



V international scientific conference
Stockholm. Sweden
07-08.11.2023

THEORETICAL AND PRACTICAL PERSPECTIVES OF MODERN SCIENCE

*Proceedings of the V International
Scientific and Practical Conference*

07-08 November 2023

STOCKHOLM. SWEDEN

2023

UDC 001.1

BBC 1

V International Scientific and Practical Conference «Theoretical and practical perspectives of modern science», November 07-08, 2023, Stockholm. Sweden. 71 p.

ISBN 978-91-65423-41-1

DOI <https://doi.org/10.5281/zenodo.10118955>

Publisher: «SC. Scientific conferences»

Main organization: 

Editor: Hans Muller

Layout: Ellen Schwimmer

The conference materials are in the public domain under the CC BY-NC 4.0 International license.

The publisher is not responsible for the materials published in the collection. All materials are provided in the author's edition and express the personal position of the participant of the conference.

The sample of the citation for publication is SevdA Aghayeva Aydin kizi, Aynur Rzayeva Elman kizi FAMOUS AZERBAIJAN WOMEN V International Scientific and Practical Conference «Theoretical and practical perspectives of modern science», November 07-08, 2023, Stockholm. Sweden. Pp. 19-22, URL: <https://sconferences.com>

Contact information

Website: <https://sconferences.com>

E-mail: info@sconferences.com

Content

Agricultural sciences

- Tokhetova Laura Anuarovna, Nuryanova Raushan Duisenovna, Kenesalieva Nazerke Nurtaevna*
APPLICATION OF GENETIC-STATISTICAL METHODS IN THE STUDY OF BARLEY HYBRID MATERIAL 4

Economic sciences

- Tetiana Chorna, Volodymyr Lozovskyi, Dmytro Zavada*
MINIMIZING ECONOMIC RISKS IN COMMERCIAL ENTERPRISES IN CONDITIONS OF UNCERTAINTY 10

Historical sciences

- Nurbek Shayakhmet, Zhanagul Omirbekova*
ETHNOECOLOGICAL ASPECTS OF WATER USE BY KAZAKHS IN THE STEPPE REGIONS 12

Jurisprudence

- Filatova Natalya Nikolaevna*
PROBLEMATIC ISSUES OF ELECTRONIC PRODUCTION IN CIVIL PROCEEDINGS REPUBLIC OF KAZAKHSTAN 18

Medical sciences

- Ram Singh Yadav, Hritik Bhardwaj, Dhaka Rahul, Gill Harsimran*
INNOVATIONS IN MEDICINE 23

- Zoryana Korytko, Iryna Les'kiv, Eduard Kulitka*
APPROACHES TO COMPLEX REHABILITATION OF POST-COVID MYOCARDITIS: THEORY AND PRACTICE 28

Pedagogical sciences

- Lala Musayeva*
THE ROLE OF LITERARY PRONUNCIATION IN THE LANGUAGE LEARNING PROCESS 30

- Lala Musayeva*
CURRENT PROBLEMS IN THE PROCESS OF STUDYING TURKISH LITERARY PRONUNCIATION 33

- Lazurenko Olena*
UNDERGRADUATE AND POSTGRADUATE MEDICAL EDUCATION: DEVELOPMENT OF PROFESSIONAL COMPETENCES 37

- Ismailova R.B., Sabit R., Smagul Zh.E.*
CONFLICT SITUATIONS IN PEDAGOGY AND WAYS TO COME OUT OF THEM 39

- Kenzhegozhina K.S., Shaku I.N.*
DEVELOPMENT OF THE ENGLISH LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS IN GRADES 10-11 THROUGH PODCASTS 41

Pharmaceutical sciences

- M. S. Safaryan, S. G. Israelyan, A. S. Sumbatyan, M. R. Hakobyan, A. A. Harutyunyan*
SYNTHESIS OF N-ALKYLATED PYRIMIDINES AS ANTIMETABOLITES OF NUCLEIC ACIDS METABOLISM 45

Philological sciences

- A.A. Legostaeva, T.E. Aimagambetova, I.V. Lapina*
COMPETENCE-BASED APPROACH TO ASSESSING HUMAN RESOURCES IN THE DIGITAL AGE 48

- Arzu Karimova*
TOPICS PROTECTING OUR HISTORY 52

<i>Piven Nadezhda</i>	
ENTERTAINING INTERACTIVE ELEMENTS IN RUSSIAN LANGUAGE AND LITERATURE LESSONS	55
<i>Svetlana Mammadova</i>	
PROVERBS AND SAYINGS AS PART OF PHRASEOLOGICAL COMBINATIONS	60
<i>Svetlana Mammadova</i>	
THE IMPORTANCE OF STUDYING PROVERBS AND SAYINGS	64

Psychological sciences

<i>Nam Anastasia Leonidovna</i>	
THE IMPORTANCE OF MEETING A CHILD'S EMOTIONAL NEEDS AT AN EARLY AGE	67

Agricultural sciences

APPLICATION OF GENETIC-STATISTICAL METHODS IN THE STUDY OF BARLEY HYBRID MATERIAL

Tokhetova Laura Anuarovna

Doctor of Agricultural Sciences, Professor

Nurymova Raushan Duisenovna

Associate Professor, Candidate of Agricultural Sciences

Kenesalieva Nazerke Nurtaevna

Master's degree, Kyzylorda University named after Korkyt Ata,

Kyzylorda city, Kazakhstan

ПРИМЕНЕНИЕ ГЕНЕТИКО-СТАТИСТИЧЕСКИХ МЕТОДОВ В ИЗУЧЕНИИ ГИБРИДНОГО МАТЕРИАЛА ЯЧМЕНЯ

Тохетова Лаура Ануаровна

д.с.-х.н., профессор

Нуримова Раушан Дуйсеновна

ассоциированный профессор, к.с.-х.н.

Кенесалиева Назерке Нуртаевна

*Магистр, Кызылординский университет имени Коркыта Ата,
город Кызылорда, Казахстан.*

Abstract

In this research work the questions on complex study of the world collection, creation of new forms of barley adaptive to stress conditions, its preservation and use in breeding programmes for creation of new barley varieties of national selection adapted to local soil and climatic conditions are considered.

Аннотация

В данной исследовательской работы рассмотрены вопросы по комплексному изучению мировой коллекции, созданию новых адаптивных к стрессовым условиям форм ячменя, его сохранению и использованию в селекционных программах при создании новых сортов ячменя национальной селекции, приспособленных к местным почвенно-климатическим условиям.

Keywords: *gene interactions, classical breeding, genotype, selection, spring barley*

Ключевые слова: *генных взаимодействий, классическая селекция, генотип, селекция, ярового ячменя*

Введение

Актуальность темы: Основная задача генетики и селекции - это получение и размножение таких сортов, которые превосходили бы остальные по ряду хозяйственно-ценных признаков. Для успешного создания таких сортов, сочетающих высокую урожайность с устойчивостью к биотическим и абиотическим факторам, необходимо изучение закономерностей изменчивости основных хозяйственно-ценных признаков под влиянием сортовых особенностей, природно-климатических условий и их взаимодействия в конкретных экологических условиях, которые дадут возможность обосновывать подбор родительских форм для гибридизации и проводить отбор селекционно-ценных линий в расщепляющихся поколениях. Для получения сортов с комплексом ценных признаков необходим исходный хорошо охарактеризованный в генетическом отношении материал. Только зная генотипы, привлекаемые в скрещивания сортов по тому или иному признаку и особенности генных взаимодействий, можно вести подбор родительских пар на строго научной основе.

Несмотря на бурное развитие молекулярной генетики, классическая селекция остается надежной основой в деле создания новых сортов культурных растений, где гибридизация является наиболее простым, прогнозируемым и распространенным методом. Однако, большинство хозяйственно-ценных признаков, относятся к категории количественных,

которые детерминируются полигенами и в значительной степени модифицируются условиями внешней среды [1]. В связи с этим, применение генетико-статистических методов анализа количественных признаков позволяет установить закономерности их наследования, выделить доноры важных хозяйственно-ценных признаков и вести целенаправленный отбор в гибридных популяциях. Изложенное выше и определило цель и задачи научной работы.

Цель научной работы - на основе селекционно-генетической оценки гибридов ярового ячменя выделить доноры ценных признаков и создать исходный материал для практической селекции.

Задачи научной работы:

- изучить наследование морфологических признаков в гибридных популяциях F_1 ;
- определить донорские способности сортов и предложить их для включения в селекционные программы,
- выявить корреляционные взаимосвязи между хозяйственно-ценными признаками

Место проведения исследований: Научно-производственный участок, лаборатория отдела селекции кормовых культур Казахского НИИ рисоводства им. И.Жахаева г. Кызылорда

Наука селекция тесно связана с эволюционной теорией Ч.Дарвина. Производя отбор высокоурожайных сортов растений, полезных пород животных, штаммов микроорганизмов, можно заметить генотипы, характерные для их диких родоначальников. Учение об отборе, созданное Ч. Дарвином, и закономерности наследственности и изменчивости составляют основу теории селекции. Наследственная изменчивость сортов растений и пород животных - это основной необходимый материал для отбора. В селекции растений используются методы отбора, скрещивания, искусственного мутагенеза.



а) общий вид питомника гибридизации



б) опыление



в) установка пергаментных изоляторов



г) подбор родительских форм для гибридизации



д) опыление

Рисунок-1 Питомник гибридизации

- одно из главных направлений научно-технического прогресса в земледелии, постоянный рост которого обуславливает потребность в сортах с высоким биологическим потенциалом урожая,

а это возможно при постоянном совершенствовании методики создания исходного материала и идентификации генотипов (рисунок 1).

Особую важность приобретает разработка методов идентификации генотипов на ранних этапах селекции, где применяется наибольшее давление отбора и отбирается для дальнейшего изучения всего 5-10 %. Основными методами селекции являются отбор и гибридизация, а также мутагенез, полиплоидия, клеточная и генная инженерия.

Генетическим анализом называют систему мероприятий, направленных на изучение механизмов генетической изменчивости признаков и служит основой для накопления новых генетических фактов для дальнейшего развития генетики как науки. С другой стороны, без генетического анализа и испытания наследственных качеств исходного материала была бы невозможна эффективная селекция, удовлетворение все возрастающих запросов людей в пищу и одежде. Генетическое консультирование, сохранение генетического здоровья населения, охрана существующего генофонда также базируются, в конечном счете, на генетическом анализе. Поэтому дальнейшее развитие и совершенствование методов генетического анализа продолжает оставаться важнейшей задачей современной генетики [2-4].

В селекции растений широко применяют гибридизацию и отбор — массовый (без учета генотипа) и индивидуальный. В растениеводстве по отношению к перекрестноопыляющимся растениям нередко применяется массовый отбор. При таком отборе в посеве сохраняют растения только с желательными качествами. При повторном посеве снова отбирают растения с определенными признаками. Индивидуальный отбор сводится к выделению отдельных особей и получению от них потомства. Индивидуальный отбор приводит к выделению чистой линии — группы генетически однородных (гомозиготных) организмов. Путем отбора были выведены многие ценные сорта культурных растений. Для внесения в генофонд создаваемого сорта растений или породы животных ценных генов и получения оптимальных комбинаций признаков применяют гибридизацию с последующим отбором. При скрещивании разных пород животных или сортов растений, а также при межвидовых скрещиваниях в первом поколении гибридов повышается жизнеспособность и наблюдается мощное развитие. Это явление получило название гибридной силы, или гетерозиса. Оно объясняется переходом многих генов в гетерозиготное состояние и взаимодействием благоприятных доминантных генов, но при последующих скрещиваниях гибридов между собой гетерозис затухает вследствие выщепления гомозигот.

В генетике существуют два основных понятия - "генотип" и "фенотип". Генотип - это совокупность всех наследственных задатков, а фенотип является суммой различных свойств, определяемых взаимодействием между наследственными задатками и влиянием среды. В гибридных популяциях паратипическая (фенотипическая) изменчивость количественных признаков значительно превышает генотипическую [5]. По этой причине селекционный отбор гибридов по фенотипу, равно как и последующая оценка созданных кандидатов в сорта, крайне затруднена. Часто целью первичного отбора в селекционных питомниках считают поиск «уникального» генотипа» - будущего кандидата в сорта. С этой целью отбор ведется по большому комплексу признаков, прежде всего по продуктивности. Но прямой отбор продуктивных растений по фенотипу затруднен из-за высокой паратипической изменчивости, которая на 1-2 порядка превышает генотипическое варьирование в гибридной популяции [6]. В итоге при отборе продуктивных генотипов по фенотипу удается распознать от 2 до 5 растений из 1000 ценных генотипов [7]. Существует несколько методов селекции самоопыляющихся растений, основными из которых являются родоплеменной (pedigree) и популяционный. Родоплеменной метод основан на повторяющемся ежегодном индивидуальном отборе растений или колосьев в течении нескольких поколений с последующими многоступенчатыми тестами. Популяционный метод в отличие от родоплеменного предусматривает пересев гибридного материала до F_5 без проведения отбора. Потомство растений, выбранное в поколении F_5 в большинстве своем уже достаточно выровненное, и в последующие годы можно приступить к оценке урожая [8].

Объект и методика исследований Объектами исследований являлись 24 гибридных популяций, созданные путем топкроссных скрещиваний. В качестве материнских форм служили 8 сортообразцов ячменя различного эколого-географического происхождения (Кайсар, Тулпар, Убаган, 15/89-6L, 11/80-74K, Сыр Аруы, Медукум 127 (Казахстан), Одесский 100 (Украина). В качестве отцовских форм служили сорта Алтын арай, Гранал 447 (Казахстан), ICARDA 75

(Сирия). Основными критериями подбора материнских форм были скороспелость, высокая продуктивность; отцовских – высокая озерненность, крупность зерна, высокорослость.

Таблица 1

Схема топкроссных скрещиваний

Материнские формы ♀	Отцовские формы, ♂		
	Алтын арай	Гранал 447	ICARDA 75
Кайсар	x	x	x
Тулпар	x	x	x
Убаган	x	x	x
15/89-6L	x	x	x
11/80-74K	x	x	x
Сыр Аруы	x	x	x
Медикум 127	x	x	x
Одесский 100	x	x	x

Биометрический анализ гибридных растений ячменя проводили согласно методике ВИР [8]. Статистическая обработка биометрических данных проводилась по Доспехову Б.А. [9]. Определение генетико-статистических параметров по методике Федина М.А., Силис Л.Я. [23], дисперсионный и корреляционный анализы проводили по общепринятым методическим рекомендациям [10]. Анализ комбинационной способности проводили методом Савченко В.К.

А) F₁ 12/16L: ♀ Тулпар x ♂ ICARDA 75Б) F₁ 1/16L: ♀ Медикум 127 x ♂ ICARDA 75В) F₁ 13/16L: ♀ Одесский 100 x ♂ Гранал 447Г) F₁ 5/16L: ♀ Убаган x ♂ ICARDA 4



Д) F₁ 18/16L: ♀ 4303H x ♂ Алтын арай

Е) Гибридные популяции F₁ в полевых условиях

Рисунок 2 - Гибридные популяции F₁

У ячменя известно много генов, аллели которых обуславливают проявление того или иного варианта морфологического признака. Эти гены были использованы нами в качестве маркерных при контроле качества гибридизации по F₁. Вышеуказанные родительские формы обладали также специфическими морфологическими признаками, скрещивания проводились по следующей схеме: остистость x фуркатность; остистость x безостость; двурядный x многорядный; пленчатость x голозерность (рисунок 2).

В текущем году нами были проанализированы растения гибридных популяций F₁. У таких признаков как плотность колоса, срастание цветковых чешуй с зерновкой (пленчатость), зазубренность остей, непоникающая форма колоса наблюдалась выравненность гибридных растений по доминантным признакам или моногенное наследование с доминированием. Также выявлено доминирование двурядной структуры колоса над шестирядной, однако в некоторых популяциях встречались интермедимальные формы. А при скрещивании остистых форм с безостыми наблюдались перемены доминирования (безостость — остистость), что связано с действием различных локусов.

Выводы

1. Выявлено, что наследование морфологических признаков у гибридов ячменя F₁ при моногибридном скрещивании проходит по типу доминирования и единообразия гибридов первого поколения;

2. В результате изучения комбинационной способности сортообразцов ячменя выделены следующие доноры хозяйственно-ценных признаков, которые рекомендуются для широкого использования в синтетической селекции: - скороспелости: Кайсар, Медикум 127, 11/80-74К, ICARDA75; - высокорослости: Одесский 100, Медикум 127, Алтын арай, 15/89-6L; - длине колоса: 11/80-74К, Гранал447, Медикум 127, Убаган; - числу зерен в колосе: Медикум 127, Алтын арай, ICARDA75; - массе 1000 зерен: Кайсар, Тулпар, Медикум 127, Алтын арай; - массе зерна с колоса: Кайсар, Сыр Аруы, Медикум 127, Алтын арай;

Список использованной литературы

1. Н.А. Калашник, Г.Я. Козлова, Н.И. Аниськов. Генетика продуктивности и показателей качества зерна пивоваренного ячменя в условиях Среднего Прииртышья: монография . Новосибирск, 2005. - 132 с.
2. Савченко В.К. Генетический анализ в сетевых пробных скрещиваниях. – Мн.: Науки и техника, 1984. – 223с
3. Савченко В.К. Оценка общей и специфической комбинационной способности в системе диаллельных скрещиваний // Генетика. - 1986. - №1. – С. 29-39
4. Тихомирова М.М. Генетический анализ. - Л., 1990. - 280 с.
5. Гужов Ю.Л., Гнейм А.Р. Закономерности варьирования количественных признаков у гороха, обусловленные модификациями и генетическими различиями // Генетика. - 1982. - Т. 18. - № 2. - С. 82-99
6. Методические указания ВИР по изучению мировой коллекции ячменя. – Ленинград. – 1981. – 30 с.
7. Доспехов Б.А. Методика полевого опыта // Москва "Колос", 1973. – 335 стр.

8. Федин М.А., Силис Д.Я. Статистические методы генетического анализа// Изд –во "Колос", 1980 г – 205 стр.

9. Tokhetova L., Tautenov I., Zelinskii G., Demesinova A Variability of main quantitative traits of the spring barley in different environmental conditions /. // Ecology, Environment and Conservation, Vol 23, Issue 2, 2017. - Page 1093-1098

10. Л.А. Тохетова, Р.Д. Нурымова, Б.К. Байжанова, Н.Ш., Г.Ж. Балманова Влияние солевого стресса на ростовые показатели образцов ячменя различного эколого-географического происхождения "Integration of the Scientific Community To the Global Challenges of Our Time" February 12-14, 2020, Tokyo, Japan, P.88

Economic sciences

MINIMIZING ECONOMIC RISKS IN COMMERCIAL ENTERPRISES IN CONDITIONS OF UNCERTAINTY

Tetiana Chorna

Department of Marketing and Trade Entrepreneurship
Ukrainian Engineering and Pedagogical Academy

Volodymyr Lozovskyi

master's student,

Ukrainian Engineering and Pedagogical Academy

Dmytro Zavada

master's student,

Ukrainian Engineering and Pedagogical Academy

МІНІМІЗАЦІЯ ЕКОНОМІЧНИХ РИЗИКІВ У ТОРГОВЕЛЬНОМУ ПІДПРИЄМНИЦТВІ В УМОВАХ НЕВИЗНАЧЕНОСТІ

Тетяна Чорна

Українська інженерно-педагогічна академія

Володимир Лозовський

Українська інженерно-педагогічна академія

Дмитро Завада

Українська інженерно-педагогічна академія

Стабільний розвиток є головною метою підприємства, коли зберігаються досягнення рівнів розвитку на всіх стадіях його життєвого циклу в заданих межах враховуючи вплив факторів зовнішнього та внутрішнього середовища. У період нестабільності ці умови порушуються, так як ризик – це двовимірна величина, яка характеризує ймовірність та обсяг втрат, спричинених невизначеністю.

Для забезпечення стабільного економічного розвитку підприємств у період несприятливих подій, необхідною складовою механізму розвитку має бути механізм управління ризиками. Характерною рисою сучасного етапу розвитку економіки є глибокі зміни, які проходять в усіх її сферах під впливом трансформаційних зрушень та глобальних перетворень. Посилення процесів нестабільності впливають на систему управління підприємств та їх подальший розвиток.

Ризики провокують появу виникнення численних загроз в діяльності підприємств, які проявляються у вигляді зменшення обсягів прибутків, скорочення матеріальних та фінансових ресурсів, падіння продуктивності праці працівників та рівня конкурентоспроможності тощо. З метою збереження своїх конкурентних позицій та зростання інвестиційної привабливості підприємства повинні розвивати методологічну базу, враховуючи емпіричні дослідження та нові технологічні процеси. Тому формування механізму розвитку управління ризиками в підприємствах є головною умовою їх ефективного функціонування в умовах нестабільності ринкового середовища [1].

Механізм управління ризиками визначається як сукупність дій економічного, організаційного і технічного характеру, спрямованих на встановлення видів, факторів, жерел ризику, оцінку величини, розробку і реалізацію заходів щодо зменшення його рівня та запобігання можливих втрат [2].

Але є і інше трактування сутнісних характеристик механізму управління ризиками, яке представлено у вигляді сукупності механізмів мінімізації ризиків, серед яких обов'язково присутні механізми нормування, планування та бюджетування, а також управління людським капіталом. Кожний окремий механізм мінімізації ризиків має свою організацію, складається з власних процесів, регулюється за допомогою конкретних форм і методів керування, а також правових норм та правил [3].

Щодо трактування поняття «невизначеність» - воно означає неможливість оцінки майбутнього розвитку подій як з точки зору ймовірності їх реалізації, так і з точки зору видів їх прояву. Тобто невизначеність не піддається оцінці. П. Самуельсон зазначає, що «невизначеність

створює невідповідність між тим, чого люди чекають, і тим, що насправді відбувається». Ступінь невизначеності залежить як від характеру невизначених параметрів, так і від терміну прогнозування (зростає зі збільшенням останнього) [4].

До важелів механізму розвитку управління ризиками в підприємствах в умовах невизначеності доцільно віднести: економічні; правові; фінансові; техніко-технологічні; управлінські; організаційні; соціальні.

Принципами механізму розвитку управління ризиками в підприємствах є наступні: системності, комплексності, гнучкості, стійкості, орієнтованості на стратегічні цілі, інтегрованості, динамізму.

До основних інструментів управління ризиками в торговельних підприємствах в умовах невизначеності найважливіше віднести:

- технологічні інструменти для підвищення ефективності (компоненти цифровізації, програмні продукти);
- фінансові інструменти реструктуризації, фінансового контролінгу);
- інструменти менеджменту, що сприяють досягненню цілей та ефективному розвитку підприємства (проекти, плани, стратегії, методики);
- інструменти, що сприяють розвитку кадрового потенціалу (обмін досвідом, перекваліфікація, навчання);
- нормативно-законодавчі інструменти (зниження податкових ставок, субсидії та пільги держави, стандарти якості та ін.);
- інструменти управління ризиками (страхування, диверсифікації, лімітування, резервування [1].

Таким чином, можна стверджувати, що підприємницька діяльність неможлива без невизначеності і виникнення ризику. Нестабільне зовнішнє та внутрішнє середовище підприємства – це одні з основних причин виникнення ризикових ситуацій. Тому для контролю і передбачення ризику вкрай важливо використовувати систему управління ризиками. Подальшими кроками підприємства в дослідженні проблем економічних ризиків можуть бути визначення та вивчення ризиків для конкретних сфер економічної діяльності, обґрунтування підходів до мінімізації ймовірності настання ризиків та зниження чи нейтралізації потенційних результатів їх впливу. Основними принципами ризик-менеджменту є принцип масштабності й принцип мінімізації[5].

Список використаних джерел

1. Yevtushenko, N., & Zakharzhevska, A. (2022). *Osoblyvosti formuvannia mekhanizmu rozvytku upravlinnia ryzykamy v pidpriemstvakh*. *Ekonomichniy prostir*, (182), 61-66.
2. *Upravlinnia pidpriemnytskym ryzykom* / [za zah. red. d.e.n. D. A. Shtefanycha]. Ternopil : «Ekonomichna dumka», 1999. 224 s.
3. Kovalova T. V., Yevtushenko N. O. *Ekonomichniy ryzyk: otsinka, prohnozuvannia ta shliakhy minimizatsii na promyslovykh pidpriemstvakh : monohrafiia*. Kharkiv : KhNADU, 2013. 180 s.
4. *Ekonomichni ryzyky ta metody yikh vymiriuvannia: rekomendatsii do vyvchennia dystsypliny [Elektronnyi resurs]* : navch. posib. dlia zdobuvachiv stupenia bakalavra za osvithoiu prohramoiu «Ekonomika biznes-pidpriemstva» spetsialnosti 051 «Ekonomika» / KPI im. Ihoria Sikorskoho; ukklad. O.V. Kryvda – Elektronni tekstovi dani (1 fail: 354 Kbait). – Kyiv : KPI im. Ihoria Sikorskoho, 2022. – 85 s.
5. Bryndzia . O. Z. *Vrakhuvannia ekonomichnoho ryzyku v upravlinni pidpriemstvom*/ O. Z. Bryndzia // *Efektivna ekonomika*. – 2014. – № 1. – S. 15–19

Historical sciences

ETHNOECOLOGICAL ASPECTS OF WATER USE BY KAZAKHS IN THE STEPPE REGIONS

Nurbek Shayakhmet

professor, Astana IT University (Kazakhstan, Astana)

Zhanagul Omirbekova

Postdoctoral fellow at Kaz NPU named after Abay (Kazakhstan, Almaty)

ЭТНОЭКОЛОГИЧЕСКИЕ АСПЕКТЫ ВОДОПОЛЬЗОВАНИЯ КАЗАХОВ В СТЕПНЫХ РЕГИОНАХ

Нурбек Шаяхмет

профессор, Astana IT University (Казахстан, Астана)

Жанагуль Омирбекова

постдокторант КазНПУ имени Абая (Казахстан, Алматы)

Abstract

On the territory of the arid steppe, the Kazakhs were engaged in nomadic cattle breeding for many centuries and developed their own unique ethno-ecological traditions, which allowed them to adapt and develop in such difficult natural and climatic conditions.

The water crisis in these regions began at the beginning of the 20th century, and in the 21st century it is becoming catastrophic. The main reasons for this crisis are the extensive development of the agricultural and industrial sectors of the economy, population growth and climate change.

Certainly, solving the water crisis requires complex work, so ethnoecological practice can only be one element of this approach. Accordingly, effective water resource management also depends on taking into account local conditions, climatic factors and the socio-economic characteristics of each specific region.

The ethnoecological practices of nomadic cultures in their water management systems were influenced by their deep understanding of the local ecosystem. In arid regions, many nomadic communities often relied on seasonal rivers with limited access to fresh water sources. In addition, the seasonal nature of water resources made year-round access to water difficult.

Based on traditional knowledge and skills, the Kazakhs were able to find reliable sources of water along their nomadic routes and changed their movements accordingly. In places where groundwater was available, shallow/deep wells were dug to access groundwater. This traditional hydrotechnical knowledge of the nomads of the steppe regions has been refined over many generations to meet the needs of life in extra-arid, arid and semi-arid regions. This knowledge and practices allowed nomads to rationally use limited water resources to provide themselves and their herds of animals with fresh water.

They also carefully monitored seasons and weather patterns to predict periods of drought and rain, allowing them to use water resources more efficiently. This knowledge and methods have long been passed down from generation to generation and remained important for the survival and sustainable development of nomads in the steppe regions.

Historical experience testifies to the diversity of ethnoecological knowledge and rational methods of environmental management in general, and in water use in particular. However, currently, in the context of global climate change and acute shortage of water resources in Kazakhstan, ethno-ecological (traditional/local) knowledge is practically not used in the modern water use system. In addition, the collection, systematization and study of ethno-ecological knowledge is poorly carried out in the academic environment.

This necessitates an integrated approach to the systematic study, restoration and popularization of traditional knowledge and hydraulic engineering skills of water use among the population.

Аннотация

На территории аридной степи казахи на протяжении многих веков занимались кочевым скотоводством и выработали свои уникальные этноэкологические традиции, которые позволяли им адаптироваться и развиваться в столь сложных природно-климатических условиях.

Водный кризис в этих регионах начался еще в начале 20 века, а в 21 веке он принимает катастрофический характер. Основными причинами данного кризиса являются экстенсивное развитие аграрного и промышленного секторов экономики, рост населения и изменение климата.

Безусловно, решение водного кризиса требует комплексной работы, поэтому этноэкологическая практика может быть только одним из элементов этого подхода. Соответственно, эффективное управление водными ресурсами также зависит от учета местных условий, климатических факторов и социально-экономических особенностей каждого конкретного региона.

Этноэкологические практики кочевых культур в их системе водопользования формировались под влиянием их глубокого понимания местной экосистемы. В аридных регионах многие кочевые сообщества часто полагались на сезонные реки с ограниченным доступом к источникам пресной воды. Кроме того, сезонный характер водных ресурсов затруднял круглогодичный доступ к воде.

На основе традиционных знаний и навыков казахи умели находить надежные источники воды на своих кочевых маршрутах и соответствующим образом меняли свои передвижения. В тех местах, где были доступны подземные воды рыли неглубокие/глубокие колодцы для доступа к грунтовым водам. Эти традиционные гидротехнические знания кочевников степных регионов совершенствовались на протяжении многих поколений, чтобы соответствовать потребностям жизни в экстрааридных, аридных и полупустынных регионах. Эти знания и практики позволяли кочевникам рационально использовать ограниченные водные ресурсы для обеспечения себя и своих стад животных пресной водой.

Кроме того, они тщательно следили за сезонами и погодными условиями, чтобы предсказывать периоды засухи и дождей, что позволяло им более эффективно использовать водные ресурсы.

Эти знания и методы долгое время передавались из поколения в поколение и оставались важными для выживания и устойчивого развития кочевников в степных регионах.

Исторический опыт свидетельствует о разнообразии этноэкологических знаний и рациональных методов природопользования в целом, и в водопользовании, в частности. Однако, в настоящее время в условиях глобального изменения климата и острого дефицита водных ресурсов в Казахстане, этноэкологические (традиционные/местные) знания практически не используются в современной системе водопользования. Кроме того, в академической среде слабо осуществляется сбор, систематизация и изучение этноэкологических знаний.

Это обуславливает необходимость комплексного подхода к системному изучению, восстановлению и популяризации среди населения традиционных знаний и гидротехнических навыков водопользования.

Keywords: Kazakh steppe, ethnoecology, water use, traditional knowledge, adaptation

Ключевые слова: казахская степь, этноэкология, водопользование, традиционное знание, адаптация

Введение

Территория степных регионов Казахстана определяется аридностью с минимальным количеством осадков (350-400 мм/г). Кроме того, исключительная сухость воздуха, интенсивность испарения и обилие солнечной радиации являются основными характеристиками этого региона [1. 5 с.].

В аридных регионах вода является ограниченным, поэтому ценным ресурсом. Народная мудрость гласит "Где кончается вода, там кончается земля".

В данном контексте значительный интерес представляет изучение этноэкологических аспектов исторического опыта водопользования в степных регионах. Это имеет определенное научное и практическое значение в решении проблем водопользования и обеспечения устойчивого развития в аридных регионах Казахстана.

В современных условиях остро усугубляющегося экологического кризиса ценность этноэкологических знаний абсолютно неоспорима. Без изучения исторического опыта человечеству сложно будет преодолеть водный кризис и его последствия [2].

Материалы и методы

Некоторые вопросы водопользования казахов в степи рассмотрены в отечественной и зарубежной историографии.

В трудах Ч. Валиханова на основе богатого историко-географического и этнографического материалов изучены особенности развития кочевого хозяйства, система водопользования и ее духовные аспекты [3].

Информативным источником по водопользованию в казахских степях являются «Материалы по киргизскому (казахскому - авт.) землепользованию», собранные и разработанные специальной экспедицией Российского правительства по исследованию степных областей. В них содержатся ценные географические и историко-этнографические сведения о системе водопользования казахов на рубеже 19-20 веков. Материалы представляют собой свод статистических сведений, состоящий из 27-ми томов, из них 13 томов по уездам степных областей Казахстана [4].

В своих трудах А. Букейханов [5] особое внимание уделял проблемам взаимозависимости кочевого хозяйства и природной среды, особенностям формирования водных ресурсов казахской степи.

На основе археологических сведений К. Акишевым [6] изучены проблемы адаптивности кочевников к аридным степям Казахстана.

Теоретико-методологические вопросы водопользования степных кочевников, социально-экономические, правовые и экологические детерминанты системы водопользования кочевого общества казахов были рассмотрены в фундаментальных исследованиях С.Толыбекова [7], А. Хазанова [8], Н. Масанова [9].

Традиционная система водопользования казахов, народное знание и культ воды на богатом этнографическом материале были изучены в научных трудах Х. Аргынбаева [10], Т. Картаевой [11].

Научная статья С. Сайфулмаликовой посвящена историографии вопроса водопользования в 19 в. в Туркестанском и Степном краях [12].

Теоретические вопросы адаптации к аридным зонам в контексте традиционной хозяйственной деятельности и водопользования изучены в трудах С. Камерон [13], В.А. Духовного и Юп Л.Г. де Шуттера [1], Н.Тугджамба (Tugjamba), Г.Уокерден (G. Walkerden), Ф. Миллер (F. Miller) [14].

Изучение нами данной темы основано на принципах научного познания, историзма, аксеологии. Анализ этноэкологических знаний был осуществлён на основе устных бесед с пожилыми людьми. Также были использованы методы историографического, критического, историко-сравнительного анализа.

Обсуждение

Системы землепользования и водопользования - взаимозависимые механизмы в хозяйственной деятельности любого общества. В то же время водопользование является определяющим фактором в структуре землепользования.

А.Хазановым в контексте кочевого хозяйства данный вопрос рассматривается неотделимо друг от друга как «корм-вода» [8. 114 с.].

Ключевым аспектом в системе водопользования кочевых казахов являлась адаптированная к аридной зоне и разработанная на протяжении многих веков практика сезонной миграции или кочевание. Кочевое скотоводство требовало от казахов глубоких знаний об экосистеме и природно-климатических явлениях. В первую очередь, это знания о формировании водных источников, во-вторых, знание особенностей сезонной вегетации степных растений, в-третьих, знание кормовой ценности пастбищ. Эти три составляющие имели центральное значение для функционирования кочевого скотоводства и его мобильности.

Намеренное и регулярное перемещение стад на пастбища является определяющей характеристикой кочевого скотоводства и ключевой особенностью его адаптивности [14].

В контексте аксиомы «вода - это жизнь», обеспечение доступа к воде в течение всех сезонных циклов было первостепенной задачей в жизнедеятельности кочевого общества в аридных регионах. Данный фактор обуславливал выработку специфической системы

водопользования у кочевников. Поэтому частые сезонные миграции были неизбежными и необходимыми.

Результаты

Этноэкологические практики водопользования

Специфика системы водопользования определялась, как уже отмечалось выше, природно-климатическим фактором – засушливостью степных территорий Казахстана.

Система водопользования кочевников казахских степей исторически была адаптирована к аридным условиям, в которых они проживали. Соответственно, казахи выработали стратегии пользования и управления водными ресурсами, которые позволяли им удовлетворять каждодневные потребности в питьевой воде и обеспечивать скот водными источниками. По утверждению Н.Масанова, в типологическом отношении прослеживается наличие двух основных типов скотоводческого хозяйства: преимущественно естественного и преимущественно искусственного водопользования [9].

Система водопользования кочевников, которая является частью их этноэкологической культуры, основана на уникальных знаниях и практиках, развивавшихся в течение многих веков.

Кочевники обладали обширными знаниями о местных источниках воды, включая расположение надежных источников, о сезонных колебаниях доступности воды, характер дождей и таяние снега. Безусловно, эти знания и навыки передавались из поколения в поколение.

Водные и пастбищные ресурсы тесно связаны между собой, и кочевники разработали стратегии выпаса, которые предотвращают чрезмерный выпас и эрозию почвы или вырубку лесов и кустарников вблизи источников воды, обеспечивая возможность регенерации растительности.

Казахи на основе традиционных знаний о флоре местности или пастбища, давали возможность земле восстановиться и предотвратить истощение ресурсов. Они использовали пастбища в зависимости от сезонной доступности воды/корма и контролировали количество животных в своих стадах, чтобы избежать чрезмерного выпаса.

В аридных регионах кочевники умели находить и использовать эфемерные источники воды, например, водопои и водосборники сезонной дождевой воды (қақ). Традиционные навыки поиска и использования эфемерных источников воды в степных аридных зонах кочевниками являлись важными для обеспечения потребностей в воде. Поэтому, по мнению Н. Масанова, в структуре стада преобладали более подвижные, выносливые и предъявляющие наименьшие требования к качеству и количеству воды животных (овцы и верблюды) [9. 90 с.].

Их мобильность позволяла им реагировать на колебания доступности воды и качества пастбищ, что особенно было важно в условиях экстараридного климата.

Духовные основы водопользования.

Кочевые культуры обычно глубоко осознавали ценность воды и отдавали приоритет ее рациональному использованию.

Вода имеет духовное значение у кочевников степи. Важным аспектом в системе водопользования у казахов были традиционные верования, связанные с источниками воды, которые подчеркивают ее ценность и необходимость ее ответственного использования. Эти духовные основы способствовали формированию экологического сознания, бережного отношения к воде и ее источникам.

Как отмечали ученые-специалисты, вода - великий воспитатель. С ней были связаны моральные кодексы взаимоотношений в треугольнике «человек - земля - вода». Вода установила единый нравственный закон, в котором забота об её чистоте и состоянии считалась священным долгом. Вода в Центральной Азии стала не только материальной, но и моральной ценностью [1. 21 с.].

Традиция почитания святых мест у казахов являлась главным элементом сакрализации природы. В охране водных ресурсов важное значение играла сакрализация воды и водных источников, что демонстрирует бережное отношение казахов к окружающей среде [11]. Казахская мудрость гласит “Судың да сұрауы бар - Также есть спрос за воду”. Также были выработаны механизмы табуирования в системе водопользования.

Традиционные гидротехнические знания

Казахи часто строили небольшие водоемы или искусственные пруды для сбора дождевой воды или талого снега. В этих резервуарах (қақ) хранится вода для скота в засушливые сезоны.

Важным источником воды были подземные или грунтовые воды. Поэтому в системе водопользования у казахов ключевое место занимали колодцы. Кочевники рыли колодцы для

доступа к пресной воде, которые служили источником воды как для людей, так и для скота. Глубина колодцев колебалась от 10 до 100 м. [10. 68 с.].

Они строили эти колодцы вдоль своих традиционных кочевых маршрутов и торговых-караванных путей, обеспечивая доступ к воде в течение всего года [11].

Таким образом, эксплуатация искусственных водоисточников позволял номадам осваивать экстрааридные территории [9. 89 с.].

Кочевники степи имели традиционные методы и технологии подготовки колодцев, где не было естественных водных источников. Эти навыки усовершенствовались на протяжении многих веков и были адаптированы к особенностям местных условий.

Подготовка колодцев был трудоемким процессом и для этого казахи использовали простые инструменты (лопаты, кирки, ведра). Опытные мастера выкапывали пока не достигали уровня пресных вод. Они использовали различные механические средства, в частности деревянную лебедку для подъема воды из колодца. Для этой цели обычно используются кожаные ведра (қауға). Лебедку вращают вручную или с помощью животных (верблюдов, быков или лошадей), а кожаные ведра опускают в колодец для набирания воды [10. 68-70 с.]. В некоторых случаях использовали животных для привода в действие примитивного оборудования для бурения скважин. Этих животных можно запрягать в систему шкивов и барабанов, что позволяет им поднимать воду из колодцев. Этот метод был эффективен для более глубоких колодцев.

В зависимости от экосистемы, эти колодцы обычно облицовывались камнями, кирпичом или разными видами дерева (береза, сосна, саксаул и др.), чтобы предотвратить обрушение, загрязнение, и улучшить структурную целостность. Этот метод был исключительно полезен в регионах с песчаной или рыхлой почвой.

Колодцы часто являлись общими, и правила совместного использования воды были четко определены.

В некоторых случаях кочевое сообщество собиралось вместе, чтобы выкопать общий колодец. Такое сотрудничество позволяло им разделить трудовые ресурсы, необходимые для строительства и обслуживания колодцев, особенно глубоких (шыңырау).

Кроме того, в условиях засушливого климата казахи часто практиковали простые самотечные ирригационные системы (арык) для поддержки земледелия. Эти системы работали как отвод воды из рек или озер для орошения небольших участков пашен.

Следует отметить, что конкретные гидротехнические знания и навыки, используемые казахами различались в зависимости от их местоположения, имеющихся ресурсов и местных традиций. Эти стратегии позволяли им адаптироваться в аридных условиях на протяжении многих веков, обеспечивая водой как людей, так и скот.

Регулирование водопользования

Недостаток пресной воды был решающим экологическим фактором всех взаимоотношений кочевого социума в системе водопользования. В некоторых регионах кочевники делили источники воды или колодцы с другими кочевыми группами. Вода в тех или иных местах были предметом межродовых или межплеменных споров и конфликтов [12].

Поэтому кочевые сообщества выработали четко определённые социальные институты, регулирующие водопользование. Например, колодцы на пастбищных участках были собственностью отдельного рода или рывших их хозяев, а колодцы расположенные на кочевых путях, являлись общественными [10. 70 с.].

Эти институты способствовали поддержанию порядка и обеспечению справедливого распределения водных ресурсов между родами на основе традиционного права с учетом многогранных природно-климатических факторов.

В системе водопользования кочевники установили традиционные правила (нормы) распределения и совместного использования воды, гарантируя, что каждый имеет доступ к водным ресурсам. Эти установленные традиции позволяли эффективно распределять воду внутри родов или между родами.

Заключение

Кочевники степи на протяжении многих веков выработали специфические этноэкологические методы водопользования, сформированные в зависимости от аридных условий и обусловленные их кочевым образом жизни.

Кроме того, казахи глубоко осознавали ценность и необходимость бережного отношения к водным источникам в аридных условиях. В этой связи, они строго следили за тем, чтобы скот не выпасал вблизи источников воды, чтобы предотвратить эрозию и деградацию пастбищ.

Традиционные этноэкологические знания кочевников об использовании воды являются ценным активом для устойчивого управления земельными и водными ресурсами. Эти этноэкологические практики среди кочевников отражают их глубокую духовную связь с экосистемой, а также их способность качественно управлять водными ресурсами.

Интеграция современных и традиционных знаний по управлению водными ресурсами может способствовать решению проблем водопользования и водосбережения в аридных регионах. Как отмечают ученые-специалисты: «Цена воды – жизнь» [1].

Литература

1. Dukhovny V.A., Joop L. G. de Schutter *Water in Central Asia: past, present and future*. - UNESCO-IHE, 2018. - 466 p. (p. 21) (published in Russian)
2. Aitbaeva A. Value aspects of environmental knowledge // Adam Alemi.- 2021.- No. 1 (87).- P. 17-30 // <https://adamalemijournal.com> <https://doi.org/10.48010/2021.1/1999-5849.02> (published in Russian)
3. Valikhanov Ch.Ch. *Geographical sketch of the Trans-Ili region* // Valikhanov Ch.Ch. *Collected works in five volumes*. T. 1. – Alma-Ata: KSE, 1984.- 432 p. (pp. 173-179) (published in Russian); Valikhanov Ch.Ch. *Traces of shamanism among the Kyrgyz* // Valikhanov Ch.Ch. *Collected works in five volumes*. T. 4. – Alma-Ata: KSE, 1984.- 463 p. (pp. 48-71) (published in Russian); Valikhanov Ch.Ch. *About the migrations of the Kyrgyz* // Valikhanov Ch.Ch. *Collected works in five volumes*. T. 4. – Alma-Ata: KSE, 1984.- 463 p. (pp. 105-111) (published in Russian)
4. *Materials on Kyrgyz land use, collected and developed by an expedition to study the steppe regions*. T. 1-13, Voronezh, 1898-1909
5. Bukeikhanov A. *Kirghiz* // *Selected collection*. – Almaty, 1995; Bukeikhanov A. *Sheep farming in the Steppe region* // Bokeikhan A. *Selected collection*. – Almaty, 1995.- 242 b. (published in Russian)
6. Akishev K. *Ancient and medieval states on the territory of Kazakhstan (Research studies)*. - Almaty, 2013. - 192 p. (published in Russian)
7. Tolybekov S.E. *Nomadic society of the Kazakhs in the 18th - early 20th centuries (political and economic analysis)*. - Alma-Ata, 1971. - 634 p. (published in Russian)
8. Khazanov A. *Nomads and the outside world*. - Almaty, 2002. - 604 p. (published in Russian)
9. *History of Kazakhstan: People and Cultures. Textbook* / N. Masanov and others. - Almaty: Dyke-Press, 2001. - 600 p.; Masanov N.E. *Nomadic civilization of the Kazakhs: the basics of life of a nomad society*. - Almaty "Sotsinvest" - Moscow "Horizon", 1995. - 320 p. (published in Russian)
10. *Kazakh economy at the turn of the 19th-20th centuries: materials for the historical and ethnographic atlas of Almaty*: "Nauka", 1980. – 254 p. (published in Russian)
11. Kartaeva T. *Traditional hydrotechnical knowledges of Kazakhs in Mangystau, Ustyurt* // No. 3 (2019): *History of the homeland* (206-222 pp.) (published in Kazakh); Kartaeva T., Bekseitov G., Ospanov E. *Cult of water (reference book)*. - Almaty, 2018. - 158 p.
12. Sayfulmalikova S. *Some theoretical aspects of the problems of water sources in nomadic Kazakh society (XIX century)* // <https://e-history.kz> (published in Kazakh)
13. Sarah Cameron *The Hungry Steppe: Famine, Violence, and the Making of Soviet Kazakhstan*. - Cornell University Press, 2018.- 294 pages
14. Tugjamba, N., Walkerden, G. & Miller, F. *Adapting nomadic pastoralism to climate change*. *Climatic Change* 176, 28 (2023). <https://doi.org/10.1007/s10584-023-03509-0>

Jurisprudence

PROBLEMATIC ISSUES OF ELECTRONIC PRODUCTION IN CIVIL PROCEEDINGS REPUBLIC OF KAZAKHSTAN

Filatova Natalya Nikolaevna

*Master's student of the Higher School of Law "Adilet"
of the Educational Institution "Caspian Public University"*

ПРОБЛЕМНЫЕ ВОПРОСЫ ЭЛЕКТРОННОГО ПРОИЗВОДСТВА В ГРАЖДАНСКОМ ПРОЦЕССЕ РЕСПУБЛИКИ КАЗАХСТАН

Филатова Наталья Николаевна

*Магистрант высшей школы права «Әділет»
Учреждения образования «Каспийский общественный университет»*

Abstract

The subject of the research in this article are the norms regulating electronic legal proceedings in civil proceedings, as well as law enforcement practice on the organization of such activities in the courts of the Republic of Kazakhstan. The object is procedural relations arising during the use of the electronic court system. The author highlights both the positive aspects of the introduction of electronic legal proceedings and problematic issues emerging in law enforcement practice that require amendments to the regulations governing the civil procedure of the Republic of Kazakhstan. The result of the work done was the author's recommendations justifying the novelty of the work. In particular, it is proposed to introduce a unified approach to the formation of court decisions on electronic civil cases.

Аннотация

Предметом исследования в настоящей статье являются нормы, регламентирующие электронное судопроизводство в гражданском процессе, а также правоприменительная практика по организации такой деятельности в судах Республики Казахстан. Объектом выступают процедурные отношения, возникающие в ходе использования системы электронного судопроизводства. Автор освещает как положительные аспекты внедрения электронного судопроизводства, так и проблемные вопросы, складывающиеся в правоприменительной практике, требующие внесения изменений в нормативные акты, регламентирующие гражданский процесс Республики Казахстан. Итогом проделанной работы стали авторские рекомендации, обосновывающие новизну работы. В частности, предложено ввести единый подход к формированию судебных решений по электронным гражданским делам.

Keywords: legal proceedings, civil procedure, electronic business, digitalization, electronic justice.

Ключевые слова: судопроизводство, гражданский процесс, электронное дело, цифровизация, электронное правосудие.

2 апреля 2019 года Президентом Республики Казахстан К.-Ж. Токаевым подписан Закон Республики Казахстан № 241-VI «О внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам развития бизнес-среды и регулирования торговой деятельности» [0].

Согласно п. 8 указанного Закона в Гражданский процессуальный кодекс Республики Казахстан от 31 октября 2015 года (далее – ГПК РК) добавлена глава 11-1 «Особенности электронного судопроизводства» [0].

Отныне, в соответствии с ч.1 ст.133-1 ГПК РК гражданское судопроизводство ведется в бумажном или электронном формате в зависимости от избранного истцом способа обращения в суд.

В гражданское процессуальное законодательство в главе 11-1 ГПК РК введены такие понятия как «электронный документ», «электронная цифровая подпись», «технические

требования к электронному документу», «порядок обращения электронного документа», «порядок применения технических средств связи», «требования к техническим средствам связи».

Так, согласно Закону Республики Казахстан от 7 января 2003 года № 370-II «Об электронном документе и электронной цифровой подписи», электронный документ – это документ, в котором информация представлена в электронно-цифровой форме и удостоверена посредством электронной цифровой подписи. Под электронной цифровой подписью подразумевается набор электронных цифровых символов, созданный средствами электронной цифровой подписи и подтверждающий достоверность электронного документа, его принадлежность и неизменность содержания [0].

С момента введения в действие главы об электронном производстве в гражданском процессе, в нее внесены изменения:

1. Согласно Закону Республики Казахстан от 20 декабря 2021 года № 84-VII «О внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам совершенствования гражданского процессуального законодательства и развития институтов внесудебного и досудебного урегулирования споров» статья 133-2 дополнена частью 1-1 о том, что проекты процессуальных документов суда могут быть подготовлены с использованием автоматизированной информационной системы суда [0].

2. Согласно Закону Республики Казахстан от 10 июня 2020 года № 342-VI «О внесении изменений и дополнений в Гражданский процессуальный кодекс Республики Казахстан по вопросам внедрения современных форматов работы судов, сокращения излишних судебных процедур и издержек» глава дополнена статьей 133-4 об электронном протоколе [0].

Аленов М.А. в числе очевидных достоинств электронного правосудия выделяет следующее:

- судебный процесс становится экономичным как для государства, так и для сторон разрешаемого спора, так как значительно сокращаются судебные издержки;

- сокращается число документов, которые необходимо оформлять непосредственно в суде, а в перспективе можно будет отказаться от ведения протоколов судебного заседания (например, по гражданским делам отдельных категорий);

- каждая сторона может направить в суд иск, возражение к нему, дополнение к иску, заявление об отказе от иска и т.д. в электронном виде, а суд будет только оценивать комплекс доказательств по делу и разрешать спор по имеющимся материалам;

- использование электронного формата значительно сокращает или полностью исключает контакты судьи со сторонами, это очень важно для эффективной борьбы с коррупционными проявлениями в судебных органах;

- электронные документы удобнее и дешевле хранить, статистические данные о работе судов различных уровней хранятся в электронном виде, доступны для анализа, обработки и изучения [0, с. 72-73].

По мнению О. Сергазы «благодаря возможностям «Судебного кабинета» повысилась оперативность и прозрачность во взаимодействии с судами, и самое главное доступность судебной системы, исключены все административные барьеры. Повысилась оперативность и прозрачность во взаимодействии с судами, и самое главное доступность судебной системы, исключены все административные барьеры, реализован сервис «Ознакомление с судебными документами». Информационная система «Төрелік» обеспечивает оперативный доступ к обмену информационных данных, высокую степень надежности и решает такие задачи, как ведение автоматизированного учета и контроля соблюдения процессуальных сроков, формирование статистических и аналитических отчетов, упрощение делопроизводства и судопроизводства. При этом участники процесса также имеют возможность постоянно контролировать процессуальные сроки, регистрацию и принятие заявлений, а также продление сроков рассмотрения по делу, что дисциплинирует работников судов и исключает волокиту с документами, так как система ведет мониторинг нарушения всех контрольных сроков» [0].

Не отрицая положительные стороны электронного судопроизводства в Республике Казахстан, хотелось бы отметить, что в теоретическом плане данный вопрос пока мало исследован. Поучительной является статья М.К. Сулейменова «Цифровизация в гражданском судопроизводстве: зарубежный опыт» [0].

В статье даны разъяснения о таких понятиях, как «электронное правосудие», «система электронного правосудия», «элементы системы электронного правосудия», сформированы две

группы элементов системы электронного правосудия. а именно: «элементы, применяемые и используемые для совершения процессуальных действий» и «элементы электронного обеспечения судебной деятельности», приведен зарубежный опыт в использовании электронного правосудия. В заключении М.К. Сулейменовым отмечено, что в области цифровизации судопроизводства Казахстан не уступает и по многим позициям превосходит другие страны. Тем не менее, изучение и использование иностранного опыта позволит скорректировать курс цифровизации, избежать наиболее распространенных ошибок и двигаться вперед наиболее эффективно [0].

Однако, фундаментальных трудов, диссертационных исследований, учебных пособий по теме «Электронное производство в гражданском процессе» научным сообществом Республики Казахстан пока не издано, а это свидетельствует об актуальности исследования данной сферы, так как наряду с положительным эффектом внедрения электронного производства в гражданском процессе, имеется немало отрицательных моментов, которые невозможно не отразить при рассмотрении практики применения, сложившейся за истекшие четыре года.

Верховным Судом на сайте <https://sud.gov.kz> опубликовано обобщение судебной практики по рассмотренным делам после вступления Закона Республики Казахстан «О внесении изменений и дополнений в Гражданский процессуальный кодекс Республики Казахстан по вопросам внедрения современных форматов работы судов, сокращения излишних судебных процедур и издержек» от 26 февраля 2021 года [0].

В обобщении отражен один из проблемных вопросов, существенный для полноценного разрешения спора в гражданском процессе и принятия обоснованного решения. Судами указывается, что при принятии иска в форме электронного документа на практике возникают проблемные вопросы касательно исследования доказательств, поскольку в обоснование иска представляются копии письменных доказательств, а у суда отсутствует возможность потребовать представления подлинника. Тогда как согласно части 5 статьи 100, части 5 статьи 68 ГПК РК письменные доказательства, должны представляться в подлиннике. Обстоятельства не могут считаться установленными, если в их подтверждение представлены только копии документов, когда необходимость представления подлинника вытекает из требований закона.

Со стороны участников процессов чаще всего звучат жалобы о плохом или полном отсутствии соединения с судебным процессом, длительном отсутствии окончательного решения суда в системе «Судебный кабинет», технических сбоях. Хотелось бы привести наиболее характерные жалобы по гражданским делам, опубликованные на странице «Smart-com-IT правосудие KZ» на платформе <https://www.facebook.com>:

1) жалоба от 02.10.2023 об ошибке при направлении исполнительного листа к частному судебному исполнителю (далее – ЧСИ) по делу № 7119-23-00-2/7803, ввиду которой ЧСИ не смог принять документы для их исполнения;

2) жалоба от 02.10.2023 на отсутствие дела № 7540-23-5-17/13179 в системе «Судебный кабинет» при фактическом его наличии в суде № 2 Ауэзовского района г. Алматы;

3) жалоба от 05.10.2023 о невозможности использования справочника судебных актов в связи со сбоем в системе;

4) жалоба от 06.10.2023 о невозможности подписания иска электронной цифровой подписью в связи со сбоем в системе;

5) жалоба от 13.10.2023 о том, что 23.08.2023 зарегистрировано дело № 7575-23-00-2/3401. Определением от 29.08.2023 стороны уведомлены о подготовке к рассмотрению, которое было назначено на 25.09.2023, однако к процессу одна из сторон не была подключена;

6) жалоба от 16.10.2023 о том, что 05.10.2023 по гражданскому делу № 7520-23-00-2/16374 оглашено решение, однако на момент жалобы оно не опубликовано в системе «Судебный кабинет».

Быстрота и доступность – ключевые достоинства электронного производства. Оно позволяет любому гражданину Республики Казахстан вступать в правоотношения на любом расстоянии, экономит время, помогает эффективно взаимодействовать субъектам гражданского права между собой, является надежным способом повышения доверия к судебной власти.

Однако, цифровизация правосудия не может изменить главную его цель: обеспечение защиты прав и свобод человека и гражданина. Данная цель заложена в ст. 4 ГПК РК, согласно которой: «Задачами гражданского судопроизводства являются защита и восстановление

нарушенных или оспариваемых прав, свобод и законных интересов граждан, государства и юридических лиц, соблюдение законности в гражданском обороте, обеспечение полного, своевременного, справедливого рассмотрения и разрешения дела, содействие мирному урегулированию спора, предупреждение правонарушений и формирование в обществе уважительного отношения к закону и суду» [0].

При всей очевидной важности развития электронного процесса в судах, существует необходимость в сохранении основных составляющих судебной системы, в создании единого порядка и формы осуществления правосудия. Регулирование электронного производства в гражданском процессе не может существовать отдельно от общеустановленных норм процессуального права, являясь его неотъемлемой частью, указывая порой на нестыковки и ошибки норм гражданского процесса и электронного правосудия.

Отдельно хотелось бы остановиться на вопросе идентичности в подходе к оформлению судебных решений по электронным делам. Для этого был проведен небольшой сравнительный анализ 47 гражданских дел из категории «Прочие дела особого производства», опубликованных в функционале «Банк судебных актов» на сайте <https://office.sud.kz/> за 2023 год.

Так, из указанных выше 47 судебных решений, 21 принято по результатам рассмотрения электронного дела, в том числе:

- в 14 случаях указано, что рассмотрено «электронное дело»;
- в 3 случаях указано, что рассмотрено «дело в форме электронного документооборота»;
- в 2 случаях указано, что рассмотрено «гражданское дело в электронном формате»;
- в 2 случаях электронная форма ведения судопроизводства не обозначена, но указан способ проведения процесса посредством видеоконференции через сервис WhatsApp (т.е., по сути, электронное дело).

Например. Темиртауским городским судом Карагандинской области 19.07.2023 вынесено решение по делу № 3524-23-00-2/1322, где указано, что оно рассмотрено в открытом судебном заседании через мессенджер WhatsApp. О том, что дело электронное, в решении суда не отражено.

Есильским районным судом г. Астана 03.03.2023 вынесено решение по гражданскому делу № 7140-23-00-2/1488. В решении суда отражено, что дело рассмотрено в открытом судебном заседании посредством видеоконференции WhatsApp в формате электронного документооборота.

Специализированным межрайонным экономическим судом Актыбинской области (далее – СМЭС Актыбинской области) 23.05.2023 вынесено решение по гражданскому делу № 1513-23-00-2/1134. В решение указано, что дело рассмотрено в открытом судебном заседании с помощью мобильного приложения WhatsApp в электронном формате.

СМЭС Актыбинской области 29.05.2023 вынесено решение по делу № 1513-23-00-2/1175, исходя из которого установлено, что электронное гражданское дело рассмотрено в открытом судебном заседании. Однако, способ проведения и использование технических средств не указан.

В том же СМЭС Актыбинской области 26.05.2023 вынесено решение по делу № 1513-23-00-2/1190, согласно которому электронное гражданское дело рассмотрено в открытом судебном заседании с помощью мобильного приложения WhatsApp.

На взгляд автора статьи, последний пример составления судебного решения наиболее полно и достоверно отражает формат гражданского процесса и способ его проведения, т.к. формулировка «электронное гражданское дело» полностью соответствует требованиям п. 3 ст. 131-1 ГПК РК, в которой указано, что при ведении судопроизводства в электронном формате формируется электронное гражданское дело. Отражение же сведений об использовании в судебном заседании системы видеоконференцсвязи WhatsApp соответствует требованиям п.32 Приказа Руководителя Департамента по обеспечению деятельности судов при Верховном Суде Республики Казахстан (аппарат Верховного Суда Республики Казахстан) от 15 октября 2019 года № 7 «Об утверждении Правил применения технических средств связи, обеспечивающих участие в судебном заседании, и требования к ним» [0].

В то же время, в п. 3 статьи 226 ГПК РК, регламентирующей порядок составления судебных решений, отсутствуют требования об отражении в вводной части информации о формате проведенного судебного заседания. На взгляд автора, отсутствие такого обязательного требования и приводит к различным подходам к оформлению судебных решений по электронным гражданским делам. В этой части, законодателям необходимо внести изменения, соответствующие реалиям времени.

К проблемам, тормозящим развитие электронного правосудия в Республике Казахстан можно также отнести сложности в немедленном ознакомлении сторон – участников процесса с документами, которые были представлены другой стороной, не всегда достаточный уровень оснащённости судов по областям и районам, слабая информированность и невысокая образованность граждан, закрытость и непрозрачность судебной власти.

Подводя итоги сказанному, хотелось бы отметить, что в современном казахстанском гражданском процессе важность поэтапного внедрения и развития электронного производства трудно переоценить. Особенно ярко работоспособность электронного производства была проявлена в период изоляции населения при объявлении чрезвычайного положения во время пандемии в 2020 году.

В то же время назрела реальная необходимость в детальном анализе правоприменительной практики главы 11-1 ГП РК «Электронное производство» и выработки единого подхода к формированию электронных гражданских дел в судах.

Список литературы

1 Закон Республики Казахстан № 241-VI «О внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам развития бизнес - среды и регулирования торговой деятельности» // Ведомости Парламента РК 2019 г., № 7 (2782), ст. 37.

2 Гражданский процессуальный кодекс Республики Казахстан от 31 октября 2015 года № 377-V ЗРК // Ведомости Парламента РК 2015 г., № 20-VI, ст. 114.

3 Закон Республики Казахстан от 7 января 2003 года № 370-II «Об электронном документе и электронной цифровой подписи» // Ведомости Парламента Республики Казахстан, 2003 г., N 1-2, ст. 1.

4 Закон Республики Казахстан от 20 декабря 2021 года № 84-VII «О внесении изменений и дополнений в некоторые законодательные акты Республики Казахстан по вопросам совершенствования гражданского процессуального законодательства и развития институтов внесудебного и досудебного урегулирования споров» // Казахстанская правда", 21.12.2021 г., № 242 (29619).

5 Закон Республики Казахстан от 10 июня 2020 года № 342-VI «О внесении изменений и дополнений в Гражданский процессуальный кодекс Республики Казахстан по вопросам внедрения современных форматов работы судов, сокращения излишних судебных процедур и издержек» от 10 июня 2020 года № 342-VI ЗРК // Ведомости Парламента РК 2020 г., № 11, ст. 55.

6 Аленов М.А., профессор кафедры гражданского права и процесса Академии государственного управления при Президенте Республики Казахстан, д. ю. н. Внедрение в Казахстане электронного правосудия: нормативная основа и перспективы // Право и государство, № 3 (60), 2013.

7 Сергазы О. Соответствовать мировым стандартам // https://online.zakon.kz/Document/?doc_id=33837731.

8 Сулейменов М.К. Цифровизация в гражданском судопроизводстве: зарубежный опыт // https://online.zakon.kz/Document/?doc_id=33588044.

9 Обобщение судебной практики по рассмотренным делам после вступления Закона РК «О внесении изменений и дополнений в Гражданский процессуальный кодекс Республики Казахстан по вопросам внедрения современных форматов работы судов, сокращения излишних судебных процедур и издержек» от 26 февраля 2021 года» // https://online.zakon.kz/Document/?doc_id=31809117.

10 Приказ Руководителя Департамента по обеспечению деятельности судов при Верховном Суде Республики Казахстан (аппарат Верховного Суда Республики Казахстан) от 15 октября 2019 года № 7 «Об утверждении Правил применения технических средств связи, обеспечивающих участие в судебном заседании, и требования к ним» // <https://adilet.zan.kz/rus/docs/V1900019499/info>.

Medical sciences

INNOVATIONS IN MEDICINE

Ram Singh Yadav
Hritik Bhardwaj
Dhaka Rahul
Gill Harsimran

Karaganda Medical University, Karaganda city, Kazakhstan

Abstract

The purpose of this article on medical innovation is to explore and present the latest advances and findings in the field of medical innovation. The main goal is to explore the targets of these innovations and their potential to change the approach to medical diagnosis, treatment and overall patient care. In this section, the methods employed in studying and selecting innovative advancements in medicine will be outlined. This may include a thorough review of academic databases, scholarly articles, and reputable sources. Additionally, any specific criteria used to assess the innovations will be discussed. The conclusion section will summarize the key findings from the review and discuss the implications of these innovations for the future of medicine. It will emphasize the transformative potential of these advancements on patient care, healthcare professionals, and healthcare systems, considering both the positive and negative aspects. The conclusion will also discuss the need for continued research, investment, and regulatory efforts to ensure the safe and effective integration of innovative technologies in medicine.

There are also obstacles and ethical considerations that require attention. There are some findings noted by authors. The implementation of these advancements may necessitate substantial investments in infrastructure, training, and data management. It's crucial to address privacy and security concerns to safeguard patient information. Moreover, we must ensure that these technologies don't worsen existing healthcare disparities or create new ones. The groundbreaking potential of these innovations should not be underestimated. They have the capacity to revolutionize healthcare delivery and enhance patient results. Nonetheless, it's vital to approach their integration cautiously. We need ongoing research to comprehensively grasp their impacts and mitigate potential risks and unintended consequences. Regulatory measures should prioritize patient safety, data privacy, and the ethical utilization of these technologies. In summary, the future of medicine is incredibly promising due to these innovative advances. However, it's imperative to proceed thoughtfully and responsibly to maximize benefits while minimizing harm. Continuous investment in research, development, and regulation is necessary to safely and effectively integrate these technologies into global healthcare systems. With proper planning and implementation, these innovations have the potential to transform healthcare and enhance patient outcomes worldwide.

Keywords: innovations, medicine, healthcare, technologies, treatment

Introduction

In recent years, medical innovation has played a pivotal role in revolutionizing the way healthcare is delivered. New technologies, treatments and diagnostic tools are emerging, offering unprecedented opportunities to improve patient outcomes and transform the healthcare industry. These innovations have the potential to increase the accuracy and efficiency of diagnostics, personalize treatment, and enable healthcare professionals to make more informed decisions.

In addition, medical innovation has shown promising results in increasing disease prevention efforts. From the development of new vaccines to the implementation of preventive screening programs, medical innovations have contributed significantly to early detection and intervention, leading to improved patient outcomes and lower healthcare costs.

But the ever-changing healthcare environment poses new challenges that require continuous innovation. Factors such as aging populations, increasing chronic diseases and the global health crisis highlight the need for breakthroughs in medical research and technological progress. Healthcare

professionals and organizations need to embrace and integrate these innovations to deliver quality, accessible, and patient-centric care.

By acknowledging the significance of medical innovation and recognizing the ongoing need for progress, this article addresses the latest innovations in medicine and the potential impact of healthcare.

Literature Review

The Literature review aims to provide a comprehensive analysis of recent research, scientific papers, and publications that highlight important innovations in the field of medicine. We will delve into a variety of sub-topics, including the use of artificial intelligence (AI) in personalized medicine, telemedicine, and healthcare, as well as robotic surgery, gene therapy, regenerative medicine, and nanomedicine.

As one of the subtopics, personalized medicine involves coordinating medical strategies for diagnosis, treatment, and prevention based on an individual's genetic, epigenetic, and clinical data.¹ The literature review critically examines the latest research in personalized medicine and assesses its potential to improve treatment outcomes and minimize adverse effects.

Telemedicine plays an increasingly important role in modern healthcare by facilitating the remote delivery of medical services through information and communication technologies. The literature review analyzes relevant research on telemedicine and assesses its effectiveness, benefits, and challenges. In addition, we will explore the potential for widespread adoption of telemedicine services in different countries and regions.

The use of artificial intelligence (AI) in healthcare has brought significant innovation and transformation to the healthcare practice. The literature review reviews recent research related to AI applications in diagnosis, disease prognosis, improving the quality of healthcare, and mitigating the day-to-day work of health professionals. Assessing the benefits, limitations, and potential ethical considerations of AI in healthcare can help us understand its impact comprehensively.

Robotic surgery has introduced substantial progress in the field of surgery. In this literature review, research on the application of robotics in surgery, its advantages, and challenges will be examined. Robotic technology enables surgeons to perform complex operations with increased precision and reduced trauma to patients.

Gene therapy represents a new approach to treating genetically-based diseases. The literature review assesses its potential in the treatment of rare and chronic diseases and explores the latest research in gene therapy. It also evaluates the nuances and complexity involved in the application of this therapy.

Regenerative medicine focuses on stimulating natural regeneration processes to restore the tissues and organs of the human body. This review analyzes recent research in regenerative medicine, including stem cell use, tissue engineering, and other tissue regeneration techniques. It assesses the potential for future medical care.

Nanomedicine involves the application of nanoscale materials and technologies in medicine. The literature review examines recent research and development in the field of nanomedicine, exploring its potential applications in diagnosis, treatment, and disease control.

Innovations in health management and prevention also play an important role in improving healthcare. The development of mobile applications and devices for monitoring health and fitness allows patients to more actively monitor their condition and take proactive measures to maintain a healthy lifestyle. For example, such apps can track physical activity, nutrition, stress and sleep levels, which helps people make informed decisions about their health. The development of programs and services to prevent diseases and maintain a healthy lifestyle allows patients to make informed decisions about their health and prevent the occurrence of diseases.

Innovations in palliative medicine and patient care also play an important role in improving the quality of life of patients in the last stages of the disease. The development of new methods of pain management and improving the quality of life of patients helps to reduce suffering and ensure a dignified end to life. The introduction of technologies and services for remote monitoring and patient support at home can also significantly improve the quality of care and reduce the burden on medical personnel. The development of psychological support and counseling programs for patients and their loved ones in palliative medicine is also an important aspect of innovation.

The introduction of electronic medical records (EMRs) and telemedicine has revolutionized patient care by improving the availability and quality of medical services. EMRs allow healthcare providers to access patient information quickly and easily, leading to more accurate diagnoses and treatment plans. It also enables seamless communication between healthcare professionals, ensuring coordinated and

efficient care. Telemedicine, on the other hand, allows patients to consult with healthcare providers remotely, eliminating the need for in-person visits and reducing travel time and costs. This innovation has been particularly beneficial for individuals in rural or remote areas who may have limited access to healthcare facilities.

The development of portable medical devices and applications for self-monitoring of health has empowered patients to take a more active role in managing their own health. These devices, such as wearable fitness trackers or glucose monitors, provide real-time data on various health parameters, allowing individuals to track their progress and make informed decisions about their lifestyle choices. Additionally, mobile applications can provide personalized recommendations and reminders to help individuals adhere to medication schedules, exercise routines, or dietary plans. This innovation not only improves patient engagement but also helps prevent and manage chronic diseases more effectively.

Virtual and augmented reality (VR/AR) technologies have found applications in rehabilitation and psychotherapy, enhancing the patient's experience and improving outcomes. VR can simulate real-life scenarios to aid in physical or occupational therapy, allowing patients to practice movements or skills in a safe and controlled environment. It can also be used for pain management by distracting patients from discomfort during procedures or treatments. AR, on the other hand, overlays digital information onto the real world, providing additional guidance or visualizations during surgeries or medical procedures. In psychotherapy, VR/AR can create immersive environments that help individuals confront and overcome fears or traumas, making therapy more engaging and effective.

Regenerative medicine focuses on stimulating natural regeneration processes to restore the tissues and organs of the human body. This review analyzes recent research in regenerative medicine, including stem cell use, tissue engineering, and other tissue regeneration techniques. It assesses the potential for future medical care.

Nanomedicine involves the application of nanoscale materials and technologies in medicine. The literature review examines recent research and development in the field of nanomedicine, exploring its potential applications in diagnosis, treatment, and disease control.

Methods, results and discussion

This section outlines the methods employed to study and select innovative advances in medicine. The following steps were taken to ensure a comprehensive review of the literature:

1. Identifying relevant sources: We have thoroughly searched academic databases such as pubmed, Scopus and Google Scholar to collect relevant information. These databases contain a wide range of scientific papers, research papers and publications related to medicine and medical innovation.

2. Search strategy: We have developed a comprehensive search strategy using relevant keywords and search terms related to the subtopic under study. This strategy ensured that a wide range of relevant articles were included in the review.

3. Inclusion and exclusion criteria: Criteria have been established to determine the inclusion and exclusion of articles during the selection process. The criteria included factors such as the date of publication (where recent research was preferred), relevance to subtopics, and reliability and quality of the source.

4. Screening and selection process: First, duplicate articles were removed, and the rest of the articles were screened based on titles and abstracts to identify potentially relevant studies. The full text of these potentially relevant articles was then obtained and thoroughly reviewed to determine eligibility to be included in the literature review.

5. Data extraction: We systematically extracted relevant information such as research objectives, methodology, key findings, and implications from selected articles. The extracted information formed the basis for the analysis and synthesis of literature reviews.

6. Quality Rating: The selected articles were subjected to a quality rating to ensure reliability and reliability. Factors such as study design, sample size, methodology, and reputation of authors and publishing journals were taken into account in this assessment.

7. Synthesis and Analysis: The findings from selected papers were synthesized and analyzed to provide a comprehensive overview of innovations in medicine. Sub-topics such as artificial intelligence in personalized medicine, telemedicine, and healthcare, robotic surgery, gene therapy, regenerative medicine, and nanomedicine were thoroughly examined to identify potential impacts on patients, healthcare professionals, and healthcare systems.

By following these methods, a rigorous and systematic review of the literature was conducted to ensure the inclusion of recent, relevant, high-quality studies and publications in the subsequent analysis of innovative advances in medicine.

One of the main methods used is a thorough review of academic databases. These databases contain a wide range of scholarly articles, scientific journals, and research papers related to medicine. By carefully searching and retrieving relevant articles from these databases, researchers can access the latest findings and advancements in the field. This process typically involves using specific keywords and advanced search techniques to optimize the results.

Scholarly articles play a crucial role in obtaining reliable and peer-reviewed information. Researchers review and analyze these articles to extract pertinent data and insights regarding innovative advancements in medicine. The selection process involves assessing the credibility and quality of the articles, favoring those published in reputable journals with a rigorous peer-review process.

Reputable sources outside of academic databases are also considered during the research process. These may include government publications, reports from recognized healthcare organizations, and reports from reputable research institutions. Including sources from diverse domains ensures a comprehensive and multi-faceted analysis of the innovative advancements.

To ensure the quality and relevance of the selected advancements, specific criteria are employed during the assessment process. These criteria may vary depending on the nature of the study, but typically include factors such as scientific validity, clinical significance, potential impact on patient outcomes, feasibility of implementation, and ethical implications. By utilizing these criteria, researchers can evaluate and prioritize the innovations that demonstrate the greatest potential for positive impact in the field of medicine.

The process of studying and selecting innovative advancements in medicine follows a rigorous and systematic approach. It involves a comprehensive search of academic databases, analysis of scholarly articles, consideration of reputable sources, and the application of specific criteria for assessment. This method ensures the inclusion of reliable and up-to-date information, leading to a comprehensive and informative review of the advancements in the field of medicine.

The article discusses the results of a literature review on various innovations and provides a detailed analysis of each innovation's potential benefits, challenges, and ethical considerations. It also explores real-life examples of successful implementation, future opportunities, and potential barriers that may arise during the implementation process.

The literature review conducted in the article serves as a comprehensive overview of the identified innovations. By examining existing research and studies, the article presents a well-rounded understanding of each innovation and its potential impact. This approach helps to establish the credibility of the analysis and provides a solid foundation for the subsequent discussion.

Analysis of the potential benefits associated with each innovation is an important aspect of the article. By identifying the positive results that can be achieved through the implementation of these innovations, readers clearly understand the values and relevance of different contexts. This analysis helps to highlight the potential benefits that organizations and individuals can expect to experience in adopting these innovations.

In addition, this article also discusses the challenges and ethical considerations associated with each innovation. This is an important aspect of any analysis because it helps to provide a balanced view of the impact of innovation. By discussing potential challenges, readers will be aware of any obstacles they may encounter during the implementation process. In addition, by considering ethical considerations, the article acknowledges the importance of responsible and conscientious use of these innovations.

Including real examples of successful implementations will further improve the reliability of the article. By presenting examples of how these innovations were effectively implemented, readers are provided with concrete evidence of their potential. These examples are an inspiration for organizations and individuals looking to adopt these innovations because they can learn from the experiences of others who have already achieved success.

Searching for future opportunities is another valuable aspect of this article. By considering the potential advances and developments in these innovations, readers are exposed to areas of new potential and potential for growth. This forward-looking approach will stimulate innovation and help readers consider how they can take advantage of these opportunities.

Finally, this article recognizes the potential barriers that you may encounter during the implementation process. By addressing these challenges, readers are better prepared and can develop strategies to overcome them. This realistic assessment of potential obstacles helps to manage expectations when faced with difficulties during the implementation phase, protecting organizations and individuals from vigilance.

Conclusion

In conclusion, the literature review conducted in this article provides a comprehensive analysis of various innovations in medicine. The findings highlight the potential benefits, challenges, and ethical considerations associated with these innovations.

The potential benefits of these advances are significant. They have the potential to improve patient care by enhancing diagnosis, treatment, and monitoring. For example, telemedicine allows remote consultation and monitoring and can increase access to health care for individuals in remote locations or with limited mobility. Artificial intelligence and machine learning can help healthcare professionals make more accurate diagnoses and treatment plans. These innovations can also streamline healthcare systems, reduce costs and improve efficiency.

But there are also challenges and ethical considerations that need to be addressed. Implementing these innovations can require significant investments in infrastructure, training, and data management. Privacy and security concerns must be carefully addressed to protect patient information. We also need to ensure that these technologies do not exacerbate existing healthcare disparities or create new healthcare disparities.

The transformative potential of these innovations cannot be underestimated. They have the power to revolutionize healthcare delivery and improve patient outcomes. However, it is important to approach their integration with care. Ongoing research is needed to fully understand its effects and address potential risks and unintended consequences. Regulatory efforts should focus on ensuring patient safety, data privacy, and the ethical use of these technologies.

In conclusion, the future of medicine holds huge promise with these innovative advances. However, it is essential to proceed thoughtfully and responsibly to maximize potential benefits while minimizing potential harm. Continuous investment in research, development and regulation is essential to safely and effectively integrate these technologies into healthcare systems around the world. With proper planning and implementation, these innovations have the potential to transform healthcare and improve patient outcomes globally.

References

1. Christensen CM, Grossman JH, Hwang J. *The Innovator's Prescription: A Disruptive Solution for Health Care*. New York: McGraw-Hill; 2009.
2. Dzau VJ, Yoediono Z, Ellaissi W, Cho AH. *Transforming Academic Health Centers for an Uncertain Future*. *N Engl J Med*. 2013;369(11):991-993.
3. Institute of Medicine. *Best Care at Lower Cost: The Path to Continuously Learning Health Care in America*. Washington, DC: The National Academies Press; 2012.
4. Krumholz HM. *Big Data and New Knowledge in Medicine: The Thinking, Training, and Tools Needed for a Learning Health System*. *Health Aff (Millwood)*. 2014;33(7):1163-1170.
5. Topol EJ. *The Creative Destruction of Medicine: How the Digital Revolution Will Create Better Health Care*. New York: Basic Books; 2012.
6. Wang CJ, Huang AT, Chin MH, et al. *Reimagining Specialty Consultation in the Digital Age: The Potential Role of Targeted Automatic eConsults*. *JAMA Intern Med*. 2017;177(3):392-397.
7. Wachter RM, Gupta K. *Making IT work: Harnessing the Power of Health Information Technology to Improve Care in England*. London: National Advisory Group on Health Information Technology in England; 2016.
8. World Health Organization. *Global Diffusion of eHealth: Making Universal Health Coverage Achievable*. Geneva: World Health Organization; 2016.
9. Xie B, Wang M, Feldman R, Zhou L, Wang P. *Innovations in Mobile Health Technologies for Palliative Care: A Systematic Review of the Literature*. *J Hosp Palliat Nurs*. 2016;18(5):446-454.
10. Zolnieriek KB, Dimatteo MR. *Physician Communication and Patient Adherence to Treatment: A Meta-analysis*. *Med Care*. 2009;47(8):826-834.

APPROACHES TO COMPLEX REHABILITATION OF POST-COVID MYOCARDITIS: THEORY AND PRACTICE

Zoryana Korytko

doctor of biological sciences, professor of department of Anatomy and Physiology, Ivan Bobersky Lviv State University of Physical Culture, Lviv, Ukraine

Iryna Les'kiv

cardiologist, Lviv Clinical Hospital on Railway Transport, branch "Health Care Center" JSC "Ukrzaliznytsia", Lviv, Ukraine

Eduard Kulitka

candidate of medical sciences, associate professor of department of Anatomy and Physiology, Ivan Bobersky Lviv State University of Physical Culture, Lviv, Ukraine

The use of sipap therapy in complex rehabilitation of post-covid patients.

In the clinical case, an effective approach to the rehabilitation of patients with transferred diffuse myocarditis, which arose as a complication after covid-19, was revealed. This approach consisted in the fact that breathing exercises, as well as physical activity: dosed motor activity in the form of swimming and walking were included in the rehabilitation program for post-conviction conditions [1, 2]. Dosing of physical activity was done under the influence of adequacy criteria according to indicators of various systems [3-5]. In addition to the recommended physical therapy programs for such patients, one patient was treated with sipapotherapy.

The use of sipap therapy in clinical practice.

Sipap therapy is a method based on the maintenance of artificial lung ventilation with constant positive pressure. The Sipap device is a small compressor that ensures a constant flow of air into the respiratory tract. Air is flowing enters the respiratory tract with an individually selected pressure. Sipap therapy and the Sipap device were proposed and put into clinical practice in 1981 by an Australian doctor - Professor Colin Sullivan for the treatment of obstructive sleep apnea [6].

At the same time, when prescribing sepap therapy, patients was thoroughly examined. A somnologist studies the following parameters: electroencephalograms, electromyograms, electrooculograms, nasopharyngeal airflow, chest and abdominal wall movements, body position, frequency and duration of apnea, heart rate, breathing rate, ECG, blood saturation.

On the basis of polysomnography data and such parameters, the somnologist determines micro-awakening of the brain and different stages of sleep in order to select for each patient an individually sufficient pressure of the air flow in the mask.

Patients who are on long-term therapy are regularly re-examined in order to correct the mode of operation of the sipap device. In addition, the patients are recommended the first mode of work and rest, a change in the diet, a set of physical exercises, correction of the psycho-emotional state, and the completion of extended clinical studies.

On the advice of scientists from the Ivano-Frankivsk National Medical University in Prykarpattia, they decided to use SIPAP respiratory devices to help patients with COVID-19 who have respiratory failure [7].

However, we did not find data on the use of sipap therapy for the rehabilitation of myocarditis, and the effect of sipap therapy on the work of the heart has not yet been studied. Therefore, we decided to supplement the physical rehabilitation program for a patient with post-acute myocardiitis with sepap therapy with the aim of restoring, first of all, respiratory function. But the purpose of this study was to follow the dynamics of the disease under the influence of sipap therapy.

A clinical case. The use of sipap therapy in the complex rehabilitation program of a patient with post-covid myocarditis.

A 64-year-old patient was diagnosed with ventricular extrasystole (VTE) (frequent and monoform) after suffering from covid. A Holter study showed that 5,200 VTE were detected per day, as well as moderate mitral valve insufficiency. Among the main diseases, the patient was diagnosed with second-degree obesity, multinodular goiter, impaired glucose tolerance, and chronic nocturnal hypoxemia. The patient was recommended pharmaceutical support according to the treatment protocol, as well as a recommended diet. For the rehabilitation of such a patient in the post-hospital period, it was recommended to add sipap therapy to the main physical rehabilitation program. Sipap therapy was added to reduce the patient's nocturnal apnea. The rehabilitation period lasted 3 months.

Since all parameters of the cardiorespiratory system are interrelated, it was assumed that improving the respiratory function should improve the condition of the myocardium [8-10].

Another examination of the patient revealed an improvement in lipid and carbohydrate profile indicators. The parameters of the lipidogram were normalized (low-density cholesterol decreased, high-density cholesterol increased, and the amount of triglycerides decreased, $p < 0.05$). The patient's tolerance to glucose increased (NOMA index decreased, $p < 0.05$). The patient also significantly decreased the number of extrasystoles ($p < 0.05$). Holter monitoring of the ECG showed that the decrease in the number of ventricular extrasystoles was greater at night than during the day. That is, the improvement of all indicators that we obtained from the patient at the end of the rehabilitation period can be explained by the influence of medications and diet, although the data of the literature indicate that sipap therapy also affects this [11]. At a time when the decrease in the number of extrasystoles during sleep can only be explained by the use of sipap therapy.

Conclusion. Thus, it is necessary to study in more detail the effect of sipap therapy on the treatment of heart diseases with the aim of better rehabilitation of patients with heart diseases.

References

1. Dzis, O. Ye., Korytko, Z. I., Tomashevskaya, O. Ya., Dzis, Ye. I. (2022). *Evaluation of the Effectiveness of Physical Therapy in the Rehabilitation of Patients with COVID-19 Pneumonia*. UJMBS, 7(5):204–209. <https://doi.org/10.26693/jmbs07.05.204>.
2. Timruk-Skoropad, K. A., Korytko, Z. I., Tomashevskaya, O. Ya., Dzis, O. Ye., Dzis, Ye. I. (2021). *Approaches to pulmonary rehabilitation of patients with various forms of Covid-19*. UJMBS, 6, 3 (31):317-323. <https://doi.org/10.26693/jmbs06.03.317>.
3. Korytko, Z., Rusyn, L., Chornenka, G., Zahidny, V., Kulitka, E., Matviyev, V. (2021). *Criteria for the adequacy of physical activity according to blood parameters*. Physical Education, Sport and Health Culture in Modern Society, 4(56):43-51. <https://doi.org/10.29038/10.29038/2220-7481-2021-04-43-51>.
4. Korytko, Z., Kulitka, E., Bas, O., Chornenka, H., Zahidnyy, V., & Yakubovskiy, T. (2020). *Adequacy criteria of physical loadings and their use in sports, physical education, and physical rehabilitation*. Physical Education, Sport and Health Culture in Modern Society, 2(50), 68-77. <https://doi.org/10.29038/2220-7481-2020-02-68-77>.
5. Korytko, Z., Kulitka, E., Chornenka, H., Zachidnyy, V. (2019). *Use of integral hematological indices for diagnostics of athletes adaptive processes*. Journal of Physical Education and Sport, 19(32):214–218. <http://repository.ldufk.edu.ua/handle/34606048/23475>.
6. WHO chronic obstructive pulmonary disease (COPD) (2017). Retrieved from: <https://www.who.int/respiratory/copd/en>
7. Korytko Z. I. (2017). *Limit physical activity and stress: correction mechanism*. Medical sciences, 49(1):27. <https://journals.indexcopernicus.com/api/file/viewByFileId/276410.pdf>.
8. Korytko, Z.I. (2011). *Peculiarities of the regulatory mechanisms of the heart in the formation of transitional adaptive and compensatory states under conditions of extreme physical exertion*. Experimental and Clinical Physiology and Biochemistry, 3:66-72.
9. Korytko Z. I. (2010). *To the question of the mechanisms of adaptation of the cardiovascular system to cyclic loads*. Advances in Biology and Medicine, 2:70-74. <http://dspace.nbuv.gov.ua/bitstream/handle/123456789/47467/19-Korytko.PDF?sequence=1>
10. Ukrainian scientists suggested "know-how" to doctors against COVID-19 (2021) [Internet resource]. <https://www.ukrinform.ru/rubric-society/2910936-ukrainskie-ucenye-podskazali-medikam-nouhau-protiv-covid19.html>.
11. Korytko, Z., & Timruk-Skoropad, K. (2021). *Prospects for the use of sipap therapy in the program of pulmonary rehabilitation of patients with chronic obstructive pulmonary disease*. Proceedings of the MCND conferences. <https://doi.org/10.36074/mcnd-19.02.2021.medicine.09>, 49-52.

Pedagogical sciences

THE ROLE OF LITERARY PRONUNCIATION IN THE LANGUAGE LEARNING PROCESS

Lala Musayeva

doctoral student, teacher of Azerbaijan State Pedagogical University

ORCID: 0000-0002-7701-5716

Abstract

Mainly in preschool and primary school age, an intensive process of mastering language norms occurs. Therefore, it is the primary school that plays a huge role in the formation and development of a child's literate oral speech skills. The work on developing students' speech is multifaceted. One of these areas is enriching the child's vocabulary by developing his spelling-correct speech. This means that students need to improve their pronunciation and auditory culture, form good diction, develop expressive speech, and improve the culture of the living word. Let us note that in modern schools there is still a habit of studying language in its written form, instilling literacy exclusively in the form of spelling. ○

Keywords: pronunciation, speech, school, student, language,

Attention to the orthoepic side of speech in children is determined by many factors, among which the first place is occupied by social factors. Competent oral speech promotes speed and ease of communication between people, giving it communicative perfection. In modern society, the sphere of influence of the living, sounding word on a person has expanded. These factors force us to place high demands on the correctness of speech. The task of consciously mastering the norms of oral speech and fostering respect for the rich traditions of the Azerbaijan language today is not only coming to the fore, but will also be the most important social task of our time, as a social order of society. The aesthetic value of correct pronunciation is also great, which most clearly reflects the degree of a person's general intellectual development.

Current Azerbaijan language programs for primary schools require work on the orthoepic side of students' speech throughout the entire period of study. The study of orthoepy plays a huge role in elementary school, since in the 4th grade junior schoolchildren will face the All-Azerbaijan Test Work, where the first task will be according to the norms of orthoepy, namely, it will be necessary to pronounce these words and put an accent mark on them over the stressed vowels.

The section devoted to the rules of pronunciation and stress is called orthoepy in the science of language. The word orthoepia itself comes from the Greek *orthos* (orthos) "straight, correct" and *epos* (epos) - "speech". Literally, orthoepy means "correct pronunciation." The uniformity of the sound design of oral speech promotes fast and easy language communication. Orthoepy establishes the rules of literary pronunciation and stress.

R.I. Avanesov points out that orthoepy is an integral part of the literary language. The tasks of orthoepy are to, bypassing the individual characteristics of speech, as well as the characteristics of local dialects, to make the literary language a means of the widest communication. Therefore, the importance of teaching spelling norms to all speakers of Azerbaijan, the need to promote these norms in the theater, cinema, radio and television is absolutely obvious.

According to A.A. Bondarenko, orthoepy is closely related to phonetics: pronunciation rules cover the phonetic system of the language, i.e. the composition of phonemes distinguished in a given language, their quality, changes in different phonetic conditions, which is why orthoepy is combined with phonetics [2]. A.A. Bondarenko points out that the subject of orthoepy is pronunciation norms, and the orthoepic norm is the only possible or preferred language option that corresponds to the pronunciation system and the basic patterns of language development.

A.M. Borodich notes that orthoepy includes the following sections:

1. Orthoepic norms in the field of vowels and consonants.
2. Features of the pronunciation of borrowed words.
3. Features of the pronunciation of individual grammatical forms.
4. The concept of pronunciation styles [3].

Pronunciation norms in the Azerbaijan literary language may relate to the pronunciation of individual sounds in certain phonetic positions, as part of certain combinations of sounds, in different grammatical forms, to the phonetic word and the correct placement of stress.

P.S. Zhedek argues that orthoepic norms are also called literary pronunciation norms, since they serve the literary language, i.e. a language spoken and written by cultured people. Literary language unites all Azerbaijan speakers; it is needed to overcome linguistic differences between them. And this means that he must have strict norms: not only lexical - norms for the use of words, not only grammatical, but also orthoepic norms. Differences in pronunciation, like other linguistic differences, interfere with people's communication by shifting their attention from what is being said to how it is being said [4].

Pronunciation norms, for one reason or another, may begin to "lose": fluctuations in pronunciation norms arise, which, if they become widespread, lead to the emergence of variants of the literary norm, and then to the emergence and strengthening of a new pronunciation norm. Orthoepy, along with mandatory pronunciation norms, primarily studies variants of pronunciation norms that coexist in the language at some point in time, when the old pronunciation option is still actively used along with the new option.

In the oral and written speech of primary school students, errors are often encountered, which in the methodology of teaching the Azerbaijan language are called speech errors. Scientists have different approaches to defining the concept of "speech error".

Thus, in the works of M. R. Lvov one can find the following definition of the concept of "speech error": "This is an unsuccessfully chosen word, an incorrectly constructed sentence, a distorted morphological form" [5].

S.N. Tseitlin gives another definition of "spelling error," namely: "any cases of deviation from current language norms." At the same time, she understands a language norm as "a relatively stable method (or methods) of expression, reflecting the historical patterns of language development, enshrined in the best examples of literature and preferred by the educated part of society" [1].

Work to prevent and eliminate spelling errors in students will be an important part of the work on speech development at school. The aesthetic value of correct pronunciation is very great, since it is a kind of mirror that most clearly reflects the degree of a person's general intellectual development.

The foundations of pronunciation culture are laid in early childhood. At school, the initial stage of education is called upon to take on this concern for the culture of pronunciation. Current Azerbaijan language programs for the primary grades of a four-year school require work on the sound side of children's speech throughout the entire initial stage of education. Primary school age is considered the most favorable period for the formation and improvement of pronunciation culture. High language sensitivity and a great tendency to imitate contribute to the successful organization of work on speech development at the pronunciation level in the primary grades. However, as V.G. emphasizes. Kostomarov, it is in elementary school that "teaching the living word is often underestimated by teachers; speech defects take root, and it later turns out to be very difficult to correct them" [1].

Teaching the norms of literary pronunciation begins in the first grade of primary school. In the elementary grades, children must master the basic rules of pronunciation of stressed and unstressed vowels, consonants in various positions, their combinations, and norms of stress in words within the framework of the elementary school curriculum.

However, children at an early age are very susceptible to the surrounding linguistic environment, so the speech of younger schoolchildren studying in rural schools is significantly influenced by the local dialect. As noted by L.P. Fedorenko: "Children acquire their native language through unconscious imitation of the communication of their teachers, therefore the quality and correctness of students' speech acquisition is directly related to the characteristics of the speech of the people around them".

The speech environment, within which the development of children's linguistic capabilities occurs, is determined by certain dialectal phonetic, lexical, and grammatical features belonging only to it. And therefore, the speech of students in rural schools is replete with spelling errors due to the influence of the dialect. Dialectal influence makes it difficult to master literary pronunciation skills. To master standardized speech, schoolchildren need strong, stable skills, long-term practice, and systematic work in Azerbaijan language lessons.

In the oral speech of students one can encounter various deviations from the norms of Azerbaijan literary pronunciation. It would be appropriate to classify all deviations from accepted orthoepic norms according to the reasons that cause them. The main sources of pronunciation errors for Azerbaijan schoolchildren will be: writing, dialect and vernacular.

N.E. Boguslovskaya, V.I. Kapinos, A.Yu. Kupalova identifies three types of the most common spelling errors in the speech of primary school students:

1) Spelling errors that are caused by the influence of the spelling of a word [2].

Here it is necessary to distinguish between phonetic and spelling errors in the speech of primary schoolchildren.

Children come to school already knowing the sound structure of the language. They master it spontaneously: under the influence of the speech environment around them, they master literary pronunciation, determined by the properties and patterns of the phonetic system of the language. In the process of reading, when the letter form of a word has a direct impact on pronunciation, students violate the laws of pronunciation in ordinary speech, as a result of which certain phonetic errors arise. These errors are directly dependent on the reading rate of schoolchildren: the lower the reading rate, the more consistently the deviation from the phonetic laws of pronunciation manifests itself and, conversely, the higher the reading technique, the fewer phonetic errors. Consequently, phonetic errors disappear as reading technique improves.

The impact of writing on the formation of orthoepic skills of primary schoolchildren is of a different nature. It is this influence that turns out to be extremely significant for the methodology of teaching orthoepy. "Spelling" pronunciation, which appears as a result of violation of the orthoepic norms of the modern literary language, does not disappear as reading techniques improve; moreover, it is actively transferred into the spontaneous speech of children, firmly entrenched in it.

References

- 1. Abdullayev N.A. Basics of speech culture. Baku, 2013. 277 p.*
- 2. Bondarenko A. A., Kalinchuk M. L. Formation of literary pronunciation skills in primary schoolchildren. M., Education, 1990*
- 3. Borodich A. M. Methods of developing children's speech, M., 2001.*
- 4. Zhedek P. S. Questions of theory and methods of teaching phonetics, spelling, graphics and spelling. Peleng, 1992*
- 5. Lvov M.R. Speech of younger schoolchildren and ways of its development. Manual for teachers. M.: "Enlightenment", 2005. 176 p.*

CURRENT PROBLEMS IN THE PROCESS OF STUDYING TURKISH LITERARY PRONUNCIATION

Lala Musayeva

doctoral student, teacher of Azerbaijan State Pedagogical University

ORCID: 0000-0002-7701-5716

Abstract

The issue of pronunciation is among the important language problems in our country. For this reason, in this article, we would like to touch upon the education and training aspect of the pronunciation issue as well as its dimension on radio and television. Pronunciation is a matter of pronouncing the language. We can say that correctly pronouncing the sounds, syllables, words and sentences that make up our language means doing justice to the language we use.

An educated person is expected to be good at pronunciation of his native language. However, when we look around us, we can notice that even cultured and university graduates have some problems in pronunciation. There are basically two reasons for this. One of the reasons stems from the person's environment. The environment in which a person grows up and lives determines the quality of pronunciation. Additionally, if a person has a physiological defect, this may cause that person to have problems with pronunciation. Physiological problems are out of our scope as they can be considered as a special situation. These types of problems are only the subject of medicine.

Keywords: pronunciation, language, problem, sounds, syllables, words

When we say pronunciation, the field we call eloquence or rhetoric comes to mind. There are many elements that make up eloquence. However, one of the most important elements of rhetoric is pronunciation. The power of the word is based on pronunciation as well as meaning. When you pay attention to people who speak effectively and beautifully, you will see that their pronunciation is also beautiful. One of the requirements of being a good orator is to be perfect in the pronunciation of the spoken language. For this reason, we can say that "The speaker's tone of voice, diction, emphasis and pronunciation are as important as the subject and how the subject is explained." [6]

The second reason for pronunciation problems is based on the education the person receives. If a person with pronunciation defects has not received sufficient pronunciation training throughout his/her education life, it is natural that he/she will experience some problems. We know that diction training is not given enough importance, especially in primary and secondary education in our country. However, one of the reasons why Turkish and Turkish language and literature courses taught in these schools exist is to teach students their language in the best way and in all its aspects. Therefore, teachers working in primary and secondary schools have a great responsibility in this regard.

Depending on the qualifications they have, teachers have a positive or negative impact on students. Every teacher is a model for students. The teacher's attire, sitting, standing, reading, writing and speaking will definitely affect the students. Therefore, teachers need to be careful about pronunciation, as in everything else. A teacher should take care to use Turkish fluently in and out of class. Teachers should be able to correct the mistakes their students make while speaking using appropriate language. Because the school is based on the standard language, the language of culture, not the language of the environment in which people grew up or the dialect of that region. Since the standard language in our country is Istanbul dialect, this should be followed in the education given in our schools.

Muharrem Ergin also touched upon the situation of pronunciation education in Turkey in his article titled "Turkish and Grammar Teaching", in which he made important determinations and was first published in 1964 and later in 1995 in the *Türk Kültürü* magazine. Let's take a look at the pronunciation-related parts of this article to better compare the past and the present:

"The disruption in speech is especially concentrated on pronunciation, which appears either as accented pronunciation or mispronunciation.

Dialect disorder is a condition seen in rural children and students coming from regions where various dialects of Anatolia and Rumelia are spoken. It may actually seem natural and normal to some extent that everyone speaks with the dialect of their own region. But this is the case for broad segments of the public. An enlightened man, an educated man, is a person who speaks and should speak the general literary language of his country, not the dialect of his own region. The first thing to expect from 11 years of textbooks, school desks, and teaching life is that the student should turn his/her mouth to the

language of culture. It is impossible to accept that an education that cannot do this has fulfilled its duty. This is our primary and secondary education today; it cannot fulfill its duty of translating dialects into literary language, and most of the high school graduates cannot speak the language of culture.

Mispronunciation includes the countryside, Istanbulites, villagers, urbanites and the entire student group. This pronunciation disorder manifests itself as incorrect emphasis of Turkish words, word groups and sentences, and incorrect pronunciation of words of foreign origin that have entered Turkish. Literary language, general language, and even the language itself in general, is an object acquired not only by having an innate knack, but also by artificial effort, by a habit based on repetition and training to be imparted to the knack. Schools teach this habit. But today, primary and secondary education cannot inculcate this habit at all, and high school graduates appear to be far from being able to control their natural situation. With this stray dagger, the student, on the one hand, wrongly emphasizes the Turkish elements, and on the other hand, pierces the heads of words that are not of Turkish origin. This distorted pronunciation and incorrect speech are undoubtedly not confined to the borders of students today, but have spread in waves and encompassed the entire country. The most obvious example of this is the poor language that is repeated persistently on our radios as if to show people what torture is through their ears, and which turns the entire genius of Turkish with its structure, meaning and music upside down."

The above findings and thoughts about pronunciation, which we received from Muharrem Ergin, almost describe today's Turkey. Since Ergin's article was published in 1964, it can be easily seen that despite the 43 years that have passed, there has been no change in the use of Turkish, the pronunciation of words and pronunciation education in our country. Complaining about the same situation, Ercilasun also said, "A good mother tongue education is expected to have solved the pronunciation issue as early as high school. However, unfortunately, this is not the situation in our country. Therefore, we are faced with many pronunciation problems." [2] He expressed his views on the pronunciation issue in our country. It is known that at the time when Ergin wrote the article, quality education was provided in primary and secondary schools. Considering that although a much higher quality education was provided in the 1960s than today, Ergin's article mentions problems related to pronunciation, it is probably not an exaggeration to say that the situation is extremely bad today. Ercilasun has already summarized the current situation very briefly in his statements above.

Are our teachers working in educational institutions sufficient and careful about the pronunciation of Turkish? Based on our observations in our teaching career, we can say that some of our teachers are not competent in this regard and do not act carefully at all. This is due not only to their own flaws, but also to the fact that only measuring knowledge and ignoring skills in the education given to them in primary, secondary and higher education. We should not forget that every teacher working in our schools is actually a Turkish teacher. Language concerns not only the Turkish teacher but also other teachers. As a matter of fact, this issue was also mentioned in the Primary Schools Turkish Education Program. Therefore, not only Turkish and literature teachers, but also other branch teachers are responsible for the language of our children, young people and even adults.

As we stated above, Turkish and literature teachers should first do their part in pronunciation education. In this regard, there are some principles that teachers should pay particular attention to regarding pronunciation education in Turkish and literature classes in our schools. We can briefly express these principles included in M. Sani Adıgüzel's work titled *Turkish Teaching Methods* as follows [1]:

"one. There should not be a separate lesson for pronunciation.

2. The necessary relationship should be established between pronunciation, spelling and punctuation.

3. Turkish pronunciation dictionary should be taken as basis in teaching pronunciation.

4. Pronunciation teaching should be done through certain texts.

5. Rhymes should be used in teaching pronunciation.

6. Pronunciation teaching should be based on distinguished works of Turkish literature.

7. One of the Turkish exams must be taken as an oral exam.

8. Teachers should pay attention to their pronunciation while teaching.

9. Competitions in which students participate should be organized to teach pronunciation."

What method should be followed in pronunciation training, taking into account the principles mentioned above? First of all, we should point out that the method to be used in pronunciation education should be chosen in accordance with the age level of the students. For example, for primary school students, the inductive method should be preferred by first giving an example and then giving a rule. Because the understanding levels of children in this period range from concrete to abstract. Since the

level of understanding of children in education levels after primary education is from abstract to concrete, the deductive method should be used by giving rules first and then examples [1].

What is the situation like in our universities today? It would be appropriate to touch upon this issue in general terms. There is a course called "Speaking Education" that is taught for one semester in the Turkish departments of our universities. However, it is clear that this course cannot be considered as a diction course. Because the "Speaking Training" course has a wide range of topics. As Temizyurek states, speaking, which is a very broad concept, is an activity composed of "intertwined concepts such as voice, pronunciation, narration, understanding, agreement and communication". Therefore, diction is included only as a topic in this course. However, in a separate diction lesson, many exercises and applications are made for the person's pronunciation. Today, unfortunately, there is no separate diction course in Turkish departments. Even if there are courses on this subject in communication faculties, it is understood from the use of Turkish on radio and television by students graduating from these schools that the education provided is not sufficient.

Most of us know how sensitive France is about French. The incident described below by Tarik Bugra regarding the importance the French attach to pronunciation clearly shows the difference between our country and France [1]:

"Dr. Adnan Adivar is a member of a physics jury at Sorbonne University. Although a French student who took the exam answered all the questions correctly, the jury president, the French professor, told the student that he was not successful. Thereupon, Adivar asks the jury president why the student was considered unsuccessful even though he answered every question correctly. The French professor's answer is: Monsieur Adivar, haven't you ever paid attention? The student mispronounced three French words."

While the above incident shows, on the one hand, France's meticulousness regarding language, on the other hand, it almost shows us that we do not give due importance to language and pronunciation in our country. The following question immediately comes to mind here: Have we always been this indifferent and careless about pronunciation? No, we weren't. For example, we understand the meticulousness and sensitivity of the enlightened group in terms of pronunciation in Istanbul, which was once the capital of the Ottoman Empire and the center of culture and civilization, from the following words of Nuzhet Shenbay: "In the past, when intellectuals spoke, they were careful to make clear, clear sentences and They especially paid attention to the 'Istanbul pronunciation' and accepted it as the 'correct pronunciation' in the Ottoman language. In fact, so much so that they would measure the talents of educated people coming from the provinces by whether they could understand the 'Istanbul pronunciation', and they would blame that person's incompetence by saying, 'He has been trampling on the pavements of Istanbul for so many years, but he still hasn't been able to correct his language!'" [5]

Today, it is not possible to find students in our country who are considered unsuccessful because of pronunciation, as in France. Some of the pronunciation mistakes we hear from our students from time to time are not at all welcome mistakes. For example, some young people who will teach Turkish cannot pronounce words such as "necessity, paper", whose first syllables must be long and thin. The most radical way to eliminate similar situations is to admit students to education faculties, especially Turkish and Literature departments, through a special aptitude test. Because students who will graduate from these departments need to use the language in the best way possible. Otherwise, we will encounter Turkish and literature teachers who cannot pronounce some words.

At the beginning of our article, we said that we would touch upon the situation of the pronunciation problem in our country on the education and training front as well as on radio and television. Regarding the subject, the following words of Ercilasun clearly reveal the responsibilities of radio and television channels regarding the correct use of language and pronunciation: "Radios and televisions of a country are not only obliged to comply with certain professional broadcasting principles; They are also obliged to use the language of that country flawlessly and accurately and to represent it in the best possible way. The place to learn the standard language is undoubtedly in schools; However, recently the function of radio and television in this regard has almost surpassed that of schools. First of all, people are faced with learning how to pronounce words correctly and use them in the right place and meaning from radio and television. Particularly frequent mistakes in broadcasting media lead the public to perceive them as correct forms; thus incorrect forms spread rapidly. Therefore, radio and television stations have a greater responsibility than other organizations to pay attention to Turkish." However, unfortunately, we see that the radio and television channels in our country cannot fully fulfill the duties stated here. As a matter of fact, the fact that we encounter many pronunciation and language errors while watching any television channel shows this.

We express, from time to time, that there is a danger of the use of incorrect language and pronunciation errors spreading on radio and television. Leylâ Karahan also touches upon this danger and expresses how the language is corrupted as follows: "Radio and television technology has increased the speed of spread of linguistic errors and expanded their spread area. Sometimes, a personal language error becomes known to the whole society in a very short time, unknowingly and unintentionally, through radio and television channels, thus causing the language to undergo an unnatural change that is contrary to its own rules. This means corruption of the language.

Audio broadcasting, due to its nature, faces a language problem that is not seen in written broadcasting: incorrect or non-standard Turkish pronunciation (pronunciation), stress and intonations. The sound structure and sound value of Turkish words and the origins of these sounds are clear; Word and sentence emphasis and intonation are not random. This order can be disrupted due to lack of personal knowledge, insufficient education and tendencies of local dialects that are contrary to standard Turkish, which must be eliminated through education, and like other language mistakes, these mistakes reach the ears of millions of people through radio and television channels and become widespread." [4]

According to Karahan, the language problems experienced in society are essentially due to the inadequacy in Turkish education: "The main reason for all language problems and, of course, the problem of local pronunciation is the inadequacy of Turkish education. Even though some people have completed their vocational education, they cannot eliminate the language characteristics they acquired from the region and family environment where they grew up. Some of them are not aware of their flaws; Even though some of them know their flaws, they do not make any effort to correct them. In fact, there are those who see its pronunciation, which is contrary to standard Turkish, as a feature that determines the local identity, not a flaw. As can be seen, the problem grows when inadequate education, which is the source of the problem, is combined with indifference and indifference towards the language. Using Turkish correctly should not be considered as one of the characteristics that a journalist, a programmer or a presenter who makes his/her voice heard by millions should have, since such people have always been able to find a place for themselves on radio and television channels." As a matter of fact, despite these findings and warnings, it is remarkable that many people who make language and pronunciation errors on radio and television continue to make the same mistakes, showing our insensitivity on this issue.

In this article, where we theoretically discuss the education and radio and television aspects of the pronunciation problem in Turkey, we could actually list many pronunciation errors we have identified. However, we plan to write about the pronunciation errors we frequently encounter in another article. Let us reiterate that in our country, all our educational institutions and media organizations have many duties regarding the correct pronunciation of Turkish and the correct use of the language. The situation in our country today is not very encouraging. This shows that the institutions and organizations we have just mentioned cannot properly fulfill their duties and responsibilities. The most important point that should be emphasized in this regard is to recognize the irresponsibility before it becomes a problem and to implement the solution to the problem as soon as possible.

References

1. Adiguzel, M.S., *Turkish Teaching Methods*, Yeryüzü Publishing House, Ankara, 2004.
2. Muharrem E., "Turkish Language and Grammar Teaching", *Turkish Culture*, February 1995, Year: 33, Issue: 382, p. 65-67.
3. Ahmet E.B., "Turkish Used in Radio and Television Broadcasts in Terms of Compatibility with the Structure of Turkish", *Use of Turkish Language in Radio and Television Broadcasts - Communiqués, Temporary Advisory Board Meeting, 25-26 November 1998, 1st Edition, TRT General Secretariat Printing and Publishing Directorate Offset Facilities*, Ankara, 1999, p. 31-36.
4. Karahan L., "The Problem of Local Pronunciation in Radio and Television Broadcasts", *Use of Turkish Language in Radio and Television Broadcasts - Communiqués, Temporary Advisory Board Meeting, 25-26 November 1998, 1st Edition, TRT General Secretariat Printing and Publishing Directorate Offset Facilities*, Ankara, 1999, p. 53-57.
5. Shenbay N., *The Art of Words and Diction*, Yapı Kredi Publications, Istanbul, 2005.
6. Temizyurek F., "The Place and Importance of Speaking Training in Turkish Language Teaching", *Gazi University, Institute of Educational Sciences, XII. Educational Sciences Congress-Proceedings, Vol. IV*, Ankara, 2004, p. 2769-2784.

UNDERGRADUATE AND POSTGRADUATE MEDICAL EDUCATION: DEVELOPMENT OF PROFESSIONAL COMPETENCES

Lazurenko Olena

*Ph. D, Candidate of Psychological Sciences, docent
Assistant Professor of the medical and general psychology department,
National O.O. Bogomolets Medical University, Ukraine*

The professional formation of a doctor's personality is a long-term process aimed at the development of professionalism, involves the formation of professionally important competencies, individual properties and ways of performing professional duties in the process of professional self-realization in the conditions of professional education and activity.

Master program "Medicine" of the Bogomolets National Medical University comprises 360 credits, with 90 credits (25%) allocated to elective courses and compulsory courses of 270 credits (75%) in the European Credit Transfer and Accumulation System (ECTS). Among these, 28.52% focuses on developing general competencies, and 71.48% is dedicated to specific (professional) competencies. The program places the highest emphasis on professional training, with 194 ECTS credits designated for this purpose. The study of essential professional competencies occurs in a structured and logical sequence during clinical disciplines. Fundamental medical skills are learned in propaedeutic disciplines of therapeutic, surgical, and pediatric specializations. Further learning and mastery of all required professional competencies continue throughout most of the courses in the professional education. Training in emergency medicine is provided not only during most clinical disciplines but also as two mandatory educational components: "Anesthesiology and Intensive Care" and "Emergency Medical Assistance." The "Medicine" master program also includes an educational component that allows students to acquire clinical competencies for alleviating suffering and improving the quality of life in incurable patients. This component, "Palliative and Hospice Medicine," involves clinical training in palliative and hospice care. Significant attention is given to disease prevention and the impact of health issues on patients and their families through subjects such as "Hygiene and Ecology," "Social Medicine," "Public Health," "Hygienic Disease Prevention," and "Healthcare Organization." The program includes 30 credits for clinical training, encompassing key medical fields like internal medicine, surgery, pediatrics, obstetrics, gynecology, and palliative and hospice care. These clinical trainings take place in relevant hospital departments and medical centers and incorporate modern simulation teaching methods. The "Medicine" master program also contains an obligatory component, "Training of Reserve Officers," within the field of knowledge 22 "Healthcare" with specialization 222 "Medicine." This component covers military hygiene, the organization of medical support for the population and the military, pre-medical aid in extreme situations, military field surgery and therapy, and military epidemiology. Individual educational trajectories for students are supported through several procedures, including informing them about the list of elective courses, independent selection of elective courses from the available options in the curriculum and the university-wide list of elective courses, creating an individual starting plan for each student, granting academic leave, and facilitating academic mobility.

To achieve the learning outcomes, the following teaching methods are used in the "Medicine" Master curriculum: lectures, practical sessions, seminars, consultations, self-study, clinical training (practice classes), and student research. The development of competencies is supported through the implementation of various teaching methods, including organization, implementation, stimulation, motivation, and control of the effectiveness of educational and cognitive activities. This utilizes binary, integrated, individual-oriented, training, and information and communication technologies. Clinical training includes both practice sessions and educational internships. Clinical disciplines are studied at clinical departments, where students acquire professional competencies using modern simulation teaching methods and real-life situations with patients. The "Medical Simulation Training Center of the Bogomolets National Medical University" provides students with the opportunity to practice their clinical competencies and prepare for Objective Structured Clinical Examinations (OSCEs), which are an essential component of student certification. During practice and laboratory classes, students revise their knowledge, acquire skills, and practice using them in professional situations. They also learn to make independent decisions to solve professional tasks.

In the University, the main document that regulates the system of continuous professional development for academic staff is the "Regulations on Professional Development and Fellowship for

Academic Staff at the Bogomolets National Medical University" approved by the University's Academic Council. The Regulation provides that the purpose of professional development and fellowship within the framework of continuous professional development is to improve the professional training of academic staff by expanding their professional knowledge and skills, as well as gaining experience in performing additional tasks and acquiring additional responsibilities. The professional development of academic staff is regarded during the competition for the positions or when concluding employment contracts.

The main objectives of professional development and fellowship for academic staff are to improve previously acquired and/or acquire new competencies within the scope of their professional duties or field of knowledge, taking into account the requirements of the relevant professional standard. It also aims to gain experience in performing additional tasks and responsibilities within their specialty and/or profession and the position they hold. Furthermore, it focuses on developing and enhancing various competencies, such as digital, managerial, communication, media, inclusive, and linguistic competencies, among others.

Academic staff have the opportunity to enhance their qualifications both directly at the University and in other institutions, based on agreements. They can pursue professional development both within Ukraine and abroad. In the case of professional development and fellowship with release from their regular work (main place of employment), the staff are entitled to guarantees and compensation as provided by the legislation of Ukraine. The professional development of University staff is carried out through various methods (education programs, fellowships, participation in certification programs, training sessions, seminars, practical workshops, conference seminars, training seminars, webinars, masterclasses, etc.) and in different formats (institutional, dual, on-the-job, etc.). The type of professional development is chosen by the staff members themselves, taking into account their own professional background and the needs of the department.

Therefore, determining the conditions for the formation and development of professional competences of doctors is an urgent task for undergraduate and postgraduate medical education, which will ensure the possibility of formation of professional competences and the transition to continuous lifelong learning and ensure its effectiveness.

References

1. Lazurenko O.O. Rozvitok profesijno-psihologichnih kompetencij majbutn'ogo fahivcya u suchasnij medichnij osviti / O.O. Lazurenko / Innovacijni tekhnologii v nauci ta osviti. Yevropejs'kij dosvid // Materiali mizhnarodnoi konferencii 21-24 listopada 2017 r., m. Viden', Avstriya (u 2-htomah). Tom 1. S. 117-122.
2. Lazurenko O.O. Tendencii modernizacii profesijno-psihologichnoi pidgotovki likariv: kompetentnisnij pidhid / O.O. Lazurenko // Psihologichnij chasopis №1 (11) 2018. S. 87-100.
3. Lazurenko O.O., Tertichna N.A. Kompetentnist' yak cinnisna orientaciya u profesijnij pidgotovci medichnogo psihologa / O.O. Lazurenko, N.A. Tertichna / Osobistist' ta ii istoriya: Zbirnik materialiv VII Mizhnarodnoi naukovopraktichnoi konferencii. m. Nizhin, 2018. S. 103-105.

CONFLICT SITUATIONS IN PEDAGOGY AND WAYS TO COME OUT OF THEM**Ismailova R.B.**

*Candidate of pedagogical sciences, senior lecturer.
Almaty Technological University
(Almaty, Republic of Kazakhstan)*

Sabit R.

*1st year Master's degree student of Almaty Technological University,
Faculty of Food Technology
(Almaty, Republic of Kazakhstan)*

Smagul Zh.E.

*1st year Master's degree student of Almaty Technological University,
Faculty of Food Technology
(Almaty, Republic of Kazakhstan)*

Abstract

Conflict is an unchanging attribute of our life, an objective reality, a given from which we cannot escape. Whether they are good or bad, they were, are and will be. A person must come to terms with this thought. It is futile and dangerous to ignore the ripening conflict, turn a blind eye to it and convince everyone and yourself that it does not exist. But at the same time, the conflict does not disappear on its own; it only takes a hidden, protracted, and therefore more dangerous form. Denying the existence of a conflict deprives the opposing sides of the opportunity to resolve it. On the contrary, by recognizing the existing conflict and discovering its roots and causes, participants get a chance to resolve it and change the situation for the better. To realize this chance, you need a desire to resolve the conflict, knowledge of conflict resolution methods and the ability to manage a conflict situation.

Keywords: *conflict, pedagogy, individuality, learning, solution.*

In modern society, conflicts are absolutely commonplace. When talking about conflicts, the first thing we associate them with is aggression, disputes and hostility. But it is worth remembering even from our own examples that they sometimes help make decisions, positively promote relationships and, in many cases, problems that were hidden. But be that as it may, conflicts must be resolved.

You can approach conflict in different ways. In everyday human life, the attitude towards him is negative. And this can be understood psychologically: people are too tired of endless conflicts, wars, problems and stress. A normal healthy person wants to live in a calm, cloudless world, in harmony with himself and those around him. However, conflicts have always existed and, unfortunately or fortunately, they exist and will continue to exist in the future. Teaching children to positively resolve conflict situations is the most important function of the educational environment. It is extremely necessary to engage in timely diagnosis and prevention of conflicts in the educational environment of teams.

Conflicts can arise between teachers and students, parents and teachers, and between teachers and school administration. However, it is important to realize that conflicts are not always negative. They provide participants in the educational process with the opportunity to grow and improve the quality of education.

The first category of conflicts involves clashes between teachers and students. They can arise due to differences in learning styles, misunderstandings, or even behavioral problems. Teachers must be able to communicate with students with respect, show tolerance and listen to them. Effective conflict resolution in this area requires the ability to individualize instruction to meet the needs of each student.

The second category of conflict involves disagreements between parents and teachers. Parents may have high expectations for their children's education, and this can cause misunderstandings and disagreements with teachers. Open and honest communication between parents and teachers plays an important role in resolving such conflicts. It is important that both parties see each other as partners in the education of children and strive to cooperate.

The third category of conflicts is disagreements between teachers. Teachers may conflict due to differences in the distribution of responsibilities, teaching methods, or professional differences. In such

cases, it is important to take a professional approach to conflict resolution, including open dialogue and mutual respect for differences.

The fourth category of conflict involves clashes between teachers and administration. Administrators and teachers may disagree regarding working conditions, professional development, and school management. Resolving such conflicts requires adherence to professional standards and procedures, as well as support and training for teachers.

The first step in getting out of a conflict situation in pedagogy is understanding and awareness of the conflict. This means recognizing that conflict exists and identifying its source. It is important to find out which interests and needs are involved and which parties are affected. Next, you should take active measures to resolve the conflict. Here are some practical steps that can help in this process:

Establish open and respectful communication: It is important to establish dialogue between all parties to the conflict. Participants should feel that their point of view is respected and heard.

Search for alternative solutions: Instead of sticking to your position, try to jointly look for alternative ways to resolve the conflict. This may involve compromises or changes in the educational process.

Cooperation and Partnership: It is important to see all parties to the conflict as partners working towards a common goal - improving education. Joint efforts and cooperation can be the key to successful conflict resolution.

Conflict situations in pedagogy are inevitable, but they can be effectively resolved taking into account mutual respect and a professional approach. Constructive resolution of conflicts can help improve the educational process, strengthen relationships between all participants in education and, of course, improve the quality of children's education.

Conclusion.

Conflict resolution in pedagogy plays an important role in providing a supportive and productive educational environment. Conflict resolution in pedagogy requires competence and emotional skill on the part of teachers. They must be prepared to actively listen and communicate with students, parents and colleagues to understand their needs and concerns. Educators must also have mediation and mediation skills to help parties resolve disputes and find compromise solutions.

When resolving conflicts in pedagogy, it is important to take into account the individuality of each participant, the characteristics of the situation and the context of the educational process. A constructive approach based on mutual understanding, cooperation and the search for mutually beneficial solutions contributes to the creation of a harmonious educational environment in which students can develop effectively.

Educators must also be willing to engage in professional development and training to improve their conflict resolution skills. This will allow them to effectively respond to difficult situations, reduce tension and create conditions for constructive interaction in the educational environment.

Overall, conflict resolution in pedagogy requires patience, emotional intelligence, and professionalism on the part of educators. This creates a positive and supportive learning environment where each participant can feel respected, heard and able to achieve their potential.

References

1. Andreev, V.I. Fundamentals of pedagogical conflictology /.
2. Bermus A. G. Practical pedagogy. Tutorial. M.: Yurayt, 2020. 128 p.
3. Andreev, V.I. Conflictology. The art of disputes, negotiations, conflict resolution / V. I. Andreev - M.: Education, 2005. - 67 p.

DEVELOPMENT OF THE ENGLISH LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS IN GRADES 10-11 THROUGH PODCASTS

Kenzhegozhina K.S.

PhD, Acting Professor of L.N. Gumilyov Eurasian National University,
Kazakhstan, Nur-Sultan

Shaku I.N.

2nd year Master's degree student of K.Zhubanov Aktobe Regional University",
Kazakhstan, Aktobe

Abstract

Podcast is a digital recording which contains a recorded programs from television, radio, and interviews. Many researchers have discussed about the podcast as an alternative teaching media to support students developing their speaking skills. This research article aims at finding out if there is a significant improvement on students' speaking skills by using this Podcast. The finding showed that there was a significant improvement of the students' speaking skills performance after undertaking treatments. Thus, podcast media can be used as one of the alternative media in teaching English especially speaking skill in EFL classes.

Keywords: Podcast media, speaking skills, teaching speaking, intellectual and cognitive abilities, speech development

Mastering the communicative competence of a foreign language is very difficult if you are not in the country of the language being studied. Therefore, an important task for teachers is to use various methods and techniques of work to create real and imaginary communication situations in foreign language lessons. From this point of view, communication skills and the ability to communicate are the most important.

The use of modern digital technologies makes it possible to increase the motivation of students, also to develop their cognitive activity, to ensure the quality and effectiveness of independent work in the learning process.

In the process of real communication, non-situational statements do not cause reactions of the interlocutor, while in the process of learning, the position of the student obliges him to respond to such statements. But the benefit from this is minimal, because speech units, being deprived of situational correlation, do not associate associatively with either relationships, speech tasks, motives, feelings, etc., therefore, they either disappear from memory or remain in it, but are not called at the right moment when a communicative need appears in them[1].

If speaking training is organized as a process of constantly solving speech-thinking tasks, then a connection of speech units with everything necessary is created, which ensures the ability of the learned speech material to be transferred to new situations. Speaking is a productive (expressive) type of speech activity, through which oral-speech communication is carried out together with listening. Speaking is the most difficult type of speech activity, the mastery of which is fraught with great difficulties. These difficulties are due to the complexity of the process of generating a speech utterance, which is far from simple and takes place in the native language, since it is associated with the formulation of thought by means of the English language.

The integrative purpose of teaching a foreign language in school is the formation of elementary communicative competence of a younger student at an accessible level in the main types of speech activity: listening, speaking, reading and writing. Elementary communicative competence is understood as the ability and willingness of a junior student to carry out interpersonal and intercultural communication with native speakers of the foreign language being studied in oral and written forms in a limited range of typical situations and areas of communication available to a junior student. Therefore, learning a foreign language in school is aimed at achieving the following goals[2].

1. Formation of the ability to communicate in a foreign language at an elementary level with teacher, the volume of speech capabilities and needs of younger schoolchildren in oral (listening and speaking) and written (reading and writing) forms; introducing children to a new social experience using a foreign language: introducing younger schoolchildren to the world of foreign peers, with foreign

children's folklore and accessible examples of fiction; fostering a friendly attitude towards representatives of other countries;

2. Development of speech, intellectual and cognitive abilities of younger schoolchildren, as well as their general academic skills; development of motivation for further mastering a foreign language;

3. Education and versatile development of a younger student by means of a foreign language.

With the volume of formulated goals the study of the subject "Foreign language" is aimed at solving the following tasks:

1. Formation of ideas about a foreign language as a means of communication, allowing to achieve mutual understanding with people who speak or write in a foreign language, to learn new things through sounding and written texts;

2. Expanding the linguistic horizons of younger schoolchildren; mastering elementary linguistic concepts available to younger schoolchildren and necessary for mastering oral and written speech in a foreign language at an elementary level;

3. Ensuring the communicative and psychological adaptation of younger schoolchildren to the new language world in order to overcome the psychological barrier in the future and use a foreign language as a means of communication;

4. The development of the personal qualities of the younger student, his attention, thinking, memory and imagination in the process of participating in simulated communication situations, role-playing games; in the course of mastering language material; The development of the emotional sphere of children in the process of educational games, educational performances using a foreign language;

5. Introducing younger students to a new social experience at the expense of playing different roles in a foreign language in game situations typical for family, household, educational communication;

6. Spiritual and moral education of the student, understanding and observance of such moral foundations of the family as love for loved ones, mutual assistance, respect for parents, care for the younger;

7. Development of cognitive abilities, mastering the ability to coordinate work with different components of the educational and methodological kit (textbook, workbook, audio application, multimedia application, etc.), the ability to work in pairs, in a group .

Podcast as Language Learning Material In this global era, being able to speak English is essential for people to communicate with global community[3]. To help non native speakers to learn to speak this language, there are many kinds of technologies invented. According to Marshall , new opportunities can be gained by using technology[4]. It offers users to connect with people around the world and gives a lot of unique perspectives and experiences. There are a ton technologies invented, and one of those which provides material for language learning is called the podcast. The podcast, an uploading audio or video file to the internet, has emerged as sources in the academic field, and it provides many kinds of material in learning.

The podcast is a recorded audio/video file uploaded to a website, so the website users can download freely and listen to it later time. Kavaliauskienė (2008) states that podcasts have given the language teacher numerous materials for teaching. Users can download it freely without any registration and no fees required. They can choose a kind of discussion topics that was provided when they want to know something. Obviously, Rosell-Aguilar and Fernando wrote "The podcast was a convenient and easy to use format[5]." As was previously stated, podcast is surely easy to access, it would be attractive, and it motivates the students in learning. In supporting this research, the idea of using podcast media is based on some following statements from the experts, in order to see the improvement of students' speaking skill. A number researchers have revealed the positive fruitions that podcasting can assist language education. Since the podcast is as one of the alternatives, the teacher can fairly easy to provide an authentic material in teaching. Podcast media affirmatively shows good point for students in case of it would bring the students closer to the target language, and it affects students' attitude and motivation. In other studies, as pointed out by Mohammadzadeh that podcast materials can boost students' motivation and help them become more independent and confidence in speaking[6]. By using podcast media, the teacher can support the students in building self-confidence and the learning situation enjoyable. This self-confidence may be raising due to their ability to understand the rhetoric of a particular topic as a result of listening repetition dan oral performance .This understanding makes them find the learning process is enjoyable. This study assumes that the podcast media gives contribution for the students in improving their speaking performance.

As aforementioned, that the availability of podcast on the internet, becomes one of the learning materials in teaching and learning. The podcast contains modes of instruction issues in teaching and

learning. The teacher could use the podcast as a media at improving students' speaking skill. Furthermore, the use of this media stimulates students' interest as well. Indeed, a talk in the podcast provides every component in speaking namely, the background setting of conversation, the body movements, cultural atmosphere clearly and communicative competence. In brief, through a ton of positive experience by means of using the podcast in learning. Then, students would be able to have more motivation in learning a language. This leads them to better performances in their intelligibility, fluency, and accuracy.

The authors of the podcast offer **6 stages of** speech preparation:

1. To hold a discussion	Discussion among students of issues related to the topic of global warming. The questions themselves are compiled by the teacher independently to provide the reference material to the students
2. Work in pairs/micro-groups	Students are offered a number of words, the translation of which they discuss. Accordingly, the work will be carried out with the already available material for phonetic charging. The following words are highlighted in this podcast: CO2 / atmosphere / five million years ago / warning sign / scientist / South Pole / global warming / human activity / natural gas / arctic ice / sea levels / melt ice.
3. Case study	Students are asked to fill out a table with information about what changes global warming will entail for people living in different regions. Then, they are invited to exchange their records. This task contributes to the development of such a type of speech activity as writing.
4. Introduction of new vocabulary.	Unlike paragraph 2, words related to the topic of global warming are introduced here: Global warming / environmental pollution / chemical weapons / overpopulation / water wars / cybercrime / species extinction / killer viruses.
5. Compiling a microchip of words	The task is to compile a microchip of words that can be associated with the concept of CO2. If students have difficulties in compiling a chip or their level of English proficiency is not high enough, the teacher can offer them his own version.
6. Tasks for the development of semantic and linguistic probabilistic forecasting:	□ Right/ Wrong. (True/False). It consists of 8 sentences and is aimed at semantic forecasting; □ Matching synonyms. (Synonym match). This task helps students to make lexical and semantic connections and replenish their vocabulary

[a table is created by authors]

Conclusion

The researchers concluded that the podcast media demonstrated positive fruitions on students' speaking achievement. In addition, this media could cope with students' problems in speaking, such as incorrect pronunciation and not good fluency. Where these problems only procured them unexpected score to pass Minimum Completion Criteria in the test conducted by the researchers. Obviously, after post-test was held, the students' score was increased; it implies that their speaking performance have improved. Given this point, applying podcast media in teaching speaking showed positive result in assisting students to improve speaking performance especially pronunciation and fluency.

For teachers, this media is appropriate to be implemented in the classroom. This helps teachers to improve students' speaking skills and to provide correct teaching materials. Nowadays, teachers do not need to worry about how to provide suitable material for teaching. There are many materials available on the internet. Thus, the podcast is recommended for a teacher in solving problems, for example finding out appropriate material for students. The teachers only need to download it for good. There are a ton of podcast materials stored in what is called the internet which are free to download.

References

1. Brown, H. D. (2016). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco: Longman Inc.
2. Brown, H. D. (2018). *Language Assessment. Principles and Classroom Practices*. New York: Longman

3. Samad and Fitriani, 2016. *Podcasting as a language teaching and learning tool, Case Studies in Good Practice*. 10(3), 31–39.
4. Marshall L. (2005). *Podcasting craze comes to K-12 schools. Technology in Education*, (Online), Retrieved January 29, 2017
5. Chan, W. M., Chi, S. W., & Lin, C. Y. (2011). *Students' Perceptions of and Attitudes towards Podcast-Based Learning – A Comparison of Two Language Podcast Projects. Electronic Journal of Foreign Language Teaching*, 8(1), 312-335.
6. Chaney, A. L., & Burk, T. L. (1998). *Teaching oral communication in grades k8*. Boston: Allyn & Bacon.
- Duong, T. M. (2014). *An Investigation into Effects of Role-Play in an EFL Speaking Course. Global Journal of Foreign Language Teaching*, 4(2), 81-91.
- Fitria, U., Vianty, M., & Petrus, I. (2015). *Using Podcast to Improve Students'.*

Pharmaceutical sciences

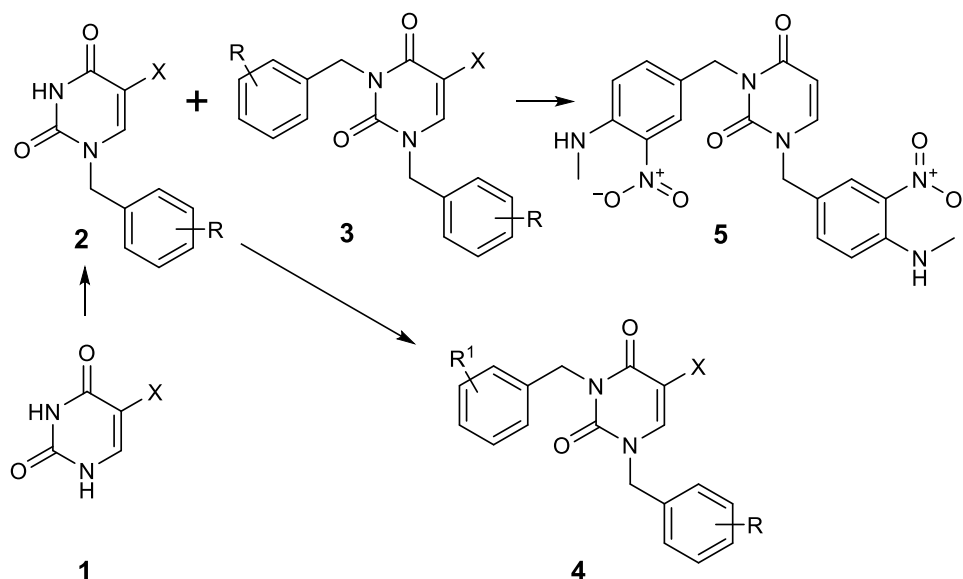
SYNTHESIS OF N-ALKYLATED PYRIMIDINES AS ANTIMETABOLITES OF NUCLEIC ACIDS METABOLISM

M. S. Safaryan
S. G. Israelyan
A. S. Sumbatyan
M. R. Hakobyan
A. A. Harutyunyan

Scientific Technological Center of Organic and Pharmaceutical Chemistry (STCOPHCH),
Azatutyun ave, 26, Yerevan, 0014 Armenia

Background. N-Alkylation of nitrogen-containing heterocycles is one of the effective ways of chemical modification of biologically active molecules in medicinal chemistry, which makes it possible to obtain new prodrug forms of drugs with improved pharmacodynamics and chemotherapeutic properties. In particular, this approach is widely used in the preparation of active transport forms of drugs based on 5-halopyrimidines and, in particular, 5-fluorouracil. 5-Fluorouracil and its derivatives, even more than 60 years after the discovery of anticancer properties, remain one of the main drugs in chemotherapy protocols for tumor diseases of various localizations [1,2]. In turn, other 5-halogenouracils, namely 5-bromo and 5-ioduracils, are a promising structural basis for the search for new anticancer, antiviral and antituberculosis agents [3].

Purpose of the study. Continuing research on the synthesis of new antimetabolites in the series of N-alkylated pyrimidines **1** [4], in this communication we describe the synthesis of new N¹-mono- and N¹,N³-bisubstituted 5-halogenuracils **2-5** (Scheme 1):



X = H, F, Br, I; R, R¹ = 2,4-Me₂, 3NO₂-4-MeO, 3NO₂-4PrO, 3-NO₂-4-C₅H₁₁O, 2-MeO-5Cl, 2-EtO-5Cl, 3-Br-4-MeO, 2,4,6-Me, 4-F.

N-Mono- and N¹,N³-bisubstituted uracils and 5-halogenuracils **2** and **3** were obtained by alkylation of pyrimidines **1** with benzyl chlorides in the DMSO/K₂CO₃ system. Unsymmetrical bis-derivatives **4** were obtained by repeated alkylation of mono-derivatives **2** with another substituted benzyl chloride. The X-ray structure of 5-chloro-2-ethoxybenzyl-5-fluoropyrimidine-2,4(1H,3H)-dione (**6**) is shown in Fig. 1.

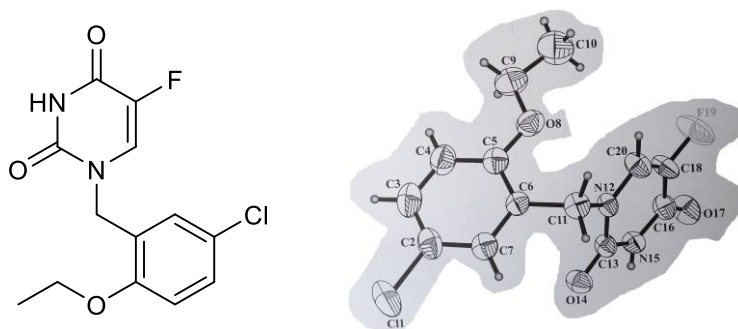


Fig 1. (5-Chloro-2-ethoxybenzyl)-5-fluoropyrimidine-2,4(1H,3H)-dione (6).

N-Bismethylamino derivative of uracil **5** was synthesized by amination of bis-*N*¹,*N*³(3-NO₂-4-MeO)benzyluracil with methylamine. The synthesized library of *N*-substituted pyrimidines is constructed on the principle of combining polar (P) and nonpolar (N) groups in the molecule, which makes it possible to trace the influence of substituents with different electronic characteristics in the side chains and in different positions of the cycle on biological activity. For this purpose, phenyl groups contain substituents with opposite electronic effects: methyl groups with +I- and +M effects, Cl, Br atoms and alkoxy groups with -I- and +M effects, and a NO₂- group with -I-, -M-effect in various positions (Fig. 2).

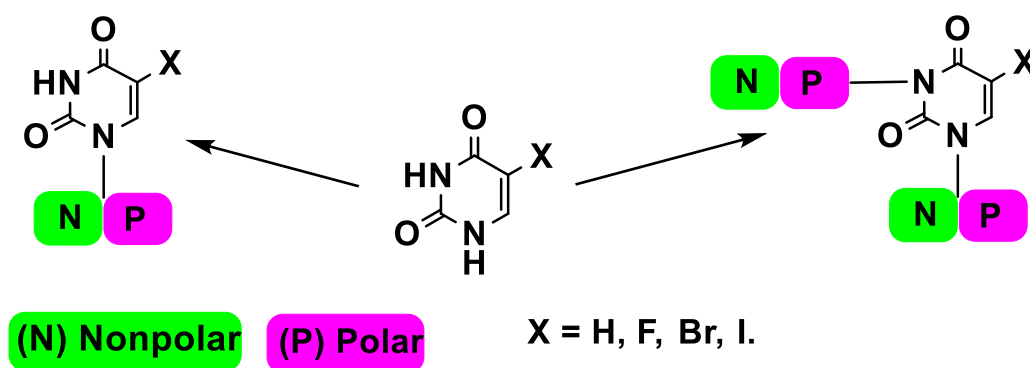


Fig 2.

Fig. 2. Combinations of polar and nonpolar groups in synthesized pyrimidines.

Based on the NOESY spectra, previously obtained data were confirmed that the monoderivatives of alkylated uracils and 5-substituted uracils are *N*¹-regioisomers. Note that since the radiosensitizing properties of the 5-fluorouracil derivative **2** (X = F, R = 3-NO₂-4-MeO-C₆H₃) were previously established, at this stage, its previously undescribed *N*³-alkylated derivatives were obtained.

Are carried out a study of the antitumor activity of compounds on a cell culture model of lung carcinoma using MTT and WST-1 tests (cell viability assays). According to previously received data, the level of cytotoxic activity of a number of studied pyrimidines exceeds the effectiveness of the control drug 5-fluorouracil. At this stage of work, research is ongoing to identify the mechanisms of cell death, in particular, oxidative stress, the antioxidant system, apoptosis, and necrosis are being studied [5].

Conclusions. Synthesized *N*¹-mono- and *N*¹,*N*³-bis-benzylsubstituted uracil and 5-halogenouracil derivatives with various combinations of polar and non-polar groups in the phenyl ring. A preliminary study of the antitumor activity of the synthesized pyrimidines is being carried out.

References

1. Sanduja M., Gupta G., Virmani T. J. Appl. Pharm. Sci., 2020, v. 10, №2, p. 129–146. doi: 10.7324/JAPS.2020.102019
2. Petreni A., Bonardi A., Lomelino C., Osman S. M., Al-Othman Z. A., Eldehna W., El-Haggag R., McKenna R., Nocentini A., Supuran C.T. Eur. J. Med. Chem. 2020, v.190, p. 112112 doi.org/10.1016/j.ejmech.2020.112112
3. Zupancic N., Ban Z., Matic J., Saftic D., Glavas-Obrovac L., Zinic B. Croat. Chem. Acta 2015, v. 88, N1, p. 43–52. <http://dx.doi.org/10.5562/cca2531>

4. Arutyunyan A.A., Mamyan S.S., Stepanyan H. M., Paronikyan R. V. *Khim.-Farm. Zh.*, 2013, v. 47, № 6, p. 19 – 21.
5. Harutyunyan A. A., Israelyan S. G., Safaryan M. S., Hakobyan M. R., Sumbatyan A. S., Dilanyan S. V. *Some Successes Organic and Pharmaceutical Chemistry. Collection of works. Armenia, Yerevan, 2023, issue 4, p. 112-135. ISBN 978-9939-1-1712-6*

Philological sciences

UDC 331.104+338

COMPETENCE-BASED APPROACH TO ASSESSING HUMAN RESOURCES IN THE DIGITAL AGE

A.A. Legostaeva

Ph.D. in Economics, Professor,

Karaganda University of Kazpotreboyz, Karaganda, Kazakhstan

T.E. Aimagambetova

Ph.D., Associate Professor,

Satbayev University, Almaty, Kazakhstan

I.V. Lapina

Senior teacher,

Karaganda University of Kazpotreboyz, Karaganda, Kazakhstan

Abstract

The article contains a chain of logical constructions, the "links" of which consist of well-known theoretical principles arising from the works of E. Toffler and M. Castells, as well as from the realities of the modern labor market, which presents the requirements of employers for the competencies that a specialist must have. Proposed formation of a system of competencies necessary for a modern specialist, consisting of two clusters: general corporate and managerial competencies. This will make it possible to develop competencies of university graduates that are adequate to market requirements, based on the recommendations of employers.

Keywords: competency-based approach, labor market, digital economy, social and labor relations, competency model

There is no doubt that the changes in the labor market and employment that we have observed over the past two or three decades are caused by the transformation of the traditional economy into a digital one. The postmodern society can state the transfer of the employer-employee relationship into virtual systems, which can be illustrated through the model of digital transformation of the labor market and employment, presented in Figure 1.

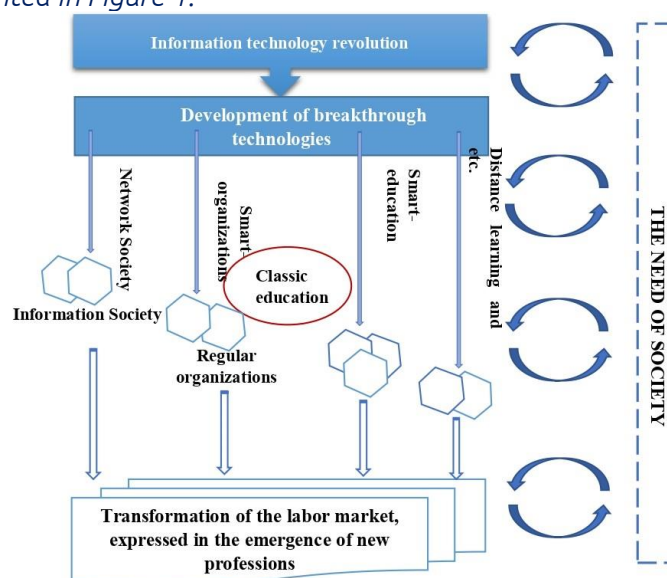


Fig. 1. The model of digital transformation of the labor market and employment

The vector of digitalization of the economy is changing the requirements of regulatory impact on human resources through changes in the content of professional competencies of a personal and corporate nature.

Thus, in the digital economy, the assessment of human resources is directly related to the training of graduates of organizations in accordance with the requirements of the modern labor market based

on a competence-based approach and the development of the latter to the level of requirements of specific organizations.

The specifics of postmodern society are network effects, which, according to M. Castels' definition, provide a "continuously flowing flow space", ex. the permanence of updating [1]. The trend of permanent renewal carries cumulative opportunities for the growth of the level of formed competencies, the effectiveness of knowledge management, the continuity of quality improvement, the principles of human-centricity, due to the change of technological waves [2].

E. Toffler called the "third wave" an "information wave", the innovations of which are intelligent systems in which the value of a creatively curious, creative, sociable, easily perceiving and adapting information to specific organizational tasks of an employee is high.

For example, in Kazakhstan, the current state mandatory standards of higher and postgraduate education (SES), the requirements for the level of training of students are determined on the basis of the Dublin descriptors of the first level of higher education (bachelor's degree) and reflect the acquired competencies expressed in the achieved learning outcomes. [3] Their content indicates compliance with the needs of the modern labor market formulated requirements for university graduates.

The labor market in Kazakhstan is co-adapting, and does not have a long-term strategy using its tactical potential, which increases the latency and stochasticity of processes provoking social tension. The postulates of the digital transformation of the labor market and employment should be: social guarantees and the possibility of employee adaptation. To do this, it is necessary to form a triad - an employer, a specialist, and organizations of higher and postgraduate education. Such cooperation will make the adaptation process continuous, which will provide social guarantees through the formation of professional competencies.

Indicators of success in certain activities of a company explicitly depend on the stability of professional and personal changes leading to the success of employees of this company. SMART principles of an employee have a direct impact on his performance – competencies.

Each company has its own set of behavioral indicators (reactions) that distinguish more successful employees from less successful ones – a set of key competencies. Behavioral indicator (reactions) is essentially a modification of the definition of behavioral competencies from the position of a characteristic of a person capable of achieving high results in work. This approach is common in US companies, where competencies are defined in terms of "basic characteristics of people", "excellent job performance", etc. This is due to the psychology of work, which includes the quality of personality in the concept of competence using the abbreviation KSAO:

- knowledge;
- skills;
- abilities)
- other.

The company's managers develop their own competency models, which are not just a list of individual competencies, but represent an integral system of competencies for categories of employees, taking into account the functionality and level of responsibility.

Coordination of competence models of companies with educational standards is solved when implementing a competence-based approach, taking into account the requirements for specialists in other - professional standards, which set out these requirements in the context of specific professions.

The modern practice of project management, in particular SHL, has developed standard universal models of competencies Inventory of Managerial Competencies, Universal Competence Framework [4].

We consider it expedient to form a system of competencies necessary for a modern specialist, which includes three clusters:

1. Cluster of general corporate competencies: persuasive communication, focus on quality, innovation, openness to change.
2. Cluster of managerial competencies: leadership, organization of activities, personnel development.
3. Cluster of behavioral competencies: Soft skills, hard skills, emotional empathy.

General competencies imply the ability to learn, existential competence, declarative knowledge, skills and know-how. This is the basis of any activity, including communication. Actually, communicative competencies belong to the category of universal competencies. They presuppose the ability to use the language system properly in any possible conditions. In fact, this means the ability to enter into a communication situation, to master the "technique" of communication. In turn, such a "technique" involves not only the development of linguistic means, but also extra linguistic abilities (the ability to take

into account standards and stereotypes of behavior, traditions and national mentality). A mandatory skill is mastering one's role within the framework of a future profession.

The theory of communicative competence is the basis of linguistic communicative competence and includes the following components (according to M. Canale and M. Svein):

- grammatical competence: vocabulary, phonetics, spelling, semantics and syntax (vocabulary, pronunciation, spelling, semantics and sentence formation);
- sociolinguistic competence (sociolinguistic competence): the correspondence of statements in form and meaning in a specific situation, contextual background;
- discursive competence (discourse competence): the ability to build holistic, coherent and logical statements in oral and written speech;
- strategic competence: compensation by special means of insufficient knowledge of language, speech and social experience of communication in a foreign language environment.

It is necessary to distinguish structurally communicative competence (hereinafter - CC) as knowledge of styles, types of speech and obtaining related skills and abilities and foreign language communicative competence (hereinafter - LCC). Communicative language competencies include a linguistic component, a sociolinguistic component, a pragmatic component and allow to carry out activities using linguistic means [5]. The transfer of these components into the sphere of a foreign language forms the LCC. Within the framework of the cultural paradigm of education, the socio-cultural component of the LCC is particularly significant, implying the possession of general cultural, sociolinguistic, thematic and country-specific skills.

Having defined for our purposes the structure of competencies and the place in this structure of the LCC, we turn to the interpretation of the concept of "foreign language communicative competence". According to E. V. Shuman, this term unites two most important components of the process of teaching foreign language communication: communicative and intercultural competence. "Communicative competence means a level of foreign language proficiency that would provide students with the opportunity to communicate fluently enough in a foreign language" [6, p. 12]. I. A. Winter by foreign language communicative competence means the formed "ability of a person to act as a subject of communicative activity of communication" [7, p. 37].

Undoubtedly, the formation of the LCC should be carried out taking into account the specifics of the student's future professional activity, if we are talking about a special profile education. The trend of recent decades has been the increasing role of the discipline "Foreign language" in non-linguistic universities, therefore, as part of the content of the training of a future specialist; LCC becomes one of the fundamental components along with professional training.

Structurally, the main components of a foreign language professionally oriented communicative competence include: linguistic, sociolinguistic, sociocultural, compensatory, strategic, and social competencies.

The transition to the digital economy, immersion in virtual reality modifies and expands the model of the labor market by including new forms of employment, modes and duration of work, geographical boundaries are erased. The traditional norms of personnel management are being replaced by innovative solutions that increase the importance of human capital. Modern management is replete with short-term projects, which changes the contour of social and labor relations in the market, determining them into a new quality (freelancing, crowdsourcing, crowdfunding, outsourcing). In this regard, the proposed three-cluster model will make it possible to form university graduates' competencies adequate to the requirements of the market, based on the recommendations of employers.

References

1. Кастельс М. Информационная эпоха. Экономика, общества, культура. - М.: ГУВШЭ, 2000. - 129 с.
2. Toffler A. Creating a new civilization: The politics of the Third Wave. // Joint Force Quarterly. - 1997.-№15. -Р.141-143
3. Государственный общеобязательный стандарт высшего образования Республики Казахстан.
4. Каталог дизайна моделей компетенций. SHL Russia CIS – ООО "Бизнес Психологи".
5. Зимняя И. А. Ключевые компетенции - новая парадигма результата образования // Высшее образование сегодня. 2003. № 5. С. 34-42.

6. Красильникова Е. В. Иноязычная коммуникативная компетенция в исследованиях отечественных и зарубежных ученых [Электронный ресурс]. URL: http://vestnik.yspu.org/releases/2009_1g/41.pdf (дата обращения: 14.04.2016).

7. Шуман Е. В. Возможности и перспективы межкультурной коммуникации на немецком языке в школе // Ученые записки Российского государственного социального университета. 2007. № 3. С. 12-19.

TOPICS PROTECTING OUR HISTORY

Arzu Karimova

Teacher of Azerbaijan State
Pedagogical University**Abstract**

Turkish history is the bitter-sweet, victorious-defeated past, and most importantly, the beginning of an honorable life path, a perfect human life. Although this idea sounds somewhat unusual, it is an indisputable fact based on the high path of the Turkish people in human history. The great Turkish nation, which created history, lived in a vast territory unlike any other nation in the world, this geographical territory stretched from the borders of China to the gates of Vienna. Although the geographical name of Hungary does not tell us anything in this phonetic sound complex, the pronunciation of that geographical name in English proves that the mentioned area is related to the Hun empire, in other words, to the Turkic origin. It should be noted that the specific geographical name Hungary is transcribed as Hungarian in English, which clearly shows the connection of the specific name with the word Hun.

The article discusses the territory inhabited by Turkic tribes. Referring to the scientific opinions of scientists such as M. Kashgari, K. Aliyev, A. Fazili, we can say that Turkish names are very old, especially Mugan toponyms. It is noted that the Mughansky oikonym is the name of the Mug tribe living on the shores of the Caspian Sea.

At the same time, the article explained that the Turks were expelled from their ancestral lands, they were victims of the disgusting policy of Armenian nationalists, and the names of Azerbaijani lands belonging to the Turks were changed.

Keywords: turkology, onomastics, toponymy, etnotoponym, etymological studies.

Mahmud Kashgari, a great thinker, writes in the section "A word about the lineages of the Turkish nation": "The Turks are actually twenty tall. All of them go back to Yasef Nyo Yasef, son of Yasef "Turk", the name of God Gutsal. They are called - God's holy church - Yalavaj Ibrahim oglu Ishaq, Ishaq oglu Ayaz, Ayaz oglu "Rum" (now Turkey). Each of them has many great carvings, which only the great god knows.

As we mentioned before, since ancient times, Turkic clans have spread and settled in a very large area, leaving their own language stamp in those areas. Parallel and common Turkish place names with Azerbaijan in many countries, especially in Armenia and Georgia, fully prove this point. Although many countries change these names and replace them with words in their own languages, they cannot deny the antiquity of Turkish. In scientific linguistics-onomology, many common Turkish place names have been defined, their etymological roots have been investigated and explained. Let's consider some of such common Turkish place names:

There are a number of interesting ideas and considerations in scientific linguistics about the Mughan toponym. Undoubtedly, among these ideas, the idea that the special geographical name "Mugan" is connected with the ethnotoponym seems more convincing. The distribution of the geographical name Mughan in a very wide area also proves our point. Professor Afad Gurbanov expresses his views on the origin of the geographical name "Mugan" as follows:

"This toponym is considered the oldest ethnotoponym. There are many different opinions about this in the scientific literature. V.A. Nikonov takes the root of the toponym "Mugan" as the word "mug" (fire-loving). [1, 362]

K. Aliyev and A. Fazili connect the name of that place with the toponym "muk" belonging to Iranian languages: Muk-an//Muq-an. P. Yuzbashov and H. Mammadov contradict their opinion and write that it is not known whether the tribe named Muk//Mik lived in the Mughan Plain. The oikonym "Mugan" has nothing to do with the ethnonym "Magi", "Miki", "Mugi".

S. Karayev explains the Mughan oikonym in the Jizak province of Uzbekistan as "mughlars" (fire worshippers). In general, two main ideas prevail in the minds of researchers:

- a) two "Mugan" toponyms used both as an adonym and an oikonym are not of the same origin;
- b) those toponyms consist of the same root - muq//muq ethnonym.

A. Gurbanov, noting the scientific opinions about the toponym "Mugan" as a final result, supports the second opinion and justifies that the geographical name was formed from the ethnonym, which we think is more convincing and has a scientific basis. [7, 288]

In the Middle Ages, the Mughan adonym, which existed in the Balakan-Sheki zone on the left bank of the Kura River, and the Mughan oikonym, which has a more ancient history, keep alive the name of the Mug/Mugh tribe that lived on the shores of the Caspian Sea, and the parallels of this geographical name in many places allow us to substantiate this idea.

As it can be seen, the place names (topnims) of the Turkic world have opened a path in the roots of history since ancient times. However, starting from the beginning of the 20th century, the names of places in the Turkic world have been shown sometimes in a deliberate manner, and sometimes, perhaps, without knowing the meaning.

After 1920, in Armenia, which was established at the expense of Azerbaijani-Turkish lands under the ownership of Russian Bolsheviks and foreign leaders, the names of geographical places of Turkish origin began to be changed and Armenianized. Based on historical documents, we can also note that in 1950, only 51% of the population of Yerevan (former Iravan) was Azerbaijani-Turkish, but now there is neither an Azerbaijani family nor a single Azerbaijani village in the territory of Armenia. Armenian chauvinists trying to implement the idea of "Turkless Armenia" displaced Azerbaijani Turks from their ancestral lands and ancestral homes, and completely Armenianized place names of Turkish origin. [8, 69]

Since 1935, the "Presidium of the Supreme Assembly of Armenia" changed hundreds of Azerbaijani-Turkish place names by Armenianization and changing them in different years and with different decisions, as historical facts. For example, on January 3, 1935, Damjili was changed to Mravyan, Bozdogan was changed to Sarapan, Derachichek - Teankadzor, Delikdash - Tsapar, Davali - Ararat, Karpicli - Gegadur, Beykend - Medz Perni. On March 2, 1940, Söğudlu (Sarpakpur), on August 20, 1945, Gödekli (Mrgavan), Chiragli (Cirarat), on May 31, 1946, Armudlu (Tufashen), Gazanli (Megrashen), Kipchak (Arich), Aynali (Davdashen) on April 19, 1946, Agbulag (Mesakpyur) on April 26, 1946, Efendi (Garadzor), Sachli (Norashen) on July 15, 1946, Dashgala on February 3, 1947 (Garaberd), Agcakishlar (Ketashen) on June 21, 1948, Toprakhgala (Hnaberd) on December 1, 1949, Gulluj (Saraat) on April 19, 1950, Bashkend (Agdzvashen) on January 25, 1978, Tannali (Kokohovit), Basarkecher (Vardenis) on June 11, 1969, Yarpizli (Agavan) on May 25, 1967, Qamishli (Zartang) on January 25, 1978, Demirchi (Darnik) on 1991) historical Azerbaijani-Turkish place names fell victim to Armenian nationalism and were changed and Armenianized.

Azerbaijani place names have been changing in Georgia since 1932. Specifically, we can show this in the following way:

In 1941 Borchali-Marneuli, in 1944 Agbulag-Tetriskal, in 1946 Uzundara-Gamarceba, in 1947 Bashkechid-Dmanisi, Garayazi-Gardebani, in 1948 Cevizlik-Tbeti, Otlug-Keldiani, 1949- Armudlu-Pantiani and others in. "Bulgarization policy" was also developed in Bulgaria against the Turkish people and their language. M. Acaroglu writes about this: "Bulgaria's biggest perversion, its "assimilation" policy against Turks, can be clarified in the following way:

- Turkish schools were nationalized (1946), 2116 Turkish schools were closed;
- Turkish private schools were merged with Bulgarian official schools (1959-1960), meanwhile, the publication of Turkish language newspapers and magazines and books was gradually reduced and then banned;
- the names of Turkish-speaking, Muslim settlements were replaced by Christian Bulgarian names (1981-1983);

"The pressure against the Tatars and Turks in Bulgaria in the Christianization-Bulgarianization policy has reached its worst point." [10, 93-94]

The final result of the facts we have shown is that in 1822, 1885, 1889, 1906, 1912, 1934, 1942 and 1984 hundreds of Turkish names were changed and Bulgarianized in Bulgaria. However, Turkish place names that have been changed in different years have always been the focus of our attention and have been documented in scientific literature. For example: Abdalkand - Bogdanoki, Agdara - Belareka, Armutlug - Krishat, Cevizli - Ochemak, Chibikli - Lilitsa, Demirchiler - Jelezari, Almaly - Yabilkovo, Fyndigli - Lyaskovo, Inakchi - Kravino, Hacilar - Vronsko, Imamlar - Versko, Kamalkend - Dicevo, Meshali - Dibova and others.

The issue of changing the locations also manifests itself on the territory of the Turkish state. For example, Ankara or Angora, first Enguri, then Ankara; Simirna - Izmir, Adenna - Adana, Polidor - Burdur, etc. is pronounced as Finally, we should mention such an aspect that changing the Turkish World place

names in the territory of Azerbaijan or in the Republic of Turkey should be approached very carefully, on the basis of extensive research.

Literature

1. Adilov M. *Notes on artistic language. (based on S. Rahimov's individual style) Second*
2. *article//Scientific works of ASU: language and literature ser. 1973. No. 6.*
2. Demirchizade A. *Style of the Azerbaijani language. Baku: 1962. 270 p.*
3. Huseynov A. *Stories of Mir Jalal. moist. dis. Baku: 1960. 158 pages.*
4. Hüseynova H. *The language and style of Mir Jalal's artistic works. Baku: 2009. 506 p.*
5. Kazimov G. *Comic methods in fiction. Baku: 1987. 228 p.*
6. *Lexicon of Gazi Burhaneddin's "Divan". Baku: 2008, 184 pages.*
7. Gurbanov A. M. *Onomalogy of the Azerbaijani language. Baku: Maarif, 1988, 596 p.*
8. Budagov B., Geibullayev G. *Explanatory dictionary of toponyms of Azerbaijani origin in Armenia. Baku: Oguz eli, 1998, 453 p.*
9. Türközü N.K. *Turkmen country. Ankara, Turkish Culture Research Institute, 1985, 84 p.*
10. A. Akhundov. *Traces of history at the root of the soil. Baku, 1983.*
11. R. Yuzbashov, K. Aliyev, Sh. Sadiyev. *"Geographic names of Azerbaijan", Baku, 1972.*

ENTERTAINING INTERACTIVE ELEMENTS IN RUSSIAN LANGUAGE AND LITERATURE LESSONS

Piven Nadezhda

the teacher of the Technical Lyceum of Kokshetau, Kazakhstan

ЗАНИМАТЕЛЬНЫЕ ИНТЕРАКТИВНЫЕ ЭЛЕМЕНТЫ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

Пивень Надежда

учитель Технического лицея города Кокшетау, Казахстан

Abstract

The article describes the teaching methods used by the teacher of Russian language and literature in order to make the lesson more interesting and increase the level of educational motivation of students. The author reflects on the use of gadgets in his classes when performing web quests, crosswords, puzzles, tests, making presentations. The teacher provides links to interactive platforms that allow you to develop and publish the necessary educational material.

Аннотация

В статье характеризуются приёмы обучения, которые использует учитель русского языка и литературы для того, чтобы сделать урок интереснее и повысить уровень учебной мотивации учащихся. Автор размышляет об использовании гаджетов на своих занятиях при выполнении веб-квестов, кроссвордов, ребусов, тестов, составлении презентаций. Учитель даёт ссылки на интерактивные платформы, которые позволяют разработать и опубликовать необходимый учебный материал.

Modern lesson, game teaching methods, filwords, crosswords, web quests, puzzles, presentations
Современный урок, игровые методы обучения, филворды, кроссворды, веб-квесты, ребусы, презентации

Мне очень нравится высказывание известного русского поэта Александра Блока о том, что стихотворение – это покрывало, растянутое на остриях нескольких слов, «они светятся как звезды», из-за них существует стихотворение. Точно так же и урок по русскому языку или литературе может стать для учащихся намного интереснее из-за занимательных интерактивных технологий, которые так же «могут светиться как звезды», принося пользу, как ребятам, так и учителю через увеличение мотивации по изучаемым предметам, а, как следствие, и повышение качества знаний по предметам.

1. Кроссворды.

Филворд - это разновидность кроссворда, в которой могут быть зашифрованы слова, словосочетания и фразы, расположенные в любом порядке. Эти задания особенно хороши для повторения пройденного материала на интерактивной доске, так как учащиеся с удовольствием ищут слова и выражения, а затем, нажимая на буквы, наблюдают, как они окрашиваются в тот или иной цвет, образуя слова, которые я в дальнейшем используем для повторения пройденного материала в начале урока. Данное задание составляется учителем в программе Power Point. Например, филворд для учащихся 5 класса при изучении сказки А.С.Пушкина «Руслан и Людмила».



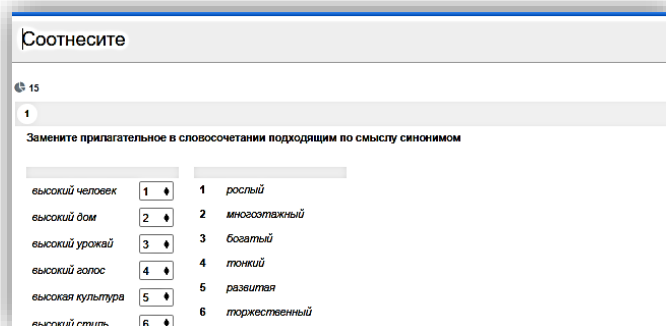
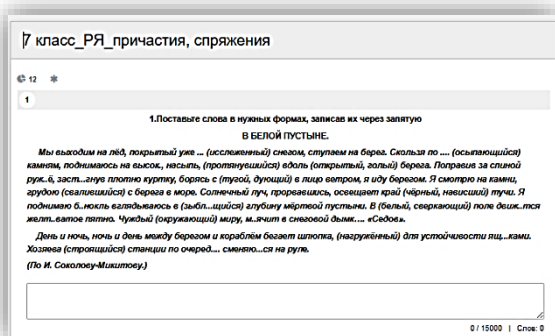
Филворд может использоваться на различных этапах урока и быть познавательным, обобщающим или итоговым. Также учитель может продумать коллективное, групповое, парное или индивидуальное выполнение заданий.

Сделать Ваш урок интереснее и разнообразнее помогают и кроссворды, которые можно составить, используя платформу Online Test Pad. В зависимости от того, младшее это звено или старшее, можно варьировать количество слов кроссворда и увеличивать или уменьшать игровое поле. Например, итоговый кроссворд для учащихся 7 класса по русской литературе. Учащимся очень нравится выполнять задания в режиме онлайн, когда уже разгаданные слова помогают вспомнить прочитанное литературное произведение и ответить на вопросы кроссворда, вспомнив пройденный материал. Этот вид заданий еще хорош тем, что после завершения выполнения задания, ученики могут сверить свои ответы с правильными, проведя работу над ошибками, что способствует усвоению материала.



2. Задания и контрольные работы на платформе Online Test Pad.

Иногда для проведения формативного оценивания хорошо использовать платформу *Online Test Pad*, которая позволяет составить задания для контроля знаний учащихся в онлайн режиме. Данный ресурс предоставляет большой выбор шаблонов, опираясь на которые можно составить задания открытого типа, задания на соотнесение, на ранжирование, на пропуск букв или слов.

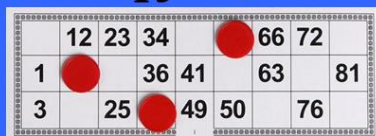


Данный вид работы может быть использован на любом этапе урока, как в качестве индивидуального задания, так и парного и группового, выдавая учителю график и таблицу результатов учащихся.

3. Занимательное лото

Данный вид работы подразумевает комплексное повторение по любой из тем, выбранной учителем и предполагает групповую работу, как на уроках русского языка, так и на уроках литературы. Лето интересно тем, что можно составить задания на различные уровни мыслительных навыков, тем самым вовлекая в работу учащихся всего класса, создавая ситуацию успеха для всех детей. Кроме этого, задания могут быть составлены на работы с текстами, что может быть этапом в подготовке учащихся к международному исследованию Pisa.

Занимательное лото 8 класс_русский язык.



2022-2023 учебный год
Составитель – Пивень Н.В.,
учитель «Технического лицея» г.Кокшетау

Активация Win

Определите тему сегодняшних заданий



Знание и понимание	Применение	Анализ	Синтез	Оценка
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>

Активация Win

Вопрос за 100 «Применение»

Выберите предложения, подтверждающие, что текст №1 написан в ироничной манере (больше 3-ех)

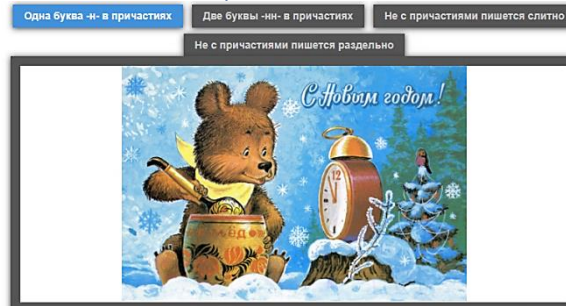


Активация Win

Ребятам очень нравится выполнять задания «Занимательного лото», как по русскому языку, так и по литературе, они с нетерпением ждут следующих занятий с применением интерактивных технологий и работы в группе, где каждый может проявить себя в той области, которая ему интересна, но при этом осваивая материал учебной программы.

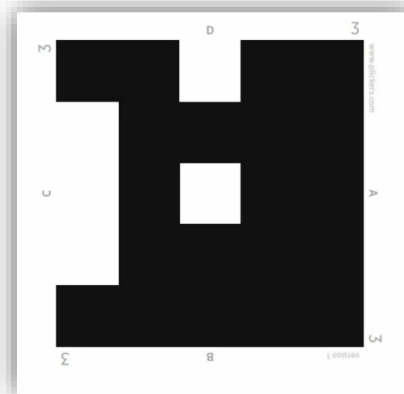
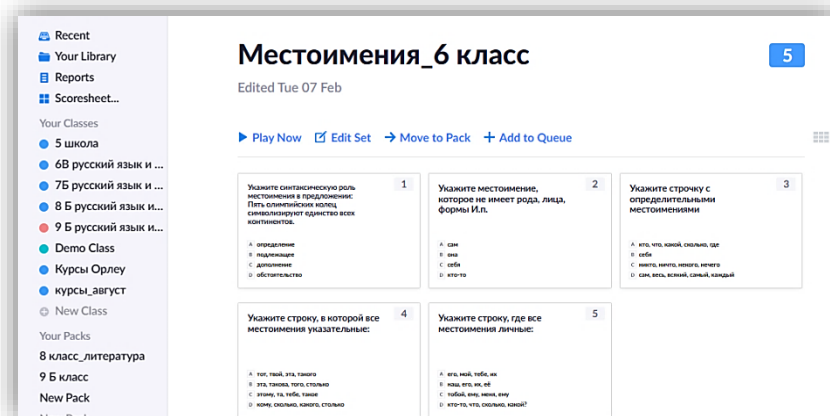
4. Пазлы на платформе LearningApp.org.

Данная платформа позволяет организовать повторение и закрепление материала на любом этапе урока, как по русскому языку, так и по литературе в интересной игровой форме, когда учащиеся выполняя задание по языку или литературе собирают цветные пазлы. Данный вид работы нравится выполнять учащимся, как среднего, так и старшего звена.



5. Тесты на платформе Plickers.com

Платформа подходит для проверки знаний на любом этапе урока, предоставляя возможность составления тестовых заданий по русскому языку и литературе на любую необходимую тему. Форма опроса предоставляется детям и учителям интересной, так как обрабатывает данные в онлайн режиме при непосредственном использовании интерактивной доски и специальной программы на мобильном телефоне учителя, плюс карточка ответа и в виде своей собственной фигуры у каждого учащегося.

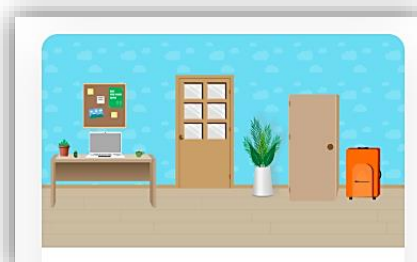
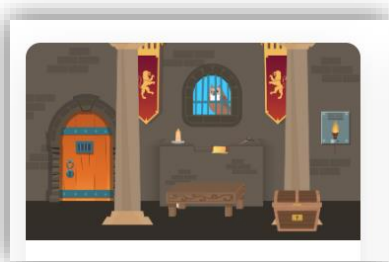


Платформа выдаёт обработанные результаты проверки знаний учащихся, как в процентом соотношении, так и в разрезе каждого тестового вопроса.

6. Тематические игры на платформе Learnis.ru/Joyteka.com

Данная платформа позволяет, играя, выполнять задания: учащимся необходимо выбраться из комнаты, предварительно найдя задания и дав правильные ответы на них, хорошо, что есть возможность составления заданий в различных игровых комнатах. Данный вид работы можно выполнять на уроке совместно с учителем, как домашнее задание, групповую или парную работу.

7. Ребусы онлайн.



При помощи платформы «Генератор ребусов» (kvestodel.ru) можно создавать интересные ребусы, в которых может быть зашифрована тема урока или задание, как по русскому языку, так и по литературе, что сделает Ваш урок необычным, отличающимся от других, а, следовательно, учащиеся появятся и желание ждать Вашего следующего урока, готовиться к нему, мечтая и думая о том, что же его будет ждать в следующий раз.



По мнению П.Вяземского, «язык – есть исповедь народа, в нём слышится его душа, его культура, быт родной...». Проводником к «роднику знаний» душе любого произведения, любых знаний является учитель, в этом состоит его бескорыстное служение, его миссия...

Итак, работа учителя состоит из любви к своему делу и творческому воплощению замыслов ради того, чтобы взрастить не просто знающие и осведомленные, но и неравнодушные к проблемам окружающего мира и людей души, а в этом, в том числе, могут помочь и интересные интерактивные задания на уроках русского языка и литературы.

List of literature

1. А.А.Блок Собрание сочинений в 9-ти томах. Том 7. - М.: Гослитиздат, 1962 .
(А. А. Block collection of works in 9 volumes. Volume 7.- Moscow: Goslitizdat Publ. 1962).
2. Вяземский П.А. Стихотворения/ Вступ.ст. Л.Я.Гинзбург; Сост., подгот. Текста и примеч. К.А.Кумпан – Л.:Сов.писатель, 1986. (2. Vyazemsky P.A. Poems / Introduction.art. L.Ya.Ginzburg; Comp., podgot. Text and notes by K.A.Kumpan – L.:Sov.writer, 1986.)

PROVERBS AND SAYINGS AS PART OF PHRASEOLOGICAL COMBINATIONS

Svetlana Mammadova

Ph.D., Azerbaijan State Pedagogical University,
Philology faculty, Foreign Languages Center
department, Baku, Azerbaijan

Abstract

A large part of phraseological combinations is made up of proverbs and sayings. They are the product of people's intelligence. Touching on the translation of proverbs and sayings, he says that there is no question of revealing general rules for the entire translation practice, and this issue is solved according to the requirements of the context.

The main aspect for translation is the adequate transfer of the content of another language with the help of the tools of one language. So, the comparison of language units in the theory of translation can be done only on the basis of the commonality expressed by them, in other words, on the basis of the semantic and meaning commonality of the compared languages.

There are few studies on the translation problems of proverbs and sayings. A.V. Fyodorov talks about the known similarity of the translation of words expressing specific realities and the problems of proverbs and sayings, and examines the three ways of said translation:

The first of them is the exact translation of proverbs or proverbs. This translation conveys the real meaning of the words that are part of the phraseologisms and, at the same time, preserves its general meaning and character as a certain unified formula.

The second way shows the change of the real meaning of the constituent parts of the word formula of the original (original) and does not allow the meaning to overlap with proverbs and sayings in the translated language. , but it is a type that creates a feeling of similarity with the lexical units in this category.

The third way is the transfer of sayings such as proverbs and sayings in another language. A.V. Fyodorov sees this way as the translation of proverbs and sayings that actually exist in the translated language.

English: Can the leopard change his spots?

Thus, in cases where the real, semantically close or adapted translation (proverbs, proverbs, etc., the first and second way of transmission) does not give a convincing result, to use already existing words. it is necessary.

The types of translations of proverbs and sayings shown by A.V. Fyodorov, which are mainly the result of his observations on the activities of Soviet translators, are the impetus for other research on this issue. gave. In any case, all authors, even those who have observed the problems of translation of Russian proverbs and folk proverbs into Azerbaijani, believe that the way of translation of proverbs and sayings is one, they accept the appropriate theory as the basis.

So, for example, J. Azimov, while examining various cases of translation of folk proverbs and sayings, determines the following ways of their most "correct and appropriate" transmission:

The first way is to create new expressive words that are close to the meaning and literary features of similar proverbs and folk proverbs in the translated language;

The second way is to create new expressions that are close to the meaning and literary features of the proverbs and sayings that need to be translated;

The third way is to introduce new proverbs and folk proverbs into the translated language through the literal translation of proverbs and folk proverbs;

And finally, the fourth way consists in conveying the main meaning of proverbs and folk proverbs (if there are no other possibilities), if possible, by short and expressive means.

It can be seen from here that, except for the last - fourth article, which states the refusal to reflect proverbs and folk proverbs in the translated language and has nothing to do with the subject under consideration, this list is complete, only in the "reverse" order. , fully repeats the words spoken by A.V. Fyodorov.

S.D. Malikov also looks at the principles of translation of proverbs and folk proverbs from this perspective.

First of all, the author emphasizes the existence of such proverbs and folk proverbs with adequate expressions in each national language. He notes that the translation of such proverbs and sayings is not so difficult, and the translator should only understand their meaning correctly and find adequate formulas for them in the native language.

Then he says that the translator is not always able to get rid of the work so easily, because there are proverbs and sayings for which it is very difficult to find adequate expressions in the translated language. The author believes that the only correct and reasonable principle here can be the creation of adequate or maximally close proverbs. These new Azerbaijani proverbs and sayings convey not only their meaning and meaning, but also their meaning.

And finally, the author says that in the literal translation of proverbs and sayings, which fully retain their color and meaning, we translate them literally without thinking, and they become common for our readers, enter our literary language.

When in Rome, do as Romans do.

The principles of translation of English proverbs and sayings into other Turkish languages are clarified in similar ways.

In this approach, the work of K. Sadigov is very characteristic, its purpose is to summarize the accumulated experience and to propose translation principles of proverbs and sayings.

First: accurate translation of proverbs - translation with preservation of the real-figurative meaning of its words and preservation of its character and aphorism.

Second: Translation of proverbs and sayings with the known change of the constituent parts of the word form of the original.

Third: The use of Azerbaijani proverbs and sayings with the same meaning in translation. [1].

As a variety of the latter, the author notes two groups of Azerbaijani proverbs and sayings that are used instead of English proverbs and sayings during the translation of literary works into Azerbaijani: the first, both in meaning and in form. proverbs and sayings more or less compatible with the original; secondly, proverbs and sayings that express the meaning of the original with complete accuracy, even if it does not correspond to the form.

Similar principle. Let's turn to the dissertation of J. A. Azimov, dedicated to the main principles of translation from Russian to Azerbaijani. In the auto-reference of the dissertation, J. A. Azimov notes that the translation of expressive means, including proverbs and sayings, is one of the most difficult and complex problems of translation. These tools play a role not only in literary but also in scientific literature.

The general principle can only be to try to preserve the full force and expressiveness of the meaningful means, to find expressions of the same level for them in the native language:

1) fully compatible with the speech formulas of the translated language (that is, compatible with it both in terms of content and form);

2) partially corresponding to its language formulas (that is, not compatible with it in form, but only in content);

3) which are neither fully nor partially relevant in this language and therefore require the creation of analogous speech formulas in translation.

Such a classification of the types of translation of proverbs and sayings corresponds to the position indicated in the special work of Z.E. Roganova, another researcher who currently deals with the issues of translation of examples of aphoristic folklore.

Like J. A. Azimov, Z. E. Roganova (in the author of her dissertation) says that the translator faces difficulties during the translation of the first group of proverbs and sayings (if we do not take into account that he must know the relevant proverb or proverb and should know the presence of its analogue in the speech resources of the translated language). When transmitting the second group of proverbs and sayings, those that are similar in meaning to them are selected. However, when we encounter the third group (which does not have a ready match), we have to turn to translation.

So, in the practice of translation, we are faced with two different trends in the transmission of proverbs and sayings: either they are replaced by analogues (completely or partially), or they are literally translated. This is clear from the judgments of Z. E. Rogova. He notes that it is necessary to give preference to the first method, and only if such a translation of the proverb is not possible, it is necessary to turn to its translation. The author also applies these principles to the translation of parables.

Transformation or calka. K. J. Chukovsky gives instructive examples of the importance of transforming the expressive system of the original during the translation of proverbs and sayings. He claims that proverbs cannot be translated in any other way. For the realities of proverbs are never felt by those who use them in live conversation, and therefore translators have the right to convey one common proverb, another common proverb, long lost in expressiveness: here pedantic literalism is never is not allowed.

He writes: "Les beaux esprits se rencontrent" the translators who literally translated the French proverb gave this expression: "Umniki chasto vstrechaötse myslami" - "Smart people usually meet with ideas".

For K. I. Chukovskiy, it seems perfectly legal to look for their similarities in folklore without copying foreign folk proverbs. He notes that this method cannot be bypassed during the translation of proverbs and sayings, because the apparent separation actually means maximal approach to it.

The opinion expressed by K. I. Chukovsky is a little strongly expressed by professor A. A. Reformatsky says and emphasizes that it is pointless to imitate proverbs and sayings. In addition, it is necessary to describe each case of translation as an idiom, and therefore it is not necessary to be afraid of strange "conformities-inconsistencies" that may appear at first glance.

Another author does not support this view.

M.Z.Zaverin, referring to the principles of translation of proverbs and sayings of different peoples, writes: "It is clear that nobody will translate the proverbs and sayings that have already been translated by the people. However, it is possible and necessary to translate only proverbs and sayings with multiple meanings" [3].

Undoubtedly, the author is little familiar with the difficulties encountered by translators who try to convey proverbs and sayings based on specific realities, everyday, historical, cultural and other associations through the means of another language.

In order to get acquainted with the essence of foreign proverbs and sayings, one should accurately determine their original subtlety, and should bring the expressive transmission of proverbs and sayings to the fore. In solving this problem, the Soviet school of translation has achieved some principled success. Another interesting issue is contextual translation. Here, the transformation of the original system of expression and meaning cannot be avoided, and this gives K. I. Chukovsky a reason to put forward the following idea:

For example, the translator comes across the German proverb "We got out of the rain - we fell into the rain". Let him say without hesitation: "We came out of the fire - we fell into the fire." Although, in such a case, the water turned into fire, the meaning of the given parable will be accurately conveyed and the translation, logically speaking, will not be harmed in any way. In order to have a reasonable discussion about the determination of the correct ways of translation, the analysis of the basic, principled provisions of the science of translation in relation to what the classics say about it, as well as the role of a starting point for the translation of the expressive means of the language. is playing

The role of equivalence in translation. The coincidence of translated proverbs and sayings with the words of the people of the translated language can be considered as a modification of this principle.

It is known that aphorisms have been passed from one nation to another for centuries. Of course, this language is more characteristic of each other's native peoples. However, the genetic relations of languages is not the only explanation for the existence of the same proverbs and sayings in different peoples. Because people consider many proverbs as their own. They were similar to each other in many ways. Because peoples live and communicate with each other for thousands of years.

In the theory of translation, a careful approach to the language character of the compared units, i.e. their grammatical, lexical and other means, their semantic similarity, i.e. the uniformity of their expressed content, plays an important role.

This criterion should be fully applied to the translation of proverbs and sayings, because these are the same units or elements of translation. However, in the form of Galiz language units, they are first of all semantically complex, because in the composites of proverbs, the meaning of the whole expression is built mainly from the meaning of the individual components included in it.

Words widely used in conversation are called proverbs. They generalize and typify various manifestations of life, unlike proverbs that express the idea incompletely.

As for proverbs, they are written as laconic sayings: they are definitive, certain, in many cases hyperbolic in meaning, they differ from proverbs in their brevity, in the fact that the sentence does not end, and for the confirmation of previously expressed ideas. is used.

Proverbs and sayings are folk sayings that act as indivisible units. Therefore, they have the characteristics of language manifestations. As speech units expressing a certain meaning of an idea, they can be adequately replaced by similar speech units of any language. This translation principle coincides with the interaction of language and thinking.

However, additional difficulties arise during the translation of proverbs and sayings, which is explained by the diversity of the internal structure of their complex word structure (phonetic, lexical, semantic, morphological and syntactic aspects). -adverbs). In addition, about proverbs and sayings, it is necessary to talk about their national speciality as an aphoristic genre of folklore, this feature is not only in the transmission, in the description of the details of the household, realities, but first of all, the view of the truth belonging to each nation. , the understanding of life throughout history consists of social and poetic generalizations. Undoubtedly, the socio-historical national culture of a people can coincide with the national culture of other peoples of the world, because the mass, which is the creator of folklore everywhere, is the social force that creates material well-being, and the social-historical plays a decisive role in the process. However, common and understandable proverbs and sayings of all nations are created by mankind in the unique form of socio-historical, national manifestations, and this makes the translation of aphoristic genres of folklore from one language to another. makes it difficult.

From here, two principles of translation of proverbs and sayings emerge: preservation of the expressive system of the original (literal translation), word formula of the original, change of their word formula, updating of the expressive system (literal translation).

In fact, it is not always necessary to translate difficult word units with the structural means of the language, they can be conveyed through the expression that has taken a very beautiful and delicate form during the centuries-old speech creativity of the people. However, if proverbs and sayings in the translated language have a suitable replacement in terms of content and form or only content, the translator does not translate, but only by choosing equivalent or substitutive lexical units. limitation is incorrect. Because such a "choice" itself is a translation.

In applying to the theory of literary translation, L.S. Barkhu Darov's "translation theory" tries to establish regularity between two (at least) different units based on the generality of the expressed or semantic content. We support the idea [2].

The dialectical unity of the forms and content of the truth is the reason for solving the problem. Since the form and content of the work are closely related to the dialectics and thinking of the language, it is necessary for the translator to understand the essence of this manifestation. In other words, he is obliged to transfer the aesthetic complexes of concepts created by means of one language to another language, but by other means. Such a translation is understood as an adequate translation in science. In this case, the measure of the accuracy of the translation will be the quality of expression, unity of form and content.

However, these language factors are, firstly, the possibility of transferring information from language to language, that is, general translation of linguistic material, and secondly, the inexhaustibility of stylistic resources in order to avoid literalness in translation. All this is determined by the dialectics and thinking of the language, when the meaning composition established (completed) in one language is expressed in terms of the word quantities of another language through analogical thinking.

References

1. Kunin A. V. "Anglo-Russian phraseological dictionary". Moscow 1972, 289 p.
2. "1340 English proverbs and sayings with Russian equivalents". "Ibis". Moscow 1992.
3. Rzaeva S. Translation principles of proverbs and sayings. "Müellim" publishing house. Baku, 2014

THE IMPORTANCE OF STUDYING PROVERBS AND SAYINGS

Svetlana Mammadova

Ph.D., Azerbaijan State Pedagogical University,
Philology faculty, Foreign Languages Center
department, Baku, Azerbaijan

Abstract

In recent years, various problems of the English and Azerbaijani languages have been studied with the help of the comparative-combination method. It is known that the method of comparison is the reconciliation of facts and events, and is used in research and teaching, the thinking process is based on it, and only with the help of comparison, one can summarize these or other facts, obtain certain similar regularities and different aspects.

It is known that translation is one of the main forms of interaction and mutual enrichment of languages. In this regard, the translation of proverbs and sayings, their transformation from one language to another is of great importance.

Keywords: English, translation, Azerbaijani language, proverbs

Proverbs are one of the most widespread genres of oral folk literature. The rich life experience, observations and conclusions of the people, the conclusions drawn from the stream of colorful life events find their most exhausted expression in proverbs. Proverbs are distinguished by their clarity, simplicity, accuracy, brevity and accuracy. These short sayings and wise words are a generalized artistic expression of folk wisdom. The grandfathers who said "the word is the pattern of the world" discovered the magic of the word, the power of the word. The wisdom of this world, its inside and outside, has been revealed by proverbs.

Along with proverbs, we also come across parables in oral folk art. Although proverbs and sayings are similar in form, they differ in meaning. In proverbs, a certain idea is finished in the form of a sentence. The meaning of proverbs becomes clear only after they are explained, both proverbs and sayings have great moral and educational importance because they express folk wisdom.

Proverbs and sayings express the attitude to all areas of life. Continuous observation, repeatedly experienced proverbs and sayings reflect people's work, profession, desire, life, love for native land, Motherland. It is because of this that in the Auri-Auri places, the Auri-Auri peoples refer to proverbs and sayings as "instructive word", "golden word", "wise word", "the flower of the winged tongue", etc. have given names.

N. V. Gogol writes about the emergence of proverbs from specific observations: "Proverbs are not some idea or proposal put forward about a work or event, but a conclusion that has already been put to work, a filtered part of finished events." [1]

Proverbs and sayings cover various aspects of human life and are widely used in language because they are relevant to our daily life.

Mr. Bartlett Whiting, professor of Harvard University, who is engaged in the study of English and American proverbs and oral folk literature of the Middle Ages, wrote about proverbs and sayings: "It doesn't matter how popular the proverb is, it reaches us quickly. Medieval proverbs that have come down to us are so because they were not created by field workers, but by learned, knowledgeable people. Issues are often used in literary works and works. For the sake of context and harmony, the author changes them without hesitation. We sometimes forget that Heywood's Dialogues and Epigrams are poems, and his examples are such that the proverbs used in them are not altered appreciably for the sake of harmony and rhyme. In many quotations we come across the words of fathers. However, these proverbs are used not in the form in which the author heard or read the word, but in a form that corresponds to his state at that moment.

One of the English authors who lived in the Middle Ages writes: "Aristotle wrote thousands of books. Aristotle also gave what Synesius called "the first Greek definition of proverbs." Aristotle says that proverbs are those parts of early human philosophy that are preserved for their brevity and wisdom. In another place, he writes: "Proverbs are metaphors passed down from generation to generation." [2] Aristotle explains his opinion in this way that a person can compare himself to a carpathian and a hare when he suffers more losses than he expects to gain. But Aristotle took pains and did not tell a probably

famous story about the Carpathians and the hare.

Everyone can say that proverbs are ideas that express a clear reminder and advice, while proverbs describe any person or situation without a clear lesson or reminder.

During the Middle Ages there were many collections of English proverbs, some of them more extensive, accompanied by one or more Latin variants. Evidence shows that these collections were educational gifts. The vernacular proverbs are the main ones, they originated first, and the Latin versions are either examples for translation, or students' stories, or examples of students' attempts to translate.

Proverbs and sayings are an integral part of living folk language. Proverbs and sayings enrich and beautify the language of every nation, making it more figurative and effective.

Among the people, there is deep respect for wise words, instructive sayings, and proverbs, and the people did not forget to say a word about these pearls:

*- **Old** what are proverbs but the public voice?*

As the people so the proverb.

In addition to the brevity of proverbs, it is also harmonious, and the arrangement of words shows an order. Some proverbs are even in the form of poetry. These features make it easier to memorize proverbs and help them be remembered for a long time.

- East or west, home is best.

- As you saw, you shall mow.

Figurative, simile, and exaggeration are also shown in proverbs.

- The pen is mightier than the sword.

Proverbs have one meaning. There are no very meaningful proverbs in English. However, it is possible to replace words with independent meanings in proverbs.

- Every cloud has a (or its) silver lining.

- Money draws (makes) money.

According to some scholars, proverbs tend not to create new variants, but to reduce existing ones.

Proverbs and parables are widely used as artistic tools in literature and speech.

Being aware of proverbs and sayings is of great importance for everyone. Proverbs and sayings shape a person's worldview, enrich his mind, and allow expressing deep meaning with few words. Being familiar with proverbs and sayings and using them in your speech will help your speech to be more intelligent, figurative, and effective. Proverbs and sayings put an end to the length. A sign is enough for a wise man to convey any idea to his interlocutor with a suitable proverb or parable, rather than talking about the event at length. Being more aware of proverbs and sayings will help you to understand life events in depth and overcome difficulties easily. Proverbs and sayings are extremely valuable and valuable because they pass through the filter of the people's thinking, and as a product of their intelligence, languages are memorized even today. Also, they were born from life experiences and observations. A wise word and advice is always a support, consolation, guidance, and education for a person.

Every nation has its own proverbs and sayings. These have been improved and polished by passing from one language to another. The emotions and thoughts of people with different outlooks are reflected in individual proverbs and sayings.

Proverbs and sayings in English differ both according to the periods of their origin, the areas they cover, and their sources. Proverbs and sayings used in the language are either original English, borrowed from other languages, or proverbs and sayings taken from the American version of English.

Since proverbs and sayings are products of the thinking of the people they belong to, their creators remain unknown. These are English proverbs created by the people. Many of the original English proverbs and sayings come from religious scriptures such as the Bible, works of Shakespeare and other writers, poems, fables, pictures, etc. passing from one language to another, it has come to this day. In this respect, Shakespeare's works have a great role. The instructive sayings taken from his works have become proverbs and passed from mouth to mouth. Today, the English people use them widely.

- Cowards die many times before their death.

- He jests at scars that never felt a wound.

- Sometimes is rotten in the State of Denmark.

- The course of true love never did run smooth.

- The weakest goes to the wall.

- The wish is the father of thought.

- Too swift arrives as tardy as too slow.

- Borrowing dulls the edge of husbandry.

- *Better a witty fool than a foolish wit.*
- *The better part of valour is discretion.*
(Also: *Discretion is the better part of valour.*)
- *The life is not all cakes and ale.*
- *Care killed a cat.*

According to the belief of the British people, a cat has 10 lives. Although this proverb was known before Shakespeare, it became more famous and widely used with his work. Later, there was another parable related to this issue:

- *Curiosity killed a cat.*

Proverbs taken from the pages of the Bible also occupy a special place in the language.

- *Can the leopard change his spots?*
- *Pride goes before a fall.*
- *A living dog is better than a dead lion.*
- *No man can serve two masters.*
- *Spare the rod and spoil the child.*
- *Forbidden fruit is sweet.*

This proverb was not taken from the Bible, it was created according to its plot and content.

As we mentioned, many writers had a great role in enriching the English language with proverbs and sayings. However, this does not mean that all these proverbs and sayings were created by those writers. Many of these existed before their time, but they became more famous through their works and the use of these proverbs and sayings became widespread.

The issue of how to express the lexical-semantic meaning and emotionality of phraseology from one language to another is very important for the science of philology. The field of phraseologisms cannot be precisely defined, because the process of formation of such word constructions is quite diverse and does not end to this day. It is not always possible to distinguish a sentence from a phrase, a proverb from a proverb, as the underwater flow of linguistic elements constantly transforms these established categories. There is a natural interaction and penetration between them. As for the practice of translation of phraseologisms, the work here becomes even more difficult for the usual reason that the lexical meaning of one or another stable word combinations does not always follow from the semantics of its components [3].

We got acquainted with many of the proverbs and sayings of the English language, we got certain information about the periods of their creation, from which sources they were taken, how widespread they are, and which ones are more common. We also got acquainted with their counterparts in Azerbaijani language. Although some of them are literally translated into Azerbaijani, many of them have corresponding versions in Azerbaijani. There are options in other languages. As in other languages, in English, we witnessed how proverbs and sayings play a great role in enriching the literary language and making it more figurative.

It cannot be denied that there are similarities between the history and origins of English proverbs and sayings and the history, origins and sources of proverbs and sayings in other languages. Although some of the proverbs were created among the people, related to the customs and beliefs of the people, some of them are from poems, works, tales and legends, from the people's own tank, etc. taken.

A representative of the people lives and is reflected in each proverb. Everyone can come across proverbs suitable for themselves and their situation.

While studying the proverbs and sayings of the English language, we once again got acquainted with the customs, beliefs, socio-political life and history of this people, we got acquainted with the life experience and views of the English people.

Proverbs and sayings continue to be created, spread and elaborated even today. A number of sentences and phrases belonging to scientists, writers and wise people have become proverbs and are used among the people. Proverbs and sayings serve truth, honesty, beauty and humanity, as always.

References

1. Kunin A. V. "Phraseology of the Modern English Language". International relations publishing house Moscow 1972.
2. "Selected proverbs and sayings of the Russian people." State publishing house of artistic literature, Moscow 1957.
3. Abasquliyev T. "English words and their Azerbaijani, Russian equivalents". Elm Publishing. Baku, 1981.

Psychological sciences

THE IMPORTANCE OF MEETING A CHILD'S EMOTIONAL NEEDS AT AN EARLY AGE

Nam Anastasia Leonidovna

*Master of Philological Sciences, Senior Lecturer,
Kazakh University of International Relations and World Languages*

ВАЖНОСТЬ УДОВЛЕТВОРЕНИЯ ЭМОЦИОНАЛЬНЫХ ПОТРЕБНОСТЕЙ РЕБЕНКА В РАННЕМ ВОЗРАСТЕ

Нам Анастасия Леонидовна

*Магистр филологических наук, Старший преподаватель,
Казахский университет международных отношений и мировых языков*

Abstract

This article focuses on the importance of meeting children's emotional needs and how unmet emotional needs affect human health and personal relationships in adulthood.

Аннотация

Данная статья посвящена важности удовлетворения эмоциональных потребностей детей и о том как неудовлетворенные эмоциональные потребности влияют на здоровье человека и личные взаимоотношения во взрослом возрасте.

Keywords: *need, early life, communication, autism, personal relationships.*

Ключевые слова: *потребность, ранний возраст, общение, аутизм, личные взаимоотношения.*

Потребность — это надобность, нужда в чем-либо, требующая удовлетворения. [1, стр. 494] Американский психолог Маслоу структурировал пирамиду потребностей человека.

.» Согласно Маслоу, у человека есть пять основных уровней потребностей:

- 1. **Физиологические:** еда, сон, сексуальное удовлетворение;*
- 2. **Безопасность:** сохранность жизни, отсутствие угроз, беспокойства о будущем;*
- 3. **Социальная жизнь:** взаимоотношения, семья, друзья, общение, принадлежность к конкретной группе;*
- 4. **Признание и почитание:** социальный статус, репутация, уважение;*
- 5. **Самовыражение:** потребность в знаниях, увлечениях, обучении, получении новых навыков.» [2]*

Обычно молодые родители озабочены удовлетворением потребностей новорожденного первого и второго уровней, то есть они озабочены чтобы ребенок был накормлен, одет, чтобы он высыпался и не было угроз его здоровью или безопасности. Редко измученные родители находят в себе силы, чтобы закрывать потребность ребенка в эмоциональном взаимодействии (общении-потребности Зегго уровня). Но неудовлетворение эмоциональных потребностей в раннем детстве грозит очень серьезными последствиями в будущем. Такие люди обычно вырастают невротиками. «С точки зрения Фрейда, сущность невроза — это конфликт между бессознательным и сознанием., Невроз — это следствие конфликта между сознательным и бессознательным, которые образуют вытесненные ...потребности и влечения. Детский невроз проявляется в детском возрасте, при этом классический психоанализ исходит из того, что неврозам у взрослых всегда предшествуют детские неврозы.» [3]

С Фрейдом согласна, и великий педагог Мария Монтессори «Три первых года жизни ребенка закладывают основу его развития. Глядя на его трансформации, адаптации, реализации, на знакомство с окружающей средой... на всю деятельность, которой поглощен ребенок от дня до трех лет, мы приходим к выводу, что этот период в функциональном смысле длится дольше, чем вся остальная жизнь. Потребности ребенка в этот период настолько велики, что их невозможно игнорировать без серьезных последствий для будущего». [4, стр. 7]

При отсутствии эмоционального взаимодействия с матерью ребенок может отставать в речевом развитии. «Есть категория пациентов, которые рождены абсолютно здоровыми. Но из-за ошибок в обучении у них тоже начинается задержка в речевом развитии. Чаще всего причиной становится чрезмерное увлечение родителей механическим звуком, то есть звуком из телевизора, компьютера, планшета, телефона. У детей, которые много смотрят мультфильмов или постоянно играют с поющими-говорящими игрушками, хорошо развивается пассивная речь, но их собственная, активная, при этом не формируется. Это происходит из-за разницы длины волны живой речи и механической. Чтобы ребенок начал говорить, нужно как можно больше разговаривать с ним, самим читать сказки, петь колыбельные песенки.» [5] «Качественные характеристики общения родителей неговорящих детей: не эмоциональность реакций на трудности своих детей вне зависимости от характера деятельности (коммуникативная, речевая), в которой они их испытывали. Родители не стремились поддерживать своих детей эмоционально.» [6, стр. 8]

В наше время растет большое количество неговорящих детей, особенно из-за пандемии коронавируса и самоизоляции. Речь детей не развивается так как дети не общаются с родителями и сверстниками. Их эмоциональные потребности и потребности в общении не удовлетворяются, вытесняются в бессознательное. Обычно у неговорящих детей также диагностируется задержка психического развития.

Важность получения эмоциональной поддержки важна всем начиная с младенческого возраста. «По данным К.Дайон уже четырехлетние дети говорят, что лучше быть красивым, так как тогда «тебя все будут любить и не будут обижать». [7, Стр. 628]

Также в настоящее время во всем мире растет количество детей аутистов. «Аутизм – это расстройство, возникающее вследствие нарушения развития головного мозга и характеризующееся выраженным и всесторонним дефицитом социального взаимодействия и общения, а также ограниченными интересами и повторяющимися действиями. Все указанные признаки начинают проявляться в возрасте до трёх лет.» [8]

Как ведут себя люди с аутизмом?

«Симптомы и признаки аутизма у взрослых: сложности при контакте с окружающими, причем даже с близкими, отсутствие эмоций при общении; снижение мимической активности лица; очень часто аутизм, симптомы у детей которого могут быть различными, выявляют по тому, что ребенок не поддерживает контакт глазами.» [9]

Так как главным симптомом аутизма является неумение выстраивания контакта с окружающими, сложности в социальном взаимодействии то можно предположить, что аутисты не понимают эмоции. Вполне возможно, что в младенчестве или в раннем детстве у них не было возможности научиться распознавать эмоции у значимых взрослых. «У женщин особая область (мозга) отвечает за речь -и они хорошо, легко и быстро говорят, часто избирают в качестве профессии деятельность, связанную с использованием преимуществ хорошего владения речью, такие как медицина, адвокатура, преподавание» [10, стр. 75.] Вот поэтому девочки раньше начинают говорить и подавляющее большинство аутистов - мальчики.

В пользу теории что аутизм возникает из-за неудовлетворения эмоциональных потребностей в раннем детстве говорит эксперимент над обезьянами проведенный Гарри Харлоу президентом Американской психологической ассоциации (1958 г.). Суть эксперимента состояла в том что детёныши обезьян были лишены матери но получали кормление (от проволочной конструкции) и их физические потребности были удовлетворены. «У испытуемых первой группы (с проволочной конструкцией) наблюдался жидкий стул, что, по мнению Харлоу, свидетельствует о нервном напряжении. Они проводили время со своей «мамой» меньше, чем вторая группа. Также психолог заметил у них признаки аутизма: животные сидели на полу, сжимались, раскачивались взад-вперёд. Эти результаты уже давали основания полагать, что ребёнку требуется не только питание.» Харлоу пришёл к выводу, что изоляция в течение первых 90 дней жизни детёныша макаки не влияет на его дальнейшее развитие, однако более длительный период может привести к нарушениям в психике, которые уже невозможно исправить. То же касается и людей. Такой период равен шести месяцам человеческой жизни» [11]

Выводы Харлоу были подтверждены научными исследованиями румынских сирот. Николай Чаушеску ввел политический режим по увеличению численности населения Румынии, но вместо экономического расцвета это привело к социальной катастрофе. У родителей не было денег

чтобы содержать детей и их сдавали в сиротские приюты, где дети находились в ужасных условиях. Позже часть сирот была усыновлена европейцами и американцами. «Именно их судьбы приковали к себе интерес общественности и ученых.

«Самое авторитетное и известное исследование — это исследование психиатра Майкла Раттера — одно из редчайших длительных исследований сирот на протяжении их жизни. В 1990 году доктор Майкл Раттер возглавил группу английских и румынских исследователей института усыновления, наблюдавших 165 румынских детей, усыновленных в Великобритании.

Это лонгитюдное исследование детей, которые с рождения воспитывались в учреждениях. Детей разделили на две группы: тех, кто был в учреждениях меньше и больше 6 месяцев. Контрольной группой были сироты, усыновленные внутри Великобритании в возрасте до 6 месяцев.

Исследователи анкетировали и интервьюировали приемных родителей и детей, когда им исполнилось 5, 11 и 15 лет и затем в возрасте 22-25 лет. Измерялись разные параметры от IQ до расстройств аутистического спектра, невнимательности и чрезмерной активности, расторможенность социального взаимодействия, поведенческие и эмоциональные проблемы, уровень познавательных способностей.

Первоначально все 165 детей имели задержки в развитии и последствия недоедания. Многие из детей, которые провели в учреждениях меньше 6 месяцев к 5-6 годам демонстрировали существенные признаки восстановления. Улучшения в развитии были стремительными и устойчивыми на протяжении нескольких лет. Уровень недоедания не имел существенного эффекта на психологические последствия.

Румынские усыновленные, которые провели в учреждениях больше 6 месяцев, существенно отличались от контрольной группы усыновленных британских детей и тех, кто провел в учреждениях меньше 6 месяцев: у них проявлялись особенности, сходные с аутизмом, проблемы с формированием привязанности и социальным взаимодействием, невнимательность, гиперактивность, скудость умственного функционирования. Более трети детей потребовалась профессиональная образовательная, психологическая и психиатрическая помощь.» [12]

По моему мнению при лечении аутизма надо научить детей распознавать эмоции. За эмоции отвечают определенные группы лицевых мышц, которые подробно описаны в книге профессора Пола Экмана «Психология эмоций». Если научить детей пониманию связи между лицевыми мышцами и эмоциями и адекватной реакции на эмоциональное состояние другого человека, то мне, кажется, можно научить людей эмоциональному взаимодействию. «Например, при эмоции печали люди приоткрывают рот, опускают уголки губ вниз, направляют взгляд вниз и опускают верхние веки.» [13, стр. 127] Когда вы видите такое выражение лица у собеседника то нужно спросить: «Что тебя так расстроило? Чем ты так огорчен? Я могу тебе помочь?

Недостаток эмоционального взаимодействия в раннем детстве может привести к развитию разного рода сексуальных девиаций в будущем и сложностям в построении отношений с противоположным полом. В эксперименте Харлоу «Лишая макак контакта со сверстниками и оставляя их только наедине с суррогатной матерью, исследователь наблюдал отклонения в поведении обезьян после взросления. Они уже не могли нормально взаимодействовать с другими приматами этого вида. Животные проявляли агрессию, особенно самки по отношению к самцам. Со своим потомством воспитанники Харлоу обращаться не умели. Большинство просто игнорировали своих детёнышей, но были случаи крайне жестокого обращения: они кусались, били и возили по полу своих малышей, убивали их. Вся работа является убедительным доказательством того, что для полноценного развития ребёнка от родителей нужно не только питание, но и тепло, тактильный контакт и общение.» [11]

«С позиций психоанализа ...в развитие гомосексуализма большую роль могут играть личностные особенности родителей ребенка: так мужской гомосексуализм формируется при наличии мягкого, нежного отца и злой, холодной матери. [14, стр. 387] Доктор Робин Норвуд в своей книге «Женщины, которые любят слишком сильно» описывает крайне несчастливых в личных взаимоотношениях женщин. Их всех объединяет общие черты» «1. Как правило, вы росли в дисфункциональной семье, где ваши эмоциональные потребности не встречали отклика. 2. Вы сами получали мало подлинной заботы, а потому пытаетесь компенсировать эту неудовлетворенную потребность, становясь нянькой, особенно для тех мужчин, которые, по той или иной причине, кажутся вам ущербными. 3. Поскольку вам так и не удалось изменить своих родителей, чтобы они давали любовь и ласку, которых вам так не хватало, вы остро

реагируете на знакомый тип эмоционально недоступного мужчины, которого можно снова попытаться изменить, отдавая ему свою любовь.»[15]

Неудовлетворенные эмоциональные потребности в раннем возрасте приводят к сексуальной зависимости во взрослом возрасте. Актер Майкл Фассбендер и режиссер Стив Маккуин изучали поведение сексоголиков при создании фильма «Стыд», где говорится об этой проблеме. «Как выяснили оба, проблема здесь кроется в сложностях с выражением эмоций. Большинство сексоголиков испытывают определенные трудности с тем, чтобы открыться и довериться кому бы то ни было в чувственном, а не в физическом плане. Из-за этого им крайне сложно начать серьезные отношения с другим человеком, даже если этот кто-то будет вполне способным к эмпатии: они просто не могут позволить себе эмоциональную близость, у них вырабатывается серьезный внутренний барьер.» [16]

Часто эти люди испытывают депрессию. Так как их потребности в общении не удовлетворяются. Это потребности третьего уровня по пирамиде потребностей Маслоу. Счастливым же человека делает умение удовлетворения потребностей. По указанным выше причинам сексуальной зависимостью чаще страдают мужчины чем женщины.

«Как показали предыдущие исследования, сексуальная зависимость — патологическое, неконтролируемое влечение к сексу — часто идет рука об руку с депрессией, и гиперсексуальные люди используют секс как средство, помогающее им справиться со своим плохим настроением и депрессивным состоянием. К такому выводу пришла группа специалистов по клинической психологии, психиатрии и медицинской сексологии из нескольких университетов Италии. Статья опубликована в журнале *Sexes*.» [17]

Фассбендер так выразился о своем герое: «Да у него ни с кем нет здоровых отношений — будь то начальник, сестра или бесконечные партнерши. Он живет в изоляции, скрываясь под маской успешного человека. Он не может позволить себе по-настоящему вкладываться в отношения — он боится близости, эмоциональной ответственности. Для него это слишком. Поэтому даже когда его обнимает сестра, у него не появляется чувства защищенности. В какой-то момент кажется, что он вот-вот придет к настоящей близости с женщиной, но он не может с этим справиться, ему слишком страшно.»[16]

В настоящее время сексуальная зависимость является настолько распространенным явлением что кинокритик Ольга Шакина назвала фильм «Стыд» точнейшим портретом поколения. [18]

Мне кажется опять-таки если корень проблемы здесь лежит в неумении понимать эмоции и строить отношения то и лечение надо проводить в том чтобы научить этих людей распознавать эмоции и не бояться эмоциональной близости и научиться удовлетворять свои эмоциональные потребности не прибегая к постороннему средству.

Библиографический список

1. С.И. Ожегов « Словарь русского языка» , Москва «Русский язык» , 1984
2. <https://blog.oy-li.ru/piramida-potrebnostej-maslou/> электронный ресурс. Дата обращения: 3.11.2023
3. <https://psyera.ru/3243/koncepciya-nevroza> электронный ресурс. Дата обращения: 3.11.2023
4. Монтессори «150 занятий с малышом дома» Издательство «Бомбора» Москва, 2023
5. <http://kdb2tver.ru/tsentr-detskoj-nevrologii-i-mr/informatsiya-dlya-roditelej/37-09-06-17-1> электронный ресурс. Дата обращения: 3.11.2023
6. С. Ю. Танцюра, С.М. Мартыненко, Б.М.Басангова «Игровые упражнения для развития речи у неговорящих детей» Москва, 2022 Издательство «ТЦ Сфера»,
7. В.П. Шейнов «Психологическое влияние», Минск , 2008
8. <https://ru.wikipedia.org/wiki/%D0%90%D1%83%D1%82%D0%B8%D0%B7%D0%BC>
9. <https://www.medicina.ru/patsientam/zabolevaniya/autizm/> электронный ресурс. Дата обращения : 3.11.2023
10. Аллан и Барбара Пиз « Язык взаимоотношений». Москва, 2008. Издательство «Эксмо»
11. https://www.facebook.com/permalink.php?story_fbid=918657048470742&id=783526428650472&comment_id=921642794838834&paipv=0&eav=AfZf6mgyn2BeckYurE7UmnUc5RF22Lmq3jN3PQKBiqfOsK_6-auXZiHzXsUrFl8LXJc&_rdg электронный ресурс. Дата обращения : 3.11.2023
12. <https://irsu.info/2021/07/07/romania/> электронный ресурс. Дата обращения: 3.11.2023
13. Пол Экман «Психология эмоций», издательство «Питер», Москва, 2014

14. Юрий Щербатых «Психология любви и секса» Популярная энциклопедия Москва «Эксмо»
15. Робин Норвуд «Женщины, которые любят слишком сильно. Если для вас «любить» означает «страдать», эта книга изменит вашу жизнь» ООО «Издательство «Добрая книга», 2008
16. <https://mnogo-smysla.ru/smysl-filma/stydno-li-smotret-styd/> электронный ресурс. Дата обращения: 3.11.2023
17. <https://www.psychologies.ru/wellbeing/seksualnaya-zavisimost-i-depressiya-chto-otlichaet-lyubitelei-onlain-znakomstv/> электронный ресурс. Дата обращения: 3.11.2023
18. <https://www.film.ru/articles/recenziya-na-film-styd> электронный ресурс. Дата обращения: 3.11.2023



<https://sconferences.com>
info@sconferences.com

ISBN



9 789165 423411