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Economic sciences

ECONOMETRIC MODELING OF THE IMPACT OF OWN REVENUES OF THE LOCAL BUDGET ON THE AMOUNT OF COSTS FOR HEALTH CARE MAINTENANCE

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ЕКОНОМЕТРИЧНЕ МОДЕЛЮВАННЯ ВПЛИВУ ВЛАСНИХ ДОХОДІВ МІСЦЕВОГО БЮДЖЕТУ НА ВЕЛИЧИНУ ВИТРАТ НА УТРИМАННЯ ОХОРОНИ ЗДОРОВ'Я

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Вступ

Поглиблене дослідження впливу впливу власних доходів районного місцевого бюджету на величину витрат на утримання охорони здоров'я потребує застосування економетричних моделей. Під економетричною моделлю розуміють рівняння регресії, яке встановлює кількісне співвідношення між результативними факторами, які нас цікавлять, і чинниками, що обумовлюють їх зміну. Аналіз факторів за допомогою економетричних методів включає: з'ясування чинників, що можуть впливати на їх розмір; формування масиву статистичної інформації; знаходження регресійних залежностей; оцінка адекватності моделей, їх економічна інтерпретація і практичне використання.

Основна частина

Дані про власні доходи місцевого бюджету та величину витрат на утримання охорони здоров'я у 2016-2021 роках наведені у таблиці 1.

Таблиця 1

Вихідні дані для побудови економетричної моделі, тис.грн.

Період	Витрати на утримання охорони здоров'я, тис.у.г.о. <i>D</i>	Власні податки і збори, тис.у.г.о. <i>P</i>
2016 рік	2945,68	2841,77
2017рік	3125,47	1331,19
2018рік	3621,95	6202,83
2019рік	3979,65	7237,27
2020рік	4553,02	7685,47
2021рік	4648,622	9218,69

На основі наведених даних спостережень побудуємо лінійну регресійну модель, яка встановлює залежність величини витрат на утримання охорони здоров'я від власних податків і зборів.

$$d_i = a_0 + a_1 p_i + l_i \quad (1)$$

де a_0 – постійна складова надходжень d_i (початок відліку);

a_1 – коефіцієнт регресії;

Існують різні способи оцінювання параметрів регресії. Найпростішим, найуніверсальнішим є метод найменших квадратів. За цим методом параметри визначаються виходячи з умови, що найкраще наближення, яке мають забезпечувати параметри регресії, досягається, коли сума квадратів різниць l_i між фактичними значеннями рівня та його оцінками є мінімальною, що можна записати як

$$\sum_{i=1}^n l_i^2 \Rightarrow \min \quad (2)$$

Відмітимо, що залишкова варіація (2) є функціоналом $Q(a_0, a_1)$ від параметрів регресійного рівняння:

$$Q(a_0, a_1) = \sum_{i=1}^n l_i^2 = \sum_{i=1}^n (d_i - y_i)^2 = \sum_{i=1}^n (d_i - a_1 p_i - a_0)^2 \quad (3)$$

Розрахунки було виконано за допомогою пакету Excel. Отримано, що $a_0 = 2560,059$; $a_1 = 0,218$.

Середньоквадратична помилка регресії, яка знаходиться за формулою (4)

$$s = \sqrt{\frac{\sum_{i=1}^n (d_i - y_i)^2}{n - 2}} \quad (4)$$

дорівнює $s = 294,4$ тис.у.г.о.

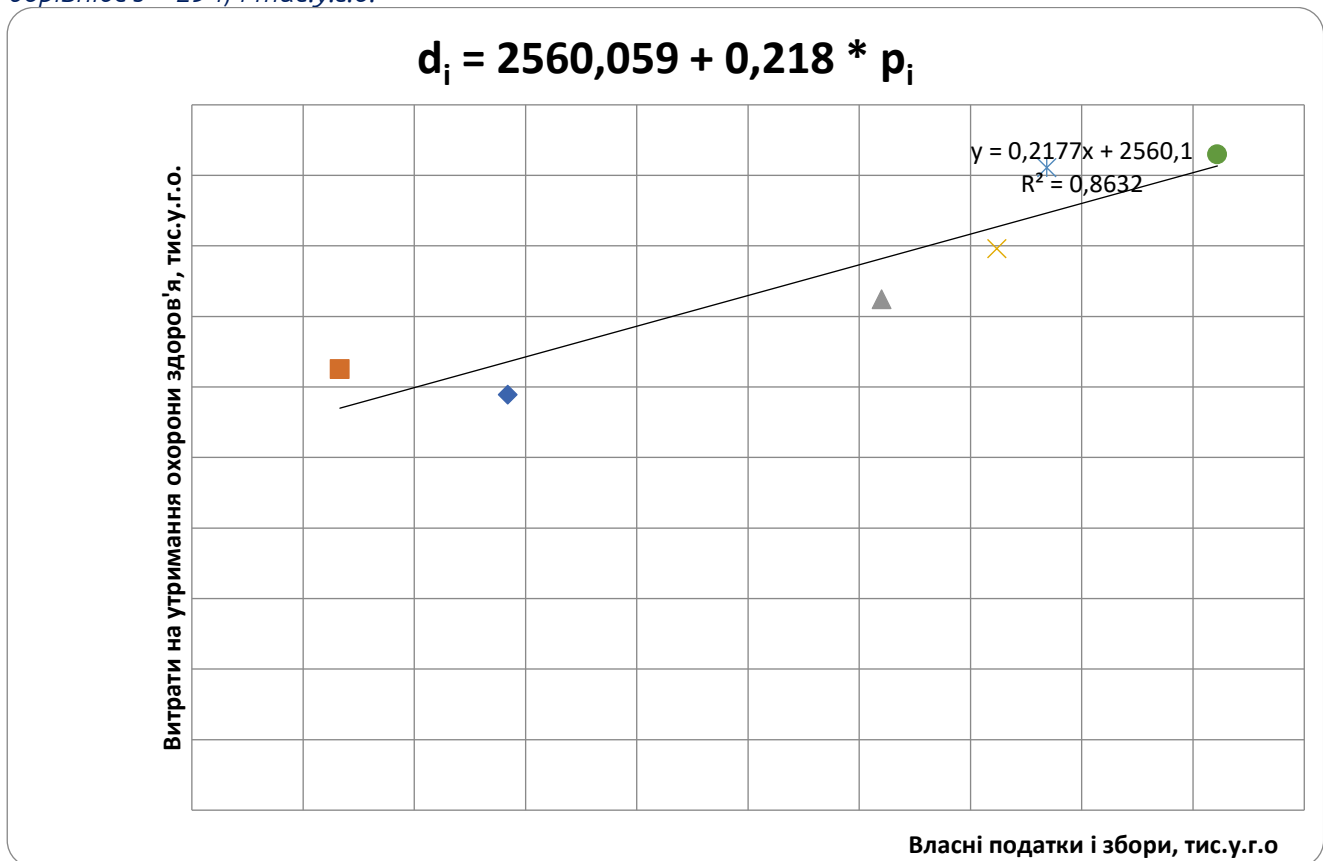


Рис 1. Залежність величини витрат на утримання охорони здоров'я від суми власних податків і зборів.
Відносно середньовибіркового значення надходжень

$$\bar{d} = \frac{1}{n} \sum_{i=1}^n d_i = 3812,40 \text{ тис.у.г.о.} \quad (5)$$

Це становить $s = 7,7 \%$.

Ці величини характеризують точність апроксимації фактичних даних рівнянням, де $a_0 = 2560,059$; $a_1 = 0,218$.

$$d_i = 2560,059 + 0,218 \cdot p_i, \quad (6)$$

Після визначення невідомих параметрів регресійної моделі оцінюють щільність зв'язку між залежною величиною y і незалежною p . Тобто відповідають на запитання – на скільки значним є вплив факторної ознаки на результативну?

Одним із критеріїв, який кількісно оцінює цей вплив є коефіцієнт кореляції:

Коефіцієнт кореляції знаходиться в межах від 0 до ± 1 . Якщо його значення додатне, то це свідчить про прямий зв'язок між показниками, якщо від'ємне – зворотній. Знак коефіцієнта кореляції завжди збігається із знаком коефіцієнта регресії.

Якщо $r < |\pm 0,3|$ – зв'язку не існує;

$|\pm 0,3| \leq r < |\pm 0,5|$ – зв'язок слабкий;

$|\pm 0,5| \leq r < |\pm 0,7|$ – зв'язок середній;

$r \geq |\pm 0,7|$ – зв'язок високий.

Коефіцієнт кореляції для даної моделі становить 0,9291. Це говорить про те, що зв'язок між факторами прямий і високий.

Коефіцієнт детермінації для даної моделі

дорівнює: $R^2 = 0,86322$. Іншими словами, модель (6) на 86,32% пояснює відміни величин витрат на утримання охорони здоров'я; решта 13,68% зумовлена чинниками, що лежать поза межами моделі.

Для впевненості перевіримо адекватність лінійної моделі за F-критерієм Фішера. Для цього за статистичними таблицями F-розподілу Фішера для 95%-ого рівня значимості (задаємо довільно) та при ступенях вільності відповідно 1 і $n-2=6-2=4$ знайдемо критичне значення: $F_{0,95;1;4} = 7,71$. Розраховане значення F-критерію Фішера відповідно дорівнює $F=25,54$.

Отже, можна зробити висновок про адекватність моделі за F-критерієм Фішера.

Перевіримо значимість коефіцієнтів регресії a_1, a_0 які оцінено. Це можна зробити за допомогою аналізу їх відношення до свого стандартного відхилення $S_{a1} = 0,0433$, $S_{a0} = 276,7332$.

$$t_1 = \frac{a_1}{S_{a1}} = 5,024 \quad ; \quad t_0 = \frac{a_0}{S_{a0}} = 9,251 \quad (7) \quad \text{За критерієм}$$

Ст'юдента критичне значення дорівнює $t_{кр} = 2,78$, тобто $t_1 > t_{кр}$, що свідчить про значимість параметра a_1 , $t_0 = 9,251 > t_{кр}$, що також свідчить про значимість параметра a_0 .

Можна вважати, що із зростанням величини власних податків і зборів на одну одиницю сума витрат на утримання охорони здоров'я збільшиться на 0,218 одиниці при інших рівних умовах.

Коефіцієнт еластичності K_{pi}^e у 2016-2021 роках наведено на рис.2 і розраховується за формулою:

$$K_{pi}^e = \frac{(a_0 + a_1 p_i)' p_i}{y_i} = a_1 \frac{p_i}{y_i}. \quad (8)$$

Середнє значення коефіцієнту еластичності дорівнює 0,31.

Отримані значення коефіцієнта еластичності K_{pi}^e зобразимо точками на координатній площині. Коефіцієнт еластичності K_{pi}^e показує, на скільки відсотків зміниться величина витрат на утримання охорони здоров'я, якщо власні податки і збори зростуть на один відсоток.



Рис. 2 Коефіцієнт еластичності

Висновки

Таким чином, виконаний економетричний розрахунок та його аналіз показує, що на величину витрат на утримання охорони здоров'я прямолінійно і суттєво впливає величина власних доходів місцевого бюджету. Отримана модель може бути використана для прогнозу на наступні роки.

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TRANSFORMATION OF THE EMPLOYMENT STRUCTURE OF THE POPULATION IN THE REPUBLIC OF KAZAKHSTAN IN THE CONDITIONS OF DIGITALIZATION OF THE ECONOMY

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Abstract

Large-scale changes are taking place in the spheres of labor and employment of the population. The traditionally established structure of employment of the population is changing, which contributes to increased mobility of labor resources, the distribution of which occurs under the influence of the current conjuncture in the labor market. The main directions of transformation of the employment structure of the population: the growth of the number of people employed in the service sector, changes in the qualification requirements of «traditional» professions, a significant reduction in «traditional» professions, strengthening the practice of remote work. In this article, a correlation and regression analysis is carried out, which assesses the impact of forms of employment on income and social factors of employment of the population.

Keywords. Transformation of the labor market, employment, digitalization, Republic of Kazakhstan, Information and communication technologies, informal employment, formal employment.

Introduction

The analysis of the employment structure of the population of the Republic of Kazakhstan allows us to assert structural transformations in the labor market based on the diversification of production, the use of digital technologies and innovative developments, the development of priority sectors of the economy in the conditions of digitalization of the economy. Structural transformations in the sphere of employment of the population are determined by changes in the distribution of the employed population by sectors of the economy and types of economic activity. The main factors affecting the structure of employment include:

- sustainable economic development of the national economy;
- availability of natural resources;
- historically established labor relations, traditions and lifestyle of the country's population;
- the level of educational potential;
- changes in the price situation on the world market;
- political and financial stability, etc.[1]

Previously, the structure of the labor market in the Republic of Kazakhstan until 2012 was characterized by the following imbalances: a high share of employment in agriculture, a low share of employment in manufacturing, transport and communications. Then the structural transformations of employment that have occurred recently show the opposite picture. So, for the period from 2011 to 2021, there was a decrease in the number of people employed in agriculture, forestry and fisheries by 1019,7 thousand people, their share in the total structure decreased from 26,5% to 13,4%. At the same time, the share of employees in wholesale and retail trade, and education from the total number of employees increased from 14,9% to 16,5% and 10,3% to 12,7%, respectively (Table 1).

Table 1

Employed population by type of economic activity (thousand people)

Type of economic activity	2011	2021
Employed in the economy, total	8301,6	8807,1
Agriculture, forestry and fisheries	2196,1	1176,4
Industry	960,3	1098,0
Mining and quarrying	206,8	277,9
Manufacturing industry	542,2	585,6
Power supply, gas supply, steam and air conditioning	146,7	150,1

<i>Water supply; sewerage system, control over waste collection and distribution</i>	<i>64,6</i>	<i>84,3</i>
<i>Construction</i>	<i>614,0</i>	<i>641,4</i>
<i>Wholesale and retail trade; repair of cars and motorcycles</i>	<i>1233,7</i>	<i>1451,9</i>
<i>Transportation and warehousing</i>	<i>546,3</i>	<i>609,5</i>
<i>Accommodation and catering services</i>	<i>122,5</i>	<i>190,9</i>
<i>Information and communication</i>	<i>125,7</i>	<i>161,7</i>
<i>Financial and insurance activities</i>	<i>119,2</i>	<i>184,9</i>
<i>Real estate transactions</i>	<i>135,6</i>	<i>168,4</i>
<i>Professional, scientific and technical activities</i>	<i>179,4</i>	<i>247,3</i>
<i>Administrative and support services activities</i>	<i>170,4</i>	<i>287,5</i>
<i>Public administration and defense; compulsory social security</i>	<i>391,9</i>	<i>484,1</i>
<i>Education</i>	<i>851,5</i>	<i>1120,1</i>
<i>Health and social services</i>	<i>392,4</i>	<i>526,0</i>
<i>Art, entertainment and recreation</i>	<i>96,6</i>	<i>134,7</i>
<i>Provision of other types of services</i>	<i>142,0</i>	<i>324,4</i>
<i>Activities of households employing domestic workers and producing goods and services for their own consumption</i>	<i>23,9</i>	<i>-</i>
<i>Activities of extraterritorial organizations and bodies</i>	<i>0,1</i>	<i>-</i>
<i>Note - compiled from the source [2]</i>		

In recent years, there has been a trend of growth of highly qualified labor. There is an increase in the share of the service sector in 2021 compared to 2011, in particular, wholesale and retail trade by 1,6%, activities in the field of administrative and support services by 1,2%, education by 2,4%, health and social services by 1,3%. Of course, the development of this field of activity is primarily influenced by the use of information and communication technologies and knowledge-intensive production.

Information and communication technologies and knowledge-intensive production are the decisive factor of long-term economic growth for the Republic of Kazakhstan. Digitalization also has an impact on the functioning of the education system, the form and content of the educational process. The education system was influenced simultaneously by rapid changes in the system of professions and qualifications with the introduction of fundamentally new learning technologies. Almost any employee at the moment is faced with the need to constantly improve their qualifications, study, acquire new skills. [3]. Therefore, it seems relevant to study the patterns and impact of structural transformations taking place in the economy, including trends in the development of employment.

The main part

One of the methods that allows us to investigate the dependence of one variable on several explanatory factor variables that influence it is multiple correlation and regression analysis. To do this, significant factors are selected and a multiple linear regression equation is constructed. Parameters with a quantitative explanatory variable are interpreted as the average change in the resulting variable with a single change in the explanatory variable itself and unchanged values of the remaining independent factors.

The main goal of multiple regression is to build a model with a large number of factors, while determining the impact of each of them individually, as well as their cumulative impact on the modeled indicator.

In this study, for correlation and regression analysis, the indicator "Income from labor activity, total (on average per capita per year, tenge)" was determined as the resulting (dependent) variable.

The following indicators were selected as independent factors:

- informal employment (person);
- formal employment (person);
- unemployed population aged 15-28 years (person);
- employed youth aged 15-28 years (person);
- gross regional product per capita (thousand tenge);
- human capital index;
- employed population with higher (including postgraduate) and incomplete higher education (thousand people);
- employed population with secondary vocational (special) education (SPO) (thousand people);
- employed population with basic, secondary, general, primary education (thousand people);

- population (people);
- the life expectancy of the population at birth (years);
- the average monthly nominal salary of one employee (tenge);
- the total number of personal computers in organizations (units);
- the number of computers with access to the Internet (units);
- the proportion of young people – NEET, 15-28 years old (%).

Statistical data of the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan of these indicators for the period from 2011 to 2021 were used to build an econometric model [2]. For the construction of econometric models, the increments of the considered indicators (in %) were used (Figures 1-4).

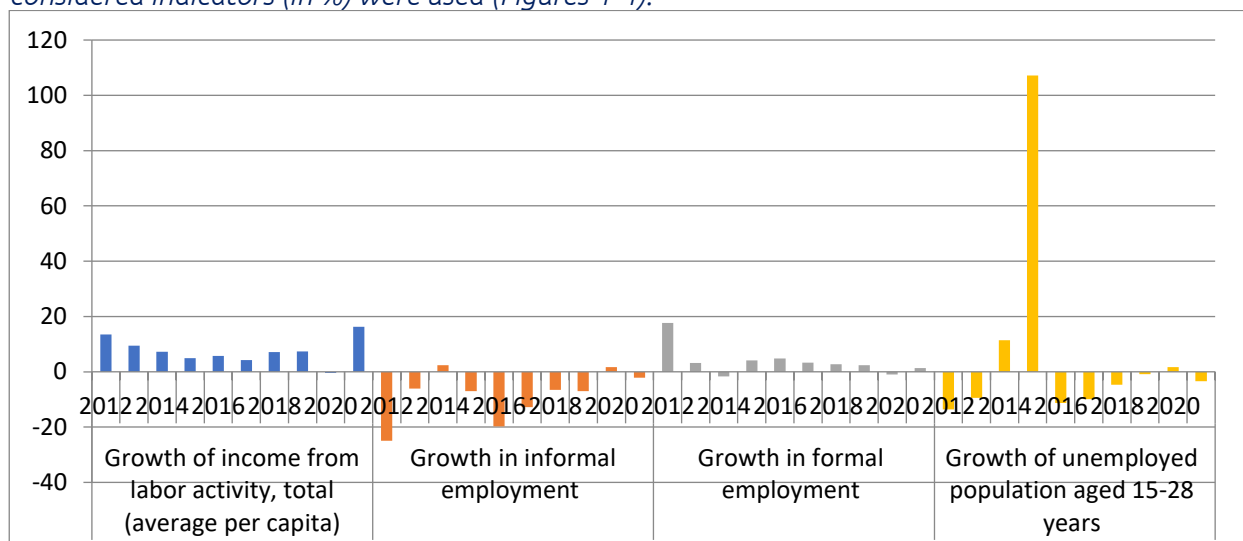


Figure 1 – Growth of indicators of income from labor activity, total (average per capita per year), informal employment, formal employment, unemployed population aged 15-28 years in % for 2012-2021

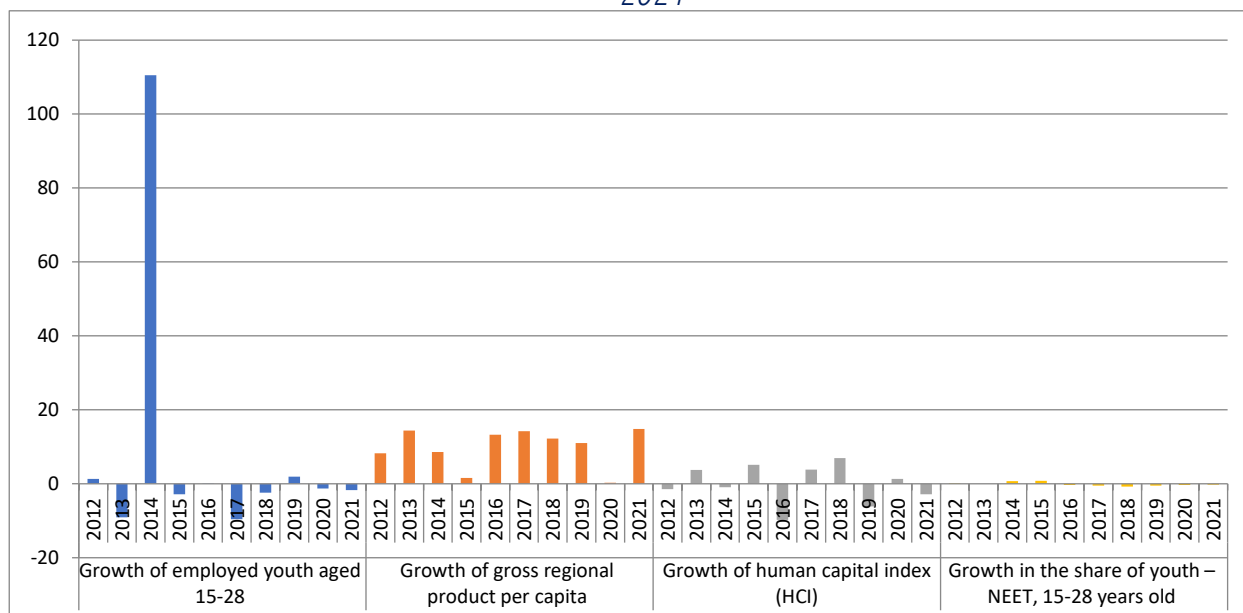


Figure 2 – Growth of indicators employed youth aged 15-28, gross regional product per capita, human capital index (HCI), share of youth – NEET, 15-28 years old in % for 2012-2021

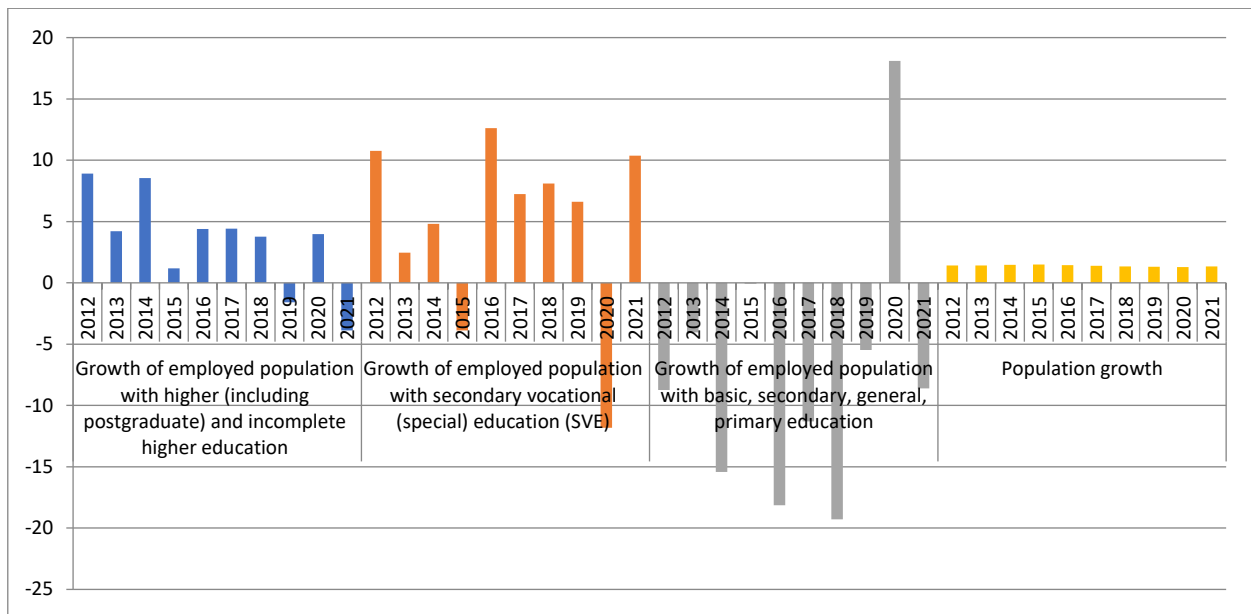


Figure 3 – Growth of indicators of employed population with higher (including postgraduate) and incomplete higher education , employed population with secondary vocational (special) education (SVE) , employed population with basic, secondary, general, primary education , population growth in % for 2012-2021

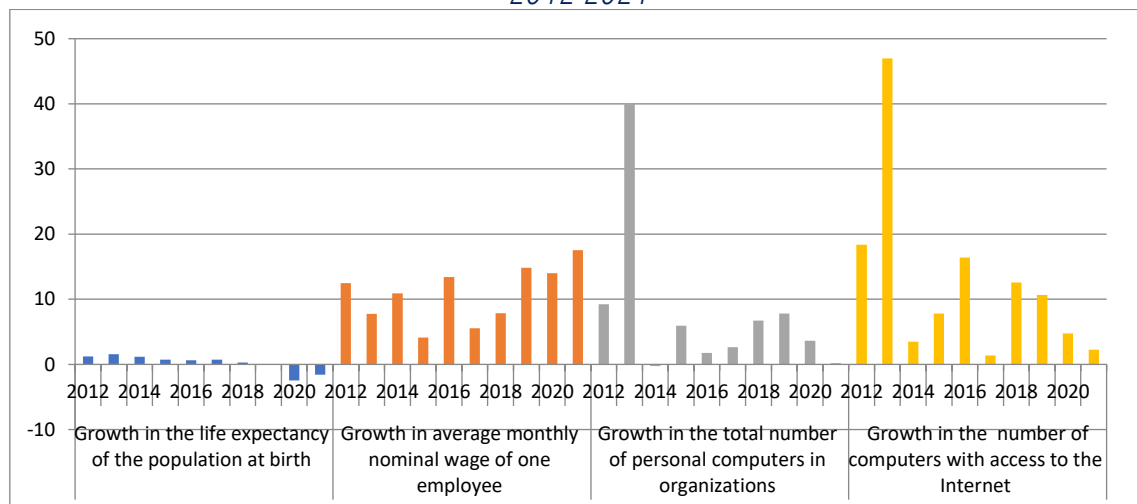


Figure 4 – Growth of indicators the total number of personal computers in organizations the number of computers with access to the Internet, the life expectancy of the population at birth , in average monthly nominal wage of one employee in % for 2012-2021

The simulation was carried out using the universal integrated system Statistica (version 6.0), designed for statistical analysis and data visualization, database management and user application development, containing a wide range of analysis procedures for use in scientific research.

As a result of the correlation and regression analysis, factors that have a close statistically significant relationship with the increase in the resulting indicator were selected (figures 5-10).

As a result of statistical data approximation using the least squares method, multiple linear regression equations will take the form:

$$INCOME = 1,077 + 0,691InfEmp + 1,353ForEmp + 0,724GRP$$

$$(t_{b_0} = 0,537) \quad (2,900) \quad (3,565) \quad (3,718)$$

$$R^2 = 0,776, F_{набл} = 6,953$$

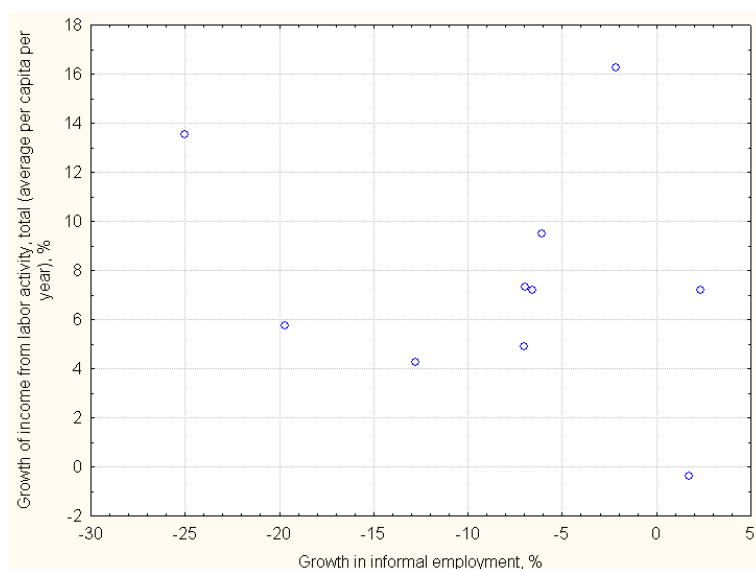


Figure 5. Scatter plot: Growth in informal employment, % vs Growth of in income from labor activity, %

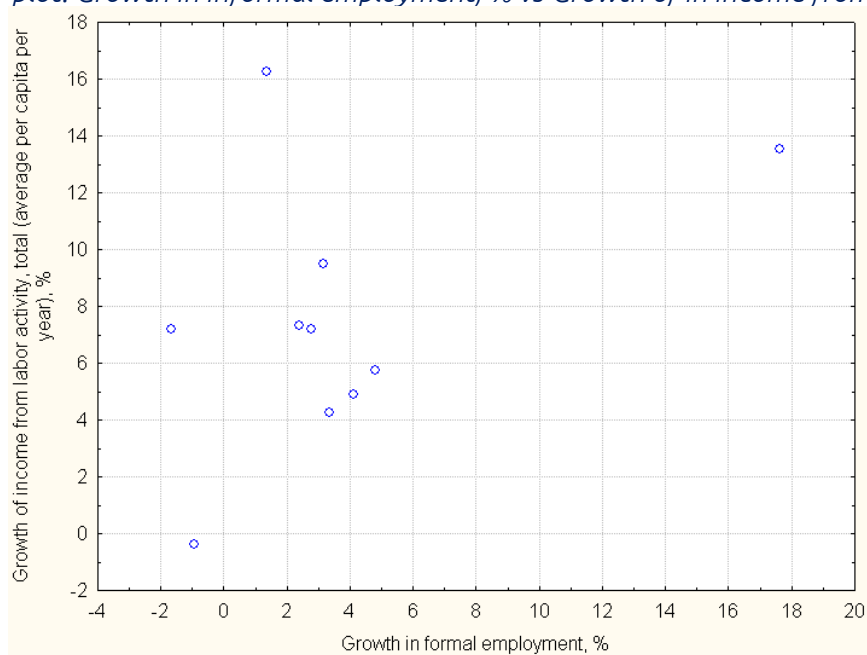


Figure 6. Scatter plot: Growth in formal employment, % vs. Growth of income from labor activity, total %

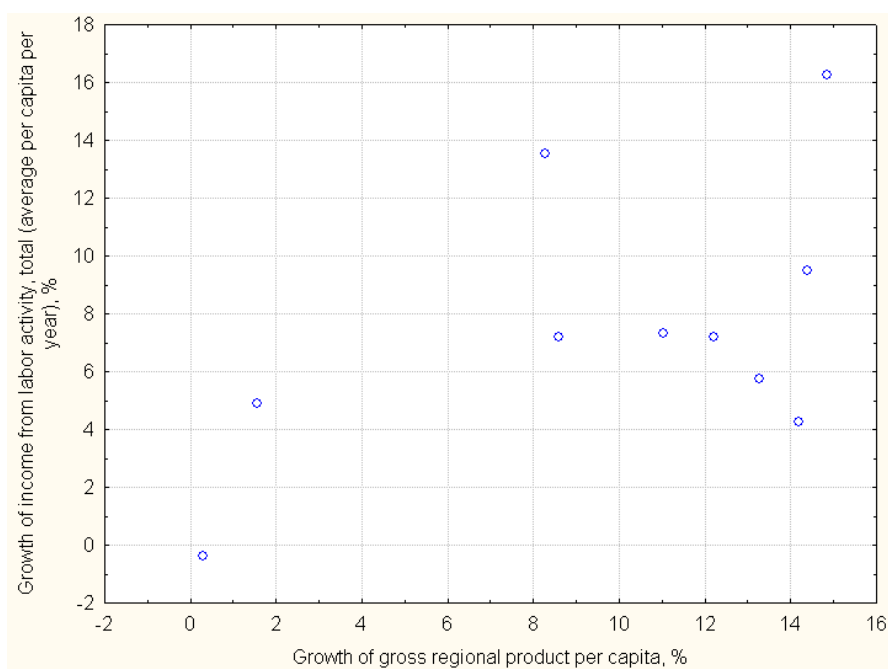


Figure 7. Scatter plot: Growth of GDP per capita, % vs. Growth of income from labor activity, %

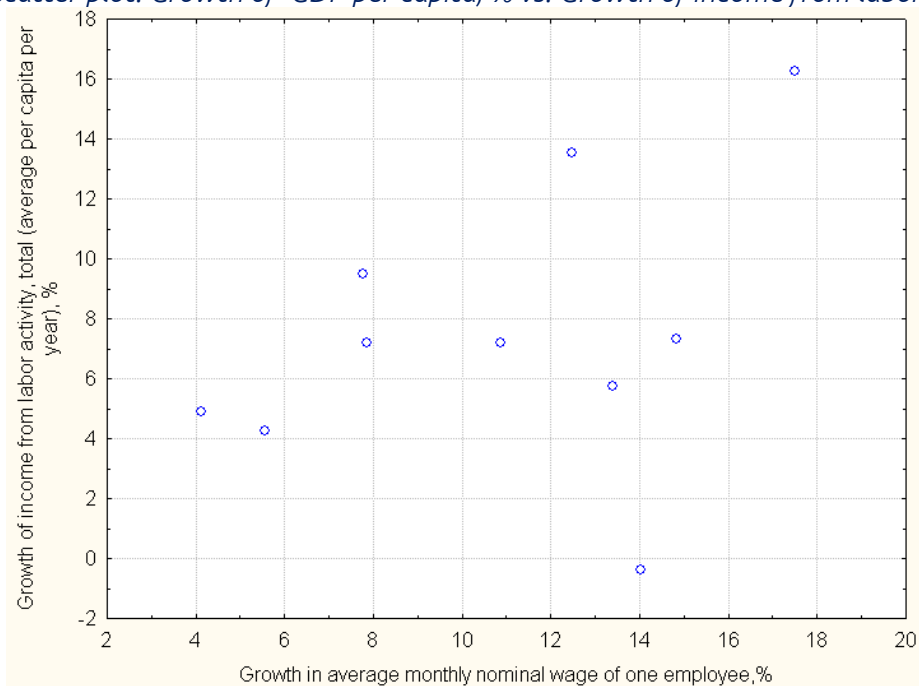


Figure 8. Scatter plot: Growth in average monthly nominal wage of one employee, % vs. Growth of income from labor activity, %

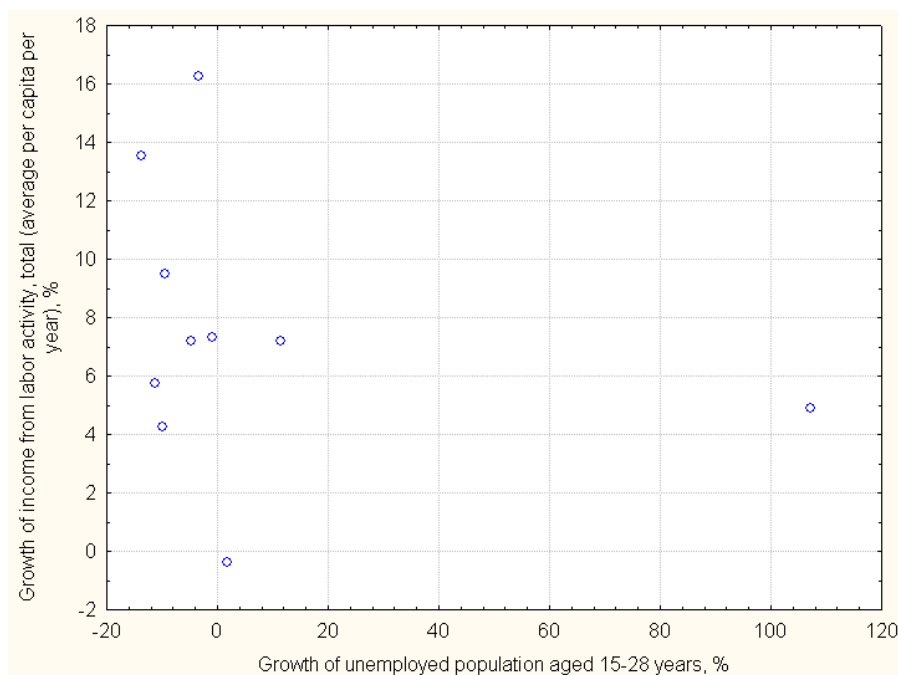


Figure 9. Scatter plot: Growth of unemployed population aged 15-28 years, % vs. Growth of income from labor activity, %

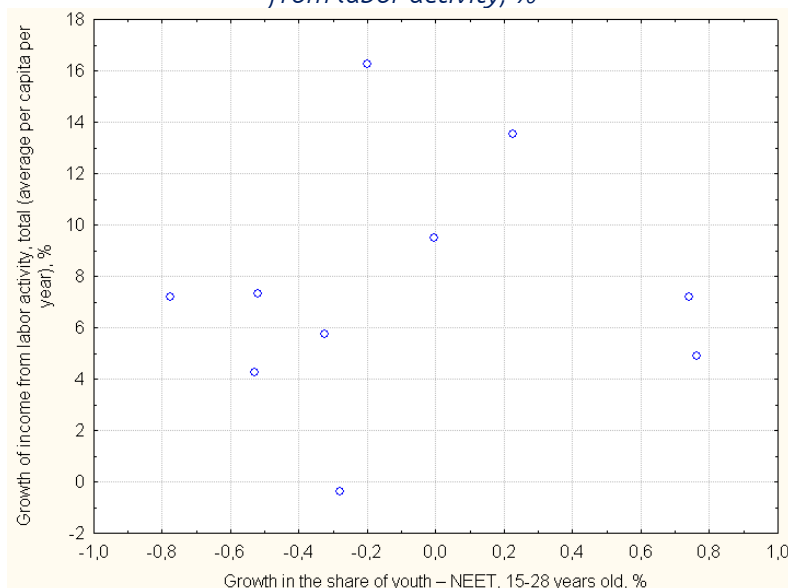


Figure 10. Scatter plot: Growth in the share of youth - NEET (15-28 years), % vs. Growth of income from labor activity, %

Conclusion

The simulation results indicate that the model has a close relationship of the dependent variable with all factor features at the same time. The obtained regression equations as a whole, as well as all their parameters with regressors with a probability of 95%, are statistically significant and reliable. For the Republic of Kazakhstan, the econometric model explains 77,6% of the variation of the dependent variable.

The multiple linear regression equations allow us to draw the following conclusions:

- 1) With an increase in the growth of informal employment by 1%, the increase in income from work increases by an average of 0,7%.
- 2) With an increase in the growth of formal employment by 1%, the increase in income from work increases by an average of 1,35%.
- 3) With an increase in the growth of the gross regional product per capita by 1%, the increase in income from labor activity increases by an average of 0,72%.

Thus, in order to improve the employment structure of the population, it is necessary to increase labor productivity by restructuring the service sector, reducing the share of people employed in agriculture and strengthening the effective specialization of the country's regions.

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ISSUES OF DEVELOPMENT THE AKTOBE CITY AS A MEGAPOLIS

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In Kazakhstan, there are 3 large cities that have the status of a metropolis. They are cities of republican significance Astana, Almaty and Shymkent. For the coming years, each metropolis has development programs that include the sustainable development of the respective agglomerations as the main goal of the social and economic development of a large city.

Modern circumstances require the local authorities of these large cities and regions to take into account the constantly changing economic conditions and attract investment resources as megacities. Recently, much attention has been paid in the scientific community to the formation of megacities and the development of agglomerations. This interest is due to the fact that the agglomeration effect allows the most efficient use of the available resources of the city and the surrounding regions of the agglomeration. Many researchers have come to the conclusion that the time has come for a clear strategy for the formation of megacities, through the agglomeration effects of the regions, which allows raising the socio-economic development of the territories and solving their pressing problems.

Government of the Republic of Kazakhstan in 2023 year adopted a new law "On the development of agglomerations". By this law cities with a population of over 500 thousand people have been defined as centers of agglomerations. The agglomeration includes suburban areas that have daily labor and production links with each other. The new law clarifies the definition of the term "agglomeration" and the corresponding criteria defining agglomerations. In accordance with these criteria, the cities of Almaty, Astana, Shymkent are defined as agglomerations of the 1st level, and Aktobe and Karaganda of the 2nd level.[1]

Among the new emerging megacities, the city of Aktobe occupies a special place both in terms of population and the location of the urban agglomeration, which borders on Russia. The actively growing city of Aktobe is developing at the fastest pace as a new center of growth and population attraction.

The total length of roads in the city of Aktobe is more than 324 km. The total area of sidewalks is more than 3,000 square meters. The share of paved roads is 78.0% of the total volume of public roads. In order to reduce the traffic flow and improve the ecological situation in the city of Aktobe, a bridge was built across the Butak River, which provides traffic access to the city bypass, and at the same time, the issue of eliminating traffic jams on the bridge over the Ilek River with the construction of a new bridge was resolved. The main problem of the road industry is the progressive loss of the bearing capacity of road surfaces. Despite attracting investments in road infrastructure, improving the technical condition of roads, especially local roads, does not lose its relevance.

Table 1.

Composition of the Aktobe agglomeration

Nº	City of republican / regional significance / district	City of regional significance / rural district	Inhabited locality
Agglomerations of the second level			
Aktobe agglomeration (with center in the Aktobe city)			
1	Alga	Alga	Alga
2		Beskospinsky	Eset batyr Kokiuly
3		Bestamaksky	Bestamak, Beskospa

4		Ushkudyk	Ushkuduk, Zheruyik, Aksazdy
6		Karagash	Sambay, Nurbulak
9		Marzhanbulak	Marzhanbulak, Kaiyndysay
10	Kargaly	Zheltauksy	Petropavlovka, Shamshi Kaldayakov
13	Martuk	Martuk	Martuk
15		Karatogai	Karatogay
17		Tanirbergen	Sarzhansay
18		Tanirbergen	Kensahara
19		Saryzharsky	Saryzhar
20	Khromtau	Akzharsky	Akzhar, Zhazyk

The main problems of the city's heat supply are the deterioration of pipeline heating networks, pumping stations, which lead to heat losses and hot water leakage and, accordingly, to an automatic increase in heat energy tariffs. The length of heat and steam networks in two-pipe terms is 207 km, most of which need to be replaced. A common problem for public utilities is the technological backwardness of the equipment, the high degree of depreciation of fixed assets, the insufficiency of own funds to carry out the necessary repair and restoration work, and energy saving measures.

Also, according to the analysis, it can be concluded that the development of the Aktobe agglomeration turns this territory into an area of sustainable and dynamic growth with a significant social and economic effect. If we take the contribution of some agglomerations to the republican volume of industrial production, then it is approximately 9% (figure 1). [2]

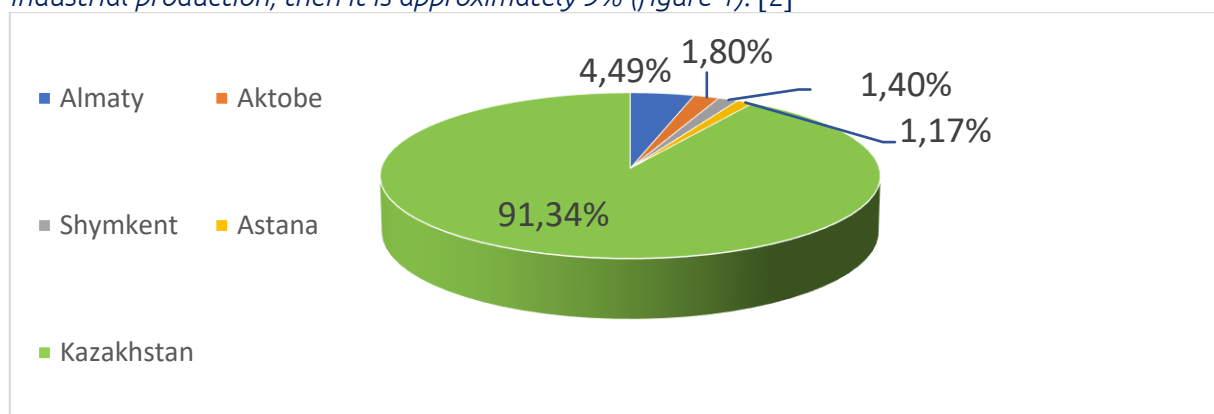


Figure 1 - The share of agglomerations in the republican volume of industrial production

The share of agglomerations in the total republican output in the main sectors of the economy is about 30% (figure 2). [2]

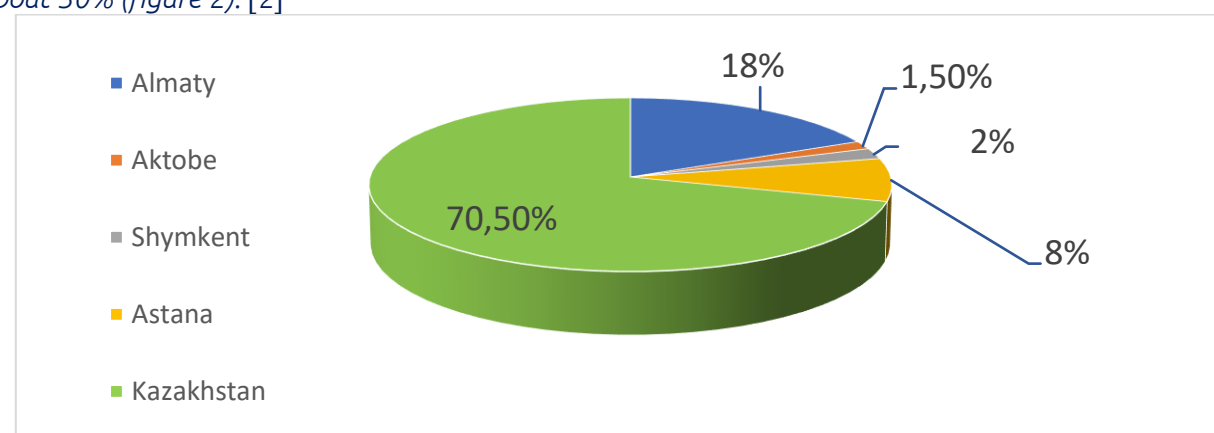


Figure 2 - The share of agglomerations in the total republican output by main sectors of the economy

Summarizing the factors that may negatively affect the development of Aktobe as a metropolis, one can note among them such as:

- insufficient population,
- weak competitiveness of small and medium-sized businesses,
- insufficient innovative activity,

- *preservation of the raw material orientation of the economy,*
- *environmental degradation*

All these weaknesses of the new agglomeration can be compensated by the development of all settlements included in the territory of the metropolis, for this it is necessary:

- *to actively use the agglomeration effects as an investment attractiveness,*
- *a development megacities as a large industrial regional center,*
- *the possibility of using border areas with Russia, as well as the formation of a transport and logistics center.* [3]

Despite the high rates of urbanization and the formation of megacities in the republic, there are still shortcomings in their development. These include insufficient well-established transport links between the city center and remote settlements of the agglomeration. The saturation of road transport increases, while the speed of its movement decreases inversely. [4] All new international urban development standards require the improvement of engineering networks, improvement of the environmental safety of residents through the installation of new treatment and filtration facilities, and modernization and repair leads to their rise in price. It is also necessary to resolve the issues of remoteness of settlements from the center with their own small demographic resource. Suburban areas should have the same productive forces, the same location of production and infrastructure as in the center of the metropolis. [5] As part of the development of a new agglomeration and the formation of the 4th metropolis of the republic in the city of Aktobe, an integrated approach is needed to address these issues, taking into account the prospects for the development of adjacent suburban areas.

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Historical sciences

FAMOUS AZERBAIJANI WOMEN

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Abstract

Every nation has outstanding women who left an indelible mark on its history. Centuries and years whose fame spread around the world, showed heroism in the Great Patriotic War, and even closely participated in state affairs. The Azerbaijani women worked day and night at the rear and helped the front by staying half-starved and half-fed, and played an important role in winning the victory.

The women of our Azerbaijan are our pearls who leave a mark on our history with their activities. In this article, the authors will focus on the activities of five women of Azerbaijan. These are: Mahsati Ganjavi, Sara Khatun, Khurshidbanu Natavan, Aghabaji Rzayeva, Zarifa Aliyeva.

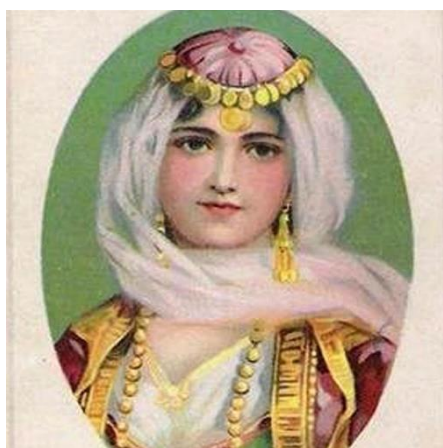
Keywords: Azerbaijani women, spiritual purity, glorious history, patriotism, talented diplomat, renaissance, the Azerbaijan State Conservatory, ophthalmology

Great leader Heydar Aliyev's views on Azerbaijani women are very valuable: "The people of Azerbaijan have always treated women with great respect, the role she plays in the life of the society, the high position she holds. The concepts of motherland, land, and language, which the people consider the most dear, precious and sacred, are equal to their mother's name. "The deep respect shown to the name of women, the endless motherly love has found its bright embodiment in our monuments of words and art. Prominent representatives of our literature and culture have praised the bravery, beauty, and spiritual purity of Azerbaijani women in their works."

Regardless of the historical period in which she lived, her socio-economic status, geographical location, race, language, religion, women have been a unique leading force in all stages of the development of humanity.

At all stages of the society's development, women actively participated in state building and political

decision-making along with men. The Azerbaijani woman, who has a great cultural heritage, has also experienced a difficult and turbulent development. With their talent, intelligence, will and determination, our women have provided exceptional services in the preservation and survival of our national and moral values.



Many glorious and bright pages of our history and culture have been connected with the name of our proud women. Azerbaijani women have given the world literary personalities, prominent scientists and artists, well-known political figures who created pearls of the cultural treasure of humanity. In the thinking of our people, the concept of mother is the embodiment of the homeland, the Motherland.

Throughout history in Azerbaijan, a woman-mother has always been treated with great respect and reverence, mother has always been considered a saint, a symbol of honor and zeal. The names of our wise rulers, brave generals, talented poets and artistic women are written in golden letters on the pages of our centuries-old history.

If we look at our glorious history, we will see that Azerbaijani women closely participated in the defense of their homeland, did not hesitate to sacrifice their lives for the sake of the country, and showed true examples of patriotism in the field of politics and state building.

We find proud facts about them in historical sources, written and oral examples of folk creativity, and in our epics. Their bravery, fearlessness, caring and zeal are of great importance in the education of children and teenagers in the spirit of patriotism. The peak of our women's rise started from the complex and turbulent events of the distant past.

Azerbaijani women have had to go through many difficult trials in history. Along with the brave sons, the women also took the zeal of the clan. They directly participated in the battles against the enemy of their land. As in the family, they showed examples of selflessness and heroism in the wars.

Even in the last century, the Azerbaijani woman, who achieved unparalleled success in the way of gaining and protecting women's rights, is now an active participant in the social, political, economic, and cultural life of our country. She makes significant contributions to the solution of fateful national issues. Her achievements in science, education, culture, healthcare and other fields have confirmed that Azerbaijani women have great potential.

The Azerbaijanis have always taken great pride in the fact that their country was the first nation in the East to extend the franchise to women, a step it took even before the United States did. But they have another reason to be proud about the role of women in public life. More than 500 years ago, an Azerbaijani woman played a key role in the politics and foreign relations of her country, centuries before women did so elsewhere.

Who was the most famous, talented diplomat, in the East, in the West, all over the world? She was Sara Khatun. Sara Khatun was the notable statesman who lived in the 15th century. She was one of the talented and far-sighted figures of her time. She had to protect the independence of the state after the death of her husband Ali Bay who was the ruler of the state of Aghgoyunlu. Sara Khatun, whose name entered the history of Azerbaijan as a "diplomat woman", is the mother of Aghgoyunlu ruler Uzun Hasan. Sara Khatun was the nearest adviser of Uzun Hasan at the state affairs.



Sara Khatun played an important role in strengthening the Aghgoyunlu state, defining and implementing its foreign policy. She successfully performed the most responsible diplomatic tasks of Uzun Hasan. Sara Khatun not only received ambassadors, she also conducted negotiations with the heads of neighbouring states and successfully defended and advanced the foreign policy interests of Azerbaijan. And at the most difficult times for her country, she displayed courage, wisdom and the highest degree of diplomatic art.

Sara Khatun, who enjoyed great authority in the Near and Middle East, was received by Mehmet with great respect and honour. During the negotiations they addressed each other as "mother—son". In the course of the talks, it was decided that the state of Aghgoyunlu would remain neutral during Mehmet II's campaign against Trapezund, and Türkiye would not go to war with the Aghgoyunlu. That accord had enormous importance for Aghgoyunlu.

The Treaty of Yassichaman (1461) concluded by Sara Khatun with the Ottoman sultan Mehmet II was of great importance in maintaining the state independence of Aghgoyunlu. Indeed, it was thanks to this agreement that the state of Aghgoyunlu preserved its independence. But Sara Khatun sought even more. Not being satisfied with that achievement, she accompanied the Turkish forces as they moved toward Trapezund and in the course of the entire trip attempted to convince Mehmet II not to attack the cities. When Sultan Mehmet II put an end to the empire of Trabzon, Sara Khatun's daughter-in-law, Uzun Hasan's wife, Daspina Khatun, succeeded in dividing Trabzon's treasure and thus greatly enriched the treasury of her state. In the event, the city's treasury was divided between Aghgoyunlu and Osmanlı.



The Aghgoyunlu envoys who negotiated with Timurid Abu Said were also headed by Sara Khatun (1468). In European countries, this Azerbaijani diplomat woman was well known and deeply respected. In the secret instructions given to the European, ambassadors sent to Azerbaijan, they were instructed to meet with Sara Khatun and

to use her influence in the palace for their own purposes. Sara Khatun was a diplomat and statesman as well as a woman with great military leadership skills and military intuition.

Later she also served as the lead negotiator when the danger of invasion by Timurids' leader Abu Said hung over the state of Aghgoyunlu. And later still, she again conducted talks with Sultan Mehmet II.

Consequently, we can assert with confidence that Sara Khatun was the only woman diplomat of the East in the 15th century and the first female diplomat in the history of Azerbaijan.

Mahsati Ganjavi is a great Azerbaijani poetess who lived in the late 11th-early 12th century. Mahsati Ganjavi was born in the city of Ganja around 1089 and lived here until the end of her life. The real name of this Turkish girl was Manija, and she took the name Mahsati as a literary pseudonym. Being a bright



representative of Azerbaijan and the Muslim renaissance. She is the first famous Azerbaijani poetess, the first female chess player, the first outstanding female musician and most likely the first female composer. Mahsati spent most of her life in Ganja.

Khurshidbanu Natavan, a prominent poetess of 19th century Azerbaijan, was a person with brilliant talent and advanced ideals. He was one of the outstanding personalities of his time who left deep traces in Azerbaijani culture and social life. She was known not only in Azerbaijan, but throughout Transcaucasia for his benevolence and patronage. She helped the poor and built a water pipeline in Shusha. Natavan started her creativity

in the 50s of the 19th century. At first, most of her poems written under the signature "Khurshid" have been lost, and only a small part has reached us. She is also remembered as a philanthropist and active public figure. Khurshidbanu Natavan was the organizer of "Majlisi Uns" literary gathering in Shusha. In 1973, she built the Shusha water pipeline. This aqueduct is now known as "Khan Gizi Spring".

Aghabaji Rzayeva is the first female composer of Azerbaijan, an honored artist of Azerbaijan. Having studied in the composition class of Uzeyir Hajibeyli at the Azerbaijan State Conservatory, she became one of his favorite students. She is the first female composer who received professional music education both in Azerbaijan and throughout the East. A. Rzayeva writes a ghazal-romance "Your memory" to Huseyn Abbaszadeh's words on the anniversary of Uzeyir Hajibeyli's death, and expresses her sincere feelings towards him by commemorating the dear memory of her unforgettable teacher with practical creative work. It is not enough to list the singers who performed A. Rzayeva's heart hymns - Bulbul, R. Behbudov, Sh. Alakbarova, R. Muradova, G. Mammadov, F. Mehraliyeva, M. Salmanov, T. Aliyeva, T. Ismayilova, L. Imanov and others. It is wide composed a number of works addressed to the masses for the choir. In 1960, he was awarded the title of Honored Art Worker.

Zarifa Aliyeva is an Honored Scientist of Azerbaijan USSR, Doctor of Medical Sciences, Academician of Azerbaijan National Academy of Sciences. Graduating from the Azerbaijan State Medical Institute named after N. Narimanov in 1947 Zarifa khanum studied at the Azerbaijan Scientific-Research Institute of Ophthalmology worked in these positions: a scientific worker, in 1969 she was a docent of the department of eye diseases, professor, professional pathology of the organs of vision at the A. Aliyev Azerbaijan Medical Training Institute head of the laboratory, head of the department of ophthalmology. She was awarded the prize of the Academy of Medical Sciences of the USSR for her high scientific achievements named after M. I. Averbach.

The Institute of Eye Diseases in Baku, Nakhchivan City Polyclinic is named after her.



As a result of the purposeful policy carried out by our state, Azerbaijani women stand at high levels, achieve great achievements in the country and in the international world, and speak confidently in all spheres of public life. President Ilham Aliyev pays close attention to the role and place of women in society, their representation and promotion in state administration.

We would like to specially mention the role of our women in the victory we won in the 44-day Patriotic War. Because the Azerbaijani woman is a great force who raises brave sons who ensure this

victory, who instills the heroic traditions of our people filtered through history in her children, and sends them off to battle with her blessing.

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Jurisprudence

THE IMPORTANCE OF REGISTRATION FOR THE ACQUISITION OF REAL RIGHTS OVER THE IMMOVABLE PROPERTY

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RËNDËSIA E REGJISTRIMIT PËR FITIMIN E TË DREJTAVE SNEDORE MBI SENDIN E PALUAJTSHËM

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Abstract

Based on the domestic legislation as well as the legislation of some European countries, real rights, to be created, require a legal title derived from legal affairs, a decision of state bodies or from the law, as well as registration. of the legal title in the Register of Rights in real estate. The legislation of Kosovo in special cases, as regards the registration of rights over immovable property, is similar to the Austrian legislation, as well as to the German legislation, with the only difference in the legal title derived from a contract, than in the case of the contract, it is emphasized that the principle of abstraction is applied, on the basis of which it is emphasized that for the creation of the contract as a legal title, special provisions defined by the German Civil Code, in the part of real rights, are applied, in contrast to the legislation of Kosovo, which created contract must be based on the provisions of the Law on Obligations, since the Law of Property and other real rights does not provide special provisions for the creation of a contract from which the legal title is created for the acquisition of any real right on immovable property, whether it is a right in rem, the right of ownership, the right of real easement, the right of mortgage, the right of real encumbrance, or the right of construction. The differences regarding the registration of the legal title are made with the French legislation, according to which it is emphasized that to create a real right over the immovable thing, the legal title is sufficient without the need to register that legal title. While according to the legislation in Kosovo, the real rights that are created or acquired must necessarily be registered in the Register of Rights in Real Estate, and that registration produces the constitutive effect of the acquisition of the real right on the real estate. Regarding the importance of registering real rights on real estate, it will be discussed during the presentation of this paper.

Keywords: real rights, profit, legal title, registration, importance of registration.

Material and Method

The paper is formulated on the basis of appropriate scientific methods, starting from the research method, the comparative method, the comparison method which was used when comparing the local legislations with those of European countries such as Germany, Austria and France. Then deductive methods, inductive methods, and other methods were used, based on which we formulate the topic for presentation in participation in this conference.

Conclusion

When it comes to the constitutive effect, it is considered that the same applies to cases of the creation of a legal title resulting from a legal work, whether a contract or a will, while when it comes to a legal title resulting from a court decision, the decision itself is in doubt of the court produces a constitutive (founding) effect, which means that the real right over the immovable object is created or acquired, respectively, with the omnipotence of the decision taken either by the Court or by the Administration. Regarding this issue, there are two theories according to which one theory of legal authors supports the aforementioned, that the decision of the state body produces a constitutive effect that the real right over the immovable property is acquired at the moment the decision becomes final (applicable), while the second group of authors think that the decision of the state body that creates the real right over the immovable property produces only a declarative effect, but not a constitutive one, since that decision must be registered in the Register of rights over the immovable property. Also, we support the opinion of the second theory according to which the decision taken by the state body must be registered in the Register of rights in immovable property, in order to acquire the real right, be it the right of ownership, the right of real easement, the right of mortgage, the right of real lien, or the right of construction.

Presentation of the paper in the language of the authors:

Abstrakt

Bazuar në legjislacionin vendor ashtu dhe legjislacionit të disa vendeve Evropiane, të drejtat sendore, për tu krijuar kërkohet një titull juridik i ardhur nga punët juridike, vendim i organeve shtetërore, apo nga ligji, si dhe regjistrimi i titullit juridik, në Regjistrin e të drejtave në paluajtshmëri. Në raste specifike legjislacioni i Kosovës, në aspektin e regjistrimit të drejtave mbi sendin e paluajtshëm ngjason me legjislacionin Austriak, ashtu dhe me legjislacionin Gjerman, me të vetmin dallim tek titulli juridik i ardhur nga një kontrata, që në rastin e kontratës theksohet se vlen parimi i abstraksionit, në bazë të së cilit theksohet se për krijimin e kontratës si titull juridik vlen dispozita të veçanta të përcaktuara me Kodin Civil Gjerman, në pjesën e të drejtave sendore, për dallim nga legjislacioni i Kosovës, që për tu krijuar një kontratë duhet bazuar tek dispozitat e Ligjit të Marrëdhënieve të detyrimeve, pasi që në Ligjin e Pronësisë dhe të drejtave tjera sendore nuk parashihen dispozita të veçanta për krijimin e kontratës nga e cila krijohet titulli juridik për fitimin e ndonjë të drejte sendore mbi sendin e paluajtshëm, qoftë ajo e drejtë sendore e drejta e pronësisë, e drejta e servitutit sendor, e drejta e hipotekës, e drejta e barrës sendore, apo dhe e drejta e ndërtimit. Dallime lidhur me regjistrimin e titullit juridik, bëhet me legjislacionin Francez, sipas të cilit theksohet se për tu krijuar një e drejtë sendore mbi sendin e paluajtshëm, mjafton titulli juridik pa pasur nevojë për tu regjistruar ai titull juridik. Ndërsa sipas legjislacionit në Kosovë, të drejtat sendore për tu krijuar respektivisht për tu fituar duhet patjetër që titulli juridik të regjistrohet në Regjistrin e të drejtave në paluajtshmëri, dhe se me rastin e regjistrimit prodhohet efekti konstituiv i fitimit të së drejtës sendore mbi sendin e paluajtshëm. Më gjerësisht lidhur me rëndësinë e regjistrimit të drejtave sendore mbi sendin e paluajtshëm do të flitet gjatë prezantimit të këtij punimi.

Fjalët kyçe: të drejtat sendore, fitimi, titulli juridik, regjistrimi, rëndësia e regjistrimit.

Materiali dhe Metodati:

Punimi është formuluar mbi bazën e metodave të dhura shkencore, duke filluar nga metoda e hulumtimit, metoda komparative, metoda e krahasimit e cila është përdorur gjatë krahasimit të legjislacioneve vendore me ato të vendeve evropiane si Gjermanisë, Austrisë dhe Francës. Më pastaj janë përdorur metoda deduktive, metoda induktive, dhe metoda të tjera, që në bazë tyre formulojmë temën për prezantim në pjesëmarrje në këtë konferencë.

Konkluzione përfundimtare:

Kur bëhet fjalë për efektin konstituiv, konsiderohet se i njëjti vlen për rastet e krijimit të titullit juridik i ardhur nga një punë juridike qoftë kontratë apo testament, ndërsa kur bëhet fjalë për titullin juridik i ardhur nga një vendim i gjykatës është në dilemë që vet vendimi i gjykatës prodhon efekt konstituiv (themelues), që do të thotë se e drejta sendore mbi sendin e paluajtshëm krijohet respektivisht fitohet që me plotfuqishmërinë e vendimit të marr qoftë nga Gjykata apo dhe nga Administrata. Lidhur me këtë çështje ekzistojnë dy teori sipas të cilave njëra teori e autorëve jurist e mbështesin të lartcekurën, që vendimi i organit shtetëror prodhon efekt konstitutiv që e drejta sendore mbi sendin e paluajtshëm fitohet në momentin që vendimi bëhet i plotfuqishëm (i zbatueshëm), ndërsa grupi i dytë i autorëve mendojnë që vendimi i organit shtetëror me të cilin krijohet e drejta sendore mbi sendin e paluajtshëm prodhon vetëm efekt deklarativ, por jo edhe konstituiv, pasi që ai vendim duhet të regjistrohet në Regjistrin e të drejtave mbi sendin e paluajtshëm. Gjithashtu dhe ne përkrahim mendimin e teorisë së dytë

sipas të cilës dhe vendimi i marrë nga organi shtetëror duhet të regjistrohet në Regjistrin e të drejtave në paluajtshmëri, për tu fituar e drejta sendore qoftë e drejta e pronësisë, e drejta e servitutit sendor, e drejta e hipotekës, e drejta e barrës sendore, apo dhe e drejta e ndërtimit.

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Pedagogical sciences

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INTELLIGENT ONLINE COURSE DEVELOPED BASED ON THE IMS METASYSTEM AND THE SC LANGUAGE

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This article is devoted to the technology of online learning implementation. For more effective online learning, it is necessary to introduce artificial intelligence technologies and methods for implementing learning systems.

In this work, the objects of study are the technology of the open semantic technology OSTIS, the possibilities of the IMS.OSTIS metasytem for organizing online learning.

An online course organized using the IMS.OSTIS metasytem of the OSTIS open semantic technology.

The results of the online course implementation were obtained using the semantic technology for designing an intelligent learning system: the IMS.OSTIS metasytem using the graphic semantic code SKg. The OSTIS kernel requires a machine with the Ubuntu operating system installed, which is a GNU/Linux distribution based on Debian GNU/Linux, an operating system based on the Linux kernel.

Keywords: *online learning, online course, semantic technology for developing a learning system, graphical semantic code.*

Introduction. *The rapidly developing field of distance learning has contributed to the rapid growth in the popularity of online courses. Due to the numerous advantages of online learning, the number of users of e-learning is growing, educational institutions offer distance learning. The popularity of e-learning has skyrocketed. Online learning is affordable.*

Online courses are part of online learning where you can gain knowledge and skills using any gadget.

Online learning is changing the traditional understanding of education, it offers learning anytime, anywhere. Popular online courses attract hundreds of thousands of students.

The process of large-scale distribution of distance learning has revealed a number of problems of training systems: insufficient expansion of opportunities for access to scientific, scientific-methodical, information-analytical materials in various areas of the economy, science and education; insufficient development of technologies that can contribute to the automation of the formation of high-quality content in educational systems; insufficient use of technologies that can help automate the formation of training reports that reflect the success of training in training systems.

The popularity of e-learning has skyrocketed. Online learning is affordable.

Online courses are part of online learning where you can gain knowledge and skills using any gadget.

Online learning is changing the traditional understanding of education, it offers learning anytime,

anywhere. Popular online courses attract hundreds of thousands of students.

In connection with the above problems, research on the organization of online learning using intelligent technologies is of scientific relevance. Intelligent technologies allow: to automate routine intellectual work; structure the subject area of knowledge, including a formal description of navigation and visualization of educational material; analyze and visualize student learning outcomes.

The results of the study of intelligent technologies for online learning

In many of the articles that we have analyzed, they are more concerned with methodological problems in organizing online learning. Our article describes an example of the practical implementation of the online course "Algorithms and Data Structures" using the open semantic technology OSTIS – the IMS.OSTIS metasytem, using the graph SC (Semantic Code) language.

1) stage of implementation. Creation of nodes;

The core of the OSTIS technology is the IMS.OSTIS metasytem, using the SC language, the SCg code is one of several methods for the visual representation of sc texts and SCg graphs. Graph nodes reflect the educational component (lectures, laboratory, glossary, etc.)

2) stage of implementation. Creating links between nodes. Further, the nodes are combined into a single semantic network. Node links create a single semantic network of online course learning content;

3) stage of implementation. Creating online course content in html format. To create content, you can use a text editor and html;

4) stage of implementation. Create cross-references for secondary nodes;

5) stage of implementation. Creating test elements with jQuery.

You can extend the functionality of elements with jQuery and JavaScript.

Such a learning system allows you to quickly find the necessary component of educational content (request-response); when performing practical tasks, it forms blocks of answers for the user; displays messages when the score threshold is passed and displays a message when the test result is unsatisfactory.

An online course was implemented based on the intellectual metasytem IMS.OSTIS using the SC graph language. IMS.OSTIS – semantic technology for designing an intelligent learning system. Component (modular) and platform-independent design of an intelligent system with a knowledge base and a knowledge processing model. Stages of development: creation of nodes consisting of elements of educational content (lectures, laboratory work, etc.); creating links between nodes; creating online course content in html format; creating cross-references for secondary nodes; creating test elements using HTML, jQuery, CSS; assembly of the Glossary section; assembly of the section "Final test".

The Abstract Knowledge Processing Machine consists of the following SC Agents (SC Additives that are part of the Broadcast and Display Components):

- sc command instance generation agent, in general description.

- all user interface commands are described in the knowledge base and contain any layout (template), on the basis of which the internal agent creates a copy of this command with its arguments replaced;

- translation sc-agent launch responses to user requests. This SC agent waits for a response to a user request and creates a copy of the command that will start broadcasting the response in an external language;

- sc garbage collection agent. This SC agent searches for and deletes information that has been copied or used as a result of changes. This information may have already completed the broadcast command, and so on and so on;

- sc to collect agent IDs. This SC agent collects all identified SC elements in order to provide a quick search for elements by ID.

Thus, the IMS.OSTIS Metasytem is an intelligent system that [13]:

1) implemented on the basis of OSTIS technology;

2) provides comprehensive support for the development of intelligent systems in accordance with OSTIS technology;

3) contains all the skills necessary for this (knowledge of available models, methods and design tools);

4) it is one of the forms of the material technology of the embodiment of OSTIS;

5) manages automation projects aimed at continuous self-improvement.

In general, IMS.OSTIS can be considered:

- portal of knowledge necessary for the creators of intelligent systems;

- intelligent system (environment) of the automated generation of intelligent systems for various

purposes;

– an intelligent system not only provides information support for the design of intelligent systems, but also supports collective management in the design of these systems (including itself).

To describe and analyze semantic networks in OSTIS technology (open semantic technology for designing components of intelligent systems, OpenSemanticTechnologyforIntelligent Systems), a group of graph languages is used, and the texts of which are sc-constructs. Based on the SC-code, a large amount of knowledge of presentation languages has been implemented, aimed at the presentation of specific subject areas.

For knowledge processing, with the help of SC (Semantic Code) – languages, programming languages are used.

SCP (Semantic Code Programming) is a basic programming language aimed at processing homogeneous semantic networks containing a basic set-theoretic interpretation [12]. The sc-code is used to describe knowledge in the form of semantic networks. The SCP language is considered an sc-language, i.e. language texts (scp-programs) are described as sc-constructs. Scp-programs and the information structures (sc-constructs) analyzed by them can be located in one knowledge base. The features of the SCP language are [11]:

- orientation to the use of structurally reconfigurable (graph-dynamic) associative memory;*
- good adaptation to the analysis of non-numerical structures, which makes it possible to describe complexly structured subject areas;*
- focus on processing directly the semantic networks themselves;*
- the possibility of forming algorithms for solving problems of any level of complexity;*
- the possibility through the concept of an sc-node to integrate scp-programs with programs developed in other programming languages and implementing the restructuring of information structures;*
- high potential of asynchrony of information analysis processes in graphical reconfigurable associative memory.*

The operational semantics of the SCP programming language is set by the corresponding abstract machine. An abstract machine is established by an abstract memory, in which the analyzed constructs and clusters of operations are located. All additional data needed by the abstract scp-machine to form scp-programs located in memory are also formed in the form of sc-constructs. Abstract memory is a dynamic information construct. The principles of memory change are set by operations, the structure of memory is given by the syntax of the language.

The tool for designing programs of the main programming language aimed at processing unified semantic networks includes the representation of SCP programs in graphical form (SCg) and in linear form (SCs, M4SCP). The tool used at the moment includes: scp program editor, source repository build tool, scp interpreter, scp debugger with the function of visual representation of scp program debugging process. The tool is an intelligent system and is implemented using open semantic technology.

The semantic network provides the ability to generate complex structured information in the form of a graph in order to facilitate the coding of the apparatus using binary relations in the graph.

In other words, it is the basis for such an intelligent portal, which uses the hidden semantic knowledge located on it, will "understand" users' questions and provide him with a variety of relevant information, in addition to the necessary solution to him.

SCg-code is one of several methods of visual representation of sc texts (text languages or textual semantic code) and sc.g-graphs. SCg-code is an abstract language, it is a rather simple computer code of semantic networks. It can be taken as a fundamental universal element of machine coding of knowledge in the memory of future computers aimed at processing semantic networks [14].

The basic principle included in the basis of the SCg-code is that any sc-element is associated with an sc.g-element (graphical display).

So, in the course of creating a knowledge base based on this solution, as well as studying it, a list of its main advantages was compiled:

- 1. In the representation of the semantic network, you can form any area of knowledge.*
- 2. Openness of the system, the ability to easily change, increase and edit the knowledge base being created.*
- 3. The presence of the SC-code functionality, which gives the advantage of regulating the visual massiveness of the semantic network, that is, performing graphical decomposition, for example, any object in the graph can be converted into an identifier, without affecting the semantics of the subject area [22].*

4. The ability to store, process, receive or issue any information about the object of knowledge.

SC-code is an abstract language, therefore, it is possible to implement various graphic refinements of the SC-code (for example, SCg-code), many options for displaying sc-constructs in the form of character strings (for example, SCs-code), multiple variants of machine representation of sc-constructs in address memory of standard computers, as well as in a specific structurally reconfigurable associative memory of future computers aimed at processing knowledge bases. The SC code is not a complex computer code of semantic networks, which does not appear to be an "alien" representation of semantic networks, but their description, too, in the form of semantic networks, but as simple as possible – with a minimal alphabet and binary connectives.

SCg-language is one of the known ways of visual representation of sc-texts or sc.g-graphs. Most often, the SCg code is used up to the fourth level. To design a domain-specific language, you need to consider all levels of the structure in detail, to specify the entities and relationships that describe the SCg code.

The introduction of copies of the same sc-element, that is, by creating multiple occurrences of images of the same character, is one of the additional measures that can increase the visibility of the SC-text, since it means that subcutaneous-like elements can be performed in SC text [15]. Since the two are synonymous SC-element semantically represent the image of the same character, they can be logically related. More precisely, at the same time, that the ability to combine the SC language with synonymous SC-elements is not only logically, but also physically connected to this language improved associative properties, i.e. neoobhodimoy search for information in the ribs.

The disadvantages of this study include a rather voluminous work on the construction of nodes and links between them. In the future, this can be eliminated by using an already created online course as a template for creating other courses, replacing only the content of the educational material.

When using the results of the study, one may encounter difficulties associated with changing the number of nodes and the links between them for a particular discipline. Also, some difficulty can be considered the primary processing of training data for their classification and visualization.

The disadvantage of this study is the rather expensive technical requirements for hardware and software for the development of a training system.

Development of this research: you can use this technology to develop a "shell template" for loading various content in different disciplines into it.

What difficulties can you face in the analysis and visualization of educational data with the laboriousness of generating input educational data – they need to be formed in the form of arrays consisting of surnames, names of students by study groups and test results, an exam in the form of points, letter equivalents and GPA.

Possible effect of the study results: mass distribution of the method of organizing online courses using the IMS.OSTIS metasystem using the SC graph language, the method of analyzing and visualizing training data using the described machine learning method - classification using high-level libraries.

Conclusion. An online course based on the intellectual metasystem IMS.OSTIS was implemented. We used the syntax and semantics of the SCP (Semantic Code Programming) language, which is a sublanguage of the SC code and is the main agent-oriented programming language focused on processing character structures belonging to the SC code. The graphic language SC was used, consisting of the codes SC, SCn, SCg. The user interface is based on the SCg code. The user interface is meta-system. It is built with a bean method.

Each component consists of a knowledge base and a set of SC agent fragments. The abstract knowledge processing machine consists of the following SC agents. SCg-code is one of several methods of visual representation of sc-texts and scg-graphs. We used the *ims.ostis.net* metasystem, which includes the following components of the SCg code: Sc-construct, Sc-element, Sc-constant, Sc-variable, Sc-alphabet. The nodes form educational components (lectures, laboratory, tests, etc.) and the nodes are connected in a single semantic network of the educational content of the online course. Connections between nodes are carried out using decomposition.

As a result, an online course based on the IMS.OSTIS metasystem was implemented, and for the OSTIS core to work, we needed a machine with the Ubuntu operating system installed – Ubuntu – a GNU/Linux distribution based on Debian GNU/Linux.

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INTELLIGENT LEARNING SYSTEM AND MACHINE LEARNING METHODS**Aliya Kintonova***L. N. Gumilyov National Eurasian University, Astana, Kazakhstan***Amanbek Sabitov***L. N. Gumilyov National Eurasian University, Astana, Kazakhstan***Galymzhan Gabdreshov***Research Institute "Sezual" Astana, Kazakhstan***Bibigul Razakhova***Artificial intelligence technologies**L. N. Gumilyov National Eurasian University, Astana, Kazakhstan***Dinara Khaimulina***Master's Degree of Department of Artificial intelligence technologies**L.N. Gumilyov Eurasian National University, Astana***Rizvangul Sadykova***Ass. Professor, Visiting lecturer, M. Narikbayev KAZGUU University, Astana***Abstract**

For more effective online learning, it is necessary to introduce artificial intelligence technologies and methods to implement learning systems.

In this study, the object was: adaptive learning systems and machine learning method - classification.

Research problem: using the intellectual method and technology to organize online learning.

Results of the study: the architecture of the adaptive system and its features are described, the method of machine learning - classification was implemented.

The article provides an example of the practical implementation of the machine learning method - classification. This method allows you to classify data. Intellectual processing and visualization of data were carried out based on the results of testing students in order to classify them into letter categories A, B, C, D according to a set of features: points and points of the average score.

Keywords: *online learning, online course, educational platforms, data visualization, machine learning.*

Introduction. *The intelligent distance learning system will be implemented on the basis of adaptive learning using data mining algorithms..*

Adaptive learning is one of the most promising areas of application of artificial intelligence in education.

Intelligent educational platforms based on adaptive learning integrate with content management systems (LMS) and provide easy-to-use educational analytics. Adaptive learning is one of the most promising areas of application of artificial intelligence (AI) in education.

An intelligent adaptive learning system allows not only to train the learner and control his knowledge, but also, based on the results of the learner's activity, it can determine which knowledge is insufficient or erroneous and return the learner to the appropriate section of theory or practice, or give additional explanations. I.e., it allows you to adapt the learning process to the characteristics of each individual learner working with the system. It should be focused on mastering not knowledge, but skill[1].

Learning management is determined by the learning system itself based on learning outcomes. Here, the training scenario is formed dynamically in accordance with the current situation. The implementation is carried out on the basis of knowledge about the subject area, about the learning process, about the student. The disadvantage is subject orientation, that is, binding to a specific subject area.

Intelligent adaptive learning system based on data mining technologies, will provide each student with an individual trajectory and individual content.

Functional description of the adaptive learning model:

- *Data collection system.*
- *Personalization system.*

- Output system.
- Psychometric block: evaluates the knowledge and skills of students, adjusts content parameters. With each new level, information about the student becomes more accurate[2].
- Learning strategy block: evaluates learners' sensitivity to changes in teaching, pace, assessment, etc.
- Feedback block: combines all this data and transmits it to the data collection system.

An intelligent educational system based on adaptive learning is based on intelligent data processing technologies, it will select the content and the learning path in real time personally for each student, taking into account the level of his knowledge. An intelligent educational system based on adaptive learning functions exactly like a tutor, introducing individual instruction, assessment, feedback and correction.

The intelligent distance learning system will have a convenient, modern user interface, which will be intelligently connected to the content, with the assessment and analytics of students' competencies to provide real-time individual learning - an individual program and an individual learning path for each student personally.

Intellectual educational system will be based on the adaptive model shown in Figure 1:

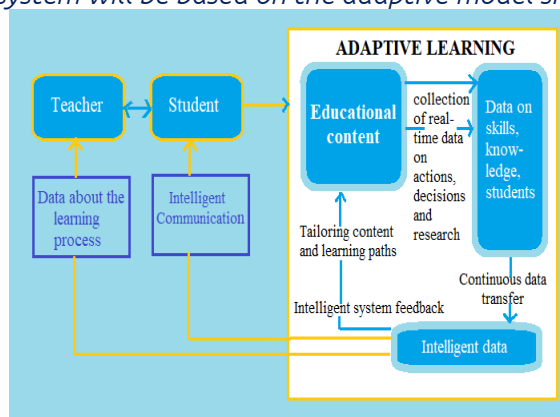


Figure 1. Adaptive learning model

The intelligent adaptive learning system will have a user-friendly, modern user interface that will be intelligently connected to the content, with evaluation and analytics to provide real-time individual learning[9-11].

Intelligent adaptive learning system involves the use of new technologies in the field of artificial intelligence: data mining.

The intelligent learning system is based on the adaptive learning model and data mining algorithms, these algorithms are implemented using data mining technologies: Data mining, Web mining.

In Kazakhstan there is no system with the full functionality of an intelligent adaptive learning system. In the Kazakhstani market and in the markets of the former CIS, the view of high-tech education as simply distance education, preserving the paradigm of a linear course: an online course, dominates. There are no such intelligent adaptive learning systems on the territory of Kazakhstan; such systems have been implemented and are successfully used in the USA and Europe.

A personal approach to learning can be successfully solved through the use of adaptive technologies.

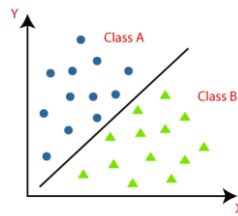
The adaptive system monitors the progress of each individual student and adjusts the order of displaying the course blocks to his abilities, informs the teacher about which material is less learned and which is better.

Based on adaptive learning technologies, the system selects the content (learning material) and the learning path personally for each student, taking into account the level of his competence [3-5].

To analyze and visualize training data in adaptive systems, you can use machine learning methods, such as, for example, a classification method.

The main purpose of the classification algorithm is to determine the category of a given dataset and these algorithms are mainly used to predict the output for categorical data.

The classification algorithms can be better understood using the diagram below. The diagram below shows two classes, class A and class B. These classes have features that are similar to each other and different from other classes.



The algorithm that implements the classification of a data set is known as a classifier. There are two types of classifications:

- **Binary classifier:** if a classification problem has only two possible outcomes, it is called a binary classifier.

- Examples: YES or NO, MAN or WOMAN, SPAM or NOT SPAM, CAT or DOG, etc.

- **Multiclass classifier:** if a classification problem has more than two results, it is called a multiclass classifier.

Example: Classification of types of cultures, Classification of types of music.

- Students in classification tasks:

- There are two types of learners in classification tasks:

1. **Lazy (unsuccessful) students:** lazy learners save the training dataset first and wait until they get the test dataset. In the case of a lazy learner, the classification is done based on the most related data stored in the training dataset. It takes less time to train, but more time to make predictions.

Example: K-NN algorithm, case-based reasoning.

2. **Passionate (successful) students:** A spiring learners develop a classification model based on the training dataset before getting a test dataset. Unlike lazy learners, impatient learners need more time to learn and less time to predict[9].

Example: decision trees, naive bayes algorithm, ANN.

Implementation of the classification method. Based on the results of the training, students / undergraduates are tested and the test results can be analyzed and processed in order to classify them into letter categories A, B, C, D, F according to a set of features: 1. scores and 2. GPA scores.

To do this, you can use the method of intellectual data processing - classification.

The data set consists of student grades of letter types: A, B, C, D (F-missing according to test results) and in points: from 50 to 100 points.

The target variable will be grading into groups A (excellent), B (good), C and D (satisfactory). Accordingly, our task is to use the available data to try to find the relationship between the letter grades and the GPA value: A, B, C, D.

Pandas is a high level library in python for data analysis. We use the matplotlib library in Python to visually display the results of the analysis of test scores in the form of a histogram. A histogram is a simple way of presenting tabular data in a graphical form, in the form of a bar chart [6-8].

For analysis, let's take the test results of one group of students. Next, we create two arrays with letter grades and GPA values relative to the values in points from 50 to 100. We fill in the test results data, as shown in Figure 2.

Out[2]:

	Name	Evaluation
0	Айыпов Еркебұлан Ермұратұлы	90
1	Арғимбеков Арнур Аканович	86
2	Әди Исламхан Ғалымжанұлы	90
3	Бекқожин Дастан Ақанұлы	93
4	Бердіқанов Марлен Нұртасұлы	87
5	Ботаев Шахдат Қалдыбайұлы	55
6	Ермекбай Ерсұлтан Серикбайұлы	88
7	Қудайбергел Асылжан Бектемирұлы	91
8	Қайратқызы Гүлсан	88
9	Қанибай Мәди Ғаниұлы	92
10	Қыдыров Ислам Аспанбекұлы	91
11	Мағзұмов Сағадат Талғатұлы	85
12	Мырзағалы Нұрсерік Әсетұлы	91
13	Мырзахмет Дәулет Жолдасбекұлы	87
14	Ниязғали Мадияр Айдынулы	93
15	Оңдасынов Нұрдаулет Ғаниұлы	93
16	Сарытбеков (Еринулы) Айбек Еркинович	91
17	Сыздық Аңсар	89
18	Тайжанов Азамат Жанкелдіұлы	93
19	Төреханұлы Нұрдаулет	85
20	Тұрсынхан Аяғоз Нұрланқызы	88

Figure 2 - test results data

Next, we create two arrays, which we will fill with letter grades and GPA values, shown in Figure 2.

And, the correspondence between academic performance and GPA values relative to the values in points.

Figure 3 in the bellow shows the correspondence between academic performance and GPA values relative to the values in points.

In [4]: 1 df2

Out[4]:

	Name	Evaluation	Worded_evaluation	GPA
0	Айыпов Еркебұлан Ермұратұлы	90	A	3.67
1	Арғимбеков Арнур Аканович	86	B	3.33
2	Әди Исламхан Ғалымжанұлы	90	A	3.67
3	Бекқожин Дастан Ақанұлы	93	A	3.67
4	Бердіқанов Марлен Нұртасұлы	87	B	3.33
5	Ботаев Шахдат Қалдыбайұлы	55	D	1.33
6	Ермекбай Ерсұлтан Серикбайұлы	88	B	3.33
7	Қудайбергел Асылжан Бектемирұлы	91	A	3.67
8	Қайратқызы Гүлсан	88	B	3.33
9	Қанибай Мәди Ғаниұлы	92	A	3.67
10	Қыдыров Ислам Аспанбекұлы	91	A	3.67
11	Мағзұмов Сағадат Талғатұлы	85	B	3.33
12	Мырзағалы Нұрсерік Әсетұлы	91	A	3.67
13	Мырзахмет Дәулет Жолдасбекұлы	87	B	3.33
14	Ниязғали Мадияр Айдынулы	93	A	3.67
15	Оңдасынов Нұрдаулет Ғаниұлы	93	A	3.67
16	Сарытбеков (Еринулы) Айбек Еркинович	91	A	3.67
17	Сыздық Аңсар	89	B	3.33
18	Тайжанов Азамат Жанкелдіұлы	93	A	3.67
19	Төреханұлы Нұрдаулет	85	B	3.33
20	Тұрсынхан Аяғоз Нұрланқызы	88	B	3.33

Figure 3 - Correspondence of academic performance and GPA values relative to the values in points

Conclusion. To implement adaptive intelligent learning systems, you can use intelligent technologies for developing learning systems and methods and algorithms of machine learning. An intelligent adaptive learning system involves the use of new technologies in the field of artificial intelligence: data mining.

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THE USE OF MULTIMEDIA RESOURCES FOR DEVELOPING LISTENING SKILLS OF HIGH SCHOOL STUDENTS

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Annotation

The article considers the importance and necessity of using multimedia resources in foreign language education. This article provides detailed information about reading skills of high school students, the effectiveness of using multimedia resources. The purpose of this article is to present the effectiveness of using multimedia resources in the development of students' ability to learn foreign language listening skills. The authors carried out a theoretical analysis of scientific and practical literature with the aim of defining and comparing the most popular multimedia resources used by specialists in the process of a foreign language in accordance with the set goal and objectives. An algorithm for teaching a foreign language at school based on a communicative approach through the use of popular Internet resources within the boundaries of the chosen topic has been tested.

Keywords: *multimedia resources, listening skills, microblogging technology, weblog, social relations, autonomous learners*

Introduction.

he practice of listening in class is always seen as an insurmountable effort. Scientists are also seen as indifferent recipients of ideas and knowledge. They unquestioningly accept the words of a school teacher and play the role of dumb strangers in the process of reading. This is however, is beginning to change, as an increasing number of mentors believe that scientists should diligently share in lessons, participating in interactive tasks on language literacy and attracting independent students. In this regard, scientists in reading classes should position themselves as actors in the process of comprehension.

The aim and tasks of the research: *The purpose of the presented research is to develop methodological recommendations on the use of modern multimedia resources in the process of teaching foreign language listening skills to school learners.*

The goal is revealed in the following tasks: to analyze social networking tools used to teach English; to test an algorithm for the development of listening skills using multimedia resources.

Implicit use of multimedia resources to increase listening appreciation. Multimedia resource is a technology that involves bringing certain personalities or associations together in an online space to interact for personal or business purposes. Numerous social media tools, such as Facebook, Twitter and Edmodo, are created using microblogging technology. Microblogging is just blogging, but of a smaller size. A web blog, or simply known as a blog, is a type of website or part of a website, usually maintained by a user who regularly posts comments, event descriptions, or other content similar to photos or videos. Unlike other static websites, blog visitors can leave comments and even chat with each other on blogs. This item allows bloggers to establish social relationships with their collections and other bloggers. Microblogging also supports many blog features. However, it differs from a traditional blog in that its content is usually smaller in both actual and aggregate volume. Therefore, only small pieces of content can be posted, such as brief rulings, images, or links.

Literature review.

The goal of using information technology in a foreign language classroom is to boost students' enthusiasm in learning the language. Nowadays, stereotyped traditional teaching methods and environments are unpopular, whereas multimedia technology with audio, visual animation effects naturally and humanely increases our access to information. Furthermore, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in the study, as well as their collaborative class act, with such characteristics as abundant-information and crossing time and space[9].

Students' ability to comprehend definite language, as well as their understanding of the structure, meaning, and purpose of the language, has been hampered by traditional instruction, which makes students passive absorbers of knowledge. So it is difficult to achieve the target of communication. Multimedia technology seeks to connect teaching and learning by directing students' cognitive processes and emotions through teacher instructions. Students will be more motivated as a result. The Facebook, Twitter and Edmodo activate students' thinking; the visual and vivid courseware and help them to transform English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students [8].

Another private social network, Edmodo, is considered as one of the possible options for accessing popular sites such as Facebook, Twitter and Myspace. This provides scientists with a safer platform for academic participation, for example, to pose questions and exchange opinions, reflections and reviews. Edmodo is a free, secure social literacy network for mentors and academics. By restricting access to educational tests, mentors and scientists can exchange notes, links, remarks, warnings, tasks and events with each other in a safe environment, which allows community members to enjoy all the benefits of microblogging, minus the fact that they are completely open to the global community [6].

To support multiple simultaneous conversations, mentors can create groups for each of their classes. Each group is assigned its own unique law, which the mentors distribute to all members of the class. Groups are isolated from each other, so those who do not have access will not be able to view conversations unless the teacher assigns them to be public. An additional advantage of Edmodo is that scientists can also create their own groups. Participants can decide on admission to publications via their mobile phones, email, Twitter or via the RSS feed posted on the course homepage. [10].

In today's culture, informatization is viewed as a goal-oriented social process defined by a growth in the impact of intellectual activity on all elements of society. At this stage in the information society's evolution, it is necessary to discuss the impact of social networks on changing information presentation and perception; the emergence of new types of communication; a new understanding of literacy, individual key competencies; and the widespread use of information technology. In Kazakhstan, the adoption of information and communication technology into the educational system is viewed as one of the most important directions in the growth of the education system.

Computers and telecommunications are at the heart of information technology. According to S.S. Kunanbayeva, the use of technology allows teachers to increase the effectiveness of the educational process, the quality of students' learning, and to assist teachers in bringing the effect of additional visibility into the classroom, allowing students to learn content more rapidly and in greater quantities. [1, p.12].

In many aspects, the information educational environment surpasses the traditional system of foreign language classes, which have grown known to teachers and have lost significance for pupils, in the context of the State Standard and secondary school program. The benefits of using social networks in the context of learning a foreign language to build an information educational environment in profile schools are highlighted in the following sections:

- through the use of multimedia technologies, teachers always have access to the most up-to-date materials and information in the field of foreign language teaching methods; - the educational process has an expanded range of tools and forms of education, which largely correspond to the socio-cultural environment of modern school students and has a positive effect on the level of motivational interest of all participants in the educational process; As a result, methods of teaching a foreign language are constantly being refined, pedagogical experience is accumulated and implemented at the local and regional school levels, and pedagogical technologies are exchanged.

- open such innovative forms of work with educational material as students' participation in virtual discussions and conferences, their presence at broadcasts of children's foreign language and literature competitions, their participation in educational games online, as well as homework and its demonstration using the gadgets they are familiar with (tablet computers, phones, laptops) [7].

Modern society is characterized by a high level of informatization, and it is necessary to have a sufficient level of informative competence and formed information skills that will allow students to effectively adapt to the constant flow of information and changing living conditions and situations, the ability to independently search for new knowledge, and use the information obtained for successful adaptation, conducting productive life, and obtaining adequate information [3].

There is a parallel development of the student's personality and the formation of his or her information competence in the educational process, which is defined as integrative quality of personality,

including knowledge, skills, information activities, and value attitude toward it, and an adequate level of formation of informative competence provides the individual with information literacy as an intellectual structure for understanding, searching, and evaluating information[8].

Learning how to pick information, according to Bim I.L, should be part of the broader purpose of learning a foreign language—a cultural and educational function that encourages the development of the future specialist's education and culture as a professional [2, p.79].

International cooperation occurs in a variety of professional fields as a result of globalization, informatization, and internationalization in business, as well as the integration processes taking place in society, L. D. Raitskaya believes that forming and developing foreign language informative competences are a basic condition of professionalism and a successful career [11, p.34].

Since communication with the outside world is a condition for obtaining information, the secondary school's task includes not only the development of foreign language communicative competence and not just the formation of informative competence, but also the formation of foreign language-information-accumulating competence. [4,p. 86].

Research methods.

A questionnaire was developed to collect the relevant data. The main purpose of the questionnaire was to define the students' ability in using social networking tools during the educational process. The questionnaire included two main themes relevant to the application of social networks in foreign language education. The questions are formulated from easier to difficult. To motivate students' interest in learning, questions included all areas of internet resources and social networks development. In some questions students had to think creatively and search for other information sources. The questionnaire used a five-point scale extending from 5 (very high pr strongly agree) to 1 (very low or strongly disagree). The verbal explanation was used to show the results of questionnaire.

Skills in using multimedia resources

Diagram 1

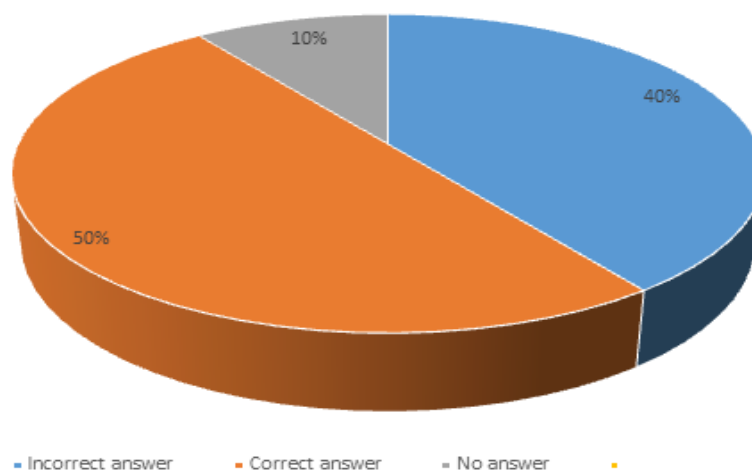


Diagram 1-Results of evaluating the quality of students ' responses to questions that test their ability to work with multimedia resources

Results and discussion

The study results will be organized and discussed in accordance with the research questions. To the question number 1 "Do you use multimedia resources in learning foreign languages?" Results indicated that students had high perceptions of their multimedia resources integration competencies. For the question number 2 "How often do you use Internet resources?" students answered that they use it all the time, because right now they are having online lessons. Also, for the question number 9 "What is the importance of students' information literacy?" Most of them answered in this way: Information literacy is important for today's learners, it promotes problem-solving approaches and thinking skills-asking questions and seeking answers, making decisions, forming opinions and evaluating sources. Most students' answers to the question: What should be part of the broader purpose of learning a foreign language? were the same such as traveling abroad, communication with native speakers, reading foreign literature or scientific and technical works.

Conclusion.

Thus, the implementation of the algorithm of teaching English at school presented by the authors of the study on the basis of a communicative approach through the implementation of multimedia resources makes it possible to increase the efficiency of the learning process, while the teacher should offer students functional installations, direct search activities, coordinate the processing of information and communication online in a foreign language.

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**EDUCATIONAL PARADIGM ORIENTATION FROM KNOWLEDGE TO A "PERSON OF CULTURE",
FOCUSED ON A "QUALIFIED PERSON"**

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**БІЛІМ БЕРУ ПАРАДИГМАСЫ «БІЛІКТІ АДАМҒА» БАҒЫТТАЛҒАН БІЛІМНЕН «МӘДЕНИЕТ
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Abstract

The presented article highlights the features of the updated content of education, gives a general description of the philosophical, psychological and pedagogical foundations, theory and practice of teaching. In addition, examines the content of general education focused on the relationship of science, the process of renewal of production and social development.

Түйіндеме

Ұсынылып отырған мақалада жаңартылған білім беру мазмұнының ерекшеліктерін атап өтіп, оқытудың философиялық, психологиялық, педагогикалық негіздерін, теориясы мен тәжірибесіне жалпы сипаттама береді. Сонымен қатар, ол ғылымның өзара байланысына, өндірісті жаңарту және әлеуметтік даму процесіне бағытталған жалпы білім берудің мазмұнын қарастырады.

Аннотация

В представленной статье отмечены особенности обновленного содержания образования, дана общая характеристика философским, психолого-педагогическим основаниям, теории и практике преподавания. Кроме того, рассматривает вопросы содержания общего образования ориентирующегося на взаимосвязь науки, процесс обновления производства и общественного развития.

Білім туралы Заңда «Білім беру жүйесінің басты міндеті – ұлттық және жалпы адамзаттық құндылықтар, ғылым мен практика жетістіктері негізінде жеке адамды қалыптастыруға және кәсіби шыңдауға бағытталған білім алу үшін қажетті жағдайлар жасау, оқытудың жаңа технологияларын енгізу, білім беруді ақпараттандыру, халықаралық ғаламдық коммуникациялық желілерге шығу» деп білім беру жүйесін одан әрі дамыту міндеттері көзделген [1]. Бұл міндеттерді шешу үшін «Білім негізі – әдістемеде» қағидасын басшылыққа ала отырып, төменгі сыныптан бастап білім беру қазіргі ғылымның, мәдениеттің, ғылыми-техникалық үдемелі даму деңгейіне сай болуы керек.

Жалпы білімнің мазмұны ғылымдардың өзара байланысы, өндіріс пен қоғамдық дамудың жаңару үдерісіне тікелей ықпал жасайды. Сондықтан қазіргі таңда мектептегі оқыту үдерісінде жаңартылған білім беру мазмұны ерекше көкейтесті орын алып отыр және жалпы педагогикалық маңызға ие болуда. Жаңартылған бағдарлама Қазақстан Республикасында білім беруді дамытудың 2011-2020 жылдарға арналған мемлекеттік бағдарламасының мақсат-міндеттерімен үйлеседі, ал мемлекеттік бағдарламаның басымдықтары, өз кезегінде білім беру саласында көш бастап келетін Франция, Сингапур және Ұлыбритания секілді прогресшіл елдерге тән заманауи мақсаттармен және құндылықтар жүйесімен барабар [2]. Бағдарламаның жетекші мақсаты әрбір ел үшін маңызды болып табылатын рухани, мәдени және адамгершілік құндылықтардың негізінде жастарды өз елінің мәдениетін құрметтеуге тәрбиелеу; екіншіден (бұл да маңызды аспект) – жастарды жылдам өзгеріп жатқан әлемде өзіне сенімді және табысты болуға мүмкіндік беретін дағдылары мен түсініктерін дамытуға, өмірлік жағдайларда өз білімдерін қолдануға ықпалын тигізетін сын тұрғысынан ойлауға үйретуді қамтиды.

Бүгінгі таңда қоғамымыздың жаңа қарқынмен дамуы, ғылыми-техникалық прогрестердің жетістіктері, еліміздің өркениетті елдер қатарынан көрінуі білім беру жүйесіне де ықпал етпей қойған жоқ. Оқу жұмысын ұйымдастырудың негізгі түрі – сыныптық сабақ жүйесі екені бәрімізге мәлім [3]. Осыған орай, сабақтың қалыптасқан дәстүрлі түрінен басқа, дәстүрлі емес сабақтар түрлері де пайда болуда. Олар көбінесе, оқытудың жаңаша әдістеріне негізделіп құрылуда. Ондағы мақсат – әрбір сабақтың оқу-тәрбиелік мүмкіншіліктерін ескере отырып, оны жаңа сапалық сатыға көтеру. Оқытудың жаңа инновациялық әдістері мен пәнге байланысты жаңа технологияларды пайдалануға итермелейді.

Педагогика ғылымы мен практикасында уақыт талаптарына сәйкес сабақты өткізудің түрлі жолдары қарастырылып, оны жетілдіруде қыруар ізденістер жүзеге асырылды. Сабақта ұйымдастыруда оқушылардың танымдық іс-әрекетін белсендіру, ақыл-ойын дамыту, шығармашылықты өздік ізденіске баулу және т.б. проблемалар бойынша толассыз ғылыми ізденіс жұмыстары жан-жақты жүргізіліп келеді.

Шығармашылық және зерттеушілік іс-әрекетті қалыптастыру, дамыту негізінде оқу белсенділігі мәселелері тұрғысынан (А.С. Амирова, Ү.Б. Жексенбаева, С.С. Измуханбетова, А.Е. Әбілқасымов, Ш. Таубаева, М.А. Утешова, З.А. Исаева, М.Б. Аманбаева, Н.Т. Сартаева, Ұ.Б. Ахатаева, А.Н. Савенков, А.В. Леонтович, А.С. Обухов, А.Н. Поддьяков, Ж.В. Рассказова, Л.А. Казарина, Н.А. Семенова, Burton R. Clark, Д. Берлайн, А. Yildirim, V.G Ryndak, J.C. Clark) және т.б. ғалымдардың еңбектерінде қарастырылған.

Жаңартылған білім беру аясында инновациялық технологияларды пайдалана отырып, сабақты түрлендіре, шығармашылық бағытта өткізу бүгінгі күннің басты мақсаты. Топтық жұмыстар, жұптық, жеке жұмыстар жүргізу арқылы оқушының сабаққа деген қызығушылығын арттырамыз. Қазіргі ақпараттық заманда, оқушылар қосымша материалдарды тез тауып мәліметтер ала алады, сондай ақ, аудиожазбаларды тыңдау (наушник) арқылы музыкалық диктанттарды топтық және жұптық, жеке жұмыстар жүргізу арқылы тапсырмаларды белсенділікпен орындауға дағдыланады [4].

Кез келген мектептегі оқу пәндерінде жаңа әдістерді пайдалану арқылы мектептегі сабақтарды жаңаша ұйымдастыру, мұғалімнің рөлі мен қызметінің артуына жағдай жасау, теориялық, ғылыми-педагогикалық және психологиялық зерттеулерге сүйене отырып, оқушылардың құзыреттілігін қалыптастыру, ақпараттық технологиялар мен инновациялық оқыту әдістері арқылы оқушыларды ізгілікке, елжандылыққа, саналылыққа, адамгершілікке, имандылыққа, еңбексүйгіштікке тәрбиелеу. Инновациялық әдістерді баланың білім деңгейіне және жас ерекшелігіне қарай оқу үрдісінде пайдалану негізгі міндет болып табылады.

Қазақстан Республикасында білім беруді және ғылымды дамыту бағдарламасында «Сапалы орта білім беруге тең қол жеткізуді қамтамасыз ету, тез өзгеріп жатқан әлемнің жағдайында зияткер, дене бітімі және рухани жағынан дамыған, табысты азаматты қалыптастыру» деп атап көрсеткендей бүгінгі таңда білім беру парадигмасы «білікті адамға» бағытталған білімнен «мәдениет адамына» бағытталған білімге көшуді талап етеді. Білім беруді жаңаша ұйымдастыру - оның философиялық, психологиялық, педагогикалық негіздерін, теориясы мен тәжірибесін тереңірек қайта қарауды қажет етеді [5].

Білім мазмұнын жаңарту – білім беру бағдарламасының құрылымы мен мазмұнын, оқыту мен тәрбиелеудің әдістері мен тәсілдерін қайта қарастыру болып табылады. Ұлттық және жалпы адамзаттық құндылықтарды бойына сіңірген, кез келген өмірлік жағдайда функционалдық сауаттылығы мен бәсекеге қабілеттілігін көрсете білетін тұлғаның үйлесімді қалыптасуына және зияткерлік дамуына қолайлы білім беру ортасын тудыру – жаңартылған білім мазмұнын енгізудің нәтижесі болуы керек.

Қазіргі заман талаптарына сәйкес қазіргі мектеп «білімді тұлға», яғни білім, білік пен дағдылары қалыптасқан жеке тұлғаны дайындаумен ғана шектеле қоймай, «өмірдің өзгерістеріне дайын болатын», белсенді және шығармашыл ойлайтын, интеллектуалды және жан-жақты дамыған жеке тұлғаны дайындау тиіс. Бұл деген мектептегі білім берудегі жаңа моделінің құрылымы әдеттегі дәстүрлі «Мектепте нені оқу керек?» емес, «Мектепте не үшін оқу керек?» деген мәнмәтін аясында өрістелуі тиіс.

Білім мазмұнын жаңарту не үшін қажет деп ой тарқатар болсақ, елімізде білім беру саясаты мен тәжірибеге ықпал ететін келесі маңызды салаларда айтарлықтай өзгерістер орын алды: -экономика; -адамдардың өзін өзі басқаруы; -қарым-қатынас көлемі және жылдамдығы; -еңбек нарығының құрылымы; -шекарамыздың ашықтығы; -еліміздің

азаматтарына ашылған мүмкіндіктер кеңістігі; -оқыту мен үйретудің анағұрлым нәтижелі тәсілдерінің анықталуы.

Білім беру жүйесіне өзгеріс енгізуге қажетті факторларды айтатын болсақ, ол:

- әлем стандартына сай білім беру;
- бәсекеге қабілетті тұлға тәрбиелеу;
- табысты өмір сүру дағдаларын қалыптастыру;
- әлем азаматын тәрбиелеу;
- тәжірибелік дағдыларды дамыту;
- функционалдық сауаттылықты арттыру;
- мұғалімнің кәсіби шеберлігін жетілдіру.

Жаңартылған білім беру бағдарламасы мақсаты мен міндеттерін айқындады.

Аталмыш бағдарламаның мәні, баланың функционалды сауаттылығын қалыптастыру. Оқушы өзінің мектеп қабырғасында алған білімін өмірінде қажетке асыра білуі керек. Сол үшін де бұл бағдарламаның негізі «Өмірмен байланыс» ұғымына құрылған. Ұстаздарға үлкен жауапкершілік міндеттелді. Оқушылардың бойына ХХІ ғасырда өмірдің барлық салаларында табысты болу үшін, қажетті дағдыларды дарыту үшін, мұғалімдер тынымсыз еңбектену керек. Жаңартылған оқу бағдарламасы аясында тек өз пәнін, өз мамандығын шексіз сүйетін, бала үшін ұстаз ғұмырын құдіретті деп санайтын білімді мұғалімдер ғана жұмыс істей алады. Ата-бабамыз «Оқу – инемен құдық қазғандай» демекші, жан-жақты, шығармашыл, ізденімпаз ұстаз ғана табысты болып, нәтижеге жетеді. «Білімді болу деген сөздің мағынасы – белгісіз нәрсені ашуға қабілетті болу», – деген Әл-Фарабидің сөзіне жүгінетін болсақ, ел ертеңі білімді ұрпақпен ғана өлшенбек.

Сондықтан қазіргі уақытта дайын білімдерді игеру мен жалпылау мақсат емес, ол адамның интеллектуалды дамуының көмекші құралы болып табылады. Ал қажетті ақпараттарды өз бетінше табу, мәселелерді анықтау және оларды шешу жолдарын іздеу, алынған білімдерді сын тұрғысынан талдай білу және оларды жаңа тапсырмаларды орындауда қолдану жаңартылған білім мазмұнының нәтижесі.

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FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL CHILDREN THROUGH DIGITAL TECHNOLOGIES

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Abstract

The main aim of teaching a foreign language at school is to develop intercultural communicative competence of learners. Learning to speak in a foreign language is learning to express one's thoughts orally, that is, using the language as a means of communication. Teaching monologue speech is a difficult task, since in the practice of teaching a foreign language, there are often cases when a pupil cannot answer or make a speech on his own, cannot formulate and express his thoughts in English. This leads to the problem that pupils often do not know what to talk about, what to say and how to talk. Pupils face this problem from the initial level.

In pedagogical practice today there is a sufficient number of digital technologies with which it is possible to create a linguistic, communicative environment in the learning process, as close as possible to reality. The task of a foreign language teacher is to choose the most effective technology that promotes the development of pupils' communicative competence, increases digital literacy and stimulates internal motivation to learn through the use of digital tools and resources. This work is devoted to the study of digital technology "Digital storytelling" in teaching English to elementary school pupils in the framework of project activities.

Keywords: *foreign language, project, intercultural, communication, competence, digital technology, primary school pupils.*

Modern technologies are developing at a tremendous speed. Many areas of activity are moving to digital systems. Experts are increasingly talking about the transition of the school curriculum to an electronic format. The modern formulation of schooling is fundamentally different from the old one. Digitalization of education is the name of the process of transition to an electronic system. The conditions of the high-tech world, as well as the features and educational opportunities of today's generation of students dictate new requirements to the school for the level and quality of education in general, and for language education in particular.

The use of computer technology in teaching foreign languages began more than 70 years ago. Until recently, this topic was discussed by a rather narrow circle of specialists, but with the advent of the information age in the development of society, the advent of the Internet and the rapid development of digital technologies, more and more foreign language teachers in our country and abroad are realizing the need to integrate the latest technologies into the educational process.

The introduction of digital technologies into the educational process implies independent study of the material. Unlike traditional methods, when using digital technologies in teaching, the pupil himself becomes the main acting figure and opens the way to the assimilation of knowledge. The teacher acts as an active assistant in this situation, and his main function is to organize and stimulate the educational process. [1]

English is the language of modern international technologies, the language of the Internet, the language of computers and sports. It is not even necessary to prove the importance of learning English today. And most importantly, English is the language of world communication! The purpose of teaching English today is not just to give knowledge of the language, but to teach how to use this knowledge in real communication, i.e. practical knowledge of the language and, consequently, the development of students' communicative competence.

The state educational standard of basic general education defines significant changes in the concept of teaching with a focus on speech development and the formation of communicative competence when learning a foreign language. Thus, the problem of the development of speech activity remains relevant in modern education.

The approach to learning a foreign language in the Soviet school was translation in combination with lexico-grammatical, when children learned words and texts by heart. The idea of communication in the practice of teaching foreign languages in the Soviet Union began to gain popularity in the 50s of the XX century. The principle of communicative learning was put forward, and a communicative approach to learning was also discussed. The inspiration for the developers of new methods of learning English was the Bulgarian psychotherapist Georgy Lozanov, who demonstrated how, with the help of a system of psychological techniques - suggestion, attracting attention, etc. – it is quite realistic to teach English in 24 days. In the late 60s, Professor of the Lipetsk Pedagogical Institute, Doctor of Pedagogical Sciences E. I. Passov developed a communicative teaching method based on the principles of:

1) the principle of speech-thinking activity, according to which the speech of pupils in a foreign language should be not only the ultimate goal, but also the means to achieve it;

2) the principle of individualization, with the leading role of its personal aspect, considering each pupil as a person and taking into account all his properties;

3) the principle of functionality, meaning that the form of any speech unit (lexical or grammatical) must be assimilated along with its function;

4) the principle of situativeness, which states that "all learning to speak takes place on the basis of and with the help of situations";

5) the principle of novelty, which follows from the heuristic nature of communication and assumes that something is constantly changing in the process of communication: the subject of conversation, the conditions of the situation, interlocutors, communication tasks, etc. [2]

As a teacher, I was faced with the problem of choosing professional means of teaching speech activity with maximum effect.

My teaching experience is aimed at the formation of communicative competence using information and communication technologies in English lessons.

To achieve this goal, a number of tasks were put forward:

- To study pedagogical experience on this issue.*
- To apply modern ICT techniques and methods in pedagogical practice aimed at the effective development of foreign language communicative competence.*

- To increase the effectiveness of the educational process in the subject "English language" with the help of multimedia, interactivity and modeling technical means.*

- To diversify the forms of educational and extracurricular activities of pupils that contribute to the development of interest in the subject "English".*

- The modern educational system operates in special conditions, the specifics of which are determined by the global process of informatization of education. Today, a teacher is obliged not only to possess skills in the field of ICT, but also to be responsible for the professional application of these technologies in their direct activities. [3]*

In pedagogical practice, I use the opportunities and advantages of ICT in teaching, training, information retrieval work, in the use of didactic materials, educational and game forms of activity, control over the implementation of educational tasks.

Such ICT tools as Skype technology, voice-over and video shooting, interactive tasks, creative homework using computer tools allowed me to increase the effectiveness of the educational process.

Skype technology gives good results not only in terms of the development of speech activity, but also increases the motivation to study individual topics.

The use of video in a foreign language lesson is not new in itself. It allows you to make the lesson more interesting, focuses on the assimilation of complex topics and concepts, increases the emotional background. At the initial stage of learning a foreign language, the screenings of animated films are especially effective. They help to develop the speech activity of younger schoolchildren. Various video courses for children have been developed, for example, "Disney's Magic English". At the middle and senior levels of education, video clips from feature films are more often used. The use of videos allows you to simulate certain situations in the lesson, organize entertaining business games. These techniques demonstrate to students the functioning of a particular structure in a certain context. So, in the form of a game, two important principles are simultaneously implemented: the principle of situativeness and the principle of functionality. This allows you to effectively form and develop the skills and abilities of oral monologue and dialogic speech, develop language guesswork, learn or consolidate new vocabulary, develop communication skills.

Information and communication technologies provide a representation of information in which the student perceives it with several senses at once in parallel. With a combined effect on the student

through sight and hearing, when involving him in active actions, the share of assimilation of educational material can be 75%. This is the basis for the positive effect of using such an ICT tool as interactive tasks in English lessons. They have the following significant functions:

- Interactive management of situations and processes simulated on the screen.
- Implementation of current and final control with the establishment of feedback.
- Individualization and differentiation of the learning process.
- Emotionality and expressiveness of information. Computer visualization and the ability to display on a large screen for the entire group of pupils.

Mostly in my practice I use didactic interactive games and interactive tests. My experience of using didactic interactive games confirms the effectiveness of the capabilities of this ICT tool and demonstrates success in implementing the didactic principles of novelty, visibility, communicative activity, interdisciplinary connections. The interactive game allows students to apply knowledge practically and brings variety to the learning process. Children learn with great pleasure by playing, the lesson material becomes more accessible for assimilation. I have developed and published several such games, for example, interactive coloring games "The Sights of Moscow", "Christmas", interactive crosswords "Fruits and vegetables" and "At the supermarket".

Creative homework using ICT is one of the types of homework that my students receive. Examples of such tasks:

1. Search for information on the Internet and its presentation in the form of a message or an interactive poster made on the **edu service.glogster.com**.
2. Creating a virtual tour, and presenting the result of the work in the form of a presentation made in **Power Point programs, Prezi.com or on the service photopeach.com**.
3. Production of postcards using graphic editors.

In the process of testing modern ICT tools in pedagogical practice, I noted positive factors influencing a better and deeper understanding of the material being studied, increasing the motivation of the student to contact a new field of knowledge, saving time by significantly reducing the training time. The formation of linguistic communicative competence presupposes a procedural and effective approach, since the effectiveness of work can be judged only by the result. [4]

In the process of implementing digital storytelling technology, special attention is paid to the stage of voice-over recording, which is important for the development of speaking skills. In the process of preparation, pupils carry out some work on pronunciation and pay special attention to fluency of speech, which makes it possible to significantly increase the level of proficiency in these skills.

Before creating a digital story, pupils need to compose a story in a traditional format, which they will supplement with their own materials (photos, videos, audio). In the process of creating their story, students learn to organize their ideas, ask questions, express their opinions, and build a narrative. [5]

The use of digital storytelling personalizes learning, giving everyone involved in this process the opportunity to express their opinion by presenting the same story through the prism of their own worldview and perception. Thus, the use of digital storytelling in foreign language lessons primarily contributes to the development of students' communicative competence, stimulates internal motivation to learn, increases digital literacy, and also makes the learning process fascinating.

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USING AN INTERACTIVE APPROACH TO TEACHING SPEAKING SKILLS IN ENGLISH LESSONS**Bazarbay Guldana Muratkyzy***2nd year Master degree student of Kazakh National Women's Teacher Training University,, specialties of Foreign language, Two foreign languages, Almaty, kazakhstan***Bolatkazykyzy Alua***1st year Master degree student of Kazakh Ablai Khan University of International Relations and World Languages specialties of Foreign language, Two foreign languages, Almaty, kazakhstan***Seidalieva Guldana***PhD, Associate Professor, Almaty, Kazakhstan***Abstract**

This article is devoted to using an interactive approach in teaching a foreign language, the development of students' speaking skills, the effective use of new methods in English by a teacher. Obviously, over a period of time, the teaching methodology has also undergone many changes, focusing on each aspect of the language. The development of the scientific methodology has led to the consideration and discovery of new technologies of teaching English. The modern technologies promote purposeful and student-centered communication that allows one to use not only language forms to master a foreign language, but also to use them in real communication. The development of students' language skills through new technologies involves mastering the communicative cognitive aspect of the language, taking into account the communicative function of the language. The main goal of these technologies is to supporting the real use of language, which facilitates the effective integration of all language skills.

Keywords: *interactive approach, speaking skills, ICT skills, project technology, critical thinking technology, problem-based learning technology*

Introduction

Quite often the term "oral language training" is used, meaning that students are taught to speak a foreign language. Although this is very obvious, it should be noted that these terms are not identical. Speaking training is only a part of "oral speech training", since the oral form of communication includes both speaking and listening. Both of these processes are inseparable in communication, they are closely related in learning: learning to speak is unthinkable without learning to understand speech by ear. However, these different activities require different learning paths

So, we will use the term "learning to speak", meaning by this learning to express one's thoughts orally, i.e. speaking as a means of communication.

Learning to speak is one of the main goals of learning. But when this goal is concretized, the methodists differ in its definition. Some call untrained speech as the goal of learning, others - spontaneous, others - productive, and others - creative. Which of them is right? Which title has the right to claim the best? The answer can only be this - all and not one of them. Let's explain this. Consider for example the most common phrase - unprepared speech.

The aim and tasks of the research:

The purpose of the presented research is to develop methodological recommendations on the use of interactive approach in the process of teaching speaking to school learners.

The goal is revealed in the following tasks: to analyze interactive approaches used to teach English speaking skills, to test an algorithm for the development of speaking skills using Internet technologies.

Literature review

P.B. Gurvich believes that the teacher has three tasks in teaching unprepared speech [1]:

- A) teach combined-unprepared speech;*
- B) teach speech unprepared in time (impromptu);*
- C) to teach speech, unprepared by external motivation (spontaneity, initiative).*

Other tasks are put forward by N.S. Obnosov, namely[2]:

- A) teach proactive speaking;*
- B) train a quick reaction;*
- C) to achieve practical accuracy and the right pace.*

Unprepared speech is one of the main aspects of dialogic speech, because initiative, reaction are very important in dialogue, and the pace of live communication is also necessary.

thus, from all of the above, it can be understood that speaking is one of the main goals of learning and is an integral part of it.

A modern English lesson cannot be imagined and effectively implemented without the use of modern educational technologies. Pedagogical technology is a

kind of projection of the theory and methodology of teaching into practice. Any technology should be understandable in application by teachers and students in various educational institutions.

The most productive technologies are the use of new information technologies, project technology, critical thinking technology, problem-based learning technology, case technology, collaboration technology, which help to implement

a personality-oriented approach to teaching provides individualization and differentiation of learning taking into account the abilities of students, their level of knowledge.

Information technologies appeared with the invention of the computer, multimedia technologies, the introduction of the global information computer network Internet into our lives. They are widely used in almost all professional spheres and in everyday life. The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information located anywhere in the world: country-specific material, news from the life of young people, articles from newspapers and magazines, etc.

In English classes using the Internet can solve a number of didactic tasks: to form reading skills and abilities using the materials of the global network; to improve students' writing skills; to replenish the vocabulary of students; to form students' motivation to learn English. The use of the Internet broadens the horizons of students, helps to establish and maintain business contacts and contacts with their peers in English-speaking countries.

In foreign language classes, vocabulary is studied, pronunciation is developed, dialogic and monologue speech and writing are taught. Students can take part in tests, quizzes, contests, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

Interactive activity not only creates real life situations, but also forces students to respond adequately to them through a foreign language. The use of the Internet helps to form communicative competence-the main goal of learning a foreign language, teaches communication, forms the ability to intercultural interaction. According to Borzova E.V., the main forms of information technology use are the following[3]:

- multimedia lessons based on computer training programs;*
- lessons – presentations. With the help of the Power Point computer program, teachers prepare multimedia lessons, electronic textbooks, in various forms - graphics, slides, text, video, etc.;*
- testing on computers; distance learning, which includes all forms of educational activity, without personal contact between the teacher and the student.*
- voice chat over a local network, used for phonetics training.*
- language devices that help to train in loud speech, in speaking; audio devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with an exemplary one.*

Wenger L.A classified them as follows:

- formation of reading skills;*
- replenishment of the vocabulary of the student language;*
- improvement of writing skills.*
- familiarity with the culture, speech etiquette,*
- peculiarities of speech behavior of the country of the studied language[4].*

In this regard, researcher I.G. Zakharova suggests the creation of an Internet library to facilitate Internet search. However, for the effective operation of such a resource, it is important to prepare auxiliary pages containing the most valuable sources of information on the studied issues [5]. It is important to understand here, as Y.N. Verevkina-Rakhalskaya notes, that Internet information resources on any subject contribute to the formation of communicative competence [6]. Although these resources are not educational material, they nevertheless provide an opportunity to work online with authentic texts, which is a motivational source for students, and therefore can be used in the educational process. Thus, the possibilities of using Internet resources are huge, because they create conditions for obtaining the necessary information for students located anywhere in the world, be it news from the life of young people, articles from newspapers and magazines, country studies, etc.

Project technology

The project method is a comprehensive teaching method that allows you to individualize the learning process, gives students the opportunity to show independence in planning, organizing and controlling their activities, a way of developing creativity, cognitive activity, independence. The typology of projects is diverse. According to M. E. Breygina, projects can be divided into mono-projects, collective, oral-speech, specific, written and Internet projects[7].

In real practice, we are faced with mixed projects, where signs of research, creative, practice-oriented and information technologies are manifested. Working on a project is a multi-level approach to learning a language covering reading, listening, speaking and grammar. The project method promotes the development of active independent thinking of students and orients them to joint research work. Project-based training teaches cooperation, and cooperation training fosters such moral values as mutual assistance and the ability to empathize, forms creative abilities, communication skills, communication culture, creates a language environment. In the process of project-based learning, the continuity of education and upbringing is traced.

The results are obvious: the project methodology not only gives students the opportunity to study the topic more and more deeply, but also significantly expands their common outlook teaches communication, the ability to independently extract and select the necessary material, makes it possible to develop not only collective creativity, but also individual talents and abilities of students. Students can take a fresh look at themselves and the realities of their everyday life, at the history and culture of their country and, of course, learn "first-hand" what they are interested in about life in the country of the language being studied.

Critical Thinking Technology

Critical thinking is a type of thinking that helps to be critical of any statements, not to believe anything without evidence, but at the same time to meet new ideas, methods. Critical thinking is a necessary condition for freedom of choice, forecast quality, and responsibility for one's own decisions. The basic model of "critical thinking technology" consists of three stages of the educational process organization:

The stage of recall from memory actualizes the existing knowledge and ideas about the subject being studied, personal interest is formed, goals are determined consideration of a particular topic[8].

Some methodological techniques for the development of critical thinking:

- Cluster Reception
- Brainstorming
- Intellectual warm-up
- Zigzag
- The "Basket of Ideas" reception
- Compilation of cinquains
- Method of control questions
- Role-playing project

Creative form of reflection – Cinquain

A cinquain is a poem that requires the synthesis of information and material in brief expressions. The word cinquain comes from the French, which means "five". Thus, a cinquain is a poem consisting of five lines. Rules for writing cinquain: In the first line, the topic is called by one word (usually a noun). The second line is a description of the topic in two words (two adjectives). The third line is a description of the action within this topic in three words (verbs). The fourth line

is a four-word phrase showing the attitude to the topic (feelings in one phrase). Past a string is a synonym of a single word that repeats the essence of the topic. For example: Spaghetti, dirty, spicy, Slurping, sliding, falling, between my plate and mouth, delicious.

Technology of problem-based learning

The technology of problem-based learning is the creation of problematic situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result, creative mastery of professional knowledge, skills, abilities occurs, thinking abilities, cognitive activity, creative thinking develop. The problematic situation in the training is offered to the student according to his intellectual capabilities, makes students want to cope with this situation[9].

The problem tasks can be educational tasks, questions, practical tasks, etc. The same problem situation can be caused by different types of tasks and the ways to solve them are different:

- construction of various hypotheses;
- discussion of ways to verify its validity;

- conducting various experiments,
observations, proofs;

Problem-based learning consists of three forms: problem presentation, partially-search activity, independent research activity. The least cognitive independence of students takes place with problematic presentation: the communication of new material is carried out by the teacher himself. Having posed a problem, the teacher reveals the way to solve it, demonstrates to students the course of scientific thinking, forces them to follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific search. In the conditions of partial search activity, the work is mainly directed by the teacher with the help of special questions that encourage the learner to independent reasoning, active search for an answer to individual parts of the problem. The technology of problem-based learning, like other technologies, has positive and negative sides.

Conclusion.

Thus, the application of the algorithm of teaching English speaking at school presented by the authors of the study on the basis of interactive approach through the implementation of Internet resources and information technologies makes it possible to increase the efficiency of the learning process, while the teacher should offer students functional installations, direct search activities, coordinate the processing of information and communication online in a foreign language.

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THE EFFECTIVENESS OF USING LINGUISTIC CORPUSES IN TEACHING FOREIGN LANGUAGES**Imanzhan Laura Kairatkyzy***2nd year Master degree student of Kazakh National University named after Al-Farabi specialties of Foreign language, Two foreign languages, Almaty, Kazakhstan***Boribayeva Gulnara Abdikasimovna***Associate professor of Kazakh National University named after Al-Farabi, Almaty, Kazakhstan***Abstract**

The paper discusses the possibilities of using linguistic corpora in the process of teaching a foreign language in a general education organization, which is especially relevant in the light of modern requirements of state educational standards, implying the development of communicative competence at a high level with the ability to communicate on various topics, in varying communication situations, as well as the formation of competence in the field of using means and Internet resources, information technologies. The authors carried out a theoretical analysis of scientific and practical literature with the aim of defining and comparing the most popular national linguistic corpora used by specialists in the process of a foreign language in accordance with the set goal and objectives.

Keywords: linguistic corpora, interlanguage communication, Internet resources, machine readable form, sampling, design criteria

For many centuries, the cause of wars between the West and the East was a lack of understanding of culture, religion, and traditions. Modern civilized society requires us to have a sufficient level of knowledge of the mechanisms of intercultural communication.

The process of information globalization is becoming more and more noticeable in the world community. The level of information technology development affects the state of the economy, the quality of people's lives, national security and the role of the state in the world community. The process of informatization also affected the education system. Currently, the main task in this area is to improve the quality of the educational process and the use of modern information technologies to improve the level of education. One such example is the Internet. The global network today occupies about 50% of interpersonal communication. But it is precisely this that is the purpose of training. When communicating, a person should be able to understand the information presented, build his speech effectively and clearly. It is equally important to be able to extract the necessary information from what you read or heard. Every speech, written or oral, should be within the cultural traditions of this society. It is difficult to imagine that a business article written without taking into account these parameters can be taken seriously. Consequently, the success of interlanguage communication directly depends on the level of formed foreign language communicative competence.

Thus, the problem of teaching effective speech remains relevant in modern education. There are many approaches to solving this problem. Some of them solve it taking into account the changes that have taken place in society and science. According to P.V. Sysoev, one of the ways is language training based on traditional rhetorical training, or training based on exemplary training texts [1, p.20]. In fact, a person who wants to learn a language is offered a corpus of traditional texts aimed at mastering and using them as samples for further communication. Due to the fact that the abundance of texts is presented in electronic form and is freely available on the Internet, the largest corpus can be considered the Internet itself (Web as Corpus), and the means of access to this corpus are search engines, for example Google. The corpus is an information and reference system based on a collection of texts in some language in electronic form. But texts on the Internet are chaotic, a linguistically interesting query is often difficult or impossible to formulate using the query language of a search engine, it is impossible to assess the representativeness of the sample based on the search results (which texts were not posted online or were not found by this search engine), etc. For this reason, national linguistic corpora were created. Corpus linguistics uses mono- and multilingual text corpora, which are often annotated with linguistically significant information, for example about parts of speech, lemmas, morphological features, syntactic structure, semantic interpretation.

According to S.S. Kunanbayeva, nowadays the competence approach embodies the innovative process in education, corresponds to the general concept of the educational standard adopted in most

developed countries and is precisely related to the transformation in designing the education's content and its quality control system - to a chain of competencies[2,p.36].

For the first time, the linguistic corpus was created in the 1960s at the Braunovsky University (USA) on a machine carrier. W. Francis and

G. Kucera designed it as a set of five hundred two thousand words of prose printed texts of the American version of the English language. The texts belonged to the fifteen most popular genres of English-language printed prose in the USA. One of the authors, W. Francis, used the word "corpus" to mean "a set of texts considered representative of a given language, dialect or other subset of a language intended for linguistic analysis." The appearance of the Brown Linguistic Corpus in 1963 aroused general interest and lively discussions. First of all, they touched upon the principles of text selection and the composition of tasks potentially solved through this corpus. U. Francis and G. Kucera aimed to present a corpus of texts that meet clear and precise selection criteria:

1. The origin and composition of the text (the author had to be a native native speaker of the American version of English, the dialogue had to occupy less than half the volume of the text).
2. Synchronization (texts first published in 1961 were included).
3. A well-thought-out ratio of the numerical representation of various genres and the selection of individual texts using a special probabilistic procedure.
4. Accessibility for computer processing (special marks for transmitting graphic features of the text, etc.)

This is how the concept of "linguistic corpus" was laid down. Corpus linguistics has adopted a definition of corpus based on four features. These main substantive features that determine the specifics of this kind of peculiar verbal unity are:

- 1) the location of the case on machine media (machine readable form);
- 2) standardized representation of verbal material on this machine medium, which allows the use of standard programs for its processing, sampling procedures;
- 3) final size (design criteria);
- 4) representativeness (representativeness is the name of the set of principles or requirements on the basis of which the corpus was organized or compiled).

At the moment, there are many linguistic corpora on the Internet, which are classified by genre and industry and language affiliation. They can be used in the educational process, for example, American National Corpus (ANC), The British National Corpus (BNC), The Reuters Corpus, The Bank of English, English Internet Corpus).

In accordance with the highlighted features possessed by linguistic corpora, V.V. Rykov concludes that the first three features (machine readable form, sampling, design criteria) determine a certain set of texts located on a machine medium and presented in a form convenient for software processing. The last attribute (representativeness) defining the corpus is a sign of representativeness. The corpus should present the diversity of the phenomenon under study with maximum objectivity and at the same time give an objective picture of the application of this phenomenon in the speech practice of a native speaker [3, p. 14]

It is this property of the linguistic corpus that can and should be applied in the educational process when teaching vocabulary at the senior level. The use of the linguistic corpus in teaching translation techniques is also important. So, a linguistic corpus is a system of texts located on a machine source and combined according to various parameters (language, genre, style, industry). A program that helps to analyze large arrays of texts and identify the regularity of the use of lexical units in them is concordance. Concordance searches for a specific phrase, word or grammatical phenomenon in the corpus. After that, it opens in a new window the specified number of text fragments containing the necessary units. Based on the information obtained, we can conclude about the functions, use and application of the unit we have set in a specific language space.

For example, you need to find out what are the differences in the use of the verb spend with the prepositions on, in. To do this, you need: 1) go to the website of the linguistic corpus we need; 2) enter the necessary word or phrase in the "search" line and press ENTER; 3) the search result will appear on the screen.

However, for the application of the linguistic corpus in the educational process, two important conditions should be taken into account:

- ICT competence (competence in the use of information and computer technologies) [4, p. 110];
- language competence (level of foreign language proficiency).

The National Corpus is designed primarily to provide scientific research on the vocabulary and grammar of the language, as well as subtle but continuous processes of linguistic changes occurring in the language over relatively short periods - from one to two centuries. Another function of the corpus is to provide all kinds of references related to the specified areas (vocabulary, grammar, accentology, language history). Modern computer technologies greatly simplify and accelerate the procedures of linguistic processing of large arrays of texts. Previously, a researcher could only view texts and manually write out the necessary examples from them; this preliminary (but absolutely unavoidable) activity was very time-consuming and did not allow processing large arrays of material. Now there are essentially no restrictions on the volume of the analyzed material and the speed of searching for information in it, which means that the researcher has at his disposal huge arrays of texts of various types[5, p.47].

Now truly scientific descriptions of the grammatical structure of languages, as well as authoritative academic dictionaries - almost all without exception - should be compiled on the basis of the corpus of these languages. Taking into account corpus data turns out to be extremely desirable (if not strictly mandatory) for many other more specialized scientific studies.

The problem tasks can be educational tasks, questions, practical tasks, etc. The same problem situation can be caused by different types of tasks and the ways to solve them are different:

- construction of various hypotheses;*
- discussion of ways to verify its validity;*
- conducting various experiments, observations, proofs;*

Problem-based learning consists of three forms: problem presentation, partially-search activity, independent research activity. The least cognitive independence of students takes place with problematic presentation: the communication of new material is carried out by the teacher himself. Having posed a problem, the teacher reveals the way to solve it, demonstrates to students the course of scientific thinking, forces them to follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific search. In the conditions of partial search activity, the work is mainly directed by the teacher with the help of special questions that encourage the learner to independent reasoning, active search for an answer to individual parts of the problem. The technology of problem-based learning, like other technologies, has positive and negative sides.

From this point of view, the main consumers of national corpus are, of course, linguistic researchers of various profiles. However, the range of users of the corpus is not limited to professional language researchers. Reliable statistical data on the language of a certain epoch or a certain author may be of interest to literary critics, historians and representatives of many other fields of humanitarian knowledge. National buildings are also important for teaching a language as a native or foreign language; more and more textbooks and training programs nowadays are focused on the corpus. A foreigner, a schoolboy, a teacher, a journalist, an editor, and a writer can quickly and effectively check with the help of the corpus the peculiarities of using an unfamiliar word or grammatical form from reputable authors[6.p.78]. Thus, the national corpus is addressed to all those who, by virtue of their profession, out of necessity or out of simple curiosity, are looking for answers to questions about the structure and functioning of the language, i.e. in fact, to the majority of educated native speakers of this language and to all who study it as a foreign language.

Special attention should still be paid to the use of the linguistic corpus directly in the educational process. The corpus can be used to determine the exact meaning of words, as there are many examples of polysemy. It is possible to use the case for studying-verbs, since it is much easier to show control on concrete, "live" examples.

It is also possible to use the case to monitor the level of assimilated material. Here you can use the corpus to compile lexical and grammatical tasks, tests, and create projects. Thus, the use of linguistic corpora in teaching a foreign language makes it possible to evaluate the use of various word formations and word combinations directly by native speakers, i.e. to study a "living language"[7,p.45]. Moreover, the linguistic corpus makes it possible to track changes and transformations in the language, as it is constantly updated; it allows students to draw conclusions themselves. For teachers, the linguistic corpus is a new opportunity in the methodology of teaching foreign languages.

Conclusion

Thus, the application of the algorithm of teaching English at school presented by the authors of the study on the basis of a communicative approach through the implementation of linguistic corpuses makes it possible to increase the efficiency of the learning process, while the teacher should offer

students functional installations, direct search activities, coordinate the processing of information and communication online in a foreign language.

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TBL AS AN EFFECTIVE METHOD OF TEACHING PROFESSIONAL ENGLISH**Sarsenova Galiya Talgatovna***2nd year Master degree student of Kenzhegali Sagadiyev University of International Business, specialties of Foreign language, Two foreign languages, Almaty, Kazakhstan***Chaklikova Assel Turarovna***PhD of Pedagogy, associate professor, Kenzhegali Sagadiyev University of International Business, Almaty, Kazakhstan***Abstract**

This article demonstrates the use of active methods of teaching English. One of the types of active methods of teaching is the Task-based learning (TBL) has played a significant role in classroom second language teaching for many years, and these approaches have espoused a range of attitudes concerning the importance of modern teaching technologies. The author proposes the history of effective teaching methods in her article mentioning to the use of task-based learning. The Task-based learning (TBL) promotes meaningful and student-centered communication that allows one to use not only language forms to master a foreign language, but also to use them in real communication. The new technology of teaching English involves mastering the communicative cognitive aspect of the language, taking into account the communicative function of the language. The main goal of this method is to encouraging the actual use of language, which facilitates the effective integration of skills.

Keywords: *active methods, communicative competence, educational process, task-based learning, student-centered communication*

Introduction

The importance of language in the modern world is steadily increasing. As a result of the study of literary sources, it was possible to identify the following. Currently, serious attention is paid to the study of language problems and language education in the sociological literature. At the same time, different authors give their own sociological interpretation of this concept.

According to the conducted research, the importance of language education in the modern labor market is paramount. A specialist who knows any foreign language can count on entering international contacts. S.G. Polyakova states that "It seems that every person would like to be successful and successful in business. And in this case, again, knowledge of business English can help a lot[9, p.47]."

The aim and tasks of the research:

The purpose of the presented research is to develop methodological recommendations on the use of active methods of teaching in the process of teaching foreign language to school learners.

The goal is revealed in the following tasks: to analyze Internet technologies used to teach English grammar; to test an algorithm for the development of grammatical skills using active methods.

Literature review

According to Sherba L.B., a special role is played by the provision that, while studying a foreign language, students receive a practical school of dialectics, because the work on the co-presentation of the native language and the foreign language being studied makes it possible to free themselves "from the captivity of the native language"[10, p.54]."

Galskova and Gez rightly notes that by joining a foreign language, a student learns[3, p.126]:

1) world culture, national cultures and social subcultures of the peoples of the countries studied and their reflection in the way and lifestyle of people.

2) the spiritual heritage of countries and peoples, their historical and cultural memory;

3) ways to achieve intercultural understanding.

Nowadays a big accent is paid on alternative methods of teaching professional English. Different scientists have worked on this issue.

Teaching methods are defined differently in didactics and methodology. So, G.A. Nikitina believes that teaching methods constitute a system of interrelated activities of the teacher and students and teaching and learning techniques, and each technique is a system of actions and operations of the teacher and students, determined by rational consistency and purposefulness[7, p.225]. According to E.V.

Kalugina, teaching methods are the combined activity of a teacher and students, aimed at mastering language knowledge, skills, and the organization of cognitive activity of students[6, p. 120].

The classification of methods according to the method of interaction between the teacher and students in the classroom, justified by M.A. Adamko, seems to be the most acceptable for teaching English. The ways of such interaction may be different [1, p. 10]:

- 1. The teacher presents the language material - students listen (story, explanation).*
- 2. Students and the teacher exchange opinions on issues that were studied in English classes, thanks to which they come to the necessary conclusions, generalizations, formulate definitions, rules.*
- 3. The teacher organizes students' observation of the facts and phenomena of the language being studied, followed by a collective discussion of its results.*
- 4. Students study the textbook independently under the guidance of a teacher.*
- 5. Students acquire the necessary knowledge by performing practical tasks and exercises. Based on this, appropriate methods of teaching a foreign language in higher education are distinguished*

Task-based Learning puts the focus of learning on the progress of specific tasks. Task-based Learning is an approach aimed at encouraging students to act at their speed and for processing and reorganizing their inter-language within their degree and field of interest. Meanwhile, Richards and Rodgers identify Task-based Learning as an approach that focused on using tasks as the center planning units and language teaching.

TBL is a framework for language teaching that concentrated on the students' allocated tasks. It is the focal point of language teaching activities that tasks are given. Generally, Students' tasks can be assumed to be TBL's basic principles. For this situation, however, the students' task toward the beginning of the material/meeting turns into this approach's sign. When a new type of material is given, the teacher can create a great deal of elaboration from various interactions that teachers sometimes insert an idea in the students' minds. In TBL, students will be expected to get a handle on the information to be transmitted initially in any case. Afterward, the teacher's draft will be restricted to false or true conclusions or maybe pure improvement. This approach will more enhance the role of teachers as supervisors. From the definitions above, it could be inferred that Task-based Learning is an approach that expects students to execute the task and utilize the task as the basis of unit preparation, preparing and executing practical activities that are essential to the learning process. Task-based Learning promotes the role of tasks as a significant element of the language classroom, as it gives a superior explanation for initiating learner acquisition processes and encouraging foreign language learning. Hence, TBL depends on a language learning theory rather than a language structure theory. The objective of Task-based Learning is to enhance the activities of language students rather than the activities of teachers. It is up to the teacher to perform various tasks that help learners experience the target language spontaneously, individually, and initially. Each task will give students new personal knowledge of the target language, and at this point, the teacher plays a significant role. The teacher must be responsible for the awareness raising process that must be followed by the experimental task. Simple pair work and group work are frequently used in Task-based Learning to promote student engagement and collaboration. Even more formal cooperative learning models can be used in Task-based Learning. Task-based Learning applies to all levels of language ability, but the activity's essence varies from level to level. Another essential feature of Task-based Learning is that it is not intended to dictate or control the learners' language forms. However, as they talk, learners will make some mistakes, but they must see their mistakes as a nominal part of learning. Learners must feel free to experiment for themselves and risk-taking with the target language. Therefore, the teacher should encourage them not to say anything but to take the risk of doing something wrong.

So, the language component presupposes the possession of the sublanguage of medicine and the ability to operate with this material in all types of speech activity, and the professional component means «readiness for creative professional foreign-language communication and professional activity». The professional component includes both the ability to choose the necessary language facilities in the situation of professional communication, and the knowledge of the features of intercultural communication of native speakers, the realities of the health system in the country of the learning language and the readiness for professional communication in a foreign language. T. A. Bayeva offers effective ways of forming such a professional foreign language competence of a student. So she represents «a theoretical model for the formation of professional foreign-language competence of students in the conditions of information and educational environment» [2, p. 68] and offers a system of the most effective technologies, methods and techniques for working with students. However, the author does not consider such a component as an independent work of students. At the same time, the modern

educational process assumes that most of the student's time is occupied by independent preparation. The importance of independent work in the preparation of future professionals has already been determined by teachers and scientists as particularly important. Thus, A. P. Parakhonskiy emphasizes that independent work has not only learning but also educational significance. The author notes that «the positive results of independent work, education and self-education of students in the process of university studying determine the opportunities for their personal and professional adaptation, indicators of health and quality of life, emotional well-being; contribute to the formation of a specialist capable of self improvement» [8,p.28]. A. P. Parakhonskiy sums up the basic principles of organizing independent work of students on the basis of profiling disciplines. However, his conclusions are fully applicable to the disciplines of the general education cycle, and, in particular, to professionally-oriented foreign language.

As noted by U. I. Kopzhasarova, «The use of the problem solving activities for development of student autonomy creates conditions for increasing motivation and quality of foreign language mastery and continuous independent language education, which is reasoned by the fact that within such activity students take responsibility for their own success in learning the improvement of independent work of students in the context of the use of the problem-solving approach to the foreign language teaching and learning process creates the best opportunity for the development of language skills, critical thinking of pupils; their self-improvement and self-assertion»[5, p.78]. Thus, it is difficult to overestimate the importance of independent work of students in the formation of their professional foreign-language competence. However, the effect of this work can be only with a competent organization by the teacher. Fundamentals of this are laid already in the formation of the educational and methodological complex of the course and the distribution of themes, forms and types of work when it is compiled[4,p.17]. Less hours are devoted today to independent work of students than to practical classes, and independent work of students with a teacher. However, in addition to the «official» hours for independent work of students, students can be motivated for additional language learning, using their free time. The question of motivation can be a subject of special research. In our work, we will only pay attention to the fact that properly selected tasks for the SIW can become an important factor in motivating students both for further independent study of the language and for further improving the language skills after completing the course of study at the university. For students of non-linguistic universities this is of particular importance, since the language, on the one hand, does not constitute their basic, professional activity, but, on the other hand, is an important part of their professional competence in the globalization of the global society and information space.

To our opinion, the guarantee of the successful organization of independent work of students in the study of a professional foreign language lies in the optimal choice of methods and forms of work, taking into account the level of language preparedness of students, the complexity of the studying materials, a combination of traditional and innovative methods.

Research methods

In order to obtain reliable results on the effectiveness of the proposed algorithm, an approbation was carried out with 6th grade students on the basis of a gymnasium № 140 named after M. Makatayev in Almaty. Two groups took part in the methodical experiment – control and experimental. The students of the control group studied according to the standard program without using active methods in the educational process. Students from the experimental group studied the same topic as the control group, but the material was worked out on the basis of a developed algorithm for teaching English using Task-based learning at the stage of basic general education.

Before and after training on the basis of the developed algorithm using active methods of teaching, testing was conducted, the purpose of which was to identify the level of language proficiency. If we compare the data obtained, it is clear that the students of the experimental group coped better with the task of testing, showing higher results compared to the students of the control group (Fig. 1).

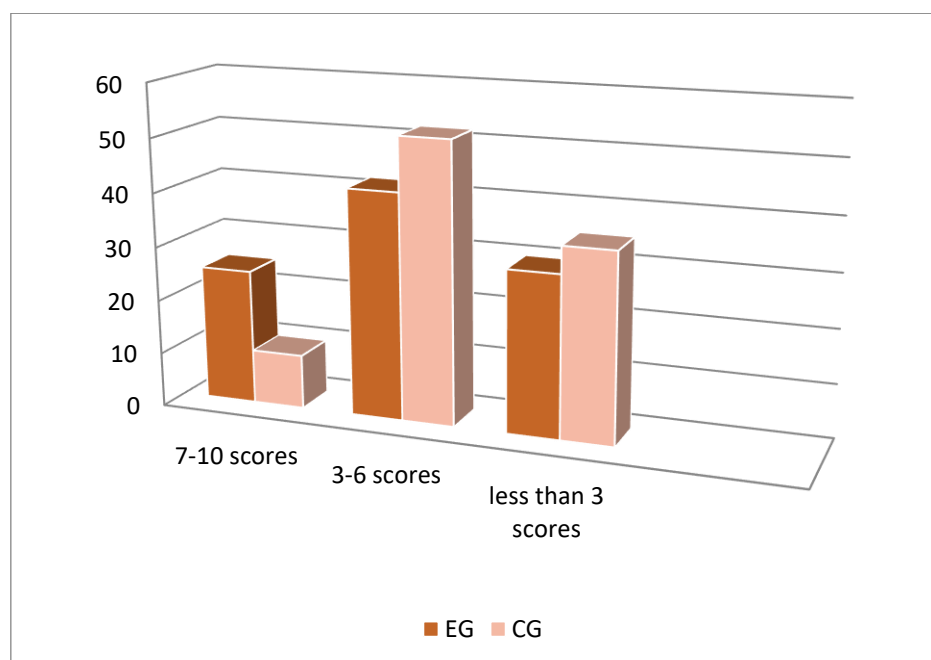


Figure 1. Comparison of the test results of the two groups after the experiment

Results and Discussion.

Thus, it can be concluded that there is a positive dynamics based on the results of testing, an increase in the effectiveness of grammar teaching within this particular topic, an increase in the number of students with a high level of grammatical skills development and a decrease in the number of students with an average level. The average score in the control group was lower than in the experimental group.

Conclusion

Thus, the application of the algorithm of teaching English at school presented by the authors of the study on the basis of a communicative approach through the implementation of active methods of teaching makes it possible to increase the efficiency of the learning process, while the teacher should offer students functional installations, direct search activities, coordinate the processing of Task-based learning in a foreign language.

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TEACHING ORAL SPEECH OF A FOREIGN LANGUAGE TO HIGH SCHOOL STUDENTS IN A COMPREHENSIVE SCHOOL

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ОБУЧЕНИЕ УСТНОЙ РЕЧИ НА ИНОСТРАННОМ ЯЗЫКЕ СТАРШЕКЛАССНИКАМ В ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ

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Abstract

This article is devoted to the importance of oral speech in the development of teaching English as a foreign language. The authors of the article emphasize that in FLE special attention is paid not only to the target language, but to the target culture and oral speech in language teaching. The main purpose of teaching a foreign language in high school is the development of skills of all types of speech activity, that is, the formation of foreign language communicative competence. According to researchers, one of the major areas of linguistic research today is development of oral speech skills: the use of the communicative approach in FLT contributes to a more effective formation of students' intercultural and professional communicative competence.

Аннотация

Данная статья посвящена важности устной речи в развитии преподавания английского языка как иностранного. Авторы статьи подчеркивают, что в иноязычном образовании особое внимание уделяется не только изучаемому языку, но и целевой культуре и устной речи при обучении языку. Основной целью преподавания иностранного языка в старшей школе является развитие навыков всех видов речевой деятельности, то есть формирование иноязычной коммуникативной компетенции. По мнению исследователей, одним из основных направлений лингвистических исследований сегодня является развитие навыков устной речи: использование коммуникативного подхода в иноязычном образовании способствует более эффективному формированию межкультурной и профессиональной коммуникативной компетенции студентов.

Keywords: oral speech, comprehensive school, professional communicative competence, social media, speech activity, communicative motivation

Ключевые слова: устная речь, общеобразовательная школа, профессиональная коммуникативная компетентность, социальные сети, речевая активность, коммуникативная мотивация

Introduction

Oral speech is one of the productive types of speech activity, through which oral communication is carried out and which occurs when an individual has a communicative need for this. Speaking, like any other type of human activity, is always purposeful and has a number of characteristics, the main of which is: the implementation of the function of communication in human life. Speaking is one of the speech

skills, has its own product and result – a foreign-language statement. Both as an activity and as a product, speaking has its own characteristics, which, as a guideline, should contribute to the proper training of this type of speech activity. Communication is carried out both orally and in writing. To carry out the exchange of information orally, the speaker must possess such means of communication as speaking and listening as types of speech activity. For the written form of communication – by reading and writing.

In our work, we will focus on studying the practical aspect of teaching oral speech in English lessons with the use of social media materials. Oral speech is the expression of one's thoughts in order to solve communication problems. This activity is impossible outside of communication, since it denotes constant interaction with people [1,p.7]. Next, we will consider the signs of speaking as a type of speech activity, since we consider this an important moment for our research, because the characteristic of oral speech determines the didactic and methodological potential of social networks. So, oral speech is always motivated: a person speaks like a rule, because he has some inner motive. In the methodology of teaching oral speech in English, one should speak with communicative motivation;

- oral speech is always purposeful, since the speaker always pursues some goal with which he speaks;

- speaking – this is always an active process in which the attitude of the speakers to the surrounding reality is expressed;

- oral speech is present in all other types of human activity;

- oral speech is strongly connected with the personality of the speaker, because through his speech a person expresses his life position in society;

- oral speech is always situational, it is impossible to think through the patterns of phrases beforehand for each conversation;

- oral speech has a certain tempo, the norms of which are determined by society [2, p.75]

Literature review

The main purpose of teaching a foreign language in high school is the development of skills of all types of speech activity, that is, the formation of foreign language communicative competence. In relation to oral speech, this means that it is combined with *sparring* (facial expressions, gestures) and *praxemics* (movements, poses) it serves as a means of carrying out an oral form of communication. To achieve this goal of learning, the necessary method is a communicative one, because learning to speak without speech communication is not possible [3, p.45]. Communicativeness presupposes the speech orientation of the learning process, which consists in the fact that the means of achieving this goal is the very practical use of language. Based on the principles of the communicative method of teaching a foreign language, in the learning process it is necessary to preserve the following parameters of the communication process:

- 1) the activity-based nature of the speech behavior of students, which should be realized:

- a) in the communicative way of the teacher's actions as a participant in the process of communication and learning;

- b) in the communicative (motivated, active) the behavior of the student as a subject of communication and teaching;

- 2) the objectivity of the communication process, which should be modeled by a limited but accurate set of subjects of reasoning;

- 3) communication situations that are modeled as the most typical variants of the relationships of the communicating;

- 4) speech means, providing the process of communication and learning in these situations [4, p.62].

The objectives of teaching oral speech in English are the lateral development of monologue and dialogic speech, namely, the formation of:

- phonetic skills

- intonation skills;

- skills of correct stress placement and maintaining a certain rhythm;

- the skill of logical consistent presentation of thoughts in a foreign language;

- the skill of using connecting elements between speech patterns;

- and learning to use oral speech in order to express one's own opinion and its argumentation [5, p.21]

In a foreign language lesson (as well as in other lessons), the activity of thinking, the focus on solving speech-thinking tasks, the desire for logical organization and systematization, the search for universal patterns, etc. are highlighted. Understanding the essence and meaning of the actions performed by a high school student becomes more important at this age than mastering individual details and

particulars. Accordingly, the forms of work in the classroom, which reflect this orientation, turn out to be more attractive and productive for the older student[6, p.8].

Positive learning motivation is a set of motives that are associated with the satisfaction of cognitive interest. Therefore, to form motivation — this means not to lay ready-made motives and goals, but to put the student in such conditions and situations of deployment of activity, where the desired motives and goals would be formed and developed taking into account and in the context of the existing experience, individuality, inner aspirations of the student himself. The conditions for the formation of positive motivation can be the use of entertaining material, giving the activity a positive emotional coloring, a collision with the unknown, surprise, and not the acquisition of knowledge in a ready-made form, the achievement of the results is a small step forward, but tangible to the learners, elements of problematic learning and the creation of a creative atmosphere in the classroom. Teaching oral speech in English is directly related to learning. Therefore, learning to speak in the process of communication is the most correct and effective way. Today, for high school students, the Internet has become an important part of their daily life, a natural medium of communication. Based on this, it is necessary to consider the didactic and methodological potential of social networks for the most effective use of their acquisition of oral speech in high school.

Social network on the Internet — an interactive website representing an automated social environment that allows you to communicate with other users united by common interests, fill it with various content independently (whether text or media files), and also view the materials of other users [7, p.35]. This feature is characteristic of the Web 2.0 Internet space.

In the second decade of the XXI century, social networks on the Internet have already become firmly entrenched in people's daily lives and have become their integral part. New opportunities are opening up for the use of social networks not only in everyday communication, but also in education (distance or independent learning), work, business and other spheres of life. In addition to providing an exceptional opportunity to receive information directly from media sources, social networks allow you to practice your communication skills in the process of communicating with representatives of the culture of the language being studied. This makes it possible not only to improve the proficiency of the foreign language being studied both as a whole and its individual aspects, but also makes it possible to expand and deepen regional knowledge about traditions, customs and even history, i.e. about the culture of the country, which is extremely important for the formation of foreign language communicative competence[8, p.12]. With the development of social networks, such types of them as educational and scientific social networks began to appear, that is, oriented to users who want to learn. For example, Facebook has long been recognized as one of the most popular tools (software support) for training and development. So, in 2017, this social network was used by more than 2 billion people around the world every month. Facebook allows university professors to create courses for students, and companies can create a closed corporate network of employees on the Facebook platform, etc.

It is also noted that foreign language learners especially like to use the Internet in the learning process: this allows them to save time and financial costs on the way to language courses or tutors, in addition, it makes it possible to study languages in a more comfortable environment and at a convenient time. Convenience is a rather weighty reason for high school students to use Internet technologies when studying foreign languages, since it is in grades 10-11 that students are preparing for the upcoming final exams. Thus, they will save time in favor of preparing for other exams.

At the moment, there are several specialized language social networks on the Internet, for example, Italki, GoSpeaky, Mylanguageexchange and others. The user registering on these sites indicates in the information about his identity the languages that he is studying or wants to study, then the languages that he speaks in different degrees, and the languages with which he can help exactly the same users of this network. Thus, the user learns a foreign language by interacting with another user-a native speaker of this language, in response, optionally teaching him his native language[9, p.62]. Facebook Instagramming skills can also be successfully formed using social networks such as Facebook, Instagram, My Space. Communication often happens in such a way that with the help of a language site, for example, Italki, people find according to the specified criteria a suitable interlocutor who is ready to help him in learning the language, then they exchange contacts and continue to communicate in Skype with the use of video calls. By carrying out live communication, language learners feel the result of their efforts, which significantly increases motivation to learn.

To begin with, let's talk about the principles of constructing tasks with the use of social media materials that the teacher considers necessary to include in a foreign language lesson. These can be texts, images, audio and video materials. Texts and audio materials should be selected taking into account that

they contain only expressive means and structures that the class already knows. Materials should be based on already formed lexical and grammatical skills. When choosing the content, both the age characteristics of students, the level of their capabilities, and their interests should be taken into account, thus the principle of accessibility in learning should be implemented. These should be topics that are accessible to their understanding, i.e. corresponding to their age and psychological characteristics, and at the same time, able to interest them, motivate the greatest personal development and maintain a steady interest in learning English. A high school student will want to express his opinion, or discuss a topic only if he has something to say. That is, the statement of some scientist about the discovery in physics at the molecular level will cause a minimum response in the consciousness of a high school student, unless one of them plans to study physics at a professional level in the future. This means that the topics should be relevant for students, which will arouse students' keen interest and willingness to communicate. To achieve this goal, it is advisable to use emotional texts that will resonate with students [10, p. 112].

Table 1.

Content of tasks for teaching oral speech module of CLC Spotlight 10

Nº	Module	Communicative tasks
1	Strong ties	Enquiring about/expressing likes, dislikes, anger/sarcasm; talking about friends
2	Living & Spending	Enquiring about/expressing preferences; an interview; suggesting, replying
3	Schooldays & Work	An interview about your school; asking and expressing wants/intentions; giving/reacting to news
4	Earth Alert	Express concern, hope, discuss; expressing agreement/disagreement
5	Holidays	Talking about holidays, expressing feelings
6	Food & Health	Advising, agreeing/disagreeing, regrets, wishes; concluding
7	Let's have fun	Inviting/accepting/ declining, expressing opinions; recommending
8	Technology	An interview, reporting technical problems, responding; expressing opinions

Some of the topics listed above somehow have a connection with modern technologies and means of communication (Living&Spending, Let's have fun, Technology). But none of the tasks uses materials from social networks, despite the fact that many of the social networks have a huge information potential on these topics. Instagram Facebook, for example. Since these are among the most popular, they regularly publish various materials on the topic of modern technologies, environmental protection, modern ways of traveling and spending time, etc.



Figure 1 Task for developing oral speech posted on Twitter.

Read the title of the BBC article, posted on Twitter. Do you agree with that statement? Do you consider that as a problem of the modern world? Express your opinion and give 2-3 arguments, proving your point of view

Research methods

The questionnaire "The use of social networks in the study of the English language" was created in order to identify the fact of the use of social networks by teachers of foreign languages in the learning process today, the list of social networks used, as well as their popularity rating in the application of the purpose of teaching English among teachers of secondary general educational schools. In the list of social networks to which teachers resorted in the process of teaching English, students of grades 10-11 were indicated: VKontakte, Instagram, WhatsApp. Facebook Instagram and Twitter were the following answers to the question "Which social networks would you be interested in using to learn English?": - 82.4% - VKontakte; - 23.5% - Facebook; - 64.7% each - Instagram and Twitter. In connection with the data obtained, the networks VKontakte, Instagram and Twitter are of the greatest interest to our system, as they have the most pronounced learning potential that can be used to develop oral speech skills in English lessons in high school.

Conclusion

Having analyzed the scientific literature on the topic of our research, methodological and didactic possibilities of social 48

It was concluded that their use and the use of their materials in teaching speaking in foreign language lessons is effective, since this type of means of communication in online mode is a natural medium of communication for high school students, are an integral part of their life today and contain a great methodological potential. And also, they open up the opportunity to build a real dialogue between the learner and a native speaker. In addition, social networks are an environment where the modern realities of the country of the language being studied are displayed, and are presented without adaptation for language learners, but as a result of natural communication. These materials are of particular value for the implementation of dialogacultures, which enriches the social experience of students and contributes to the development of their critical thinking. They can learn linguistic means and rules of speech and non-speech behavior in accordance with the sphere of communication and the social status of the partner on their personal experience, which increases the motivation and activity of older students.

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THE EFFECTIVENESS OF THE USE OF MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE SPEAKING TO STUDENTS

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Abstract

This article is devoted to using modern technologies of teaching a foreign language, the development of students' speaking skills, the effective use of new methods in English by a teacher. Obviously, over a period of time, the teaching methodology has also undergone many changes, focusing on each aspect of the language. The development of the scientific methodology has led to the consideration and discovery of new technologies of teaching English. The modern technologies promote purposeful and student-centered communication that allows one to use not only language forms to master a foreign language, but also to use them in real communication. The development of students' language skills through new technologies involves mastering the communicative cognitive aspect of the language, taking into account the communicative function of the language. The main goal of these technologies is to supporting the real use of language, which facilitates the effective integration of all language skills.

Keywords: *speaking skills, ICT skills, project technology, critical thinking technology, problem-based learning technology*

Introduction

Quite often the term oral language training is used, meaning that students are taught to speak a foreign language. Although this is very obvious, it should be noted that these terms are not identical. Speaking training is only a part of oral speech training, since the oral form of communication includes both speaking and listening. Both of these processes are inseparable in communication, they are closely related in learning: learning to speak is unthinkable without learning to understand speech by ear. However, these different activities require different learning paths

So, we will use the term learning to speak, meaning by this learning to express one's thoughts orally, i.e. speaking as a means of communication.

Learning to speak is one of the main goals of learning. But when this goal is concretized, the methodists differ in its definition. Some call untrained speech as the goal of learning, others - spontaneous, others - productive, and others - creative. Which of them is right? Which title has the right to claim the best? The answer can only be this - all and not one of them. Let's explain this. Consider for example the most common phrase - unprepared speech.

The aim and tasks of the research:

The purpose of the presented research is to develop methodological recommendations on the use of modern information technologies in the process of teaching speaking to school learners.

The goal is revealed in the following tasks: to analyze Internet technologies used to teach English grammar; to test an algorithm for the development of speaking skills using Internet technologies.

Literature review

P.B. Gurvich believes that the teacher has three tasks in teaching unprepared speech [1]:

- A) teach combined-unprepared speech;*
 - B) teach speech unprepared in time (impromptu);*
 - C) to teach speech, unprepared by external motivation (spontaneity, initiative).*
- Other tasks are put forward by N.S. Obnosov, namely[2]:*

- A) teach proactive speaking;*
- B) train a quick reaction;*
- C) to achieve practical accuracy and the right pace.*

Unprepared speech is one of the main aspects of dialogic speech, because initiative, reaction are very important in dialogue, and the pace of live communication is also necessary.

thus, from all of the above, it can be understood that speaking is one of the main goals of learning and is an integral part of it.

A modern English lesson cannot be imagined and effectively implemented without the use of modern educational technologies. Pedagogical technology is a

kind of projection of the theory and methodology of teaching into practice. Any technology should be understandable in application by teachers and students in various educational institutions.

The most productive technologies are the use of new information technologies, project technology, critical thinking technology, problem-based learning technology, case technology, collaboration technology, which help to implement

a personality-oriented approach to teaching provides individualization and differentiation of learning taking into account the abilities of students, their level of knowledge.

Information technologies appeared with the invention of the computer, multimedia technologies, the introduction of the global information computer network Internet into our lives. They are widely used in almost all professional spheres and in everyday life. The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information located anywhere in the world: country-specific material, news from the life of young people, articles from newspapers and magazines, etc.

In English classes using the Internet can solve a number of didactic tasks: to form reading skills and abilities using the materials of the global network; to improve students' writing skills; to replenish the vocabulary of students; to form students' motivation to learn English. The use of the Internet broadens the horizons of students, helps to establish and maintain business contacts and contacts with their peers in English-speaking countries.

In foreign language classes, vocabulary is studied, pronunciation is developed, dialogic and monologue speech and writing are taught. Students can take part in tests, quizzes, contests, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

Interactive activity not only creates real life situations, but also forces students to respond adequately to them through a foreign language. The use of the Internet helps to form communicative competence-the main goal of learning a foreign language, teaches communication, forms the ability to intercultural interaction. According to Borzova E.V., the main forms of information technology use are the following[3]:

- multimedia lessons based on computer training programs;*
- lessons – presentations. With the help of the Power Point computer program, teachers prepare multimedia lessons, electronic textbooks, in various forms - graphics, slides, text, video, etc.;*
- testing on computers; distance learning, which includes all forms of educational activity, without personal contact between the teacher and the student.*
- voice chat over a local network, used for phonetics training.*
- language devices that help to train in loud speech, in speaking; audio devices allow you to record your speech on a tape recorder, and then listen to this recording and compare it with an exemplary one.*

Wenger L.A classified them as follows:

- formation of reading skills;*
- replenishment of the vocabulary of the student language;*
- improvement of writing skills.*
- familiarity with the culture, speech etiquette,*
- peculiarities of speech behavior of the country of the studied language[4].*

In this regard, researcher I.G. Zakharova suggests the creation of an Internet library to facilitate Internet search. However, for the effective operation of such a resource, it is important to prepare auxiliary pages containing the most valuable sources of information on the studied issues [5]. It is important to understand here, as Y.N. Verevkina-Rakhalskaya notes, that Internet information resources on any subject contribute to the formation of communicative competence [6]. Although these resources are not educational material, they nevertheless provide an opportunity to work online with authentic texts, which is a motivational source for students, and therefore can be used in the educational process. Thus, the possibilities of using Internet resources are huge, because they create conditions for obtaining the necessary information for students located anywhere in the world, be it news from the life of young people, articles from newspapers and magazines, country studies, etc.

Project technology

The project method is a comprehensive teaching method that allows you to individualize the learning process, gives students the opportunity to show independence in planning, organizing and controlling their activities, a way of developing creativity, cognitive activity, independence. The typology of projects is diverse. According to M. E. Breygina, projects can be divided into mono-projects, collective, oral-speech, specific, written and Internet projects[7].

In real practice, we are faced with mixed projects, where signs of research, creative, practice-oriented and information technologies are manifested. Working on a project is a multi-level approach to learning a language covering reading, listening, speaking and grammar. The project method promotes the development of active independent thinking of students and orients them to joint research work. Project-based training teaches cooperation, and cooperation training fosters such moral values as mutual assistance and the ability to empathize, forms creative abilities, communication skills, communication culture, creates a language environment. In the process of project-based learning, the continuity of education and upbringing is traced.

The results are obvious: the project methodology not only gives students the opportunity to study the topic more and more deeply, but also significantly expands their common outlook teaches communication, the ability to independently extract and select the necessary material, makes it possible to develop not only collective creativity, but also individual talents and abilities of students. Students can take a fresh look at themselves and the realities of their everyday life, at the history and culture of their country and, of course, learn first-hand what they are interested in about life in the country of the language being studied.

Critical Thinking Technology

Critical thinking is a type of thinking that helps to be critical of any statements, not to believe anything without evidence, but at the same time to meet new ideas, methods. Critical thinking is a necessary condition for freedom of choice, forecast quality, and responsibility for one's own decisions. The basic model of critical thinking technology consists of three stages of the educational process organization:

The stage of recall from memory actualizes the existing knowledge and ideas about the subject being studied, personal interest is formed, goals are determined consideration of a particular topic[8].

Some methodological techniques for the development of critical thinking:

- Cluster Reception
- Brainstorming
- Intellectual warm-up
- Zigzag
- The Basket of Ideas reception
- Compilation of cinquains
- Method of control questions
- Role-playing project

Creative form of reflection – Cinquain

A cinquain is a poem that requires the synthesis of information and material in brief expressions. The word cinquain comes from the French, which means five. Thus, a cinquain is a poem consisting of five lines. Rules for writing cinquain: In the first line, the topic is called by one word (usually a noun). The second line is a description of the topic in two words (two adjectives). The third line is a description of the action within this topic in three words (verbs). The fourth line

is a four-word phrase showing the attitude to the topic (feelings in one phrase). Past a string is a synonym of a single word that repeats the essence of the topic. For example: Spaghetti, dirty, spicy, Slurping, sliding, falling, between my plate and mouth, delicious.

Technology of problem-based learning

The technology of problem-based learning is the creation of problematic situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result, creative mastery of professional knowledge, skills, abilities occurs, thinking abilities, cognitive activity, creative thinking develop. The problematic situation in the training is offered to the student according to his intellectual capabilities, makes students want to cope with this situation[9].

The problem tasks can be educational tasks, questions, practical tasks, etc. The same problem situation can be caused by different types of tasks and the ways to solve them are different:

- construction of various hypotheses;
- discussion of ways to verify its validity;

- conducting various experiments, observations, proofs;

Problem-based learning consists of three forms: problem presentation, partially-search activity, independent research activity. The least cognitive independence of students takes place with problematic presentation: the communication of new material is carried out by the teacher himself. Having posed a problem, the teacher reveals the way to solve it, demonstrates to students the course of scientific thinking, forces them to follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific search. In the conditions of partial search activity, the work is mainly directed by the teacher with the help of special questions that encourage the learner to independent reasoning, active search for an answer to individual parts of the problem. The technology of problem-based learning, like other technologies, has positive and negative sides.

Research methods.

In order to obtain reliable results on the effectiveness of the proposed algorithm, an approbation was carried out with 6th grade students on the basis of a gymnasium №7 named after S.Seifullin in Karagandy. Two groups took part in the methodical experiment – control and experimental. The students of the control group studied according to the standard program without using Internet technologies in the educational process. Students from the experimental group studied the same topic as the control group, but the material was worked out on the basis of a developed algorithm for teaching English using Internet technologies at the stage of basic general education.

Before and after training on the basis of the developed algorithm using Internet technologies, testing was conducted, the purpose of which was to identify the level of grammar proficiency. If we compare the data obtained, it is clear that the students of the experimental group coped better with the task of testing, showing higher results compared to the students of the control group (Fig. 1, scale – in %).

Comparison of test results of two groups

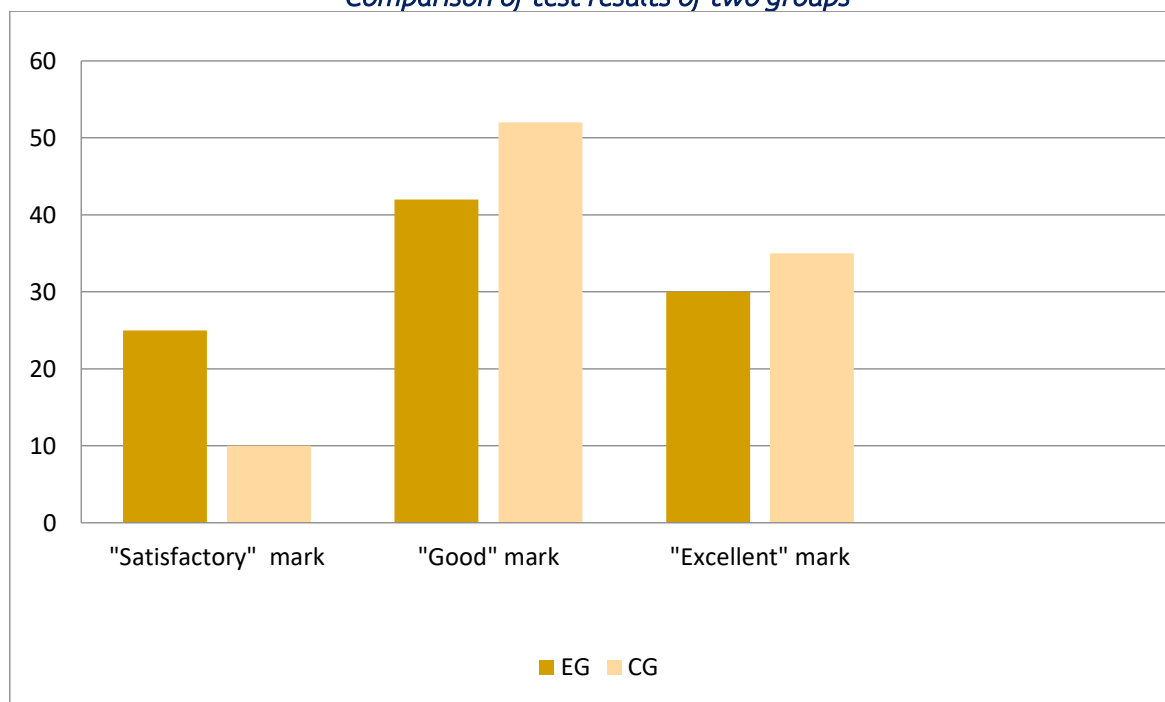


Figure 1. Comparison of the test results of the two groups after the experiment

Results and Discussion.

Thus, it can be concluded that there is a positive dynamics based on the results of testing, an increase in the effectiveness of teaching speaking within this particular topic, an increase in the number of students with a high level of speaking skills development and a decrease in the number of students with an average level. The average score in the control group was lower than in the experimental group.

Conclusion.

Thus, the application of the algorithm of teaching English speaking at school presented by the authors of the study on the basis of a communicative approach through the implementation of Internet resources and information technologies makes it possible to increase the efficiency of the learning

process, while the teacher should offer students functional installations, direct search activities, coordinate the processing of information and communication online in a foreign language.

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Philological sciences

DEVELOPMENT OF ENGLISH LITERATURE AND SCIENCE IN IX-X CENTURIES

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Abstract

This article provides information about the English personalities of the 9-10th centuries who contributed to the development of the statehood, science, literature. This period is known as Anglo-Saxon England. It was not only the time of wars and contradictions between kings. The first books -mainly historical chronicles and religious were written, Latin books were translated into English. This provided a major take-off for the future development of England in political and cultural spheres.

Keywords: churches, education, culture, religion, development, manuscripts, translation, scholars, king, author.

Introduction

The 9th-10th centuries in the history of England are characterized by the settlement of Germanic tribes from Europe. The Angles, Saxons, and Jutes formed seven great kingdoms. This period is characterized by the struggle of kings to expand their territory, as well as the period of wars against foreign invaders. In addition, it should be noted that the beginning of the development of culture and science was laid in this period. [1,p.34] As a result of the spread of Christianity, churches and abbeys were built, and here, along with religion, attention was paid to the development of education. During the Middle Ages, after the kings religious figures had great influence in the country. Not only did they serve religion, they also did much for the development of science and literature. Monks and abbots were also known as poets, historians, and teachers of their time.

Alfred - a king, general and educator

Alfred the Great was the West Saxon king from 871 to 886 and the Anglo-Saxon king from 886 to 899. He was the youngest son of Æthelwulf, King of Wessex. Alfred's father died when he was young. His three elder brothers ruled the kingdom before him. Starting from the end of the 8th century, the Vikings began to attack England. They were also known as Danes, Dats. The Vikings, like the Anglo-Saxons, were germanic tribes from Europe. [2, p.53]

But unlike the Anglo-Saxons, they still lived in tribes and were pagans. Thus, the Anglo-Saxon kingdoms faced a new threat. The Vikings gradually captured some northern and western territories of the kingdom. They killed Alfred's brothers, burned cities, and massacred the population. After coming to power, Alfred fought against the Vikings for several years. He succeeded in uniting the smaller kingdoms.

At that time, the kings were good at fighting, shooting arrows, and hunting. Most of them could not read or write. Alfred lived and studied in Rome for some time. He knew Greek and Latin. Alfred read a lot and understood how backward his people were compared to the Italians and French. [2, p.56] English education was so backward that there were very few people who could translate from Latin into English. He was not only a skilled commander, but also a head of state who worked for the development of science and education in his country. Alfred invited artists, artisans and scientists from Europe to his country. Monasteries and churches were restored and schools were opened under them. [3, p.22]

The most famous of the authors who wrote in Old English was King Alfred the Great. Alfred wanted to develop English culture. The king ordered the translation of existing books into English, and he himself has translated many books, especially religious works, from Latin into Old English. Most of the translated books were related to the history and geography of the European continent. The king ordered the writing of books about England. During the reign of King Alfred, the "Anglo-Saxon Chronicle" began to be written and continued for 250 years. Currently, this manuscript is kept in the British Museum. Alfred suggested that students study Old English first and then Latin. King Alfred's curriculum included translated religious and philosophical works. According to his order, the book "English Laws" was compiled.

Alfred ruled for 28 years. During this period, England became a powerful state. A monument to King Alfred was erected in Winchester.

It would not be correct to describe the early Middle Ages as a period characterized only by wars, disasters, destruction, and power struggles. Some aspects of Anglo-Saxon society can be evaluated positively. This period was the beginning of the future development of settlements, agriculture and trade, and science. Pottery and metal objects, richly decorated tableware brought from Europe and Byzantium were discovered during the excavations. The high quality of these objects indicates the development of Anglo-Saxon civilization.

There were a number of writers who wrote in Old English. Unfortunately, extensive information about all of them is not available. One of the earliest known prose writings is the *Martyrology*. Here is information about saints and martyrs according to the religious calendar. Only six parts of this work have survived. It is believed to have been written by an unknown Mercian author in the 9th century.

Venerable Bede, who is considered one of the first writers to write the history of England, is the author of about 40 works in Latin, including the *"Church History of the English Peoples"*. Bede wrote many books for schools, which can be considered pedagogical tools. These books are dedicated to religion, grammar, and rhetoric. In 836, Bede was declared "the most respected teacher of the modern era".[4, p29]

Religious literature was popular during this period. Hagiography was written and translated. There were many works about the lives of saints. Examples of these are *The Life of Saint Audrey*, *The Life of Saint Guthlac*, *The Life of Saint Margaret* and *The Life of Saint Chad* by Elfric.

Elfric is a well-known writer of the Anglo-Saxon period. Elfric wrote and composed in the late 10th and early 11th centuries. Elfric (955-1020) was an Anglo-Saxon monk. He was known by the pen name "the grammarian" and was one of the great scholars of pre-Norman England.

Elfric lived and studied at Vinton Monastery. He was a student of Ethelwold. Elfric became a monk in a monastery in Oxfordshire in 971. In 987, Bishop Elfnax sent him to Cornelius Monastery to teach the monks. Here Elfric writes a religious work. One of the works was dedicated to the history of the Christian religion. He also compiled three resources for the requirements of Latin learners.

In the early manuscripts called *"Lives of the Saints"*, the lives of four more saints were described: the Seven Sleepers of Ephesus, Saint Mary of Egypt, Saint Eustace, Saint Ephrosyne. In 996-997, Elfric the Grammarian wrote the *Life of the Saint*. In 1006, Elfric became the first abbot of the new Eynsham monastery. Here he writes *"Letters to the monks of Eyskham"*. Elfric died in 1020 at the age of 65. His works were copied and adapted in the 13th century.

Asser was a Welsh monk and bishop of Shebon. King Alfred invited educated people to his court. In 885 he also invited Asser. In 893, Asser wrote a biographical work called *"The Life of King Alfred"*. A copy of this manuscript survived to modern times and was kept in the Cotton library. This work was destroyed during a fire in 1731. But before the fire, the face of the work had been copied, and a number of writers had added parts of Asser's book to their writings. Thanks to this, it was possible to restore Asser's work. [5, p.18] Thanks to this work, unlike other rulers, there is extensive information about the life of King Alfred.

King Alfred paid great attention to the development of science and education. He gathered scholars from all over Britain and Europe to his palace and created a scientific center. The king had books translated from Latin into English, and he even made translations himself. Asser helped the king in this work. Asser wrote *"The Life of King Alfred"* in 893. This fact was established as a result of the mention of the king's age in the inscription. This work of twenty thousand words is the most important source of information about the life of Alfred the Great. Asser died in 909.

Though not much is known about the authors of the 9th-10th centuries, but their activity laid base for the further development of England.

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Psychological sciences

STEREOTYPES, RELATED TO OVERWEIGHT AND UNDERWEIGHT PEOPLE AND CONNECTION BETWEEN THEM

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Beauty standards and adjusting to it have been a big challenge for people for a long time. Even studies show how much correlation is with the subjective perception of your body and actual BMI (body mass index) (Zaccagni et al., 2014). In the majority of cases, these issues gain importance as a result of socio-cultural influences, which is often manifested by prejudices, discriminatory actions and stereotypes. In general, the mechanism involved in weight regulation combines several structures: genetics, psychological factors, and behavioural factors. Genetics is a factor that I will not discuss, although the remaining two factors can have a drastic impact on social attitudes, and then in turn, these factors can lead to weight gain or deficiency. So I will consider what formation takes place in these two factors in the case of overweight people and what – in underweight people. And what connects and what distinguishes these two from each other.

As you are aware, we can roughly predict human weight at first glance, so people easily and often mechanically, implicitly have specific attitudes that in too many cases go into stereotypical attitudes and, in extreme cases, terrible discrimination.

Overweight people face difficulties of stereotypes and discrimination every day. Whether it's just moving on the street or being employed at work, it happens in restaurants, cafes, educational institutions and so forth. Often people are not even able to understand implicit attitudes, therefore, they do not understand the risk they pose for human social integration. Research shows that 25% of respondents experienced discrimination during their employment because of their weight, 54% felt stigmatized by their counterparts, and 43% experienced what it means to be discriminated by your director (Puhl & Heuer, 2015). Before discrimination, we must not forget that everything starts with stereotypes and prejudices, people believe that being overweight means being lazy, unhygienic, unintelligent, indecision and unattractive. This is followed by the fact that they think an overweight person cannot or will not cope, in this case, work challenges, although they remain the most "popular" stereotypes according to the research: lack of integrity, excessive contradiction, less emotional intelligence and high level of introversion. To break these stereotypes, I have found studies based on which we can ignore these attitudes. In one of the first studies conducted around this issue, 3176 adults whose body mass index was compared to the test results of personality characteristics, the result reveals that the relationship with demographic variables was much greater than the latter with body mass. Also according to one of the studies conducted on 320 college students and where a personality descriptive test was used, which evaluates the individual directly in five dimensions, in the so-called "Big Five" dimensions, the connection between weight and personality traits was nowhere to be found. Unfortunately, the field of employment is not just a place for stigmatization and discrimination, we also face this in health care organizations themselves, where they often strongly believe that excess is a bit of a free choice, and in many cases, of course, this is not the case. In a British study involving 398 nurses, nearly 69% agreed that personal choices about food and physical activity explain why a person becomes overweight, 2/3 agreed that obesity is caused by a lack of willpower to food, and only 8.2% agreed that overweight people are also motivated to change their lifestyle. Puhl and Brownell examined experiences of weight stigma among overweight women (n = 2449) and found that 53% reported how inappropriate comments from doctors about their weight were received. In addition, doctors have been identified as the second most common source of stigma, among more than 20 possible sources. 69% of women reported that at least once they were victims of stigmatization by a doctor, while 52% reported multiple cases. Very interesting is the fact that nurses with a low mass index expressed more negative attitude of obesity. In reality, overweight can be caused by heart disease, respiratory problems, type 2 diabetes, a certain type of cancer diagnosis, osteoarthritis, etc. and there is also a second important issue, do not forget about psychological factors. Eating disorders are considered to be very difficult to control, anorexia and especially bulimia are the most culturally specific psychological disorders known to date, therefore there are certain kind of circumstances when we are not able to control our weight.

Children who are victims of discrimination are also victims of stigmatization at home. As it turns out, parents treat their children unfairly on the basis of overweight, studies in weight loss camps show that 37% of adolescents have been the object of ridicule and ridicule from their parents. In particular, children are very vulnerable to stigmatization from the media. Content analysis of popular children's shows reveals that they enhance the stigmatization process. Visually skinny characters in children's media are often portrayed as good, popular, and attractive, but larger body size characters are portrayed as aggressive, unpopular, evil, unhealthy, and the target of humor or ridicule.

In fact, weight creates a very large basis for the public to express discrimination and link the human mass index to dozens of characteristics that are not actually related to weight.

Now let's move on to the other side of the continuum and talk about the topic that is talked about less, these are prejudices, discrimination and stereotypes against people with weight deficits. Certain studies confirm that people with less weight than usual experience the same kind of discrimination and are victims of stereotypes as overweight people. The most common stereotypes are still that they seem to be weaker, I mean physical abilities, so they cannot withstand a lot of loads and often believe that such people do not like to eat and are unhealthy, so they are discriminated for exactly the same reasons in the spaces mentioned above, as is in the cases of overweight people. According to some studies, weight deficits are also associated with personal characteristics, they are considered boring, unbalanced, people with physiological problems and unsustainable character. They believe that a person with weight deficient necessarily has an energy deficiency, or the most common stereotype that they do not eat enough food, or spend the whole day in the gym, or suffer from constant diets, some are directly diagnosed with anorexia. Actually, all this is not true in many cases. Surveys have proven that most of them consider themselves to be very healthy and energetic. There are people who would never be bothered by their weight if not for the perpetual stereotypical views of people and irrational, subjective prejudices that are based solely on physical view and have nothing to do with reality and facts.

The opinions that weight deficit necessarily equals illness are false, these people function normally (of course, we are not talking about clinically diagnosed anorexia.)

Factors that affect weight deficit can be genetics, or rapid metabolism that allows a person to burn calories quickly, therefore, although it is entirely possible for a person to eat even more food than necessary, none of them affect his/her weight. There is a factor called the thermic effect, it implies the energy coefficient that a person needs to digest food, so this energy ratio of a thin person may be higher than usual. The factor is also what culture a person represents. Studies show that weight that is considered deficient in one country is a standard of beauty in another. The weight deficit also has another and, I think, a very important side, it's a fact that people want to have an ideal weight that will have cultural validation. According to a study in Japan (Kodama, 2010), 25.5% of young women struggle with weight deficits, most of which lead to an unbridled desire to thinner. The fact is that the statistical rate of women who want to get into the variation of the ideal weight is very increasing. The pressure of social factors and adjusting them to the norms they impose is very expensive for people, whether it be surgical interventions, the appeal and popularity of which is dramatically moving forward or the deterioration of the psychological condition, which is also one of the common and growing problems.

According to studies, people with overweight and underweight are clearly more likely to experience discrimination than people with "normal" weight, although one can be separated and said that overweight is still a larger segment in terms of discrimination. According to recent studies, the overweight rate has increased more dramatically than deficient weight. Also according to the study, which involved children, adolescents and emerging adulthood, it was found that they were more likely to express negative stereotypes about overweight people than in the case of people with underweight. They gave hypothetical overweight people more negative and less positive traits such as "lazy", "slow", "rude", "sad", and "unattractive" than people with deficient weight (Greenleaf, Starks et al., 2004). When a society sets a standard for people above or below it become the bearer of "different" status, which already subsequently leads to the awakening of many stereotypes and prejudices in society. The two sides of the continuum seem to form one large locked circle, and this circle is formed in many cases at the expense of human attitudes. We are social animals, and public opinion will always remain important to some extent, so bariatric surgeries are done, or they resort to a myriad diet, which sometime no way adapts to a healthy lifestyle. On the other hand, people try to get more food than their body needs to bring weight deficits to the "ideal". Not to mention the greatest physical dangers and risks, all this is very dangerous for the emotional and mental state, which arbitrary interventions along with social stigmas are doubly affected.

Generally, it is very difficult to be acceptable to society by all criteria, there will always be things that are not satisfactory, so it is always better to judge from our own perspective and set goals based on personal desires, of course, a healthy lifestyle is always the best solution, but only for ourselves and not for adjusting to the framework shared by society.

Keywords: *weight stigma, stigmatization, common stereotype*

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Sociological sciences

THE WOMAN AND THE FAMILY IN THE BEGINNINGS OF THE DEMOCRATIC SYSTEM

Darina Çoni / Kacollja

Abstract

This material shows that the family structure was functioning during the period of the totalitarian socialist system during the years of democratic transition change in relation to the general social development. Social development would create conditions and opportunities for the internal development of the family as an integral part of it. The researcher Hamit Beqja writes about the change of old structures:

"Rapid and new developments of an all-round character, of the most diverse areas of political life

and ideological, social and economic, material and spiritual, legal and administrative, cultural and scientific, ethical and customary, have created the ground for the development of human psychology on the basis of new motives and impulses, to be freed step by step from the inheritance of old psychological structures, always adapts to the new comprehensive social developments that have adapted to today's democratic transition" (2000:12).

Keywords: woman, transition, Albania, society, democratic system

In moments of transition, when society has deep problems, causes related to armed conflict, the family and adapts faster to the negative changes of society. The family is back and functioning as it did ten years ago, when similar conflicting situations of society existed; extracting codes and rules from the dust of history, on the basis of which the family and society functioned.

After 1990, when the system was overturned, the illusion of the Albanians about their country also crumbled. They saw that they were a lied people, very poor and not "beacon to light the whole world", without faith in God deceived by the leadership and governance of that time.

The French researcher François Maspero writes about the disappointment of the Albanians after the fall of communism: "When the communist regime fell, it was seen that no new people had been built. Then what was left? A society of stunts, with suspiciously selfish and exclusionary connections, that relied on what had escaped by surviving the current centuries of clans. The complete opposite of a society of citizens, a society of cousins" (2005:61).

Disappointed, some returned to tradition, and the closest tradition was that before World War II. This is because for 45 years the past was very close, the Second World War and other wars fought by our people for freedom, were propagandized as if they happened yesterday. Also, for 45 years, every construction, every achievement in economy, industry, agriculture that was realized, was compared with the period before liberation. All this propaganda campaign brought the centuries-old past closer to people's psychosis

Dictatorship systems through censorship and propaganda keep an entire population oppressed, away from new ideas, causing consequences in the logic of thinking about things and in the individual's personality. This deformation in the personality of individuals caused that some of them after 1990 began to rely on the traditions of their ancestors, especially in that tradition that passed from generation to generation, coming to our time as a legend.

In many areas, especially mountain areas, where the state was weak or not present at all, phenomena began to appear that were justified in the name of the canon. Girls and women felt more of this kind of system, that they were locked in the house and almost returned to the 30s of the 20th century. Of course, in addition to the psychosis of disappointment that we mentioned above, there were also real tangible causes which strengthened this feeling of masculinity even more.

The main reason was the economic crisis that engulfed the country after 1990. Although during the years of communism it was propagated that they had achieved civilization and all the rights of girls and women, this was just a propaganda trick. Of course, they had more rights than before 1945. They had the opportunity to get an education and work, but in social life and in the family they were withdrawn, they could not have the same rights as men. The man continued to make the law in the family

and in social life, while the girls and women could not go out with the company to the cinema, coffee shop, etc., because they were prejudiced by the public

After 1990, when the communist system fell, the country was also accompanied by a strong economic crisis. Agricultural enterprises and most factories and plants were closed and destroyed, therefore, during these years, many girls and women remained unemployed and locked up at home.

This crisis was accompanied by the weakening of the functioning of the main structures of the state, such as the police, the prosecution, the courts, etc., which failed to be efficient in the fight against the criminal phenomena that spread in this period, such as robberies, trafficking in living beings, smuggling to murders. Not only were they ineffective, but there were cases when people within the state structures cooperated with people who violated the law.

This caused many people to lose hope, in this country and as a solution several thousand residents, to ensure a better life for themselves and their children, found emigration. They emigrated mostly to Greece and Italy, but reached as far away as Australia. This wave of emigration was also accompanied by social consequences in the family and in society. Most of the immigrants were men, causing the inversion of the ratio between women and men in the Republic of Albania.

There is no official figure for the real number of immigrants at that time, not only for the region but not for all of Albania. Authors Genc Trandafili and Bashkim Paheshti for the Elbasan area, write: "Emigration it has affected the younger ages more, without city-rural distinction, especially men. It is said that around 20,000 Albanians have emigrated abroad" (1999:165).

Also, hundreds of families were separated due to emigration, the men in Kurb, and the women and children in Albania. Practically separated families began to be created and this for several years. Children began to grow up away from their father. And when the husband came home, seeing the mentality of women in western countries, jealousy began to erode these families.

After 1992, when European countries no longer agreed to provide immigrants from Albania with residence permits, clandestine emigration began.

Hundreds, thousands of residents went to western countries and for many years could not return to Albania and their families, where they had left their wives and children. The union was distant, it took many years to get the documents and make a family reunification. For many years these families lived separately.

The bravest managed to take the family to emigration clandestinely. Some went so far out of desperation to obtain residence documents that they formally separated from their wives in Albania. and married some old man in western countries. Of course, most of them did it with the women's consent in Albania, but this broke the trust in the family and in morals. This separate life began to increase adultery, a phenomenon since before the 90s it was very rare and very reprehensible in public opinion. Such betrayals were sometimes accompanied by murder, shocking society. Thus, the case of a 30-year-old woman from the villages of Librazhd, who drowned her 2-month-old child, because she was not with her husband, who was an immigrant in Greece, cannot be forgotten (Gazeta "Panorama" date. 01.05.2014: 3).

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Veterinary sciences

FACTORS AFFECTING THE CALVING EASE AND THE LOSSES CAUSED IN CALF'S GROWTH PERFORMANCE IN BROWN CATTLE

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Abstract

The aim of the study was to establish the influence of the cows' measurements on dystocia incidence in Brown breed. Also, was to assess the loss caused by difficult calving in calf performances. A total of 720 records from 180 cows was collected between 2017 - 2022 in order to study the influencing factors. Data were analyzed used Statistica software. The cows' measurements were expressed as LSM ($\pm$ standard error) used the ANOVA protocol. A regression model was performed to explain the influence level of studied factors. The average rate of dystocia in herd was 13.11%. Significant differences ($p \leq 0.01$) were calculated between body weights of eutocyal compared with dystocial calves (34.12 ± 0.26 kg vs. $40.8.12 \pm 1.12$ kg). Small size of dam's pelvic size facilitated occurrence of dystocia in calving. Significance differences ($p \leq 0.01$) were recorded for cows body weight (634.9 ± 5.44 vs. 663.4 ± 12.41 kg related to dystocia vs eutocya calving), rump lenght (55.8 ± 0.6 vs. 51.12 ± 0.3 , $p \leq 0.01$), width at hips (51.9 ± 0.36 cm vs. 49.48 ± 0.02 cm, $p \leq 0.01$) and width at ischia (34.11 ± 0.2 cm vs 31.3 ± 0.1 cm, $p \leq 0.001$). The dystocia calf recorded a 12.36% loss in body weight compared to eutocya ones, at 90 days of age. The current study could provide valuable knowledge regarding the relationship between the specificity of the Brown breed for dams-calf related factors, in terms of risk of dystocia incidence and also in calf growth rate.

Keywords: Brown breed, calf performances, risk of dystocia

Introduction

The term dystocia originates from the Greek language, composed of the terms 'dys', meaning difficult, and 'tokos' meaning birth. Generally, dystocia is defined as a difficult and prolonged calving. There are many definitions and scales in order to assess birth difficulty. Dystocia widely ranges from needed veterinary assistance [26] to difficult and very difficult birth [18] or hard pull and surgical intervention [22]. According to the degree of needed assistance, a 5-point scale defined as 1 = unassisted, 2 = slight assistance, 3 = considerable assistance, 4 = considerable force needed and 5 = caesarian, was used by Hossein-Zadeh et al. (2010) to assess birth difficulty [38]. A realistic definition of difficult calving has been offered by Berry D.P. et al. (2007), characterized as "births requiring more attention than usual [4]. Worldwide, the incidence of dystocia range between 2-22% [2]. Different difficulty degree could affect 10% [29] and up to 50% of calving [30] despite lower percentages recorded in other studies, ranging between 4.1% [43], 3-5% [23] or even 1.9% [55].

There are various factors that could cause dystocia such as genetic, management and environmental related factors [29]. Dystocia risk increased proportionally with calves' birth weight due to a strong and negative correlation between these two parameters [56]. A significant influence in dystocia occurrence is represented by a combo between calves' body weight and dams' pelvic area size, where the latter is involved in parturition. Dams' pelvic area size defines the oversized calves. Dystocia negatively affects the production, reproduction and animal welfare. Difficult calving leads to an increased percentage of death in calves. In this respect, Murray et al. (2015) found that 15.9% of calves died up to weaning and 8.1% of calves died during the parturition or within the first 48 hours [8]. Survival of calves presented a decreased vitality, which induced a lower capacity to perform with significant repercussions on subsequent efficiency, physiology and behaviour. A negative long-term effect was recorded by Henderson et al. (2004) on adult age of calves that experienced dystocia regarding production and reproductive performances [32]. Quantifying the milk production decrease, Bicalho et al. (2007) recorded a 0.8 kg milk/day loss, which was maintained throughout lactation [5] due to a higher genetic correlation (0.23-0.34) according to Eaglen et al. 2013 [16]. The occurrence of dystocia decreases reproductive performances, negatively affecting all related traits. Dystocia led to an increase in number of services, a prolonged voluntary waiting period and, implicitly, a prolonged service period. A study conducted by Tenhagen et al. (2007) highlighted a decreased rate of conception until 200 DIM, thus increasing service period for cows that experienced dystocia [57]. Generally, occurrence of dystocia in farms led to significant losses at all levels. Stillbirths caused by difficult labor accounted for \$125 million/year losses, according to Meyer et al. (2001) [48]. Dystocia accounted for 41% of losses due to production costs, 34% of losses due to reproductive decreased performances costs and 25% of losses due to of morbidity or mortality in herd's costs. Mee (2008) citing Oltenacu et al., (1988) reported that the impact of dystocia reached four times greater costs than its treatment [46]. Numerous attempts have been made in order to decrease incidence of difficult calving and associated mortality in herds. The heritability of dystocia has been studied for a long time now. A moderate coefficient (0.17) was recently calculated by Gabriela Stefani et al. (2021), indicating that dystocia incidence could be partly reduced through selection [24]. An early previous study conducted by Thompson et al., (1984) recorded a moderate-high heritability coefficient (0.24) by regression of dam to daughter [58]. These results were in contradiction with other authors' results [10, 37] which recorded a very low heritability for this trait, ranging from 0.01 to 0.09. In general, heritability of dystocia is considered relatively high, given the significant effects of various non-genetic influential factors [61].

On the other hand, calf-related traits which exert influence on the calving ease are characterized by highly heritability. In this respect, numerous studies were conducted in order to set up values for the heritability coefficients since several decades. Studies aimed to predict the incidence of dystocia have been based prior to selection on the involved calves' related traits such as body dimensions or body weight at birth. These traits proved to be characterized by a high heritability. In this respect, an early study conducted by Price and Wiltbank (1978) [52] found significant heritability for calves' body length (0.35), width at hip (0.42) or body weight (0.28), results also confirmed by Holm et al. (2014) who recorded an even higher heritability (0.44) for calves' body weight [36].

In order to predict the risk of dystocia occurrence, both internal and external pelvimetry constituted a viable attempt, beginning to widely use in the cattle industry [36]. In general, external pelvimetry is an easy and non-invasive way to measure the pelvic area and can be used in practice due to the strong and positive correlations calculated in relation to internal pelvimetry [53]. The pelvimetry was considered as a method of predicting the risk of dystocia all the more so as is responsible for 5-10% of the variation in dystocia [44]. The average pelvis growth rate reaches 0.27 cm² per day up to two years of age and this fixed correction factor can be used to adjust pelvic area based on the age at which measurements are obtained. This value are considered as an adjustment coefficient in order to predict the pelvic area at adult age, based on the next formula:

$$365 \text{ Days Pelvic Area} = \text{Actual Pelvic Area (cm}^2\text{)} + [0.27(365 - \text{age in days})] \text{ [28]}$$

The numerous attempts in order to reduce the incidence of dystocia in the herds have also been based on the high heritability of the pelvic area, which facilitates direct selection for this trait. Concerns about the heritability of the pelvic area have long been the subject of intense research in numerous previous studies. In this sense, most studies found a highly heritability range 0.36-0.92 with an average value around 0.61 [13]. By selecting both bulls and heifers for pelvic size, a herd of cows with large pelvic areas could be developed which led to a decreased incidence of difficult calving.

Concluding, the pelvimetry could be a tool capable to predict the risk of dystocia occurrence and should be used in order to minimize the incidence and the negative effects of its in herds. Also, heritability

of dystocia and calves body measurements should be integrating in breeding programs as an attempt to decrease the incidence of dystocia.

Materials and Methods

All cows were included in the Official Performance and Recording Scheme. Cows were milked twice per day (starting at 5:00 and 17:00) in a "herringbone" milking parlour (2 by 14 units). The milking parlour was equipped with AfiMilk 3.076 A-DU software (Afikim, Israel). Furthermore, all cows were fitted with AfiTag pedometers (Afikim, Israel) for production traits, oestrous and specific diseases detection. Production and milk quality data (milk yield, fat yield and percentage, protein yield and percentage) were collected from the results of the official performance recordings, according to the standardized International Committee for Animal Recording (ICAR) guidelines (2012), and also with the proprietary recording system AfiMilk 3.076 A-DU software (Afikim, Israel). Data regarding reproductive performance, type of calving, calving ease and stillborn were recorded by the stockholders in own recording data set. Data regarding cow's body weight were recorded within the last 72 hours before probable date of calving. Cow's biometric measurements were performed using a compass for external pelvimetry, based on the following lengths, according to Hohnholz et al. (2019) [35].

Rump length (cm) - Distance between the cranial edge of the tuber coxae and the caudal edge of the tuber ischiadicum

Width at the hips (cm) - Distance between the lateral edges of the tuber coxae

Width at the ischia (cm) Distance between the lateral edges of the tuber ischiadicum

Cows included in the current study were managed under a loose system with zero grazing and were between 1st and 4th lactation, with age and parity balanced within the herd. Cows had a space allowance of 9 m² in the resting area and free access to shadow, water and feeding zone. They received a daily feed ration made of 15 kg of fresh cut alfalfa, 15 kg of green fodder, 12 kg corn silage, 6 kg of alfalfa hay and 4 kg of concentrates starting from spring until late autumn, and a ration made of 15 kg alfalfa, 25 kg of corn silages, 6 kg of alfalfa hay and 5 kg of concentrates during winter. Cows were fed twice per day and had a feeding space allowance of 70-75 cm / head. They were housed in groups of 70 animals, according to their productivity.

Use of animals and the procedures performed in this study were approved by the Scientific and Ethics Committee of the Research and Development Station for Bovine Arad of the Academy for Agricultural and Forestry Sciences, Decision no. 51 issued on November 11, 2015. Also, the research activities were performed in accordance with the European Union's Directive for animal experimentation (Directive 2010/63/EU).

Data recording:

A data set of 720 recording from 180 lactations collected between 2017 and 2022, was analyzed for estimation of the effects of the calves and dams biometric related traits on incidence of dystocia. Statistical processing and data interpretation process aimed: a) identifying and assessing the influential level of dam's biometric traits on calving ease; b) assessing the influence of studied factors on dystocia incidence. The incidence of dystocia was investigated according to a) calves' birth weight; b) dams' body weight; c) dams' rump length; d) dams' width at hips and e) dams' width at ischia.

Data were cleaned by eliminating human recording errors (outliers), redundant entries and incomplete observations. Data from cows with abortions or stillborn were discarded. Also, cows with no information for studied traits. Grubbs' test (Grubbs, 1969) was performed in order to detect that follows an approximately normal distribution [28].

$$G = \frac{|\bar{y} - y_{\min}|}{s} \quad G = \frac{|\bar{y} - y_{\max}|}{s}$$

where: $\bar{y}$ =sample mean; s =standard deviation; $y_{\min}$ =minimum value; $y_{\max}$ =maximum value (for individuals measurements)

When suspecting more than one outlier, the Tietjen-Moore test was used to identify and reject them (Tietjen and Moore, 1972) [59].

$$L_k = \frac{\sum_{i=1}^{n-k} (y_i - \bar{y}_k)^2}{\sum_{i=1}^n (y_i - \bar{y})^2}$$

where: k =exactly k outliers in the data set; n =number of data points sorted from smallest to largest; y_i =the i th largest data value; $\bar{y}$ =mean of the full sample; $\bar{y}_k$ =sample mean with largest k point deleted.

The effect of studied factors on calving ease was assessed using a factorial ANOVA protocol. Differences were tested using Tukey test.

$$DI = CBW_i + DBW_j + RL_k + Will + Wlsm + e_{ijkl}$$

where: *DI* is the dystocia incidence ; *YCBW*=effect of calves body weight at birth; *DBW*=effect of dams body weight at calving; *RL*= effect of dams rump length; *Wh*= effect of dams width at hips; *WIs*= effect of dams width at ischia.

The analyzed data were expressed as least square means and standard error of mean. Incidence of dystocia were recorded according to biometric factors in order to set up "alarm" thresholds for better designing of the optimal prediction of dystocia occurrence risk protocol. All the statistical inferences were carried out using the software package Statistica (StatSoft Inc., Tulsa, OK USA) [33]. Decisions about the acceptance or rejection of statistical hypothesis have been made at the 0.05 level of significance. A factorial regression model was performed in order to evaluate the influence of studied factors on incidence of dystocia.

$$Y = a + b \dots \times NGf$$

where: *Y* is dystocia incidence percentage and *NGf* are the non-genetic influential factors included in the study.

To determine the effects of non-genetic factors, the traits of interest would be set up as the dependent variables and the dystocia incidence as an independent variable in the model. To determine how influential factors affect the incidence of dystocia, the opposite is done: the dystocia incidence becomes the dependent variable and the influential factors included in the study are the independent variables of interest.

Results

Analyses of data presented in table 1 showed significant differences between studied parameters due to the influential factors. Analyses regarding the incidence of dystocia in herd, highlighted a share of 12.77% from total registered calving.

Table 2.

Least square means ($\pm$ standard error) for calves' body weight at birth and dams' biometric measurements according to calving ease

Calving ease	Calves' body weight at birth (kg)	Calves' body weight at 90 days of age (kg)	Dams' body weight (kg)	Dams' Rump length (cm)	Dams' Width at hips (cm)	Dams' Width at ischia (cm)
Eutocya	34.12 $\pm$ 0.26 ^a	108.13 $\pm$ 3.21 ^a	663.4 $\pm$ 12.41 ^a	55.8 $\pm$ 0.6 ^a	51.9 $\pm$ 0.36 ^a	34.11 $\pm$ 0.2 ^a
Dystocia	40.8 $\pm$ 1.12 ^b	94.76 $\pm$ 2.24 ^b	634.9 $\pm$ 5.44 ^b	51.12 $\pm$ 0.3 ^b	49.48 $\pm$ 0.02 ^b	31.3 $\pm$ 0.1 ^b

Calves body weight at birth presented significance differences ($p \leq 0.01$, $F=11.11$) between eutocyal and dystocial calves. Cows with dystocia births proved to be significantly narrower compared to those with eutocyal calving. In this respect, significant differences ($P \leq 0.01$, $F=16.31$) for cows' body measurements were recorded explaining the interaction between cows' body weight, cows' pelvic area and calving ease (table 1). Cow body weight was highly correlated with the pelvic area traits (rump length, width at the hips, width at the ischia), $r=0.3-0.76$. Size of pelvic area alongside calves' birth weight limits the calving ease with severe impact on new born calves' viability. Cows body weight according to calving ease, had significant differences ($p \leq 0.01$, $F=5.6$) between cows with eutocya vs. those with dystocia calving. Significant differences, $p \leq 0.01$, $F=10.33$, $p \leq 0.01$, $F=7.12$ and $p \leq 0.001$, $F=4.67$ were recorded for rump length, width at hips and width at ischia between cows that experienced eutocya compared to those with dystocia. Calves growth performance was significant influenced by calving ease. A 12.36% loss was recorded according to this particularly parameter.

Table 3.

Regression model for estimate of variables effects on calving ease

Influential factors	<i>b</i> *	Std. Err. Of <i>b</i> *	<i>t</i> test	<i>P</i> values
Intercept	-	-	0.56022	0.051578
Calves body weight at birth	0.034	0.011	-2.46520	0.0234
Calves body weight at 90 days	0.012	0.014	-3.1244	0.001
Dams body weight at calving	0.094	0.021	0.045604	0.03486
Dams' Rump length (cm)	0.062	0.017	0.05265	0.03957
Dams' Width at hips	-0.051	0.08	-0.05813	0.019800
Dams' Width at ischia	-0.0013	0.014	6.12091	0.00002

The factorial regression model of the factors influencing the calving ease highlighted a significant interaction ($P < 0.01$), $r = 0.502$. The validity of the test was confirmed by the $F = 10.72$. The factorial regression model has shown that calving ease was significantly influenced by the calf birth weight ($p \leq 0.01$), dam's body weight ($p \leq 0.01$), rump length ($p \leq 0.01$), width at the hips ($p \leq 0.01$) and most especially by the width at ischia ($p \leq 0.001$).

Discussion

Dystocia causes huge loss in farms. It cannot be predicted, but the incidence can be reduced by management measures if the influential factors are identified. That could be realized through ensuring a comfortable calving area, provide optimal assistance at calving and most importantly, through selection of sires and cows for calving ease (based on an adequate pelvic size), which never been done before in this industry. The calving alongside to the weaning constitutes one of the major stressor on cows' biorhythm. There are vary internal and external influential factors that could transform the physiological birth into a disturbing element of both dam and calf welfare condition due to occurrence of difficulty in calving process. The inclusion of vary categories of factors in a case study, may determine their involvement related to difficult degree of calving but it does not allow obtaining an exhaustive result in this sense due to dilution of outcomes. The current study aimed analysis of the biometric factors with impact on dystocia incidence in order to establish the effect of the pelvic area on its occurrence. The current incidence of dystocia reached 13.11% in herd. At the first sight this value is in accordance with others results founded worldwide. There are few studies aimed the tendency of dystocia incidence but all of these recognize an increasing trend in all breeds and crossbred [6, 10].

Generally, a higher incidence was observed in dairy compared to beef breed. This statement was proved over the time. In this respect, Hohnholz et al. (2019) [35] found a 3.4% incidence in beef cows which is consistent with an incidence of 5.6% associated to Italian beef breed and recorded by De Amicis et al. (2018) [11] while Steinbock (2006) [55], Hansen et al. (2004) [30] or Mc Clintock (2004) [43] found a slightly increased incidence in Swedish, Danish and Australian Jersey crossbreed with Holstein due to "Holsteinization process". Concluding, an increased proportion of Holstein genes lead to an increased incidence of dystocia, according to numerous studies performed in this sense [13]. Not at least, Mee J.F. et al. (2011) found a huge proportion of needed assistance calving (28-40%) out of 5-9.3% severe dystocia in Holstein [45]. Manual correction could be performed in more than 95% difficult calving, reducing both calves (up to 25%) and dams (up to 11%) mortality [11] compared to those unassisted dystocia calving which tend to increase mortality to over 37% [41]. The incidence of dystocia in primiparous was quantified to be 10-50 % whereas in multiparous the incidence of dystocia ranged between 4-30% [1, 60]. Also, Grohn et al. (1990) reported that the risk of dystocia increased with increasing parity [27]. Conversely, Yildiz H. et al. (2011) found no significant differences related to dystocia incidence according to parity [65].

Calves' growth is largely controlled by various and numerous factors. Body weight at birth (BWB) is strongly correlated with the foetal growth rate, being an important factor in the survivability, performance efficiency and welfare condition of both calves and dams, the latter based most often on calving ease. The main influential factor in calving ease still remains the foetal-maternal disproportion, especially in primiparous dams. Such disproportion leads to a higher pre- or intrapartum mortality, within 48 hours after calving [35]. Calves' body weight is strongly influenced by genetic factors such as breed and also by non-genetic influential factors such as year or season of calving, dam's parity, calves sex, feeding management in late gestation, as well as by twinning. Calves' body weight at birth is a significant influential factor in calving ease. Increase of body weight at birth with 1 kg could increase the risk of dystocia by up to 0.23% [49].

Conversely, Johanson and Berger (2003) recorded that for 1 kg increased body weight there was a 13% increase in risk of dystocia [39]. Also, in the same study, an increased risk of dystocia ranging between 2.1-9.6% was associated to an increase in body weight ranging between 29-52 kg. Similar results were recorded by Berry et al (2007), who estimated a 15% increased risk of difficult calving for calves' body weight at birth ranging between 20-50 kg [4]. Conversely, Eckterkamp et al. (1999, 2007) found no significant difference regarding the calves' body weight at birth in eutocious or dystocious calving [19, 20]. A possible explanation could be the direct correlation between the surface of the pelvic area and calving ease. In this case, the width at the ischia plays a major role in calving. The calf's body weight at birth doesn't seem to be the limiting factor related to calving ease. The strong correlation between the calf's body weight at birth and width at ischia seems to be the limiting factor.

The current research found a significant difference related to calves' body weight at birth according to gender, males being heavier on average than females. These results are in accordance with the previous findings of Dkahal K. et al. (2013) and Kwanghyun C. et al. (2021) [14, 40].

In addition, calves' body weight at birth proved to be significantly influenced by different factors. Olson et al. (2009) and found significant differences according to twinning, also a 3.86 higher risk of dystocia in twinning [51]. The season of calving could influence the calves' body weight at birth. The results are inconsistent in this sense in previous studies. Wells et al. (1996) found higher body weight at birth for calves delivered in winter, implying a higher risk of dystocia [63]. Similar results were recorded by Kwanghyun et al. (2021) [40].

Generally, body weight at birth is higher in winter due to the confinement system and the weather, which does not allow access to pasture in order to facilitate energy consumption as it is redirected to the foetal development and feeding system which does not include the green forage but only high nutritional density feeds. Related to this issue, the previous results obtained proved to be consistent in this respect [45, 56]. Different body weight at birth observations were recorded according to dams' breed and under crossbreeding effects, inducing different incidence of difficult calving. In this sense, Olson et al. (2009) recorded heavier calves in Holstein compared to Jersey or in Jersey x Holstein compared to Holstein x Jersey [51].

Significant differences were associated with dam's body measurements according to calving ease. Generally, a higher incidence of dystocia was recorded for dams with lower body weight and lower surface of pelvic area. Our findings were in accordance with those recorded in a study conducted by Bures et al. (2008), which found larger measurements for dam's body weight and pelvic dimensions in eutocya compared to dystocia in cows [6]. Dam's body weight did not directly affect calving ease but it is a pretty good indicator for the risk of dystocia due to a strong correlation with the pelvic area ($R=0.8$) [25]. A higher impact exerts dystocia in dam's body weight after calving [4]. However, studies conducted over the years have shown that a higher dam's body weight could significantly reduce the risk of dystocia occurrence [34, 47].

The pelvic area proved to be a limitative factor in calving ease. Even if it only has the capacity to increase up to 10-15% at the calving, its original size still remains a tool for predicting the risk of dystocious calving [47]. In this respect, a greater area generally leads to an easier calving. Johanson and Berger (2003) recorded a decreased incidence of dystocia of up to 11% due to an increased pelvic area by 1 dm². [39]. The association between the pelvic area and the calf's body weight at birth proved to be the combination with the maximum impact on calving ease. Numerous studies aimed the ratio between these two factors, proving that the pelvic area alone determines only 10% of dystocia phenotypic variance [50].

In the current research, a significant impact of calving ease was recorded related to calves' viability. The eutocious calving allows setting up a metabolic and physiological balance that facilitates phenotypic outsourcing of hereditary dowry in terms of growth performances. From this point of view, significant differences related to calf's body weight at 90 days of age were recorded. Previous results are inconsistent. As such, several studies found no significant effects of dystocia in growth processes [3, 7, 31, 42]. Other studies found opposing results [15, 64]. A possible cause could be the fact that the calves from dystocious births die during the first days after calving. Also, some studies considered that moderate dystocia has no long-term effects on animal performances. Conversely, there are numerous studies that have found otherwise [17].

In our study, a long-term effect of dystocia was recorded in terms of body weight at 90 days of age, the losses reaching 12.36%. Increasing losses and delays in terms of body weight are based on a decreased calf's viability. Generally, dystocious calving induces a higher cortisol level which reflects a response of hypothalamic-adrenal axis in order to prepare and allow adaptation to a new extrauterine environment [9]. Also, calves that experienced a difficult calving recorded lower levels of immunoglobulin intake and its passive transfer (50% cases compared to 20% in eutocya). A failure in passive transfer leads to a decreased protection against specific diseases [62].

Severe dystocia could lead to a hypoxic state in calves with negative effects in immunoglobulin absorption. Lower immunoglobulin absorption was generally considered as an effect of lower vigor of calves and it is often associated to a significant delay in colostrum consumption and lower amount of colostrum intake. In conclusion, lower viability in dystocia calves could lead to a negative expression of performance.

Conclusions

The current research highlights connections between calving ease and some influential factors thereof. Also, the effects of dystocia calving in calf's performances up to weaning. Calves welfare condition could be assessed based on their performance. In this sense the calf's welfare condition is directly influenced by the calving ease. The higher calf's body weight at birth influenced negatively calving ease. The dimensions of pelvic area are influential factors on calving ease especially the ratio between calf's size and dam's measurements. Ensuring good management practices in calving could be a viable solution in obtaining viable calves which perform efficiently.

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