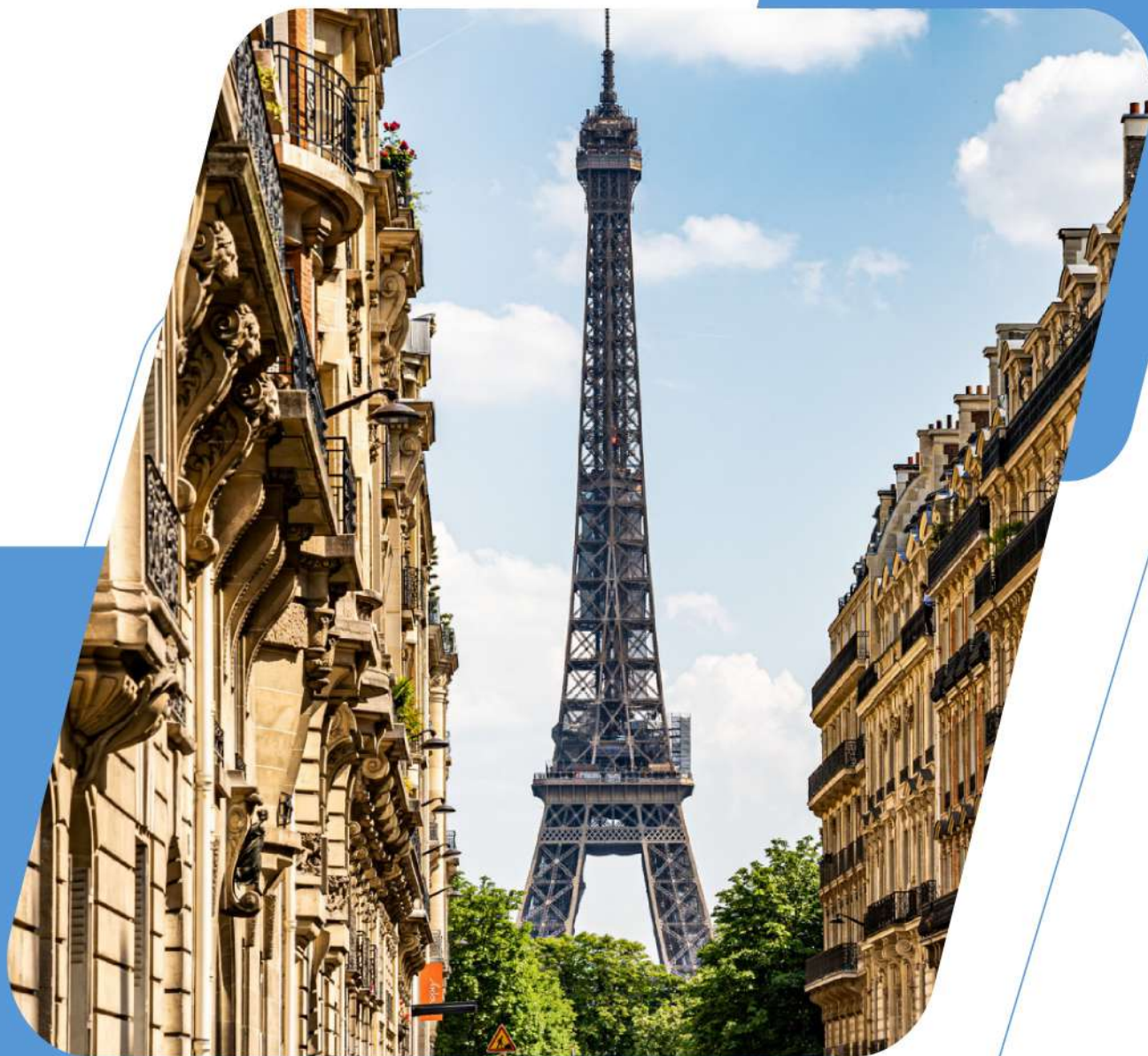




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Historical sciences

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THE ILDEGIZID STATE IS A SYMBOL OF THE STRENGTH OF THE KIPCHAKS IN AZERBAIJAN.

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Introduction

The Ildegizid state, which existed on the territory of modern Azerbaijan, represents a significant period in the history of the region. This era is characterized by the strengthening of Kipchak power and influence in the region. The Ildegizids, who came from the Kipchak tribes, managed to create a powerful state that left a noticeable mark on the political and cultural life of the Caucasus. The Ildegizids came to power during a period of political instability and feudal fragmentation, which allowed them to establish themselves as a strong and independent state. Having emerged as vassals of the Seljuk sultans, they gradually freed themselves from their influence and became independent rulers. Shams al-Din Ildegiz, the founder of the dynasty, managed to consolidate power and create a stable political system that contributed to the prosperity of the state. The geopolitical position of Azerbaijan, located at the intersection of important trade routes, contributed to the economic development of the region. The Ildegizid state actively participated in international trade, which increased its income and strengthened its economic power. At that time, Azerbaijan became an important cultural and scientific center, where art, literature and science flourished. The Kipchaks, who formed the basis of the Ildegizid military force, played a key role in strengthening the state. Their military prowess and strategic skills allowed them to successfully conduct military operations against external enemies and suppress internal uprisings. The influence of the Kipchaks was felt not only in the military sphere, but also in the cultural life of the region, which was reflected in literature, architecture and other fields. This article examines the political structure, military power and cultural heritage of the Ildegizids, as well as the influence of the Kipchaks on the development of the region. We will analyze how the Ildegizids managed to create a strong and prosperous state despite numerous external and internal challenges. The work will highlight key aspects of the history of the Ildegizids, which helped them become one of the significant forces on the political map of the medieval Caucasus.

The results of the study

The Ildegids, also known as the Eldegids or Ategs, ruled the territory of Azerbaijan from the middle of the XII to the beginning of the XIII century. The founder of the dynasty was Shams al-Din Ildegiz, who initially served at the court of the Seljuk sultans as an atbeg (mentor) (Ashurbeyli, 1976). As a result of skillful politics and military achievements, Ildegiz managed to establish de facto independence from Seljuk control and establish his own state. The political structure of the Ildegizid state included centralized administration with a strong military component. At the head of the state was a ruler who bore the title of atbeg, who possessed unlimited power. The state apparatus included an advisory body of high-ranking officials and military commanders who assisted the ruler in management and decision-making (Barthold, 1963). The Ildegizid military force was based on the Kipchak tribes, which formed the core of the army. The Kipchaks, who possessed a high level of military training and tactical flexibility, provided the Ildegizids with a significant advantage in military campaigns (Landau, 1981). The Ildegizid army consisted of cavalry detachments that could move quickly through the territory and operate effectively in various conditions.

Military power and achievements of the Kipchaks One of the most important achievements of the Ildegizids was the strengthening of control over important trade routes passing through Azerbaijan. The strategic position of the region at the crossroads between East and West, as well as between North and South, made it an important hub on trade routes. These routes connected major trade centers such as Baghdad, Tabriz and Constantinople, providing a constant flow of goods and resources. Control over trade routes allowed the Ildegizids to levy duties and taxes on merchants, which significantly increased the state's revenues. Economic prosperity contributed to the development of cities such as Ganja and Shamakhi, which became major centers of trade and crafts. Markets, caravanserais and workshops flourished in these cities, which attracted merchants and artisans from various parts of the Medieval world (Golden, 1992). The Ildegizids also contributed to the development of infrastructure that ensures the safety and comfort of movement along trade routes. Roads, bridges and caravanserais were built,

which not only facilitated trade, but also facilitated cultural exchange between different regions. This interaction contributed to the dissemination of knowledge, technology and cultural achievements, which enriched the cultural and scientific life of Azerbaijan. In addition, the Ildegizids actively participated in political and military conflicts with neighboring states, which allowed them to maintain and expand their possessions. The military might of the Kipchak tribes provided the Ildegizids with an advantage in numerous battles. They successfully resisted the invasions of external enemies such as the Georgian and Armenian principalities, as well as participated in alliances and conflicts with neighboring Muslim states. One of the key directions of the foreign policy of the Ildegizids was cooperation with Georgian business, which in the XII century was really connected with its power. The Ildegizids waged many military campaigns against Georgian troops, seeking to maintain control over strategically important territories. As a result of these conflicts, the Ildegizids managed to preserve their possessions and even expand them by seizing new territories (Golden, 1992). In addition, the Ildegizids played an important role in the political life of the Caliphate. They maintained close ties with the Abbasid Caliphate, which allowed them to strengthen their legitimacy and gain support from other Muslim rulers. This interaction has contributed to strengthening political stability in the region and maintaining the balance of power. Active participation in political and military conflicts, control over trade routes and infrastructure development contributed to the economic prosperity and political stability of the Ildegizid state. This, in turn, allowed them to strengthen their positions in the international arena and play an important role in the political and cultural life of the Medieval Caucasus. The Kipchaks had a significant impact on the cultural development of Azerbaijan. Science, literature and art flourished at the court of the Ildegizids. One of the most important cultural centers of that time was the city of Ganja, which was the residence of the rulers (Minassian, 1969). During this period, numerous architectural monuments were created, which are still important historical sites. The Kipchaks also contributed to the development of literature and science. Many famous scientists and poets worked at the Ildegizid court, such as Nizami Ganjavi, who wrote his famous poems at this time. The cultural heritage of the Ildegizids had a lasting impact on the subsequent development of Azerbaijan and the Caucasus region as a whole (Huseynov, 2000). The Ildegizids actively interacted with neighboring states such as Georgia, Armenia and Khorezm. This interaction included both military conflicts and diplomatic ties. Military power and diplomatic flexibility allowed the Ildegizids to maintain the balance of power in the region and strengthen their position in the international arena. During the reign of the Ildegizids, Georgia was a powerful state that pursued an active foreign policy and sought to expand its possessions. The relations between the Ildegizids and Georgia were complex and contradictory. On the one hand, they waged many military campaigns against each other, seeking to establish control over strategically important territories. On the other hand, there were periods of truce and diplomatic negotiations, during which the Ildegizids and the Georgian kings concluded temporary alliances and agreements. These relations testify to the flexibility of the foreign policy of the Ildegizids and their ability to adapt to changing political conditions (Golden, 1992). Cooperation with Armenia has also been ambiguous. The Armenian principalities were often involved in conflicts with the Ildegizids, who sought to strengthen their power in the region. However, there were also diplomatic contacts aimed at resolving disputed issues and preventing armed clashes. In some cases, the Ildegizids entered into marriage alliances with the Armenian rulers, which helped to strengthen political ties and reduce tensions. Khorezm was another important neighbor of the Ildegizid state. Relations with Khorezm included both military conflicts and trade and diplomatic contacts. The Khorezmians, who also sought to expand their possessions, often came into conflict with the Ildegizids. However, there were also periods of peaceful coexistence when both sides sought to benefit from trade and diplomatic ties. One of the significant events was the participation of the Ildegizids in the fight against the Mongol invasion. In the first half of the XIII century, the Mongol hordes, led by Genghis Khan, began their mass uprising, trying to support themselves all over the world on the territory of Eurasia. The Ildegizids, aware of the threat from the Mongols, took an active part in resisting their advance. They formed alliances with other rulers, organized the defense of their cities and fortresses, and waged a guerrilla war against the Mongol troops. One of the significant episodes of this struggle was the Battle of the Parvan Valley in 1221, in which the allied forces of the Ildegizids and Khorezm were able to defeat the Mongol troops. This temporarily delayed the Mongols' advance into the region and allowed the Ildegizids to strengthen their defenses (Davidovich, 1983). However, in the end, the Mongol conquest proved successful, and the Ildegizids, like many other states of that time, were forced to recognize the power of the Mongol khans. The active interaction of the Ildegizids with neighboring states, their participation in military conflicts and diplomatic negotiations testifies to the significant role of this state

in the political life of the Medieval Caucasus. The Ildegizids skillfully maneuvered between various forces, which allowed them to maintain their independence and influence the development of the region.

Conclusions

The Ildegizid state is a vivid example of the power and influence of the Kipchaks in Azerbaijan. Their rule is characterized by significant achievements in the political, military and cultural spheres. The Ildegizids were able to create a strong and centralized state that played an important role in the region and influenced the development of the Caucasus. The cultural heritage of this period still remains an important part of the history of Azerbaijan. The history of the Ildegizids emphasizes the importance of the Kipchak component in the formation of statehood and the cultural image of the region. Future research may further shed light on the interrelationships and interactions of the various ethnic and cultural groups that existed in this region.

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Jurisprudence

PECULIARITIES OF THE CRIMINAL PROCEDURAL STATUS OF A SPECIALIST: PROBLEMS OF IMPROVEMENT (UNDER THE LEGISLATION OF THE REPUBLIC OF KAZAKHSTAN)

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ОСОБЕННОСТИ УГОЛОВНО-ПРОЦЕССУАЛЬНОГО СТАТУСА СПЕЦИАЛИСТА: ПРОБЛЕМЫ УСОВЕРШЕНСТВОВАНИЯ (ПО ЗАКОНОДАТЕЛЬСТВУ РЕСПУБЛИКИ КАЗАХСТАН)

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Abstract

Regulation of procedural-legal status of a specialist in the norms of the Criminal Procedural Code of the Republic of Kazakhstan is not sufficiently presented. As a participant of criminal proceedings, a specialist performs his functions on the basis of application of special knowledge, has immunity, is independent in conducting research and drawing up a conclusion. He is limited in his activity by the limits of those issues that are put before them by the body of criminal prosecution and/or the court. Specialists include a wide range of subjects. Their procedural status is not characterised by a unified legislative approach. Depending on the sphere of special knowledge to which the competence of a specialist belongs, his procedural-legal status varies. The regulation of issues of legal responsibility of a specialist is incomplete.

These and other related circumstances need to be studied and legislative proposals for improving the procedural-legal status of a specialist participating in criminal proceedings should be developed.

Аннотация

Регламентация процессуально-правового статуса специалиста в нормах УПК РК представлена недостаточно полно. Как участник уголовного судопроизводства специалист выполняет свои функции на основе применения специальных знаний, обладает неприкосновенностью, самостоятелен при проведении исследований и составлении заключения. Он ограничен в своей деятельности пределами тех вопросов, которые ставит перед ними орган уголовного преследования и/или суд. К специалистам относится широкий круг субъектов. Их процессуальный статус не отличается единством законодательного подхода. В зависимости от того, к какой сфере специальных знаний относится компетенция специалиста, варьируется его процессуально-правовой статус. Незавершенный характер носит регулирование вопросов юридической ответственности специалиста.

Указанные и иные сопутствующие обстоятельства нуждаются в исследовании и выработке законодательных предложений по усовершенствованию процессуально-правового статуса специалиста, участвующего в уголовном судопроизводстве.

Keywords: *knowledgeable persons, procedural-legal status of a specialist, conclusion of a specialist as evidence, legal responsibility of a specialist, area of competence of a specialist.*

Ключевые слова: *сведущие лица, процессуально-правовой статус специалиста, заключение специалиста как доказательство, юридическая ответственность специалиста, область компетенции специалиста.*

Введение

Актуальность тематики настоящей работы обусловлена пробелами и отдельными противоречиями в регламентации статуса специалиста как участника уголовного процесса. На

необходимость усовершенствования Уголовно-процессуального кодекса Республики Казахстан (далее – УПК РК) [1] как одного из приоритетов указывается в Концепции правовой политики Республики Казахстан до 2030 года. В данном документе в качестве задачи указывается, что целесообразно «расширение и усиление полномочий стороны защиты в сборе фактических данных, имеющих значение для уголовного дела» [2, п. 4.11.]. Одним из путей решения этой задачи является восполнение пробелов и устранении противоречий в регламентации статуса специалиста, что позволит повысить эффективность роли специалиста в деле формирования доказательственной базы по конкретным уголовным делам.

Методологической основой исследования является диалектический подход, предполагающий рассмотрение и разрешение проблем в их динамике: начиная от зарождения правового явления и дальнейшего его становления и развития, до оценки современного состояния и прогнозирования перспектив усовершенствования в контексте целей и задач отраслевых правоотношений. В ходе исследования применен комплекс как традиционных для уголовно-процессуального права методов, так и отдельных частных методик познания правовых феноменов и явлений: историко-правовой, сравнительный, логико-правовой, системный анализ и синтез, а также иные методы.

Для полноты понимания сущности уголовно-процессуального статуса специалиста и обоснования целесообразности отдельных предложений, направленных на усовершенствование норм УПК РК по вопросам участия специалиста в уголовном судопроизводстве, обращаемся к генезису специалиста как участника уголовно-процессуальных правоотношений. Краткий исторический экскурс в начальный и последующие периоды формирования и внедрения специалиста в сферу уголовного судопроизводства охватывает время протяженностью более трехсот лет: с 1699 года по настоящее время.

Институт специалиста, привлекаемого к участию в уголовном судопроизводстве, по сравнению с институтом судебной экспертизы, имеет не столь давнюю историю. Если судебная экспертиза законодательно была введена указом Петра I от 6 марта 1699 года [3, с. 29], то специалист в уголовном процессе появился в результате судебной реформы 1864 года, программу которой разработал М. М. Сперанский. Изначально специалист обозначался термином «сведущее лицо» («сведущие люди»). Так, в Уставе уголовного судопроизводства Российской империи (далее – УУС), принятом 20 ноября 1864 года, указывалось, что в тех случаях, когда «для точного уразумения встречающегося в деле обстоятельства необходимы специальные сведения или опытность в науке, искусстве, ремесле, промысле или каком-либо занятии, приглашаются сведущие люди» (ст. 112 УУС) [4, с. 131]. В качестве сведущих людей могли выступать «врачи, фармацевты, профессора, учителя, техники, художники, ремесленники, казначеи и лица, продолжительными занятиями по какой-либо службе или части приобретшие особенную опытность» (ст. 326 УУС). Сведущие люди приравнивались к «достоверным свидетелям» (ст. 327 УУС). При этом наряду со сведущими лицами был предусмотрен также такой участник уголовного процесса, как эксперт. О том, что эти участники не являются взаимозаменяемыми, свидетельствует Циркуляр Министерства юстиции от 10 января 1877 года № 261, в котором предписывалось экспертов помещать «в особом списке, а не в общем со свидетелями. При всех условиях суд не должен считать экспертов свидетелями» [5, с. 317]. Вопросы сведущему лицу следователь мог представить как в устном, так и письменном виде (ст. 332 УУС). Вызов сведущего лица в орган, ведущий уголовный процесс, осуществлялся письменной повесткой (ст. 581 УУС). В полномочия сведущих людей в соответствии с нормами УУС входило участие в производстве следователем осмотра и освидетельствования (ст. 315).

Впервые в уголовно-процессуальное законодательство Казахстана специалист как иной участник уголовного процесса был введен Указом Верховного Совета КазССР от 13 мая 1967 года [6]. Согласно данному Указу, в ст. 21 (Разъяснение некоторых наименований, имеющих в Кодексе) Уголовно-процессуального кодекса (далее – УПК) КазССР было внесено дополнение в виде пункта «15а)» в следующей редакции: «15-а) специалист – лицо, обладающее специальными знаниями и навыками, вызванное следователем, лицом, производящим дознание, прокурором или судом для участия в производстве следственных действий или в судебном разбирательстве и оказания содействия в обнаружении, закреплении и изъятии доказательств» [7].

Примечательно, что в УПК РСФСР, принятом 27 октября 1960 года и действовавшем до 30 июня 2002 года (до принятия и вхождения в юридическую силу УПК РФ от 22 ноября 2001 года), определения понятия «специалист» не существовало [8], хотя как участник уголовного

процесса специалист был введен в УПК РСФСР Указом Президиум Верховного Совета РСФСР от 31 августа 1966 года (ст. 133¹ УПК РСФСР). Наряду с этим, авторы большинства комментариев, учебников и иных видов изданий по уголовному процессу РСФСР и РФ применяют отдельные терминологические обороты, введенные еще в 1864 году вместе с принятием УУС. Так, Р. С. Белкин под специальными познаниями понимает «профессиональные знания и умения в области науки, техники, искусства или ремесла, необходимые для решения вопросов, возникших при расследовании и рассмотрении в суде конкретных дел» [9, с. 217]. Процессуалисты В. М. Савицкий и А. М. Ларин следующим образом определяют понятие «специальные познания», относящиеся к специалисту: «специальные познания – находящие применение при расследовании и судебном разбирательстве познания и навыки в науке, технике, искусстве или ремесле, не присущие должностным лицам, ответственным за производство по уголовному делу» [10, с. 165]. Аналогичный подход при определении понятий «специалист» и «специальные познания» проявляли В. К. Бобров, Р. Д. Лисицин и П. В. Фадеев, связывая их с наличием познаний в области науки, техники, искусства и ремесла [11, с. 64].

Представляется, что в современных условиях специальные знания и навыки в науке не могут иметь отношения к специалисту на том основании, что законодатель, как российский, так и казахстанский, в качестве одного из основных признаков, отличающих специалиста от эксперта, признает применение экспертом специальных научных знаний и навыков, а специалистом – просто специальных знаний и навыков, без акцента на признаке научности. Отсюда, специалист не может применять специальные научные знания и навыки, так как это уже область компетенции эксперта.

Основная часть

Проблемы по вопросам процессуально-правового статуса специалиста исследовались рядом ученых и практиков. Российские исследователи в современных условиях продолжают традиции, заложенные еще в 1864 году, и именуют специалиста «сведущим лицом», хотя при этом в действующем законодательстве применяется понятный юристам всех стран мира термин «специалист». Но это уже больше из области лингвистического предпочтения, чем правовой терминологии. Так, Д. И. Самедова полагает, что «деятельность сведущих лиц - форма специальных знаний» [12, с. 53]. Если речь идет о деятельности, то точности ради было бы правильным говорить не просто о форме специальных знаний, а о форме их использования. Кроме того, применительно к форме специальных знаний целесообразнее провести дифференциацию форм знаний, применяемых в целях доказывания, например: знания могут быть разделены на специальные знания и специальные научные знания. Попутно заметим, что в УПК РФ применяется термин «знание» (ч. 1 ст. 57; ч. 1 ст. 58), аналогичная ситуация наблюдается и в УПК Республики Беларусь (ст. 62) [13], УПК Кыргызской Республики (ст. 64) [14], УПК Республики Узбекистан [15], УПК РК (ст. 80), а не «познание», как это ранее применялось в нормах УПК КазССР и иных союзных республик.. Примечательно, что по УПК КазССР эксперт должен был обладать специальными познаниями (п. 15 ст. 21), а специалист – специальными знаниями (п. 15) ст. 21). Есть основания полагать, что между терминами «знания» и «познания» существуют определенные смысловые различия. Лингвистически «знания» - постижение действительности сознанием; наука; «познания» - совокупность знаний в какой-нибудь области [16, с. 228, 539]. Содержание термина «познания» относится к термину «знания» как частное к общему, где «познания» - понятие более узкое или видовое, а термин «знания» - более широкое и общее или родовое [17, с. 66, 398].. Представляется, применение термина «познание» в УПК более правильное, так как в уголовном процессе применяются не вообще знания, а познания, то есть только определенная область в науке, ремесле, культуре, медицине и т. д., которыми обладает специалист.

Исследуя институт специалиста, Е. А. Карякин дает характеристику его признакам. Он считает, что основным признаком, отличающим специалиста от эксперта, является «наличие у него специальных знаний в области культуры, науки, искусства, ремесла, техники, носящие неправовой характер, которые нужны для установления имеющих значение для дела обстоятельств» [18, с. 53]. Указанный названным автором основной признак можно отнести и к эксперту на том основании, что в ч. 1 ст. 57 УПК РФ эксперт определяется как лицо, обладающее специальными знаниями. В ч. 1 ст. 58 УПК РФ специалист тоже является лицом, обладающим специальными знаниями. Представляется, что основной признак, отличающий специалиста от эксперта, состоит не в наличии специальных знаний, а в круге задач и способах их разрешения, которые предусмотрены самостоятельно для специалиста и эксперта.

Применительно к УПК РК одним из признаков, отличающих эксперта от специалиста, является то, что эксперт – носитель специальных научных знаний (ч. 1 ст. 79), а специалист – носитель просто специальных знаний (ч. 1 ст. 80).

Относительно неправового характера специальных знаний специалиста, на что указывает Е. А. Карякин, в УПК РФ каких-либо разъяснений не содержится. Наряду с этим, необходимо согласиться с правомерностью размещения такой оговорки в нормах УПК РФ. Иначе обстоит дело в УПК РК. Эксперт не вправе подвергать исследованию нормы права. Но специалист в данной части по казахстанскому законодательству не ограничивается. Безусловно, прямого указания на возможность применения специальных познаний специалиста для получения разъяснений в области норм права в УПК РК не содержится. Наряду с этим, в качестве специалистов могут привлекаться сотрудники уполномоченного подразделения правоохранительного или специального государственного органа РК (ч. 2 ст. 80 УПК РК). Согласно ст. 3 Закона РК «О правоохранительной службе» к правоохранительным органам относятся: органы прокуратуры, внутренних дел, государственная противопожарная служба, антикоррупционная служба и служба экономических расследований [19]. В соответствии со ст. 3 Закона РК «О специальных государственных органах Республики Казахстан» к специальным государственным органам относятся: органы национальной безопасности, уполномоченный орган в сфере внешней разведки, Служба государственной охраны Республики Казахстан [20]. Очевидно, что сотрудники названных государственных органов и служб, выступая в качестве специалистов, имеют дело не только со специальной техникой, методикой и тактикой, но также и с нормативными правовыми актами, регламентирующими, например, правила проведения негласных следственных действий и оперативно-розыскных мероприятий. Есть основания полагать, что в УПК РК необходимо указать, что в компетенцию специалиста не входит дача заключения по правовым вопросам независимо от того, какой государственный орган он представляет. На данный аспект обращает внимание казахстанский криминалист К. Н. Шакиров. Он выделяет сотрудников государственных органов, привлекаемых в уголовный процесс в качестве специалистов, в особую категорию. Их участие в уголовном процессе в качестве специалистов он расценивает как определенное правовое противоречие. Как отмечалось ранее, эксперт - носитель специальных научных знаний, специалист – носитель просто специальных знаний. Однако эксперт не вправе подвергать нормы права судебной экспертизе, а специалист может давать научное заключение по делу [21, с. 156 - 157].

Спорным является вопрос о виде документа, составляемого специалистом по результатам его участия в уголовном судопроизводстве. Как по УПК РФ, так и по УПК РК таким документом является заключение специалиста. При этом по УПК РФ заключение специалиста понимается как его письменное суждение по поставленным перед ним вопросам (ч. 3 ст. 80 УПК РФ). Исходя из этого, Б. Т. Безлепкин делает вывод, что специалист нужен не для самостоятельного доказывания, а для консультации, так как он может свои пояснения давать не только в виде заключения, а еще и устно, что отражается в протоколе процессуального действия [22]. Напротив, А. Н. Гувев поясняет, что показания и заключение специалиста, как и заключение эксперта, также являются самостоятельными доказательствами. При этом под термином «суждения» он понимает употребление общеизвестных, понятных для сторон терминов, словосочетаний и понятий (т. е. специалист должен избегать употребления специальной терминологии) [23, с. 34].

Анализ норм УПК РК в данной части позволяет считать, что здесь также усматриваются определенные противоречия. Заключение специалиста – это процессуальный документ, признаваемый источником сведений о фактах, то есть доказательством по уголовному делу (ч. 2 ст. 111 УПК РК). Это означает, что специалист должен обладать признаками, присущими только ему как самостоятельному участнику уголовно-процессуальных отношений, а также нести юридическую ответственность за несоблюдение каких-то обязательных требований и условий, установленных в УПК именно для специалиста.

Специалист обладает комплексом признаков, установленных в ст. 80, 86, 92 УПК РК, отличающих его от иных участников процесса, а именно:

- он не должен быть заинтересованным в расследуемом деле;
- в его компетенцию входят специальные знания, применение которых является необходимым для установления обстоятельств, имеющих значение для дела;
- ему может быть заявлен отвод при наличии обстоятельств, исключающих его участие в производстве по делу.

Специалист несет установленную законом уголовную ответственность в случае дачи им заведомо ложного заключения (ч.6 ст. 80 УПК РК). На него может быть наложено денежное взыскание в случае отказа или уклонения от выполнения своих обязанностей без уважительных причин (п. 4) ч. 2 ст. 55; ч. 6 ст. 80; ст. 160 УПК РК).

На первый взгляд регламентация статуса специалиста как самостоятельного участника в УПК РК представлена полно. Однако это не так. Спорность и недостаточность правовой регламентации статуса специалиста проявляются в следующих положениях.

Во-первых, если специалист несет уголовную ответственность за дачу заведомо ложного заключения, а также обременен денежным взысканием за отказ или уклонение от выполнения своих обязанностей без уважительных причин, то он должен быть об этом предупрежден лицом, ведущим производство по уголовному делу, и получить соответствующие разъяснения. Незавершенность процессуально-правовых предписаний в данной ситуации состоит в том, что в УПК РК отсутствует надлежащий правовой механизм привлечения лица к участию в производстве по уголовному делу в качестве специалиста. Лицо, могущее участвовать в качестве специалиста, просто вызывается уполномоченным органом (п. 1) ч. 4 ст. 80 УПК РК) любыми разрешенными способами (повесткой, средствами мобильной связи). При этом предварительного вынесения постановления о привлечении к участию в деле специалиста не выносятся. Авторы настоящей работы допускают, что в целях экономии времени и фрагментарности участия в деле специалиста целесообразно в отдельных случаях его вызывать без вынесения об этом постановления. Но в таких случаях речь идет о производстве процессуальных действий в неотложном порядке.

Постановление о привлечении к участию в деле специалиста представляется необходимым по следующим основаниям:

- к категории специалистов относятся педагог, психолог, участвующие в производстве следственных и иных процессуальных действий с участием несовершеннолетних, врач, участвующий в следственных и иных процессуальных действиях, за исключением случаев назначения его экспертом (ч. 1 ст. 80 УПК РК);

- к специалистам причисляются сотрудники уполномоченных подразделений правоохранительного или специального государственного органа (ч. 2 ст.80 УПК РК);

- специалисты решают значительный круг задач: оказывают содействие в собирании, исследовании и оценке доказательств путем разъяснения участникам производства по делу вопросов, входящих в их специальную компетенцию; дают разъяснения и оказывают содействие по вопросам применения научно-технических средств;

- проводят исследования и дают письменные заключения в тех случаях, когда в качестве специалистов выступают сотрудники уполномоченных подразделений правоохранительных или специальных государственных органов Республики Казахстан (ч. 2 ст. 80 УПК РК).

Очевидно, что приведенные основания не могут относиться ко всем случаям привлечения специалистов к участию в производстве по делу. Однако в тех случаях, когда необходимо проведение исследования, составление заключения и для этого требуется предоставить специалисту материалы, образцы и документы, сформулировать и письменно зафиксировать вопросы, на которые должен дать ответы специалист, без соответствующего постановления уполномоченного лица обойтись невозможно. Одновременно в постановлении должны быть отражены вопросы юридической ответственности специалиста при нарушении или несоблюдении требований закона и условий выполнения им роли специалиста. Именно на эти аспекты указывает С. П. Вареникова и мы с ней солидарны в вопросе о том, что факт законодательного признания заключения специалиста в качестве самостоятельного доказательства в уголовном судопроизводстве актуализирует необходимость установления процессуального порядка привлечения специалистов к участию в уголовном деле и предупреждение их об уголовной ответственности по ст. 420, ч. 4 т. 416 К РК [24].

Существует необходимость в законодательном установлении случаев обязательного составления специалистом заключения (или иного вида документа), структуры, содержания такого заключения. В УПК РК предусматривается составление специалистом заключения по проведенному им исследованию, но оснований для обязательного формирования заключения нет. То обстоятельство, что в УПК РК существует оговорка о том, что «при необходимости» составляется заключение и эта необходимость находится в привязке с участием сотрудников правоохранительных и/или специальных государственных органов, в полном смысле правовым основанием не является. Во-первых, наступление «необходимости» определяется по

усмотрению лица, ведущего уголовный процесс, и носит ситуативный характер; во-вторых, участие сотрудников из уполномоченных подразделений иных государственных органов в качестве специалистов не является их прямой служебной обязанностью. При этом остается открытым вопрос: например, служба экономических расследований, осуществляя досудебное производство по уголовному делу, своих же сотрудников также привлекает в качестве специалистов или они являются членами следственно-оперативной группы? Для сравнения: эксперт обязан во всех случаях проведения экспертного исследования составлять заключение, содержание которого детально устанавливается в ст. 283 УПК РК. Предусматривается процедура обязательного предъявления заключения эксперта подозреваемому, обвиняемому и потерпевшему (ст. 286 УПК РК), устанавливаются права этих лиц при назначении и производстве экспертизы (ст. 274 УПК РК). Аналогичной процедуры в отношении заключения специалиста в УПК РК нет. В данном случае нами усматривается некий парадокс: результативные документы, составляемые экспертом и специалистом, именуется заключением. При этом существует полная регламентация оснований, порядка, применения и последствий заключения эксперта и это правильно, так как заключение – это процессуально-правовой акт, документ, содержащий доказательственную информацию. Но заключение эксперта и заключение специалиста не являются равнозначными по своей юридической природе, не являются взаимозаменяемыми подобно тому, как разнятся процессуально-правовые статусы эксперта и специалиста, различаются их функции. Иными словами, отличия между экспертом и специалистом должны заключаться не только в обозначении характера их специальных знаний (у эксперта эти знания, в отличие от специалиста, должны быть научными), но и признаками, присущими виду, структуре и содержанию составляемых ими итоговых документов. Такой вид процессуального документа, как «заключение» с процессуальной точки зрения ко многому обязывает его исполнителя. Исходя из этого, полагаем целесообразным изменить наименование итогового документа, составляемого специалистом: вместо «заключения» предусмотреть «справку». При этом форма справки должна быть законодательно установленной, исключающей произвольность ее структуры и содержания.

Спорным является подход законодателя к определению круга субъектов, относимых к специалистам. Исходя из смысла ст. 80 УПК РК, их можно сгруппировать следующим образом: 1) лица, обладающие специальными знаниями и навыками, не имеющими отношения к сфере судебной, правоохранительной и/или специальной государственной службы (специалисты в области культуры, искусства, техники, ремесла и т. д.); 2) педагоги, психологи, привлекаемые для участия в следственных и иных процессуальных действиях, проводимых с участием несовершеннолетних; врач (за исключением случаев его назначения экспертом); 3) сотрудники уполномоченного подразделения правоохранительного и/или специального государственного органа Республики Казахстан. Согласно ст. 92 УПК РК любому специалисту может быть заявлен отвод. Основания для отвода специалиста те же, что и для судьи (ст. 87 УПК РК). Заявить отвод может тот участник производства по делу, который осведомлен или уведомлен о привлечении к делу специалиста. К таким осведомленным или уведомленным лицам потерпевший, подозреваемый, обвиняемый относятся не во всех случаях привлечения к делу специалиста. Эти лица не осведомляются и не уведомляются о привлечении к делу специалиста в тех случаях, когда специалистами выступают представители из третьей группы, которые по поручению следователя (неизвестно – устному или письменному) проводят исследование и составляют заключение. Во всяком случае, в УПК РК на этот счет каких-либо разъяснений или предписаний не существует. Ознакомление участников процесса с заключением специалиста происходит на заключительном этапе досудебного производства по делу, когда уполномоченный орган, осуществляющий досудебное расследование, уведомляет их об окончании производства следственных действий и предоставляет им возможность ознакомиться с материалами дела (ст. 294 -297 УПК РК). Независимо от того, что отвод специалисту может быть заявлен, когда стало известно об обстоятельствах, исключающих его участие в деле, в любой стадии уголовного процесса (ч. 8 ст. 87 УПК РК), заявление отвода специалистам на этом этапе не принесет ожидаемого эффекта хотя бы на том основании, что вопрос об отводе специалиста разрешает орган, ведущий уголовный процесс, в нашем случае - орган уголовного преследования.

Участие в уголовном процессе специалистов предполагает их последующий допрос в ходе судебного следствия. В тех случаях, когда специалистами являются сотрудники уполномоченного подразделения правоохранительного и/или специального государственного органа, которые относятся к органам дознания (ч. 2 ст. 61 УПК РК) и одновременно являются

органами уголовного преследования (п. 23) ст. 7 УПК РК), происходит смещение разумного баланса между сторонами в пользу стороны обвинения, что неизбежно влечет нарушение принципа состязательности уголовного процесса. Нарушение данного принципа оценивается как существенное, так как здесь наблюдается пересечение уголовно-процессуальных функций, что недопустимо. Следствием такого нарушения является признание собранных по делу материалов не имеющими силы доказательств или состоявшегося производства по делу недействительным (ч. 2ст. 9 УПК РК).

В вопросе о статусе специалиста приобретает актуальность самостоятельное исследование такого аспекта, как система, содержание, место и значение уголовно-процессуальных функций в контексте институтов специальных знаний, судебной экспертизы и специалиста [25]. В целом проблемы уголовно-процессуальных функций в казахстанской науке изучены недостаточно, хотя правильное понимание функций, исключающее их полное отождествление с совокупностью прав и обязанностей, является методологической основой логичного и разумного построения процессуально-правового статуса любого участника судопроизводства по уголовному делу.

Таким образом, законодательство Республики Казахстан по вопросам участия специалиста в уголовном процессе нуждается в значительной коррекции путем устранения противоречий и восполнения пробелов, обнаруживаемых в нормах действующего УПК РК.

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Medical sciences

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BREAST CANCER: CONTEMPORARY STATE OF THE PROBLEM

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Abstract

This scientific and analytical work presents modern global and local-regional data on incidence, mortality and five-year survival rate of such a common oncological pathology as breast cancer. The issues related to risk factors, etiopathogenesis, distribution features and clinical manifestations, as well as measures for the prevention of this formidable disease. The epidemiological characteristics of this nosological form of malignant neoplasms in our republic are given by regions of the country.

Keywords: *oncology, breast cancer, mammary gland, risk factors, etiopathogenesis, epidemiology, incidence, mortality, five-year survival rate, prevention.*

Breast cancer is the most common global malignancy and the leading cause of cancer deaths [1]. There is much evidence showing the influence of life style and environmental factors on the development of mammary gland cancer (high-fat diet, alcohol consumption, lack of physical exercise), the elimination of which (primary prevention) may contribute to a decrease in incidence and mortality. Secondary prevention, comprising diagnostic tests (e.g. mammography, ultrasonography, magnetic resonance imaging, breast self-examination, as well as modern and more precise imaging methods) help the early detection of tumours or lesions predisposing to tumours. It is estimated that nearly 70% of malign tumours are caused by environmental factors, whereas in breast cancer this percentage reaches 90-95%. There are national programmes established in many countries to fight cancer, where both types of prevention are stressed as serving to decrease incidence and mortality due to cancers. Cancer prevention is currently playing a key role in the fight against the disease. Behaviour modification, as well as greater awareness among women regarding breast cancer, may significantly contribute towards reducing the incidence of this cancer [2].

Speaking about the diagnostic criteria for making a diagnosis, women complain about the presence of a formation in the mammary gland; enlarged axillary, supra- and subclavian lymph nodes; the presence

of skin changes on the mammary gland; swelling of the mammary gland. The history is noteworthy of the presence of cancer in close relatives; early onset of menstruation; age of first pregnancy and first birth, taking oral contraceptives and/or hormone replacement therapy, gynecological diseases. During a physical examination, attention is paid to the symmetry of the location and shape of the mammary glands; level of position of the nipples and their appearance (retraction, deviation to the side); skin condition (hyperemia, swelling, wrinkling, retractions or protrusions on it, narrowing of the areolar field, etc.); presence/absence of pathological discharge from the nipples (quantity, color, duration); presence of swelling of the arm on the affected side. Palpation of the mammary glands is carried out in the vertical and horizontal positions of the subject; regional and cervico-supraclavicular lymph nodes are usually performed in a vertical position [3].

From laboratory tests, if metastatic breast cancer is suspected, it is recommended to perform detailed clinical and biochemical blood tests, and a study of the blood coagulation system. In case of hormone-dependent breast cancer in women under 50 years of age, to assess ovarian function and plan hormone therapy, it is recommended to study the level of follicle-stimulating hormone in the blood serum and the level of total estradiol in the blood. A cytological study is also carried out (an increase in the size of atypical cells up to giant ones, 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 cell elements, a change in the number and shape of nucleoli); histological examination: histological type of tumor, degree of differentiation (grade - ability to form tubes, nuclear polymorphism, number of mitoses), presence of necrosis, vascular invasion, tumor of infiltrating lymphocytes, presence of calcifications. Immunohistochemical study for key markers: 1) determination of estrogen and progesterone receptors, HER2, Ki67 - it is recommended to evaluate biological markers again at least once during metastasis, if clinically possible; 2) if the result of IHC analysis of HER2 is controversial, the HER2/neu gene amplification should be determined by in situ hybridization; 3) determination of PD-L1 in triple negative breast cancer to decide on the prescription of immunotherapy; 4) if necessary - Cytokeratin 5/6, Calponin-1, E-Cadherin, GCDPF-15, Mammaglobin, p120 and Topoisomerase IIa.

Molecular genetic testing to determine germline BRCA1/2 mutations is indicated in all patients, regardless of age, family history, or type of breast cancer with mBC and during progression to decide whether to prescribe PARP inhibitors (olaparib and talazoparib). In women with a positive germline mutation of the BRCA1 or 2 gene, the incidence of breast cancer development before 70 years of age is 45-65%. More often detected: 1) with a burdened family history (close relatives have breast cancer aged ≤ 50 years, breast cancer in a man, ovarian cancer, metastatic prostate cancer, pancreatic cancer); 2) in patients under 45 years of age; 3) in patients under 60 years of age with a triple negative breast cancer phenotype; 4) with primary multiple breast cancer; 5) in patients with HER2 negative breast cancer phenotype who have a high risk of relapse after surgical treatment and neoadjuvant or adjuvant therapy; 6) for breast cancer in men. Comprehensive genomic profiling is carried out in patients with a severe clinical course, aggressive tumors, with a high risk of progression, lack of effect from traditional methods of antitumor treatment [in advanced breast cancer (triple negative and progressive HER2+)] [3].

Instrumental studies: 1) ultrasound of the mammary glands, regional lymph nodes: the presence of a hypoechoic structure of the formation with large/small microcalcifications in the structure, the contours are uneven, stellate, there may be areas of mixed echogenicity, the structure of the node is heterogeneous, increased vascularization is possible; 2) mammography (mammograms in two projections visualize shapeless heterogeneous compactions with multiple microcalcifications in the structure, pronounced deformation of the stroma, thickening of the skin, nipple-areolar complex, the nipple can be retracted, the presence of enclosed lymph nodes); 3) contrast spectral mammography (CESM method), which consists of performing mammography with soft and hard images after intravenous administration of an iodinated contrast agent. The CESM method is informative in the diagnosis of early forms of breast cancer, allows you to detect pathology in the dense part of the mammary gland, and is used as a differential diagnosis of benign and malignant neoplasms; before the study, creatinine and urea levels in the blood are assessed, an iodine-containing contrast agent is administered intravenously in an amount of 1.0-1.5 ml per kg of the patient's weight; images are taken in two projections, craniocaudal (CC) and media-lateral (MLO), in a period of time from 2 to 7 minutes after administration of the contrast agent; 4) MRI of the mammary glands to assess the local spread of breast cancer for the following indications: age up to 30 years; the presence of mutations in the BRCA1, BRCA2 genes; high radiological density of the mammary glands; the presence of breast implants when it is impossible to perform a high-quality mammographic examination; presence of lobular carcinoma in situ; 5) ductography (in the presence of

an intraductal formation behind the nipple, it is carried out to clarify the size and distance of the formation from the nipple-areolar complex); 6) puncture biopsy of a tumor formation (cytological examination reveals an increase in the size of cells up to giant ones, a change in the shape and number of intracellular elements, an increase in the size of the nucleus and its contours, different degrees of maturity of the nucleus and other cell elements, a change in the number and shape of nucleoli); 7) trephine biopsy or sectoral resection of the mammary gland with express histology (histological verification of the tumor: histological type of tumor, degree of differentiation (grade - ability to form tubes, nuclear polymorphism, number of mitoses), absence of necrosis, vascular invasion, tumor of infiltrating lymphocytes, the presence of calcifications; 8) ultrasound of the abdominal organs and retroperitoneal space/ultrasound of the pelvis (with metastatic lesions of the liver, its structure is heterogeneous, rounded in shape with uneven clear contours, with single or multiple formations with a hypoechoic rim along the periphery); 9) computed tomography or MRI of the abdominal organs with intravenous contrast if the results of ultrasound of the abdominal organs are ambiguous or not very informative; 10) survey X-ray examination of the OGK/computed tomography (in case of metastatic lesions of the lungs across all pulmonary fields or in a segment, multiple/single mid-focal shadows with clear contours, of various sizes are determined); 10) scintigraphy of skeletal bones (hyperfixation of an osteotropic drug in foci of pathological bone formation) if metastatic lesions of skeletal bones are suspected to assess the extent of breast cancer prevalence; 11) PET-positron emission tomography (accumulation of the drug by pathological foci), combined with computed tomography with tumor-tropic radiopharmaceuticals (with or without contrast) (PET-CT) to assess the extent of breast cancer spread in cases where standard methods of staging examinations are ambiguous, especially when locally advanced process, when the detection of metastases fundamentally changes treatment tactics; 12) MRI or CT scan of the brain with IV contrast to exclude metastatic lesions if the presence of metastases in the brain is suspected.

To standardize and simplify the criteria for assessing response to tumor therapy, the international RECIST scale (Response Evaluation Criteria in Solid Tumors) is used. According to RECIST 1.1, the following types of response are distinguished for targeted lesions.

1. Complete response – disappearance of all tumor foci.
2. Partial answer – a decrease in the sum of the largest diameters of each lesion by more than 30%.
3. Stabilization of the disease – reduction of the sum of the largest diameters of each lesions from 20 to 30% (for RECIST 1.0 from 25 to 50%).
4. Progression of the disease – an increase in the sum of the largest diameters of each lesion by more than 20% or the appearance of new tumor lesions.

The overall response of solid tumors to treatment is based on a combination of data on measurable lesions, non-measurable lesions and the appearance or absence of new tumor lesions. The duration of overall response is from the date of documentation of the disease until its progression. Relapse-free interval (time to progression) – from the end of treatment to the date of documented disease progression [3].

As part of outpatient drug therapy, it is recommended to use hormone therapy in the adjuvant mode for patients with hormone-positive breast cancer for at least 5 years (tamoxifen, letrozole, anastrozole, goserelin, triptorelin) and with progression or metastatic luminal breast cancer before progression (tamoxifen, letrozole, anastrozole, goserelin, triptorelin, toremifene, fulvestrant, exemestane, everolimus). The use of bisphosphonate therapy when metastatic bone lesions are detected is recommended for two years (zoledronic and pamidronic acid, denosumab). CD 4/6 inhibitors (palbociclib, ribociclib, abemaciclib) are recommended for patients with HER2-negative metastatic luminal breast cancer in combination with an aromatase inhibitor or fulvestrant, until progression or unacceptable toxicity develops; the use of monotherapy with PARP inhibitors (olaparib or talazoparib) is recommended for patients with metastatic breast cancer with germline BRCA1 or BRCA2 mutations, regardless of hormone receptor and HER2 status, as an alternative to chemotherapy. In patients with high-risk BRCA-associated breast cancer, olaparib is prescribed as adjuvant therapy. The use of targeted therapy (trastuzumab 600 mg) is recommended for patients with early and metastatic HER2-positive breast cancer in combination with chemotherapy, targeted therapy or monotherapy (up to completion of 18 cycles). The use of targeted therapy (lapatinib) is recommended for patients with HER2-positive metastatic breast cancer, either alone or in combination with capecitabine and/or trastuzumab, until progression or development of unacceptable toxicity. The use of capecitabine in the adjuvant treatment of chemo-resistant triple negative breast cancer, or in metastatic breast cancer in combination with

lapatinib and hormone therapy.

Indications for radiation therapy: 1) morphologically established diagnosis of malignant neoplasm; 2) in case of relapses, continued growth of the tumor or progression of the disease after previously carried out combined or complex treatment.

Methods of radiation therapy: 1) continuous radiation therapy; 2) single-fraction radiation therapy for SRS; fractionated radiation therapy for Single Focal Dose from 1.6 Gy to 12.0 Gy 2-5 fractions per week (standard fractionation, hypofractionation, hyperfractionation, accelerated fractionation, multifractionation. In this case, external beam radiation therapy is carried out 2D, 3D, IMRT, RapidArc, IGRT conformal irradiation Single Focal Dose 1.8-2.0-2.66, 2.67, 5.2 Gy 5 fractions per week up to Total Focal Dose 50 Gy, 42.56 Gy, 40.05 Gy, 25 Gy and 60-70 Gy in independent mode, Total Focal Dose 10-16 Gy ("Boost") in the postoperative mode after organ-sparing operations. A continuous course of radiation therapy is used, using γ -therapy devices or linear accelerators. Tomotherapy is used as a standard fractionation technique for administering single and total focal doses. The main advantage is hypofractionation in Single Focal Dose 2.5 Gy. Intraoperative radiation therapy is used in breast-conserving operations for T1-2N0-1M0. The bed of the removed tumor is irradiated with an electron beam at a dose of 10-20 Gy in order to devitalize the remaining malignant cells [3].

Now, regarding chemotherapy. There are several types of chemotherapy that differ in purpose: 1) neoadjuvant chemotherapy of tumors is prescribed before surgery, in order to reduce an inoperable tumor for surgery, as well as to identify the sensitivity of cancer cells to drugs for further use after surgery; 2) adjuvant chemotherapy is prescribed after surgical treatment to prevent metastasis and reduce the risk of relapse; 3) curative chemotherapy is given to shrink metastatic cancers. Depending on the location and type of tumor, chemotherapy is prescribed according to different regimens and has its own characteristics.

Indications for chemotherapy: 1) cytologically and histologically verified breast cancer; 2) in the treatment of locally advanced tumors; 3) metastases in regional lymph nodes/distant organs - lungs, liver, brain, bone structure; 4) tumor recurrence; 5) a satisfactory blood picture in the patient: normal hemoglobin and hemocrit, the absolute number of granulocytes is more than 200, platelets are more than 100,000; 6) preserved function of the liver, kidneys, respiratory system and cardiovascular system; 7) the possibility of converting an inoperable tumor process into an operable one; 8) patient's refusal to undergo surgery; 9) improvement of long-term treatment results in unfavorable tumor phenotypes (triple negative, HER2-negative cancer).

Contraindications to chemotherapy can be divided into two groups: absolute and relative. Absolute contraindications: hyperthermia >38 degrees; disease in the stage of decompensation (cardiovascular system, respiratory system, liver, kidneys); the presence of acute infectious diseases; mental illness; the ineffectiveness of this type of treatment, confirmed by one or more specialists; tumor decay (threat of bleeding); the patient's serious condition according to the Karnofsky scale is 50% or less. Relative contraindications: pregnancy up to 16-18 weeks; intoxication of the body; active pulmonary tuberculosis; persistent pathological changes in blood composition (anemia, leukopenia, thrombocytopenia); cachexia.

The rationale for prescribing neoadjuvant systemic therapy for breast cancer is: high probability of latent (micrometastatic) spread; the ability to reduce the amount of surgical intervention within the "clean" resection margins; the ability to evaluate the clinical response to therapy in vivo; availability of accurate pathomorphological assessment of the degree of tumor regression; the possibility of special studies of biopsy tumor material before, during and after completion of primary systemic treatment. For medullary carcinoma and adenoid cystic carcinoma, adjuvant chemotherapy may not be required (in the absence of lymph node involvement).

And a very important and decisive aspect when prescribing adjuvant/neoadjuvant systemic therapy is the molecular biological subtype of breast cancer:

1. Luminal type A. In early breast cancer (T1-2N0M0), hormone therapy is carried out only in the presence of severe concomitant diseases and/or there are absolute contraindications to surgical treatment until the maximum effect is achieved, followed by radiation therapy. For T2-4N1-3M0 locally advanced inoperable breast cancer, it is recommended to prescribe hormone therapy with antiestrogens and aromatase inhibitors; it is advisable to carry out treatment until the maximum effect is achieved with clinical and instrumental assessment every 3 months. At the same time, in most cases, the appointment of adjuvant/neoadjuvant chemotherapy (in addition to hormonal therapy) is possible in the presence of at least two parameters: widespread process (≥ 4 regional lymph nodes affected by metastases; $\geq T3$); GIII; young age; presence of pregnancy; increase in initial Ki67 values during repeat biopsy/postoperative material after neoadjuvant hormone therapy.

2. Luminal B (HER2 negative). Hormone therapy + chemotherapy in most cases. For T1a (≤ 5 mm) and N0 - only adjuvant hormonal therapy. In other cases, chemotherapy with anthracycline- and taxane-containing regimens in addition to hormone therapy. Adding platinum drugs to adjuvant chemotherapy only in the presence of a BRCA1/2 gene mutation.

3. Luminal type B (HER2 positive). Chemotherapy + anti-HER2 therapy + hormone therapy. For T1a (≤ 5 mm) and N0: adjuvant hormone therapy only; chemotherapy and trastuzumab are not indicated. For T1b, c (> 5 mm but ≤ 20 mm) and N0: chemotherapy with paclitaxel (without anthracyclines) in combination with trastuzumab (followed by hormone therapy) is possible. For T2-T4 (> 20 mm) or N+: the first step is anthracyclines, then taxanes + trastuzumab $\pm$ pertuzumab (followed by hormone therapy).

4. HER2 positive (non-luminal). Chemotherapy + anti-HER2 therapy. For T1a (≤ 5 mm) and N0: systemic therapy is not indicated. For T1b (> 5 mm but ≤ 10 mm) and N0: taxane chemotherapy (without anthracyclines) in combination with trastuzumab is possible. For T1c-T4 (> 10 mm) or N+: the first step is anthracyclines, then taxanes + trastuzumab $\pm$ pertuzumab.

5. Triple negative (ductal). Chemotherapy including anthracyclines and taxanes. For T1a (≤ 5 mm) and N0, systemic therapy is not indicated. Adding platinum drugs to adjuvant chemotherapy only in the presence of a BRCA gene mutation. There are also features when prescribing adjuvant chemotherapy to patients who have received neoadjuvant chemotherapy in full.

Also, a very important section is the use of hormone therapy in the adjuvant or neoadjuvant mode. In the premenopausal period, hormone therapy is used as follows. After completion of systemic chemotherapy and continued menstrual function, bilateral oophorectomy or ovarian suppression with luteinizing gonadotropin releasing hormone agonists followed by an anti-estrogen for 5 years is indicated. When menstrual function ceases after receiving courses of chemotherapy and the level of estradiol in the blood is determined, an anti-estrogen is prescribed to confirm true menopause. The following regimens with tamoxifen are used: 1) tamoxifen 20 mg/day orally daily for 5 years; 2) tamoxifen 20 mg/day orally daily, for 10 years, in the presence of at least one unfavorable prognosis factor: age ≤ 35 years, preserved ovarian function after adjuvant chemotherapy, T3-4, involvement of ≥ 4 axillary lymph nodes, GIII, positive HER2, high Ki67; 3) tamoxifen 20 mg/day orally daily for 5 years, then aromatase inhibitors (letrozole 2.5 mg/day orally daily, or anastrozole 1 mg/day orally daily, or exemestane 25 mg/day orally daily) for 5 years. For patients who have achieved stable menopause by the time they stop taking tamoxifen, with at least one poor prognostic factor: age ≤ 35 years, preserved ovarian function after adjuvant chemotherapy, T3-4, involvement of ≥ 4 axillary lymph nodes, GIII, HER2 positive, high Ki67; 4) ovarian suppression 1 + tamoxifen 20 mg/day orally daily / aromatase inhibitors (letrozole 2.5 mg/day orally daily, or anastrozole 1 mg/day orally daily, or exemestane 25 mg/day orally daily) for 5 years, and also if there are indications for adjuvant chemotherapy and preserved ovarian function after completion of chemotherapy; 5) bismaclic 150 mg 2 times a day in combination with endocrine therapy for the adjuvant treatment of hormone receptor positive (HR+) and human epidermal growth factor receptor type 2 (HER2) negative breast cancer in early stages with involvement of regional lymph nodes and a high risk of relapse [3].

In pre- or perimenopausal women, endocrine therapy with aromatase inhibitors should be combined with a luteinizing hormone-releasing hormone agonist. To achieve ovarian suppression, it is possible to use the following methods: 1) surgical castration (bilateral oophorectomy); the most effective method, causes irreversible shutdown of ovarian function; 2) medicinal (analogues of luteinizing gonadotropin hormone: goserelin 3.6 mg intramuscularly once every 28 days or 10.8 mg subcutaneously once every 12 weeks; or buserelin 3.75 mg intramuscularly once every 28 days; or leuprorelin 3.75 mg IM 1 time in 28 days): causes reversible suppression of ovarian function; does not always provide complete suppression of ovarian function, especially in young women; to confirm complete ovarian suppression, it is necessary to determine estradiol in the blood serum; determination of follicle-stimulating hormone during treatment with luteinizing gonadotropin hormone analogues is not informative; aromatase inhibitors should be started 6-8 weeks after the first administration of luteinizing gonadotropin hormone analogues; luteinizing gonadotropin hormone analogues are administered monthly; 3) radial; causes irreversible shutdown of ovarian function. The optimal method of ovarian suppression has not been determined; it is usually prescribed for a period of 2-5 years.

Hormone therapy for breast cancer for menopausal patients is carried out in the following variations: 1) tamoxifen 20 mg/day orally daily for 5 years; 2) aromatase inhibitors (letrozole 2.5 mg/day orally daily, or anastrozole 1 mg/day orally daily, or exemestane 25 mg/day orally daily) for 5 years; in the presence of at least one unfavorable prognosis factor: preserved ovarian function after adjuvant

chemotherapy, T3-4, involvement of ≥ 4 axillary lymph nodes, GIII, positive HER2, high Ki67; 3) tamoxifen 20 mg/day orally daily for 10 years; in the presence of at least one unfavorable prognosis factor: preserved ovarian function after adjuvant chemotherapy, T3-4, involvement of ≥ 4 axillary lymph nodes, GIII, positive HER2, high Ki67; 4) tamoxifen 20 mg/day orally daily for 5 years, then aromatase inhibitors (letrozole 2.5 mg/day orally daily, or anastrozole 1 mg/day orally daily, or exemestane 25 mg/day orally daily) for 5 years. For patients who have reached stable menopause by the time they stop taking tamoxifen, in the presence of at least one unfavorable prognosis factor: preserved ovarian function after adjuvant chemotherapy, T3-4, involvement of ≥ 4 axillary lymph nodes, GIII, positive HER2, high Ki67; 5) abemaciclib 150 mg 2 times a day in combination with endocrine therapy for the adjuvant treatment of hormone receptor-positive (HR+) and human epidermal growth factor receptor type 2 receptor-negative (HER2-) breast cancer in the early stages with involvement of regional lymph nodes and a high risk of relapse - continuously for 2 years or until disease relapse or intolerable toxicity develops [3].

And, of course, the surgical method remains one of the leading methods in the treatment of this pathology, and in some cases, it is the only method of treatment (cancer in situ). For breast cancer, the following types of surgical interventions are performed: 1) radical mastectomy according to Halstead - single-block removal of the mammary gland along with the pectoralis major and minor muscles and their fascia, subclavian, axillary and subscapular tissue with lymph nodes within the anatomical cases; 2) extended axillary-thoracic radical mastectomy, single-block removal of the mammary gland with the pectoral muscles, subclavian-axillary and subscapularis tissue, as well as a section of the chest wall with parasternal lymph nodes and internal mammary vessels; 3) functionally sparing operations (modified radical mastectomy - differs from Halstead mastectomy by preserving the pectoralis major muscle; modified Madden mastectomy - differs from Halstead mastectomy by preserving both pectoral muscles; 4) simple mastectomy - removal of the mammary gland with the fascia of the pectoralis major muscle (indications: decaying tumor, advanced age, severe concomitant diseases; 5) radical sectoral resection - removal of the sector along with the tumor, part of the underlying fascia of the pectoralis major and minor muscles, subclavian, axillary, subscapular tissue with lymph nodes in one block; 6) sectoral resection - removal of the breast sector to the underlying fascia (performed only for diagnostic purposes or in combination with radiation therapy for cancer in situ); 7) biopsy of the sentinel lymph node is carried out for diagnostic and therapeutic purposes in the early stages of the disease (1st level lymph nodes are removed with a histological express study to determine the presence of elements of a malignant tumor); detection of sentinel lymph nodes is possible using radioactive colloid and/or blue dye; a combined determination method is preferred.

Indications for performing organ-preserving operations: the presence of a nodular form of cancer up to 2.0 cm in size; absence of multicentricity and multifocality of tumor growth (on mammograms, ultrasound data, clinical examination); slow and moderate growth rate, doubling of tumor size no faster than 3 months (according to medical history); a favorable ratio of the size of the mammary gland and the tumor to obtain a good cosmetic result of the operation; absence of distant metastases; the presence of single metastases in the axillary region is acceptable; the patient's desire to preserve the mammary gland; satisfactory objective tumor response (partial and complete tumor regression) to previous neoadjuvant systemic treatment.

Reconstructive operations can be performed for stages I-III of breast cancer at the request of the patient at any tumor location: 1) reconstruction (primary or delayed) of the mammary gland using an endoprosthesis (implant) (this type of operation involves the installation of a temporary (expander) or permanent prosthesis under the pectoralis major muscle, which allows compensation for the defect due to its volume, after mastectomy); 2) one-stage reconstruction: a skin-skin-sparing mastectomy is performed with the fascia of the pectoralis major muscle (if tumor cells are detected in the tissue behind the nipple during express histological examination, the nipple with the areola is removed); 3) reconstruction (primary or delayed) of the mammary gland using one's own tissues (autoplasty); this type of reconstruction involves replacing the defect using one's own tissues; basically, 2 types of operations are used - breast reconstruction by replacing with a TRAM flap (using a flap based on the rectus abdominis muscles) and breast reconstruction by replacing with a thoracodorsal flap, which is used in combination with an endoprosthesis.

Types of surgical interventions for metastatic breast cancer: 1) sanitary/simple mastectomy (if there is a threat of bleeding for health reasons); 2) open liver biopsy (diagnostic surgery for suspected liver metastases); 3) other diagnostic manipulations on the liver (liver resection in the presence of single metastatic foci in the liver); 4) excision of the affected area or tissue of the meninges (in the presence of solitary metastatic foci of the meninges); 5) other types of excision or destruction of the damaged area

or brain tissue (in the presence of solitary metastatic foci in the brain); 6) precision resection of a segment of the lung (in the presence of solitary metastatic foci in the lungs); 7) laparoscopic salpingo-oophorectomy (prophylactic bilateral removal of appendages for hormone-dependent breast cancer tumors in premenopausal patients); 8) total hysterectomy with appendages (for metastatic lesions of the ovaries, uterine body); 9) electrochemotherapy for intradermal metastatic lesions (combination treatment that uses the administration of chemotherapeutic drugs in association with electroporation of the cell membrane).

Contraindications to surgical treatment for breast cancer: the patient has signs of inoperability and severe concomitant pathology; distant metastases, the presence of a disseminated tumor process; synchronously existing and widespread inoperable tumor process of another localization, for example lung cancer, etc.; chronic decompensated and/or acute functional disorders of the respiratory, cardiovascular, urinary system, gastrointestinal tract; allergy to drugs used in general anesthesia.

Also, a very important point is preventive measures for breast cancer. Primary prevention of breast cancer is the prevention of the disease by studying the etiological and risk factors (normalization of family life, timely implementation of childbearing, breastfeeding the baby, avoiding marriages in cases of mutual cancer). Secondary prevention of breast cancer is the early detection and treatment of precancerous diseases of the mammary glands. Tertiary prevention is prevention, early diagnosis and treatment of relapses and metastases; using a nutritious diet rich in vitamins and proteins, giving up bad habits (smoking, drinking alcohol), preventing viral infections and concomitant diseases, regular preventive examinations with an oncologist, regular diagnostic procedures (radiography of the lungs, ultrasound of the liver, kidneys, neck lymph nodes).

Prophylactic mastectomy - risk-reducing surgeries, such as mastectomy with reconstruction, may be offered to women at risk. The risk of developing breast cancer is reduced by approximately 90-95%, however, absolute guarantees regarding the occurrence of breast cancer in the future are impossible. Indications for performing bilateral prophylactic mastectomy in women who do not currently have breast cancer (in order to reduce the risk of developing primary breast cancer): mutations of the BRCA1 and BRCA2 genes; family history (presence of breast cancer in first- and second-line relatives) without a proven mutation; histological risk factors are atypical ductal or lobular hyperplasia. Indications for performing prophylactic contralateral mastectomy in women with current or past breast cancer: newly diagnosed unilateral breast cancer stage I-II, or a history of stage I-II breast cancer (in order to reduce the risk of developing cancer in the contralateral mammary gland and achieving symmetry with the operated mammary gland); lobular carcinoma in situ. Contraindications for use: age over 70 years; general contraindications to surgical treatment; synchronous and metachronous malignant tumors, with the exception of skin cancer [3].

Next, of course, it is necessary to discuss in detail the issue of breast cancer screening. The key concept of breast cancer screening is the detection of oncological pathology in the early stages, when the prognosis is most favorable and allows you to get the best long-term treatment results. A preventive examination always has advantages over a diagnostic examination when symptoms of the disease are already present. At the same time, upon receipt of the M2 and M3 indices according to the BI-RADS classification, it is possible to timely additionally examine these patients and, if necessary, take them to the dispensary record by a district mammologist with effective dispensary examinations and treatment of precancerous breast diseases. Along with this, it must be understood that the main conditions for screening for breast cancer are the availability of trained personnel and a standardized approach to identifying the trait under study and evaluating the results. The methods used should be sufficiently simple, reliable and reproducible, and also have sufficient sensitivity and high specificity. Such qualities are fully possessed by modern digital mammography [4,5,6].

Breast cancer ranks first in the structure of the frequency of malignant tumors of both sexes in the population with a share of 14.7% (2021 - 15.4%). This situation has been stable since 2004; in addition, breast cancer ranks first and remains consistently in this position in the structure of female oncopathology. The incidence of breast cancer in 2022 in the country as a whole increased to 26.5 per 100 thousand (2021 – 26.3). In the structure of cases, breast cancer occupies the 1st ranking place in the vast majority of regions and cities of the country, except for three: Akmola, Kyzylorda and North Kazakhstan regions, where lung cancer takes the 1st ranking place [7].

Above the national average - 26.5 per 100 thousand of us. – incidence of breast cancer in 10 regions of the country: Abay – 33.3, Akmola – 32.7 (2021 – 29.8), East Kazakhstan – 44.7 (39.9) – the highest level, West Kazakhstan – 31.2 (28.4), Karaganda – 40.2 (40.1), Kostanay – 37.5 (35.8), Pavlodar – 43.2 (47.4), North Kazakhstan – 34.7 (38.2) regions and Almaty city – 35.4 (34.5), Astana city – 31.5 (28.4).

Below average indicators per 100 thousand of us. in Aktobe - 21.6 (24.3), Almaty - 21.9 (17.7), Atyrau - 22.8 (15.7), Zhambyl - 14.2 (15.1), Zhetysu - 22.8, Kyzylorda - 14.6 (14.4), Mangystau - 14.7 (17.3), Turkestan - 11.3 (11.7) regions and Shymkent city - 14.9 (21.9) [7].

Breast cancer ranks third in the structure of causes of death from malignant tumors in the population of both sexes for the thirteenth year in a row, amounting to 8.1% in 2022 (2021 – 8.7%). In the republic as a whole, mortality from breast cancer decreased by 13.0%, from 6.2 to 5.4 per 100 thousand people.

The regions where mortality from breast cancer is higher than the national average include: Abay - 10.1 per 100 thousand people (maximum level), East Kazakhstan - 8.0 (2021 - 8.5), Pavlodar - 7.1 (10.0), North Kazakhstan - 7.0 (11.4), Kostanay - 6.9 (7.5), Akmola region - 6.5 (8.2), West Kazakhstan region - 5.7 (6.9), Zhambyl region - 5.5 (4.8) and Astana city – 6.3 (6.6), Almaty city – 6.6 (9.5). The indicators are significantly lower in Aktobe - 4.5 (3.5), Almaty - 4.5 (5.8), Zhetysu - 4.0, Atyrau - 3.7 (3.0), Kyzylorda - 4.4 (4.1), Turkestan - 3.6 (3.6), Mangystau regions - 2.7 (3.6) - the lowest level [7].

Mass screening to identify breast cancer patients should mainly involve healthy women without any signs of the disease or symptoms. Screening not only helps to detect hidden forms of cancer that can be treated, but also has psychological value for women. As a result of screening, women are convinced that they do not have breast cancer, and this is the most important potential success of such programs. While the ultimate goal of screening is to reduce breast cancer mortality, its immediate goal is to detect cancer before clinical manifestation. However, breast cancer is a heterogeneous disease, which can significantly affect the effectiveness of screening. Screening models for breast cancer are usually based on the fact that the majority of detected tumors are invasive cancers in the early stage of progression. In addition, it must be taken into account that the detection of cancer (or its precursors) before clinical manifestation increases the risk of false positive diagnosis [8,9].

Mammography has a sensitivity of 95% and a specificity of 97%. These indicators decrease when examining women with denser mammary glands (young age, use of hormone therapy), with low quality mammography, and also with insufficient qualifications of the radiologist. Detection of high-grade invasive cancer by screening, when the tumor is not yet detected by clinical examination (palpation), means the possibility of reducing mortality from breast cancer [10].

Preventive screening for early detection of breast cancer in the Republic of Kazakhstan includes [11]:

1) mammography of both mammary glands in two projections - direct and oblique in the mammography room of the city, district polyclinic (mobile medical complex). All digital mammograms in the presence of a system for archiving and transferring medical images are copied to CDs and other electronic media and transferred to the server of the mammography room of the Cancer Center using specialized licensed software integrated between medical organizations; in case of impossibility of digital transmission - they are printed on X-ray film at a scale of 1:1 - 100% (1 patient - 1 set - 2 or 4 mammograms) with subsequent transfer to the mammography room of the Cancer Center;

2) interpretation of mammograms according to the BI-RADS classification (M0t, M0d, M1, M2, M3, M4, M5) by two or more independent radiologists of the same medical organization - double reading or different medical organizations: a radiologist of the mammography room city, district polyclinic (mobile medical complex) - the first reading, and the radiologist of the mammography room of the Cancer Center - the second reading;

3) in-depth diagnostics - targeted mammography, ultrasound examination (hereinafter - ultrasound) of the mammary glands, trepanobiopsy, including under ultrasound or stereotaxic control for histological examination, which is carried out in case of detection of pathological changes on mammograms (M0d) in the mammography room of the Cancer Center.

◆ *An average medical worker or a responsible person of the organization of outpatient care sends the patient for mammography to the district, city polyclinic.*

◆ *The X-ray laboratory assistant of the mammography room of the city, district polyclinic (mobile medical complex) performs mammography, fills out a referral for double reading of mammograms and transmits the referral through information interaction.*

◆ *Radiologist of the mammography office of the city, district polyclinic (mobile medical complex): fulfills the requirements for the safety and quality of mammographic examinations; evaluates the quality of the images provided and the correctness of the installation; performs repeated mammography in the M0t category (technical errors of mammography); determines the radiological density of the mammary glands on the ACR scale (A, B, C, D) indicating this parameter in the study protocol; conducts the first reading of mammograms with interpretation of the BI-RADS classification results. In the M0d category*

(undetermined or suspicious radiological changes requiring additional examination), the study protocol indicates the predominant pathology: education, asymmetry, violation of architectonics, microcalcifications; sends mammograms, electronic copies of mammograms through the archiving system and transfer of medical images to the workplace of the mammography office of the Cancer Center together with directions for double reading of mammograms; directs low-dose computed tomographic images through the system of archiving and transferring medical images to the workplace of the computer tomography office of the Cancer Center together with copies of images recorded on CD-ROMs or other electronic media and directions for double reading.

◆ The radiologist of the mammography room of the Cancer Center: evaluates the quality of the provided images and the correctness of the styling. Viewing digital x-ray images transferred to the server or on digital media (CD, DVD) is carried out on a monitor for interpreting digital x-ray images with a resolution of at least 5 megapixels, which has a certified grayscale transmission in accordance with the DICOM standard; conducts a double (second) reading of mammograms with the interpretation of the results according to the BI-RADS classification, using, if necessary, archival images. Organizes the third reading according to indications. With double reading, an independent interpretation of the images is carried out (blinding method - the second radiologist does not know the results of the first reading); in the M0m category (technical errors in mammography), recommends repeat mammography; in the M0d category (uncertain or suspicious radiographic changes requiring additional examination), the study protocol indicates the predominant pathology: education; asymmetry, violation of architectonics, microcalcifications; recommends that the outpatient care organization, according to indications, invite the patient for in-depth diagnostics (targeted mammography, ultrasound of the mammary glands, trephine biopsy, including under ultrasound or stereotaxic control, followed by histological examination of the material); collects and archives all mammograms (films and electronic media) made as part of the examination. The shelf life of mammograms is at least 3 years after leaving the age subject to a screening study; the results of the double (second) reading are transferred to the outpatient care organizations through information exchange.

◆ Indications for in-depth diagnostics are the conclusions of double reading mammograms M0d (uncertain or suspicious X-ray changes requiring additional examination).

◆ In-depth diagnostics is carried out in two stages. At the first stage, ultrasound is performed, according to indications, targeted mammography, possibly with an increase (with asymmetry, violation of architectonics and the presence of microcalcifications). When visualizing a suspicious pathology (M4 and M5), the second stage is performed - trepanbiopsy, including under ultrasound control and stereotaxic control for histological examination.

◆ Histological examination is carried out in the laboratory of pathomorphology or pathological bureau. Morphological interpretation of the biopsy is carried out in accordance with the recommendations of the World Health Organization.

◆ Physician or responsible person of the outpatient care organization:

1) upon receipt of a mammography result according to the BI-RADS classification:

- in case of M0t (technical errors in mammography) - sends the patient for a second X-ray examination to the mammography room of the city, district polyclinic (mobile medical complex);

- with M0d (undefined or suspicious X-ray changes requiring additional examination) - sends the patient for in-depth diagnostics to the mammography room of the Cancer Center;

- with M1 (no changes detected) - recommends that the patient undergo a follow-up mammography examination after 2 years. With radiological density of the mammary glands, C and D are sent for ultrasound of the mammary glands to exclude a false-negative result of mammography;

- with M2 (benign changes), refer the patient for a consultation with an oncologist (mammologist) of the clinical diagnostic department, followed by a screening mammography examination after 2 years;

- with M3 (probable benign changes) - sends the patient for short-term dynamic radiation observation to the local doctor with the recommendation of control mammography or ultrasound in 6 months;

- with M4 (signs that cause suspicion of malignancy), M5 (practically reliable signs of malignancy) and if it is technically impossible to perform a trepanbiopsy or a biopsy is refused, a referral to an oncologist (mammologist) of the clinical diagnostic department for dynamic observation and decision on the verification of the identified pathology;

2) upon receipt of the result of a histological examination:

- benign education - refers the patient to an oncologist (mammologist) of the clinical diagnostic

department for dynamic monitoring, followed by a screening mammography examination after 2 years;
 - formation with an indeterminate malignant potential or carcinoma in situ - refers the patient to the Cancer Center for consultation and treatment, followed by dynamic observation by an oncologist (mammologist) of the clinical diagnostic department at the place of her attachment;

- malignant neoplasm - refers the patient to the Cancer Center for treatment and follow-up;

3) communicates the results of the screening examination to the patient in any available way (by telephone, in writing, through electronic means of communication);

4) enters the results of double reading, in-depth diagnostics, histological examination, recommendations of the radiologist of the Cancer Center mammography room into the information system.

Establishing the size of the primary tumor is especially important in screening. Tumor size is an important criterion for evaluating the quality of screening and determining the ability of X-ray mammography to detect non-palpable tumors. Therefore, it is extremely important that pathologists measure tumor diameter as accurately as possible. The smaller the size of the primary tumor, the greater the likelihood of error in determining its size.

Now, regarding the results of breast cancer screening. Mammography screening identified 1,570 cases of breast cancer in 2022 (1,402 in 2021). The cancer detection rate increased from 1.78 to 1.94 per 1000 examined. The best result is in the Karaganda region – 2.63 per 1000 women examined. Low detection rate per 1000 examined, compared to the republican average, in Atyrau (1.72), Zhambyl (0.58), Kyzylorda (1.68), Mangistau (0.42 - worst result), Turkestan (1.22) regions and cities Astana (1.5) and Shymkent (1.58). Compared to 2021, there was an increase in the detection of breast cancer in 9 regions, with the exception of Aktobe (decrease from 2.87 to 2.19 per 1000 women examined), Karaganda (from 2.73 to 2.63), Mangistau (from 1.10 to 0.42), North Kazakhstan (from 3.27 to 2.31), Turkestan (from 1.36 to 1.22) regions and cities Astana (from 1.54 to 1.50), Almaty (from 2.24 to 2.18) and Shymkent (from 2.35 to 1.58) [7].

In 2022, the proportion of patients identified during screening studies with early stages of breast cancer (stage 0-I) was 50.2% during screening (in 2021 - 47.9%),

A high proportion of stages 0-I breast cancer (over 50%) was recorded in 8 regions (in 8 in 2021): Akmol, West Kazakhstan, Karaganda (70.8% - best result), Pavlodar, North Kazakhstan, Turkestan regions, cities Astana city and Shymkent city. Low levels of early detection of breast cancer (below 40%) were noted in Aktobe (19.3% - worst result), Zhambyl (34.8%), Kostanay (39.5%), Mangistau (27.3%) regions and Almaty (37.3%). Localized cancer (0-I and II stages) amounted to 96.2% (2021 - 95.5%), while not a single case was detected in stages III-IV in Atyrau, West Kazakhstan, Zhambyl, Kyzylorda, Mangistau, Pavlodar regions, Astana city and Shymkent city. A total of 46 cases of breast cancer in stage III and 14 in stage IV were identified (52 and 11, respectively) [7].

Summarizing the above, it can be concluded that breast cancer occupies a leading position among all existing malignant tumors of other localizations. Variability and veil of symptoms, its similarity to various non-core processes leads to neglect of the disease. All this requires both oncologists and, first of all, primary health care workers and, of course, mammologists, gynecologists to increase the level of oncological alertness, inform the population about early symptoms that may indicate this pathology or the beginning of proliferative changes and high-tech diagnostic measures, including screening, and, as a result, timely treatment.

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

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11 Prikaz i.o. Ministra zdravoohranenija Respubliki Kazahstan ot 30 oktjabrja 2020 goda № ҚР DSM-174/2020 - «Ob utverzhdenii celevyh grupp lic, podlezhashhih skringingovym issledovanijam, a takzhe pravil, ob#ema i periodichnosti provedenija dannyh issledovanij». - Paragraf 6. Porjadok provedenija skringingovogo issledovanija na rannee vyjavenie raka molochnoj zhelezy (In Russ.).

Pedagogical sciences

KEY FACTORS AND BASIC PRINCIPLES OF EDUCATION

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КЛЮЧЕВЫЕ ФАКТОРЫ И ОСНОВНЫЕ ПРИНЦИПЫ ОБРАЗОВАНИЯ

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Abstract

Every profession has its own peculiarities, without taking them into account it is impossible to achieve high success in the field of this profession. The profession of a teacher is one of them. This profession, regardless of the speciality, has such features that are suitable for all professions, which cannot be compared with any other profession or speciality. Only the specific characteristics associated with the teaching profession are directly inherent in this profession. Life proves that teachers make professional and competent educators who constantly seek, innovate and apply them in their work. Pedagogical professionalism is not the result of innate talent or long service in the field. It is true that ability and length of service have some influence in this work, but professionalism is not formed solely as a result of them. Pedagogical professionalism is the result of an evolving process. That is, if a teacher is not only confident in the knowledge he/she received at the university and does not work on himself/herself, does not improve his/her professional and specialised knowledge or is not inclined to pedagogical creativity, then neither internship nor daily activity will be able to help him/her to become a professional. Therefore, it is necessary to improve and more effectively build the educational process in general education schools, create an environment of co-operation, form a healthy competition with deep scientific and methodological knowledge, creative thinking, broad erudition, pedagogical and psychological training, and high spiritual training. and moral qualities, academic ability, teaching experience and professional level directly depend on outstanding teachers.

Аннотация

Каждая профессия имеет свои особенности, без их учета невозможно добиться высоких успехов в сфере данной профессии. Профессия учителя – одна из них. Эта профессия, независимо от специальности, имеет такие черты, которые подходят для всех специальностей, которые нельзя сравнить ни с какой другой профессией или специальностью. Лишь специфические характеристики, связанные с профессией учителя, непосредственно присущи этой профессии. Жизнь доказывает, что из учителей формируются профессиональные и компетентные педагоги, которые постоянно ищут, вводят инновации и применяют их в своей работе. Педагогический профессионализм не является результатом врожденного таланта или длительной работы в этой области. Правда, способности и стаж имеют определенное влияние в этой работе, но профессионализм формируется не только в результате них. Педагогический профессионализм является результатом развивающегося процесса. То есть, если преподаватель не только уверен в полученных им в вузе знаниях и не работает над собой, не совершенствует свои профессионально-специальные знания или не склонен к педагогическому творчеству, то ни стажировка, ни ежедневная деятельность сможет помочь ему стать профессионалом. Поэтому необходимо совершенствование и более эффективное построение учебного процесса в общеобразовательных школах. создание

среды сотрудничества, формирование здоровой конкуренции с глубокими научно-методическими знаниями, творческим мышлением, широкой эрудицией, педагогической и психологической подготовкой, высокой духовной подготовкой. а моральные качества, академические способности, педагогический опыт и профессиональный уровень напрямую зависят от выдающихся учителей.

Keywords: professionalism, pedagogical competence, creative teacher, pedagogical process

Ключевые слова: профессионализм, педагогическая компетентность, творческий педагог, педагогический процесс

ВВЕДЕНИЕ

Согласно классификации выдающегося психолога Е.А. Климова, поскольку профессия педагога входит в группу профессий, содержащих взаимосвязь «Человек - человек», ее объектом является человек. Однако нельзя сказать, что все профессии, относящиеся к группе профессий «человек – человек», имеют одинаковые характеристики. Хотя во всех них есть противоположности, специфика самой профессии, подход к ней и отношение людей к ней ясно раскрывают уникальность этих профессий. Поскольку эти вопросы более специфичны в педагогической профессии, эта профессия занимает более важное место в группе профессий «человек – человек». Итак, эта профессия является творческой, в отличие от профессий, работающих по стандартным и шаблонным инструкциям. Существуют черты, которые выступают основными признаками уникальности педагогической профессии, такие как передовой опыт, творческие способности, личная интуиция, интерес к профессии, любовь к детям и своему делу, организованность, руководство и т. д. [7]

Знаменитый китайский мыслитель Конфуций писал, что учитель и ученик растут вместе. Учитель должен быть примером для своих учеников, совершенствовать свои знания, отличаться серьезностью и сдержанностью, развивать активность учеников, помогать им мыслить логически и самостоятельно, постоянно повторять то, чему он учит, стараться закреплять их знания. Учитель, педагог воспитывает нового человека, развивает его интеллектуальный и духовный мир, формирует его личность. Известный турецкий ученый и педагог Айдын Оздемир писал, что именно учителя спасают народы. Конечно, исполнение такого желания требует от учителя обширных и глубоких знаний, компетентности, умения, творческого мышления, желания и привычки постоянно развивать свое педагогическое мастерство. Учитель не только передает знания, он направляет, управляет и прививает воспитательные качества. Поэтому, с одной стороны, он учит и воспитывает, а с другой стороны, он должен обладать для этого многими качествами. Уникальность педагогической профессии не ограничивается перечисленными. Из ее сущности вытекает ряд характеристик, основными из которых являются: **гуманизм и творчество**.

1. Гуманистическая природа педагогической профессии. Современная школа не является учреждением, где учитель является «судьей-абсолютом» и действует авторитарно. Современная школа – это священное место, где раскрываются все педагогические навыки учителя, формируется подготовка молодого поколения к жизни, закладывается фундамент нашего будущего общества, укрепляются его устои. Основное содержание деятельности здесь основано на принципе гуманизма. Гуманизм в педагогической деятельности напрямую связан с внутренней сущностью, целью и задачами педагогической профессии. Такой характер педагогической профессии отражает основные параметры личности педагога, какой он есть, уровень его творческого потенциала и основную сущность его индивидуальности. Работа учителя связана с реализацией гуманистической миссии. Учитель занимается деятельностью, которая напрямую связана с будущим образованной личности и, как следствие, будущим общества. Это универсальная гуманитарная цель [3].

Учитель сегодня живет, сегодня работает. Однако то, что он делает, ориентировано на будущее. Сегодня он выступает защитником национального и нравственного богатства своего народа, а также общечеловеческих ценностей и своей просветительской деятельностью закладывает фундамент будущего общества. Гуманизм существует прежде всего внутри этой цели, этой миссии и внутри выражения учителя. Настоящий педагог находит путь в сердца детей, так что это качество в сочетании с его знаниями, наукой и страстью к преподаванию образует единство. Выдающийся русский писатель и педагог Л. Н. Толстой говорил об этом так:

«Если учитель будет любить только свое дело, он будет хорошим учителем. Если учитель будет любить своего ученика, как родные отец и мать, он будет лучшим учителем. учитель сочетает свою любовь к преподаванию с любовью к ученикам, он будет идеальным учителем».
[5]

Мнение выдающегося азербайджанского просветителя и педагога Ф.Кочарли перекликается с мыслями Л.Н. Толстой об учителе: «Учитель — душа школы, светоч общества. Он должен любить свою профессию, любить своих учеников, как своих детей, и завоевывать сочувствие и любовь народа, прививая полезные знания».

2. Творческий характер педагогической профессии. Эта особенность педагогической профессии показывает, что обучение носит творческий характер. Наличие творческих тенденций в педагогической деятельности учителя напрямую связано с его педагогическим мастерством. Когда педагогическое мастерство учителя находится на высоком уровне, а существующие правила перед этими умениями кажутся простыми и легкими, у учителя проявляется творческое мышление. С этой точки зрения по мере того, как уровень педагогического мастерства учителя становится выше или повышается, его творческие возможности также увеличиваются и умножаются [1].

Педагогическая деятельность преследует одну главную цель: сформировать гражданина-личность с глубокими научными знаниями, всесторонним кругозором и высокими моральными качествами. Эта цель выражает основную цель и цель деятельности каждого учителя. Но главный вопрос, другой аспект, заключается в том, как учитель подходит к этой проблеме. Именно здесь раскрывается творческий потенциал, возможности и умения педагога. Некоторые действуют по существующим правилам и нормам, действуют на основе инструкций, некоторые пытаются действовать на основе новых методов, третьи ищут новые пути, вносят новшества, находят оптимальные пути решения педагогических задач. Такие учителя, находящие свой путь, известны как новаторы и добиваются больших успехов. Такие учителя не следуют устоявшимся путям в своей педагогической деятельности, они создают свои системы, осуществляют свою деятельность по-новому. Они улучшают существующие системы, а во многих случаях сами создают что-то новое с нуля.

Опыт работы многих педагогов-новаторов показывает, что эти педагоги фактически не совершают «революций» в педагогическом процессе. Они просто (хотя это не простые вопросы) ищут более оригинальные методы в педагогической деятельности, добиваются благоприятных результатов новыми интенсивными методами, которые совершенствуют педагогический процесс и приводят к более высоким результатам. Но кого именно можно считать творческими учителями? - В педагогической литературе трудно найти однозначный ответ на этот вопрос. Кто-то пытается конкретизировать характеристики творческого учителя, реализуя решение педагогических задач нестандартными способами, кто-то особенностями педагогической деятельности учителя, кто-то коммуникативными способностями, проявляющимися при решении ситуативных вопросов. На самом деле творческий характер педагогической профессии представляет собой многогранный процесс. По мере того, как педагог постоянно работает над собой, углубляет свой педагогико-психологический уровень, повышает профессиональные знания, становятся понятнее пути, ведущие его к творчеству и успеху. Затем открываются возможности для формирования таких качеств, как инициативность, самостоятельность, творческое мышление, способность преодолевать инертность, чувство понимания нового и стремление к нему, целеустремленность, широта объединений, наблюдательность и развитая профессиональная память, к которым прибегают педагоги. творческие учителя, расширяйте. Творческий педагог не удовлетворяется достижениями, достигнутыми им ранее и самостоятельно, он постоянно стремится к новаторству и ищет новизны. Иногда эти нововведения не приветствуются на первый взгляд, но после выявления результатов они становятся неоспоримыми. Однако не все учителя, являющиеся мастерами своего дела и известные как хорошие учителя, являются творческими учителями. В отличие от хороших учителей, выполняющих свою работу на высоком уровне, творческие педагоги являются новаторами; они привносят в педагогический процесс свою индивидуальность, неповторимый стиль [8].

Таким образом, среди уникальных особенностей педагогической профессии особое место занимают гуманизм и творчество. Гуманистический характер обусловлен тем, что эта профессия связана с универсальной миссией и имеет гуманизм в своей внутренней сути. Творческий характер возникает из необходимости наличия творческих наклонностей в работе

педагога, поскольку профессия педагога является творческой профессией, а это является важным условием педагогического мастерства.

Азиз Санджар, профессор Университета Северной Каролины в США, лауреат Нобелевской премии, на своих встречах в Баку обратился к студентам: «Выберите себе хорошего учителя который признает, что это ответственная, трудная и сложная задача [6].

ЗАКЛЮЧЕНИЕ

Профессионализм и компетентность занимают особое место среди качеств, свойственных педагогу и характеризующих педагога как педагога. Высокий уровень этих качеств делает его известным как профессионал, мастер своего дела, а такие педагоги обладают сильным творческим педагогическим мышлением, новаторством, педагогической способностью и энтузиазмом. Преподавание – это такое искусство, такая задача, что имея его невозможно поднять, просто получив диплом и работая в этой области. Совершенствовать это искусство можно, только любя профессию, привязываясь к ней, увеличивая и углубляя знания, умения и навыки в профессии и специальности, постоянно работая над собой. Одновременно с этим продвижением происходит повышение, любовь и признание самого учителя как профессионального педагога. Профессионализм и компетентность педагога формируется синтезом многих необходимых ему качеств. Путь приобретения этих качеств начинается с правильного выбора педагогической профессии и эффективной организации процесса ее приобретения.

Основным показателем профессионализма и компетентности является профессиональная деятельность учителя, а ее основными компонентами являются учебный процесс. Взаимоотношений учителя и ученика, отношение учащихся к уроку, педагогическое мастерство учителя, его педагогические способности, многообразие педагогических приемов и технологий, творческое отношение к работе, педагогический инновационный подход к процессу, высокая культура общения с учениками и т. д. занимают важное место в деятельности учителя как основные критерии педагогического профессионализма и компетентность [2].

Учитель может развивать свои навыки и способности, постоянно работая над собой. Учителю важно приобрести необходимые педагогические навыки и умения, тем важнее для него постоянно их развивать, приумножать и обогащать. Самообразование и саморазвитие являются неотъемлемой частью деятельности учителя. Учитель должен заботиться о том, чтобы практически каждый день приумножать и совершенствовать свои знания и навыки, не только чтобы идти в ногу с требованиями модернизируемого общества, но даже предвидеть многие проблемы.

Глобализация, стремительное развитие общества привнесли новые оттенки и создали новации в мировоззрение студентов, взгляды на жизнь, их отношение к людям и обществу. Это также изменило отношение учащихся к школе, образованию и учителям, и они начали более прагматично подходить к событиям и процессам. Настало время, когда количество преподавателей (а их немало), их учебный процесс не находится на том уровне, чтобы удовлетворять растущие запросы, желания и мечты учеников. Предотвратить подобные ситуации, оказывающие негативное влияние на отношения к школе, уроку и учителю, возможно только путем повышения профессионализма и компетентности учителей. Школа – это настоящая школа с высококласными, компетентными, профессиональными преподавателями, мастерами своего дела, центр науки, храм знаний. Если это качество отсутствует или слабое, бесполезно ожидать высокого результата, несмотря ни на что [4].

«Влияние личности воспитателя на юную душу является такой воспитательной силой, что ее нельзя заменить учебниками, нравственными советами, системой наказаний и поощрений».

(К.Д. Ушинский).

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DEVELOPMENT OF HIGHER PROFESSIONAL TRAINING OF TEACHERS IN INTERNATIONAL WORLD EXPERIENCE

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BEYNƏLXALQ DÜNYA TƏCRÜBƏSİNDƏ MÜƏLLİMLƏRİN YÜKSƏK PEŞƏKAR HAZIRLIĞININ İNKİŞAFI

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Abstract

The problem of professional development and professional training of educators is an actual problem for many countries. Professional inquiries and teachers' needs on the one hand, and society's development requirements on the other hand are related to such preparation. In developed countries, the state gives the teacher opportunities to update his knowledge and skills, which meets the interests of the teacher himself and his students and the school, as well as the state and society in general. At this time, educators bear the responsibility for the professional development of teachers on an equal level with the state. In developed countries, instead of the terms of in-service training and professional training ("In-service Training" and "on the job training") used in the past, the concept of Continuous Professional Development (CPD) of teachers has emerged, which in terms of content is similar to the other two wider than the concept. This is a principled approach, because here the subject of education (preparation, training) is a teacher or trainer, and the subject of professional development is the person who develops. The main goal of professional development is to create conditions for self-development. The most widely used idea in this field is "Mentoring" - providing advice in the workplace by more experienced colleagues or experts. This idea is closer to the traditional concept of "tutoring", but is a collaborative process of professional development with a more systematic structure.

Xülasə

Təhsil işçilərinin peşəkar inkişafı və peşəkar hazırlıq problemi bir çox ölkələr üçün aktual problemdir. Bu cür hazırlığa peşəkar sorğular və müəllimlərin tələbatları bir tərəfdən, cəmiyyətin inkişaf etməsi tələbləri də digər tərəfdən aid edilir. İnkişaf etmiş ölkələrdə dövlət pedaqoqa onun bilik və bacarıqlarının yenilənməsi imkanlarını verir, bu da istər müəllimin özünün və onun şagirdlərinin və məktəbin, istərsə də ümumilikdə dövlətin və cəmiyyətin maraqlarına cavab verir. Bu zaman müəllimin peşəkar inkişafına görə məsuliyyəti pedaqoqlar dövlətlə bərabər səviyyədə daşıyır. İnkişaf etmiş ölkələrdə keçmişdə istifadə olunan ixtisasartırma təlimi və peşə təlimi ("In-service Training" və "on the job training") termini əvəzinə, müəllimlərin fasiləsiz peşəkar inkişafı (Continuous Professional Development - CPD) anlayışı meydana gəlmişdir ki, bu da məzmun baxımından digər iki anlayışdan daha genişdir. Bu, prinsipial yanaşmadır, çünki burada təhsilin subyekti (hazırlıq, treninq) müəllim və ya təlimçidirsə, peşəkar inkişafın subyekti isə inkişaf edən özüdür. Peşəkar inkişafın əsas məqsədi özünüinkişaf üçün şəraitin yaradılmasıdır. Bu sahədə ən geniş tətbiq olunan ideya "Mentorluq" – daha təcrübəli həmkarlar və ya ekspertlər tərəfindən iş yerində məsləhətin verilməsidir. Bu ideya ənənəvi anlayış olan "repititorluğa" daha yaxındır, lakin daha sistemli quruluşa malik peşəkar inkişaf üçün birgə fəaliyyət prosesidir.

Keywords: professional development, preparation problem, activity, cooperation, educational material

Açar sözlər: peşəkar inkişaf, hazırlıq problemi, fəaliyyət, əməkdaşlıq, tədris materialı

Müxtəlif tədris materiallarının, proqram və metodların müxtəlifliyi də ənənəvi "peşəkarlığın" dəyişməsinə tələb edir. Əgər keçmişdə müəllimdən bir fənn və ya tədris materialını bilmək tələb edilirdisə, bu gün variantları qiymətləndirmək bacarığı, iş zamanı meydana çıxan müəyyən vəziyyətdən adekvat yol tapmaq və s. tələb edilir. Məhz burada peşəkar sahələrdə fəaliyyət zamanı əməkdaşlıqda öyrənməklə "fəaliyyətlə öyrənmək" (Learning by Doing) həyata keçirilir.

Müəllimlərin peşəkar fəaliyyətinin qiymətləndirmə meyarlarından biri onların ixtisas biliklərinin səviyyəsidir. Bu səbəbdən Rusiya Federasiyasında müəllimlərin peşəkar fəaliyyətin maksimal inkişaf səviyyəsinə nail olmağa cəhd göstərmək öhdəliyi qanunvericiliklə müəyyən olunmuşdur ki, bu da davam etdirilən pedaqoji təhsil səviyyəsində mümkündür. İxtisasartırma sistemi Rusiyada ötən əsrin 20-ci illərindən yaranmağa başlamışdır. Avropa dövlətləri bu zaman artıq fəal şəkildə müəllimlərin davamlı və təkrar təhsili məsələsi ilə fəal məşğul olurdu, qeyd edək ki, pedaqoqların məqsədyönlü peşəkar inkişafı məktəb təhsilinin təkmilləşdirilməsi metodu kimi artıq maarifçilik dövründə mövcud olmuşdur.

O dövrdən ölkələrin təhsil sistemlərində bu və ya digər şəkildə ixtisasın artırılması mövcud olmağa başlamışdır (o cümlədən, pedaqoji işçilər üçün). Belə ki, bizdə qəbul olunmuş "ixtisasartırma" anlayışının əvəzinə ingilis dilli ədəbiyyatda daha çox "peşəkar inkişaf" və "müəllimlərin inkişafı", alman dilli ədəbiyyatda isə "müəllimlərin təhsilinin davam etdirilməsi", "müəllimlərin sonrakı təhsili" kimi terminlər istifadə olunur.

Müəllimlərin dünyanın müxtəlif ölkələrində peşəkar inkişafını təhlil edərək, qeyd etməmək olmaz ki, bu cür hazırlıq diferensiasiya edilmiş şəkildə həyata keçirilir. Dünyada pedaqoji kadrların peşəkar inkişafının bir neçə növü mövcuddur:

- təcrübəsiz müəllimlər üçün ilkin təhsil, adətən pedaqoji fəaliyyətin əvvəlində qiyabi və ya məsafədən təhsil formasında həyata keçirilir;

- təcrübəli, lakin, ixtisaslaşmamış müəllimlər üçün (adətən məktəbdə böyük iş stajı olan) ilkin təhsil;

- pedaqoji təcrübəsi olmayan diplomlu mütəxəssislər üçün əlavə pedaqoji təhsil (məktəbdə təcrübə keçmə formasında və ya əlavə kurslar şəklində);

- müəyyən pedaqoji təhsilə və iş təcrübəsinə malik olan ixtisaslaşmış pedaqoqlar üçün sonrakı təhsil.

Müəllimlərin peşəkar inkişafı müxtəlif müəssisələrin bazasında həyata keçirilir. Hal hazırda pedaqoji kadrların bilavasitə məktəblərin bazasında peşəkar inkişafı geniş yayılmışdır. Məktəb modelinin üstünlükləri aydındır, onlara aşağıdakılar aiddir:

- hazırlığın məzmununun praktiki istiqamətlənməsi;

- konkret müəllimlərin və məktəbin obyektiv tələbatları əsasında seçilməsi;

- müəyyən təşkilati üstünlüklər (kurs hazırlığı ilə müqayisədə daha ucuz hazırlıq, işin və təhsilin eyni zamanda həyata keçirilməsi imkanı).

Məsələn, Amerikada məktəbdaxili peşəkar inkişaf çərçivəsində daimi olaraq metodiki birliklərin – fənn müəllimlərinin seminarlarının təşkili həyata keçirilir ki, burada onlar yeni proqramlarla, dərslərlə, dərş vəsaitləri və metodları ilə tanış olurlar, burada müəllimlər məktəbdə çalışan həmkarlarından və dəvət olunmuş mütəxəssislərdən məsləhətlər alıb, onların təcrübəsindən yararlanırlar. Həmçinin, açıq dərslərin keçirilməsi, bu dərslərin analizi, pedaqoji treninqlərin təşkili təcrübəsindən və digər iş metodlarından istifadə olunur (52).

Digər bir nümunə kimi Yaponiyanı göstərək, burada pedaqoji kollektiv özü məktəbin tələbatlarını müəyyən edir və müəllimlərin peşəkar inkişafı istər şəxsi qüvvəsi hesabına, istərsə də, xarici mütəxəssislərin cəlb olunması hesabına həyata keçirir.

Rus pedaqoqu V.B. Qarqay yazır ki, müəllimlərin məktəbdə diplomdan sonrakı təhsili bu gün qərb təhsilinin liderləri tərəfindən peşəkar inkişafın əsas forması kimi qəbul olunur. Bu fikirlə razılaşaraq, dəqiqləşdirmək lazımdır ki, bu, yeganə əsas forma deyil. Buna sübut olaraq Avropanın "Evridika" informasiya şəbəkəsinin məlumatlarını qeyd etmək olar ki, onlara əsasən, müəllimlərin peşəkar inkişafı əksər ölkələrdə ixtisasartırma mərkəzlərinin, pedaqoji müəssisələrin və digər ali məktəblərin, böyük üçün təhsil müəssisələrinin və pedaqoqların digər peşəkar birliklərinin bazasında həyata keçirilir (48).

Göründüyü kimi, Avropada əvvəlki tək, müəllimlərin pedaqoji institutlarda və digər ali məktəblərdə peşəkar inkişafı geniş yayılmışdır (qeyd edək ki, bu, bütün dövlətlərdə belə deyildir). Məsələn, Finlandiyada mühüm peşəkar inkişaf müəssisələri - universitetlər, institutlar, akademiya və təhsil mərkəzləridir. Almaniyada müəllimlərin ixtisasının artırılması və yenidən ixtisaslaşması adətən akademiyalarda təşkil olunur. Demək olar ki, bütün Avropa ölkələrində müəllimlərin peşəkar inkişafda böyük rol müvafiq mərkəzlər, pedaqoqların peşəkar birlikləri (ittifaqları, cəmiyyətləri, assosiasiyaları və sair) oynayır.

Bu prosesdə pedaqoji kadrlara dəstək üzrə müxtəlif mərkəzlərin, korporasiyaların, firmaların, beynəlxalq təşkilatların, xüsusi müəssisələrin iştirakı da əhəmiyyətli dərəcədədir. Belə ki, Almaniyada pedaqoqların peşəkar inkişafının təşkil olunması ilə kilsələr, əmanət kassaları, banklar, nəşriyyatlar məşğuldur ki, bu da pedaqoqların peşəkar inkişafının bu ölkədə aydın dövlət və ictimai xarakter

daşımından xəbər verir (51).

Pedaqoji işçilərin peşəkarlıq səviyyəsinin yüksəldilməsi işinin təşkilinə inkişaf etmiş dövlətlərdə beynəlxalq ictimai təşkilatlar da böyük töhfə verir. Məsələn, müəllimlərin inkişafı hazırlıq istiqamətlərindən biri olan Peşəkar İnkişaf üzrə Dünya Təşkilatı (World Affairs Council) istiqaməti üzrə həyata keçirilir. Bu çərçivələrdə Şura müəllimlər üçün peşəkar treninqləri, seminarları və yay kurslarını, ən yaxşı müəllim adı üzrə müsabiqələri, müəllimlərin məşhur siyasi və ictimai xadimlərlə görüşlərini həyata keçirir, internetdə də yerləşdirilən təhsil – metodiki materialları və sair hazırlayır.

Pedaqoji kadrların peşəkar inkişafının könüllü xarakter daşdığı ölkələrdə pedaqoqların müvafiq təkliflərdən kənar qaldıqlarını və ya onlardan imtina etdiklərini izah edən səbəbləri də qeyd etmək olar. Almaniya müəllimlərin sorğusu həyata keçirilmişdir ki, onun nəticəsində əsas səbəblər kimi aşağıda qeyd olunanları göstərmək olar: tədris qrupunun formalaşmış olduğu səbəbindən kurs hazırlığına buraxılışa imtina (bu səbəbi 34% qadın və 42% kişi müəllimlər qeyd etmişlər); ailə vəziyyəti ilə əlaqədar olaraq evdən ayrılmağın imkansızlığı (33 və 14%); uzun müddətli işdən kənarlaşma zamanı əvəz edən müəllimin olmamağı səbəbi (18 və 26%); əvəz edən əməkdaşların həddindən artıq məşğul olması (25 və 21,5%). Bundan əlavə, həddindən artıq peşəkar və ya şəxsi məşğulluq, sinfi tək qoymamaq istəyi, maraqlı təkliflərin olmamağı, şəxsi hesabına təhsil, peşəkar inkişafın arzu olunmamağı, yolun narahatlığı, digər metodlarla və ya digər formada peşəkar inkişafa xüsusi ehtiyacın olmamağı və nəhayət, müddətlərin əlverişli olmamağı (54, s.732).

Həmçinin, təhlillər zamanı aydın olmuşdur ki, bütün öyrənilən ölkələrdə (bu isə istər inkişaf etmiş, istərsə də iqtisadi cəhətdən zəif ölkələrdir) müəllimlər dövlət tərəfindən müəyyən imtiyazlar və güzəştlər vasitəsilə peşəkar inkişafın həyata keçirilməsinə stimullaşdırılır. Hökumət müəllimlər tərəfindən kənar təcrübənin öyrənilməsi məqsədi ilə milli və xarici səfərləri təşkil edir, müəllimləri metodiki vəsaitlərlə təmin edir, ixtisas artırma üçün nəzərdə tutulmuş məzuniyyətlər verir.

Yaradıcılıqla məşğul olan müəllimləri stimullaşdırmağa səy göstərərək Rusiyada, ABŞ-da hər il "İlin müəllimi" milli müsabiqəsi keçirilir ki, onun qalibinə təntənəli şəraitdə böyük məbləğdə pul mükafatı və büllur alma şəklində hədiyyə verilir. Stimullaşdırmanın daha bir xoşagələn nümunəsi kimi Yaponiyanı da qeyd etmək olar. Burada özünütədris xüsusilə dəstəklənir. Könüllü şəkildə axşam və ya qiyabi təhsil alan müəllimlər aylıq əmək haqlarının onda bir hissəsi həcmində vəsait alır. Lixtenşteyndə peşəkar inkişaf müəllimə daha yüksək təhsil pilləsinin müəssisəsində işlə təmin olunmaq imkanını verir. Bu bəzi Afrika ölkələrinə də aiddir. Finlandiyada müəllimlərin ixtisasartırma prosesində iştirakı onların əmək haqqının həcminə və karyera artımına təsir göstərmir.

İnkişaf etmiş dövlətlərdə peşəkar inkişafın mühüm əlaməti qismində hal hazırda bir hal mövcuddur ki, bazar iqtisadiyyatı şəraitində pedaqoq öz peşəkarlığına görə dövlətlə eyni məsuliyyəti daşıyır və şəxsi təşəbbüs göstərərək, şəxsi peşəkar inkişafının haqqını müstəqil şəkildə ödəməyə çalışır (47). Burada qeyd etmək lazımdır ki, bir çox ölkələrdə müəllimlərin kurs hazırlığı dövlət tərəfindən ödənilir.

İnkişaf etmiş dövlətlərdə müəllimlərin peşəkar inkişafı proqramlarının məzmunu çoxtərəfli, genişləndirilmiş xarakter daşıyır. Müəyyən olunmuşdur ki, müəllimlərdə informasiya-kommunikasiya texnologiyaları (bu da əksər hallarda onların təhsilinin informasiyalaşdırılması ilə izah olunur) daha çox maraq doğurur. Amma, ənənəvi üstünlüklər də mövcuddur: Koreyada müəllimlərin daha çox marağına səbəb olan sahələr İKT deyil, tədris metodları və məktəbdə tədris olunan fənlərin məzmunudur. Təhsil sahəsində geridə qalan sahələrdə peşəkar inkişaf təklifləri daha məhduddur, əsasən də didaktikaya, metodikaya və tədris olunan fənnin özünə aiddir. Bu zaman hər zaman peşəkar inkişafın məzmunu bu və ya digər şəkildə yerlərdə təhsilə olan tələbatı əks etdirir.

Müəyyən olunmuşdur ki, öyrənilən dövlətlərdə pedaqoji kadrların peşəkar inkişafının ümumi prinsipləri mövcuddur: uyğunlaşma funksiyası bir tərəfdən müəllimlərin hazırlığının müasir təhsil səviyyəsinə yönəlməsindən, onun bilik və bacarıqlarının uyğunlaşdırılmasından, digər tərəfdən isə sosial-pedaqoji tələblərin uyğunlaşmasından ibarətdir; əvəzləmə funksiyası müəllimin hazırlığında praktiki fəaliyyət prosesində yaranmış və ya baza pedaqoji təhsildən irəli gələn boşluqların doldurulmasını nəzərdə tutur; innovasiya funksiyası müəllimin psixoloji – pedaqoji hazırlığının elmi – texniki tərəqqinin nəticələrinə uyğunlaşdırılması zəruriliyini əks etdirir, onu öz peşəsində yaradıcılıq axtarılarına yönəldir.

Buradan bir nəticə irəli gəlir ki, bu cür problemlərin həllinin imkanlarından biri pedaqoqların ixtisasının məsafədən tədris vasitəsilə artırılmasıdır. Nəticədə metodistlərin peşəkarlığı müəllimin müstəqilliyinin və idrak aktivliyinin güclənməsi səbəbindən onun hazırlıq səviyyəsini müəyyən edən

əsas amil qismində çıxış etmir. Üçüncü və dördüncü problemlər təhsilə fərdi yanaşma sayəsində aradan qaldırılır.

Beləliklə də, müəllimlərin ixtisasartırma sisteminin təşkilinin beynəlxalq təcrübəsi göstərir ki, tərbiyəçilərin və məktəbəqədər təhsil pilləsində çalışan müəllimlərin peşəkarlığının inkişafı üçün çoxsaylı variantlar və yanaşmalar mövcuddur.

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Philological sciences

THE CONCEPT OF A "BUSINESS PERSON" IN THE KNOWLEDGE OF THE KAZAKH PEOPLE (BASED ON MEDIA DESCRIPTIONS)

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Abstract

This article examines the semantic features of the concept of a "business person" in the knowledge of the Kazakh people, the level of knowledge, its system of conceptual linguistic components and associative linguistic features of the environment in compiling this concept.

The scientific novelty of the study is determined from the point of view of cognitive linguistics by the cognitive style of a modern business person: the external aspect is the definition of the main parameters of the image of a business person in mediamats, and the internal, cognitive - reflects mental structures manifested in human communicative behavior, value orientations, intentions, attitude to reality. In the paper, we develop criteria to describe a business person's cognitive style.

The purpose of the study is to determine the role of a business person in the knowledge of the Kazakh people, compare him with the type of business person in Russian and English cultures, and form his personal image. This goal will be aimed at solving the following specific tasks:

- definition of features of the modern media facade, role, activity in the formation of the image of a "business person" in the image of the Kazakh language world;*
- definition of the model of the "business person" concept as a frame structure, description of the content side of slots and sublots of this structure;*
- analysis of the semantic structure of the concept of "business person" in media platforms; description through a system of cognitive stereotypes that determine the national view of the "business person";*
- identification and analysis of the main language approaches representing the concept of a "business person" in media platforms.*

Research methods. *In the analysis of language phenomena, observation and synchronous description were used as the main method of research work. Methods of linguistic stylistic and conceptual (conceptual) analysis, contrast analysis, lexical-semantic analysis, contextual analysis were also used; descriptive and analytical method, including interpretation, analysis and classification of the obtained results, control of language phenomena; methods of frame modeling of the concept, as well as methods of sociological linguistic research (survey, control, etc.).*

Keywords: *business person, business person, concept, linguistics, anthropocentric direction, entrepreneur, cognitive-frame model, linguistic analysis, stereotype, slot, language information, cultural information.*

Introduction

In the XXI century, in accordance with the new theoretical and cognitive methodology, the study of the immanent, which provides for the language "within itself and for itself," turned out to be insufficient, and it is necessary to consider it in close connection with the thought, culture and life-practical activities of a person, his knowledge, philosophy, religion. This necessity required the development of a new scientific direction in linguistic science and the anthropocentric paradigm formed on its basis [1]. Therefore, it is the translation of the process of language learning from object to subject, that is, the definition of a person by language and vice versa. The special features of the unity of language and thinking, language and cognition cannot be investigated within the framework of the traditional, "pure" language field of independent science. The scientific paradigm he needs is cognitive linguistics, which should be associated with ethnolinguistics, psycholinguistics, sociolinguistics, etc. This connection is determined by the study of deep structures of language that answer questions about how human consciousness is built, how a person learns the world, how accepted data are transformed, how mental spaces are created, and these questions in the ethnolinguistic aspect (V. Humboldt, F. Baos, E. Sepir, A.

Potebnya, N. Tolstoy, A. Kaydarov, E. Zhanpeisov et al.); psycholinguistically (K. Jung, A.N. Leontyev, A. Shakhnarovich and others); linguocultural character - E. Taylor, E. Markaryan, Yu. Lotman, Yu. S. Stepanov, N.D. Artyunova, E.M. Vereshchagin, V.G. Kostomarov, etc.). The system of philosophical, psychological, ethnic, linguistic theories of these areas of language study determines the cognitive foundations of language activity in the framework of the theory of knowledge of the world as a whole.

Analysis and discussion of results

To structure information on the concept of the businessman, let's analyze the language units explaining the concept of the businessman in English. This information contains in definitions of the name of the concept of businessman, the lexical (signifikatsionny) meaning of his nominations and is defined by the component analysis. So, the Collins Dictionary dictionary gives the following definition of a lexeme: businessman: "businessman is a person, especially a man, engaged in commercial or industrial business, especially as an owner or executive" [2].

In this reference book about the businessman it is written that he is the owner of the company or its heads, most often the men who are engaged in commerce or production and also the scheme of actions corresponds to structure: the businessman conducts business, the businessman - the person who is engaged in trade or production "(owns).

Cognitive signs of the concept of the businessman are characterized by the pragmatic enterprise, computing, commercial, resolute, strong-willed, risk and practical language units distinguishing representatives of the English society [3]. Success of the businessman is understood as the fact that he depends on an initiative and ability to make decisions and often there are changes in business and also an opportunity at which the businessman can lose business if he suffers from lack of risk in a certain business. He has to accept councils of everyone, but work according to the decision. The businessman has to be clever and vigilant. He has to know and expect possible changes in a business situation: Success in human activity depends on initiative and capacity to make decision. The changes take place frequently and if a businessman suffers from indecision he might miss business opportunities. The businessman should possess qualities like will power and determination to succeed. He should take advice from everybody but act according to his own decision. A businessman must be intelligent and alert. He must be alert to business opportunities. He must be aware of the changes taking place in the conditions of business.

Also prerequisites of success in business are experience, ability to set the purposes, to try to obtain them and to win: Most can be learned with practice and by developing a winning attitude, especially if you set goals and apply yourself, through strategic planning, to reach those goals in incremental and measurable stages [4].

In English the modern businessman - "creator" striving for independent thinking and achievement of a high position, modern, innovative: She is marked as a high-flyer, high developer, everybody in her department see her as a revolutionary boss, pioneer. If the businessman badly treats the business, loses motivation and doesn't control all circumstances, his enterprise fails: Far too many business owners fail to take their own businesses seriously enough, getting easily sidetracked and not staying motivated and keeping their noses to the grindstone [5].

Fauconnier G. In article "Conceptual Intergration and Formal Expression": historically, an image of the businessman - an image of the owner of a profession, and an image of workers at his enterprise - the image of goods, the machine, tool. Thus, the similar scheme of a comparative frame "as the person goods" is carried out: Employees were seen as a commodity to be exploited to the full; as a workload [6].

The businessman constantly studies the market, struggles with competitors, invests, plans, borrows and saves therefore receives benefit: Adventurous entrepreneur investigates the market, arranges intelligence on market conditions worldwide, strives to be ahead of competitors, works closely with investors, makes loans, saves on costs. A wise businessman plans ahead for the success of his business. The act of business planning is so important because it requires you to analyze each business situation, research and compile data, and make conclusions based mainly on the facts as revealed through the research. Ultimately he makes profit and gets return on investments. His business flourish and competitors fall behind [7].

The businessman always pays attention to the client and attentively knows him, the client, at last, defines success or failure of his enterprise: Your business is all about your customers. After all, your customers are the people that will ultimately decide if your business goes boom or bust. Everything you do in business must be customer focused. You must know who your customers are inside out and upside down [8].

Thus, the basic elements of the concept "businessman" presented under the name "businessman" in English are presented with the above-mentioned conceptual signs allowing to describe structure and to define a kernel of this concept [9].

In the Kazakh popular consciousness there are proverbs and constant phrases that reveal the concepts of a business, business person: "Found the source of work, found the source of the curve," "Known for the case of a young man, known for the teeth of a horse," "Found the desired business tree," "No business" - business, "" Disagree with business affairs, "" By the way, to business, "" By the way, to business, "" Business wealth in the hands, for the benefit of the great "and others.

In modern society, in connection with the intensive development of information technologies, the growing nature of the role of mass media (various forms of media) is clearly traced. Many scientists believe that a person living in the information age is constantly under pressure from a full-fledged information flow in the media space, and the media space (especially in the computer network) is increasingly replacing other realities that occur in the daily life of our contemporaries (V.I. Karasik, V.V. Krasnykh, V.Z. Demyankov), Kurgan K.S., etc.). That is, a change in the "linguistic essence" of a person makes it possible to assess the formation of a new information-media vector of the cognitive-discursive paradigm.

At the same time, insufficiently studied issues, especially in the linguistic aspect, include: the influence of the media on the linguistic consciousness of society in aspects of linguistic pragmatics and social linguistics; the controversial nature of the concepts of "media environment," "media discourse," "mediamatiini," etc. for modern linguistics; the need to develop a methodology for studying the influence of the media on the formation of concepts, etc.

Well-known scientist, professor K.E. Esenova notes: "Media space is an important element of the information and communication process carried out through the media" [10].

Currently, the concept of "business person" is characterized in media circles by the words business, profitable, leading and is defined by words such as income, entrepreneur, businessman, professional. In this regard, we will briefly dwell on the preface "businessman," which is used along with the above synonyms in revealing the image of a business person, in the token "businessman" to the Kazakh language the English word "businessman" (business person) is pronounced. In the English language itself, this language unit was first registered in 1840 and the original meaning of the Old English word "bisignisse" (Northumberlen dialect of the English language) meant "employment, employment, danger" (care, anxiety) [11]. The dictionary meaning of the language unit of a businessman, fixed in the dictionary, reflects the tendency to expand the scope of the semantics of this term: "A businessman, a beneficiary, a beneficiary - an entrepreneur actively engaged in any type of economic activity that gives profit or other income" [12]. It is known that in the 90s there were other options in the Kazakh language: bazarman, shareholder, beneficiary, speculator, speculator, etc.

Finally, XX century end and XXI century. The meaning of the introductory word "businessman" at the beginning:

- 1) business, entrepreneur; clerk, manufacturer;
- 2) an entrepreneur engaged in any legitimate economic activity that generates profit or income;
- 3) a business person, entrepreneur engaged in individual entrepreneurial activity, trade; a man with his own business.

As for the linguistic applications that reveal the concept of "business person" in the media community: "Because deputies must give universal status to the state will, which not only finds a balance of interests, but also becomes a form of law. Therefore, the great business and great responsibility of deputies in the legislative body can be traced in the fact that they are able to consider the interests of individuals and group interests to achieve the necessary legislative result, mandatory for universal execution ("Egemen Kazakhstan") [13].

"Women can be trusted business partners. Natural flexibility allows women to easily solve problematic issues and make business connections. At the same time, having received the status of a business woman, our ladies will bear the name of mother, daughter, sister, grandmother. Now we can say with confidence that women form the face of modern business "(Business women of Pavlodar will hold a forum) //URL: <https://taraz.atameken.kz/kk/news/30875-biznes-ledi-pavlodara>) [14].

"Shymkent hosted a business forum for business women. Successful business women of the city spoke about their achievements, shared their experience and difficulties of female entrepreneurship. Women gathered at the Kazakh Academic Drama Theater named after Zhumat Shanin

Successful businesswomen on stage. Experienced, qualified women are ready to advise those who are just starting their business. A regional forum of women's entrepreneurship was held in Shymkent. The

forum is organized by the Council of Business Women of the Chamber of Entrepreneurs of the City. " [Electronic resource]//URL: <https://kz.otyrrar.kz/> [15].

"An entrepreneur who has found his calling. A hard-working, hard-working citizen had difficulty connecting his business with agriculture. [Electronic resource]//URL: <https://zhaikpress.kz/> [16].

"The course of development of society is impossible to imagine in life - fragile, in mood - high, and in business - without a strong female community." This is the assessment of the Head of State of the activity of women in public affairs. In the public life of the region, where this year marks the 80th anniversary of the founding of Aigul Akshalova, a business woman, an entrepreneur occupies a special place. His soul loves exclusion. Consistency, following other people's footsteps is alien to him. Therefore, probably, his profession is special. The reason is that the restaurateur in the country, in the world as a whole, is mainly engaged in men. " [Electronic resource]//URL: <https://aqjolgazet.kz/> [17].

"Career guidance is the main requirement of today. Because at the market stage it will be better if we take on a new business and close it. Modern youth was convinced of this. On this day, there are many who want to start their own business with their peers. It is good that there is an opportunity and support from the state to a person who is now working. Such business youth living for the benefit of the profession is the key to the prosperity of our state. " [Electronic resource]//URL: <https://zhalagash-zharshysy.kz/> [18].

We considered the cognitive style of the business person as part of frame analysis. Analysis of media memories by determining the main framework of activity of the concept of a business person and their features made it possible to determine the main components of the cognitive style of a modern business person. So, a modern business person in a media environment:

- a professional in his industry who makes professional decisions that guarantee a successful result; availability of professional qualities that meet the modern requirements of the economic relations market; be able to manage a team, as well as recruit a professional team consisting of like-minded people
- people with a similar mentality and cognitive qualities;

- achieves success: sets big goals, strives for success, is not afraid of implementing large-scale projects. An entrepreneur strives for a positive outcome that he can boast of: for example, making a company a world leader;

- a person engaged in a profession. A business person has their own business or works as a hiring manager in someone else's business. In any case, self-realization in professionally performed work is important for a business person;

- works in a team, that is, can communicate with the team. Business people in their style of work rely on the team, but in the style of thinking they are independent of public opinion, rely on their knowledge, professionalism, intuition, experience;

- evaluates time as something expensive, efficiently organizes and manages its time;

- for a modern business person, the family is reflected as a successful project that can be boasted not only in social, but also in personal life;

- evaluates knowledge, considering training as an investment in his professional future, which means that he constantly strives for career growth. Motivation for additional education - lack of knowledge, desire for a deeper understanding of the problem;

- interested in art, sports, the fashion world. He engages in extreme sports, hunting, tourism and collects expensive jewelry - paintings, cars, wines; interested in modern literature.

- bears responsibility to the society and its staff.

They proclaim humanistic values: this is the main thing in any work. A responsible business person demands the same from others;

- earns money as a result of his professional economic activity and the ability to fulfill his material and spiritual needs (travel, education, family maintenance, etc.), but treats them with restraint. Many businessmen note that money is not the goal of doing business. There are more values than money, including people (friends, colleagues), business reputation, work content - the ability to implement your plans and projects. But this money as the main resource for doing business and the ability to maintain a certain lifestyle can prevail not only in the economic activity of a business person, but also in his own axiological structure.

The linguistic-cognitive approach allows us to consider in detail the motivational sphere of a business person, where achieving a goal is self-realization, and a successful result is the entrepreneur's self-expression in the business press.

Modern printed business publications today form the cognitive style of a business person, through which we talk about individual and individual approaches to processing information about the

environment, representing the mental structure of a person, reflecting the assessment, categorization, linguistic level. The influence of the business press on the formation of the worldview, lifestyle and style of business people is manifested, first of all, in their behavior and methods of self-realization in the business press, which they adhere to. The business press has a certain style of official behavior of a business person, which modern domestic entrepreneurs prefer to adhere to. We can diagnose this behavior both visually (appearance, accessories, interviewer's clothes) and at the linguistic and cultural level (main topics of conversation, attitude to business, society, cultural and personal life, etc.).

However, our study shows that a business person's cognitive style is not a consistent phenomenon. It can change under the influence of intellectual load (reading, communication, self-education, mass media). In this regard, it can be stated that a change in the social status of a business person or a transition from one category of a social group to another, a change in professional status is an increase in professional status, as well as the level of education.

To clearly define the image of a business person, a socio-linguistic study was carried out within the media in order to scientifically consider issues that came up for public discussion about the role of language and economics, especially a business person in business. As a research method, a massive online survey of active business people from various fields was obtained.

The purpose of the interview is to determine the role, image, value of a business person in the media space. The interview was attended by 10 small entrepreneurs who developed their business and succeeded. During the interview to the question "What should be a business person?" 80% of entrepreneurs answered that "a person who moves and develops every day." He also noted that in order to achieve success in the service, to fully fulfill its goals, it is important to be broad, caring and kind. 50% of respondents said that the ability to quickly communicate with people and talk on any topic also reflects the breadth of my worldview. If these qualities are not there or they are not enough, then the reputation among colleagues gradually decreases, leaving a business image.

The survey involved 4,000 respondents from various social groups aged 18 to 65 years. 60% of respondents are women, 40% are men. The vast majority of participants called the nationality "Kazakh." Of these, 15% are between the ages of 18 and 19, 10% are 20-29 years old, 25% are 30-39 years old, 20% are 40-49 years old, 26% are 50-59 years old, 4% are 60 + years old.

In the diagram below, you can see information received from specialists in various fields to imagine the image of a business person:

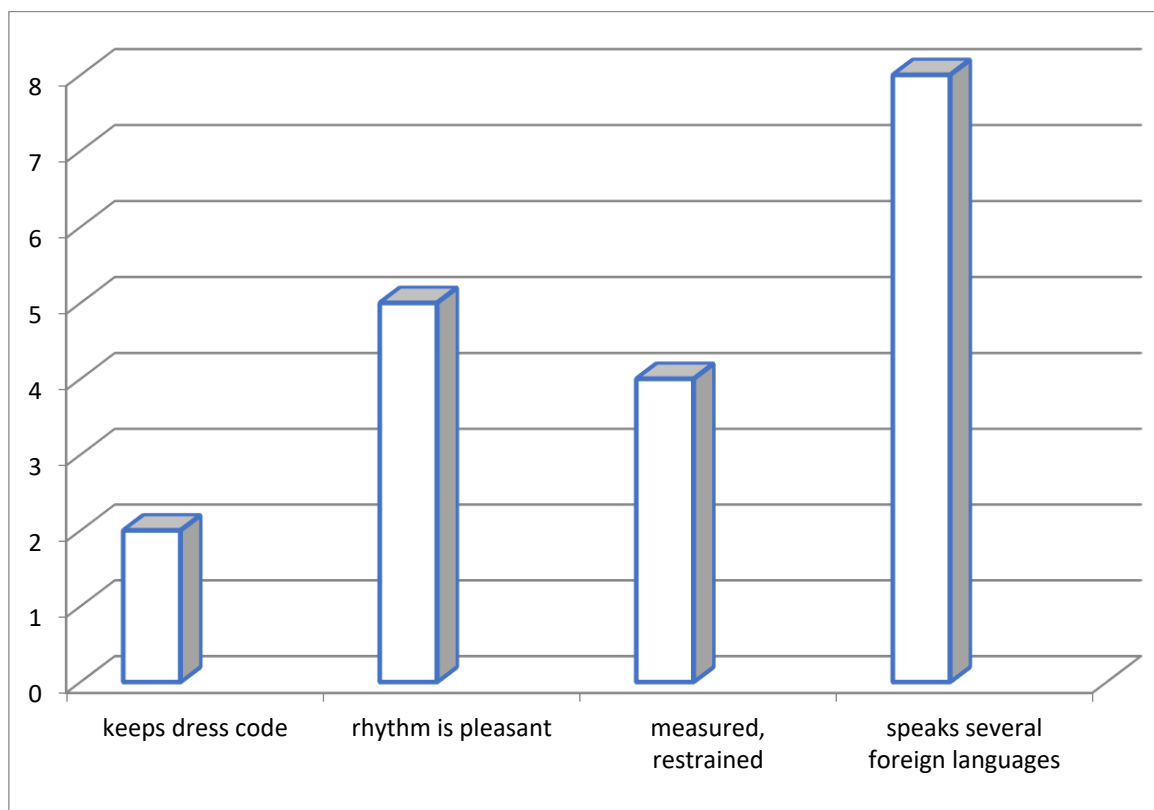


Figure 1. Results of a survey of specialists in various fields

As the survey showed, most of them consider it important to speak several foreign languages.

In modern print publications, certain similarities and inconsistencies can be identified by comparing how business people are represented and what they think about the status of the business. Correcting the image of a business person in the media based on the results of scientific research is a relevant and promising issue for cognitive linguistics and the theory of speech impact.

Respondents answered the following questions:

- 1. What professional positions does a business person hold or have offered their own option?*
- 2. A modern business person has the following qualities and abilities or supplements this list with his opinion, opinion*
- 3. As for the personal life of a business person: in order to succeed in a certain activity, you must first carry out career growth, earn big money, and only then start a family.*
- 4. How to understand the culture of a business person?*
- 5. What qualities, in your opinion, are characterized by a business personality?*
- 6. In your opinion, do entrepreneurs act within the law when doing business?*
- 7. Do you agree that currently owners of large professions act in violation of moral and legal norms?*
- 8. What do you think about the fact that "constant risk is one of the properties of a business person"?*
- 9. What do you think, does the entrepreneur, in addition to his profession, satisfy such intellectual needs as personal development, education?*
- 10. What qualities do you think are necessary for management?*

Based on the results of the study, the content of the concept of "business person" in the linguistic consciousness of the Kazakh people can be represented as follows: a business person is a reasonable person (in relation to men, unlike women), having his profession or enterprise engaged in any type of activity, being the organizer of any profession or enterprise, hardworking and purposeful, often violating moral and legal standards, engaged in trade or production activities, successfully carrying out activities aimed at generating income; causes a negative attitude towards oneself, at the same time is highly appreciated in society; his activities are associated with risk and problem solving, he is mainly engaged in small activities, an intellectual: a rich person or not, is engaged in the development of his business.

Conclusion

This study was conducted within the framework of the anthropocentric paradigm and is aimed at studying the cognitive style of a business person. One of the current problems of the anthropocentric approach to modern linguistics is the interaction of the linguistic personality with the outside world: its reflection in everyday and professional aspects, the ratio of linguistic and professional consciousness of a person.

The linguistic and cultural approach to the study of the phenomenon of a "business person" is quite common in science, but is primarily aimed at studying speech: statements of certain linguistic norms, the style of public speech, etc. In our research work, we tried to analyze the phenomenon of a business person in a broader aspect: in the study of interviews with businessmen in the business press, that is, a social person who jointly reflects the relationship of business people with the state; professionals, where the business part of the life of businessmen prevails, combining a psycholinguistic and linguocognitive approach to making money and increasing their income, we identified only the linguistic aspects that characterize the personality.

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Physical sciences

ELECTRET EFFECT IN COMPOSITES BASED ON MIXTURES OF POLYPROPYLENE AND POLYPHENYLENE SULPHIDE

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One of the effective areas of electret effect application is the purification of gases and liquids using polymer fibrous-porous filter elements. Research in recent years has shown that the electret state of polymer filter elements significantly increases filtration efficiency [1, 2]. Fiber-porous materials (FPM) made from polymer composites and polymer mixtures, in particular polypropylene and polyphenylene sulfide, have shown even greater efficiency in the composition of filter elements. At the same time, polymer films are a convenient model for studying electret properties.

The purpose of the work is to study the electret effect in FPM and polymer films made of composites based on mixtures of polypropylene and polyphenylene sulfide.

Materials and methods

Polypropylene (PP) grade 4445S ($T_m = 160\text{ }^{\circ}\text{C}$) and polyphenylene sulfide (PPS) grade NHU-PPS produced by ZHEJIANG NHU SPECIAL MATERIALS CO.LTD ($T_m = 230\text{ }^{\circ}\text{C}$) were used in this work. To obtain a mixture of polymers, polymers in powdered and granular form were used. One of the pressing problems in the manufacture of composite materials is the issue of mixing components, as well as the uniform distribution of components in the mixture. Unfortunately, mechanical mixing does not allow achieving uniform distribution of components in the mixture. For the most uniform distribution of PPS in PP, the twin-screw extrusion method was used (SuPlast 25/2 extruder, China). The extruded polymer rod was cooled and crushed, and polymer granules were used to produce films using the method of hot pressing, and to produce FPM using the melt blowing method. The samples were processed in a corona discharge using an installation which diagram is shown in Figure 1.

The installation consists of a thermally insulated chamber 1, which has an observation window, as well as a thermometer 2. The chamber is heated by built-in electric heaters 3, powered by a 220 V mains voltage. The set temperature is maintained using a thermal relay installed in the heating control circuit. In the center of the chamber, on a dielectric stand 4, there is a metal substrate 5, on which the test sample is placed. Above the metal substrate there is a needle electrode 6, which has free movement along the vertical axis relative to the substrate. The substrate and the upper needle electrode are connected through bushings by conductors to a high-voltage power supply. One of the conductors is grounded.

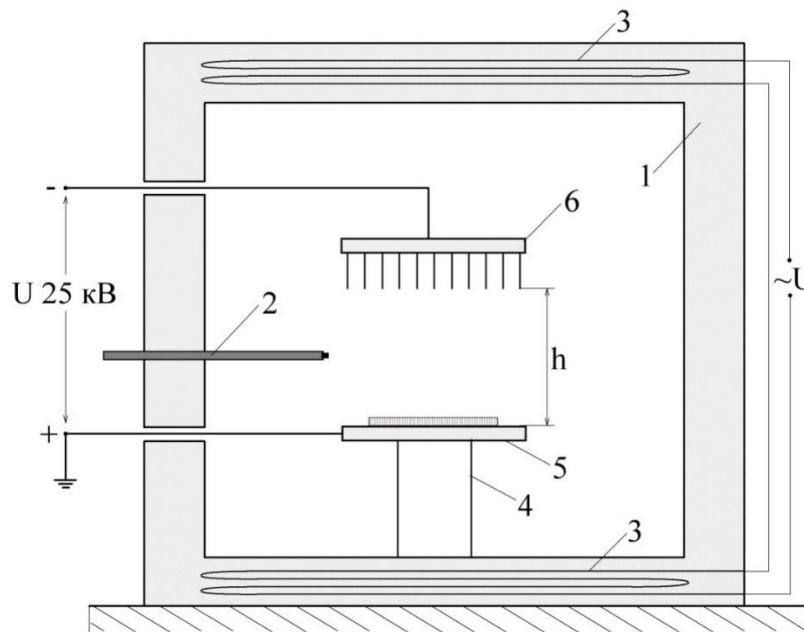


Figure 1 – Installation diagram for processing samples in a corona discharge:
 1 – thermally insulated chamber; 2 – temperature meter; 3 – electric heaters; 4 – dielectric support; 5 – metal substrate; 6 – corona electrode

The electret properties of polymer composites were assessed by two methods: by changing the effective surface charge density (ESCD) and by thermal activation current spectroscopy using thermally stimulated depolarization currents (TSD) [3].

Effective surface charge density

ESCD (σ_{eff}) is one of the main characteristics of electrets, which characterizes both the magnitude of the surface charge and the magnitude of the volume charge distribution. ESCD is equivalent to the electret potential difference U , which is used to describe the properties of electrets:

$$U = \int_0^L E(x)dx = E_i L = \frac{4\pi\sigma_{eff}}{\varepsilon} = A\sigma_{eff} \quad (1)$$

Here L is the thickness of the electret, E_i is the average internal field of the electret, $A = 4\pi L/\varepsilon$ is a constant factor, ε is the dielectric constant of the material.

The polarity and magnitude of the ESCD were determined using an IPEP-1 electrostatic field parameter meter (MNIPI, Minsk, Belarus).

Two types of samples were tested: from fibro-porous materials (FPM), obtained using melt blowing technology [4]; from films obtained by hot pressing.

FPM samples with a diameter of 1 cm were cut from fabrics based on PP and PPS. The thickness of the samples was 1-1.5 mm. The study was carried out at room temperature. The voltage on the polarizing electrode is -5 kV, the polarization time is 10 minutes, the field strength (at a distance from the needle to the sample $h = 1$ cm) is -5 kV/cm.

The charge of the samples before and after polarization was assessed using an IPEP-1 device. It was found that the ESCD value of ILM samples before treatment in a corona discharge ranges from -0.2 to +0.7 $\mu\text{C}/\text{m}^2$ (Fig. 2). This is the so-called technological charge. It is present in all samples and is due to the technological features of sample manufacturing. After treatment in a corona discharge, a significant increase in ESCD was recorded, and with an increase in the PPS content in the composition from 10 to 35%, ESCD increases (to -3.0 and -6.2 $\mu\text{C}/\text{m}^2$).

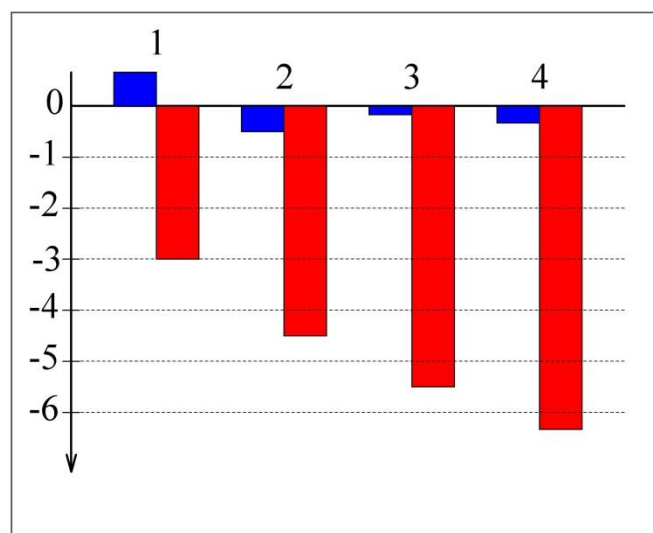


Figure 2 – Diagram of ESCD values ($\mu\text{C}/\text{m}^2$) before (bleu columns) and after (red columns) polarization of FPM samples:
 numbers 1, 2, 3 and 4 correspond to the PPS content in the PP+PPS composition, respectively 0, 10, 20 and 35 wt. %

Samples of polymer films with a thickness of 150–170 μm were produced by hot pressing. The value of the technological charge of film samples from the PP + PPS composition lies in the range from -0.12 to -0.3 $\mu\text{C}/\text{m}^2$ (Fig. 3). The maximum ESCD value after treatment in a corona discharge is -2.3 $\mu\text{C}/\text{m}^2$, which is significantly less than that of samples from PVM.

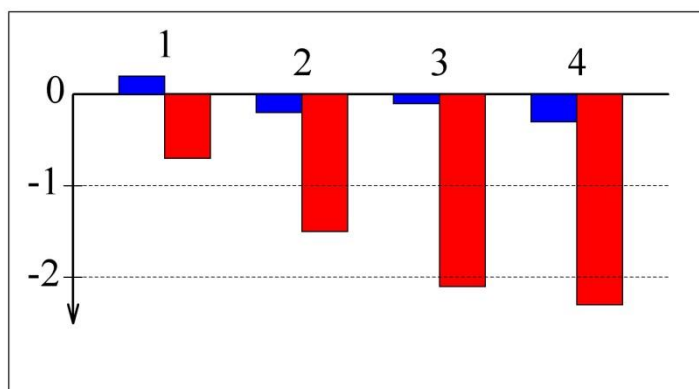


Figure 3 – Diagram of ESCD values ($\mu\text{C}/\text{m}^2$) before (blue columns) and after (red columns) polarization of film samples:
 numbers 1, 2, 3 and 4 correspond to the PPS content in the PP + PPS composition, respectively 0, 10, 20 and 35 wt. %

This difference can be explained as follows. The structure of the FPM contains a large number of air inclusions - pores (interfibre space). Local electric fields in these pores can significantly exceed the strength of the external electric field, reaching the magnitude of the electrical breakdown of air. This leads to a sharp increase in the number of charge carriers that are adsorbed on the fibers, causing additional polarization of the material and leading to an increase in ESCD.

Thermally stimulated depolarization of samples

To establish the mechanisms of polarization of composite materials, thermally stimulated depolarization of film samples was carried out. The samples were heated to a temperature of 300 °C for 60–70 minutes. Figures 4–6 show the TSD current spectra of samples with different contents of PPS filler. Blue color corresponds to unpolarized samples, red – to samples polarized in a corona discharge. In all spectra corresponding to unpolarized samples, two relaxation maxima are observed. The first is in the region of 50–60 °C with an intensity of about 1 pA. The second is in the region of 160–170 °C with an

intensity of 1.2–1.5 pA. After polarization of the samples, the intensities of the maxima increase significantly; in addition, they shift to the region of high temperatures. Most likely, the low-temperature maximum determines the process of relaxation of the charge accumulated at the boundary between the matrix and filler, which are characterized by different values of ϵ . The second maximum is located in the melting point region of polypropylene and corresponds to the release of charge carriers from low-energy traps.

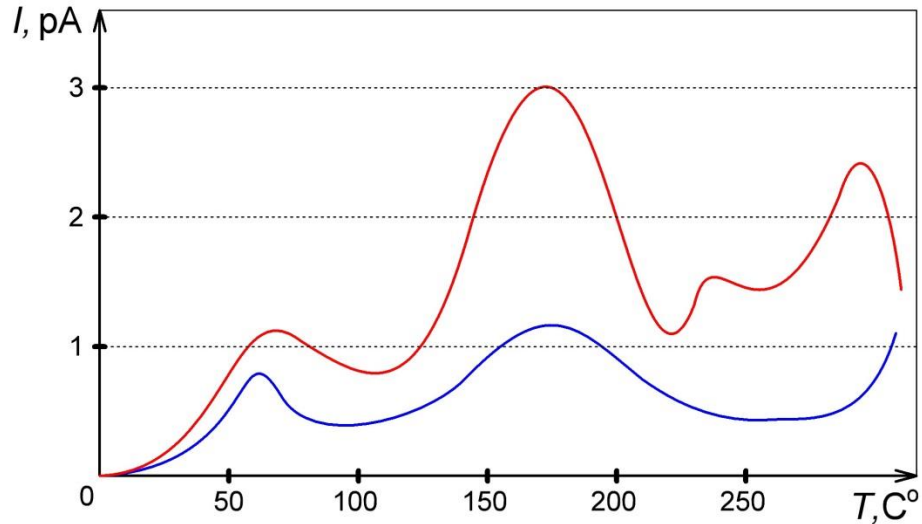


Figure 4 – Spectrum of TSD currents of samples containing 10 % PPS: blue curves correspond to unpolarized samples, red – to samples polarized in a corona discharge.

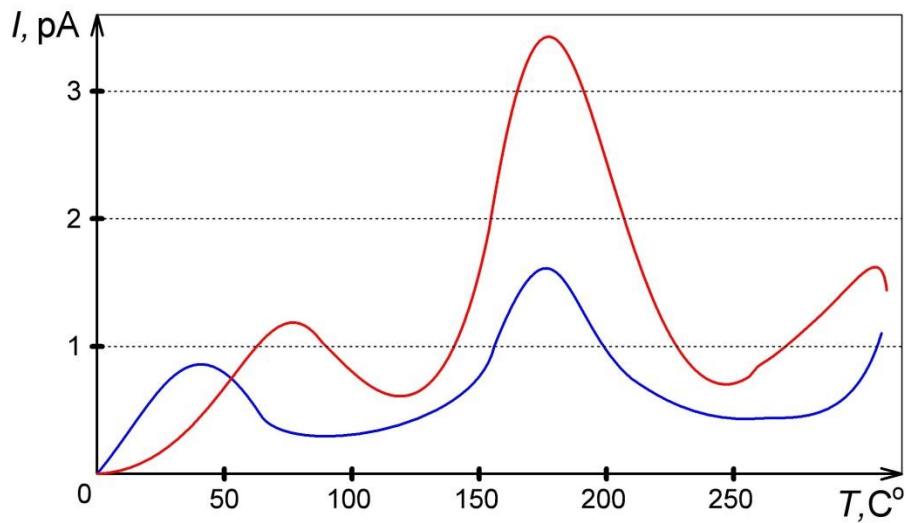


Figure 5 – Spectrum of TSD currents of samples containing 20 % PPS: blue curves correspond to unpolarized samples, red – to samples polarized in a corona discharge.

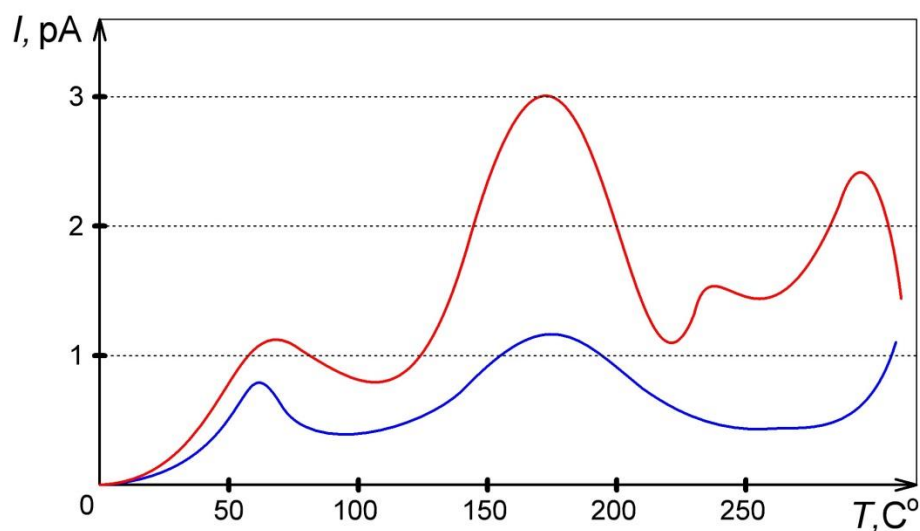


Figure 6 – Spectrum of TSD currents of samples containing 35 % PPS:
blue curves correspond to unpolarized samples, red – to samples polarized in a corona discharge.

Conclusion

The results obtained indicate that the addition of polyphenylene sulfide to polypropylene leads to a change in the electret state of the polymer composite. In this case, the effective surface charge density has a negative sign, which indicates the predominance of homocharge in samples of polymer composites polarized in a corona discharge [5]. Analysis of the spectra of thermally stimulated depolarization currents allows us to judge the mechanisms of charge relaxation in composites based on mixtures of polypropylene and polyphenylene sulfide.

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Technical sciences

EDUCATION QUALITY ESTIMATION PROBLEMS IN CIS IN MODERN CONDITIONS

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Abstract

The problem of improving the quality of education has long remained one of the most pressing and at the same time difficult to solve for the CIS countries,. This is explained by the ongoing reforms in the higher education system, the modernization of its content and the systematization of the educational process. The tasks of increasing the efficiency of educational management are becoming very important, primarily through the maximum possible simplification, unification, specification and regulation of the regularization of educational activities.

Keywords: quality improvement, quality estimation, education quality, higher education, problems in education, paradigms of education, competences.

1 Introduction

Currently, the field of higher education in the CIS countries, including Kazakhstan and Russia, is faced with a number of problems. This is explained by such factors as the obsolescence of the laboratory and technical base; the situation is also complicated by the inability to support current versions of the software due to sanctions in connection with military operations in Ukraine.

An important role is played by the outflow of scientific and teaching personnel abroad under various grant programs and for permanent residence. This situation is complicated by insufficient quantitative and qualitative filling of vacant positions by young specialists who seek to work in commercial structures, where wages and working conditions are higher than in universities.

The policy of the government, for example of the Republic of Kazakhstan, is aimed at permanently reformatting educational systems according to Western standards, which further worsens the problem.

It is worth noting the detrimental impact of the pandemic on the quality of higher education. The transition to distance learning during the pandemic contributed to the intensive introduction of computer technologies in education, the use of interactive software for teaching, and testing to control knowledge, which led to the depersonalization of the teacher and the student.

The listed factors led to an aggravation of the problem of the quality of higher education and showed that in the new conditions the old organization of the higher education system is not capable of functioning normally.

2 Scientific interest in the field of higher education

A search query was generated in the Scopus system with the following parameters to consider the manifestation of scientific interest in the issue of quality of higher education:

(TITLE-ABS-KEY (higher AND education AND quality) AND PUBYEAR > 2019 AND PUBYEAR < 2025) AND (quality AND esimation OR quality AND monitoring) AND (LIMIT-TO (DOCTYPE, "ar") OR LIMIT-TO (DOCTYPE, "cp") OR LIMIT-TO (DOCTYPE, "re") OR LIMIT-TO (DOCTYPE, "ch"))

2655 documents were found, and when considering the found publications in the context of branches of knowledge, it can be noted that this topic is mainly of interest to medical sciences, which marks the high level of responsibility of specialists in this field, followed by social and computer sciences (Fig. 1, 2). This search was discussed in details in [1].

2 655 результатов поиска документов

Отрасль знаний ↓	Документы ↓
Medicine	1084
Social Sciences	848
Computer Science	393
Engineering	293
Environmental Science	267
Psychology	149
Nursing	146
Business, Management and Accounting	141
Biochemistry, Genetics and Molecular Biology	124

Figure 1 – Scopus search results

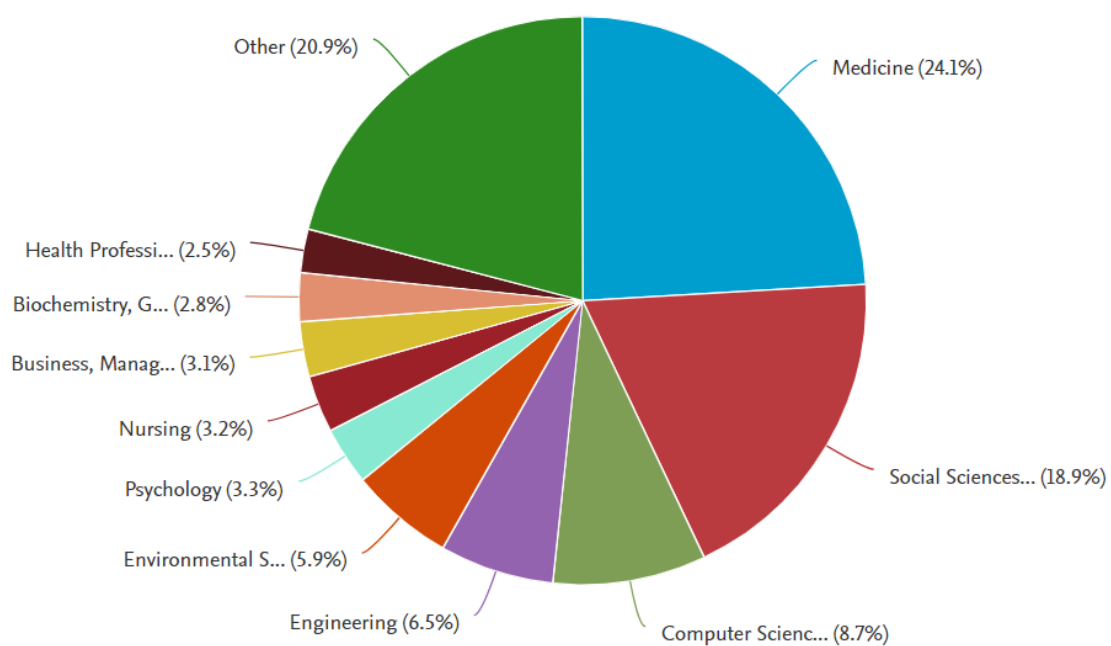


Figure 2 – Diagram of the Scopus search results

3 Paradigms of higher education

Various paradigms are being actively developed to solve the problem of improving the quality of higher education (Fig. 3).

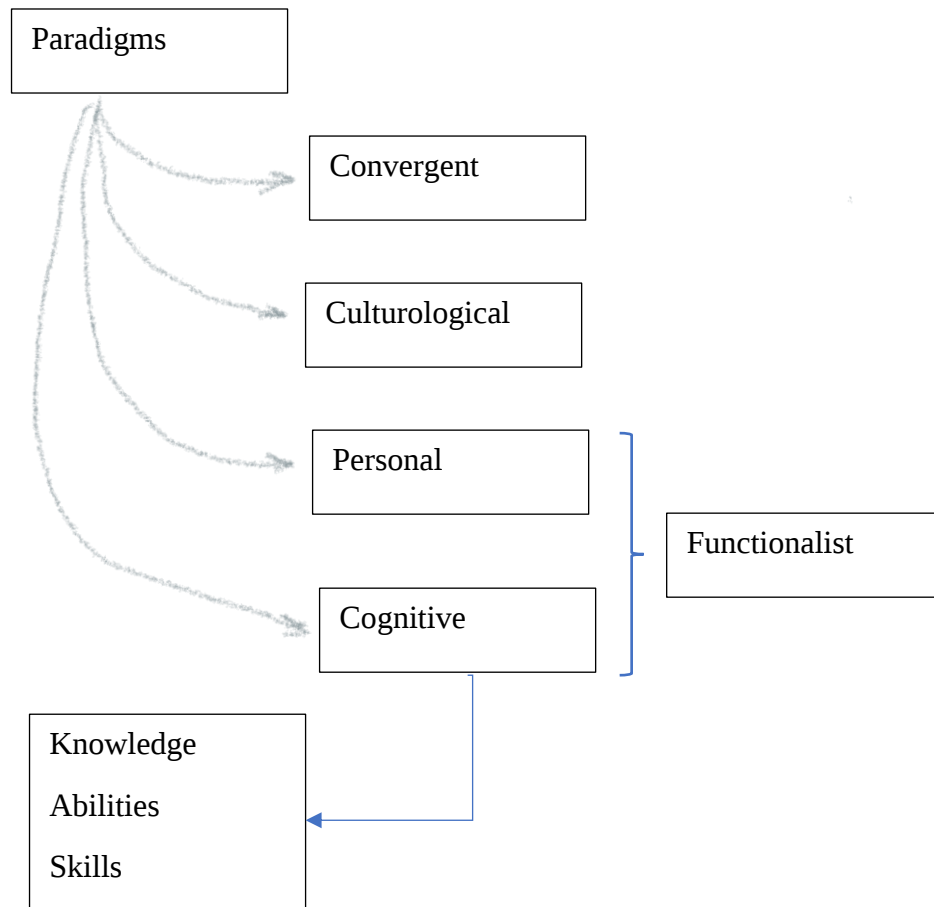


Figure 3 – Paradigms of higher education

One of them is the convergent educational paradigm [2, 3]. The convergent paradigm combines personality-oriented and functionally-oriented approaches to education, as well as the cultural activity of subjects of the educational process.

Currently, the personal paradigm is being actively implemented in Kazakhstan and Russia [4]. When using the personal paradigm, the emphasis is on the development of the student's personality, his activity and independence in learning [5]. The personal paradigm considers both the educator and the student as equal subjects of the educational process [6]. The personal nature of learning becomes the main goal of the educational process. With this approach to learning, the individual psychological characteristics of students are taken into account, which contributes to the creation of conditions for their development and self-development. Also, students can realize their natural potential, since they are given freedom, which leads to the most effective self-realization [7].

The social order of society for certain specialists who are ready for professional activity began to play an active role in society. Moreover, this can be readiness within the framework of professional development of the individual within the framework of the personal paradigm, and in the field of specialist training itself within the framework of the cognitive paradigm. In other words, a functionalist paradigm is being developed [8, 9], which takes into account the influence of professional standards. The development of such a functionalist paradigm is carried out by scientific schools in such Kazakh and Russian universities as the Al-Farabi Kazakh National University, National Research University "Higher School of Economics", Tomsk State University of Control Systems and Radioelectronics.

There is also a cultural educational paradigm, which is being actively developed, for example, on the basis of the Moscow Humanitarian University. This paradigm is based on the recreation of cultural patterns and norms of life that are ahead of the current state of society.

The most developed technology and methodology of the cognitive paradigm of education is the identification of knowledge, skills and abilities.

4 Competence paradigm

In the modern rapidly changing conditions of reforms in the higher education system and, as a result, the transition from the conservative cognitive paradigm, a competency-based approach has developed [10-13]. It has become firmly entrenched in the higher education system of the CIS countries, in particular in the universities of Kazakhstan and Russia. Thus, today the list of graduate competencies is a priority indicator of mastering any educational program. Formally, competence is defined as a set of knowledge, skills and abilities.

With this understanding, in accordance with the classification accepted in Kazakhstan and Russia, competencies are divided into universal, general professional and professional (Fig. 4).

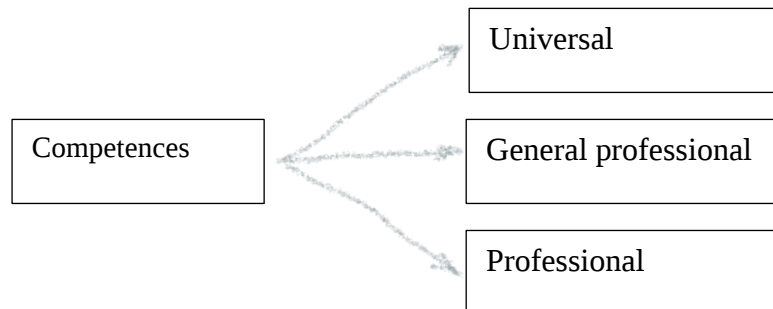


Figure 4 – Competences classification

Universal competencies are the results of mastering an educational program at a certain level of higher education, reflecting the general knowledge, social and personal abilities of students. General professional competencies are the results of mastering an educational program in the field of training (specialty) of higher education, allowing one to perform general labor functions. Professional competencies allow a person who has mastered an educational program to perform labor functions of a specific type of professional activity.

The hierarchy of educational competencies in Kazakhstan contains three levels: key competencies, general subject competencies, subject competencies.

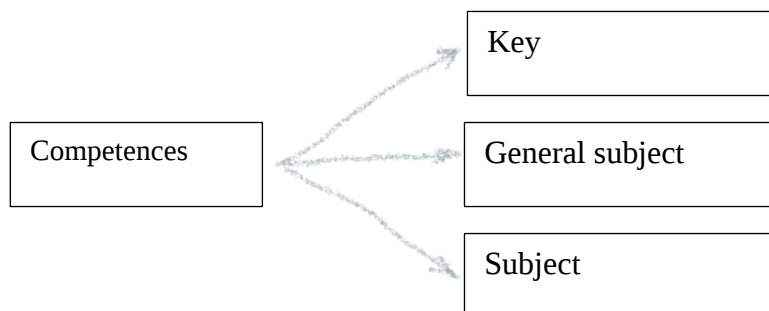


Figure 5 – The hierarchy of educational competencies

At the same time, key competencies are understood as competencies that are related to meta-subject content. General subject competencies “relate to a certain range of academic subjects and educational areas”; subject competencies are “particular in relation to the two previous levels of competence, having a specific description and the possibility of formation within the framework of educational subjects.”

The “Strategy for Modernization of the Content of General Education of the Republic of Kazakhstan” notes: key competencies, in essence, appear as a system of universal knowledge, abilities, skills that a student possesses, taken in conjunction with his individual experience of activity and personal responsibility. There is also a division into seven groups of key educational competencies - value-semantic, general cultural, educational-cognitive, informational, communicative, social-labor, personal self-improvement. Value-semantic competencies constitute the student’s worldview, value guidelines, and

mechanisms of self-determination in various situations; general cultural competencies include knowledge and experience in the field of national and universal culture. Component of competence, determination of the principles of grouping elements, and a component of each of the component competencies, identification of system-forming factors, determination of "internal" levels of the hierarchy.

It is necessary to assess the student's achievement of certain competencies corresponding to the chosen level of the educational program to assess the quality of higher education in modern conditions. In other words, it is necessary to choose the right indicators for achieving competencies and the measure of their assessment.

Nowadays, assessment of the achievement of competencies occurs mainly using tables or questionnaires for experts, where it is proposed to assign the corresponding achievement points on a certain scale.

It should be also take into account the unclear nature of some indicators of achievement of competencies, even when assessed with the help of experts.

It is simply necessary to use modern computer technologies that make it possible to process large volumes of heterogeneous information and draw conclusions based on the analysis to carry out such an analysis. Despite individual attempts to create complexes for assessing the quality of education using computer technologies and mathematical models, there is no single system that makes it possible to unambiguously assess the achievement of competencies by students, which suits all interested parties in the educational process.

Conclusions

The analysis showed that in modern conditions, assessing the quality of education faces a number of problems that require solutions.

Based on the results of this study, the following conclusions can be drawn:

1. At the moment, CIS universities have adopted a competency-based education paradigm. In this regard, assessment of the quality of training is directly related to assessment of the achievement of competencies. Since some indicators of achievement of competencies are fuzzy, it is necessary to involve the apparatus of data analysis and fuzzy logic.

2. In connection with the shift in learning goals towards the functionalist paradigm and the humanitarianization of education, a revision of the assessment of learning outcomes is required, taking into account new trends.

3. It is necessary to develop a new concept for assessing the quality of education, taking into account the new challenges of modern society.

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PRELIMINARY CONSTRUCTION OF A GENERAL TECHNOLOGICAL SCHEME FOR THE PROCESSING OF ELECTRONIC SCRAP

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Abstract

The paper evaluates the results obtained on chlorinating roasting of E-waste with chlorine gas and builds a preliminary technology for the disposal of electronic scrap. It is shown that the technology provides for the preliminary preparation of E-waste by cutting and grinding. The crushed material is subjected to reducing-chlorinating roasting with the release of gold in the form of an AuCl_3 sublimate, which is further smelted to obtain pure gold. The residue obtained during roasting, containing non-ferrous (Cu, Zn, Ni) and other valuable metals (Ag, Pd), is processed without much difficulty by known methods to obtain pure metals. A preliminary technological scheme for the processing of E-waste is built in the work. The technological scheme requires further development in terms of utilization of the gas phase and the resulting intermediates.

Keywords: E-waste, gold, recycling, recycling, technology, metals, roasting.

Introduction

From the point of view of composition, electronic waste can be identified as a material containing a mixture of various metals, in particular, copper, aluminum, etc., attached to various types of plastics and ceramics, coated with them or mixed with them [1-4].

Precious metals are widely used in the manufacture of electronic devices as contact materials due to their high chemical stability and good conductive properties. Platinum group metals are used, among other things, in switching contacts (relays, switches) or as sensors for determining the electrical measured value depending on temperature [5].

The processing of secondary raw materials in the Russian Federation is mostly focused on copper smelters and boils down to the conversion of electronic scrap containing precious metals into an alloy with copper. Further, the rough copper undergoes electrolytic dissolution of the anodes, during which an anode sludge enriched with precious metals is formed [6].

Currently, more than 70% of E-waste is disposed of in landfills, where toxic heavy metals are washed out of them. The current state of E-waste recycling does not seem to be effective. In particular, recycling using traditional solid waste incineration plants is not acceptable. For example, copper, which forms the basis of the E-waste matrix, is a catalyst for the formation of dioxins during the combustion of flame retardants. This is of particular concern due to the combustion of brominated flame retardants at low temperatures.

The relevance and significance of the research is enhanced by the fact that there is no rational technology for processing E-waste in Kazakhstan. In recent years, their accumulated volumes have been very significant and continue to grow. Many valuable, technologically recoverable metals are irretrievably lost. E-waste is a complex conglomerate of precious metal alloys, the properties of which depend on the type of their use, the design of electrical goods (electronic circuit boards, smartphones) and many other factors. This determines the need for comprehensive studies of the composition and properties of E-waste in order to use them as an additional source for the extraction of gold and valuable metals in the form of commercial products.

The results obtained in [7] of the physico-chemical foundations of the new reducing-chlorinating technology for roasting E-waste form the fundamental basis for the selective extraction of gold into a sublimate in the form of its chloride with further production of pure gold from it. In this case, non-ferrous metals are concentrated in the residue and represent a rich intermediate product suitable for the production of pure metals.

The experimental studies carried out in [8] on chlorinating roasting of E-waste with chlorine in the low temperature range of 50-250 °C and the results obtained fully confirmed the theoretical conclusions: the possibility of extracting gold in the form of an AuCl_3 sublimate with its further removal from the technological chain and capture in a special device is shown. The established high degree of gold recovery under optimal conditions for roasting E-waste ($T = 250^\circ\text{C}$, $t = 30$ min., chlorine consumption 1.5 times higher than the stoichiometrically necessary treatment) indicates high rates of interaction of gold with chlorine at low temperatures and confirms the theoretical provisions on the selective extraction of gold from E-waste. The established patterns of phase transformations of non-ferrous metals and iron with the formation of their chlorides showed their complete concentration in the residue obtained after roasting.

The results of laboratory studies of the roasting of E-waste show good consistency, which indicates the possibility of scaling the developed technology, in relation to different composition and type of E-waste containing a minimum amount of gold.

The results obtained in [8] can serve as a basis for the development of a new environmentally safe combined technology for processing E-waste, focused on resource and energy conservation, increasing the complexity of the use of raw materials and reducing emissions of harmful substances into the environment. The involvement of current and accumulated E-waste for processing as an additional source of raw materials creates the possibility of deep extraction of gold, non-ferrous and other valuable metals from them into marketable products.

The use of low-temperature chlorinating roasting technology at the initial stage creates prerequisites for solving the environmental problem of recycling E-waste, freeing up the territories occupied by them, and reducing emissions of harmful substances into the environment.

The positive results of the conducted research allow us to formulate a general concept of building a highly effective reducing-chlorinating technology, in relation to the processing of E-waste of various chemical compositions.

The technology is implemented using two interrelated stages:

- *The first stage is the roasting of the charge (E-waste + chlorinating reagent) in a tubular furnace with sublimation of the AuCl_3 sublimate and its capture, to obtain a residue containing non-ferrous and valuable metals (Pd, Ag, etc.).*
- *The second stage is the melting of the AuCl_3 sublimate under a layer of flux to obtain pure gold.*

Description of the first stage. roasting is carried out in a tubular rotary kiln at a temperature of 200-250 °C. The selection of the reagent consumption, the choice of the optimal temperature and the duration of the roasting process is determined experimentally, taking into account the chemical and mineralogical composition of the starting material. When roasting with low gas loads, the dust loss is insignificant, and amounts to ~ 0.2% of the weight of the loaded charge. The gold sublimate formed during the roasting process is captured in a special device and sent to the smelter to isolate pure gold.

The residue obtained after roasting, containing non-ferrous and valuable metals, is sent for further processing to extract them by known methods.

Description of the second stage. The essence of the second stage is the melting of gold sublimate (AuCl_3) at a temperature of 1200 °C under a layer of flux (borax or soda). During the melting process, pure gold is obtained with a content of at least 99.5%.

The general concept of the technology is shown in Fig. 1.

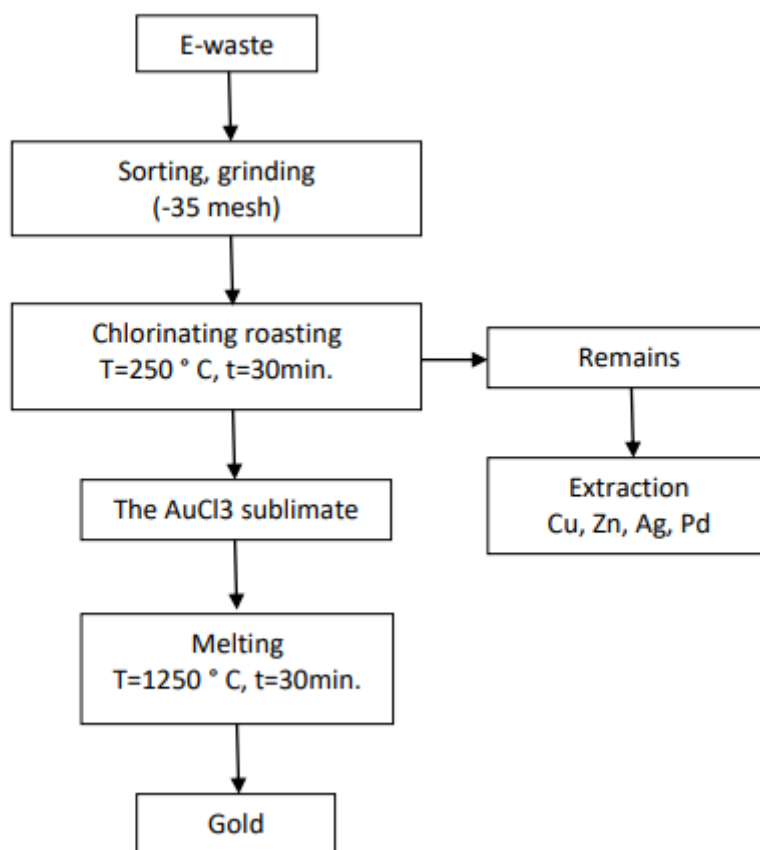


Fig.1 – Preliminary technological scheme of E-waste processing

The technology proposed for development can become an alternative for the production of gold and non-ferrous metals in countries where there are no deposits of gold-bearing ores and primary raw materials for the production of non-ferrous metals.

Conclusions

The evaluation of the obtained results on chlorinating roasting of E-waste with chlorine gas was carried out and a preliminary technology for recycling electronic scrap was built. The technology provides for the preliminary preparation of E-waste by cutting and grinding. The crushed material is subjected to reducing-chlorinating roasting with the release of gold in the form of an AuCl_3 sublimate, which is further smelted to obtain pure gold. The residue obtained during roasting, containing non-ferrous (Cu, Zn, Ni) and other valuable metals (Ag, Pd), is processed without much difficulty by known methods to obtain pure metals.

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