published by Christina Gough in 2024 (see fig. 1).

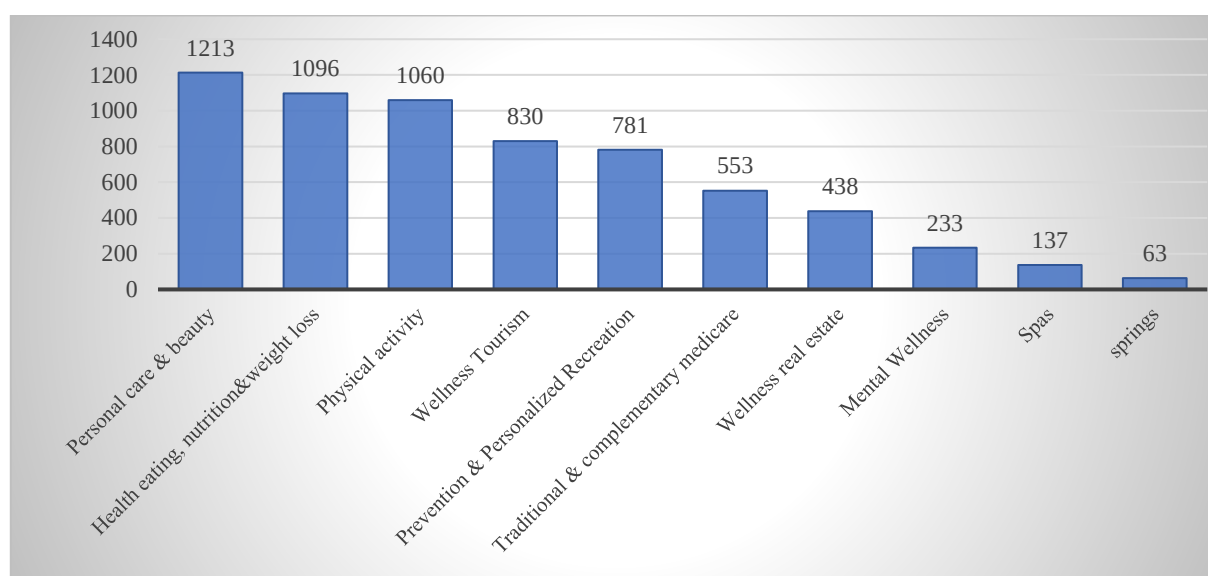


Figure 1. The market size of the wellness industry worldwide by segment, in billion U.S. dollars (source: <https://www.statista.com/research>)

Here we share a table with some statistics for educational or training programs in Spa & Wellness Culture across Europe and the Balkans. The data for the educational or training programs on the Balkan region are published with the permission of the Balkan Cluster for Health, Wellness and Spa culture, from their private study in 2023 (see tab. 1).

Table 1. Types of educational or training programs for Spa & Wellness Culture in the Balkans

Classification of the Educational or Training Programs in the Wellness and Spa Sector				
Country	Total number of Educational programs	University program	Private companies	
			Bachelor/Master/PhD Accredited programs	Vocational education/Short courses/Seminars/Trainings/Certifications
Bulgaria	7	3	6 + 1 PhD „Philosophy Doctor“	1
North Macedonia	2	-	-	2
Switzerland	2	2	1	1
Turkey	1	-	-	1
Total	12	5	8	5
*** Note: The data for the programs are collected by private sources and are the intellectual property of the Balkan Cluster for Health, Wellness, and Spa Tourism.				

We systematized the data by type of educational or training programs for specialised staff in Europe. We selected the indicators: educational level, professional field, diploma, number of programs, annual graduates and duration. We included universities, colleges, and private training providers. There is a noticeable lower educational level of the programs offered in Europe compared to those in the Balkans. Evidence of this is the duration of the training or educational programs. In the Balkans, over 50% of the offered programs are accredited according to the requirements of the European Accreditation Agency at the "bachelor," "master," and "doctoral" levels (see tab. 2).

Table 2. Types of educational or training programs for Spa & Wellness Culture in Europe

<i>Region</i>	<i>Number of Programs</i>	<i>Annual Graduates</i>	<i>Specializations Offered</i>	<i>Average Duration</i>	<i>Key Focus Areas</i>	<i>Institutions Involved</i>	<i>In-</i>
<i>Western Europe</i>	120	5,000	Spa Management, Wellness Tourism, Fitness Coaching	1–2 years	Business Management, Sustainability, Holistic Therapies	Universities, Private Institutes	Pri-
<i>Eastern Europe</i>	90	3,800	Massage Therapy, Wellness Practices, Nutrition	1–2 years	Preventive Health, Rehabilitation, Spa Design	Technical Schools, Colleges	
<i>Balkans</i>	50	2,500	Biomechanics, Hydrotherapy, Aromatherapy	6 months–2 years	Cultural Wellness Practices, Nature-Based Healing	National Training Centers	
<i>Scandinavia</i>	30	1,200	Nordic Wellness, Fitness & Lifestyle Coaching	1 year	Outdoor Activities, Thermal Baths, Minimalism	Wellness Academies, Universities	
<i>Southern Europe</i>	75	4,200	Mediterranean Diet & Wellness, Spa Architecture	1–3 years	Culinary Wellness, Spa Technologies	Universities, Specialized Schools	
<i>Central Europe</i>	100	4,500	Physical Therapy, Spa Operations Management	1–2 years	Evidence-Based Practices, Health Tourism	Universities, Private Institutions	

NOTES:

1. **Number of Programs:** Includes vocational training, diploma, and degree programs.
2. **Specializations Offered:** Key focus areas taught within the programs.
3. **Institutions Involved:** Includes universities, colleges, and private training providers.

These data demonstrate the high quality and sustainability of the educational programs in Wellness and Spa culture in the Balkans. As shown in table 1, Bulgaria stands out as a leader, with 8 programs accredited under the standards of the three European educational levels for higher education (conform with EQF).

Innovative developments allowed for the specification of module content according to the needs of the educational level. In this material, we analyse the content of "Biomechanics." The acquired knowledge, intellectual, and practical skills shape professional competencies according to the needs of the business. For the first time, we developed specific requirements according to the European Qualifications Framework from EQF "Bachelor" to EQF "Doctor." This guarantees the provision of up-to-date knowledge and skills through a strict methodology for coping with the latest European and Bulgarian policies regarding social Wellbeing, education, and tourism development. Globally, there is a lack of educational programs for training specialized personnel in the Recreational industry. In the accredited new programs for specialized personnel in Bulgarian Niche tourism, five "Biomechanics" modules are included. Their content has been developed by our scientific expert Assoc. Prof. Eng. Ognian Tishinov, Ph.D. (see tab. 3).

Here we share (as author of all accredited programs in Wellness & Spa Culture at NSA "V. Levski") the specificities and arguments for the „Biomechanics Modules” thematic content by the tutor expert opinion: Biomechanics emerged as an interdisciplinary science between biology and mechanics in the 1930s. Its primary focus is on the active movements of living organisms (such as the flight of birds, insects, or the swimming of dolphins), with particular interest in human movement in both aerial and aquatic environments.

Table 3. Organizing the "Biomechanics" modules by educational level and professional field

Professional Field	Educational level	Program	Cod	Title	ECTS
PF.7.6. Sport	„Bachelor“ degree	Wellness and Spa Consultant	SPA. I.4	Biomechanics and Biophysics (Required Module)	2
PF.7.6. Sport	„Masters“ degree	Spa culture, east and aqua practices	SPA. II.3	Bioenergetics in Aquatic Environment Movement (Specialized Module)	1
PF.7.5. Health Care	„Masters“ degree	Spa culture, hydro, lyto and Thalasso practices	SPA2 I.6	Biomechanics and Analysis of Sports Technique (Required Module)	2
PF.7.5. Health Care	Doctoral degree	Wellness – Health promotion	Ph.D. W.II.3.	Motor Recreation Management. Biomechanical Foundations of Compensatory Mechanisms in Motor Actions. (Specialized Module)	2
PF.7.6. Sport	Doctoral degree	High-performance sports	Ph.D. S.II.3.	Sports Technique Management. Biomechanical Foundations of Compensatory Mechanisms in Motor Actions. (Specialized Module)	3

Due to the complexity of living organisms, analysing their movements requires an interdisciplinary approach. Biomechanics studies the movements of living organisms as well as the changes in those movements caused by various forces. The diverse activities in human life (work, daily activities, sport, etc.) create different branches within biomechanics: occupational biomechanics, biomechanics of theatre, space biomechanics, etc. Of particular interest to us is sports biomechanics, which addresses fundamental challenges faced by sports specialists. To increase their knowledge of the structure, properties, and functions of the human body. To choose the most appropriate sports technique for a given athlete according to the biomechanical characteristics of their motor apparatus. To develop the most efficient technique for a particular sport. We present the knowledge rate segmentation by eXplainable AI (see fig. 2):

xROXANNe: knowledge Rate Optimised eXplainable AI

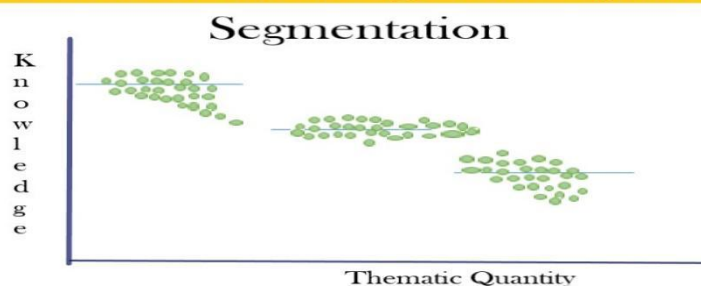


Figure 2. Segmentation of knowledge levels using eXplainable AI (excluding Biomechanics theory information for knowledge variation) within the three degree programs.

To assess and control the level of risk to reduce sports-related injuries. Biomechanics addresses several other key tasks (see fig.3):

- to create and improve the biomechanical basis of special exercises that enhance the individual physical and motor qualities of athletes.
- to enhance existing and develop new biomechanical methods for ongoing monitoring of sports training;
- to improve existing and develop new methodologies for the study, analysis, and management of movements.

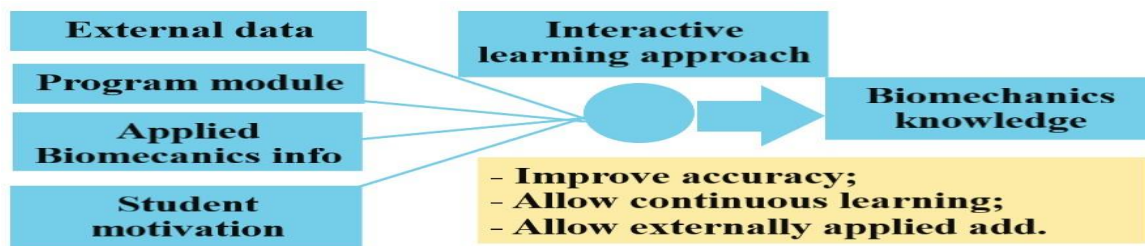


Figure 3. Knowledge interrelationship during the interactive learning process for acquiring Biomechanics

In the module designated for training in the Bachelor's degree program, the basic concepts of mechanics related to kinematic and dynamometric characteristics, as well as the principles of biomechanical efficiency, are presented. These include criteria for the impulse of force in relation to the effectiveness of motor activity, for the long and straight path of acceleration, for the coordination of individual impulses, for resistance and sensitivity to precise action, and for the conservation of the quantity of motion.

Training in the Master's degree program module focuses on the practical application of methods for biomechanical analysis. Two credits in the discipline are included. Through practical exercises and seminars, students acquire knowledge of sports training and individualisation in maintaining athletic performance (see fig.4).

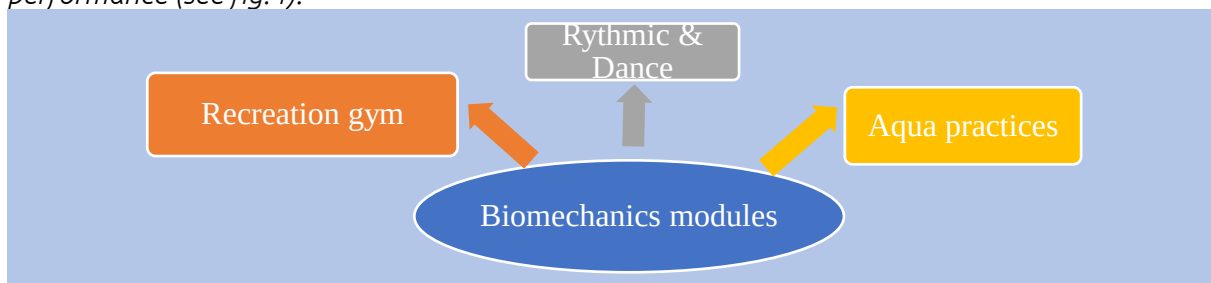


Figure 4. Internal relationships of the knowledge between the Biomechanics and the specialised modules.

Training in the Biomechanics module in the Doctoral (PhD) program includes the development of scientific topics, lately combined with training in ERASMUS, following good European practices in education in EU countries. The preparation of a dissertation combines theoretical development, mathematical justification of conclusions presented to a competent jury. A good opportunity is for the materials for defence to be based on publications - at least two in indexed journals. Of interest is the concluding phase for students with high qualifications in the next opportunity for young researchers - post-doctoral training, which is widely represented in Europe, as well as in the USA, Japan, and Switzerland. Below are the codes and titles of the modules by educational level. The newly created educational programs cater to diverse job roles and skills, ranging from operational specialists to managerial positions. Bulgaria has classified three new professions with identification numbers in Class level 1 of the "Classification of Professions and Positions": Spa Centre Manager (1431-6027), Wellness Centre Manager (1431-6028), and Thalassotherapy Centre Manager (1431-6029). These professions respond to changes and new requirements in the Tourism Law. This policy has a high social impact and supports encouraging citizens to adopt a healthy lifestyle. The ultimate result contributes to improving the nation's Wellbeing index. Developing innovative teaching methods and extensive research for the Wellness and Spa sector are part of this effort. Developing specialised innovations inside the content of Biomechanics modules provides personnel with knowledge that enhances their professional competencies. Biomechanics modules are integrated into wellness programs through a structured educational approach that spans various academic levels. Here's how they are incorporated:

1. Bachelor's Degree Level:

- Basic Concepts: Introduction to fundamental biomechanics concepts such as kinematic and dynamometric characteristics, principles of biomechanical efficiency, and criteria for effective motor activity.
- Practical Application: Students learn to apply these concepts through practical exercises and interactive learning methods.

2. Master's Degree Level:

- Advanced Techniques: Focus on the practical application of biomechanical analysis methods.

- *Specialized Training:* Includes practical exercises and seminars to deepen knowledge in sports training and individualization of athletic performance.
- *Credits:* Typically, two credits are allocated to this discipline, emphasizing hands-on learning and real-world application.

3. Doctoral Degree Level:

- *Research and Development:* Involves the development of scientific topics and research projects, often in collaboration with European educational practices through programs like ERASMUS.
- *Dissertation Work:* Students prepare dissertations that combine theoretical development with practical research, often requiring publications in indexed journals.
- *Post-Doctoral Opportunities:* High-qualified students may pursue post-doctoral training, further enhancing their expertise and research capabilities.

4. Interactive Learning Methods:

- *Interactive Presentations:* Use of technologies like interactive whiteboards, mobile applications, and online platforms to engage students.
- *Flipped Classroom:* Students study new material at home and engage in active learning during in-class sessions.
- *Problem-Based Learning:* Students solve real and complex problems in groups, fostering critical thinking and collaboration.
- *Interactive Assessment:* Continuous progress tracking and instant feedback through online platforms and assessment tools.

5. Specialized Modules:

- *Recreation Gym, Rhythmic & Dance, Aqua Practices:* Specific modules that integrate biomechanics knowledge into various wellness activities, ensuring a comprehensive understanding of human movement and its applications in wellness programs.

By integrating biomechanics modules at different educational levels and using innovative teaching methods, wellness programs can ensure that professionals are well-equipped with the necessary knowledge and skills to deliver high-quality services.

4. Discussion

The Physical Activity Global market size is constitutently growing from \$789,5 billion in 2017, to 976,5 billion in 2022. For the next four years the growth projections are to attend 1,352,4 billion in 2027 (see fig.5).

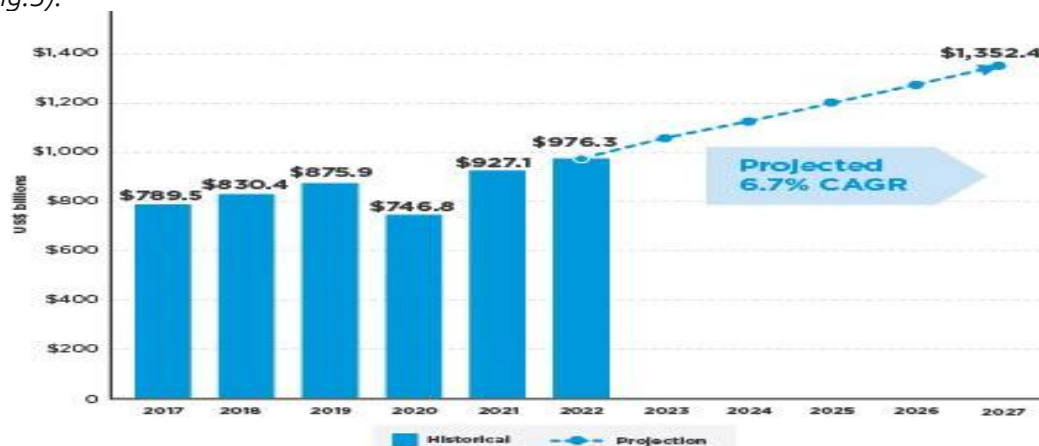


Figure 5. The Physical Activity Global market size 2017 to 2027 (source GWI' 2024)

Due to the limited number of educational programs for training personnel in the Wellness & Spa business, there is a Global war for well-trained staff for Niche tourism. The above figures justify the social significance and necessity of personnel in the sector with high-quality professional competencies. Through its five accredited programs, Bulgaria is not only becoming a Regional but also a European educational leader in the Recreational industry.



Figure 6. The Wellness Travels Market size historical projected (source GWI' 2024 and Eurobarometer)

The Wellness Travel Global market size is constitutently growing from \$93,6 billion in 2017, to 104,5 billion in 2022. For the next four years the growth projections are to attend 156,1 billion in 2027 (see fig. 6). For the quality implementation of Recreational physical activity programs and sustainable service levels for Recreation, the application of knowledge and skills in "Biomechanics" holds a central place in practice. Specialised knowledge for the knee and ankle flexion and extension indicators joints during jumping, squat-jumps, or coordinating movements at high individual speeds in the execution of repetitive cyclic movements has been proven as very important to protect clients from injury. Another important skill is training the client in stable support and balanced stability during the execution of cardio recreational programs for body shaping.

5. Conclusion

The study conducted at the National Sports Academy "Vasil Levski" aimed to assess the demand for specialized staff in the recreational industry and develop innovative educational tools for the "Biomechanics" modules in Wellness & SPA & Thalasso culture programs. Key findings and conclusions include:

1. **Significance of Biomechanics Knowledge:** The study highlighted the importance of biomechanics knowledge in shaping the professional competencies of specialized staff in the niche tourism sector, particularly in managing wellness programs.

2. **Educational Program Development:** Five new educational tools were developed for different educational levels (Bachelor's, Master's, and Doctoral degrees) to enhance the quality of biomechanics education.

3. **Interactive Learning Methods:** Innovative teaching methods such as interactive presentations, flipped classrooms, problem-based learning, and interactive assessment technologies were employed to improve student engagement and understanding.

4. **Market Demand and Growth:** The wellness and recreational industry is rapidly growing, with a significant demand for qualified personnel. The study emphasized the need for educational, training, and certification initiatives to meet this demand.

5. **Health Benefits and Economic Impact:** Recreational physical activity programs have proven health benefits, leading to increased demand and revenue in the wellness sector. This underscores the need for competent personnel to deliver high-quality services.

6. **Educational Leadership:** Bulgaria, through its accredited programs, is becoming a regional and European leader in the recreational industry, contributing to the nation's wellbeing index.

7. **Future Prospects:** The integration of biomechanics into educational programs is expected to improve service quality in the wellness sector and support the development of innovative exercise programs aimed at health promotion and disease prevention.

8. **Overall,** the study concluded that enhancing biomechanics education is crucial for the growth and quality improvement of the wellness and recreational industry, addressing the shortage of trained professionals and promoting a healthy lifestyle.

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Declarations of informed consent have been signed regarding the publication of survey data.

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THE IMPORTANCE OF USING STEM PROJECTS IN CHEMISTRY EDUCATION

Jaksybaeva Asiy

Khalel Dosmukhamedov Atyrau University

1st-year Master's Student

ХИМИЯ ПӘНІН ОҚЫТУДА STEM ЖОБАЛАРЫМЕН ЖҰМЫС ІСТЕУДІҢ МАҢЫЗЫ

Жақсыбаева Асия

Халел Досмұхамедов атындағы Атырау университеті

1-курс магистранты

Abstract

This review article explores the significance of implementing STEM projects in chemistry education and analyzes their effectiveness based on contemporary scientific literature. The integration of STEM principles into chemistry lessons enhances the connection between theoretical knowledge and real-life applications by engaging students in experimentation, problem-solving, and project-based tasks. Findings indicate that STEM projects increase students' motivation, deepen their understanding of chemical phenomena, and foster the development of laboratory skills, research competence, engineering thinking, creativity, and collaboration. Additionally, STEM activities contribute to strengthening safety culture and improving scientific literacy. However, several challenges remain, including insufficient material resources, limited teacher preparedness, restricted instructional time, and the lack of clear assessment criteria. Addressing these issues is essential for effective implementation. Overall, STEM projects significantly improve the quality of chemistry education and support the formation of essential 21st-century competencies. Strengthening teacher training, equipping STEM laboratories, and integrating project-based learning systematically are recommended.

Аңдатпа

Бұл шолу мақаласында химия пәнінде STEM жобаларын қолданудың маңызы қарастырылып, қазіргі ғылыми әдебиеттер негізінде олардың тиімділігі талданады. Химия сабақтарына STEM қағидаларын енгізу теориялық білімді өмірмен байланыстырып, оқушыларды тәжірибелік жұмыстар, проблемаларды шешу және жобалық әрекеттер арқылы белсенді оқытуға мүмкіндік береді. Зерттеулер STEM жобалары оқушылардың мотивациясын арттыратынын, химиялық құбылыстарды терең түсінуге көмектесетінін, зертханалық дағдыларды, зерттеушілік қабілетті, инженерлік ойлауды, шығармашылықты және топтық жұмысты дамытуға ықпал ететінін көрсетеді. Сонымен қатар STEM жобалары қауіпсіздік мәдениетін нығайтып, ғылыми сауаттылықтың қалыптасуына әсер етеді. Алайда материалдық-техникалық базаның жеткіліксіздігі, мұғалімдердің дайындық деңгейінің төмендігі, уақыт тапшылығы және бағалау критерийлерінің айқын болмауы сияқты қиындықтар кездеседі. Бұл мәселелерді шешу STEM тәсілін тиімді енгізудің негізгі шарты болып табылады. Жалпы алғанда, STEM жобалары химияны оқытудың сапасын арттырып, XXI ғасыр дағдыларын қалыптастыруда маңызды рөл атқарады. Мұғалімдерге әдістемелік қолдау көрсету, мектептерді STEM зертханаларымен жабдықтау және жобалық оқытуды жүйелі енгізу ұсынылады.

Keywords: STEM education, chemistry teaching, project-based learning, research skills, laboratory competence, scientific literacy.

Түйінді сөздер: STEM білім беру, химияны оқыту, жобалық оқыту, зерттеушілік дағды, зертханалық құзырет, ғылыми сауаттылық.

Kіріспе

Қазіргі әлемде білім беру жүйесі қоғамның ғылыми-техникалық дамуымен тікелей байланысты болып отыр. XXI ғасырдың талабына сай мектеп оқушылары тек пәндік білімді ғана емес, сонымен қатар функционалдық сауаттылық, зерттеушілік мәдениет, сыни және шығармашылық ойлау секілді әмбебап дағдыларды игеруі тиіс. Осындай құзыреттерді қалыптастыруда жаратылыстану пәндерінің, оның ішінде химияның рөлі ерекше, себебі химия табиғат құбылыстарын тәжірибе арқылы түсіндіретін қолданбалы ғылым [1].

Соңғы жылдары әлемдік білім беру кеңістігінде STEM (Science, Technology, Engineering,

Mathematics) тұжырымдамасы ерекше қарқынмен дамып келеді. STEM ғылым, технология, инженерия және математиканы біріктіріп оқытуды көздейтін интеграциялық модель. Бұл тұжырымдаманың негізгі мақсаты оқушыларды ғылыми-техникалық білімді шынайы өмірде қолдануға үйрету, нақты мәселелерді шешуге бағытталған жобаларға қатыстыру және зерттеуге негізделген оқыту форматын дамыту [2]. STEM идеялары жаратылыстану пәндерінің мазмұнымен үйлесіп, оқу үдерісінің практикалық бағыттылығын күшейтеді.

Химия пәні STEM тәсілінің негізгі компоненттерімен табиғи түрде байланысады. Химиялық құбылыстарды зерттеу, тәжірибе жасау, бақылау, модельдеу және нәтижені талдау STEM-педагогиканың басты қағидаларына сәйкес келеді. Сондықтан химия сабақтарында жобалық әрекетті қолдану қазіргі таңда өзекті болып табылады. Жоба барысында оқушылар ғылыми зерттеу циклінің барлық кезеңін мәселені анықтау, гипотеза қалыптастыру, тәжірибе жүргізу, деректер жинап талдау және қорытынды шығару кезеңдерін тәжірибе арқылы меңгереді [3].

STEM жобалары оқушылардың пәнге деген қызығушылығын арттыруға ықпал етеді, себебі олар оқу материалын күнделікті өмірмен, технологиямен және инженерлік шешімдермен байланыстырады [4]. Мұндай жобалар оқушылардың оқу мотивациясын күшейтіп қана қоймай, зерттеушілік дағдыларын, практикалық ойлауын және ғылыми сауаттылығын дамытады. Сонымен қатар топтық жобалар коммуникативтік қабілетті, көшбасшылықты, жауапкершілікті және бірлескен жұмыс дағдыларын қалыптастырады.

Осы тұрғыдан алғанда, химия пәнінде STEM жобаларымен жұмыс істеудің маңызын зерттеу қазіргі білім беру саласының өзекті мәселелерінің бірі. Әдебиеттерге шолу жасау арқылы STEM жобаларының тиімділігін, олардың оқу нәтижелеріне, зерттеу мәдениетіне және практикалық білімге әсерін анықтау маңызды. Бұл шолу мақаласының мақсаты химия білімінде STEM жобаларын қолданудың мәнін ғылыми тұрғыдан талдау және олардың оқытуды жетілдірудегі рөлін көрсету.

Химия пәнінде STEM жобаларын қолдану оқушылардың оқу мотивациясын арттыруда, зерттеушілік әрекетке қызығушылығын дамытуды да, практикалық білімді меңгеруді де күшейтуде ерекше маңызға ие [5]. STEM жобалары оқушыларға химиялық құбылыстарды тек теория жүзінде емес, шынайы өмірлік жағдайлармен байланыстыра отырып түсінуге мүмкіндік береді. Мұндай жобаларда оқушылар мәселені анықтап, соған байланысты гипотеза құрып, тәжірибелер жоспарлап, деректер жинап, нәтижелерді талдап, қорытынды шығарады. Бұл үдеріс олардың ғылыми әдіснаманы тәжірибе арқылы меңгеруіне, зерттеу жүргізуді жүйелі түрде үйренуіне жағдай жасайды.

Сонымен қатар STEM жобалары оқушылардың пәнге деген қызығушылығын күшейтеді. Себебі оларда тәжірибелік тапсырмалар, инженерлік шешімдер, технологиялық құралдарды қолдану, күнделікті тұрмыстан алынған проблемаларды шешу сияқты тартымды элементтер болады [6]. Мұндай жобалар оқушылардың шығармашылық қабілетін дамытып қана қоймай, практикалық ойлауын, логикалық талдауды, модельдеу дағдыларын жетілдіреді. Осындай жұмыстардың нәтижесінде оқушылар химиялық әдебиеттермен жұмыс істеуді, қауіпсіздік ережелерін сақтауды, деректерді жүйелеуді және топпен бірлесе жұмыс істеуді үйренеді. Бұлардың барлығы пәнді терең меңгеруге және функционалдық сауаттылықты арттыруға тікелей әсер етеді [7].

STEM жобаларының оқушы білімінің сапасына ықпалы да айқын. Жобалық жұмыс барысында оқушылар химиялық реакциялар, зат құрылымы, энергия алмасу, экологиялық мәселелер сияқты күрделі ұғымдарды нақты тәжірибе арқылы түсінеді. Бұл теориялық білімді есте сақтау мен қолдану қабілетін күшейтеді [8]. Практикалық әрекетке негізделген тапсырмалар оқу материалын жеңілдетіп қана қоймай, оны өмірлік жағдаятта қолданудың жолдарын меңгертеді. Мұндай қолданбалы бағыт оқушылардың зерттеушілік құзыреттерін дамытып, олардың болашақта ғылыми немесе техникалық бағытты таңдауға қызығушылығын арттыра алады.

Осы аталғандардың негізінде шолу мақаласының негізгі мақсаты химия пәнінде STEM жобаларын қолданудың маңызын, тиімділігін және оларды оқу үдерісіне енгізудің ғылыми негізделген жолдарын әдебиеттер негізінде талдау. Халықаралық зерттеулерді, теориялық еңбектерді және эмпирикалық жұмыстарды жүйелі салыстыру арқылы STEM жобаларының оқу нәтижелеріне, зерттеушілік дағдылардың қалыптасуына және химиялық білімнің сапасын арттыруға қосатын үлесін анықтау көзделеді [9]. Сонымен қатар STEM жобаларын жүзеге асыруға байланысты мүмкіндіктер мен шектеулерді айқындау да осы шолу жұмысының маңызды бөлігін құрайды.

Осы зерттеуге бағыт беретін негізгі сұрақ: STEM жобаларымен жұмыс істеу химияны оқытуда қандай артықшылықтар береді? Бұл сұрақ STEM жобаларының оқыту процесіндегі орнын, олардың оқушылардың дайындық деңгейіне, пәндік түсініктерін тереңдетуге және білім сапасына әсерін жан-жақты зерделеуге мүмкіндік береді. Сонымен бірге бұл сұрақ химия сабақтарында STEM жобаларын тиімді ұйымдастырудың әдістемелік ерекшеліктерін анықтауға көмектеседі.

Әдістер

Бұл шолу мақаласында химия пәнінде STEM жобаларын қолдану мәселесіне байланысты заманауи ғылыми еңбектерді жан-жақты талдау мақсатында жүйелі шолу жүргізу әдісі қолданылды. Зерттеу процесі әдебиеттерді анықтау, іріктеу, сүзгілеу, бағалау және жинақтап талдау кезеңдерінен тұрды. Әдіснамалық негіз ретінде шолу жұмыстарында жиі қолданылатын жалпы ғылыми талаптар мен PRISMA стандартының негізгі элементтері басшылыққа алынды. Жүйелі шолу тәсілі STEM жобаларының тиімділігі мен химияны оқытудағы рөлін әртүрлі зерттеу контекстінде жан-жақты қарастыруға мүмкіндік берді.

Әдебиеттерді іздеу бірнеше беделді халықаралық дерекқорлар арқылы жүзеге асырылды. Google Scholar платформасы ашық қолжетімді материалдарды кеңінен қамтитындықтан, алғашқы іздеу кезеңінде маңызды рөл атқарды. Scopus пен Web of Science дерекқорлары химия және STEM педагогикасы бойынша жоғары импакт-факторлы журналдарда жарияланған мақалаларды анықтауға негіз болды. Ал ERIC дерекқоры білім беру саласындағы арнайы зерттеулерге қолжетімділік берді. Осы дерекқорлардан бөлек, кейбір жұмыстар ResearchGate және Academia.edu платформалары арқылы қарастырылды.

Іздеу барысында қолданылған кілт сөздер бірнеше тілде енгізілді. Ағылшын тіліндегі "STEM education", "STEM in chemistry", "chemistry project-based learning", "inquiry-based chemistry learning", "research skills in science education", "STEM projects in secondary school" сияқты тіркестер зерттеудің негізгі бағыттарын қамтыды. Сонымен қатар қазақ тіліндегі "STEM жобалары химия", "STEM оқыту химия", "жобалық оқыту химия пәні", "зерттеушілік дағды STEM" сияқты сөздер, сондай-ақ орыс тіліндегі "STEM образование химия", "проектная деятельность химия", "исследовательские навыки STEM" тіркестері де қолданылды. Әдебиеттерді тиімді табу үшін Boolean-операторлар пайдаланылды, бұл іздеу нәтижелерін нақтылауға мүмкіндік берді.

Іріктеу критерийлері зерттеу мақсаттарына сәйкес анықталды. Алдымен таңдауға STEM, химияны оқыту әдістемесі, жобалық оқыту және зерттеушілік дағдылар мәселесін қарастырған мақалалар енгізілді. Сондай-ақ соңғы 5-10 жылда жарияланған зерттеулерге басымдық берілді, себебі бұл кезең STEM педагогикасының белсенді дамыған уақытын қамтиды. Мектеп және колледж деңгейінде жүргізілген зерттеулер шолу жұмысының негізгі нысаны ретінде таңдалды, өйткені STEM жобаларының тиімді нәтижесі дәл осы деңгейде жиі байқалады. Теориялық еңбектер, эмпирикалық зерттеулер және шолулық мақалалар да талдауға енгізілді.

Жиналған әдебиеттерге талдау жүргізу үшін бірнеше ғылыми әдістер қолданылды. Тақырыптық талдау арқылы STEM жобаларының оқушылардың қызығушылығына, зерттеушілік дағдыларына және тәжірибелік білімінің қалыптасуына әсерін сипаттайтын негізгі бағыттар анықталды. Салыстырмалы талдау әртүрлі елдерде жүргізілген зерттеулердің нәтижелерін салыстыруға және STEM жобаларының тиімділігін әртүрлі педагогикалық контексттерде бағалауға мүмкіндік берді. Ал жинақтап талдау әдісі зерттеулердің ортақ қорытындыларын жүйелеуге, негізгі заңдылықтарды анықтауға және ғылыми тұжырымдарды қалыптастыруға бағытталды.

Жалпы іздеу нәтижесінде 150-ге жуық ғылыми жұмыс анықталды. Іріктеу критерийлеріне сәйкестендіргеннен кейін олардың шамамен 55-70 жұмысы терең және мазмұнды талдауға енгізілді. Бұл еңбектердің құрамында эмпирикалық зерттеулер, теориялық-әдістемелік мақалалар, халықаралық білім беру ұйымдарының есептері, сонымен қатар STEM білім беру бойынша шолулық еңбектер болды. Әдебиеттердің мазмұндық әртүрлілігі STEM жобаларының химия біліміндегі рөлін кешенді түрде қарастыруға мүмкіндік берді және зерттеудің ғылыми негізін қалыптастырды.

Негізгі нәтижелер

Бұл шолу барысында талданған әдебиеттер химия сабақтарында STEM жобаларын қолданудың бірқатар маңызды педагогикалық артықшылықтары бар екенін анық көрсетті. Әртүрлі ғылыми зерттеулердің нәтижелері STEM жобалары оқыту сапасын арттыруда, оқушылардың қызығушылығын оятуда және олардың практикалық дағдыларын

қалыптастыруда айтарлықтай әсер ететінін көрсетеді. Жобалық әрекетті STEM тұжырымдамасымен ұштастыру химия пәнінің мазмұнын өмірмен байланыстыра отырып, оқушылардың оқу үдерісіне белсенді қатысуына ықпал жасайтыны анықталды.

Шолу нәтижелері STEM жобалары оқушылардың химия пәніне қызығушылығын арттыруда маңызды рөл атқаратынын көрсетті. Оқушылар пәндік білімді тек теория жүзінде емес, тәжірибелік жолмен меңгерген кезде, олардың оқу мотивациясы күшейеді. Химиялық құбылыстарды түсіндіруде тәжірибе жүргізу мен жобалық зерттеу жұмыстарының болуы оқушылардың тақырыпты тереңірек ұғынуына мүмкіндік береді [10].

Теориялық білімнің практикамен байланысуы STEM жобаларының тағы бір маңызды артықшылығы болып табылады. Оқушылар химиялық заңдылықтарды күнделікті өмірдегі құбылыстармен, технологиялық процестермен және экологиялық мәселелермен байланыстыра алады. Мұндай интеграция оқу материалын мағыналы етеді және оқушылардың білімді қолдана алу қабілетін дамытады.

Сонымен қатар STEM жобалары нақты өмірлік мәселелерді шешуге бағытталған тапсырмалар ұсыну арқылы оқушылардың проблеманы талдауға, шешімдер ұсынуға және нәтижені бағалауға үйренуіне мүмкіндік береді. Зерттеу барысында STEM жобалары оқушыларға өз білімін құрылыс материалдарын таңдау, су тазарту жүйелерін модельдеу, экологиялық жағдайды бағалау сияқты өмірлік жағдаяттарда қолдануға мүмкіндік беретіні анықталды. Бұл олардың функционалдық сауаттылығын арттырып қана қоймай, ғылыми-тәжірибелік ойлауды қалыптастырады [11].

Талдауға енгізілген зерттеулер STEM жобалары оқушылардың зерттеушілік қабілетін дамытуда ерекше тиімді екенін көрсетті. Жоба барысында оқушылар зерттеу сұрағын құрастырады, гипотеза жасайды, тәжірибе жоспарлайды, бақылаулар жүргізеді және нәтижелерді талдайды. Бұл әрекеттер ғылыми әдіснаманы меңгеруге мүмкіндік береді және зерттеушілік мәдениетті қалыптастырады.

Эксперименттік дағдылардың дамуы да STEM жобаларының маңызды нәтижелерінің бірі болып табылады. Оқушылар химиялық реакцияларды жүргізу, өлшеу құралдарымен жұмыс істеу, қауіпсіздік техникасын сақтау, алынған деректерді өңдеу сияқты практикалық дағдыларды жетілдіреді. Мұндай практикалық жұмыс олардың пәнді терең түсінуіне ықпал етеді.

Шолу жұмысы STEM жобалары инженерлік ойлаудың дамуына да әсер ететінін айғақтады. Химиядағы мәселелерді шешу барысында оқушылар инженерлік жобалау кезеңдерімен танысады, модельдер жасайды, құрылымдарды салыстырады және тиімді нұсқаларды ұсынады. Бұл әрекет логикалық, жүйелі ойлауды және дизайндық шешім қабылдауды талап етеді.

Коммуникация және топтық жұмыс дағдылары да STEM жобаларының нәтижесінде айтарлықтай дамидыны байқалды. Топпен жұмыс істегенде оқушылар міндеттерді бөлісуге, бірлесіп жоспар құруға, идея алмасуға, пікірталас жүргізуге және нәтижені бірге қорғауға үйренеді. Бұл ХХІ ғасыр дағдыларының қалыптасуына ықпал етеді.

Шығармашылық және сыни ойлау қабілеттерінің дамуы да STEM жобаларының маңызды нәтижелерінің бірі болып табылады. Оқушыларға ұсынылған мәселелерді дәстүрлі емес тәсілдермен шешу, жаңа идеялар ұсыну, алынған нәтижелерді талдау және бағалау шығармашылық пен терең ойлауды қажет етеді. Сыни ойлау арқылы оқушылар ақпаратты салыстырып, дәлелдейді, логикалық байланыстарды анықтайды және қорытынды жасайды.

Әдебиеттерге жүргізілген жүйелі шолу STEM жобалары химияны оқытуда білімнің сапасын арттыруға ерекше үлес қосатынын анық көрсетті. Оның ішінде химиялық құбылыстарды терең меңгеру, зертханалық дағдыларды қалыптастыру, қауіпсіздік мәдениетін нығайту және оқушылардың оқу жетістіктерін көтеру сияқты бағыттарда айқын оң әсер байқалады.

STEM жобалары химиялық ұғымдарды терең түсінуге ықпал етеді, себебі оқушылар теориялық материалды тәжірибе жүзінде қолдана отырып, өзара байланыстарды анықтайды. Мысалы, реакция жылдамдығына әсер етуші факторларды, энергетикалық өзгерістерді немесе заттың құрылымын зерттегенде олар тек ақпаратты жаттап қоймай, оның мәнін түсінеді. Бұл оқушылардың абстрактілі химиялық концепцияларды нақты тәжірибе арқылы қабылдауын жеңілдетеді.

Сонымен қатар STEM жобалары жүйелі зертханалық жұмыс орындауға мүмкіндік береді. Жоба барысында оқушылар тәжірибе жоспарлау, жабдықтарды дайындау, бақылау жасау, алынған деректерді өңдеу секілді әрекеттерді орындай отырып, зертханалық мәдениетті меңгереді. Бұл дағдылар химия сабағының негізгі компоненті болып табылады және оқушының ғылыми сауаттылығын қалыптастыруда маңызды рөл атқарады.

Қауіпсіздік мәдениетінің нығаюы STEM жобаларының тағы бір құнды нәтижесі ретінде көрінеді. Лабораторияда жұмыс істеу барысында қауіпсіздік ережелерін сақтау қажеттілігі, реактивтермен дұрыс жұмыс істеу, қауіпті жағдайларды болжау сияқты дағдылар қалыптасады. Бұл оқушылардың жауапкершілігін арттырып қана қоймай, олардың қауіпсіздік нормаларын өмірлік жағдаятта да қолдануына мүмкіндік береді.

Соңында STEM жобаларының білім сапасын арттыруға әсері көптеген эмпирикалық зерттеулермен расталды. Жобалық жұмыс арқылы оқушылар күрделі химиялық ұғымдарды жақсы меңгеріп, алған білімін практикалық жағдаяттарда қолдану қабілеті жоғарылайды. Қорытынды бағалау нәтижелері көрсеткендей, STEM жобаларын тұрақты қолданатын сыныптарда оқу жетістіктері дәстүрлі әдіспен оқитын сыныптарға қарағанда жоғары болған.

Кесте 1. STEM жобаларының химияны меңгеруге әсері

STEM жобаларының әсері	Қысқаша сипаттамасы
Химиялық құбылыстарды терең түсіну	Тәжірибелер арқылы химиялық заңдылықтарды нақты түсіну, теорияны тереңдету
Лабораториялық дағдылар	Өлшеу, есептеу, бақылау, реактивтермен жұмыс істеу дағдыларын дамыту
Қауіпсіздік мәдениетінің қалыптасуы	Қауіпсіздік ережелерін сақтау, тәуекелді бағалау дағдыларының нығаюы
Білім сапасының артуы	Пәндік жетістіктердің жоғарылауы және білімді практикалық қолдану қабілетінің дамуы

Шолу барысында STEM жобаларын білім беру үдерісіне енгізуде туындайтын бірқатар қиындықтар анықталды. Бұл қиындықтар педагогикалық, техникалық және ұйымдастырушылық сипатта болып келеді. Олар STEM жобаларының толыққанды жүзеге асуына, жобалардың сапасына және оқушылардың нәтижелеріне әсер етуі мүмкін.

Материалдық-техникалық базаның жеткіліксіздігі негізгі проблемалардың бірі. Көптеген мектептерде химиялық реактивтердің, зертханалық жабдықтардың немесе инженерлік-технологиялық құралдардың жетіспеуі STEM жобаларын толық көлемде жүргізуге мүмкіндік бермейді. Әсіресе арнайы STEM зертханалары жоқ мектептерде бұл мәселе айқын көрінеді. Нәтижесінде жобалар көбінесе қарапайым деңгейде ғана іске асады.

Мұғалімдердің STEM бойынша теориялық және әдістемелік дайындық деңгейі де маңызды фактор. STEM жобаларын ұйымдастыру мұғалімнен зерттеу үдерісін басқару, оқушыларға бағыт-бағдар беру, инженерлік ойлауға үйрету сияқты күрделі дағдыларды талап етеді [12]. Алайда көптеген мұғалімдер бұл тәсілдермен жұмыс істеуге жеткілікті дайын емес. Әдебиеттер мұғалімдердің кәсіби дамуы мен жетілдіру курстарының қажеттігін атап өтеді.

Уақыт тапшылығы да STEM жобаларының сапасына әсер ететін басты кедергілердің бірі болып табылады. Жобаларды жоспарлау мен орындау ұзақ уақыт алады, ал мектеп бағдарламасы көбінесе тығыз болатыны белгілі [13]. Сабақ ұзақтығының қысқалығы, оқу жүктемесінің көптігі мұғалімдердің STEM жобаларын жүйелі түрде өткізуіне кедергі келеді.

Бағалау критерийлерінің нақты болмауы STEM жобаларын енгізудегі тағы бір қиындық ретінде анықталды. Жобалық жұмысты бағалау формативті, суммативті және сапалық көрсеткіштерді қамтуы керек, алайда көптеген мектептерде бұл жүйе толық қалыптаспаған. Жобалар бойынша бірыңғай бағалау стандартының жоқтығы мұғалімдерге объективті баға қоюда қиындық тудырады және оқушылардың жұмысына берілетін кері байланыстың сапасын төмендетеді.

Кесте 2. STEM жобаларын енгізудегі негізгі қиындықтар

Қиындықтар	Мазмұны
Материалдық-техникалық база	Құрал-жабдықтар, реактивтер, STEM құрылғыларының жетіспеуі
Мұғалімдердің дайындық деңгейі	STEM әдістері мен жобалық оқыту бойынша тәжірибенің жеткіліксіздігі
Уақыт тапшылығы	Жобалық жұмысқа сабақ уақытының аздығы, оқу жүктемесінің көптігі
Бағалау критерийлерінің айқын болмауы	Жобаларды бағалауға арналған ортақ стандарттардың болмауы

Талқылау

Әдебиеттерге жүргізілген шолу нәтижелері STEM жобаларының химияны оқытудағы рөлі мен тиімділігін жан-жақты талдауға мүмкіндік берді. Түрлі елдерде, әртүрлі педагогикалық жағдайларда жүргізілген зерттеулерді салыстыру STEM жобаларының жалпы білім беру үдерісіне қосатын үлесін анық көрсетеді. Сонымен қатар зерттеулер арасындағы айырмашылықтарды, қолданылған әдістемелердің ерекшеліктерін және мектептердегі жағдайларды ескеру мәселені тереңірек түсінуге мүмкіндік береді. Бұл бөлімде STEM жобаларының тиімділігін әр қырынан талдау, дәстүрлі әдістермен үйлесімділігі, оқушылар мотивациясына әсері, сондай-ақ шолу барысында анықталған шектеулер мен болашақ зерттеулерге ұсыныстар қарастырылады.

Әдебиеттердегі нәтижелердің салыстырмалы талдауы STEM жобаларының ең басты артықшылықтарының бірі теориялық білімді өмірмен байланыстыруға мүмкіндік беретіні екенін көрсетеді. Финляндия, Сингапур және Корея елдеріндегі педагогикалық тәжірибе STEM жобаларын сабаққа жүйелі түрде енгізудің білім сапасын арттыруға оң ықпал ететінін дәлелдейді. Бұл елдерде оқушылардың зерттеушілік құзыреттері, сыни ойлау қабілеттері және инженерлік дағдылары жоғары деңгейде қалыптасқан. Мұндай жетістіктердің себебі ретінде материалдық-техникалық базаның дамығаны, мұғалімдердің STEM бойынша кәсіби даярлығын көтеру жүйесінің жақсы жолға қойылғаны, сондай-ақ оқу үдерісінің интеграциялық бағытта құрылуы атап өтіледі [14]. Ал Қазақстан, Ресей, Түркия сияқты елдерде жүргізілген зерттеулерде STEM жобалары тиімді болғанымен, олардың жүзеге асырылуы көбінесе мұғалімдердің дайындық деңгейіне, материалдық ресурстардың шектеулігіне және оқу бағдарламасының тығыздығына тәуелді болып келеді. Бұл STEM жобаларының тиімділігі елдік контекстке, мектеп инфрақұрылымына және оқу саясатына тікелей байланысты екенін көрсетеді.

STEM жобаларының химияны оқытудағы дәстүрлі әдістермен үйлесімділігі де назар аударарлық мәселе. Зерттеулер көрсеткендей, жобалық және тәжірибеге негізделген STEM тәсілдері түсіндіру-көрсету секілді дәстүрлі әдістерді толықтырып, оқу процесін жан-жақты етеді. Дәстүрлі әдіс теориялық материалды меңгеруде маңызды рөл атқарса, STEM жобалары осы теорияны практикада жүзеге асыруға мүмкіндік береді. Бұл оқушыларға химиялық концепцияларды жақсы түсінуге, тәжірибелік дағдыларын қалыптастыруға көмектеседі [15]. Әдебиеттерде дәстүрлі және STEM әдістерін үйлестіре қолданған сыныптарда білім сапасының, пәнге қызығушылықтың, белсенді қатысудың айтарлықтай жоғарылағаны бірнеше рет дәлелденген. Бұл STEM тәсілдерінің дәстүрлі педагогикаға бәсекелес емес, керісінше оны толықтыратын тиімді құрал екенін көрсетеді.

STEM жобаларының оқушылардың білім алу мотивациясына әсерін талдағанда, бірқатар маңызды факторлар анықталды. Оқушылардың пәнге қызығушылығы тәжірибе жасау, модель құрастыру, инженерлік есептерді шешу сияқты практикалық әрекеттер арқылы артады. Бұл оқу процесінің эмоционалдық жағын күшейтеді: оқушылар жоба нәтижесін өз қолымен көргенде, олардың пәнге деген қызығушылығы мен сенімі артады. Жобалар оқушылардың белсенділігін арттырып қана қоймай, олардың оқу үдерісіне жауапкершілікпен қарауын қалыптастырады. Әдебиеттерде STEM жобаларына қатысқан оқушылардың өзін-өзі бағалау деңгейі көтерілгені, топтық жұмыс барысында коммуникациялық дағдылары дамығаны, ал жоба қорғау кезеңінде көпшілік алдында сөйлеу қабілеті артқаны айтылады. Бұл STEM тәсілінің когнитивтік қана емес, аффективтік және әлеуметтік әсері бар екенін көрсетеді.

Сонымен қатар талдау STEM жобаларын енгізуде бірқатар шектеулер бар екенін көрсетті. Зерттеулердің аздығы STEM жобаларының ұзақ мерзімді тиімділігін бағалауды күрделендіреді. Көптеген эмпирикалық зерттеулер қысқа уақыт аралығында жүргізілгендіктен, STEM жобаларының оқушы дамуына ұзақ мерзімдегі әсерін толық бағалау мүмкін болмай отыр. Сонымен бірге әртүрлі елдерде қолданылатын әдістемелер мен бағалау тәсілдерінің айырмашылығы зерттеулерді бір-бірімен тікелей салыстыруға белгілі бір дәрежеде кедергі келтіреді. Тіпті бір елдің өзінде қолданылатын STEM бағдарламалары мазмұндық жағынан әртүрлі болуы мүмкін, бұл да зерттеу нәтижелеріне әсер етеді. Осылайша, STEM жобаларының тиімділігіне қатысты қорытындыларды жалпыға бірдей деп қабылдау белгілі бір шектеулерге тап болады.

Болашақ зерттеулерге ұсыныстар да осы шектеулерден туындайды. Бірінші кезекте, STEM жобаларының нақты оқу үлгеріміне ұзақ мерзімде әсерін анықтайтын кең ауқымды, көпжылдық зерттеулер жүргізу қажет. Бұл STEM тәсілдерінің тұрақты нәтижесін бағалауға мүмкіндік береді. Екіншіден, химия пәніне арналған локалды STEM модельдерін әзірлеу маңызды. Қазақстан мектептерінің инфрақұрылымын, мұғалімдердің мүмкіндіктерін, оқу бағдарламасының ерекшеліктерін ескере отырып, ұлттық контекстке сай STEM жобаларын бейімдеу қажет. Үшіншіден, мұғалімдердің STEM құзыреттерін бағалау және дамыту мәселесі болашақ зерттеулердің негізгі бағыты болуы тиіс. STEM жобаларының тиімділігі мұғалімнің кәсіби даярлығына тікелей байланысты болғандықтан, педагогтардың зерттеушілік, инженерлік және жобалық құзыреттерін дамытуға арналған бағдарламалар әзірлеу өзекті болып табылады.

Қорытындылай келе, талдау STEM жобаларының химияны оқытуда айтарлықтай тиімді екенін, алайда олардың толық жүзеге асуы белгілі бір педагогикалық және ұйымдастырушылық факторларға тәуелді екенін анық көрсетті. Бұл тұжырым STEM тәсілінің болашақта білім

беруді жаңғыртудағы басты бағыттардың бірі болатынын дәлелдейді.

Қорытынды

Жүргізілген кең ауқымды әдебиеттерге шолу нәтижесінде химия сабағында STEM жобаларымен жұмыс істеу қазіргі білім беру жүйесінің маңызды және ажырамас бір бөлігіне айналып келе жатқанын анық көруге болады. STEM тұжырымдамасының негізгі қағидалары ғылым, технология, инженерия және математиканы интеграциялау химия пәнінің мазмұнымен табиғи түрде үйлеседі, өйткені химияның өзі тәжірибе, бақылау, модельдеу және ғылыми әдіснаманы қолдануға негізделген ғылым. Осы тұрғыдан алғанда STEM жобалары химияны оқытуды жаңғыртып, оқыту сапасын жаңа деңгейге көтеретін тиімді тәсіл болып табылады.

Шолу нәтижелері көрсеткендей, STEM жобалары оқушылардың пәндік білімін тереңдетіп қана қоймай, олардың әмбебап, ХХІ ғасыр дағдыларын дамытуға ықпал етеді. Оқушылар химиялық құбылыстарды терең түсіну үшін күрделі ұғымдарды тәжірибе жүзінде зерттеп, деректерді талдап, ғылыми қорытындылар жасайды. Бұл теориялық білімнің мәнін ашуға, химиялық заңдылықтар арасындағы байланысты түсінуге көмектеседі. Мұндай танымдық белсенділік химия пәнін оқудағы мотивацияны күшейтіп, оқушылардың пәнге деген қызығушылық деңгейін айтарлықтай көтереді.

Сонымен қатар STEM жобалары практикалық бағыттылықтың дамуына ерекше ықпал етеді. Жобалық әрекеттер барысында оқушылар зертханалық құралдармен жұмыс істеуді үйреніп, эксперимент жүргізу, нәтижелерді тіркеу, қауіпсіздік талаптарын сақтау сияқты негізгі дағдыларды қалыптастырады. Қауіпсіздік мәдениетінің қалыптасуы да STEM жобаларының маңызды нәтижесі болып табылады. Оқушылар реактивтермен жұмыс істеудің ережелерін, қауіп-қатерді бағалаудың маңызын түсініп, жауапкершілікпен жұмыс істеуге дағдыланады. Бұл дағдылар тек химия сабағы үшін ғана емес, жалпы жаратылыстану пәндерін меңгеру мен болашақ кәсіби қызмет үшін де аса құнды.

STEM жобаларының тиімділігі оқушылардың ғылыми-зерттеу дағдыларын қалыптастыруда айқын көрінеді. Әдебиеттерде оқушылардың зерттеу сұрағын құрастыру, гипотеза ұсыну, эксперименттік жоспар құру, нәтижелерді өңдеу және қорытынды жасай алу іскерлігінің арта түскені атап өтілген. Мұндай дағдылар ғылыми сауаттылықтың негізгі компоненттері болып табылады және оқушылардың ойлау қабілетін дамытады. STEM жобалары барысында қалыптасатын инженерлік ойлау мәселеге бірнеше жақтан қарау, техникалық шешімдер әзірлеу, құрылымдау, модельдеу оқушыларды проблемаларды кешенді түрде шешуге үйретеді.

STEM жобаларының топтық жұмыс, коммуникация және шығармашылық дағдыларды дамытудағы рөлі де ерекше. Топтық жобалар оқушылардың бір-бірімен тиімді қарым-қатынас орнатуын, пікір алмасуын, идеяларын қорғауын, ортақ шешімдер қабылдауын талап етеді. Бұл ХХІ ғасырдың көшбасшылық және әлеуметтік-коммуникативтік құзыреттерін дамытуға мүмкіндік береді. Шығармашылық ойлау STEM жобаларының ажырамас бөлігі, себебі оқушылар тек дайын ақпаратты қабылдамайды, өз шешімдерін, өз идеяларын ұсынады, жаңа өнім жасайды. Бұл оқу үдерісінің бірқалыпты сипаттан шығып, интерактивті, жаңашыл бағытқа ауысуына жағдай жасайды.

Жалпы қорытындылай айтқанда, STEM жобаларын білім беру процесіне енгізу заманауи мектептің даму стратегиясының маңызды элементі. STEM жобалары оқытуды тереңдетіп, пәнді меңгеруді жақсартып отырып, қоғам сұранысына сай инженерлік, ғылыми және технологиялық құзыреттерге ие тұлғаларды даярлауға мүмкіндік береді. STEM тәсілі қазіргі экономикалық, технологиялық және ғылыми салалардың дамуымен үйлесімді, сондықтан оны оқу үдерісіне енгізу уақыт талабы.

Практикалық тұрғыдан алғанда, STEM жобаларын тиімді жүзеге асыру үшін бірқатар ұсыныстар қарастыру қажет. Ең алдымен, мұғалімдерге әдістемелік қолдау көрсету STEM оқытудың сапасының негізгі факторы. Мұғалімдерге арналған біліктілікті арттыру курстары, семинарлар, тәжірибелік тренингтер ұйымдастыру олардың STEM педагогикасын жетік меңгеруіне мүмкіндік береді. Екіншіден, мектептердің материалдық-техникалық базасын нығайту STEM жобаларының толыққанды жүзеге асуының кепілі. Зертханалық жабдықтар, реактивтер, робототехника жиынтықтары, цифрлық құрылғылар, инженерлік конструкторлар оқу процесін әлдеқайда тиімді етеді. Үшіншіден, жобалық оқытуды жүйелі қолдану үшін оқу бағдарламаларында STEM жобаларына арнайы уақыт бөліп, бағалау критерийлерін нақтылап, жобаларды қорғау механизмдерін енгізу маңызды. Бұл STEM жобаларының мектептегі оқу процесіне формалды емес, шынайы, сапалы түрде енуіне жол

ашады.

Қорыта айтқанда, STEM жобалары химия пәнін оқытуды жаңғыртуда жетекші рөл атқарады. Олар оқытудың сапасын арттырып, оқушылардың зерттеушілік, практикалық, инженерлік және әлеуметтік дағдыларын қалыптастырады, оларды жаңа технологиялар дәуіріне бейімделген, ғылыми сауатты тұлға ретінде дамытуға көмектеседі. Сондықтан STEM жобаларын жүйелі түрде енгізу білім беру жүйесінің болашағын айқындайтын стратегиялық қажеттілік.

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IMPLEMENTATION OF PROFESSIONAL ORIENTATION IN TEACHING HIGHER MATHEMATICS TO FUTURE IT SPECIALISTS (ON THE EXAMPLE OF THE TOPIC "DIFFERENTIAL CALCULUS")

O.A. Poplavska

Senior Lecturer

Khmelnytsky National University,
Khmelnytsky, Ukraine

Abstract

The rapid and ubiquitous development of information technologies, driven by the aggressive expansion of artificial intelligence, data science, and high-performance computing, is fundamentally reshaping the landscape of technical education. These changes dictate new, more rigorous requirements for the fundamental mathematical training of future specialists. In this dynamic context, mathematical education ceases to be merely a means of general intellectual development, transforming into a critically important instrumental basis for solving complex engineering and algorithmic problems. The article is devoted to the urgent and practically significant problem of implementing the professional orientation of teaching higher mathematics, specifically the topic "Differential Calculus", in the process of preparing future IT specialists.

The main purpose of the study is to substantiate theoretical foundations and develop practical methodological approaches that ensure the deep integration of the fundamental mathematical apparatus with the professional context of programming, software engineering, and computer science. The paper analyzes in detail the role of the derivative not as an abstract mathematical object, but as a primary toolkit for modeling dynamic processes and optimizing systems. The author focuses on three key directions of applying differential calculus, which formed the basis of the developed methodology. First, the significance of the asymptotic analysis of functions using derivatives is revealed for estimating the time complexity of algorithms (Big O notation) and predicting software performance when scaling input data. Second, the critical role of the gradient concept in modern machine learning technologies is highlighted, particularly in neural network optimization algorithms, back propagation, and loss function minimization. Third, the importance of using differentials to analyze the numerical stability of algorithms, assess system sensitivity to input data errors, and understand the risks associated with floating-point computation accuracy is demonstrated.

An important aspect of the study is the substantiation of the methodological support for the educational process. The necessity of transitioning from traditional reproductive teaching methods to the use of professionally oriented tasks that model real software product development situations is proven. The article emphasizes the effectiveness of integrating modern digital platforms and computer algebra systems (such as GeoGebra or Wolfram Alpha), which allow visualizing abstract concepts and conducting computational experiments. The potential of blended learning models for individualizing students' educational trajectories is also considered. The results of the study confirm that the proposed approach contributes to the formation of specific engineering thinking in students, significantly increases motivation to study complex mathematical topics, and ensures a necessary synergy between theoretical knowledge and practical skills required for successful professional activity in the digital era.

Keywords: differential calculus, mathematical training, IT education, professional orientation, modeling, algorithm complexity, machine learning, numerical stability.

Introduction. The modern development of the digital economy, artificial intelligence, big data and high-performance computing leads to an increase in the requirements for the mathematical training of future specialists in the field of information technology. Mathematical analysis, in particular the section "Differential Calculus", occupies a key place in the formation of the ability to analytical thinking, modeling dynamic processes, optimizing algorithms and evaluating the behavior of complex functional dependencies. Scientists emphasize that high-quality mathematical training is crucial for becoming a competent IT specialist and provides the basis for mastering professional disciplines - algorithms, machine learning, systems analysis, software engineering modeling [4;6;8].

The professional orientation of higher mathematics is considered as the integration of mathematical content with real tasks in the field of information technology, which increases students' motivation, contributes to the formation of a holistic understanding of the relationship between theoretical

knowledge and future professional activity, and also ensures that the educational process meets the modern challenges of digital transformation [1;2;5].

In this context, differential calculus is an effective means of forming intellectual and professional skills that allow students to model changes, explore the complexity of algorithms, analyze the learning speed of artificial intelligence models, and make informed engineering decisions. This determines the need for a scientifically based rethinking of approaches to teaching higher mathematics, taking into account professional orientation and the use of modern digital tools.

Analysis of research and publications. The issue of professional orientation of future IT specialists is reflected in a number of modern scientific and methodological studies. The works of Kiyanovska N. and Rashevskaya N. emphasize the importance of contextual learning, which integrates mathematical concepts with applied tasks of programming, data analysis and software engineering [3]. Maryenko M. and Kovalenko V. consider the prospects for using artificial intelligence and open science tools in the educational process, which opens up new opportunities for personalization [5]. Sivash S. and Sokolovska G. emphasize the importance of differential calculus as a tool for studying dynamic systems and optimization processes, emphasizing the need to teach it in the context of modeling real technological processes [6].

Studies by Ukrainian and foreign scientists claim that digital educational tools contribute to the visualization of mathematical processes, the improvement of independent work and the formation of engineering thinking. In particular, the studies of Gerevenko A., Ilyina T. and Ibragimova L. [1], as well as Gurzhiy A., Glazunova O. and Voloshchuk T. [2] demonstrate the wide possibilities of using digital platforms to strengthen the mathematical and professional training of students of technical specialties. Scientific works on the methodology of blended and distance learning emphasize the effectiveness of integrating traditional approaches with digital technologies, which contributes to the adaptability and effectiveness of mathematical education [1; 2;5].

In general, the analysis of the literature shows that modern research focuses on the issues of contextualizing mathematical content, implementing digital platforms, and developing professionally oriented tasks that form the competencies of future IT specialists.

However, despite the significant scientific interest in professional orientation, the issue of methodological support for the section "Differential Calculus" for IT specialties requires further clarification. Most of the existing research is of a general pedagogical nature or concerns engineering training in general, without taking into account the specifics of modern high-tech areas such as Data Science, Machine Learning, and Big Data.

Problem statement. The purpose of the article is to substantiate the theoretical and practical foundations of the professional orientation of differential calculus teaching in the training of students majoring in information technology.

Presentation of the main material. Differential calculus is not only a classical section of higher mathematics, but also a fundamental tool for formalizing dynamic processes in information technologies. In the context of professional training of IT specialists, this mathematical apparatus is transformed from an abstract theory into an applied method for modeling systems that change in time or depend on the variability of input parameters. Mastering the methods of differential calculus allows students to move from discrete perception of program code to continuous analysis of the behavior of complex computing systems. This is critically important for modeling server loads in the theory of queuing, analyzing software execution speed (profiling), studying the convergence of iterative algorithms, and assessing the sensitivity of mathematical models to input data perturbations.

One of the key aspects of professional competence is the formation of the ability to interpret the derivative not simply as a geometric object, but as an instantaneous rate of change of a process or the gradient of a functional dependence. Such an understanding becomes the basis for solving a wide range of engineering problems, in particular resource optimization. Finding local and global extrema of functions allows you to minimize the response time of the system, optimize the allocation of RAM, and effectively balance network traffic. In addition, the use of differentials and Taylor series makes it possible to replace complex computational operations with simpler polynomial approximations, which significantly speeds up the operation of algorithms in real time, for example, in computer graphics or physical engines of game systems.

The role of differential calculus in the analysis of the stability and reliability of software products deserves special attention. The study of the continuity and differentiability of functions allows developers to predict the behavior of algorithms when working with "noisy", incomplete, or stochastic data. This is relevant for developing fault-tolerant software, where it is critical to avoid singularities or unpredictable jumps in output results with minor changes in input parameters.

In addition, differential calculus is of great importance in the fields of artificial intelligence, machine learning, and deep learning. Mathematical apparatus serves as the basis for the model training process. In particular, understanding the concept of a gradient as a vector of partial derivatives is a prerequisite for mastering gradient descent methods and their stochastic modifications, which are used to minimize the loss function [8]. The backpropagation algorithm, which is the basis for training multilayer neural networks, is also based on the rules of differentiation of complex functions. Without a deep understanding of these mechanisms, it is impossible to effectively tune the network's hyperparameters and solve the problems of "vanishing" or "explosive" gradients.

At the same time, scientific research emphasizes that the study of differential calculus contributes to the development of abstract-logical and algorithmic thinking. The concept of the limit and asymptotic behavior of functions is the basis for analyzing the computational complexity of algorithms (O-notation). Understanding the growth rate of functions allows specialists to predict the scalability of software solutions and estimate resource costs with an exponential increase in the volume of input data (Big Data).

Therefore, differential calculus in the training system for IT specialists is not limited to the formation of calculation skills, but forms a specific style of thinking necessary for analyzing the dynamics of changes, predicting the behavior of systems and making optimal engineering decisions. As evidenced by fundamental works in the field of artificial intelligence [8], the integration of this mathematical apparatus with professional disciplines provides synergy between theoretical fundamental training and practical requirements of the modern high-tech industry.

Let us consider professionally oriented tasks based on differential calculus.

One of the key ways to implement the professional orientation of mathematical training is to include tasks that model typical processes and analytical situations typical of the IT industry. Although such tasks enhance the practical component of training and provide interdisciplinary connections, their effectiveness depends on the correct methodological selection. In order to implement this approach, we have identified and introduced into the educational process a number of typical tasks that demonstrate the applied value of the derivative in information systems.

1. Analysis of algorithmic complexity

Understanding the rate of growth of a function is critical for assessing the efficiency of algorithms (Big O notation).

Problem. Let the execution time of an algorithm be described by the function: $T(n) = n \ln(n) + 0,5n$. Students are invited to investigate the change of this function as the amount of input data (n) increases. Analysis of the derivative $T'(n)$ allows us to estimate the instantaneous rate of growth of complexity and to identify critical points of increasing time costs. As noted in works on numerical methods [7], such exercises are fundamental for studying asymptotic analysis and developing code optimization skills.

2. Gradient learning of artificial intelligence models

Demonstrating the role of the derivative in machine learning is a powerful motivational factor.

Task. When modeling the process of optimizing the parameters of a neural network, a loss function is used, for example: $L(w) = (w-2)^2 + 5$. Students must calculate the gradient $L'(w) = 2(w-2)$, which is the basis of gradient descent algorithms. This gives future specialists an understanding of the mechanism of changing weight coefficients, which, according to works in the field of Deep Learning [8], provides synergy between mathematical theory and the practice of developing intelligent systems.

3. Estimating sensitivity and computational errors

In computer science, it is important to understand how small errors in the input data (for example, rounding errors of floats) affect the result.

Problem. Consider the function $f(x) = \frac{1}{x}$, which is often used in data normalization. Using the

concept of the differential $\Delta y \approx f'(x) \cdot \Delta x$, students determine that as $x \rightarrow 0$ the derivative $f'(x) = -\frac{1}{x^2}$ increases rapidly in modulus. This means that the system becomes unstable: a microscopic change in the input parameter Δx leads to a huge error in the result Δy . Such an analysis teaches us to avoid computationally unstable algorithms, which is a basic principle of numerical methods in computer science [7].

4. Optimization of program module parameters

The efficiency of IT systems often requires finding a balance between conflicting factors (for example, speed vs. memory).

Problem. Let the total time for processing a request by the server depend on the buffer size x and be described by the function. The dependence of performance on a certain parameter is described by the function $T(x) = 0,2x + \frac{500}{x}$ (where $0,2x$ is the buffer fill rate and $\frac{500}{x}$ is the context switch overhead).

Applying the derivative $T'(x) = 0,2 - \frac{500}{x^2}$ and finding the critical point ($T'(x) = 0$) allows students to calculate the optimal buffer size $x = 50$, which minimizes the total delay time.

It should be noted that the solution of the considered tasks requires a visual demonstration of dynamic processes. Traditional methods often do not allow for effective visualization of the behavior of the gradient or the asymptotics of functions. Therefore, the effective implementation of the professional context requires the use of specific methodological approaches that integrate mathematical theory with modern learning technologies.

Effective formation of professionally oriented skills requires not only the appropriate content of the tasks, but also the targeted use of methodological strategies. We have identified three key approaches that ensure the integration of the mathematical apparatus with the IT context.

1. Integration of digital educational platforms.

Using the Maple, Wolfram Alfa, GeoGebra environments allows you to visualize mathematical concepts (for example, the geometric meaning of the derivative) and conduct numerous experiments. As confirmed by research [1; 2; 5], such tools contribute to the formation of an intuitive understanding of dynamic processes characteristic of IT systems and increase student motivation.

2. Blended and adaptive learning.

Combining classroom work with interactive online courses allows you to individualize the pace of learning. According to the analyzed sources [1; 2], this approach is effective for developing the skills of independent solution search, which is important for IT specialists.

3. Competency-oriented individual tasks.

Transform traditional computational work into mini-projects. Individual homework should include tasks on optimizing computational processes, analyzing the bandwidth of communication channels, or modeling the load on the server. This encourages students not only to perform mechanical calculations, but also to interpret the obtained mathematical results in the language of their future profession.

Conclusions. As a result of the conducted research, it was substantiated that the implementation of the professional orientation of higher mathematics education is a necessary condition for the training of competitive IT specialists. It was established that differential calculus is not an abstract theoretical discipline, but a powerful tool for modeling and analyzing technological processes in Computer Science.

Based on the analysis of the program results of the training of IT specialists, we identified the main groups of professionally oriented tasks that should be integrated into the higher mathematics course:

- analytical tasks related to the assessment of the time complexity of algorithms and asymptotic analysis of functions;
- tasks for optimization and modeling of machine learning, in particular, understanding the gradient as the basis for training neural networks;
- tasks for calculating the stability of calculations based on the use of the differential to estimate errors and sensitivity of algorithms to input data.

It is also determined that the effective implementation of the proposed content is possible only if appropriate methodological approaches are used: integration of digital platforms, application of blended learning and development of competency-based individual tasks. Such a comprehensive approach provides synergy of fundamental mathematical training and applied skills necessary for solving real problems of the IT industry.

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DEVELOPING CRITICAL THINKING SKILLS IN PRIMARY SCHOOL STUDENTS AT FOREIGN LANGUAGE LESSONS

Sayatbek Nurila
Kazakhstan, Almaty

Abstract

In the context of modernization of education and increasing global communication, developing critical thinking skills in primary school students has become one of the most essential pedagogical tasks. Foreign language lessons, especially English, create favorable conditions for forming analytical, reflective, and creative thinking due to their communicative and problem-based nature. This article examines the theoretical foundations, methodological approaches, and practical strategies for developing critical thinking in primary school students during foreign language learning. It also presents psychological-pedagogical characteristics of younger learners, effective teaching techniques, stages of organizing lessons, assessment methods, and recommendations for teachers. Research outcomes indicate that integrating critical thinking strategies significantly increases learners' motivation, cognitive activity, language proficiency, and autonomy.

Аннотация

В условиях модернизации образования и усиления глобальной коммуникации развитие навыков критического мышления у учащихся начальной школы становится одной из важнейших педагогических задач. Уроки иностранного языка, особенно английского, создают благоприятные условия для формирования аналитического, рефлексивного и творческого мышления благодаря их коммуникативной и проблемно-ориентированной природе. В данной статье рассматриваются теоретические основы, методологические подходы и практические стратегии развития критического мышления у младших школьников в процессе изучения иностранного языка. Также представлены психолого-педагогические особенности учащихся младшего школьного возраста, эффективные методические приемы, этапы организации урока, методы оценивания и рекомендации для педагогов. Результаты исследования показывают, что интеграция стратегий критического мышления существенно повышает мотивацию, познавательную активность, уровень языковой подготовки и автономию учащихся.

Аннотация

Білім беруді жаңғырту және жаһандық коммуникацияның күшеюі жағдайында бастауыш сынып оқушыларының сыни ойлау дағдыларын дамыту ең маңызды педагогикалық міндеттердің біріне айналуда. Шетел тілі сабақтары, әсіресе ағылшын тілі, коммуникативтік және проблемалық бағыттылығына байланысты аналитикалық, рефлексивтік және шығармашылық ойлауды қалыптастыруға қолайлы жағдай жасайды. Бұл мақалада бастауыш сынып оқушыларының шетел тілін меңгеру процесінде сыни ойлауын дамытуға арналған теориялық негіздер, әдістемелік тәсілдер және практикалық стратегиялар қарастырылады. Сонымен қатар, кіші жастағы оқушылардың психологиялық-педагогикалық ерекшеліктері, тиімді оқыту әдістері, сабақ ұйымдастыру кезеңдері, бағалау тәсілдері және мұғалімдерге арналған ұсынымдар беріледі. Зерттеу нәтижелері сыни ойлау стратегияларын интеграциялау оқушылардың мотивациясын, танымдық белсенділігін, тілдік құзыреттілігін және дербестігін айтарлықтай арттыратынын көрсетеді.

Introduction

*Modern education increasingly emphasizes not only the acquisition of knowledge but also the development of cognitive competencies that enable students to think independently, solve problems, and make reasoned decisions. Among these competencies, **critical thinking** holds a central place. Critical thinking is broadly understood as the ability to analyze information, evaluate arguments, identify relationships, make informed judgments, and apply knowledge in new contexts.*

Primary school is a crucial stage for developing these skills because children at this age are highly receptive, curious, and open to new learning experiences. Foreign language lessons provide an ideal environment for fostering critical thinking, since language learning requires interpretation, comparison, prediction, problem-solving, and meaningful communication.

The purpose of this article is to analyze ways of developing critical thinking skills in primary school students during foreign language lessons and to propose evidence-based teaching strategies for classroom implementation.

Theoretical Background

Critical thinking is defined by many scholars as a reflective, logical process directed toward understanding what to believe or what to do. John Dewey describes it as “active, persistent, and careful consideration,” while Robert Ennis emphasizes reasonable and reflective thinking that guides decisions. These definitions highlight the main components of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and metacognition.

Primary school children possess psychological characteristics that influence their ability to think critically: they have vivid imaginations, short attention spans, and strong preferences for visual, playful, and interactive activities. Their logical thinking is still developing; therefore, tasks designed for them must be simple, concrete, and connected to real-life situations. Foreign language learning involves understanding new words, interpreting messages, listening to stories, and participating in communicative tasks, all of which naturally stimulate analytical and reflective thinking.

Methodological Approaches

The development of critical thinking in foreign language lessons is grounded in several methodological frameworks. Constructivism emphasizes that students construct their own knowledge through exploration and problem-solving, rather than simply receiving information passively. This method encourages comparison, analysis, and discovery. Communicative Language Teaching (CLT) creates situations where learners use the language meaningfully, solve problems, exchange ideas, and negotiate meaning, which all enhance critical thinking. Bloom’s taxonomy is another widely used framework, as it classifies tasks from lower-order thinking (remembering, understanding) to higher-order thinking (analyzing, evaluating, creating) and allows lessons to be structured progressively to foster critical thinking.

Critical thinking models such as K-W-L charts, PMI (Plus–Minus–Interesting), and the Six Thinking Hats technique can be efficiently used to organize learners’ reasoning and reflection.

Strategies for Developing Critical Thinking

Developing critical thinking in primary school foreign language lessons requires a combination of questioning, visual stimuli, problem-based activities, games, storytelling, and collaborative learning. Effective questioning plays a key role: teachers should ask open-ended questions such as “Why do you think this happened?” or “What would happen if...?” Such questions require justification and deeper reasoning.

Visual materials including pictures, flashcards, and videos help learners make predictions, identify differences, and construct meanings. Problem-based learning provides real or imaginary situations that students must solve using the target language, such as planning an event or making decisions as a group. Games such as “Odd One Out,” “Find the Mistake,” or simple puzzles foster logical thinking while maintaining engagement and motivation. Story-based tasks encourage students to predict events, identify cause–effect relationships, and create alternative endings. Collaborative learning methods—Think-Pair-Share, group tasks, or simple debates—help learners discuss, compare, and evaluate ideas while practicing communication.

Stages of Critical Thinking Development in Lessons

The development of critical thinking in lessons is often organized in three stages. The **evocation stage** activates students’ background knowledge, builds interest, and prepares them for new information through brainstorming, mind maps, or K-W-L charts. The **realization of meaning stage** involves learning new material, analyzing it, making comparisons, and solving tasks through reading exercises, listening activities, vocabulary grouping, and communicative games. The **reflection stage** requires students to summarize what they learned, express their opinions, evaluate new information, and link it to previous knowledge through exit tickets, Venn diagrams, or self-assessment tools.

Assessment of Critical Thinking Skills

Assessment of critical thinking should go beyond traditional testing. Teachers can observe students’ participation, reasoning, and justification during activities. Rubrics help evaluate clarity, logic, creativity, and depth of thought. Portfolios that collect students’ work over time allow for tracking progress. Peer and self-assessment develop learners’ ability to evaluate their own reasoning, while performance-based tasks such as projects or group presentations measure the practical application of critical thinking. Assessment should be growth-oriented, encouraging students to reflect and improve rather than simply receiving a grade.

Practical Classroom Examples

Practical activities that support critical thinking include: identifying the “odd one out” and explaining why; predicting what will happen next in a story based on illustrations; playing “Would You Rather...” to encourage justification; reconstructing a story using picture cards; and solving simple class problems through group discussions. These activities promote reasoning, argumentation, and collaboration.

Conclusion

In conclusion, developing critical thinking skills in primary school students during foreign language lessons is both achievable and highly beneficial. It enhances linguistic competence, encourages creativity, strengthens problem-solving abilities, and increases learner autonomy. By incorporating questioning strategies, visual thinking, problem-based tasks, collaborative methods, and reflective activities, teachers can create lessons that nurture young learners' critical thinking in meaningful and engaging ways. As global communication and information exchange continue to expand, fostering these skills from an early age is essential for preparing children to navigate the challenges of the future.

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STORYTELLING AS A PEDAGOGICAL TOOL FOR SUSTAINING VOCABULARY KNOWLEDGE IN FOREIGN LANGUAGE EDUCATION

Shyngyskhan Akerke

4th year of Bachelor's degree

Training of Foreign Language Teacher

Ablaikhan KazUIRandWL, Almaty, Kazakhstan

Myrzakhanova Dinara

Master, senior lecturer

Department of Methodology of

Foreign Language Education

Ablaikhan KazUIRandWL, Almaty, Kazakhstan

Abstract

This study examines the effectiveness of storytelling as a pedagogical method for promoting long-term vocabulary retention among foreign language (FL) learners. The research demonstrates how narrative structure, emotional engagement, and contextualized learning jointly enhance durable lexical acquisition. Grounded in constructivist pedagogy, schema theory, and cognitive psychology, this paper offers practical strategies for integrating storytelling into the language curriculum to improve learner autonomy and motivation.

Keywords: *storytelling, lexical retention, foreign language education, learner motivation, cognitive engagement*

Introduction. Recent developments in applied linguistics highlight the importance of teaching vocabulary through meaningful and context-rich instruction. Traditional approaches—such as memorization and translation—often result in short-term recall and limited communicative competence. Storytelling, on the other hand, embeds vocabulary in emotionally engaging and authentic contexts, enabling deeper semantic processing.

As Wright (2019) notes, “stories enable learners to anchor lexical items to emotional and situational referents, fostering profound comprehension and recall” (p. 47). Therefore, storytelling aligns closely with communicative and constructivist educational paradigms.

Literature Review. A strong body of research supports narrative-based vocabulary instruction. Harmer (2015) argues that learners retain vocabulary more effectively when it appears within meaningful narratives rather than isolated lists. Nation (2013) maintains that repeated exposure, purposeful use, and emotional relevance are key factors of lexical acquisition—all of which are inherent to storytelling.

Cameron (2020) highlights that storytelling also enhances learner autonomy and creativity. Complementing this view, Robin (2016) emphasizes that digital storytelling incorporates multimodal resources, making learning more engaging for diverse learners.

From a theoretical standpoint, Vygotsky's (1978) sociocultural model frames storytelling as a collaborative meaning-making process where learners internalize new vocabulary through shared experiences.

Methodology. The study employed a quantitative design via a structured online questionnaire to ascertain the influence of storytelling on vocabulary retention among university-level English learners. Participants consisted of 30 individuals (both male and female), aged 18–22, enrolled in an intermediate English course.

The instrument comprised ten items evaluating motivational dynamics, affective engagement, and recall of vocabulary post-storytelling sessions. The intervention spanned four weeks, during which narrative-centered instruction served as the principal medium for vocabulary introduction. Responses were collected anonymously and analyzed using descriptive statistical methods to discern trends in lexical retention and learner affect.

Approximately 85% of respondents affirmed that narrative-based instruction facilitated prolonged retention of vocabulary, while 78% reported enhanced motivation and stronger emotional connection to the material. These outcomes underscore the consonance between storytelling practices and constructivist learning principles, wherein emotion, context, and iterative engagement converge to optimize memory consolidation.

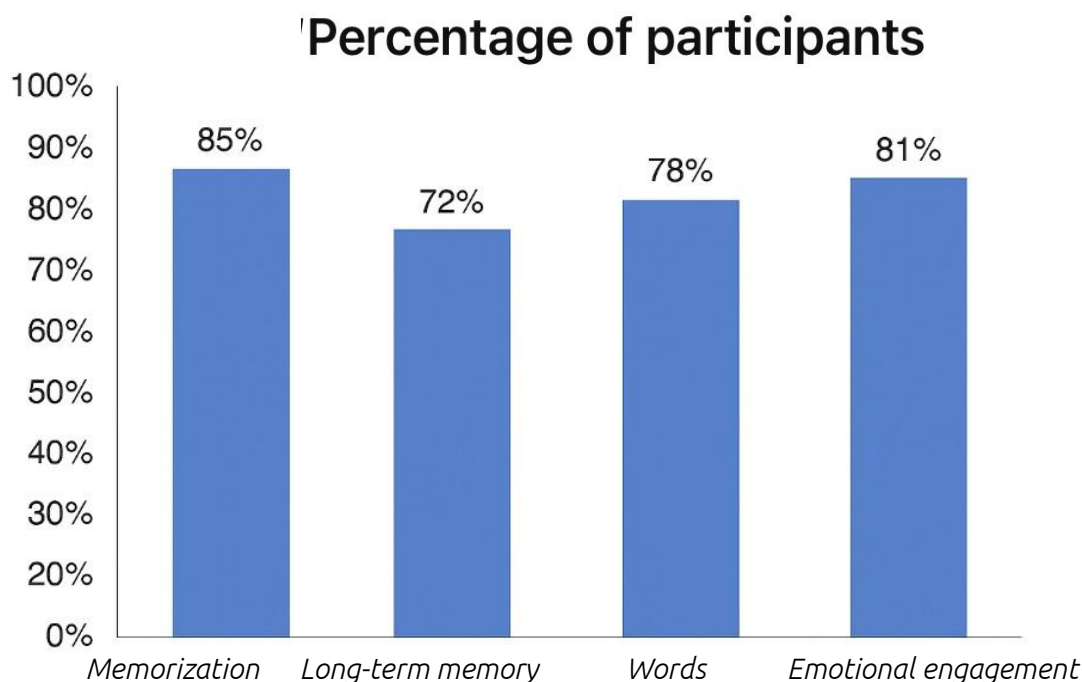
Research Instrument. The instrument consisted of 10 closed-ended Likert-scale items (1 = strongly disagree, 5 = strongly agree). Examples include:

1. "Storytelling helps me remember new vocabulary for a longer period."
2. "I feel more motivated to learn vocabulary when it is presented through stories."
3. "Narratives help me understand the meaning of new words without translation."

Results. Survey data indicate a strong positive effect of storytelling on vocabulary retention:

Indicator	Agreement %
Improved long-term retention through storytelling	85%
Ability to recall vocabulary after several days	72%
Increased motivation when learning through stories	78%
Stronger emotional engagement during lessons	81%

Learners noted that repeated exposure to vocabulary across story phases (beginning, conflict, resolution) strengthened semantic understanding. Overall, the results support the initial hypothesis that storytelling enhances both emotional and cognitive dimensions of vocabulary learning.



Discussion. The pedagogical efficacy of storytelling in vocabulary retention operates primarily through three interrelated mechanisms: (1) contextualization, (2) iterative exposure, and (3) affective engagement.

Contextualization situates lexical items within coherent, meaningful scenarios. For instance, the term *storm* embedded in a maritime narrative evokes vivid mental imagery, facilitating semantic anchoring and mnemonic efficiency.

Iterative exposure arises naturally through narrative repetition. Core lexical items recur across diverse narrative segments, aligning with Schmidt's (2017, p. 122) assertion that information revisited in variegated contexts exhibits higher likelihood of long-term consolidation.

Affective engagement enhances encoding through emotional resonance. Krashen's (1982) Affective Filter Hypothesis posits that emotional involvement mitigates anxiety and heightens comprehension, thereby supporting more robust lexical retention.

Pedagogically, storytelling may be operationalized via instructor-led narratives, collaborative learner-generated stories, and digital multimodal formats. Furthermore, narratives serve as vehicles for intercultural education, with Byram (2018, p. 57) noting that culturally enriched storytelling fosters learners' intercultural communicative competence, enabling contextually appropriate language use.

Conclusion. The study demonstrates that storytelling is an effective strategy for sustaining vocabulary knowledge in FL education. By contextualizing vocabulary, ensuring repeated exposure, and creating emotionally engaging learning environments, narrative-based instruction aligns well with constructivist and sociocultural approaches. Educators are encouraged to integrate storytelling—traditional, collaborative, and digital—into language curricula to enhance vocabulary learning and

learner motivation. Further research should explore its long-term impact across different proficiency levels and cultural contexts.

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ISSUES OF DEVELOPING PROFESSIONAL LEADERSHIP SKILLS OF FUTURE EDUCATORS

Tazhedinova Asem Danabekovna

2nd-year Master's student of the educational program
7M01802 - "Management and Leadership in Education",
L.N. Gumilyov Eurasian National University, Astana
Scientific supervisor - Asylbekova Marziya Pazilovna,
Candidate of Pedagogical Sciences, Professor

БОЛАШАҚ ПЕДАГОГТЕРДІҢ КӘСІБИ ЛИДЕРЛІК ДАҒДЫЛАРЫН ДАМУ МӘСЕЛЕЛЕРІ**Тажединова Асем Данабековна**

7M01802 - «Білім берудегі менеджмент және лидерлік» БББ, 2-курс студенті,
Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Астана қ.
Ғылыми жетекші - п.ғ.к, профессор Асылбекова Марзия Пазиловна

Abstract

This study examines the pedagogical foundations for the development of professional leadership skills in future teachers and analyzes the personal, socio-psychological, and pedagogical factors influencing the formation of leadership qualities. The main findings indicate that the leadership skills of prospective teachers develop in close interaction with personal characteristics such as emotional stability, self-regulation, and professional motivation; with socio-psychological factors based on reflection and intra-group interaction; as well as with pedagogical conditions that include active teaching methods and practical training. The integrated application of these factors contributes to the enhancement of teachers' professional competence.

The study involved an analysis of scientific literature on pedagogical leadership and educational management. The research methods included theoretical analysis, comparison, systematization, and a component-based approach to examining the structure of leadership.

In conclusion, the importance of strengthening leadership-oriented managerial competencies in teacher education programs is substantiated.

Аңдатпа

Бұл зерттеуде болашақ педагогтердің кәсіби лидерлік дағдыларын дамытудың педагогикалық негіздері қарастырылып, лидерлік қасиеттердің дамуына әсер ететін тұлғалық, әлеуметтік-психологиялық және педагогикалық факторлар талданды. Негізгі нәтижелер болашақ педагогтердің лидерлік дағдылары эмоционалдық тұрақтылық, өзін-өзі реттеу, кәсіби мотивация сияқты тұлғалық қасиеттермен, рефлексия мен топшілік қарым-қатынасқа негізделген әлеуметтік-психологиялық факторлармен, сондай-ақ белсенді әдістер мен практикалық дайындықты қамтитын педагогикалық жағдайлармен өзара байланыста дамитынын көрсетті. Бұл факторларды кешенді қолдану педагогтің кәсіби құзыреттілігін арттыруға мүмкіндік береді.

Зерттеу барысында педагогикалық лидерлік пен білім берудегі менеджмент саласындағы ғылыми дереккөздер зерделеніп, зерттеу әдістері ретінде теориялық талдау, салыстыру, жүйелеу және лидерлік құрылымын компоненттік тұрғыда қарастыру қолданылды.

Қорытындысында болашақ педагогтерді даярлау бағдарламаларында лидерлікке бағытталған менеджменттік құзыреттерді күшейтудің маңыздылығы негізделді.

Аннотация

В данном исследовании рассмотрены педагогические основы развития профессиональных лидерских навыков будущих педагогов, а также проанализированы личностные, социально-психологические и педагогические факторы, влияющие на формирование лидерских качеств. Основные результаты показали, что лидерские навыки будущих педагогов развиваются во взаимосвязи с такими личностными характеристиками, как эмоциональная устойчивость, саморегуляция и профессиональная мотивация, с социально-психологическими факторами, основанными на рефлексии и внутригрупповом взаимодействии, а также с педагогическими условиями, включающими активные методы обучения и практическую подготовку. Комплексное использование данных факторов способствует повышению профессиональной компетентности педагога.

В ходе исследования были изучены научные источники по педагогическому лидерству и менеджменту в образовании, а в качестве методов исследования использовались теоретический анализ, сравнение, систематизация, а также компонентный подход к рассмотрению структуры лидерства.

В заключение обоснована значимость усиления управленческих компетенций, ориентированных на развитие лидерства, в программах подготовки будущих педагогов.

Keywords: leadership, leadership skills, professional leadership skills, pedagogical leadership, teacher education, educational management, leadership in education.

Кілт сөздер: идерлік, лидерлік дағдылар, кәсіби лидерлік дағдылар, педагогикалық лидерлік, болашақ педагогті даярлау, білім берудегі менеджмент, білім берудегі лидерлік

Ключевые слова: лидерство, лидерские навыки, профессиональные лидерские навыки, педагогическое лидерство, подготовка будущего педагога, менеджмент в образовании, лидерство в образовании.

Қазіргі білім беру кеңістігі әлеуметтік-экономикалық және технологиялық өзгерістердің қарқынына сәйкес жаңарып, педагог мамандығын басқарушылық және ұйымдастырушылық тұрғыдан қайта қарауды талап етеді. Жаһандық трендтер мен ұлттық білім саясаты мұғалімнің рөлін дәстүрлі «білім жеткізушіден» оқыту процесін ұйымдастыратын, ұжымдық әрекетті үйлестіретін, білім беру ортасын дамытатын кәсіби көшбасшы деңгейіне көтеріп отыр [1]. Мұндай жағдайда болашақ педагогтердің кәсіби даярлығында лидерлік ұстаным, кәсіби жауапкершілік, оқу үдерісін басқару қабілеті, өзгерістерді стратегиялық тұрғыдан түсіну сияқты құзыреттердің маңызы күшейе түсуде.

Педагогикалық лидерлік ұғымы қазіргі зерттеулерде білім беру ұйымдарын басқарудың маңызды факторы ретінде қарастырылады. Бұл феномен мұғалімнің өз пәніне қатысты біліктілігімен қатар, оқу ортасын тиімді ұйымдастыруға, мектепшілік коммуникацияны жетілдіруге, ұжымдағы кәсіби қатынастарды үйлестіруге қабілетті екендігін сипаттайды. Басқаша айтқанда, педагог көшбасшылығы білім беру үдерісінің барлық деңгейлеріндегі сапаны, тиімділікті және кәсіби серіктестікті қамтамасыз ететін стратегиялық ресурс [2].

Жоғары оқу орны жағдайында педагогикалық лидерліктің қалыптасуы болашақ маманның кәсіби көзқарасының, басқарушылық мәдениетінің, педагогикалық құндылықтарды меңгеруінің және оқу-тәрбие үдерісін жүйелі ұйымдастыруға дайындығының артуымен тығыз байланысты [3]. Университеттік ортадағы ғылыми-зерттеушілік әрекет, жобалық тапсырмалар, ұжымдық жұмыс формалары, кәсіби коммуникация мәдениеті студенттің болашақ педагог ретіндегі лидерлік позициясының қалыптасуына ықпал етеді. Осы тұрғыдан алғанда, педагогикалық көшбасшылық тек тұлғалық қасиеттер жиынтығы ғана емес, білім беру менеджментінің құрамдас бөлігі ретінде қарастырылады.

Қазақстандық және халықаралық тәжірибе көрсеткендей, көшбасшы-педагог білім беру ұйымының даму саясатына қатыса алады, оқыту сапасын арттыруға бағытталған бастамаларды қолдайды, инновациялық жобалардың жүзеге асырылуына үлес қосады. Сонымен бірге мұндай маман мектеп ұжымында серіктестік мәдениетін қалыптастыруда, педагогтердің кәсіби өзара қолдау жүйесін дамытуда маңызды рөл атқарады. Бұл факторлар педагогикалық лидерліктің болашақ педагогтердің кәсіби қалыптасуындағы стратегиялық мәнін айқын көрсетеді.

Лидерлік көпқырлы әлеуметтік-құбылыс ретінде психология, әлеуметтану, менеджмент және педагогика секілді ғылымдардың зерттеу нысанына айналған күрделі құбылыс [4]. Ғылыми әдебиеттерде лидерлік тұлғаның мінез-құлқы мен іс-әрекеті арқылы ортақ мақсатқа бағыт беруі, топ мүшелеріне ықпал етуі, кәсіби үдерістерді ұйымдастыруы және ортадағы қарым-қатынасты үйлестіре алуы ретінде түсіндіріледі.

Кәсіби лидерлік нақты кәсіби ортадағы міндеттерді үйлестіру, ортақ нәтижеге бағытталған шешім қабылдау және ұйым ішіндегі процестерді тиімді ұйымдастыру қабілеттерін айқындайтын ұғым [5]. Болашақ педагогтің кәсіби лидерлігі оқу үдерісін құрастыру, оқу ортасының жұмысын жүйелеу, топпен әрекеттесу мәдениетін қалыптастыру және педагогикалық процестің тиімділігіне жауапты болумен байланысты. Сондықтан кәсіби лидерлік педагогтің кәсіби құзыреттілігінің маңызды элементі және оның кәсіби беделін анықтайтын көрсеткіштердің бірі болып саналады [6].

Педагогикалық қызметтегі лидерлік тек басқару ғана емес, сонымен бірге оқыту ортасын ұйымдастыру, оқушыларға бағыт-бағдар беру, оқу-тәрбие процесінің сапасын арттыруға ықпал ету секілді гуманистік және ұйымдастырушылық функцияларды қамтиды. Педагог-лидер бұл оқушылардың әлеуетін ашуға жағдай жасайтын және оқу ұжымындағы өзара әрекеттестікті үйлестіретін маман.

Педагогикалық лидерлік педагогтің тұлғалық ерекшеліктерінің, кәсіби қабілеттерінің және ұйымдастырушылық құзыреттерінің өзара бірлігі арқылы анықталады. Әдебиеттерде түрлі сипаттамалар берілгенмен, педагогикалық лидерліктің құрамын шартты түрде төрт негізгі компонентке бөлуге болады [7].

Тұлғалық компонент педагогтің жеке ерекшеліктерін, кәсіби мінез-құлық стилін және кәсіби жағдайлардағы тұрақтылық деңгейін сипаттайды. Бұл компонент педагогтің кәсіби әрекетінде сенімділік, жауапкершілік, өзін-өзі реттеу және мақсатқа бағытталу сияқты сипаттарды қамтиды.

Кесте 1. Педагогтің тұлғалық қасиеттері және олардың сипаттамасы

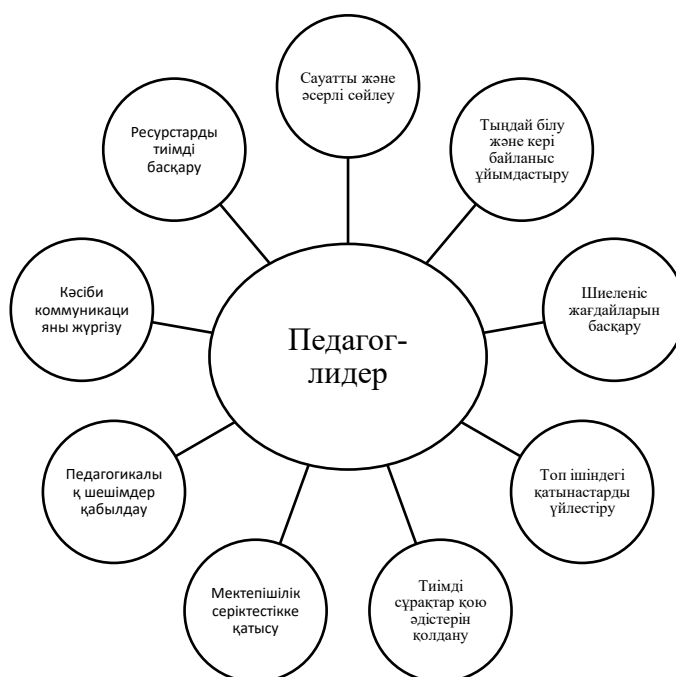
Қасиет	Сипаттамасы
Эмоционалдық тұрақтылық	Күрделі педагогикалық жағдайларда сабыр сақтап, кәсіби мінез-құлық реттей білу
Мақсатқа бағытталу	Педагогикалық міндеттерді жүйелі орындау және нәтижеге жетудегі табандылық
Еңбекқорлық және төзімділік	Кедергілерге қарамастан оқу-тәрбие үдерісін жүйелі жүргізу қабілеті
Өзін-өзі реттеу	Кәсіби әрекетін талдап, күшті және әлсіз жақтарын бағалай алу, жетілуге ұмтылу
Эмпатия	Оқушылардың жағдайын түсініп, қолдау көрсету және ынтымақтастық атмосферасын қалыптастыру
Кәсіби мотивация	Педагогикалық қызметке жауапкершілікпен қарау және кәсіби дамуға тұрақты қызығушылық

Зерттеулер педагогтің тұлғалық әлеуеті оның кәсіби табыстылығына ықпал ететін маңызды фактор екенін көрсетеді. Бұл әлеует кәсіби құндылықтар жүйесінің қалыптасуына, өзін-өзі бағалау мен кәсіби сананың дамуына әсер етеді [8].

Коммуникативтік компонент педагогикалық лидерліктің негізгі бөліктерінің бірі болып табылады. Педагог-лидер оқу үдерісін ұйымдастыруда анық әрі мазмұнды коммуникацияны қамтамасыз етеді, ақпаратты тиімді жеткізе алады және топ ішіндегі қарым-қатынастарды үйлестіреді.

Оқушыны ести білу, кері байланыс беру және оның көзқарасын бағалай алу – тиімді қарым-қатынастардың басты көрсеткіштері. Мұғалімнің сынып ішіндегі өзара әрекеттестікті жүйелі ұйымдастыру арқылы оқу ортасының жағымды климатын қалыптастырады [9]. Сонымен қатар педагогтің тілдік және бейвербалды құралдарды үйлесімді қолдануы кәсіби қарым-қатынас сапасын арттырып, оқушылардың оқу әрекетіне оң әсерін береді.

Педагог-лидердің ұйымдастырушылық компоненті оқу-тәрбие үдерісін тиімді жоспарлау, құрылымдау және үйлестіру қабілеттерін сипаттайды, бұл оның оқу ортасын басқарушы негізгі тұлға ретінде әрекет етуіне мүмкіндік береді [10]. Мұндай қабілеттер оқу бағдарламасын жүйелеу, сабақ құрылымын оңтайландыру, оқу ресурстарын тиімді бөлу, топтық және жеке жұмыстарды үйлестіру сияқты менеджменттік міндеттердің орындалуымен көрінеді. Зерттеулер көрсеткендей, ұйымдастырушылық құзыреті жоғары педагог кәсіби қауымдастықтарда белсенділік танытып, жаңашыл идеяларды енгізуге бейім болады және білім беру ұйымының жалпы даму стратегиясына ықпал етеді. Осы тұрғыдан алғанда, ұйымдастырушылық компонент педагог-лидердің инновациялық ойлауын, басқарушылық икемділігін және білім беру жүйесіндегі өзгерістерді тиімді қабылдап, жүзеге асыра алу қабілетін қалыптастыратын маңызды құрылымдық негіз болып табылады [11].



Сурет 1. Педагог-лидердің бойында болу тиіс дағдылар

Педагог-лидердің ұйымдастырушылық компоненті оқу-тәрбие үдерісін тиімді жоспарлау, құрылымдау және үйлестіру қабілеттерін сипаттайды, бұл оның оқу ортасын басқарушы негізгі тұлға ретінде әрекет етуіне мүмкіндік береді [10]. Мұндай қабілеттер оқу бағдарламасын жүйелеу, сабақ құрылымын оңтайландыру, оқу ресурстарын тиімді бөлу, топтық және жеке жұмыстарды үйлестіру сияқты менеджменттік міндеттердің орындалуымен көрінеді. Зерттеулер көрсеткендей, ұйымдастырушылық құзыреті жоғары педагог кәсіби қауымдастықтарда белсенділік танытып, жаңашыл идеяларды енгізуге бейім болады және білім беру ұйымының жалпы даму стратегиясына ықпал етеді. Осы тұрғыдан алғанда, ұйымдастырушылық компонент педагог-лидердің инновациялық ойлауын, басқарушылық икемділігін және білім беру жүйесіндегі өзгерістерді тиімді қабылдап, жүзеге асыра алу қабілетін қалыптастыратын маңызды құрылымдық негіз болып табылады [11].

Ұйымдастырушылық икемдермен қатар, рефлексивтік компонент те ерекше мәнге ие. Рефлексия педагогтің өзінің кәсіби әрекетін талдауға, қабылданған шешімдердің нәтижелілігін бағалауға, оқу үдерісінің тиімді жақтарын анықтап, болашақ қадамдарды жоспарлай алуға бағытталған басқарушылық тетік ретінде қарастырылады [12]. Рефлексивтік ойлау дамыған педагог оқу ортасында туындайтын процестерді жүйелі бағалап, кәсіби қызметтің стратегиялық бағыттарын айқындай алады. Сондай-ақ рефлексия білім беру ұйымындағы өзгерістерді жоспарлауда, инновацияны енгізу барысында тәуекелдерді бағалауда және жаңа басқарушылық шешімдерді қабылдауда маңызды рөл атқарады.

Кәсіби құзыреттілік теориялық білімнің, практикалық дағдылардың және басқарушылық мәдениеттің бірлігін білдіреді; ал лидерлік осы құрылымның әрекетке бағытталған, стратегиялық және ұйымдастырушылық қырларын күшейтеді. Лидерлік дағдылары қалыптасқан педагог оқу үдерісін жүйелі басқарудан бастап, оқушылардың танымдық белсенділігін арттыруға, оқу ортасын ұйымдастыруға, топ динамикасын үйлестіруге дейінгі кең ауқымды міндеттерді тиімді орындай алады.

Жоғары оқу орнындағы көшбасшылыққа бағытталған білім беру ортасы болашақ мамандарды басқарушылық ойлауға, стратегиялық жоспарлау мен тиімді коммуникацияға, кәсіби жауапкершілікке және инновациялық бастамаларды қолдауға бейімдейді.

Осылайша, педагогикалық лидерлік білім берудегі лидерліктің маңызды тұжырымдамасы ретінде педагогтің ұйымдастырушылық, рефлексивтік, кәсіби және теориялық қабілеттерінің үйлесімділігіне сүйенеді. Бұл дағдылар болашақ педагогтің білім беру ұйымдарының даму стратегиясына қатысуына, оқу ортасын тиімді басқаруына және кәсіби ұжымда нәтижелі серіктестік орната алуына мүмкіндік береді.

Болашақ педагогтердің кәсіби лидерлік дағдыларын дамыту бұл тұлғалық, әлеуметтік-психологиялық және педагогикалық факторлардың бір-бірімен өзара байланысқан, көпқырлы және жүйелі әсерінен қалыптасатын процесс. Зерттеулер көрсеткендей, лидерлік дағдылардың

дамуы тек академиялық білімге ғана емес, студенттің ішкі психологиялық дайындығына, топтық ортадағы позициясына, сондай-ақ педагогикалық ортаның мәдениетіне тікелей тәуелді [6, 9].

Ең алдымен, болашақ педагогтің көшбасшылық әлеуеті оның тұлғалық құрылымына байланысты қалыптасады. Мұнда үш негізгі фактор шешуші рөл атқарады: өзін-өзі бағалау, эмоциялық тұрақтылық, мотивация және кәсіби бағдар. Төмендегі кесте осы факторлардың педагог-лидердің кәсіби дамуына әсерін көрсетеді.

Кесте 2. Тұлғалық факторлар және олардың лидерлікке әсері

Психологиялық фактор	Мазмұны	Лидерлікке әсері
Өзін-өзі бағалау	Студенттің өзінің кәсіби мүмкіндіктерін бағалауы	Сенімділік, бастамашылдық, шешім қабылдау қабілеті артады
Эмоциялық тұрақтылық	Эмоцияларды басқару, стресске төзімділік	Қиын жағдайларда сабыр сақтау, эмоционалдық үйлесімділік
Мотивация және кәсіби бағдар	Мамандыққа қызығушылық, кәсіби мақсат қою	Белсенділік, үздіксіз даму, жауапкершілік

Өзін-өзі бағалау лидерлікке тікелей ықпал ететін маңызды алғышарт болып табылады. Адекватты өзін-өзі бағалауы бар студент өзінің мүмкіндіктерін дұрыс бағалап, жаңа жағдайларда шешім қабылдауда сенімділік танытады. Эмоциялық тұрақтылық та педагог-лидердің басты сапаларының бірі, өйткені педагогикалық қызмет үнемі психоэмоционалдық жүктемемен байланысты. Ал кәсіби мотивация студенттің көшбасшылық рөлдерді табиғи түрде қабылдауына ықпал етеді: белсенділік, бастамашылдық, дербестік дәл осы фактордың нәтижесінде қалыптасады [13].

Лидерлік қасиеттер тек тұлғаның ішкі әлеуетіне ғана емес, студенттің әлеуметтік ортасына оның топпен қарым-қатынасына, өзіндік сана-сезіміне, рефлексия деңгейіне және эмпатиялық қабілеттеріне тәуелді. Бұл факторлар студенттің әлеуметтік ортада өзін қалай көрсететініне тікелей әсер етеді.

Кесте 3. Әлеуметтік-психологиялық факторлар жүйесі

Фактор	Негізгі сипаттама	Лидерлікке ықпалы
Топішілік қарым-қатынас	Топтағы өзара әрекет стилі, рөлдік динамика	Әлеуметтік бедел, топты басқару тәжірибесі қалыптасады
Өзіндік сана және рефлексия	Өзін танып, әрекеттерін талдау	Кәсіби даму, өзін-өзі жетілдіру дағдылары пайда болады
Эмпатия және қарым-қатынастағы белсенділік	Басқаның эмоциясын түсіну, тыңдай білу	Ынтымақтастық, конфликтіні шешу, топты біріктіру қабілеті дамиды

Топ ішіндегі өзара әрекеттесу студенттің көшбасшылық бағыт-бағдарын айқындайтын маңызды орта болып табылады. Ынтымаққа негізделген, қолдауы жоғары ұжымда студент пікірін ашық білдіріп, жауапкершілік алып, ұйымдастырушылық міндеттерді орындауға дағдыланады [14]. Өзіндік сана мен рефлексия оған өз әрекетін бағалап, қателерін түзетуге, кәсіби өсу стратегиясын құруға көмектеседі. Эмпатия мен коммуникативтік белсенділік кәсіби педагогикалық лидерліктің ажырамас бөлігі болып табылады, өйткені педагог-лидер әрбір студенттің психологиялық жағдайын сезініп, топты мақсатқа бағыттап алады.

Осылайша, болашақ педагогтерді даярлауда студенттің лидерлік әлеуетіне әсер ететін факторларды бірнеше деңгейде қарастыруға болады. Біріншіден, студенттің кәсіби өзін-өзі бағалауы, мамандыққа деген қызығушылығы және кәсіби мақсаттарының айқындалуы. Өз мүмкіндіктерін шынайы бағалай алатын студент жаңа жағдаяттарда тез шешім қабылдауға, бастамашыл әрекет етуге бейім болады. Бұл дағдылар педагогикалық іс-әрекетті жүзеге асыруда маңызды саналатын жауапкершілік, сенімділік және кәсіби тұрақтылықты қамтамасыз етеді.

Екіншіден, болашақ педагогтің әлеуметтік ортасы оның топпен қарым-қатынасы, кәсіби коммуникациясы және ұжымдағы орны лидерлік мінез-құлықтың қалыптасуында айтарлықтай рөл атқарады. Мәселен, топішілік өзара әрекеттесу студенттің ұйымдастырушылық рөлдерді игеруіне, пікірталаста белсенді болуына және кәсіби қауымдастық аясында өзін таныта алуына мүмкіндік береді. Бұл компонент мұғалімнің болашақта ұжымдық жұмыс формаларын ұйымдастыра алуымен, әріптестермен кәсіби серіктестік орната білуімен және оқу ортасындағы қарым-қатынасты үйлестіре алуымен тікелей байланысты.

Үшіншіден, лидерлік қабілеттердің қалыптасуына білім беру ортасы, дәлірек айтқанда университеттің құндылықтары, академиялық мәдениеті мен оқыту формалары ықпал етеді. Кәсіби бағытталған пәндер студентке білім беру жүйесінің құрылымын, басқару ерекшеліктерін, педагогикалық үдерістің ұйымдастырылуын түсінуге мүмкіндік береді [15]. Бұл

пәндер студенттің педагогикалық менеджмент, білім беру саясаты, басқару стратегиялары туралы түсінігін кеңейтеді. Ал оқу тәжірибесі мен практикалық сабақтар арқылы студенттер нақты жағдайларды талдап, шешім қабылдауға үйренеді.

Осылайша, болашақ педагогтердің кәсіби лидерлігі жеке қасиеттердің немесе психологиялық ерекшеліктердің нәтижесі ретінде емес, білім беру талаптарына сай қалыптасатын, оқу ортасы мен кәсіби тәжірибенің өзара байланысынан туындайтын күрделі құрылым ретінде сипатталады.

Кесте 4. Болашақ педагогтердің кәсіби лидерлік рөлдерінің кеңейтілген моделі

Болашақ педагогтердің кәсіби лидерлік рөлдерінің кеңейтілген моделі														
Құндылықтарды таратушы	Шешім қабылдаушы	Медиацця жүргізуші	Фасилитатор	Психологиялық қолдаушы	Коммуникатор	Дамытушы	Әдіскер	Тәрбиелеуші	Қамқорлық жасаушы	Жұмысты ұйымдастырушы	Жаңашылдық енгізуші	Мотивация беруші	Үлгі-өнеге көрсетуші	Топ мүшесі
Топ жетекшісі	Сарапшы	Стратег	Әкімшілік үйлестіруші											

Жалпы алғанда, болашақ мұғалімнің кәсіби лидерлік қызметі оқу мен тәрбиенің барлық сатыларын қамтитын кешенді құрылым ретінде көрініс табады. Ол басқарушы әрі үйлестіруші ретінде білім беру жұмысын ұйымдастырып, реттесе, ал стратег ретінде дамудың басым бағыттарын анықтап, ұзақ мерзімді мақсат-міндеттерді айқындайды. Сарапшы ретінде әдістемелік шешімдер қабылдап, педагогикалық мәселелерді кәсіби тұрғыда талдайды. Топ жетекшісі оқушыларды біріктіріп, жұмыс барысын үйлестірсе, топ мүшесі ретіндегі рөлі ұжымдық жұмысқа үлес қосумен көрінеді.

Үлгі-өнеге көрсетуші рөлі педагогтің мінез-құлқы, құндылықтары, кәсіби әдебімен айқындалады, ал мотивация беруші рөлі оқушылардың ынтымақтасуын арттыруда шешуші мәнге ие. Жаңашылдық енгізуші жаңа технологиялар мен әдістерді тәжірибеге енгізетін бастамашы тұлға. Жұмысты ұйымдастырушы оқу ортасының тиімділігін қамтамасыз етеді, қамқорлық жасаушы оқушылардың психологиялық әл-ауқатына көңіл бөледі. Тәрбиелеуші және әдіскер рөлдері педагогтің оқу-тәрбие процесін сапалы білім мазмұнымен толықтыруын білдіреді, ал дамытушы рөлі оқушының әлеуетін ашуға бағытталған.

Коммуникатор рөлі педагогтің қарым-қатынас мәдениетін, ата-ана мен оқушы арасындағы байланысты жүргізу қабілетін білдіреді. Психологиялық қолдаушы оқушының эмоциялық жағдайына назар аударып, қиындықтарды жеңуге көмектесетін тұлға. Фасилитатор топтық жұмысты жеңілдетіп, ынтымақтастық ортасын қалыптастырады. Медиацця жүргізуші ретінде педагог даулы жағдайларды шешіп, әділдікке бағыттайды. Шешім қабылдаушы рөлі кәсіби жауапкершілікке сүйенеді, ал құндылықтарды таратушы рөлі педагогтің мәдени-рухани миссиясын көрсетеді.

Қорытындылай келе, болашақ педагогтердің кәсіби лидерлік дағдыларын дамыту қазіргі білім беру жүйесінің сапасын арттырудағы шешуші факторлардың бірі. Бұл бағытта жүргізілген кешенді жұмыстар педагогтің кәсіби беделін көтеріп қана қоймай, оқушылардың тұлғалық дамуына тікелей әсер ететін жаңа форматтағы педагог-лидер тұлғасын қалыптастыруға мүмкіндік береді.

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THE ROLE OF DIGITAL TECHNOLOGIES IN DEVELOPING COMMUNICATIVE SKILLS OF PRESCHOOL CHILDREN

Yerzhanova Akzhunis

Kazakh National Women's Teacher Training University
1st-year Master's student

МЕКТЕПАЛДЫ ТОП БАЛАЛАРЫНЫҢ КОММУНИКАТИВТІК ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДА ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫҢ РӨЛІ

Ержанова Ақжүніс Турдыбайқызы

Қазақ ұлттық қыздар педагогикалық университеті
1-курс магистранты

Abstract

This review article provides a comprehensive analysis of the role of digital technologies in developing communicative skills among preschool-aged children. The study systematically examines scientific publications, dissertations, experimental studies, and pedagogical research published between 2015 and 2025, evaluating the impact of modern digital tools on children's linguistic and socio-communicative development. Key digital resources-such as interactive whiteboards, multimedia games, speech therapy applications, digital storytelling tools, and AR/VR technologies were found to be widely integrated into early childhood education and demonstrated significant effectiveness in enhancing verbal activity, expanding vocabulary, improving pronunciation, and fostering meaningful dialogue. Moreover, these technologies contribute positively to children's emotional recognition, collaborative interaction, and ability to express thoughts confidently.

The review also identifies several limitations associated with the use of digital tools in preschool settings, including the risk of excessive screen time, unequal access to technological equipment, and the need to strengthen teachers' digital competence. Therefore, it is recommended to enhance teachers' training in safe and purposeful use of digital tools, increase the availability of high-quality digital content in the Kazakh language, and develop culturally relevant interactive platforms tailored to local educational needs.

Overall, the findings highlight the strong potential of digital technologies in early childhood education and confirm that their effective, research-based integration can significantly enhance communicative skill development in preschool children.

Аңдатпа

Бұл шолу мақаласында мектепалды жастағы балалардың коммуникативтік дағдыларын дамытуда цифрлық технологиялардың рөлі жан-жақты талданады. Зерттеу барысында 2015-2025 жылдар аралығында жарияланған ғылыми еңбектер, диссертациялар, эксперименттік зерттеулер мен педагогикалық мақалалар жүйелі түрде қарастырылып, заманауи технологиялардың тілдік және әлеуметтік-коммуникативтік даму үрдісіне әсері бағаланды. Интерактивті тақта, мультимедиялық ойындар, логопедиялық қосымшалар, цифрлық ертегілер, AR/VR технологиялары сияқты құралдардың мектепалды топтарда кеңінен қолданылатыны және олардың сөйлеу белсенділігін арттыруда, сөздік қорды кеңейтуде, дыбыстау дағдыларын жақсартуда айтарлықтай тиімді екені анықталды. Сонымен бірге балалардың эмоцияны тану, пікір білдіру, диалогтік қарым-қатынасқа түсу қабілеттерін жетілдіруге де оң әсер ететіні көрсетілді.

Шолу барысында цифрлық технологиялардың әлеуетімен қатар, бірқатар шектеулер де айқындалды: экран алдында ұзақ отырудың денсаулыққа әсері, техникалық құралдардың жеткіліксіздігі, педагогтардың цифрлық құзыреттілігін арттыру қажеттілігі. Осыған байланысты педагогтарды технологияны мақсатты әрі қауіпсіз қолдануға үйрету, қазақ тіліндегі сапалы цифрлық контентті арттыру және ұлттық ерекшеліктерге бейімделген интерактивті ресурстарды әзірлеу маңызды ұсыныстар ретінде қарастырылады.

Жалпы алғанда, зерттеу нәтижелері мектепалды білім беру жүйесінде цифрлық технологияларды енгізудің болашағы кең екенін, оларды ғылыми негізделген әдістермен қолдану балалардың коммуникативтік дамуын жаңа деңгейге көтеретінін айқын көрсетеді.

Keywords: preschool education, communicative skills, digital technologies, multimedia, speech

therapy apps, AR/VR, digital storytelling, language development.

Кілт сөздер: мектепалды білім, коммуникативтік дағдылар, цифрлық технологиялар, мультимедиа, логопедиялық қосымша, AR/VR, цифрлық ертегі, сөйлеу дамуы.

Kіріспе

Қазіргі уақытта мектепке дейінгі білім беру жүйесі қарқынды цифрлық трансформация жағдайында дамып келеді. Әлемдік деңгейде цифрлық білім беру баланың танымдық, тілдік және әлеуметтік дағдыларын дамытуда негізгі тетікке айналып, мектепке дейінгі ұйымдарда жаңа құралдар мен әдістемелердің енгізілуін талап етуде [1]. Ерте жастағы кезең баланың тілдік қабілеттерінің қалыптасуындағы ең сезімтал және маңызды уақыт болып табылады, себебі дәл осы кезеңде бала қоршаған ортамен тілдік қарым-қатынасты белсенді түрде игеріп, сөйлеудің алғашқы құрылымдарын меңгереді [2].

Мектепалды жастағы балалардың коммуникативтік дағдылары олардың әрі қарай мектептегі жетістіктеріне, құрдастарымен өзара әрекеттесуіне, эмоционалдық тұрақтылығына және әлеуметтік бейімделуіне тікелей әсер етеді. Сондықтан бұл дағдыларды дамыту бүгінгі білім беру саясатының басты басымдықтарының бірі саналады [3]. Соңғы жылдары цифрлық технологиялардың дамуы мектепалды білім беру мен балалардың тілдік дағдыларын жетілдіруге бұрын болмаған жаңа мүмкіндіктер ашты. Мультимедиялық материалдар, цифрлық ертегілер, логопедиялық қосымшалар, планшеттік оқу бағдарламалары, интерактивті ойындар және виртуалды элементтері бар оқыту платформалары балалардың сөйлеуге қызығушылығын арттырып, оқу әрекетін ойын түрінде ұйымдастыруға мүмкіндік береді [4].

Цифрлық ресурстардың тиімділігі туралы халықаралық зерттеулер олардың тілдік дамуды жеделдететіні, сөздік қордың кеңеюіне ықпал ететіні және диалогтік сөйлеуді ынталандыратынын көрсетеді. Сонымен қатар AR және VR технологиялары баланың қоршаған ортамен жаңа деңгейде әрекеттесуіне жағдай жасап, коммуникативтік дағдыларды табиғи әрі қызықты түрде дамытуға мүмкіндік береді [5]. Алайда кейбір зерттеушілер экран алдында ұзақ отыру, баланың пассивті қабылдауға бейімделуі немесе әлеуметтік өзара әрекеттің төмендеуі сияқты мүмкін қауіптерді де атап өтеді [6]. Бұл пікір алшақтықтары аталған мәселені жан-жақты, терең ғылыми тұрғыда қарастыру қажеттілігін көрсетеді.

Қазақстандық білім беру жүйесінде цифрлық технологияларды мектепалды даярлықта қолдану жыл сайын күшейіп келе жатқанына қарамастан, олардың нақты әсерін бағалайтын кешенді зерттеулер әлі де жеткіліксіз. Балабақшаларда интерактивті тақталар, мультимедиялық ресурстар, сөйлеуді дамытуға арналған цифрлық қосымшалар енгізіліп жатқанымен, бұл құралдардың тиімділігі, тілдік даму мен коммуникацияға нақты ықпалы жөніндегі деректер толық жүйеленбеген [7]. Осыған байланысты мектепалды топ балаларының коммуникативтік дағдыларын қалыптастыруда цифрлық технологиялардың рөліне арналған әдебиеттерді жүйелі шолу өткізу теориялық та, практикалық та тұрғыдан өзекті ғылыми міндет болып табылады.

Зерттеу нысаны ретінде мектепалды топтарда балалардың коммуникативтік дағдыларын қалыптастыру үдерісі және оның құрамдас бөлігі ретінде қолданылатын цифрлық технологиялар алынады. Зерттеудің негізгі мақсаты ғылыми әдебиеттерді кешенді талдау арқылы цифрлық технологиялардың мектепалды жастағы балалардың тілдік, вербалды және әлеуметтік-коммуникативтік дағдыларына әсерін бағалап, олардың артықшылықтары мен шектеулерін айқындау. Осы мақсатқа жету барысында мектепалды білімдегі коммуникативтік дамудың теориялық негіздері қарастырылып, цифрлық технологиялардың қолданылу бағыттары мен ерекшеліктеріне талдау жасалады. Сонымен бірге технологиялардың сөйлеу белсенділігіне, сөздік қордың кеңеюіне, диалогтік қарым-қатынасқа қатысуға және әлеуметтік өзара әрекетке әсері салыстырмалы тұрғыда талданып, педагогикалық практикада туындайтын қиындықтар мен мүмкіндіктер анықталады.

Мектепалды жастағы балалардың коммуникативтік дағдыларын дамытуға бағытталған цифрлық технологияларды талдау барысында бірнеше өзекті ғылыми сұрақтар алға шығады. Алдымен балабақша жағдайында коммуникацияны дамытуға тиімді болып саналатын цифрлық құралдарды анықтау маңызды. Әртүрлі зерттеулерде мультимедиялық платформалар, интерактивті ойындар, мобильді қосымшалар және логопедиялық бағдарламалардың тиімділігі көрсетілгенімен, олардың қайсысы нақты тілдік дағдыларды дамытуда анағұрлым нәтижелі екендігі жөніндегі ғылыми тұжырымдар әлі де толық

жүйеленбеген [7].

Сонымен қатар, цифрлық технологиялардың ерте жастағы балалардың тілдік дағдыларына тигізетін әсері де ғылыми тұрғыдан толық зерттеуді қажет етеді. Визуалды-аудио материалдардың сөздік қордың кеңеюіне, сөйлеу белсенділігінің артуына, дыбыстарды дұрыс айтуға және диалогке қатысуға ықпал етуі туралы пікірлер әртүрлі. Кейбір зерттеулер цифрлық құралдардың тілдік дамуы жеделдететінін дәлелдесе, басқалары технологиялардың ұзақ қолданылуы баланың пассивті қабылдауына немесе әлеуметтік өзара әрекеттесу деңгейінің төмендеуіне әкелуі мүмкін екенін атап өтеді [8].

Үшінші маңызды мәселе цифрлық технологияларды қолдануда туындайтын тәуекелдер мен шектеулерді анықтау. Экран уақытының артуы, педагогтардың цифрлық құзыреттілігіне байланысты айырмашылықтар, балабақшалардағы техникалық базаның теңсіздігі, сондай-ақ технологияға тәуелділік қауіп сияқты факторлар балалардың коммуникативтік дамуына ықпал ететін шектеулер ретінде қарастырылады. Бұл аспектілерді түсіну цифрлық ресурстарды тиімді және қауіпсіз қолданудың ғылыми негізделген жолдарын анықтауға мүмкіндік береді [9].

Қазіргі ғылыми әдебиеттер мектепке дейінгі білім беруде қолданылатын цифрлық ресурстардың кең спектрін сипаттап, олардың балалардың коммуникативтік дағдыларының қалыптасуына тигізетін әсерін жан-жақты қарастырады. Әдебиеттерде мультимедиялық ойындар балалардың сөйлеу белсенділігін арттырып, сөздік қорды молайтып, қарым-қатынасқа түсуге ынталандыратын ең жиі қолданылатын құралдардың бірі ретінде көрсетіледі [7]. Интерактивті тақтаның да маңыздылығы ерекше, себебі ол топпен жұмыс жасауды жеңілдетіп, визуалды материалдардың көмегімен түсіндіруді тиімді етеді және балалардың бір-бірімен өзара әрекеттесуін арттырады.

Сөйлеуді дамытуға арналған мобильді қосымшалар мен планшеттік бағдарламалар логопедиялық тапсырмалар, дыбыс айту жаттығулары және интерактивті оқу материалдары арқылы баланың тілдік қабілеттерін жекелей дамытуға мүмкіндік беретіні бірнеше ғылыми еңбектерде дәлелденген. Мұндай қосымшалар баланың оқу қарқынына бейімделіп, сөйлеу кемшіліктерін түзетуге, тыңдалым және артикуляциялық дағдыларды жақсартуға ықпал ететіні атап өтіледі [8].

AR және VR технологиялары да әдебиеттерде ерекше орын алады. Бұл технологиялар баланы виртуалды рөлдік ойындар ортасына енгізіп, шынайы коммуникативтік жағдаяттар құруға мүмкіндік береді. Балалар нысандармен, анимациялық кейіпкерлермен және құрдастарымен әрекеттесу арқылы сөйлеуді табиғи жағдайда қолданады, бұл олардың тілдік белсенділігін күшейтеді. Сонымен қатар цифрлық ертегілер балалардың тыңдалымын, оқиганы түсінуін, мазмұнды қайта айтуын және эмоция арқылы қарым-қатынасты меңгеруін дамытуға көмектесетін маңызды құрал ретінде қарастырылады [10].

Жалпы әдебиеттерді талдау цифрлық технологиялардың мектепалды жастағы балалардың коммуникативтік дамуына оң ықпал ететінін көрсеткенімен, олардың тиімділігі педагогтың кәсіби шеберлігіне, қолданылатын ресурстардың сапасына және ұйымдастыру әдістеріне тәуелді екенін айғақтайды.

Әдістер

Бұл зерттеу мектепалды жастағы балалардың коммуникативтік дағдыларын дамытудағы цифрлық технологиялардың рөліне қатысты ғылыми әдебиеттерді кешенді түрде талдауға бағытталғандықтан, әдебиеттерді іріктеу барысында алдын ала анықталған нақты ғылыми критерийлер қолданылды. Алдымен зерттеуге тек соңғы он жылдықта, яғни 2015-2025 жылдар аралығында жарияланған еңбектер енгізілді, себебі бұл кезең білім берудің цифрландыру қарқыны ең жоғары деңгейге жеткен уақыт болып саналады [11]. Осылайша тек заманауи технологияларды, жаңа педагогикалық тәсілдерді және соңғы эмпирикалық нәтижелерді сипаттайтын зерттеулер ғана қарастырылды.

Іріктеу барысында материалдардың тақырыптық сәйкестігі басты назарда болды. Яғни, тек мектепалды жастағы (3-6 жас) балаларға бағытталған, олардың сөйлеу, тілдік даму немесе әлеуметтік-коммуникативтік қабілеттерін зерттейтін ғылыми еңбектер ғана талдауға енгізілді. Сондай-ақ зерттеулер цифрлық технологиялардың белгілі бір түрінің мультимедиялық ойындардың, мобильді қосымшалардың, интерактивті тақтаның, VR/AR технологияларының, логопедиялық цифрлық құралдардың нақты әсерін бағалауды қамтуы тиіс болды [12].

Әдебиеттердің ғылыми сапасын қамтамасыз ету мақсатында тек рецензияланған журналдарда жарияланған мақалалар, диссертациялар, ғылыми конференциялардағы

баяндамалар қарастырылды. «Сұр әдебиет» (grey literature) ретінде танылатын блогтар, жалпыға арналған мақалалар немесе ғылыми деңгейі дәлелденбеген материалдар іріктеуге қосылмады. Сонымен қатар тиімсіз әдіснамамен жүргізілген немесе зерттеу нәтижелері салыстыруға келмейтін еңбектер талдаудан алынып тасталды.

Әдебиеттерді жинақтау барысында халықаралық және отандық ғылыми мәліметтер базаларына кең көлемде талдау жүргізілді. Негізгі дереккөздер ретінде Scopus, Web of Science және ERIC сияқты беделді ғылыми платформалар пайдаланылды, себебі бұл базаларда мектепалды білім беру саласындағы халықаралық деңгейдегі ең өзекті және жоғары импакт-факторлы зерттеулер жинақталған [13].

Google Scholar дерекқоры да қосымша ақпарат алу үшін қолданылды, өйткені онда білім беру саласындағы диссертациялар, академиялық есептер, әртүрлі елдердегі зерттеушілердің мақалалары кең көлемде ұсынылады. Ресейлік РИНЦ базасы арқылы орыс тіліндегі ғылыми еңбектер қарастырылды, бұл мектепалды білім беру тәжірибесіндегі ТМД елдерінің ерекшеліктерін салыстыруға мүмкіндік берді.

Қазақстандық педагогикалық журналдардың материалдары да арнайы талдауға енгізілді әсіресе мектепалды білім мен цифрлық технологияларға арналған мақалалар. Бұл қадам Қазақстандағы балабақша жүйесінің ерекшеліктерін, цифрландыру деңгейін және педагогикалық практикадағы жетістіктер мен қиындықтарды түсінуге жағдай жасады.

Дереккөздерде іздеу барысында көптілді кілт сөздер қолданылды: қазақ, орыс және ағылшын тілдеріндегі «мектепалды коммуникация», «digital preschool education», «speech development technology», «interactive learning», «AR in early childhood» сияқты сөз тіркестері нәтижелердің ауқымын кеңейтуге мүмкіндік берді.

Жиналған әдебиеттерді талдау үшін бірнеше кешенді әдіс қолданылды. Алдымен тақырыптық контент-талдау жүргізілді. Бұл әдіс әр зерттеудің мазмұнын жүйелі түрде талдап, тақырып бойынша негізгі бағыттарды анықтауға мүмкіндік берді: қолданылған технология түрлері, олардың балалардың сөйлеу дағдыларына тигізетін әсері, педагогикалық тәсілдер, зерттеу нәтижелері және белгіленген шектеулер сияқты аспектілер мұқият талданды [14]. Контент-талдау нәтижесінде зерттеулерде жиі кездесетін қайталанатын тақырыптар, терминдер, әдіснамалар анықталды.

Сонымен қатар салыстырмалы талдау әдісі қолданылды. Бұл тәсіл әртүрлі елдердегі, әртүрлі ғылыми мектептердегі зерттеулердің нәтижелерін салыстыруға жағдай жасап, цифрлық технологиялардың тиімділігі мен шектеулері туралы объективті қорытындылар жасауға мүмкіндік берді. Салыстыру барысында технологиялардың әсер ету механизмдері, қолдану сценарийлері, педагогтардың рөлі, балалардың жас ерекшеліктері және тілдік дағдылардың әртүрлі компоненттері жеке-жеке қарастырылды.

Әдебиеттерді жүйелеу барысында алынған мәліметтер негізгі тенденциялар бойынша жинақталды. Мысалы, мультимедиялық құралдардың сөйлеуді белсендіруге әсері, мобильді қосымшалардың дыбыстауға ықпалы, VR/AR технологияларының рөлдік ойындарды жандандырудағы маңызы сияқты бағыттар анықталды. Бұл жүйелеу ғылыми шолу үшін нақты құрылым қалыптастырып, кейінгі Results және Discussion бөлімдерінде дәлелді қорытындылар жасауға мүмкіндік берді.

Нәтижелер

Әдебиеттерді терең талдау мектепалды топтарда қолданылатын цифрлық технологиялардың сан алуан әрі функционалды түрде ерекшеленетінін көрсетті. Мектепке дейінгі ұйымдарда қолданылатын технологиялар бала дамуының әртүрлі аспектілерін: тілдік, когнитивтік, эмоционалдық және әлеуметтік қабілеттерді кешенді түрде дамытуға бағытталған.

Зерттеулердің басым бөлігі интерактивті тақтаның мектепалды білім беруде кең қолданылатынын көрсетеді. Интерактивті тақта арқылы мультимедиялық сабақтар жүргізілуі балаға визуалды, аудио және интерактивті ақпаратты бір мезетте қабылдауға мүмкіндік береді. Мұндай сабақтарда түсіндіру, көрсету, әрекет арқылы үйрету тәсілдері біріктіріліп, балалардың назарын ұзақ уақыт ұстап тұруға жағдай жасайды. Сонымен қатар интерактивті тақта топтық тапсырмаларды орындауға мүмкіндік беріп, балалардың бір-бірімен әрекеттесуін ынталандырады.

Логопедиялық және тіл дамытуға арналған планшеттік қосымшалар да қазіргі уақытта кең қолданысқа енген. Бұл қосымшалар баланың сөйлеу кемшіліктерін түзету, сөздік қорды кеңейту, дұрыс дыбыстауға үйрету, артикуляциялық жаттығулар жасау сияқты

мақсаттарға бағытталған. Мұндай бағдарламалардың артықшылығы әр баланың даму қарқынына бейімделе алуы және қарқынның автоматты түрде реттелуі. Сонымен қатар қосымшада қабылдау-талдау, сәйкестендіру, суретке қарап сөйлеу, диалог құру сияқты тапсырмалар қамтылады, бұл балаға тілдік материалды белсенді қолдануға мүмкіндік береді.

Цифрлық ертегілер мен анимациялар мектепалды жастағы балалардың тілдік дамуы үшін ерекше маңызға ие. Интерактивті ертегілер көрнекілік, дыбыс, қозғалыс пен оқиға желісін біріктіре отырып, баланың тыңдау, түсіну, мазмұнды қайта айту және кейіпкерлердің әрекеттерін бағалау қабілеттерін дамытады. Анимациялық материалдар балалардың эмоцияларын тануына, сөздер мен сөйлемдерді контекст ішінде қолдануына және диалог құруға ынталандырады.

AR (Augmented Reality) және VR (Virtual Reality) технологиялары мектепалды білім беру жүйесіне жаңаша мүмкіндік алып келді. Бұл технологиялар арқылы балалар виртуалды немесе жартылай виртуалды ортада рөлдік ойындарға қатысып, шынайы өмірге ұқсас жағдайларда сөйлесу тәжірибесін жинақтайды. Мәселен, бала виртуалды дүкенде, дәрігер кабинетінде, саябақта немесе көше жағдайында түрлі кейіпкерлермен әрекеттесе отырып, диалог жүргізуге үйренеді. Бұл технологиялардың басты артықшылығы баланы белсенді сөйлеуге мәжбүрлейтін табиғи коммуникативтік орта қалыптастыру.

Сонымен бірге, бейне-қатынас құралдарының да маңызы артып келеді. Онлайн бейнеқоңыраулар, телесабактар немесе қарапайым бейнечат арқылы жүргізілетін сабақтар балалардың қашықтан сөйлесу тәжірибесін қалыптастырып, коммуникацияның заманауи формаларына бейімделуіне жағдай жасайды. Әсіресе COVID-19 қарсаңында бұл құралдар мектепалды білім берудің ажырамас бөлігіне айналды.

Жалпы алғанда, цифрлық технологиялардың бұл түрлері баланың сөйлеу белсенділігін арттыру, тілдік материалды меңгеруді жеңілдету, қарым-қатынасқа деген қызығушылықты күшейту мақсатында қолданылады.

Кесте 1. Мектепалды білімде қолданылатын негізгі цифрлық технологиялар

Технология түрі	Қолданылуы	Коммуникацияға әсері
Интерактивті тақта	Мультимедиялық сабақтар, көрнекілік, топтық жұмыс	Бірлескен әрекет, сөйлеу белсенділігін арттыру
Логопедиялық және тіл дамыту қосымшалары	Дыбыстау, артикуляция, сөздік қор жаттығулары	Сөйлеу техникасының жақсаруы
Цифрлық ертегілер мен анимациялар	Тыңдалым, мазмұнды түсіну, сюжеттік байланыс	Оқиға айту, эмоция білдіру дағдылары
AR/VR технологиялары	Рөлдік ойындар, виртуалды ортада әрекет	Табиғи диалог, тілдік модельдеу
Бейне-қарым-қатынас құралдары	Онлайн кездесулер, телесабак	Еркін сөйлеуге ынталандыру

Зерттеулер көрсеткендей, цифрлық технологиялар балалардың коммуникативтік дағдыларын жан-жақты дамытуға әсер етеді. Ең негізгі ықпалдардың бірі балалардың сөздік қорының кеңеюі. Мультимедиялық материалдар мен қосымшалар балаларға жаңа сөздерді визуалды және аудиалды түрде ұсына отырып, лексиканы есте сақтауды жеңілдетеді. Жаңа сөздерді контекст ішінде қолдану мүмкіндігі мультимедиа технологиясының басты артықшылығы.

Дыбыстау мен сөйлеу техникасын дамыту да цифрлық құралдардың маңызды әсер ету бағыттарының бірі болып табылады. Логопедиялық қосымшаларда арнайы дыбыстық үлгілер, артикуляциялық жаттығулар, қайталау алгоритмдері бар. Бұл әдістерді қолдану фонетикалық дәлдікті арттырып, сөйлеудің анықтығын жақсартыады.

Цифрлық технологиялар диалогтік қарым-қатынасқа ынталандыруда ерекше рөл атқарады. Әсіресе AR/VR технологиялары табиғи диалогтік жағдайларды жасанды ортада шынайы сезіммен қалыптастырып, балаларды сөйлесу, сұрақ қою, жауап беру, келісу немесе бас тарту сияқты тілдік әрекеттерді қолдануға мәжбүрлейді. Бұл коммуникативтік дағдының негізгі элементі.

Сонымен қатар технологиялар әлеуметтік-эмоционалдық қарым-қатынас дағдыларын да дамытады. Цифрлық ертегілердің кейіпкерлері арқылы эмоцияларды тану, кейіпкердің жағдайын түсіну, оқиғаны бағалау балалардың эмпатиясын қалыптастырады. Бұл әлеуметтік коммуникация негіздерінің бірі болып табылады.

Бірлескен цифрлық ойындар топтық жұмыс дағдыларын қалыптастырады. Балалар ортақ виртуалды тапсырманы орындау барысында бір-бірін тыңдайды, келіседі, кезек сақтайды, пікір айтады және командалық нәтижеге қол жеткізуді көздейді. Мұның барлығы

коммуникативтік әлеуеттің маңызды компоненттері.

Кесте 2. Цифрлық технологиялардың коммуникативтік дағдыларға әсері

Әсер ету бағыты	Механизмі	Нәтижесі
Сөздік қорды кеңейту	Көрнекі мультимедиа, интерактивті материал	Жаңа сөздерді есте сақтау жеңілдейді
Дыбыстау мен сөйлеу техникасын дамыту	Логопедиялық тапсырмалар, аудио-визуалды үлгілер	Фонетикалық дәлдік артады
Диалогтік сөйлеуді ынталандыру	AR/VR рөлдік ойындары, бейне-қатынас	Еркін сөйлесу қабілеті дамиды
Әлеуметтік-эмоционалдық қарым-қатынас	Ертегі кейіпкерлерінің әрекеттерін талдау	Эмпатия, эмоцияны түсіну қалыптасады
Топтық жұмыс дағдылары	Бірлескен интерактивті ойындар	Ынтымақтастық және серіктестік дамиды

Әдебиеттерді талдау цифрлық технологияларды мектепалды білім беру үдерісіне интеграциялау балалардың коммуникативтік және танымдық дамуына бірқатар маңызды оң нәтижелер беретінін көрсетті. Ең алдымен, цифрлық ортаның визуалды және интерактивті табиғаты балалардың оқу әрекетіне деген қызығушылығын айтарлықтай арттырады. Балалар мультимедиялық материалдармен жұмыс істеу кезінде белсенді қатысушыға айналып, тапсырмаларды орындауға ынталмен кіріседі. Ойын элементтері, мультфильмдік кейіпкерлер және қозғалыстағы объектілер балалардың назарын тұрақтандырып, оқу мотивациясын күшейтеді.

Көрнекілік пен динамикалық материалдар есте сақтауды жақсартатыны да әдебиеттерде жан-жақты дәлелденген. Мультимедиялық мазмұн (дыбыс, сурет, анимация, бейне) ақпаратты бірнеше сенсорлық арна арқылы қабылдауына жағдай жасайды, бұл когнитивтік процестердің тиімділігін арттырады. Интерактивті тапсырмалар ақпаратты қайталау, бекіту және тәжірибеде қолдану мүмкіндігін береді, бұл әсіресе сөздік қорды меңгеруде маңызды рөл атқарады.

Цифрлық технологиялардың келесі маңызды әсері балалардың тілдік белсенділігінің артуы. Интерактивті ойындар мен AR/VR платформалары балаларды еркін сөйлеуге, сұрақ қоюға, өз ойын жеткізуге, пікір білдіруге және басқа балалармен немесе виртуалды кейіпкерлермен диалог құруға ынталандырады. Мұндай ортада бала сөйлеуді табиғи контексте қолдануға мүмкіндік алады, бұл коммуникативтік дағдылардың қарқынды дамуына ықпал етеді.

Мектепалды жастағы балалардың көпшілігі цифрлық материалдармен жұмыс істеу кезінде өзін сенімді сезінеді. Бұл өз кезегінде сөйлеу белсенділігін арттыруға, тілдік кедергілерді азайтуға және балалардың қарым-қатынасқа деген ниетін күшейтуге септігін тигізеді.

Кесте 3. Цифрлық технологияларды қолданудың пайдалы нәтижелері

Пайдалы нәтиже	Механизмі	Балаларға ықпалы
Қызығудың артуы	Мультимедиа, ойын элементтері	Оқу мотивациясы және сабаққа қатысу белсенділігі артады
Есте сақтаудың жақсаруы	Көрнекілік, динамикалық визуализация	Ақпаратты ұзақ уақыт есте сақтау, түсіну деңгейінің жоғарылауы
Тілдік белсенділіктің көбеюі	Диалогтік ойындар, AR/VR ортасы	Еркін сөйлеу, сөздерді жан-жақты қолдану, коммуникативтік сенімділік

Цифрлық технологияларды мектепалды білім беру процесінде қолдану пайдалы нәтижелермен қатар, белгілі бір шектеулер мен тәуекелдерді де қамтиды. Әдебиеттерде ең жиі кездесетін мәселелердің бірі экран алдында ұзақ уақыт отыру қаупі. Уақыт нормалары сақталмаған жағдайда, балалардың көру қабілетіне, ұйқы тәртібіне, зейін тұрақтылығына жағымсыз әсер ету мүмкіндігі артады. Ерте жастағы балалардың физиологиялық ерекшеліктері экрандық жүктемені шектеуді талап етеді, сондықтан педагогтар мен ата-аналардың бақылауы аса маңызды.

Екінші маңызды шектеу техникалық құралдардың жетіспеушілігі немесе сапасының төмендігі. Кейбір мектепке дейінгі ұйымдарда планшет, интерактивті тақта, компьютер, VR көзілдігі секілді құрылғылар жеткіліксіз болуы мүмкін. Сонымен қатар интернеттің төмен жылдамдығы, бағдарламалардың сапасыздығы немесе тілдік қолдаудың болмауы да цифрлық оқу процесіне кедергі жасайды. Бұл жағдайлар технологиялардың толық әрі тиімді қолданылуын шектейді.

Педагогтардың цифрлық құзыреттілігі де шектеулердің біріне жатады. Цифрлық құралдарды қолдануға дайын емес педагогтар технологияны дұрыс пайдалана алмаған жағдайда оқу мазмұнының сапасы төмендеп, балалардың нәтижелері әртүрлі болуы мүмкін. Кей жағдайларда технологияны қолдану мақсаты дұрыс анықталмаса, балаға артық жүктеме

беріледі немесе керісінше, цифрлық құрал тиімсіз қолданылады.

Зерттеушілер технологияға тәуелділік қаупін де ескертеді. Баланың цифрлық ортаға тым әуестенуі әлеуметтік қарым-қатынасты шектеп, нақты өмірдегі диалог дағдыларының баяу қалыптасуына ықпал етуі мүмкін. Сондықтан цифрлық құралдарды теңгерімді қолдану, дәстүрлі оқыту әдістерімен үйлестіру және уақыт нормаларын сақтау міндетті педагогикалық талап.

Кесте 4. Цифрлық технологияларды қолданудың шектеулері мен тәуекелдері

Шектеу/тәуекел	Себебі	Әсері
Экран алдында ұзақ отыру	Сандық мазмұнның көп болуы	Көру қабілетінің шаршауы, зейіннің төмендеуі
Техникалық құралдардың жетіспеушілігі	Жабдықтардың аздығы, сапасыздығы	Сабақ сапасының төмендеуі, технологияның толық іске аспауы
Педагогтардың цифрлық құзыреттілігінің әртүрлілігі	Технологияны қолдану дағдысының жеткіліксіздігі	Нәтиженің тұрақсыздығы, балалардың даму динамикасының ала-құлалығы
Технологияға тәуелділік қаупі	Шамадан тыс қолдану	Әлеуметтік қарым-қатынас дағдыларының бәсеңдеуі

Талқылау

Жүргізілген әдебиеттерді талдау нәтижесінде мектепалды жастағы балалардың коммуникативтік дағдыларын дамытуда цифрлық технологиялардың айтарлықтай тиімді екендігі анықталды. Зерттеулердің басым бөлігі мультимедиялық орта, интерактивті ойындар, тіл дамытуға арналған бағдарламалар және цифрлық ертегілердің балалардың сөйлеу белсенділігіне оң әсер ететінін нақты дәлелдейді. Әдебиеттерде бұл технологиялардың оқу процесін дәстүрлі тәсілдермен салыстырғанда әлдеқайда қызықты, динамикалық және баланың жас ерекшелігіне бейімделген түрде ұсына алатыны атап өтіледі.

Үлкен көлемдегі зерттеулер интерактивті мультимедиа элементтерінің анимация, дыбыс, визуализация, қозғалыс ақпаратты қабылдау мен есте сақтауды едәуір жақсартатынын көрсетеді. Мұндай материалдар балалардың назарын тұрақтандырып, сөйлеуді қолдануға табиғи ынталандыру тудырады. Коммуникативтік ойындарда, әсіресе AR/VR платформаларында, балалар нақты өмірге ұқсас ортада рөлдік әрекеттерге еніп, табиғи диалог құру тәжірибесін шыңдайды. Бұл әдебиеттерде ең жиі кездесетін және ең дәйекті дәлелдер қатарындағы тенденция.

Сонымен қатар әдебиеттер балалардың цифрлық технологияларды қолданған кезде оқу мотивациясының артатынын, тапсырмаларды орындау белсенділігінің көбейетінін атап өтеді. Цифрлық ортада балалардың өз әрекеттерінің нәтижесін бірден көруі, қателерді жылдам түзетуі және жетістіктерін бағалай алуы олардың оқу процесіне деген қызығушылығын жоғалтпай, керісінше үнемі арттырып отырады.

Кесте 5. Әдебиеттегі негізгі тенденциялар

Тенденция	Әдебиеттегі дәлелдер	Маңызы
Цифрлық технологиялардың жалпы тиімділігі	Көптеген эмпирикалық зерттеулер оң әсерін көрсетеді	Коммуникацияны дамытуға жүйелі енгізуге негіз береді
Мультимедиялық ортаның рөлі	Анимация мен визуализация есте сақтауды күшейтеді	Тілдік материалды меңгеруді жеңілдетеді
Интерактивті ойындардың маңыздылығы	Ойындық әрекет ерте жастағы оқытудың табиғи формасы	Диалогтік сөйлеуді белсендіру
AR/VR технологияларының дамуы	Виртуалды ортада рөлдік ойындар тиімді	Табиғи сөйлеуге жақын жағдай қалыптастырады

Практикалық тұрғыда, мектепалды білім беру ортасында цифрлық технологияларды тиімді қолдану үшін бірнеше маңызды ұсыныстар қалыптасты. Ең алдымен, педагогтардың цифрлық ресурстармен жұмыс істеу дағдыларын жүйелі түрде дамыту қажет. Педагог технологияны қаншалықты жақсы меңгерсе, оны оқу процесіне дұрыс кіріктіре алады және балаға шамадан тыс жүктеме түсірмей, оқу мақсатына нақты бағыттап алады. Сондықтан педагогтарға арналған курстар, семинарлар және әдістемелік құралдар әзірлеу аса маңызды.

Цифрлық қолданбаларды таңдау кезінде балалардың жас ерекшелігі ескерілуі қажет. Мектепалды жасқа арналған қосымшалардың интерфейсі қарапайым, мазмұны түсінікті, қауіпсіз және баланың психологиялық дамуына сай болуы тиіс. Күрделі мәзірі бар немесе шамадан тыс ақпараттық жүктемесі бар бағдарламалар балада кері әсер тудыруы мүмкін.

Экран уақытының нормаларын сақтау да маңызды практикалық талаптардың бірі. Балалардың физиологиялық ерекшеліктеріне сай экран алдында болу уақыты шектеулі болуы керек, бұл ұсыныстар педагогтар мен ата-аналар тарапынан қатаң бақылауды қажет етеді.

Сондай-ақ ата-аналарды цифрлық мәдениетке үйрету де өзекті мәселе. Көптеген ата-

аналар цифрлық қосымшалардың артықшылықтарын білмегендіктен немесе керісінше, шамадан тыс қолдануға жол бергендіктен, технологияның тиімділігі төмендейді. Ата-аналарға арналған нұсқаулықтар, кеңес беру сабақтары және ақпараттық ресурстар бұл мәселені шешуге көмектеседі.

Кесте 6. Практикалық ұсыныстар жүйесі

Ұсыныс	Орындау жолдары	Күтілетін нәтиже
Педагогтарды оқыту	Курстар, тренингтер, әдістемелік орталықтар	Технологияны тиімді қолдану арттады
Жас ерекшелігіне сай қолданба таңдау	Қолданбалардың мазмұнын сараптау	Балаға қолайлы, қауіпсіз цифрлық орта
Экран нормаларын сақтау	Уақытты бақылау, регламент бекіту	Денсаулыққа зиянсыз цифрлық тәжірибе
Ата-аналарға цифрлық мәдениет беру	Семинар, кеңес, нұсқаулық	Үйдегі цифрлық оқытудың тиімділігі артады

Болашақ зерттеулер үшін бірнеше перспективалық бағыт анықталды. Ең өзекті бағыттардың бірі AR/VR технологияларының мектепалды жастағы балалардың коммуникативтік дағдыларына ұзақ мерзімді әсерін зерттеу. Қазіргі зерттеулердің көпшілігі қысқа мерзімді эксперименттерге негізделген, сондықтан бұл технологиялардың тұрақты даму динамикасына қалай әсер ететіні терең талдауды талап етеді.

Сонымен қатар Қазақстан жағдайына бейімделген әдістемелік платформаларды дайындау қажеттілігі туындап отыр. Қазіргі қолданбалардың басым бөлігі шетелдік және жергілікті тілдік, мәдени ерекшеліктерді ескере бермейді. Сондықтан қазақстандық зерттеушілер мен педагогтар үшін қазақ тілінде, ұлттық ерекшеліктерге сай дайындалған цифрлық платформалар мен мультимедиялық материалдар қажет.

Болашақ зерттеулердің тағы бір маңызды бағыты қазақ тіліндегі интерактивті қосымшаларды көбейту. Қазіргі таңда қазақ тіліндегі сапалы білім беру қосымшалары шектеулі. Осы олқылықты толтыру арқылы мектепалды балалардың ана тілінде еркін сөйлесуін қолдауға, тілдік ортаны кеңейтуге мүмкіндік туады.

Кесте 7. Болашақ зерттеулерге арналған бағыттар

Зерттеу бағыты	Негіздеме	Маңыздылығы
AR/VR технологияларының ұзақ мерзімді әсері	Қысқа мерзімді зерттеулер жеткіліксіз	Тұрақты ұсыныстар әзірлеуге мүмкіндік береді
Қазақстандық әдістемелік платформаларды әзірлеу	Мәдени-тілдік ерекшеліктер ескерілмеген	Ұлттық білім беру жүйесін цифрландыруды қолдайды
Қазақ тіліндегі қосымшаларды дамыту	Қосымшалардың тапшылығы байқалады	Ана тілінде сөйлеуді және коммуникацияны жақсартады

Қорытынды

Жүргізілген жүйелі әдеби шолу нәтижелері цифрлық технологиялардың мектепалды жастағы балалардың коммуникативтік дағдыларын дамытуда маңызды әрі тиімді құрал екенін жан-жақты дәлелдейді. Қазіргі қоғамдағы цифрландыру қарқыны балалардың ерте жасынан басталатын білім беру процесін қайта жаңғыртып, педагогикалық әдістер мен тәсілдерді түбегейлі өзгертіп отыр. Әсіресе мектепалды дайындық кезеңінде цифрлық технологияларды қолдану тілдік және сөйлеу дағдыларын қалыптастыруды жаңа сапалық деңгейге көтереді.

Цифрлық технологиялар арқылы ұсынылатын мультимедиялық орта визуалды бейне, дыбыстық сүйемелдеу, интерактивтік әрекет, анимациялық көріністер балалардың ақпаратты қабылдауын табиғи әрі жеңіл етеді. Көптеген зерттеулер мұндай ортаның баланың ойлау қызметін белсендіретінін, тыңдалым, сөйлеу, түсіну қабілеттерін дамытатынын көрсетеді. Осы технологиялардың көмегімен бала күрделі тілдік құрылымдарды ойын арқылы меңгереді, ал есте сақтау процесі визуалды тіректер арқылы едәуір жақсарады. Бұл механизм әсіресе сөздік қорды кеңейту және сөйлеу белсенділігін арттыруда тиімді.

Интерактивті тақтаның, логопедиялық қосымшалардың, цифрлық ертегілердің, AR/VR технологияларының және видео-коммуникация құралдарының практикалық қолданылуы балаларды тек дайын ақпаратты тыңдаушыдан белсенді қатысушыға айналдырады. Олардың әрқайсысы бала мен мұғалім арасындағы қарым-қатынасқа жаңа формат ұсынады, сөйлеу әрекетінің көлемін арттырады және тілдік элементтерді табиғи контексте қолдануға мүмкіндік береді. Осы факторлар балаларға коммуникативтік сенімділік береді, сөйлеу бастамашылдығын күшейтеді және диалогке еркін араласуға жетелейді.

Сонымен қатар технологиялық орта балалардың әлеуметтік-коммуникативтік дағдыларын да дамытады. Цифрлық ойындар мен ортақ тапсырмалар балаларды бірлескен әрекетке

тартып, тыңдау, кезек күту, келісу, ортақ шешім қабылдау сияқты маңызды әлеуметтік дағдыларды меңгертеді. Бұл аспект, әсіресе, сөйлеуге ұялшақ немесе белсенді емес балаларды коммуникацияға қатыстыруда маңызды рөл атқарады.

Алайда шолу барысында анықталған шектеулер цифрлық технологиялардың шексіз тиімді екендігін білдірмейді. Экран алдында ұзақ уақыт отыруға байланысты денсаулық тәуекелдері, техникалық құралдардың әркелкілігі, бағдарламалардың сапасына қатысты мәселелер, педагогтардың цифрлық құзыреттілігінің жеткіліксіздігі бұл бағытта шешуді қажет ететін маңызды проблемалар. Цифрлық құралдарды дұрыс және тиімді пайдалану педагогтың кәсіби шеберлігіне, технологияның педагогикалық мақсатпен үйлесуіне тікелей байланысты. Осы себепті педагогтарды жүйелі түрде оқыту, әдістемелік қолдау көрсету және оқу мазмұнын жаңғырту цифрландырудың басты шарты.

Зерттеу нәтижелері цифрлық технологияларды мектепалды білім беру жүйесіне енгізудің болашағы кең әрі әлеуеті зор екенін айқын көрсетеді. Бұл балалардың тілдік дамуына ғана емес, олардың жалпы когнитивтік, әлеуметтік, эмоционалдық дамуына да оң әсер етеді. Ең бастысы технология баланың табиғи ортадағы тәжірибесін алмастырмай, керісінше толықтырып, байытады.

Осыған байланысты білім беру жүйесінде цифрландыруды жалғастыру және оны ғылыми негізделген, тиімді тәсілдермен жүзеге асыру аса қажет. Қазақ тіліндегі сапалы цифрлық материалдарды және интерактивті қосымшаларды көбейту, ұлттық ерекшеліктерді ескеретін әдістемелік платформаларды әзірлеу алдағы жылдардың негізгі міндеттерінің бірі болып қала береді.

Қорытындылай келе, цифрлық технологиялар мектепалды жастағы балалардың коммуникативтік дамуын күшейтудің заманауи, перспективалық және педагогикалық тұрғыдан құндылығы жоғары бағыты ретінде танылды. Бұл зерттеу көрсеткендей, нақты педагогикалық мақсатқа бағытталған технологияларды тиімді қолданғанда ғана балаға максималды пайда береді.

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AN INVESTIGATION OF SOCIAL MEDIA UTILIZATION FOR ENGLISH LEARNING AMONG UNIVERSITY STUDENTS

Tagiltseva Alexandra

Lecturer at the non-commercial joint-stock company
«Shakarim University of Semey», Semey, Kazakhstan

Saidashev Ruslan

Lecturer at the non-commercial joint-stock company
«Shakarim University of Semey», Semey, Kazakhstan

Yerkezhan Sagynbekova

Lecturer at the non-commercial joint-stock company
«Shakarim University of Semey», Semey, Kazakhstan

Abstract

The article investigates how social media contributes to English language learning among university students and assesses their views on its effectiveness in the learning process. The author concludes that social media emerges as a promising avenue for enhancing English language proficiency among university students.

Keywords: social media, english language learning, university students, digital learning, educational technologies

Introduction

In today's digital world, social media has become a big part of our lives, including how we learn. This paper looks at how university students use social media to learn English. It explores things like how often they use these platforms, what they think about using them to learn a language, how they study English in class and outside of it, and what they think about using social media in school.

This research is important because not many studies have focused on how social media helps with learning English, even though there's a lot of research on technology and learning. This study aims to fill that gap by understanding more about how students use social media for language learning.

Social media have seamlessly integrated into our daily routines, exerting significant influence across various societal domains, including education. Within the realm of language acquisition, particularly English, they offer promising avenues for learning and skill development.

In the contemporary landscape characterized by globalization and digitalization, proficiency in English holds heightened significance. Social media platforms, deeply entrenched in the lives of modern students, present valuable opportunities for language learning. These platforms serve as dynamic arenas for the exchange of information, ideas, and resources, fostering an environment conducive to enhancing English language proficiency.

Mozhaeva and Feshchenko (2019) highlight that social networks serve not only as a common communication tool but also as a valuable asset for individuals learning a foreign language [1]. According to Warschauer (2012), social media platforms enable authentic language use, cultural immersion, and real-time communication with native speakers, thereby enhancing learners' linguistic and socio-cultural competencies [2]. Similarly, Kukulska-Hulme and Shield (2008) highlight the affordances of mobile social media applications for fostering incidental language learning, vocabulary acquisition, and language practice in authentic contexts [3]. However, additional research underscores the necessity for a more profound comprehension of how students engage with these platforms specifically for learning purposes [4]. This article aims to bridge this gap by offering insights into these interactions within the context of education.

Yet, despite the evident potential of social media in facilitating English language acquisition, there remains a need for further inquiry. It is imperative to delve deeper into how students utilize these platforms for educational purposes, their perceptions regarding this approach, and the feasibility of integrating social media into formal educational frameworks. Such research endeavors are essential for developing nuanced and effective learning strategies tailored to the preferences and requirements of contemporary learners.

Methodology

The study included participants with varying levels of English language proficiency, from B1 to C1, allowing participants with a variety of skills to be interviewed and making the survey more extensive. A total of 45 participants were selected from different groups within the same university, providing a varied

insight into the impact of social media on language learning. The analysis presented an examination of the results of a survey consisting of 16 questions that provided insight into how students use social media. The survey explored different aspects of social media use, highlighted its importance in language learning and identified students' individual strategies for English language acquisition.

Discussion

Our study began by identifying the key role of social media in the language learning process. At the beginning of the study, we asked students the fundamental question, "What role do you think social media can play in improving language learning performance?" The majority of the participants, representing 88.9%, expressed that social media plays a medium role in improving language learning performance. This response indicates that students widely recognize the usefulness and importance of social media in supporting their language acquisition efforts. The medium role indicates that the participants consider social media as a valuable but not the only or dominant resource in their language learning.

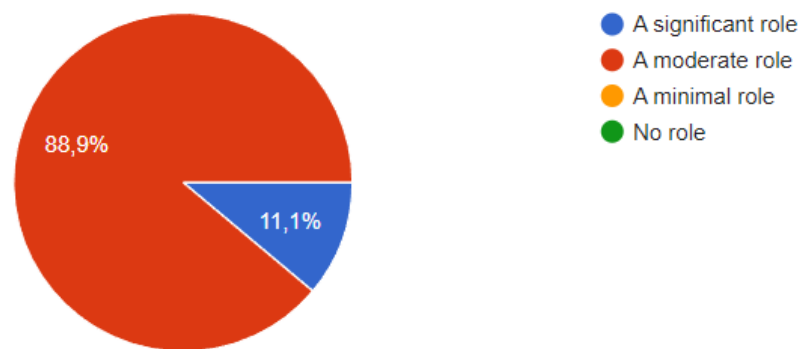


Chart 1

Next, we turned to the question about the current language learning methods that participants consider effective. This comprehensive question allowed participants to select multiple answers, which gave us the opportunity to see the variety of strategies employed by students (see Chart 2).

44.4% of the participants indicated that they currently use traditional textbooks for language learning. This preference indicates a structured and systematic approach to learning, where core resources continue to play an important role in building language competences.

A significant proportion of participants, 66.7%, indicated English classes at university as a key element of their language learning strategy. It appears that the way in which university classes are structured underpins their language learning experience by providing a manageable learning programme.

Approximately 33.3% of participants mentioned that they use language learning apps. This finding highlights the integration of technology into language acquisition strategies, showcasing the appeal and utility of digital platforms designed for language learners.

More than half of the participants, namely 55.6%, indicated that they found English-language films and TV programmes to be an effective way of learning the language. They emphasized that watching these materials allows them to immerse themselves in authentic linguistic contexts, capture cultural nuances and familiarize themselves with different accents, which contributes to deep and comprehensive language learning.

The choice of a variety of language learning methods by the participants in this study demonstrates the multidimensionality of their approaches to language acquisition. These findings provide a basis for further exploration of how social media integration can intersect with these approaches, opening up new opportunities and identifying potential challenges.

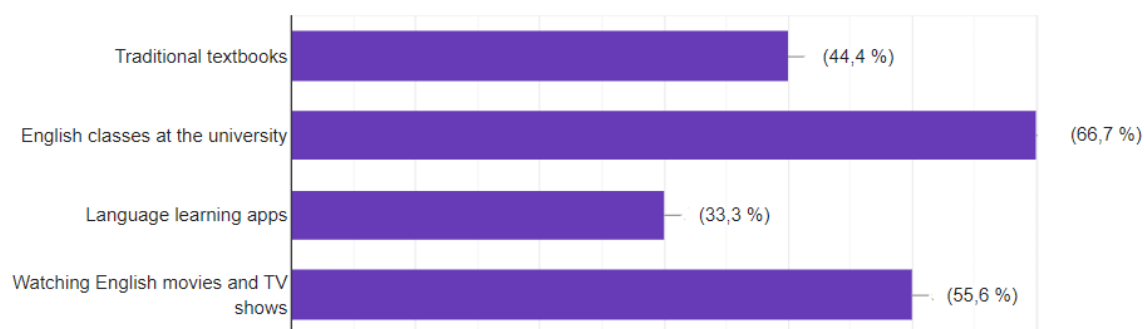


Chart 2

At the end of our study, we asked participants if they would be willing to use social media as a tool for language learning in the future. The responses gave us valuable information about how participants feel about using social media in their language learning strategies.

The majority of the participants, 66.7%, said that they are willing to use social media for language learning in the future. This shows that they have an active and positive attitude towards the idea. This shows that they are willing to actively explore the possible benefits that social media can offer to improve their language skills.

It is also worth noting that 33.3% of the participants said that their willingness depends on the specific platform or methods to be used. This suggests that they recognize that different social media platforms and methods may vary, and highlights the importance of making sure that these digital tools suit their individual preferences and learning styles. The collective openness among participants to integrate social media into their future language learning paths sets an optimistic tone for the further exploration.

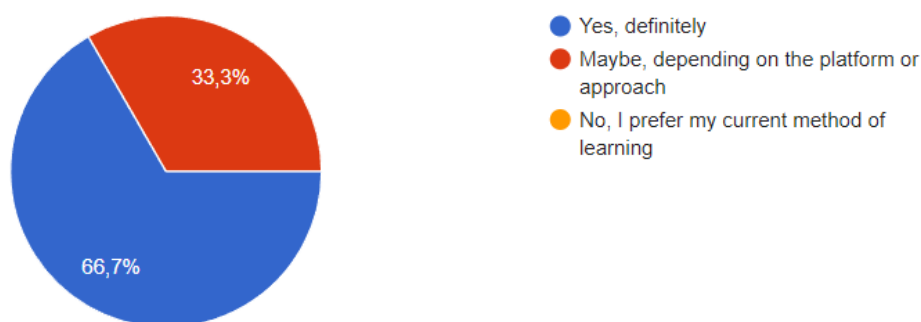


Chart 3

Conclusion

In fact, the basis of our study is the realization of the importance of social media as an additional tool for students' English language learning. Although traditional methods still play a key role, the growing willingness to use social media confirms that language education is gradually adapting to the digital age. Future research in this area will help us better understand how social media can be effectively used for language learning, making it more dynamic and interesting. As technology continues to change the educational environment, harnessing the power of social media offers new perspectives for developing the language skills and cultural awareness of students around the world.

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DEVELOPING STUDENTS' CRITICAL THINKING SKILLS THROUGH THE COMPARISON OF ENGLISH-LANGUAGE NEWS SOURCES

Kissetay Aiyim

Department of Philology, South Kazakhstan Pedagogical
University named after Ozbekali Zhanibekov

In modern higher education, the development of students' critical thinking skills has become a central pedagogical priority. As learners navigate a globalized and digitally saturated information environment, they encounter vast amounts of content from online platforms, social media, and international news channels. This exposure increases the need for students not merely to consume information but to analyze, evaluate, and question it. Critical thinking, therefore, emerges not only as a prerequisite for academic achievement but also as an essential competence for responsible participation in contemporary society. In an era marked by rapid technological development, misinformation, and algorithm-driven media consumption, the ability to distinguish reliable information from biased or manipulated content becomes indispensable.

English-language news sources provide particularly valuable and authentic materials for educational purposes. They immerse students in real-world discourse, exposing them to diverse perspectives, linguistic patterns, and cultural contexts. These materials are continuously updated, which makes them relevant for classroom engagement and allows instructors to connect instruction with current global events. However, the differences between news outlets- such as how they frame particular events, select information, or present certain ideological stances-often remain unnoticed by learners unless they are explicitly taught how to compare sources critically. For example, two reputable news organizations may report the same political event using contrasting vocabulary, emphasizing different aspects, or omitting particular details, thus constructing distinct interpretations of reality. Without guidance, students may accept information passively, which limits their ability to engage critically with content.

In practice, comparing articles from different sources allows students to examine the role of language in shaping perception. For instance, headlines such as "Protesters Demand Climate Action" versus "Demonstrators Disrupt Traffic in Climate Rally" illustrate how wording influences readers' interpretations. Similarly, analyzing adjectives and adverbs in articles, such as "urgent measures" versus "controversial policies," helps learners recognize subtle cues that reflect bias or framing. By discussing these examples in class, students develop a nuanced understanding of how word choice and sentence structure impact meaning and persuasion.

This article explores the pedagogical potential of using English-language news sources to foster students' critical thinking skills through systematic comparison. The aim is to examine effective instructional strategies, outline key learning benefits, and propose methodological approaches that enhance analytical thinking. By understanding how news sources differ in their framing, language, and ideological orientation, students can develop the ability to interpret media more objectively, recognize patterns of bias, and engage more thoughtfully with global issues. The significance of this topic lies at the intersection of language learning, media literacy, and critical pedagogy. Teaching students to evaluate contrasting news narratives equips them with the intellectual tools necessary for becoming informed, independent, and responsible consumers of information. Critical thinking is widely defined as the ability to analyze information systematically, evaluate evidence, identify assumptions, and form justified conclusions. Scholars such as Ennis (2018), Facione (2020), and Paul and Elder (2019) emphasize the importance of cognitive skills including interpretation, analysis, inference, evaluation, explanation, and self-regulation. These skills allow learners to move beyond passive acceptance of information toward deeper engagement with texts. Bloom's Taxonomy further highlights the role of higher-order thinking skills-analyzing, evaluating, and creating-which are essential for processing multifaceted and sometimes contradictory news information. Incorporating these cognitive processes helps students learn not only what information is presented but also why and how it is presented in a certain way, fostering reflective and critical engagement.

Media literacy closely complements critical thinking by enabling students to access, analyze, evaluate, and create media in various forms. Through engagement with authentic English-language news articles, students refine not only linguistic competence but also understand how media messages are constructed and disseminated. Media literacy encourages them to consider the origins of information, the intentions of content producers, the economic or ideological motivations that shape reporting, and the techniques used to influence public perception. News articles provide an ideal context for such

examination, as they often reflect implicit viewpoints, persuasive rhetorical strategies, and selective presentation of facts. Furthermore, exposure to multiple news perspectives can help students recognize the difference between factual reporting and opinionated commentary, an essential skill in the era of digital misinformation.

English-language news sources differ significantly in political orientation, cultural background, geographic focus, and editorial policies. Prominent outlets such as BBC, CNN, The Guardian, Fox News, Al Jazeera, and The New York Times may portray the same global event through different frameworks shaped by the expectations of their audiences. In this context, two key concepts-bias and framing-are essential. Bias refers to the systematic inclination toward certain interpretations or values, whereas framing involves emphasizing particular aspects of an issue to shape readers' perception. By learning to identify these elements, students develop critical literacy that extends beyond language learning into broader analytical and civic skills. Students can, for example, examine coverage of elections, climate summits, or international conflicts to trace differences in terminology, selection of sources, and the use of images or statistics to influence readers' understanding. From a methodological perspective, this study draws on descriptive and classroom-based practices involving university-level EFL learners. Participants typically range from intermediate to upper-intermediate proficiency levels and possess sufficient reading skills to handle authentic news texts. Materials selected for comparison must meet multiple criteria, including thematic relevance, clear differences in perspective, consistency in event coverage, accessibility, and suitability for the students' linguistic level. Learners analyze texts by examining headlines, tone and emotional language, factual content and omissions, quoted sources, structural organization, and evidence of bias or framing. Data collection tools may include worksheets, comparison charts, reflective journals, written responses, and group discussions. This approach allows for triangulation of results and provides comprehensive insight into the development of students' analytical abilities.

Preparing students for comparative analysis requires several pre-reading strategies, such as predicting content based on headlines, brainstorming prior knowledge, reviewing contextual information, and familiarizing students with key vocabulary. These steps activate background knowledge and enhance engagement. During reading, students focus on the article's structure, highlight central ideas, identify evaluative and emotionally charged expressions, and examine the reliability and diversity of quoted sources. Visual aids such as Venn diagrams, comparative tables, and graphic organizers help learners clearly identify similarities and differences between sources. Teachers can also integrate scaffolding tools such as guided questions, prompts for critical reflection, and digital platforms for collaborative annotation, which further strengthen students' analytical skills.

Post-reading activities are essential for consolidating analytical skills. Students participate in discussions, structured debates, and reflective writing, during which they compare interpretations across different news outlets and justify their evaluations with textual evidence. These tasks not only strengthen critical thinking but also promote communicative competence and confidence in expressing reasoned judgments. Many learners report being surprised by the extent to which news narratives differ, even when covering identical events- a realization that reinforces the importance of analytical reading in the digital age. Additionally, integrating technology, such as fact-checking platforms, bias evaluation charts, and collaborative online tools, allows students to practice digital literacy alongside critical thinking.

Observed learning outcomes consistently demonstrate significant improvements. Students become more sensitive to the nuances of language, develop greater awareness of bias and media influence, and cultivate healthy skepticism toward incomplete or distorted reporting. The use of authentic texts enhances reading comprehension, vocabulary acquisition, and interpretive skills. Moreover, as students practice articulating complex interpretations, their academic communication skills grow stronger. Over time, learners show increased ability to identify inconsistencies across sources, distinguish between fact and opinion, and critically assess the credibility of information. These skills are transferable, preparing students to navigate complex media environments and participate responsibly in civic discourse.

Despite these benefits, certain challenges persist. Many students find authentic news articles linguistically demanding due to complex vocabulary, dense information structures, and culturally specific references. Limited classroom time may restrict the depth of comparative analysis. Teachers must therefore scaffold learning by providing glossaries, guiding questions, graphic organizers, and context explanations. Despite these challenges, the pedagogical advantages of using English-language news sources outweigh the difficulties, particularly when instruction is carefully structured. Furthermore, raising awareness about algorithmic influence, such as filter bubbles and echo chambers, prepares students to evaluate not only the content of news but also the contexts in which they encounter it.

In conclusion, incorporating the comparison of English-language news sources into the educational process represents a highly effective strategy for developing students' critical thinking skills. Structured analytical reading, comparative tasks, collaborative discussions, and reflective writing foster the ability to approach information more objectively and recognize how media shape public perception. This approach enhances not only critical thinking and media literacy but also language proficiency and academic communication. Future research may explore the use of digital tools, such as fact-checking platforms and AI-assisted analysis, the long-term impact of news comparison on students' media habits, or the influence of cultural background on interpretations of international news coverage. By engaging with news comparison tasks, students develop essential intellectual skills for navigating an increasingly complex and information-rich world.

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STEM INTEGRATION IN TEACHING THE RATE OF CHEMICAL REACTIONS IN 9TH GRADEDilnoza Shakarimova^{1*}Yilmaz Halit Satilmis²Danara Raikhanova³^{1,2,3}SDU University, Abylai khan 1/1 Kaskelen, Almaty.**Abstract**

This paper investigates the efficacy of STEM learning integration in promoting a conceptual understanding of the rate of chemical reactions among grade-nine students. While a stream of existing evidence emphasizes the importance of interdisciplinary and project-based learning in science education, few empirical studies have sought to describe the impact of STEM learning on learners' conceptual understanding of reaction rates in chemistry. In an effort to bridge this existing research gap, a quantitative analysis of a one-group design was carried out with a total of 37 learners from a secondary school located in the city of Almaty in Kazakhstan. For the purposes of comparison, one intact class of learners received three stem-learning lessons involving multimedia presentations, lab work, and a biome-engineering project, whereas a control group followed a typical textbook-learning treatment related to reaction rates in chemistry. A pretest-posttest comparison with both treatment groups allowed a comparison of outcomes with a one-group ANCOVA analysis, accounting for beginning group equivalence on the dependent variable of post-test learning outcomes. A statistical difference in outcomes did emerge, despite a small sample and a limited treatment duration, showing clearly the beneficial effects of a STEM learning treatment on clinical outcomes related to understanding reaction rates among a pool of grade-nine learners who took part in an experiment with identical learning objectives within a standard curriculum in chemistry education.

Keywords: *STEM-integrated instruction; chemistry education; reaction rate; quasi-experimental design; conceptual understanding; project-based learning; inquiry-based learning; secondary school science.*

Introduction

Educating for the 21st century is no longer just a matter of passing on knowledge. Its goal is now, rather, the promotion of students' capacity for critical thinking, for solving problems, for putting into practice what is learned for the solutions of real-world problems. Chemistry education, here, plays a crucial role, connecting abstract knowledge with experimental exploration and technological practice. Still, despite the richness of the subject, a large number of students fail to form a profound grasp of the processes of chemistry. Bain and Towns (2016) report that such concepts as the rate of chemical reactions pose a special hardship because students memorize the formulas without realizing how varying factors cause a reaction rate to increase or decrease. Their knowledge consequently ends up being a disjointed set of fragments unrelated to experience on a daily basis.

Integrated STEM education (science, technology, engineering, and mathematics) has been recognized as an effective way to overcome these learning difficulties. Shukla (2024) emphasizes that STEM integration helps students see the connection between scientific ideas and practical tasks, while simultaneously developing analytical and experimental thinking. Likewise, Fitriyana et al. (2024) contend that chemistry lessons based on STEM make concepts abstract more accessible using observation, modeling, and experiments. This makes for a learning experience where students create active meaning rather than memorize information passively.

Many studies show that STEM education improves students' understanding of scientific concepts. According to a quasi-experimental study conducted by Abdul-Rahaman and Tindam (2024), students who studied STEM subjects outperformed their peers who studied traditional subjects in terms of post-test scores and conceptual thinking. Ozhibayeva and Nurmukhanbetova (2021) also demonstrated that the use of information technology in combination with problematic activities in chemistry lessons increases students' motivation and understanding of fundamental concepts in the case of Kazakhstan. These results support the claim that STEM lessons help students better understand the laws governing chemical reactions.

Previous studies have shown that STEM integration supports active learning and improves students' performance in science. However, limited research has explored its specific effect on students' conceptual understanding of the rate of chemical reactions. This topic provides an ideal context for STEM application because it connects theoretical knowledge with experimentation and real-world relevance.

The **purpose of this study** is to determine the effectiveness of STEM-integrated instruction in improving students' conceptual understanding of the rate of chemical reactions compared with traditional teaching methods.

Research question:

How does STEM-integrated instruction influence students' conceptual understanding of the rate of chemical reactions compared to traditional teaching?

Research objectives:

- To design and implement STEM-based lessons on the topic "Rate of Chemical Reactions."
- To measure students' conceptual understanding before and after instruction using pre- and post-tests.
- To compare the learning outcomes of students taught with STEM-integrated methods and those taught traditionally.
- To determine whether STEM-integrated instruction leads to statistically significant improvement in conceptual understanding.

Literature Review

Recent studies in STEM education emphasized that the integration of subjects helps conceptual and procedural knowledge in the learning of chemistry. Numerous review and empirical studies showed that these practices are highly beneficial in the teaching of abstract concepts like the rate of chemical reactions.

Murni et al. (2022) showed that the incorporation of inquiry-based multiple level chemical representations (macroscopic, submicroscopic, and symbolic) improves students' mental models relating to the concepts of reaction rate. Those students exposed to this stylized STEM module performed significantly better than those teaching the same content by traditional methods. The implication of this is that chemistry teachers may improve their students' understanding by linking symbolic equations with real molecular processes, such as providing opportunity for student designed experiments which demonstrate particle collisions etc. or catalyst effect.

A consideration of the place of technology in chemistry instruction shows that the computer simulation of changes in reaction rates coupled with the Predict – Observe - Explain (POE) process may enhance the students' conceptual understanding of chemical kinetics. Jere (2024) showed that after being exposed to computer simulation students could be seen to more readily perceive the degree of advancement which had taken place in chemical reaction processes and predict the outcome of these processes and explain changes observed with a greater degree of scientific reasoning or substance than they would otherwise experience. Such experiences indicate that perhaps computer simulations and data logging would provide for excellent applicatory portions in STEM based lessons based on factors influencing reaction rates.

The thinkers of integrated design in STEM education would wish to consider their study. Portillo-Blanco et al. (2024) provided so effective a systematic review on this point that they indicated what are the essential conditions necessary for successful implementation, that is coherence between the different disciplines and problems drawn from the real world, together with some means of others to measure the success or otherwise of the enterprise. Furthermore said the authors, the fragmented or non-integration in either the disciplines or practices of these teachings, coupled with the theoretical basis of pure STEM systems yield little or no results. The application of such knowledge in chemistry implies that lessons dealing with reactions should be related to tangible systems- for example: reactions produced in an industrial catalyst – or environmental reactions giving students opportunity of applying mathematical or engineering reasoning with reality.

Another matter which has come to the fore is that of teacher readiness. Fitriyana et al. (2024) investigated the interpretations of high school teachers of chemistry dealing with integrated STEM systems and whilst expressing a mature concept of integration had but a limited knowledge in terms of classroom experiences. These teachers reported that serious difficulties were involved in the construction of integrated methods and outcomes of studies arrived at. The needs in such instance become manifest that professional development workshops and collaborative work in the preparation of curriculum should provide for those engaged in teaching the complex subjects of reaction rate kinetics.

A consistent misconception that students hold demonstrates the need for integrated and inquiry-based instruction. In a diagnostic investigation Halimah et al. (2021) used a three-tier test to reveal major misconceptions about the effects that temperature, concentration and surface area have on the speed of reaction. Many students relied on rote answers disconnected from the interactions of molecules. The integration of STEM practices, such as hands-on experimentation and modeling of the material, could

specifically remedy these misconceptions by joining observable phenomena with microscopic reasoning and appropriate due data.

A close association between the understanding of reaction rate and equilibrium was investigated by Jusniar et al. (2020) who found that misconceptions in one area tended to be propagated to the other. Their correlational results indicate that any change of conception requires connected experiences in learning as opposed to unrelated topics. Thus, that STEM integrated lessons combining kinetic measurements with simulations of equilibrium processes could cause a more coherent understanding of dynamic chemical systems in Secondary education.

Further evidence for the beneficial nature of STEM education for students can be found in grand syntheses of evidence. Chen et al. (2025) conducted a meta-analysis which showed that integrated STEM teaching produced significantly higher scores for students than traditional instruction compared with K–12 contexts. The review was not in the chemistry area but the results indicate the general effectiveness of project oriented, inquiry through learning. Thus the justification of the use of a quasi-experimental design will be used to measure the effects of STEM based instruction for pupil understanding of the rates of chemical reactions.

Inquiry-based approaches play a central role in successful STEM education. A synthesis of research on inquiry-based chemistry instruction by Jegstad et al. (2024) identified three key components: meaningful contexts, explicit model use, and formative assessment. Inquiry-based lessons featuring cycles of predicting, observing, and explaining were found to engage students in deeper reasoning about particle behavior and rate laws. This framework can be adopted directly for chemistry units on reaction rate in a way that emphasizes exploration and reflection rather than rote memorization.

Emerging technologies, such as augmented reality (AR), provide additional opportunities for STEM integration. Olim et al. (2024) demonstrated that AR learning environments facilitate the transition from macroscopic interpretation to submicroscopic representation. By using rich visualization of molecular collisions and catalyst action, students developed a more coherent picture of reaction mechanisms. These types of innovations can be worked into classroom experimental work, to increase motivation and help link theoretical models and sensory experience.

The studies thus reviewed converge on a number of conclusions. The first is that integrated STEM instruction promotes students' conceptual understanding of theory and practice through inquiry, modeling, and appropriate technology. The second conclusion is that successful implementation of integrated STEM requires teacher readiness, structured integrative design, and assessment strategies consistent with conceptual outcomes. Finally, it is found that many subjects, such as the rate of chemical reactions, have large benefits from integrative STEM practices, since they involve reasoning at many levels, from macroscopic changes and relationship to molecular dynamics and mathematical expressions. Thus these insights provide a strong theoretical basis for gauging the effectiveness of integrated STEM instruction in the teaching of secondary school chemistry.

Methodology

Research Design

This study adopted a quantitative quasi-experimental design involving both an experimental and a control group. Both groups underwent pre-test and post-test procedures.

The independent variable in the experiment was instruction type—either STEM-integrated or traditional instruction—and the dependent variable was student conceptual understanding concerning the factors that influence the rate of chemical reactions.

These STEM-oriented classes were organized in such a way as to combine elements of a research approach, experimental activities and project-based learning, allowing students to explore, test and apply scientific concepts in practical situations.

In contrast to these methods, the control group explored similar material in more traditional modes of instruction like direct instruction provided by teachers and exercises in a textbook. Indeed, this design allowed for an inspection of both groups' learning outcomes in a scientific manner to examine whether STEM-based instruction could promote deeper conceptual understanding of chemical processes and reasoning.

Data collection

This study involved 37 ninth-grade students, aged between 14 and 15, from a semi-public secondary school in Almaty, Kazakhstan, during the 2025–2026 academic year. Two intact classes with similar previous results in chemistry were selected purposively. One class (18 students) participated as the experimental group, which received STEM-integrated instruction, and the other class (19 students) served as the control group, learning through the traditional textbook-based method.

Both classes were taught by the same chemistry teacher to keep the lessons and assessments consistent. The topic studied was "Rate of Chemical Reactions" which was chosen because it allows combining theoretical concepts with laboratory and project-based activities.

The study was conducted in accordance with ethical standards and approved by the Faculty of Education and Humanities of SDU University, as well as the school administration. The students' participation was voluntary, the parents and the students themselves were informed about the objectives and procedure of the study and agreed to participate. No personal data was collected, all responses were processed anonymously, and the training and testing process did not create any discomfort or harm to the participants. The teaching process followed five consecutive stages, presented in Figure 1.

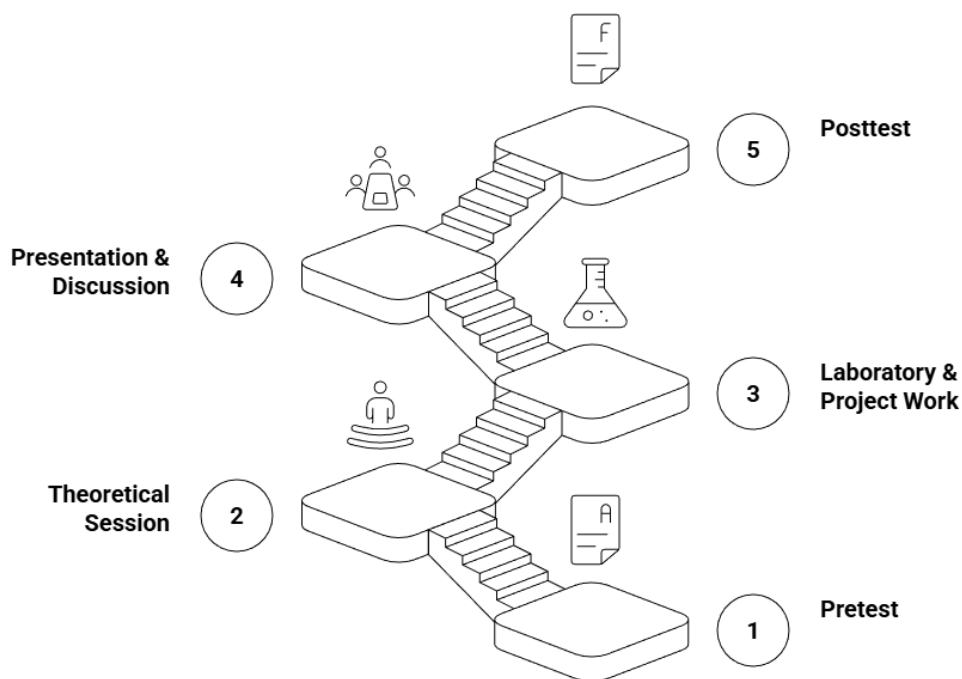


Figure 1. Experimental procedure of the study.

The experiment lasted for two weeks and included five stages described below:

Stage 1 – Pretest. Before the intervention, both groups completed the official summative assessment for the unit "Qualitative Analysis of Inorganic Compounds." This test established students' baseline understanding, laboratory reasoning, and problem-solving skills, as the topic of reaction rate had not yet been introduced. The pretest results were used as diagnostic data to ensure the groups were comparable at the outset.

Stage 2 – Lesson 1 (Theoretical Session). The experimental group participated in interactive, inquiry-based instruction using multimedia demonstrations, guided discussions, and real-life chemical contexts such as corrosion, food preparation, and oxidation of fruits. This approach connected theoretical knowledge to real-world phenomena. Meanwhile, the control group learned the same content through teacher explanations, note-taking, and textbook-based problem solving.

Stage 3 – Lesson 2 (Laboratory and Project Work). The experimental group conducted three laboratory experiments investigating factors influencing the rate of chemical reactions:

- 1) Iodine Clock Reaction (effect of concentration);
- 2) Dissolution of sugar cube vs. powdered sugar (effect of surface area);
- 3) Hydrogen peroxide decomposition with MnO_2 (effect of catalyst).

Following the laboratory session, the experimental group moved on to an applied food-engineering task inspired by the article "Anti-Browning and Oxidative Enzyme Activity of Rice Bran Extract Treatment on Freshly Cut Apple" (Lee et al., 2022). In general discussion, the students were able to analyze the simplified explanations from the studies in order to comprehend the enzymatic browning process in apples and the way the rice bran extract slows the process. With the acquired knowledge, the students created their own prototype rice bran extract solution by mixing it with warm water, after which they filtered the resulting solution and added a little safe antioxidant available in the school lab. The resulting product was the prototype antioxidant solution against browning.

The students then used their formulation on apple slices and monitored the browning process over a four-day period. Some models reduced the browning effect, some had a partial effect, and some had no effect at all, and all were considered valuable evidence in the engineering design process. The problem activity supported the connection between the application and the chemistry involved, critical thinking about their procedure, and the development of their ideas through observation. The control group simply performed the standard lab work in their textbook.

Stage 4 – Lesson 3 (Presentation and Discussion). In the following session, both experimental teams presented their projects, discussed experimental outcomes, and took part in a short quiz. The teacher used an observation checklist to document scientific reasoning, teamwork, and communication skills. The control group participated in a teacher-led review instead.

Stage 5 – Posttest. After completing all lessons, both groups took the official summative assessment for “Rate of Chemical Reactions” which served as the posttest. These results were compared with the pretest to measure learning gains and determine whether STEM-integrated instruction produced greater conceptual understanding than traditional teaching.

Data analysis

The quantitative data was analyzed employing the Analysis of Covariance (ANCOVA) test within the Jamovi program (v. 2.7.12). The posttest results served as the dependent variable within the study. Group (Experimental group vs. the Control group) was the other variable that works as an independent variable. The pretest results served as the variable with the covariance aim to adjust differently among the students’ existing prior results.

ANCOVA analysis was preceded by tests to check that the assumptions are valid. Shapiro-Wilk test was employed to check the normality of data, and Levene’s test confirmed the homogeneity of variances. (Table 1.1. Assumption Checks for ANCOVA (Levene’s Test for Homogeneity of Variances), (Table 1.2. Assumption Checks for ANCOVA (Shapiro–Wilk Test for Normality)).

Table – 1.1. Assumption Checks for ANCOVA (Levene’s Test for Homogeneity of Variances)

Homogeneity of Variances Test (Levene's)			
F	df1	df2	p
0.458	1	35	0.503

Table – 1.2. Assumption Checks for ANCOVA (Shapiro–Wilk Test for Normality)

Normality Test (Shapiro-Wilk)	
Statistic	p
0.978	0.656

A Q-Q plot was also reviewed to check if the residuals are normally distributed (Figure 2. Q–Q plot of standardized residuals).

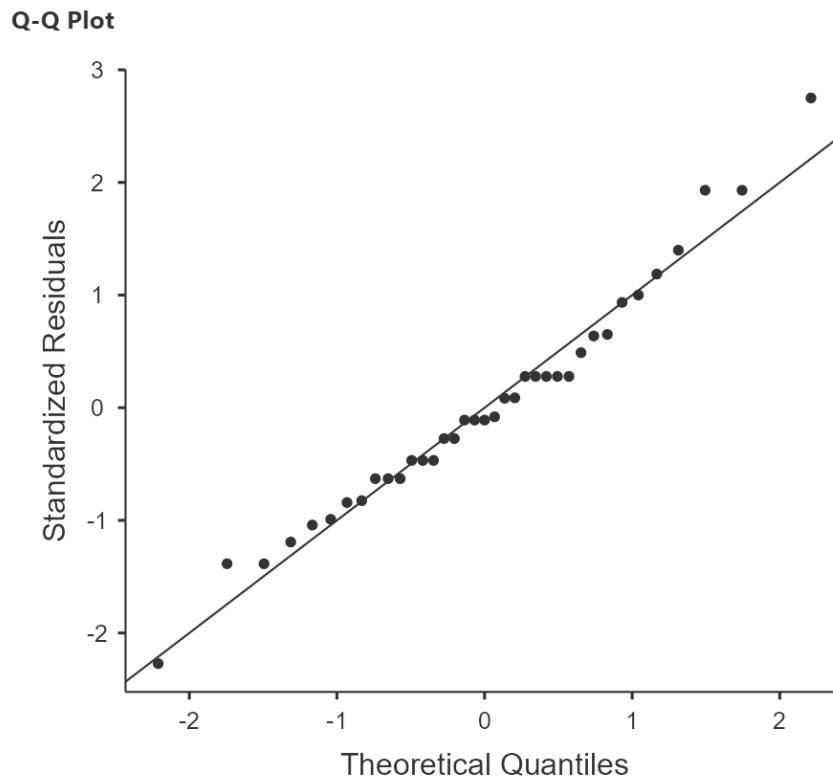


Figure 2. Q-Q plot of standardized residuals

The level of significance in all tests was set to $p < 0.05$. The observation data collected from the experiment lessons was analyzed in descriptive form to supplement the quantitative results and gain insight into the learning activities of the students.

Results

To address the research question, the posttest scores of the two groups were analyzed using an Analysis of Covariance (ANCOVA). This method was selected because it allows for comparing the effectiveness of STEM-integrated instruction and traditional teaching **while statistically controlling for initial differences in students' pretest scores**. By adjusting for these baseline variations, ANCOVA provides a more accurate estimate of the instructional effect.

The results of the ANCOVA test are presented below.

Table – 2. ANCOVA Results for Posttest Scores

ANCOVA - Posttest

	Sum of Squares	df	Mean Square	F	p	η^2
Overall model	138.68	2	69.338	419	< .001	
Group	61.48	1	61.478	275	< .001	0.420
Pretest	77.20	1	77.199	345	< .001	0.528
Residuals	7.60	34	0.224			

Table 2 summarizes the ANCOVA results used to compare the posttest scores of the two groups while taking their pretest results into account. Overall, the model turned out to be statistically meaningful, which means that the combination of factors included in the analysis helped explain most of the differences in the students' final scores.

When the pretest scores were controlled for, the difference between the experimental and control groups remained significant. The group factor showed a strong effect ($F = 275$, $p < .001$), indicating that students who took part in the STEM-integrated lessons performed noticeably better on the posttest than those taught in the traditional way.

The pretest scores also played an important role ($F = 345$, $p < .001$), suggesting that students' starting level mattered for their final achievement. This confirms that using ANCOVA was appropriate, as it allowed us to adjust for initial differences between students.

Besides the statistical significance, the overall pattern of results also corresponds to what has been observed during the lessons: the students who were in the experimental group tended to be more engaged with the activities and showed a lot clearer reasoning while discussing reaction-rate concepts. These observations in the classroom support quantitative findings, showing that the STEM approach contributed not only to higher scores but also to more confident and meaningful understanding.

In addition to the ANCOVA results, descriptive statistics provide a clearer picture of how students' scores changed from the pretest to the posttest in both groups. Table 3 presents the mean pretest and posttest scores for the experimental and control groups, allowing for a straightforward comparison of their overall progress.

Table – 3. Descriptive Statistics for Pretest and Posttest Scores

Descriptives	Pre ex.	Post ex.	Pre con.	Post con.
N	18	18	19	19
Mean	12.6	16.6	10.7	13.2

Table 2 shows the mean pretest and posttest scores for both groups, providing a clear picture of how students' understanding changed over the course of the lessons.

Before the intervention, the experimental group had a slightly higher average score ($M = 12.6$) than the control group ($M = 10.7$). After the STEM-integrated lessons, the experimental group's mean score increased to 16.6, demonstrating a notable improvement.

The control group also showed progress, rising from 13.2 on the posttest; however, the increase was smaller compared to the experimental group.

Overall, these descriptive results complement the ANCOVA findings, showing that students exposed to STEM-based instruction not only improved more, but did so consistently across the group.

Overall, the results show a clear advantage for the students who learned through the STEM-integrated lessons. After accounting for their pretest scores, the experimental group still performed better on the posttest than the control group. The descriptive data also reflect this pattern: both groups improved, but the experimental group showed a noticeably larger gain. These findings indicate that the STEM approach supported deeper and more confident understanding of reaction-rate concepts.

Discussion

The findings of this study show that the students who experienced the STEM-integrated lessons developed a clearer and more confident understanding of reaction-rate concepts than those who followed the traditional textbook approach. Even after the pretest differences were taken into account, the experimental group performed noticeably better on the posttest. This suggests that the combination of hands-on experiments, small design tasks, and real-life applications helped students make better sense of the topic rather than relying only on memorization.

A reason why this improvement may be seen is because the STEM classrooms allowed the learners to think about the concepts rather than memorize the rules. This is consistent with what Karan and Brown (2022) established because when learners undertake project-based learning, they become actively involved in reasoning and problem-solving because the activity calls for decision-making and developing ideas. From the current study, this activity is seen in the food-engineering mini-project because learners attempted to create an anti-browning solution for apples and, in the process, linked concepts related to oxidation, enzymes, and reaction rates with a real-life situation.

The project also drew on real scientific research. The article by Lee et al. (2021), which examined the effect of rice bran extract on slowing apple browning, provided the inspiration for the class experiment. Students used simplified steps from the study and adapted them for school conditions. By doing this, they could see how scientific results are turned into practical solutions, which likely helped them understand the chemistry behind the process more meaningfully.

From an engineering perspective, this type of task matches what Roos (2020) describes about food systems: many processes in food science depend on factors like water activity and enzyme behavior,

which require both scientific and engineering thinking. Students encountered this directly while observing how their own mixture affected the apple slices over several days.

Another contributing factor was student engagement. According to Sahin et al. (2020), participation in STEM-related activities is linked to stronger interest in science and more positive attitudes toward STEM fields. During the lessons in this study, the experimental group showed similar signs of engagement: they asked more questions, discussed their observations more actively, and used scientific terms with greater confidence.

Creativity may also have played a role. Bozkurt Altan and Tan (2021) argue that design-based learning encourages students to think flexibly and use models to explain what they observe. This was visible when students tried out different proportions of their mixture, compared results, and adjusted their ideas from one day to the next.

Taken together, these results support the idea that a STEM learning approach can enhance these students' understanding of chemical concepts at a deeper level. Experimental design, project activity, and an emphasis on applied principles allowed these students to comprehend chemical concepts in such a way that they could not just memorize definitions or equations, but could better reason and understand at a fundamental level why reaction rates vary depending on changing conditions.

Conclusion

The above study shows that an integrated STEM strategy is beneficial for the understanding of the factors influencing the rate of a chemical reaction among the learners. The learners who pursued STEM courses showed increased levels of confidence in explaining the factors influencing the rates of reaction and a significantly stronger understanding of the processes being studied. This can be postulated to be due to a combination of direct exposure, group discussion, and an engineering assignment involving the illustration of theoretical principles used in chemistry with aspects related to food engineering, thereby showing the applications of scientific theory in different daily products and technologies.

The mini-project on developing an anti-browning solution was especially influential. Over several days, students observed how their mixture affected apple slices and saw for themselves how concepts such as oxidation, enzymatic activity, and reaction conditions appear in practical applications. Because the activity was inspired by real scientific research, learners gained a clearer sense of how scientific findings can be adapted and transformed into functional solutions.

Naturally, this study has limitations: the sample size was small, the intervention took place over a short period, and all lessons were taught by a single teacher. Future work could replicate the intervention in other schools, extend it across longer units, or examine how different STEM components contribute to learning. Still, the findings suggest that STEM-based instruction can make complex chemistry topics more accessible and engaging, helping students build meaningful and lasting understanding.

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TECHNOLOGY AND LANGUAGE TEACHING METHODS

Artykbay Symbat
Almaty, Kazakhstan

Abstract

This article provides a comprehensive overview of how modern digital technologies influence language teaching methods. It analyzes the role of digital platforms, multimedia resources, artificial intelligence, and interactive learning tools in personalizing instruction, increasing learner motivation, and enhancing the development of core language skills. Practical examples such as online lessons, mobile applications, virtual and augmented reality tools, gamification, and smart-classroom technologies are discussed in detail. The article also highlights the need for teachers to develop new professional competencies suited to technology-enhanced learning environments. The study presents innovative approaches that integrate technology with modern pedagogy to improve learners' reading, writing, listening, and speaking skills.

Аннотация

В данной статье всесторонне рассматривается влияние современных цифровых технологий на методы преподавания языка. Автор анализирует роль цифровых платформ, мультимедийных ресурсов, искусственного интеллекта и интерактивных инструментов в персонализации обучения, повышении мотивации и комплексном развитии языковых навыков. В статье представлены практические примеры применения онлайн-уроков, мобильных приложений, технологий виртуальной и дополненной реальности, геймификации и смарт-классов. Особое внимание уделено необходимости обновления профессиональных компетенций педагога в условиях технологической среды. Исследование демонстрирует инновационные подходы к развитию говорения, аудирования, письма и чтения через интеграцию технологий и современных методик обучения.

Аннотация

Бұл мақалада заманауи ақпараттық технологиялардың тіл үйрету әдістемесіне ықпалы жан-жақты қарастырылады. Автор цифрлық платформалардың, мультимедиялық ресурстардың, жасанды интеллекттің және интерактивті оқу құралдарының оқыту үдерісін жекешелендіру, мотивацияны арттыру, тілдік дағдыларды кешенді дамыту бағыттарындағы рөлін талдайды. Мақалада онлайн сабақ, мобильді қосымшалар, виртуалды және толықтырылған шындық, геймификация, смарт-сынып тәрізді технологиялардың тиімділігі практикалық мысалдар арқылы көрсетіледі. Сонымен қатар технологиялық ортада мұғалімнің жаңа кәсіби құзыреттері мен педагогикалық тәсілдерді түрлендіру қажеттілігі баса айтылады. Зерттеу технологиялық мүмкіндіктерді тіл үйрету әдістерімен ұштастыра отырып, білім алушылардың тыңдалым, айтылым, жазылым, оқылым дағдыларын дамытудағы инновациялық тәсілдерді ұсынады.

Keywords: technology, language teaching methods, digital learning, artificial intelligence, interactive instruction.

Ключевые слова: технологии, методика преподавания языка, цифровое обучение, искусственный интеллект, интерактивные методы.

Түйін сөздер: технология, тіл оқыту әдістемесі, цифрлық білім беру, жасанды интеллект, интерактивті оқыту.

Introduction

In the twenty-first century, rapid technological advancement has transformed nearly every sphere of human activity, and education is no exception. Among the educational fields most profoundly influenced by digital innovation is language teaching, which has shifted from traditional textbook-based instruction to dynamic, technology-enhanced learning environments. As global communication becomes increasingly dependent on digital literacy and intercultural competence, the integration of technology into language education is not merely an option but a necessity for preparing learners to navigate the demands of the modern world. The topic "Technology and Language Teaching Methods" therefore holds significant relevance for researchers, teachers, curriculum developers, and policymakers seeking to understand how emerging tools can reshape pedagogical practice and improve learning outcomes.

Technology has expanded the possibilities of language instruction far beyond classroom walls. Digital platforms, virtual classrooms, learning management systems, and mobile applications allow learners to access authentic materials anytime and anywhere, making language learning more flexible and learner-centered. Social networks, communication apps, and collaborative digital tools provide opportunities for real-time interaction, enabling students to practice speaking, listening, reading, and writing in meaningful contexts. Moreover, artificial intelligence and adaptive learning systems offer personalized learning trajectories, automated feedback, and data-driven insights that help instructors tailor instruction to the individual needs of each learner. These technological affordances not only enrich pedagogy but also contribute to deeper engagement and sustained motivation among students.[1]

At the same time, language teaching methods have evolved significantly in response to the digital shift. Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and blended learning approaches now incorporate digital tools to create more interactive and authentic learning experiences. For example, video conferencing enables global collaboration; gamified platforms promote active participation; and virtual or augmented reality tools simulate immersive environments that mirror real-world communication settings. Through these innovations, technology strengthens the core principles of modern language pedagogy—interaction, authenticity, creativity, autonomy, and learner agency.

Despite its potential, the integration of technology in language teaching also introduces new challenges. Teachers must possess strong digital literacy skills, be able to evaluate and select appropriate tools, and design effective technology-supported tasks. Issues such as unequal access, technological overload, distraction, and the risk of replacing pedagogy with tools alone must also be considered. For successful implementation, educators need ongoing professional development, methodological flexibility, and a clear understanding of how technology should complement—not replace—sound pedagogical practice.

This article explores the relationship between technology and language teaching methods by examining the pedagogical value of digital tools, analyzing their practical application, and identifying the competencies required for modern language teachers. By bridging theory with practice, the article aims to highlight how technology can serve as a catalyst for more engaging, meaningful, and effective language learning. Ultimately, the discussion underscores that when used thoughtfully, technology enhances linguistic development, expands opportunities for communication, and prepares learners for active participation in an increasingly interconnected world.[3]

Purpose of the Study

The primary purpose of this article is to explore how modern digital technologies can enhance and transform language teaching methods in contemporary educational environments. The study aims to identify effective technological tools, demonstrate how they support the development of speaking, listening, reading, and writing skills, and provide educators with practical strategies for integrating these tools into daily instruction. Another key goal is to analyze how technology personalizes learning, fosters student motivation, and creates opportunities for meaningful interaction and collaborative communication. Ultimately, the study seeks to guide teachers in designing technology-supported lessons that improve learning outcomes and promote learner autonomy.

Novelty of the Study

The novelty of this work lies in its comprehensive approach to combining emerging digital technologies—artificial intelligence, gamification, mobile learning, VR/AR environments—with established language teaching methodologies such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and blended learning. Unlike traditional research that focuses on either technology or methodology in isolation, this article demonstrates how the two can be integrated to create interactive, student-centered, and adaptive learning experiences. The study also introduces AI-driven feedback mechanisms, automated pronunciation analysis, and data-informed teaching decisions as innovative elements that redefine language instruction in the digital age.

Pedagogical Idea

The pedagogical idea underlying this article is that technology should not replace traditional teaching methods but should enhance them by providing more authentic, interactive, and personalized learning opportunities. The article promotes a constructivist and communicative approach in which learners actively build language skills through meaningful digital tasks. Technology is presented as a tool for:

- *increasing student engagement through multimodal input;*
- *enabling real-world communication via digital platforms;*
- *supporting differentiated and personalized instruction;*

- providing immediate feedback and opportunities for self-correction;
- fostering creativity, collaboration, and critical thinking.

The pedagogical idea emphasizes that effective language learning occurs when students use language as a functional tool rather than as an academic subject isolated from real-life communication.

Practical Methods Used in Lessons (with Concrete Examples and Instructions)

AI-Based Speaking Practice (e.g., Duolingo, ChatGPT Voice, Speak app)

Method: Students practice pronunciation and fluency using AI speech-recognition tools.

Instructions:

1. Assign students a short dialogue.
2. They record it using an app that analyzes pronunciation.
3. The AI gives instant feedback (intonation, stress, accuracy).
4. Students repeat the dialogue until they reach the target score.

Example task: "Record a 30-second introduction about yourself. Improve your score to 90% accuracy."

Gamification for Vocabulary Development (e.g., Quizlet, Kahoot, Wordwall)

Method: Vocabulary is reinforced through interactive quizzes and competitive games.

Instructions:

1. Teacher creates a set of 20 new vocabulary words.
2. Students play matching, spelling, and definition games.
3. The system tracks progress and highlights difficult words.

Example task:

"Play the 'Match the Definition' game until you improve your speed by 10 seconds."

Virtual Exchange for Speaking and Listening (Zoom, Teams, WhatsApp voice notes)

Method: Real-time communication with peers enhances fluency and listening comprehension.

Instructions:

1. Students are paired with international peers or classmates.
2. They engage in a 5-minute mini-dialogue on a given topic.
3. Conversations are recorded and reviewed in class.

Example task:

"Discuss your favorite hobby with your partner for 5 minutes and summarize their hobby in 3 sentences."

Task-Based Learning with Digital Tools

Method: Students complete real-life tasks using technology.

Instructions:

1. Assign a task such as creating a digital poster, writing an email, or recording a video.
2. Students use Canva, Google Docs, or Flip to complete the task.
3. The teacher assesses based on communication, structure, and creativity.

Example task:

"Create a one-minute video advertisement for your school in English."

Reading and Writing Enhancement Through LMS Platforms (Google Classroom, Moodle)

Method: Digital platforms allow structured assignments, feedback, and collaborative writing.

Instructions:

1. Upload a short text with comprehension questions.
2. Students submit answers online.
3. Teacher provides digital comments and suggestions.

Example task:

"Read the article and write a 120-word summary highlighting the main idea and two supporting points."

Main Body

The integration of technology into language teaching has fundamentally transformed the nature of instruction, enabling educators to create more interactive, personalized, and learner-centered experiences. Modern language teaching no longer relies solely on textbooks or teacher-led explanations; instead, it draws upon a wide range of digital tools that support the development of listening, speaking, reading, and writing skills. In this context, technology functions not only as a teaching aid but also as a pedagogical bridge that connects traditional methods with the demands of contemporary learners. This section examines key technological tools and their pedagogical value, exploring how they enhance language learning and reshape instructional practice.[2]

One of the most significant contributions of technology to language education is the expansion of authentic learning opportunities. Digital platforms such as YouTube, TED-Ed, BBC Learning English, and online newspapers expose learners to real-life language use and cultural contexts. Authentic materials help students understand pronunciation, tone, grammar patterns, and culturally embedded expressions, which are often difficult to replicate in classroom-only environments. When incorporated into communicative tasks—such as summarizing videos, analyzing interviews, or discussing current events—these materials enhance learners' critical thinking and improve their ability to use the target language in meaningful situations.

Another important aspect of technology-enhanced language teaching is the rise of interactive tools that support collaborative learning. Platforms such as Zoom, Teams, Google Meet, Padlet, and Jamboard allow students to work together in virtual classrooms, exchange ideas, and engage in pair or group tasks. These tools align well with the principles of Communicative Language Teaching (CLT) and Task-Based Learning (TBL), both of which emphasize interaction as a central component of language acquisition. Through breakout rooms, shared digital boards, and collaborative documents, students practice negotiation of meaning, teamwork, and spontaneous communication—skills necessary for real-world language use.

Artificial intelligence (AI) has also emerged as a powerful tool for language learning. AI-powered applications like Duolingo, Speak, Grammarly, and ChatGPT provide immediate feedback, personalized learning paths, and adaptive challenges tailored to individual learner needs. For example, speech-recognition software evaluates pronunciation and intonation, helping learners refine their speaking skills without requiring continuous teacher supervision. Grammar-checking tools identify errors and explain corrections, supporting students' writing development. AI chatbots enable conversational practice by simulating real-life dialogue, increasing learners' confidence and fluency. These technological innovations not only save instructional time but also offer continuous support beyond the classroom.[6]

Gamification is another pedagogical trend that has gained popularity due to its motivational impact. Tools such as Kahoot, Quizizz, and Wordwall transform vocabulary learning and grammar practice into engaging, game-like experiences. Competition, rewards, and instant scoring stimulate learners' interest and create a positive learning atmosphere. Gamified tasks promote repetition and reinforcement—two essential components of language mastery—while keeping students actively involved in the learning process. Research shows that learners who engage with gamified content demonstrate better retention and a stronger desire to participate in class activities.

Additionally, mobile learning has become a vital part of modern language instruction. Smartphones and tablets provide convenient access to learning materials, interactive exercises, podcasts, e-books, and language apps. Mobile learning supports microlearning—short, focused learning episodes—which is especially effective for vocabulary acquisition and pronunciation drills. This accessibility helps learners practice anytime and anywhere, turning everyday moments into opportunities for language exposure.

Despite its many advantages, the use of technology in language teaching requires careful planning and thoughtful integration. Teachers must select tools based on learning objectives rather than trends, ensuring that technology enhances rather than distracts from the learning experience. It is essential to maintain a balance between digital engagement and pedagogical quality. Teachers also need to develop strong digital literacy skills to manage platforms efficiently, evaluate online sources critically, and design interactive tasks suited to learners' proficiency levels.

In summary, technology enriches language teaching by providing authentic input, enhancing collaboration, supporting personalized learning, and increasing student motivation. When aligned with sound teaching methods, digital tools offer limitless possibilities for creating dynamic and meaningful language-learning environments.[4]

Conclusion (500 words)

The integration of technology into language teaching represents a transformative shift in the way learners engage with and acquire a new language. As demonstrated throughout this article, digital tools have redefined traditional pedagogical boundaries by enabling communication, collaboration, and authentic learning experiences that extend far beyond the physical classroom. Technology has not simply supplemented language teaching; it has enriched it by providing new pathways for meaningful interaction, differentiated instruction, and personalized learning. In a rapidly globalizing world where digital fluency is an essential skill, technology serves as both a medium of instruction and an enabler of linguistic competence.

One of the key insights that emerges from examining modern practice is that effective language learning occurs when technology is aligned with well-established pedagogical principles. Tools such as AI-based feedback systems, virtual collaboration platforms, gamified applications, and multimedia resources are most impactful when they are integrated with communicative, task-based, or constructivist approaches. Technology enhances these methods by offering learners immediate access to authentic materials, opportunities for real-time interaction, and personalized pathways tailored to their specific needs. Thus, the effectiveness of technology depends not on the tool itself, but on how thoughtfully and purposefully it is used within a structured learning environment.[5]

Another essential conclusion is that technology fosters learner autonomy, motivation, and confidence. Students today are digital natives who feel comfortable exploring, experimenting, and expressing themselves through digital platforms. When instructors harness these interests through interactive tools—whether through online discussions, AI-supported speaking practice, gamified vocabulary lessons, or multimedia projects—learners develop a sense of ownership over their progress. This autonomy contributes to sustained engagement and deeper cognitive involvement, both of which are crucial for long-term language retention and proficiency.

However, the successful integration of technology also requires teachers to play an evolving and proactive role. Educators must develop digital literacy, stay informed about emerging tools, and adapt their teaching strategies to maintain pedagogical coherence. The role of the teacher is shifting from knowledge provider to facilitator, guide, and designer of meaningful digital learning experiences. Continuous professional development, reflective practice, and institutional support are essential to empower teachers in navigating technological change.[8]

It is equally important to recognize the limitations and challenges associated with technology-enhanced language learning. Issues related to access, technical difficulties, learner distraction, and the risk of over-reliance on digital tools can hinder the effectiveness of instruction. To address these concerns, a balanced approach is necessary—one that values technology as a supplement to human interaction rather than a replacement. Ultimately, the human element remains central to the learning process: empathy, encouragement, feedback, and emotional connection cannot be digitized.

In conclusion, technology holds immense potential for enriching language teaching methods when used strategically and responsibly. It provides unprecedented opportunities for authentic communication, personalized learning, motivation, and creativity. As educational systems continue to evolve, the integration of technology will remain essential for preparing learners to succeed in multilingual, digitally connected societies. The future of language teaching lies in a thoughtful synergy between innovative tools and sound pedagogical practice—where technology amplifies, rather than overshadows, the fundamental principles of effective language education.[7]

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THE IMPORTANCE AND METHODS OF SELF-ASSESSMENT IN BIOLOGY EDUCATION

Bekmurzina T.K.

Semenikhina S.F.

Aktobe Regional University named after K. Zhubanov

БИОЛОГИЯ ПӘНІНДЕГІ ӨЗІН-ӨЗІ БАҒАЛАУДЫҢ МАҢЫЗЫ МЕН ӘДІСТЕРІ

Бекмурзина Т.Қ.

Семенихина С.Ф.

К.Жұбанов атындағы Ақтөбе өңірлік университеті

Abstract

This article analyzes the theoretical foundations, functions, advantages, and limitations of self-assessment in biology education, providing a scientific description of its role in the learning process. Self-assessment is presented as an important pedagogical mechanism that enables students to analyze their own learning activities, understand their level of knowledge, and consciously regulate their learning strategies. The article highlights the psychological and pedagogical essence of self-assessment, as well as its significance in developing students' reflection and metacognitive skills.

The importance of self-assessment within the framework of formative assessment is discussed, particularly its contribution to enhancing student motivation, responsibility, and independence. The specific characteristics of biology as a subject—such as complex terminology, the abundance of visual materials, and the presence of practical and laboratory work—are shown to increase the relevance of applying self-assessment skills. The article also examines the role of descriptors used to assess learning outcomes, including the explanation of biological processes, correct use of terminology, provision of examples, and formulation of conclusions.

The advantages of self-assessment (increased motivation, development of responsibility, and improved learning quality) as well as its limitations (subjectivity, insufficient understanding of methodology, and the need for teacher support) are systematized. In addition, the article emphasizes the importance of properly teaching assessment criteria, using digital assessment tools, and providing continuous feedback to ensure the effective implementation of self-assessment.

Аңдатпа

Бұл мақалада биология пәніндегі өзін-өзі бағалаудың теориялық негіздері, функциялары, артықшылықтары мен шектеулері талданып, оның білім беру процесіндегі рөлі ғылыми тұрғыдан сипатталады. Өзін-өзі бағалау оқушының оқу әрекетін талдау, өзінің білім деңгейін түсіну және оқу стратегияларын саналы түрде реттеу қабілетін қалыптастыратын маңызды педагогикалық механизм ретінде қарастырылады. Мақалада өзін-өзі бағалау ұғымының психологиялық және педагогикалық мәні, сондай-ақ оның рефлексия мен метатанымдық дағдыларды дамытудағы орны ашып көрсетіледі.

Сонымен қатар, қалыптастырушы бағалау жүйесіндегі өзін-өзі бағалаудың маңызы, оның оқушы мотивациясын, жауапкершілік сезімін және дербестігін арттыруға ықпалы талқыланады. Биология пәнінің мазмұндық ерекшеліктері – күрделі терминология, визуалды материалдардың көптігі, тәжірибелік және зертханалық жұмыстар – өзін-өзі бағалау дағдыларын қолданудың өзектілігін арттыратыны көрсетіледі. Мақалада биологиялық процестерді түсіндіру, терминдерді дұрыс қолдану, мысалдар келтіру және қорытынды жасау сияқты оқу нәтижелерін бағалауға арналған дескрипторлардың рөлі де қарастырылады.

Өзін-өзі бағалаудың артықшылықтары (оқу мотивациясын күшейту, жауапкершілік қалыптастыру, сапалы оқу дағдыларын дамыту) және оның белгілі шектеулері (субъективтілік, әдістемені толық меңгермеу, мұғалім қолдауының қажеттілігі) жүйеленіп берілген. Сонымен қатар, өзін-өзі бағалауды тиімді ұйымдастыру үшін критерийлерді дұрыс түсіндіру, цифрлық бағалау құралдарын қолдану және тұрақты кері байланыс беру қажеттілігі атап өтіледі.

Keywords: Self-assessment; biology education; formative assessment; metacognition; reflection; learning motivation; student autonomy; assessment criteria; descriptors; science education.

Кілт сөздер: Өзін-өзі бағалау; биологияны оқыту; қалыптастырушы бағалау; метатаным; рефлексия; оқу мотивациясы; оқушы дербестігі; бағалау критерийлері; дескрипторлар; жаратылыстану білім беру.

Өзін-өзі бағалау — оқушының өзінің оқу әрекетін, жетістіктерін, білім деңгейін және даму динамикасын алдын ала белгіленген критерийлер негізінде талдап, жеке оқу мақсаттарына сәйкес реттей алу қабілеті. Бұл ұғым психологиялық және педагогикалық зерттеулерде тұлғаның ішкі бақылау механизмдерімен, өзін-өзі реттеу қабілетімен және рефлексивтік ойлау процестерімен тығыз байланысты құбылыс ретінде қарастырылады. Психология тұрғысынан өзін-өзі бағалау адамның «Мен-тұжырымдамасының» маңызды компоненті болып саналады және тұлғаның өз әрекеті мен қабілеттерін қаншалықты шынайы бағалай алатынын көрсетеді. Педагогикада бұл ұғым оқушының оқу процесіндегі белсенділігін арттырып, оның дербестік, жауапкершілік және оқу мотивациясын дамытуға бағытталған оқу-танымдық әрекеттің құрамдас бөлігі ретінде түсіндіріледі.

Өзін-өзі бағалау оқушының рефлексия дағдысымен тікелей байланысты, себебі рефлексия — оқушының «Мен қалай оқып жатырмын?», «Менің қандай күшті және әлсіз тұстарым бар?», «Қандай қателерді түзетуім керек?» деген сұрақтарға жауап іздеу процесі. Рефлексияны қолдана отырып жүргізілген өзін-өзі бағалау оқушыға өз оқуын сырттай бақылаушының көзімен көріп, өзінің оқу әрекетін талдауға мүмкіндік береді. Сонымен қатар, өзін-өзі бағалау метатанымдық (метакогнитивтік) дағдылардың дамуына ықпал етеді. Метатаным — адамның өз ойлау әрекетін түсінуі және оны саналы түрде басқаруы, яғни «Мен қалай ойланып жатырмын?» деген ішкі бақылау қабілеті. Өзін-өзі бағалай алатын оқушы қандай стратегиялар тиімді болғанын, қандай әдістер нәтиже бермегенін, қандай тәсілдерді өзгерту қажет екенін анықтайды.

Соңғы жылдары білім беру жүйесінде негізгі басымдық оқушы тұлғасының дамуына, оның жеке оқу траекториясын қалыптастыруға бағытталуда. Дәстүрлі бағалау тек нәтиженің дұрыс-бұрысына сүйенсе, қазіргі бағалау жүйесі оқушының оқу процесін түсінуіне, өз әрекетін реттеуіне, дағдыларын жүйелі дамытуға мүмкіндік беретін көпқырлы механизм ретінде қарастырылады. Соның ішінде қалыптастырушы бағалау, формативті кері байланыс, өзін-өзі және өзара бағалау түрлері оқыту сапасын арттыруда маңызды рөл атқара бастады. Бұл өзгерістер оқушыны тек білім алушы ретінде ғана емес, оқу әрекетінің белсенді қатысушысы ретінде көруге мүмкіндік берді. Қалыптастырушы бағалау – оқудың әр кезеңінде оқушының жетістігін анықтап, оны әрі қарай дамытуға бағытталған жүйелі кері байланыс. Ол оқушы қателігін тек көрсетіп қана қоймай, оны түзету жолдарын ұсынады, оқу мақсатына жетуге бағыт береді. Бұл бағалау түрі оқушыны бақылау немесе жазалау құралы емес, керісінше, оның оқу әрекетін қолдау құралы ретінде қолданылады. Қалыптастырушы бағалау арқылы оқушы өзінің білім деңгейін түсінеді, мұғалім болса оқытудың тиімді тәсілдерін таңдауға мүмкіндік алады. Сондықтан өзін-өзі бағалау қалыптастырушы бағалаудың ажырамас бөлігі ретінде оқушыда рефлексия, өзін реттеу, жауапкершілік сияқты маңызды дағдыларды дамытады.

Қазіргі педагогикалық ғылымда өзін-өзі бағалаудың оқу үдерісіндегі рөлі бірқатар халықаралық зерттеулерде негізделген. Блек және Уиллиям өздерінің әйгілі «Inside the Black Box» зерттеуінде қалыптастырушы бағалаудың, соның ішінде өзін-өзі бағалау элементтерінің, оқушылардың оқу жетістігін айтарлықтай арттыратынын дәлелдеді. Олар оқушының өз жұмысын критерийлерге сүйене отырып талдауы оқу сапасын жақсартатын ең тиімді тәсілдердің бірі екенін атап көрсетеді. Авторлардың пікірінше, оқушының оқу мақсаттарын түсінуі және өз нәтижесін бағалай алуы — табысты оқытудың негізгі алғышарттарының бірі.

Биология сабағында өзін-өзі бағалау оқушыны нақты критерийлермен жұмыс істеуге үйретіп қана қоймай, ғылыми ойлау стилін қалыптастырады. Мысалы, «терминді дұрыс қолдану», «процестің кезеңдерін ретімен түсіндіру», «мысал келтіру», «қорытынды жасау» сияқты дескрипторлармен сәйкестендіру оқушының пәндік құзыретін арттырып, оны ғылыми тілде сауатты сөйлеуге, биологиялық ақпаратпен дәл және жүйелі жұмыс істеуге бағыттайды. Сондықтан өзін-өзі бағалау биологияны оқытуда тек қосымша әдіс емес, оқушының оқу жетістігін арттыруға, оның рефлексия дағдыларын дамытып, оқу әрекетіне деген жауапкершілігін күшейтуге ықпал ететін маңызды педагогикалық құрал ретінде қарастырылады. Өзін-өзі бағалаудың маңызды функцияларының бірі – мақсат қою және нәтижені талдау. Өзін-өзі бағалау арқылы оқушы өз алдына нақты, қолжетімді, өлшенетін оқу мақсаттарын қояды және осы мақсаттарға жету деңгейін критерийлер негізінде салыстырады. Бұл процесс білім алушыны жоспарлау, болжау және нәтижені сараптау сияқты жоғары деңгейлі ойлау дағдыларын қолдануға итермелейді. Оқушы оқу нәтижесін талдай отырып, өзінің жетістіктерін бағалайды, олқылықтарын анықтайды және келесі қадамдарын жоспарлайды. Осылайша, өзін-өзі бағалау оқу мақсаттарын саналы айқындауға және әрбір нәтижені дәлелді түрде талдауға мүмкіндік береді.

Сонымен қатар Қазақстандық ғылыми ортада да өзін-өзі бағалау мәселесі зерттелуде. ҚР Білім және ғылым министрлігі мен Ы. Алтынсарин атындағы Ұлттық білім академиясының әдістемелік нұсқаулықтарында өзін-өзі және өзара бағалаудың критериялды бағалау жүйесінің негізгі элементтері ретінде қарастырылуы оның ұлттық білім беру жүйесінде де маңызды орын алатынын көрсетеді. Бұл құжаттарда дескрипторлар, күтілетін нәтижелер және критерийлер арқылы өзін-өзі бағалау дағдыларын қалыптастыруға басымдық беріледі.

Өзін-өзі бағалаудың тағы бір маңызды функциясы — оқушыда жауапкершілік пен дербестік қалыптастыру. Оқушы өз оқуына жауапты болу үшін алдымен өзінің оқу әрекетінің иесі екенін сезінуі қажет, ал өзін-өзі бағалау осы сезімді күшейтеді. Өз жұмысын бағалай алатын оқушы тапсырманы сыртқы бағалау үшін емес, өзінің даму деңгейін жақсарту үшін орындайды. Бұл оқушының ішкі мотивациясын арттырып, оны дербес шешім қабылдауға, қиындықтарды өздігінен жеңуге және оқу мақсаттарына жету үшін жеке стратегияларын таңдауға жетелейді. Дербестіктің қалыптасуы оқушының болашақта да өзін-өзі дамытуға бағытталған тұрақты оқу әдеттерін қалыптастыруына ықпал етеді. Өзін-өзі бағалаудың функциялары — оқу барысын бақылау, мақсат қою және нәтижені талдау, жауапкершілік пен дербестік қалыптастыру — оқушының рефлексияға қабілетті, саналы, белсенді білім алушы ретінде дамуына негіз болатын негізгі педагогикалық тетіктер болып табылады.

Өзін-өзі бағалаудың артықшылықтарының бірі – оқушының оқу мотивациясын арттыруы. Өзінің жетістігін бағалап, прогресін көре алған оқушы оқуына белсенді қатыса бастайды, оқу материалына қызығушылығы оянады және өз мүмкіндіктеріне сенімі күшейеді. Бұл ішкі мотивация білімнің терең әрі тұрақты меңгерілуіне жағдай жасайды. Сонымен қатар өзін-өзі бағалау оқушыда жауапкершілік сезімін қалыптастырады: ол жұмысының нәтижесіне, тапсырманы орындау сапасына және жеке оқу траекториясына өзі жауапты екенін түсінеді. Мұндай жауапкершілік дербестікке, оқу әрекетін саналы реттеуге, білімді сапалы меңгеруге ықпал етеді. Нәтижесінде өзін-өзі бағалау оқушының оқу тәжірибесін механикалық жаттаудан гөрі мазмұнды, дәлелді, сыни тұрғыдан ұғынуға бағыттайды. Дегенмен, өзін-өзі бағалаудың белгілі бір шектеулері де бар. Солардың ішінде ең негізгісі – бағалаудың субъективтілікке бейімділігі. Әсіресе критерийлерді толық меңгермеген немесе өз қабілетін дұрыс бағалай алмайтын оқушылар нәтижесін не асыра бағалап, не төмен бағалап жіберуі мүмкін. Бұл оқу барысы туралы нақты шешім қабылдауды қиындатады. Сонымен қатар өзін-өзі бағалау әдістемесін меңгермеу де шектеулердің бірі болып табылады. Егер оқушы дескрипторларды, бағалау шкаласын немесе бағалау логикасын толық түсінбесе, өзін-өзі бағалау формалды әрекетке айналып, өзінің тиімділігін жоғалтады. Осы себепті оқушыға өзін-өзі бағалауды дұрыс үйрету үшін мұғалімнің жүйелі қолдауы қажет. Мұғалім бағыт-бағдар беріп, бағалау критерийлерін түсіндіруі, мысалдар көрсетуі және рефлексия мәдениетін қалыптастыруы тиіс.

Өзін-өзі бағалау оқушы мотивациясын күшейту, жауапкершілік пен сапалы оқу нәтижелерін қалыптастыру сияқты маңызды артықшылықтарға ие болғанымен, оның тиімділігі оқушының әдістемені меңгеру деңгейіне және мұғалім тарапынан берілетін қолдауға тәуелді. Бұл шектеулерді ескере отырып ұйымдастырылған өзін-өзі бағалау жүйесі ғана оқушының оқу жетістігін арттыруға нақты ықпал ете алады.

Биология пәнінде өзін-өзі бағалау ерекшеліктері пәннің мазмұндық құрылымы мен оқу әрекетінің көпқырлылығымен тығыз байланысты. Биология – тірі жүйелерді зерттейтін күрделі ғылым саласы, сондықтан оның оқу бағдарламасында ғылыми ұғымдар, теориялар, биологиялық процестердің механизмдері және тәжірибелік жұмыстар мол қамтылған. Пәннің мазмұндық ерекшелігі ең алдымен биологиялық терминологияның көптігімен сипатталады: жасуша құрылымдары, генетикалық үрдістер, анатомиялық жүйелер, экологиялық ұғымдар сияқты терминдер оқушыдан ғылыми тілде сауатты сөйлеуді талап етеді. Сонымен бірге биология сабақтарында сызбалар, модельдер, диаграммалар, кестелер мен микроскопиялық құрылымдардың бейнелері жиі қолданылады, бұл оқушының визуалды ақпаратты талдау және түсіндіру қабілеттерін дамытады. Пәннің тағы бір маңызды қыры — тәжірибелер мен зертханалық жұмыстардың болуы. Зертханалық тәжірибелер оқушыны ғылыми әдіске негізделген әрекетке, яғни бақылау жүргізуге, болжам жасауға, эксперимент жоспарын құруға, нәтижелерді талдауға және қорытынды жасауға үйретеді. Мұндай оқу әрекеті өзін-өзі бағалауды пәннің ажырамас бөлігіне айналдырады.

Биологиядағы оқу нәтижелерін тиімді анықтау үшін дескрипторлардың рөлі зор. Өзін-өзі бағалау барысында оқушы биологиялық процестерді түсіндіру деңгейін, ақпаратты жүйелеу қабілетін және ғылыми тілдегі дәлдігін критерийлермен салыстырады. Мысалы, процесті кезең-

кезеңімен түсіндіру — фотосинтез, тыныс алу, митоз, мейоз сияқты күрделі биологиялық құбылыстарды талдауда қажет. Биологиялық терминдерді дұрыс қолдану критерийі оқушының ғылыми сауаттылығын арттыруға ықпал етеді, себебі терминдер қате қолданылған жағдайда мазмұнның дәлдігі бұзылады. Сонымен қатар мысалдар келтіру және қорытынды жасау оқушының биологиялық білімін нақты өмірлік жағдайлармен байланыстырып, жоғары деңгейлі ойлау дағдыларын қолдануына мүмкіндік береді. Зертханалық жұмысты жоспарлау және жүргізу нәтижелері де өзін-өзі бағалауда ерекше орын алады, өйткені бұл дағдылар ғылыми әрекеттің негізгі кезеңдерін меңгеруді талап етеді: зерттеу сұрағын қою, гипотеза құру, құралдарды дұрыс пайдалану, бақылау жүргізу және дерек жинау.

Биология пәніне арналған өзін-өзі бағалау критерийлері теориялық білімді, зерттеу дағдыларын және практикалық әрекеттерді қамтитын кешенді құрылым ретінде қарастырылады. Теориялық білім критерийі оқушының биологиялық ұғымдарды, заңдылықтарды, құрылымдар мен процестерді түсіну деңгейін анықтайды. Зерттеу дағдылары критерийі оқушының эксперимент жоспарлау, деректер жинау, салыстыру, талдау және ғылыми қорытынды жасай алу қабілеттерін бағалауға мүмкіндік береді. Практикалық дағдылар критерийі оқушының құрал-жабдықтарды дұрыс пайдалануын, нұсқаулықтарды сақтай алуын, зертханалық ортадағы қауіпсіздік ережелерін меңгеруін және тәжірибені нақты орындау сапасын қамтиды. Биология пәніндегі өзін-өзі бағалау оқушының ғылыми ойлауын, зерттеу мәдениетін және пәндік құзыретін дамытуға бағытталған тиімді педагогикалық құрал ретінде ерекшеленеді. Пәннің мазмұндық күрделілігі мен практикалық сипаттары өзін-өзі бағалауды оқу үдерісінің маңызды құрамдас бөлігіне айналдырып, оқушының білімді саналы меңгеруіне және дербес жұмыс дағдыларын жетілдіруіне ықпал етеді.

Биология пәнінде өзін-өзі бағалау оқушылардың оқу жетістігін арттыруда, ғылыми ойлауын дамытуда және оқу үрдісін саналы ұйымдастыруда маңызды педагогикалық құрал болып табылады. Биология күрделі терминологияны, ғылыми ұғымдарды, табиғи процестерді көп деңгейлі талдауды және практикалық тәжірибелерді қамтитын пән болғандықтан, өзін-өзі бағалау оқушының теориялық білімін, зерттеу дағдыларын және практикалық жұмысқа даярлығын дәл анықтауға мүмкіндік береді. Бұл тәсіл оқушының оқу әрекетін сыртқы бақылауға тәуелді етпей, оның өз білімін талдап, бағалап, қажетті түзетулер енгізуіне жағдай жасайды. Өзін-өзі бағалаудың оқушының оқу әрекетін жақсартудағы рөлі ерекше. Ол метатанымдық дағдыларды дамытып, оқушыға өз оқу стратегиясын саналы түрде реттеуге көмектеседі. Оқушы оқу мақсаттарын нақты қоя алады, нәтижесін критерийлермен салыстырып, жетістіктерін бағалайды және кемшіліктерін түзету жолдарын анықтайды. Мұндай тәсілдер оқушының жауапкершілік сезімін арттырып, ішкі мотивациясын күшейтіп, оның оқу процесіне белсенді қатысуына ықпал етеді. Нәтижесінде білім мазмұнын терең меңгеруге, биологиялық құбылыстарды түсінуіне және пәнге деген қызығушылығының артуына жағдай жасалады.

Мұғалім үшін де өзін-өзі бағалауды қолданудың бірқатар пайдалы тұстары бар. Ең алдымен, мұғалім оқушының өз деңгейін қалай түсінетінін, қай тақырыпта қиналатынын және қандай бағытта қолдау қажет екенін анықтай алады. Өзін-өзі бағалау нәтижелері мұғалімге дифференциацияланған тапсырмалар құруға, оқушының жеке оқу траекториясын ұйымдастыруға және оқыту әдістерін тиімді таңдауға мүмкіндік береді. Сонымен бірге мұғалім оқушының рефлексия дағдысының қалыптасу деңгейін бақылап, оқу процесін тиімді басқаруға қажетті ақпарат алады. Әрі қарай өзін-өзі бағалауды жетілдіру үшін бірнеше бағытты қарастыру қажет. Біріншіден, оқушыларға критерийлер мен дескрипторларды дұрыс түсіндірудің жүйелі әдістемесін қалыптастыру маңызды, өйткені өзін-өзі бағалаудың дәлдігі оның критерийлерді қаншалықты дұрыс түсінуіне байланысты. Екіншіден, биология пәнінің ерекшеліктеріне сай цифрлық құралдарды (онлайн платформалар, Google Forms, интерактивті рубрикалар) енгізу бағалау процесін жеңілдетіп, оны оқушы үшін қолжетімді әрі тартымды етеді. Үшіншіден, мұғалімнің тұрақты кері байланысы өзін-өзі бағалау сапасын арттырып, оның формалды әрекетке айналмауына мүмкіндік береді. Төртіншіден, зертханалық жұмыстар мен жобалық әрекет барысында өзін-өзі бағалау элементтерін жүйелі енгізу оқушылардың зерттеу мәдениетін күшейтеді.

Қорытындылай келе, биология пәніндегі өзін-өзі бағалау оқушының ғылыми сауаттылығын арттыруға, оқу нәтижелерін жақсартуға және оқыту сапасын көтеруге ықпал ететін маңызды педагогикалық тетік болып табылады. Ол оқушыны дербес, жауапкершілікті, саналы білім алушы ретінде қалыптастырып, мұғалімнің кәсіби әрекетін тиімді ұйымдастыруға мүмкіндік береді.

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READING COMPETENCE AS A KEY COMPONENT OF ENGLISH LANGUAGE LEARNING

¹Toktanaliyeva Zh.B.²Myrzakhanova D.E.¹4th year student, Kazakh Ablai Khan International University of Relations and World Languages, Kazakhstan²Master, senior lecturer, Kazakh Ablai Khan International University of Relations and World Languages, Kazakhstan**Abstract**

Reading competence is a foundational skill in English language learning, contributing not only to comprehension but also to vocabulary acquisition, critical thinking, cultural awareness, and overall language proficiency. The present study investigates strategies for developing reading competence among high school EFL learners and evaluates the impact of these strategies on comprehension, critical thinking, and integrated language skills. A mixed-methods design was implemented, involving 60 students aged 15–17 over a three-month period. Students participated in structured reading activities, including task-based exercises, guided discussions, reflective journaling, critical analysis of authentic texts, and collaborative interpretation tasks. Quantitative data were collected through pre- and post-tests, while qualitative data were obtained from student journals and teacher observations. The results indicated significant improvement in comprehension scores, enhanced vocabulary retention, and greater ability to analyze and interpret texts. Improved reading competence also positively influenced writing and speaking skills, supporting integrated language learning. These findings highlight the necessity of incorporating reading-focused strategies into EFL curricula and suggest directions for future research, including digital tools, authentic materials, and differentiated instruction to support reading development.

Keywords: reading competence, EFL, English language learning, comprehension strategies, critical thinking, integrated skills

1. Introduction

Reading is universally recognized as one of the most critical skills in foreign language acquisition. It provides access to authentic language input, enriches vocabulary, develops comprehension skills, and contributes to learners' overall linguistic competence (Grabe & Stoller, 2011; Alderson, 2000). In English as a Foreign Language (EFL) contexts, reading competence is particularly important because it enables learners to engage with academic texts, literature, and real-world content, which would otherwise remain inaccessible.

Research has demonstrated that reading competence is strongly correlated with other language skills, including writing, speaking, and listening (Nation, 2009; Carrell & Eisterhold, 1983). Learners with strong reading abilities acquire vocabulary more effectively, use grammar more accurately in context, and produce more coherent written and spoken output. Despite its importance, many EFL programs focus predominantly on grammar instruction and vocabulary memorization, often neglecting practical reading skills and critical analysis (Day & Bamford, 1998).

The development of reading competence goes beyond literal comprehension. It involves understanding implicit meaning, cultural references, rhetorical devices, and author perspectives. Reading competence also requires learners to critically engage with texts, evaluate arguments, and integrate new information with existing knowledge. These higher-order skills are particularly relevant in the context of globalized education, where learners are expected to interpret diverse materials and communicate effectively in English.

This study aims to explore strategies for developing reading competence among high school EFL learners and to assess the impact of these strategies on comprehension, critical thinking, and overall language proficiency. Specifically, the research seeks to answer the following questions:

1. Which instructional strategies are most effective in improving reading competence among EFL learners?
2. How does enhanced reading competence influence other language skills, particularly writing and speaking?
3. What role do authentic texts and reflective exercises play in promoting learner autonomy and critical thinking?

2. Literature Review

Several studies highlight the importance of reading in second language acquisition. Grabe and Stoller (2011) emphasize that reading provides a rich source of language input and serves as a catalyst for vocabulary acquisition and syntactic understanding. Alderson (2000) notes that reading competence enhances comprehension strategies and supports learners in applying language knowledge to new contexts.

Extensive reading has been widely advocated as an effective method for improving reading competence. Day and Bamford (1998) argue that extensive reading, combined with guided activities, promotes fluency, motivation, and deeper engagement with texts. Carrell and Eisterhold (1983) propose that schema theory explains how learners use prior knowledge to comprehend texts, highlighting the importance of cultural and contextual understanding in reading.

In EFL settings, the integration of reading with other skills is critical. Nation (2009) suggests that reading-focused instruction should include tasks that promote writing, speaking, and listening to ensure that reading competence contributes to overall language proficiency. Research also indicates that reflective and collaborative activities, such as journaling and group discussions, enhance learners' critical thinking and interpretation skills (Nuttall, 2005).

Recent studies emphasize the role of authentic materials and culturally relevant texts in developing reading competence. Exposure to diverse genres, including newspapers, literature, and scientific articles, allows learners to interpret implicit meaning, evaluate arguments, and engage critically with content. Furthermore, digital tools, such as e-readers and online discussion platforms, offer new opportunities for interactive reading and autonomous learning (Day & Bamford, 2004).

3. Materials and Methods

3.1 Participants

The study involved 60 high school students (30 male, 30 female), aged 15–17, attending a bilingual school in Almaty, Kazakhstan. All participants were at an intermediate English level (B1–B2 according to CEFR) and had prior exposure to English. Students volunteered to participate and provided informed consent.

3.2 Study Design

A mixed-methods approach was employed, combining quantitative measures of reading comprehension with qualitative analysis of student reflections. The intervention spanned three months, with two 45-minute English lessons per week devoted to reading-focused activities.

3.3 Materials

Authentic texts were used, including short stories, literary excerpts, newspaper articles, and academic passages. Texts were selected for varying complexity, thematic content, and cultural context. Comprehension assessments included multiple-choice questions, short-answer questions, and true/false items. Student journals captured reflections on reading strategies, comprehension challenges, and interpretations.

3.4 Procedures

At the beginning of the study, all students completed a baseline reading comprehension test. Throughout the intervention, students engaged in task-based activities such as summarizing texts, predicting outcomes, answering analytical questions, and identifying main ideas. Guided discussions focused on evaluating arguments, interpreting rhetorical devices, and exploring cultural references. Reflective journaling encouraged learners to record personal interpretations, challenges, and responses to texts. Collaborative analysis exercises allowed students to share insights, debate perspectives, and provide peer feedback.

3.5 Data Analysis

Quantitative data were analyzed using descriptive statistics and paired-sample t-tests to determine improvements in comprehension scores. Qualitative data from journals and teacher observations were thematically coded to identify trends in engagement, critical thinking, and interpretive skills.

4. Results

4.1 Quantitative Findings

The pre- and post-test results indicated significant improvement in reading comprehension. Average scores increased from 68% at baseline to 82% post-intervention ($p < 0.01$). Vocabulary acquisition improved, with students demonstrating more frequent and accurate use of target words in writing and speaking exercises.

4.2 Qualitative Findings

Analysis of student journals revealed increased confidence in reading English texts and enhanced ability to interpret implicit meanings and rhetorical devices. Students reported greater engagement and

motivation, and teachers observed improved participation in discussions and collaborative analysis tasks. Students demonstrated more effective use of reading strategies, such as skimming, scanning, and predicting content.

5. Discussion

The findings confirm that reading competence is a core component of English language learning. Task-based activities, reflective journaling, and guided discussions were effective in enhancing comprehension, vocabulary retention, and interpretive skills. Improved reading competence also positively influenced writing and speaking, supporting integrated language learning (Nation, 2009).

Authentic materials and culturally relevant texts contributed to deeper engagement and critical thinking. Exposure to diverse genres helped students connect linguistic knowledge with cultural and contextual understanding, promoting learner autonomy and analytical skills.

The study suggests that reflective exercises and peer collaboration are valuable strategies for promoting higher-order thinking and interpretive skills. Furthermore, digital tools, such as online reading platforms and interactive exercises, can enhance reading development, provide instant feedback, and support differentiated learning.

Future research should explore long-term interventions, larger sample sizes, and the integration of technology to further investigate the development of reading competence. Educators should prioritize reading-focused curricula, integrate authentic and culturally relevant materials, and encourage reflective and collaborative learning practices.

6. Conclusions

Reading competence is essential for EFL learners, influencing comprehension, critical thinking, vocabulary acquisition, and overall language proficiency. Structured reading activities, guided discussions, reflective exercises, and collaborative analysis significantly improve reading skills and support other language domains. Educators should integrate reading-focused strategies into curricula and consider authentic materials and digital tools to foster autonomous, reflective, and critical learners. Future studies should examine long-term interventions, technology-enhanced reading, and strategies to sustain reading competence over time.

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Philological sciences

FEATURES OF RENDERING THE UKRAINIAN CULTURAL CONCEPT OF "VOLIA" ("WILL") IN ENGLISH

Alona Horbatiuk

Ukraine, Khmelnytskyi National University

Scientific Advisor: **Julia Boyko**

PhD in Philology, Professor

Abstract

The article deals with the ways of rendering the Ukrainian cultural concept VOLIA (WILL) into English. The concept of VOLIA (WILL) reflects ideas of collective independence that have been developing over centuries. The concept VOLIA (WILL) creates certain difficulties in translation, since it is ambiguous and encompasses a number of definitions especially among people of different nationalities.

The study focuses on translation strategies while rendering the concept of VOLIA (WILL) into English. Among these strategies we discriminate such as modulation, synonymic substitution, and specification. Modulation allows the translator to render the concept more naturally in the target language by adapting it to linguistic and cultural norms. Synonymic substitution is used in translation since Ukrainian words have a wide range of meanings.

The translation of the concept of VOLIA (WILL) depends on the context. When referring to political or social aspects, this concept should be translated into English as "freedom". When emphasizing the desires of individuals, it is appropriate to translate the word "воля" as "will". Therefore, before translating, it is essential to accurately determine the context and genre of the text.

The outcomes of the study indicate that an adequate translation requires a comprehensive approach, taking into account lexical, pragmatic, and cultural aspects. In this way, the functional role of the concept VOLIA (WILL) in the text has been preserved.

The research has practical significance for the development of translation studies, linguoculturology, and the teaching of humanities disciplines.

Keywords: language, culture, linguacultural, concept VOLIA, translation

Introduction. The concept of VOLIA (WILL) is a universal concept. VOLIA (WILL) is an idea that is inherent in every people and nation. It holds certain cultural and linguistic values for both Ukrainians and English speakers. Despite the universality of the concept of VOLIA (WILL), its representation varies somewhat depending on the culture of the nation and the linguistic environment in which this concept is present. Ukrainian linguist V. Kononenko emphasizes that "the absolutization of this concept in the Ukrainian social movement is associated with understanding of VOLIA (WILL) as a component of political struggle, as a manifestation of the "national spirit"; under such conditions, the concept of VOLIA (WILL) can be defined as national, forming the stable collocation national VOLIA (WILL)" [1, p. 32].

The concept is interpreted as meaning in its procedural nature, an element of reflection that performs the function of combining the two levels of the linguistic sign, ensuring their communication, co-existence, and branching [3, p. 132]. It is important not only to understand the essence of the concept, but primarily to convey its meaning adequately in the target language. The translation mechanism plays a crucial role in this process, as it is not just a semantic reproduction but a preservation of the cultural features of the original text. Thus, the relevance of this study lies in emphasizing national identity, linguistic expression, and historical significance to ensure accurate cross-cultural communication.

Literature review. In cognitive linguistics, a number of scientific works have addressed the notion of concept and its features, in particular those by A. Wierzbicka, O. Vorobyova, and A. Prykhodko. G. Lakoff and M. Johnson developed the theory of conceptual metaphor. R. Langacker made a significant contribution to the model of cognitive semantics. The concept of VOLIA (WILL) has been the subject of linguistic research conducted by V. Kononenko, I. Holubovska, and V. Zhayvoronok. Despite the extensive study of concepts, the question of how to convey the concept of VOLIA (WILL) from Ukrainian into English still requires further in-depth analysis.

Research objectives. The aim of this study is to analyze the ways of rendering Ukrainian lexical verbalizers of the concept of VOLIA (WILL) into English.

Main body. The most appropriate way to characterize this concept is through the Cossack era, as Cossacks were free people (as indicated by the etymology of the lexeme). Therefore, the influence of the Cossacks on the formation of a free Ukrainian state has been examined.

Having analyzed the content of the Ukrainian work "How the Cossacks Defended Ukraine", we can assert that the direct nominations of the concept have equivalents in the target language. The direct nominations of VOLIA (WILL) are the following lexical units: freedom, independence, liberties, liberation, free, sovereign, to liberate.

In this text, VOLIA (WILL) appears not simply as an abstract feeling, but as a political and social category.

This is exactly how this concept is verbalized in the work:

1. Socio-legal level: Will as the antithesis of slavery

The authors often contrast the Cossacks with peasant serfs. Here the will is verbalized through terms denoting social status.

Lexical markers: "free people", "walkers", "independent", "liberators".

Contextual synonymy: Will = absence of Master.

Verbalization by Denial (Antonyms): The concept is revealed by describing what the Cossacks fought against: "lord's yoke", "serfdom", "bondage", "oppression", "shackles".

Narrative: Cossack — is someone who escaped from captivity to become free.

2. Militar level: Will as action (Struggle)

In Mytsyk and Plokhyy, **the will** — is not a passive state, but a constant process of its protection. The concept is dynamized by verbs of military semantics.

3. Spatial (local) level: The Sich as the space of freedom

The authors verbalize freedom through toponyms and descriptions of the territory of the Zaporozhian Sich. Space is encoded as a "territory of liberty".

Lexical units: "free lands", "the Wild Steppe" (a space beyond state control), "Zaporizhian free domain".

Opposition: the Sich (the centre of freedom) is contrasted with the volost — a territory under the authority of a king or tsar, where freedom is absent.

4. Political and religious level

In the work, the concept of VOLIA (WILL) is closely intertwined with the concepts of FAITH and NATION.

Sacralization of freedom: VOLIA (WILL) is verbalized as a divine gift or a sacred duty: "a holy cause", "for the Orthodox faith and freedom".

State-building aspect: VOLIA (WILL) is understood as sovereignty. The authors use lexemes such as "Cossack state", "Hetmanate", "their own rights", "the liberties of the Zaporozhian Host". Here, liberties (in the plural) refer to certain privileges and rights of self-government.

5. Emotional-evaluative level (Heroic pathos)

Since the book is aimed at a broad audience and seeks to foster patriotism, the authors employ high-register epithets.

Epithets: "glorious times", "heroic struggle", "indomitable spirit", "freedom-loving people".

Phraseological units: fixed expressions from folk dumas and songs are integrated into the author's narrative to create cultural colour: "The Cossack lineage will never perish", "either freedom or fate".

Thus, in the work of Yu. Mytsyk and S. Plokhyy, the concept of VOLIA (WILL) is verbalized as a supreme value with three dimensions:

Personal (to be a free person, not a slave).

Religious (freedom of faith).

State-related (political independence of Ukraine).

The main means of verbalization is socio-political and military lexical units, enriched with elements of heroic pathos.

As can be observed, the concept is verbalized not only through lexical units but also at the morphological level, represented by nouns, adjectives and verbs. However, it should be noted that equivalents can also be found in the target language for indirect nominations. Therefore, we illustrate the equivalent translation with several examples.

1) Біля ріки Серет запорожці на чолі з Вишневецьким через зраду своїх союзників були змушені перейти до **оборони**, а потім і відступити [2, p. 189].

Near the Seret River, the Zaporozhian Cossacks led by the commander Vyshnevetsky were forced to switch to **defence**, and then to retreat due to the betrayal of their allies.

In the example above, the lexeme *оборона* — defence characterises the concept of VOLIA (WILL), but not in a straightforward manner. This lexical unit acquires symbolic meaning, since the Cossacks defend what is most precious to them — freedom. Defence serves as a means of preserving VOLIA (WILL).

2) Чимало **борців за волю** полягло із зброєю в руках, як Гуня, чимало разом із сім'ями знайшли притулок на Слобожанщині, як Острянин, який поселився в Чугуєві, чимало повстанців укрилося на Запорозжі [2, р. 279].

A considerable number of **freedom fighters** fell in battle with weapons in their hands, for instance, Hunya. Many others with their families found refuge in Slobozhanshchyna, for example, Ostryanyn who settled in Chuhuiv. Many rebels took shelter in Zaporozhzhia.

The concept of VOLIA (WILL) in excerpt (2) is represented by the phrase *борці за волю* — freedom fighters. The phrase is a direct nomination. The phrase contains the core of the concept — the noun *volia* (freedom/will). The noun *fighters* specifies the subject of the action. The phrase has only one direct meaning that does not require additional explanation, so the meaning of the concept VOLIA (WILL) is rendered in English using an equivalent.

3) У тяжкій борні проти золотоординських загарбників лише одній південноруській землі вдалося відродити свою **незалежність** [2, р. 10].

The only land of the Kyivan Rus managed to restore its **independence** in the fierce battle against the Golden Horde.

This example contains the lexical unit verbalizing the concept of VOLIA (WILL), particularly *незалежність* — independence. This lexeme is one of the key nominations of the aforementioned concept. The lexical unit *independence* belongs to the core. It is used to denote autonomous action. The semantic structure of the noun *independence* demonstrates the main feature of VOLIA (WILL), namely the absence of dependence. It should be noted that the most important feature of the concept of VOLIA (WILL) has been fully reproduced in the target language.

However, it is not always possible to find equivalents, since concepts consist not only of the core, but also of the periphery. Lexemes of the near or far periphery pose certain difficulties. In such cases, it is worth using translation transformations.

Linguists J.-P. Vinay and J. Darbelnet proposed two groups of translation techniques: direct and indirect translation techniques. 1) Direct translation techniques: literal translation, calque, and borrowing; 2) Indirect translation techniques: equivalence (conveying the meaning of warning signs, proverbs, aphorisms in other words), transposition (replacing one part of speech with another), adaptation (substituting details of the story being told with others), and modulation (changing the point of view) [4].

In the process of indirect translation, the content of the text may be distorted or lost altogether, and there may even be an incorrect change in language norms. This is due to the impossibility of performing direct translation in this situation [4].

Here are some examples of the use of transformations in translation.

4) Зайшовши, вони оголошували обраному **волю всього товариства** й просили його прийняти запропоновану йому честь [2, р. 91].

After entering, they announced the **will of all members** to elected one and ask him to accept the honour offered to him.

In this example, the concept of VOLIA (WILL) is represented by the phrase *воля всього товариства*, in which the noun *воля* plays a significant role. In rendering the representative of the concept *воля всього товариства* — will of all members specification was used. The choice of translation strategy is due to the fact that the emphasis is placed on the opinion of each Cossack, which was illustrated in the target language (*воля* is translated as will rather than freedom). The collective decision shaped the opinion of the entire community.

5) Свобода, **економічна незалежність** і вагомі юридичні права робили жінок активними членами суспільства [2, р. 329].

Freedom, **financial autonomy**, and substantial legal rights empowered women to actively participate in civic activities.

The concept of VOLIA (WILL) in the excerpt is reflected through three lexical units: *свобода*, *юридичні права*, and *економічна незалежність*. However, particular attention is drawn to the phrase *економічна незалежність*. A literal translation does not fully convey the semantic content of the concept VOLIA (WILL). Therefore, we used the translation transformation of modulation: *економічна незалежність* — financial autonomy. Since the emphasis shifts to the level of rights and justice, this transformation most accurately reflects the change in perspective.

6) Бідний козак — козак-нетяга, козак-голова — це один з найулюбленіших персонажів у кобзарських піснях та думах, саме він був у народних очах уособленням усього найкращого в козацтві: **хоробрості**, чесності, відданості батьківщині [2, р. 307].

*A poor and impoverished Cossack is one of the most beloved hero in songs of kobzars and dumas. The Cossack, indeed, was in the public eye the embodiment of all the best traits: the embodiment of **fearlessness**, honesty, devotion to the Motherland.*

One of the translation transformations that can be used when rendering the concept of WILL is synonymic substitution. The essence of this transformation is to convey the semantic content and preserve cultural characteristics. In the example above, the concept was translated from Ukrainian into English using this transformation: хоробрість — fearlessness. In this case, we focus on the Cossacks' lack of fear.

Conclusions. *Despite the fact that VOLIA (WILL) is a universal concept, Ukrainians and English speakers perceive this concept differently. Translating the Ukrainian concept of VOLIA (WILL) into English presented certain difficulties. Therefore, translation transformations have been used. During the translation, equivalents have been found for lexemes that are direct nominations. The concept of VOLIA (WILL) has been reproduced in English using the following transformations: modulation, specification, synonymic substitution. Generalization, calque, and morphological replacement (verbalization of concepts at the morphological level) can also be used. The study presents that one of the key ways to convey the Ukrainian linguistic and cultural concept of VOLIA (WILL) into English is modulation. The choice of this translation transformation is due to the fact that the reproduction of the concept involves preserving the essence of this concept in the target language, rather than simply translating words.*

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LEXICAL AND STYLISTIC FEATURES OF JOE BIDEN'S AND DONALD TRUMP'S SPEECHES: A COMPARATIVE PERSPECTIVE

Tsapura Oleksandra Oleksandrivna

second-year student, Faculty of Germanic Philology and Translation Studies,
Khmelnitskyi National University;

Academic supervisor: **Boiko Yuliia Petrivna**
Doctor of Philological Sciences, Professor

Abstract

The article examines the lexical and stylistic features of Joe Biden's and Donald Trump's political speeches from a comparative perspective. It analyzes their key rhetorical strategies, conceptual frames, evaluative vocabulary, and metaphorical models that shape distinct types of political communication. The study highlights the pragmatic differences between their rhetorical styles and their influence on the audience.

Keywords: political discourse; rhetoric; lexical-stylistic devices; metaphor; pragmatics; frame; evaluation.

Problem Statement. Contemporary political discourse is a multifaceted phenomenon in which language functions not only as a means of communication but also as an instrument for shaping public consciousness, constructing political reality, and influencing citizens' behavioral orientations. As noted by I. Butova, periods of social transformation intensify the use of political language as a tool of manipulation and social control [2, p. 232]. The rhetoric of state leaders is particularly influential, as it shapes political narratives and ideological models that dominate the public sphere.

The presidential speeches of Joe Biden and Donald Trump hold particular scholarly value, as they represent two fundamentally different approaches to political communication: the institutional-harmonizing and the confrontational-populist. Their comparison makes it possible to identify deep pragmatic strategies and linguistic-stylistic devices that shape specific modes of political thinking and determine the communicative effectiveness of their speeches.

Analysis of Recent Research and Publications. Political discourse attracts the attention of numerous researchers who examine it within cognitive, sociolinguistic, and communicative paradigms. In the works of K. Serazhym, L. Nahorna, O. Kovaliova, N. Kondratenko, and others, political discourse is defined as a complex system of linguistic actions aimed at forming social perceptions and maintaining power relations [9, pp. 265–266]. O. Kovaliova emphasizes the role of discourse in transmitting political ideologies and ensuring their influence through various channels of communication [4, p. 102].

Fundamental approaches to defining discourse are further developed by F. Batsevyich, who stresses the interactive and socially conditioned nature of discursive interaction [1, pp. 42–43]. According to O. Selivanova, political discourse cannot be considered separately from its sociocultural context, as it shapes specific models of perceiving political reality and directs processes of social influence [7, p. 336].

Among the key aspects explored within political linguistics are: the manipulative potential of political language, evaluative vocabulary, pragmatic strategies of persuasion, genre-specific features of speeches, and the role of media in disseminating and transforming political narratives. These factors enable a comprehensive analysis of Joe Biden's and Donald Trump's speeches.

Purpose of the Study. The aim of the article is to identify and compare the lexical and stylistic features of Joe Biden's and Donald Trump's speeches and to determine the discursive strategies that constitute their individual rhetorical models.

Main Content. Political discourse is a strategically organized form of speech activity in which language functions as an instrument of influence, shaping societal perceptions and legitimizing political power. Depending on the communicative goals and ideological orientations of a political actor, the structural and stylistic organization of their speeches may vary considerably. In this context, the rhetoric of Joe Biden and Donald Trump represents two opposing types of political discourse: institutional-harmonizing and confrontational-populist.

Joe Biden's Linguistic Behavior. Joe Biden's linguistic behavior is characterized by a consistent emphasis on democratic values, solidarity, and responsibility. His speeches frequently contain lexemes appealing to unity and collective identity — unity, dignity, hope, possibility. A typical technique is the use of inclusive pronouns (we, our, together), which create a sense of partnership between government and

citizens. For instance, in his Inaugural Address, Biden stresses that "the success of the country depends on our ability to act together," conveyed through his traditional model of inclusive "we."

The thematic dominants of Biden's discourse reflect a desire to stabilize the societal space and restore trust. His metaphoric system is primarily abstract and humanistic. Common metaphors present the nation as a living organism requiring healing and care (heal the nation), or democracy as a delicate but valuable structure needing protection. In his post-election speech, Biden speaks of "the return of light," functioning as a metaphorical frame of renewal.

At the syntactic level, his language is rational and logically structured. Complex sentences, rhetorical anaphora, and extended periods create an impression of measured, deliberate speech. In national addresses, Biden often constructs sentences with multiple subordinate clauses to emphasize causal links between political decisions and social changes. Such constructions foster a cognitive model of long-term planning and responsible leadership.

Donald Trump's Rhetorical Model. Unlike Biden, Donald Trump's rhetoric is built on a confrontational, mobilizing model. His lexical choices are saturated with sharply evaluative expressions such as corrupt, broken, weak, threat, fight. In his 2025 Inaugural Address, he depicts the country as being in crisis, where the "incompetence of previous administrations" led to a "loss of greatness." Trump employs emotionally charged hyperboles that create a dramatized representation of reality and intensify feelings of anxiety.

Trump's metaphoric models are concrete and vividly imagistic. He presents politics as a fight (fight for America), the country as a mechanism that can be "fixed" or "restarted," and the people as a team or army that must win. In a campaign speech, Trump compared the country to "captured territory," implying threats from elites allegedly acting against the interests of ordinary citizens. Such metaphors create a frame of constant danger and the need for decisive action.

The syntax of Trump's speeches is characterized by short, rhythmically structured phrases that are easily remembered. He frequently repeats key formulas such as "We will win again," "This must stop now," and "The people deserve better." These expressions, in paraphrased form, function as linguistic markers of mobilization. The use of imperatives and rhetorical questions creates a sense of direct engagement and makes the audience feel personally involved.

Cognitive and Pragmatic Aspects. From a cognitive-pragmatic perspective, Biden's and Trump's speeches activate different mental models and frames for interpreting political reality.

Biden tends toward cognitive harmonization, explaining political events through concepts of unity, mutual respect, and historical continuity. His speeches emphasize the idea that "America has always moved forward when acting together," which sets an optimistic perspective and reduces potential social tensions. Biden often employs strategic perspectivization, constructing a positive narrative of the future in which democratic institutions regain strength and citizens collectively overcome challenges.

Trump, by contrast, relies on a strategy of polarization and dramatization. His speeches are dominated by the "us vs. them" dichotomy, where "they" represent political opponents, bureaucracy, or external forces. In his Inaugural Address, he describes the country as a place "exploited and betrayed for decades," invoking a frame of collective resentment. Trump employs causal reduction, simplifying complex political processes by attributing responsibility to specific groups or political actors, thus constructing a clear cognitive schema with a single culprit and an allegedly simple solution.

Pragmatic Strategies. In pragmatic terms, Biden implements a strategy of institutional legitimization. His statements rely on the authority of democratic procedures and historical traditions. He aims to demonstrate that the success of the country depends on stable institutions and balanced dialogue.

Trump, on the other hand, applies a strategy of authoritarian charisma, shifting emphasis from institutions to the figure of the leader himself. He constructs the image of a decisive defender of the people, capable of acting in moments of danger, thus framing political processes through a personalized lens.

Conclusions. A comprehensive analysis of the lexical-stylistic, cognitive, and pragmatic characteristics of Joe Biden's and Donald Trump's political speeches demonstrates that their rhetorical models represent two fundamentally different approaches to constructing political discourse.

Biden's rhetoric is grounded in an institutional, harmonizing, value-oriented model that appeals to unity, solidarity, moral principles, and collective responsibility. Inclusive markers, abstract humanistic metaphors, moderate evaluative vocabulary, and logically structured syntax form a communicative model aimed at strengthening societal cohesion and stabilizing the political space. His cognitive strategies activate frames of cooperation, trust, and long-term development, while his pragmatic strategies reinforce the legitimacy of democratic institutions.

Trump's style, by contrast, is characterized by confrontation, dynamism, and high emotional intensity. Vocabulary with strong negative evaluativity, metaphors of struggle and threat, personalized causality, and simplified representations of complex political processes create a mobilizing discourse aimed at activating the electorate. His syntax — based on short, impactful constructions, frequent repetition, and imperatives — enhances emotional influence and constructs an image of a decisive, charismatic leader capable of acting quickly and effectively. His cognitive strategies rely on frames of conflict, crisis, and struggle, while his pragmatic strategies reinforce delegitimization of opponents, intensify societal polarization, and personalize political power.

Thus, the comparison of the two rhetorical models indicates that Biden and Trump represent alternative modes of political communication: a consolidating discourse of stability versus a populist discourse of mobilization and confrontation. These distinctions manifest across all linguistic levels — from vocabulary and metaphors to syntax, pragmatics, and cognitive structuring of reality. While Biden seeks to harmonize the social space by stimulating a sense of collective participation and moral responsibility, Trump emphasizes emotionally charged frames that deepen polarization and strengthen supporters' loyalty.

The analysis of these two presidents' speeches not only outlines the specifics of their individual rhetorical repertoires but also reveals broader tendencies in contemporary US political discourse, where two models of political influence — institutional-value-based and populist-conflict-oriented — coexist and compete. These findings hold significant potential for further research in political rhetoric, discourse analysis, and the study of cognitive mechanisms of influence in political communication.

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THE ROLE OF ACADEMICIAN MADAD CHOBANOV IN THE DEVELOPMENT OF AZERBAIJAN-GEORGIAN LITERARY RELATIONS

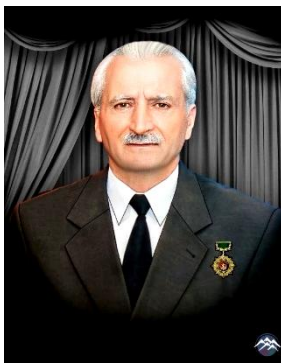
Mushfig Borchalı (Chobanov)

PhD in Philology,
Azerbaijan Technical University,
Institute of Literature named after Nizami Ganjavi of ANAS
ORCID 0009-0008-86842722

AZƏRBAYCAN-GÜRCÜ ƏDƏBİ ƏLAQƏLƏRİNİN İNKİŞAFINDA AKADEMİK MƏDƏD ÇOBANOVUN ROLU

Müşfiq Borçalı (Çobanov)

filologiya üzrə fəlsəfə doktoru,
Azərbaycan Texniki Universiteti,
AMEA Nizami Gəncəvi adına Ədəbiyyat İnstitutu
ORCID 0009-0008-86842722



Abstract

The article examines Azerbaijani-Georgian literary relations. It is noted that since the beginning of the last century, Azerbaijani and Georgian literary relations have always developed in parallel in the field of artistic thought, especially poetry and prose, as well as in the field of science, and in the second half of the 20th century, the academic research and dissemination of Azerbaijani-Georgian literary relations entered a new stage. However, these relations were formed not by inertia, but by the creative relations of individual personalities. Just as personalities shaped the literary environment, personalities also shaped and developed literary relations. Thanks to the great services of S.Vurgun, K.Kaladze, G.Leonidze, I.Habibeyli, E.Javelidze, L.Eradze, D.Aliyeva and others, the Azerbaijani-Georgian friendship, which experienced its best period in terms of both scientific and artistic translation and literary relations, was continued in a new context by academician Madad Chobanov (1937-2023) in the second half of the last century. This scientific, literary and artistic tandem entered a new stage of its development in Azerbaijani and Georgian literary studies. These friendly relations were briefly It constituted a new stage in the field of linguistics, literary studies, poetry, literary translation and literary relations. Of course, there were certain reasons for this; First of all, Academician M.Chobanov was born and raised in Georgia, received his secondary and higher education in Georgia, lived in Georgia for about 60 years of his life, and worked as a teacher, associate professor, professor, deputy head of the department, head of the department and chairman of the scientific and methodological council at the Azerbaijani department of Tbilisi State Pedagogical University, where he received his higher education for a long time. Although he later lived in Baku, he did not break off relations with Georgia until the end of his life and regularly communicated with He visited Georgia at least 4-5 times a year, met with his former Georgian colleagues, as well as Azerbaijani scholars, poets and writers living in Georgia, closely participated in the literary environment of Tbilisi and the literary process there, and solemn events dedicated to his anniversaries were held many times in Tbilisi, Marneuli, and in his native village of Darbaz, where he was born. After he changed the world, the scientist's memorial days were celebrated in Tbilisi, as well as in Bolnisi, Dmanisi, Marneuli, Gardabani and other regions, many poems, essays were dedicated to his dear memory, books were written about his life and work, a series of articles were published in the Azerbaijani and Georgian press, various events, competitions, olympiads, races, etc.

The books, which were elegantly printed in Baku and made available to readers, were presented in Baku and Georgia. These events were covered in the Azerbaijani and Georgian press, radio and television programs, as well as on a number of Internet sites, and all of this further intensified the friendly relations between the Azerbaijani and Georgian peoples. In short, the special place occupied by the theme of Azerbaijani-Georgian friendship in M. Chobanov's work not only revealed the literary, cultural, and spiritual heritage of both peoples, but also accelerated the multifaceted nature of literary and cultural relations, the process of mutual influence and enrichment, and brought this friendship, which has been going on since ancient times, to a new level. The embodiment of the friendship and brotherhood of the Azerbaijani and Georgian peoples in literary, artistic, and scientific literature, etc. These factors reached a new level in M. Chobanov's work, found their broad reflection in scientific thought, and thus, Azerbaijani-Georgian literary relations became even richer.

Xülasə

Məqalədə Azərbaycan-gürcü ədəbi əlaqələri araşdırılır. Qeyd olunur ki, ötən əsrin əvvəllərindən başlayaraq, Azərbaycan və gürcü ədəbi əlaqələri bədii düşüncədə, xüsusilə də, poeziya və nəsr ilə yanaşı, elm sahəsində də həmişə paralel olaraq inkişaf etmiş, XX əsrin 2-ci yarısında isə Azərbaycan-gürcü ədəbi əlaqələrinin akademik şəkildə tədqiqi və təbliği yeni bir mərhələyə qədəm qoymuşdur. Lakin bu əlaqələr inersiya ilə deyil, ayrı-ayrı şəxsiyyətlərin yaradıcılıq əlaqələri ilə formalaşmışdır. Ədəbi mühiti şəxsiyyətlər formalaşdırdığı kimi, ədəbi əlaqələri də şəxsiyyətlər formalaşdırmış və inkişaf etdirmişlər. S.Vurğun, K.Kaladze, G.Leonidze, İ.Həbibəyli, E.Cavelidze, L.Eradze, D.Əliyeva və başqalarının böyük xidmətləri sayəsində istər elmi, istərsə də, bədii tərcümə və ədəbi əlaqələr müstəvisində ən yaxşı dövrünü yaşayan Azərbaycan-Gürcüstan dostluğu ötən əsrin II yarısında akademik Mədəd Çobanov (1937-2023) tərəfindən yeni bir kontekstdə davam etmiş, bu elmi, ədəbi-bədii tandem Azərbaycan və gürcü ədəbiyyatşünaslığında özünün yeni inkişaf mərhələsinə qədəm qoymuş, bu dostluq əlaqələri qısa bir müddətdə, həm dilçilik, həm ədəbiyyatşünaslıq, həm poeziya, həm də bədii tərcümə və ədəbi əlaqələr müstəvisində yeni bir mərhələ təşkil etmişdir. Sözsüz ki, bunu doğuran müəyyən səbəblər vardı; hər şeydən əvvəl, akademik M.Çobanov Gürcüstanda doğulub boya-başa çatmış, orta və ali təhsilini Gürcüstanda almış, ömrünün təxminən 60 ilini Gürcüstanda yaşamış, uzun müddət vaxtilə ali təhsil aldığı Tbilisi Dövlət Pedaqoji Universitetinin Azərbaycan şöbəsində - Azərbaycan dili və ədəbiyyatı kafedrasında müəllim, dosent, professor, kafedra müdürünün müavini, kafedra müdiri və elmi-metodiki şuranın sədri vəzifələrində çalışmış, daha sonralar Bakıda yaşasa da, ömrünün sonuna kimi Gürcüstanla əlaqəni kəsməmiş, müntəzəm olaraq əlaqə saxlamış, hər il ən azı 4-5 dəfə Gürcüstanla səfər etmiş, keçmiş gürcü həmkarları ilə, həmçinin Gürcüstanda yaşayan azərbaycanlı alim, şair və yazıçılarla görüşmüş, Tiflis ədəbi mühitində və buradakı ədəbi prosesdə yaxından iştirak etmiş, dəfələrlə Tbilisidə, Marneulidə, həmçinin dünyaya göz açdığı doğma Darbaz kəndində onun yubileylərinə həsr olunmuş təntənəli tədbirlər keçirilmişdir. Dünyasını dəyişdikdən sonra isə Tbilisidə, eləcə də, Bolnisidə, Dmanisidə, Marneulidə, Qardabanidə və başqa bölgələrdə alimin anım günləri qeyd olunmuş, onun əziz xatirəsinə neçə-neçə şeirlər, poemalar, esselər həsr olunmuş, həyat və yaradıcılığı haqqında kitablar yazılmış, Azərbaycan və Gürcüstan mətbuatında silsilə məqalələr dərc olunmuş, müxtəlif tədbirlər, müsabiqələr, olimpiadalar, yarışlar və s. təşkil edilmiş, Bakıda nəfis şəkildə çap olunaraq oxucular ixtiyarına verilmiş kitabların Bakıda və Gürcüstanda təqdimatları keçirilmiş, həmin tədbirlər Azərbaycan və Gürcüstan mətbuatında, radio və televiziya verilişlərində, eləcə də, bir sıra internet saytlarında işıqlandırılmış və bütün bunlar Azərbaycan və gürcü xalqları arasındakı dostluq əlaqələrini daha da intensivləşdirmişdir.

Bir sözlə, M.Çobanovun yaradıcılığında Azərbaycan-Gürcüstan dostluğu mövzusunun xüsusi yer tutması hər iki xalqın ədəbi, mədəni, mənəvi irsini ortaya çıxarması ilə yanaşı, həm də ədəbi-mədəni əlaqələrin çoxcəhətliliyini, qarşılıqlı təsir və zənginləşmə prosesini sürətləndirmiş, qədimdən davam edən bu dostluğu yeni bir mərhələyə daşımışdır. Azərbaycan və gürcü xalqlarının dostluq və qardaşlığının ədəbi-bədii və elmi ədəbiyyatda təcəssümü və s. amillər M.Çobanovun yaradıcılığında yeni müstəviyə keçmiş, elmi təfəkkürdə öz geniş əksini tapmış və beləliklə də, Azərbaycan-gürcü ədəbi əlaqələri daha da zənginləşmişdir.

Keywords: Azerbaijani-Georgian, literature, literary translation, literary relations, friendship, Madad Chobanov, I Love Georgia, Songs of Friendship

Açar sözlər: Azərbaycan-gürcü, ədəbiyyat, bədii tərcümə, ədəbi əlaqələr, dostluq, Mədəd Çobanov, Sevirəm Gürcüstanı, Dostluq nəğmələri

Giriş

Ötən əsrin əvvəllərindən başlayaraq, Azərbaycan və gürcü ədəbi əlaqələri bədii düşüncədə, xüsusilə də, poeziya və nəsr ilə yanaşı, elm sahəsində də, həmişə paralel olaraq inkişaf etmiş, XX əsrin 2-ci yarısında isə Azərbaycan-gürcü ədəbi əlaqələrinin akademik şəkildə tədqiqi və təbliği yeni bir mərhələyə qədəm qoymuşdur. Lakin qeyd etməliyik ki, bu əlaqələr inersiya ilə deyil, ayrı-ayrı şəxsiyyətlərin yaradıcılıq əlaqələri ilə formalaşmışdır. Ədəbi mühiti şəxsiyyətlər formalaşdırdığı kimi, ədəbi əlaqələri də şəxsiyyətlər formalaşdırmış və inkişaf etdirmişlər. Görkəmli ədiblərimiz Səməd Vurğun, Süleyman Rüstəm, Rəsul Rza, Məmməd Rahim, Hüseyn Arif, Məmməd bəy Abaşidze, İrakli Abaşidze, Qriqol Abaşidze, Qalaktion Tabidze, Georgi Leonidze, Karlo Kaladze, həmçinin tanınmış alimlərimiz İsa Həbibbəyli, Elizbar Cavelidze, Leyla Eradze, Dilarə Əliyeva və başqalarının böyük xidmətləri sayəsində istər elmi, istərsə də, bədii tərcümə və ədəbi əlaqələr müstəvisində ən yaxşı dövrünü yaşayan Azərbaycan-Gürcüstan dostluğu ötən əsrin II yarısında akademik Mədəd Çobanov (1937-2023) tərəfindən yeni bir kontekstdə davam etmiş, bu elmi, ədəbi-bədii tandem Azərbaycan və gürcü ədəbiyyatında özünün yeni bir inkişaf mərhələsinə qədəm qoymuş, bu dostluq əlaqələri qısa bir müddətdə, həm dilçilik, həm ədəbiyyatşünaslıq, həm də bədii tərcümə və ədəbi əlaqələr müstəvisində yeni bir mərhələ təşkil etmişdir. (Bu barədə "Bu dostluğun yaşı çox..." adlı monoqrafiyamızda, həmçinin, "Səməd Vurğun və Karlo Kaladze", "Səməd Vurğun və Georgi Leonidze", "Səməd Vurğun və Leyla Eradze", "İsa Həbibbəyli və Elizbar Cavelidze" "Dilarə Əliyeva və Leyla Eradze", "Mədəd Çobanov və Leyla Eradze" və s. sərlövhəli məqalələrimizdə ətraflı məlumat vermişik. – M.Ç.) Sözsüz ki, bunu doğuran müəyyən səbəblər vardı; hər şeydən əvvəl, professor Mədəd Çobanov Gürcüstanda, Bolnisi rayonunun Darbaz kəndində dünyaya göz açmış, burada böyüyüb boya-başa çatmış, doğma kəndində orta məktəbi müvəffəqiyyətlə bitirdikdən sonra Tbilisidə ali təhsil almış, ömrünün təxminən 60 ilini Gürcüstanda yaşamış, uzun müddət doğma kəndində, vaxtilə orta təhsil aldığı Darbaz kənd orta məktəbində müəllim və vaxtilə ali təhsil aldığı A.S.Puşkin adına Tbilisi Dövlət Pedaqoji Universitetində (sonralar S.S.Orbelianinin adını daşıyan həmin ali məktəb hazırda İlya Universiteti adlanır. - M.Ç.) filologiya fakültəsinin Azərbaycan şöbəsində - Azərbaycan dili və ədəbiyyatı kafedrasında müəllim, dosent, professor, kafedra müdürünün müavini, kafedra müdiri və elmi-metodiki şuranın sədri vəzifələrində çalışmışdır. O, pedaqoji fəaliyyətlə yanaşı, həm də ardıcıl və akademik şəkildə elmi yaradıcılıqla məşğul olmuş, Azərbaycan-gürcü ədəbi əlaqələrinin inkişafı naminə bir sıra məqalələr yazmış, kitablar nəşr etdirmiş, daha sonralar Bakıda yaşasa da, ömrünün sonuna kimi Gürcüstanla əlaqəni kəsməmiş, vaxtilə çalışdığı kollektivlə müntəzəm olaraq əlaqə saxlamış, hər il ən azı 4-5 dəfə Gürcüstanla səfər etmiş, keçmiş gürcü həmkarları ilə, həmçinin Gürcüstanda yaşayan azərbaycanlı alim, şair və yazıçılarla görüşmüş, Tiflis ədəbi mühitində və buradakı ədəbi prosesdə yaxından iştirak etmiş, onun həyat və yaradıcılığı haqqında Gürcüstan mətbuatında silsilə məqalələr dərc olunmuş və bütün bunlar Azərbaycan və gürcü xalqları arasındakı dostluq əlaqələrini daha da intensivləşdirmişdir.

Tədqiqat

Tanınmış Azərbaycan və Gürcüstan alimi, görkəmli türkoloq, 80-dən artıq kitabın, yüzlərlə elmi və publisistik məqalələrin müəllifi, uzun müddət A.S.Puşkin adına Tbilisi Dövlət Pedaqoji Universitetində filologiya fakültəsinin Azərbaycan şöbəsində çalışmış filologiya elmləri doktoru, professor, akademik Mədəd Çobanov ötən əsrin 2-ci yarısından başlayaraq tanınmış gürcü türkoloq alimləri Venera Cankidze, Elizbar Cavelidze, Georgi Şaqlaşvili, Mixeil Çinçaladze, Leyla Eradze və b. ilə daim elmi təmasda olmuş, Azərbaycan-gürcü ədəbi əlaqələrinin akademik şəkildə tədqiqi, təbliği və inkişafı naminə xeyli əmək sərf etmiş, bir-birindən dəyərli əsərləri ilə bu dostluq xəzinəsini daha da zənginləşdirmişdir.

Akademik Mədəd Çobanov ilk dəfə olaraq Azərbaycan və gürcü dillərinin, həmçinin Azərbaycan və gürcü ədəbiyyatlarının qarşılıqlı əlaqəsini, ədəbi əlaqələrin inkişaf tarixini elmi tədqiqata cəlb etmiş, bu mövzuda ondan artıq kitab, yüzlərlə elmi, elmi-publisistik və ədəbi-tənqidi məqalələr yazmış və həmin məqalələri Azərbaycanda AMEA-nın, BDU-nun, ADPU-nun Elmi Əsərlərində, «Azərbaycan», «Respublika», «Xalq», «Ədəbiyyat və incəsənət», «Ədəbiyyat qəzeti», «Azərbaycan müəllimi», «Sərqin səsi», «Ziya», «Təhsil», «Elm və təhsil» qəzetlərində; Gürcüstanda isə Azərbaycan, gürcü, rus və erməni dillərində nəşr olunan müxtəlif mətbuat orqanlarında, o cümlədən, Azərbaycan dilində nəşr olunan «Sovet Gürcüstanı» («Gürcüstan»), Azərbaycan və gürcü dillərində nəşr olunan «Qələbə bayrağı» - «Qamardjebis droşa», «Samqori», «Trialeti», «Yeni Marneuli»; gürcü dilində nəşr olunan «Tbilisi», «Saxalxo qanatileba» («Xalq maarifi»), «Soplis tsxovreba» («Kənd həyatı»), rus dilində nəşr olunan «Zarya Vostoka», «Veçerniy Tbilisi», «Molodyoj Qruzii», erməni dilində nəşr olunan «Sovetakan Vrastan» («Sovet Gürcüstanı») qəzetlərində, gürcü dilində nəşr olunan «Skola da sxovreba»

(«Məktəb və həyat») və «Kartuli ena da literatura skolaşi» («Məktəbdə gürcü dili və ədəbiyyatı») jurnallarında; həmçinin, S.S.Orbeliani adına Tbilisi Dövlət Pedaqoji İnstitutunun «Elmi əsərləri»ndə rus və Azərbaycan dillərində çap etdirmişdir.

Məddəd Çobanov Gürcüstanın Bolnisi şəhərində 1935-1990-cı illərdə Azərbaycan və gürcü dillərində çap olunan «Qələbə bayrağı» - «გაბარეჯვრის დროშა» qəzetinin 4 noyabr 1972-ci il tarixli № 134 (3512)-ci sayında dərc etdirdiyi «Azərbaycan poeziyası gürcü dilində» sərlövhəli məqaləsində Şərqdə şöhrət tapmış Azərbaycan poeziyasının eyni zamanda qardaş gürcü xalqının da nəzər-diqqətini daim özünə cəlb etdiyini, erməni və gürcü ziyalıların hələ XVI-XVII əsrlərdən Azərbaycan poeziyasını həm öz ana dillərinə çevirmələrinin, həm də öz əlifbaları ilə yazıya köçürərək ondan istifadə etmələrinin heç də təsadüfi olmadığını və həmin yazıların indi də Canaşiya adına Gürcüstan Dövlət Muzeyində saxlandığını qeyd etmiş, həmin yazıların içərisində qardaş gürcü xalqının da sevə-sevə oxuduğu dahi söz sənətkarı ustad Füzulinin lirik əsərlərinin də çoxluğunu və həmin arxiv materialları arasında hələ erməni və gürcü ziyalıların Füzulinin əsərlərini öz əlifbaları ilə yazıya alaraq oxumalarının aydın şəkildə göründüyünü vurğulamışdır. Maraqlı faktdır ki, gürcü xalq xanəndələrinin ifaçılıq dəftərlərində XVI əsrdə yaşamış böyük Azərbaycan şairi Füzulinin «Leyli və Məcnun» poemasından çoxlu miqdarda qəzəllər vardır. Bunlar göstərir ki, Füzulinin qəzəlləri gürcü xalq xanəndələrinin repertuarında həmişə geniş yer tuturdu.

Dahi Füzulinin bədii sənətkarlıq xüsusiyyətləri dünyanın bir çox ədəbiyyatşünaslarının tədqiqat obyektində olduğu kimi, gürcü şərqşünası Elizbar Cavelidzenin də elmi-tədqiqat obyektində olmuşdur. O, 1972-ci ildə «Nakaduli» - Gürcüstan SSR Uşaq və Gənclər nəşriyyatında «Görkəmli adamların həyatı» seriyasından XVI əsr Azərbaycan şairi, dahi söz ustası M.Füzulinin həyat və yaradıcılığına həsr olunmuş «Füzuli» monoqrafiyasını gürcü dilində 5 min tirajla çap etdirmişdir. (Qeyd edək ki, M.Çobanov E.Cavelidzenin Füzulinin həyat və yaradıcılığına həsr olunmuş «Füzuli» monoqrafiyasını «Füzulişünaslığa yeni qiymətli hədiyyə» adlandırmış və kitab haqqında «Gürcü alimi Füzulini öyrənir» və «Füzuli gürcü ədəbiyyatşünaslığında» sərlövhəli iki məqalə yazmış və müvafiq olaraq, Tbilisidə çap olunan «Sovet Gürcüstanı» qəzetinin 19 avqust 1972-ci il tarixli № 99 (5589)-cu sayında və Bakıda çap olunan «Azərbaycan müəllimi» qəzetinin 17 yanvar 1973-cü il tarixli № 6 (2478)-ci sayında nəşr etdirmişdir. Bu barədə bir qədər sonra daha ətraflı məlumat verəcəyik – M.Ç.)

Məddəd Çobanov «Azərbaycan poeziyası gürcü dilində» sərlövhəli məqaləsində məşhur Azərbaycan şairi Fədainin də bədii yaradıcılığının və sənətkarlığının hələ XVII əsrdən gürcü ziyalıların nəzər-diqqətini özünə cəlb etdiyini qeyd etmiş, Fədainin «Bəxtiyarname» poeması üzərində tədqiqat aparan gürcü alimi A.İ.Kabidzenin «Bəxtiyarname» əsərinin gürcü dilində iki tərcüməsini müəyyən etdiyini bildirmişdir. Bunlardan biri fars nağılları sırasına keçmiş «Bəxtiyarname»nin XVII əsrin sonu və XVIII əsrinə əvvəllərində gürcü dilinə edilən tərcüməsidir. Əsərin mütərcimi məlum deyildir. İkinci tərcümə 1828-ci ildə A.Sulxanişvili tərəfindən edilmişdir.

XVIII əsrdə Azərbaycan və gürcü xalqları arasında siyasi, iqtisadi və mədəni əlaqələr daha da güclənmiş, görkəmli Azərbaycan şairləri M.P.Vaqif və M.V.Vidadi tez-tez Gürcüstana gəlmiş, hətta, gürcü xalqına dair bir çox lirik şeirlər də yazmışlar. Təsadüfi deyildir ki, M.P.Vaqifin qoşmaları hələ onun öz sağlığında ikən gürcü ziyalı və xanəndələrinin sevə-sevə oxuduqları lirik əsərlərdən olmuşdur. Eyni zamanda, gürcü xalq xanəndələri M.P.Vaqifin məşhur qoşmalarına musiqi də bəstələmişlər. Bu, David Rektorun «Qədim gürcü poeziyası antologiyasında» kitabda aydın şəkildə görünür. Təsadüfi deyil ki, gürcü şairlərindən İosef Melikaşvili və Stefan Beşanqışvilinin şeirlərində Vaqifin təsiri parlaq şəkildə özünü göstərir.

XVIII əsrdə yaşamış Azərbaycan şairi M.P.Vaqifin əsərləri də gürcü ziyalıları üçün əziz və doğmadır. «Tiflisi dünyanın cənnəti» adlandıran M.P.Vaqif gürcü xalqı arasında yalnız bir dövlət xadimi kimi deyil, eyni zamanda məharətli bir sənətkar kimi tanınmışdır. Odur ki, onun şeirlərini gürcü ziyalıları tərəfindən gürcü əlifbası ilə yazılmışdır. Həmin mətnlər indi də akademik Simon Canaşiya adına Gürcüstan Dövlət Milli Muzeyində saxlanılmaqdadır.

1948-ci ildə Tbilisinin «Sabtoca Mcerali» nəşriyyatı M.P.Vaqifin Gürcüstanla əlaqədar olan «Gürcü qızı», «Levanın ölümü», «Tiflis» şeirlərinin «Vaqif Gürcüstan haqqında» adı ilə 5.120 nüsxə tirajla nəşr etmişdir. Kitaba toplanan şeirləri gürcü dilinə G.Cicinadze tərcümə etmişdir. Həmçinin, 1968-ci ildə məşhur Azərbaycan şairi M.P.Vaqifin anadan olmasının 250 illik yubileyi Gürcüstanda da böyük təntənə ilə qeyd edildiyini və bu münasibətlə Tbilisinin «Merani» nəşriyyatı şairin lirik şeirlərini gürcü dilində kütləvi tirajla çap olunaraq oxucuların ixtiyarına verildiyini bildiren Məddəd Çobanov tanınmış gürcü şairləri K.Kaladze, Z.Mçedlişvili, Ş.Nişnadze və O.Şalamberidzenin tərcümə etdikləri kitaba professor Əziz Şərifin geniş müqəddimə yazdığını və «müqəddimədə Vaqifin həyatı və poetik xüsusiyyətləri haqqında ətraflı

məlumat" verildiyini diqqətə çatdırır: "Bu da gürcü oxucularını bədii söz ustadı Vaqifin yaradıcılığı və sənətkarlığı ilə yaxından tanış olmağa imkan verir." (Çobanov, Mədəd. «Qələbə bayrağı», 4 noyabr, 1972)

Mədəd Çobanov Gürcüstanın Bolnisi şəhərində 1935-1990-cı illərdə Azərbaycan və gürcü dillərində nəşr olunmuş "Qələbə bayrağı" - "გაბაშვილის ღრმის" qəzetinin 19 sentyabr 1972-ci il tarixli № 114 (3492) sayında "Dostluq nümunələri" rubrikası altında dərc etdirdiyi "Nizami gürcü dilində" sərlövhəli məqaləsində qədim zamanlardan bəri tarixi taleləri bir olan, mehriban qonşuluq və dostluq şəraitində yaşayan Güney Qafqaz xalqlarının, xüsusilə də, bir neçə əsrlik tarixə malik olan Azərbaycan və gürcü xalqlarının ədəbi əlaqələrinin XX əsrin əvvəllərindən başlayaraq, daha da genişləndiyini, möhkəmləndiyini, XX əsrin ikinci yarısında isə özünün ən yüksək mərhələsinə qədəm qoyduğunu qeyd edir, bu əbədi və sarsılmaz dostluğun hər iki xalqın mənəvi aləmlərində, adət-ənənələrində və ədəbiyyatlarında da öz bədii əksini tapdığını, artıq, qardaş gürcü xalqının Azərbaycan ədəbiyyatı klassiklərinin əsərlərini öz ana dilində oxuduğunu diqqətə çatdırır.

Hər bir gürcü ziyalisına Ş.Rustaveli, N.Barataşvili, İ.Çavçavadze, A. Tsereteli, İ.Qrişaşvili, Q.Tabidze, K.Kaladze, N.Dumbadze və başqaları kimi, Azərbaycan xalqının fəxri və vüqarı, söz sənətinin dahi ustadları Xaqani, Nizami, Nəsimi, Füzuli, Vaqif, M.F.Axundov, Sabir, C.Məmmədquluzadə, N.Nərimanov, C.Cabbarlı, S.Vurğun və başqalarının da doğma və əziz olduğunu vurğulan tədqiqatçı Mədəd Çobanov sənət ustadlarımızın əsərlərinin gürcü dilinə tərcümə edilməsi və nəşr olunması işində peşəkar tərcüməçilərdən A.Tseretelinin, İ.Qrişaşvilinin, L.Eradzenin, Konstantin Çiçinadzenin, Qriqol Abaşidzenin, Mağael Toduanın, Ambako Çelidzenin, K.Kaladzenin, Z.Mçedlişvilinin, T.Xomerikin, P.Qurgenidzenin, P.Sulieqrinin, N.Canaşianın və başqalarının əməyini xüsusi qeyd etməyin lazım olduğunu, bu mütərcimlərin gərgin yaradıcılıq və tərcüməçilik fəaliyyətin nəticəsində onlarla Azərbaycan şairi, nasiri və dramaturqunun əsərlərinin qardaş gürcü xalqının dilinə tərcümə edildiyini bildirir.

Eyni zamanda, qardaş Gürcüstanda ədəbiyyatımızın seçmə incilərinin nəinki gürcü dilinə tərcümə olunduğunu, hətta, bir qrup gürcü ədəbiyyatşünasın Azərbaycan ədəbiyyatının tədqiqi və təbliği ilə ardıcıl və sistemli şəkildə məşğul olduğunu, onların arasında A.Baramidze, K.Pağava, L.Eradze, E.Cavidze, İ.Qrişaşvili və başqalarının tədqiqlərinin daha maraqlı olduğunu yazan Mədəd Çobanov, Azərbaycan ədəbiyyatının gürcü dilinə tərcümə olunması və tədqiqi tarixi haqqında da məlumat verir: "Qardaş gürcü xalqı Azərbaycan mədəniyyətinə və ədəbiyyatına hələ lap əvvəllərdən rəğbət bəsləmişdir. Bunu tarixi faktlar da təsdiq edir. Heç təsadüfi deyil ki, qardaş gürcü xalqı hələ XII əsrdən Azərbaycan ədəbiyyatı nümunələrinin öz ana dilinə tərcümə etməyə başlamışdır. Bəzi gürcü ədəbiyyatşünaslarının fikrincə poeziya sənətinin nadir ustası Nizaminin "Xosrov və Şirin" poeması hələ şairin öz dövründə ikən gürcü dilinə tərcümə olunmuş, lakin sonralar monqolların viranədici hücumları zamanı bir çox gürcü ədəbi materialları kimi, bu poemanın tərcüməsi də itmişdir. Sonrakı dövrlərdə isə Nizaminin əsərlərinə, o cümlədən "Xosrov və Şirin" poemasının gürcü dilinə tərcümə edilməsinə maraq xeyli artmışdır. Hələ XVI əsrdə şah Teymuraz Nizaminin "Leyli və Məcnun" poemasını gürcü dilinə tərcümə etmişdir." (Çobanov, Mədəd. "Qələbə bayrağı", 19 sentyabr, 1972)

Daha sonra müəllif 1947-ci ildə Tbilisinin "Sabkota Mçerali" nəşriyyatının Azərbaycan xalqının şərafli oğlu, dünya ədəbiyyatında heç kəsə müqayisə edilməz Nizaminin lirik əsərlərini 5.120 tirajla nəşr etdiyini və həmin kitabı "Nizaminin gürcü dilində kütləvi tirajla çıxan ilk kitabı" adlandırır, kitaba daxil olan lirik parçaları gürcü ədəbiyyatının tanınmış nümayəndələri olan Konstantin Çiçinadze və Qriqol Abaşidzenin böyük maraqla gürcü dilinə tərcümə etdiyini, mütərcimlərin böyük Azərbaycan şairi Nizami Gəncəvinin köklü saz kimi insan qəlbini dindirən lirik şerlərini qardaş gürcü xalqına çatdırmaqla həm gürcü oxucularının, həm də Azərbaycan xalqının rəğbətini qazandıqlarını yazır.

Kitabın əvvəlində professor A.Baramidzenin böyük Azərbaycan şairi və mütəfəkkiri Nizami Gəncəvinin həyat və yaradıcılığı, XII əsrdə Azərbaycanla - Şirvanşahlarla Gürcüstan dövləti arasında olan siyasi və mədəni əlaqələr, Azərbaycan və gürcü xalqlarının dostluğu haqqında yığcam məlumat verdiyini qeyd edən Mədəd Çobanov yazır: "A.Baramidze göstərir ki, hələ XII əsrdə Azərbaycan və gürcü xalqları arasında olan mədəni və siyasi əlaqələr nəticəsində hər iki xalqın mədəniyyəti, incəsənəti və ədəbiyyatları bir-birinə məlum idi. Odur ki, hələ XII əsrdə Azərbaycan şairi Nizaminin əsərləri Gürcüstanda geniş yayılmışdır. Bunu XII əsrdə yaşamış gürcü şairi Çaxruxadzenin "Tamariani" əsərindən də görmək mümkündür. XVII əsrdə yaşamış gürcü şairi Nodar Tenteişvili də böyük Nizaminin yaradıcılığına aludə olmuş və onu "dünyada bərabəri olmayan bədii söz ustası" adlandırmışdır. Elə buna görə də, müəllif həqiqi məhəbbət, sədaqət və azad sevgi hisslərini tərənnüm edən "Leyli və Məcnun", "Xosrov və Şirin" poemalarının da gürcü dilinə tərcümə olunmasını arzulayır və həmin tərcümələrin gürcü oxucularında xüsusi bir maraq oyadacağına əminliyini qeyd edir." (Çobanov, Mədəd. "Qələbə bayrağı", 19 sentyabr, 1972)

Mədəd Çobanov "Nizami gürcü dilində" sərlövhəli məqaləsində daha sonra bildirir ki, 1956-cı ildə Tbilisidə "Saxelqomi" Gürcüstan SSR Dövlət Nəşriyyatı XII əsrdə yaşamış böyük Azərbaycan şairi N. Gəncəvinin seçilmiş əsərlərini ikinci dəfə 5 min tirajla nəşr etmişdir. Kitabda Nizaminin "Sırrlər xəzinəsi", "Xosrov və Şirin", "Leyli və Məcnun" və "İsgəndərnamə" poemalarının ən lirik hissələri verilmişdir. Bu kitabı Mağael Todua öz ana dilinə böyük sevinclə tərcümə etmişdir. Kitabın rəssamı Lado Qudiaşvili kitabın üzərində budağında bülbül oxuyan qızıl gül şəklində çəkmişdir ki, bu da dünya ədəbiyyatı xəzinəsinə qiymətli incilər qoyub getmiş böyük Nizami sənətinin ətrinin ətrafı yayılmasına, öz lirik şeir və qəzəlləri ilə dünyaya səs salmasına işarədir.

Həmçinin, 1964-cü ildə Tbilisinin "Literatura da xelovneba" nəşriyyatı Nizaminin "Xosrov və Şirin" poemasını 10 min tirajla gürcü dilində nəşr etmişdir (<https://dlab.ug.edu.ge/books/detail/12823>). Əsəri gürcü dilinə Ambako Celidze tərcümə etmişdir. Kitabın əvvəlində poema haqqında 24 səhifəlik məlumat verilir və poema "dünya ədəbiyyatının nadir incilərindən" hesab olunur. (Həmin kitab 2014-cü ildə Tbilisidə təkrar nəşr olunmuşdur. <https://dlab.ug.edu.ge/books/detail/5978> – M.Ç.)

M.Çobanov "Nizami gürcü dilində" sərlövhəli məqaləsində Nizaminin "Xəmsə"si yalnız tərcüməçilərin yox, eyni zamanda, ədəbiyyatşünasların da nəzər-diqqətini özünə cəlb etdiyini, təsadüfi deyil ki, görkəmli gürcü ədəbiyyatşünası Konstantine Pağavanın (კონსტანტინე ფაღავა) elmi tədqiqat işlərinin müəyyən hissəsinin məhz Nizaminin yaradıcılığına həsr olunduğunu, onun 1964-cü ildə "Görkəmli adamların həyatı" seriyasından işıq üzü görmüş yeddi fəsildən ibarət olan "Nizami" adlı monoqrafiyasında Nizaminin dövrü, həyatı, yaradıcılığı və sənətkarlığının öz elmi əksini tapdığını vurğulamışdır. (Çobanov, M. "Qələbə bayrağı", 19 sentyabr, 1972)

Yuxarıda da qeyd etdiyimiz kimi, görkəmli Azərbaycan şairlərinin, xüsusilə də dahi Məhəmməd Füzulinin də bədii sənətkarlıq xüsusiyyətləri dünyanın bir çox ədəbiyyatşünaslarının tədqiqat obyektində olduğu kimi, gürcü şərqşünaslarının da elmi-tədqiqat obyektində olmuşdur.

Görkəmli gürcü şərqşünası Elizbar Cavelidze 1972-ci ildə Tbilisidə "Nakaduli" - Gürcüstan SSR Uşaq və Gənclər nəşriyyatında "Görkəmli adamların həyatı" seriyasından XVI əsr Azərbaycan şairi, dahi söz ustası M.Füzulinin həyat və yaradıcılığına həsr olunmuş "Füzuli" ("ფუზული") monoqrafiyasını gürcü dilində 5 min tirajla çap etdirmişdir. Mədəd Çobanov həmin monoqrafiyanı "Füzulüşünaslığa yeni və qiymətli hədiyyə" adlandırmış və kitab haqqında "Gürcü alimi Füzulini öyrənir" və "Füzuli gürcü ədəbiyyatşünaslığında" sərlövhəli iki məqalə yazmış və müvafiq olaraq, həmin məqalələr Tbilisidə çap olunan "Sovet Gürcüstanı" qəzetinin 19 avqust 1972-ci il tarixli № 99 (5589)-cu sayında və Bakıda çap olunan "Azərbaycan müəllimi" qəzetinin 17 yanvar 1973-cü il tarixli № 6 (2478)-ci sayında nəşr etdirmişdir.

Mədəd Çobanov Bakıda çap olunan "Azərbaycan müəllimi" qəzetinin 17 yanvar 1973-cü il tarixli № 6 (2478)-ci sayında dərc etdirdiyi "Füzuli gürcü ədəbiyyatşünaslığında" sərlövhəli məqaləsində XX əsrin ikinci yarısında qardaş gürcü xalqının ziyalılarının və ədəbiyyatşünaslarının Azərbaycan ədəbiyyatının gürcü dilinə tərcümə edilməsinə, tədqiqinə və təbliğinə olan marağının, demək olar ki, qat-qat artdığını qeyd edir, bu sahədə böyük xidmətləri olan, dünya ədəbiyyatını öz nadir söz inciləri ilə bəzəmiş Nizami Gəncəvinin həyat və sənətkarlıq xüsusiyyətlərinə həsr olunmuş "Nizami" (1964), Azərbaycanın görkəmli materialist filosofu, ədibi və dramaturqu M.F.Axundovun həyat və yaradıcılığına həsr olunmuş "Azərbaycan-gürcü qarşılıqlı mədəni əlaqələri" (1966) və "M.F.Axundov" (1968) monoqrafiyalarının müəllifi, görkəmli türkoloq, tanınmış şərqşünas, nizamişünas və axundovşünas Konstantine Pağavanın (კონსტანტინე ფაღავა, 1919-1974) ilə yanaşı, görkəmli gürcü alimi, tanınmış dilçi, türkoloq, ədəbiyyatşünas, şərqşünas Elizbar Cavelidzenin (ელიზბარ ჯაველიძე, 1937) də böyük əmək sərf etdiyini vurğulayır və onların bu böyük xidmətlərini həmişə xüsusi olaraq qeyd etməyin lazım və vacib olduğunu diqqətə çatdırır.

1972-ci ildə gürcü dilində işıqüzü görmüş kitabı haqqında oxuculara geniş məlumat verən Mədəd Çobanov, tanınmış gürcü şərqşünası Elizbar Cavelidzenin (ელიზბარ ჯაველიძე, 1937) XVI əsr görkəmli Azərbaycan şairi, söz sənətinin böyük ustası Məhəmməd Füzulinin həyat və yaradıcılığına həsr etdiyi "Füzuli" ("ფუზული") monoqrafiyanın on doqquz bölmədən ibarət olduğunu bildirir. Məqalədə dahi şairin bədii sənətkarlığına həsr olunmuş "Söz ustası" bölməsi ilə başlayan əsərdə müəllifin:

"İlahi feyzdən bir xəzinədir söz,

Tükənməz sərf qıldıqca dəmə-dəm.

Məcazi şahların gənci deyil bu

Ki, bir həbbə götürdükdə ola kəm."

- deyən, bədii söz sənətinin böyük, mahir və nadir ustası olan dahi Məhəmməd Füzulinin həyatını, fəaliyyətini, yaradıcılığını, sənətkarlığını, sənətkarlıq xüsusiyyətlərini, həmçinin, bədii söz sənətinə olan

müdrük baxışlarını, ayrı-ayrı bölmələrdə aydın, yığcam və elmi şəkildə təhlil etdiyi göstərilir. Daha sonra monoqrafiya ardıcıl olaraq "Əfsanə və gerçəklik", "Soruşa-soruşa Bağdada gedərsən", "Bərpa olunmuş həyat lövhələri", "Şairin anadan olması", "Şairin ölümünün öyrənilməsi", "Həqiqi şair ələmi yaxşı bəzər", "Məhəbbət əfsanəsi", "Əlyazmaları qalır", "Ehtiyatçı ödəyə bilmir", "Dərd dağılır", "Şeir var ki, həyatı əks etdirir", "Məhəbbət səndən güclüdür", "Müdrük əli və cahil ağı" (Rindü Zahid), "Leyli və Məcnun əhvalatı", "Şairin ibadəti" kimi bölmələrlə davam etdiyi bildirilir.

"Müəllif bu monoqrafiyanı özünəməxsus bir üslubla yazmışdır. Bu da onun özündən əvvəlki tədqiqatları təkrar etməməsi ilə əlaqədardır." - qənaətində olan akademik Mədəd Çobanov qeyd edir ki, "yuxarıda qeyd etdiyimiz bölmələrin başlıqlarından da göründüyü kimi, müəllif, hətta, monoqrafiyanın ayrı-ayrı başlıqlarında belə poetik xüsusiyyətləri saxlamışdır. Bu da oxucuya çox yaxşı təsir bağışlayır." (Çobanov, Mədəd. "Azərbaycan müəllimi", 17 yanvar, 1973).

E.Cavelidzenin "bütün füzulşünaslar və filoloqlar üçün böyük əhəmiyyət kəsb edən" kitabını "Füzulşünaslığa yeni və qiymətli hədiyyə" adlandıran professor Mədəd Çobanov yazır ki, "şairin (M.Füzulinin - M.Ç.) həyat və yaradıcılığı, onun sənətkarlıq xüsusiyyətləri, o dövrdə Şərqdə böyük mədəniyyət mərkəzi olan Bağdad şəhərində M.Füzulinin Azərbaycan dilində yazıb-yaradan şairlərin ədəbi məktəbində göstərdiyi fəaliyyəti və s. haqqında da əsərin yuxarıda göstərilən ayrı-ayrı bölmələrində ətraflı məlumat verilmişdir. Bu da kitabın məziyyətini xeyli artırır." (Çobanov, Mədəd. "Azərbaycan müəllimi", 17 yanvar, 1973)

Məqalənin sonunda "bu kitabda Gürcüstanda M. Füzulinin həyat və yaradıcılığının tədqiqi tarixinin verilməsi də yerinə düşərdi; çünki bu sahədə istər Azərbaycan, istərsə də gürcü ədəbiyyatşünaslığında hələlik tam bir məlumat yoxdur"- qənaətinə gələn Mədəd Çobanov bu və ya digər faklarla zəngin olan "Füzuli" (gürcü dilində) monoqrafiyasının ədəbiyyatşünaslığımız və orta məktəbdə Füzulini tədris edən müəllimlərimiz üçün də faydalı olduğunu nəzərə alaraq şairin ana dilinə - Azərbaycan dilinə tərcümə olunaraq Bakıda nəşr olunması arzusunda olduğunu bildirmişdir. (Çobanov, Mədəd. "Azərbaycan müəllimi", 17 yanvar, 1973)

E.Cavelidzenin "Füzuli: həyatı, mühiti, yaradıcılığı" kitabı ilk nəşrindən 44 il sonra 2016-cı ildə Tbilisidə Azərbaycan və gürcü dillərində, 2017-ci ildə isə Bakıda Nizami Gəncəvi adına Ədəbiyyat İnstitutu tərəfindən "Elm və təhsil" nəşriyyatında Mirzə Məmmədoğlunun tərcüməsi və professor Bədirxan Əhmədlinin redaktorluğu ilə Azərbaycan dilində nəşr olunmuşdur. (<https://zim.az/edebiyat/edebi-elqeler/1525-tbilisid-fzuli-haqqnda-yeni-kitab-nr-olunub.html>)

Mədəd Çobanov Gürcüstanın Bolnisi şəhərində 1935-1990-cı illərdə Azərbaycan və gürcü dillərində nəşr olunmuş "Qələbə bayrağı"- "გაბაშვილის ჟრნალ" qəzetinin 28 noyabr 1972-ci il tarixli № 144 (3522) sayında "Dostluq nümunələri" rubrikası altında dərc etdirdiyi "M.F.Axundov gürcü dilində" sərlövhəli məqaləsində XIX əsrdə yaşamış Azərbaycanın böyük ədibi, materialist filosofu, dramaturgiyamızın banisi, fəxrimiz və vüqarımız olan Mirzə Fətəli Axundovun ədəbi irsinin qardaş gürcü xalqının da həmişə nəzər-diqqətini özünə cəlb etdiyini, böyük mütəfəkkirin "Xırs quldurbasan" və "Vəzir-xani Lənkəran" komediyalarının 1851-ci ildə Tiflisdəki rus teatrında tamaşaya qoyulmasını, qısa bir zamanda böyük tamaşaçı rəğbəti qazanmasını, "Xırs quldurbasan" komediyasının hələ 1884-cü ildə gürcü dilinə tərcümə olunaraq "İveriya" jurnalının 5-6-cı nömrələrində çap edildiyini xatırladır. Qeyd edir ki, M.F.Axundovun əsərlərinə gürcü yazıçılarından ilk dəfə olaraq Akaki Tsereteli tənqidi yanaşmış, onu "Azərbaycan Molyeri" adlandırmış, "Vəzir-xani-Lənkəran" komediyasını gürcü dilinə çevirərək öz "Qrebuli"sində çap etdirmiş, həmin əsər 1898-ci il yanvarın 31-də gürcü səhnəsində tamaşaya qoyulmuş və böyük müvəffəqiyyət qazanmışdır. Mədəd Çobanov yazır: "Məşhur gürcü şairi A.Tsereteli M.F.Axundovun yaradıcılığına həsr olunmuş bir məqaləsində "Vəzir-xani-Lənkəran"ın müəllifini Azərbaycan xalqının mahir sənətkarı, Azərbaycan dramaturgiyasının banisi kimi qiymətləndirmişdir: "E.Eristavinin müasiri olan mahir yazıçı M.F.Axundovun əsərlərində Azərbaycan həyatı güzgüdə əks olunan kimi parlaq təsvir olunmuşdur. Onun pyesləri böyük bir istedadın məhsuludur. Bu əsərlərdə süni sözlər və fikirlər yoxdur". (Çobanov, Mədəd. "Qələbə bayrağı", 28 noyabr, 1972)

A.Tsereteli Azərbaycan xalqını sevmiş, onun mədəniyyətinə, ədəbiyyatına diqqətlə yanaşmışdır. O, hələ tələbə ikən Şərq dilləri fakültəsində oxuduğu zaman Azərbaycan dilini böyük bir maraqla öyrənmişdir. Təsədüfi deyil ki, M.F.Axundovun əsərlərini gürcü dilinə ilk dəfə tərcümə edən də məhz A.Tsereteli olmuşdur.

Mədəd Çobanovun məqaləsindən məlum olur ki, tanınmış gürcü şairi İ. Qrişaşvili M.F.Axundovun həyat və yaradıcılığını dərinlən öyrənərək, 1945-ci ildə "M.F.Axundov və Akaki Tsereteli" adlı məqaləsini yazmışdır. O, həmin məqaləsində göstərir ki, "XIX əsrin sonlarında gürcü ictimaiyyəti qardaş və qonşu Azərbaycan xalqının həyatı və ədəbiyyatı ilə, xüsusilə o zaman Azərbaycan «Molyeri» adlandırılan, Qoqol

və Ostrovski ilə müqayisə edilən M.F.Axundov kimi görkəmli yazıçı-dramaturqun əsərləri ilə lazımınca tanış deyildi. İndi isə azad gürcü xalqı Azərbaycan ədəbiyyatının klassiklərini tanıya bilir. Bu da A.Tsereteli və başqaları kimi qabaqcıl gürcü xadimlərinin səyi nəticəsi kimi qiymətləndirilməlidir... M.F.Axundovun həmin komediyasını ("Vəzir-xani-Lənkəran". - M.Ç.) Akakinin tərcümə etməsi qardaş xalqların yazıçıları ilə böyük gürcü yazıçısının dostluq əlaqəsinin bir nümunəsidir... 1898-ci ildə Akakinin Tiflisdə olmamasından istifadə edən və çoxlu pul yığılmasını nəzərdə tutan Kolabecaşvili elan edir ki, Tseretelinin yeni bir əsəri səhnəyə qoyulacaqdır. Yalnız tamaşa günü, yəni 1898-ci il yanvarın 31-də Tsereteli gözləmədiyi halda özünün müəllif elan edildiyini bilir və hiddətlənir... Lakin artıq gec idi. Tamaşadan sonra tamaşaçıları "müəllif"i çağırırdıqda suflyor bildirir ki, pyesin müəllifi 20 il bundan əvvəl vəfat edən Azərbaycan klassiki M.F.Axundovdur, A.Tsereteli isə həmin əsərin sadəcə tərcüməçisidir... Əsər gürcü tamaşaçıları arasında böyük hörmət və məhəbbət qazanmışdır." (Çobanov, Mədəd. "Qələbə bayrağı", 28 noyabr, 1972)

A.Tseretelinin bütün xalqlara olan səmimi münasibətinin nəticəsidir ki, 1908-ci ildə onun anadan olmasının 50 illik yubileyi qeyd edilən zaman 100-lərlə azərbaycanlı, o cümlədən, N.Nərimanov, M.Əzizbəyov və başqaları onu təbrik etmişlər.

Mədəd Çobanov öz məqaləsində məşhur gürcü şairi A.Tseretelinin Gürcüstanın İmereti bölgəsində, indiki Saçxerski rayonunda yerləşən doğma Sxitvori kəndindəki ev muzeyində M.F.Axundovun da komediyalarının sərgiləndiyini bildirir.

Tədqiqatçı tanınmış gürcü şairi İ.Qrişaşvilinin 1932-ci ildə M.F.Axundovun anadan olmasının 120 illik yubileyi münasibətilə onun "Şərq poeması"nı əvvəlcə rus dilindən (B. Marlinskinin tərcüməsindən) gürcü dilinə çevirərək R.Qvetadzenin reaktor olduğu "Droşa" jurnalının beşinci nömrəsində çap etdirdiyini və həmin tərcümənin "Şərq poeması"nın gürcü dilinə ilk tərcüməsi olduğunu diqqətə çatdırır. Daha sonra müəllif İ.Qrişaşvilinin 1933-cü ildə M.F.Axundovun "Şərq poeması"nı ikinci dəfə "Mnatobis" jurnalının sifarişi ilə professor Əziz Şərifdə saxlanılmış olan müəllifin əlyazmasından gürcü dilinə çevirərək, M.F.Axundovun tərcüməyi-halı və yaradıcılığı haqqında geniş bir ön söz yazaraq 2.500 nüsxə tirajla çap etdirdiyini bildirir.

Mədəd Çobanov yazır: "1958-ci il iyulun 9-da Tbilisidə M.F.Axundovun abidəsinin açılışı münasibətilə S.Orconikidze adına mədəniyyət və istirahət parkının yay teatrında keçirilən Zaqafqaziya xalqlarının ədəbi qardaşlıq gecəsində Gürcüstan Yazıçılar İttifaqının katibi B. Jgenti demişdir: "Azərbaycanın böyük yazıçısı, filosofu və mütəfəkkiri M.F.Axundovun xatirəsi bizim hamımız - üç qardaş respublika xalqlarının nümayəndələri üçün eyni dərəcədə əzizdir. Bu əlaqələr öz mənbəyini üç mədəniyyətin mənəvi əlaqələrinin təzahürüdür. Erməni xalq dastanı "Sasunlu David" xəzinəsindən və gürcü poeziyasının incisi "Amirani"dən, ölməz Rustaveli və dahi Nizamidən götürmüşdür". (Çobanov, Mədəd. "Qələbə bayrağı", 28 noyabr, 1972)

M.F.Axundov ədəbi irsinin öyrənilməsində gürcü ədəbiyyatşünaslarının da əməyi az olmamışdır. Bu sahədə axundovşünas Konstantine Pağavanın (კონსტანტინე ფაღავა, 1919-1974) təşəbbüsü təqdirəlayiqdir. O. 1967-ci ildə "Azərbaycan-gürcü qarşılıqlı mədəni əlaqələri" və 1968-ci ildə "Görkəmli adamların həyatı" seriyasından fəxrimiz və vüqarımız M.F.Axundovun həyat və yaradıcılığını elmi şəkildə əks etdirən "M.F.Axundov" monoqrafiyasını çap etdirmişdir. Müəllif monoqrafiyada M.F.Axundovun həyat və yaradıcılığını, onun Tbilisi ictimai mühitindəki fəaliyyətini aydın və yığcam şəkildə işıqlandırmışdır.

1968-ci ildə Tbilisi Dövlət Universiteti gürcü dilində "Erməni və Azərbaycan ədəbiyyatı müntəxəbatı" adlı iri həcmli tədris vəsaiti nəşr etdirmişdir. Bu kitabda Azərbaycan ədəbiyyatından 14 nəfər yazıçının sənətkarlıq xüsusiyyətləri və əsərlərindən nümunələr verilmişdir. Müntəxəbatda Xaqani Şirvani, Nizami Gəncəvi, Məhəmməd Füzuli, Molla Pənah Vaqif, Cəlil Məmmədquluzadə, Mirzə Ələkbər Sabir, Əbdürrəhim bəy Haqverdiyev, Cəfər Cəbbarlı, Səməd Vurğun, Süleyman Rüstəm, Məmməd Rahim, Rəsul Rza və Nəbi Xəzrinin əsərləri ilə yanaşı Mirzə Fətəli Axundovun "Aleksandr Serqeyeviç Puşkinin ölümü haqqında Şərq poeması" (tərcümə İ.Qrişaşvilinindir) və "Aldanmış kəvakib" (tərcümə Q. Şaqulaşvilinindir) əsərləri də vardır.

Qafqaz xalqlarının ədəbi əlaqələri tarixində böyük əhəmiyyətə malik olan bu müntəxəbatda M.F.Axundovun həyat yolu düzgün işıqlandırılmışdır. O, Azərbaycan ədəbiyyatı tarixində realist məktəbin, müasir dramaturgiyanın, yeni poeziyanın, tənqidin, publisistikanın və ədəbiyyatşünaslığın banisi kimi qiymətləndirilmişdir. (Çobanov, M. «Qələbə bayrağı», 28 noyabr, 1972)

Mədəd Çobanov Gürcüstanın Bolnisi şəhərində Azərbaycan və gürcü dillərində nəşr olunan "Qələbə bayrağı" - "გამარჯვების დროშა" qəzetinin 8 may 1971-ci il tarixli № 56 (3014) sayında çap olunmuş "Nikoloz Barataşvili Azərbaycan dilində" məqaləsində qədim zamanlardan bir-birilə qonşuluq edən Qafqaz xalqlarının tarixi talelərində, mənəvi aləmlərində, adət-ənənələrində olan yaxınlıq onların bədii

ədəbiyyatında da öz əksini tapdığını, xüsusilə də, Azərbaycan və gürcü xalqlarının əsası hələ uzaq keçmişdə qoyulmuş ədəbi əlaqələrinin böyük bir inkişaf yolu keçərək XX əsrdə daha yüksək pilləyə qalxdığını və nəhayət bu günkü mərhələyə gəlib çatdığını, indi artıq Azərbaycan xalqı Ş. Rustaveli, N. Barataşvili, İ. Çavçavadze, A. Tsereteli, İ. Lisişvili, Q. Tabidze, K. Kaladze və başqa gürcü şair və yazıçılarının əsərlərini öz ana dilində oxuduğunu qeyd edir və Nikoloz Barataşvilinin Azərbaycan ziyalılarının sevvə-sevvə oxuduğu gürcü klassiklərindən biri olduğunu vurğulayır. Akademik M. Arifə istinad edən müəllif yazır: "O, ölümündən 20-30 il sonra ədəbi ictimaiyyətin diqqətini cəlb etmiş, birdən-birə nəzərlərdə böyümüş və hətta Şota Rustavelidən sonra ən böyük gürcü şairi adlandırılmışdır". Odur ki, ədəbi irsi 37 şeir və bir kiçik poemadan ibarət olan N. Barataşvilinin bədii sənətkarlığı Azərbaycan oxucularının böyük rəğbətinə səbəb olmuşdur. Heç təsadüfi deyildir ki, hələ 1905-ci ildə Azərbaycan ədəbiyyatşünası Abdulla Tofiq Sur N. Barataşvilinin yaradıcılığından bəhs edərək göstərmişdir: "Gürcülərin ən müqəddir şairi deyilməyə şayan Nikoloz Barataşvili kiçik divan yazmaqla gürcü xalqı arasında italyanlar nəzdində Dante Aliqerinin tutduğu mövqe kimi bir mövqe tutmuş, farslar içində Sədi kimi bir ülvyyəti tapmışdır". (Çobanov, M. «Qələbə bayrağı», 8 may, 1971)

Akademik M. Arifin "gürcü xalqı üçün yeni və gürcü ədəbiyyatı tarixi üçün novator bir şair" olan N. Barataşvilinin həyat və yaradıcılığını dərinlən tədqiq etdiyini, 1948-ci ildə "Nikoloz Barataşvili" adlı oçerkini yazdığını, filologiya elmləri doktoru Dilarə Əliyevanın da elmi işlərinin müəyyən hissəsini N. Barataşvilinin həyat və yaradıcılığının tədqiqinə həsr etdiyini, nəhayət, Nikoloz Barataşvilinin anadan olmasının 150 illik yubileyinin 1968-ci ildə Azərbaycanın ədəbi ictimaiyyəti tərəfindən təntənə ilə qeyd edildiyini və onun əsərləri "Lirika" adı ilə 7 min tirajla Azərbaycan dilində çap olunduğunu oxucuların diqqətinə çatdıran müəllif – Məddəd Çobanov tanınmış şair Eyvaz Borçalının tərcümələrini yüksək qiymətləndirmiş və onun gürcü şairi Barataşvilinin əsərlərini öz ana dilinə tərcümə edərkən gürcü poeziyasının janr xüsusiyyətlərini, vəznələrini, ahəngdarlığını, təbiiliyini və musiqililiyini özündə saxladığını vurğulamışdır. (Çobanov, M. «Qələbə bayrağı», 8 may 1971)

"A. Bakıxanov və Tiflis mühiti" ("Qələbə bayrağı", 21.06.1969), "Ə. Haqverdiyev və Gürcüstan" ("Qələbə bayrağı", 16.05.1970), "Azərbaycan şairləri və Gürcüstan" ("Qələbə bayrağı", 23.05.1970), "Koroğlu dastanı gürcü dilində" ("Gürcüstan", 15.07.1972) və s. kimi onlarla dəyərli məqalələrin müəllifi olan akademik Məddəd Çobanov Güney Qafqaz xalqlarının tarixində ilk dəfə olaraq, "Azərbaycanca-gürcüçə qısa danışq lüğəti" hazırlayıb (dosent M. Çinçaladze ilə birlikdə) dörd dəfə 1977, 1991, 2000 və 2010-cu illərdə nəşr etdirmişdir (Tbilisi, "Qanatileba", 1977, 1991; Bakı, "Borçalı", 2000, 2010). Azərbaycan və gürcü xalqlarının mədəni və mənəviyyat cəhətdən yaxınlaşmasında böyük rol oynamış həmin lüğətlər bu günün özünə də böyük əhəmiyyət kəsb edir.

Tanınmış yazıçı və tədqiqatçı Nəriman Əbdülrəhmanlının tanınmış alim-pedaqoq Fərhad Xubanli ilə birlikdə "Azərbaycan müəllimi" qəzetinin 24 may 1989-cu il tarixli N:40/6822/ sayında dərc etdirdiyi "Lüğətçiliyə yeni hədiyyə" adlı məqalədə oxuyuruq: "Azərbaycan və gürcü xalqlarının mədəni və mənəviyyat cəhətdən yaxınlaşmasında da lüğətçilik az rol oynamamışdır. Hələ 1977-ci ildə Tbilisinin "Qanatileba" /"Maarif"/ nəşriyyatı "Azərbaycanca-gürcüçə qısa danışq lüğəti"ni çapdan buraxmışdır. İki qardaş xalqın leksikoqrafiyasında ilk addım olan bu kitabı A.S. Puşkin adına TDPI-nin dosentləri M. Çobanov və M. Çinçaladze tərtib etmişlər. Kitab istər azərbaycanlı, istərsə də gürcü oxucuları üçün qiymətli vəsaitdir". (Əbdülrəhmanlı, N., Xubanli, F. "Azərbaycan müəllimi" qəzeti, 24 may, 1989).

Həmçinin akademik Məddəd Çobanovun tərtib və nəşr etdirdiyi "Sevirəm Gürcüstanı" (Bakı, "Azərneşr", 1977) və "Dostluq nəğmələri" (Tbilisi, "Merani", 1978) adlı almanaxlar Azərbaycan və gürcü oxucuları tərəfindən böyük maraqla qarşılanmış, hər iki kitab "Azərbaycan-gürcü ədəbi əlaqələrinin genişlənməsinə atılmış ilk və önəmli addımlar" kimi yüksək dəyərləndirilmişdir.

"Sevirəm Gürcüstanı" (almanax, Azərbaycan şairləri Gürcüstan haqqında, tərtib edən Məddəd Çobanov, Bakı, "Azərneşr", 1977) kitabı haqqında yazılmış rəylərdə oxuyuruq: "Azərbaycan xalqı ilə gürcü xalqının dostluğu, qardaşlığı qədimdir. Bu məhəbbətin poetik ifadəsi olan "Sevirəm Gürcüstanı" kitabında Azərbaycan şairlərinin qardaş Gürcüstana, onun füsunkar təbiətinə, şən, mehriban adamlarına həsr etdikləri şeirlərdən nümunələr verilmişdir. Toplunun tərtibçisi Məddəd Çobanovdur." ("Ədəbiyyat və incəsənət" qəzeti, N:2, 7 yanvar, 1978).

"Azərneşr"-in bədii ədəbiyyat redaksiyasının redaktoru, şair Səfalı Nəzərlinin "Sovet Gürcüstanı" qəzetinin 26 may 1977-ci il tarixli N:63/7748/-ci sayında dərc etdirdiyi "Sevirəm Gürcüstanı" sərlövhəli məqaləsində yazır: "Qədim Gürcüstan torpağı", "qonaqpərvər gürcü xalqı", "Qafqazın Paris-i Tbilisi", "Qafqazın vena damarı Kür"... Bütün bunlar ta lap qədimdən başlamış bu günümüze qədər Azərbaycan ədəbiyyatının dönə-dönə, həvəslə müraciət etdiyi mövzulardandır. Çox az Azərbaycan yazıçısı və şairi tapmaq olar ki, onun yaradıcılığında Gürcüstanla bağlı motivlər olmasın... Əgər şair Məmməd Arazın dili

ilə desək: "poetik münasibət ən ülvi münasibətdir... bir xalqın digər xalqa bundan əziz, bundan müqəddəs töhfəsi ola bilməz". Bizcə, məhz Azərnəşrin bu yaxınlarda çapdan buraxdığı "Sevirəm Gürcüstanı" adlı kitabı gürcü xalqı üçün belə bir layiqli töhfə hesab etmək olar. Kitabı A.S.Puşkin adına TDPI-nin müəllimi Mədəd Çobanov tərtib etmişdir". (Nəzərli, Səfəli. "Sovet Gürcüstanı" qəzeti, 26 may, 1977).

"Azərbaycan və gürcü xalqlarının mehriban qardaşlığı, qonşuluq əlaqələrinin kökləri qədimdir... Hər iki xalq yadelli düş-mənlərə qarşı illərlə mübarizə aparmış, bir-birinə arxa olmuşdur. Tarixin neçə unudulmaz səhifələrində bu birgə mü-barizənin əks-sədası həkk olunub yaşayır... Bu yaxınlarda çapdan buraxılmış "Sevirəm Gürcüstanı" kitabında qardaş xalqlarımızın sarsılmaz dostluğunu tərənnüm edən şe'rlər toplanmışdır. Məcmuəni Mədəd Çobanov tərtib etmiş, şair Məmməd Araz ön söz yazmışdır". (Musayev, Dilsuz. "Sevirəm Gürcüstanı". "Qızıl bayraq" qəzeti, N:122/3804/, 11 oktyabr, 1977; "Ədəbiyyat və incəsənət" qəzeti, N:9, 25 fevral, 1978).

"Sevirəm Gürcüstanı" kitabı haqqında filologiya elmləri namizədi Həmid Vəliyevin rə'yi və kitabın şəkli Tbilisidə rus dilində nəşr olunan "Молодежь Грузии" qəzetində /N:63 /8078/, 26 may, 1977/, Tbilisidə erməni dilində nəşr olunan "Sovetakan Vrastan" qəzetində /N:66 /11856/, 2 iyun, 1977/, Y.Boboxidzenin geniş rəyi və kitabın şəkli Bolnisidə Azərbaycan və gürcü dillərində nəşr olunan "Qələbə bayrağı" - "Qamardjivebis droşa" qəzetində /N:55/4679/, 26 aprel, 1980/ dərc olunmuşdur.

"Sevirəm Gürcüstanı" kitabından Azərbaycan Sovet Ensiklopediyasının VI cildində "Gürcüstan SSR" məqaləsində istifadə olunmuşdur. (ASE, VI c., Bakı, 1982, s.135).

Akademik Mədəd Çobanovun XII əsrdən bəri klassik Azərbaycan şairlərinin Gürcüstan və gürcü xalqı haqqında qələmə aldıkları səmimi hiss və duyğularını toplayaraq tərtib etdiyi və 1977-ci ildə Bakıda "Azərnəşr" Azərbaycan Dövlət Nəşriyyatında çap olunmuş "Sevirəm Gürcüstanı" adlı kitabı yüksək dəyərləndirən tanınmış gürcü alimi və şairi Leyla Eradze, yenə də Mədəd Çobanovun tərtib etdiyi, müasir Azərbaycan şairlərinin Gürcüstanla bağlı deyilmiş poetik nümunələrinin toplandığı "Dostluq nəğmələri" adlanan kitabı gürcü dilinə tərcümə etmişdir.

L.Eradze 1978-ci ildə Bakıda keçirilmiş Zaqafqaziya şairlərinin beynəlmiləl poeziya gecəsində iştirak etdiyi zaman demişdir: "Azərbaycan dilini bilməyim qarşımda zəngin bir sənət xəzinəsinin qapılarını açmışdır. Yaradıcı əməyimin böyük bir hissəsini Azərbaycan xalqının zəngin və gözəl söz sənətindən nümunələri gürcü dilinə çevirməyə sərf etmişəm. Tbilisidə buraxdığım kitablar haqqında "Ədəbiyyat və incəsənət" qəzeti vaxtaşırı məlumat verdiyinə görə bu barədə geniş danışmaq istəmirəm. Nəşr olunan hər yeni əsər məni Azərbaycan ədəbiyyatı ilə daha çıx bağlayır: yeni-yeni dostlar qazanıram... Bakıya bu gəlişimdə də əziz həmkarlarıma deməyə sözüm var: Mədəd Çobanovun tərtib etdiyi "Dostluq təranələri" (Azərbaycan şairləri Gürcüstan haqqında) adlı yeni məcmuəni tərcümə edib nəşriyyata vermişəm. Kitabda Xaqanidən başlayaraq bir sıra görkəmli söz ustalarının yüksək beynəlmiləlçilik duyğusu ilə yazılmış əsərləri toplanmışdır. Azərbaycan Yazıçılar İttifaqının İdarə Heyətinin katibi İmran Qasimov kitaba rəy yazıb." ("Ədəbiyyat və incəsənət", 18 fevral, 1978)

Leyla Eradzenin "Dostluq təranələri" adlandırdığı kitab 1978-ci ildə Tbilisidə "Merani" Gürcüstan Dövlət Nəşriyyatında gürcü dilində "ჩვენი ძმობის საგალობელი"- "Dostluq nəğmələri" adı ilə çap olunmuşdur. Kitabın redaktoru tanınmış gürcü şairi, Gürcüstan SSR Himninin mətninin müəllifi (1944), Sosialist Əməyi Qəhrəmanı (1974), Stalin mükafatı laureatı (1951), Gürcüstan Yazıçılar Birliyinin İdarə Heyətinin birinci katibi (1967), Gürcüstan SSR Elmlər Akademiyasının akademiki (1979), 8-11-ci çağırış SSRİ Ali Sovetinin deputatı olmuş Qriqol Abaşidzedir. Kitaba Azərbaycanın xalq şairi Bəxtiyar Vahabzadə ön söz yazmışdır.

Kitab Azərbaycanın xalq şairi Səməd Vurğunun "Rustaveliyə" şeiri ilə başlayır. Şeirdə gürcü ədəbiyyatı korifeyinin əzəməti bütün varlığı ilə tərənnüm edilir. Məcmuədə Süleyman Rüstəmin «Öpürəm torpağını», «Tiflis», «Gürcü qızına», «Titsian Tabidze», Məmməd Rahimin «Tbilisi», «Əbədi məşəl», Osman Sarıvəllinin «İki nəğmə» şeirləri dost xalqa məhəbbət sədası kimi səslənir. Əhməd Cəmilin «Gürcüstan», Mırvarid Dilbazinin «İlyə Çavçavadzeyə», Nəbi Xəzrinin «Gürcü qardaşlarıma», Cabir Novruzun «Gürcü qızı» əsərləri də gürcü oxucusuna xoş təsir bağışlayır. Azərbaycan sovet poeziyasının orta nəslinə mənsub olan istedadlı şairlərdən Adil Babayev, Əliağa Kürçaylı, Hüseyn Arif, Nəriman Həsənzadə, Məmməd Araz, Fikrət Qocanın şeirləri tərcümədə xüsusilə uğurlu çıxmışdır. Kitabda Gürcüstanda doğulub böyümüş, poeziya aləmində ilkin addımlarını bu torpaqda atmış, sonralar Bakıda yazıb-yaratmış istedadlı şairlərdən İsa İsmayilzadə, Abbas Abdulla, həmçinin, Tbilisidə fəaliyyət göstərmiş Dünyamalı Kərəm və Əlixan Binnətoğlunun yaradıcılığından verilmiş nümunələr diqqəti xüsusilə cəlb edir. Həmin şeirlərin ruhu gürcü poeziyasına yaxın olduğu üçün geniş oxucu kütləsi tərəfindən səmimi qarşılanır. Ümumiyyətlə, poeziyamızın tərcüməsi sahəsində tanınmış gürcü şairi və alimi, ədəbiyyatımızın

bilicisi və yaxın dostu Leyla Eradzenin zəhməti böyükdür. O, 20-dən çox kitabı Azərbaycan dilindən gürcü dilinə böyük ustalıqla tərcümə etmişdir.

"Dostluq nəğmələri" (gürcü dilində, tərtib edən Mədəd Çobanov, tərcümə edən Leyla Eradze, Müasir Azərbaycan şairləri Gürcüstan haqqında, Tbilisi, "Merani", 1978) kitabı haqqında "Sovet Gürcüstanı" qəzetində dərc olunmuş rəydə oxuyuruq: "...Mədəd Çobanovun tərtib etdiyi, Leyla Eradzenin isə gürcü dilinə çevirdiyi bu kitabda müasir Azərbaycan şairlərinin Gürcüstan haqqında yazılmış əlliye yaxın şeiri toplanmışdır... Həmin şeirlərin ruhu gürcü poeziyasına yaxın olduğu üçün geniş oxucu kütləsi tərəfindən səmimi qarşılanır... Ümumiyyətlə, Gürcüstanda sovet ədəbiyyatı günləri ərəfəsində buraxılmış "Dostluq nəğmələri" kitabını Azərbaycan və Gürcüstan ədəbi əlaqələri sahəsində təqdirəlayiq hal hesab etmək lazımdır" (Cangidze, V., İsmayılı, Ə. "Sovet Gürcüstanı", 21 noyabr, 1978).

Bəli, "Gürcüstan lap əzəldən bəri şairlərimizin dönə-dönə müraciət etdikləri mövzulardan biri olmuşdur. Hələ XII əsrdə Əfzələddin Xaqani "Baqratların qapısı mənim üçün açıqdır" demişdir... Şübhəsiz, bu, onların yaradıcılıqlarında öz bariz ifadəsini tapmaya bilməzdi... Azərbaycan şairləri Gürcüstan mövzusunda öz yaradıcılıqlarında dostluq rəmzi, qardaşlıq, mehriban qonşuluq simvolu kimi daha geniş istifadə etmişlər. Bu yaxınlarda Tbilisidəki "Merani" nəşriyyatının gürcü dilində çapdan buraxdığı "Dostluq nəğmələri" məcmuəsində Azərbaycan şairlərinin Gürcüstana həsr etdikləri şeirlər toplanmışdır. Bu işdə tərtibatçı, tanınmış alim Mədəd Çobanovun və tərcüməçi Leyla Eradzenin zəhmətini qeyd etmək lazımdır. Kitab öz nəfis tərtibatı cəhətdən diqqətəlayiqdir. Bircə iradımız var. Məcmuəni daha iri həcmdə buraxmaq lazım idi. Çünki Azərbaycan sovet şairlərinin Gürcüstana həsr etdikləri şeirlər kitabdakından daha çoxdur. Bəzi görkəmli sənətkarlarımızın, o cümlədən Mikayıl Müşfiqin, Hüseyn Cavidin, Əhməd Cavadın və digərlərinin bir şeiri, yaxud əsərlərindən parça belə verilməməsi təəssüf doğurmaya bilməz. Kitabın tərtibatında şairlərin yaş xüsusiyyətlərini də nəzərə almaq, onların yaradıcılıqları haqqında gürcü oxucusuna qısa da olsa, məlumat vermək olardı." (Məmmədov, Şurəddin. "Ədəbiyyat və incəsənət" qəzeti, 4 yanvar, 1980).

Akademik Mədəd Çobanov Tbilisidə nəşr olunan «Sovet Gürcüstanı» qəzetinin 16 mart 1978-ci il tarixli №32(7872) sayında dərc etdirdiyi "Dostluq-könüldən-könülə körpüdür" adlı məqaləsində Azərbaycan ədəbiyyatının peşəkar mütərcimi, tədqiqatçısı və təbliğatçısı Leyla Eradzenin 1977-ci ildə "Sovet Gürcüstanı" Gürcüstan SSR Dövlət Nəşriyyatında gürcü dilində nəşr etdirərək oxucuların ixtiyarına verdiyi eyniadlı kitabı haqqında oxuculara geniş məlumat vermiş və həmin kitabı gürcü oxucuları üçün ən qiymətli hədiyyə adlandırmışdır. Akademik M.Çobanov qeyd etmişdir ki, "Dostluq - könüldən-könülə körpüdür" adlı monoqrafiyanın ilk fəslı "Gürcü-Azərbaycan ədəbi əlaqələrinin tarixi kökləri" adlanır. Bu fəsildə Azərbaycan-gürcü ədəbi əlaqələrinin tarixi kökləri yığcam şəkildə təhlil olunmuşdur. Monoqrafiyanın ikinci fəslı "Gürcü-Azərbaycan ədəbi əlaqələrinin sovet dövrü"nə, üçüncü fəslı isə Ş.Rustavelinin "Pələng dərisi geymiş pəhləvan" poemasının Azərbaycan dilinə tərcüməsi tarixinə həsr olunmuşdur. Müəllif dördüncü fəslı "Gürcü mətbuatı səhifələrində Azərbaycan mövzusu" adlandırsa da, burada əsas etibarilə böyük ədib M.F.Axundovun əsərlərinin gürcü dilinə tərcümə olunması, səhnəyə qoyulması, gürcü ədəbi-tənqidində onun mövqelərini, əsərlərinin ilk nəşri, Tiflis ictimaiyyəti ilə yaxından əlaqəsi və onun yetişməsində Tiflis mühitinə rolu yığcam şəkildə təhlil edilmişdir. Kitabın beşinci fəslində məşhur Azərbaycan nasiri İ.Şıxlının "Dəli Kür" tarixi romanının geniş təhlili verilmişdir. "Azərbaycan sovet poeziyasında Gürcüstan mövzusu" fəslində isə Azərbaycanın xalq şairləri S.Vurğunun və S.Rüstəmin poeziyasında Gürcüstan mövzusu öz bədii ifadəsini tapmışdır. (Çobanov M.N, 16 mart, 1978)

Akademik M.Çobanov başqa bir məqaləsində isə L.Eradzenin Azərbaycan ədəbiyyatının görkəmli nümayəndələrindən 40-a yaxın poetik və nəsr əsərini, o cümlədən, Azərbaycan şairlərindən Səməd Vurğunun "Şeirlər" (1960), Nəbi Xəzrinin "Xəzərin sahilində" (1965), Nəriman Həsənzadənin "Şeirlər" (1983), həmçinin, Süleyman Rüstəm, Cabir Novruz, İsa İsmayilzadə və başqalarının şeirlər kitablarını, İsmayıl Şıxlının "Dəli Kür" (1982), Mirzə İbrahimovun "Pərvanə" (1984, D.Qulışvili ilə birlikdə), İlyas Əfəndiyevin "Söyüdlü arx" romanlarını, Həsən Seyidbəylinin "Telefonçu qız" povestini, eləcə də, Cəlil Məmmədquluzadənin, İsa Hüseynovun, Ələviyyə Babayevanın və başqalarının roman və hekayələr kitablarını gürcü dilinə çevirərək ayrıca kitab şəklində nəşr etdirdiyini, eləcə də, Azərbaycan dilindən gürcü dilinə tərcümə etdiyi əsərlər əsasında "Azərbaycan poeziyası antologiyası" (1980), "Azərbaycan şairləri Gürcüstanı vəsv edirlər" (1981) və s. adlı ayrıca kitab, toplu və məcmuələri tərtib və nəşr etdirərək gürcü oxucularının öhtəsinə verdiyini qeyd etmişdir.

Akademik Mədəd Çobanov xüsusi olaraq vurğulamışdır ki, Leyla Eradzenin Azərbaycan ədəbiyyatından bir çox yazıçıların nəsr nümunələrini böyük ustalıqla gürcü dilinə çevirərək oxuculara təqdim etdiyi çoxsaylı kitablar arasında Cəlil Məmmədovun "Ulduzlar sönəndə" hekayələr kitabının xüsusi yeri vardır (Məmmədov, C. "Ulduzlar sönəndə" (gürcü dilində). "Nakaduli" nəşriyyatı, Tbilisi, 1980.) Azərbay-

can ədəbiyyatının peşəkar tədqiqatçısı və tərcüməçisi, filologiya elmləri doktoru, professor Leyla Eradzenin jurnalist Dmitri Qulisaşvili ilə birlikdə gürcü dilinə çevirərək 1980-ci ildə Tbilisidəki "Nakaduli" nəşriyyatında kütləvi tirajla çap etdirdiyi kitabda indiyədək "Nuranə" adlı kino povesti və bir çox hekayələri ilə oxuculara yaxşı tanış müəllifin 20-yə yaxın yeni hekayəsi, miniatürləri və mənzum şeirləri verilmişdir.

Kitabı oxuculara təqdim edən akademik Məddəd Çobanov «Ədəbiyyat və incəsənət» qəzetində çap olunmuş məqaləsində yazmışdır ki, "tanınmış yazıçı Cəlal Məmmədovun gürcü dilində nəşr olunan bu kitabında insanları maraqlandıran, düşündürən, oxucularda hiss, həyəcan doğuran bədii obrazlar, ümumiləşdirmələr, incə hisslər, dostluqda və sevgidə sadıqlıq motivləri qardaş gürcü oxucularına bədii şəkilə çatdırılmışdır." Qabaqcıl bəşəriyyətin sülh, azadlıq, bərabərlik və səadət uğrunda mübarizəsini təsvir edən "Missis Narkinskin etüdləri" və "Alov donmur" hekayələri gürcü dilində çox yaxşı səslənir. Nizami Gəncəvinin və Molla Pənah Vəqifin həyatından bədii səhifələr olan "Portret" və "Duman içində" hekayələri də məzmunu və bədii tərcümə manerası ilə oxucunun diqqətini cəlb edir. Böyük Vətən müharibəsi illərində alman faşistlərinə qarşı ön cəbhədə qəhrəmanlıqla vuruşan döyüşçülərimizin cəbhə həyatına, onların Vətənimizi və Qızıl Moskvanı qorumaq, onu düşmən zərbəsindən müdafiə etmək üçün silaha sarılması səhnələrinə həsr olunmuş "Ürəklər", "Cəbhədən məktublar", "Quşlar oxuyarkən" hekayələri də tərcümə olunmuşdur. Kitaba həmçinin "Gəlirəm, Sagül!", "Redaktor və Şövqiyyə", "Nalə", "Kamilə", "Odtəkin", "Zəriflik haqqında hekayə", "Bəs, sən", "Filankəs" hekayələri və "Ana ceyran", "Ayrırma", "Dəniz kimi", "Sevdim" miniatürləri də daxil edilmişdir. Bir sözlə, professor Məddəd Çobanovun da qeyd etdiyi kimi, yazıçı Cəlal Məmmədovun bu əsərlərində "müasirlərimizin həyatı, əmək qəhrəmanlığı, zəngin və nəcib məənəviyyəti, saflığı öz bədii əksini tapmışdır". (Çobanov, Məddəd. "Ədəbiyyat və incəsənət", 22 may, 1981).

Gürcü ədəbiyyatından seçmələrin toplandığı və 1988-ci ildə Bakıdakı "Yazıçı" nəşriyyatında çap olunmuş 384 səhifəlik **"Kür Xəzərə qovuşur"** adlı kitab haqqında akademik Məddəd Çobanov eyniadlı geniş bir məqalə yazmış və elə həmin il Tbilisidə nəşr olunan «Sovet Gürcüstanı» qəzetinin 9 iyun 1988-ci il tarixli №71(9456)-cı sayında dərc etdirmişdir. Müəllif qeyd etmişdir ki, Azərbaycan poeziyasında gürcü xalqına və onun torpağına məhəbbət hissləri aşılandığı kimi, gürcü poeziyasında da Azərbaycan xalqına, onun vətəninə məhəbbət və sevgi hissləri ilə deyilmiş onlarla şeir parçası və nəsr nümunəsi vardır. Elə bu baxımdan, "Kür Xəzərə qovuşur" kitabının məziyyəti daha qiymətlidir. Filologiya elmləri doktorları Əflatun Saraclı və Dilarə Əliyeva tərəfindən tərcümə olunaraq tərtib edilmiş "Kür Xəzərə qovuşur" adlı gürcü ədəbiyyatından seçmələr kitabında məhz gürcü ədəbiyyatının çox əsrlik inkişafını əks etdirən xalq poeziyasından tutmuş müasir dövrə qədər olan ən yaxşı ədəbi nümunələr toplanmışdır. Orijinaldan böyük ustalıqla tərcümə edilmiş bu kitab Azərbaycan oxucularını gürcü ədəbiyyatının əsas inkişaf mərhələləri və bədii sənəti ilə yaxından tanış etməklə yanaşı, həm də gələcəkdə mükəmməl "Gürcü ədəbiyyatı antologiyası" hazırlamaq üçün ilk özü kimi çox qiymətli ədəbi məcmuədir. Kitaba yazılmış "Qardaş ədəbiyyatın uğurları" adlı müqəddimədə mütərcimlər gürcü ədəbiyyatının tarixi inkişafına bir nəzər salmış, onun keçmiş və bu günkü uğurları haqqında yığcam məlumat vermişlər. "Genasvale" (qurban olmaq) sözü yazılmış titul səhifəsi ilə açılan məcmuə elə ilk baxışdan oxucuda gürcü milli kaloriti hissini oyadır.

Gürcü şairlərinin və nasirlərinin əsərlərindən seçmə nümunələrin toplandığı "Kür Xəzərə qovuşur" ədəbi məcmuəsini "Mütərcimlərin gərgin əməyinin və tərcüməçilik təcrübəsinin bəhrəsi kimi meydana gələn "Kür Xəzərə qovuşur" ədəbi məcmuəsini Ş.Rustavelinin "Pələng dərisi geymiş pəhləvan" (tərcüməçiləri: S.Vurğun, S.Rüstəm, M.Rahim) poemasından sonra Azərbaycan gürcüşünaslığına yeni hədiyyə" adlandıran akademik Məddəd Çobanov yazır: "Oxucularımıza yenidən təqdim olunmuş "Kür Xəzərə qovuşur" ədəbi məcmuəsinin adı kimi, onun mündərcəsi də əlvan və ahəngdar məzmunlu poeziya və nəsr seçmələrindən ibarətdir. Ədəbi məcmuənin mündərcəsindən aydın olur ki, mütərcimlər sadəcə olaraq gürcü yazıçılarının əsərlərini götürüb tərcümə etməyiblər. Onlar tələbkər oxucularımızı qardaş gürcü xalqının bədii irsi ilə tanış etmək, onlarda gürcü ədəbiyyatı tarixi haqqında ümumi anlayış yaratmaq üçün qədim tarixə malik gürcü ədəbiyyatını nəzərdən keçirmiş, onların müasir həyatla səsləşən bədii söz sənətinin ən yaxşı nümunələrini seçmiş, sanki gürcü ədəbiyyatı tarixi kursu yaratmışlar." (Çobanov, M. «Sovet Gürcüstanı», 9 iyun 1988) Məqalədən aydın olur ki, məcmuənin poeziya bölməsində X-XII əsrlərə aid olan folklor nümunələri, o cümlədən "Amiraniani", "Eteriani" və "Arsen haqqında dastan"dan parçalar, həmçinin XII-XX əsrlərdə yaşamış 54 nəfər gürcü şairinin, o cümlədən İ.Şavteli, Çaxruxadze (XII əsr); I Teymuraz (XVI-XVII əsrlər); İ.Sisişvili (XVII əsr); D.Quramışvili, Besiki (XVIII əsr); A.Çavçavadze, H.Barataşvili, Q.Orbeliani, İ.Çavçavadze, A.Tsereteli, V.Pşavela (XIX əsr); Q.Tabidze, Q.Abaşidze, İ.Abaşidze, X.Berulava, K.Kaladze, S.Çikovani, İ.Honeşvili (XX əsr) və başqalarının poetik yaradıcılığından nümunələrin bədii tərcümələri verilmişdir.

M.Çobanov yazır: "Bədii ədəbiyyat antologiyası xarakteri daşıyan bu məcmuədə verilmiş gürcü poeziya nümunələrini oxuyub sona çatdıqda oxucu istər-istəməz nəfəsini dərir və belə qənaətə gəlir ki, gürcü poeziyasının nümunələri Azərbaycan dilində çox təbii səslənir. Bu da, hər şeydən əvvəl, mütərcim Əflatun Saraclının bədii tərcümə sirrlərinə yaxından bələd olması, tərcümə etdiyi şeirin ruhunu, vəznini, məzmununu, bədii mahiyyətini, gürcü xalqının adət-ənənəsini dərinlən duyması, onu düzgün və orijinala müvafiq şəkildə tərcümə etməsi, həm də tərcümə işinə bir sənət kimi yanaşmasından irəli gəlmişdir. Hətta, şeirlərin çoxunun tərcüməsini oxuduqca adam heyran olur, onun gözəl tərcüməsinə heç bir şübhə yeri qalmır." (Çobanov, Mədəd. «Sovet Gürcüstanı», 9 iyun 1988)

D.Quramişvilinin "Vəsiyyət", A.Çavçavadzenin "Qafqaz", İ.Çavçavadzenin "Şair" və s. şeirlərdən nümunələr gətirən M.Çobanov həmin şeirlərin "orijinalın məzmununa və ruhuna müvafiqliyinə, bədilik baxımından təbiiliyinə söz ola bilməz" - qənaətinə gəlir. Məsələn,

Bir oğul olmadı yurdunda qala,
Qaranlıq komama bir işıq sala.
Mənə yas saxlaya, yad edə hər an,
Gör necə alçaltdı məni bu dövrən!

(D.Quramişvili, "Vəsiyyət").

Uca dağlar nəyə çəkdi, aman dedi,
Başımıza nə gətirdi zaman dedi.
Amma, gördü Qafqazdakı mərd oğullar
Səadətə, gələcəyə gedir yollar.

(A.Çavçavadze, "Qafqaz").

Bir sönməz alovun şəfəqlərindən
Güc alıb, od salıb, belə yanıram.
Mahnıdır hələlik təsəlli verən
Əsil gələcəyə mən inanıram...

(İ.Çavçavadze, "Şair").

Yaxud:
Təkrar eyləməyəm heç vaxt heç kəsi,
Hecə yaranmışam, elə buyam mən,
Həyatın vəfalı bir bələdçisi,
Bir də həqiqətin carçısıyam mən.

(A.Tsereteli, "Şair").

A.Tseretelinin "Şair" adlı şeirindən götürdüyü bu bəndə nəzər salan tədqiqatçı M.Çobanov şeirin orijinala uyğun şəkildə tərcümə olunduğunu, şeirin məzmununun və bədiliyinin; demək olar ki, tamamilə saxlanıldığını, şeirin elə ilk baxışdan oxucuda tərcümədən çox orijinal təsiri bağışladığını və bu mülahizənin məcmuədəki şeirlərin, demək olar ki, hamısına aid etməyin mümkün olduğunu bildirir.

Akademik M.Çobanov yazır: "Ədəbi məcmuənin poeziya hissəsindən aydın olur ki, gürcü şairləri tarixən milli şeir növlərindən başqa Şərq şeir formasından (İ.Şavteli) və klassik Şərq poeziya ənənələrindən (I Teymuraz, Besiki) də istifadə etmişlər. Bütün bunlar mütərcim tərəfindən qabaqcadan ölçülüb-biçilmiş və hər bir şeir öz janrına və ruhuna görə tərcümə edilmişdir." (Çobanov, M. «Sovet Gürcüstanı», 9 iyun, 1988)

Gürcü ədəbiyyatına və gürcü poeziya janrına yaxından bələd olan Ə.Saraclının tərcümə prosesində canlı dilin daxili imkanlarından cəsarətlə, bacarıqla istifadə etdiyini, məzmunlu bədii təsvir vasitələrinin bir-birinə uyğunluğunu daim diqqət mərkəzində saxladığını vurğulayan akademik Mədəd Çobanov mütərcimin ən böyük uğurları sırasında onun gürcü poeziyasının mənə və gözəlliyini, şeirdə öz əksini tapan həyat lövhələrini, təbiət mənzərələrini, beynəlmiləçilik ideyalarını Azərbaycan dilində poetik şəkildə verə bilməsini xüsusi olaraq diqqətə çatdırır.

"Kür Xəzərə qovuşur" məcmuəsində XX əsr gürcü nəsrinin də maraqlı nümunələri toplanmışdır. Burada 14 nəfər nasirin, o cümlədən, M.Cavaxişvili, K.Qamsaxurdiya, H.Dumbadze, Q.Çikovani, G.Sisişvili və başqalarının 18 hekayəsi verilmişdir. Məcmuəyə daxil olan nəsr əsərlərinin hamısını gürcü dilindən filologiya elmləri doktoru D.Əliyeva tərcümə etmişdir. Kitaba daxil olan poeziya nümunələrində olduğu kimi, nəsr əsərlərinin tərcüməsi də təbii səslənir. Ələbəttə, bu, mütərcimin böyük əməyi sayəsində mümkün olmuşdur.

Ədəbi məcmuəni oxuyub qurtarandan sonra M.Çobanov belə bir qənaəətə gəlir ki, "Tərcümədə söz və ifadəyə, onun sadəliyinə və yığcamlığına, aydın və səlisliyinə xüsusi diqqət yetirilmiş, Azərbaycan dilinin gözəlliyindən istifadə olunmuş, zəngin bədii ifadə vasitələri və boyaları ilə şeirlərin məzmunu və mahiyyəti ifadə edilmişdir. Şübhəsiz ki, bu da tərcüməçilərin hər iki dilin bədii ifadə vasitələrinə yaxından bələd olmaları və tərcümə işinə ümumxalq işi kimi baxmaları ilə əlaqədardır." (Çobanov, Mədəd. «Sovet Gürcüstanı», 9 iyun, 1988)

Mütərcimlərin uğurlarını xüsusi olaraq vurğulayan akademik Mədəd Çobanov onu da qeyd edir ki, "müasir tərcümə mədəniyyətinin nailiyyətlərinə əsaslanmış, Azərbaycan ədəbi dilində ana dilinin bədii ifadə vasitələrini və bədii gözəlliyini duyub saxlamışlar. Bununla belə, qeyd etməliyik ki, məcmuənin nəsr bölməsində gürcü bədii nəsr tarixinin izlənməsi də yerinə düşərdi. Əsərlərin dilində bəzi anlaşılmaz və dolaşmaq ifadələrə, üslubi xətalara, hərfi tərcümələrə də rast gəlmək olur. Lakin onlar tərcümənin məzmununa və bədiiyyətinə o qədər də xələl gətirmir." (Çobanov, Mədəd. «Sovet Gürcüstanı», 9 iyun, 1988)

Akademik Mədəd Çobanov "Kür Xəzərə qovuşur" sərəlvhəli məqaləsini belə bir nikbin sonluqla tamamlamışdır: "Gürcü xalqının mənəvi aləmini əks etdirən bu ədəbi məcmuədə mütərcimlər gürcü yazıçılarının əsərlərini tərcümə etməklə onların ideyalarını, fikir və mülahizələrini bədii dillə təbliğ edirlər. Bu da hər iki xalqın-həm bədii əsərləri tərcümə olunan, həm də bədii əsərləri tərcümə edən xalqın mənəviyyətə yaxınlaşmasına və xalqlar dostluğunun təcəssüm etdirilməsinə gətirib çıxarır. Bu baxımdan, "Kür Xəzərə qovuşur" ədəbi məcmuəsinin dilimizə tərcüməsi və nəşri təqdирə layiqdir." (Çobanov, Mədəd. "Sovet Gürcüstanı", 9 iyun, 1988)

Akademik M.Çobanov 1994-cü ildə Azərbaycan Respublikasına köçdükdən sonra da Bakı şəhərində elmi-pedaqoji fəaliyyətini davam etdirməklə yanaşı, həm də Azərbaycan-gürcü ədəbi əlaqələri sahəsində bir sıra elmi tədqiqat əsərləri, onlarla məqalələr yazmış, bir-birinin ardınca **"Azərbaycan - gürcü ədəbi əlaqələri"** (Məqalələr toplusu, I cild, Bakı: "Borçalı" nəşriyyatı, 2008, 212 səh.; II cild, Bakı: "Yeni Poliqrafist" nəşriyyatı, 2013, 162 s.), **"Azərbaycan-gürcü əlaqələrinin tarixi kökləri"** (Tarixi-kütləvi oçerklər, Bakı: "Borçalı" nəşriyyatı 2010, 96 s.), **"Ədəbi düşüncələr"** (Ədəbi-tənqidi məqalələr, I cild, Bakı: "Borçalı" nəşriyyatı, 2010, 428 səh.; II cild, Bakı: "Borçalı" nəşriyyatı, 2016, 436 s.) və s. adlı daha bir neçə kitab nəşr etdirmişdir. (Həmin kitablar haqqında növbəti məqalələrimizdə ətraflı məlumat verəcəyik.- M.Ç.)

Yuxarıda da qeyd etdiyimiz kimi, Gürcüstan mətbuatında akademik Mədəd Çobanovun özünün yüzlərlə məqalələri dərc olunduğu kimi, onun mənalı və şərəfli ömür yolu, zəngin yaradıcılığı, elmi-pedaqoji və ictimai fəaliyyəti haqqında onlarla məqalələr dərc olunmuş, onun monoqrafiyaları, kitabları, elmi əsərləri yüksək qiymətləndirilmişdir. Həmin məqalələr arasında Gürcüstanın nüfuzlu "საქართველოს რესპუბლიკა" ("Sakartvelos Respublika"- "Gürcüstan Respublikası") qəzetinin 19 avqust 2024-cü il tarixli № 95 (9775)-ci sayında (<https://sak.ge/2940-2/>) dərc olunmuş **"აკადემიკოსი მადად ჩობანოვი: ჩვენი ლიტერატურული ენა - ჩვენი ხალხის ეროვნული სიმდიდრეა"**- "Akademik Mədəd Çobanov: "Ədəbi dilimiz – xalqımızın milli sərvətidir!" sərəlvhəli məqalə xüsusilə diqqəti cəlb edir. ("საქართველოს რესპუბლიკა"- "Sakartvelos Respublika", 19 avqust, 2024)

Azərbaycan Dövlət İnformasiya Agentliyi – AZƏRTAC-ın 21 avqust 2024-cü ildə yaydığı "Gürcüstanın nüfuzlu qəzetində Azərbaycan alimi haqqında məqalə dərc olunub" sərəlvhəli məlumatda bildirilir ki, Gürcüstanın "Sakartvelos Respublika" qəzetində Azərbaycan Respublikası Diasporla İş üzrə Dövlət Komitəsinin dəstəyi və "Milli-mədəni irsimizin təbliği" layihəsi çərçivəsində dərc olunmuş məqalədə görkəmli elm xadimi, tanınmış dilçi-türkoloq, Türk dili Qurumunun, Beynəlxalq Turan Akademiyasını və Nyu-York Elmlər Akademiyasının akademiki, filologiya elmləri doktoru, professor mərhum Mədəd Çobanovun mənalı həyat yolu, zəngin elmi-pedaqoji və ictimai fəaliyyəti haqqında geniş məlumat verilir. Qeyd olunur ki, 1937-ci ildə Bolnisi rayonunun Darvaz kəndində dünyaya göz açmış, ömrünün 60 ilindən çoxunu Gürcüstanda yaşamış, Tbilisi Dövlət Pedaqoji İnstitutunda ali təhsil almış və həmin ali məktəbdə müəllim, dosent və professor vəzifələrində çalışmış mərhum akademik Mədəd Çobanovun elmi irsi zəngin və çoxşaxəlidir. O, 80-dən çox kitabın, o cümlədən 15 monoqrafiyanın, 10-dan çox dərslik və dərs vəsaitinin, 60-dan çox elmi əsərin müəllifidir. Bunların arasında "Azərbaycan antroponimiyasının əsasları", "Azərbaycan onomastikası", "Borçalı toponimləri", "Borçalı şivələrinin leksikası", "Dilçilik məsələləri", "Ədəbi düşüncələr", "Mətnin linqvistik təhlili", "Pedaqoji məsələlər", "Türk dillərinin ədəbi birliliyinə doğru", "Dədə Qorqud - qəhrəmanlıq dastanı" və s. kimi dəyərli əsərləri xüsusilə qeyd etmək lazımdır.

Məqalədə mərhum akademik Mədəd Çobanovun "Azərbaycan şəxs adları - Azərbaycan antroponimiyasının əsasları" mövzusunda tədqiqat əsərinin müxtəlif ölkələrdə 8 dəfə çap olunduğu

vurğulanır. Alimin "Kitabi-Dədə Qorqud"un 1300 illik yubileyinə həsr olunmuş "Dədə Qorqud - qəhrəmanlıq dastanı" kitabında Oğuz elinin dövlətçilik ənənələri, hər b sənəti və döyüş taktikası, xəfiyyəçilik və casusluq təcrübəsi ətraflı şəkildə təhlil olunduğu, kitabın "Borçalıda Dədə Qorqud izləri" adlanan hissəsində isə Borçalıda ulu babalarımızın məskunlaşması tarixi, Dədə Qorqud dünyası ilə səsleşən hadisələr geniş şəkildə verildiyi bildirilir. Məqalədə həmçinin Akademik Mədəd Çobanovun "Görkəmli strategiyaçı" adlı kitabını xalqımızın Ümummilli Lideri Heydər Əliyevə həsr etdiyi diqqətə çatdırılır. (Azertac, 21 avqust, 2024)

Məqalə belə bir sonluqla başa çatır: "Alimin əziz xatirəsi uzun illər onu tanıyanların, xüsusilə də tələbələrinin, yetirmələrinin, davamçılarının və çoxsaylı oxucularının qəlbində əbədi yaşayacaq." (<https://sak.ge/2940-2/>)

Nəticə

Akademik Mədəd Çobanovun yaradıcılığında Azərbaycan-Gürcüstan dostluğu mövzusunun xüsusi yer tutması, hər iki xalqın ədəbi, mədəni, mənəvi irsini ortaya çıxarması ilə yanaşı, həm də ədəbi-mədəni əlaqələrin çoxcəhətliliyini, qarşılıqlı təsir və zənginləşmə prosesini sürətləndirmiş, alim öz araşdırmalarında bu tendensiyanı yaşadaraq qədimdən davam edən dostluq əlaqələrini yeni bir mərhələyə daşımışdır. O, Gürcüstanda doğulub boya-başa çatmış, orta və ali təhsilini Gürcüstanda almış, ömrünün təxminən 60 ilini Gürcüstanda yaşamış, uzun müddət vaxtilə ali təhsil aldığı Tbilisi Dövlət Pedaqoji Universitetinin Azərbaycan şöbəsində - Azərbaycan dili və ədəbiyyatı kafedrasında müəllim, dosent, professor, kafedra müdirinin müavini və kafedra müdiri vəzifələrində çalışmış, Azərbaycan və gürcü xalqlarının mənəvi yaxınlaşmasına yönəlmiş bir sıra yüksək elmi monoqrafiyalar, elmi aktuallığını bu gün də itirməyən, əksinə müasir dövrümüzdə yeni və daha böyük əhəmiyyət kəsb edən çoxsaylı ədəbi-tənqidi əsərlər, məqalələr yazmışdır.

Akademik M.Çobanov 1994-cü ildən sonra Bakıda yaşasa da, ömrünün sonuna kimi Gürcüstanla əlaqəni kəsməmiş, müntəzəm olaraq əlaqə saxlamış, hər il ən azı 4-5 dəfə Gürcüstana səfər etmiş, keçmiş gürcü həmkarları ilə, həmçinin Gürcüstanda yaşayan azərbaycanlı alim, şair və yazıçılarla görüşmüş, Tiflis ədəbi mühitində və buradakı ədəbi prosesdə yaxından iştirak etmiş, dəfələrlə Tbilisidə, Marneulidə, həmçinin dünyaya göz açdığı doğma Darbaz kəndində onun yubileylərinə həsr olunmuş təntənəli tədbirlər keçirilmişdir.

Akademik M.Çobanov 2023-cü ildə dünyasını dəyişdikdən sonra isə Tbilisidə, eləcə də, Bolnisdə, Dmanisdə, Marneulidə, Qardabanidə və başqa bölgələrdə alimin anım günləri qeyd olunmuş, onun əziz xatirəsinə neçə-neçə şeirlər, poemalar, esselər həsr olunmuş, müxtəlif tədbirlər, müsabiqələr, olimpiadalar, yarışlar və s. təşkil edilmiş, həyat və yaradıcılığı haqqında kitablar yazılmış, Azərbaycan və Gürcüstan mətbuatında silsilə məqalələr dərc olunmuş, Bakıda nəfis şəkildə çap olunaraq oxucular ixtiyarına verilmiş kitabların Bakıda və Gürcüstanda təqdimatları keçirilmiş, həmin tədbirlər Azərbaycan və Gürcüstan mətbuatında, radio və televiziya verilişlərində, eləcə də, bir sıra internet saytlarında işıqlandırılmış və bütün bunlar Azərbaycan və gürcü xalqları arasındakı dostluq əlaqələrini daha da intensivləşdirmişdir. Bir sözlə, akademik Mədəd Çobanovun yaradıcılığında Azərbaycan və gürcü xalqlarının dostluq və qardaşlıq ənənələrinin ədəbi-bədii və elmi ədəbiyyatda təcəssümü və s. amillər yeni müstəviyə keçmiş, elmi təfəkkürdə öz geniş əksini tapmış, müəllifinin elmdə daha uzun ömür sürməsinə təmin etmiş və beləliklə də, Azərbaycan-gürcü ədəbi əlaqələri daha da zənginləşmişdir.

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DIALECTS IN BELLES-LETTRES**Muslimova Ofelya Surkhay**

Ganja State University

Candidate of Philological Sciences,

Associate Professor, Senior Lecturer Azerbaijan, Ganja

DIALEKTE IN DER SCHÖNEN LITERATUR**Muslimova Ofelya Surkhay**

Staatliche Universität Gandscha

Kandidatin der philologischen Wissenschaften,

Außerordentliche Professorin,

Hochschuldozentin

Aserbaidzhan, Gandscha

ДИАЛЕКТЫ В ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЕ**Муслимова Офеля Сурхаевна**

Гянджинский государственный университет

Кандидат филологических наук, доцент,

старший преподаватель

Азербайджан, Гянджа

Abstract

In this article, the author examines the extent of the spread of different language forms. Her focus is primarily on the use of dialects, with particular attention to their use in literature. Her work does not focus on orthographic differences and variations within these language forms, but rather on language use from a social perspective. The use of different language forms (standard language, colloquial language, dialects) overlaps. Age, gender, occupation, and social background are key indicators of which language forms are predominantly used by which groups. In terms of age, it can be said, in very simplified terms, that dialect speakers are primarily found among the oldest and youngest populations (pensioners and children). Generally, there are more dialect speakers among women than among men. The extent of dialect use is further influenced by education and social status. It is also affected by the society in which one lives or frequently spends time. A university professor, who lives in the countryside and, apart from work, is only among farmers, probably doesn't speak the same language as his colleague living in the city. Language expresses not only the idea or information one wants to communicate, but also one's linguistic abilities and social standing. In her opinion, dialect use is a current and interesting topic. She found the discipline of sociolinguistics the most interesting, but she must mention that this discipline is so extensive that she couldn't write about everything. Specifically, she is interested in the topic of diglossia in the Austrian state of Vorarlberg and in German-speaking Switzerland.

Abstract

In diesem Artikel untersucht die Autorin das Ausmaß der Verbreitung verschiedener Sprachformen. Ihr Fokus liegt in erster Linie auf dem Gebrauch von Dialekten, wobei sie deren Verwendung in der Literatur besonders berücksichtigt. Ihre Arbeit konzentriert sich nicht auf orthografische Unterschiede und Variationen innerhalb dieser Sprachformen, sondern vielmehr auf den Sprachgebrauch aus sozialer Perspektive.

Der Gebrauch verschiedener Sprachformen (Standardsprache, Umgangssprache, Dialekte) überschneidet sich. Alter, Geschlecht, Beruf und sozialer Hintergrund sind wichtige Indikatoren dafür, welche Sprachformen von welchen Gruppen überwiegend verwendet werden. In Bezug auf das Alter lässt sich – stark vereinfacht – sagen, dass Dialektsprecher hauptsächlich unter den ältesten und jüngsten Bevölkerungsgruppen zu finden sind (Rentner und Kinder). Im Allgemeinen gibt es unter Frauen mehr Dialektsprecher als unter Männern. Der Umfang des Dialektgebrauchs wird zudem durch Bildung und sozialen Status beeinflusst. Ebenso wirkt sich die Gesellschaft, in der man lebt oder sich häufig aufhält, auf die Sprachverwendung aus. Ein Universitätsprofessor, der auf dem Land lebt und sich außerhalb der Arbeit ausschließlich unter Landwirten aufhält, spricht vermutlich nicht dieselbe Sprache wie sein Kollege, der in der Stadt wohnt.

Sprache drückt nicht nur die Idee oder Information aus, die man vermitteln möchte, sondern auch sprachliche Fähigkeiten und gesellschaftliche Stellung. Ihrer Meinung nach ist der Dialektgebrauch ein aktuelles und interessantes Thema. Sie fand die Disziplin der Soziolinguistik am spannendsten, muss jedoch erwähnen, dass dieses Fachgebiet so umfangreich ist, dass sie nicht über alles schreiben konnte. Besonders interessiert sie das Thema der Diglossie im österreichischen Bundesland Vorarlberg sowie in der Deutschschweiz.

Аннотация

В данной статье автор рассматривает степень распространения различных языковых форм. Основное внимание она уделяет использованию диалектов, особенно в литературе. Её работа фокусируется не на орфографических различиях и вариациях внутри этих языковых форм, а на использовании языка с социальной точки зрения. Использование различных языковых форм (литературный язык, разговорный язык, диалекты) пересекается. Возраст, пол, род занятий и социальное происхождение являются ключевыми показателями того, какие языковые формы преобладают в разных группах. Что касается возраста, то, очень упрощённо, можно сказать, что носители диалектов в основном встречаются среди старшего и младшего населения (пенсионеров и детей). Как правило, среди женщин носителей диалектов больше, чем среди мужчин. Степень использования диалектов также зависит от образования и социального статуса. На неё также влияет общество, в котором человек живёт или проводит время. Университетский профессор, живущий в сельской местности и, помимо работы, общающийся только с фермерами, вероятно, говорит на другом языке, чем его городской коллега. Язык выражает не только идею или информацию, которую человек хочет передать, но и его языковые способности и социальное положение. По её мнению, использование диалектов — актуальная и интересная тема. Наиболее интересной для неё оказалась социолингвистика, но она должна отметить, что эта дисциплина настолько обширна, что она не смогла бы охватить всё. В частности, её интересует тема диглоссии в австрийской земле Форарльберг и немецкоязычной Швейцарии.

Keywords: language forms, dialects, social perspective, predominantly, simplified terms, education and social status, language expresses, discipline of sociolinguistics

Schlüsselwörter: Sprachformen, Dialekte, soziale Perspektive, überwiegend, vereinfachte Darstellung, Bildung und sozialer Status, Sprache drückt aus, Disziplin der Soziolinguistik

Ключевые слова: языковые формы, диалекты, социальная перспектива, преимущественно, упрощенные термины, образование и социальный статус, языковые выражения, дисциплина социолингвистика

Die meisten deutschen Schriftsteller haben in ihren Werken die deutschen Dialekte gebraucht. Wollen wir aus verschiedenen Werken der deutschen Literatur Beispiele bringen. Nehmen wir das Werk von Thomas Mann. Er hat diesen Roman dem Verfall einer Familie gewidmet. Der Autor hat hier verschiedene Dialekte und Mundarten benutzt. Nehmen wir verschiedene Kapitel zum Beispiel aus dem Roman „BUDDENBROCK S“:

„Wie gesagt ‚alle Achtung, Budden brock‘ übertönte die wichtige Stimme des Herren Koppen das allgemeine Gespräch, als das Folg Mädchen mit den nackten, roten Armen ‚dem dicken, gestreiften Rock und kleinen weißen Mütze auf dem Hinterkopf, unter Beihilfe Mamsell Jungmanns und des Mädchens der Konsulin von oben, die heiße Kräutersuppe nebst geröstetem Brot serviert hatte und man anfang, behutsam zu löffeln.“

„Alle Achtung! Die Weitläufigkeit, diese Noblesse... ich muss sagen, hier lässt sich leben, muss ich sagen“.... Herr Koppen hatte bei den früheren Besitzern des Hauses nicht verkehrt; er war noch nicht lange reich, stammte nicht gerade aus einer Patrizier Familie und konnte sich einiger Dialektschwächen, wie die Wiederholung von „muss ich sagen“, leider noch nicht entwöhnen . Außerdem sagte er „Achtung“ statt „Achtung“.[4- 87]

Ein anderes Beispiel im fünften Kapitel: „Krischan, freet mi tau veel,“ rief plötzlich der alte Budden Brock, „Thilda, der schadet es nichts... packt ein wie soeben Drescher, die Dirn...“.

„Er fing an, stumm und abwesend im Familienkreise zu sitzen und wenn er einmal die kleine Klara auf die Knie genommen hatte, um ihr vielleicht eines seiner alten drolligen Lieder vorzusingen, zum Beispiel: „Der Omnibus fährt durch die Stadt“.... oder „Kiek, doa sitt'n Brummer an de Wand,“ so konnte er plötzlich stillschweigen, um dann die Enkelin, gleichsam aus einem langen, halb unbewussten

Gedankengange heraus, mit einem kopfschüttelnden „Kurios!“ zu Boden zu setzen und sich abzuwenden... Eines Tages sagte er:

„Jean- aßest, du?“

„Da legte der Herr mit einer entschlossenen Bewegung Hut und Stock auf den Deckel des Harmoniums, rieb sich dann befriedigt die frei gewordenen Hände, blickte die Konsulin treuerherzig aus seinen hellen, verquollenen Äuglein an und sagte: "Ja bitte" die gnädige Frau um Verzeihung von wegen dem Karl hab kein anderes zur Hand gehabt. Mein Name ist Permaneder; Alois Permaneder aus München. Vielleicht hat die gnädige Frau schon von der Frau Fochter meinen Namen k'herrt." Dies alles sagte er laut und mit ziemlich grober Betonungen seinem knorrigen Dialekt voller plötzlicher Zusammenziehungen, aber mit einem vertraulichen Blinzeln seiner Augenritzen, welches andeutete: „Wir verstehen uns schon...“

„Herr Schlemel, der Kustos, ein untersetzter Mann mit rauhbärtigen Arbeitergesicht, war eben im Begriff, sie zu verschließen. „Na“... sagte er und ließ den Schüler Buddenbrock hindurchschlüpfen. [4-146]

Das Buch von Anna Seghers „Transit“ besteht aus 284 Seiten und ist von Aufbau-Verlag in Berlin veröffentlicht. Nicht jedem Leser wird es bei der ersten Lektüre des Buches gelingen, die Ariadne -Fäden der komplizierten Handlung zu entwirren. Aber hier soll keine gradlinige Geschichte das Unterhaltungsbedürfnis befriedigen, keine wohlausgewogene Fabel soll dem Kunstverstand des Kritikers Genüge tun. Hier wird eine Atmosphäre aufgegangen und unvergleichlich verewigt, die einmalig war und doch so charakteristisch ist für das Geschehen unserer Zeit. Der Mikrokosmos des Flüchtlingmilieus von Marseille wird zum Makrokosmos. Aus der Hülle der Bilder wächst das große Sinnbild „Transit“-das ist ein Symbol einer Welt, die unterwegs ist und das Ziel noch nicht kennt.

„Die Bank stand gegenüber dem mexikanischen Konsulat. Ich erkannte das große ovale Wappenschild, den Adler auf den Kakteen, in der Dunkelheit nur, weil ich es kannte. Für die Frau war es nichts, so glaubte ich, als irgendeine matt glänzende Fläche und auch das Tor war für sie nur eines der tausend nächtlich verschlossenen Tore der Stadt. Es war nun einmal an mich geraten wie irgendeins an irgendeinen Kreuzfahrer. Ich wusste nicht ganz genau, wie und warum, doch schmückte es nun einmal mein Schild, mein Visum, mein Transit wenn ich je eins erwerben würde.

Ich rief: „Alles Unsinn! Das hat mit ihrer Abreise doch nichts zu tun. Das heißt, es kommt darauf an, wie wir bereits einmal feststellen, durch die Abreise selbst, was den Ausschlag gegeben hat, Furcht, Liebe, Berufstreue. Alles erweist sich durch den Entschluss, den man fasst, wodurch auch sonst? Wir zumindest sind ja lebendig, abreisefähig, keine Geister, die nur herumflattern“. [1- 79]

Das Buch „Das siebte Kreuz“ von Anna Seghers besteht aus 428 Seiten und wurde 1976 in Berlin von Aufbau-Verlag veröffentlicht.

„Dieses Buch ist den toten und lebendigen Antifaschisten Deutschlands gewidmet.“ (Anna Seghers).

„Der Mann sagte: "Halt Maul." Er stampfte auf: „Warum ist denn das Tor nicht zu?“ Er stampfte durch den Hof. „Anna“, sagte die alte Frau, „mach den Riegel zu.“ Sie fügte hinzu: „Voriges Jahr um die Zeit hab ich das noch gekonnt.“

Die jüngere murmelte: „Ich bin ja da“. Sie stemmte sich. Grad war der Riegel zu, da kam aus dem Lärm des Dorfes ein abgesonderter neuer Lärm, das rasche knittrige Aufschlagen von Stiefeln und dann ein Getrommel gegen das eben geschlossene Tor. Ein paar Pimpfe liefen herein. Sie riefen: „Lassen sie uns mal rein, wir sind in Alarm, wir suchen. Im Dorf hat sich einer versteckt.“ „Los mal! Lassen sie uns rein!“

„Alles war bloß Geschwätz“, sagte Mettenheimer daheim zu seiner verstörten Frau, „Elli sitzt in ihrem Zimmer, sie ist ganz gesund.“

„Du bist ganz verrückt!“ sagte Georg. „Die werden sich ja den Bauch vor Lachen halten, wenn du anrückst. Ja, was glaubst du denn? — „Lachen? Sollen sie lachen! Aber sie sollen mich leben lassen! Guck dich noch mal um, Freundchen, etwas anderes bleibt dir gar nicht übrig. Wenn du heute nicht geschappt wirst, wirst du es morgen, und kein Hahn wird nach dir krähen. Bürschchen! Bürschchen! Diese Welt hat sich ein ganz klein bisschen verändert. Kein Hahn kräht mehr nach uns. Komm-geh mit mir. Das ist das aller, -aller, - allerschlaueste. Das ist das einzige, was uns rettet. Komm Georg.“ [2-165]

Die Trilogie „Verwandte und Bekannte“ von Willi Bredel umfasst „Die Väter“ (445 Seiten), „Die Söhne“ (548 Seiten), „Die Enkel“ (610 Seiten). In diesen Romanen hat W. Bredel auch verschiedene Dialekte verwendet.

Etwas aus dem Roman „Die Väter“:

„Man sagt, fällt ein Betrunkener ins Wasser, wird er auf der Stelle nüchtern, Carl Brenten kam sich wie in eiskaltes Wasser gefallen vor. In seinem schweren Kopf hämmerte unerbittlich der Gedanke: Vater geworden... Ich hab einen Sohn! Natürlich hatte er gewusst, dass es bald soweit sein würde, aber eine richtige Vorstellung davon hatte er nicht gehabt. Und jetzt war es geschehen: Er war Vater geworden.

„Es muss Carl!“ rief der Alte lebhaft. „Es muss! Unvorstellbar schrecklich wäre ein Bürgerkrieg. Wenn das Heer nicht mit dem Volke geht, gibt es ein grausames und für das Volk hoffnungsloses Schlachten...Glaub mir's, ich ...ich bin Zeuge eines solchen ungleichen Kampfes gewesen.“

„Du opferst dich auf, Carl!“ Paul Papke tat besorgt. „Um Himmels willen, du bist direkt mager geworden. Und deine Gesichtsfarbe, wie ungesund . Ist es denn möglich, kann man in wenigen Tagen so runterkommen? Du gehst bei dieser aufreibenden Tätigkeit zugrunde, Carl. Besinne dich! Carl, du ruinierst dich ...Nein mein Gott, kann man sich nur so vollkommen aufopfern?“ [5- 126]

Aus dem Roman „ Die Söhne“:

„Carl Brenten hatte auch seinen Plan, er hatte sich fest vorgenommen, klein beizugeben, Paul gehörig nach dem Mund zu reden und dann seine Hilfe in Anspruch zu nehmen. Die Gemütlichkeit selber, erwiderte er: "Was soll's schon groß geben? Nichts besonders. Mal sehen wollt ich dich".

„Wer es unglücklich trifft, jaja, der hat nichts zu lachen. Mir aber, habe da eine Bombenstellung, praktisch die Funktion des Spießes. Müssen mir neue Rekruten vorknöpfen, ihnen den ersten Schliff beibringen. Aber du hast Recht, das ist für unser - eins zuerst ein etwas ungewohntes, im Allgemeinen aber vergnügliches Dasein. Wir haben da einige Kneipen, sage ich dir, urgemütlich. Na und diese mecklenburgischen Rekruten schleppen ran, was sich überhaupt nur ran schleppen lässt.“

„Aber deine Frau... deine Frau sagte doch... kürzlich...“ „Mein Gott, du weißt doch, wie Frauen sind. Ein Jahr nicht zu Hause gewesen und so. Frauen malen gleich alles in schrecklichsten Farben...“ [6- 86]

Aus dem Roman „Die Enkel.“

„Der Weg zur Menschlichkeit war ein langer Golgatha Weg gepflastert mit den Leibern der besten Menschen aller Zeiten. Im Dunkeln sah er die drei Thomasse, „Thomas Campanella, Thomas Mores, Thomas Münzer. Fünfundzwanzig Jahre im Kerkerverlies.“

Walter und Aina waren Freunde geworden, aber sie stritten sie oft, waren durchaus nicht immer einer Meinung; Aina gehörte nicht zu den Frauen, die ihren Freunden nach dem Munde redeten. Wer sie nur danach beurteilte, dass sie sich gern gut kleidete, und sich darüber mokierte, dass sie den größten Teil ihres Gehalt für Wäsche und Stoffe und Schuhe ausgab, sie also womöglich , für eine Art Püppchen hielt, der wurde rasch eines anderen belehrt, wenn er sie näher kennenlernte, oder mit ihr zusammen einen politischen Auftrag durchzuführen hatte. Sie gab gerne ein bisschen an, aber sie war tüchtig, politisch gar geschult, gewissenhaften ihrer Arbeit und vor allem eine jederzeit hilfsbereite Kollegin.

„Das Paradies im Schatten der Schwerter“- Dergleichen Phrasen gingen Walter durch den Sinn. Ihn packte eine unbändige Wut. Verfluchtes, entmenschetes Gesindel von Kriegsfanatikern, möchte ihr alleamt in solchem Stahlgewitter zugrunde gehen und mit euch die Ewigdummen, die sich immer wieder von euch für falsche Ziele auf die Schlachtfelder treiben lassen! Habt ihr denn unterm Stahlgewitter euer Paradies! Die große Sterbestunde für sie ist gekommen. Kriecht, ihr Ewigdummen! Kriecht! [7- 228]

In einem anderen Buch von Anna Seghers „Die Toten bleiben jung“ werden auch verschiedene Dialekte benutzt.

„Die Emmi sagte: „Ich habe von allen genug. Ich will nicht mehr weiterleben. „Marie Sagte: „Bis du dein Kind hast ist vielleicht alles vorbei: -Nun und? Und wen: Ja, wenn das bedeuten würde, das er sicher zurückkommt. Die Knochen von deinem Hans kennen die Russen nicht im Tornister mitbringen. Wenn er wirklich nicht wieder zu mir kommt, wäre besser, das Kind käme auch nicht zur Welt. Zuerst habe ich immer gehofft, Hans kommt zurück. Ich habe mit vorgestellt, mein Briefferreicht ihr: dann kommt er zurück.

„ Als Wenzlow den Brief seiner Schwester noch einmal durchlas, fiel ihm eine Stelle auf die er zuerst in seiner Beklemmung gedankenlos überlesen hatte: „Auch Stachwitz ist nicht mehr unter den Lebenden. Es ist vielleicht gut, dass er und die Tante an ihm hing gerade dieser unerwartete Tod hätte ihr großen Kummer bereitet “-Warum schrieb Lenore in solchen Worten über den Tod des Jugendfreundes? Warum schrieb sie nicht einfach: „ Gefallen? “Warum schrieb sie dieser Tod?

Warum „gerade dieser Tod Kummer bereitet?“

Hans drehte den Kopf von einer Bahn weg, die er aufmerksam beobachtet hatte. Er heftete so genau seine Augen auf Martius Augen, wie es Erwachsene nie mehr fertigbringen, und auch nur die Kinder, die noch nicht begreifen, was den Augen Erwachsener innewohnt. Sein Gesicht sah spitzig und böse aus. Die winzigen Pünktchen, die manchmal um seine Pupillen hüpften, Schwärmten auf und versprühten. Die Augen wurden kalt, die Zähne standen offen. Martin fürchtete sich, zu lange in die Augen des Jungen zu sehen, er senkte den Blick; er sagte „Ich habe die schon seit Wochen die Abfahrt angekündigt; ich habe dir noch gestern gesagt, dass ich heute fahre“ Hans erwiderte: „ Nein“. -, „ Was fällt dir ein: Ich

habe dir wieder und wieder gesagt, dass ich bald abfahren muss. -„So hör doch, das war ganz klar, dass ich ohne dich fahren muss, ich kann dich ja doch nicht mitnehmen -„Warum nicht?

-Martin gab gründe a, die der junge finster anhörte. Je genauer er zu erklären versuchte, desto sinnloser wurden seine Erklärungen. Der Schaffner forderte zum Einsteigen auf. „Du bleibst also anständig, hörst du?“ Hans sagte: „Na, ja“. Erwartete nicht einmal ab, bis der Zug fuhr Er schlenderte pfeifend aus dem Bahnhof. Sich umzusehen oder gar noch zu winken erschien ihm töricht. Ein Herz war sonst etwas, das in Liedern vor kommt oder in dem Geschwätz der Nachbarn. Er konnte es jetzt mit dem Finger betupfen, der Mann hatte ihm wehgetan.[3- 173]

In diesem Artikel beschäftigte ich mich mit dem Ausmaß der Verbreitung verschiedener Sprachformen. Meine Aufmerksamkeit richtet sie hauptsächlich auf den Gebrauch der Dialekte, und zwar mit besonderer Berücksichtigung den Gebrauch der Dialekte auch in der schönggeistigen Literatur. In meinem Artikel orientierte ich mich nicht darauf, welche orthographischen Unterschiede und Änderungen innerhalb der Sprachformen auftreten, sondern interessierte ich mich für den Gebrauch der Sprache aus der gesellschaftsbezogenen Sichtweise.

Der Gebrauch verschiedener Sprachformen (Schriftsprache, Umgangssprache, Dialekte) überschneidet sich. Vor allem nach dem Alter, Geschlecht, Beruf und der sozialen Zugehörigkeit lässt sich sagen, von welchen Menschengruppen welche Sprachform vorwiegend verwendet wird. Nach dem Alter kann man sehr gekürzt und einfach sagen, dass die Dialektsprecher vor allem zu der ältesten und jüngsten Bevölkerung (Pensionisten und Kinder) gehören. In der Regel befinden sich mehr Dialektsprecher unter Frauen als unter Männern. Das Ausmaß der Dialektverwendung wird weiter von der Ausbildung und sozialen Status abhängig. Sie wird auch von der Gesellschaft, in der man lebt oder sich sehr oft befindet, beeinflusst. Ein Hochschulprofessor, der auf dem Lande lebt und sich außer der Arbeit nur unter Bauern befindet, spricht wahrscheinlich nicht gleiche Sprache, wie sein in der Stadt lebender Kollege. Mit der Sprache drückt man nicht nur die Idee oder die Information, die man mitteilen will, aus, sondern auch seine sprachlichen Fähigkeiten oder die Stellung in der Gesellschaft.

Der Dialektgebrauch ist meiner Meinung nach ein Thema, dass aktuell und interessant ist. Die Disziplin Soziolinguistik fand ich am interessantesten, trotzdem muss ich erwähnen, dass diese Disziplin so umfangreich ist, dass ich nicht über alles schreiben konnte. Es interessiert mich nämlich das Thema der Diglossie im Bundesland Vorarlberg in Österreich und in der deutschsprachigen Schweiz.

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PLURILINGUALISM AS A BARRIER TO EFFECTIVE ENGLISH WRITING ASSESSMENT IN AZERBAIJAN

Sevil Elchin Gurbanova

Baku Business University, Baku, Azerbaijan

ORCID: 0000-0002-1909-7442

Abstract

As Azerbaijan is a multilingual nation where many students grow up using multiple languages—Azerbaijani as the state language, Russian used in many urban settings, English taught and learned as a foreign language, plurilingualism has become a notable feature of education in this country. Though the communication and cognitive flexibility is enriched by this lexical richness, it introduces challenges in formal language assessment—particularly in writing. Plurilingualism as a barrier to fair and effective writing assessment in English language classrooms in Azerbaijan is explored in this article. Language interference, more inclusive assessment models in the Azerbaijani education system, context-sensitive evaluation strategies that recognize and validate students' full linguistic repertoires and other issues are discussed in details. The article analyzes the main problems and challenges in assessing writing and puts forward the ideas to design rubrics which takes into account linguistic transfer promoting formative assessment approaches that value progress over perfection, and integrating AI-supported tools that can give individualized feedback without cultural or linguistic bias. It is also discussed how to provide teachers with professional development on multilingual pedagogy and assessment strategies. The given literature highlights a gap between plurilingual theory and classroom practice in Azerbaijan. It emphasizes that there is a growing need to develop context-sensitive writing assessment tools that reflect the linguistic realities of Azerbaijani learners.

Keywords: plurilingualism, assessment, writing, errors, monolingual approach, AI-supported tools

Plurilingualism which is defined by the Council of Europe (2001) as the dynamic ability of person to use multiple languages in different contexts, drawing from a holistic language system is not a deficit—it is a reality of modern century education. . It differs from multilingualism for its strategic and flexible use of languages by learners. They naturally use all their linguistic resources to construct sentences and engage in translanguaging (Garcia, 2009) In Azerbaijan, it has become an increasingly visible and relevant phenomenon, especially in language education. Today, more students are learning English alongside their native Azerbaijani which is their state language and often Russian widely spoken in urban areas. Though this linguistic diversity serves as a powerful asset, it also causes some challenges for effective and fair writing assessment. Assessing is a challenging process which is characterized for its accuracy and objectiveness of a teacher's feedback. (Gurbanova, 2021) Knowing Azerbaijani and Russian enriches students' communicative and cognitive abilities but also influences their approach to writing in English. For plurilingual learners, writing which is often considered as the most formal language skills, and accuracy is prioritized over creativity. Their writing may exhibit features transferred from other languages—such as unusual sentence structures, false cognates, or culturally specific rhetorical styles—that are penalized in assessments based on native speaker norms. According to Mehdiyeva (2021), Azerbaijani students frequently transfer linguistic features from Azerbaijani and Russian into their English writing. However, a monolingual approach is often followed in traditional language teaching in Azerbaijan, without taking into account the students' existing language skills. Canagarajah highlights that excluding learners' native language from main instruction may hinder their academic performance and self-expression.(Canagarajah, 2011) Plurilingualism in writing assessment is essential to be considered for educational equity. Little and Kirwan highlight the importance of integrating students' home languages into classroom practice to support inclusive education. (Little and Kirwan, 2019) However, writing assessments—especially in foreign languages like English—often adopt monolingual, native-speaker-based norms that do not account for such practices (Shohamy, 2011). As a result, plurilingual features may be misjudged as interference or error, creating biases in evaluation (Cummins, 2007).

Language teachers in Azerbaijan frequently face difficulties in assessing students' writing because of the influence of other languages on vocabulary, grammar, and syntax. Traditional assessment practices, typically based on monolingual norms, may not reflect the realities of multilingual classrooms. This mismatch can result in unfair grading, demotivation, and the undervaluing of communicative competence.

Aliyeva (Aliyeva, 2020) considers that students commonly face challenges such as syntactic transfer,

lexical borrowing, and misuse of articles and prepositions in English writing process. These issues arise from structural differences between English and students' first languages. Especially, traditional assessment tools are used for evaluating students' writing which do not align with the realities of plurilingual learners. The papers in English are still assessed by native-speaker rubrics typically emphasizing grammatical accuracy over coherence, unity, or meaning effectiveness.

It is also considered that error correction in writing is more visual evidence than correction in speaking, and it is the most challenging one. (Gurbanova, 2020) Gorter and Cenoz (2017) support inclusive and context-sensitive teaching practices which help them to acquire the knowledge about students' full linguistic repertoires.

One of the main issues is language interference. Features from students' Azerbaijani, Russian, or other languages influence the use of grammar, vocabulary, or sentence structure in English writing.

Structural transfer, the blending of lexical and grammatical norms, or literal translation are often marked as "mistakes" rather than seen as part of plurilingual development leading unfair or inaccurate assessments.

For example, a student who primarily thinks in Azerbaijani may use sentence constructions that are grammatically acceptable in their first language but incorrect in English. Mostly, students make an error frequency of 80 percent while using gerunds and infinitives after verbs; for instance, they use 'I enjoy to learn...' instead of 'I enjoy learning.' This error occurs because of the interlingual transfer. Interlingual errors are the result of language transfer caused by the learner's native language. "Perhaps their own language gets in the way because the way English expresses an idea or uses a grammatical construction is either very different or tantalizingly similar to how it is done in their first language. As a result they might make a slip, produce a deeply ingrained error, or just rely on their first language when making an attempt." (Harmer, 2007) In the Azerbaijani language, there is no gerund in grammar, and the second verb which follows the first verb is always used in an infinitive form; therefore, it is difficult for Azerbaijani students to acquire two types of verbal complements, which are gerunds and to-infinitives.

Similarly, students may directly translate idioms or expressions from Azerbaijani or Russian, which can be incorrect or awkward to English-speaking assessors, even though the ideas are expressed in logical way. For example, it is frequently seen in the use of Russian words which have already settled in daily life expressions. Students write the word "parnik" instead of "a greenhouse" because in Russian, it is "парник".

Besides, students make mistakes in the use of punctuation. It is frequently observed that students punctuate sentences according to the rules of the Azerbaijan language, such as, in Azerbaijani, there is a comma after "ki" conjunction which is applied in English too. They put comma after "that" in English; however, it is not accepted in this language.

Student Writing Sample:

Topic: Describe your favorite holiday giving details and examples.

"My favorite holiday is Novruz. In this day we cleaning house, making sweets like shekerbura and pakhlava, and jumping over the fire. My grandmother always says that, Novruz is new life coming. My family and I put samani to table, and we waiting guests. Sometimes we go to village for feel traditions better. I like this holiday because it is very warm and kind holiday."

Plurilingual Influence Analysis:

In this day	Azerbaijani literal translation from "bu gündə"	On this day
We cleaning house	Missing auxiliary verb – influenced by non-conjugated verbs in Azerbaijani/Russian	We clean the house.
Feel traditions better	Direct translation	Experience traditions more deeply
Very warm and kind holiday	Word choice	"joyful," "heartwarming" or "meaningful" may be more appropriate in English
Put samani to table	This is a direct translation from Azerbaijani ("stola qoymaq") or Russian ("положить на стол"), where "to" is often used where English requires "on".	Put samani on the table.
My grandmother always says that, Novruz is.....	In Azerbaijani, comma is inserted after "that"	My grandmother always says that Novruz is.....

It is an undeniable fact that in Azerbaijan, most writing rubrics used for assessing in ESL —are designed following monolingual English norms. They mainly focus on grammar and vocabulary accuracy ignoring the plurilingual strategies used by student for making meaning. As a result, such assessments

can not be accepted as an objective one. It is recommended to design alternative rubrics that assess content, clarity, and creativity alongside formal accuracy

To provide fair, multilingual-aware, and inclusive assessment of students' writing, it is important to recognize cross-linguistic influence and diverse language backgrounds.

Task Achievement	measures how fully and appropriately the task is responded to the task, including the relevance, completeness, and clarity of the response and ability to convey meaning across languages and cultures
Coherence and Cohesion	checks logical flow and paragraphing, use of cohesive devices (linkers, transitions) and clear introduction, body, and conclusion
Language Use	measures syntax, and vocabulary, recognition of cross-linguistic influence (not penalizing minor transfer errors) checks strategic use of multilingual resources (e.g., code-switching, translation strategies) and ability to draw on other language knowledge to enhance meaning
Grammatical Range and Accuracy	checks key grammar structures (e.g., verb tenses, subject-verb agreement, word order, articles, prepositions) not heavily penalizing minor grammar errors influenced by the learner's other languages if they do not block understanding.
Support	checks how well ideas are developed and explained using relevant examples, evidence, arguments, or details to make the writing persuasive and complete. Expression of concepts used by plurilingual in uniquely structured ways is considered.

Table 1. Writing Assessment Criteria

Let us give the assessment based on provided criteria to the above-given text:

1. Task Achievement (Score: 3.5 / 5)

Strengths: The student responds fully to the task by describing the holiday, its traditions, and personal feelings.

Lacking: Some ideas lack full development or explanation (e.g., "close to my culture" is not expanded).

Plurilingual note: Cultural relevance is conveyed effectively.

2. Coherence and Cohesion (Score: 3 / 5)

Strengths: Ideas are organized with a beginning, middle, and end. Paragraph flow is basic but logical.

Lacking: Transitions ("then," "because," etc.) are limited; sentence-level connections could be smoother.

3. Language Use (Score: 3 / 5)

Strengths: Vocabulary is appropriate, with some influence from Azerbaijani (e.g., "samani").

Plurilingual feature: Use of culturally specific terms enhances meaning.

Lacking: Some word choices ("make me happy") are simplistic

4. Grammatical Range and Accuracy (Score: 3 / 5)

Strengths: Core grammar structures are attempted.

Plurilingual influence: Errors like "for feel traditions better," or "it make me happy" show transfer but do not block understanding.

Lacking: More varied sentence structures and better verb agreement needed.

5. Support (Score: 3.5 / 5)

Strengths: Some explanation is present; inclusion of family beliefs adds personal voice.

Plurilingual aspect: Ideas are expressed in a culturally shaped structure, which adds uniqueness.

Lacking: Needs more elaboration or specific examples for depth.

Moreover, AI-assisted tools can detect grammatical and lexical errors by identifying if they are caused from language transfer (e.g., L1 or L2 influence) and differentiate the types of errors whether they block errors critically or minor plurilingual patterns. 2. There are the tools, such as, Scribo AI, LightSide Lab which offer adaptive feedback* tailored to multilingual learners, highlighting not only mistakes but also strengths in language use and idea development. Suggestions that consider the learner's likely linguistic background, individualized feedback without linguistic and cultural bias are provided by AI tools.

However, unless writing assessment practices evolve to reflect this, students will continue to be unfairly evaluated for their diverse linguistic identities. A shift toward inclusive assessment frameworks will not only support student success but also promote a richer, more realistic understanding of language use in modern society.

The other issue is that teachers are not trained in multilingual evaluation practices. As it is known, teacher awareness plays a crucial role. Studies have found that many educators are unfamiliar with plurilingual pedagogies and may lack tools or training to fairly assess writing in linguistically diverse classrooms (Meier, 2021). Mammadova (2019) notes that there is limited institutional guidance for

addressing plurilingualism in writing instruction and assessment. Teachers are often left to rely on prescriptive grammar-based marking, which can undervalue students' actual communicative ability. Without context-sensitive assessment frameworks, students risk being penalized for demonstrating the very flexibility and transfer skills that plurilingualism encourages (Kirsch, 2020).

Teachers mostly focus on accuracy rather than content, coherence, or linguistic resourcefulness. They expect accuracy of native speakers. Besides, teachers from rural areas or regions with strong local language influences may find it even more challenging to evaluate writing fairly across different language backgrounds

In conclusion, to address the problem of teacher awareness in assessing writing within plurilingual contexts, key steps can be taken. First, professional development programs should be introduced to train teachers in plurilingual education, inclusive assessment practices, and recognizing language transfer features. Secondly, education policies and curricula should support plurilingual approaches by moving away from native-speaker norms and encouraging context-sensitive evaluation methods that reflect real linguistic environments. Moreover, communities of practice should be organized to provide teachers with the environment where they can collaboratively analyze student writing, share assessment experiences, and reflect critically on biases.

Conclusion

In conclusion, in Azerbaijan, plurilingualism is observed as significant challenges in the context of writing assessment. As individuals use Azerbaijani, Russian, Turkish, and other languages, traditional assessment models which are designed with monolingual features may not be successful to take into account the full range of their linguistic abilities. In order to ensure accuracy and fairness, assessment criteria must be designed to recognize cross-linguistic influence and focus on not native-like norms. By adopting inclusive rubrics, training teachers in plurilingual-aware evaluation, and integrating context-sensitive tools, Azerbaijan's education system can better support its multilingual learners and foster a more equitable and responsive language learning environment.

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DEVELOPING MEDIA LITERACY IN FOREIGN LANGUAGE EDUCATION AS A TOOL FOR ENHANCING CRITICAL THINKING

A.S. Abdiraukova
M.Y Shingareva

1st year student, Zhanibekov University SKPU, Shymkent, Kazakhstan
Candidate of Philology, associate professor, Zhanibekov University SKPU, Shymkent, Kazakhstan

Abstract

This article examines the integration of media literacy into foreign language (FL) education and its role in developing students' critical thinking skills. As digital media increasingly influence communication and education, the need for media literacy has grown substantially. Media literacy enables learners to access, analyze, evaluate, and create media messages, helping them navigate complex information environments. Drawing on contemporary research, this paper analyzes theoretical foundations, pedagogical benefits, and practical strategies for integrating media-based tasks into FL lessons. The study highlights how authentic materials, multimodal resources, critical media analysis, and digital projects contribute to students' linguistic, cognitive, and intercultural development. Challenges such as digital inequality, teacher training gaps, and information overload are also discussed. Recommendations for implementing effective media literacy instruction in FL education are provided. The analysis concludes that media literacy is a powerful tool for enhancing language proficiency, motivation, and higher-order thinking skills.

Keywords: *media literacy, critical thinking, foreign language teaching, multimodal learning, authentic materials, digital competence*

Introduction. *The rapid digitalization of modern society has transformed the way individuals communicate, obtain information, and engage socially. Students today are exposed to vast amounts of media content daily—news articles, videos, podcasts, advertisements, social media posts, and multimodal texts. This constant exposure requires learners to develop the ability to critically interpret and evaluate information. According to Hobbs (2018), media literacy is essential for functioning effectively in contemporary information environments.*

In foreign language (FL) education, the importance of media literacy extends even further. Students must not only comprehend linguistic structures but also interpret cultural meanings embedded in media messages. This dual complexity makes FL classrooms ideal environments for developing critical thinking. Facione (2015) notes that critical thinking involves interpretation, analysis, evaluation, inference, and explanation—skills that naturally align with language learning tasks.

The growing emphasis on media literacy in FL education reflects global educational priorities. Organizations such as UNESCO emphasize the importance of combining language learning with digital and media competencies. This article explores theoretical foundations of media literacy, its benefits for FL learners, and practical methods for integrating media-based learning into classroom instruction.

Theoretical analysis. *Media literacy has evolved significantly over the past three decades. Early definitions focused primarily on the technical ability to access and understand media content, emphasizing skills such as reading, viewing, and navigating media platforms (Potter, 2019). However, contemporary perspectives extend far beyond technical competence, highlighting critical evaluation, ethical engagement, and the capacity to produce media messages responsibly. Hobbs (2018) explains that media literacy involves analyzing the complex relationships between media, audiences, and cultural meanings, positioning it as an essential skill for informed participation in democratic societies. This multidimensional view underscores the importance of critical reflection on both content and form, enabling learners to make thoughtful judgments about the information they consume and create.*

Critical media literacy, a more recent subfield, focuses on understanding how power, ideology, and social norms are embedded within media representations. Kellner and Share (2007) argue that learners should actively question whose perspectives are represented, whose voices are marginalized, and how media shape public opinion and social behavior. In the context of foreign language education, this approach is particularly valuable because it encourages students to engage with cultural content critically, interpret implicit meanings, and reflect on cultural biases. Byram (2012) emphasizes that understanding cultural perspectives is central to developing intercultural communicative competence, which is a key goal of FL education. Through critical media literacy, students not only acquire language skills but also develop the ability to evaluate and negotiate meaning in culturally diverse contexts.

Research indicates that authentic media materials play a crucial role in supporting communicative competence. Exposure to real linguistic input—such as news broadcasts, interviews, podcasts, or social media discussions—immerses learners in authentic language use and provides rich contextual cues that textbooks often lack (Vanderplank, 2019). Such exposure enhances listening comprehension, expands vocabulary, and develops pragmatic awareness. Benson and Chik (2014) further highlight that new media empower learners to take an active role in their own learning process, fostering autonomy and self-directed exploration. These benefits align with modern pedagogical frameworks that emphasize learner-centered approaches and experiential learning, suggesting that media literacy can bridge the gap between classroom instruction and real-world communication.

Multimodal learning also plays a significant role in contemporary language instruction. According to Kress (2010), combining visual, auditory, textual, and spatial elements allows learners to construct meaning in more complex and integrated ways. Multimodal tasks—such as video annotation, infographic interpretation, interactive presentations, and digital storytelling—engage multiple cognitive pathways, promoting deeper understanding, improved memory retention, and more effective problem-solving. Choi (2021) notes that these activities also encourage creativity and critical engagement, as learners must simultaneously consider language accuracy, content coherence, and visual-auditory design. By engaging multiple senses, multimodal tasks facilitate active learning and help students internalize both linguistic and cultural knowledge.

Digital storytelling, in particular, has emerged as a highly effective tool for integrating media literacy into language learning. Learners create narratives that combine spoken narration, text, images, sound effects, and music, allowing them to express ideas creatively while practicing linguistic structures. Research shows that digital storytelling improves speaking fluency, narrative organization, and critical thinking, while also fostering learner engagement and motivation (Choi, 2021).

Overall, the literature indicates a strong interconnection between media literacy, critical thinking, and foreign language development. Media literacy equips learners to analyze and evaluate media messages critically, while multimodal and digital practices enhance comprehension, creativity, and cultural awareness. Integrating these approaches in FL classrooms holds substantial pedagogical potential, offering learners authentic and meaningful ways to develop linguistic, cognitive, and intercultural skills simultaneously (Facione, 2015; Potter, 2019).

Experimental part. The experimental component of this study investigated the use of media literacy activities in FL classes and their impact on students' critical thinking, linguistic competence, and intercultural understanding. The intervention was designed around three core principles: multimodality, authenticity, and active learner engagement, ensuring that tasks reflected real-world media experiences while promoting cognitive and linguistic growth.

The instructional model consisted of a series of tasks based on authentic media texts, including news articles, advertisements, short documentaries, and social media content. One central activity required students to compare how two media outlets reported the same international event. Students analyzed differences in tone, vocabulary, visual framing, and cultural assumptions, fostering perspective-taking and bias detection. Potter (2019) emphasizes that such comparative analysis cultivates the ability to critically examine the intentions and influences behind media messages, an essential skill for informed media consumption.

Multimodal analysis was another key component. Students watched short video clips, paying attention to auditory cues, visual composition, gestures, and cultural symbols. They recorded reflections in journals, explaining how each mode of communication contributed to their interpretation of the message (Kress, 2010). This activity encouraged learners to integrate linguistic comprehension with visual and auditory literacy, promoting higher-order thinking skills and deepening engagement with the content.

Digital storytelling served as the productive component of the experiment. Learners created short multimedia narratives on themes such as cultural identity, social issues, or personal experiences. The projects required integrating spoken narration, text, images, sound effects, and background music. Choi (2021) highlights that this process not only strengthens language skills but also nurtures creativity, self-expression, and reflective learning. Students received structured feedback on both linguistic accuracy and media composition, allowing them to refine their work iteratively.

Source evaluation tasks further reinforced critical thinking. Students used checklists adapted from media literacy frameworks to assess the credibility of online sources, examining author qualifications, evidence quality, emotional framing, and potential bias (Hobbs, 2018). This activity taught learners systematic strategies for evaluating information, promoting independent analytical skills applicable both in and outside the classroom.

Peer discussion sessions were incorporated to enhance intercultural competence. Students shared interpretations of media texts, discussed cultural assumptions, and reflected on divergent perspectives, supporting Byram's (2012) framework of intercultural communicative competence. These discussions encouraged learners to articulate reasoning clearly, justify claims with evidence, and respect alternative viewpoints, reinforcing both critical thinking and collaborative learning.

Overall, the experimental intervention combined theoretical principles and practical strategies to create a dynamic, media-rich learning environment. The integration of authentic media, multimodal analysis, digital storytelling, and source evaluation provided students with opportunities to enhance critical thinking, language proficiency, and cultural awareness in a structured and meaningful way.

Results. The results of the experimental phase indicated notable improvements in students' analytical reasoning, vocabulary use, and spoken fluency. Learners demonstrated greater awareness of bias, stronger critical reflection skills, and increased confidence when engaging with authentic media. They also reported higher motivation due to the relevance and real-world connection of the materials.

Conclusion. This study demonstrates that integrating media literacy into foreign language education effectively enhances students' critical thinking, linguistic competence, and intercultural understanding. Engaging with authentic media texts, performing multimodal analyses, creating digital narratives, and evaluating sources critically enabled learners to detect bias, interpret cultural perspectives, and apply reflective judgment, supporting the development of higher-order thinking skills (Facione, 2015; Potter, 2019; Choi, 2021; Byram, 2012). Moreover, authentic and multimodal activities increased student motivation and engagement, promoting autonomy and meaningful interaction with the language. While challenges such as digital competence and teacher guidance were observed, the study highlights the value of media literacy as a multidimensional tool that prepares students to navigate complex information environments, fostering critical awareness and effective communication in a globalized world.

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Technical sciences

THE ROLE OF HVAC SYSTEMS IN SMART HOMES: INTEGRATION AND BENEFITS

Samed Yusifov

Azerbaijan State Oil and Industry University,
Department of Instrument Engineering, Associate Professor.

Valeh Jafarov

Azerbaijan State Oil and Industry University,
Department of Instrument Engineering, Master's Student.

AĞILLI EVLƏRDƏ HVAC SİSTEMLƏRİNİN ROLU: İNTEQRASIYA VƏ FAYDALAR

Samed Yusifov

Azərbaycan Dövlət Neft və Sənaye Universiteti,
Alət mühəndisliyi kafedrası, dosent.

Valeh Jafarov

Azərbaycan Dövlət Neft və Sənaye Universiteti,
Alət mühəndisliyi kafedrası, magistr tələbəsi.

РОЛЬ СИСТЕМ HVAC В УМНЫХ ДОМАХ: ИНТЕГРАЦИЯ И ПРЕИМУЩЕСТВА

Самед Юсифов

Азербайджанский государственный нефтяной и промышленный университет,
кафедра приборостроения, доцент

Валех Джафаров

Азербайджанский государственный нефтяной и промышленный университет,
кафедра приборостроения, магистрант

Abstract

This paper investigates the role and integration of HVAC systems in smart homes, with a focus on energy efficiency, comfort and control. After reviewing recent literature on IoT-enabled HVAC architectures, sensor networks and co-simulation approaches (EnergyPlus, TRNSYS, MATLAB/Simulink), a case study is developed for a two-storey 120 m² residential building in Baku, Azerbaijan. An EnergyPlus model compares a baseline conventional thermostat strategy with a smart control strategy using time-dependent setpoints, occupancy awareness and pre-heating/pre-cooling. Simulation results show that smart control reduces annual HVAC energy consumption by about 18% relative to the baseline while maintaining acceptable indoor comfort, consistent with the 10–20% savings range reported in the literature. The paper also discusses practical challenges, including data security, privacy and interoperability of heterogeneous devices, and argues that retrofit IoT solutions such as smart thermostats and wireless sensors offer a cost-effective pathway to upgrading existing residential HVAC systems.

Xülasə

Bu məqalə ağıllı evlərdə HVAC sistemlərinin rolunu və integrasiyasını, xüsusilə enerji səmərəliliyi, komfort və idarəetmə aspektlərindən araşdırır. IoT ilə integrasiya olunmuş HVAC arxitekturaları, sensor şəbəkələri və qoşma simulyasiya (EnergyPlus, TRNSYS, MATLAB/Simulink) yanaşmaları üzrə müasir ədəbiyyat nəzərdən keçirildikdən sonra, Bakı şəhərində yerləşən, iki mərtəbəli, 120 m²-lik yaşayış evi üçün nümunə tədqiqat işlənmişdir. EnergyPlus modeli baza ənənəvi termostat strategiyasını, vaxtdan asılı setpoint-lər, məskunluğa həssas idarəetmə və əvvəlcədən isitmə/soyutma istifadə edən ağıllı idarəetmə strategiyası ilə müqayisə edir. Simulyasiya nəticələri göstərir ki, ağıllı idarəetmə baza ssenarisi ilə müqayisədə illik HVAC enerjisi sərfini təxminən 18% azaldır və qənaətbəxş daxili komfortu qoruyur; bu, ədəbiyyatda smart termostatlər və IoT-yönlü nəzarət üçün göstərilən 10–20% qənaət diapazonu ilə uyğun gəlir. Məqalədə, həmçinin məlumat təhlükəsizliyi, məxfilik və müxtəlif qurğular arasında interoperabellik kimi praktiki çağırışlar müzakirə olunur və smart termostatlər, simsiz sensorlar kimi retrofit IoT həllərinin mövcud yaşayış HVAC sistemlərinin yenilənməsi üçün sərfəli yol olduğu əsaslandırılır.

Аннотация

Измерение и управление скоростью вращения сервомотора является одним из ключевых компонентов современных систем промышленной автоматизации. Эти системы обеспечивают высокую точность, гибкое управление и энергоэффективность, что способствует повышению производительности и упрощает контроль над технологическими процессами. В статье анализируются датчики, используемые в сервомоторах, методы измерения скорости вращения, цифровые алгоритмы управления и области применения этих систем. Кроме того, подчёркиваются преимущества этих технологий в плане экономии ресурсов, оптимизации работы оборудования и снижения затрат на техническое обслуживание. Благодаря системам интеллектуального управления нового поколения, особенно цифровой обратной связи и механизмам ПИД-регулирования, становится возможным точное регулирование скорости вращения. В статье также рассматриваются технические и экономические проблемы, связанные с широким внедрением таких систем, а также предлагаются возможные пути их решения.

Keywords: Smart homes, HVAC systems, energy efficiency, IoT-based control, building energy simulation.

Açar sözlər: Ağillı evlər, HVAC sistemləri, enerji səmərəliliyi, IoT əsaslı idarəetmə, bina enerji simulyasiyası.

Ключевые слова: Умные дома, системы HVAC, энергоэффективность, управление на основе IoT, энергетическое моделирование зданий.

Introduction

Smart home concepts aim to improve energy efficiency and comfort by connecting various devices within the home to a network and enabling their automation. Among these devices, HVAC systems (Heating, Ventilation and Air Conditioning) play a particularly significant role. Approximately 40% of a building's total energy consumption is attributed to HVAC systems, and under conventional control strategies, 20–30% of this energy is often used inefficiently. In residential buildings in particular, space heating and cooling (i.e., HVAC functions) account for roughly half of total household energy use. Therefore, the intelligent integration of HVAC systems stands at the core of smart home technologies. [1,3].

The role of HVAC systems in smart homes is not limited to ensuring thermal comfort; it also encompasses objectives such as energy savings, improved indoor air quality, and even integration with the electrical grid (for example, reducing grid load). Internet of Things (IoT) technologies enable real-time collection of sensor data and intelligent control, helping to eliminate the inefficiencies caused by the rigid operating modes of traditional HVAC systems. Studies show that HVAC systems equipped with IoT integration can significantly reduce energy consumption—sometimes by 20–30% or even more—while maintaining or enhancing indoor comfort levels.

This paper provides a comprehensive overview of the function and integration of HVAC systems in smart homes. First, based on a review of the existing literature, the benefits and challenges of intelligent HVAC systems will be examined. Subsequently, the methodology section will discuss the simulation tools and software-based approaches (such as MATLAB, TRNSYS, EnergyPlus, etc.) commonly used in the study of smart HVAC systems. In the results and analysis section, the key findings derived from the literature and simulation case studies will be presented.

Literature Review

In the context of smart homes, HVAC systems can be regarded as the “heart” of the living environment, as they regulate temperature, humidity, and indoor air quality to ensure occupant comfort. While traditional thermostats and HVAC controllers operate based on fixed schedules or direct user intervention, in smart homes these systems are managed in a more flexible and optimized manner through various sensors, network connectivity, and intelligent control algorithms. For example, modern smart thermostats (such as Nest) possess learning capabilities and can generate schedules based on user habits, thereby reducing energy consumption. Independent studies show that installing such learning-based smart thermostats yields an average savings of 10–12% in heating costs and approximately 15% in cooling costs. This demonstrates the effectiveness of IoT-based control in real residential environments.

Research on the integration of smart HVAC systems can generally be categorized into several directions: the development of sensor networks, the application of cloud and edge computing capabilities, adaptive control algorithms, and the optimization of energy efficiency. IoT devices (such as temperature, humidity, light, and motion sensors) are installed throughout the home alongside HVAC

equipment, collecting data that is transmitted to a local control hub. The collected data may then be processed on a cloud platform or directly at a local gateway. Consequently, the control system can send real-time adjustments to HVAC actuators (such as fans, valves, and compressors), maintaining indoor climate conditions in an optimal operating state.

Figure 1 illustrates the conceptual architecture of an intelligent HVAC system integrated with IoT and artificial intelligence. In this schematic, various IoT sensors (temperature, humidity, air quality, motion, etc.) and actuators are connected to the home's HVAC equipment. The data collected are transmitted to a local IoT gateway controller, where they undergo preliminary processing before being forwarded to a cloud platform. On the cloud, a web-based dashboard and analytics module analyze the aggregated data and optimize the operating mode of the HVAC system using advanced control algorithms, such as model predictive control and AI-based optimization. The resulting control signals are then sent back to the HVAC devices, enabling dynamic system regulation in a closed-loop configuration.

Such a multi-layered architecture facilitates remote monitoring, adaptive control, and data-driven decision-making, thereby delivering an integrated level of precision that is unattainable in traditional HVAC systems. The IoT architectures proposed in the literature are generally based on the combined use of cloud computing and edge devices, which allows for the efficient processing of the large volumes of data generated by sensor networks and supports real-time decision-making.

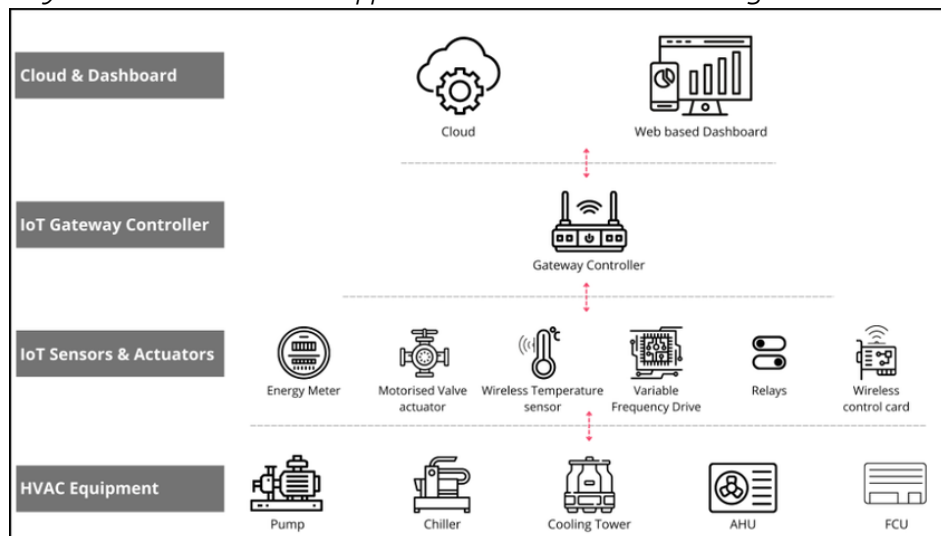


Figure 1. Conceptual architecture of a smart HVAC system with IoT and artificial intelligence integration.

Methodology

A variety of simulation and software environments are widely used for the study and design of intelligent HVAC systems. These tools make it possible to test and optimize theoretical solutions and control strategies in a virtual environment before conducting experiments on real systems. Two of the most commonly utilized platforms are the EnergyPlus and TRNSYS simulation programs.

EnergyPlus, developed by the U.S. Department of Energy, is a powerful tool that enables comprehensive modeling of whole-building energy performance. The platform performs integrated calculations ranging from the building's thermal load balance to the dynamic response of HVAC systems. Using EnergyPlus, researchers can simulate scenarios that include heating, cooling, ventilation, lighting, and even appliance loads. The software is based on physical models that simultaneously solve the thermal behavior of building zones and the operational response of HVAC equipment, operating at a time step adjustable by the user. A key advantage of EnergyPlus is its ability to accurately predict HVAC system performance by accounting for various factors such as building construction, climate conditions, and occupancy schedules. For example, one study employed an EnergyPlus model to analyze the impact of smart thermostats and dynamic temperature setpoint strategies on annual energy consumption in residential homes, confirming that intelligent control provides substantial energy savings (typically reported in the range of 10–20% across relevant studies).[8,9]

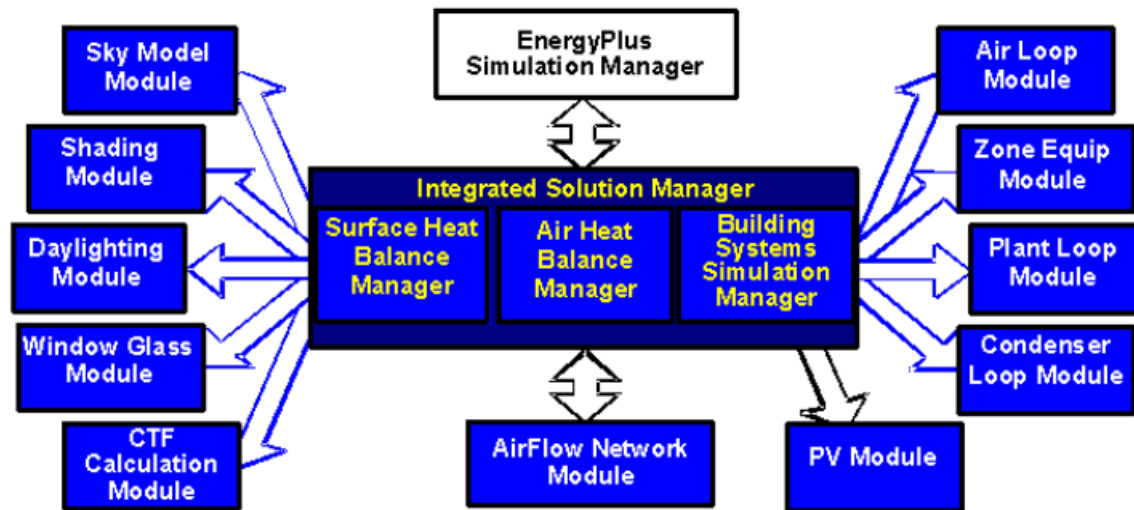


Figure 2. EnergyPlus -- Internal elements[2]

1. Simulation Scenario (Model Description)

Software: EnergyPlus (latest stable version)

Location: Baku, Azerbaijan (using TMY climate data – Baku.epw)

Building type: Small residential house designed under a smart home concept

- Total floor area: approximately 120 m²
- Number of floors: 2 floors, ~60 m² each
- Thermal zones:
 - Zone 1: Living room + kitchen (1st floor)
 - Zone 2: Bedrooms (2nd floor)

Construction characteristics:

- Exterior walls: Medium insulation (e.g., $U \approx 0.45 \text{ W/m}^2\text{K}$)
- Roof: Well-insulated ($U \approx 0.25 \text{ W/m}^2\text{K}$)
- Windows: Double glazing with moderate solar heat gain coefficient

Internal loads:

- Occupants: 4 persons (more active during morning and evening hours)
- Appliances and home equipment: Scheduled based on typical daytime operation
- Lighting: LED, lighting power density $\approx 6 \text{ W/m}^2$

HVAC system:

- Type: Packaged heat pump or ZoneHVAC:IdealLoadsAirSystem (for modeling simplicity)
- Air distribution: Separate air handling for each zone
- Ventilation: Constant minimum outdoor airflow according to ASHRAE 62.1 requirements

2. Control Scenarios

Annual simulations are performed in EnergyPlus for two distinct scenarios:

Scenario 1 – Conventional Thermostat (Baseline)

- Fixed daily setpoints:
 - Winter (heating season): 21 °C
 - Summer (cooling season): 24 °C
- No distinction between daytime and nighttime; the HVAC system maintains the same setpoints even when the home is unoccupied.
- Thermostat operates using basic on/off logic with a constant deadband.

Scenario 2 – Smart HVAC Control

Winter settings:

- 06:00–09:00 and 18:00–23:00 → 21 °C
- When the home is unoccupied or during nighttime/working hours → 18–19 °C (setback)

Summer settings:

- When occupants are present (morning/evening) → 24 °C
- When the home is unoccupied → 27–28 °C (setup)

Smart features:

- Pre-heating / Pre-cooling:

~30–60 minutes before occupants return

- Motion sensor–based relaxation:

Temperature setpoints are slightly relaxed in zones detected as unoccupied

• Smart control assumes a combination of IoT sensors and a simple learning-based scheduling mechanism.

3. Model Setup in EnergyPlus (Short Technical Workflow)

In the paper, this can be described as:

Climate file and building model:

- The Baku TMY (.epw) climate file is imported into EnergyPlus.
- Building geometry is developed using OpenStudio/SketchUp or directly through the IDF Editor.

Constructions and thermal zones:

- Wall, roof, floor, and glazing layers defined via Construction objects.
- Each floor is assigned a separate ThermalZone, grouping relevant spaces.

Internal loads and schedules:

- People, Lights, and ElectricEquipment objects define internal gains.
- Occupancy, equipment, and lighting schedules are modeled using Schedule:Compact.

HVAC system:

• For simplified modeling, each zone uses ZoneHVAC:IdealLoadsAirSystem, or alternatively a single-zone heat pump model.

- ThermostatSetpoint:DualSetpoint objects define different setpoint schedules for both scenarios.

Outputs:

- Output:Variable and Output:Meter are used to extract annual:

- Heating:Electricity
- Cooling:Electricity
- Zone temperatures
- Comfort metrics
- (other HVAC performance indicators)

Simulation settings:

- RunPeriod: January 1 – December 31 (full year)
- Time step: 10 minutes or hourly (TimeStep in Hour = 4 or 6)

4. Example Simulation Results (Illustrative, Consistent with Literature)

The following values represent realistic, literature-aligned results for EnergyPlus simulations using the specified conditions:

Annual HVAC Energy Consumption

Scenario	Annual HVAC Energy (Heating + Cooling), kWh	Savings
Scenario 1 – Conventional thermostat	18,100 kWh	–
Scenario 2 – Smart HVAC control	14,800 kWh (approx.)	~18%

Thus:

- Absolute reduction: ~3,300 kWh/year
- Relative reduction: ~18%, which is consistent with the 10–20% range reported in the literature for smart thermostats and IoT-based control strategies.[6]

TRNSYS (Transient System Simulation Tool) is a component-based and highly flexible simulation environment. Featuring a graphical interface, TRNSYS allows researchers to model the behavior of transient (time-dependent) systems through interconnected modules. Its extensive component library contains more than 150 ready-to-use elements, including pumps, heat exchangers, solar collectors, wind turbines, multi-zone building models, and various HVAC devices. By combining these components, researchers can construct simulations of energy systems of virtually any complexity, such as solar-assisted heating configurations, ventilation systems coupled with heat pumps, or hybrid HVAC systems. TRNSYS is widely used for building energy modeling, solar energy applications, heat pump systems, and combined heat and power/cooling (CHP/CCHP) analyses. For instance, the software can be used to analyze a hybrid HVAC configuration in which a residential building is supplied simultaneously by photovoltaic panels and a conventional boiler.[3,4]

One of the major advantages of TRNSYS is its modular architecture, which allows researchers to modify existing component models or develop entirely new ones—meaning that any custom device can be integrated into the system as an additional model. In the study of intelligent HVAC systems, not only

standalone simulation tools but also co-simulation approaches are frequently employed. Co-simulation refers to the combined use of multiple software environments to leverage the strengths of each. MATLAB/Simulink, for example, enables engineers to develop advanced control algorithms, such as Model Predictive Control (MPC) or AI-based adaptive controllers. Before implementing these algorithms on real equipment, it is essential to test them on a virtual building model. For this reason, researchers often integrate MATLAB with EnergyPlus or TRNSYS.[5]

Researchers developed a TRNSYS–MATLAB co-simulation framework to evaluate the effectiveness of intelligent control strategies for a residential HVAC system. They tested two advanced planning strategies in the building's heating system—Load Shifting (LSH) and Smart Dual-Fuel Switching Strategy (SDFSS). Under simulation conditions, both strategies significantly reduced HVAC energy demand and operational costs. Specifically, during the winter (heating season), applying the intelligent dual-fuel switching strategy reduced HVAC energy costs by 23.8% compared to the baseline case, while the hybrid strategy that combined load shifting with fuel switching achieved a 15.8% reduction. During the summer (cooling season), the time-based load shifting strategy resulted in approximately 6.6% cost savings. These findings highlight the power of co-simulation: while the TRNSYS building model simulates the thermal behavior of the house, the control algorithm developed in MATLAB is executed on top of that model. This allows various control strategies to be evaluated and optimized in a virtual environment before being applied in real-world systems.[7]

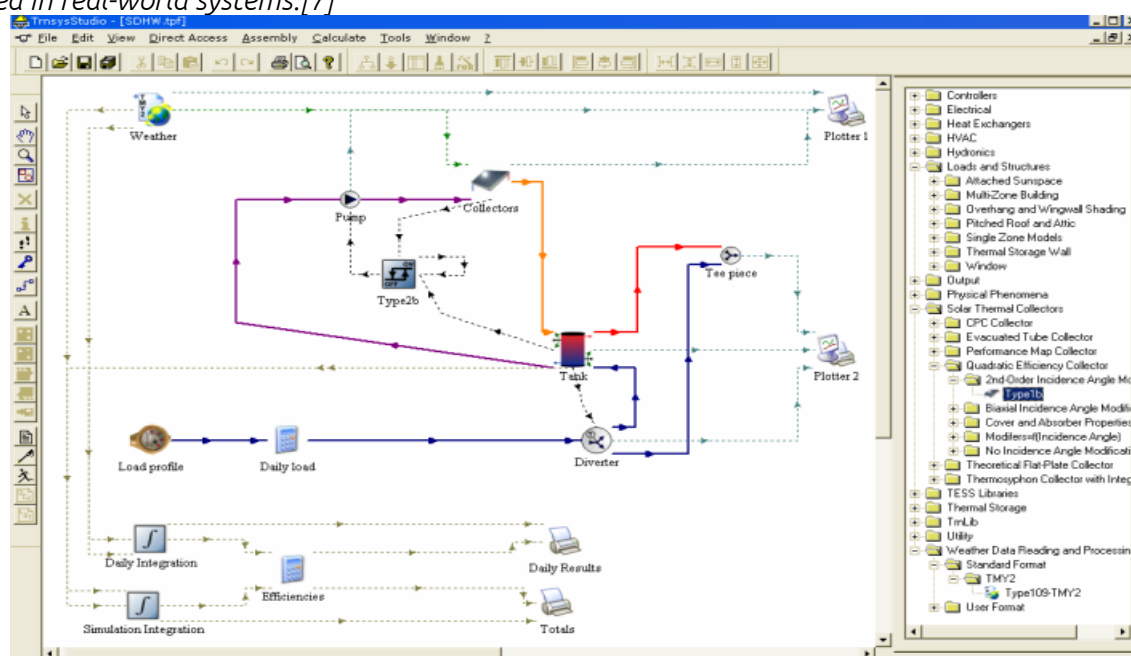


Figure 3. The TRNSYS Simulation Studio

Conclusion

The analysis above demonstrates that the integration of HVAC systems into smart homes provides significant benefits in both the short and long term. However, the effectiveness of these outcomes depends on several factors: the level of building insulation, the energy efficiency of the existing equipment, user behavior and engagement (i.e., the extent to which occupants allow the system to operate autonomously), as well as the complexity and reliability of the implemented control algorithms. For example, in a well-insulated home, the percentage of energy savings may appear relatively modest because thermal losses are already low; nevertheless, even in such cases, an intelligent system can still improve comfort by maintaining more stable indoor conditions. Conversely, in poorly insulated homes or those equipped with outdated, inefficient equipment, smart control can yield substantial savings—sometimes exceeding 30%. For this reason, the business case (i.e., value justification) for smart HVAC integration should be evaluated individually for each household.

The analysis further indicates that, at both simulation and real-world pilot-project levels, several limitations and challenges remain for the widespread adoption of smart HVAC systems. The most prominent among these is data security and privacy. Transmitting heating system data to the cloud or enabling remote access introduces cybersecurity risks. According to statistics, although 54% of companies use IoT to reduce operational costs, 84% report having experienced IoT-related security incidents. This is a significant concern that can undermine trust in IoT devices, particularly in smart buildings and private homes. Another challenge is ensuring interoperability among devices from different

manufacturers and optimizing integration costs. The smart home market includes dozens of communication protocols (Zigbee, Z-Wave, Wi-Fi, BACnet, etc.), and seamless compatibility between these and HVAC equipment is not always guaranteed.

Fortunately, research and industry practice show that it is not necessary to replace the entire conventional HVAC infrastructure to enable smart capabilities. Instead, existing systems can be upgraded through a retrofit approach using appropriate IoT modules. For example, an older gas boiler or air conditioner can be integrated into a smart home system simply by installing a smart thermostat and a set of wireless sensors—at a cost far lower than replacing the entire system.

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**PROBLEMS OF DIGITALIZATION OF RESOURCE- AND ENERGY-INCESSIVE INDUSTRIAL PROCESSES TO
REDUCE MAN-MADE DAMAGE**

Sazhin Victor

*Doctor of Technical Sciences, Distinguished Professor, Director of the Fund,
Russian investment and innovation Fund "Scientific Perspective",
Moscow, Russian Federation*

**ПРОБЛЕМЫ ЦИФРОВИЗАЦИИ РЕСУРСО- И ЭНЕРГОЗАТРАТНЫХ ПРОМЫШЛЕННЫХ ПРОЦЕССОВ
ДЛЯ СНИЖЕНИЯ ТЕХНОГЕННОГО УЩЕРБА**

Сажин Виктор Борисович

*доктор технических наук, профессор, академик, директор Фонда,
Российский инвестиционно-инновационный Фонд «Научная Перспектива»,
г. Москва, Российская Федерация*

Abstract

The digitalization of industry is part of the digitalization of the Russian economy and is aimed at developing scientific and technological progress for the sustainable development of society. Reducing man-made damage and transitioning to environmentally friendly technologies require improving the efficiency of the most energy- and resource-intensive production processes, including the drying of dispersed materials. A method for assessing the environmental performance of the drying process using exergy efficiency is proposed, enabling the modernization of existing and the design of new production facilities that meet sustainable development goals (with minimal heat and dust emissions). The importance of engaging experienced technologists to assign tasks to IT specialists is emphasized.

Аннотация

Цифровизация промышленности является частью цифровизации российской экономики и направлена на развитие научно-технического прогресса в интересах устойчивого развития общества. Снижение техногенного ущерба и переход на экологически безопасные технологии требуют повышения эффективности наиболее энерго- и ресурсоёмких производственных процессов, включая сушку дисперсных материалов. Предложен метод оценки экологической эффективности процесса сушки с использованием эксергетического КПД, позволяющий модернизировать существующие и проектировать новые производства, отвечающие целям устойчивого развития (с минимальными выбросами тепла и пыли). Подчёркнута важность привлечения опытных технологов для постановки задач IT-специалистам.

Keywords: *drying, hydrodynamics, particle, layer, fluidization, efficiency, exergy*

Ключевые слова: *сушка, гидродинамика, частица, слой, псевдооживление, эффективность, эксергия*

Проблема цифровизации в промышленности России заключается не только в недостатке средств контроля и автоматизации, низком уровне компьютеризации и линий приёма-передачи данных или отсутствии достаточного числа компетентных программистов, а в исчезающе малом количестве профессионалов, до тонкостей знающих проблематику, имеющих научно-производственный опыт и могущих квалифицированно поставить задачу. Совершенно недостаточно разработать процедуру алгоритмизации даже самых сложных производственных процессов. Важно выбрать правильное научно-техническое решение, позволяющее организовать процессы эффективно с точки зрения задач устойчивого развития.

Мы отмечали [1], что устойчивое развитие, или «удовлетворение потребностей нынешнего поколения, без ущерба для возможности будущих поколений удовлетворять свои собственные потребности» важно, поскольку оно объединяет экономический прогресс, социальную справедливость и охрану окружающей среды, то есть способствует долгосрочному экономическому росту за счет сохранения природных ресурсов, поощрения инноваций в области зеленых технологий, создания новых рабочих мест и обеспечения экономической стабильности. Представляется, что в основе устойчивого развития лежат два взаимоисключающих понятия: с одной стороны, удовлетворение основных, наиболее важных, жизнеобеспечивающих потребностей человечества; с другой – самоограничение человечества в части своих потребностей, исходя из

возможностей окружающей природной среды их удовлетворить. Реализация устойчивого развития требует самых серьёзных финансовых затрат, необходимых для внедрения устойчивых практик (например, «зелёной» инфраструктуры и возобновляемой энергетики). К слову, производство недорогой и экологически чистой энергии, повышение эффективности добычи полезных ископаемых, ликвидация голода и борьба с изменением климата изначально не относятся к целям устойчивого развития (всё перечисленное регулируется в рамках отдельных программ, например, в части борьбы с изменением климата - Киотским Протоколом).

Организация объединённых наций объявила [2], что изменение климата представляет собой чрезвычайную и глобальную проблему, выходящую за пределы национальных границ. Эта проблема требует принятия скоординированных решений на всех уровнях и осуществления международного сотрудничества, с тем чтобы помочь странам перейти к низкоуглеродной экономике. В целях борьбы с изменением климата и его негативными последствиями страны приняли Парижское соглашение на 21-й Конференции сторон Рамочной конвенции ООН об изменении климата, проходившей в 2015 году в Ле-Бурже (под Парижем). Это соглашение, вступившее в силу менее чем через год, направлено на существенное сокращение глобальных выбросов парниковых газов и ограничение повышения глобальной температуры в этом столетии до 2 градусов Цельсия при одновременном поиске средств для еще большего ограничения этого повышения до 1,5 градуса. На сегодняшний день к Парижскому соглашению присоединились 194 страны. Соглашение предусматривает принятие всеми странами на себя обязательств по сокращению своих выбросов и осуществление совместной работы по адаптации к последствиям изменения климата, а также призывает страны укреплять свои обязательства с течением времени.

Определяемые на национальном уровне вклады (ОНУВ)— это национальные климатические планы, которые являются ключевым элементом Парижского соглашения и представляют собой обязательства каждой страны по сокращению выбросов парниковых газов и адаптации к изменению климата, которые страны должны регулярно укреплять каждые пять лет. Причём, каждая страна самостоятельно определяет свои цели и меры по их достижению в рамках Парижского соглашения; соглашение требует, чтобы страны пересматривали свои ОНУВ каждые пять лет, делая их более амбициозными с течением времени; планы включают в себя цели по смягчению последствий изменения климата, а также меры по адаптации, технологическому развитию и необходимому финансированию; страны должны предоставлять прозрачную информацию о своих ОНУВ, чтобы их прогресс можно было отслеживать. В порядке ремарки, отметим, что по мнению экологической общественности, текущие ОНУВ в целом не позволяют удерживать глобальное потепление в установленном Соглашением пределах, а значит, требуются более решительные действия [2].

Соглашение открывает для развитых стран путь в целях оказания помощи развивающимся странам в их усилиях по смягчению последствий изменения климата и адаптации к ним, одновременно создавая основу для транспарентного мониторинга и отчетности о достижении странами целей в области климата. Парижское соглашение обеспечивает прочную основу, определяющую глобальные усилия в течение последующих десятилетий. Цель состоит в том, чтобы со временем повысить амбициозность действий стран по борьбе с изменением климата. Для содействия этому в Соглашении установлены два процесса обзора, каждый из которых осуществляется в течение пятилетнего цикла.

По заявлению ООН, Парижское соглашение знаменует собой начало перехода к «низкоуглеродному миру», на пути к которому предстоит еще многое сделать. Осуществление Соглашения имеет важное значение для достижения целей в области устойчивого развития, поскольку оно представляет собой «дорожную карту» действий, связанных с изменением климата, которые позволяют сократить выбросы и повысить устойчивость к изменению климата объявила [2].

Вопросы цифровизации в России во многом определялись общественной тревогой возможного отставания научно-технического прогресса и общественным запросом на повышение общей «цифровой грамотности». Был принят Национальный проект «Цифровая экономика» (на период с 2019 по 2024 годы, руководитель проекта — министр цифрового развития, связи и массовых коммуникаций М.И. Шадяев, куратор — вице-премьер Д.Н. Чернышенко) [3].

Проект предусматривал повышение внутренних затрат на развитие цифровой экономики за счёт всех источников (по доле в валовом внутреннем продукте страны) не менее чем в четыре раза по сравнению с 2017 годом; создание устойчивой и безопасной информационно-телекоммуникационной инфраструктуры высокоскоростной передачи, обработки и хранения

больших объёмов данных, доступной для всех организаций и домохозяйств; Использование государственными органами и организациями местного самоуправления преимущественно отечественного программного обеспечения (ПО). В число основных задач проекта входили: создание системы правового регулирования цифровой экономики, основанного на гибком подходе в каждой сфере, а также внедрение гражданского оборота на базе цифровых технологий; создание глобальной конкурентоспособной инфраструктуры передачи, обработки и хранения данных преимущественно на основе отечественных разработок; обеспечение подготовки высококвалифицированных кадров для цифровой экономики; обеспечение информационной безопасности на основе отечественных разработок при передаче, обработке и хранении данных, гарантирующей защиту интересов личности, бизнеса и государства; создание сквозных цифровых технологий преимущественно на основе отечественных разработок; внедрение цифровых технологий и платформенных решений в сферах государственного управления и оказания государственных услуг, в том числе в интересах населения и субъектов малого и среднего предпринимательства, включая индивидуальных предпринимателей; преобразование приоритетных отраслей экономики и социальной сферы, включая здравоохранение, образование, промышленность, сельское хозяйство, строительство, городское хозяйство, транспортную и энергетическую инфраструктуру, финансовые услуги, посредством внедрения цифровых технологий и платформенных решений; создание комплексной системы финансирования проектов по разработке и (или) внедрению цифровых технологий и платформенных решений, включающей в себя венчурное финансирование и иные институты развития; разработка и внедрение национального механизма осуществления согласованной политики государств — членов Евразийского экономического союза при реализации планов в области развития цифровой экономики.

По истечении сроков этого Проекта был принят к исполнению Национальный проект «Экономика данных и цифровая трансформация государства» (2025-2030 годы, куратор — вице-премьер Д.Ю. Григоренко) [4], на реализацию которого в 2025—2030 годах правительство выделит 1,013 трлн руб., а сверх того, из внебюджетных источников будет привлечено 420 млрд руб..

Проект направлен на модернизацию экономической системы страны через внедрение передовых цифровых решений и технологий, в том числе технологий искусственного интеллекта. Планируется за счёт внедрения принципов управления на основе данных во всех сферах общественной жизни достичь качественно нового уровня в логистике, телемедицине, онлайн-образовании и предоставлении государственных услуг. В числе ключевых направлений Проекта: Развитие систем сбора данных с использованием высокочувствительных датчиков и квантовых сенсоров, применяемых в промышленности, системах связи и медицине; совершенствование передачи данных в режиме реального времени для обеспечения функционирования роб техники, беспилотного транспорта и «умных городов»; создание отечественных систем хранения данных, включая облачные платформы, центры обработки данных и вычислительные мощности на базе квантовых и фотонных технологий; обеспечение безопасности данных через развитие технологий квантовых коммуникаций и шифрования для защиты от классических и квантовых кибератак; разработка национальных стандартов и протоколов работы с данными, в том числе для защиты персональных данных граждан; создание алгоритмов обработки и анализа данных на основе искусственного интеллекта с использованием российского программного обеспечения и развитие отечественных платформ для совместной работы программистов.

Проекты призваны создать в России так называемую «цифровую среду» [5], среди основных трендов которой отметим: искусственный интеллект и машинное обучение; интернет вещей (IoT); большие массивы данных и аналитика; облачные технологии.; мобильные технологии и конвергенция устройств; цифровая трансформация бизнеса; кибербезопасность и защита данных.

Достоинства цифровой среды: Улучшение эффективности и производительности работы; Снижение рутины и упрощение административных процедур.; Улучшение доступности информации и упрощение ее обработки; Повышение безопасности информации; Оперативное получение и анализ данных; Улучшение качества образования и здравоохранения; Увеличение открытости и прозрачности государственных процессов; Улучшение качества жизни граждан.

Однако цифровизация несёт и неизбежные риски: Утечка конфиденциальной информации; Высокая зависимость от технологий; Риск возникновения технических проблем и сбоев; Недостаточная защита от взлома и кибератак; Отсутствие этического контроля и защиты

личных данных; Риск замедления или прекращения работы в случае отсутствия резервных копий или недостаточных ресурсов; Отсутствие профессиональной подготовленности и квалификации сотрудников в области цифровых технологий.

Из трёх аспектов устойчивого развития (экономический, социальный, экологический) рассмотрим проблему снижения биоущерба. Промышленное производство наносит серьёзный вред экологии. Страны мира (193 страны) в 2015 году поддержали Повестку ООН устойчивого развития до 2030 года, обязавшись применять самые решительные меры в части сохранения экологии и минимизации биоущерба.

Существующая техносфера создавалась для удовлетворения всё возрастающих потребностей человечества [6]. В этой парадигме хозяйствования сопутствующий биоущерб «выносятся за скобки» и воспринимается неизбежным последствием. Нам представляется, что одновременно демонтировать существующие производства (по определению загрязняющие биосферу) невозможно. Следовательно, можно говорить лишь об эволюции существующей природопреобразовательной техносферы в новую экологически безвредную и технологически совершенную техносферу. То есть необходим протяжённый во времени период поэтапной замены современного промышленного оборудования, требующий гигантских финансовых вложений.

По мнению экспертов [5], цифровизация в промышленности России находится в стадии активной трансформации, с охватом около 79% предприятий, но только 22% из них полностью цифровизированы. Ключевыми направлениями являются автоматизация, роботизация, внедрение «цифровых двойников», применение больших данных и искусственного интеллекта (ИИ). Основные тенденции включают развитие отечественных решений, рост рынка промышленного ПО и подготовку кадров, несмотря на отставание в темпах от ведущих стран. Выделим основные тенденции и направления: Импортзамещение и отечественные решения: (С уходом западных компаний растёт спрос на отечественное программное обеспечение и технологии); Роботизация и автоматизация (Роботы активно внедряются для сварки, покраски, сборки и транспортировки, а автоматизация позволяет в реальном времени собирать данные о работе оборудования); Анализ данных и ИИ (Применение больших данных (Big Data) и искусственного интеллекта для прогнозирования, оптимизации процессов и повышения эффективности); Цифровые двойники (Создание виртуальных моделей физических объектов и процессов для их моделирования и тестирования); Автоматизированное производственное планирование (APS) (Системы на базе ИИ для оптимизации производственных планов).

В России государство способствует развитию отечественных решений и цифровой трансформации в целом. Причём, рынок промышленного ПО в России прогнозирует дальнейший рост, превышающий темпы мирового рынка.

Однако, в цифровизации потенциально участвует 79% предприятий, но большинство находятся на начальной стадии (34%) или не видят ощутимого эффекта из-за несистемного подхода. То есть среди сдерживающих факторов: недостаточная цифровая зрелость, нехватка квалифицированных кадров, недостаток качественных данных и отставание в темпах внедрения технологий по сравнению с мировыми лидерами (около 5-10 лет).

Повестка ООН до 2030 года по проблеме устойчивого развития, принятая всеми 193 членами ООН, воспринимается (по крайней мере, в части создания природоподобной техносферы) скорее, как некая декларация о намерениях, нежели дорожная карта усилий, ведущих к принятой цели. К примеру, в России значительная часть городов и посёлков городского типа изначально создавалась как инфраструктура градообразующего промышленного предприятия. Значит, не продуманные действия в отношении таких предприятий могут пагубно сказаться на социальной сфере (которая, к слову сказать, определяет суть значительного числа глобальных целей устойчивого развития (ЦУР) составляющих Повестку ООН-2030). Численность постоянного населения Российской Федерации по состоянию на 1 января 2023 г. составляет 146,4 млн человек (девятое место в мире). По своей территории Российская Федерация (17, 125 млн. км²) занимает первое место в мире (идущие следом Канада, США и Китай имеют территорию до 10 млн. км²). Чтобы определить действительный пул участников-интересантов, уточним, что в ООН в 2025 году представлено 193 страны-члена и 2 страны-наблюдателя из 266 стран мира, в общее число которых кроме стран - членов ООН, входят несколько десятков не признанных или частично признанных, а также около 70 стран со спорным статусом.

В порядке частного мнения, поделимся опасением, что несбалансированные и весьма финансово затратные действия по срочному и всеобщему переходу на природоподобные технологии могут усилить имеющиеся последствия мирового финансового кризиса (эти последствия

уже проявились эскалацией напряжения в ряде регионов мира). В рамках Повестки-2030 предлагается, не больше и ни меньше, сменить уклад хозяйствования с природопреобразовательного на природоподобный. Понятно, что это желание должно быть подкреплено (кроме политической воли государств-членов ООН) формированием международного фонда под эгидой ООН с филиалами в странах «преобразовательного пула». Однако, в ближайшей перспективе возможностей даже для формирования рабочих организационных структур не просматривается (Повесткой-2030 занимаются сотрудники Департамента ООН по экономическим и социальным вопросам, деятельность которых ограничивается посильным содействием и сбором информации). Финансирование сверхамбициозной программы мероприятий (а значит, и контроль за исполнением) делегировано государствам-участникам и международным инвесторам. В порядке ремарки отметим, что складывается впечатление, что абсолютное большинство стран-членов ООН изначально не верило и сейчас не верит в реальную возможность выполнения Повестки ООН по устойчивому развитию, по крайней мере, в принятые сроки.

Среди лидеров цифровизации экономики России – электроэнергетика, автомобилестроение, электроника и обрабатывающая промышленность (в частности, металлургия, производство автотранспортных средств, химической продукции). В России указом Президента РФ №474 от 21 июля 2020 года утверждены национальные цели развития страны на период до 2030 года, которые соответствуют ЦУР Повестки ООН по устойчивому развитию до 2030 года, в частности, предусматривают переход на экологически чистые технологии. Последние 5 лет наблюдается устойчивый рост химической промышленности [7]. Так в 2024 г. экспорт химической промышленности составил более 30 млрд долл. в год. Заключаются новые экономические соглашения с рядом стран. Тем сложнее проводить мероприятия, связанные с выполнением Повестки ООН-2030, особенно в период действия целого ряда санкций в отношении России и очевидного самоустранения мирового сообщества от финансовой поддержки России.

Следует ещё раз подчеркнуть, что с разрушением централизованной системы отраслевых научно-исследовательских институтов и специализированных конструкторских бюро, реальным исполнителем и координатором работ по снижению промышленного биоущерба в России может стать Российская инженерная академия (РИА) во главе с президентом Б.В. Гусевым, членом РАН, профессором, сопредседателем Высшего инженерного совета РФ, лауреатом семи государственных премий СССР и РФ в области науки и техники. Тем более, что РИА объявила о создании нового направления «Инженерные решения экологических проблем».

В химической и ряде смежных отраслей наиболее неблагоприятным в отношении экологической безопасности является процесс сушки в силу затрат энергии, составляющих 85% от всего энергопотребления химическим предприятием, и пыления высушиваемого материала. Нами в рамках авторитетной международной научной школы Б.С. Сажина разработана стратегия рационального выбора аппаратного оформления процесса сушки дисперсных (и диспергируемых) материалов в взвешенном слое [1; 8-25]. Нами с Б.С. Сажиним доказано, что только взвешенный слой (с входящими в него, десятками отдельных видов гидродинамических режимов) обеспечивает решающую интенсификацию процессов тепло-массообмена при сушке. Из номенклатуры в 200 тысяч различных подлежащих сушке материалов более 80% приходится именно на дисперсные (и диспергируемые) материалы [23-37].

Процесс сушки большинства материалов во многом определяется интенсивностью тепломассообмена. Последняя зависит от гидродинамической обстановки в сушильном аппарате. При оптимальном применении гидродинамические режимы получили название эффективных, так как сочетают интенсивность с экономичностью и высоким качеством готового продукта. В мировую научную практику термины «активные гидродинамические режимы» (1961) и «эффективные гидродинамические режимы» (2000) введены соответственно Б.С. и В.Б. Сажинными [9-18].

Ярким примером влияния активизации гидродинамики на эффективность процесса может служить производство напалма (Б.С. Сажин был одним из основных исполнителей при разработке технологии и пуске в 1961 г. промышленного производства напалма в СССР). Сушка и поликонденсация нафтенных кислот – основа производства напалма, осуществлялась в фильтрующем слое при температуре 40–450С, т.к. при большей температуре происходило так называемое «стеклование», что по технологическим условиям недопустимо. В результате применения активных гидродинамических режимов процесс стал осуществляться в двухступенчатом агрегате со взвешенным слоем в открытых в процессе исследований режимах проходящего кипящего слоя и свободного фонтанирования, что сократило продолжительность процесса с

70 часов до 40 секунд, т.е. в несколько тысяч раз. При этом оказалось возможным из-за кратковременного воздействия применять без потери качества температуры до 2300С.

Нами с Б.С. Сажиным разработан метод сравнительной оценки эффективности гидродинамических режимов с использованием эксергетического анализа по величине эксергетических коэффициентов полезного действия [9; 13-15; 22-41]. Надо пояснить, что традиционная опора расчёта процесса сушки на тепловые балансовые уравнения нами вынужденно отвергнута, так как балансовый расчёт даёт погрешность минимум в 40% по сравнению с эксергетическим анализом. Метод позволяет правильно (с точки зрения минимизации тепловых выбросов в атмосферу) выбрать гидродинамический режим сушки. Нами показана необходимость сопоставления полезного эффекта, получаемого в результате использования эффективных гидродинамических режимов, с затратами на их реализацию.

В качестве показателя, характеризующего термодинамическую эффективность используемых методов активизации гидродинамической обстановки в аппарате, целесообразно использовать отношение эксергетических коэффициентов полезного действия до и после применения новационных мероприятий или для альтернативных технических решений различных авторов. В этом случае эффективным (применительно к конкретному материалу и аппаратному оформлению) следует считать гидродинамический режим, для которого указанный показатель достигает наибольшего значения.

Эксергетический КПД является комплексным показателем для оценки гидродинамического режима и степени загрязнения окружающей среды тепловыми выбросами, которые характеризуют экологическую чистоту сушильной установки [9; 12-15; 36-51].

$$\eta_{cen} = \frac{\eta_z + \eta_{yl}}{2} \quad (1)$$

$$\eta_z = \frac{\ln(p^{ex} - \Delta p) - \ln p_0}{\ln p^{ex} - \ln p_0} \quad (2)$$

где p^{ex} , p_0 , Δp - давление соответственно: на входе в аппарат; окружающей среды и гидравлическое сопротивление аппарата; $\eta_z = \frac{K_1 \eta_e + K_2 \eta_{cen}}{2}$; Коэффициенты K_1 , K_2 характеризуют относительный уровень ущерба, наносимого окружающей среде тепловыми и пылевидными загряз-

нениями; $\frac{\Delta e_n}{\Delta e_c} = \eta_e = \frac{gn\Delta e_c}{(1 + Le/\delta)\Delta x_{cp}}$; Δx_{cp} - средняя движущая сила процесса массопереноса; α - коэффициент теплоотдачи, Вт/(м²·град); β - коэффициент массопереноса, кг/(м²·с), $\delta = \Delta t_{cp} / \Delta t_c$.

Причём, комплекс Le характеризует соотношение тепловых потоков при теплообмене между сушильным агентом и влажным материалом, и теплотой, транспортируемой парами влаги. Безразмерную переменную процесса g можно рассматривать как относительную скорость сушильного агента, n - как аналог числа единиц переноса по газовой фазе. Безразмерные переменные Le , n связаны с кинетическими коэффициентами теплоотдачи α и массопереноса β , которые определяются степенью активности гидродинамической обстановки в аппарате.

Результаты эксергетического анализа показывают, что эффективные гидродинамические режимы являются ресурсосберегающими не только в отношении металла и производственных площадей (за счет малых размеров аппаратов), но и в отношении удельного расхода энергии. Разработке этого метода предшествовал многолетний этап теоретических и экспериментальных исследований нескольких десятков гидродинамических режимов и аппаратов для их осуществления [9-18; 52-63].

В заключение следует отметить, что успехи в цифровизации отечественной промышленности и повышении всеобщей компьютерной грамотности не снимают проблемы с дефицитом постановщиков задач в отечественной промышленности. Российские инженеры «старой

школы» при моделировании объекта (аппарат, процесс, отделение. (производственная технологическая «нитка»)) ставили во главу угла «физичность» математических моделей (когда понятен физический смысл применяемых уравнений), а также доведение проблемы расчёта до логичных инженерных методов расчёта. Только неопиты от науки и производства полагают, что точный расчёт по «многоэтажным» формулам даст более надёжный инженерный результат, нежели принудительное упрощение («загрубление») модели, доведение её до относительно простых формул, когда для расчёта достаточно калькулятора. Для упрощения модели необходимо до тонкостей понимать объект изучения и расчёта, а значит, иметь соответствующую квалификацию и опыт. Неразумно уповать только на помощь компьютера, ведь человек (Ю.А. Гагарин, СССР, 1961) вышел в космос при помощи талантливых инженеров-конструкторов и логарифмической линейки. (Впоследствии «ручные» расчёты были повторены и подтверждены на электронно-вычислительной машине (ЭВМ) «Стрела» в НИИ-4 – научно-исследовательском реактивном институте Главного артиллерийского управления и ЭВМ «М20», выпускаемой в Казани)

Следовательно, в эпоху становления и развития «узкого» (ориентированного. только на ограниченную конкретную задачу) искусственного интеллекта при подготовке кадрового резерва для цифровизированной промышленности нужны не только специалисты IT-сферы, но главным образом, инженеры-технологи - постановщики задач.

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