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Economic sciences

THE IMPACT OF THE WAR BETWEEN RUSSIA AND UKRAINE ON THE INTERNATIONAL ECONOMY

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ВЛИЯНИЕ ВОЙНЫ МЕЖДУ РОССИЕЙ И УКРАИНОЙ НА МЕЖДУНАРОДНУЮ ЭКОНОМИКУ

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Помимо человеческих жертв и гуманитарного кризиса, вызванного военными действиями в войне между Россией и Украиной, последствия замедления экономического роста и ускорения инфляции будут ощущаться во всей мировой экономике.

Воздействие будет распространяться по трем основным каналам. Во-первых, повышение цен на биржевые товары, такие как продовольствие, нефть и газ, приведет к дальнейшему росту инфляции, что, в свою очередь, скажется на доходах населения и негативно отразится на спросе. Во-вторых, соседние страны столкнутся с более серьезными перебоями в торговле, снабжении, денежных переводах, коммуникациях и историческим всплеском потоков беженцев. И в-третьих, снижение делового доверия и рост неуверенности инвесторов могут негативно сказаться на ценах активов, что приведет к ужесточению денежно-кредитной политики и ускорению оттока капитала из стран с развивающейся экономикой.

Россия и Украина являются крупными производителями сырьевых товаров, и нестабильность уже привела к резкому росту мировых цен, особенно на нефть и природный газ. Стоимость продуктов питания резко возросла, а цены на пшеницу, на долю которой приходится 30% мирового экспорта, достигли рекордных уровней.

Помимо глобальных вторичных последствий, дополнительное давление окажут страны, подверженные прямым торговым, туристическим и финансовым рискам. Страны, зависящие от импорта нефти, столкнутся с увеличением бюджетного и торгового дефицита и ростом инфляционного давления, в то время как некоторые страны-экспортеры, например, страны Ближнего Востока и Африки, могут выиграть от повышения цен.

Резкий рост цен на продовольствие и топливо может повысить риск беспорядков в некоторых регионах - от Африки к югу от Сахары и Латинской Америки до Кавказа и Центральной Азии, а также, вероятно, приведет к дальнейшему ухудшению продовольственной безопасности в некоторых частях Африки и Ближнего Востока.

Хотя эти последствия трудно оценить, мы уже готовимся к вероятному пересмотру в сторону понижения наших прогнозов экономического роста, когда в следующем месяце мы опубликуем более подробную картину в нашем докладе "Перспективы развития мировой экономики" и региональных оценках.

В более долгосрочной перспективе война может коренным образом изменить глобальный экономический и геополитический порядок, поскольку произойдет смещение торговли энергоносителями, реорганизация цепочек поставок, фрагментация платежных систем и переоценка странами структуры своих валютных резервов. Рост геополитической напряженности еще больше увеличивает риск усиления экономической фрагментации, особенно в области торговли и технологий.

Последствия войны между Россией и Украиной уже вызывают потрясения не только в этих странах, но и в регионе и в мире, что подчеркивает важность глобальных систем финансовой безопасности и региональных механизмов защиты экономик.

Хотя некоторые последствия могут проявиться в полной мере только через несколько лет, уже сейчас есть явные признаки того, что война и сопутствующий ей резкий рост цен на основные сырьевые товары затруднят для политиков некоторых стран достижение тонкого

баланса между сдерживанием инфляции и поддержкой восстановления экономики после пандемии.

IMPACT OF TWO YEARS OF WAR ON THE REAL ESTATE MARKET OF UKRAINE. WHAT'S AHEAD?

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ВПЛИВ ДВОХ РОКІВ ВІЙНИ НА РИНОК НЕРУХОМОСТІ УКРАЇНИ. ЩО ПОПЕРЕДУ?

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Abstract

The purpose of the article is to explore the trends and prospects for the housing market, including rentals, in Ukraine during the two years of war. The information from all regional capitals of the country was analyzed, and trends for this period were identified. Real estate, unlike bonds, stocks, and currency, is the most resilient to fluctuations in risks associated with military actions. Therefore, researching the factors and key trends influencing the real estate market is an extremely relevant task in modern conditions. This provides the correct understanding of the processes that will take place in the real estate market of Ukraine. Using the city of Kharkiv as an example, the rental market was examined, and it was assumed that, most likely, both the rental market and the primary and secondary real estate sales market would start gaining momentum, with a gradual increase in prices compared to the previous half-year. The authors predict that such a scenario will unfold in all cities of Ukraine. Analyzing the real estate market throughout the entire period of hostilities allows us to assert exactly that. Once the so-called 'hot phase' of hostilities is over, the real estate market gradually starts to revive and become more active. The article demonstrates the ways of utilizing geographic information systems in the field of forecasting changes and identifying trends inherent to this highly dynamic market. It was infographics that allowed us to draw certain conclusions regarding the prospects of the real estate market, both for individual cities and the country as a whole. The result of the conducted analysis is the identification of the prospects for the real estate market's development in the near future. The proposed conclusions were obtained through the visualization of the collected data. The relevance of the article lies in the use of information technology in analyzing extremely incomplete information obtained from various sources.

Анотація

Метою статті є дослідження тенденцій та перспектив розвитку ринку житла, включаючи оренду в Україні на протязі двох років війни. Було проаналізовано інформацію по всім обласним центрам країни та виявлено тенденції за цей період. Нерухомість, на відміну від облігацій, акцій та валюти, є найбільш стійкою до коливань ризиків, пов'язаних з військовими діями. Тому дослідження факторів та основних тенденцій, які впливають на ринок нерухомості вкрай актуальне завдання у сучасних умовах. Саме це дає правильне розуміння процесів, які будуть проходити на ринку нерухомості України. На прикладі міста Харкова було досліджено ринок оренди та здійснено припущення що скоріше за все як ринок

оренди, так і ринок з продажу первинної та вторинної нерухомості почне набирати обертів і відбуватиметься поступове здорожчання у порівнянні з попереднім півріччям. Автори прогнозують що такий сценарій буде відбуватися по усіх містах України. Аналіз ринку нерухомості на протязі всього часу ведення бойових дій дає змогу стверджувати саме так. Як тільки скінчується так звана «гаряча фаза» ведення бойових дій, поступово ринок нерухомості починає пожвавлюватися та оживати. У статті показано шляхи використання геоінформаційних систем в сфері прогнозування змін та визначення тенденцій, притаманних цьому вкрай мінливому ринку. Саме інфографіка дозволила зробити певні висновки щодо перспектив ринку нерухомості як по окремим містам, так і по країні в цілому. Як результат проведеного аналізу є визначені перспективи розвитку ринку нерухомості в найближчому майбутньому. Запропоновані висновки отримано завдяки візуалізації отриманих даних. Актуальність статті полягає у використанні інформаційних технологій при аналізі вкрай неповної інформації, отриманої з різномірних джерел.

Keywords: real estate, home ownership, geoportal, geoinformation system, rent, primary market, secondary market, stakeholders

Ключові слова: нерухомість, домоволодіння, геопортал, геоінформаційна система, оренда, первинний ринок, вторинний ринок, стейкхолдери.

Постановка проблеми

Ситуація на ринку нерухомості у наслідок війни суттєво змінюється. Якщо порівнювати орендні ставки на житло у різних областях України на початку війни (зима 2022 р.) та восени 2023 р. можна прослідкувати значні зміни. Обумовлено це, перш за все, перебігом подій на арені бойових дій. Зміни стосуються не тільки оренди житла, а й вартості нерухомості (квартири, будинки) як на первинному, так і на вторинному ринку.

Доки остаточно не буде зрозуміло масштаби руйнувань та стан справ на фронті, доволі важко прогнозувати тенденції на ринку нерухомості [1]. Після закінчення бойових дій попит на житло у українців буде значним. Хоча тенденції до зростання вартості як при оренді квартир, так і при купівлі, наразі простежуються.

Предмет та завдання досліджень

Метою дослідження є встановлення впливу військового стану, тенденцій та перспектив ринку нерухомості України, що в свою чергу зможе зробити сильний поштовх в економіці – створити робочі місця, принести інвестиції, новітні технології тощо. Як тільки у певному регіоні на значний час інтенсивність бойових дій вщухає, поступово починає пожвавлюватися ринок нерухомості та зростати орендні ставки [2].

Аналіз останніх досліджень і публікацій

Якщо розглядати тенденції на ринку будівництва, скорочення обсягів нових пропозицій відбувалося практично по всій території України, за винятком кількох областей. Найбільшого спаду в будівництві зазнали східні та південні області: там обсяги введення в експлуатацію нового житла впали на 70–90 % порівняно з передвоєнним роком.

Масштаби руйнувань величезні. Тільки за наявними даними вони перевищують обсяги усього нового житла, введенного в експлуатацію за останні сім років. Враховуючи масовість ракетних обстрілів в період гострої фази бойових дій, а також неможливість підрахунку збитків в окупованих районах, обсяги руйнації житла будуть ще більшими.

На початку 2023-го урядом країни було запущено програму «ЄОселя», яка мала розширити категорії громадян, які зможуть отримати кредит на житло під 3% або 7%, однак, враховуючи воєнний стан і брак фінансування, запуск масової іпотеки не відбувся. Як зазначають керівники проекту, його можна очікувати протягом 2023 року. Але і він вже закінчується.

Динаміка цін на продаж та оренду житла суттєво відрізнялась у різних регіонах країни. У більшості західних і північно-західних регіонів України, а також в областях з великим потоком внутрішньо переміщених осіб (Запорізька, Миколаївська, Дніпропетровська), ціни на квартири усіх класів зростали або залишалися на приблизно минулорічному рівні. На решті території країни житло стало в середньому на 2–10 % дешевшим (із найбільшим падінням до 20% у Харківській області) [3].

На ринку нерухомості нестабільність цін залежить від регіону: чим західніше локація, тим ціни стабільніші й вищі, чим південніше, східніше та північніше – тим нижчі. На початку війни на ринку сталося різке падіння продажів та відсутність попиту, але поступово економіка відновлювалася [4].

Для таких міст, як Київ, Одеса та Харків будуть не найкращі часи у розрізі вторинного ринку квартир. Відобразиться вплив проблем з електроенергією, загроза повторних нападів та обстрілів, саме тому тут спостерігатиметься суттєвий спад цін на квартири.

У Дніпрі така деструктивна динаміка не є настільки очевидною, більш імовірна тимчасова стабілізація. У Львові ж імовірні позитивні тенденції та продовження зростаючого тренду, що зумовлюється новим напливом біженців зі східних та південних регіонів. Таким чином, є цілком можливим варіант, що ціни на квартири продовжуватимуть зростати. Очікується значний спад цін на 1- та багатокімнатні квартири, що може бути пов'язано із суттєвим зниженням купівельної спроможності, у той же час для 3-кімнатних квартир очікується стабільність та впевнене зростання, з огляду на те, що саме ці варіанти завжди користуються найбільшою затребуваністю як найоптимальніші для родини. Порівняно незначне падіння торкнеться 2-кімнатних квартир [5].

Від початку повномасштабної війни західні області України прийняли нові категорії потенційних покупців, що безпосередньо впливатимуть на відновлення ринку:

- тимчасово переміщених осіб, які прожили довший проміжок часу в нових для себе містах, адаптувались, зрозуміли що їм комфортно, вони готові продовжувати життя саме тут і мають на це відповідний ресурс;

- працівників компаній, які здійснили релокацію на захід України;

- інвесторів, які хочуть мати житло на заході України через безпековий фактор;

- інвесторів в нерухомість з ціллю отримати ліквідний актив та прибуток.

У зв'язку з цим, прогнозується, що у західних областях країни ринок нерухомості відновиться досить швидко. В інших регіонах, особливо тих, що потерпають від обстрілів, питання відновлення залежатиме від впевненості людей, які там проживають, у завтрашньому дні та підтримці з боку держави. [6]

Виклад основного матеріалу

У ході виконання аналізу орендних ставок на квартири різної кімнатності було проаналізовано середню вартість помісячної оренди житла по всім великим містам України. Для цього було зроблено вибірку з тридцяти пропозицій по кожному місту з подальшим отриманням середнього значення.

Для збору інформації був використаний геоінформаційний портал Uveson та платформа онлайн-оголошень OLX [7, 8] та графічний підхід до моделювання нерухомості. Тобто це метод, який використовує графіку для створення моделі нерухомості. Цей підхід передбачає використання спеціалізованих програм для створення та редагування моделей. Однією з головних переваг графічного підходу є його висока точність та деталізація. Також графічний підхід є інтерактивним і дозволяє редагувати та змінювати моделі нерухомості в режимі реального часу [9]. Саме ця перевага була використана в дослідженні – а саме створення візуально привабливої та деталізованої інфографіки, що демонструє зміни ринку нерухомості.

У ході аналізу середньої вартості орендних ставок на квартири по містах просліджується тенденція зростання ціни від центральних областей до західних. Такі міста як Київ, Львів, Івано-Франківськ та Ужгород займають лідируючі позиції – в них ціни найвищі (рис. 1). При тому, якщо порівнювати орендні ціни на квартири навесні та влітку, практично всюди можна констатувати їх збільшення. Виключення становлять Суми, Запоріжжя, Ревне та Тернопіль.

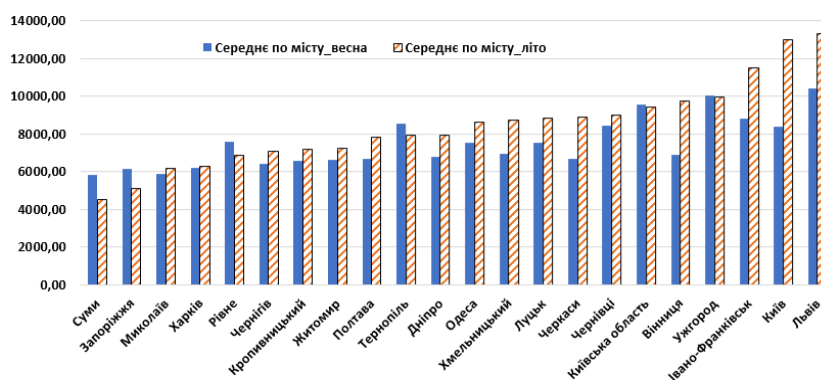


Рис. 1. Середня вартості оренди квартири в Україні помісячно (грн.)

У разі подової оренди квартир ситуація більш-менш стабільна, але просліджується незначне збільшення у західних областях. А от при помісячній оренді квартир тенденція зростання ціни від центральних областей до західних просліджується дуже добре. Лідерами є Київ та Львів (рис. 2).

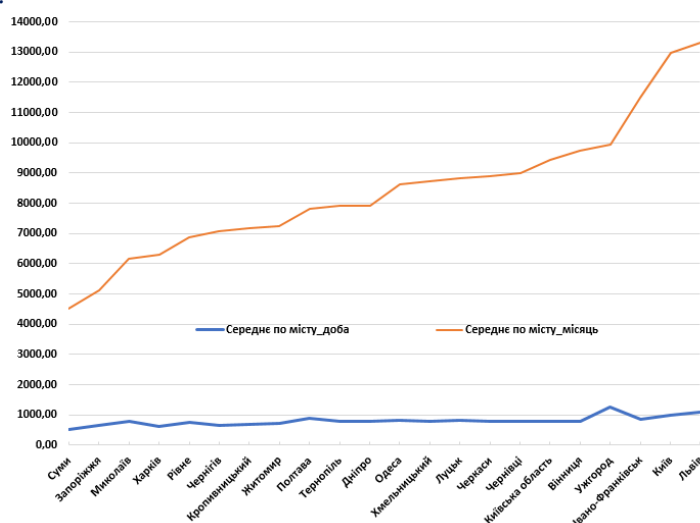


Рис. 2. Середня вартості оренди квартири помісячно та подово (грн.)

В східних областях влітку ринок нерухомості значно поживав. Це можна проілюструвати на прикладі міста Харкова, відслідкувавши ринок оренди однокімнатних та малогабаритних квартир – так званих «гостинок». Не залежно від району міста, просліджується тенденція до здорожчання вартості. Ймовірність цього прогнозу доволі висока, як видно з рисунка 3.

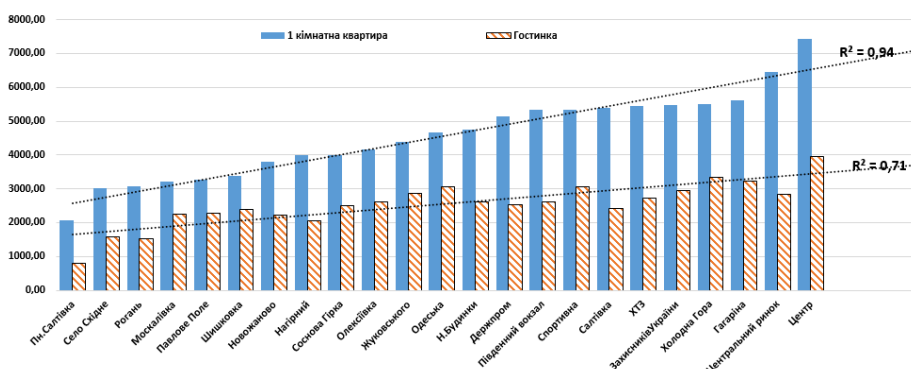


Рис. 3. Вартості оренди квартир по районах м. Харкова (грн.)

Якщо аналізувати середню вартість продажу квартир первинного ринку, то у різних регіонах ситуація суттєво різниться. З приведеної гістограми видно (рис. 4), що Київ займає лідируючі позиції не залежно від кількості кімнат у квартирі (рис. 5) а вартість квартир у новобудовах суттєво не змінилася на протязі шести місяців 2023 р.

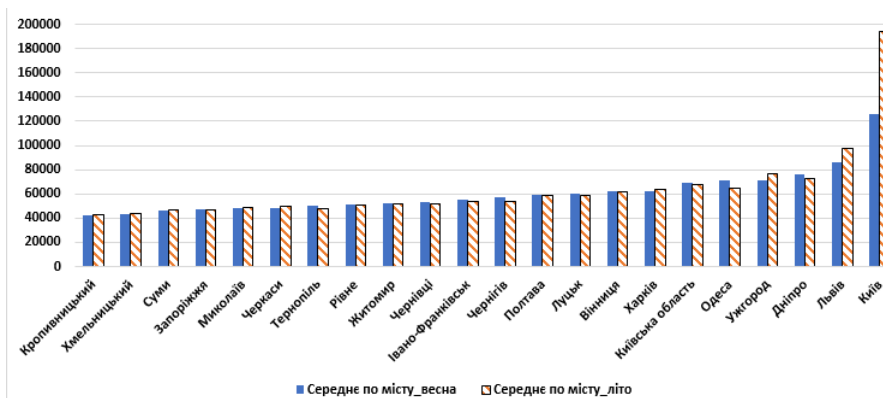


Рис. 4. Середня ціна квартир у новобудовах в залежності від міста (\$)

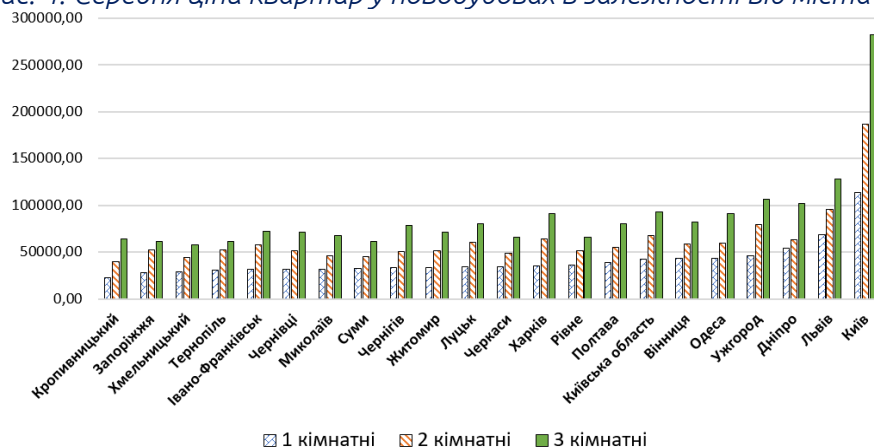


Рис. 5. Середня ціна квартири у новобудовах з різною кількістю кімнат (\$)

Якщо аналізувати середню вартість продажу квартир вторинного ринку на протязі шести місяців 2023 р. (березень – серпень), можна стверджувати що ринок почав стабілізуватися – вже немає таких сплесків цін, які були навесні у Дніпрі, Полтаві та Луцьку (рис. 6).

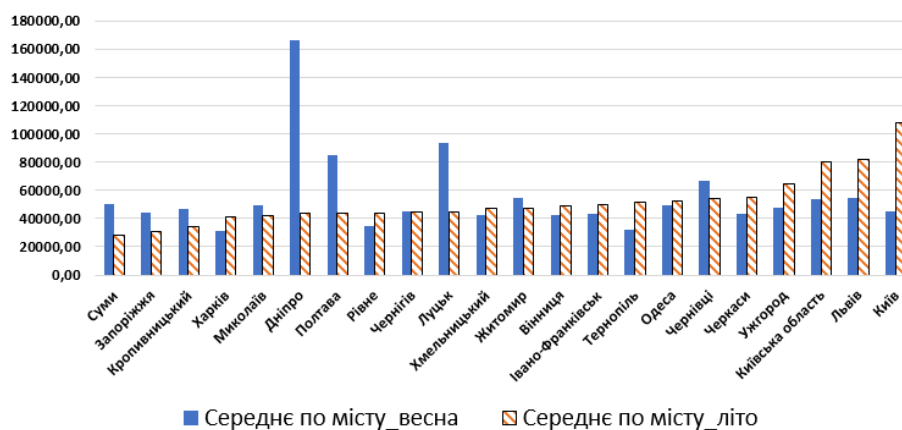


Рис. 6. Динаміка зміни середньої ціни квартир вторинного ринку в залежності від міста (\$)

Але тенденції зберігаються – на сході країни житло дешевше, а на заході, в деяких прикордонних регіонах з Польщею, Угорщиною та Словаччиною дорожче. Лідером з вартості продажу квартир вторинного ринку нерухомості є Київ. За результатами здійсненого аналізу, можна зробити висновок, що середня вартість вторинної нерухомості по Україні за даними на літо 2023 року знаходиться в проміжку від 28 000 до 108 000 \$.

Висновки

Авторами проаналізовано тенденції зміни цін на ринку первинного, вторинного житла а також подової та помісячної оренди по всім великим містам України.

Більш детально проведено дослідження ринку орендованого житла міста Харкова. Визначені орендні ставки: мінімальна, середня та максимальна вартість.

Побудовано діаграми залежності вартості житла від місця знаходження.

Зважаючи на все вищесказане можна з впевненістю сказати, що ринок житла в Україні вже не буде тим, який він був до початку військових дій. За той час, що пройшов з початку війни, вже відбулися кардинальні зміни у сфері оренди і продажу житлової нерухомості.

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Historical sciences

ESTABLISHMENT OF THE FIRST RELATIONS BETWEEN AZERBAIJAN AND THE UNITED STATES (1991-1992) IN AZERBAIJANI HISTORIOGRAPHY

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Abstract

Diplomatic relations between the US, which has become the world's only superpower after the fall of the Soviet Union, and the Republic of Azerbaijan, which has just regained its state independence after the dissolution of the Soviet Union, have been and continue to be of great importance since the very beginning of Azerbaijan's independent foreign policy course. The United States, in turn, was interested in establishing diplomatic relations with Azerbaijan, which has the most important geostrategic position not only in the South Caucasus, but also in the whole world and consequently, the United States government officially recognized the independent Republic of Azerbaijan at the end of 1991. Following this, the first practical steps were taken in the field of establishing initial political-diplomatic relations between Azerbaijan and the United States. All these issues have been widely reflected in the research works of many scientists (M. Gasimli, A. Hasanov, E. Nasirov, F. Ismayilov, I. Musa, etc.) in Azerbaijani historiography. In the article, a comparative analysis of those research works and historiographical materials was conducted, and on the basis of this, the establishment of the first political-diplomatic relations between Azerbaijan and the United States was studied.

Keywords: Azerbaijan, the United States, international relations, bilateral relations, foreign policy, historiography.

The historical roots of Azerbaijan's relations with the United States of America which is the world's most important superpower, go back to the second half of the 19th century. Thus, in the 70s and 80s of the 19th century, the oil industry, which was formed and developed in Azerbaijan, attracted the attention of the huge oil companies of the United States as well as other leading Western countries. In 1918, after Azerbaijan declared its independence as the first democratic republic in the East, relations between the two countries became relevant again, the first step towards the establishment of diplomatic relations between the Azerbaijan Democratic Republic and the United States was taken during the Paris Peace Conference (1919). But during the 70-year period when Azerbaijan was part of the Soviet Union, there were no official relations between the two countries.

Following the dissolution of the Soviet Union in 1991, regaining its state independence on October 18, the Republic of Azerbaijan began to conduct an independent foreign policy. In the first years of independence, the basis of the foreign policy of Azerbaijan, like other post-Soviet countries, was the establishment of the first diplomatic relations with the world states and the official recognition of its independence. At this time, relations with the United States, which became the world's only superpower after the collapse of the USSR, began to form one of the most important aspects of Azerbaijan's foreign policy. The first diplomatic relations of Azerbaijan with the United States have been widely reflected in many research works in the domestic historiography. M. Gasimli, A. Hasanov, E. Nasirov, F. Huseynov, I. Musa, E. Ahmadov and other authors should be mentioned among the researchers of the mentioned problem in Azerbaijani historiography.

The USA is one of the first countries in the world to officially recognize the independence of Azerbaijan. Thus, US President George Bush declared his official recognition of the independent state of Azerbaijan on December 25, 1991, that is, just 2 months after the adoption of the "Constitutional Act on State Independence of the Republic of Azerbaijan". N. James writes in this regard in his book "Diplomacy in the Former Soviet Republics": "On December 25, 1991, the Soviet Union ceased to exist and the United States officially recognized 12 former Soviet republics, including Azerbaijan, as independent states" [6, p. 150]. A. Hasanov describes this important event as follows: "On December 25, Washington declared its official recognition of Azerbaijan, which had declared its independence, and soon took certain steps to establish diplomatic relations between the two states" [5, p. 145]. However, as

shown in N. Jafarsoy's monograph "Azerbaijan's foreign policy during the Elchibey period", on December 25 US President J. Bush, who officially recognized Azerbaijan's state independence, wrote a letter to A. Mutallibov, the first president of Azerbaijan and put forward 5 principles for establishing relations between the two countries [2, p.136]. It was clearly stated here that the USA is not interested in the existence of multiple nuclear states in the post-Soviet space and therefore, Azerbaijan should sign the Treaty on the Non-Proliferation of Nuclear Weapons, adopted by the UN General Assembly in 1968 (which ratified by the USSR in 1969 – B.M.), and should have the status of a "nuclear-weapon-free country". Other principles mentioned in the US president's letter include the observance of laws and the use of democratic methods during political reforms; protection of human rights and rights of ethnic minorities; compliance of national policy with international norms; the transition of Azerbaijan from the old Soviet-era economic system to a free market economy. Azerbaijani president sent a reply letter to the US president and stated that Azerbaijan, which intends to establish independent relations with the US, adheres to all principles, including making efforts regarding the fifth principle. Consequently, as M. Qasimli wrote: "With those letters, the first steps were taken in the relations between the two countries" [7, p.153].

The first practical steps in establishing diplomatic relations between Azerbaijan and the United States coincided with the beginning of 1992. So, on February 12, 1992, US Secretary of State James Addison Baker made a business trip to Baku [4, p.30]. M. Qasimli writes about the purpose of that visit: "The US government was worried about the processes taking place in the region, especially the deepening of the Nagorno-Karabakh conflict, Iran's activation in the South Caucasus region after the collapse of the USSR. ... There was a need to discuss those issues" [7, p.153]. It was because of this that J. Baker received extensive information from official Baku about the internal and foreign policy of newly independent Azerbaijan, economic reforms, the Armenian-Azerbaijani Nagorno-Karabakh conflict, and important aspects of the future relations of the United States with Azerbaijan were discussed. J. Baker, returning from the trip, advised the US government to establish diplomatic relations with Azerbaijan. It was for this reason that only 5 days after Baker's visit – on February 17, the US Secretary of State's personal representative, ambassador for special tasks Nicholas Sangoya visited Baku. E. Nasirov writes that N. Sangoya met with Azerbaijan's State Secretary Midhad Abbasov and they discussed the establishment of diplomatic relations between the two countries, as well as the opening of the US embassy in Baku [9, p.22].

In March 1992, embassies were opened in both countries: first the Azerbaijani embassy in Washington and then the US embassy in Baku [1, p.2]. During the opening of the United States Embassy in the capital of Azerbaijan, US Chargé d'Affaires in Azerbaijan Robert Finn made a speech and emphasized that the embassy will serve the development of relations between the two countries [7, p.154]. This event meant the establishment of diplomatic relations between Azerbaijan and the United States.

The period when the first diplomatic relations between Azerbaijan and the United States were established is characterized by the transition of Azerbaijan to difficult times – the war phase of the Armenian-Azerbaijani Nagorno-Karabakh conflict. From the very beginning of the Azerbaijan-US negotiations on the conflict in Karabakh, the United States expressed its support for the resolution of the conflict within the framework of the Council on Security and Cooperation in Europe (CSCE; OSCE since January 1, 1995). Already in March 1992, the Minsk Group of CSCE was established for the resolution of the conflict, with the USA as co-chairman. In April 1992, the US government sent a delegation of the US Congress to Baku under the leadership of Senator Dennis DeConcini, the chairman of the Senate commission on OSCE. I. Musa characterizes this visit of US officials as "reconnaissance missions" with the aim of studying Azerbaijan [8, p.507]. A. Hasanov writes about this visit: "It goes without saying that all these delegations thoroughly study Azerbaijan and determine the contours of the future foreign policy of the United States in relation to this country" [5, p.145-146]. Shortly after that visit - in May 1992, Shusha and Lachin were occupied by the Armenian armed forces. This was clearly against international law, particularly the Helsinki Final Act of the CSCE (1975). Therefore, on May 19, the US State Department issued a statement stating that it will not recognize the occupation of Azerbaijan's territory by force. At that time, the US leadership, which is based on the principles of democracy and justice, emphasized such a point that is very valuable for Azerbaijan, as noted by researcher I. Musa: "The US will not agree to unilaterally change the status of any territory based on violence" [8, p.507]. Not only in the domestic historiography, but also in foreign historiography, this fact is unequivocally evaluated as the objective and fair position of the United States.

After the change of government in Azerbaijan in May-June 1992 and the election of A. Elchibey as the new president, US official circles once again tried to expand relations with the Republic of Azerbaijan, which is of great geostrategic importance, and to actively intervene in the socio-political and military problems in the region. For this purpose, in July 1992 – on the eve of the CSCE Helsinki summit, US President J. Bush sent a letter to the President of Azerbaijan and stated that his country is ready to establish and develop relations with Azerbaijan in all spheres. At that time, the head of the White House wrote in his congratulatory letter to the President of the Republic of Azerbaijan A. Elchibey: "I welcome your loyalty to the work of creating democracy and free market relations in Azerbaijan" [8, p.508]. However, it is a pity that the leadership of the republic at that time could not go ahead of its predecessors and underestimated this important initiative of the United States. This is how A. Hasanov analyzes this event: "At that time, the political circles of the country believed that Azerbaijan's independent statehood interests and the desire to weaken Russia's influence in this region were of such vital importance to the United States that all the problems of Azerbaijan would be solved by the United States and European states (especially Turkey). They thought that Azerbaijan should consider its work finished by not settling with Russia and declaring a "struggle" against it. Supposedly, all the remaining issues, including Armenia's aggression and the solution to the Nagorno-Karabakh problem, are the problems of the United States, European countries and international organizations" [5, p. 147].

Thus, as a result of the inadequate foreign policy course conducted by the Azerbaijan's leadership at that time, Azerbaijan could not properly benefit from the support of a superpower like the United States at the CSCE Helsinki summit held at a time when Armenia's occupation policy reached its highest level. At that time, Azerbaijan participated in the Helsinki summit, but as A. Hasanov wrote in his book "Azerbaijan and OSCE", Azerbaijan failed to put the issue of aggression of the occupying Armenian leadership on Azerbaijani lands on the agenda of the summit [3, p.12].

In general, the first years of the establishment of politico-diplomatic relations between Azerbaijan and the United States are characterized as "incomprehensible relations" in Azerbaijani historiography, and one of the most important reasons for this is Section 907 added to the "Freedom Support Act" by the US Congress. It is no coincidence that H. Pashayev, who was the first extraordinary and plenipotentiary ambassador of Azerbaijan to the United States in 1992-2006, characterized this as the first obstacle in the bilateral relations between Azerbaijan and the United States [10, p.339].

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Jurisprudence

ANTHROPOLOGICAL THEORIES OF THE CAUSES OF CRIME

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АНТРОПОЛОГИЧЕСКИЕ ТЕОРИИ ПРИЧИН ПРЕСТУПНОСТИ

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Abstract

The article considers the main trends in the development and application of the anthropological school of criminology. The author considers some retrospective provisions of this school and compares them with the most relevant and modern developments in the field of anthropology, biology and medicine. It is very important to understand the personality of the criminal, his explicit and implicit motivation, to predict his behaviour, which can be done with the help of the tools of criminal anthropology. That is why the purpose of this study is to retrospectively analyse the theories of criminal anthropology, as well as dialectical, logical, historical and comparative research methods in the field of anthropology, biology, medicine used to obtain information about the personality of the criminal. The methodological basis of the study was general and private scientific methods of cognition of objective reality.

Аннотация

В статье рассматриваются основные тенденции развития и применения антропологической школы криминологии. Автор рассматривает отдельные ретроспективные положения данной школы, а также сопоставляет их с наиболее актуальными и современными наработками в области антропологии, биологии, медицины. Очень важно при росте преступности понимать личность преступника, его явную и скрытую мотивацию, предсказывать его поведение, что возможно сделать с помощью инструментов криминальной антропологии. Именно поэтому целью данного исследования является ретроспективный анализ теорий криминальной антропологии, а также диалектические, логические, исторические и сравнительные методы исследования в области антропологии, биологии, медицины, применяемых для получения сведений о личности преступника. Методологической основой исследования явились общие и частные научные методы познания объективной действительности.

Keywords: *anthropological school of criminology, Cesare Lombroso, crime, criminal personality, psychology, biology, psychophysiology.*

Ключевые слова: *антропологическая школа криминологии, Чезаре Ломброзо, преступность, личность преступника, психология, биология, психофизиология.*

Введение. На сегодняшний день криминальная антропология не теряет свою актуальность ввиду состояния преступности. «Антропологическое направление в криминологии» - это профилактические меры борьбы с преступностью, которые всегда стоят на первом месте в работе правительства и Президента. Одной из законодательных мер является, например, Указ Президента Республики Казахстан «Об утверждении Положения о Координационном совете Республики Казахстан по обеспечению законности, правопорядка и борьбы с преступностью» [1]. Эти приоритеты в системе юридических дисциплин, прежде всего, направлены на улучшение работы правоохранительных органов с преступностью.

В частности, в Казахстане за 10 месяцев 2022 года зарегистрировано уголовных правонарушений – 140592, что на 1,8% больше, чем за аналогичный период предыдущего года (138093), из них 86,0% или 120985 – преступлений, 14,0% или 19607 – уголовные проступки [2].

Общественные науки, изучающие сложные социальные явления, связывают предмет своего познания в большей или меньшей степени с проблемой человека. Не составляют

исключения из этого правила и юридические науки криминального цикла, в том числе и антропологического направления криминологической мысли. Ни одно криминологическое научное направление не может обойти проблемы, связанные с личностью преступника. Соответственно, ученые начинают задумываться о том, почему человек совершает преступление и как повлиять на его поведение.

По мнению профессора А.И. Долговой [3], ни один криминолог, какую бы научную школу он не представлял, не может обойти проблемы, связанные с человеком, совершающим преступления. Значение личности преступника определяется тем, что преступление, будучи результатом сознательной волевой деятельности человека, не только немислимо вне лица, его совершившего, но и в большей мере обусловлено сущностью и особенностями этого лица. Кроме того, без изучения личности преступника не могут быть поняты ни причины отдельного преступления, ни причины преступности как массового социального явления. Хотя имеется круг весьма авторитетных учёных, которые отрицают существование особой личности преступника. Как и всякое частное научное направление в криминологии, учение о личности преступника имеет богатую историю. Принято считать, что оно складывалось постепенно на протяжении XIX века. Первые попытки разобраться в этой проблеме выражались в установлении особых психофизических признаков, отличающих преступников или определенный их вид от других людей, не совершающих преступлений, а также разделении их на однородные группы.

Первые основы криминальной антропологии были положены в XVIII веке Иоганном Каспаром Лафатером и Францем Йозефом Галлем (френология). Научные разработки указанных выше учёных в последующем позволили талантливому итальянскому врачу-психиатру и тюремному антропологу Чезаре (Цезарю) Ломброзо сделать вывод о том, что нет единого (прирожденного) типа преступника, а есть множество их видов, которые существенно отличаются друг от друга. Криминологическое учение о личности преступника активно развивалось во многих странах мира и в последующем в СССР. На протяжении всего прошлого XX века учеными, в большей степени криминологами, проводилась работа как в области теории личности преступника, так и по изучению отдельных видов и групп преступников. Продолжаются активно исследоваться различные аспекты личности преступника и в наступившем XXI веке. В связи с этим можно говорить об относительно полной изученности личности преступника в современной отечественной и зарубежной криминологической науке. При этом одни специалисты данное направление именуют теорией личности преступника, другие – криминальной антропологией. Третьи – криминологией личности. На наш взгляд, второе наименование выглядит более предпочтительным. Это обусловлено тем, что термин «антропология» включает в себя учение о человеке: его происхождении и изменчивости во времени и пространстве.

В настоящей статье рассмотрена криминологическая антропология не только как направление криминологии, которая изучает взаимосвязь внешнего строения человеческого тела, но и связь антропологических признаков с преступными наклонностями человека.

Криминологическая антропология - это и направление криминологии, которая изучает проблемы личности при совершении преступного деяния, междотраслевая дисциплина, в которой смыкаются такие науки как психология, патологическая психиатрия и дифференциальная психофизиология и т.д.

Мы полагаем, что криминальная антропология на своем пути приобрела полное право гражданства не только среди естествоведения, следовательно, должна получить практическое применение в области юридических наук, в деятельности судов, правоохранительных органов в борьбе с преступностью.

Криминальная антропология старается объяснить и установить связь между анатомическими и физиологическими особенностями человека и его нравственными качествами, его отношением к социальному порядку.

Преступление изучается как естественное явление, почти не зависящее от человеческой воли и деятельности, аналогичное с рождением и смертью. Ещё в начале XX века некоторые учёные проповедующие данную теорию рассматривали преступника, как особую разновидность человеческого рода. Эта точка зрения противоречит несомненному факту социального происхождения преступления и зависимости его от условий места и времени.

Связь тех или иных аномалий с преступностью не всегда исходит из точно и твердо установленных факторов; многие выводы имеют еще только гипотетический характер. То

есть, данная проблема имеет также этическое значение, касающееся оценки мер, применяемых к лицам, нарушающим уголовно-правовой запрет, в том числе, к тем, чьи опасные для общества действия обусловлены медико-биологическими особенностями, включая генетические.

По мнению А.А.Герцензона: «Поведение человека (социальное или антисоциальное) - результат взаимодействия субъективных и объективных факторов [4]. К объективным факторам относится широкий и взаимосвязанный комплекс биологической структуры, особенности и потребности человека, его психического склада, условных и безусловных рефлексов, характера, темперамента, моральных устоев. Несомненно, одной из важных задач, стоящих перед биологией и социологией на стыке этих двух отраслей является исследование качественного перехода биологического в социальное, раскрытие особенностей и закономерностей, присущих биологическим и психологическим компонентам личности и закономерностей социальных. Решение этой проблемы представляется чрезвычайно сложной задачей, выходящей далеко за пределы криминологии. Криминология устанавливает определенные границы изучения личности преступника».

В 20-х годах прошлого века возникает криминально-биологическая школа, связывавшая преступление с наследственностью, конституционным расположением и другими характеристиками преступника. Исследования в этом направлении проводились психиатрами, психоаналитиками, психологами. Однако и данной школе был свойственен односторонний подход к изучению личности преступника, именно – превалирование психических расстройств и болезней по отношению к другим причинам преступности. В основе данного направления, как уже говорилось, лежат три взаимосвязанных фактора: наследственность, конституционное предрасположение и психические особенности личности. При этом нельзя проводить резкую грань между этими факторами. Результаты изучения влияния наследственности на преступность показывают, что наследственность не воздействует непосредственно на причины преступности. Вместе с тем, теоретики этого направления полагают, что в определенной степени такое воздействие имеет место или даже, пытаются доказать, что наследственное предрасположение является одной из причин преступности. При этом исследователи прибегают к т.н. «близнецовому методу».

Так, немецкий профессор Иоганн Ланге, связывающий преступность с генетическими факторами, приходит к выводу, что наследственное предрасположение к преступности выражено примерно в одинаковой степени у идентичных однояйцевых близнецов и различной степени у неидентичных близнецов. Некоторым образом, это заявление содержит определенную долю истины, так как известно, что у человека идентичные близнецы возникают путем расщепления на стадии раннего эмбрионального развития. По всем признакам, которые определяются только генами – пол, цвет глаз, группа крови – идентичные близнецы одинаковы.

Теории Чезаре Ломброзо

В общественном сознании криминальная антропология довольно прочно ассоциируется с именем Чезаре Ломброзо [5].

Согласно теории Ломброзо о «прирожденном преступнике», говорят особенности внешнего строения человеческого тела – антропологические признаки, которые определяют психику человека, весь его внутренний мир, в том числе и его преступные наклонности.

Высказанная Ломброзо теория «прирожденного преступника», по сути, является материалистической, поскольку в основном базируется на наблюдениях и экспериментальных исследованиях. Согласно этой теории, человек становится преступником не из-за социальных причин, а из-за того, что определенные черты ему передаются при рождении. Некоторым людям как бы предопределено судьбой совершать тяжкие преступления. В основу концепции положен тезис о естественном характере и вечности существования преступности в обществе. Склонность к совершению преступления задается инстинктом — так же как сексуальное влечения. Согласно такой логике в совершении преступления нет ничего противоестественного, и за совершение преступления мы не можем осуждать. Профессор судебной психиатрии и уголовной антропологии в университете Турин Чезаре Ломброзо также проводил исследования в области патологической анатомии, физиологии и психологии преступников, изучал их чувствительность, почерк, психические особенности, особенности татуировок.

Чезаре Ломброзо (1835-1909 гг.), одним из первых обратил внимание на широкое распространение татуировок среди преступников, что, безусловно, определило его отношение к ней: он рассматривал наколку как проявление атавизма и как признак нравственной

деформации личности. Исследователь утверждал, что татуировка характеризует собой определенный антропологический тип: носителями ее являются в большинстве случаев прирожденные преступники и прирожденные проститутки.

Чезаре Ломброзо, будучи уже признанным методологом криминальной антропологии, разработал теорию, согласно которой до 40% всех преступников не виноваты в содеянном, ибо обладают врожденной предрасположенностью к злодеяниям, что связано с "признаками нашей организации". Если же добавить к этому их склонность к татуировке, то внешняя характеристика человека, который просто обязан, по Ломброзо, стать преступником, становится очевидной. Ученый считал: "Кто татуируется, является или преступником, или дегенеративной личностью".

Ломброзо отмечал, что, подобно дикарям, «прирожденные преступники» любят татуировать свое тело. С дикарями их роднит и пониженная чувствительность, пренебрежение к боли и собственному здоровью (в 15% у них практически отсутствует болевая чувствительность). Притупленность болевой чувствительности (аналгезия) представляет самую значительную аномалию врожденного преступника. Лица, обладающие нечувствительностью к ранениям, считают себя привилегированными и презируют нежных и чувствительных. Этим грубым людям доставляет удовольствие беспрестанно мучить других, которых они считают за существа низшие. Отсюда их равнодушие к чужой и собственной жизни, повышенная жестокость, чрезмерное насилие. У них притуплено нравственное чувство (Ломброзо даже разрабатывает новое научное понятие - нравственное помешательство). В то же время для них характерны чрезвычайная возбудимость, вспыльчивость и раздражимость.

Несмотря на негативное отношение большинства ученых и чиновников, кожная живопись не исчезла, а перешла на нелегальное положение в Европе и во многих цивилизованных странах мира, в том числе и в Казахстане.

Теория Энрико Ферри

Как уже отмечалось, Ломброзо рассматривает преступников как больных (нравственно-помешанных). Соответственно и меры воздействия на них сходны с мерами воздействия на сумасшедших. На его взгляды в этой области, помимо психиатрической практики, значительное влияние оказала теория социальной защиты, разработанная Э. Ферри.

Теория Ломброзо получила широкое распространение после его смерти, хотя при его жизни подвергалась серьезной критике. В настоящее время она рассматривается только с исторической точки зрения. Однако эта теория нашла и своих сторонников, и развитие. Среди самых ярких его приверженцев итальянский ученый-криминалист автор теории «естественного преступления» Рафаэле Гарофало и итальянский криминолог и политический деятель Энрико Ферри [6].

Энрико Ферри, как последователь теории Ломброзо, тоже уделял внимание не только антропологическим факторам преступности, но также факторам социальным. Всех преступников он классифицировал на категории и предлагал применять к преступнику меры, соответствующие категориям, под которую он подпадает.

Теория Рафаэль Гарофало

Рафаэле Гарофало делает значительный шаг вперед, дополняя биологические условия преступности такими факторами, как отрицательная среда, бедность, плохой пример и т. д. Не отказываясь от основных антропологических позиций, он гораздо больше уделяет внимания социальным факторам преступности. В своем главном труде «Криминология» (это первое использование термина, который сейчас применяется для обозначения науки, изучающей в настоящее время преступление как социально-массовое явление) Рафаэль Гарофало уделяет большое внимание психике. Преступника, по мнению Рафаэля Гарофало, отличает отсутствие двух важнейших человеческих чувств – сострадания и честности, либо хотя бы одного из них: в соответствии с этим он пытался построить свою классификацию преступников (самые опасные преступления совершают те, кто лишен сострадания и честности, кражи совершают те, кто лишен хотя бы честности, и т. п.). В целом же преступник – это лицо, не способное адаптироваться к нормальной жизни, а его преступление – лишь симптом этой ненормальности.

В ранних работах Ломброзо даже предлагал отменить институт судов и заменить его комиссией психиатров, которая, пользуясь разработанным одним из его последователей тахиантропометром (Ломброзо называет его антропометрической гильотиной), производила бы соответствующие исследования и делала выводы относительно принадлежности человека

к классу прирожденных преступников. В последующем он отказался от этой идеи, признал необходимость суда и антропологам отводил роль экспертов.

Рождение позитивистской криминологии обычно связано с публикацией в 1876 году итальянского врача-психиатра Чезаре Ломброзо труда «Преступный человек». В своем знаменитом трактате Ломброзо утверждал, что есть люди, чья склонность к преступности является врожденной или унаследованной, таким образом, они были «рождены преступниками». Он также полагал, что возможно идентифицировать потенциальных преступников, наблюдая некоторые из их физических характеристик (то, что Ломброзо назвал «стигматами»). Ломброзо рассматривал преступников как регресс к более несовершенным этапам эволюции человека, что привело к его концептуальной идентификации преступников с отдельными, по его мнению, «примитивными» народами и расовыми группами. Теория «прирожденного преступника» Ломброзо стала центром серьезных дебатов. В результате Габриэль Тард и Александр Лакассань, которые отвергли идею прирожденного преступника, подчеркнули социальную природу преступления. Обе «школы» противостояли друг другу на серии международных конференций, и эти дебаты были воспроизведены в других странах мира, что ознаменовало существование антропологической и социологической школ криминологии (уголовного права).

Постепенно многие ученые приняли идею о том, что органическая или биологическая конституция субъекта влияла на его духовное и моральное состояние, однако, также особое внимание стоит уделять «социальным» факторам преступности. Самыми важными аспектами антропологической школы права в XX в. было:

- внимание к биологии, антропологии и наследственности;
- необходимость индивидуального подхода к преступнику;
- выявление соотношения между преступностью и такими заболеваниями, как эпилепсия или психические отклонения.

Таким образом, антропологическая школа криминологии делала акцент на том, что необходимо сосредоточиться на преступнике (на его организме, на его психике, на особенностях его поведения), а не на абстрактном понятии «преступность». В результате этой «фокусировки» на преступнике теория быстро завоевала популярность не только в академических кругах, но и в политической и общественной жизни и стала источником информации о различных стратегиях и идеологиях в XX в. Она заложила основу для политизированной евгеники и широко применялась в различных, иногда очень спорных политических течениях. В Дании эта точка зрения, например, была центральной в проекте «социальной реформы», осуществленной датским государством в 1933 году. Это была реформа, направленная на создание Государства всеобщего благосостояния, содержала право стерилизовать «умственно отсталых людей» как способ поддержания физически и морально «здорового» населения. Эти нормативные положения официально не были отменены до 1975 года, и они были обоснованы именно с точки зрения предупреждения преступности. Также происходило в Германии во время Третьего рейха, где было убито 250000 умственно отсталых немцев.

Таким образом, в случае с Данией и Германией явно прослеживается связь между антропологическими характеристиками и преступностью в политическом и идеологическом ракурсе. Такая политизация теории Ломброзо и иных последователей антропологической школы криминологии привела к некоторому негативному восприятию школы, поскольку идея физиологического недостатка в человеческой расе часто ассоциировалась с планами по устранению таких недостатков. Особенно негативно воспринимались такие идеи в свете развития института прав человека, борьбы с дискриминацией по различным признакам. Однако, несмотря на общее неприятие теорий Ломброзо, антропологическая криминология все еще находит свое место в современном криминальном профилировании. Криминальная антропология и тесно связанное с ней изучение физиогномики на сегодняшний день нашли свое отражение в исследованиях социальной психологии и судебной психологии.

Теория М. Шлапп, Э. Смит и др.

Теории Ломброзо дали мощный импульс проведению многочисленных глубоких исследований в криминальной сфере, они также очень существенно переплетаются с рядом научных исследований. Выделяют также и теорию эндокринной обусловленности преступного поведения. Представителями этой теории являются М. Шлапп, Э. Смит и др. Согласно этой теории, предрасположенность к совершению преступлений связана с нарушением действия эндокринных желез (щитовидной железы, гипофиза, желчного пузыря и др.). Уровень развития

физиологии не позволяет пока проверить многие гипотезы о сущности преступного поведения, однако наиболее перспективные пути воздействия на преступность следует искать в этом направлении, отмечает Э. Подольски. По данным ученых, почти одна треть всех заключенных страдают эмоциональной неустойчивостью, связанной с заболеваниями желез внутренней секреции. Одну из главных ролей в механизме преступного поведения авторы отводят различным эндокринным расстройствам (внешними признаками которых являются, наряду с другими, особенности телосложения).

Теория Эрнста Кречмера

Интересная и теория о конституциональной предрасположенности к преступлению. Теория конституциональной предрасположенности к совершению преступления была предложена в 20-х годах XX века немецким профессором медицины Э. Кречмером («Строение тела и характер»). Он утверждал, что имеется прямая связь между строением тела и предрасположенностью к совершению определенных видов преступлений. По словам Кречмера, есть четыре типа телесной организации: 1) пикники (плотный, прочный) – богатая жировая ткань, тучность, малый и средний рост, большой живот, короткие конечности, круглая голова на короткой шее; 2) атлетики: хорошая мускулатура, крепкое телосложение, высокий или средний рост, широкий плечевой пояс, узкие бедра, выпуклые лицевые кости; 3) астеники – хрупкое телосложение, высокий рост, плоская грудная клетка, вытянутое лицо, длинный тонкий нос, узкие плечи, нижние конечности узкие и худые; 4) диспластики – строение бесформенное, неправильное, различные деформации телосложения (например, чрезмерный рост, евнухоидальные типы). В зависимости от формы тел совершаются и преступления.

Пикник – типичный корыстный преступник, ему свойственны такие преступления, как мошенничество, кража, присвоение или растрата, для атлетики характерны преступления против личности, тогда как астеники склонны к противоречивым действиям, а для диспластического типа характерны садистские немотивированные наклонности.

В 2016 г. два исследователя из Шанхайского университета Цзяо Тун в Китае опубликовали статью, в которой утверждается, что исследование лиц (основных морфологических характеристик) с использованием технологии распознавания лиц может быть использовано для выявления особенностей, которые соответствуют преступному типу человека. Несмотря на то, что такая технология уже активно используется право охранительными органами отдельных государств, существует риск неправильного истолкования результатов распознавания. Иными словами, невозможно определить чью-либо общую личность или поведение по фотографии лица. По мнению некоторых исследователей, которые работали с системой распознавания лиц напрямую, можно определить, что человек недосыпает из-за бледной кожи и из-за темных кругов под глазами, и это можно использовать для того, чтобы не допускать таких лиц к работам, требующим бдительности, например, к работам с опасными механизмами. Это может предотвратить многие несчастные случаи. Однако использование технологии распознавания лиц для суждения о том, каков человек в целом, неправильно и ненаучно. Здесь также необходим обязательный совокупный анализ как социологической, так и иных составляющих.

Исследования Ломброзо пользовались большой популярностью у практических работников. К его горячим сторонникам принадлежал известный французский криминалист Бертильон, разработавший антропометрический метод идентификации преступников, а также Гальтон и Анфоссо, усовершенствовавшие на основе уголовной антропологии методы дактилоскопической идентификации преступников. Антропологические исследования Ломброзо легли в основу созданного им детектора лжи, который сам Ломброзо назвал сфигмографом. Немалое практическое значение имели исследования Ломброзо в области графологии. Его описания татуировок преступников с раскрытием их тайного смысла до сего времени имеет актуальность. То же можно сказать и о проведенном им анализе преступного жаргона. Не случайно, видимо, взгляды Ломброзо оказались так живучи в среде практиков, несмотря на их научный остракизм. Как заметил известный немецкий криминолог Шнайдер [7], на идеи Ломброзо во многих странах наложено своеобразное табу. Но несмотря на это, периодически в разных странах появляются последователи итальянского исследователя.

Сегодня в научной среде весьма скептически отношение к ломброзианству и его различным модификациям. Однако за пределами достаточно узкого круга ученых ломброзианские теории воспринимаются с интересом (как нечто экзотическое) и отношение к ним вполне лояльное. Несмотря на то, что рекомендации неоломброзианцев не востребованы современной

практикой воздействия на преступность, их опосредованное влияние велико (во многих зарубежных фильмах о преступниках центральная фигура - именно ломброзианский тип).

Выводы. Теории прирожденного преступника популярны и среди обывателей, и среди практических работников (как правоохранительной, так и пенитенциарной системы).

Соответственно отношение к преступникам и преступности в немалой степени зависит от антропологического направления криминологической мысли.

На данный момент можно говорить об актуальности положений антропологической школы криминологии, а также о ее активном использовании в ряде смежных исследований.

Проведя комплексное изучение теории причин преступности, пришли к выводу, что как в уголовном, так и в уголовно-процессуальном праве в высшей степени важно фактическое изучение личности преступника.

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Medical sciences

SEXUAL DREAMS IN DIFFERENT PERIODS OF LIFE - PSYCHOLOGY AND PHYSIOLOGY

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Abstract

Dreams of sexual content reflect the stages of sexual development, as well as sexual problems of an adult. A qualified analysis of sexual dreams allows you to diagnose the presence and causes of intimate problems and effectively solve them.

Keywords: *dreams, sexual development, anorgasmia, partner conflicts, pseudosexual dreams, dream analysis*

Modern views of scientists, somnologists, and oneirologists, studying are based on the theory of "continual sleep": most dreams are a continuation and expression of changes occurring in real life. This is especially true for factors that influence health and other primary human needs [1].

Dreams have always been a mystery to humans. The subject of sleep, its origin and procedural changes, the reflection of reality in the form of direct coincidences or veiled hints, the rapid forgetting of dreams, and other details of dreams have attracted the attention of alchemists, philosophers, fortune tellers, and representatives of various serious sciences.

In the works of Sigmund Freud [2], which caused a wave of research and primarily interpretations of dreams, dreams are considered in the context of free associations, primarily as manifestations of the unconscious, which is loosely connected to the physical, material side of life. Dreams are reflections of our desires, conflicts, and unconscious thoughts, according to Freud, who claimed that dreams can be used to uncover a person's desires and internal conflicts. In this regard, two main types of dreams are distinguished: manifest dreams (as a direct reflection of specific, emotionally charged situations) and latent dreams, which demonstrate conflicts in the form of allegories, hints, and hidden indications.

Carl Jung [3], on the other hand, viewed dreams as a direct manifestation of the unconscious and believed that understanding their language is essential to understanding their message. He saw dreams as a complement to conscious life, adding a nighttime side to our soul's experiences.

However, the dualistic nature of man, as a bio-social being, does not fit into this theory. A person is primarily a material subject, whose psyche is secondary [4].

This position allows us to consider dreams as a reflection of real reality, and not a separate part in the form of an unknown subconscious, isolated from the material carrier [5].

A separate group of dreams consists of dreams containing sexual themes or accompanied by sexual reactions of the sleeper.

Understanding the stages of development of sexuality, as well as the characteristics of a person's sexual life at different age periods of life, allows us to draw conclusions when analyzing the dreams that patients talk about. At the same time, stories about dreams that happened in the past, including during childhood and youth, also have informative value [6]

Sexuality is a set of emotional experiences and behavioral acts caused by sexual desire [7], that is, the psychological mediation of a physiological process.

Sexuality develops from the moment of birth until approximately 23-25 years of age, and changes in sexuality continue throughout life. The development of sexuality occurs in stages, in strict sequence and at certain age stages.

Stages of psycho-sexual development (PSD):

- 1. Intrauterine. Formation of morphological sex.*
- 2. Infancy. Childhood. 0 – 5-7 years. **Who am I like?** Formation of personality and sexual identity*
- 3. Adolescence. 5-7 – 11-13 years. **What am I like?** Formation of gender roles. Awakening of platonic libido in girls at the end of the stage.*
- 4. Youth. Puberty. 11-13 – 15-18 years. **Who am I with?** Awakening of erotic and sexual libido. Formation of psycho-sexual orientations.*

5. Youth. 15-18 – 25-30 years. *Who do I need?* Gaining partnership experience and searching for a permanent partner.

6. Maturity. 25-30 – 55-60 years. Regular sex life with a regular partner.

7. Elderly age. Old age. 50-55 – 70 years and older. Reverse development of libido. Decreased sexual activity. Asexuality.

A certain state of mental development in combination with the endocrine background at different ages gives a harmonious picture of maturing sexuality. In the process of maturing sexuality, a person develops a certain internal picture of his Self in relationships with himself and with others, be it peers, children, adults of any age, phenomena directly related and not directly related to sexuality, as well as adaptation to the requirements of society in the outside world. wearing the behavior of each gender.

In this case, as usual, there is a certain norm of psycho-sexual development, as well as accelerated (previously) PSR, and on the other hand, a delay (retardation) of PSR.

Dreams with conditionally sexual content correspond to the maturation of the psyche and physicality, indicating readiness for sexual behavior. Although it would be more accurate to say in physiological terms: readiness for procreation.

Depending on age and being at a certain level of sexual development, dreams can change dramatically, openly demonstrating how much a child-adolescent is progressing in their primary instinct.

According to the stages of psychosexual development, these are dreams of the following order:

1. Formation of sexual self-awareness and gender roles (0-7 years): WHO AM I LIKE?

Scenes in which the child's gender is questioned or, conversely, a positive evaluation of the child as a representative of a certain gender.

2. Formation of gender roles (6-13 years): WHAT AM I LIKE?

At the beginning of this period (6-7 years), there are scenes of relationships with peers and adults in which the child's gender is tested. There are also scenes in which the child's behavior within their gender is accompanied by a positive evaluation from significant others (autoeroticism without masturbation). Or significant others negatively react to insufficiently expressed socio-sexual behavior.

A little later (9-10 years), there is the emergence of platonic libido - vague infatuation with everyone and no one in particular. Boys have heroic fantasies and dreams, while girls have dreams about excessively romanticized relationships without physical desires.

At the end of this stage (11-13 years), as sexual maturity approaches and romantic and erotic libido develops, scenes with elements of eroticism (touching, kissing, embracing) with hints of sex as such appear.

3. Formation of psychosexual orientations (12-18 years): WHO AM I WITH?

Erotic dreams are characterized by a gradual shift towards sexual experiences combined with fantasies and masturbation: practicing the combination of physiological and romantic manifestations of sexuality. Different variations of establishing and developing heterosexual relationships are explored.

In the diversity of development of a child-adolescent-youth (girl), there may be cases where psychosexual development is delayed at a certain stage. In connection with this, the psychosexual development will take a direction that does not meet the conditional standards. This condition - delayed psychosexual development - contributes to a unique maturation of sexuality, which is reflected in sexual dreams in adulthood.

Dreams can be categorized according to the stages of psychosexual development and any delays in this development. For example:

1. A dream in which a girl/woman walks along the shore of a calm sea. The moon is shining, birds are singing, there is a sense of peace, and there is no one around. This scene is perceived as sexual in the dream, sometimes accompanied by orgasm. This situation corresponds to the age of awakening platonic attraction (9-10 years): the vagueness of what is happening, the lack of a specific partner, emotions that come from within without external stimulation. In an adult woman, this dream indicates a delay in psychosexual development at the platonic stage.

2. A dream in which a girl/woman walks along the shore of a calm sea. The moon is shining, birds are singing, there is a sense of peace, and there is a man walking next to her (or felt to be there) who brings calmness and pleasure. Physical touch may or may not be present, and the role of the man is romantic, without expectations of sex or with the expectation of gentle contact without involving the body. The dream may be accompanied by the experience of orgasm during sleep or upon waking. This situation corresponds to the age of a girl between 12-16 years old (the older the girl, the more the sexual component is expressed). Such dreams in an adult woman indicate a delay in psychosexual development at the erotic (romantic) stage.

3. Any scene in which sexual intercourse or active petting is present indicates that all stages of psychosexual development have been passed, and the woman has mature sexuality.

Dreams at the level of mature sexuality, with caresses, petting, or intercourse, regardless of whether the dreamer experiences it themselves or observes it from a distance, indicate mature sexuality with its inherent characteristics, limitations, and complexes. Subconsciously, a person may not remember these dreams, not perceive them positively, or reject what they have dreamt.

Sexual dreams in mature adults reflect:

1. Tendencies in the development of sexuality,
2. Restrictive factors in intimate life and feelings of oneself as a sexual subject and object,
3. Attempts to solve problems or bypass prohibitions.

Such dreams reveal internal inconsistencies in one's own sexuality and partnership.

1. Demonstration of tendencies in the development of sexuality is manifested in scenes where a person is presented with a choice between different options for intimate behavior. The choice may depend on the dreamer themselves or be forced (any violence within the dream scenario).

2. Demonstration of restrictive factors, or boundaries of acceptability. The range of acceptability refers to an individual's views on what is good in sex for themselves and for certain groups of people. For example, a person may not personally accept homosexual relationships but may be accepting of their neighbors, who are a homosexual couple, while still supporting a government ban on certain displays of homosexuality.

Dreams that indicate such a state of sexuality for an individual are often initially exciting, but when situations arise that go beyond the range of acceptability, the dream turns into a nightmare or there is a forced awakening with feelings of negativity, exhaustion, and heaviness in the body.

Hints about restraining factors can be both stimulating and symbolic of conflict with one's own/social views.

For example, in a sexual scene of intimacy, a woman suffering from anorgasmia becomes increasingly aroused, nearing orgasm, but at the last moment, the symbol of her mother appears and says, "Orgasm is punishment for a promiscuous woman..." After this, the arousal disappears, and the dream takes the form of a nightmare or is interrupted.

Another variation of dreams with limitations is dreams involving nudity in public. There can be two variations: as a symbol of condemnation (I am walking naked in a crowd, and everyone is looking and judging me) or overcoming (I am walking naked in a crowd, but no one notices me, no one is interested) - depending on the emotional reaction in the dream and upon awakening.

3. Attempts to solve a problem or bypass prohibitions. The dream contains a boundary state on the verge between what is acceptable and unacceptable within the range of acceptability. The dreamer is faced with a choice, which is usually resolved in favor of crossing boundaries. Following the action, there is an evaluation of what has happened - ranging from clearly negative ("this should not happen anywhere") to positive ("if such things even occur in dreams, then my body/subconscious is demanding it and ready for it"). Such dreams are often contemplated for a long time after waking up and further reinforce the choice made in the dream or exacerbate the problem of decision-making.

Dreams as a way to alleviate abstinence. Involuntary sexual abstinence due to the lack of a partner, religious beliefs, living conditions/service/work can be partial (using masturbation to alleviate frustrations) or total (no sexual intercourse or masturbation). In the latter case, sexual release occurs through hallucinations in men or orgasm during dreams in women.

In such cases, there are usually fully sexual dreams that typically demonstrate the usual sexual motives that are characteristic of the individual when awake. Symbolic dreams are less common. In any case, the dream includes achieving orgasm or, less frequently (and more often in women), satisfaction without orgasm. The dream may also stimulate arousal, leading the person to masturbate upon awakening to achieve physiological release.

Less frequently, dreams can become frightening or even nightmares. This provides an additional stimulus for abstinence rather than seeking release. Temporary relief is followed by even greater frustration.

Neutral dreams may be infused with sexual arousal, giving meaning to the dream's plot. This can lead to either orgasmic release or a need for masturbation after waking up. When analyzing such dreams, individuals usually uncover the internal connections and symbols themselves.

Nightmares can be associated with various factors.

They are most often related to one's own sexual behavior - abstinence or active sex. Anxiety about intimacy (the syndrome of anxious anticipation of sexual failure), complications during intercourse (lack

of erection, loss of erection, premature ejaculation, lack of orgasm, dissatisfaction of the partner in the dream, etc.) are manifestations of psychological/mental problems and reinforce the existence of these problems in reality. The scenarios of such dreams usually have a simple everyday character, occasionally involving intimacy or only intercourse with strangers in situations that go beyond the range of acceptability, etc. The intensification of mental pressure, hopelessness, vital melancholy, and inevitability in reality are sometimes accompanied by non-sexual dreams that contain details that provoke nightmares.

Nightmares can be related to the gender of the partner or their personality. For example, dreams with homosexual content often evoke rejection due to the sleeper's upbringing or personal memories. In women's dreams, a character symbolizing a real rapist may be involved. The nightmare may end with a sudden awakening accompanied by vegetative manifestations or, much less frequently, transition into a "rescue" stage - resolving the conflict without harm to the sleeper.

Nightmares associated with social components of intimate interactions usually follow a script involving significant third parties or unidentified characters who hold power in the dream. Their approval or disapproval of the sleeper's displays of sexuality often occurs outside of the sexual situation, indirectly, on a higher level than the act itself.

Finally, nightmare dreams can reflect the dreamer's own fantasies or plans regarding intimate behavior, intimate partner, situations of intimacy, and other individual aspects of sexual future. Personal experience in developing the nightmare situation may be completely absent. Usually, such dreams are accompanied by a real crossing of the boundaries of acceptability.

A separate group of sexual dreams is associated with anorgasmia, and male variants of such dreams are almost never encountered. Male hypoorgasmia, associated with mental disorders, reflects the disorder itself. As for female anorgasmia, a woman's experiences are related to both the initial situation in which anorgasmia developed and her feelings about the presence of anorgasmia itself, its impact on relationships, personal life, and ultimately dissatisfaction with physiological and psychological aspects.

Several types of anorgasmia are distinguished:

- Coital anorgasmia (absence of orgasm during partner sex, but possible during masturbation, petting, or in dreams),
- Partial anorgasmia (orgasm occurs only with persistent masturbation and in dreams, or absence during intercourse and masturbation),
- Total anorgasmia: orgasm is not achieved under any conditions, even arousing dreams are absent.

However, as clinical experience shows, women almost without exception describe a state containing signs of orgasm when specifically questioned. At the same time, such experiences are devalued for various reasons, do not meet personal and social criteria, and therefore subjectively women complain specifically about anorgasmia.

Sexual dreams accompanied by arousal and possibly orgasm are a result of the interaction of social factors with the freedom of the subconscious in situations of sexual freedom or prohibitions, the presence/absence of partner sex, the presence/absence of orgasmic discharge. Dreams with orgasm compensate for a lack of sexual satisfaction in waking life and occur more often during periods of insufficient fulfillment.

Dreams with arousal can be divided into groups:

1. Normative variant: the dream satisfies the dreamer's desires, the scenario is within the range of acceptability, arousal increases, and orgasm occurs in the dream or immediately after waking up.
2. Initial violent suppression in waking life: the dream arouses, arousal reaches a pre-orgasmic level without reaching orgasm, the dream is interrupted, and upon waking, arousal is high, stimulating masturbation as a continuation of the process in the dream, leading to orgasm.
3. Prohibitive variant: the dream arouses, arousal increases, orgasm begins, but the dream is interrupted, and arousal gradually decreases.
4. Suppressing variant: even in the dream, self-control is present: the dream arouses, arousal reaches a pre-orgasmic level, but the dreamer wakes up before orgasm, and arousal immediately disappears.
5. Total self-control: the dream arouses, arousal intensifies to a moderate level without reaching a pre-orgasmic state, orgasm does not occur, and is replaced by a nightmare.

Thus, the common alarming factor in dreams with arousal is waking up before orgasm occurs. This is a manifestation of hyper-control of various origins.

Sexual dreams with non-sexual content. Conditionally sexual dreams are always latent (according to S. Freud), demonstrating non-sexual problems of the dreamer in a sexualized form. This masking of the dream leads to multiple folk interpretations of dreams: seeing, for example, a train - means wanting a woman, or a chance encounter, or an unsuccessful marriage, or a warning of possible infidelity, or a warning of the danger of upcoming contact, etc.

In contrast to such dreams, there are also dreams that have external signs of being sexual but are related to non-sexual moments. In other words, sexual dreams are often conditionally sexual and are not related to libidinal pressure acceptability.

These pseudo-sexual dreams carry a general psychological burden, such as distraction from a stressful situation, allowing the sleeper to find relief from constant tension. However, at the same time, the situation does not completely let go and manifests itself in the circumstances, conditions, and specifics of sexual behavior. For example, the setting of a workplace where intimate contacts occur, especially if there are inappropriate forms of caresses or intercourse, clearly relates to work-related stress rather than sexuality.

Such dreams may be manifestations of deeply hidden complexes that only emerge in exceptional cases when the subconscious is unleashed in a state of alcohol or other intoxication.

A sign of a pseudo-sexual dream may be the demonstration of homosocial motives in a heterosexual individual, such as evaluating physique, achievements, strength, appearance, etc. Such a dream may very well be a manifestation of homosocial processes: envy towards other individuals of the same gender for their success in work, attractiveness to the opposite sex, financial security, etc.

Thus, overtly sexual dreams may turn out to be manifestations of non-sexual motives or any other motives.

Dream analysis is conducted according to a specific algorithm and may include various clarifications based on the individual characteristics of the patient, their openness, willingness to cooperate, and ability to express their thoughts, among other factors.

In 1966, Hall & Van de Castle published a work [8] in which they outlined a coding system for studying dream reports. This dream analysis system is considered the best and encompasses almost all other systems, of which there are more than 150!

This system views dream reports as narratives or plays and includes the analysis of 12 components:

1. Characters (animals, men and women, friends, strangers)
2. Social interactions (aggression, friendliness, sexuality)
3. Activities (thinking, talking, running)
4. Successes and failures
5. Misfortunes and fortunes
6. Emotions (joy, sadness, embarrassment)
7. Settings (indoors or outdoors, familiar or unfamiliar)
8. Objects (chairs, cars, streets, body parts)
9. Descriptive modifiers (tall, fast, crooked)
10. Temporal references
11. Elements from the past
12. References to food and eating

Taking into account these characteristics of the Hall & Van de Castle system, our analysis of sexual dreams follows the following algorithm:

1. Theme of the dream: Is the dream sexual or pseudo-sexual? Does it relate to the person themselves, their relationships (with whom specifically?), or social conditions, etc.

2. Content of the dream: Does the dream fall into the category of supporting psychosexual development (in children and adolescents) or indicate a case of psychosexual development retardation, anorgasmia, partner relationships, crossing boundaries of acceptability? Does the dream lead to the alleviation of sexual or other discomfort? Are there signs of demonstrating sexual development tendencies, restrictive factors in intimate life, identification as a sexual subject and object, attempts to solve an intimate problem or bypass prohibitions?

3. The position of the dreamer in the dream situation: participation or observation.

4. Dynamics of the emotional context throughout the dream and after waking up. Does the dream evoke positive emotions, negative emotions, or have a nightmarish quality? The sequence of changes in the emotional evaluation of the dream can be:

- Positive beginning - positive ending, relaxation, possibly orgasm
- Positive beginning - transition to negative scenes, tension

- Negative beginning, gradual change in evaluation to positive, regardless of whether the dream situation has changed

- Negative beginning, gradual deepening of negative evaluation, leading to a nightmare

- Nightmarish dream

Dream analysis is most effectively conducted by discussing specific moments with the patient, who provides feedback and reveals the subtext of individual dream elements. At the same time, indirect psychotherapy can also be conducted.

Thus, dreams, as a specific mechanism of human psyche, can to some extent serve as a way to control a person's state within the framework of sexual maturation, mature sexuality, and diagnosis of sexual and mental disorders.

Dreams can vary dramatically depending on age and the stage of sexual development. For example, dreams during the formation of gender identity (0-7 years old) may include scenes that question a child's gender or express positive evaluations of their gender. During the formation of sexual roles (6-13 years old), dreams may involve testing the child's gender or positive evaluations of socially appropriate behavior. As adolescents develop psychosexual orientations (12-18 years old), dreams may include erotic elements and explore different scenarios of romantic and sexual relationships.

It is important to note that deviations from the norm of psychosexual development can also manifest in dreams. For example, a delay in psychosexual development may be reflected in dreams that correspond to an earlier stage of development. Dreams with sexual content can provide insights into a person's psychosexual development and their attitudes and experiences related to sexuality.

Overall, dreams are a complex and multifaceted phenomenon that continues to fascinate scientists and researchers. While various theories and interpretations exist, the study of dreams offers valuable insights into the human mind and its relationship with reality and sexual

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Pedagogical sciences

THE EFFECTIVENESS OF USING INFORMATION AND EDUCATIONAL RESOURCES IN A SECONDARY SCHOOL AS A MEANS OF MOTIVATION OF STUDENTS IN FOREIGN LANGUAGE TEACHING

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Abstract

The article considers the importance and necessity of using information communication technologies in foreign language education. This article provides detailed information about the effectiveness of using information and educational resources. The article is devoted to the study of the use of multimedia technologies in the development of foreign language information-accumulating competence of students. The purpose of this article is to present the effectiveness of using multimedia resources in the development of students' ability to learn foreign languages.

Keywords: multimedia technologies, information competence, information and communication technologies, information, technology-based instruction

1. Introduction

Effective Information Technology use in education increases educators' training and professional development needs. According to Kunanbayeva S., the aim of using information technologies is to provide - the quality of - future foreign language teachers' professional competence, ready and capable to effectively - realize in the pedagogical activity. The main goal of teaching a foreign language (foreign-language communication) – the formation of intercultural and communicative competence of the personality of intercultural communication based on the new conception of Foreign Education in terms of IT. Teachers facilitate the learners using teaching and learning media. The strategy determines the successful process. If a teacher does not use any media tools, there will be no interesting teaching and learning process. Students require something new in their process of learning, especially when they are at school.

As information technologies evolve and advance over time, the use of technology in classrooms has expanded in foreign language teaching. Use of information technology in the classroom is an extremely important and powerful resource for teaching and learning foreign languages [5]. There is a wide spread belief that technology-based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool of education which teachers and students benefit. To my point of view, language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets etc. supply powerful opportunities to learn a foreign language. As the use of smart phone, computers, etc. is increasingly common among students; teachers need to equip themselves with today's technology. Smart boards can be instrumental in engaging and motivating students in the class.

2. Advantages of using multimedia technology in foreign language education.

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

Students' ability to comprehend definite language, as well as their understanding of the structure, meaning, and purpose of the language, has been hampered by traditional instruction, which makes

students passive absorbers of knowledge. So it is difficult to achieve the target of communication. Multimedia technology seeks to connect teaching and learning by directing students' cognitive processes and emotions through teacher instructions. Students will be more motivated as a result. The Power Point Presentation courseware activates students' thinking; the visual and vivid courseware can help them to transform English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students.

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizes the organization of the class. Multimedia has its features such as visibility and liveliness. Sounds and graphics can be combined during the multimedia English education process, which encourages both teachers and students to take initiative. Teachers can use photographs and graphics to augment the content of lessons when utilizing multimedia software, and they can also envisage new scenarios when creating teaching courseware. Students in the class can use multimedia to better grasp what is being taught. Using multimedia in ELT is useful in growing students' enthusiasm in learning English, as well as boosting teachers' interest in English teaching, as evidenced by the entire interactive process.

One of the multimedia elements capable of bringing a human fantasy to life is animation. The term "animation" comes from the Latin word "animare," which means "to switch on" or "to bring to life," and refers to the process of giving a static item a lifelike appearance. Animation, contrary to popular assumption, is not exclusively concerned with amusement, travel, and business, but also plays an important part in education. In the world of education, animation plays a significant role as the interest grabber of the students to learn and can help teachers to motivate students towards more enjoyable learning. This reduces the discussion of a subject or a skill demonstration so that students can understand and remember it. Furthermore, digital animations motivate and excite students' thinking, hence reducing cognitive load throughout the learning process[8].

Apps are the abbreviation for "application software," which can be downloaded from "app stores" such as the App Store, Google Play, Windows Phone Store, and BlackBerry App World. A mobile app is a piece of software designed to run on iPhones, iPads, and other mobile devices. Some programs are free to download, while others need payment. Gaming, entertainment, and education are some of the categories of mobile apps. Apps for children have the potential to educate them. There are many educational applications available in the app store, and selecting the correct one for your child might affect the way they view the learning process.

Students of all ages can be motivated by comic books with colorful visuals, compelling tales, and realistic and fascinating characters. It has the potential to entice the reader to continue reading the story. If the viewer is inspired to read the entire story, the comic's implied goal (entertainment or education) can be easily achieved. For readers, particularly children, a colorful comic can be a fascinating experience. Comic strips offer a lot of potential in terms of assisting teachers in accomplishing learning objectives. Attractive graphical visualization, short dialogues, basic and easy to grasp make comics appealing to people of all ages. When readers are drawn to a comic's art and character, they want to learn more about the story's contents. This is what a teacher is expected to do for students to be interested in what is being taught in the classroom. Comic strips are a suitable and successful teaching medium because they allow teachers to present the material.

An online game is a video game that is played partially or entirely through the Internet or any other available computer network. Online games can help students become more motivated, communicate more effectively, and collaborate more effectively. Online games can be designed in a variety of ways, from simple text-based environments to intricate graphics and virtual worlds[6].

Digital game-based learning (DGBL) is a teaching method that involves incorporating educational content or learning principles into video games to engage students. Digital game-based learning includes activities ranging from simple task completion to the development of complex problem-solving abilities.

Digital storytelling is a type of digital media creation that allows people from all walks of life to contribute parts of their stories. Individuals can use any of the non-physical media (material that exists only as electronic files as opposed to actual paintings or photographs on paper, sounds stored on tape or disc, movies stored on film) to tell a story or present an idea, including the digital equivalent of film techniques (full-motion video with sound), or any of the other forms of non-physical media (material that exists only as electronic files as opposed to actual paintings or photographs on paper, sounds stored on tape or disc, movies stored on film[10]).

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

Computers and telecommunications are at the heart of information technology.

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

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

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

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

3. Ways of improving students' information literacy.

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

Information competence entails expertise in the realm of information and communication technologies (ICT) as well as their efficient use in the process of foreign language instruction, with a focus on the utilization of information resources. Students' information literacy, on the other hand, is the foundation, the first stage in the development of information-gathering competence, and it consists of a set of knowledge, skills, and behavioral characteristics that enable students to effectively find, evaluate, and use information in a variety of activities and relationships. Information culture and informational competence are regarded as important parts of general human culture in modern information situations [3].

There is a parallel development of the student's personality and the formation of his or her information competence in the educational process, which is defined as "integrative quality of personality, including knowledge, skills, information activities, and value attitude toward it," and an adequate level of formation of informative competence provides the individual with "information literacy" as an "intellectual structure for understanding, searching, and evaluating information[8].

"When senior secondary school students use the Internet to find information, they face several challenges, including the need to choose the appropriate search tool, the ability to competently construct a query using the correct keywords, and the ability to work with electronic texts, which includes determining the importance of information quickly, selecting it, analyzing it, and creating secondary texts. As a result, it is more necessary to educate students how to orient themselves in the flow of foreign language information, and to develop the ability of effective information usage in practice, rather than to provide them as much knowledge as possible in a short period.

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

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

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

4. Methodology

Participants

The population of this study included students of K. Zhubanov Aktobe Regional University. They are all 2-nd year students of Foreign languages: Two Foreign Languages faculty. 78 students filled in the questionnaire. Students' ages comprised between 17-19 ages.

Instruments

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

5. Data collection

All students answered online and we collected the answers with the help of survey. Survey was sent to different students; chat groups and they shared each other the link to the survey.

6. Results and discussion

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

7. Conclusion

For many people, information technology has become a vital part of their daily lives. In education, information and communication technology (ICT) has the potential to improve people's lives by improving teaching and learning.

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STUDYING THE EXPERIENCE OF FOREIGN COUNTRIES AND AZERBAIJAN REGARDING ICT IN EDUCATION, NATIONAL POLICY AND STRATEGY, THE SITUATION IN SECONDARY SCHOOLS

Dilara Abuzar Karimova

ИЗУЧЕНИЕ ОПЫТА ЗАРУБЕЖНЫХ СТРАН И АЗЕРБАЙДЖАНА В ОБЛАСТИ ИКТ В ОБРАЗОВАНИИ, НАЦИОНАЛЬНОЙ ПОЛИТИКИ И СТРАТЕГИИ, СИТУАЦИИ В СРЕДНИХ ШКОЛАХ

Дилара Абузар Каримова

Abstract

In the 20th century, when technology developed rapidly and penetrated all fields, the field of education was not left out of this influence. It is very necessary to create a classroom environment that benefits from technological opportunities in order to create successful, developed, socially responsible and modern-day personnel. These technologies used in the field of education are called Information Communication Technologies.

In pedagogical practice, the application of electronic learning tools is one of the leading factors in the development of the modern education system. For this reason, the use of advanced training-technological complexes, especially the possibilities of information and communication technologies (ICT) in the training process, is an important factor in improving the quality of education.

Thus, we considered it appropriate to investigate this topic, which is currently a very relevant issue, and to record the information we obtained in our article. The main goal of the research is to study the role of ICT in improving the quality of education, to investigate and investigate ways of its maximum use.

Аннотация

В XX веке, когда технологии стремительно развивались и проникли во все сферы, сфера образования не осталась в стороне от этого влияния. Очень важно создать в классе среду, в которой используются технологические возможности, чтобы создать успешные, развитые, социально ответственные и современные кадры. Эти технологии, используемые в сфере образования, называются информационно-коммуникационными технологиями.

В педагогической практике применение электронных средств обучения является одним из ведущих факторов развития современной системы образования. По этой причине использование передовых учебно-технологических комплексов, особенно возможностей информационно-коммуникационных технологий (ИКТ) в учебном процессе, является важным фактором повышения качества образования.

Таким образом, мы сочли целесообразным исследовать эту тему, которая на данный момент является весьма актуальной, и зафиксировать полученную информацию в нашей статье. Основная цель исследования – изучить роль ИКТ в повышении качества образования, изучить и исследовать пути их максимального использования.

Keywords: *ICT, education, students, teachers, effectiveness of ICT*

Ключевые слова: *ИКТ, образование, студенты, преподаватели, эффективность ИКТ*

It is impossible to imagine today's most modern information and communication technologies - the Internet, e-mail and global communication. ICT is an important tool that has the potential to positively influence the development of society. Many developed and developing countries have achieved great achievements as a result of the application of ICT in education. The world experience clearly shows that the wide use of information and communication technologies serves the comprehensive development of the country. Therefore, in order to strengthen the development, it is necessary to use the potential of the country. It is important for each country to develop its own national ICT strategy.

The level of development of modern society is determined by the degree of development of its information infrastructure. In economically developed countries, a strong information infrastructure that

covers almost all areas of human activity continues to develop rapidly. The spread of this science in different countries coincides with different times. The informatization of education in the West and Japan began 40 years ago. In recent years, nationwide programs have been developed and the state has allocated a large amount of funds to these programs. Currently, the total amount of capital investment in informatization in the United States is greater than the total amount of funds spent on the military. In Europe, the United States, Japan and several developed countries of the world, he timely evaluated the decisive role of informatization, its importance in people's life activities, the use of scientific technologies, and its contribution to the production of the national product. In these countries, based on the development of information and communication tools, the increase in labor productivity has been perceptibly ensured, and the standard of living in education, health care, trade, and production has been formed in a new way [1].

The formation of IT in the Republic of Azerbaijan began after the second half of the last century. During the past period, successful results have been achieved in this field. So, at present, a number of important state programs and projects in the field of information and communication technologies have been implemented and continue to be implemented in the republic at the state level in public and private institutions. As a result of the work carried out by the Ministry of Communication Technology in this direction, Azerbaijan has entered the ranks of rapidly developing countries in the field of information and communication technologies. Faster integration of the country into the global electronic space, formation of new forms of social and economic activity (e-government, e-commerce, e-education, distance education, etc.), creation of information and knowledge market, development of various sectors of the economy, improvement of the quality of services important steps have been taken in this direction. For the first time among the CIS countries, the landline telephone network in Azerbaijan was fully electronic, and all residential areas of the country were telephoned, and all district centers of the republic were connected to the main fiber-optic telecommunication network. The declaration of 2013 as the "Year of Information and Communication Technologies" in Azerbaijan gave a new impetus to the development of this field in our country. Azerbaijan managed to put the first telecommunication satellite into orbit this year. On February 8, 2013, the first telecommunication satellite of Azerbaijan, "Azerspace-1", was launched into orbit. This is one of the highest technical achievements achieved by our country during the period of independence. The commercial operation of the satellite, which allows providing telecommunication, internet, television and radio broadcasting services to European, Middle Eastern, Central Asian and African countries, has already started. The work to ensure the transition to digital broadcasting has been completed by 2015. During these years, consistent work has been done in the direction of improving postal services, modernizing the infrastructure, and strengthening the personnel potential. In 2005-2010, with the support of the World Bank, as a result of the implementation of the "Development of Financial Services" project, the national postal operator "Azerpocht" LLC was established. By using its network capabilities, in addition to traditional services, banking and financial services were provided to the population through post offices. The production of computer and electronic equipment and software products in the Republic of Azerbaijan has increased year by year and expanded twice over the last 5 years. [3, p.6-15].

All European countries have adopted national strategies that envisage the use of ICT in various fields, including in the field of education in Azerbaijan. The Action Plan for the Implementation of the State Strategy for the Development of Education in the Republic of Azerbaijan, approved by the Decree dated January 19, 2015, contains a system of measures to be implemented in stages related to the renewal of all levels of the education system. Of course, in the current conditions the development of education is impossible without modern technology. That is why the transfer and expansion of ICT in the field of education has become a priority. Today, the application of information technologies in the education system of most countries of the world has led to many innovations, but there are also problems that are difficult to solve in the informatization of schools. In many cases the purpose of these strategies is to provide students with the necessary ICT skills as well as teachers. Another important aspect is equipping schools with modern technology and infrastructure. Although policy and strategy setting takes place at the central level, many local institutions and schools are involved in the implementation of this policy. Almost all countries, including Azerbaijan, finance ICT in education at the state level [2].

Currently, all specialists in our republic attach great importance to the ability to work with ICT and use it correctly. The best way to acquire ICT knowledge is from high school. In general, the improvement of the education system based on ICT is one of the main goals of the information society. The world experience shows that the new education model built using ICT imposes new requirements and tasks on the teaching staff of the school. Teachers need to be retrained not only in the field of knowledge,

pedagogy and psychology, but also in the field of information. Teachers of the new generation are now required to choose and apply technologies that are suitable for the structure of the subject they teach, take into account the individual characteristics of children and serve their regular development.

Teachers who use new technologies in the teaching process note that ICT tools greatly simplify the educational process, make it dynamic and fast. Adding a computer to the educational system allows to better organize the educational process and increase students' interest in lessons. Because lessons conducted with computers are more interesting and memorable for students. The use of multimedia tools, automated training systems, computer training programs, animated training tools, interactive boards has a positive effect on students' thinking and, as a result, increases the quality of their results [4].

The use of interactive boards in teaching provides visibility, which is one of the main principles of the lesson. By touching the screen of the electronic board with a special pen called *promethean* or with a finger, it is possible to perform all the operations possible on the computer. The "smart" board can also receive the images received through devices such as a microscope, scanner, digital camera, video camera connected to the computer with a projector. This is also important in the organization of virtual laboratories in schools. Through the electronic board, students can watch the explanations and videos of any mathematical, chemical, physical, geographical processes, working principles of various devices, devices, and technical tools on the screen. This greatly enlivens the teaching process by increasing students' knowledge, practical skills and experiences. It increases students' creative approach, thinking, action, and deep understanding of teaching material.

Another advantage of the "smart" board is that it allows all the operations performed on it, the progress of the lesson, and the prepared models to be stored in the computer's permanent memory and used many times, and such possibilities are of particular importance for students who miss classes or fall behind for various reasons. With this, the student can get an electronic version of the lesson he was unable to attend, or those who fall behind in the lessons can watch the material repeatedly until they understand it. By using the opportunities of ICT in teaching, it is easy to organize the lessons in interactive mode in a student-oriented manner. The teacher acts as the student's guide, encouraging him to be more active, to think independently, and to take initiative. Lessons held in interactive mode create conditions for all students, including those who are passive, shy, and have certain physical or psychological disabilities, to join the class. In addition, with the help of ICT, teachers can be given different tasks according to their comprehension abilities by applying a different approach and teaching system to students of different levels in the teaching process. Grouping students by setting up an optimal working mode on the computer gives a special effect in solving problems in various subjects and research-type studies. A student studying in front of a computer works at his own speed, it gives good results, his self-confidence increases, which makes training even more effective. By answering the question given by the teacher through the computer, all the students actively participate in the lesson process, and the teachers can maintain the activity of the children during the lesson.

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INNOVATIVE APPROACHES AND INTERACTIVE MATERIALS FOR ORAL PROFICIENCY DEVELOPMENT IN THE PROCESS OF ENGLISH PRE-SERVICE TEACHERS TRAINING AT KOSTANAY AKHMET BAITURSYULY REGIONAL UNIVERSITY

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Abstract

In today's interconnected world, having proficiency in the English language has emerged as an indispensable skill for individuals who aspire to engage in global communication, pursue education, and thrive in the business sector. Among the crucial aspects of language proficiency, the ability to express oneself eloquently through spoken communication holds a pivotal role. Within the realm of English language education, the enhancement of oral proficiency stands as a central and pressing goal. This essay delves into the effective strategies employed to attain this objective, emphasizing innovative approaches and the utilization of interactive materials as key tools in achieving success.

To delve deeper into these strategies, this research leverages various methodologies, including scientific analysis and synthesis, online questionnaire, focus group discussion, and practical lesson modeling. Research materials were collected in the form of video recordings of interviews with individual students and small group focus discussions with their subsequent scripting and analysis. We also conducted an online survey prior the approbation and after it, with the questions that measured student satisfaction with the teaching and learning process. For measuring the language levels before and after the approbation we used a free online tool English Score by British Council.

The study's findings span across two significant domains: first, the enrichment of the professional competence of future English language instructors, and second, the practical insights derived from applying innovative approaches and interactive materials in the realm of English language education. This, in turn, contributes to an overall improvement in the educational processes involved in pre-service training programs.

The conclusions drawn from this research are profoundly insightful. They underscore how the application of these innovative approaches and interactive materials significantly contributes to the development of the professional expertise of aspiring English language instructors. This, in turn, enhances their ability to effectively convey the intricacies of the English language to their future students, fostering a new generation of capable and confident English speakers.

It's important to note that the research materials used in this study are entirely original, collected during the professional training sessions of future English language educators, conducted between September and December of 2022. These unique insights, garnered directly from the training and development of these future instructors, serve as a valuable resource for the ongoing improvement of English language education and training.

Keywords *language proficiency; the mastery of the English language; spoken communication; effective verbal expression; innovative approaches; interactive materials; dynamic, hands-on resources; enhancement of professional competence*

Introduction

In our increasingly interconnected global society, the importance of English proficiency has risen to the forefront, given its pivotal role in facilitating international communication, education, and commerce. Among the fundamental elements of language competence, the ability to convey thoughts and ideas effectively through spoken communication is of paramount significance. Within the realm of English language education, the augmentation of oral proficiency stands as a central objective. This essay delves into the myriad strategies that prove effective in attaining this goal by means of innovative approaches and the integration of interactive materials.

Oral proficiency in the English language holds immense importance for various compelling reasons. It acts as a bridge to effective communication, spanning academic and real-world scenarios. Moreover,

oral proficiency, as highlighted in [1], serves as a robust indicator of one's overall language competence. Achieving proficiency in spoken English demands a profound grasp of vocabulary, grammar, pronunciation, and cultural nuances. [2] This skill is a requisite for students, professionals, and anyone aspiring to connect with the global community. [3], [4].

This article unveils an in-depth account of the actual educational journey that was a pivotal component of the professional development of future English educators within the Foreign Languages Department of the Pedagogical Institute, named after Umyrzak Sultangazin at Akhmet Baitursynuly Regional University, during the first semester of the 2022-2023 academic year. The realm of teacher training stands at the forefront of educational advancement in every nation and necessitates perpetual growth and adaptation, particularly in student-centered settings. [5]. Frequently, it leads to interdisciplinary research endeavors [6] and assumes paramount significance in an age characterized by technological advances, where distance or online education secures its place in the educational landscape. [7], [8]. The strategies expounded upon were carefully selected and subsequently applied to specific subjects within the educational program 6B01705 "Foreign Language: Two Foreign Languages," particularly Practical Grammar and Phonetics of the English Language and English Teaching Methodology during the first and third years of training, respectively.

Nevertheless, prior to exploring these effective strategies, it is paramount to acknowledge the obstacles confronting educators and learners in their quest to enhance oral proficiency in English. [9] These challenges encompass:

- *Scarce Access to Native Speakers for Practice:* Many learners encounter a shortage of opportunities to engage with native English speakers, thereby limiting their exposure to authentic language usage.
- *Apprehension About Speaking:* Learners frequently grapple with anxiety and trepidation when it comes to conversing in a foreign language, which hinders their oral communication.
- *Limited Vocabulary and Cultural Insight:* An inadequate grasp of vocabulary and cultural nuances can act as a barrier to effective communication.
- *Inadequate Training for Educators:* Some teachers may lack the necessary training and resources to proficiently instruct oral skills.
- *Overreliance on Conventional Teaching Approaches:* Traditional teaching methods that prioritize rote memorization and written exercises often fall short in addressing oral proficiency.

To surmount these challenges and elevate oral proficiency in English, educators can embrace innovative approaches. As articulated in [10], "Combining these teaching and learning approaches will ensure that students receive dynamic support, hands-on activities, practical assessments, active collaboration, and inquiry-based learning." These approaches center on creating stimulating and immersive learning environments that foster active participation and hands-on practice. In Kazakhstan, educators are continually engaged in "the analysis of curricula on language for professional specific purposes in the conditions of multilingual education." [11, p. 136].

Within this research, we explore a range of innovative approaches, such as integrating technology [12, p. 496], gamification, authentic contexts, [13], [14], collaborative learning [15, p. 38], and multimedia resources [16, p. 756]. The inclusion of multimedia resources, including videos, podcasts, and audio recordings, exposes learners to diverse accents and speaking styles, thereby aiding in the development of superior listening comprehension and pronunciation skills [17].

Explanation of the Validation Process

Before we put the research findings into practical use, we initiated a needs assessment survey to understand the difficulties students encounter in achieving native-like fluency in oral communication as an initial stage of our action research [18, p. 10]. This survey took place in a casual setting, with the participants asking each other questions. The outcomes of this video-recorded survey are outlined below:

Scarcity of Opportunities for Genuine Practice: A significant proportion of English learners in Kazakhstan lack access to native English speakers for authentic communication. This limitation not only restricts their exposure to genuine language use but also erodes their self-confidence when conversing in English.

Apprehension About Speaking: Learners frequently grapple with feelings of anxiety and unease when it comes to speaking in a foreign language. This apprehension is not confined to high-pressure situations, such as formal assessments or exams, but also manifests in less formal contexts where there is no explicit evaluation of their language proficiency.

Limited Vocabulary and Cultural Comprehension: Insufficient mastery of vocabulary and cultural subtleties acts as a hindrance to effective communication. Even at a higher level of English language proficiency, students may still feel uncertain in culturally nuanced situations, realizing their lack of relevant cultural background.

Insufficient Teacher Training: Some students recognize that foreign language instructors, including their own schoolteachers, often lack the training and resources required to effectively teach oral proficiency. This situation persists, especially in rural settings, largely due to the unaddressed challenges mentioned above.

Conventional Teaching Approaches: Conventional teaching methods that prioritize memorization and written exercises often fall short in adequately addressing oral proficiency. Despite these challenges, traditional teaching methods continue to dominate English language education in Kazakhstan today. Our goal is to bring about a transformation with the new generation of English language educators.

Exploring Novel Methods for Improving Spoken Language Proficiency

To surmount these challenges and elevate oral proficiency in English, we harnessed innovative techniques. These strategies center on the creation of engaging and immersive learning settings that encourage active engagement and practical application.

Oral communication should be viewed as a multifaceted endeavor, encompassing interaction, transaction, and performance within the domain of foreign language education. In this context, we must stress the delicate equilibrium between fluency and accuracy, a cornerstone of language acquisition. It is imperative to incorporate a range of pedagogical activities aimed at nurturing strong verbal skills.

The motivations for oral discourse in language learning can generally be grouped into objectives, idea sharing, concept exploration, and interpersonal relationship development. As a form of interaction, spoken language mirrors social dynamics and individual identities. It adheres to social norms, conversational conventions, and politeness markers, employing an extensive vocabulary.

To cultivate a conducive environment for effective oral instruction, certain guidelines must be followed. This entails selecting topics that resonate with students' interests and understanding levels. In the preparatory phase, bolstering listening comprehension is of paramount importance, offering students role models to emulate as they embark on their speaking journey. These examples serve as a foundational framework for grasping essential aspects of conversational discourse, including turn-taking, eye contact, question-and-answer dynamics, and more.

Moreover, during preparatory exercises, the inclusion of grammar and vocabulary exercises is indispensable. Equally vital is the practice of formulating anticipated questions across a wide range of subjects. The skill of predicting responses is a crucial element of effective spoken communication.

Transactional speech, as an exchange of information, hinges on whether the focus is on the dialogue's content or the actions carried out through communication. Students should be encouraged to distinguish between these two core aspects in their communicative efforts. In both cases, comprehension and clarity should be the primary focus, with assignments clearly outlining the communicative objectives.

Speaking activities within the transactional paradigm encompass various approaches. Classroom group discussions and problem-solving activities offer students the chance to address real-world issues, employing the "think, pair, share" technique to support participants who may require additional assistance. Creating posters provides another avenue for creative expression and the incorporation of artistic elements into language lessons, encouraging students to collaborate and allocate responsibilities effectively.

Application stage

Several key strategies were implemented in the practical phase of our research to enhance oral proficiency. These strategies are pivotal in addressing the challenges we discussed earlier. Let's delve deeper into each one:

Incorporating Technology:

Language Learning Apps: Utilizing language learning apps like Duolingo, Rosetta Stone, or Babbel offers students a convenient and interactive way to improve their oral skills. These apps often provide exercises that require users to speak and receive instant feedback.

Interactive Websites: Websites like BBC Learning English or ESL Games World offer interactive exercises and audio resources that enable students to practice pronunciation and listening comprehension.

Online Conversation Platforms: Platforms like Tandem or HelloTalk connect learners with native speakers for real-time conversations, thereby enhancing their speaking abilities. These exchanges can focus on specific topics or casual conversation, depending on the learner's preference.

Gamification:

Language Learning Games: Games like "Word Bingo," "20 Questions," or language-themed crossword puzzles make learning engaging. They not only improve vocabulary but also encourage speaking as players often need to describe or discuss words or phrases.

Quizzes: Interactive quizzes that test listening and speaking skills are both fun and educational. Students can compete individually or in groups to boost their oral proficiency.

Interactive Simulations: Simulations of real-life situations, such as ordering food in a restaurant or negotiating a business deal, provide practical contexts for speaking practice. Platforms like "Second Life" have educational simulations for language learners.

Authentic Contexts:

Role-Playing: In role-playing exercises, students take on different characters and engage in conversations as if they were in everyday situations. For instance, they might act out a job interview, a doctor's appointment, or a casual social gathering.

Debates: Organizing debates on various topics encourages students to articulate their viewpoints and engage in structured discussions, mirroring real-world debates on issues of interest.

Group Discussions: Encouraging group discussions on current events, films, or books fosters a setting where students can speak freely and naturally, much like they would in everyday life.

Collaborative Learning:

Group Projects: Assigning group projects, such as creating a presentation or conducting a survey, prompts learners to communicate, collaborate, and share their findings. This not only improves their oral proficiency but also nurtures teamwork skills.

Peer Teaching: Encouraging students to teach a portion of the lesson to their peers empowers them to communicate effectively, providing explanations, insights, and support to fellow students.

Multimedia Resources:

Videos: Using videos with diverse accents, dialogues, and real-life situations exposes learners to various speaking styles and contexts. For instance, watching interviews, documentaries, or vlogs can enhance comprehension and pronunciation.

Podcasts: Podcasts offer a wealth of spoken content in a wide range of topics, enhancing listening skills and introducing learners to different accents and colloquial language.

Audio Recordings: Audio materials like news broadcasts, interviews, or audiobooks provide valuable practice for listening and speaking, as learners can mimic pronunciation and intonation.

Discussion of the Results

By implementing these strategies with a variety of practical examples, we created dynamic and engaging learning environments that effectively fostered oral proficiency of future English language instructors in English. These methods cater to the diverse learning preferences and needs of students while addressing the challenges they face in language acquisition.

The implementation of these methods and strategies in English language education yielded several significant results in terms of oral proficiency improvement:

Enhanced Speaking Skills: Students experienced an evident improvement in their ability to speak confidently and fluently in English. Engaging in activities like role-playing, debates, and group discussions provided ample opportunities for them to practice speaking in authentic contexts. As a result average speaking time span grew from 40 seconds to 1 minute 25 seconds in the groups that participated in the approbation (results calculated from video recordings of 15 hours during the approbation period September-December 2022)

Improved Listening Comprehension: By incorporating multimedia resources, such as videos, podcasts, and audio recordings with diverse accents and speaking styles, learners became more adept at understanding spoken English in various real-life situations. They demonstrated higher grades in listening comprehension tests by the end of approbation period, on average 4 points out of 20 added to their initial testing.

Better Pronunciation: Exposure to authentic language use and regular practice, particularly through interactive simulations and speaking-focused games, helped learners refine their pronunciation and intonation. Here we only got empirical assessment by the teacher.

Increased Vocabulary and Cultural Awareness: Through authentic contexts and real-world simulations, students expanded their vocabulary and gained a deeper understanding of cultural nuances, which are essential for effective communication. This conclusion was also made from analyzing the recorded lessons.

Overcoming Fear of Speaking: Gamification and collaborative learning reduced anxiety and fear associated with speaking in a foreign language. As students became more engaged and came to enjoy the learning process, they also became more confident in their speaking abilities. The video recordings show 23% less hesitation pauses at the end of approbation period as compared to its beginning.

Confident Participation: Collaborative learning activities and group projects fostered a sense of community within the classroom, encouraging students to actively participate in discussions, debates, and other oral exercises. In general, we witnessed steady increase of the rapport in the classroom, with every student being a valuable and respected member of the community.

Effective Use of Technology: Incorporating technology and interactive materials, including language learning apps and online conversation platforms, empowered learners to leverage modern tools for language practice and receive instant feedback, promoting self-assessment and improvement. Moreover, the instructor also benefitted from the usage of these innovative resources for both classroom and homework purposes.

In summary, the comprehensive implementation of these methods resulted in a well-rounded enhancement of oral proficiency. Students started not only to speak more fluently and confidently but also demonstrated improved listening skills, pronunciation, vocabulary, cultural awareness, and a willingness to actively participate in language activities. These combined effects contribute to more competent and self-assured English speakers, better prepared to engage in effective global communication and ready for their professional occupation.

Conclusion

The enhancement of oral proficiency in English language education stands as a vital requirement for effective communication and active participation in the global landscape. Overcoming the challenges posed in this pursuit requires educators to embrace innovative approaches that establish captivating and immersive learning environments. Moreover, the integration of interactive materials proves instrumental in fostering proactive engagement with the language, ultimately resulting in improved speaking and listening skills. In our interconnected world, where language plays a central role, investing in these strategies and materials is of paramount significance to ensure the effectiveness of English language education.

These interactive materials, meticulously designed to augment oral proficiency, serve as dynamic tools for making language learning both enjoyable and efficacious. They offer learners tangible opportunities to refine their speaking, listening, and pronunciation skills, with the added advantage of immediate feedback to support their learning journey. By incorporating a diverse range of these materials into English language education, we pave the way for the emergence of more confident and proficient English speakers, equipped to navigate the linguistic challenges of today's interconnected world.

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ABOUT USING NEURAL NETWORK IN BUILDING INFORMATION KNOWLEDGE RESOURCE

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АҚПАРАТТЫҚ БІЛІМ РЕСУРСЫН ҚҰРУДА НЕЙРОНДЫҚ ЖЕЛІНІ ҚОЛДАНУ ТУРАЛЫ

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Abstract

The article focuses on the direction of artificial intelligence in the creation of an information portal on machine learning and the use of neural networks in the learning process.

L.N. The project "AP19677348 Development educational portal on machine learning as an artificial intelligence's direction to improve the Informatic teacher's training in education globalization" is being implemented within the Department of Informatics of Gumilev Eurasian National University.

Аннотация

Мақала жасанды интеллекттің бағыты машиналық оқыту бойынша ақпараттық порталды құруда және оқу процесінде нейронды желіні қолдануға байланысты.

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің Информатика кафедрасының аясында жүзеге асырылып жатқан «AP19677348 Білімнің жаһандануы жағдайында жасанды интеллекттің бағыты машиналық оқыту негізінде информатика мұғалімдерінің даярлықтарын жетілдіруге арналған ақпараттық білім порталын құру» атты жоба жұмысы бойынша орындалуда.

Keywords: learning process, application of neural network, informational knowledge portal.

Кілтті сөздер: оқу процесі, нейронды желіні қолдану, ақпараттық білім порталы.

Білімнің жаһандануы жағдайында оқу процесінде ақпараттық білім ресурстарын қолдану қазіргі кезде кеңінен қолданылуда. Ақпараттық білім порталын құруда нейронды желілерді пайдалану, соның ішінде адамның бетін тану арқылы ақпараттық порталды қолдану сияқты іс-әрекеттер орындалуда.

Жоба міндеттерінің бірі - порталға қолданушыларды тіркеу мақсатында нейрондық желі арқылы адамның бетін танудың прокторинг жүйесін құру және қолдану. Аталған міндетті орындаудағы іс-шара: бірінші кезеңде прокторинг жүйесі құрылады да, порталға тіркелгендерді базаға ендіру жүргізіледі және аталып өтетін бір жайт, екіншіден осы прокторингтің құрылу әдістері ақпараттық порталдың мазмұнына да білім алушылардың білім жетілдіруде, жаңа білік пен дағдыларын қалыптастыруда үшін ендіріледі.

Нейрондық желілерді биологиялық нейронды желілердің жұмыс істеу принциптері бойынша құрастырылған және жүзеге асырылуы математикалық негіздерге сүйенген программа деп түсінеміз белгілі.

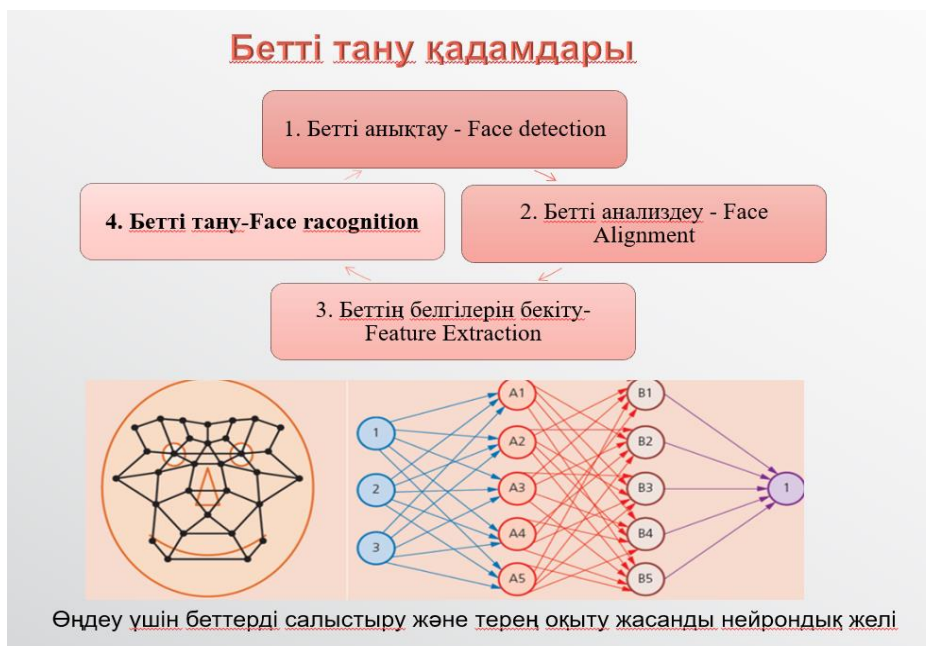
Нейрондық желінің ерекшелігінде «жасанды нейрондық желілер - бұл мидың жұмысына еліктейтін және өздігінен білім алуға қабілетті бағдарламалық код, биологиялық желі сияқты жасанды желі де нейрондардан тұрады, бірақ құрылымы қарапайым. Нейрондық желілер тек кіріс ақпаратты талдап қана қоймай, оны жадынан қайта шығаруға да қабілетті» [1], - деп аталып өтіледі.

Ақпараттық порталды құруда жасанды интеллекттің бағыты машиналық оқытудың терең оқыту түрі нейрондық желі құрудың қадамдары пайдаланылды (сурет 1).

Нейрондық желелердің қолданылу салалары:

- образдарды тану, олардың классификациясы;
- машиналық көру;
- сөзді тану;
- табиғи тілді өңдеу;
- шешімдер қабылдау және басқару;
- кластерлеу;
- болжам жасау;
- деректерді сызу, т.б.

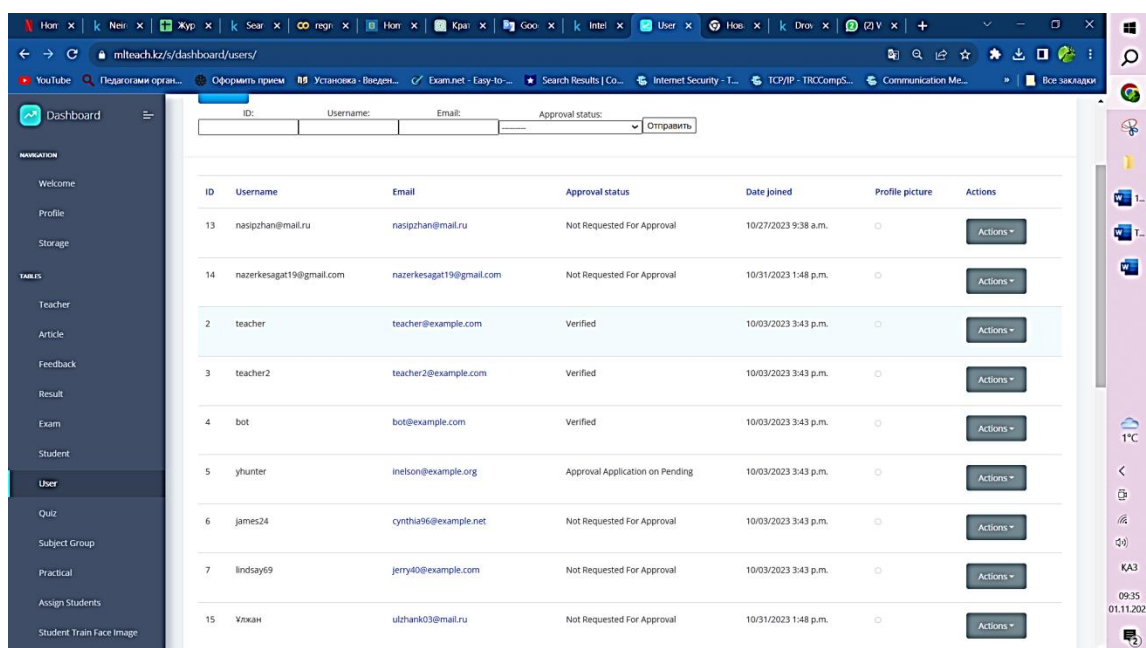
Біздің жағдайда осы аталған мәселелер қарастырылады, атап айтқанда ақпараттық жүйені құруда және мазмұнында ескеріледі. Ақпараттық порталдың ішкі жүйесінің бірі - прокторинг жүйесі құрастырылып, сынақтан өткізіліп жатыр. Ақпараттық орта онлайн режимдегі қауіпсіздікті қамтамасыз етеді. Негізгі контенті тақырыптары қарастырылып, хостингтен орын алып, жұмыс жасалуда. Прокторинг жүйесі қазіргі кезде онлайн режимде жоғары білім беру жүйесінде қолданыс табуда.



Сурет 1. Бетті тану қадамдары

Басқа да білім беру ұйымдарында кешенді бақылау жүйесі ретінде қолдануға болады.

Нейрондық желілерді біз сонымен бірге көлемді Dataset-ді қолданумен байланыстырдық, яғни порталдың базасына тіркелген қолданушыларды басқару мен деректерін өңдеумен байланысты іс-әрекеттер (сурет 2).



Сурет 2. Ақпараттық портал бетінен көрініс

Сонымен қатар, ақпараттық портал мазмұнында да нейронды желілерді құру қолданылады, мысалы, «6B01511-Информатика», «7M01511-Информатика» білім бағдарламалары бойынша білім алушылардың оқу процесінде қолданылатын KAGGLE сайтынан алынған 70000 жазбадан тұратын dataset-ті, 30000x30000 өлшемді матрицаларды 10000 өлшемді векторлармен көбейту амалдарын орындауда CPU процессорын Google Colab онлайн программалау ортасында қолданумен қатар графикалық процессор GPU және тензорлық процессор TPU қолданылуын атап өтуге болады.

Әдебиеттер тізімі

1. A. Volchek. What are neural networks, and what do we need them for? <https://habr.com/ru/articles/676266/>

LEVEL TASKS FOR THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF 5th GRADE STUDENTS IN FOREIGN LANGUAGE LEARNING

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Abstract

The article considers the importance and necessity of using level tasks for developing critical thinking skills in foreign language education. This article provides detailed information about the effectiveness of using critical thinking technologies and level tasks according to students' knowledge levels. In order to develop students' critical thinking skills, the authors developed level tasks for 5th grade students on the theme "Virtual reality". Also, authors prepared each task according to its own characteristics and assigned them by the level of difficulty. The authors tried to focus on the result and develop students' creative and critical thinking skills by giving clear descriptions of each tasks.

Keywords: level tasks, critical thinking, creativity, procedural component, informational activity, questioning method, pragma-representative stage.

Critical thinking has been a well-established subject and a debatable research field across disciplines for a very long time. It was first introduced by Greek philosophers and has been used since the Greek Empire era up to now, obtaining a significant, influential status during its extensive travel all over history. Many historians believe that the roots of critical thinking can be traced from Socrates' teaching practice and vision 2,500 years ago. He brilliantly revealed a probing questioning method that individuals could not logically justify their assertive claims to knowledge. Socrates' view of critical thinking, supported by View metadata, citation and similar papers provided by Plato, was then applied by Descartes and was a theme in essays written by Montesquieu and John Locke[1].

Critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It is based on universal intellectual values that excel subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness [2] In short, critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

In order to develop students' critical thinking skills, we developed level tasks for 5th grade students on the theme "Virtual reality". Each task comprised its own characteristics and assigned according to the level of difficulty.

The motivational-target stage in this complex is represented by the following tasks:

Task 1	Read the following definition. How can virtual reality change our lives? Virtual reality is a digital environment people can experience through sights and sounds computer provides, which allows people to participate in an experience and not just watch it.
Task 2	Collect information about inventions that will improve our lives and describe your impressions of the issue under study.
Task 3	Write five predictions about other technological developments in the future
Task 4	Find information about an art/or technology award for young people in your country (e.g. what it is, when and why it was started, what it involves, why someone should take part in it, what the prize is). Write a paragraph about it.

At the informational-accumulative stage, there is a system of exercises aimed at formation the procedural component of informational activity, which included the following tasks:

Task 5	Go to the site https://www.crissh2023.eu/uses-of-virtual-reality-in-education/ and check out the article and leave a comment on the question "Are you in favour of introducing these new technologies in the classroom?"
Task 6	Do some internet research to find out more information about virtual reality. Present your findings to the class.
Task 7	Find out from the Internet which application of virtual reality is important? Why? Imagine you have virtual reality headsets in the classroom. Where would you go and what would you do? Why?
Task 8	Search for more information on the topic Hawthorn School using different Internet resources and separate basic information from a minor.
Task 9	Gather information about virtual learning in Kazakhstan and make a comparison between British virtual learning and virtual learning of Kazakhstan.

At the pragmatic-representational stage, systems of typical, variable, and creative tasks are used by us. As part of the standard tasks, students learned how to create a blog, write an essay, search, and evaluate information using informative texts.

Task 10. Match the words with definitions.

recreate; experience; endless; leap forward; brain surgery; peasant; nobleman; affordable

- create again, reproduce
- practical contact with and observation of facts or events.
- having or seeming to have no end or limit.
- to hop, jump, or dart forward very quickly or suddenly.
- surgery performed on the brain or other parts of the nervous system.
- a poor smallholder or agricultural labourer of low social status
- a man who belongs by rank, title, or birth to the aristocracy; a peer.
- inexpensive; reasonably priced.

Task 11. Read the text and answer the questions in complete sentences.

A TOTAL REALITY EXPERIENCE

Drawing, sculpting, storytelling and even films are some of the different ways that people have tried to recreate reality. But it's only in the past fifty years that technology has advanced enough to allow people to experience other environments using virtual reality (VR) 3D headsets. The next step in VR development will be that users get a complete interactive experience of the environment they are exploring. They will be able to see, touch and hear everything in their VR environment.

The first use for total experience VR is in the gaming industry. Imagine how gamers could actually play golf on a VR golf course or really drive a Formula 1 racing car! The possibilities are endless. But VR won't just be for fun and games. It will also be a massive leap forward for education. It will transform how people learn different skills and subjects. Learning to drive a car, fly a plane or even perform brain surgery will be absolutely risk-free.

Also, students won't need a textbook to learn about life in the Middle Ages as they will be able to visit a medieval village and spend the day living the life of a 14th-century peasant or as a nobleman in his castle. Already, there are educational apps which allow students to use VR headsets and go on exciting virtual school trips to museums, coral reefs, rainforests and many more! Imagine seeing space through the eyes of an astronaut – what a lesson that would be! Or going to places like the Amazon Rainforest – without even leaving the classroom.

Also, it won't be long before we use VR for online shopping. Nowadays, when we buy things online, we can only see photos of products, but with VR devices we will be able to tour virtual shops and even touch the products we are interested in! But that's not all. Have you ever been disappointed by a holiday you booked online? Well, in the future you will be able to take a virtual tour of your accommodation before you make any decisions! There is simply no limit to the ways we will be able to use Virtual Reality.

As advanced VR equipment becomes more affordable, it's going to reach more and more people. It looks set to be a digital revolution that will change the way we live, learn, work and play forever! Virtual Reality is going to completely change the way we see our world and we will even be able to control reality for our own benefit. It's an exciting future. Aren't you looking forward to it?[3]

Questions:

- How long have virtual reality headsets been available?
- Where will total virtual reality first be used?
- Why will shoppers benefit from virtual reality?

Task 12. Mark the statements as T(true) or False(false).

- Virtual reality 3D headsets were invented 50 years ago.
- VR equipment is too expensive for some people at the moment.

Task 13. Look at the text about a modern school. Speculate about the information gap. Use: classroom, digital, educational, interactive, lessons, participation, students, subjects, textbooks, trips.

Hawthorn School

There are no schoolbags full of ____ at Hawthorn School. In this school, teachers and ____ all use laptops or tablets. Inside the ____, this emphasis on technology continues. All ____ take place using ____ whiteboards. The ____ at the school are the same as at any other secondary school, but teaching staff try to take advantage of the ____ revolution in the curriculum as much as possible. This can mean anything from ____ apps and multimedia presentations to online projects, and homework and marks via email! There's still room for traditional activities like school ____ to museums, but the philosophy at Hawthorn is that technology encourages student ____ and prepares them for the world they will graduate into.

Task 14. Read the blog <https://www.opencolleges.edu.au/informed/edtech-integration/10-ways-virtual-reality-already-used-education/> by Marianne Stenger and define the main ideas read / viewed on personal blogs. Discuss the British universities that has been using virtual reality in the classroom.

Task 15. Create your own blog on <https://twiducate.com/> and discuss the question "advantages and disadvantages of virtual education" on the blog with classmates.

Task 16. Write an essay on the theme "Virtual reality in education". Write an essay giving your opinion with reasons to support your opinion and post it on your blog.

At the reflexive-evaluating stage, students had to reflect (analyze) and test own instructional operation through self-reflection.

Task 17. Divide into groups of 3-4 students and make a project work on the theme "How could virtual reality be applied to the school?"[4]. As part of the group work, one student is assigned as a blog administrator, whose responsibilities include editing, evaluating information, controlling the presentation of information, and planning the presentation of new information. Post the project work on a blog.

Task 18. On the basis of acquired information from different sources of the Internet, outline the key features of virtual learning on the blog, share your impressions and thoughts of the issue under study on the blog, upload the links where you have worked to find out the specific information about virtual reality[5].

The objectives of these tasks are:

- the formation of critical thinking skills;
- the formation of skills for independent implementation of activities;
- acquaintance with regard to the cultural conditions of the country of the language studied;
- application of actual coordination of the information operations;
- authentic communication (blogs) (the formation of speech communication skills).

Each task involves the selection of an individual path for the implementation of information activities and its implementation in accordance with the following steps: 1) awareness of the need for information; 2) goal setting; 3) activity planning; 4) information search; 5) selection of information; 6) preservation of information; 7) evaluating the received information, and during the implementation of information search on the Internet, students are asked to follow these steps. Students record the time spent searching for information, and the report on the implementation of information activities involves not only the presentation of specific information, but also a reflection on the activities carried out, and at the initial stages of training, discussions are held step-by-step movement toward the goal and the most rational ways are determined[6].

Conclusion

As a source of authentic information about the culture of the language being studied, students are encouraged to communicate on the blog. Thus, the effective formation of skills of a critical thinking competency takes place, the lack of a language environment is compensated, the conditions for real communication are created, which helps to maintain the development of students' motivation. The received information is then used to create the project.

Thus, we have developed types of exercises aimed at the formation of critical thinking skills of 5th class students in the conditions of blog resources.

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EVALUATING THE POSSIBILITIES OF USING DIFFERENT WAYS OF TEACHING ENGLISH**Yaqut Pirquliyeva Elshan**

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Abstract

At present, English is very popular as the most widespread diplomatic, commercial, maritime, scientific-technical and mass communication language. In our republic, English is taught as the main foreign language subject in many educational institutions. A high level of English knowledge and fluency of students is a guarantee of their future career. In addition to its popularity, English is also considered one of the easiest languages to learn if it is taught using the right methods. The main goal of the research work is to investigate the most effective methods and methods in language classes. The main task of the research work is to analyze and review the existing methods and methods and to clarify and eliminate the most common mistakes, practical analysis of these methods and investigation of the use of modern innovations during the use of methods.

Keywords: *different ways of teaching, foreign language teaching, English class*

Modern times have made learning foreign languages a necessity. Now, our independent Republic is in great need of young people and specialists who speak different languages, who are able to enter the world arena, who can express themselves at different levels. For this purpose, the changes made in our education, the development and use of new educational programs (curricula) are the main factors that serve to regulate the solution of the issue [1]. The content standards prepared in our country in accordance with world education and European standards create a positive basis for the renewal and further development of our education and integration into the international world. Forms and methods that serve the realization of these standards aim to make students work independently, creatively, take initiative, respect opposing thoughts, and develop communication skills and leadership skills in them. Correctly chosen forms and methods will increase the interest of learners in learning a foreign language, will create a foundation for communicating, being able to express their thoughts freely, and will replace their hesitation with wit, quickness, and agility [2].

As well as the chosen forms and methods guide the teachers to creative search, they will also make the learners to be highly active, express their thoughts freely in the foreign language, eliminate the feelings of fear, hesitation, caution and speak in the language they are learning. The advantage of choosing different methods in the training process is that none of the learners remain passive during the training, everyone is motivated, tries to be active, tries to say whatever he can [2].

In addition to standard lesson forms and methods in foreign language teaching, lesson-discussion, lesson-conference, lesson-excursion, integrative lesson, lesson-discussion, lesson-excursion, "Brainstorming", BIBÖ, auction, cluster, role-playing game, Venn diagram, zigzag, carousel, aquarium, cubing, making projects, word association, etc. there are non-standard teaching methods that can be used according to the concentric principle at the general and full education levels. In this subsection, we will focus on some of the non-standard teaching methods named [2].

Lesson-discussion is an interactive learning activity in which students talk to each other about a central topic or problem. A debate is an exchange of ideas between 2 or more people about some central topic or problem. Ideally, the class discussion consists mainly of student participation; the teacher simply helps the students to continue the discussion and encourages them to express their thoughts. Debate is an activity that adds vitality, excitement, and social interaction to classroom dynamics. In a well-planned and executed discussion activity, students focus on each other's ideas and give each other suggestions. Discussion techniques are designed to develop students' thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the views of others, and reflect on their own ideas to build their knowledge, understanding, or interpretation of the issue at hand.

Lesson - excursion - The modern lesson differs from the traditional one in terms of its goals, content, organizational-methodical aspect, student activity level, structure and tempo. In order to realize such issues, a modern teacher should include non-traditional types of lessons in practice. These are: lesson-project, research-type lesson, lesson-excursion, lesson-seminar, knowledge improvement lesson,

lesson-game, lesson-travel, speech development lesson, etc. can be. At present, students in secondary general education schools of the Republic of Azerbaijan acquire many important knowledge and skills during classes at the school they study [4]. The knowledge and skills they get in the classroom can sometimes be boring, sometimes incomprehensible, and sometimes difficult for students.

It is possible to achieve cognitive activity in students during standard lessons held in the classroom. In non-standard classes, students have the opportunity to communicate with different people, as well as to transform what they know into skills and habits through motor activity, in addition to their cognitive activity. At the same time, it should be emphasized that non-standard classes cannot be turned into the main form of work. As an auxiliary form of organizing the training process, it is advisable to hold excursion-lessons 1 or 2 times during the school year.

It is for these reasons that it is important to organize excursions in order to improve the knowledge and skills of students and foreign language learners, to increase their level of awareness, and to teach them things and events visually. Students can gain deeper knowledge of the topics they will investigate from the organization of this work. It is possible to form preliminary habits of scientific research related to relevant topics in students during excursions.

Children have the opportunity to experience real life outside the classroom with their teachers, peers or family. During the tour, children can observe social systems and easily understand different roles such as fire and police protection, traffic control, banking, shopping and other related systems. Excursions also provide children with first-hand experiences where they can further develop their language and literacy, and acquire new vocabulary and problem-solving skills.

Brainstorming is a collection of ideas based around a topic. Brainstorming can encourage learners to think more controlled, more freely and creatively. This allows learners to remember what they know and teach each other. Brainstorming is a creative thinking technique for coming up with new ideas and solving problems [3].

Brainstorming usually occurs in a group setting where people come together to creatively solve problems and come up with ideas. However, it is also useful for individuals who need to explore new solutions to a problem. Sitting alone and writing down solutions to potential problems is a great way to individually brainstorm.

The teacher should get the student to speak his mind as much as possible during the lesson. Students, without wasting time, put forward various ideas, thoughts, and suggestions about the problem in a concise manner. All opinions expressed are recorded on the board without any comments or criticism. Then comes the analysis and discussion stage. Different ideas are evaluated, opinions are expressed for and against. Students choose the ideas they consider useful for solving the discussed problem [4].

Clustering is a technique that can be used in English language learning to help learners absorb new vocabulary and concepts. When students are grouped, they combine words or ideas in a way that makes them easier to remember. This method can be used with any type of vocabulary, from simple words to more complex concepts. Grouping can also be used to help students learn grammar rules and verb tenses [4].

Role play is an effective technique to enliven the teaching and learning environment, stimulate learners' interests and make language acquisition effective. This method is considered one of the first formed methods in didactics. Other advanced teachers who are now including role-play among interactive methods need to calculate the time correctly. The role-playing game can be simulated in different ways according to the subject, subject, class. Thus, this study will mainly focus on how to successfully apply it and get the most out of it in English class. The result shows that for its successful reception, the chosen topic should be real and relevant, and errors should be corrected correctly. Here, teachers' roles are facilitator, audience or participant. Incorporating role play into the classroom adds variety, change of pace and opportunities for multiple language production, as well as lots of fun [2].

Venn Diagrams- You've probably seen Venn diagrams used to visualize comparisons in various settings - at school, at work, or at home. What is a Venn diagram? Invented by mathematician John Venn in the 1880s, this common chart organizer is a compare-and-contrast chart that helps people visualize information and concepts clearly and concisely. This type of chart is easy for users to understand and easy to create. There are many advantages to using Venn diagrams in your classroom. For teachers, Venn diagrams can help quickly and effectively convey differences and similarities, provide a simple visual aid for a lesson, or separate several concepts or ideas. On a broader level, Venn diagrams can be a very effective tool for helping students visually organize information, better understand relationships and overlaps between elements or groups, and help them plan a project.

Cubing- With the help of the cubing method, the student is able to describe, compare, relate, analyze, apply and debate the topic. At this time, the student's critical and logical thinking develops, a comprehensive view of the subject, evaluation skills, cooperation habits are formed. This method allows the teacher to comprehensively study the topic, the current situation, and create conditions for students' complex and integrative approaches. How is the cubing method applied?

1. First, a cube is made.
2. One of the six directions is written on each side of the cube.
3. The topic to be discussed is selected.
4. The class is divided into 6 groups, each group is given an instruction on the topic.
5. Students are given instructions.
6. Students describe, compare, relate, analyze, apply and argue.
7. Presentation takes place.
8. They make conclusions and generalizations.
9. The final result is hung on the board. [4]

Zigzag - working on large texts in this way helps to use time more efficiently and develops collaborative habits. In the zigzag method, the work begins by dividing the text to be studied into parts and numbering them. Students count from 1 to 4 in groups. The students (experts) in the group are marked with the corresponding numbers, then the students with the same number gather around a desk, read the relevant part of the text, and perform the assigned tasks. After the work is completed, the second stage begins. Experts return to the previous group, share the information they have obtained as experts and integrate the work on the text [5].

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Philological sciences

FEATURES OF USING THE PROJECT WORK IN ENGLISH AS A FOREIGN LANGUAGE CLASSES

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Abstract

Project activity is increasingly spreading in the practice of teaching at all levels of the educational system, in all subject areas, and English as a foreign language is no exception to this modern trend. The organization of project activities should be based on communicative, activity-reflexive and personality-oriented methodological approaches. An important component of the project activity is the self-organization of activity, self-assessment and the level of claims, increasing motivation to carry out activities, disclosed in the concept of an activity-reflexive approach. The student-centered approach refers us to the mechanism of interaction between the subjects of the educational process and allows us to take into account the individual characteristics allocated by the curriculum, and should be presented in the form of a completed educational research or a developed project: informational, creative, social, applied, innovative, design, engineering". Accordingly, if project activity should occupy a large place in the professional activity of graduates, it is advisable to prepare students for it in advance and specially. The following article will provide precious information about the features of using the project work with English as a foreign language(EFL) students during the educational process.

Keywords: *project activity. EFL class, features, foreign language.*

Materials and methods: *observation, questioning, monitoring and study of the products of students' activities*

The conception of foreign language teaching of the Republic of Kazakhstan which was compelled by leading methodologists of our country, defines the main directions of foreign language teaching, creation of model of lifelong foreign language learning which makes it possible to our country to enter the educational space of the world. This conception defines the anthropological approach which is realized through student-centered learning. According to this conception the main aim of teaching foreign language is not just teaching foreign language, but the development of intercultural communicative competence. It's generally truth that the effectiveness of foreign language learning depends upon different factors, such as the method of teaching, aims of teaching, content of the teaching, technology of teaching, teacher's personality and his professionalism, etc. Therefore, in its turn it demands well-qualified specialists and effective ways of teaching foreign language. Linguistics and teachers continuously have been innovating quite new ways of teaching English as a foreign language learners and have been analyzing their consequences, outcomes and results for centuries. And one of ways of teaching leads to purposeful language use project activity.[1;27] Project activity is a certain method in learning English as a foreign language allows you to improve lexical and grammatical skills and is a way to include students in active creative activity that goes beyond the boundaries of the lesson and includes it in the system of English-language communication Project-based learning is a process that aims to solve the problem of the teacher and creative and productive work of students together. This is to work in a team, to cooperate, to plan work, feel responsible, responsible for your choice, feel free to allows you to feel like a member. The main of any project the goal is to form various key competencies. Mutual depending on the knowledge, skills, values and their necessary conditions readiness to mobilize. The main objective of the project is to ensure that the student or teacher or to the questions of the teacher working together with the student. Today, project activity is relevant, because it is necessary to independently able to think, learn and apply, mindful of their decisions foreign education, which makes an effective mutual contribution in different groups competition, which allows you to establish new contacts with transmission organizations there is a need to train capable people [2;39-43].

However, the possibilities of organizing project activities of students in the additional education system and the conditions for implementing these possibilities have not yet been studied. Organizing the project activities of students, it is necessary to take into account a number of requirements, among which the most significant are:– the creative nature of setting and solving problems that require integrated knowledge, research search for their solutions; readiness of students for this type of activity; students' interest in the problem, the need to solve it; the acquisition of new knowledge by students, the development of new ways of activity, the formation of universal educational actions required to complete the project; personal and social significance of the project; taking into account the individual pace of the student's work to ensure that each student reaches their own level of development; ensuring the subjective position of students, which provides motivation for project activities; independent activity of students; the use of various means that ensure the research, creative nature of the activity; practical orientation and feasibility of the project; contributing to the balanced development of the main physiological and mental functions of the student through the well-known assimilation of basic knowledge.

When organizing students' project activities, it is also necessary to observe the following conditions:

- compliance of the project task with the individual needs of children;
- use, consolidation of previously acquired universal educational activities, social experience in solving problems;
- the dialogical and flexible nature of the interaction between the teacher and the student in the process of project activity. [3;62-67]

High requirements for modern students and teachers in accordance with the requirements, the teacher provides new types of innovative activities, there will be a search for interactive methods, i.e., as well as a project training, too. Thus, the use of project-based learning methods is successful for students promotes socialization, in which students independently search for, learn to solve problems, based on your own plan, clearly solves practical tasks, has a general information culture leads to the formation of personality. That is, on the basis of Project training development of students' cognitive skills, self-knowledge knowledge of the information space, the ability to involves the development of creative thinking. The final result of the project can be class magazine, comic strip, dramas, editorial/fan letter, diorama, fables ,book trailer project etc.).

The teacher must take into account **the following features of using the project work in English as a foreign language classes (EFL):**

To begin with, the project task must correspond to the level of preparedness of students. Prior to the commencement of project work, work out the studied lexical and grammatical material, which will be used in the project task, at a good level. Both too complex and too simple tasks should not be given so that the student can show a good quality project product, on the one hand, and gain new knowledge, increase the level of competence in the course of implementation, on the other.

Secondly, the topic or problem of the project should be of interest to students, motivate them to be active. As a result, the teacher offers topics that give students the opportunity to express their individuality, to present different points of view. The form of the project product (for example, a post on a social network, a video tour of the city, a speech collage) can also act as a motivation factor. It is necessary to prepare for project activities in the classroom, to explain the stages of work and requirements as clearly as possible. The requirements for the project product should be known from the outset, it is best to write them in the form of a memo for each specific project. An additional motivation for the success of students in the creation and implementation of the project can be consulting participants project outside of school hours - students will feel the support of the teacher and his interest in their success. If the project is of a lengthy nature, participants should be encouraged to document progress. In a group project, this can be a project folder where students will put everything accompanying materials: milestone implementation plans and distribution responsibility, information sheets, memos, a project dictionary in which new words and speech constructions are recorded that are necessary for the implementation of the project, the text of the finished product, materials for the presentation, the self-assessment sheet and the assessment of group work, etc. If the teacher regularly uses the project method in teaching and this work constantly takes place in parallel with the classes, then it is possible to develop and offer students to keep a diary or journal of project activities, in which the progress and results of all projects will be recorded, all materials will be collected.

Thirdly, the project must be presented and evaluated. The presentation can take place in class or outside of school hours in the form of a conference, concert, poster presentation with comments, press

approach, business game, etc. The presentation format depends on the type of project. If the project is running in group, the overall project product is evaluated, in addition, each participant receives an assessment for his contribution to the group work. For this all roles of participants in a group project should be clearly defined. Evaluation of the project is carried out on the basis of criteria that are known in advance and serve as a guide for students. Criteria are developed depending on the type of project, for example, the quality and aesthetics of the project product, the correctness of speech, the quality of the presentation project, compliance with speech etiquette, etc. It is important that the criteria for evaluating the project be few, the wording is clear and understandable to the participants who take an active part in evaluating projects.

Finally, reflection as a mechanism for self-development of the student is obligatory at the end of the project, since thanks to it, it becomes possible to connect knowledge with practice and experience gained, reflect the difficulties encountered and determine ways to overcome them. Reflection can affect the content (level of awareness, memorization of information), methods of activity (control of thinking and actions, their results), emotional state (mood, relationships, emotions). Students can be offered to fill out a reflective card according to the "Incomplete proposal" method (it can be an element of the diary of project activities), answer questions, fill out a self-assessment sheet according to the criteria put forward. [4;2]. During the period of study at the college or university, it is advisable for students to offer information and creative projects, because at their implementation forms communicative competence. Of course, other types of projects can also be applied, but they are either less focused on communication (research, practice-oriented) and pursue other didactic goals, or require already a fairly good level of language proficiency (role-playing, media projects and etc.). During the implementation of information projects, students translate information from their native language into English or collect material in English -language information space, analyze it, build it in a certain logic and arrange it accordingly (brochure, leaflet, table, graph, presentation, report, etc.). [5;2]

To implement this type of activity, the teacher must have in its methodological arsenal includes various forms of organizing the activities of the design and research group, during which the result of the completed stage will be clear and it will become clear what should be done at the next stage. Among them: brainstorming, discussion, debates, a round table with the invitation of consulting scientists, subject teachers, professional parents from the field under study [6;3].

The result of the meetings can be the modeling of a future experiment, the drawing up of a roadmap for the research group. For successful work in a team, it is necessary to establish close interaction not only between all participants, but also with his supervisor. It is also important to maintain communication contacts remotely, since the student will then be able to ask the question he has at any time [7;2]. Holding virtual conferences allows you to choose a time convenient for all participants when they can focus on the issues being discussed. As necessary, these discussions can be thematic and regular. The project manager directs and organizes the work of the group, tracks deadlines implementation of each stage, ensuring progress towards the intended goal through the gradual solution of previously set tasks. In the course of work, it is important for the teacher-head of the project team to correctly distribute the scope of activity of each participant, taking into account age and individual characteristics, so that everyone's contribution is tangible, and the performance of individual tasks is strong. [8;3].

The experimental:

The purpose of the experimental research was to test the effectiveness of the joint work with international students and native speaker teacher for organizing the project activities of students in pedagogical college, as well as to test and introduce them into the activities of the "English speaking club". This goal determined the process of the experimental research. I decided to conduct a joint online project activity with international students from England. And as I have studied for a certain academic period in Poland I asked for a help my colleague -a native English speaking teacher from Devon in the South West of England. She has been teaching English since 2011 and completed her CELTA in 2010 at International House Wroclaw, Poland. Therefore, she had a great experience in controlling the process of project work. Choosing to conduct a project activity with the native speakers, I counted on the following positive aspects of the activity: rich practice of speaking, high intensity of listening; natural assimilation of colloquial vocabulary and the basics of grammar

The experimental study took place in three stages:

I stage (6th of March 2023): ascertaining.

II stage (11-12th of May 2023): formative.

III stage (17th of September 2023): control.

In the ascertaining stage of the experimental study, 10 students of the English speaking club" (2 boys and 8 girls) and 6 students from England (2boys and 4 girls) has started working on a project. The age of the students varied from 15 to 17 years.

*The ascertaining stage was conducted in order to identify the initial level of students' readiness to organize project activities. First, the students chose the theme of project activity (Mobile Phones) and the date and time of control day (17th Sep 11am). After that, during this stage, the following tasks were solved: to diagnose the actual level of students' readiness to organize project activities; to evaluate the experience of teachers of additional education in applying project activities; to study the pedagogical possibilities of an association in organizing project activities. The first thing that needed to be checked at the ascertaining stage of the experimental study was the initial level of students' readiness to organize project activities. For this, a survey via **Jotform** platform was conducted among the students of the "English speaking club". The results of all stages of the experiment were diagnosed using the following methods: conversation, observation, questioning, monitoring, and study of the products of students' activities. The results showed that a large percentage of students from our college in comparison with students from England have poor preparation for organizing project activities (65%), average level (70%) and high level (20%). This suggests that the majority of students do not have a general idea of how to correctly formulate conclusions and the problem, use the information found, and find ways to solve the problem. Thus, the results obtained at the ascertaining stage of the experimental study were unsatisfactory. Also, it was obvious that most Kazakh students lack confidence in their ability to speak the language. Therefore, it was proposed to give additional time to the preparation with international students, which would improve the level of development of project skills among Kazakh students. During their joint work students from England shared their experience of working on a project and suggested several useful internet resources for searching information such as academic journals, database, search engines, electronic libraries and blogs/forums. In addition, the entire process of communication helped our students to overcome language barriers and use different vocabulary for presenting project work.*

In the formative stage of the experiment the teacher from Poland and the teachers of our pedagogical college assessed students' work while they are still in the preparation process. This assessment was conducted to find out what students have learned and what they still need to learn during the project work. It can help teachers plan their instruction more effectively, identify and address students' misconceptions, and monitor students' progress.

The effectiveness of the developed program of the "English speaking club" can be judged on the basis of the data that were obtained in the process of the ascertaining and formative stages of the experimental research.

After approbation of the program of the "English speaking club", at the control stage, positive dynamics was outlined, that is, the level of development of skills in project activities relatively increased, which demonstrates the effectiveness of the implemented pedagogical conditions. The result of experimental work shows what level of students' readiness for project activities was before the club's program was approbated and what it became after it. After the program was approbated, the students with a high level of development of skills in project activities accounted for 75%, an average level – 32%, and a low level – only 13% of the total. The observation enabled to reveal that implementing joint project activities with international students allowed students from our country to logically and competently build a plan for performing their actions in the process of work, correctly formulate the goals and objectives of the project work, independently search for the necessary information, as well as formulate a problem.

Conclusion

The study of the problem of organizing the project activities of students in the additional education system confirms the hypothesis of the study and gives the basis to formulate a number of generalized conclusions of a theoretical and practical nature. The results obtained at the control stage of the experimental study showed a positive trend associated with an increase in changes in the levels of development of skills in project activities. This was facilitated by organizing the project activities of the students. The revealed pedagogical conditions in the process of analysis of scientific and pedagogical literature contributed to the activation of the students' project activities. These conditions are effective and can be used by teachers of additional education in their work when organizing project activities.

When creating conditions for organizing project activities, in the additional education system, it is required to study scientific research in this area in detail, focus on the age composition of the group of students, on the orientation of the association in an additional education institution, as well as on the

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THE IMAGE OF THE SACRED TREE IN THE EPOS "MANAS" AND ITS SYMBOLIC SIGNIFICANCE IN THE DEVELOPMENT OF THE HEROIC PLOT

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ОБРАЗ СВЯЩЕННОГО ДЕРЕВА В ЭПОСЕ "МАНАС" И ЕГО СИМВОЛИЧЕСКОЕ ЗНАЧЕНИЕ В РАЗВИТИИ ГЕРОИЧЕСКОГО СЮЖЕТА

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«МАНАС» ЭПОСУНДАГЫ ЫЙЫК ДАРАКТЫН ОБРАЗЫ ЖАНА БААТЫРДЫК СЮЖЕТТИН ӨНҮГҮШҮНДӨГҮ СИМВОЛИКАЛЫК МААНИСИ

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Abstract

This article explores the image of the sacred tree in the epic "Manas" and its symbolic meaning in the development of the plot of the hero. "Manas" is an epic poem that tells about the life and exploits of the hero Manas, who became a symbol of courage and national identity for the Kyrgyz people. The images of sacred trees that Manas meets during his journey play an important role in the development of the hero and the plot. The symbolic meaning of these trees includes Manas' connection to nature and the cosmic world, their role in providing spiritual support and inspiration, and their significance to cultural and national identity. Manas' interaction with each tree helps him develop his personality, overcome difficulties and maintain his national identity. The images of sacred trees also reflect the importance of man's connection with nature, the heritage of ancestors and the development of the hero. The study of this symbolic element in the epic "Manas" helps to better understand its meaning in the context of Kyrgyz culture and epic poetry.

Аннотация

Эта статья исследует образ священного дерева в эпосе "Манас" и его символическое значение в развитии сюжета героя. "Манас" - эпическая поэма, которая рассказывает о жизни и подвигах героя Манаса, ставшего символом мужества и национальной идентичности для киргизского народа. Образы священных деревьев, с которыми Манас встречается во время своего путешествия, играют важную роль в развитии героя и сюжета. Символическое значение этих деревьев включает связь Манаса с природой и космическим миром, их роль в предоставлении духовной поддержки и вдохновения, а также их значимость для культурной и национальной идентичности. Взаимодействие Манаса с каждым деревом помогает ему развивать личность, преодолевать трудности и сохранять свою национальную идентичность. Образы священных деревьев также отражают важность связи человека с природой, наследия предков и развития героя. Исследование этого символического элемента в эпосе "Манас" помогает лучше понять его значение в контексте киргизской культуры и эпической поэзии.

Аннотация

Бул макалада «Манас» эпосундагы ыйык дарактын образы жана анын баатырдын сюжетинин өнүгүшүндөгү символикалык мааниси изилденет. "Манас" – кыргыз эли үчүн эрдиктин, улуттук өзгөчөлүктүн символуна айланган Манас баатырдын өмүр жолун, эрдиктерин баяндаган эпикалык поэма. Баатырдын жана сюжеттин өнүгүшүндө Манас сапарда жолуккан ыйык дарактардын образдары чоң роль ойнойт. Бул дарактардын символикалык маанисине Манастын жаратылышка жана космостук дүйнөгө болгон байланышы, рухий колдоо жана дем берүүдөгү ролу, маданий жана улуттук өзгөчөлүк үчүн мааниси камтылган. Манастын ар бир дарак менен болгон мамилеси анын инсандыгын калыптандырууга, кыйынчылыктарды жеңүүгө, улуттук өзгөчөлүгүн сактап калууга

жардам берет. Ыйык дарактардын сүрөттөрү да адамдын жаратылыш менен байланышынын, ата-бабалар мурасынын, баатырдын өсүп-өнүгүшүнүн маанисин чагылдырат. «Манас» эпосундагы бул символдук элементти изилдөө кыргыз маданиятынын жана эпикалык поэзиясынын контекстинде анын маанисин жакшыраак түшүнүүгө жардам берет.

Keywords: sacred tree, epic "Manas", symbolic meaning, plot development, hero Manas, national identity, nature, wisdom, strength, spiritual support, cultural heritage, Kyrgyz culture, vitality, courage, inspiration, struggle and overcoming, personal development, symbols and symbols, collective values, preservation of identity.

Ключевые слова: священное дерево, эпос "Манас", символическое значение, развитие сюжета, герой Манас, национальная идентичность, природа, мудрость, сила, духовная поддержка, культурное наследие, киргизская культура, жизненная сила, мужество, вдохновение, борьба и преодоление, личностное развитие, символы и символика, коллективные ценности, сохранение идентичности.

Ачкыч сөздөр: касиеттүү дарак, «Манас» эпосу, каймана маани, сюжеттик өнүгүү, Манас баатыр, улуттук өзгөчөлүк, табият, акылмандык, күч, руханий колдоо, маданий мурас, кыргыз маданияты, тирүүлүк, эрдик, дем, күрөш жана жеңүү, инсандык өнүгүү, символдор жана символдор, жамааттык баалуулуктар, иденттүүлүктүн сакталышы.

Вводная часть: Эпос "Манас" - это одна из самых важных и известных эпических поэм, принадлежащих киргизской литературе. Он рассказывает о жизни и подвигах героя по имени Манас, который стал символом мужества, справедливости и национальной идентичности для киргизского народа. В процессе своего путешествия Манас встречает образы священных деревьев, которые играют значительную роль в развитии сюжета и символическом значении для главного героя.

Основная часть: Символическое значение священных деревьев в эпосе "Манас" включает в себя несколько аспектов, которые помогают осветить и развить сюжет героя. Первый аспект - это идея связи Манаса с природой и космическим миром. В эпосе священные деревья представляют собой места силы и духовной энергии, которые помогают Манасу обрести внутреннюю гармонию и силу для выполнения его задач. Каждое дерево, в том числе Байтерек в эпосе символизирует определенные качества и дает герою новые знания и мудрость, необходимые для его пути.

Второй аспект - это символическое значение священных деревьев как мест истинного вдохновения и духовной поддержки. Когда Манас сталкивается с трудностями и испытаниями, он обращается к священным деревьям, чтобы получить силу и направление. Эти деревья становятся своеобразными наставниками для героя, подсказывая ему правильное направление действий и помогая сохранить верность своим принципам.

Третий аспект - это символическое значение священных деревьев в контексте культурной и национальной идентичности. В "Манасе" деревья служат связующим звеном между Тенир и отцом Манаса Жакыпом и его народом. Они становятся символами киргизской культуры, ее корней и есть предки баатыра. Через общение через священной деревой с Тениром, Манас укрепляет свою связь с народом, его традициями и ценностями. Деревья становятся источником коллективного опыта и мудрости, передавая Манасу наследие его предков и служащие напоминанием о том, что он не одинок в своей борьбе.

Образ священного дерева в эпосе "Манас" имеет глубокое символическое значение в развитии сюжета героя. Он является источником силы, мудрости и вдохновения для Манаса, помогая ему преодолевать трудности и сохранять свою национальную идентичность. Священные деревья также служат связующим звеном между Манасом и его народом, укрепляя его связь с культурой и наследием. В целом, эти символические элементы дополняют и обогащают героический сюжет "Манаса", делая его более глубоким и значимым для киргизского народа.

Образ священного дерева Байтерек в "Манасе" также имеет свои уникальные черты и значения, которые влияют на развитие героя и его путешествие. Манас баатыр был создан из плодов священного дерева, когда бай Жакып молится Тениру и засыпает от усталости, ему во

сне приходит дубана(путешественник) и дает ему одно красное яблоко, одно белое яблоко и говорит, что если байбиче(старшая жена) Чыйырды съест белое яблоко, то родится сын-богатырь, и после этого сна родился баатыр Манас, и этот мифологический мотив соответствует мнению ученого Проппа.[1.327] Баатыр Манас был создан из косточки священного дерева, и священного дерева стал символом на флаге баатыр Манаса, и баатыр находился под защитой священного дерева. Священное дерево в эпосе "Манас" - Байтерек представляет различные аспекты его характера и придает ему новые навыки и качества. Изображение древа жизни на знамени героя Манаса имеет сходство с образом священного дерева в семиотическом плане.

По мнению Р.Кыдырбаева : Символ на знамени героя – древо жизни, нижняя часть-наши предки, средняя часть – нынешнее поколение, верхняя часть – будущее поколение, поднимая вверх девиз кыргызов, вступая в войну с врагом и возвращаясь с победой, указывает на место древа жизни в жизни героя. Древо жизни дано как знамя, так и знамя, и образ священного дерева незаменим в жизни героя. [3.383]

По мнению фольклориста Б. Кебековой: "объектом космогонического мифа выступают человек и природа как производные древних сознаний, художественного мышления, созданные без участия религиозных верований, культов", указывает на поставленную цель исследования и указывает на тесную связь человека и природы, в том числе мифических истоков в повествовании о рождении героя Манаса [4.247]. Можно видеть, что в основе устоявшегося взгляда ученого лежит зерно истины, поскольку отмечается симбиотизм в истории развития – характерный для ранней стадии человеческой культуры. Например, священное дерево может символизировать силу и мужество, и мудрость и понимание, и способность преодолевать преграды. Взаимодействие Манаса с священным деревом позволяет ему развивать и расширять свою личность, обретать новые навыки и моральные ценности.

Символическое значение священных деревьев также отражается в пути Манаса как героя. Он проходит через различные испытания и сражения, встречается препятствия и врагов, но каждый раз обращается к деревьям, чтобы найти ответы и силу. Это подчеркивает важность духовной поддержки и вдохновения в жизни героя, которые он находит в священных деревьях.

Кроме того, священные деревья также являются символами гармонии и баланса. Они представляют собой естественный порядок мира, связь между небом и землей. Они помогают ему найти свое место во вселенной и принять свою роль как героя и защитника своего народа.

Таким образом, образ священного дерева в эпосе "Манас" играет важную роль в развитии героя и раскрытии его характера. Он символизирует мудрость, силу, духовную поддержку и гармонию, необходимые для успешного выполнения задач и достижения целей. Священные деревья становятся неотъемлемой частью пути Манаса, помогая ему преодолеть преграды, сохранить свою идентичность и стать истинным героем для своего народа.

Это также можно увидеть в исследовании фольклориста Г.Т. Жамгырчиевой. Ученый отметил выше по строкам сказителя С. Орозбакова, сравнивая Храброго Манаса с древом Вселенной, подчеркивая, что образ героя, опирающегося на небо и землю, как опору, опирающуюся на небо и землю, в основном в эпическом произведении символическое сравнение в описании героя носит переходный характер и действительно ясно показывает, что герой Манас, как дерево Вселенной, создает условия для мирной, благополучной жизни своего народа. [5.304]. В этих строках описывается Древо Жизни, которое поддерживает небо и землю. Фруктовое дерево, с другой стороны, является символом семьи, маленького ядра общества и знаменует рождение великодушного героя, который покорил вселенную из косточки плода яблока.

Символическое значение священного дерева в "Манасе" также отражает важность связи между человеком и природой. Деревья являются олицетворением живой природы, символом ее силы, красоты и величия. Роль священного дерева напоминает Манасу о его связи с окружающим миром и необходимости бережного отношения к природе.

На который мы смотрим материал о мировом древе, встречающийся в эпосах сказителя С. Каралаева, нуждается в анализе с точки зрения различных наук, в том числе фольклористики. Образ Байтерека встречается в главе эпоса "Семетей". [2. 326]. Этот уникальный сюжетный мотив встречается в устном творчестве кыргызского народа, имеющего суровую историю, в эпосах, соответствующих сюжетам мирового фольклора, в типологическом единстве.

Кроме того, символика священного дерева в эпосе "Манас" также имеет коллективное значение. Они представляют не только личное развитие героя, но и ценности и идеалы его

народа. Священное дерево является символом национальной идентичности и культурного наследия.

Символическое значение священного дерева в "Манасе" также укоренено в традициях и мифологии киргизского народа. Деревья в культуре и верованиях киргизского народа часто ассоциируются с жизненной силой и мудростью. Манас и Байтерек отражает его связь с предками, духами и мифологическими аспектами киргизской культуры.

И наконец, священное дерево в "Манасе" служит символом роста и эволюции героя. Она помогает баатыр Манасу развиваться, открывать новые горизонты и становиться лучшей версией себя. Взаимодействие с деревьями помогает герою преодолевать свои личные слабости и преодолевать внешние препятствия на своем пути к героическому успеху.

В заключение, образ священного дерева в эпосе "Манас" обладает глубоким символическим значением в развитии сюжета героя. Он отражает связь Манаса с природой, его национальную идентичность, мудрость и силу. Символика священных деревьев также отражает коллективные ценности и культурное наследие киргизского народа. Взаимодействие Манаса с этими деревьями помогает ему развиваться и стать истинным героем, олицетворяющим дух и силу своего народа.

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COGNITION IN LINGUISTICS

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The end of the 20th century and the beginning of the 21st century are marked by the increase of attention to discourse and cognition in linguistics, as well as the emergence of new scientific fields related to their study. Currently, it is difficult to imagine linguistic research outside of discourse, because any linguistic phenomenon does not exist by itself, it appears in a certain context and must be considered in a complex manner, and this "complexity" is ultimately based on the discourse. On the other hand, language means are meant to carry the burden of meaning. From the first day of life, a person is engaged in learning, or rather understanding, the meaning-code connection between the means of language and the events of life, the objects of real reality, and since the process goes subconsciously, he does not focus on it. The most important feature of the cognitive system is considered to be the ability to carry out the process of classifying the objects and events of reality into categories of their concepts, that is, their division into certain grades, groups or classes. The point is that the world that surrounds a person consists of an infinite set of objects that differ from each other in terms of color, size or function, but even so, all of these objects come to structure. Even if there are no clear boundaries between subjects, a person can reason about the similarities and differences between them and make certain classifications. Categorization of received information is considered one of the main methods of systematization and organization of knowledge in the human brain.

Keywords: cognition, phenomena, category, categorization, cognitivists, language

Categorization of natural phenomena is a very complex process from a psychological point of view. It includes the following points:

1. Selection of stimuli: only a few of the most important stimuli received by human sensory systems (vision, hearing, tactile, etc.) are selected for cognitive processing. Identification and classification is achieved by matching selected stimuli with relevant knowledge stored in memory.

2. Naming: many cognitive categories are named. True, some of them are not specifically named. For example: "things to eat on a diet", "things to pack in a suitcase".

The mechanism that largely determines the process of mental categorization, according to researchers, is the principle called "thought savings". Accordingly, the brain "divides" objects into certain given categories, making its work "easier" to a great extent in processing large amounts of data. This feature of the brain often leads to a simplified interpretation of complex phenomena by equating them with others that seem similar to them, which can lead to serious consequences within social categorization.

Currently, we can talk about two researcher approaches to the categorization of human experience:

1) Traditional or classical - its origin is connected with the name of Aristotle;

2) "New", alternative, prototypical.

According to Aristotle's classical logic, a category is defined by a set of significant features that are necessary and sufficient to attribute this or that essence to it. This means that if the taken "unit" has the necessary set of characteristics, it is included in the category, if it is not, then it is not included. It is not intended that the object belongs more or less to the category. Categories are discrete, cannot have imprecise boundaries, and have no strict internal organization.

The traditional view of categorization in terms of precisely defined categories is in opposition to the prototypical categorization model developed by cognitive psychologist E. Roche. It should be noted that the formation of the cognitive theory of categorization was strongly influenced by the idea of "family resemblance" as a principle that unites category members of the famous Austrian philosopher L. Wittgenstein.

According to modern views, the element's belonging to a category is not determined by the set of features that are necessary to be assigned to this category, but on the basis of its similarity or

resemblance to the prototype. In this case, the prototype means the best and the most typical representative that reflects the important features of our ideas about the subject. The prototype is taken as the central core of the category, units that differ from the prototype in any of their parameters are also included in that category, but as its peripheral elements. This means that those included in the cognitive category can be close or far from the prototype.

E. Roche considers this provision on the example of the "bird" category. Although there are clear criteria for distinguishing birds from other creatures, people consider only a fraction of birds to be "good" examples of this category. For example, a sparrow is a typical representative of the category "bird", a chicken, an eagle, a penguin cannot be considered a typical representative of the category, and therefore they form the edges of the category.

Thus, in contrast to classical logic, the cognitive theory of categorization suggests the following: categories do not have clearly defined boundaries; internal structural core and peripheral elements are distinguished in them; the inclusion of units in a category is ambiguous and depends on the speaker's judgment and tolerance for elements that do not resemble his prototype.

Cognitivists have determined that the "products" of the mental process of categorization, that is, categories, develop more organically based on words at the base level of categorization. This level (basic-level) is intermediate between the highest level (superordinate) and the lowest level (subordinate) and is reflected by lexical means such as car, plane, ship, but these are more general means of transport and more specific jiguli, concord, boing not. Base-level category words are the shortest, neutral, and most frequently used in speech. They are first acquired by children and form the basis of the language, appearing before other words.

Let's turn to a concrete example. For example, when trying to reflect how a child's development goes, psychologists of the 60s first of all paid attention to the study of the child's thinking and the differentiation of different stages of the objective cognitive activity carried out by the child in his formation. The emergence of cognitive psychology and information processing, storage, etc. With the spread of views on a person with a special cognitive system that serves, the perspective of considering how the child's mental development is progressing has also changed. Here too, initially the main focus was on how the child's mental representation of the world is formed and how they exist in his mind, but broader phenomena began to be understood under the child's cognitive development. These events affect the child's means and methods of working with information, perception, imagination, ability to reason and solve problems, etc. It is related to the formation of the cognitive system itself, including such components. In all these processes, the role of language, whether it is innate or learned, is central. But it is noted that both the term "cognitive system" and the term "information" (that is, the main terms for describing the child's development process) are used without a full definition of what they mean. Many experts believe that the term "cognitive" is imprecise and therefore "empty". But even more unexpected ideas are encountered. Speaking about the contribution of cognitive linguistics to modern linguistics, V.B. Kasevich states that although the approaches used in this field and the obtained results enrich linguistics, "they do not create a new research object, a more precise subject, nor even a new method", therefore "cognitive linguistics does not exist at least it can be assumed because non-cognitive psycholinguistics does not exist either.". Pravikova, speaking about the place of cognitive linguistics among the sciences in Russian linguistics, notes that it has its own "obvious line of development. If the cognitive direction in foreign linguistics arose in connection with the study of various types of ordinary semantics", in Russia, cognitive ideas "emerged in connection with research in the field of nominations... In this theory, the interaction of language form and language content was considered at the semasiological and onomasiological levels". The researcher trying to conduct a general evaluation of cognitive linguistics suggests approaching this field of science not from the side of the issues that stimulate its formation (the study of thinking and cognitive processes, cognition), but from the position of its subject position in the systems of language levels, and states that at this time "it becomes clear that it, is engaged in the study of the content parameters of the language as a whole. This is the field of cognitive semantics, spatial semantics, frame semantics. "These are categories of categorization, concepts and conceptualization, metaphor and metaphorization, references, promotion of informational aspects of speech activity, activation, figure - background, mental language, etc. learning"

There is, of course, a special understanding of the term that interests us within cognitive linguistics and its boundaries. P.B. Parshin shows that cognitive structures and processes act as model constructs in cognitive linguistics. These are frame-type cognitive structures, idealized cognitive models or mental spaces, and a number of others. This shows that cognitive linguistics not only exists in reality, but is

characterized by a wide range of problems it studies. These problems, no matter how diverse they are, are considered within the framework of a unified approach and unified theoretical provisions.

The concept, which is one of the main categories of cognitive linguistics, is localized in the human mind, realized as a content aspect of language and non-language means. The concept cannot be taken as a concrete concept given once. The concept is also taken as a "frame" that changes and acquires certain characteristics depending on the personal experience and level of outlook of each bearer. Concepts have a number of important features, their content, the presence of a value component in their structure, their function in language, etc. they are classified according to it, and the ability to do so is one of the main features of the cognitive system itself, because it is precisely because of this that the perceived information is systematized in the human brain, and the categorization of elements is carried out on the basis of similarity or identity with the prototype.

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MOTIVATING STUDENTS TO STUDY JOB-RELATED FOREIGN LANGUAGE

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Abstract

Modern competent professional should know a foreign language in a professional manner. However, even the most effective traditional and innovative technologies cannot provide the quality of students' mastering a foreign language if they have no motivation. We conducted a theoretical analysis that revealed a number of pedagogical technologies to increase students' motivation to learn a foreign language. Formation of motivation to study foreign language effectively implemented through the system settings, encouraging independence through activation of creative thinking, introduction to the research and application of modern information and communication technologies.

Keywords: job-related foreign language, foreign language, motivation, "universal foreign language", professional communication, teaching.

The modern socio-cultural situation suggests that a competent specialist must speak a foreign language at a high professional level. Proficiency in a foreign language implies a combination of both oral and written language knowledge and skills - knowledge of special terminology, its correct use, the ability to maintain a conversation on professional topics, competently respond to the interlocutor's remarks, skills in demonstrating one's own point of view, reasoned presentation of one's decisions, as well as knowledge in the field of writing and processing documentation in a foreign language. To master these competencies in modern pedagogical science, various means and methods of teaching a foreign language are used. At the same time, even the most effective traditional and innovative technologies cannot ensure high-quality mastery of a foreign language by students if they lack motivation.

The majority of students have average, i.e. normal language abilities. Such students are driven by different motives. Not everyone has the desire, interest and motives to learn a language, or the motivation of such students is easily reduced when any difficult situations arise, when motives and interests collide. Students do not always show a strong professional interest, which can be the strongest incentive to develop motivation. In this case, we can talk about the need for external motivation, which can be supported through the choice of methods and pedagogical technologies that increase interest in the discipline being studied.

Our theoretical analysis allowed us to identify a number of pedagogical technologies that can increase students' motivation in learning a foreign language, as well as contribute to the transformation of external motivation into internal. Thus, the use of Internet technologies is important, allowing a student to maximize their personal potential, remove psychological barriers and restrictions, set an individual pace, and resort to reference and other materials if necessary. When studying foreign languages, Internet technologies provide the opportunity to implement a creative approach - first in the form of reproductive and then productive forms of creativity.

The modern process of reforming the higher education system is largely associated with the expansion of economic and scientific ties with foreign countries, the participation of domestic specialists in international congresses, symposiums, and the search for foreign partners to create joint ventures. These phenomena led to a change in the social order for a specialist with a higher education. Today, a university graduate is required, in addition to professional knowledge, to have a level of foreign language proficiency that will allow him to successfully integrate into the international community. Therefore, the process of teaching foreign languages in non-linguistic universities has become professionally oriented. Reorientation of the goals of teaching a foreign language at a university required a revision of the forms and methods of its teaching. The most important task of higher education is to develop the individual's desire to learn throughout his life, updating and improving acquired knowledge, skills and abilities in relation to changing conditions.

Engineering specialists today require the ability to solve professional problems in their native and foreign languages and use "super-professional qualities" (team work, knowledge of the information

context, use of a creative approach). Due to the change in the paradigm of higher education in our country and the popularity of the competency-based approach, the methodological content of students' work is changing. It is increasingly focused on the future specialist solving specific, practical problems using tools from various fields of knowledge. Therefore, the formation of motivation among students when studying a foreign language is relevant today. The problem of the study is the need to identify difficulties in motivating students in the process of learning a professional foreign language.

The educational process is classified as a complex activity, so there are a lot of motives for enrolling, and they can not only manifest themselves separately in each person, but also merge into one, forming complex motivational systems. For a long time, student motivation has been overlooked, but it is actually one of the most effective ways to improve learning. Motives are the driving forces of the learning process and assimilation of material. Motivation to learn is a rather complex and ambiguous process of changing an individual's attitude, both to a separate subject of study and to the entire educational process. The motives or, in other words, the reasons that stimulate a person and encourage him to be active, in this case - to study - can be very different. Motivation is classified in different ways, for example, by direction and content, and the following types are distinguished.

1. Social motives (duty, responsibility, and understanding of the importance of learning for the whole society).

2. Cognitive motives (the desire to know more in all subjects, to become erudite).

3. Professional and value motives (without knowledge there will be no profession).

4. Aesthetic motives (you get pleasure from learning; you reveal your hidden abilities and talents).

5. Communication motives (the opportunity to expand your social circle by increasing your intellectual level and making new acquaintances).

6. Status-positional motives (the desire to establish oneself in society, in one's university, group, etc., through teaching or social activity).

7. Traditional historical motives (established stereotypes that arose in society and strengthened over time).

8. Utilitarian-practical motives (the need to obtain a certificate of education, which allows you to get the coveted job).

9. Educational and cognitive motives (the desire to master a particular subject of interest and learn self-education).

The purpose of teaching a foreign language discipline is to develop students' skills and abilities in the field of professional communication, the formation of a terminological base that ensures understanding of the subject area and its use when reading and writing. Conducting classes provides professional motivation when students study additional material in the subject area from English-language sources. The decisive role in motivating students when studying the above-mentioned discipline belongs to the teacher, who must work not with the student "in general," but with a specific person, with his strengths and weaknesses, individual abilities and inclinations.

Forming motivation in a foreign language affects students' self-education. Motivation is multifunctional in nature, has an impact on mastering a foreign language, is a professional component of a modern specialist, and contributes to his development, career advancement, and significance in modern society.

Knowledge of a job-related foreign language in the modern world is a necessity for a qualified specialist. To master it at a sufficient level, the knowledge of the language and professional knowledge should be acquired simultaneously. The article examines personal goals of students in learning job-related foreign language and suggests a number of ways aimed at increasing the motivation of students to achieve these goals. Certain aspects affecting the decrease in motivation are highlighted. It is emphasized that to achieve success a teacher should constantly improve the learning process.

In the modern world, for successful professional activity it is no longer enough just to master the theory of your profession and have some professional qualities. It is expected that a modern specialist should also know foreign languages. And not only at the level of social interaction, but also in the field of professional communication;

In this regard, a professionally oriented foreign language, mostly English (EPP - English for professional purposes), has become widely in demand among students, researchers, workers in various industries, and employers. In contrast to English for general purposes, traditionally taught in schools and widely used throughout the world just a few decades ago, a professionally oriented foreign language has a narrower focus. In particular, it can cover technical, scientific, medical, tourism, military, banking and other areas.

Currently, almost all universities in the world teach professionally oriented foreign languages. In this case, the internal and external goals of several potentially interested parties are pursued. One of these parties is the university. By educating students who are sufficiently proficient in a professionally oriented foreign language to attend lectures by foreign teachers, to participate in academic mobility programs, and to speak at international conferences, the university increases its ranking among other universities in the country.

Another potentially interested party in teaching a professionally oriented foreign language is employers. The motives for their interest are simple - increasing profitability and productivity. The more employees speak a foreign language for professional communication, the fewer translators the company needs, and the more quickly the interaction with foreign partners is carried out.

And, perhaps, the most interested party in working with a professionally oriented foreign language should be students. Personal motives, as well as the desire of students to learn the language within this group, may vary. The task of the teacher in this case, in our opinion, is both to maintain the internal motivation of students and to increase it.

To determine the personal goals of students studying a professionally oriented foreign language, we conducted a survey of 2nd year students in the specialty "Veterinary Medicine" and the direction "Veterinary and Sanitary Expertise". As a result of the survey, the following personal goals of students were identified:

1. obtaining professional information from foreign sources (articles, books, Internet sources);
2. the possibility of personal communication with foreign colleagues, as well as communication via e-mail;
3. the opportunity to work (continue studying) abroad;
4. participation in international seminars and forums;

Based on the survey results, it is clear that students are not interested in a foreign language as such, but view it as a tool for achieving professional goals.

Following the above conclusion, the teacher should apply appropriate ways to increase students' motivation to learn a professionally oriented foreign language.

Firstly, during the learning process, the teacher must strive to maximally adjust the course of the discipline to the internal goals of the students. If students highlight the goal of obtaining professional information from foreign written sources as a priority, then the training should focus on such type of activity as translation of written text; if students have a great desire to participate in international conferences, then we practice monologue speech first. This does not mean that other activities should be forgotten or relegated to the background. The teacher's task is to organize the learning process in such a way that he uses all types of activities to achieve the student's primary goal. For example, using the round table method, the teacher encourages students to search for and process information on a given topic in various foreign sources, to speak publicly in a foreign language in front of fellow students, and to engage in dialogue on a topic in a foreign language.

Secondly, the selection, development and organization of educational materials are important. By providing interesting and relevant materials in a foreign language for students to study, the teacher thereby fuels the motivation of his students. It should be noted that educational materials can be of various types (news, articles, instructions, and notes on forums, practical video lessons, and audio recordings).

To have a positive impact on motivation and success in learning a foreign language, classes should be held in classrooms equipped with interactive whiteboards, computers, and a projector connected to the Internet. To some extent, this point is a consequence of the previous one, because to provide a variety of forms of presenting material, a technically equipped audience is required.

An important factor is the focus on students' level of proficiency in professional information. Without having minimal knowledge, for example, about the anatomy of animals in their native language, a student is unlikely to be with great interest in studying English terms on animal surgery or discussing in foreign language methods of treating our little brothers. Therefore, in our opinion, it is undesirable to introduce a professionally oriented foreign language course from the very beginning of the first year of study at the university. It is necessary to provide the student with the opportunity to understand the general essence of the profession, gain basic knowledge about the field of his future activity in his native language, and then improve this knowledge with the help of a foreign language. A tandem of two teachers will have a positive effect: a subject teacher and a foreign language teacher.

It should also be noted that in order to avoid loss of motivation to study a professionally oriented foreign language, the student must speak a "general foreign language" to a sufficient extent. Otherwise,

there is a certain risk associated with a decrease in interest in learning a language due to existing "gaps" in knowledge of a "general foreign language" and, as a consequence, difficulties in mastering a professional language.

External factors that are not initially related to the students' personal goals, but are presented to them during their studies at a university, can also have a positive impact on students' motivation to learn a professionally oriented foreign language. This factor could be an internship or practice at a foreign university under an academic mobility program, or a competition for a scholarship long-term training program in a chosen specialty at a foreign university.

To summarize the above, it should be noted that the study of a professionally oriented foreign language has been a current trend for several decades. But the success of mastering this area of knowledge largely depends on the motivation of students for this type of activity. A teacher who strives to achieve success in his work must not only maintain, but also increase the level of motivation among students. This can be achieved through new technologies, an interesting selection of materials, the help of a subject teacher, and the opportunity to interact with foreign professionals. However, we should not forget about factors that reduce motivation, such as a low level of proficiency in a "general foreign language" and a lack of basic knowledge of the profession.

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THE EFFECTIVENESS OF CLIL

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Abstract

The mass majority of students obtain knowledge in their spoken, native language in educational institutes, however there are several educational institutes teaching in second or third spoken languages. In Kazakhstan the official language is Kazakh language, but Russian language holds a status of language of interethnic communication, moreover English is an international language. Hence, we have public schools that teach in Kazakh and Russian languages. As a consequence of English being as an international language, it is not commonly used. Therefore there is an issue how to infiltrate English in common use. However, we should note that in private

schools it is not an issue.

English language is taught from 2nd grade till graduating high school. In higher educational institutes English is taught every year, and one of those years set apart to teach specialized English for their major. The issue is that, with all of those teaching students are not mastering English, it is the opposite. To students who aspire gathering knowledge from broader perspective request studying while integrating their matter subjects with English language. That is using CLIL (Content and language integrated learning) technology. As a consequence, the results are very promising and it shows its effectiveness.

Аннотация

Подавляющее большинство студентов получают знания на родном языке в учебных заведениях, однако есть несколько учебных заведений, где преподавание ведется на втором или третьем разговорном языке. В Казахстане официальным языком является казахский язык, однако русский язык имеет статус языка межнационального общения, при этом английский является международным языком. Поэтому, у нас есть государственные школы, в которых преподавание ведется на казахском и русском языках. Поскольку английский язык является международным языком, он широко не используется. Поэтому возникает проблема, как проникнуть в общепотребительный английский язык. Однако следует отметить, что в частных школах это не проблема.

Английский язык преподается со 2-го класса до окончания старших классов. В высших учебных заведениях английский язык преподается каждый год, и один из этих лет отводится для преподавания специализированного английского языка по специальности. Проблема в том, что, несмотря на то, что все этим обучением студенты не владеют английским языком, все в точности наоборот. Студенты, которые стремятся получить знания с более широкой точки зрения, просят учиться, интегрируя свои предметы с английским языком. Для этого используется технология CLIL (интегрированное обучение предмета с языком). Как следствие, результаты очень многообещающие и это показывает свою эффективность.

Аңдатпа

Оқушылардың басым көпшілігі оқу орындарында ана тілінде білім алады, бірақ оқыту екінші немесе үшінші ауызекі тілде жүргізілетін оқу орындары аз. Қазақстанда ресми тіл – қазақ тілі, бірақ орыс тілі ұлтаралық қатынас тілі мәртебесіне ие болса, ағылшын тілі – халықаралық тіл. Сондықтан бізде оқыту қазақ және орыс тілдерінде жүргізілетін мемлекеттік мектептер бар. Ағылшын тілі халықаралық тіл болғандықтан, ол кеңінен қолданылмайды. Сондықтан, жалпы ағылшын тіліне қалай ену керек деген мәселе туындайды. Дегенмен, жекеменшік мектептерде бұл мәселе емес екенін айта кеткен жөн.

Ағылшын тілі 2-сыныптан бастап жоғары сыныптың соңына дейін оқытылады. Жоғары оқу орындарында жыл сайын ағылшын тілі оқытылады және соның бір жылы мамандық бойынша мамандандырылған ағылшын тілін оқытуға арналған. Мәселе мынада, бұл курстардың барлығында студенттер ағылшын тілін білмесе де, бәрі керісінше. Білімге кеңірек көзқараспен қарайтын студенттерге өз пәндерін ағылшын тілімен кіріктіру арқылы оқу ұсынылады. Осы мақсатта CLIL (пән мен тілді кіріктіріп оқыту) технологиясы қолданылады. Нәтижесі өте үміт көрсетерлік және бұл оның тиімділігін көрсетеді.

Keywords: CLIL, subject matter, language.

Ключевые слова: CLIL, предмет, язык.

Кілт сөздер: CLIL, пән, тіл.

Introduction

CLIL is not only about using an additional language as a medium to teach subject content. The approach aims to build and reinforce learners' knowledge of other disciplines while using the language to solve problems and develop critical thinking. The approach was conceived to enable learners to improve their communicative (i.e. person-to-person and intercultural) and cognitive skills while they are building knowledge of norms and conventions specific to both the language and content they are studying. Since the 1990s an increasing number of European institutions have incorporated CLIL into their curriculum. At the same time in other parts of the world, multiliteracy education has increasingly

become a norm. In parallel with this increase in CLIL practices, research in this area has been growing. This increase in CLIL implementations and international exchanges through various research projects have contributed to the development of the CLIL approach. [1]

Materials and types of research

The purpose of the study to teach mathematics effectively while it will be carried out in students' non-native language. [2] To detect the effectiveness of CLIL technology, Mathematicians were instructed to give their materials used in their classes to English teachers. On the other hand English teachers were instructed to find the English alternatives to those materials. As a result, those materials were used in their conjoined classes to teach Mathematics in English language.

Research questions

A few questions to manage this research:

- [2]
1. What are the two general steps of starting teaching mathematics in English by CLIL technology?
 2. Is it effective to teach different subjects in one class?
 3. What were the results of this type of teaching?

Participants

We chose two groups of students from Physics and Mathematics Department of our university. Each of them consisted of fifteen students. To teach these groups were chosen two mathematician teachers from Physics and Mathematics Department and two English teachers from Foreign Languages Department with Proficiency level in English language. One mathematician and one English teacher paired, hence there were 2 pairs of teachers.

It is paramount to improve the training that CLIL teachers receive, as well as to provide further empirical research on the 'merged learning' of subject matter and language. [4]

Tools

The materials used were from the syllabus of the subject. It was translated to English language by English teachers. Also, they included materials from their colleagues around the world. The videos from YouTube were also used, which foreign mathematicians uploaded. It is important to use them to correct themselves, if they make any language mistakes. It is on the ground that it is not their native language and they can educate themselves.

When using questions in the classroom, teachers should be mindful of the true pedagogical aim and power they can unleash. Hence, we should not lose sight of the fact that this type of questioning requires a certain conscious preparation, because not every question raises a stimulating response, fosters critical thinking, or enlivens knowledge processing (Fisher, 2013). [3]

Procedure

Four teachers in general were instructed to teach mathematics in English in two pairs. Each pair taught two different types of mathematics. Classes were eight weeks long. Midterm held on the eighth week. To evaluate their knowledge from 8 week teaching with CLIL technology, teachers made quiz, which divided into two parts: in the first part were terms in English that students should find the translations; the second part consisted Mathematic tasks and problems which students should solve.

Examples from the quiz:

Question 8. Give the translation for 'probability theory'.

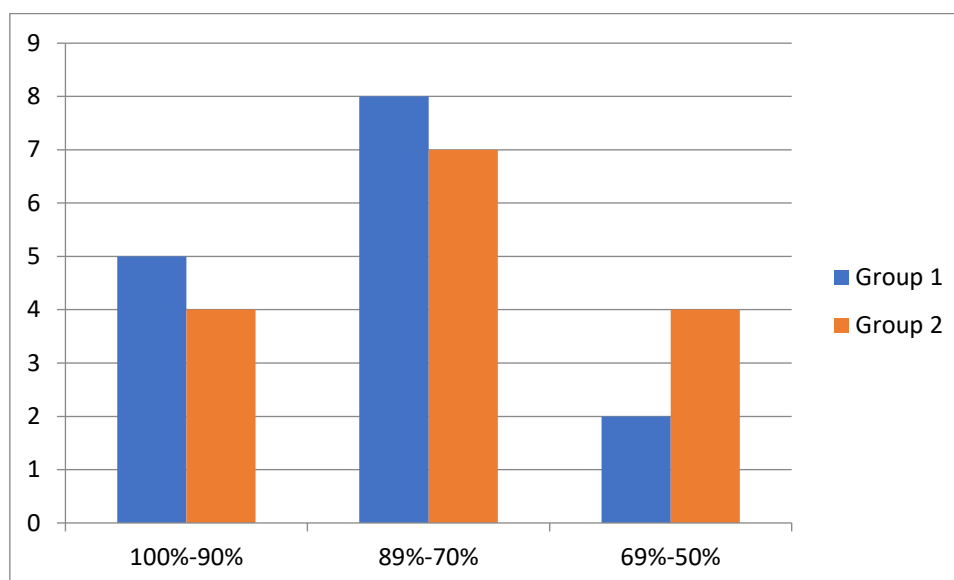
- A. Сандар теориясы
- B. Ықтималдық теориясы
- C. Жиындар теориясы

Problem 7. Solve the system of equation: $a^2 - 4b + 13 = 0$.

Research results

Every student showed enthusiasm in each lesson. Teachers were encouraged by their interests to learn English by solving problems and tasks. There were some obstacles, such as students having problems with understanding certain topics in English, however their enthusiasm to learn was enough to overcome those obstacles.

Overall the results came out good. Both groups did well on their quizzes. From Group 1 five students got 'excellent' mark, eight students got 'very good' and two students got 'good' marks. From Group 2 four students got 'excellent' mark, seven students got 'very good' and four students got 'good' marks.



Research question №1. What are the two general steps of starting teaching mathematics in English by CLIL technology? [2]

According to the study there are two general steps, they are addressed as general because they can be applied to every subject in content-language integrated learning. There is already established syllabus to the subject in native language in every university. It was needed to translate the materials that used by teachers in Kazakh language, to find materials in English language which already written and used by foreign colleagues. They were combined and performed by teachers. [2]

Research question №2. Is it effective to teach different subjects in one class?

The effectiveness of CLIL has shown and been proven by a lot of scientists and teachers. In our classes the effectiveness was in that students can use in the future their obtained knowledge in every aspect of their career. The terms that were taught and explained were universal.

Research question №3. What were the results of this type of teaching?

The effort that was put in the work was colossal. Teachers and students combined achieved good results. And that shows the effectiveness of CLIL when it is used correctly.

Conclusion

The development of metacognition requires an intense cognitive effort by students in terms of both content and language; this is why teacher guidance is crucial when bringing about student reflection on the learning process. [5] The work the teacher is giving should be not less than 100% of their abilities. To match teachers' effort students should be participating and recognizing their effort, which will be satisfying and grant students exceptional results. The downside of CLIL in Kazakhstan is not practicing English in daily basis; it is English being in the third place of spoken languages position. In this research the students were struggling to keep up with the language material rather than subject, considering in Mathematics most of the language lies on the describing the task, which is not always the important factor. If the task is understandable without reading the task description then it is uncomplicated to solve the task. Hence, the teachers were doubling the work on to explaining what was in the task description and on the explaining how to solve the task in English, rather than solely on the teaching part. For teachers it was tremendous experience on their teaching journey. For students they earned in the double knowledge cognition.

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TRANSLATION THEORY IN LINGUISTIC ASPECT

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Abstract

Among the many complex problems that modern linguistics studies an important place is occupied by the study of linguistic aspects of inter-lingual speech activity, which is called "translation" or "translation activity".

Translation is undoubtedly a very ancient human activity. As soon as in the history of mankind groups of people whose languages differed from each other were formed, "bilinguals" appeared, helping communication between "multilingual" groups. With the advent of writing, such oral translators - "interpreters" - were joined by written translators who translated various texts of an official, religious and business nature. From the very beginning, translation performed a vital social function, making inter-lingual communication between people possible. The spread of written translations gave people wide access to the cultural achievements of other peoples and made possible the interaction and mutual enrichment of literatures and cultures. Knowledge of foreign languages allows you to read books in the original in these languages, but not everyone can learn even one foreign language, and not a single person can read books in all or at least the majority of literary languages. Only translations have made the brilliant works of Homer and Shakespeare, Dante and Goethe, Tolstoy and Dostoevsky accessible to all humanity.

Keywords: translation, translation theory, language and literature, linguistic aspect, principles of translation

Translations played an important role in the formation and development of many national languages and literatures. Often translated works preceded the appearance of original ones, developed new linguistic and literary forms, and educated a wide range of readers. The languages and literature of Western European countries owe a lot to translations from classical languages.

The statements of translators regarding the principles that guide their work are of undoubted interest and are carefully studied by translation researchers, but they do not constitute any consistent theory of translation and cannot replace such a theory. The principles and recommendations put forward in such statements were derived from translation practice and are in themselves undeniable, but since they were not based on any scientific theory revealing the essence of translation activity, they usually affected only private or superficial aspects of translation. It was not difficult to contrast the facts on the basis of which this or that principle was derived with other facts that confirmed the directly opposite principle. The English researcher T. Savory, having tried to bring together the basic requirements for translation by various authors, received an interesting list where mutually exclusive principles were placed next to each other:

- 1) the translation must convey the words of the original;
- 2) the translation must convey the thoughts of the original;
- 3) the translation must be read like the original;
- 4) the translation must be read as a translation;
- 5) the translation must reflect the style of the original;
- 6) the translation must reflect the style of the translator;
- 7) the translation must be read as a work contemporary with the original;
- 8) the translation must be read as a work contemporary to the translator;
- 9) the translation may allow additions and omissions;
- 10) the translation should not allow additions or omissions;
- 11) translation of poetry must be done in prose;
- 12) translation of poetry must be carried out in poetic form.

The first attempts to substantiate the need for a scientific understanding of translation activity aroused sharp objections from the translators themselves, who saw in them an attempt to limit the freedom of creativity of the translator, to develop some norms and rules of translation to which the

translator would have to obey. The theory or science of translation was perceived by them as something fundamentally opposite and even hostile to the art of translation. They pointed out that talented translators created and are creating masterpieces of translation, without having any idea about any theory of translation and without the need for it. And in general, no science of translation is possible, since translation is an art inaccessible to scientific division and analysis.

But what is usually called the art of translation refers to the field of psychology of the translator, to his ability to carry out the translation process, create a full-fledged translation text, make the right choice of linguistic means, taking into account the whole set of factors influencing the course and result of the translation. Individual translators possess this skill to varying degrees, and the consideration of such factors occurs largely intuitively, as a result of a creative act. The creative nature of translation activity does not mean, of course, that this activity itself or the factors influencing it cannot become the object of scientific analysis and theoretical description. The difficulty of such a study, as well as the theoretical study of any types of mental and speech activity, in no way casts doubt on its fundamental possibility and necessity.

Translation theory is directly related to translation practice. Any theoretical concepts must be based on a description of the observed facts of the real translation process, generalize and explain these facts. In turn, the scientific theory of translation has a reverse impact on translation activity, facilitating and enriching it. This, of course, does not mean that any theoretical research must necessarily have a direct "output" into practice, that any theoretical concepts can be directly used by the translator in his work. The connection between the theory and practice of translation can also be more complex and indirect. Any expansion of our knowledge about the processes of objective reality has undoubted value, but not all knowledge can be immediately used to control these processes. Before answering the question "how to translate," translation theory had to study the question "what does it mean to translate." The insignificant heuristic value of the first attempts to formulate general principles of translation was explained mainly by the fact that they were not based on a thorough study of factual material and sometimes replaced "what is" with what, in the opinion of one or another author, "should" there was to be."

The foundations of the scientific theory of translation began to be developed only in the middle of the twentieth century, when translation issues attracted the attention of linguists. Until this time, it was believed that translation could in no way be included in the range of issues studied by linguistic science. The translators themselves believed that the linguistic aspects of translation play a very insignificant, purely technical role in the "art of translation". Of course, the translator had to know both the original language and the target language, but knowledge of languages was only a precondition for translation and did not affect its essence. The role of such knowledge has often been compared to the role of knowledge of musical notation for a composer. Without knowledge of notes, it is, of course, impossible to compose music, but this knowledge is in no way an integral part of musical creativity itself and does not explain it.

For their part, linguists themselves saw no reason to include translation activity in the object of linguistic research, as long as it was not determined by linguistic factors. The focus of linguistics was the study of the specifics of language, the disclosure of its unique, inimitable structure, the features of the grammatical structure and vocabulary of each individual language, distinguishing it from other languages. All this constituted the originality of the language, its national "spirit" and assumed the fundamental impossibility of the identity of two texts written in different languages. And since it was believed that the translation should exhaustively reproduce the original, the translation turned out to be fundamentally impossible for purely linguistic reasons, not to mention the impossibility of reproducing the unique originality of the creative manner of an outstanding poet or writer. The attitude of linguists to translation was clearly expressed by W. Humboldt in a letter to the famous German writer and translator August Schlegel: "Every translation seems to me to be an attempt to solve an impossible task. For every translator must inevitably fall into one of two pitfalls, adhering too closely either to his own original at the expense of the taste and language of his own people, or to the originality of his own people at the expense of his own original." [9] Such views, which later received the name "theory of untranslatability," were shared by many linguists, including those who themselves often and very successfully acted as translators. The "theory of untranslatability" did not, of course, have any impact on translation practice, since translators continued to perform an "impossible" task. However, this theory was one of the obstacles to the linguistic analysis of translation.

By the middle of the twentieth century, linguists had to radically change their attitude towards translation activity and begin to systematically study it. We already know that during this period the

translation of political, commercial, scientific, technical and other "business" materials, where the features individual author's style, as a rule, are of little significance. In this regard, it became increasingly clear that the main difficulties of translation and the entire nature of the translation process are determined by differences in the structures and rules of functioning of the languages participating in this process. Well, if we are talking about some kind of correlation between languages, then, naturally, linguists should study it. In addition, increased demands for translation accuracy also emphasized the role of linguistic units. When translating materials of this kind, it was no longer possible to be content with the accuracy of the translation "as a whole", the same impact on the reader of the original and the translation. The translation had to ensure the transfer of information in all details, down to the meanings of individual words, and be completely authentic to the original. The linguistic basis of the translation process became increasingly clear. It was necessary to find out what the linguistic essence of this process is, to what extent it is determined by linguistic factors themselves, and to what extent such factors limit the accuracy of information transfer.

The need for linguistic study of translation was also determined by the task of mass training of translators. Now, translation activities were carried out not only by especially gifted people who had mastered the ability to translate either independently or through the method of "individual apprenticeship" under the guidance of some master translator. To meet the enormous need for translators, translation schools, faculties and institutes were created in many countries, which were faced with the task of ensuring that a significant number of sufficiently qualified translators were trained within a specified period of time. As a rule, the training of translators was carried out on the basis of educational institutions - universities and institutes - where foreign languages were studied, and the task of language teachers fell to create rational programs and teaching aids for teaching translation. And for this it was necessary to reveal the essence of the translation process, to be able to identify linguistic and extra-linguistic factors influencing its progress and results. Linguistic specialists had to create the necessary scientific basis for building an effective course for training highly qualified translators.

The implementation of mass training of translation personnel has revealed the inadequacy of the traditional formula for translator qualifications: "In order to translate, you need knowledge of two languages and the subject of speech." It turned out that the factors indicated in this formula do not in themselves provide the ability to translate competently, that one must not only know two languages, but know them "in a translation way," i.e. in combination with the rules and conditions for the transition from units of one language to units of another. Translation theory was supposed to define these rules and conditions and show ways of creating such "translation bilingualism."

When the development of translation activities in the post-war world required linguists to put an end to the traditional negative attitude towards translation, linguists themselves were ready for a serious study of translation issues. The very development of linguistics prepared the ground for the emergence of translation linguistics. It was during this period that the focus of linguists' attention was on the issues of synchronic description of modern languages. The recognition of the two-sided nature of linguistic units, the presence of a plan of expression and a plan of content, has become widespread. Significant progress has been made in describing the structure of the plane of expression of language, and linguistics began to study the plane of content of language units, developing theories of the semantic field, semantic factors, deep semantic structures, etc. Somewhat later, the foundations of text linguistics were laid, and the study of the functioning of linguistic units as part of large speech units, their interaction with various types of context, varieties of meaning and communicative functions of an utterance began. The study of the content side of language and the peculiarities of the functioning of linguistic units in the process of verbal communication has made it possible to take a new approach to identifying and describing the linguistic aspects of translation.

The development of the linguistic theory of translation was also facilitated by the fact that linguists quickly discovered that the study of the translation process can provide important results for solving many other linguistic problems. Linguistic translation studies provide additional information about the use of language as a means of communication, reveal characteristic ways of expressing thoughts in different languages, and help distinguish between linguistic and cognitive content in speech utterances.

Doubts about the possibility of studying translation using linguistic methods dissipated as soon as linguists began to consider this phenomenon not only as the result of the individual creativity of the translator, but also as a special type of speech activity, during which the units of the target language are selected in a certain dependence on the linguistic units used in the original. Therefore, as in any linguistic research, translation researchers were no longer engaged in formulating rules that the translator must

follow, but in studying the relationship between linguistic and speech units of two languages, established in the process of translation. The "field material" for the study is the original and translated texts, the comparison of which provides objective factual data for subsequent theoretical generalizations. Thus, the study of translation aims, first of all, to describe real translation facts, i.e. is descriptive rather than prescriptive. Having ascertained the actual relationship between units of two languages that arise in the translation process, translation theory can then make recommendations about what methods it is advisable for the translator to use to ensure the correct choice of translation option.

An example of the successful extension of general linguistic concepts to translation is the work of J. Catford "Linguistic Theory of Translation", published in 1965. J. Catford rightly believes that the central problem of translation theory is the disclosure of the concept of translation equivalence, identifying the degree of semantic proximity between related statements in the original and translation. In his opinion, equivalence should be determined empirically, by comparing actual translations with their originals. Based on the position that the plan of content of language units is as specific as their plan of expression, J. Catford argues that during translation there is no transfer or reproduction of the meanings of the original units, but only the replacement of meanings in one language with meanings in another language. Using a component analysis of the meanings of words and grammatical units, he shows that the basis for such a replacement is only a partial coincidence of the semantic composition of the related statements in the original and translation. The analysis carried out by J. Catford confirmed the possibility of carrying out the translation process within the framework of the semantic model, although further research showed that the equivalence of translation is not always based on the partial commonality of the semantics.

A lot of work on developing the principles of a linguistic approach to the study of translation was done by the Bulgarian researcher A. Lyudskanov. In the fundamental work "Man and Machine as a Translator", A. Lyudskanov gives an overview of the main directions of scientific analysis of translation activity, defines the subject and sections of translation studies. Considering translation as a means of inter-lingual communication, he sees the task of translation as ensuring the possibility of such communication by replacing the signs of one language code with the signs of another language code while maintaining the invariant of the transmitted information. It is especially emphasized that the task of transmitting invariant information faces the translator in all cases, regardless of the purpose of the transmitted message itself. Since we are talking about the transformation of sign systems, translation theory should develop, according to A. Lyudskanov, as a special branch of semiotics. It is proposed to distinguish between a "universal translation theory", which is part of general semiotics, a "general translation theory" based on linguistics, which is considered as the semiotics of natural languages, and "special translation theories" that describe transformations between sub-codes of natural languages, between natural and artificial languages and between artificial languages and machine programming languages. The central place in A. Lyudskanov's book is occupied by the issues of machine translation and the use of artificial languages.

The 70s of the 20th century turned out to be very fruitful for the development of linguistic translation research. More books on translation linguistics were published between 1970 and 1980 than in the previous 20 years. It was at this time that the theoretical concepts presented in this textbook were developed and brought together. Valuable material can be found in many periodicals devoted to translation problems. Below we will briefly discuss only some of the most significant works.

Soviet scientists made a particularly large contribution to the development of the linguistic theory of translation during this period. Most of their works are characterized by the desire to clearly define the linguistic basis of translation studies and to consider translation as part of the object of linguistic science. Typically, the description of translation facts is preceded by a statement of linguistic concepts extended by the author to the field of translation. This ensures that translation issues are considered using linguistic methods itself and makes the description of the translation process much more specific and demonstrative. It should also be noted that the research, as a rule, is carried out on a large material of actually completed translations. A comparison of such translations with their originals made it possible to identify special patterns in the functioning of language systems in the process of inter-lingual communication.

As a result of the works that were mentioned in this brief review, and a large number of other linguistic translation studies, the prerequisites were created for the development of a consistent linguistic theory of translation.

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Physical sciences

GENERAL PHYSIOLOGICAL PATTERNS (PRINCIPLES) OF EXERCISE

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ОБЩИЕ ФИЗИОЛОГИЧЕСКИЕ ЗАКОНОМЕРНОСТИ (ПРИНЦИПЫ) ЗАНЯТИЙ

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Систематические занятия физической культурой или спортом вызывают адаптацию (специфическое приспособление) организма к физическим нагрузкам. В основе такой адаптации лежат возникающие в результате тренировки морфологические, метаболические и функциональные изменения в различных органах и тканях совершенствование нервной, гормональной и автономной клеточной регуляции функций. Все эти изменения определяют тренировочные эффекты. Они проявляются в улучшении разнообразных функций организма, обеспечивающих осуществление данной (тренируемой) мышечной деятельности, и, как следствие, в повышении уровня физической подготовленности (тренированности) занимающегося, в росте спортивного результата. При анализе факторов, определяющих тренировочные эффекты, выделяются следующие физиологические закономерности:

1. основные функциональные эффекты тренировки;
2. пороговые (критические) нагрузки для возникновения тренировочных эффектов;
3. специфичность тренировочных эффектов;
4. обратимость тренировочных эффектов;
5. тренируемость, определяющая величину тренировочных эффектов.

Систематическое выполнение определенного вида (видов) физических упражнений (тренировка) вызывает два основных положительных функциональных эффекта:

1. усиление максимальных функциональных возможностей всего организма в целом и его ведущих систем, обеспечивающих выполнение тренируемого упражнения;
2. повышение эффективности (экономичности) деятельности всего организма в целом и его органов и систем при выполнении тренируемого вида мышечной деятельности.

О первом эффекте свидетельствует- рост максимальных показателей, выявляемых при выполнении предельных, максимальных, тестов (упражнений). Эти показатели отражают текущие максимальные функциональные возможности организма, которые существенны для выполнения данного вида мышечной деятельности. Например, об эффекте тренировки выносливости свидетельствует повышение максимальных аэробных возможностей организма - максимальной аэробной мощности и максимальной аэробной емкости (продолжительности выполнения аэробной мышечной работы определенной мощности, например на уровне МПК).

О втором эффекте свидетельствует уменьшение функциональных сдвигов в деятельности различных ведущих органов и систем организма при выполнении стандартной не максимальной нагрузки. Так, при выполнении одинаковой нагрузки у тренированного человека по сравнению с нетренированным или у одного и того же человека после определенного периода тренировки отмечаются меньшие функциональные сдвиги (в ЧСС, легочной вентиляции, количестве и уровне сократительной активности скелетных мышц, температуре тела, концентрации лактата, катехоламинов и других гормонов в крови, симпатической нервной активности и т. д.), а также снижение энергетических расходов при выполнении данной нагрузки (например, снижение потребления O₂). Последний феномен проявляется наиболее заметно в тех видах мышечной деятельности, выполнение которых связано с овладением и совершенствованием сложной координации движений, например в плавании.

Не всякая даже систематическая физическая активность может рассматриваться как тренировка, поскольку повышение функциональных возможностей отдельных органов, систем и всего организма в целом, т. е. тренировочные эффекты, возникает только в том случае, если

систематические функциональные тренирующие нагрузки достигают или превышают некоторую пороговую нагрузку. Такая пороговая тренирующая нагрузка должна заведомо превышать обычную (повседневную бытовую или привычную тренировочную) нагрузку. Поэтому принцип пороговых нагрузок часто обозначают как принцип прогрессивной (нарастающей) сверх нагрузки.

Наиболее существенное правило при выборе пороговых тренирующих нагрузок состоит в том, что они должны находиться в определенном соответствии с текущими функциональными возможностями данного человека (его ведущих для данного упражнения систем). Так, одна и та же тренировочная нагрузка может быть пороговой или надпороговой (тренирующей) для малотренированного человека и ниже пороговой и потому неэффективной для высокотренированного спортсмена. Следовательно, педагогический принцип индивидуализации в значительной мере опирается на физиологический принцип пороговых нагрузок. Из последнего также следует, что при определении тренировочных нагрузок преподаватель (тренер) должен иметь достаточное представление о физиологических (функциональных) возможностях занимающегося физической культурой или спортом.

По существу, педагогический принцип постепенности в повышении нагрузки также есть следствие физиологического принципа пороговых нагрузок, так как пороговая тренирующая нагрузка должна постепенно увеличиваться по мере повышения функциональных возможностей тренирующегося человека.

Для решения различных задач тренировки (повышения физической подготовленности, роста спортивного результата, улучшения состояния здоровья, восстановления работоспособности после заболеваний или травм и т. д.), а также для людей разного возраста, пола и степени функциональной подготовленности (тренированности) требуются неодинаковые пороговые нагрузки. Так, относительные и особенно абсолютные пороговые нагрузки, которые используются спортсменами с целью повышения спортивного результата, значительно выше, чем те, которые применяются занимающимися физической культурой с целью улучшения состояния здоровья. Неодинаковые пороговые нагрузки применяются для повышения функциональных возможностей (физической подготовленности) в одном случае и поддержания их на достигнутом уровне в другом.

Основными параметрами физической нагрузки являются ее интенсивность, длительность и частота, которые вместе определяют объем нагрузки. Каждый из этих параметров, хотя и играет самостоятельную роль в определении величины тренировочного эффекта, однако их взаимовлияние столь сложно, что выделить относительную роль каждого из них и степень взаимозаменяемости не представляется пока возможным (рис. 97). Роль каждого параметра физической нагрузки в значительной мере зависит от выбора показателей, по которым судят о тренировочном эффекте.

Так, в двух группах испытуемых, тренирующихся с разной интенсивностью: на уровне МПК и 60% МПК, прирост последнего был выше у 1-й группы. В то же время изменение ЧСС и концентрации лактата в крови при субмаксимальной тестовой нагрузке не отличалось у двух групп.

Если прирост МПК в значительной мере зависит от интенсивности тренировочных нагрузок, то уменьшение рабочей брадикардии больше зависит от частоты, и общей длительности тренировочных занятий, чем от их интенсивности.

Оптимальные (пороговые) параметры физической нагрузки неодинаковы при определении тренировочного эффекта по повышению МПК, в одном случае, и по снижению веса тела (жировой массы), в другом.

Относительное значение параметров пороговых физических нагрузок зависит также от вида тренировки (силовой; скоростно-силовой, выносливостной, технической или игровой) и от характера тренировки (непрерывной циклической или повторно-интервальной).

Существует несколько физиологических методов определения интенсивности нагрузки при выполнении глобальных циклических упражнений в процессе тренировки выносливости. Прямой метод заключается в измерении скорости потребления O_2 - абсолютной (л/мин) или относительной (%МПК), или в единицах метаболического эквивалента (МЕТ). Все остальные методы косвенные. Они основаны на определенной связи между интенсивностью аэробной нагрузки и физиологическими показателями во время ее выполнения. В качестве таких показателей наиболее употребимы ЧСС и анаэробный порог. Ввиду большей изученности простоты чаще используется ЧСС.

При определении интенсивности тренировочных нагрузок по ЧСС используются три показателя: пороговая, пиковая и средняя ЧСС. Пороговая ЧСС - это наименьшая ЧСС (интенсивность), ниже которой не возникает тренирующего эффекта. Пиковая ЧСС - это наибольшая ЧСС (интенсивность), которая может быть достигнута, но не должна быть превышена в процессе тренировки. Средняя ЧСС - это ЧСС, которая соответствует средней интенсивности нагрузки данного тренировочного занятия.

При определении интенсивности тренировочных нагрузок для молодых здоровых женщин и мужчин, занимающихся физической культурой, можно ориентироваться на относительные показатели ЧСС, приведенные в табл. 33.

Таблица 33.

Примерные относительные показатели ЧСС для тренировки выносливости

Показатель	Относительная ЧСС, %	Относительный рабочий прирост ЧСС, %
Пороговая ЧСС	75	60
Пиковая ЧСС	95	90
Средняя ЧСС	85-95	80-90

Например, у юноши с максимальной ЧСС, равной 200 уд/мин, пороговая, пиковая и средняя тренировочные ЧСС должны составлять (соответственно) 150 уд/мин (75% от 200), 190 уд/мин (95% от 200) и 170-190 уд/мин (85-95% от 200).

Чем ниже уровень функциональной подготовленности (выносливости) человека, тем ниже должна быть интенсивность (абсолютная и относительная) тренировочной нагрузки: тренировочные занятия должны проходить при более низких относительных уровнях скорости потребления O_2 (%МПК) и ЧСС (%ЧССмакс или ЧССорп).

Так, начинать заниматься бегом рекомендуется на уровне 50-60% МПК или 60-70% ЧССмакс. Простая формула для определения тренировочной нагрузки по ЧСС в этом случае: $180 - \text{возраст}$ (в годах). По мере роста тренированности относительная интенсивность нагрузки должна постепенно увеличиваться до 80-85% МПК (до 95% ЧССмакс).

Другой пульсовой показатель интенсивности тренировочной нагрузки - сумма ЧССп и ЧССорп.

Расчет тренировочной ЧСС в этом случае проводится следующим образом. Пусть у молодого человека ЧССп составляет 70 уд/мин, ЧССмакс - 200 уд/мин, ЧССрз - 130 уд/мин (200 - 70). Рекомендуемая ЧССорп для тренировки - 60%. Следовательно, абсолютный рабочий прирост ЧСС должен составлять 62 уд/мин (60% от 130), откуда предписываемая тренировочная ЧСС должна быть равна: ЧССп + ЧССорп, т. е. 132 уд/мин (70 + 62).

Примерные величины тренировочной ЧСС для людей разного возраста, рассчитанные по ЧССорп, приведены в табл. 34 (ЧССп принята за 75 уд/мин).

Таблица 34.

Примерные величины тренировочной ЧСС для людей разного возраста

Возраст, лет	ЧССмакс, уд/мин	Пороговая ЧСС: $60\% \cdot (\text{ЧССмакс} - 75) + 75$	Пиковая ЧСС: $90\% \cdot (\text{ЧССмакс} - 75) + 75$	Средняя ЧСС: $70\% \cdot (\text{ЧССмакс} - 75) + 75$
20-29	190	144	179	155
30-39	185	141	174	152
40-49	180	138	170	149
50-59	170	132	161	141
60-69	160	126	152	135

Определение интенсивности тренировочной нагрузки по анаэробному порогу (АП). В последние годы все большее распространение получает мнение о том, что интенсивность, соответствующая АП (см. IV.3.2.), должна использоваться как основная при тренировке выносливости (аэробной работоспособности).

При определении интенсивности нагрузки по ЧСС в основном удается получить представление о нагрузке на сердечно-сосудистую систему (и прежде всего, на сердце), тогда как АП в значительной мере связан с метаболизмом в рабочих мышцах. Поэтому не всегда между этими показателями обнаруживается отчетливая количественная связь. Однако в среднем АЩ (4 ммоль/л) достигается при ЧСС, составляющей 70-95% от ЧССмакс и при относительной

скорости потребления O_2 около 70% от МПК. Следовательно, при тренировочной нагрузке на уровне АП ЧССР должна чуть превышать 85% от ЧСС_{макс}, или 80% от ЧСС_{ОрП}, или 70% от МПК.

Систематическое выполнение данного упражнения (тренировка) вызывает специфическую адаптацию организма, обеспечивающую более совершенное выполнение тренируемого упражнения. Такая адаптация проявляется в специфических тренировочных эффектах - наибольшем повышении результата в тренируемом упражнении (спортивного результата) и экономичности его выполнения. Отсюда следует, что тренировочные программы должны составляться так, чтобы развивать специфические физиологические способности, необходимые для выполнения данного упражнения или данного вида физической (спортивной) деятельности (принцип специфичности тренировки).

Специфичность тренировочных эффектов в значительной степени связана с принципом пороговых нагрузок. Дело в том, что тренировочные эффекты проявляются только в отношении тех ведущих для выполнения данного упражнения органов, систем и механизмов, для которых в процессе тренировки достигаются или превышаются пороговые нагрузки. Соответственно специфичность тренировочных эффектов выявляется в преимущественном или исключительном повышении уровня ведущих физических (двигательных) качеств, ведущих энергетических систем, в совершенствовании координации движений, состава и степени активности мышечных групп, участвующих в осуществлении тренируемого упражнения.

Среди огромного числа физических упражнений можно выделить упражнения, сходные друг с другом по характеру функциональных запросов (см. гл. I) - ведущим двигательному качеству и энергетической системе, координации движений, составу участвующих мышечных групп. В этом случае использование сходных (по тому или иному признаку) упражнений в качестве тренировочных может вызвать сходные общие тренировочные эффекты.

Например, выносливость и ее физиологические механизмы (повышение возможностей кислородтранспортной и кислородутилизирующей систем) могут совершенствоваться при использовании, в качестве тренировочных самых различных упражнений и ходьбы, бега, плавания, ходьбы на лыжах, катания на коньках, езды на велосипеде.

Однако чем более высокие функциональные запросы к организму предъявляет выполнение физического упражнения, тем больше проявляются специфичность физиологических реакций и их специфическая адаптация в результате тренировки. Поэтому в занятиях физической культурой с оздоровительными целями и на начальных этапах спортивной тренировки могут широко использоваться разнообразные сходные упражнения, вызывающие общие тренировочные эффекты (общеразвивающие упражнения). По мере повышения функциональных запросов (функциональной подготовленности) для дальнейшего, роста спортивного результата все больше должен учитываться принцип специфичности тренировки. Общим правилом считается то, что на уровне высокого спортивного мастерства наибольшие тренировочные эффекты (рост спортивного результата) достигаются при использовании в качестве тренировочных тех спортивных упражнений, которые являются основными для данного вида спорта (соревновательных).

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Psychological sciences

SUCCESS SITUATION AS A CONDITION FOR PSYCHOLOGICAL-PEDAGOGICAL SUPPORT OF AN INDIVIDUAL IN ACHIEVING EDUCATIONAL GOALS

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Abstract

Psychological-pedagogical support in modern professional education is crucial for fostering students' personal and professional development. This support is rooted in principles like comprehensiveness, continuity, and prioritizing students' interests, emphasizing multi-subject, dialogic interactions to aid students in surmounting challenges and crises during their professional formation. Adolescence and youth often bring about identity crises and a host of personal and social challenges. To address these issues effectively, pedagogical tactics such as "mirrorization," "paraphrasing," "generalization," and "psychological stroking" play a pivotal role in offering subtle yet valuable assistance to students. Creating situations of success in learning, as well as highlighting individual strengths and potential, significantly motivates students and fosters their self-confidence. Furthermore, the presence of a facilitative teacher who serves as a mentor, guide, and source of support for students is crucial. This teacher helps students navigate academic and personal obstacles, cultivating a collaborative learning environment and employing situations of success as essential components of the educational process. Based on the literature analysis, it is hypothesized that psychological-pedagogical support achieves its highest efficacy when it incorporates learning situations of success, promoting active student participation, reflection, and self-awareness. This approach has the potential to enhance students' personal and academic development, equipping them for future professional success and personal growth.

Keywords: *pedagogical support, psychological support, reflective abilities, success situation, support techniques, positive reinforcement methods, pedagogical assistance.*

Introduction.

Psychological-pedagogical support is an essential component of modern professional education, contributing to the creation of conditions for the development of students' interests and abilities based on the free choice of educational activity, specialization, and program duration. In scientific literature, the term "support" is understood as the assistance to mentally healthy individuals who face challenges at certain developmental stages. Support implies maintaining personal potential and aiding its formation. The essence of support lies in the realization of the right to full personal development and self-realization. N.S. Glukhanyuk describes "support" as a method ensuring conditions for an individual to make rational decisions in various life choice situations, as assistance in the development of an orientation field of becoming, responsibility for actions that he/she bears himself/herself [3; p.261].

Understanding "psychological-pedagogical support" of a student in the educational process is based on acknowledging that support is not a service by one specialist for another's activities, but their professional complementation. At the same time, "psychological-pedagogical support" adheres to the principles of comprehensiveness, continuity, priority of students' interests, subject-subject interaction nature, and interactivity. Thus, G.A. Nagornaya sees "psychological-pedagogical support" as "multi-

subject, dialogic relations during educational-professional interaction." In her opinion, "an individual in such relations takes a subjective position and creates multi-subject, dialogic relations in the process of mutual communication"[5; p.169-173]. Therefore, psychological-pedagogical support is a purposeful, organized, and controlled process aimed at resolving problematic situations arising during education and assumes systematic cooperation of all subjects of the educational process. The key goal of support is to assist in the personal and professional development of students.

Psychological and Pedagogical Support.

Psychological and pedagogical support in the development of professional orientation, from the perspective of N.Yu. Chizho, aims to:

1. Assist in overcoming the crises of professional formation.
2. Shape professional self-awareness and personality orientation.
3. Develop pedagogical optimism, a positive attitude towards the acquired profession, and professional reflection.
4. Foster the formation of an integral personality[9].

According to E.F. Zeer, important tasks of psychological support during professional education are:

1. Developing independence and responsibility for one's professional development.
2. Shaping professional identity.
3. Preparing for future professional activity in the chosen specialty[4].

When describing the model of psychological and pedagogical support for students, it's crucial to consider their leading age-related and personal formations – such as reflection, which indirectly affects actions, and self-awareness, closely linked with self-education and self-assessment.

Adolescence and youth, which include studentship, is typically seen as a crisis period. During this life span, many "peaks" of personal development are reached. Simultaneously, there is a vivid manifestation of the "contradiction of the inner world of a person, the complexity of one's uniqueness, formation of individuality, and discrepancies between potential capabilities and their actual realization." This identity crisis consists of a series of social and individual-personal choices, identifications, and self-determinations of young people. Dominant problems for students include family troubles, character accentuations, conflicting relations with peers, manipulations from surrounding people and an inability to resist them, and unsatisfactory interpersonal relationships in society. If young people fail to address these issues during this period, there's a high likelihood of forming an inadequate identity. This means that many young men and women are unable to devise life plans, timely implement life programs, experience a fear of growing up and changes; they lack the skill to mobilize internal resources and focus on a single, main activity, leading to a dilution of productive, creative abilities, and a refusal of self-determination, opting for negative behavioral models.

Importance of Reflection and Self-Awareness.

The communication activity is of particular value for this age group. In collective educational activity, it is precisely through communication that students' mental development takes place, and their reflective abilities are formed. Thus, when studying psychological and pedagogical disciplines in college, there is often a need for an informative educational dialogue, during which the acquired knowledge becomes reflective. By taking an active position in learning, students acquire the following types of reflective abilities: personal, related to individuality and willpower; intellectual, allowing to analyze others' thoughts; cooperative, aimed at the cooperation of joint actions in the lesson; and, finally, communicative reflective abilities, which are the most important aspect of the educational dialogue. Communicative reflective abilities reflect interpersonal perception and are characterized as a specific quality of a person's understanding of another person.

The formation of self-awareness in adolescence is associated with readiness for self-knowledge and self-education. The formation of such readiness is facilitated by a purposeful, organized combination of methods, techniques, and techniques that provide an opportunity to achieve significant results in educational activities. This refers to the learning situation of success. Even K.D. Ushinsky expressed the idea: "Only success maintains the student's interest in learning. A child who has never experienced the joy of effort in learning, who has never felt pride in overcoming difficulties, loses the desire and interest to learn".

The Role of Situations of Success.

Many of our contemporaries express similar judgments and thoughts. For example, V.A. Slastenin believes that a reliable way to create a situation of success in a lesson is a differentiated approach to assisting in learning[10]. According to G.A. Tsukerman, creating a situation of success leads to cooperation, which includes the following characteristics: its asymmetry, i.e., the search for knowledge

on the part of the student himself; students' cognitive initiative, a request to the teacher to acquire new knowledge from the student without complaints about academic difficulties[11]. I.F. Kharlamov holds a similar position: "A situation of success helps strengthen self-worth and self-confidence, and the need for learning is nurtured thanks to the positive relationships established within it"[12]. Thus, situations of success in learning generate energy to overcome difficulties and the desire to learn, help to achieve success, and feel like a full-fledged individual. Despite the variety of approaches and interpretations, most modern educators agree on the need to create favorable conditions in the lesson, aimed at revealing and developing the abilities of the student, his positive self-realization. To do this, the teacher needs to take five steps: set the goal of learning, for the entire course or a particular lesson, create conditions for educational activity and regulate it, predict possible results of activity and familiarize the student with them, be able to maintain educational motivation, use unconventional teaching methods to enhance the effectiveness of each lesson.

V.F. Shatalov asserted that for the lesson's work to be effective, the "pickled cucumber" effect must work[13]. The main thing is to create a brine, then no matter what kind of cucumber it is – bad or good, once in the brine – it will be pickled. The main ingredient of the "educational brine," in our opinion, is the situation of success.

A "situation of success" refers to a combination of positively oriented pedagogical techniques and methods that, when applied, provide the student with an opportunity to achieve planned academic results and view them as successful. The methodological foundation for creating a situation of success in academic activity are the principles of "joy in learning", developed by distinguished educators: for A.S. Makarenko it is the "joy of tomorrow", for V.A. Sukhomlinsky it is the "school of joy", and for Sh.A. Amonashvili it's the "joy of the future". Joy is truly joyful when it is perceived with the sharpness of novelty, when there's no habituation to it, and when it evidences the growth of the pupil and their drive towards self-improvement. If the teacher has thoughtfully planned and programmed the student's success, offering them a chance to realize their potential as an individual, then a situation of success is the result of the teacher's well-prepared activity and their constructive strategy.

The unexpected joy of a student during a lesson is the feeling of satisfaction that their activity outcomes surpassed their expectations. From the pedagogical viewpoint of A.S. Belkin, a teacher should recognize their contribution to the success, understand the creative essence of their activity, and must be convinced of the correctness of the methods they apply. In this scenario, the teacher leads the pupil "progressively upward, ascending with them through the steps of knowledge, gaining faith in themselves and in those around"[2, p.67]. The collective joy in a lesson is about the student achieving a reaction from the group that is significant to them. This reaction can be orchestrated by the teacher or spontaneous, noticeable, or subtle. Collective joy refers to those group reactions that allow a student to feel satisfied and stimulate their efforts. Collective joy is the emotional response of the surroundings to the success of a group or team member. The joy of knowledge in a lesson arises from the student's self-awareness or self-education. The joy of knowledge cannot emerge from nothing and cannot be born without serious reasons. Its main condition is pedagogical communication.

Often, when studying psychological and pedagogical disciplines, students learn to view problems from various perspectives and sides. Analyzing different life challenges allows one to determine their attitude towards them. The technique of "drawing out the positives," proposed by D. Carnegie, teaches young people not to be upset about failures but to reflect on further actions, identify and eliminate mistakes, derive experience from setbacks, while enhancing and consolidating successes[14]. It's not a coincidence that the word "crisis" translates from Latin as "starting point." Experiencing failures, one way or another, a person moves forward. This technique includes the method of "dispelling fear," which we use in lessons. Underperforming students often have a misaligned perception of their failures, one of which is the fear of them. To eliminate this, it is essential to help the individual realize their significance, shift the external learning motives, including grade motivation, and prioritize cognitive and moral motives. A.S. Makarenko wrote, "An educator must express trust by appreciating the best, kind beginning in a person, as if 'forgetting' about the negative past"[15]. This technique is relevant when working with students, as they can be highly motivated and eager for growth and self-improvement at any time. In this case, any reminders of past negative actions could extinguish these aspirations. V.A. Sukhomlinsky suggested recognizing the strengths of a student and developing abilities based on them[16]. To acknowledge a student's strengths means highlighting their virtues, relying on the achieved level, and recalling their previous accomplishments. The method of anticipation involves giving students the opportunity to present themselves as successful individuals. The teacher "in advance" attributes results

to the student, which they have to achieve. More often than not, the student seeks to meet the teacher's expectations and achieves success.

Pedagogical Tactics.

The anticipation technique can be reinforced with the "demonstration of confidence" in the student's abilities and also the "personal exclusivity" method, which can be expressed in the phrase, "If not you, then who?" This is a kind of appeal to a sense of self-worth. The foundation of this technique can be any advantage of the student relevant to their activity, allowing the teacher to express faith in achieving success.

The emotional support technique is based on showing genuine interest and pedagogical attention to students' problems. It is characterized by the teacher's assistance in understanding the challenges faced by the youth and evaluating the future teacher as a positive individual, a successful person, and an excellent student. This technique often manifests as attentive listening but can also take the form of displaying positive emotions: joy or approval. In our work with students, we utilize emotional support techniques for students, proposed by Nemov R.S[6].

Modern pedagogical and psychological approaches emphasize the need for individualization of education, as well as encouraging the independence and activity of students. This understanding underscores the importance of pedagogical tactics, which includes various techniques and methods that aim to support, motivate, and develop students:

- **"Mirrorization"**: This technique allows the teacher to subtly repeat the student's statements, focusing on words, phrases, and expressions often used by the student.

- **"Paraphrasing"**: A brief remark during a conversation, used to clarify what the interlocutor is saying. For instance, "Did I understand you correctly?", "You want to say that...". The use of proverbs, sayings, quotes, and idioms in dialogues with students can enrich the conversation and stimulate a deeper understanding.

- **"Generalization"**: This is a free and accurate transmission of the interlocutor's thoughts, similar to paraphrasing but related to the entire statement rather than a single sentence. Stimulating questions like "What?", "How?", "Why?", and "For what reason?" are often used in this context.

- **"Psychological stroking"**: These are techniques that offer emotional support and effective assistance in overcoming educational difficulties. An example is the method of self-support or self-reinforcement, where a person rewards or criticizes themselves based on their actions and achievements.

- **"Positive reinforcement"**: This method is based on recognizing and reinforcing all changes towards an ideal goal since the last assessment. The student is not compared to an ideal but to their previous self.

- **"Consulting"**: Psychological counseling is an interaction between a teacher and students aimed at mastering ways of reflective analysis of the communication competencies formed by the set tasks. In this technique, there is a breakdown of a complex task into a sequence of simple, realistic tasks, like the "Staircase to Success" or "How to Eat an Elephant" methods, which segment a large and challenging task into smaller, more manageable parts.

These techniques are effective tools for a teacher to promote positive attitudes, motivation, and a growth mindset in students. They enable a more individualized and supportive learning environment, emphasizing the unique strengths and potential of each student.

The most challenging aspect of working with young people is providing effective assistance in education. Due to their age, young individuals tend to be independent, accompanied by a sense of maturity. They often hesitate to openly express their educational difficulties and problems. Furthermore, they may not accept overt assistance, interpreting it as overbearing concern or empty moralizing. This is why techniques of providing subtle effective assistance are crucial when working with students.

One such method is "Hidden Instruction", proposed by N.E. Shchurkova. This sometimes takes the form of pointing out an operation or activity that could serve as a foundation for the individual's planned tasks. Mostly, it's about discreetly assisting someone who should learn to cope without help, relying solely on their resources. For example, "You remember, of course, it's better to start with..." or "it's usually easier to begin..."[8].

V.Yu. Pityukov suggests the technique of "Hidden Help". This is implemented not only in action but also through hints, pointers, wishes, or prompts, such as, "To complete the task, you just need to..."[7].

"Announcement", developed by A.S. Belkin, is the teacher's warning about the work that students have to perform. Its essence lies in discussing in advance what the student needs to do, such as reviewing a presentation plan or collectively selecting literature for a speech[2].

In an education process rooted in authoritarianism, students aren't given the opportunity to heed the teacher's advice or see praise as a reward. In contrast, a teacher-consultant, as opposed to an authoritarian teacher, "creates favorable conditions for the manifestation of activity and initiative, as well as for the personal growth of all participants in pedagogical interaction".

It's essential to mention the technique of the "System of Small Successes" in the psychological-pedagogical support of students. The essence of this technique is to demonstrate a teacher's confidence in the abilities and potentials of their students, emphasizing the personal significance of the student by evaluating not only the final results but also intermediate successes in academic activities.

The situation of success has an educational potential, realized by allowing the student to maintain self-esteem through establishing a balance in pedagogical interaction:

- Between pedagogical demands and personal capabilities;*
- Between the real assistance of the teacher and individual independence;*
- Between the set goal, the effort exerted, and the results achieved.*

A facilitative teacher is the strength, intelligence, and support for the student in academic and personal challenges. This educator acts as a judicious, fair, elder friend. Through their presence and example, they convey to students confidence in their actions and in achieving their objectives. This is a highly optimistic trend, fostered by a situation of success and collaborative learning. The joint activities of the teacher and the student are necessary not only for the student to experience the joy of interaction and academic success but also so that the future teacher can raise children to be worthy, strong-willed individuals, yet ready for cooperation, understanding, and happiness.

Having analyzed the literature on the research problem, we hypothesized that psycho-pedagogical support in achieving educational goals would be effective if: during psycho-pedagogical support in the course of training, learning situations of success are used to actualize the student's active role, reflection, and self-awareness as the primary components of student activity development.

Conclusion

The concept of psychological-pedagogical support in modern professional education is vital for fostering the personal and professional development of students. This support is based on principles such as comprehensiveness, continuity, and prioritizing students' interests. It involves a multi-subject, dialogic approach to educational-professional interaction, aiming to assist students in overcoming challenges and crises in their professional formation.

The article highlights the significance of reflection and self-awareness in the development of students during their adolescence and youth, which is often characterized by identity crises and various personal and social challenges. Effective pedagogical tactics, including techniques like "mirrorization," "paraphrasing," "generalization," and "psychological stroking," are essential in providing subtle, yet valuable assistance to students. Additionally, creating situations of success in learning, as well as emphasizing individual strengths and potential, plays a crucial role in motivating students and nurturing their self-confidence.

Furthermore, the importance of a facilitative teacher who acts as a mentor, guide, and source of support for students, helping them navigate academic and personal challenges are mentioned. The collaborative learning environment and the use of situations of success are essential components in this process.

In light of the literature analyzed, it is hypothesized that psychological-pedagogical support is most effective when it incorporates learning situations of success, encouraging active student involvement, reflection, and self-awareness. This approach has the potential to enhance students' personal and academic development, preparing them for future professional success and personal growth.

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