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Biological sciences

MORPHOLOGICAL STATUS OF BLOOD IN THE TREATMENT OF DIARRHEA IN CALVES

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Abstract

Experiments were conducted on calves diagnosed with meat and dairy diarrhea.

In the treatment of gastrointestinal diseases of calves accompanied by diarrhea, medicinal plants were applied in a complex form with chemical preparations. Infusions and decoctions made from medicinal plants are provided twice a day for animals of all groups 15 minutes before feeding with a break of 12 hours, the first group - 150 ml and for animals of other groups 100 ml each, preparations are given intramuscularly twice in 12 hours interval: oletetrin - 2 g, ceftriaxone - 1 g, tetracycline - 1 g.

Of the calculation of red blood cells and leukocytes, as well as the amount of hemoglobin in the peripheral blood, obtained with the complex treatment of calf diarrhea with medicinal plants and drugs confirm that these plants used for medicinal purposes have a positive effect on the blood parameters. The results of the study show that in calves 1-10 days old in the control and in the experimental groups, the processes of dynamic restoration and the formation of stability of the internal environment of the organism. The use of medicinal plants in combination with drugs in the treatment of diarrhea accelerates this process.

Keywords: diarrhea, animals, complex treatment, plant, crop.

Introduction.

Diarrhea, which is frequently observed in calves, is characterized by impaired gastrointestinal tract motor function, autoimmune processes, dysbiosis, and intoxication. According to modern concepts, the etiology of digestive organ diseases in newborn calves is considered a multifactorial process. Many authors indicate that the cause of diarrhea in newborn calves is pathogens that naturally reside in the animal's body and only cause disease when certain factors are present.

Diarrhea in newborn calves can also be attributed to the influence of the mother's colostrum, depending on the physiological state of the calves' gastrointestinal tract during the postnatal period. In the first hours of life, immunoglobulins present in the colostrum are actively absorbed from the digestive organs, facilitated by the intestinal mucosa's high absorptive properties and the inactive state of gastric glands during the initial days of a calf's life. Untimely consumption of colostrum can lead to secondary immunodeficiency, increasing the risk of infectious diseases in the digestive system.

Based on biochemical processes in the body, the morphological composition of blood, and its physicochemical properties, one can assess the productivity of animals by evaluating the intensity of their metabolic processes. The analysis of the blood profile enables the monitoring of subtle changes that may arise due to various factors.

Methods and techniques.

The research was conducted on calves in the farm. In the treatment of calves prepared in connection with farm work, the scheme was tested together with infusions, cooking and product preparations made from medicinal plants.

The treatment scheme was carried out in group V of medicinal plants together with chemical preparations. Group I oak + willow bark decoction with tetracycline and ceftraxone, calves included in group II cranberry + sage infusion with tetracycline and ceftraxone, calves included in group III horse chestnut + sedge infusion with tetracycline and ceftraxone, calves included in group IV bilberry + elderberry infusion tetracycline and ceftrakson, and the calves included in group V were treated with tetracycline and ceftrakson. For the purpose of treatment, decoctions and decoctions prepared from medicinal plants were given to the animals in all groups 15 minutes before feeding, twice a day with 12-hour intervals, 150 ml to each calf in the first group, and 100 ml to each calf in the other groups; oletetrin 2 g, ceftriaxone 1 g, tetracycline 1 g were injected intramuscularly 2 times with an interval of 12 hours.

During the study, the calves' body temperature, respiratory rate, and pulse were monitored. The Saly method was used to determine the amount of hemoglobin in the blood, and erythrocytes and leukocytes were counted using a Goryaev chamber under a microscope. The total protein level in the blood was measured using refractometry. The activity of aminotransferases, such as alanine aminotransferase (ALT-KF.2.6.1.2.) and aspartate aminotransferase (AST-KF.2.6.1.1.), was determined using the dinitrophenylhydrazine method (according to Reitman and Frenkel). The glucose level in the blood was measured using a color reaction with orthotoluidine.

The results obtained were analyzed and discussed. After the calves were treated, the morphological parameters of their blood were monitored for up to 6 months.

After treating the calves the morphological parameters of their blood were monitored for up to 6 months.

Changes in the number of erythrocytes in calves were observed depending on their age. It was found that the number of erythrocytes in the blood of 1-month-old calves was $8.97 \times 10^{12}/L$. By the age of 6 months, the number of erythrocytes decreased by $0.95 \times 10^{12}/L$ to $8.02 \times 10^{12}/L$ compared to the indicators of 1-month-old calves. An increase in the number of leukocytes in the blood of 6-month-old calves compared to 1-month-old calves was noted. In the control group of healthy 6-month-old calves, the number of leukocytes increased by $0.79 \times 10^{12}/L$, reaching $8.11 \times 10^{12}/L$ compared to the corresponding indicator in 1-month-old calves. It was established that the number of erythrocytes in the blood of calves decreases with age, while the number of leukocytes increases. The increase in the amount of hemoglobin in the control group, depending on age, was not statistically significant. In the control group, 6-month-old calves showed a decrease in the color index by 0.09 units to 0.89 compared to 1-month-old calves.

It was found that the coefficient of variation of hemoglobin in the blood is 2.13%, in 6-month-old calves this indicator is 2.11%, and the coefficient of variation of erythrocytes is 3.19%, in 6-month-old calves this indicator is 3.63%, and the corresponding indicators of leukocytes in 1-month-old calves are 0.42%, at 6 months of age this figure is 0.89%.

Result

According to the results, it was found that the complex use of medicinal plants together with chemicals in the treatment and prevention of gastrointestinal disorders accompanied by diarrhea in calves led to a reduction in the recovery period of calves with diarrhea, increasing the mass increase of animals and eliminating the case.

According to the morphological parameters of the blood of calves, the number of erythrocytes and leukocytes, the amount of hemoglobin, the leukocyte formula, show that the dosage of medicinal plants and drugs used for the purpose of treatment is safe and has a positive effect on the process of hematopoiesis in early ontogenesis. At the end of the experiment, as in the control groups, the trend towards an increase in the number of erythrocytes in the experimental groups indicates the activation of redox processes in the body of calves.

After the introduction of infusions and decoctions of plant mixtures to sick calves and the simultaneous introduction of drugs into the muscles in different doses, the clinical symptoms of the disease begin to disappear, the sucking reflex increases, and diarrhea stops. Complex treatment of calves with grass mixtures and drugs causes an increase in their appetite.

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Chemical sciences

EFFECT OF ORGANOMINERAL AMELIORANT AT LEACHING ON IMPROVEMENT OF SALINE SOILS IN AZERBAIJAN

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Abstract

Purpose: to study the effect of ameliorant and washing on the properties of saline and saline soils in laboratory conditions. Materials and methods. Research works were carried out on the basis of currently known methods widely used in the territory of the republic. Experimental experience was carried out in four variants: 1) soil washing with ordinary water; 2) soil washing with application of 5 t/ha of meliorant; 3) soil washing with application of 10 t/ha of meliorant; 4) soil washing with application of 15 t/ha of meliorant. In all variants the soil was washed with the rate of 15 thousand cubic metres/ha. Experimental washing of soils in laboratory conditions was carried out in 5-fold repetition in special vessels in the following sequence. Air-dry soil was crushed and sieved through a sieve with 1 mm hole diameter, calculated amount of ameliorants was added to the soil and thoroughly mixed. The ameliorated soil was filled into special vessels with a mesh bottom. Light tapping on the vessel achieved soil compaction up to 1.4 g/cc, which was determined by soil weight. A constant water layer of 5 cm was maintained above the soil in the vessel during the washing period. Results. At carrying out of laboratory experiment it was revealed that at washing with ordinary water at the rate of 15 thousand cubic m/ha without ameliorant the salt content decreased by 42 % in relative values (from 2,188 to 1,265 %), salinity - decreased by 7 % (from 12,24 to 11,34 % on exchangeable sodium). The best variant is leaching + 15 t/ha of ameliorant, in it total salt content decreased by 76 % (from 2.188 to 0.530 %), and salinity - by 73 % (from 12.24 to 3.35 %). Conclusions. Ameliorant is convenient in application, creates conditions for soil desalinisation and reduction of salinity and directly influences on increase of soil fertility.

Keywords: *salinisation, salinity, meliorant, granulometric composition, water permeability.*

Introduction. *The total volume of irrigated agricultural lands on the territory of the republic today is about 3.46 thousand hectares [1-3]. About 42 % of these territories are subject to weak and medium salinisation, and 30 % are highly saline [4, 5]. 23-25 % of the total irrigated area are saline soils. These data show that the irrigated lands of the republic are in very poor condition in terms of quality. In order to ensure food security in the republic, an important condition is the recovery and ecological rehabilitation of these lands [6-8].*

Conclusions

1 Solid domestic wastes generated in the territory of Azerbaijan in huge quantities consist mainly of organic substances, which are valuable raw materials for production of organomineral ameliorating agents.

2 At carrying out of laboratory experiment it was revealed that at washing with ordinary water at the rate of 15 thousand m³/ha without ameliorant the salt content decreased in absolute values by 0,923, and in relative values by 42 % (from 2,188 to 1,265 %, salinity decreased in relative values by 7,2 % (from 12,24 to 11,34 % on exchangeable sodium). The best variant is leaching with application of 15 t/ha of ameliorant, in it total salt content decreased in relative values by 76 % (to 0.530 %), and salinity decreased by 73 % (from 12.24 to 3.35 %).

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Economic sciences

KARABAKH AND EASTERN ZANGEZUR ECONOMIC REGIONS OF AZERBAIJAN: MODERN REALITIES AND DEVELOPMENT GOALS

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AZƏRBAYCANIN QARABAĞ VƏ ŞƏRQİ ZƏNGƏZUR İQTİSADI RAYONLARI: MÜASİR REALLIQLAR VƏ İNKİŞAF HƏDƏFLƏRİ

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Abstract

In the article measures to restore the Karabakh and East Zangezur economic regions of Azerbaijan are considered in the context of modern realities and development goals. Were analyzed of the processes of revitalization and restoration of post-conflict areas. Are given modern aspects of the socio-economic development in the liberated territories. Are summarized of the major projects carried out are examined and the construction processes. Were touched upon of the issues of forming and developing the structure of the economy. Were reviewed of the socio-economic development priorities and perspectives of individual administrative regions. Has been substantiated the strategic role of the city of Shusha in the region and in expanding the integration of Turkic-speaking countries. Proposals were made and generalizations were made on the revitalization and development goals of the newly created economic districts and Shusha city.

Xülasə

Məqalədə Azərbaycanın Qarabağ və Şərqi Zəngəzur iqtisadi rayonlarının bərpa edilməsi tədbirləri müasir reallıqlar və inkişaf hədəfləri kontekstində baxılmışdır. Postkonflikt ərazilərin dirçəldilməsi və bərpa olunması prosesləri təhlil olunmuşdur. İşğaldan azad olunmuş ərazilərin sosial-iqtisadi inkişafının müasir aspektləri verilmişdir. Həyata keçirilən iri layihələr araşdırılmış və quruculuq prosesləri ümumiləşdirilmişdir. İqtisadiyyatın strukturunun formalaşdırılması və inkişaf etdirilməsi məsələlərinə toxunulmuşdur. Ayrı-ayrı inzibati rayonların sosial-iqtisadi inkişaf prioritetlərinə və perspektivlərinə baxılmışdır. Şuşa şəhərinin regionda və Türkdilli dövlətlərin inteqrasiyasının genişləndirilməsində strateji rol əsaslandırılmışdır. Yeni yaradılmış iqtisadi rayonların və Şuşa şəhərinin dirçəldilməsi və inkişaf hədəfləri üzrə təkliflər verilmiş və ümumiləşdirmələr aparılmışdır.

Keywords: Azerbaijan, Karabakh economic region, Eastern Zangezur economic region, Shusha, post-conflict areas, Great Karabakh Victory, development prospects of newly created economic regions.

Açar söz: Azərbaycan, Qarabağ iqtisadi rayonu, Şərqi Zəngəzur iqtisadi rayonu, Şuşa, postkonflikt ərazilər, Böyük Qarabağ Zəfəri, yeni yaradılmış iqtisadi rayonların inkişaf perspektivləri.

Giriş

2020-ci il sentyabrın 27-dən başlayan 44 günlük Böyük Qarabağ Zəfərindən sonra ölkəmizin iqtisadi inkişaf modelinin yeni və obyektiv reallıqlara uyğun olaraq təkmilləşdirilməsi, idarəetmə formalarının daha çevik və səmərəli olaraq tənzimlənməsi bir obyektiv zərurət kimi ortaya çıxmışdır. Torpaqlarımızın işğaldan azad olunmasına və faşist erməni işğalçı ordusunun darmadağın edilməsinə, Ermənistan rəhbərliyinin təslimçi sazişə imza atmasına baxmayaraq, revanşist qüvvələr və onların müxtəlif aparıcı dünya ölkələrində kök salan ikiüzlü havadarları, ikili standartları dövlət siyasətinə yeridən və özlərini guya sülh, əmin-amanlıq "mələyi" kimi aparan siyasətçilər, beynəlxalq təşkilatlar hələ də torpaqlarımızın işğaldan azad olunması ilə barışmaq istəmirlər və təxribatlara əl atmaqda davam edirlər. Belə bir şəraitdə regionun idarəetmə strukturunun təkmilləşdirilməsi və tarixi ədalətə, faktlara söykənmiş qərarların verilməsi, işğaldan azad olunmuş ərazilərin sürətlə dirçəldilməsi, infrastrukturun yaradılması və böyük qayıdışın tezləşdirilməsi üçün zəruri tədbirlərin görülməsi bu kimi qüvvələrə və revanşistlərə ən tutarlı cavabdır.

Hazırda Qarabağda geniş miqyaslı quruculuq və dirçəliş layihələri reallaşdırılmaqdadır. Əsas prioritetlər regionun sosial-iqtisadi inkişaf hədəflərinin sürətləndirilməsi və keçmiş məcburi köçkünlərin doğma yurdlarına qayıtmasının sürətləndirilməsidir. Eyni zamanda, regionda aparılan çoxsaylı quruculuq və tikinti işlərinin dairəsinin genişləndirilməsi də vacib hesab olunur. Qarabağ iqtisadi rayonunun investisiya cəlb edilişini artırmaq üçün kifayət qədər resurslar mövcuddur [1, p.22]. Eyni zamanda 2026-cı ilədək olan dövr üçün sosial-iqtisadi inkişaf strategiyası çərçivəsində prioritet hədəflərin olması işğaldan azad olunmuş ərazilərin daha sürətlə bərpa edilməsinə əlavə imkanlar formalaşdırmışdır. Bunlarla bərabər, ölkə Prezidentinin 2022-ci il 16 noyabr tarixli sərəncamı ilə təsdiq olunmuş "Azərbaycan Respublikasının işğaldan azad edilmiş ərazilərinə Böyük Qayıdışa dair I Dövlət Proqramı"nda Şuşanın dirçəldilməsi ilə bağlı olan genişmiqyaslı tədbirlər də diqqət cəlb edir. Qarabağ iqtisadi rayonunda Şuşa şəhərinin, Ağdam və Füzuli rayonlarının məskunlaşması proseslərinin sürətləndirilməsi təmin olunur. Artıq Füzuli şəhərinə ilk keçmiş məcburi köçkünlər qayıtmışdır və şəhər sürətlə inkişaf etməkdədir. Şuşa şəhərində və Ağdamda yaşayış massivləri, kəndlər bərpa olunmaqda və ya yenidən tikilməkdədir. Ağdam da müasir sənaye parkı fəaliyyət göstərir və rezidentlərin sayı artmaqdadır.

Yeni iqtisadi rayonlarda bərpa işlərinin təhlili

Qarabağ iqtisadi rayonuna daxil olan inzibati vahidlərin resurs potensialı kifayət qədər rəngarəngdir. Yeraltı və yerüstü sərvətlərin bolluğu, su ehtiyatlarının mövcudluğu, iqlim şəraitinin münbitliyi işğaldan azad olunmuş ərazilərin inkişaf etdirilməsində mühüm əhəmiyyət kəsb edir [2, p.24]. Buna görə də resurs potensialının xüsusi olaraq araşdırılması və dəyərləndirilməsi zəruridir. Məsələn, Ağdam rayonunda resurs potensialı hələ sovetlər dövründən bəllidir və bu rayonda resurs potensialının inkişaf etdirilməsində əsas istiqamət kənd təsərrüfatı və sənaye sahələrinin paralel olaraq inkişaf etdirilməsinə, rəqabətqabiliyyətli emal müəssisələri şəbəkəsinin yaradılmasına imkan verir. Kənd təsərrüfatının mühüm fəaliyyət sahələrinin və xüsusilə, ərzaq buğdası ilə bağlı olan potensialın mövcudluğu, digər kənd təsərrüfatı məhsullarının - üzümçülüyn, pambıqçılığın inkişaf etdirilməsi və eyni zamanda, emal sənayesi komplekslərinin yaradılması üçün əlverişli şəraitin olması Ağdam rayonunda iqtisadiyyat quruculuğuna xas olan əsas istiqamətlərdəndir. Digər tərəfdən, burada emal sənayesinin müxtəlif sahələrinin, o cümlədən tikinti materialları istehsal edən müəssisələr və yeni texnologiyalar əsasında regionun ən iri şəhərinin yaradılacağını nəzərə alsaq, yüksək texnologiyalar və bilik iqtisadiyyatı əsasında yeni iqtisadiyyat formalarının inkişaf etdirilməsi üçün əlverişli şərait varır. Məhz kimi bu kimi potensial komponentlərindən və ənənəvi fəaliyyət sahələrindən çıxış etməklə Ağdamın güclü və perspektivli iqtisadi potensialının olması qənaətinə gəlmək mümkündür. Qeyd olunan sahələrlə yanaşı, digər iqtisadiyyat sahələrinin, ilk növbədə tikinti materialları sənayesinin və turizmin inkişaf etdirilməsi üçün də güclü imkanlar vardır. Ağdamın strateji coğrafi mövqeyi, digər bölgələrlə qovuşuqda yerləşməsi, insan resursları potensialı və infraquruculuqda çıxış imkanları rayonun gələcəkdə Qarabağın sənaye mərkəzinə çevrilməsi imkanlarını xeyli artırır. Hesab edirik ki, Ağdam müasir dövrdə Azərbaycanın siyasi və iqtisadi qüdrətini bütün dünyada bir daha nümayiş etdirmək iqtidarında olan, dinamik inkişafı özündə əks etdirən və yüksək, həm də "ağıllı" texnologiyaların cəmləşdiyi gözəl və güclü bir şəhərə çevriləcəkdir. Bu istiqamətlərdə proqnozlar və ekspert rəyləri də qeyd olunan fikirləri söyləməyə əsas verir. Bu şəhərdə 100 min əhəlinin yaşaması nəzərdə tutulub və bununla da Ağdam Qarabağın ən böyük şəhərinə çevriləcəkdir.

İşğaldan azad olunmuş torpaqlarımızın bərpa edilməsi və dirçəldilməsi prosesləri sürətlənməkdədir. Qarabağ iqtisadi rayonunun strateji inzibati vahidlərindən biri olan Füzuli rayonunda

reallaşdırılan bərpa və quruculuq işləri bu qənaətə gəlməyə əsas verir. Belə ki, bir-birinin ardınca infrastruktur obyektləri tikilməkdə, istismara verilməkdədir və digər tərəfdən strateji əhəmiyyət kəsb edən layihələr həyata keçirilməkdədir. Belə ki, artıq Füzuli şəhərinin inkişaf etdirilməsi ilə bağlı konseptual yanaşmalar müəyyənləşdirilmiş, Baş Plan təsdiq edilmiş və hazırda icra edilməkdədir. Bir sıra respublika və beynəlxalq əhəmiyyətli yol infrastrukturunu layihələri, o cümlədən Füzuli-Hadrut avtomobil yolu, Horadiz-Ağbənd dəmiryolu xəttinin çəkilişi üzrə işlər intensiv xarakter almaqdadır. Əhmədbəyli-Füzuli-Şuşa Zəfər yolunun tikintisi qrafik üzrə aparılır. Fasiləsiz elektrik enerjisi təminatı məqsədilə "Füzuli" yarımstansiyası istismara verilmişdir. Qarabağın hava qapısı olan Füzuli Beynəlxalq Hava Limanının açılışı 2021-ci il oktyabr ayının 26-da qardaş Türkiyə prezidenti R.T.Ərdoğanın iştirakı ilə reallaşdırılmışdır. Müasir texnologiyalar əsaslı hava limanının istismara verilməsi regionda səmərəli və çoxfunksiyalı nəqliyyat-logistika mərkəzinin formalaşdırılması üçün baza ola bilər. Əlamətdar haldır ki, Füzuli şəhərinə "Böyük Köç" qaydışı çevik şəkildə həyata keçirilməkdədir. Son aylarda Füzulinin keçmiş məcburi köçkünləri öz doğma yurdlarına qayıtmaqdadır. Füzuli şəhəri gündən-günə inkişaf etməkdədir və burada müasir şəhərsalma yanaşmaları tətbiq olunmaqdadır. Füzuli şəhərinin Baş Planına əsasən şəhər 3 dairəvi avtomobil yolu ilə əhatə olunacaqdır. Eyni zamanda, Füzuli şəhəri "ağıllı şəhər" prinsipləri, rəqəmsal və müasir texnologiyalar əsasında inkişaf etdiriləcəkdir. 2040-cı ilədək Füzuli şəhərində 50 min insanın məskunlaşması gözlənilir və burada əsasən 4-5 mərtəbəli yaşayış binaları istismara verilməkdədir. Füzuli şəhərində 9 ümumi və orta təhsil müəssisəsi, həmçinin 13 məktəbəqədər təhsil müəssisəsi fəaliyyət göstərəcəkdir. 2023-cü il avqustun 23-də Füzuli şəhərində Özbəkistan dövləti tərəfindən müasir dünya standartlarına cavab verən Mirzə Uluqbəy adına 1 nömrəli tam orta məktəbin açılışı olmuşdur. Tezliklə Qazaxıstanın "Bİ – Group" Holdingi Füzuli şəhərində uşaqlar üçün Kurmanqazi adına Yaradıcılığın İnkişafı Mərkəzinin inşası başa çatdırılacaqdır. 2023-cü il Füzuli rayonu və ilk növbədə Füzuli şəhəri üçün xüsusilə əlamətdardır, belə ki, oktyabrın 17-də ilk dəfə Füzuli şəhəri günü qeyd olunmuşdur. Ölkə Prezidenti İlham Əliyevin iştirakı ilə oktyabrın 16-da bir sıra mühüm əhəmiyyət kəsb edən yaşayış məntəqələrinin və komplekslərinin, həmçinin müasir idman kompleksinin və uşaq baxçasının, eyni zamanda Füzuli şəhərində inzibati binanın təməlqoyma mərasimləri keçirilmişdir. Qoçəhmədli kəndinə 1364 nəfərin köçürülməsi hədəflənib və bunun üçün 341 fərdi ev inşa olunacaqdır. Cuvarlı kəndində isə 1697 nəfərin köçürülməsi məqsədilə 2-4 mərtəbəli 21 yaşayış binası və 291 fərdi ev istismara veriləcəkdir. Bunlarla yanaşı, Füzuli şəhərində ikinci yaşayış kompleksində çoxfunksiyalı yaşayış zonası yaradılacaqdır və burada 653 mənzilə 2288 nəfərin köçürülməsi planlaşdırılıb. Ərazidə istirahət meydançası və digər rahat yaşayış infrastrukturunu formalaşdırılacaqdır. Füzuli şəhərində tikiləcək üçüncü yaşayış kompleksində isə 3022 nəfərin yaşaması üçün planlaşdırılan 863 mənzil tikiləcəkdir. Şəhərdə 240 yerlik uşaq bağçasının təməli də qoyulub. Digər sosial infrastruktur obyekti kimi Füzuli şəhərində təməli qoyulan və 17 hektar ərazidə yerləşəcək idman kompleksini qeyd etmək olar. Burada idmanın bir çox növləri ilə məşğul olmaq üçün əlverişli şərait yaradılacaqdır. Nəhayət Füzuli şəhərində inzibati binanın təməli də qoyulub və burada müvafiq qurumlar, o cümlədən regional qurumlar fəaliyyət göstərəcəklər [3, p.28].

İşğaldan azad olunmuş rayonların içərisində təbii resursları, turizm resursları və həm də kənd təsərrüfatının inkişaf etdirilməsi resursları ilə fərqlənən rayonlardan biri də Xocavənddir. Xocavənd və Xocalı rayonlarında ərazilərin minadan təmizlənməsi və eyni zamanda burada insanların məskunlaşması, erməni silahlıların tamamilə oradan çıxarılması və yaxın perspektivdə bu ərazilərdə sülh proseslərinin dayanıqlığının bərpa olunması, Azərbaycanın dövlət strukturlarının fəaliyyətinin tam bərqərar olması nəticəsində mövcud resurslarından səmərəli istifadə edilməsində yeni reallıqlar və imkanlar yaranacaqdır. Əsas fəaliyyət istiqamətləri kimi kənd təsərrüfatının əksər seqmentləri üzrə müasir texnologiyalar və "ağıllı" texnologiyalar əsasında istehsal və emal müəssisələrinin yaradılması və turizm-rekreasiya imkanlarından səmərəli istifadə edilməsi imkanları vardır. Dövlət başçısı bu cür mürəkkəb bir şəraitdə çox mühüm bir fərman imzalayaraq iqtisadi rayonların yeni bölgüsünü təsdiq etmiş və ölkə iqtisadiyyatının idarə edilməsinin strateji mexanizmlərinin yenilənməsinə start vermişdir. Belə ki, ölkə Prezidentinin 7 iyul 2021-ci il tarixli fərmanı ilə Azərbaycan Respublikasında iqtisadi rayonların yeni bölgüsü təsdiq olunmuşdur. Bu fərmanda qeyd edilir ki, işğaldan azad olunmuş ərazilərin bərpası, gələcək inkişafının təmin olunması, zəruri infrastrukturun yaradılması və əhalinin doğma torpaqlarına qaydışı istiqamətində genişmiqyaslı tədbirlər həyata keçirilir. Hesab edirik ki, bu tədbirlərin daha səmərəli təşkilində yeni iqtisadi rayonlaşmanın strateji əhəmiyyəti olacaqdır. Məlumdur ki, Qarabağ bölgəsi yarandığı dövrdən özünəməxsus xüsusiyyətləri ilə, məşğuliyyət formaları, təbii ehtiyatları, zəngin tarixi-mədəni irsi ilə daha çox yadda qalmışdır. Qarabağa tarixən onun döyünən ürəyi

Şuşa ilə yanaşı, Xankəndi şəhəri, Ağcabədi və Bərdə rayonları, Ağdam, Füzuli, Tərtər, Xocavənd və Xocalı rayonları aid olmuşlar. Eyni zamanda Qarabağ bölgəsinin güclü iqtisadi potensialı da vardır. Dağ silsiləsi ilə əhatə olunmuş Zəngəzur qəzası isə 1861-ci ildə yaradılmışdır və bu bölgədə hazırda Zəngəzur mahalının Azərbaycan ərazisində yerləşən, eyni zamanda, Qarabağa bitişik olan rayonlar-Kəlbəcər, Qubadlı, Cəbrayıl, Laçın və Zəngilan yer almışlar. Bu tarixi faktlar və amillər kontekstindən yanaşmaqla, regionda iqtisadi rayonlaşma prinsiplərinin müasir reallıqlara uyğunlaşdırılması və tənzimlənməsi vacib idi. Buna görə də dövlət başçısının fərmanı bu məsələləri tənzimləməklə, iqtisadi rayonların yeni bölgüsünü yaratmaqla ölkə iqtisadiyyatının rəqabət qabiliyyətinin artırılmasına, işğaldan azad olunmuş ərazilərin milli iqtisadiyyatımıza reintegrasiyasının sürətləndirilməsinə, planlaşdırma və proqnozlaşdırma tədbirlərinin daha yüksək səviyyədə təşkilinə imkan verəcəkdir [4, p.2407]

Şərqi Zəngəzur iqtisadi rayonunun təbii resursları və faydalı qazıntıları regionun iqtisadiyyat strukturunun formalaşdırılmasına imkan verir. Bu iqtisadi rayonun əlvan metallurgiya inkişafı üçün güclü potensialı vardır. Ərazisində qızıl, civə, xromit, mərmər, perlit, üzlük tikinti daşları koral, və s. faydalı qazıntı ehtiyatları mövcuddur. Eyni zamanda, iqtisadi rayon coğrafi mövqeyinə və tarixi abidələrinə görə turistik əhəmiyyət kəsb edir. Burada İstisu, Minkənd, Tutğunçay kimi mineral bulaqlar, iqlim-balneoloji şərait, dağ meşələri kurort-rekreasiya məqsədləri üçün istifadə edilə bilər. Tarixi memarlıq abidələri siyahısına Gəncəsər, Ağoğlan monastırları, Gürcülü, Məmmədbəyli türbələri, Xudafərin körpüsü və s. aiddir. Şərqi Zəngəzur iqtisadi rayonunun inkişafına yönəldiləcək resurslar bu regionda ölkəmizin qüdrətini və gücünü daha da artıracaqdır [5, p.11]. İqtisadi rayonlarda kənd təsərrüfatı və aqar sektorun inkişafı prioritetlik təşkil etdiyindən, yeni iqtisadi rayonlaşma bölgüsü, ilk növbədə, bu sahələrin inkişafına güclü təkan verəcəkdir. Şərqi Zəngəzur iqtisadi rayonunun yeni bölgü əsasında müəyyənləşdirilən ərazisində müxtəlif iqtisadiyyat sahələrinin, o cümlədən, sənaye, turizm, kənd təsərrüfatı və aqar sektorun, ilk növbədə, bitkililik və heyvandarlığın inkişaf etdirilməsi üçün böyük təbii və iqtisadi resurslar, həm də potensial vardır [6, p.19].

Şərqi Zəngəzurun mühüm inzibati vahidlərindən biri olan Cəbrayıl rayonu Kiçik Qafqaz dağlarının cənub-şərqində - Araz çayının sol sahilində yerləşir. Rayon cənub tərəfdən İranla, Cənub-qərbdən Zəngilan, Qərbdən Qubadlı, Şimaldan Xocavənd, Şərqdən isə Füzuli rayonları ilə həmsərhəddir. Cəbrayıl rayonu 1930-cu il avqustun 8-də yaradılmışdır və ərazisi 1050 kv.km-dir. Bu rayonun ərazisində bir qrup sənaye əhəmiyyətli ehtiyatlar vardır. Məsələn, sement istehsalı üçün qiymətli xammal mövcuddur. Həmçinin mərmər və başqa tikinti materialları ehtiyatları kifayət qədərdir. Rayonda dəmir filizi yataqları da vardır. İşğala qədər olan dövrdə rayon əhalisinin əsas məşğuliyyəti üzümçülük, heyvandarlıq, taxılçılıq və baramaçılıqla bağlı idi. Bunlarla yanaşı, rayonda tikiş, xalça, cihazqayırma sənələri və bir sıra digər sənaye obyektləri mövcud olmuşdur. Cəbrayıl rayonunun strateji rolunu artıran məqamlara da diqqət yetirmək istərdik. Belə ki, tarixi Xudafərin körpüsü yaxınlığında "Araz Vadisi İqtisadi Zonası"nın yaradılması artıq regionun cəlbediciliyindən və regionda sahibkarlığın inkişafı ilə bağlı güclü təməlin qoyulmasından xəbər verir. Burada güzəştlərin formalaşdırılması, sahibkarlara ən azından 10 il ərzində güzəştlərin verilməsi və dövlət tərəfindən müvafiq infrastrukturun yaradılması yaxın perspektivdə Cəbrayıl rayonunda müxtəlif istiqamətlər üzrə emal müəssisələrinin təşkilinə, eyni zamanda kənd təsərrüfatı və sənaye müəssisələrinin yaradılması istiqamətində ciddi addımların atılmasına imkan verəcəkdir. Bu iqtisadi zonanın ilk rezidentləri artıq qeydiyyatda alınmış və fəaliyyətə başlamışlar.

Şərqi Zəngəzurun strateji ərazi vahidlərindən biri də Laçın rayonudur. Laçın 1923-cü ildə şəhər statusunu almışdır. 1930-cu ildə isə Laçın inzibati rayonu təşkil olunduqdan sonra Laçın şəhəri onun mərkəzi statusunu daşımışdır. Laçın zirvə mənasını daşıyır və bu zirvə Qarabağ sıra dağlarının cənub-şərqindədir. Laçın mərdlik, igidlik və qəhrəmanlıq dastanları ilə zəngin olan bir diyardır, məkandır. Təəssüf ki, 18 may 1992-ci ildən ermənistana silahlı qüvvələri tərəfindən işğal olunan Laçın 30 ilə yaxın dağıdılmış və viran edilmişdir, işğalçı ermənilərin tapdaqları altında qalmışdır. Müzəffər ordumuz Ali Baş Komandan İlham Əliyevin rəhbərliyi altında 2020-ci ildə torpaqlarımızı işğaldan azad etdilər və Laçın bir müddət sonra, yəni razılaşdırılmış sazişə əsasən 26 avqust 2022-ci ildə Azərbaycanın nəzarətinə keçmişdir. Qeyd edə bilərik ki, işğaldan azad olunmuş ərazilərdə ən gec bərpa və quruculuq işləri aparılan inzibati ərazilərdən biri Laçın şəhəri olmasına baxmayaraq, burada Böyük Qayıdış prosesləri sürətlə reallaşdırılmış və həyata keçirilmişdir. Laçında sözün əsl mənasında həyat qaynayır və dirçəlir, Laçın şəhərinin hər qarışında onun əzəli sahiblərinin nəfəsi duyulmaqdadır. Son bir neçə ay ərzində Laçın fasiləsiz rejimdə fəaliyyət göstərən nəhəng tikinti meydançasına bənzəyir və bunlar artıq öz bəhrəsini verməkdədir [7, p. 10]. Hazırda Laçın intensiv olaraq yüksəliş dövrünü yaşamaqdadır. 2023-cü il may ayının 28-də doğma yurdlarına qayıdan laçınlılara dövlət başçısı tərəfindən evlərinin açarları təqdim

olunmuşdur. Şəhər günü qeyd olunana kimi artıq minə yaxın Laçınlı öz doğma şəhərində məskunlaşmışlar. 2023-cü ilin sonuna qədər isə Laçın şəhərində 900 ailənin yaşayışı üçün mənzillər və müvafiq infrastruktur hazır olacaqdır. Əlamətdar haldır ki, bir neçə həftədən sonra yeni istismara verilmiş 1 nömrəli Laçın şəhər tam orta məktəbində dərslər başlayacaqdır və bunun üçün müasir, kreativ texnologiyalar əsaslı orta məktəb binası istismara verilmişdir. Laçın şəhərinin sosial infrastrukturunu, kommunal xidmətlər sistemi və obyektləri qısa müddət ərzində formalaşdırılmışdır və hazırda şəhərdə normal yaşayışa imkan verir. Qeyd edək ki, Laçın şəhərinin intensiv olaraq dirçəldilməsi məqsədilə bir sıra strateji obyektlər tikilməkdədir və bir-birinin ardınca analoji obyektlərin dövlət başçısının və I vitse prezidentin - iştirakı ilə açılış və yaxud təməlqoyma mərasimləri keçirilir. Avqustun 25-də Laçın sənaye zonasında mebel fabrikinin açılışı buna əyani sübutdur. Belə ki, əhalinin doğma yerlərinə qaytarılması ilə yanaşı, həm də sənaye infrastrukturunu yaradılır, yeni iş yerləri ərsəyə gətirilir və ümumilikdə Laçın şəhərinin və Laçın rayonunun sosial-iqtisadi inkişafına əsaslı zəmin formalaşdırılır. Aqrar sahənin, tütünçülüyn, turizmin, xidmət sahələrinin inkişaf etdirilməsi maksimum prioritetlik təşkil edir. Laçında Beynəlxalq Hava Limanının 2025-ci ildə istismara verilməsi gözlənilir. Bu hava limanı 1800 metr dəniz səviyyəsində hündürlükdə inşa olunur və postsovet məkanında ən yüksək dağlıq ərazidə yerləşən hava limanlarından biri olacaqdır. Eyni zamanda bir neçə istiqamətdə avtomobil yolları layihələrinin reallaşdırılması, xüsusilə Kəlbəcər-Laçın avtomobil yolunun sürətli tikintisi tezliklə bu ərazilərdə sosial-iqtisadi inkişafa yeni təkan verəcəkdir. Laçın şəhərinin intensiv bərpa edilməsi və yüksək texnologiyalar əsaslı müasir şəhərə çevrilməsi ümumilikdə Laçın rayonunun daha sürətlə bərpa olunmasına, iqtisadiyyat quruculuğunun gücləndirilməsinə müsbət təsir göstərəcəkdir. Belə ki, Laçın rayonunun işğaldan azad olunmuş digər ərazilərlə birləşdirən bir neçə yol layihələrinin icra edilməsi, mürəkkəb relyefə malik olan ərazilərdə tunellərin tikilməsi, yeni yolların salınması son nəticədə regionda integrativ proseslərin sürətlənməsinə və müəssisələr şəbəkəsinin yaradılmasına, əhalinin məskunlaşmasına əlavə stimül yaradacaqdır. Yaxın illərdə bununla bağlı biz daha cəsarətli addımların atılmasının, əhalinin məskunlaşması baxımından daha intensiv tədbirlərin görülməsinin və Böyük Qayıdışın sürətləndirilməsinin şahidi olacağıq. Digər tərəfdən, Laçın rayonunun kənd və qəsəbələrində yaşayan insanların əzəli məşğulluq istiqamətləri bəllidir. Burada əvvəldə qeyd etdiyimiz kimi aqrar sektor, əsas etibarilə kənd təsərrüfatının bir sıra segmentləri, o cümlədən texniki bitkilərdən olan tütünçülüyn və həmçinin heyvandarlığın inkişafı üçün güclü imkanlar vardır.

Qeyd edək ki, Şərqi Zəngəzur iqtisadi rayonunun yaradılması, Azərbaycanın öz əzəli torpaqlarını dirçəltmək və inkişaf etdirmək niyyətinin nə qədər güclü olduğunu ifadə edir. Cəbrayıl rayonu işğaldan azad olunmuş ərazilərin bərpası baxımından ilk imza atmışdır. Belə ki, Cocuq Mərcanlı kəndində birinci mərhələdə 50 ev, 96 şagird yerlik məktəb, məscid, 35/10 kv-luq elektrik yarımstansiyası, hidrometereoloji stansiya, "Azəravtoyol" ASC-nin xüsusi təyinatlı yol istismar müəssisəsi və digər infrastrukturlar tikilərək istifadəyə verilmiş, kəndə asfalt örtüklü yol çəkilmişdir. Həmçinin 100 fərdi yaşayış evi, uşaq bağçası, həkim məntəqəsi, klub-icma mərkəzi, poçt, inzibati ərazi dairə üzrə nümayəndəliyin binası və s. mühüm sosial obyektlər istismara verilmişdir. Əhalinin Cocuq Mərcanlıya qayıdışı isə 30 may 2018-ci ildən başlamışdır.

Zəngilanda reallaşdırılan bir sıra iri layihələr onun strateji əhəmiyyətini sürətlə yüksəltməkdədir. Qısa müddət ərzində istismara verilmiş Zəngilan Beynəlxalq Hava Limanı regionun sosial-iqtisadi inkişafını sürətləndirməklə yanaşı, regionun strateji rolunu artırmaqdadır. Dünya səviyyəli beynəlxalq hava nəqliyyatı infrastrukturunun formalaşdırılması bölgənin strateji əhəmiyyətinin əsas göstəricilərindən biri kimi baxıla bilər. Burada hava limanının olması region və ümumilikdə dünya ölkələrinin, həm də dünyanın müxtəlif yerlərində yaşayan soydaşlarımızın bu bölgəyə marağını xeyli artırır. Eyni zamanda, ticarət iqtisadi əlaqələrin genişləndirilməsi kontekstində çevik nəqliyyat infrastrukturunun mövcudluğu investorların bölgəyə axınlarına ciddi təkan verə bilər. Digər tərəfdən, Zəngilanda Ağalı kəndlərinin bazasında yaradılan "ağıllı" kənd layihəsi Böyük Qayıdışının ilk uğurlu layihəsi kimi qiymətləndirilir və bu baxımdan işğaldan azad olunmuş ərazilərin dirçəldilməsində burada toplanmış təcrübə və yanaşmalar kifayət qədər səmərəli xarakter daşıya bilər.

Qubadlı rayonunun mövcud resurslarından yanaşsaq, burada bir sıra kənd təsərrüfatı fəaliyyəti istiqamətlərinin və xüsusilə, heyvandarlığın, tütünçülüyn, arıçılığın inkişaf etdirilməsi üçün güclü əsaslar vardır. Hesab edirik ki, biz sovetlər dövründən fərqli olaraq hazırda işğaldan azad olunmuş rayonların resurs potensialının yenidən qiymətləndirilməsi və onların iqtisadiyyat fəaliyyət ilə bağlı strukturlarının formalaşdırılmasına yeni yanaşmaları təmin etməli, region üçün ənənəvi olan emal və kənd təsərrüfatı

məhsulları ilə yanaşı, müasirliyi ilə fərqlənən və daha çox əlavə dəyər yaradan iqtisadiyyat sahələrinin inkişafına ciddi önəm verməliyik [8, p.834].

Şuşa şəhərinin dirçəldilməsinin strateji aspektləri

Qarabağın strateji mərkəzi olan Şuşa şəhərinin Azərbaycanda milli dəyərlərin qorunub saxlanılmasında və milli ruhun inkişafına böyük töhfələri olmuşdur [9, p.29]. Digər tərəfdən, Şuşa elə bir ərazidə yerləşir ki, burada həm təbiətin füsunkarlığı ilə mürəkkəb relyef vəhdət təşkil edir, həm də son nəticədə Şuşa alınmaz bir qala əzəmətinə özündə birləşdirir. Burada həmçinin qədim sənətcilik ənənələrinin formalaşması və inkişaf etməsi, məsələn ipəkçilik sənətlərinin fəaliyyət göstərməsi və ipək məhsullarının hazırlanması diqqət çəkirdi. Eyni zamanda, əl işləri kimi papaqçılıq, dərzicilik, musiqi alətlərinin düzəldilməsi də geniş yayılmışdır. 19-cu əsrin əvvəllərində Şuşa regionun Qarabağın mərkəzi funksiyası rolunu yerinə yetirirdi. Rusiya Qarabağ Xanlığını özünə birləşdirəndən sonrakı dövrdə də Şuşa həmin funksiyanı davam etdirmişdi. 20-ci əsrdə isə Şuşanın sosial-iqtisadi inkişafına mənfi təsir göstərən hadisələr və faktlar çox olmuşdur. İrəlidə bunlar barəsində qeydlər veriləcəkdir. Lakin, qeyd etmək istərdik ki, Şuşa üzərində nə qədər qara buludlar artsa da Şuşa şəhəri özünün milli koloritini və milli ruhunu saxlaya bilmişdir. 18-19-cu əsrlərdə Şuşa şəhərinin formalaşması prosesləri baxımından qeyd etmək istərdik ki, artıq 18-ci əsrin sonlarından etibarən Şuşanın Cənubi Qafqazda rolu xeyli genişlənməmişdi. Şəhərin meydanında ticarət qaynayırdı, burada ticarət mərkəzləri fəaliyyət göstərirdi, eyni zamanda sənətkarlıq obyektləri işləyirdi, karvansaraylar var idi. Nəticədə dünyanın bir çox regionlarından – Avropa ölkələrindən, Osmanlı imperiyasının müxtəlif məkanlarından, Hindistan və Rusiya imperiyasından gələn tacirlər Şuşada bir araya gəlirdi və ticarət yarmarkalarından alver edirdilər. Burada əsasən ipək parçalar, boya məhsulları, həmçinin digər mallar satılırdı. XIX əsrin sonlarında dünya bazarlarında Azərbaycan xalçalarına tələbatın artması Şuşada xalçaçılığın daha da inkişaf etməsinə səbəb oldu. XIX əsrin sonu, XX əsrin əvvəllərində Şuşada 8 boyaqxana fəaliyyət göstərirdi. Şuşada istehsal olunan yəhərlər, başmaqalar, ayaqqabılar, çarıqlar yüksək keyfiyyəti ilə seçilirdilər. Şübhəsiz bərpa və dirçəliş tədbirlərində əsas diqqətlər Şuşa şəhərinə yönəldilmişdir. Belə ki, Şuşa şəhərindən formalaşan iqtisadi inkişaf impulsları bütövlükdə Qarabağ iqtisadi rayonunun daha intensiv şəkildə bərpa edilməsi, sahəvi iqtisadiyyat quruculuğunun yaradılması, dirçəliş tədbirlərinin yüksək səviyyədə təşkil edilməsi anlamına gəlir. Bir çox mütəxəssislərin, çoxsaylı tədqiqatçıların, ictimai xadimlərin yekdil fikrinə görə Şuşanın sosial-iqtisadi yüksəlişi və dirçəldilməsi, ümumən müasir dövrdə işğaldan azad olunmuş ərazilərin daha tez, kompleks və sistemli şəkildə bərpa edilməsi ilə bərabər, həm də Azərbaycanın tərəqqisinin yeni zirvəsi kimi çıxış edir. Hesab edirik ki, Şuşanın investisiya cəlbediciliyini artırmaq üçün kifayət qədər resurslar mövcuddur.

Şuşa həm də Qarabağ regionun mərkəzi kimi tarixi funksiyasını yerinə yetirmişdir və bu gün də Şuşa qeyd olunan regionun döyünən ürəyi hesab edilir. Əslində bu şəhərin dirçəldilməsi və inkişaf etdirilməsi, bütövlükdə tarixi-coğrafi mövqeyini və quruluşunu özünə qaytaran və yeni yaradılan Qarabağ iqtisadi rayonunun sosial-iqtisadi inkişafının intensivləşdirilməsi deməkdir [10, p.32]. Müasir dövrdə intensiv şəkildə aparılan quruculuq işləri əsas götürülməklə, əminliklə demək olar ki, Şuşa şəhərinin sosial-iqtisadi dirçəldilməsi, eyni zamanda həm də Qarabağın strateji inkişaf impulsları kimi dəyərləndirilə bilər. Böyük Qarabağ Zəfərindən sonra işğaldan azad olunmuş ərazilərin inkişaf etdirilməsində konseptual yanaşmaların formalaşmasında və dövlət siyasətinin təkmilləşdirilməsində Şuşa şəhərinin dirçəldilməsi impulsları həlledici rol oynamışdır. Ulu Öndərin layiqli varisi ölkə Prezidenti İlham Əliyevin Sərəncamı ilə 2022-ci il Şuşa ili elan olunmuşdur və Şuşa şəhərinin 270 illiyi ilə əlaqədar olaraq silsilə tədbirlər keçirilmiş, dünyanın hər yerindən Şuşaya məhşur insanlar, turistlər, siyasi xadimlər, görkəmli şəxslər, ilk növbədə qardaş respublikalardan, başda Türkiyə olmaqla, Türkdilli ölkələrdən çoxlu sayda insanlar Şuşa şəhərinə səyahət etmiş, şəhərin qədim incəlikləri, abidələri, görkəmli yerlərini ziyarət etmiş və Şuşada həyata keçirilən dirçəliş prosesləri ilə yerində tanış olmuşlar. Hazırda Şuşa əslində böyük bir tikinti meydançasını xatırladır, burda yüzlərlə abidələrin, görkəmli yerlərin, mədəniyyət və digər baxımdan xüsusi əhəmiyyət kəsb edən binaların bərpası və yenidən qurulması prosesləri gedir. Ümumilikdə, Şuşada müasir infrastruktur yaradılır və sosial infrastruktur şəbəkəsi formalaşdırılır. Şuşada həm də turizm-rekreasiya imkanlarını özündə ehtiva edən iri sanatoriyanın – “Şuşa” sanatoriyasının təməli qoyulmuşdur. Digər tərəfdən, Şuşada sosial sahələrin formalaşdırılması, sosial-iqtisadi inkişaf impulslarının təmin edilməsi üçün müvafiq şəraitin yaradılması, kommunal xidmət sahələrinin inkişaf etdirilməsi və xidmət sektorunun genişləndirilməsi istiqamətində önəmli addımlar atılmaqdadır. Təbii ki, şəhər ilk növbədə sabit şəkildə elektrik enerjisi və içməli su ilə təmin olunmuşdur. Hazırda Şuşa şəhərinin iqtisadiyyatının formalaşdırılmasına xüsusi yanaşmalar tələb olunur. Dünya təcrübəsini nəzərə

alsaq, məsələn, dünyanın bir çox ölkələrində dağlıq ərazilərdə yerləşən şəhərlərdə əsasən xidmət sahələri və ilk növbədə turizm çox güclü inkişaf edir. Bu Şuşa üçün yeni trend deyildir və Sovet İttifaqı dövründə Şuşaya turistlər fəal şəkildə gəlir, burada olan sanatoriyada müalicə alırdılar. Respublikamızın fərqli bölgələrindən çox sayda insan Şuşaya səfərlər edə bilirdilər və orada müəyyən bulaqların ətrafında dincəlirdilər. Bu baxımdan, Şuşada turizm-rekreasiya imkanları genişdir və bu resurslardan müasir dövrün texnologiyalarından istifadə edilməsi, turizm-rekreasiya komplekslərinin yaradılması, brend otellərin tikilməsi, sanatoriyalar şəbəkəsinin genişləndirilməsi mümkündür. Yəni, burada sanatoriya ilə kifayətlənmək əlbəttə ki, uyğun deyil. Eyni zamanda, Şuşa şəhərinin sosial infrastrukturunun yenidən qurulmasında, şəhərin qədim xüsusiyyətlərinin qorunub saxlanılması şərti ilə şəhərin inkişaf etdirilməsi, müasir özünəməxsus elementlərin inkişafının təmin olunması çox vacibdir. Şuşanın yüksək texnologiyalar, o cümlədən "ağıllı" texnologiyalar əsasında idarə edilməsi, kifayət qədər çevik və səmərəli ictimai nəqliyyat sisteminin yaradılması, xidmət sektorunun formalaşdırılması, əhəlinin tam razılığına səbəb ola biləcək kommunal xidmətlərin göstərilməsi mühüm əhəmiyyət kəsb edir.

İqtisadi rayonların dayanıqlı və dinamik inkişafı üçün iqtisadi fəaliyyətin modeləşdirilməsi və sahibkarlığın inkişaf etdirilməsi dövlət siyasətinin tərkib hissəsi kimi çıxış edir. Məsələn, sahibkarlığın inkişafı Fondunun vəsaitinin səmərəli yerləşdirilməsi məqsədilə iqtisadi rayonlar üzrə prioritet istiqamətlər müəyyənəşdirilmişdir və bu istiqamətlər üzrə maraqlı, həm də potensial investorların cəlb edilməsi tələb olunur. Hesab edirik ki, yaxın perspektivdə yeni yaradılmış iqtisadi rayonlarda yüksək texnologiyalar əsaslı iqtisadiyyat sahələrinin inkişaf etdirilməsi, sahibkarlığın inkişafı üçün daha səmərəli fəaliyyət mexanizmlərinin işlənməsi təmin olunacaqdır [11, p.379]. Bunlara çevik və məhsuldar texnologiyalardan ibarət istehsal və emal sahələrinin yaradılması, kreativ və səmərəli xidmət müəssisələrinin fəaliyyətinin təşkilini aid etmək olar. Bütün bunlar yeni iqtisadi rayonlarda sosial-iqtisadi inkişafın daha dinamik və məhsuldar olacağından xəbər verir.

Qeyd edək ki, son onilliklərdə Azərbaycanda milli iqtisadiyyatın strukturunun təkmilləşdirilməsi, yeni iqtisadi vasitələrdən, o cümlədən, xüsusi iqtisadi zonalarından istifadəyə üstünlük verilməkdədir [12, p.146]. Hesab edirik ki, analoji iqtisadi mexanizmlər Qarabağ iqtisadi rayonunun inkişafında müsbət nəticələr verə bilər. Eyni zamanda, son dövrlərdə Azərbaycanda innovasiyalı inkişafın genişləndirilməsində maraq artmaqdadır. İnnovativ yanaşmalar və mexanizmlərin işlənilməsinə, tətbiqinə yönəlik tədbirlər görülməkdədir [13, p.41]. Fikrimizcə, analoji tədbirlər regionda yeni iqtisadiyyat sahələrinin inkişafına təkan verəcəkdir. Digər tərəfdən, maliyyə mənbələri, əlavə dəyər mənbələri formalaşacaq və ixrac yönümlü məhsulların istehsalına maraq artıacaqdır [14, p. 362].

Yekun.

Beləliklə, yaxın dövrdə biz qürurla müstəqil Azərbaycanımızın yeni yaradılan iqtisadi rayonlarının güclü inkişafının şahidi olacağıq və bu əminliyin arqumentlərini ümumiləşdirməyə çalışmışıq:

- işğaldan azad olunmuş ərazilərin dirçəldilməsi və yüksək texnologiyalar əsasında, o cümlədən "ağıllı" texnologiyalar bazasında müasir kəndlərin salınması, şəhərlərin yenidən qurulması bu bölgəni təkcə ölkəmizdə yox, dünyada dinamik və sürətlə inkişaf edən bir diyara çevirəcəkdir;

- Qarabağ və Şərqi Zəngəzur iqtisadi rayonlarının yaradılması isə dünya səviyyəsində Azərbaycanın strateji rolunu birə beş artırır, belə ki, iki yeni iqtisadi rayonun dirçəldilməsində strateji hədəflərin olması, Zəngəzur dəhlizi vasitəsilə türkdilli dövlətlərin integrasiyasının sürətləndirilməsi, Qərblə Şərq, Şimala Cənub arasındakı yükdaşımanın intensivliyinin artırılması, beynəlxalq ticarət əməliyyatlarının genişləndirilməsi, nəqliyyat və logistika sektorunun əhəmiyyətli səviyyədə inkişaf etdirilməsi sayəsində ölkəmizin rəqabət qabiliyyətinin, həm də siyasi və iqtisadi qüdrətinin dəfələrlə artmasına real potensial formalaşacaqdır;

- Qafqazın incisi sayılan Şuşa şəhərinin iqtisadiyyat quruculuğunun onun resurslarına və mövcud imkanlarına uyğun şəkildə formalaşdırılması və təşkili konseptual olaraq təmin edilməkdədir;

- Şuşa şəhərin mədəniyyət mərkəzi kimi daha çox xarakterizə edilməsi və Türk dünyasının mədəniyyət mərkəzi kimi qiymətləndirilməsi amilləri nəzərə alınmaqla, burada mədəniyyət iqtisadiyyatı modelinin yaradılması və inkişaf etdirilməsi üzrə məqsədli fəaliyyət strategiyası reallaşdırılmaqdadır;

- Şuşada turizm-rekreasiya imkanlarının reallaşdırılması istiqamətində daha çox işlərin görülməsi qənaətimizcə, hazırda təməli dövlət başçısı tərəfindən qoyulmuş Şuşa turizm-rekreasiya kompleksinin – "Şuşa" sanatoriyasının tikintisi aparılır və bu şəhərin turizm-xidmət sektorunda multiplikativ təsirə malik olacaqdır və s.

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THE IMPACT OF OUTSOURCING OF HR ON INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP

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Introduction

Outsourcing is an agreement in which one company hires another company to be responsible for a planned or existing activity which otherwise is or could be carried out internally, i.e. in-house, and sometimes involves transferring employees and assets from one firm to another. The term outsourcing, which came from the phrase outside resourcing, originated no later than 1981. The concept, which The Economist says has "made its presence felt since the time of the Second World War, often involves the contracting out of a business process (e.g., payroll processing, claims processing), operational, and/or non-core functions, such as manufacturing, facility management, call center/call center support.

The globalization of business operations has increased the focus on strategic management practices, when Human Resources (HR) play an important role in shaping organizational success. This thesis explores the complex dynamics surrounding the outsourcing of HR functions and its profound impact on both international business and entrepreneurship. Also, further development and outsourcing of human resources in the field of international business and entrepreneurship.

Literature review

A number of scientific researches have been conducted on the supply of Human resource in the field of international business and entrepreneurship. Among them, the core business of the HR function is to develop the employees in accordance with the business strategy, select and hire people, train and develop the staff, evaluate their performance, reward them and create a culture of learning (Evans, 2003).

When it comes to the occurrence of HR outsourcing, the number of organizations that utilize outsourcing has grown rapidly (Davis-Blake and Broschak, 2009), including not only large private and public organizations, but also SMEs (Delmotte and Sels, 2008; Klaas, 2003). Furthermore, at least in US firms, Klass (2008) observes a transition from outsourcing HR services based on short-term contracts and involving distinct HR activities, to outsourcing based on long-term and end-to-end contracts. The decision to "make or buy" HR services appears to be complex. This is also an area that has received limited attention in empirical research (Alewell et al., 2009; Klaas, 2008), which is interesting considering the extensive body of prescriptive literature explaining why HR services should be outsourced (Delmotte and Sels, 2008).

In this prescriptive literature, the motives to outsource are described as dependent on a number of factors; the size and history of the firm, the status and legitimacy of the HR department, the business context, the type of services being outsourced, the quality of existing services, cost reduction needs, and ambitions for HR department to be a strategic partner (Delmotte and Sels, 2008; Sheehan and Cooper, 2011). Among these motives two seem to be more frequent in the prescriptive literature; the need for cost reduction, and the wish to turn HR into a strategic partner (Alewell et al., 2009; Reichel and Lazarova, 2013). Findings of (Zebo, 2016) underscore link between managerial competences and the success of the project. MQ and EQ plays a key role and influence the success of any project while emotional intelligence can be explained in terms of the differences in the relational aspects of managers and other employees EQ might be related to cultural issue. Because, in Uzbekistan mostly, people, prefers relationship on trust, and on emotional level. Concerning the outcomes of outsourcing HR, previous research paints a varying picture that includes both positive and negative effects. Examples of positive effects that have been mentioned in previous studies include freeing up time to focus on core business activities, reducing costs by downsizing internal HR staff, gaining innovative HR expertise and a critical view, being part of a network with timely access to knowledge and resources that are otherwise inaccessible, and facilitating learning between consultants and clients (Cooke et al., 2005; Nesheim et al., 2007; Reichel and Lazarova, 2013; Sheehan and Cooper, 2011). Conversely, negative effects include loss of in-house knowledge and capacity and risks of losing long-term competitiveness, quality reductions in HR work, difficulties in fulfilling promises and customer expectations (e.g. if the contract between the consultant and the customer benefits one party more than the other), potential mismatches between the use of standardized methods and tools and the customer's unique organizational characteristics, and

a risk of HR role conflict between consultant and internal HR personal (Cooke et al., 2005; Nesheim et al., 2007; Reichel and Lazarova, 2013; Sheehan and Cooper, 2011). The current understanding of HR outsourcing is mainly based on studies of larger private companies, and public organizations, while SMEs in comparison have been paid limited attention. This is remarkable because SMEs constitute the vast majority of all businesses in Europe (Muller et al., 2016). Current research on HR in SMEs gives a complex, diverse and partly contradictory picture of the conditions for HR in SMEs. Several weaknesses are frequently describes, e.g.lack of resources, undeveloped HR strategies, strong environmental dependency, little use of HR practices, limited HR skills, and low levels of formal training, etc. (Allen et al., 2013; Cardon and Stevens, 2004; Sheehan, 2014). But There are also opportunities in terms of highly engaged personnel, experience of finding informal solutions, short decision-making processes, strong corporate culture, networking capabilities, etc. (Bacon and Hoque, 2005; Mayson and Barrett, 2006). This partly inconsistent image indicates that HR in SMEs should not be seen as a scaled-down version of HR in larger organizations, but rather as an entity in its own right (Josefy et al., 2015).

Currently, one of the global problems of human resources is the lack of quality and experienced personnel and the outsourcing of personnel for international business and entrepreneurship is not well established. Nowadays, Therefore, finding and supplying quality and necessary personnel in various international business and entrepreneurship fields is a problem in many countries

Solution

According to the above research, there are the following problem providing international business and entrepreneurship personnel;

- Employees do not meet international requirements;
- Employees do not have international knowledge and skills;
- Employees did not choose the specialty correctly;
- Employees who want to work in the international sphere do not know foreign languages well and there are other problems.

Above, we developed the following recommendations to solve the problems of international business and entrepreneurship; Employees must have high knowledge and experience to work in international organization, outsourcing of the employee's own field and employees must know a foreign language, outsourcing of the employee's own field, Through the above, it is possible to better develop the outsourcing of human resources in international business and entrepreneurship.

Conclusion

In summary, we have developed the following recommendations for implementing HR outsourcing in international business and entrepreneurship; Employees must have high knowledge and experience to work in an international organization, outsourcing of the employee's own field, and employees must know a foreign language. Through the above, it is possible to better develop the outsourcing of human resources in international business and entrepreneurship.

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MECHANISMS FOR INTRODUCING INNOVATIONS INTO THE ACTIVITIES OF RUSSIAN ENTERPRISES: GOVERNMENT SUPPORT

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Abstract

This article examines the current problems that arise in small and medium-sized businesses leading innovative activities, the author identifies the strengths and weaknesses of support, as well as put forward proposals to eliminate weaknesses.

Keywords: *innovations, innovative activity, state support for small and medium-sized businesses, state programs to support small and medium-sized businesses.*

Innovation - a new or significantly improved product (product, service) or process introduced, a new sales method or a new organizational method in practice, job organization or in external relations [1].

In modern practice, the Russian Federation is actively developing in high-tech and geological industries: information technologies, space, pharmaceuticals, energy and many others. Progress in this area has led to the creation of 60 technology parks in 35 regions of the Russian Federation over the past 27 years, however, the USA occupies a leading place in foreign practice, over the past 67 years, about 170 research and scientific parks have been opened [3]. The Russian Federation supports innovative activities in order to modernize the domestic economy, ensuring the competitiveness of Russian goods, works or services in the domestic and world markets. Small entrepreneurship is a support for the development of the economy of our country.

In our country, the potential for small business development is largely not used: if in industrialized countries small and medium-sized enterprises produce more than half of GNP, in Russia - five to seven times less. Consequently, the system of support for small businesses that has developed in Russia is not yet effective enough. As a result, at present, the small business sector has ceased to actively develop and does not have the expected positive impact on the social and economic development of Russian society.

In order to support small and medium-sized businesses, the state authorities of the Russian Federation and its subjects develop programs (sub-programs) taking into account the foreign economic situation, political, geographical, climatic and other factors. In accordance with these programs containing the main support measures, financial, property, information and consulting assistance is provided. Each region of the Russian Federation, taking into account the federal strategy in this direction, implements state support for business, relying, among other things, on the peculiarities of the region's economy, its location and the direction of its resources. In addition to the authorities, these activities are carried out by organizations that form the infrastructure of SMEs, and the joint-stock company "Federal Corporation for the Development of Small and Medium-Sized Businesses" [4]. The forms of state support for small and medium-sized businesses in the Russian Federation are presented in Figure 1.

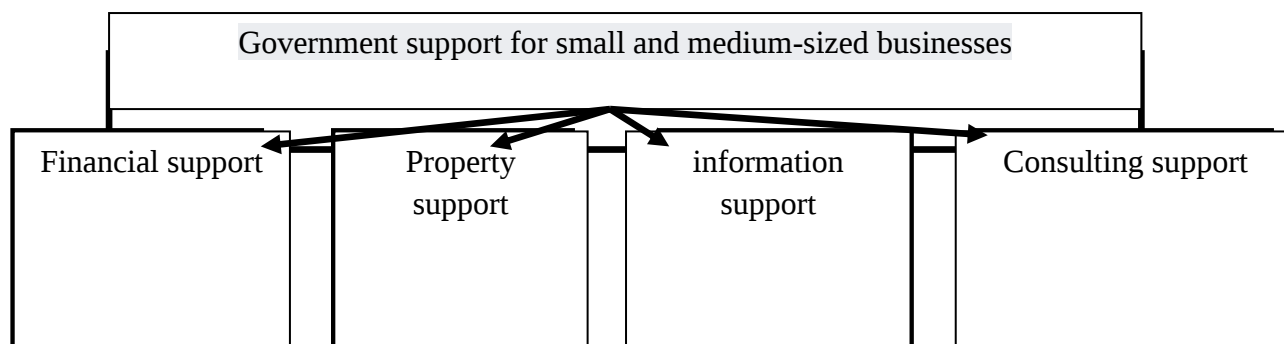


Figure 1 - Forms of state support for small and medium-sized businesses in the Russian Federation

Financial support is provided at the expense of budgetary funds by providing subsidies, budget investments, state and municipal guarantees on the obligations of small and medium-sized businesses. This type of support includes a form such as warranty support [3]. It provides access to financial resources. Its essence consists in the provision of guarantees and (or) independent guarantees for:

- the obligations of small and medium-sized businesses themselves under loan agreements, loan agreements, leasing and others;
- obligations of credit institutions, microfinance organizations of entrepreneurial financing, other legal entities that provide financial support to small and medium-sized businesses;
- obligations of specialized financial companies to issue bonds secured by pledge of rights under loan agreements, loan agreements and other obligations of small and medium-sized businesses;
- other obligations of small and medium-sized businesses.

Property support consists in the transfer on a reimbursable basis, on an airless basis or on preferential terms to the possession or use of land plots, buildings, structures, structures, non-residential premises, equipment, machines, mechanisms, installations, vehicles, inventory, tools that are the property of the state gift or municipality. Consulting support is provided in two forms [3]:

- creation of organizations that form the support infrastructure and provide consulting services, and provide data activities organizations;
- compensation for consulting fees. Information support consists in creating public Internet resources at various levels of government (federal, regional, local) and ensuring their operation [2].

To implement all the above types of support for business entities, infrastructure is needed. It includes commercial and non-profit organizations, existing and newly created. They can be involved in the implementation of state programs of the Russian Federation aimed at creating new business entities and their support.

State support measures to implement the state policy in the field of small and medium-sized business development in the Russian Federation are presented in Figure 2.

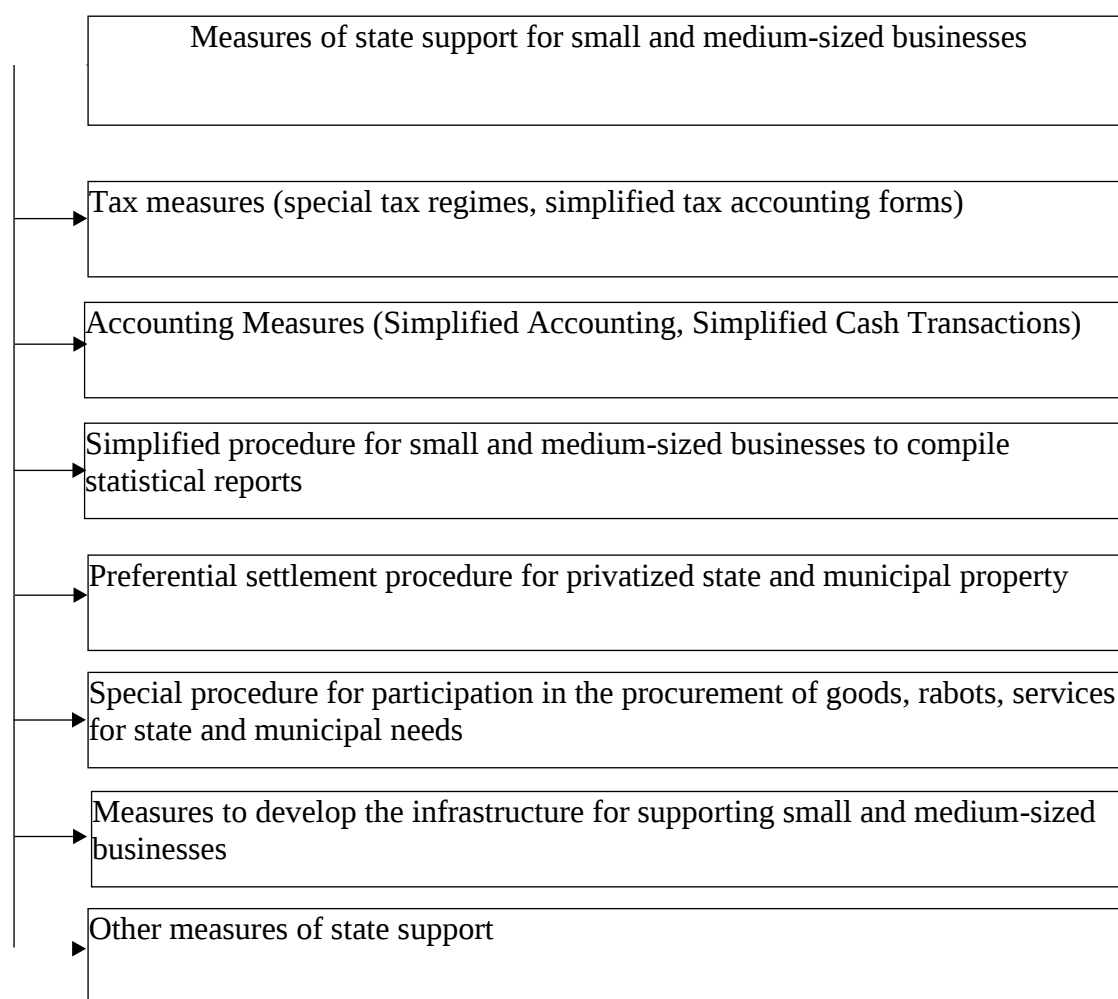


Figure 2 - Measures of state support for the implementation of the state policy in the field of small and medium-sized business development in the Russian Federation

The Russian Federation is actively implementing a number of measures to support small and medium-sized businesses, recognizing their importance for economic development and stimulating innovation. The state provides financial support in the form of concessional loans, grants and grants for the development and expansion of small and medium-sized businesses. This includes bank support programs, as well as investment funds and government financing programs. Various tax incentives, reduced tax rates and exemptions for small and medium-sized businesses have been introduced, which contributes to a lower financial burden on companies in this segment. The state invests in the development of infrastructure, specialized technology parks, innovation centers and startup support programs, providing access to resources and expertise for the development of new ideas and technologies. Educational programs, trainings and consultations for entrepreneurs have been created aimed at increasing their business skills, knowledge in the field of management and the basics of entrepreneurship. The Russian Federation creates the conditions for the implementation of measures to simplify bureaucratic processes and reduce the time to obtain the necessary documents and permits for starting and doing business. These measures are aimed at creating a favorable environment for the development of small and medium-sized businesses, stimulating entrepreneurial activity and contributing to the economic growth of Russia as a whole. These mechanisms should be discussed in detail in Table 1.

Table 1

Measures to support SMEs by the State

<i>Measures</i>	<i>Description</i>	<i>Regulations</i>
<i>Financial support</i>	<i>Concessional loans: State-owned banks provide loans under better terms for SMEs, lowering interest rates or providing concessional terms for loan repayments.</i> <i>Guarantees and sureties: The state provides guarantees and sureties on loans, which reduces risks for banks and facilitates obtaining financing for SMEs.</i> <i>Government grants: There are pro-programmes of grants to develop and support small and medium-sized businesses. These grants can be aimed at a variety of purposes, including developing new products, upgrading production and training staff.</i> <i>Investment funds: The State creates and supports investment funds that invest in prospective SME projects, providing them with access to additional financial resources.</i> <i>Tax credits: SMEs are entitled to various tax credits, including reduced tax rates, exemption from some tax payments or deferred tax payments.</i> <i>Financial support under subsidy programs: Programs are being carried out to subsidize interest rates on loans, which reduces the financial burden on SMEs when receiving funding.</i>	<i>1. Federal project "Creating favorable conditions for implementation activities of self-employed "[5] citizens"</i> <i>2. Federal project "Creating conditions for an easy start and comfortable business" [6]</i>
<i>Property support</i>	<i>Subsidies and assistance in obtaining premises: The state provides subsidies for the lease or purchase of premises for SMEs, as well as helps in finding and providing suitable retail and production space.</i> <i>Land benefits: For the development of SME business, land benefits are provided for the construction or expansion of production areas.</i> <i>Technical re-equipment: The state can support SMEs in purchasing modern equipment and technologies by providing preferential conditions or partial financing.</i> <i>Support for Innovation and Research: Support measures include grants and subsidies for research, re-development of new products and technologies, stimulating innovation activity.</i> <i>Promotion of exports: The state provides support for SMEs, who like to develop export directions, including benefits when issuing ex-tailor transactions and participation in international exhibitions and programs.</i>	<i>1. Federal project "Creation of a system of support for farmers and the development of rural cooperation" [7]</i>

<i>Consulting support</i>	<i>Online platforms and portals: Government and commercial online resources provide SMEs with access to information on business planning, tax rates, legal aspects, current pro-support programs and financial resources.</i> <i>Advice and training: Public and private organizations provide advice and training on business management, financial planning, marketing and other aspects of business.</i> <i>Informational seminars and webinars: Various events are held, such as seminars, conferences and webinars, where entrepreneurs receive information about new trends, innovations and opportunities for business development.</i> <i>Information support in the field of legislation: Provision of information on legislative changes, business rules, licensing and certification, which helps SMEs to be aware of all relevant requirements and regulations.</i> <i>Support for market access: Information assistance in finding partners, customers, participation in tenders and cooperation at the international level.</i>	1. Federal project "Acceleration of small and medium-sized businesses" [8]
<i>information support</i>	<i>Online platforms and portals: Government and commercial online resources provide SMEs with access to information on business planning, tax rates, legal aspects, current pro-support programs and financial resources.</i> <i>Advice and training: Public and private organizations provide advice and training on business management, financial planning, marketing and other aspects of business.</i> <i>Informational seminars and webinars: Various events are held, such as seminars, conferences and webinars, where entrepreneurs receive information about new trends, innovations and opportunities for business development.</i> <i>Information support in the field of legislation: Provision of information on legislative changes, business rules, licensing and certification, which helps SMEs to be aware of all relevant requirements and regulations.</i> <i>Support for market access: Information assistance in finding partners, customers, participation in tenders and cooperation at the international level.</i>	1. the federal project "Creation of a digital platform with a mechanism for targeted selection and the ability to remotely receive support measures and special services by SMEs and self-employed citizens" [9]

One of the striking examples of state support for small and medium-sized businesses can be the creation of accelerators and business incubators, according to statistics from the Association of Accelerators and Business Incubators, 363 organizations are registered in the Russian Federation, which allows you to successfully launch startups. The Russian Federation has a large number of outstanding scientific universities and institutions that contribute to the development of innovative activities, a striking example of this is the HSE, which implements the federal project "Artificial Intelligence" of the national program "Digital Economy." Small and medium-sized enterprises directly affect, due to the fact that business owners have a high motivation in the field of inventing new products and services in order

to occupy a high competitive level. Also, small and medium-sized enterprises have a flexible structure, which gives them the opportunity to take high risks and develop new products, services or technologies.

In 2023, about 5.9 million small and medium enterprises were registered in the Russian Federation, 60% of which are individual entrepreneurs, and 40% are legal entities. The state supports small enterprises in the form of creating support programs for SMEs and gives an advantage in public procurement, and medium-sized enterprises in the form of reimbursement of R&D costs, reimbursement of interest on loans for investment projects, as well as supports the creation and modernization of industrial park infrastructure, subsidizes working capital costs and concludes special investment contracts.

About 60 banks participate in the program of concessional lending to small and medium-sized businesses and stimulating lending to SMEs, the basis of which is the national project "Small and Medium Enterprises and Support for Entrepreneurial Initiatives," which have a number of conditions for small and medium-sized businesses:

- 1) Rates are set at up to 15% per annum for small businesses and up to 13.5% for medium-sized enterprises;
- 2) Loan provision period for small and medium-sized businesses up to 5 years;
- 3) Limits for small enterprises - 500 million rubles, and for medium-sized enterprises - 2 billion rubles

Banks also take into account solvency and financial indicators sustainability of enterprises.

There is also a program to allocate subsidies to compensate part of the R&D costs to support the innovative activities of Russian enterprises. This pro-gram implies that the enterprise should incur 30% of the R&D costs itself, and 70% is returned in the form of a subsidy, for this the enterprise should not have overdue payments on taxes, fees, fines and other payments. This subsidy is allocated for 3 calendar years.

The conditions under which the state provides support to individual entrepreneurs and legal entities conducting innovative activities in 2023 are as follows:

- 1) The state reimburses interest on loans for investment projects only if the enterprise receives a loan for the development of innovative activities, while it is financially stable and actively innovative.
- 2) The state supports the creation and modernization of the infrastructure of industrial parks in the form of renting production and technological premises, laboratories, provided that the enterprise conducts innovative activities.
- 3) The state supports enterprises that conduct foreign economic activity in the form of a deferral or installment plan for the payment of customs duties.
- 4) The state provides support for technology parks by providing laboratory production facilities.
- 5) The state grants a preemptive right to enterprises in public procurement, provided that the enterprise produces competitive products, and also has the opportunity to provide goods at a favorable price, compared to competing enterprises.

However, innovative activity is associated with a number of restrictions. For small and medium-sized businesses, bureaucratic barriers and financial difficulties arise. Attention should also be paid to intellectual property, at the moment there are problems with the protection of intellectual property, which can complicate activities in the field of innovation. Also an important aspect is the geography of innovative activities, activity in the field of innovative inventions is concentrated mainly in Moscow and the Moscow region, when the rest of the regions remain less developed. To better understand the advantages and disadvantages of the innovation incentive mechanism, the SWOT analysis, which is presented in Table 2, should be considered.

Table 2

SWOT analysis of state support measures for small and medium-sized businesses.

<i>Financial support</i>	
<i>Strengths:</i>	<i>Weaknesses:</i>
<i>Concessional loans: Provide access to capital with lower interest rates, contributing to business expansion.</i>	<i>Bureaucratic procedures: The long process of obtaining financial assistance can slow down the development of the enterprise.</i>
<i>Opportunities:</i>	<i>Threats:</i>
<i>Enterprise growth: Providing loans and grants can help small enterprises expand and increase their market share.</i>	<i>Bureaucratic hurdles: Long financial aid processes can be difficult for small businesses due to bureaucracy and constraints.</i>
<i>Property support</i>	
<i>Strengths:</i>	<i>Weaknesses:</i>
<i>Support for the purchase of equipment: Subsidies for the purchase of equipment reduce the initial costs of startups.</i>	<i>Restrictions on use: Some subsidies may have restrictions on the use of property for certain purposes, which may be restrictive for businesses.</i>
<i>Opportunities:</i>	<i>Threats:</i>
<i>Increased competitiveness: Co-temporary workspaces and equipment can help attract the best workforce and increase business competitiveness.</i>	<i>Dependence on public-private partnerships: Some businesses may be dependent on support or services provided by private or public entities.</i>
<i>Consulting support</i>	
<i>Strengths:</i>	<i>Weaknesses:</i>
<i>Business incubators: Provide training, space and resources for aspiring entrepreneurs, contributing to their successful start-up.</i>	<i>Consultation quality: Some counselors may not have enough experience or knowledge to provide helpful advice.</i>
<i>Opportunities:</i>	<i>Threats:</i>
<i>Professional development: Professional advice helps entrepreneurs improve their business management and development skills.</i>	<i>Consultation inefficiency: Some businesses may not see meaningful improvement or benefit from the advice received.</i>
<i>information support</i>	
<i>Strengths:</i>	<i>Weaknesses</i>
<i>Online platforms and portals: Provide easy access to information on all aspects of the business.</i>	<i>Information noise: Information may be overwhelmed or ambiguous, making it difficult to make decisions.</i>
<i>Opportunities:</i>	<i>Threats:</i>
<i>Increased efficiency: Access to up-to-date information helps improve business processes and management.</i>	<i>Source ambiguity: It is not always possible to determine the validity and credibility of information, which can be misleading.</i>

Thus, the results of the analysis revealed weaknesses and emerging threats to the innovative activities of Russian enterprises, however, to eliminate them, I proposed the following innovative proposals. For financial support, it is proposed to create a universal digital platform that allows entrepreneurs to fill out and send all the necessary documents online without unnecessary paper procedures.

Also implement automatic tax reporting tools based on digital technologies and related to accounting systems of enterprises for automatic reporting. For property support, the state needs to provide small and medium-sized businesses with training programs and resources for entrepreneurs to help them better understand the process of obtaining subsidies and use them most effectively.

And also, provide an online assistant or consulting service to help fill out and submit documents for subsidies. For consulting support, it is necessary to create online platforms where entrepreneurs can receive advice from experts in various areas of business through video conferencing or chats and develop knowledge bases and educational courses on various aspects of entrepreneurship - from financial management to marketing strategies - to provide access to information and training. For information support, you can create tools or form boards that filter and provide information based on the specific needs and interests of the entrepreneur, and set the direction for the development of the content

curation system, where experts select and recommend the most relevant and useful materials for entrepreneurs.

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TRANSFORMING ACCOUNTING: THE SYNERGY OF AI AND PRACTICAL EXAMPLES**Malkina Yana***Ph.D. in economics, Troyes, Grand Est, France*<https://orcid.org/0000-0002-3307-9398>

Abstract. The advent of Artificial Intelligence (AI) has brought about a profound transformation in various industries, and accounting is no exception. In examining companies in France, Ukraine, and Canada, this work highlights the diverse ways in which AI is integrated into accounting, emphasizing the its crucial role in reshaping the field.

The main part. Instances of synergy between accounting and AI in developing markets are vividly demonstrated by a range of entities, spanning from prominent large accounting firms to innovative startups. Among the Big Four accounting firms the integration of AI is clearly observable as they prioritize improving efficiency and precision. Deloitte has developed a tool called "Argus" that uses machine learning algorithms to analyze large volumes of data and identify potential risks. Ernst & Young created an AI-powered tool called "Auditor Assistant" that uses natural language processing to analyze audit reports and identify potential issues (Faggella D., 2020; Deloitte, n.d.; EY, n.d.). While big players integrate advanced algorithms into their core services such as auditing and strategic planning, startups often focus on niche solutions, bringing innovation to specific accounting processes. Examples include startups developing AI-powered invoicing systems, automated expense management tools, and predictive financial analytics platforms.

AI-powered tools play a pivotal role in transforming various aspects of accounting, enabling meticulous handling of data entry, reconciliation, and financial reporting (Patel. H., 2023). The comprehensive understanding of AI's components, examples, and applications helps to evaluate its impact on accounting, ranging from automation and fraud detection to data analytics and strategic financial planning.

In Automation in Accounting, technology emerges as a primary driver, seamlessly executing tasks that were once manual and time-consuming. Blue Prism France and SoftServe in Ukraine exemplifies this by demonstrating how AI-driven solutions provide a digital workforce, globally automating routine accounting tasks.

AI significantly enhances the capability of Fraud Detection by excelling at identifying anomalies within vast datasets. Companies like BNP Paribas and EY France utilize these advanced algorithms to safeguard financial integrity – a trend observed globally. In Ukraine, companies such as Infopulse incorporate similar technologies for enhanced security and risk mitigation. Another, ThetaRay and Palantir showcase global deployment of these technologies, providing advanced tools for financial safeguarding.

Data Analytics in accounting has evolved beyond traditional number-crunching, becoming a strategic partner in organizational decision-making. AI-powered tools from companies like Tableau and Qlik, operating in both French and Canadian markets, empower accountants with insights derived from extensive datasets. This shift towards data-driven decision-making enables businesses worldwide to optimize financial strategies and capitalize on emerging opportunities.

Strategic Financial Planning, a crucial aspect of accounting, benefits significantly from AI's predictive analytics capabilities. Providers such as Cegid Group in France and enterprise Element AI in Canada leverage advanced algorithms to analyze historical data, simplify managerial accounting, identify trends, and develop robust financial strategies. In Ukraine, companies like EPAM Systems contribute to shaping proactive financial strategies, emphasizing the universal applicability of these technologies. This approach allows businesses globally to anticipate market trends, manage risks effectively, and capitalize on growth opportunities.

Conclusion. The synergy between advanced technologies and accounting, exemplified by innovative companies across France, Ukraine, and Canada, continues to redefine boundaries. The financial and control sectors are poised for sustained growth, driven by the ongoing integration of AI innovation. Significant impacts are observed in key areas such as automation, fraud detection, data analytics, and strategic financial planning, drawing insights from pioneering companies worldwide.

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CLASSIFICATION OF THE DEVELOPMENT FACTORS OF THE MEDITERRANEAN TOURISM SECTOR**Tymoshchuk O.O.***Ph.D. of juridical sciences,
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State Pedagogical University.***КЛАСИФІКАЦІЯ ФАКТОРІВ РОЗВИТКУ СЕРЕДЗЕМНОМОРСЬКОГО
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Туризм є життєво важливим джерелом економіки у середземноморському басейні, де відпочинкова індустрія має велике соціальне та економічне значення майже для усіх країн. Однак екстенсивне та неконтрольоване зростання цієї галузі може негативно вплинути на ці крихотні природні території узбережжя. Майбутнє міжнародного туризму в державах Середземномор'я, визначається, як правило, внутрішніми чинниками, але водночас можна стверджувати, що зовнішні фактори, такі як глобальна зміна клімату, епідемії, міжнародна міграційна політика, тероризм і технологічний розвиток, можуть бути сильнішими у конкретній ситуації та періоді.

Деякі фактори покращення якості життя в країнах Північної Європи, скорочення робочого дня, оплачувані відпустки та збільшення швидкості масового транспорту активізували відпочинок. Туризм у Середземномор'ї упродовж тривалого часу вважався туризмом сонця, піску та моря, і середземноморський клімат досі є першим фактором привабливості для туристів з усього світу. Туризм не є однорідним явищем ні за своїм походженням, ні за своїми характеристиками. Туризм набагато більш розвинений у північній частині Середземномор'я, хоча останнім часом широкого розвитку він набуває також і на півдні. Упродовж тривалого часу нестабільна політична ситуація та недостатня наявність інфраструктури були головними причинами цієї невідповідності. Статистичні дані, надані Всесвітньою туристичною організацією (UNWTO), не роблять жодних відмінностей між регіонами (тобто середземноморськими регіонами та атлантичними регіонами). Коли ми підтверджуємо, що на середземноморські країни припадає 30% світових туристичних прибуттів, ми розглядаємо туристичні потоки усіх країн регіону. Упродовж останніх десятиліть середземноморське узбережжя зазнавало значного тиску, але він розподіляється нерівномірно, здебільшого зосереджений у північній частині Середземного моря та на час літнього сезону [5, с. 25].

Тенденції розвитку міжнародного туризму в Середземномор'ї залежать від впливу зовнішніх і внутрішніх чинників стосовно кожної конкретної країни, від кон'юнктури попиту, що склалася на ринку туристичних послуг і, звичайно, від бажання людей здійснювати подорожі та отримувати позитивні враження від різноманітних поїздок. Зовнішні і внутрішні чинники можуть як позитивно, так і негативно впливати на розвиток туризму, на кількісні зміни туристичних потоків, на особливості інвестиційної діяльності у сфері туризму і дохідність галузі порівняно із іншими напрямками економічної діяльності країн. Особливу функцію виконують такі чинники, котрі впливають на розвиток туристичної індустрії, динаміку туристського потоку та зміни прибутковості галузі у середземноморському регіоні. Ґрунтуючись на дослідженнях зарубіжних та вітчизняних вчених, були сформовані основні групи класифікаційних факторів, що впливають на розвиток туристичної сфери Середземномор'я, а саме: соціально-економічні фактори, географічне розташування; природно-рекреаційні фактори; історико-культурні чинники; медико-санітарні фактори; політичні чинники; екологічні чинники [1-4].

Узагальнюючи вищезазначене, можна дійти висновку, що розвиток туристичного сектора Середземномор'я визначається впливом значної кількості факторів, котрі виступають причиною залучення відпочиваючих у туристичну інфраструктуру регіону, а саме: - зростання доходів населення, що призводить до збільшення витрат на туризм; - зростання урбанізації та погіршення якості навколишнього середовища, що сприяє все більшому попиту на туристичні послуги; - збільшення кількості вільного часу, що сприяє розвитку туризму; - розвиток транспортних засобів, що дозволяє зробити доступнішими туристичні ресурси інших країн та віддалених регіонів; - швидкий розвиток та вдосконалення засобів масової інформації та інформаційних технологій, що дозволяє розвивати рекламу та швидко обслуговувати мільйони туристів.

Більшість країн Середземномор'я беруть участь у процесі розвитку туристичних дестинацій та відпочинкової інфраструктури - будівництва сучасних готелів, розвитку мережевого готельного бізнесу і, що найголовніше, за кількісними характеристиками туристичних потоків та величиною доходів від туристичної діяльності займають певні рейтингові позиції, які не є незмінними, а постійно змінюються, що підтверджується даними Всесвітньої туристичної організації (UNWTO). Про інвестиційну активність Середземномор'я свідчить переміщення капіталу в туристичну сферу регіону з боку провідних міжнародних фінансових інституцій, зокрема Європейського банку реконструкції та розвитку. У 2022 році надходження від міжнародного туризму знову зросли до позначки в 1 трильйон доларів США, збільшившись на 50 % у реальному вираженні порівняно з 2021 роком, завдяки значному відновленню світових подорожей. Витрати міжнародних відвідувачів досягли 64 % від рівня до пандемії (Південне та Східне Середземномор'я – другий за величиною регіональний одержувач інвестицій ЄБРР у 2022 році). Лише за минулий рік в 50 проєктів у регіоні було інвестовано понад 2,4 мільярда євро. Рекордний загальний обсяг інвестицій Банку в 13,1 мільярдів євро було вкладено у 431 проєкт в 36 країнах у 2022 році. Європейський банк реконструкції та розвитку (ЄБРР) опублікував інформацію про рекордні інвестиції у розмірі 2,4 мільярдів євро в 50 проєктах у південному та східному середземноморському регіоні (SEMED) в 2022 році, підтримуючи економіку своїх інвестованих компаній у надзвичайно складному глобальному економічному середовищі [5, с. 95-99].

Класифікацію факторів розвитку туристичної індустрії середземноморського регіону можна здійснити за ознаками позитивного та негативного впливу [2, с. 9]. Позитивні впливи фізичного характеру: - надають довгострокове обґрунтування захисту та збереження природних ресурсів, а також збереження біоресурсів; - сприяють покращенню якості фізичного середовища, доступного для місцевих громад; - створюють економічне обґрунтування у відновленні деградованого середовища.

Фактори соціально-економічного спрямування: - створюють економічні умови для розвитку природного чи збудованого середовищ, та формують умови постійної зайнятості населення; - формують фінансові ресурси, які можуть бути використані для природоохоронної діяльності; - заохочують малі та середні підприємства до підтримки туристичного бізнесу; - підвищують рівень та якість життя місцевого населення (через надходження іноземної валюти та податків), а також через можливість користуватися туристичними послугами (ресторани, місцевий транспорт, спортивно-оздоровчі заклади); – підвищують рівень платоспроможності населення, економічну стабільність та відсутність криз.

Культурно-освітній позитив: – наявність об'єктів культурно-історичної спадщини; - розвинена екскурсійна мережа маршрутів територією країн; - наявність об'єктів розміщення різного рівня комфортності; - велика різноманітність об'єктів курортного відпочинку; - наявність готелів міжнародних мереж; - підтримка місцевої культури та мистецтва (музика, театри, фестивалі), а також відкриття нових ринків для місцевих ремесел; - зміцнення національної ідентичності і традицій населення середземноморських країн.

Водночас, мають місце і негативні впливи різноманітних факторів, котрі суттєво підривають імідж туристичної індустрії Середземномор'я, зокрема, також фізичного характеру: - руйнуються природні території через нове будівництво; - надмірний розвиток тисне на крихке природне середовище; - порушуються екосистеми диких тварин; - створюються умови для забруднення навколишнього середовища; - місцеві ресурси (вода, земля тощо) спрямовуються на розвиток туризму, формуючи невідгідне становище місцевого населення.

Негативний вплив соціально-економічного характеру проявляється у наступному: - використовуються середовища для отримання прибутку іноземними туристичними фірмами,

котрий перекачується за межі країни; - порушуються традиційні моделі зайнятості і місцева соціокультурна структура; - отримуються економічні вигоди для імпорту матеріалів, продуктів харчування, типових для західного суспільства, але чужорідних для певної місцевості, особливо країн Північної Африки; - нав'язуються моральні норми, характерні для розвинених країн, у місцеві громади; - створюється соціальна напруга між відпочиваючими та місцевими мешканцями [1, с. 511].

Постійне зростання людської діяльності навколо прибережних міст Середземномор'я сильно вплинуло на якість їхнього навколишнього середовища та завдало шкоди біорізноманіттю. Це може вплинути на соціальні та економічні сектори, головним чином на морський і прибережний туризм, який є основним двигуном економіки міст і джерелом доходу для населення, що проживає навколо цих районів. Прибережний туризм залежить головним чином від фізичного середовища та різноманітних природних ресурсів, таких як рибацтво, аквакультура та якість води. Діяльність, що здійснюється в індустрії туризму, може сприяти виникненню багатьох екологічних проблем, включаючи зміну клімату, виснаження та втрати природних ресурсів, забруднення води та повітря, світлове та звукове забруднення, що спричиняє порушення та зникнення окремих видів середземноморської флори та фауни [4, с. 1058].

Прибережні середземноморські міста відомі винятковими погодними умовами, що робить цю територію одним із найвидатніших напрямків глобального туризму, і очікується, що до 2030 року середземноморський регіон досягне приблизно 500 мільйонів міжнародних прибуттів. Окрім цього, щорічне зростання кількості туристів у Північній Африці та Європі становить 13% [3, с. 181]. Стале зростання туристичної діяльності позитивно вплине на соціальний та економічний сектори, але вплив на прибережне середовище може бути негативним на усіх рівнях (забруднення, відходи, інфраструктура та середовища проживання, які вже перебувають під тиском. Отже, середземноморські прибережні країни континенту завдячують своїм сучасним рівнем туризму своїй історичній спадщині, визначним природним і культурним пам'яткам та географічному розташуванню. Окрім історичної спадщини, важливими факторами активізації туристичної індустрії Середземномор'я є якісна відпочинкова інфраструктура, ефективне просування туристичних послуг, цільовий маркетинг і високий попит з усіх регіонів світу.

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INFLUENCE OF INDIVIDUAL PERSONALITY TRAITS ON THE EFFECTIVENESS OF PROFESSIONAL ACTIVITY**Zemskov Dmitriy Andreevich***Student of the Russian Customs Academy, bachelor's degree*

УДК: 331.445

**ВЛИЯНИЯ ИНДИВИДУАЛЬНЫХ СВОЙСТВ
ЛИЧНОСТИ НА ЭФФЕКТИВНОСТЬ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ****Земсков Дмитрий Андреевич***Студент Российской Таможенной академии, бакалавр***Abstract****Background.**

The aim of this study is a comprehensive analysis and assessment of the impact of individual personality traits on the effectiveness of professional activities. The research will involve an analysis of the structural and functional components of professional activities, taking into account individual characteristics. Additionally, the study aims to identify the levels of influence these traits have on achieving optimal results in various areas of the professional sphere. The obtained results will contribute to a deeper understanding of the relationship between personality traits and the success of professional activities. This insight can be a valuable contribution to the development of personnel management strategies and professional development.

Methods.

To achieve the set goal, a comprehensive set of research methods was applied. At the beginning of the study, a review of contemporary scientific literature was conducted to identify the main theoretical and practical aspects of the influence of individual personality traits on professional activities. Subsequently, a structural-functional analysis of professional activities in various fields was carried out, with a focus on identifying key components amenable to measurement and evaluation.

For quantitative analysis of the impact of individual traits, a survey method was employed. The compiled questionnaire included questions aimed at identifying key individual characteristics and assessing their influence on various aspects of professional activities. Respondents were representatives from various professional fields.

In addition, interviews were conducted with highly qualified specialists to obtain in-depth research data regarding the influence of personality traits on making strategic professional decisions.

The survey and interview results underwent statistical analysis and interpretation, allowing for the identification of patterns in the relationship between individual personality traits and the effectiveness of professional activities.

Keywords: Manager, Human Resources, Acmeology**Introduction**

In contemporary society, the issues of professional efficiency and its correlation with individual personality traits are the focus of attention for a wide range of researchers and practitioners in the field of personnel management. The development of competitive and successful organizations increasingly depends on the competence and professionalism of their employees, emphasizing the importance of studying factors influencing work effectiveness.

This study aims to systematically investigate the impact of individual personality traits on the performance of professional activities. The relevance of this problem is driven by the need for a deeper understanding of mechanisms that determine success in professional functioning across various domains.

The research will involve analyzing existing theoretical approaches to issues of professional efficiency and individual characteristics. The application of structural-functional analysis and survey

methods will help identify key components of the interaction between personal traits and success in the professional sphere.

The goal of the study is to develop a profound understanding of how individual personality traits influence the efficiency of professional activities, aiming to formulate recommendations for personnel management and enhance the quality of professional development. The obtained results are expected to be applied in the practice of human resources management to improve overall labor productivity and achieve high levels of competitiveness in the modern business environment.

Influence of Individual Personality Traits on the Effectiveness of Professional Activity

In the research conducted by scholars, professionalism is considered in the dialectical unity of the substructure of professional activity and the individual traits of personality, as can be inferred from the basic definitions of these concepts.

Professionalism in activity, according to A.A. Derkach and V.G. Zazykin, is a qualitative characteristic of the subject of activity reflecting high professional qualifications and competence, a variety of effective professional skills and abilities, mastery of modern algorithms and methods for solving professional tasks, the development of certain personal qualities, enabling the performance of activities with high productivity. Personal professionalism is a qualitative characteristic of the subject of labor reflecting a high level of development of professionally important and personal-business qualities aimed at the progressive development of the specialist¹.

Applied to the manager's activities, personal professionalism is a qualitative characteristic of the manager reflecting the level of development of his professionally important qualities, personal-business qualities, communicative tolerance, volitional potential, social adaptability, and emotional stability directed towards the progressive development of him as a specialist.

Professionalism in activity is a qualitative characteristic of the subject of activity – the professional qualifications and competence of a personnel manager, his professional skills and abilities, mastery of algorithms and methods for solving professional tasks, etc. Therefore, professional readiness reflects the unity of individual traits of personality and the formed competence.

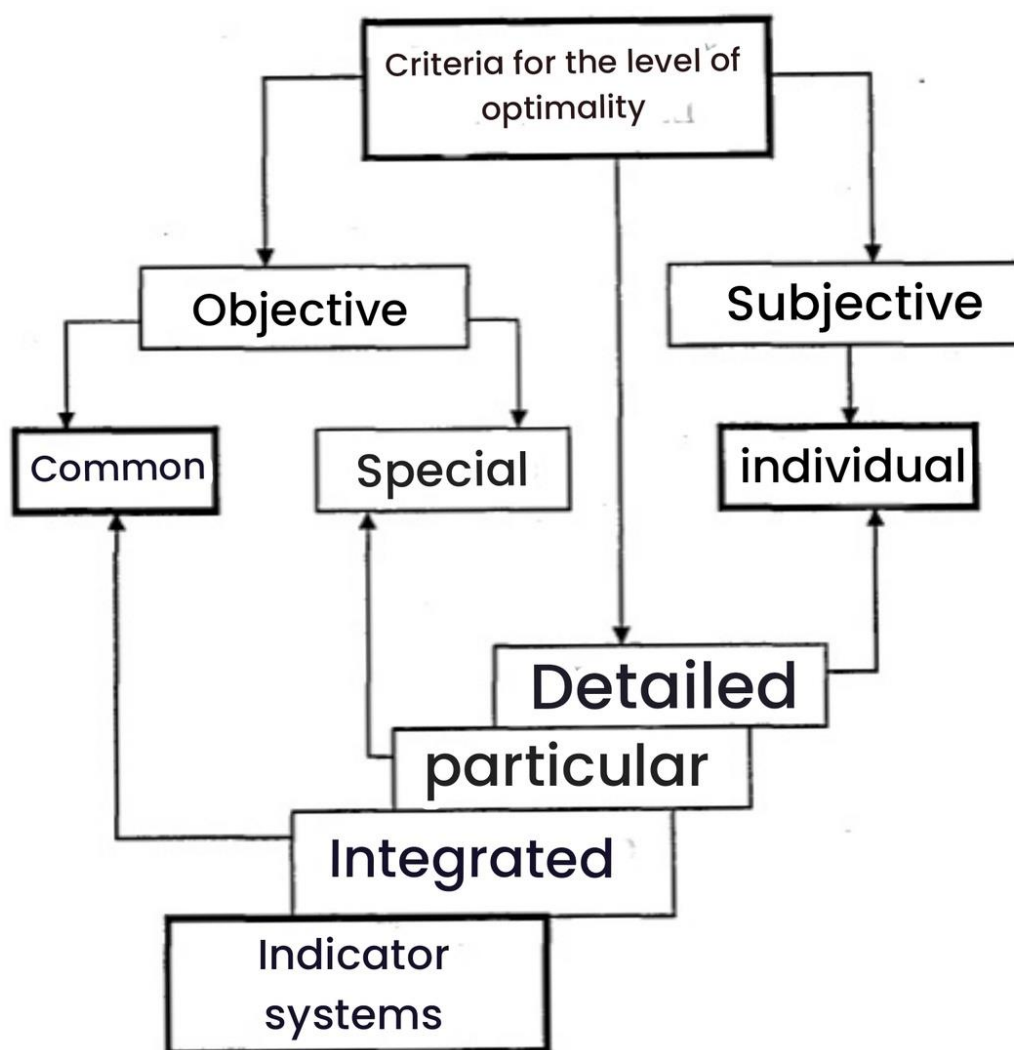
These scientific definitions will form the basis for further empirical research.

Acmeological-psychological studies indicate that criteria and indicators can be simultaneously objective and subjective. According to A.A. Derkach and V.G. Zazykin, "many characteristics of professionalism are subject to direct measurement, assessment, and comparison using reliable and tested methods. Subjectivity is associated with the features of self-esteem, self-control, and the self-image of the subject of development»².

The assessment of the effectiveness of a manager's professional activity is based on determining to what extent their activities contribute to the achievement of the organization's goals. The effectiveness of the professional activities of a personnel manager can be assessed by taking into account their key professional roles: organizer and methodologist of personnel work; an employee of the personnel department; an official within their competence, developing and making personnel decisions.

¹Derkach A.A., Zazykin V.G. Professionalism of Activity in Special and Experimental Conditions (Psychological-Acmeological Foundations). – Moscow: MAAN, 2008, p. 102.

² Derkach A.A., Zazykin V.G. Acmeology. – St. Petersburg: Peter, 2003, p. 256.



"Fig. 2. Classification of criteria, indicators, and levels of optimal professional development (according to A.A. Derkach and V.G. Zazykin)."

From the perspective of systematicity and complexity, the essential indicator of effective professional managerial activity is the state of the organization's human resources potential. The human resources potential of the organization serves as a characteristic of the collective ability of employees to professionally perform their functional duties.

The human resources potential of a commercial organization has qualitative and quantitative aspects. The qualitative aspect includes the level of health, physical and intellectual development, managerial, informational, and legal culture of the employee. The quantitative aspect is characterized by the number of organization employees, their educational and professional qualification structure³. The main direction of the organization's personnel policy is the effective utilization and development of human resources potential.

Thus, the individual personality traits of the manager and the state of the organization's human resources potential can be considered as the main indicators of the effectiveness of the personnel manager's professional activity.

The activity of personnel selection manager is a purposeful, self-organizing, and developing socio-psychological system of interconnected personal, structural, and functional components related to solving managerial tasks and achieving new results in accordance with the main goal⁴. In terms of content, the manager's activity is among the most complex types of professional activities and requires various complex abilities, qualities, and skills integrated into systemic structures.

³ Sitnik S.N. *Acmeological Conditions and Factors of Productive Professional Activity of the Personnel Department Manager*. – Moscow, 2003, pp. 94–95.

⁴ Markova A.K. *Psychology of Professional Development*. – Moscow: RAGS Publishing, 2007, p. 23.

A.A. Derkach characterizes the mastery of abilities and techniques for solving managerial tasks as the ability to creatively solve managerial problems (cognitive, operational-activity, and motivational-value components).

The cognitive component encompasses knowledge acquired through education.

The operational-activity components of readiness for professional activity are acmeological invariants, including:

Developed anticipation – the ability to foresee and anticipate the outcome of activities.

High level of self-regulation, enabling resistance to negative influences, quick adaptation to work conditions, and the preservation of effectiveness and efficiency.

Decision-making skills.

These characteristics are universal and decisive for any type of professional activity.

The motivational-value component determines the direction of a manager's personality in professional activities. It reflects the moral and psychological content of professional readiness and includes a need for creativity, the desire for independent goal-setting and achievement, the aspiration for volitional guidance in achieving these goals, and self-concept⁵.

The prerequisites for successful managerial activity include specific psychological and acmeological invariants:

Creativity expressed in imaginative thinking, managerial thought, and imagination.

Communicative competence, fostering the development of the manager's intellectual culture and improvement of interpersonal relationships.

Self-assessment, playing a crucial role in regulating the activities of the manager and incorporating cognitive, affective, and behavioral aspects.

The challenge of developing psychological criteria for the professional activity of managers is closely related to the issue of professionalism criteria. Researchers have identified several universal criteria for solving psychological tasks.

In scientific research, their content has been thoroughly explored by scholars such as A.A. Bodalev, E.N. Bogdanov, A.A. Derkach, V.G. Zazykin, N.V. Kuzmina, A.K. Markova, A.A. Rean, and others. These criteria can be considered universal (generalized), and this assessment has been validated and consistent with acmeological approaches and applied research (A.A. Derkach, N.V. Kuzmina, S.L. Kandybovich, L.G. Laptev, A.K. Markova, V.G. Mikhaylovsky, and others). These criteria can also be specific and detailed (A.A. Derkach, L.G. Laptev, and others). A.K. Markova identifies the following integral and detailed psycho-acmeological criteria⁶:

Objective criteria related to the quality and productivity of activity.

Subjective criteria related to achievements.

Processual criteria, which are characteristics of the techniques, methods, algorithms, and technologies used.

Individual-variant criteria, manifested in the desire for self-realization in professional activity.

Creativity criterion, reflecting the creative nature of activity.

Criterion of social activity and competitiveness.

All these criteria can be used to evaluate the professional activity of a personnel selection manager. Important psycho-acmeological indicators are those that can provide a quantitative assessment. If the criteria reflect integrative aspects, their indicators represent specific or detailed properties⁷.

Achieving professionalism in a manager is linked to the development of personal qualities, such as:

Goal orientation, initiative, and organization.

Character traits (perseverance, determination, consistency).

Intellectual qualities, the improvement and enrichment of professional skills, and the unfolding of creative potential.

- Moral self-improvement of the individual⁸.

These qualities contribute to the overall assessment of a manager's professional competence and effectiveness in personnel selection.

⁵ Derkach A.A. Acmeology: Personal and Professional Development of a Person. Books 1-5. Acmeological Foundations of Management Activity. Book 2. – Moscow: RAGS, 2006, p. 283.

⁶ Markova A.K. Psychology of Professionalism. – Moscow: "Znanie," 2006, p. 308.

⁷ Fyodorina A.P. Political Acmeology: Educational and Methodical Guide. / Ed. by A.A. Derkach. – Moscow: RAGS, 2006, p. 167 – 169.

⁸ Derkach A.A., Zazykin V.G., Sinyagin Yu.V. Monitoring of Personal and Professional Development in the System of Training and Retraining of Civil Servants. – Moscow: RAGS, 2009, p. 163.

In contemporary scientific literature, there is a scarcity of works that comprehensively describe the criteria and levels of influence of individual personality traits on the effectiveness of a manager's professional activity. Analyzing the structural-functional components of professional activity and studying the results of various research dedicated to the issue of managerial activities (I.N. Drozdov, S.P. Dyrin, I.B. Durakova, S.V. Ivanova, A.Ya. Kibanov, and others), three levels of activity have been identified: high, medium, and low.

With the increasing level of acmeological-psychological activity of a personnel selection manager, a more comprehensive and creative use of various methods, techniques, and means of work is observed. A high level is ultimately determined by achieving the organization's goals and tasks related to sustainable competitiveness in the market and profit generation, as well as the development of all components of the manager's professional-personal qualities. This is influenced by practical experience and knowledge of the specifics of work in a particular field, especially related to solving labor motivation problems, contributing to the effectiveness of the commercial organization.

The medium level is characterized by the organization's less stable position in the market, insufficiently developed personal-professional qualities of the manager, manifested in the inability to use a full set of personnel selection methods, limiting themselves to certain methods that are not always successful and may not be suitable for the organization's staff. There is also an underdeveloped ability to solve employee motivation problems, leading to unstable organizational performance.

The low level is characterized by a critical market position, low competitiveness, and the absence of necessary knowledge and skills in personnel management and motivation. This is associated with a low level of knowledge and skills in organizational work.

In conclusion, a manager's activity will be more effective if the individual traits of the manager are taken into account in its structure.

Summing up within the scope of the conducted research, work efficiency is considered one of the leading components and a criterion for professionalism. Specifically, it is pointed out that work efficiency is an overarching criterion for the quality of activity. The success of a company increasingly depends on the quality of its human resources. The primary task of working with personnel in a modern organization is to create and develop the company's human resources by enhancing their professionalism.

Conclusion

The conducted research dedicated to the influence of individual personality traits on the effectiveness of professional activities has revealed several key regularities and important aspects affecting success in various fields of work.

Structural-functional analysis of professional activities has identified the correlation between individual personality traits and its performance. Survey methods have quantitatively assessed the degree of influence of various personality characteristics on different aspects of professional activities.

The research results underscore the importance of considering individual personality traits when forming personnel management strategies and developing professional training programs. The interconnection between personal qualities and success in work highlights the necessity for personalized approaches to human resource management.

The obtained results provide practitioners and researchers with a valuable foundation for developing more effective methods of personnel selection, assessing professional potential, and enhancing the personal qualities of employees.

In summary, it can be concluded that individual personality traits play a substantial role in shaping effective professional activities. Attention to this aspect not only enriches the theoretical understanding of human resource management but also provides specific recommendations for enhancing the productivity and competitiveness of organizations in the conditions of the modern business environment.

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FINANCIAL AUDIT AS A QUALITY CONTROL SYSTEM THE ENTIRE PROCESS MANAGEMENT ORGANIZATION

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Abstract

Subject. A financial audit is a comprehensive audit of the economic and financial condition of an organization, checking the reliability of information in the financial statements of the organization, as well as analysis and assessment of the prospects for its development, which can be carried out both by specialists of the organization itself (internal audit) and by third-party audit companies commissioned by management (independent audit).

In practice, the financial audit of an enterprise is more often considered as a very narrow concept, usually including the classic mandatory audit of financial accounting statements.

Goals. The main purpose of an independent audit is to assess the correctness of accounting in the audited company, as well as to verify the reliability of the financial statements.

Methodology. The purpose of the audit is to analyze the profitability and efficiency of the company's core, financial and investment activities. To accomplish this task, a detailed study, analysis and assessment of the information presented in the financial statements of the organization and an analysis of financial and economic activities are required. The study, using analytical methods, examined the processes occurring at enterprises in the creation, development and application of methods, tools and procedures necessary for the formation, implementation and functioning of the financial audit system in various organizations. The audit should be designed to ensure that the necessary procedures are performed to provide the auditor with sufficient and appropriate audit evidence.

Conclusions. As a result of the study, the theoretical principles of financial audit were developed, its goals, objectives, basic principles, directions of development were clarified, and the role and main content of standards in organizing and conducting a financial audit were determined, ensuring high-quality performance and proper registration of the results of a financial audit. Financial statements contain a significant amount of financial information for analysis, on the basis of which large companies are clearly ranked in various ratings. And the ratings, in turn, serve as a guide for the direction of capital flows.

Keywords: Accounting reporting, financial audit, management efficiency

To ensure effective operations in modern conditions, an organization must have accounting, control and analytical information, which, on the one hand, ensures the formation of reliable accounting (financial) statements, on the other hand, allows managers and owners to develop and make informed strategic and operational-tactical decisions.

When carrying out entrepreneurial activities in organizations, a complex "economic" mechanism with many independent and interacting systems operates. They are accounting and financial control. These systems in organizations are combined not only with a common target orientation as a management function, but also with stages of implementation: preparation of economic information about an economic entity, its analysis and evaluation, correction of errors with the participation of financial audit services.

The development of organizations acting as owners of the means of production and products of labor largely depends on the safety of these means and the efficiency of their use. Features of the financial audit of enterprises are determined by their complex organizational structure, territorial remoteness of branches, and the large proportion of fixed assets in assets. [1–7]. The objectives of the article are to determine the fundamentals of financial audit taking into account Russian specifics, to

study and justify the need to organize financial audit at enterprises, to develop recommendations for its implementation and implementation.

In accordance with the formulated goals, it is necessary to solve the following tasks:

- identify the reasons that led to the increase in the importance of financial audit;*
- develop the theoretical provisions of financial audit, clarify its goals, objectives, basic principles, directions of development;*
- determine the information and analytical base of the financial audit;*
- enrich and improve methodological techniques and technical methods for checking documents and accounting registers;*
- justify the place and role of financial audit in the management system of a multi-branch enterprise;*
- reveal the principles and stages of creating an internal audit service, propose options for its organization, develop standards regulating the activities of the internal audit service;*
- determine the stages of preparing an enterprise with an extensive branch network for a financial audit, propose a methodology for conducting a financial audit of a branch of the enterprise.*

The subject of the study was the theoretical aspects, methodological and practical issues of organizing a financial audit, as well as the essence, forms, methods of organizing and conducting financial audits of enterprises. A financial audit in the classical sense is an audit of financial statements, which is carried out either at the initiative of the owner or as part of an annual audit of organizations.

Now financial control occupies almost the most important place in the management of organizations. Moreover, taking into account the fact that management systems are constantly being transformed. In any country, market relations must develop in a civilized manner. And the basis of trust between partners is full knowledge of the financial side of the enterprise. To resolve such issues, there is an audit - a financial control system. It is carried out in relation to enterprises by state control bodies, as well as within the subject.

Financial auditing is often mistakenly called "financial currency control." In fact, financial control is implemented using tools such as credit, price, profit. This is an element of financial management. As a final result of the financial audit, the management system should receive complete information about the state of the budget and its use, business development, and compliance with tax requirements. At the same time, from the economic side, the interests of the state, the head of the organization and employees, the tax inspectorate, shareholders, and also the founders of the entity do not coincide, since each of them is trying to find benefits for themselves. For example, if we take government bodies, their interest is in receiving maximum taxes. And so does each of the inspection bodies. Many organizations, in order to pay less taxes and have more profit than before, distort the correctness of accounting data. [5].

Basically, to confirm the reliability of financial statements, an audit report is required by the courts, prosecutors and investigators, and government governing bodies. The need for such checks arises mainly due to the bias of the information provided by the administration, the consequences of decisions made, and the lack of information from the user when assessing quality. During the audit, the preparation of financial statements and balance sheets are not ignored. There are certain financial audit standards and their norms. Such standards ensure maximum audit quality and help users integrate into the audit process itself.

Distinguish between internal and external financial audit

An external audit is understood as an independent examination and analysis of the published financial statements of a business entity in order to determine its reliability, completeness and compliance with the law, as well as consulting on accounting, tax, financial, organizational and other issues.

Internal audit, in contrast to external audit, is carried out by employees of the enterprise itself (an independent structural unit or management) and is intended for internal control over the financial condition, sources of costs, diagnosing the management system, identifying reserves and providing the administration with recommendations for improving the efficiency of the enterprise's economy.

The external auditor reviews the activities of the internal audit function and its impact on external audit procedures, if any.

Picture 1.

<i>Types of financial audit</i>		
	<i>Financial audit</i>	
<i>External audit</i> is a review of financial statements carried out with the aim of forming an impartial opinion on an objective basis. A financial and economic audit of an organization includes an audit of accounting accounts, accounting, management and tax reporting, which is carried out at the request of the organization itself. The idea of the procedure is to ensure that the property status and activities of the company are consistent with official reporting. In these cases, the auditor is an independent person who has no connection with the company.		<i>Internal audit</i> is an independent function created in an organization to review and evaluate its activities, carried out by employees of the company itself. The goal is almost always to reconsider processes within the company and propose new solutions. Internal audit is voluntary or carried out at the request of the organization's management.

Financial audit is an element of financial management. And financial management, in turn, is directly related to finance. It is designed to solve two main problems: how to earn money and how to distribute it wisely later. The main element of financial analysis is the derivation of financial ratios. A full analysis of the liquidity, solvency of the enterprise, as well as turnover and return on capital is carried out.

The purpose of a financial audit is to correct and eliminate significant misstatements in financial statements. Misstatements include various types of missing or incorrect information, which can lead to large discrepancies and change the perception of the financial condition of the company under study [13].

Today, an increasing number of companies use financial audit services. And this is absolutely understandable, because financial auditors are faced with very serious tasks.

1. Financial audit provides significant assistance in the formation of the company's accounting and accounting policies, helps ensure the stability of accounting, as well as taxation.

2. It allows you to check tax accounting and carries out a thorough check of tax accounting registers. Namely, these factors reflect the performance of the company.

3. Financial audit provides qualitative and quantitative analysis of the company's financial condition; for this purpose, various methodological and analytical procedures are carried out.

4. During a financial audit, a thorough analysis of activities is carried out from the point of view of the real economic indicators of the company.

5. With the help of a financial audit, you can objectively assess the effectiveness and efficiency of individual economic transactions carried out by company employees.

6. Financial audit necessarily monitors the legal side of the company's activities, which is very important. In addition, financial auditors will always give valuable recommendations on how to correct a particular situation.

The concept of "audit" abroad is currently used in specialized literature and in practice in a broad sense: audit includes various types of activities, the main ones being independent verification, assessment, examination of the reliability of accounting, financial statements and other documents.

The final stage of a financial audit involves summarizing and assessing the results of checking the correctness of accounting (budget) accounting, compliance with the requirements of laws and other regulatory legal acts on the generation of state revenues and the use of budget funds, as well as compiled financial statements for their reflection in the audit report.

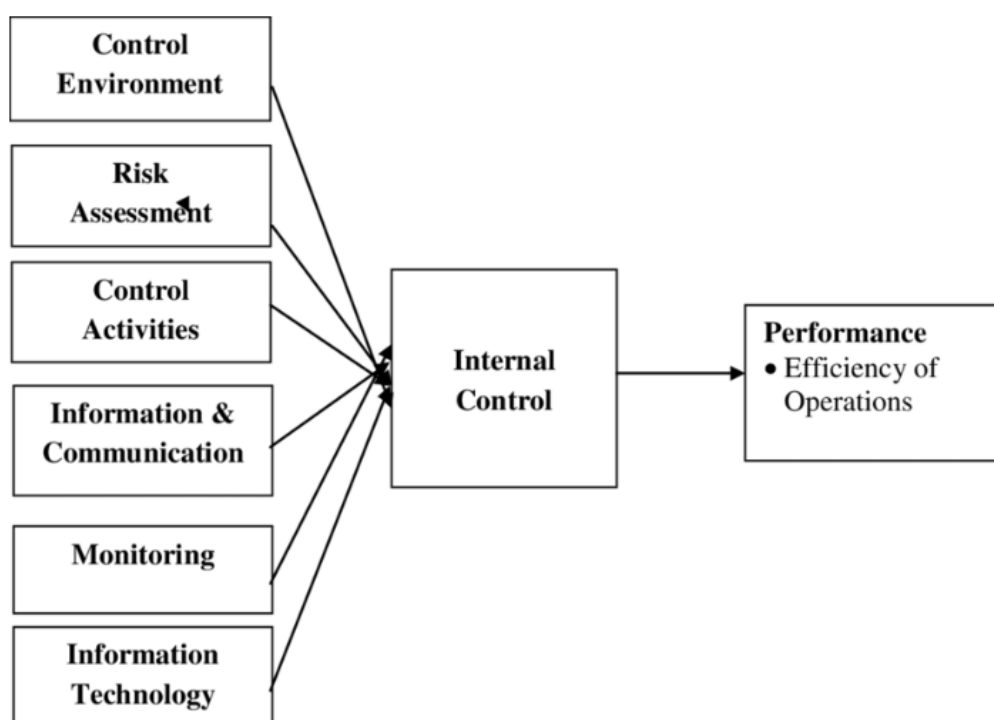
According to international standards, internal audit is the activity of providing independent and objective guarantees and consultations aimed at improving the activities of the organization.

Internal audit helps an organization achieve its objectives by using a systematic and consistent approach to assessing and improving the effectiveness of risk management, control and corporate governance processes.

Based on the results of the audit of the organization's financial statements, its management receives:

- 1. independent expert opinion on the solvency, profitability of the company, turnover of its capital;*
- 2. a full report on all the factors of interest to him (the value of the company's net assets, the state of receivables and payables, including loans and credits, long-term and short-term financial investments, transactions with related parties, unaccounted liabilities, sales volumes and inventories, etc.).*

From the practice of introducing an internal audit service, it follows that the creation of audit committees is typical for foreign companies, and in the conditions of world reality, preference is often given to internal audit units, since the procedure for creating audit committees and their functioning currently do not have sufficient legislative support.



Picture 2. Relationship diagram of the internal control service

The main results of the study are that any type of management is impossible without a financial audit, which exists to achieve the goal of an economic organization, make the most successful decisions, ensure maintaining a clear position in a particular structure, and sustainability in development.

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Historical sciences

THE SPIRITUAL AND MATERIAL CULTURE OF THE TURKIC PEOPLES OF CENTRAL ASIA IN THE MIDDLE AGES

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ДУХОВНАЯ И МАТЕРИАЛЬНАЯ КУЛЬТУРА ТЮРКСКИХ НАРОДОВ ЦЕНТРАЛЬНОЙ АЗИИ В ЭПОХУ СРЕДНЕВЕКОВЬЯ

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Abstract

In the history and cultural development of the people of Central Asia, the era of Turkic culture holds, the VI-XII centuries a specific place. In article to considered the development and a role of Turkic culture of Central Asia in world culture of the Middle Ages, and also its contribution to process of further cultural development and enlightenment over the period of following centuries. Central Asia has become a center of Islamic culture and education of the Turkish era. At that time, the culture of Turkic Central Asia, the era has made an enormous contribution to the formation and development of the people of Kazakhstan Education.

Аннотация

В истории и развитии культуры народов Центральной Азии эпоха Тюркской культуры VI-XII вв. занимает особое место. В статье рассматривается развитие и роль тюркской культуры Центральной Азии в мировой культуре средневековья, а также ее вклад в процесс дальнейшего развития культуры и просвещения на протяжении последующих веков. Центральная и Средняя Азия становится центром мусульманской культуры и учености тюркской эпохи. В свое время культура тюркской эпохи Центральной Азии внесла огромный вклад в становление и развитие просветительства казахского народа.

Keywords: Central Asia, Middle Asia, era of Turkic, culture, town planning, written language, Islamic culture, science, enlighten.

Ключевые слова: Центральная Азия, Средняя Азия, тюркская эпоха, культура, градостроительство, письменность, исламская культура, наука, просвещение.

История тюркских народов в эпоху Средневековья

Тюркский мир на протяжении длительной истории являлся уникальным местом, где зарождались и развивались мощнейшие культуры и цивилизации, которые оказали огромное влияние и воздействие на ход, и развитие мировой истории, культуры и цивилизации. Его воздействие и влияние было обусловлено тем, что Тюркский мир, будучи географически расположенный в центральной части евразийского континента, всегда был связующим мостом между двумя великими культурами Востока и Запада. Культура древних народов Центральной Азии развивалась под влиянием культур предыдущих эпох. С древнейших времен на обширных территориях Центральной Азии проживали большие и малые народы, существовали

государства, которые вносили свой вклад в развитие мировой цивилизации. Среди них были кочевые державы народов Центральной Азии, известный под общим именем «тюрк». В середине VI в. тюрки в результате соединения народов Центральной Азии, в том числе Средней Азии в единое государства создали огромную кочевую империю от востока Алтая до Черного моря и успешно проводили внешнюю политику с соседними государствами и империями. [1, с. 58-62]

Начиная с VIII века вместо великого Тюркского Каганата, существовавшего на протяжении двух столетий, происходит зарождение и становление государств тюркешей, карлуков, огузов, кимаков, кыпчаков, уйгуров, а позднее и караханидов. За этот период истории, тюркские каганаты, претерпевая радость побед и горечь поражений, заняли особое место в политической истории мира. Отличительной особенностью тюркской цивилизации стала ее открытость, высочайшая степень взаимодействия с другими народами, культурами и цивилизациями. Из этого можно определить главную особенность тюркской цивилизации. В отличие от многих оседлых цивилизаций, интровертных по способу сохранения своего энергетического ресурса, тюркская цивилизация экстравертна, для нее характерен широкий охват как в пространстве горизонтали, так и вертикали. Этому способствовала, с одной стороны, захватническая политика тюркских государств, а, с другой, - космоцентризм картины мира. [10, с. 12-16] А культура Тюркской эпохи, представляющая собой единство оседлого и кочевого образа жизни, предоставившая миру образцы великих достижений прикладного искусства, градостроительства, духовных основ разных религий, сыграла огромную роль в становлении и развитии культуры и просвещения народов Центральной и Средней Азии, а также в развитии мировой культуры.

Духовная и материальная культура тюркских народов

Само становление культуры тюркской эпохи, языка, государственности было подготовлено предшествующими культурами, а также под влиянием происходящих событий на Великом Шелковом пути. Именно к этому времени Центральная Азия стала местом сосуществования различных религиозных систем, таких как буддизм, манихейства, тенгрианства, христианства. Именно географически удобное расположение создавало соответствующие условия для развития горнодобывающей промышленности, развитию внутренней и внешней торговли в государствах.

Массовое оседание тюрков способствовало интенсивному росту городов и селений Семиречья, ускорила процесс взаимопроникновения и взаимовлияния двух культур. Развитию городской и земледельческой культур большое влияние оказало географическое расположение и Великий Шелковый путь. В процесс урбанизации вовлекаются и северо-восточные районы Средней Азии – Ферганская, Чуйская, Таласская долины, через которые проходила трасса международной торговли. Только в Чуйской и Таласской долинах насчитывалось 36 городов, и, судя по историческим сведениям, они существовали и в последующие эпохи [6, с. 65-130]. В современных исследованиях эти города были разделены на три типа [2, с. 67-68]. К первому типу были отнесены крупные города, как Тараз, Ак-Бешим (вместе с г. Суяб), Красная Речка (вместе с г. Навакет), Шиш-Добе, площадь которых превышала 30 гектаров. Ко второму типу были отнесены города, площадь которых измерялась от 10 га до 30 га: Ак-Добе, Чалдыбар, Мерке, Аспара, Кузнечная крепость, Беловодская крепость, Толекск, Грозненский, Касымчы. Площадь городов третьего типа не достигала 10 га: Джувантобе – Атлах; Торткольтобе – Нижний Барсхан; Тоймакент – Адахкет; Оххум – Дех-Нуджикет; Луговое – Кулан; Чумышское (по одной версии Новопокровское) – «селение тюркского кагана»; Новопокровское (по другой версии Милянфанское) – Кирмирау.

Развитие городской культуры в эпоху тюркских каганатов во второй половине I тыс. н.э. характеризуется благоприятной географической средой, богатыми природными ресурсами и торговлей по Великому Шелковому пути. Торговля занимала важное место в экономической жизни тюркских каганатов. Такие города как Суяб, Атлах, Невакет, Ош, Узген, расположенные на современной территории Кыргызстана, были важными торговыми и политическими центрами тюрков. Развитие городов было тесно связано еще с добычей и разработкой полезных ископаемых. На мировой арене тюрки были признаны как народы, которые первыми в Центральной Азии освоили добычу железа для использования в промышленности. Конечно, и до них осуществлялась добыча железа, но тюрки делали это в массовом объеме. [3, с. 69; 8, с. 108-110, 223]

Становление и развитие тюркской письменности

Одним из ярчайших показателей достижений древней тюркской культуры явилось становление тюркской письменности. Наличие своей письменности указывает на высокий уровень культуры и общественного развития государства. Ученые полагают, что древнетюркская письменность возникла в первой половине VII в. В 20 годах XVIII века в Енисейской долине впервые были найдены тюркские письма, которые исследователи Д. Мессершмидт и И. Страленберг сочли похожими на письма, обнаруженные в Скандинавии, и назвали их руническими. А Н. М. Ядринцев, В. Томсен, В. В. Радлов «прочитали» письма, найденные в 1889 году на берегах реки Орхон, которые назвали «орхоно-енисейскими» письмами. [5, с. 35-36] Крупнейшие памятники древнетюркской литературной письменности – письма «Культегин» и «Тоньюкок», «Бильге каган», созданные в период Тюркского каганата. Это исторические поэмы, написанные руническим письмом.

В раннее средневековье наряду с древнетюркским письмом тюркское население начинает использовать и согдийскую письменность, или так называемое средневековое персидское письмо. Вариант согдийского письма, приспособленный под нормы своего родного языка, тюрки называли уйгурским, а затем найманским письмом.

Тюркский алфавит состоит из 38 букв. Поскольку древнетюркское письмо распространялось среди населения Казахстана параллельно с согдийским, происходил процесс лексического и фонетического заимствования. Под влиянием тюркского языка многие знаки согдийского алфавита претерпели существенные изменения: слитное написание заменено отдельным (все 38 буквенных знаков тюркского алфавита пишутся отдельно), плавные округленные очертания приобретают геометризированные формы и т. д. Кроме того, не все знаки согдийского письма были восприняты тюрками.

В письменности тюркских народов сохраняется особая знаковая форма — тамга, которая восходит к древнему знаку собственности кочевых скотоводов. Поэтому, несмотря на определенное сходство, лексические и фонетические системы тюркского и согдийского языков являются различными самостоятельными языковыми структурами. После принятия ислама тюркские народы начинают пользоваться арабским алфавитом (VIII—XII вв.). Он лежит в основе деловой переписки уже в государстве караханидов. Арабским шрифтом написаны и самые известные научные, философские и религиозно-назидательные труды восточных мыслителей средневековья. [3, с. 74]

Одним из видов древнетюркской письменности являлось руническое письмо. Древнетюркские рунические записи были найдены в "Казахстане на берегах Таласа, Иртыша, Сырдарьи, Или. У скандинавских народов слово "руна" означает "нераскрытое, тайное письмо". Заслуга раскрытия секрета этой древней письменности принадлежит В. Томсену. Перевод на русский язык орхонского рунического письма осуществил известный ученый-тюрколог В. Радлов. Изучение рунических текстов доказало, что древние тюркоязычные народы имели свою письменность.

В руническом письме имелось 35 букв и, кроме того, четыре негласных сочетания: лт, нт, нг, рт. Читалось оно справа налево. К тюркским письмам относится и таныкокское письмо, образцы которого найдены при раскопках недалеко от Улан-Батора. Надписи на каменных печатях (берега Таласа), на серебряном блюде (Иссыкское захоронение), наскальные письма (Алматинская область, в горах Кокпека) относятся к древнетюркскому руническому письму. Древнетюркское руническое письмо — буквенная (не слоговая) система: отдельные знаки обозначают либо гласные, либо согласные звуки около десяти букв служат для передачи сочетаний двух согласных или гласного с согласным.

Археологические памятники тюркской эпохи

Памятники с древнетюркским письмом (в основном эпиграфические, небольшое число рукописей сохранилось в Восточном Туркестане) были созданы в тех областях Центральной и Средней Азии, и Сибири, в которых в раннее Средневековье располагались государственные образования восточных и западных тюрков, тюркешей, древних уйгуров, енисейских кыргызов, карлуков и др. [8, с. 37]

В Центральной Азии, а также на сопредельных территориях, где проживают тюркские народы, найдены исторические памятники - древние тюркские письма, в которых сохранились послания тюркских каганов к правителям других государств, декларации различного характера и значения, содержательная богатая информация о жизни и подвигах батыров тюркской эпохи. Укрепление основ ислама в Центральной Азии и преимущество арабского алфавита в

ежедневной практике способствовало постепенному вытеснению тюркско-орхоно-енисейской письменности. Так же к культуре тюркоязычных народов VIII-IX веков относится эпос «Коркыт – Ата» и «Огузнаме» передаваемые устно. В XIII веке персидским историком был записан древний вариант поэмы «Огузнаме».

Религия и верования древних тюркских народов

Основной религией древних тюрков было поклонение Тенгри (Небу). Именно по воле Неба правили каганы, которые именовались «Небоподобными и на Небе рожденными»: «Небо, которое, чтобы не пропало имя и слава тюркского народа, возвысило моего отца-кагана и мою мать-катун, Небо, дарующее (каганам) государства, посадило меня самого, надо думать, каганом, чтобы не пропало имя и слава тюркского народа», - так пишет Бильге-каган о своем восшествии на престол. По воле Неба тюрки одерживали победы или терпели поражения. Небо и Земля-вода спасали тюркский народ в лихую годину. Тюркские ханы в своих подписях постоянно призывают Небо быть благосклонным к ним.

Следующее по значению было женское божество Умай – покровительница домашнего очага и детей. Культ Умай еще сохранялся у некоторых тюркоязычных народностей Алтая в конце XIX. Наряду с собственными, древними верованиями, в VI - IX вв. среди тюркоязычного населения Центральной Азии, и, вслед затем, Средней Азии и Казахстана, получили распространение религиозные системы, созданные иными цивилизациями: буддизм, манихейство, христианство, иудаизм.

В начале VII в. на Аравийском полуострове возникает ислам. Ко времени принятия ислама тюрками, они уже были знакомы с другими мировыми религиями. Исламская культура тюркской эпохи имела не только арабское происхождение. Оно сформировалось на симбиозе двух культур, арабоязычной и культур местных народов. Следовательно, культура этого периода – культура не только арабов, но и других народов Центральной Азии. С X века с появлением ислама в Южном Казахстане литературные и научные произведения стали писаться на арабском языке.

Известные ученые и просветители в период расцвета Тюркской Эпохи

Живший в VIII-IX вв. в пору расцвета тюркской эпохи, известный ученый из Хорезма Мухаммад ибн Муса аль-Хорезми, который написал книгу «Аль-Джабр вал мугабим», является основоположником алгебры. Его вклад в науку был признан мировыми учеными, в том числе и учеными Западной Европы. А научный труд Ибн Сины «Аль Канон» в течение 600 лет служил учебным пособием для студентов и медиков Европы. Ибн Сина являлся исследователем не только в области медицины, им были созданы научные труды по философии, астрономии, химии, геологии, логике и психологии. Одним из известных в истории ученых тюркоязычных народов является Абу Насыр Мухаммад ибн Тархан аль-Фараби. Он успешно занимался математикой, психологией, музыкой, приращением, философией, политикой. Аль-Фараби известен еще как переводчик на арабский язык и толкователь трудов великого греческого философа Аристотеля: «Категории», «Герменевтика», «Аналитика», «Топика», «Софистика», «Риторика», «Поэтика». Свое понятие и отношение к философии ученый описывает в трактате «Гемма мудрости» («Фусус ал-хикам»). Его труды имели влияние не только на великих мыслителей и ученых Древнего Востока, его трудами интересовались и пользовались ученые эпохи Возрождения Леонардо да Винчи, Коперник, Бекон. [9, с. 15-16] Абу Рейхан Беруни, занимаясь такими отраслями науки как математика, география, астрономия, физика, создавая более 150 произведений, вошел в историю как ученый-энциклопедист. В своих постулатах о воспитании, как и просветители последующих веков, Беруни отмечает, что знания и труд облагораживают и развивают человека. Известные мыслители-ученые народов Средней Азии сделали научные открытия на основе античной, индоиранской культур и распространили по миру научные труды, познания и науку арабских, греческих ученых. Она развивалась в тесном взаимодействии с ближневосточной. Юсуф Баласагуни (1021-1075) - автор одного из первых светских трудов, написанных на тюркском языке «Кутадгу билик» (Благодатное знание). Поэма написана для одного из правителей Караханидского ханства Сатук Богра хана. За этот труд каган присвоил ему титул «главного визиря». В этом научном труде отражены общ.-полит. жизнь, обычаи, традиции и верования тюркских народов XI века. Основное идейное содержание заключается в том, что знание-единственный источник благополучия как правителей, так и народа. Махмуд Кашгари (1029-1101). После многолетних путешествий составил на арабском языке «Диуани лугат-ат-тюрк». (Словарь тюркских наречий) - энциклопедия тюркских народов о истории быта, нравов и языка. Большой вклад в языкознание. Ученый-тюрколог Н. А. Баскаков утверждает, что Махмуд Кашгари был первопроходцем в изучении тюркских языков. Ученый

А.Н. Кононов писал, что при создании своей книги М.Кашгари ставил цель-прославить на весь мир тюркский язык и доказать, что он был не ниже арабского языка. [7, с. 67-70] Ходжа Ахмед Йасауи (1103-1167) – родился в г. Сайрам и жил в г. Туркестане (Яссы, Йасы). Проповедник суфийского направления в мусульманской религии. В своем произведении «Диуан-и-Хикмет» (Книга о премудрости) проповедует любовь к Всевышнему, смирение, аскетизм и бичует изворотливых подхалимов. «Диуан-и-Хикмет» написана на тюркском языке арабским алфавитом. Учителем Ходжа Ахмед Йасауи был Арыстан-Баба. Одним из учеников Х. А. Йасауи является великий поэт, автор учебников по богословию Сулейман Бакыргани (Хаким ата). Мавзолей Ходжа Ахмед Йасауи в Туркестане построен по личному указанию Тимура в XIV веке. [11, с. 54]

Все указанные выше деятели науки и труды, говорят о широком развитии просвещения в VIII – XI вв. в Центральной Азии, в том числе и Средней Азии.

Заключение

Так же следует сказать о том, что первые медресе появились в Центральной Азии в конце IX – и в начале X века, а в XI-XII вв. они уже получили широкое распространение. В средние века в развитии культуры тюркских народов библиотеки, читальни в центральных мечетях и медресе играли большую роль. В медресе, по сути являющихся центрами науки, помимо религиозных книг встречались труды по различным отраслям светских наук, такие труды, распространяя достижения науки, выполняли также и просветительскую работу.

В истории культуры мировых цивилизаций культура тюркской эпохи занимает одно из важнейших мест. Культура Тюркской эпохи Центральной Азии среднего века внесла неоценимый вклад в развитие культуры тюркских народов последующих столетий. Несмотря на своеобразный характер и содержание, связи между культурами каждой эпохи, преемственность были очень крепкими. Именно поэтому можно сказать о том, что культура тюркской эпохи внесла огромный и значительный вклад в развитие культуры и просвещения Центральной Азии.

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Jurisprudence

LEGAL PROBLEMS OF INTERNATIONALIZATION OF THE IDEOLOGY OF LOCAL SELF-GOVERNMENT

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Keywords: self-government, concept, ideology, Charter, authentic interpretation, ideal, principle, construction.

Introduction. There are still problems arising in the field of using the European concept of local self-government outside the borders of Western Europe and which have not been covered in municipal law. Clarification of the content of the ideals and principles of local self-government of the European Charter "On Local Self-Government" with the authentic interpretation method requires a legal assessment of the level of readiness of the population in the post-Soviet republics, including the Republic of Azerbaijan, for the implementation of the European model of local self-government. Determining the trends and problems of the development of local self-government within a state does not meet the requirements of the era of globalization. Therefore, one of the prospects for the development of local self-government is the internationalization of the ideology of local self-government. Such internationalization also contributes to the intensification of direct relations between local self-government bodies of different regions for the development of local self-government.

The aim of the work is to determine the goals, reasons and importance of the internationalization of the idea of local self-government, and the ways of applying this internationalization.

Research Methods. The author used such general scientific methods as formal-legal, comparative-legal, legal analysis, authentic interpretation method. The method of legal analysis was used in the analyzing of the international legal bases of local self-government and regulation problems in the legislation of the Republic of Azerbaijan, the formal-legal method for the study of the internationalization of local self-government and ideology serving internationalization. The comparative law method helped to compare the legislation of the Republic of Azerbaijan and international documents regulating local self-government. The authentic interpretation method helps to clarify the content of the ideals and principles of the European Charter of Local Self-Government, meaning of a law or legal documents.

Results and discussion.

Integration of countries and organizations within the framework of international economic and legal norms, regulation of socio-economic relations by applying digital technologies creates a favorable environment for the internationalization of the concept of local self-government. From this position, the use of the European concept of local self-government outside the borders of Western Europe and especially in the post-Soviet republics creates a wide range of opportunities for citizens to participate in the management of public affairs, encourages the involvement of local population groups in social and political life. "By local self-government is meant that system of subordinate local authorities which has developed in many modern states. Each unit of local government in any system is assumed to possess the following characteristics: a given territory and population; an institutional structure for legislative, executive, or administrative purposes; a separate legal identity; a range of power and functions authorized by delegation from the appropriate central or intermediate legislature..." [5].

"The internationalisation, or international action, of local governments can be understood as the series of actions and initiatives that local authorities intentionally put in place to: increase awareness of a territory abroad; advertise its appeal in terms of capital, science, innovation, culture, the environment, etc...." [6].

"The 'local', which we view as the place of translation and hybridization, should not be conceived as a spatial fixity of tradition and continuity. We suggest that it is more analytically fruitful to see it as a 'generating site'; generating because locality appears as something relational and open-ended as it interacts with global dynamics, rather than as unchangeable, closed and passive context..." [2, p. 10].

"... the phenomenon underlying the liberalization of regional governance in the era of globalization is a logical consequence to internationalize the role of local government in a democratic and effective in the delivery of good governance (good governance)... "[7, p.5].

Expansion of economic and cultural cooperation between countries, a considerable internationalization of public relations, regulation of state and public affairs through digital technologies makes the Europe concept of local self-government an important factor for the acceleration and democratization of local government reforms in Eastern Europe and post-Soviet republics. It should be noted that the European concept of local self-government and the content of the ideology find its expression in the European Charter of Local Self-Government, which has international legal force. The ideas of local self-government reflected in the European Charter were formed basing on the analysis of the results of local government reforms carried out in Western European countries in the 19th century. During the bourgeois revolutions that took place in the 18th century, demands to take into account the interests of the population in solving the fateful problems of the country, to ensure the participation of representatives directly representing the population in the regulation of locally important state and public affairs.

Problems related to the recognition of community institutions have been the subject of research and has become the slogan of political movements as a result a separation of local self-government from the state power system and independent implementation by the population of settlements. As a result of legal reforms aimed at solving the mentioned problems, the European Charter of Local Self-Government, adopted a century later - in 1985, established the bases principles of the local self-government, as well as the guarantees of local self-government rights of the population. With this, was created a legal framework confirming the jurisdiction of local self-government at the international level.

The European Charter "On Local Self-Government" has binding legal force and is applied by the signing states. The original of the agreement is drawn up in English by the Congress of Local and Regional Authorities of the Council of Europe and submitted to the member states.

According to Article 146 of the Constitution of the Republic of Azerbaijan municipalities shall be independent in the exercise of their powers, but this shall not exclude their responsibility before the citizens residing in the territory of the municipality. he independent exercise by municipalities of their powers may not damage the sovereignty of the state of Azerbaijan. The state shall supervise the activities of municipalities. The Law of the Republic of Azerbaijan "On the Approval of the European Charter "On Local Self-Government"" (2001) provides for the implementation of the Charter in the territory of the Republic of Azerbaijan.

The unification of the content of the terms and normative constructions used in its English and Azerbaijani editions should be ensured for the proper application of the Charter. From this position, there is a need for an authentic interpretation of the content of the legal constructions of the European Charter "On Local Self-Government". It should be noted that the Explanatory Report on the European Charter of Local Self-Government (1985) is not a means of authentic interpretation of the text of the Charter, but it facilitates the understanding of its provisions (ideals).

It is necessary to clarify the question "What does the Charter require?" for the determining the content of the ideology of local self-government in the text of the Charter with the help of authentic interpretation method. It is appropriate to explain the answer to the given question with the ideals expressed in the preamble of the Charter. The ideal constructs basing the Charter are: 1.to achieve a greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage; 2. one of the methods by which this aim is to be achieved is through agreements in the administrative field; 3. the local authorities are one of the main foundations of any democratic regime; 4. the right of citizens to participate in the conduct of public affairs is one of the democratic principles that are shared by all member States of the Council of Europe; 5. at local level that this right can be most directly exercised; 6. the existence of local authorities with real responsibilities can provide an administration which is both effective and close to the citizen; 7. the safeguarding and reinforcement of local self-government in the different European countries is an important contribution to the construction of a Europe based on the principles of democracy and the decentralisation of power; 8. the existence of local authorities endowed with democratically constituted decision-making bodies and possessing a wide degree of autonomy with regard to their responsibilities.

The authentic interpretation of the constructions listed above confirming the European Charter of Local Self-Government as complex legal document, demonstrates the expediency of using the European Charter of Local Self-Government as a legal basis for clarification of the content of its individual provisions, in assessing of the situation of the the state of local and regional democracy in member states.

In the preamble of the Charter of the Council of Europe, the main goal of the ideology of local self-government is to achieve close unity among member states, taking into account the fact that the first and second world wars, which resulted in heavy losses for humanity in the 20th century, took place in Europe and the threat of nuclear war exists in the modern era. Achieving this goal is ensured through the implementation of the following ideals and principles of local self-government: 1. Conclusion of agreements between local self-government bodies and state authorities and international organizations in the field of management organization; 2. The transformation of local self-government bodies into one of the important foundations of the democratic structure in the member states of the Council of Europe and its approval through the Constitution; 3. Providing the participation of citizens in the management of state affairs by approving the democratic principles of the organization and implementation of power at the local level with the Constitution; 4. Providing the direct participation of the population in the realization of the right to local self-government through local referendums and municipal elections; 5. Organization of close and efficient administration to citizens within the framework of executive-ordering activities of local self-government bodies established in accordance with the applicable legislative norms; 6. Strengthening the role of the local self-government system in strengthening the position of legal statehood in Europe based on the principles of democracy and decentralization of power; 7. Providing the stability of the activities of local self-governing bodies in the member countries of the Council of Europe, which provide solutions to locally important issues and have the independence, powers and financial resources provided for by the Constitution.

The explanation of the ideology of local self-government with the method of authentic interpretation of the preamble of the European Charter "On Local Self-Government" confirms that a number of terms and expressions used in the Azerbaijani edition of the Charter do not correspond to the terminology used in its English edition and at the same time are not clearly defined. The term "decentralization" used in the English edition of the Charter was replaced by the term "centralization" in the Azerbaijani edition. In order to determine the inconsistency between the term actually given in the document and the term specified in the official Azerbaijani translation, it is necessary to distinguish between the concepts of "centralization" and "counter-centralization".

Centralization refers to the transfer of administrative powers for the management of the country to the central state apparatus, while decentralization refers to the subordination of powers by the state to local authorities. In the charter, there is a need to clarify the meaning of concepts such as "self-government", "autonomy", "free exercise of the mandate", "financial guarantees of local self-government". It should be taken into account that the initial conditions for the realization of the modern ideology of local self-government, which arose in the legal space of Western Europe, are not the same in Western Europe and post-Soviet republics. If we focus on the lifestyle of Europeans in the period after the bourgeois revolutions that took place in Western Europe in the 18th century, the right of citizens to directly express their opinion will through polls, elections, meetings, rallies, demonstrations, street marches, pickets has become a system of norms based on custom.

In contrast to the Western countries, in some other countries, the authoritarian form of organization of management at all levels has remained unchanged since ancient times. At present, the recognition of those legal norms established by the European Charter "On Local Self-Government" by the Eastern European states, including the post-Soviet republics, causes a number of problems in the implementation of the ideas of the Charter. These problems are reflected in the resolutions and recommendations presented by the Congress of Local and Regional Authorities of the Council of Europe on the monitoring of the state of local and regional democracy in the member states of the Council of Europe ratifying the European Charter "On Local Self-Government", and the obligations and tasks related to the organization of local self-government of those states. The analysis of the results of the conducted monitoring confirms the assessment of the level of readiness of the population of the post-Soviet republics, known as the founders of the Soviet socialist socio-political structure, for the implementation of the European model of local self-government, and as a result, serious obstacles have arisen in the field of the realization of local self-government ideas.

Conclusions

It is possible to summarize the study of the relations arising in the field of application of the ideology of local self-government in Eastern Europe, the post-Soviet republics, and especially in the Republic of Azerbaijan within the framework of Constitutional law, which arose in the legal space of Western Europe, with the following provisions:

Firstly, the European Charter on Local Self-Government is an international legal document that establishes abstract legal norms and constructions, having binding force for the states signing it. The issue of the content and structure of the ideology of local self-government should be clarified with the authentic interpretation method of the ideals and principles expressed in the preamble of the European Charter, should be eliminated a inconsistencies between the English and Azerbaijani versions of a number of terms and legal constructions.

Secondly, it is necessary to ensure the legal unification of the terms and normative constructions of the European Charter "On Local Self-Government" in the English and Azerbaijani editions.

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Medical sciences

IS THERE A DEPENDENCE OF THE DIAMETER OF THE COMMON CAROTID ARTERY AND THE THICKNESS OF THE INTIMA-MEDIA COMPLEX ON THE PRESENCE OF ATHEROSCLEROTIC PLAQUES IN THE CAROTID BASIN IN PATIENTS WITH HYPERTENSION?

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ЧИ ІСНУЄ ЗВ'ЯЗОК МІЖ ДІАМЕТРОМ ЗАГАЛЬНОЇ СОННОЇ АРТЕРІЇ, ТОВЩИНОЮ КОМПЛЕКСУ ІНТИМА-МЕДІА ТА НАЯВНІСТЮ АТЕРОСКЛЕРОТИЧНИХ БЛЯШОК В КАРОТИДНОМУ БАСЕЙНІ У ХВОРИХ НА ГІПЕРТОНІЧНУ ХВОРОБУ?

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Ідентифікація осіб з субклінічним атеросклерозом потрібна для прийняття рішення щодо необхідності раннього медикаментозного захисту судин. Одним із механізмів стандартизації вимірювання показників КІМ та артеріальної жорсткості є використання новітніх автоматизованих методів складного аналізу судинної механіки. Для визначення граничних показників товщини інтими-медіа (QIMT) та діаметру загальних сонних артерій що асоціюються із наявністю каротидної атерому у пацієнтів з артеріальною гіпертензією нами було обстежено 48 хворих із використанням ультразвукової технології радіочастотного визначення досліджуваних показників.

Матеріали та методи. Особи із гіпертонічною хворобою (ГХ) II стадії без цукрового діабету, віком від 26 до 80 років (середній вік – $55,9 \pm 11,2$ роки), чоловіків 45,8 %, серед яких 23 - із бляшками <50% стенозу і 25 – без бляшок в ЗагСА, були зараховані до дослідження. Показники QIMT, діаметру артерії ЗагСА, розтяжності, DC, CC, індекси жорсткості α , β і локальна швидкість пульсової хвилі (PWV) порівнювалися між двома групами із використанням ROC-аналізу, логістичного регресійного аналізу з побудовою уніваріантних та мультіваріантних моделей прогнозу.

Результати. За результатами логістичного регресійного аналізу не встановлено залежності між наявною бляшкою в загальній сонній артерії та локальною швидкістю кровообігу, індексами жорсткості α і β , віком. Статистично значущими були зв'язки між наявною атерою та діаметром загальних сонних артерій, і товщиною КІМ. Доведено відсутність впливу віку на показник діаметру ЗагСА ($p=0,014$). Включення віку до мультіваріантної моделі наявності бляшки в загальній сонній артерії не зменшує прогностичного значення діаметру ЗагСА. Відповідно до уніваріантної моделі (без урахування віку) у випадку перевищення діаметру правої ЗагСА понад 7,94 мм відношення шансів наявності каротидної атерому збільшується в 2,99 рази ($p=0,0065$), а в мультіваріантній моделі з включенням віку - в 2,6 рази ($p=0,036$), при цьому вік не має вірогідного ($p=0,301$) впливу на прогноз. При включенні ж показника віку до мультіваріантної моделі QIMT правої сонної артерії, втрачається достовірність впливу товщини КІМ на наявність атерому. Відповідно до уніваріантної моделі (без урахування віку) у

випадку перевищення QIMT справа понад 598 μ m відношення шансів наявності каротидної атерому збільшується в 1,0066 рази ($p=0,014$), а в мультиваріантній моделі з включенням віку відношення шансів в 1,0053 рази не є достовірним, $p=0,09$.

Висновки. У осіб із гіпертонічною хворобою II стадії наявність каротидної атерому асоціюється із достовірним збільшенням діаметру судин незалежно від віку, в той час як товщина КІМ більшою мірою залежить від віку.

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THE ATTITUDE OF YOUNG PEOPLE TO A HEALTHY LIFESTYLE

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Introduction. The issue of maintaining the health of the younger generation is an urgent problem not only for health authorities, but also for the entire state. It is a healthy generation that determines the future of any country and its well-being.

A healthy lifestyle is a way of thinking and a style of behavior based on biological and moral laws, and corresponding to the historically established national, spiritual and cultural traditions of society. Factors that adversely affect the human body include: non-compliance with hygienic requirements for the environment and living conditions, non-compliance with the daily routine and the educational process, deficiencies in nutrition, and constantly increasing educational loads.

According to WHO and many scientists, a person's lifestyle plays a dominant role in ensuring health. Health is largely determined by good nutrition, rational physical activity, hardening, daily routine, etc. Therefore, our interest in the lifestyle of students is due to the fact that it affects health more than other factors. All the main theories that describe how to eat properly [3], constantly strive to solve the main problem: to extend a person's active life.

Forming a culture of health among the younger generation is one of the most pressing and topical issue in modern education. An important task of a modern school is not only the creation of conditions conducive to the protection and promotion of health, but also the instilling in students of the need to lead a healthy lifestyle, the development of the need for active work to preserve and strengthen their health. The authors of numerous works devoted to the problems of developing a healthy lifestyle come to the conclusion that a conscious attitude towards health and a healthy lifestyle must begin to be formed already in preschool and primary school age, based on age-related patterns of children's personal development [1,2].

Traditionally, the concept of "healthy lifestyle" implies behavior aimed at maintaining and strengthening health: physical exercise, good nutrition, cultural recreation, hardening, eliminating or getting rid of bad habits, excess weight, etc.

Many modern people choose two main things for their physical and emotional development: firstly, proper nutrition as a factor in a healthy lifestyle, and secondly, physical activity. In fact, these two concepts are inseparable, since only together they ensure a person's success.

Bad habits such as smoking, drinking alcohol or drug abuse cause serious damage to human health [3]. If you intend to start leading a healthy lifestyle, you first need to abstain from everything that destroys your health.

The purpose of the study. Studying the attitude of schoolchildren and students to a healthy lifestyle.

Materials and methods. In order to study the attitude of young people to a healthy lifestyle, we conducted an anonymous survey using questions we compiled. 425 respondents took part in the survey, of which 250 were high school students (grades 10-11 of high school) and 175 first-year medical university students. The survey included 8 questions regarding students' ideas about a healthy lifestyle, proper nutrition, sports, etc.

High school students were selected for the study, since at this age it is already clear how well the culture of students' health has been formed, reflecting the quality of the school's preventive and health-improving work. The health culture of schoolchildren includes: health literacy, motivation to lead a healthy lifestyle, and taking responsibility for their own health.

Almost all respondents recognize the need to lead a healthy lifestyle, but they are not interested in the ways of healthy lifestyle but in of consequences of healthy lifestyle: modern appearance, beauty, success, long life

Result and discussion. According to the survey results, 52% of 10th grade students responded that they did not follow a daily routine, while 71% of 11th grade students and 55% of 1st year students responded that they followed a daily routine. 22% of high school students and 35% of first year students do not lead a healthy lifestyle, but have a positive attitude towards it. The remaining respondents do not attach much importance to a healthy lifestyle. 82% of high school students and 62% of 1st year students correctly assess the importance of adequate physical activity for a person. At the same time, only 23% of high school students and 38% of students are involved in physical activity outside of school.

The correct definition of rational nutrition is given by 75% of schoolchildren and 88% of students. But at the same time, only 57% of schoolchildren and 63% of students follow the diet. 72% of schoolchildren and 58% of students have breakfast before going to school. The majority of schoolchildren and students (68% and 54%, respectively) consume foods that are unhealthy, such as soda and chips, although they admit that these products are harmful to health.

Walking before bed has a beneficial effect on the quality of sleep. 78% of high school students and 82% of students prefer walking before bed.

Bad habits such as smoking and drinking alcohol greatly harm the health of the younger generation, though, health education work, which is regularly carried out in schools, has brought its benefits. 88% of schoolchildren and 92% of students answered that they do not smoke or drink alcohol. 12% of schoolchildren and 5% of students use cigarettes irregularly and very rarely drink beer.

Conclusions. Thus, the survey we conducted showed that the level of knowledge about a healthy lifestyle among high school students and first-year students is not very different, since the survey was conducted 2 months after entering the university. But during a private conversation, it turned out that the students' knowledge is much higher than that of high school students. Many students admit that they have radically revised their view of a healthy lifestyle after studying at a medical university.

To improve the health of high school students, it is necessary to regularly conduct extracurricular classes on the rules of rational nutrition, the benefits of playing sports, and the dangers of smoking and alcohol.

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Pedagogical sciences

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THE ROLE OF PARENTS IN CHILDREN'S ACADEMIC SUCCESS

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Abstract

This article explores the often underestimated role of parents in shaping their children's academic success. Despite acknowledging the significance of parental involvement, gaps exist in understanding specific mechanisms. Through surveys, open-ended responses, and observations, the study reveals nuanced insights. The article emphasizes the need to recognize complexities for the development of effective educational support strategies, contributing to a more comprehensive understanding of the intricate relationship between parental involvement and a child's academic journey.

Keywords: academic success, educational outcomes, teacher, student, parent, survey, observation, socio-economic status.

I. Introduction

In the journey of a child's education, we often overlook the crucial impact parents have on their success. This article explores how parents shape their children's learning experience. We'll uncover how parents help their kids develop important skills and examine the connection between a child's academic performance and their surroundings.

While the significance of parental involvement in a child's education is widely acknowledged, there remains a gap in understanding the specific mechanisms through which parents contribute to their children's success. Existing research often explores the general importance of parental support, yet the intricacies of how this support translates into skill development and overall academic achievement are not fully explored. This article addresses this gap by undertaking a comprehensive examination of the multifaceted dimensions of parental influence, aiming to provide a more nuanced understanding of the role parents play in fostering educational success.

The article aims to demystify the complexities of educational success, emphasizing the vital role parents play in this process. Particular attention will be paid to activities with the help of which the results of this article can be derived.

*This article will answer these **research questions**:*

- 1. How do specific parental behaviors and practices contribute to the development of essential skills, such as critical thinking and self-regulation, in children's academic pursuits?*
- 2. To what extent does the home environment, including factors like socio-economic status and educational resources, influence a child's academic success, and how does this interact with parental involvement?*

This scientific exploration embarks on a journey to demystify the intricate relationship between parental involvement and a child's academic success. By recognizing the gaps in current understanding and outlining our aims to dissect the multifaceted dimensions of parental influence, we set the stage for a comprehensive investigation.

II. Literature review

The intricate interplay between parental influence and a child's academic success unfolds in a rich tapestry of interconnected factors. Recognizing the pivotal role of parents in shaping their children's educational journey is fundamental to understanding and addressing the complexities that underlie academic achievement. This literature review delves into the nuanced dynamics, shedding light on existing research while emphasizing areas that require further exploration.

Numerous studies underscore the significance of parental involvement in fostering essential skills such as critical thinking and self-regulation (Berger, 2008; Epstein, 1996; Zellman & Waterman, 1998). Effective communication, setting expectations, and providing a supportive learning environment emerge as key parental behaviors that contribute to a child's cognitive and emotional development. However, a critical gap persists in comprehending the intricate relationship between these behaviors and the development of specific skills crucial for academic pursuits.

Moreover, the literature highlights the impact of socio-economic status on educational outcomes (White, 1982; Caro, McDonald & Willms, 2009). While these studies acknowledge the broader influence of socio-economic factors, there is a pressing need for a more nuanced exploration of how diverse home environments, including access to educational resources, shape a child's learning experience. Understanding the interplay between socio-economic status and parental involvement can provide a comprehensive view of the multifaceted influences on academic success.

This review, unlike others, concentrates on the influence of parents on a child's learning experience, emphasizing potential challenges and solutions. By addressing the academic achievement gap linked to different socio-economic statuses, it sets the stage for a more targeted investigation into the specific mechanisms through which parental support translates into skill development and overall academic achievement.

In synthesizing these findings, it becomes evident that while the literature underscores the importance of parental influence, there is a distinct need for further research to unravel the nuanced complexities within this relationship. Bridging these gaps will contribute to a more comprehensive understanding of how parental involvement molds a child's educational trajectory. This understanding holds the potential to inform educators, policymakers, and parents alike, shaping strategies that foster a supportive and enriching learning environment for every child.

III. Methodology

An investigation was conducted on the topic of "The role of parents in children's academic success." The research utilized a cross-sectional study design, allowing for the collection of data from teachers, parents, and students at a single point in time to provide insights into the importance of the parental role in children's success at school. Employing a random sampling method, a total of 60 participants, including teachers, parents, and students, were surveyed. The primary method of data collection was an online survey conducted through Google Doc, offering a convenient and accessible means of gathering information. Additionally, observations were employed as an auxiliary method of data collection. Three separate surveys were administered for each target group, tailoring questions to their specific perspectives and roles. The questionnaires encompassed open, closed, and multiple-choice questions. Employing a mixed-methods approach, the study combined quantitative data from the survey with qualitative insights from observations to gain a nuanced understanding of parental influence on academic success. Ethical considerations were paramount, ensuring voluntary and anonymous participation to maintain respondents' privacy and confidentiality. The survey spanned ten days, from December 1st to December 10th.

IV. Results

In conducting this comprehensive study on the role of parents in children's academic success, a total of 60 participants, including teachers, students, and parents, engaged in a survey. Each group responded to 10 tailored questions, providing valuable insights into the varied perspectives and experiences regarding parental involvement in the academic journey.

Table 4.1

Age Distribution.

Participants	Majority of answer
Teachers	In the 31-40 age group (69.6%).
Students	In the 18-24 age group (47.1%).
Parents	In the 31-40 age group (45%).

The survey reflects a diverse age distribution across participants, with varying concentrations in different age brackets.

Table 4.2

Education Level/Current School Level/Occupation.

Participants	Majority of answer
Teachers	Diverse educational backgrounds, with 47.8% holding a Master's degree and 30.4% possessing a Ph.D.
Students	Majority at the university level (41.2%).
Parents	Varied, with healthcare professionals (25%) and managers/executives (20%) being the most common.

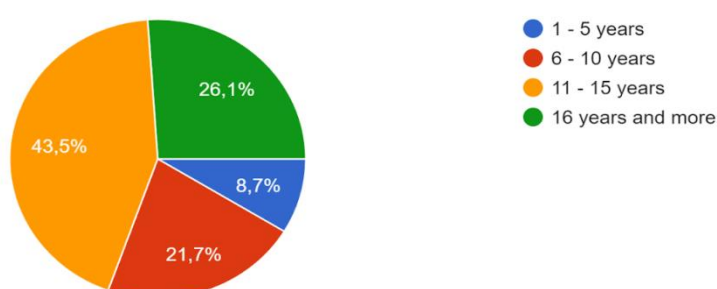
Participants showcase diverse educational backgrounds, a varied distribution across educational stages and a rich tapestry of occupations among respondents.

Figure 4.1

Teaching Experience.

What is your working experience as a teacher?

23 ответа



Teaching experience varies, with 43.5% having 11-15 years, 26.1% having 16 years and more, 21.7% with 6-10 years, and 8.7% with 1-5 years.

Table 4.3

Parental Involvement.

Participants	Majority of answer
Teachers	High perception of parent participation (78.3%).
Students	Varied levels, with 35.3% feeling neutral about parental involvement.
Parents	High importance placed on their involvement, with 70% rating it between 8 and 10.

The survey highlights varying perceptions of parental involvement, emphasizing the diversity of roles parents play in their children's education.

Table 4.4

Impact of Parental Involvement.

Participants	Majority of answer
Teachers	Recognize positive impacts, such as a strengthened parent-teacher relationship (56.5%) and better communication skills (52.2%).
Students	Perceive parental involvement as moderately motivating (35.3%).
Parents	Emphasize its importance, with the majority rating their involvement between 8 and 10.

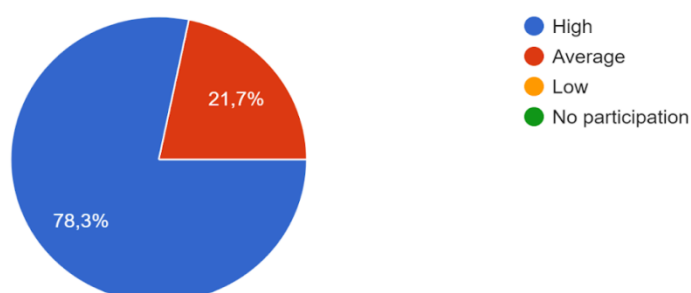
Participants acknowledge both positive and neutral impacts of parental involvement, indicating a nuanced understanding of its effects.

Figure 4.2

Parental participation from teacher's perspective

How can you approximate the level of parent participation in the learning process?

23 ОТВЕТА



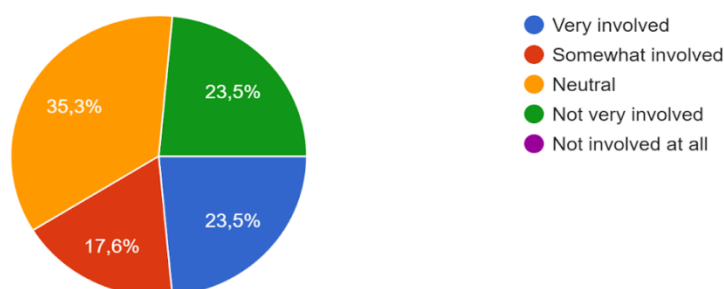
Teachers, constituting pivotal figures in education, offer insights into parental participation. A notable 78.3% perceive high parent involvement, emphasizing its significance. Timing adds depth, with substantial engagement during key moments—47.8% during homework sessions and 52.2% on weekends or holidays. Noteworthy is the punctual collection of academic reports by 78.3%, showcasing a shared commitment to monitor and support students.

Figure 4.3

Parental participation from student's perspective

How involved are your parents in your day-to-day academic activities?

17 ОТВЕТОВ



Students, beneficiaries of parental involvement, depict a nuanced scenario. Their perceptions range from neutrality (35.3%) to very involved (23.5%), somewhat involved (17.6%), and not very involved (23.5%). Discussing academic challenges varies from consistent comfort (35.3%) to often (29.4%), sometimes (17.6%), and rarely (17.6%), reflecting diverse communication dynamics.

Parental assistance with homework spans occasional (47.1%) to rare (29.4%), several times a week (5.9%), daily (5.9%), and never (11.8%), showcasing varied support levels. Extracurricular activity support diverges—35.3% actively support, 17.6% minimally, and 29.4% are unaware.

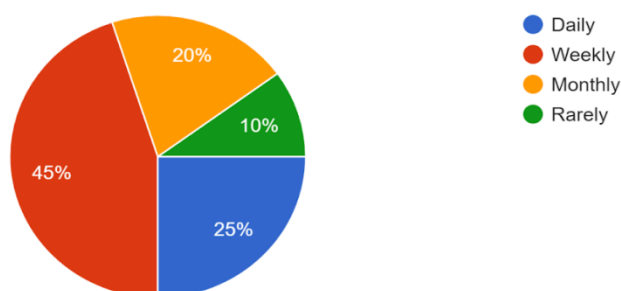
Discussions about future goals range from occasional (47.1%) to frequent (23.5%), rare (23.5%), and never (5.9%), reflecting diverse parental philosophies. Resource provision includes financial aid (41.2%), educational books (29.4%), subscriptions (35.3%), and guidance on libraries (29.4%) and online exploration (23.5%).

Figure 4.4

Parental participation from parent's perspective

How often do you engage in discussions with your child about their schoolwork and academic goals?

20 ОТВЕТОВ



Parents, crucial architects of a supportive home, reveal their involvement's impact. Frequent schoolwork discussions (weekly 45%, daily 25%) signify commitment to tracking academic progress. Diverse approaches to support, such as promoting curiosity (45%), reading sessions (45%), and discussing educational goals (45%), highlight holistic efforts.

Encouraging a love for learning beyond the curriculum is evident in family reading (50%), book discussions (50%), and library visits (40%). These activities enhance skills and nurture a passion for lifelong learning. The value placed on parent-teacher conferences is substantial, with 70% finding them very valuable and 20% somewhat valuable. Only 10% haven't attended, emphasizing their crucial role in understanding and supporting their child's educational journey.

At the end of each survey, each participant was asked an **open-ended question**, allowing them to provide additional insights, share personal experiences, and express unique perspectives related to the survey topics. This qualitative aspect aimed to capture diverse and detailed feedback beyond the structured questions.

Parents collaborate with teachers through regular meetings, emails, and parent-teacher conferences to address academic concerns. Some use school-recommended communication apps, attend events, and maintain open communication through phone calls and direct visits. Encouraging children to independently communicate with teachers is also emphasized to foster responsibility. The overall focus is on open communication and collaborative problem-solving between parents and teachers.

Teachers suggest various strategies for parent participation, including establishing study routines, attending conferences, organizing learning nights, and regular reading. Additional recommendations cover communication, creating homework-friendly zones, engaging in extracurricular activities, and joining online platforms. Workshops on communication, digital literacy, and 'Learning Challenges' are also highlighted. Overall, these strategies aim to create an enriching learning environment through active parental involvement.

Students highlight various ways their parents contribute to academic success. Support for tutoring, clubs, and extracurricular, caring about academic goals, fostering a love for learning, encouraging good study habits, and open communication with teachers are mentioned. Financial support is a significant aspect, providing resources for courses and study materials. Emotional support and belief in abilities motivate students, while guidance in time management skills is instrumental for balancing academics and activities. Overall, parents play a multifaceted role in supporting their children's academic journeys.

In the survey for teachers and parents, responses consistently indicated a belief in the impact of **marital status** on a child's academic success. There are many stereotypes in this regard such as the assumption that children from single-parent families perform less well academically compared to those from complete families. The survey was followed by **observational study** were conducted with two high school students, the objective was to challenge and dispel stereotypes related to academic success based on marital status. The participants provided valuable insights into their academic achievements and family dynamics.

Table 4.5

Observation Results

<i>Student A</i>	<i>Student B</i>
<i>Student A comes from a single-parent family, as his parents went through a divorce when he was younger. He primarily lives with his mother, and his father is less involved in his day-to-day life.</i>	<i>Student B hails from a complete family with both parents actively participating in her upbringing. The family structure aligns with the traditional notion often associated with higher academic success.</i>
<i>Contrary to the stereotype suggesting lower academic success for children from single-parent families, Student A is excelling in his studies. He maintains a consistently high GPA and actively participates in extracurricular activities.</i>	<i>While Student B is indeed performing well academically, it is noteworthy that her grades are not significantly different from Student A's. She, too, maintains a high GPA and engages in extracurricular activities with enthusiasm.</i>
<i>Despite the separation of his parents, Student A's mother is highly engaged in his education. She attends parent-teacher conferences, supports him in his academic endeavors, and ensures a stable and nurturing environment at home.</i>	<i>Student B's parents, working in tandem, contribute to her academic success. They attend school events, collaborate with teachers, and create a supportive learning environment at home.</i>

The observations challenge the stereotype that children from complete families inherently outperform those from single-parent families. Both Student A and Student B demonstrate commendable academic achievements, proving that family structure alone does not determine success. Instead, the active involvement, support, and commitment of parents, regardless of marital status, play pivotal roles in shaping a student's academic journey. The findings emphasize the need to move beyond stereotypes and recognize the diverse factors that contribute to student success.

V. Discussion

Parents are pivotal influencers in a child's academic journey, providing crucial support, guidance, and encouragement. Positive parent-child relationships create a secure learning environment, fostering emotional well-being for effective learning. Active participation in a child's education, including attending conferences and engaging in discussions, strengthens the collaborative partnership between parents and teachers, leading to enhanced academic outcomes.

To cultivate a child's curiosity and enthusiasm for learning, parents employ diverse strategies, such as regular discussions, dedicated learning moments, and encouraging extracurricular activities. These efforts contribute to a positive learning environment and foster a lifelong love for acquiring knowledge.

Survey findings challenge stereotypes by revealing that a child's academic success is not solely determined by family structure. Regardless of family dynamics, parents consistently demonstrate commitment and engagement, positively impacting their child's educational journey. The survey emphasizes the crucial role of parental involvement, debunking assumptions about the perceived impact of family structure on academic outcomes.

Observation and survey findings challenge stereotypes, emphasizing the enduring impact of parental involvement on a child's educational success. Despite diverse family structures, parents consistently demonstrate commitment, highlighting the collective responsibility in fostering a supportive learning environment. The discussion invites reflection on the transformative potential of parent-child collaboration in education.

Conclusion

In conclusion, this study reinforces the crucial role parents play in shaping their children's education, offering support, guidance, and active participation. Positive parent-child relationships establish a secure learning environment, vital for academic success. Diverse strategies employed by parents, including fostering curiosity and encouraging extracurricular activities, underscore their proactive role in creating a positive educational atmosphere.

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WAYS OF IMPROVING THE METHODOLOGY OF USING MODERN ICT TOOLS IN TEACHING BIOLOGY

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Abstract

The use of information and communication technologies (ICT) in biology lessons is one of the successful modern pedagogical teaching methods that allows increasing the understanding of biological processes and phenomena by increasing the visibility of the studied material using 3D models, interactive illustrations, simulations of biological processes and performing virtual laboratory work and research projects at universities. The theme of informatization of the educational process is one of the most relevant and widely discussed. This article briefly describes the ways of improving the methodology of using ICT tools in teaching biology, types of electronic educational publications on biology.

Keywords: *ICT tools, computer modeling, biology, university students, virtual laboratory.*

Introduction

Nowadays, the development of computer software and hardware opens up wide opportunities for involving students in the learning process, design and testing. Modern realities are such that the voluntary assimilation of any information by children of this time occurs through gadgets. Therefore, the use of information and communication technologies (ICT) in biology lessons at university is one of the successful modern pedagogical methods of teaching. In 2020, the world is faced with a serious epidemiological situation that it affected all spheres of life. The field of education was no exception. The inability to conduct face-to-face classes and attend schools to switch to a distance learning format. And here the main role of an assistant, an intermediary between a teacher and a student, was taken over by computer technology.

Unfortunately, we are currently seeing how commercially oriented ICTs lead to the opposite process. The easy accessibility and ease of use of information and gaming applications create the illusion for users that they are deeply advanced in "programming" and have unlimited freedom in self-expression and the choice of certain solutions. Therefore, young people spend a lot of time on completely

useless communication on social networks. It is possible to reverse this situation with the help of the same ICT, redirecting the uselessly wasted energy into a creative channel by involving students themselves in the teaching process by participating in the development of control and training systems [2].

The theme of informatization of the educational process is one of the most relevant and widely discussed. The phenomenon of informatization has been brought into the number of universal ideological categories, forming a new triad in the scientific and educational space: "Matter – Energy – Information". Information and telecommunications acquire not only cognitive meaning in the modern information society, but also become a powerful transformative force in the organization of its life [1].

Information and communication technologies are an extensive area that includes radio, television, as well as new digital technologies such as computers, smartphones and the Internet. The latter is a potentially powerful tool for change and reform in the field of education. When used correctly, various ICTs are designed to expand access to education and improve the quality of education, turning teaching and learning into an exciting, active process related to real life [3].

Biology is a complex discipline, it has many sections, each of which has its own characteristics, the secrets of our life that seem inaccessible until you join the process of learning them and understand how interesting and attractive this science is. When submitting new material in biology, constant demonstration support is required. Modern students are not interested in simple pictures, they need to be constantly surprised. Research shows that most biology teachers still use traditional and outdated

methods in teaching biology. Teachers convey the facts of biology directly to students and encourage rote memorization of actual knowledge for exams that cannot teach students to solve complex biological problems [4].

According to the Center for the Sociology of Education of the Kazakhstan, Kazakhstani teachers strive to use the capabilities of modern ICT: many teachers create their own data banks on their subject (47%), according to teaching methods (39%), offer homework that requires the use of computers (65%), and keep pedagogical diaries on the Internet (23%).

The practice of working at school has shown that the use of ICT in the organization of the biology teaching process allows solving a number of tasks of different orientation: increasing visibility, improving the effectiveness of the learning process, developing creative abilities, stimulating learning motivation, developing cognitive interest, self-education and individualization of learning, identifying gaps in students' knowledge [6].

Interactive illustrations are used to increase visibility – 3D models of biomolecules, living organisms, interactive animated biological processes. The computer modeling method is an excellent way to visually study a range of topics from molecular biology to evolution and can be a safe and effective form of introducing students to laboratory work.

To solve these problems, we can use:

1. Scientifically reliable 3D models and animations from Visual Science, which are engaged in visualization, education and communication in the field of science, pharmaceuticals, medicine and other high-tech fields requiring scientific expertise.
2. The program of the Massachusetts Institute of Technology (MIT)

Software Tools for Academics and Researchers (STAR), aimed at bridging the gap between scientific research and the classroom, because understanding and applying various research methods can be complicated due to lack of time and the need for advanced equipment. STAR contains components and modules of educational programs that facilitate the use of their educational resources in various educational institutions.

3. VirtualLab and PhET virtual laboratories, representing educational interactive laboratory work that allows students to conduct virtual experiments in natural science disciplines.

One of the survey questions is aimed at determining the value of multimedia teaching tools in the process of teaching biology. University teachers showed the values of using ICT tools:

- development of educational motivation and interest in the subject-42%;
- formation and development of knowledge in biology-25%;
- development of universal educational activities-20%;
- helps teachers to see students in an unconventional form of education-8%.

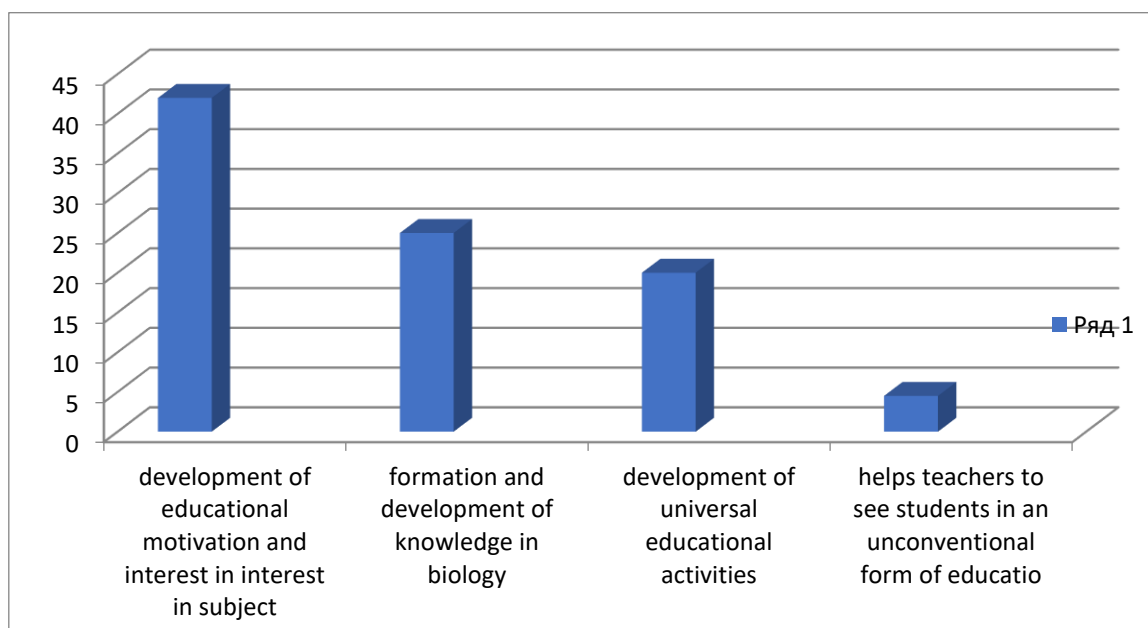


Figure 1: Teachers' answers towards the value of ICT tools in the process of teaching biology

All these resources allow us to diversify the learning process, make it more visual. In addition, the use of such ICTs helps students to get much more opportunities for independent study of the material, organizing research activities in the form of laboratory work in combination with a computer at home and a real experiment at school, planning and analyzing those experiments that are not feasible in real life in school laboratories, but are possible in virtual reality. In addition, do not forget about the expediency of using ICT for the development of students' personality and their preparation for independent production activities in the conditions of modern information society.

Conclusion

It is also necessary to involve students in research projects. The project is a set of actions specially organized by the teacher and independently performed by students, culminating in the creation of a creative product [5]. We study the structure of scientific research, the writing and presentation of research work, learn to obtain and systematize reliable scientific information using a computer, multimedia, work with scientific databases and scientific search platforms NCBI, Elibrary, Google Academy, thereby going beyond the school curriculum and instilling in them a love of science. The technology of project preparation takes into account the age and individual characteristics of children, stimulates independence, the need for self-realization.

The use of ICT in preparation for the Olympiads and the Unified State exam also has a number of advantages. To date, many multimedia textbooks on biology have been developed, which can be used for self-study of the material, repetition or consolidation of the topics covered, allow for monitoring and evaluation of knowledge. The use of ICT in pedagogical activity helps to ensure that the process of teaching biology meets the advanced requirements of pedagogical science, combines all the best of classical pedagogy with innovation, which ultimately leads to an increase in the efficiency of the educational process [5]. The competent use of ICT allows us to present the studied material in as much detail and detail as possible, solves the problem of the shortage of visual aids, optimizes the process of understanding and memorizing educational material and increases interest in the educational process to a higher level.

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UNDERSTANDING AND ADDRESSING DISRUPTIVE BEHAVIOR IN THE CLASSROOM: A COMPREHENSIVE RESEARCH STUDY

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Abstract

This research explores disruptive behavior in education, focusing on perceptions and management strategies. Through a cross-sectional survey, educators and professionals highlighted persistent talking and lack of focus as primary components, mainly influenced by home environment and family issues. Building positive teacher-student relationships emerged as a critical preventive strategy. The significance of these findings lies in their potential to inform targeted interventions and collaborative efforts that address disruptive behavior comprehensively.

Keywords: *disruptive behavior, education, classroom management, teacher-student relationships, home environment, family issues.*

Introduction

In today's dynamic educational landscape, managing disruptive behavior in classrooms has become a critical concern for educators, administrators, and parents alike. Disruptive behavior encompasses a range of actions that impede the learning environment, affecting both individual students and the overall educational experience. This research aims to delve into the various facets of disruptive behavior, exploring its manifestations, root causes, and potential solutions.

As we navigate through this research, it is imperative to understand the significance of disruptive behavior in the context of contemporary education. This study seeks to shed light on the prevalence and impact of disruptive behavior, aiming to contribute to the development of effective strategies for its prevention and management.

Disruptive behavior is a multifaceted issue that demands careful examination. From the subtle lack of focus to overt defiance of authority, educators are faced with diverse challenges in maintaining a conducive learning atmosphere. This research addresses the pressing need to comprehend the root causes of disruptive behavior, paving the way for tailored interventions.

To guide our exploration, the central question emerges: "What factors contribute to disruptive behavior in students, and how can educators, parents, and communities collaboratively address and prevent these behaviors?" This research sets out to uncover insights that can inform the development of evidence-based strategies for managing disruptive behavior.

The overarching purpose of this research is to enhance our understanding of disruptive behavior and equip stakeholders with effective tools to mitigate its impact. Specific objectives include examining the frequency of disruptive behavior, identifying contributing factors, evaluating preventive strategies, and assessing the role of various stakeholders in addressing this issue.

This research paper is organized into sections that systematically explore different aspects of disruptive behavior. We will begin by examining the prevalence of disruptive behavior, followed by an in-depth analysis of contributing factors. By the conclusion, readers will gain a comprehensive perspective on disruptive behavior and be equipped with insights to foster a more conducive learning environment.

Literature Review

The exploration of disruptive behavior in the classroom is situated within a vast body of literature that spans education, psychology, and sociology. This literature review aims to provide a comprehensive overview of existing research, identifying key concepts, themes, and debates surrounding disruptive behavior. By critically analyzing this body of work, we seek to illuminate the gaps in current knowledge that our research endeavors to fill.

Prevalence and Manifestations: Numerous studies have documented the prevalence of disruptive behavior in educational settings (Rutter, 2010; Sugai et al., 2018). From early childhood to adolescence, disruptive behaviors manifest in various forms, including inattentiveness, talking out of turn, and outright defiance (Maag, 2001; Walker et al., 2005). It is evident from the literature that disruptive behavior is not confined to a particular age group or demographic, emphasizing its universal significance in the educational landscape.

Contributing Factors: Understanding the root causes of disruptive behavior is pivotal for effective intervention. Literature suggests that a myriad of factors contributes to disruptive behavior, including but not limited to socio-economic status (Bradley & Corwyn, 2002), family dynamics (Webster-Stratton & Taylor, 2001), and individual learning differences (DuPaul et al., 2016). Additionally, peer relationships and social dynamics play a crucial role in shaping behavioral patterns within the classroom (Ladd et al., 1999). The synthesis of these findings underscores the complex interplay of various factors that give rise to disruptive behavior.

Preventive Strategies: The literature provides valuable insights into preventive strategies employed by educators to manage disruptive behavior. Establishing clear and consistent classroom rules (Emmer & Sabornie, 2015), building positive teacher-student relationships (Roorda et al., 2011), and implementing engaging and interactive lessons (Brophy, 2006) emerge as recurrent themes. However, the effectiveness of these strategies is context-dependent, prompting a need for further investigation into their applicability across diverse educational settings.

Role of Stakeholders: The involvement of various stakeholders, including teachers, parents, and the broader community, is a recurrent theme in the literature. Positive teacher-student relationships are consistently associated with improved behavioral outcomes (Hamre & Pianta, 2001), highlighting the pivotal role of educators in shaping the classroom environment. Moreover, studies emphasize the critical impact of parental involvement (Hill et al., 2004) and suggest that community support systems contribute significantly to addressing disruptive behavior (Wang et al., 2014).

Research Gap: While the literature provides valuable insights into the prevalence, contributing factors, and preventive strategies for disruptive behavior, there remains a notable gap in understanding the nuanced interplay between these elements. This research aims to bridge this gap by delving deeper into the intricate dynamics of disruptive behavior, considering its multifaceted nature and the varying contexts in which it arises.

Methodology

Research Design

This study utilizes a cross-sectional survey design to collect data from a diverse range of participants. A quantitative approach is employed to gather structured responses that can be analyzed to identify patterns, trends, and correlations related to disruptive behavior in educational settings.

Participants

Participants in this survey include educators, administrators, and other professionals involved in the field of education. A purposive sampling method is used to ensure representation from various educational levels and roles. The survey aims to capture perspectives from individuals with diverse experiences in managing and addressing disruptive behavior.

Data Collection

The survey consists of twelve questions that address different aspects of disruptive behavior, its prevalence, contributing factors, preventive strategies, and the roles of teachers, parents, and the community. Participants are asked to respond to close-ended questions with multiple-choice options, providing quantitative data that can be analyzed statistically.

Data Analysis

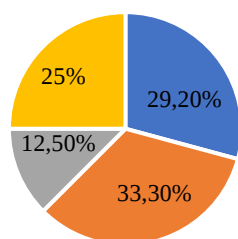
Quantitative data collected through the survey will be analyzed using statistical methods. Descriptive statistics, such as frequencies and percentages, will be employed to summarize the participants' responses to each question. Inferential statistics may be utilized to identify correlations between variables, providing deeper insights into the relationships within the dataset.

Ethical Considerations

Participation in this survey is voluntary, and all responses are anonymous. The data collected will be used solely for research purposes, and confidentiality will be maintained. The study has received ethical approval to ensure that participants' rights and privacy are protected throughout the research process.

Results

1. Definition of Disruptive Behavior:



- Lack of focus or attention
- Persistent talking or interruptions
- Defiance of rules or authority
- Physical aggression or bullying

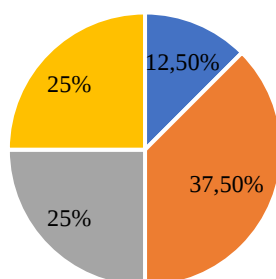
Table 1. How would you define disrupted behavior in a classroom setting?

Participants were asked to define disruptive behavior in a classroom setting. The responses were distributed as follows:

- Lack of focus or attention: 29.2%
- Persistent talking or interruptions: 33.3%
- Defiance of rules or authority: 12.5%
- Physical aggression or bullying: 25%

The results indicate a varied understanding of disruptive behavior, with persistent talking and lack of focus being the most commonly identified aspects.

2. Factors Contributing to Disruptive Behavior:



- Lack of engagement with the material
- Home environment and family issues:
- Learning disabilities or special needs
- Peer relationships and social dynamics

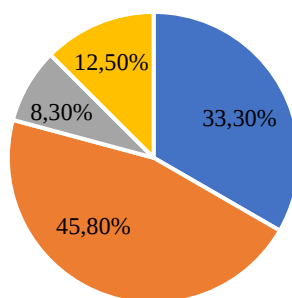
Table 2. In your opinion, what factors contribute most to disruptive behavior in students?

Participants were asked to share their opinions on the factors contributing most to disruptive behavior in students. The responses were distributed as follows:

- Lack of engagement with the material: 12.5%
- Home environment and family issues: 37.5%
- Learning disabilities or special needs: 25%
- Peer relationships and social dynamics: 25%

The majority of participants highlighted home environment and family issues as the primary factor contributing to disruptive behavior.

3. Preventive Strategies for Managing Disruptive Behavior:



- Establishing clear and consistent classroom rules
- Building positive teacher-student relationships
- Implementing engaging and interactive lessons
- Providing opportunities for student choice and autonomy

Table 3. Which preventive strategies do you believe are most effective in managing disruptive behavior?

Participants were asked about the preventive strategies they believe are most effective in managing disruptive behavior. The responses were distributed as follows:

- Establishing clear and consistent classroom rules: 33.3%
- Building positive teacher-student relationships: 45.8%
- Implementing engaging and interactive lessons: 8.3%
- Providing opportunities for student choice and autonomy: 12.5%

Results indicate a strong consensus on the importance of building positive teacher-student relationships as an effective preventive strategy.

4. Support Systems for Addressing Disruptive Behavior:

Participants were asked if schools should have dedicated support systems or professionals to address disruptive behavior. The responses were diverse, with participants suggesting various support systems:

- Implementing a multi-faceted support system, including early intervention programs, counseling services, and professional development for teachers.
- Having dedicated support systems like counselors, intervention specialists, and proactive strategies.
- Building an organizational support system that includes school counselors, behavioral intervention teams, and mental health professionals.
- Emphasizing communication and psychological support.

The responses highlight a consensus on the need for dedicated support systems, with an emphasis on collaboration and a multi-faceted approach.

5. Challenges Faced by Parents in Addressing Disruptive Behavior:

Participants were asked about challenges parents face in actively participating in addressing disruptive behavior. The responses included:

- Communication barriers
- Consistent discipline
- Balancing work and family responsibilities
- Understanding root causes

Challenges identified by participants underscore the complexities parents face in addressing disruptive behavior, including communication barriers and time constraints.

6. Community's Role in Addressing and Preventing Disruptive Behavior:

Participants were asked about the community's role in addressing and preventing disruptive behavior. Responses included:

- Collaborative partnerships with schools, local businesses, and community organizations.
- Community involvement through mentoring programs and after-school activities.
- Fostering a positive school climate through community initiatives and awareness campaigns.

Results indicate a recognition of the community's potential to contribute to addressing and preventing disruptive behavior through collaborative efforts.

Discussion:

This research brings to light crucial insights into the understanding of disruptive behavior in educational settings. The importance of this study lies in its exploration of diverse perspectives on disruptive behavior, shedding light on contributing factors, preventive strategies, and the roles of various stakeholders in addressing this pervasive issue. The new findings presented here contribute to a nuanced understanding of the challenges faced by educators, parents, and communities in managing disruptive behavior, as well as the potential effectiveness of preventive measures.

Addressing the research questions posed in the introduction, the study reveals that participants predominantly identify persistent talking or interruptions and lack of focus as key components of disruptive behavior. Home environment and family issues are overwhelmingly considered the primary factor contributing to disruptive behavior. Furthermore, building positive teacher-student relationships is recognized as the most effective preventive strategy.

Interpretations of Results

The interpretation of results underscores the importance of recognizing disruptive behavior as a multifaceted phenomenon. The prevalence of persistent talking and lack of focus highlights the need for targeted interventions that address these specific behaviors. The emphasis on home environment and family issues as the primary contributing factor aligns with existing literature that emphasizes the impact of external factors on student behavior.

Strength and Limitations

The strength of this study lies in its diverse participant pool, including educators, administrators, and other professionals, providing a comprehensive view of disruptive behavior. The quantitative data analysis allows for a clear presentation of participants' perspectives, enhancing the reliability and validity of the findings. The incorporation of both preventive strategies and challenges faced by parents adds depth to the understanding of disruptive behavior.

Despite its strengths, this study has limitations. The survey format may limit the depth of responses, and the reliance on self-reporting may introduce biases. The generalization of findings may be restricted to the specific sample demographics, and the cross-sectional design limits the establishment of causation.

Updated Literature Review

The findings of this study align with previous research emphasizing the significance of positive teacher-student relationships in managing disruptive behavior. Home environment and family issues as primary contributors resonate with literature highlighting the influence of external factors on student behavior. The preventive strategies identified in this study complement existing literature on effective classroom management techniques.

Implications for Future Research

In conclusion, this research advances our understanding of disruptive behavior in educational settings by providing actionable insights for educators, parents, and communities. The significance of the study lies in its potential to inform targeted interventions, professional development programs, and collaborative efforts that address disruptive behavior comprehensively.

Educators can use the findings to tailor their approaches, focusing on building positive relationships with students and implementing strategies that specifically target persistent talking and lack of focus. Parents can benefit from understanding the challenges they face and the importance of communication in addressing disruptive behavior. Communities can play a pivotal role by fostering partnerships with schools and supporting initiatives that promote a positive school climate.

In the broader context, this study contributes to the ongoing dialogue on effective strategies for creating conducive learning environments. Future research can delve deeper into the identified preventive strategies and challenges, exploring their effectiveness in diverse educational contexts. Overall, this study underscores the interconnectedness of various factors influencing disruptive behavior and emphasizes the need for collaborative efforts to address this complex issue comprehensively.

Conclusion

At the outset of this research endeavor, we sought to address the question of disruptive behavior in educational settings, aiming to unravel its complexities and offer insights into effective management strategies. The central focus was on understanding the varied perceptions of disruptive behavior,

identifying its contributing factors, and exploring preventive measures that could foster a conducive learning environment.

The findings of this study underscore the multi-dimensional nature of disruptive behavior, revealing that persistent talking and lack of focus are primary components identified by participants. Home environment and family issues emerged as the predominant contributing factor, shedding light on the external influences shaping student behavior. Notably, the significance of positive teacher-student relationships was highlighted as a crucial preventive strategy, emphasizing the role of interpersonal dynamics in classroom management.

In conclusion, this research deepens our understanding of disruptive behavior by unraveling its intricate components and proposing practical strategies for effective management. The significance of this study lies not only in the specific findings but in the broader dialogue it fosters among stakeholders in education. It calls for a holistic approach that transcends the confines of classrooms and engages families and communities in creating nurturing and supportive learning environments.

As we look to the future, avenues for further research are abundant. Longitudinal studies could explore the sustained impact of preventive strategies, providing insights into the effectiveness of interventions over time. Comparative analyses across diverse educational contexts would enhance the generalizability of findings. Additionally, delving into the qualitative aspects of disruptive behavior through in-depth interviews or case studies could offer a richer understanding of the experiences of those involved. By continuing to explore these avenues, future research can build on the foundations laid by this study, contributing to the ongoing evolution of effective strategies for managing disruptive behavior in educational settings.

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A STUDY OF STUDENTS' PREFERENCES TOWARDS NATIVE AND NON-NATIVE ENGLISH TEACHERS AT KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES, KAZAKHSTAN

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Abstract

This study explored student preferences between native English-speaking teachers (NESTs) and non-native English-speaking instructors (NNESTs) at Kazakh University of International Relations and World Languages in Almaty, Kazakhstan. Utilizing a mixed-method approach comprising surveys and interviews, the research involved third-year nineteen-year-old students and fourth-year twenty-year-old students. Findings revealed a preference for both NESTs and NNESTs, acknowledging the distinct strengths each brought to language learning. NNESTs excelled in theoretical aspects, grammar, vocabulary, writing, and fundamental knowledge, but were perceived to lack in traditional activities. The study concluded that a co-educational approach involving both NESTs and NNESTs could provide students with a well-rounded language education, capitalizing on the unique strengths each type of teacher offers.

Keywords: *native English-speaking teachers, non-native English-speaking teachers, mixed-method*

Background of the Study

Later investigate reports have demonstrated intrigued towards native and non-native English talking teachers. In general, the amount of demand for English language teachers is growing, but research on teacher preference is also growing. Because English is a global language and plays the most important role in communication. Also, students of Kazakhstan are trying to learn English as it is a world standard, and we need to know the students' opinion about learning the language. Starting in 2013, every student must learn English, regardless of their profession. The Service of Instruction of Kazakhstan (SIK) requires schools found in towns and towns to offer English lessons from 1st review beginning within the drop of 2013. This implies that EFL understudies in Kazakhstan are getting more youthful each year. Hence, the status of English instruction in Kazakhstan has obtained key importance. He is considered one of the foremost critical subjects at university in Kazakhstan. All university understudies, notwithstanding of their strength, are required to ponder English not as it were for confirmation, but too for higher instruction. Besides, as was specified over, understudies have started to memorize English in Kazakhstan at a altogether more youthful age compared to the past. This implies that a endless number of English teachers are required, but the foremost genuine limitation at the minute is the need of qualified instructors . Kazakhstan needs to choose between selecting more NNESTs whether they are qualified or not, subsequently jeopardizing the quality of ELT itself, and enlisting NESTs which does not consequently ensure a better standard of instructing than NNESTs. In light of the present circumstances in Kazakhstan, it is the students in Kazakhstan who are facing the greatest impact from the significant shift in English education. It is imperative to pay close attention to their perspectives and insights on this matter. Consequently, conducting a study on this topic has the potential to enhance our comprehension of the preferences of Kazakhstan students regarding Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs). Furthermore, other countries or regions in which English is taught by both categories of teachers, such as Kyrgyzstan, Uzbekistan, Azerbaijan could also derive benefits from the insights generated by this study.

Research Question:

What preferences do students have regarding NESTs and NNESTs?

How do students view studying with NESTs and NNESTs?

Research Objectives:

Investigate students' inclinations towards NESTs and NNESTs.

Explore students' perspectives on studying with NESTs and NNESTs.

Literature Review

The literature review you provided discusses various perspectives on Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) in foreign language education. NESTs as Linguistic Models and Cultural Contributors. NESTs are often seen as linguistic models due to their emphasis on oral communicative competence. Students appreciate the valuable cultural insights that NESTs bring to the classroom. NESTs create encouraging English-speaking environments for their students. Limitations of NESTs, despite being native speakers, NESTs may lack fundamental knowledge of the language they speak. The definition of "native speakers" is complex and not precisely defined. NESTs teaching in a foreign country may lack background knowledge about the country, putting them at a disadvantage compared to local colleagues. Student Preferences and Studies, Previous studies, such as Lasagabaster & Sierra (2002), indicate that students generally prefer NESTs or a combination of NESTs and NNESTs. NESTs are preferred for oral skills, pronunciation, culture, speaking, and to some extent, vocabulary. NNESTs are appreciated for their understanding of grammar, personal factors (being ESL learners themselves), hardworking nature, and empathy towards students. Preferences can vary based on the level of studies, with higher-level students often preferring NESTs, but this preference may change over time. Attitudes toward NNESTs can become more positive with exposure, and there may be cultural variations in these attitudes. Globalization of English and Increasing Demand, the globalization of English and the recognition of World Englishes have led to a significant increase in English learners worldwide. This growth in demand emphasizes the need for well-educated and highly qualified English as a Foreign Language/English as a Second Language (EFL/ESL) teachers. This literature review provides a comprehensive overview of the complexities and preferences associated with NESTs and NNESTs in the context of foreign language education, considering linguistic, cultural, and pedagogical aspects.

Research Methodology**Context of Study**

This study was conducted in Kazakhstan, Almaty at the university level. In Kazakhstan, there are usually two types of EFL education at universities. This is our education within the framework of general education programs and special English training (ESP - English for Specific Purposes). According to the standard in Kazakhstan, this program provides basic skills such as listening, speaking, reading, writing. University points at creating students' competence in English by moreover preparing them with proficient abilities in arrange to cater to the current circumstance of English being the lingua franca of the world.

Kazakh University of International Relations and World Languages has faculties such as a teacher of two foreign languages and Oriental studies, translation. And the faculties of Oriental studies, translation studies have NNESTs and NESTs, teachers of two foreign languages have only NNESTs and only such teachers. But there are English teachers in all faculties.

Population and Sample

The whole study involved students from the Faculty of Oriental and Translation Studies, 15 third and fourth year students, 10 from the third year, 5 from the fourth year, all students studied at both NEST and NNESTs.

Third and fourth year students were selected because they already know and have seen both teaching options when they were taught NNESTs and NESTs. Both courses can already adequately assess the skills of teachers and their abilities and who has what skills and who has what skills, who teaches how.

Research Instruments**Questionnaire.**

This study uses a research tool: a survey: 1) Exploring the identity of pre-service NNESTs in Taiwan: A social relationally approach (Wang & Lin, 2014); 2) University Students' Perceptions of Native and Non-native Speaker Teachers of English (Lasagabaster & Sierra, 2002), and 3) EFL Learners' beliefs about native and non-native English-speaking teachers: Perceived strengths, weaknesses, and preferences (Sung, 2014). The researcher adapted 3 surveys according to the context of the study and the quality of teachers' teaching..

In the first part, participants were told to choose which type of teacher, in their experience, is more competent to teach in the 2023 academic year in relation to 10 areas of English teaching, including four language skills, pronunciation, grammar and cultural knowledge. Four options were proposed:

1. Native speakers (NS): Foreign teachers from the United States, UK, and Canada.
2. Kazakhstani teachers (KZ): Representing local English teachers of the program.
3. Equally Competent (EC): Both NS and local English teachers were considered equally competent.
4. Depends on the teacher (D): Any teacher, whether NS or local, demonstrating effective teaching strategies and a strong command of the English language was considered competent.

In Part Two, the members were inquired to precise their conclusions approximately NESTs and NNESTs by completing a five-point Likert scale, which had a add up to of 10 questions.

Hence, there were 22 things in add up to for the study portion. The survey was managed after the analyst had clearly clarified the method and made it clear to the members that their reactions would be utilized for inquire about purposes as it were.

Data Collection

The participants were asked to complete the online questionnaires during class time, and it took approximately 15 minutes to complete. Then each student's answer was carefully read and an analysis was made based on their answer. Students were asked to write in a language convenient for them, such as Kazakh, Russian or English. That it was possible to understand their opinions and views clearly.

Data Analysis

Quantitative Data

The researcher used Google Form because it should be convenient for all survey participants. And based on the response and statistics made by Google Analytics, a table was compiled. For this survey, the percentages of how many of all participants chose which option were used. The independent test was among the 1st and 2nd year.

Findings

Table : Comparison of Year 3 and Year 4 Students' Preferences Towards English Teachers in Different Areas

NS: Native speakers KZ: Kazakhstan teachers

EC: Equally Competent D: Depends on the teacher

Item	NS (%)	KZ (%)	EC (%)	D (%)	Total (%)
1. Listening	48	20	20	12	100
2. Speaking	42	22	13	23	100
3. Reading	25	40	19	16	100
4. Writing	7.7	56.9	20.0	13.8	98.5
5. Pronunciation	43	16.3	24.2	15.9	99.4
6. Grammar	7	70	13	9	99
7. Culture	48	7	28	17	100
8. Interaction	31	10	30	29	100
9. Test	10.2	34.8	37	18	100
10. Sensitivity	16.8	20.1	37.4	25.7	100

From the table, you can see that students of 3 and 4 years choose a native speaker to teach cultural knowledge in the studied language, improve speaking, pronunciation and listening skills in percentages 48 , 42 , 43 and 48, they did these surveys based on their 3-4 years of study at the university.

But, many of the students chose a Kazakh teacher in areas such as grammar, writing and reading with percentages of 70, 56.9 and 40.

Also, students who study in both groups believe that both teachers prepare well for testing, and both teachers were attentive to the problems with learning languages from students. Teachers were also well prepared for the problems faced by international students, with percentages of 37.4, 37 and 30 respectively.

Interview

This part shows the results of the survey. These were the students' personal views on learning at NESTs and NNESTs. The survey could highlight all the important aspects of English language teachers.

As a result, we have the percentages shown in the table and the results where everyone could give their independent vote.

Cultural Conflicts with NESTs

Students reported experiencing cultural conflicts with NESTs, particularly related to class assignments. One instance mentioned was differences in the conceptualization of role-play presentations. Additionally, discomfort arose from cultural practices such as kissing and hugging, reflecting the clash between Western cultural norms and local expectations.

Interaction Differences

The passage highlights differences in the interaction between teachers and students based on cultural backgrounds. For instance, questioning the teacher in Kazakh culture was viewed as challenging authority, whereas NESTs encouraged students to ask questions. The teaching styles of NESTs and NNESTs in addressing questions also varied, with NNESTs offering direct solutions, while NESTs prompted critical thinking.

Student Adaptation and Communication

Despite cultural conflicts, students expressed the necessity to adjust to cultural differences, recognizing that they were learning the language of the target culture. Effective communication, negotiation, and understanding the expectations of NESTs were cited as crucial strategies for students to navigate cultural disparities.

Strengths of NESTs

NESTs were perceived as having strengths in employing diverse teaching strategies, including role-playing, songs, and short stories. Students reported enjoying these activities, feeling motivated, and benefiting from an authentic language environment that enhanced their speaking skills.

Weaknesses of NESTs and NNESTs

NESTs were critiqued for speaking too fast, making it challenging for non-native learners to follow, and some lacked in-depth knowledge of grammar. NNESTs, on the other hand, were perceived as having a rigid teaching style that focused excessively on language fundamentals, limiting practical application in real-life situations.

Class Atmosphere

The class atmosphere varied between NESTs and NNESTs. Year 3 students found NESTs' classes nerve-racking, while Year 4 students perceived a more casual and relaxed atmosphere. NNESTs' classes were generally described as passive and monotonous, lacking engaging activities.

Language Use in Classes

An English-only class was acknowledged for providing an authentic language environment, fostering listening and speaking skills. However, some students found it challenging, leading to a potential loss of confidence. Using both Kazakh and English in classes was seen as advantageous for a deeper understanding, but concerns were raised about students becoming reliant on translation.

Test Preparation

Overall, students perceived both NESTs and NNESTs as equally competent in test preparation. However, Year 3 students found NNESTs more helpful for university exams and Kazakh national tests, while Year 4 students favored NESTs for international standardized tests.

Discussion

This research delved into the preferences of Year 3 and Year 4 students regarding native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan. It sought to explore students' perceptions of the strengths and weaknesses inherent in these two teacher groups. The study revealed that NESTs and NNESTs possessed unique linguistic, socio-cultural, and pedagogical strengths and weaknesses. Importantly, students did not exhibit a strong preference for one teacher type over the other, and their opinions varied concerning the specific areas of English teaching competence each group brought to the classroom.

Year 3 and Year 4 students expressed a preference for NESTs in teaching listening skills, speaking skills, and pronunciation. NESTs were valued for providing personal insights into the target culture, possibly because they are considered linguistic role models, offering a "correct" model of English. The acknowledgment of the rich cultural information that NESTs bring to the classroom aligned with previous studies. Conversely, students leaned towards NNESTs for teaching reading, writing, and grammar. This preference stemmed from the perceived clarity in NNESTs' explanations and their ability to code-switch when conveying complex language concepts.

Surprisingly, most students perceived both NESTs and NNESTs as equally adept at test preparation. This may be attributed to the different types of tests students faced. Year 3 students, focusing on local and national examinations, found NNESTs more familiar with the educational system. In contrast, Year 3 students preparing for international standardized tests, such as IELTS and TOEFL, appreciated the assistance of NESTs, particularly in speaking and listening preparation.

In terms of teaching methods, students generally agreed that NESTs employed a more diverse range of approaches, incorporating activities like role-playing, story-telling, and games, fostering an enjoyable learning environment. NNESTs, while offering fewer activities, were praised for their focus on fundamental knowledge. Students expressed gratitude for their NNESTs' understanding of their frustrations, likely stemming from a shared linguistic background.

Regarding language use in the classroom, students had mixed opinions on an English-only policy. Some favored NESTs using English exclusively, considering it a valuable opportunity to practice the language. However, others preferred NNESTs who used both English and Kazakh, recognizing the potential challenges in understanding everything spoken by NESTs.

While recognizing the benefits of having an NEST in providing an English language environment, students pointed out weaknesses in exclusive English instruction. Misunderstandings were identified as a potential issue due to NESTs' inability to clarify thoughts and feelings in students' native language. This linguistic barrier contributed to students viewing NESTs as less empathetic and approachable, leading to frustration, particularly when NESTs spoke rapidly. This frustration could impact students' confidence and motivation, especially among those with lower English proficiency.

Regarding class atmosphere, both groups of students found NNESTs' classes somewhat dull due to traditional teaching styles focused on textbooks and frequent language exercises. The perceived seriousness and inflexibility in NNESTs' classrooms were contrasted with the more enjoyable and comfortable atmosphere in NESTs' classes. This discrepancy in perception between Year 3 and Year 4 students could be attributed to differences in their English proficiency levels and exposure to NESTs.

In summary, the study highlighted the nuanced preferences and perceptions of Year 1 and Year 2 students regarding NESTs and NNESTs. The findings underscored the importance of recognizing the strengths and weaknesses inherent in both teacher types and tailoring teaching approaches to meet the specific needs of students at different language proficiency levels.

Conclusion

This study investigated the preferences of Year 3 and Year 4 students at Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan, regarding native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). Utilizing a combination of questionnaires and interviews, the research revealed that students did not exhibit a significant preference for either native or non-native teachers. However, among Year 3 and Year 4 students, a discernible pattern emerged: a preference for NESTs in teaching listening, speaking, and pronunciation skills, accompanied by the impartation of unique cultural insights. Conversely, NNESTs were favored for teaching reading, writing, and grammar.

Both teacher groups were perceived as equally competent in test preparation, with NNESTs aiding in local test preparation and NESTs assisting with oral examinations requisite for international standardized tests.

The study underscored distinct strengths and weaknesses associated with both NESTs and NNESTs. NESTs were lauded for creating an authentic English language environment, offering English-only classes that facilitated increased English language practice opportunities. Furthermore, NESTs integrated various engaging activities into their teaching, contributing to a lively and relaxed classroom atmosphere. However, challenges surfaced when students struggled to comprehend rapidly spoken English, exacerbated by varying levels of English proficiency. The additional hurdle of many NESTs being unable to converse in Kazakh or Russian heightened these challenges for students.

Conversely, NNESTs were recognized for their strong foundational knowledge of English and their empathetic understanding of the challenges encountered by language learners, drawing from their own experiences as second language learners. Nonetheless, NNESTs' instructional methods were perceived as comparatively traditional, resulting in somewhat less dynamic and engaging classes.

This research shed light on the nuanced preferences and perceived strengths and weaknesses of Year 3 and Year 4 students at the Kazakh Ablai Khan University, emphasizing the need for tailored teaching approaches considering the diverse linguistic and cultural backgrounds of students and the unique attributes of both NESTs and NNESTs.

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GAMING TECHNOLOGIES AS A MEANS OF INCREASING MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Abstract

This article considers the use of gaming technologies in foreign language lessons, creating and using game situations in educational process, that contribute to increasing the motivation of students.

Keywords: *gaming technology, communication activities, linguistics, motivation, online resources, offline games.*

Learning a foreign language in modern society is becoming more and more demanding. Gaming technology is one of the most effective and successful among modern educational technologies. This concept refers to the quality of activity, which is characterized by a high level of motivation, to the need to acquire knowledge and skills, the effectiveness and interest of students.

L. S. Vygotsky, A. N. Leontiev, D. B. Elkonin and others were engaged in the development of the theory of the game, its methodological foundations, its significance for the development of the student in Russian pedagogy.

By the nature of the game techniques are most often used: plot, role-playing, business, imitation. According to the subject orientation, games in all school disciplines are distinguished. Game technologies stimulate interest in learning language material.

To organize communication within the framework of the game, it is necessary to form these skills in the conditions of the educational process.

Today, a modern foreign language lesson is a complex didactic work with the use of computers, Internet technologies, modern technological means.

The educational motivation of schoolchildren is very important in the formation of a personality, because without it, effective educational activity and the development of the student's abilities for self-improvement, self-development, self-education are impossible. The complexity of the study of motivation is due to the fact that the student is encouraged to study a complex of motives that not only enrich each other, but also oppose each other. Motivation is formed, changed and rebuilt in the process of activity. The success of educational activity is determined by motivation, which has a great impact on the effectiveness of the educational process.

It is possible to motivate children at an early stage of language learning through positive emotions. Positive emotional experiences arise when it is possible to evoke love for the language being studied. But sometimes in certain categories of students endowed with strong-willed qualities, negative emotions caused by dissatisfaction with the task, can stimulate activity in the right direction.

The effectiveness of mastering foreign language is directly dependent on the activity of students, involving them in all types of speech activity, so that they listen to foreign language speech as much as possible, speak, read and write in a foreign language. The teacher needs a constant creative approach to solve educational tasks so that the educational activity itself, organized by him, is interesting for students and not only caused high motivation that ensures their activity in the classroom, but also retains its influencing force during extracurricular time.

Zoltan Derney, a Hungarian-born British researcher, professor of psycholinguistics at the University of Nottingham, who is also known for his research on the motivation of learning a second language, wrote in his book "Motivational strategies in the language classroom", that certain conditions must be created before starting any attempts to cause motivation. In his opinion, the following three motivational conditions should be present:

1. proper behavior of the teacher and his good relations with students,
2. a pleasant and friendly atmosphere in the classroom,
3. a close-knit group of students with established group norms.

Of course, these three conditions are interrelated, because you cannot have a pleasant atmosphere in the classroom if there is tension between you and the students. Zoltan Derney also gives several possible options for the development of students' motivation.

In the first strategy, the professor suggests demonstrating and telling about your passion for a foreign language and how it affects you personally; try to share with your students that you value learning a second language and that it is a meaningful experience that brings pleasure and enriches your life. In the second strategy, he says that it is necessary to take the education of children very seriously. Show students that you care about their success. Believe that your students can achieve more. In this strategy, the quality of the relationship between the teacher and the students is very important. Teachers who support their students, who respond to their problems and who manage to establish relationships of mutual trust and respect are more likely to inspire students in the learning process.

The professor gives several tips that will help establish contact between the teacher and students:

- greet children and remember their names;
- smile at them;
- pay attention to interesting features of their external type (for example, a new haircut);
- learn something special about each student and sometimes mention it;
- take an interest in their life outside of school;
- find out birthdays;
- send notes/homework to absentees students.

Professor Dernei says that our relationships with students depend on our good relationships with their parents. For most children, parents' opinions matter, and therefore parents can be allies in any motivational strategies [1]. Dr. Gavin Reid, an educational psychologist from Canada, in his book "Motivating learners in the classroom: ideas and strategies," presents possible strategies for developing motivation:

1. Try to use different approaches to learning. Some children are good at learning visually, but for others it may be difficult. You can provide assignments to students, giving them the opportunity to use their own approach to learning in the classroom.

2. Creativity needs to be encouraged Gavin Reid says that many creative people only begin to think seriously about their education after leaving school. This is because the exam system often does not encourage creativity. The modern education system provides little opportunity to be distracted by creativity, but in turn, for many students, a creative approach is the main one motivating factor in learning.

3. Ensure gradual achievement of success. Success is an important factor in motivation and successful learning. The teacher needs to motivate students so that they find the path to success.

4. Be prepared to tell students about their own personal progress. Progress is a personal matter for each student, because the result of one person's progress cannot be the result for someone else. It is important that the criteria for progress are individualized.

5. Learners must believe in their abilities. Self-confidence is crucial to achieving any degree of success and motivation, but often the education system is focused only on assessment. This factor can completely destroy any element of self-confidence, so it is important to recognize any achievements, no matter how small they may seem to others. They can be significant for an individual student. Often those who seem to have achieved a lot have surprisingly low levels of self-confidence. This may be because they are not receiving the positive comments that they really need. The key here is not to take it as a job title, but to provide ongoing feedback so that trainees can develop and maintain self-confidence.

6. It is necessary to correctly select tasks according to the age and interests of students. Students can quickly lose motivation if the task is interesting to them, but beyond their ability, and vice versa

7. The author advises using different learning styles in the classroom. Each lesson should contain elements of auditory, visual, tactile and kinesthetic interaction.

8. Some children need some pressure to be motivated, for example you can set deadlines and create an element of competition.

9. Gavin Reid talks about using group work in foreign language classes. Working in groups can be a great motivational tool, but at the same time it is important to ensure that the group work provides a positive experience for everyone involved.

10. *The teacher helps to develop responsibility and independence of students. This is important because it gives learners some control over their learning. It is control that stimulates responsibility and allows students to move from external to internal motivation.*

11. *It is necessary to encourage student choice. This is part of a plan to give students independence in their learning. [2].*

Authors of the book "Best practice in motivation and management in the classroom"

Thus, to summarize, we can say that the effectiveness

mastering any type of activity depends on the child's motivation for this type of activity. Activities are more effective and produce better results if the student has strong, vibrant and deep motives. The game method can be called a valuable method of stimulating interest in learning, which is based on the creation of game situations in the educational process.

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USING PBL FOR DEVELOPING 7th GRADE STUDENTS' READING SKILLS**Smailova Z.K.***1st year Master's degree student of
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Turkestan, Kazakhstan***Abstract**

Foreign language learning will become more exciting if students are motivated towards learning process. Active learning and teaching methodologies can make a positive difference in students learning especially for second language learners. This article investigates the outcome of using project-based learning on the development of reading skills of students. The study employed questionnaire method. The study population consisted of 7th grade students of secondary school №21 named after M.Poshanov. In the same groups, low and high achiever students were also identified.

For data analysis test for independent samples was used. Data analysis revealed that students had almost the same reading competency the before treatment as evidenced by questionnaire results. The findings show that teachers need to involve students in reading by conducting meaningful and demanding activities.

Keywords: *PBL, reading, comprehension, skimming, project-based learning, second language, development, extensive reading skills*

Introduction

It is obvious that language teaching and learning process need an effective teaching methodology. Research indicates that researchers continuously strive to find effective methods which might facilitate the language learning process. Reading extensively inside and outside classrooms helps to improve the learners' reading skills. When preparing a lesson plan, teachers need to think that learners want various skills at different ages and competency levels. Teachers should use learner-related contexts whenever possible, as this will help them motivate students to read. Some of your learners have complained that reading is boring and they do not want to read the texts you have given them - what should you do? Choose the same types of texts that learners enjoy reading outside the classroom and design motivating pre-reading and post-reading tasks to go with them. They would probably enjoy doing the reading task as they are acquainted with it already. After relieving their boredom, you could introduce academic reading comprehension, poetry or prose.

Good readers relate what they read to their former experiences. Activation of prior knowledge assists readers in making sense of the new material. To help students gain entry into the meaning of the text, teachers should encourage them to draw on their previous knowledge and experiences. Prediction also assist readers to bring their background knowledge and personal experiences to the text. Effective teachers of reading usually employ this strategy during teaching since it could assist students to see the reading processes and strategies of an effective reader. That is to say, by using think aloud method teachers could model the use of reading strategies that an effective reader uses in the act of reading[1]. This could, in turn, help students become strategic readers.

Basically reading can be of two types: extensive and intensive, and the idea is to impart some skills needed for both. Teaching reading skills could be easy when taught with nuances and strategies with continuous practice. Reading skills become boring for many when they are not given the correct strategies. In a classroom structure, students use reading for different purposes; it may be instructions, to do lists, course books, blogs, websites, newspapers and magazines. Here the question is how to develop their reading skill in the above structure?

Reading is a collaborative, problem-solving, interactive, transactional process and is aimed at making sense of the text. The report further states that effective teachers create opportunities for

students to read a lot since the quantity of reading increases students ability to read well. Moreover, it states that the effective teachers scaffold learners and demonstrate how to apply a range of strategies during the act of reading[2].

PBL as a main tool in developing students' reading skills

The concept of "projectivity", which has been formed over the past two decades [4. p. 9], was put forward in the context of the educational restructuring program proposed in the late 70s of the twentieth century by the Royal College of Arts in Great Britain. It was closely connected with the project culture, which arose as a result of the unification of two hitherto non-overlapping areas in education: humanitarian and artistic and scientific and technical. Project culture is the general form in which the art of planning and invention is realized, creation, execution and design, and which is defined as design, or design [3].

PBL, or Problem-Based Learning, is a pedagogical strategy that has cultivated an interest in reading and enhancing English language comprehension. This approach is founded on the premise that students acquire knowledge and skills most effectively when engaged in meaningful and practical projects, as opposed to mere rote memorization. In the context of PBL, students are responsible for planning, researching, developing, and presenting projects aligned with their areas of interest.

Therefore, PBL is a methodology that contributes significantly to the educational field, both for teaching work and for the comprehensive development of students. It proposes different active methods to motivate students to practice reading effectively, developing their cognitive skills and attitudinal and procedural capacities. Moreover, it encourages future professionals in their work.

Mastering the design culture, the student learns to think creatively, independently planning his actions, predicting possible solutions to the tasks facing him, aesthetically realizing the means and methods of work he has learned. At the present stage, the project methodology, gaining more and more supporters, is included in the training of FL. However, it should be noted that the authors and analysts of this method themselves do not correlate this method with the direction of development of project culture formed in England, although such a connection is quite obvious.

To solve the problem that underlies the project, students must possess certain intellectual, creative and communicative skills. These include the ability to work with the text (highlight the main idea, search for the necessary information in a foreign text), analyze information, make generalizations and conclusions, etc.; the ability to work with a variety of reference material. The task of teaching various types of speech activity is the formation of many of these skills[4].

Creative skills include: the ability to conduct a discussion, listen and to hear the interlocutor, to defend your point of view, supported by arguments, the ability to find a compromise with the interlocutor, the ability to express your thoughts concisely.

Thus, the competent use of the project method is preceded by significant preparation, which is carried out in an integrated system of education at school (not only in the teaching of the FL), and preliminary work on the project should be carried out constantly [5].

Methodology

Participants

The population of this study included students of secondary school №21 named after M. Poshanov. They are all 7th grade students. 25 students filled in the questionnaire. Students ages comprised between 12-13 ages.

Instruments

A questionnaire was developed to collect the relevant data. The main purpose of the questionnaire was to define the students' ability in working with project-based technology during the educational process. The questionnaire included two main themes relevant to the application of PBL in foreign language education. The questions are formulated from easier to difficult. To motivate students' interest in learning, questions included all areas of PBL and development of reading skills. 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.

Data collection

All students answered in a written way 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.

Results and discussion

The study results will be organized and discussed in accordance with the research questions. To answer question number 1 "Do you work with reading tasks in learning foreign languages?" Results indicated that students had high perceptions of their reading comprehension technologies. For the question number 2 "How often do you work with reading tasks?" students answered a that they use it very often. Also, for the question number 9 "What is the importance of students' project-based learning?" Most of them answered in this way: Project-based learning technologies are 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.

Figure 1 shows each of the aspects observed during the eight weeks of implementation of the reading project, according to how the students evolved in each of the competencies developed regarding reading ability and comprehension: interest, applied techniques, performance, attitude, participation, appropriate types of text, use of technological tools, collaborative work, and individual contributions. The most relevant items are considered, and each is rated on a percentage scale from 0% to 100%.

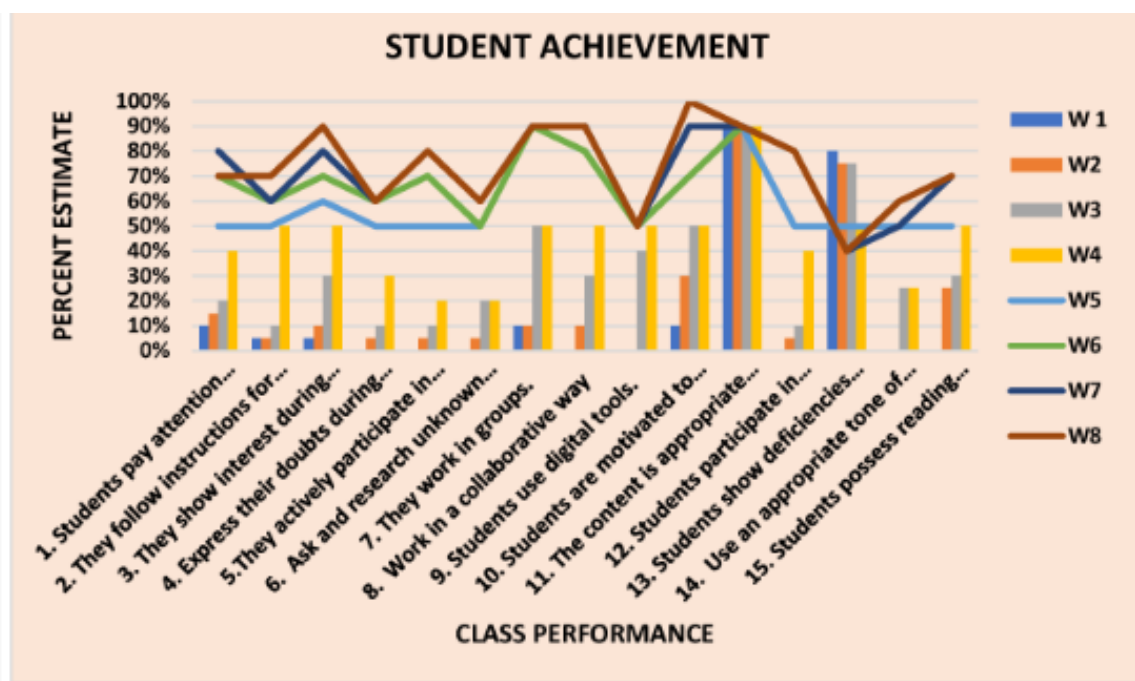


Figure 4. Evolving Reading Skills in an Eight-Week PBL

The degree of students' interest was evidenced through the results obtained and represented in Figure 1, which details the progress recorded by the students based on the increase in their participation, performance, and motivation throughout the activities from Week (W) W1 to W8 when the project was implemented.

Conclusion.

PBL offers a variety of didactic materials that meet the student's needs and demands, and students take an active part in the learning process. It increases interest and motivation and higher text comprehension, participation, collaboration, and self-evaluation. On the other hand, in traditional learning, teaching materials are based on the curriculum text. Students are passively receptive to the process; motivation depends on teachers' skills to encourage learning. Consequently, comparing traditional and project-based learning, significant differences in the approach and methodology used in the learning process are evidenced.

The results highlight the need to develop reading and comprehension skills in English early, which requires adequate motivation and support. PBL is presented as a valuable tool to motivate and develop these skills as it offers a variety of didactic materials, greater student participation, and self-evaluation,

allowing each area to contribute comprehensively to the project outcome [44]. Therefore, teachers are willing to use unconventional approaches to achieve adequate reading levels and help students gain fluency in reading.

Finally, it is suggested to continue researching the application of this methodological tool to explore further the benefits that could contribute to developing new didactic strategies to improve English language reading comprehension and promote students' academic and personal success.

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FEATURES OF USING EDUCATIONAL WEB RESOURCES AT THE SENIOR STAGE OF SECONDARY SCHOOL**Turekulova Kamila Nurlanovna**

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Abstract

The article deals with the issues of using Web resources in the learning process. Article explores the utilization of educational web resources in senior stage secondary school education, drawing insights from students, teachers, parents, and administrators. The study examines patterns of resource utilization, preferences for various web resources, and their impact on student engagement and critical thinking skills. Results indicate diverse usage patterns, emphasizing the need for flexible content design. Positive observations underscore the potential benefits, yet challenges such as limited internet access and difficulty navigating websites persist. Proposed strategies encompass government intervention, quality assurance, accessibility, teacher support, and technical assistance. Educator interviews provide qualitative insights, highlighting skill development and challenges. Recommendations focus on teacher training, resource quality, accessibility, and continuous evaluation. The research contributes to the discourse on effective technology integration, offering practical considerations for educators and policymakers.

Keywords: Educational web resources, senior stage studies, student engagement, critical thinking skills, internet access, teacher guidance, curriculum alignment, digital age preparedness, online learning, user-friendly interfaces.

Introduction

Information and communication technology have become an integral part of our everyday lives. The new society is devoted to the truth that education is the main factor of success of the competitiveness of a nation (Radoi, 2004). In contemporary education, the integration of educational web resources in the senior stage of students' school life represents a pivotal shift that transcends traditional teaching methodologies. As technology continues to evolve, educators and researchers alike are exploring the potential benefits and challenges associated with the incorporation of web-based tools in the learning process. **The aim** of this article is to examine the multifaceted aspects of educational web resource use among high school students, offering a comprehensive examination of the benefits, challenges, and underlying dynamics.

The advent of educational web resources has transformed the landscape of learning, providing students with unprecedented access to a vast array of information and interactive tools. Researchers in the field have played a crucial role in developing and refining these resources to align with the diverse needs of senior stage students. Notable scholars have pioneered efforts to create web-based platforms that cater to the specific cognitive and developmental characteristics of students in this crucial stage of their academic journey.

The significance of this article lies in its commitment to critically analyze and synthesize existing literature on the utilization of educational web resources among senior stage students. In doing so, we aim to build upon the foundational work laid by researchers who have explored the impact of technology on education. By examining the empirical studies, theoretical frameworks, and expert opinions available, we seek to unravel the intricate web of factors influencing the effectiveness of web resources in enhancing the learning experience for senior stage students.

This exploration will encompass various dimensions, including the cognitive benefits of interactive learning tools, the role of web resources in fostering critical thinking skills, and the potential challenges

associated with digital learning environments. Through a meticulous analysis of these aspects, we endeavor to provide educators, policymakers, and stakeholders with a nuanced understanding of the implications and considerations associated with integrating educational web resources into the senior stage curriculum.

Recognizing the unique position of senior stage students within the educational ecosystem, where they are navigating the complexities of academic challenges and personal growth, **our study aims** to shed light on how web resources can be tailored to meet their distinctive needs. It is within this context that the transformative potential of educational web resources can be harnessed to not only facilitate academic excellence but also contribute to the holistic development of students. Building upon this understanding, we transition seamlessly into the articulation of specific research questions, aiming to unravel the nuanced impact of these resources on cognitive development, academic performance, and critical thinking skills. Our inquiry is grounded in the acknowledgment that the transformative potential of educational web resources can be strategically harnessed within this context, not merely to facilitate academic excellence but to contribute substantively to the holistic development of senior stage students.

This article will answer research questions:

1. To what extent do educational web resources contribute to the cognitive development of senior stage students, and how do these resources impact their academic performance and critical thinking skills?
2. What are the potential drawbacks and challenges associated with the use of educational web resources in the senior stage of students' academic journey?

In subsequent sections of this article, we will break down specific aspects and answer research questions, including the cognitive impact of online learning tools, the role of teacher-student interaction dynamics in digital classrooms, and potential drawbacks that require careful consideration. Through a comprehensive analysis, we aspire to provide insights that inform educators and policymakers in making informed decisions about the integration of educational web resources in the senior stage of students' academic journey. Ultimately, the goal is to pave the way for an educational environment that harnesses the power of technology to foster enhanced learning experiences, critical thinking skills, and overall academic success for senior stage students.

Literature Review

In the realm of language teaching and education, the integration of the Internet into language teaching has garnered attention from scholars who offer distinct perspectives on its purpose and utility. L. A. Podoprigorova asserts that the use of the Internet in the classroom should not be an isolated objective; rather, it requires careful consideration of key questions pertaining to its audience, purpose, timing, and extent of usage in language teaching [Podoprigorova L. A. 2003].

Complementary to Podoprigorova's stance, N.V. Sharypova defines educational Internet resources as tools crafted specifically for the learning process, with a focus on certain educational levels and subject areas. Sharypova underscores their dual role in providing information support for the education system and aiding educational institutions or authorities [Sharypova N.V., 2015]. This perspective emphasizes the tailored nature of these resources, suggesting a targeted and purposeful integration aligned with specific educational needs.

In the realm of effectiveness, O.V. Amelina's study contributes empirical evidence supporting the positive impact of Internet resources on the educational process. The study establishes that Internet resources not only enhance the cognitive activity of students but also provide positive motivation for learning. Additionally, they play a crucial role in forming the skills of independent work and research [Amelina O.V., 2014]. Amelina's findings reinforce the idea that the strategic incorporation of Internet resources aligns with broader educational goals, fostering both cognitive development and self-directed learning skills.

Moreover, Zenkina's assertion that Internet resources reflect constantly updating information objects adds a temporal dimension to their relevance in education [Zenkina, 2014]. This emphasizes the dynamic and evolving nature of online content, suggesting that Internet resources provide not only static information but also current and up-to-date knowledge, making them particularly valuable in educational contexts.

Z.R. Devterova and O.A. Obdalov [Devterova Z.R. 2009] studied the influence of Internet resources on the formation of lexical skills and the student's personality. They were able to prove that Internet resources make it possible to implement a person-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students

In comparing these perspectives, it becomes evident that the effective integration of Internet resources in language teaching demands a nuanced understanding of their purpose, audience, and dynamic nature. The collective insights suggest that a thoughtful approach, considering not only the content but also the timing and specific educational context, can maximize the positive impact of Internet resources on student learning outcomes. Ultimately, these viewpoints contribute to a comprehensive understanding of the multifaceted role that Internet resources play in language education.

Methodology

Research Design.

This study adopts a mixed-methods research design to provide a comprehensive understanding of the impact of educational web resources on senior stage students. The qualitative component involves in-depth interviews with educators and students to gather nuanced insights into their experiences with web-based tools. The quantitative component includes a survey distributed to a representative sample of senior stage students, assessing their perceptions of the effectiveness of educational web resources and identifying any correlations with academic performance.

Participants.

The participants in this study will include senior stage students (grades 10-12), educators from diverse educational institutions and parents. A purposive sampling approach will be employed to ensure representation from various socio-economic backgrounds and geographical locations.

Data Collection.

Qualitative data will be collected through semi-structured interviews with educators and students. The interviews will explore themes such as perceived benefits, challenges, and recommendations for optimizing the use of educational web resources. Quantitative data will be obtained through a structured survey covering aspects related to the frequency of web resource usage, perceived impact on learning outcomes, and challenges faced.

Data Analysis.

Qualitative data will be analyzed thematically to identify patterns and recurring themes. Quantitative data will undergo statistical analysis, including descriptive statistics and inferential tests to identify any significant correlations or trends.

Ethical Considerations.

This research will adhere to ethical standards, ensuring informed consent from participants, confidentiality, and the responsible handling of data. Ethical approval will be sought from the relevant institutional review board before commencing data collection.

Through this mixed-methods approach, the study aims to provide a holistic understanding of the implications of integrating educational web resources in the senior stage of students' education, contributing valuable insights to educators, policymakers, and researchers in the field.

Results

Our research survey on the integration and impact of educational web resources in the senior stage school curriculum garnered responses from 52 participants, including students, teachers, parents, and school administrators. Each participant provided insights into their experiences, opinions, and challenges related to the utilization of educational web resources. The survey covered a range of topics included into 17 questions, and the results offer valuable insights into the current landscape of digital education.

Table 1.

To what extent do you utilize educational web resources for your senior stage school studies, and how frequently do you use them to supplement your studies?

Utilization Extent	Percentage of Respondents	Frequency of Supplemental Use	Percentage of Respondents
Rarely	23.1%	Daily	34.6%
Occasionally	23.1%	Weekly	26.9%
Frequently	7.7%	Monthly	15.4%
Almost Always	32.7%	Rarely	9.6%
Never	13.5%	Never	13.5%

In gauging the utilization of educational web resources for senior stage studies, diverse responses emerged. While a substantial majority almost always (32.7%) or daily (34.6%) employ digital tools,

significant portions indicated infrequent or no use. The varying reliance underscores the necessity for a nuanced educational approach. Acknowledging both sporadic and consistent users, along with those who refrain entirely, emphasizes the need for flexible content design. Tailoring educational strategies to accommodate these diverse usage patterns is crucial, ensuring inclusivity and effectiveness in addressing the varied preferences and habits of senior stage school students.

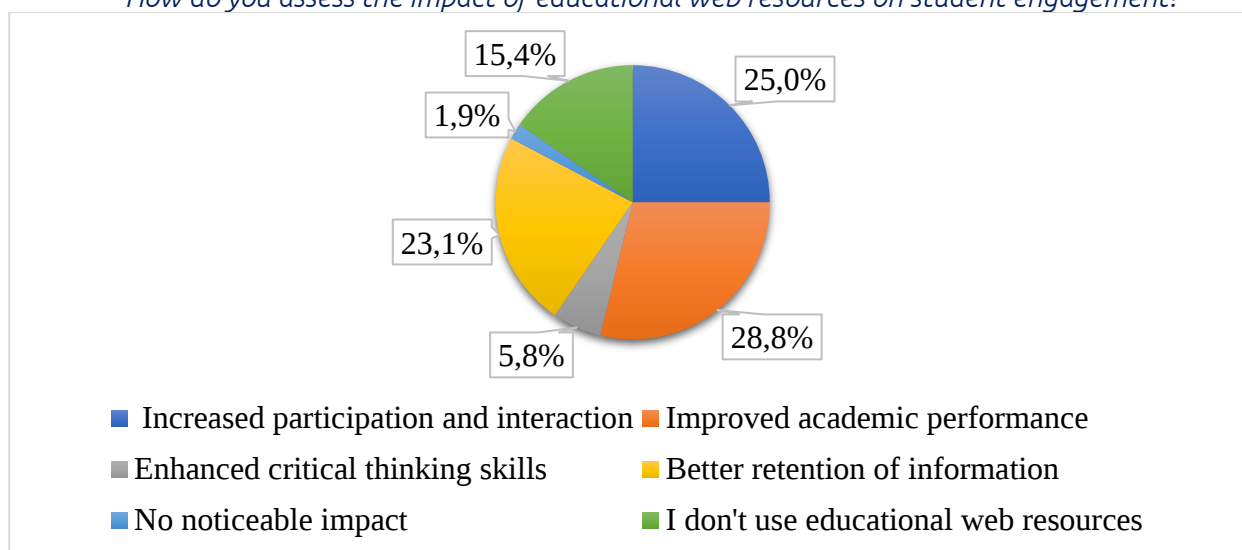
What types of educational web resources do you find most beneficial?

- **Interactive simulations:** A minority found interactive simulations beneficial.
- **Online textbooks:** Online textbooks were appreciated by 21.2%.
- **Video lectures:** A significant portion favored video lectures.
- **Quizzes and assessments:** 9.6% valued quizzes and assessments.
- **Websites:** The majority, 38.5%, found general websites most beneficial.

The diverse preferences highlight the importance of providing a variety of resources to cater to different learning styles.

Table 2.

How do you assess the impact of educational web resources on student engagement?



▪ **Increased Participation and Interaction (25%):** A significant quarter of the respondents reported a positive impact, indicating that educational web resources contribute to increased student engagement through active participation and interaction.

▪ **Improved Academic Performance (28.8%):** The majority, comprising 28.8% of the respondents, observed enhanced academic performance among students using educational web resources, suggesting a positive correlation between online resources and academic success.

▪ **Enhanced Critical Thinking Skills (5.8%):** While a smaller percentage noted improved critical thinking skills, this highlights that some participants recognize the positive influence of web resources on higher-order cognitive abilities.

▪ **Better Retention of Information (23.1%):** Nearly a quarter of the respondents reported improved retention of information, indicating that educational web resources contribute to better knowledge retention among students.

▪ **No Noticeable Impact (1.9%):** A minor fraction of respondents, 1.9%, did not observe any significant impact on student engagement. This minority opinion suggests that not all participants perceive a positive effect.

▪ **I Don't Use Educational Web Resources (15.4%):** A notable percentage, 15.4%, indicated that they do not use educational web resources. This highlights the diversity of experiences and preferences among respondents, including those who may not be utilizing online resources.

Positive observations from a significant portion of respondents suggest that educational web resources have the potential to positively influence student engagement and performance. However, the variation in responses indicates that the impact may vary among individuals, emphasizing the need for tailored approaches to accommodate diverse learning styles and preferences.

Table 3.

Strategies for Addressing Challenges in Using Educational Web Resources for Senior Stage Studies

Challenges	Strategies for Addressing/Mitigation
Limited Internet Access (23.1%)	Government intervention for internet access to improve infrastructure.
Difficulty Navigating Websites(26.9%)	Implementation of a quality assurance process involving educators and experts.
Lack of Engaging Content (5.8%)	Prioritization of free and accessible material for more inclusive access.
Lack of Teacher Guidance (9.6%)	Establishment of virtual classrooms, discussion forums, and live Q&A sessions.
Quality Concerns (7.7%)	Implementation of a systematic quality assurance process for educational materials.
Technical Issues (e.g., Slow Loading) (13.5%)	Establishment of a help desk or support system to address technical issues promptly.
No Challenges Encountered (13.5%)	Recognition of successful experiences, aiming for continuous improvement.

The table outlines strategies to address and mitigate the challenges identified in using educational web resources for senior stage studies.

- **Limited Internet Access** : Government intervention is proposed to improve internet infrastructure, ensuring broader access to online educational content.

- **Difficulty Navigating Websites**: Implementation of a quality assurance process, involving educators and experts, aims to enhance the user-friendliness of educational websites.

- **Lack of Engaging Content**: Prioritizing free and accessible material is suggested to make educational content more inclusive and engaging for users.

- **Lack of Teacher Guidance**: The establishment of virtual classrooms, discussion forums, and live Q&A sessions is recommended to bridge the gap between online resources and traditional teaching methods.

- **Quality Concerns**: Implementation of a systematic quality assurance process for educational materials is suggested to address concerns about content accuracy and relevance.

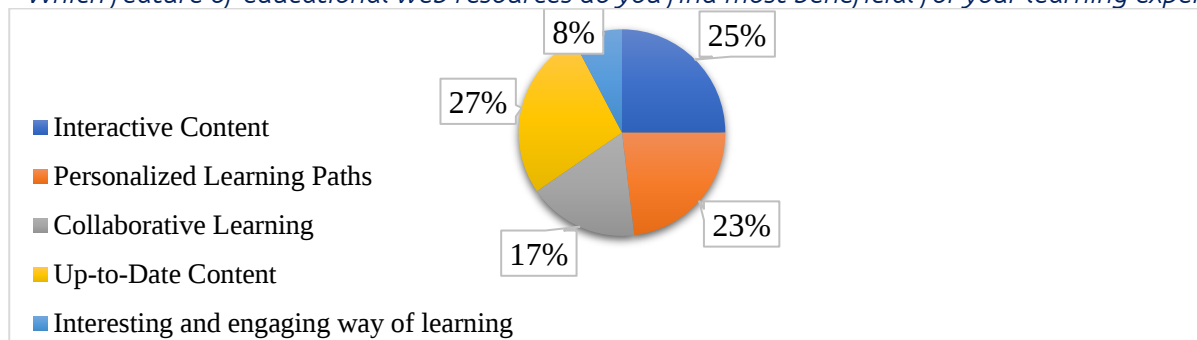
- **Technical Issues (e.g., Slow Loading)**: The establishment of a help desk or support system is proposed to address technical issues promptly and ensure a seamless learning experience.

- **No Challenges Encountered**: Recognition of successful experiences and aiming for continuous improvement acknowledges that not all users face challenges, and efforts should be made to maintain positive experiences.

The strategies presented demonstrate a comprehensive approach to addressing challenges associated with educational web resources. These solutions encompass government intervention, quality assurance, accessibility, teacher support, and technical assistance, emphasizing a collaborative and multifaceted approach for an improved online learning experience. The goal is to create an environment that fosters engagement, accessibility, and quality in the use of educational web resources for senior stage studies.

Table 4.

Which feature of educational web resources do you find most beneficial for your learning experience?



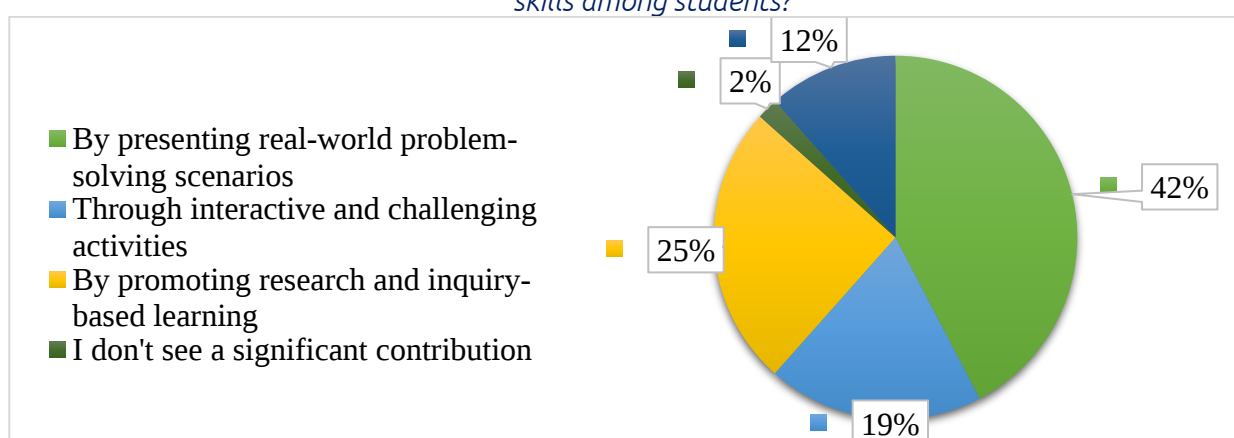
When asked about the most beneficial features of educational web resources for their learning experience, respondents provided diverse insights:

- **Interactive Content (25%):** A significant 25% emphasized the value of interactive content, indicating a preference for dynamic and engaging learning experiences.
- **Personalized Learning Paths (23.1%):** Personalization garnered attention from 23.1%, reflecting the desire for tailored learning journeys that cater to individual needs and preferences.
- **Collaborative Learning (17.3%):** Collaboration was highlighted by 17.3%, underscoring the importance of social interaction and shared learning experiences.
- **Up-to-Date Content (26.9%):** The need for timely information resonated with 26.9%, indicating an appreciation for content that reflects the latest developments and knowledge.
- **Interesting and engaging way of learning (7.7%):** A smaller, yet significant, 7.7% appreciated an engaging learning approach, emphasizing the importance of enjoyable and compelling content.

The varied percentages underscore the diverse preferences among respondents, emphasizing the need for educational web resources to incorporate a range of features. This diversity recognizes that learners have different styles and preferences, reinforcing the importance of a multifaceted approach in the design of educational materials to enhance overall user experience.

Table 5.

In your opinion, how do educational web resources contribute to the development of critical thinking skills among students?



▪ **By presenting real-world problem-solving scenarios (42.3%):** A significant majority, comprising 42.3%, recognized the substantial value of educational web resources in presenting real-world problem-solving scenarios. This indicates a consensus on the practical and applied nature of these resources in promoting critical thinking.

▪ **Through interactive and challenging activities (19.2%):** Approximately 19.2% of respondents highlighted the role of interactive and challenging activities in fostering critical thinking skills. This underscores the importance of engaging and thought-provoking exercises in the learning process.

▪ **By promoting research and inquiry-based learning (25%):** A quarter of respondents, 25%, identified the promotion of research and inquiry-based learning as a crucial aspect of educational web resources. This recognition emphasizes the contribution of these resources to encouraging independent exploration and critical inquiry.

▪ **I don't see a significant contribution (1.9%):** A small fraction, 1.9%, expressed a lack of belief in the significant contribution of educational web resources to the development of critical thinking skills.

▪ **I don't use educational web resources (11.5%):** 11.5% of respondents reported not using educational web resources, potentially missing out on the benefits these resources offer for critical thinking development.

The majority's recognition of the potential of web resources in fostering critical thinking skills underscores their educational value. While there are varying perspectives, the overall consensus suggests that educational web resources play a substantial role in enhancing students' critical thinking abilities through real-world scenarios, interactive activities, and research-based learning opportunities.

Which factors influence your choice of specific educational web resources for classroom use?

Educators consider various factors when selecting web resources to enhance the learning experience.

▪ **Alignment with curriculum standards (42.3%):** A significant majority, at 42.3%, prioritized the alignment of educational web resources with curriculum standards. This emphasizes the importance of selecting resources that complement and enhance the established educational objectives.

▪ **User-friendly interface and navigation (21.2%):** For 21.2% of respondents, ease of use, including a user-friendly interface and navigation, was a crucial factor in choosing educational web resources. Accessibility and simplicity contribute to a smoother learning experience.

▪ **Positive reviews and recommendations (9.6%):** Recommendations and positive reviews influenced the choices of 9.6% of respondents, indicating the impact of peer feedback and endorsements in the decision-making process.

▪ **Free or low-cost options (13.5%):** Cost considerations played a role for 13.5% of participants, highlighting the importance of financial accessibility in resource selection.

▪ **Integration with other educational tools (9.6%):** The integration capabilities with other educational tools were significant for 9.6% of respondents, underlining the value of a cohesive and interconnected educational environment.

▪ **Not applicable – I don't choose the resources (3.8%):** A small fraction, 3.8%, did not actively choose resources. This may indicate a reliance on predefined or standardized materials.

Educators prioritize factors that ensure the chosen resources align with educational objectives, are accessible, and contribute to a cohesive learning experience for all students.

To what extent do you believe that the use of educational web resources prepares students for the challenges of the digital age?

• **Extremely well-prepared (61.5%):** A significant majority felt that web resources prepared students extremely well.

• **Slightly prepared (30.8%):** 30.8% believed students were moderately prepared.

• **Not prepared at all (7.7%):** A small fraction, 7.7%, felt students were not prepared.

The overwhelming majority sees the use of web resources as highly effective in preparing students for the demands of the digital age.

How do you address concerns about the credibility and accuracy of information from online sources in your teaching?

In navigating the digital landscape, educators employ diverse strategies to address concerns related to the credibility and accuracy of information from online sources. The following methods highlight the multifaceted approaches utilized by educators:

▪ **Teaching Source Evaluation Skills (36.5%):** Educators recognize the significance of empowering students with critical thinking skills. By teaching students how to evaluate sources for reliability, they aim to instill a discerning approach towards online information. This strategy ensures that students can independently assess the credibility of the sources they encounter.

▪ **Providing a Curated List of Approved Sources (23.1%):** Acknowledging the overwhelming abundance of online information, some educators take a proactive approach by curating a list of approved websites and resources. This curated list serves as a guide for students, directing them to reliable sources vetted by the educators, thereby minimizing the risk of misinformation.

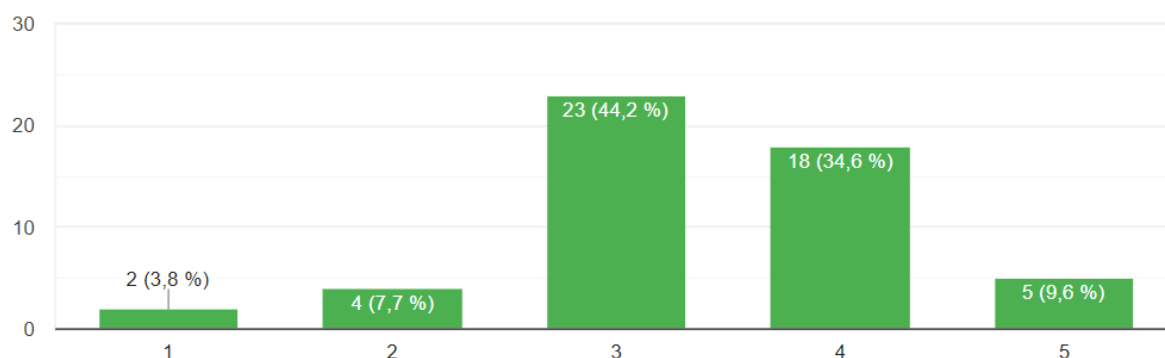
▪ **Incorporating Fact-Checking Exercises (26.9%):** Actively engaging students in fact-checking exercises within lessons is a dynamic strategy adopted by a significant percentage of educators. This approach not only teaches the importance of verifying information but also integrates critical evaluation skills directly into the learning process.

▪ **Uncertainty in Addressing Concerns (3.8%):** A small fraction of educators expressed uncertainty in addressing concerns about information credibility. This group might benefit from additional support and resources to navigate the challenges associated with ensuring the reliability of online information.

▪ **Non-Utilization of Web Resources (9.6%):** A noteworthy percentage of educators (9.6%) indicated that they do not use web resources. This choice might stem from concerns about the credibility of online information or a preference for traditional teaching methods. Understanding the reasons behind this choice can offer insights into the broader landscape of teaching preferences.

Table 6.

12. On a scale of 1 to 5, how would you rate the overall effectiveness of educational web resources in enhancing senior stage students' learning experience?



A small fraction (3.8%) rated the effectiveness as very low. 7.7% considered the effectiveness to be low. The majority, 44.2%, rated it as moderately effective. This suggests that a substantial proportion of respondents find these resources to be reasonably impactful in enhancing the learning experience for senior stage students. 34.6% found web resources highly effective. A small fraction, 9.6%, rated the effectiveness as very high. The majority perceives educational web resources as moderately to highly effective in enhancing the learning experience.

What recommendations do you have for optimizing the integration of educational web resources into the senior stage curriculum?

- **Provide teachers with training and professional development opportunities:** Empowers educators to effectively integrate technology into teaching methods.

- **Ensure accessibility for all students:** Consider factors such as text-to-speech capabilities and compatibility with assistive technologies.

- **Choose reputable and high-quality resources:** Verify accuracy, update information, and ensure age-appropriateness.

- **Continuous professional development for teachers:** Enhances their ability to integrate web resources effectively.

- **Consider readability, multimedia support, and language options:** Ensures resources are accessible and engaging.

- **Periodic updates to reflect changes in curriculum and technology:** Ensures content remains current and relevant.

- **Use Digital Game-based Learning:** Incorporate game-based elements for enhanced engagement.

- **Educate teachers to use web resources:** Offer training on effective integration into teaching methods.

- **Provide access to all materials:** Ensure inclusivity by offering full access to valuable content.

- **Regularly evaluate the effectiveness of integrated resources:** Gather feedback from both teachers and students for continuous improvement.

These recommendations provide a roadmap for optimizing the integration of web resources into the senior stage curriculum, ensuring a comprehensive and effective approach.

Five educators from diverse high schools participated in interviews, each lasting approximately 10 minutes. A total of 15 questions were posed, covering various facets of integrating educational web resources in the senior stage of students' education.

In response to inquiries regarding specific skills developed through educational web resources, participants **highlighted the continuous improvement of students' cognitive abilities, emphasizing the enhancement of critical thinking and problem-solving skills.** Teachers who successfully implemented web resources offered valuable recommendations, suggesting a gradual transition, alignment with curriculum goals, and active pursuit of professional development opportunities for staying updated.

Challenges in integrating web resources were explored, with **limited technology access and the need for resource equality** among students identified. Matching web resources with curriculum objectives

emerged as a persistent challenge, requiring adaptation and seamless integration into the existing educational structure.

These insights provide a comprehensive understanding of the benefits, challenges, and recommendations associated with the integration of educational web resources, offering **valuable guidance** for educators and policymakers aiming to enhance senior stage education through technology integration.

Discussion

In our article, we delved into the utilization of educational web resources at the senior stage of secondary school, aiming to understand the distinctive features and implications of integrating digital tools into the learning process. By focusing on the dynamic interaction between students and online educational platforms, we sought to uncover how these resources contribute to a more engaging and effective educational experience.

Web resources are an invaluable base to create the information and subject environment, education and self-education for students, meet their personal and professional interests and needs. However, the mere access to Web resources does not guarantee fast and high-quality language education. According to **our survey findings**, these resources should be formed and developed:

- **Communicative competence** (linguistic, sociolinguistic, socio-cultural, strategic, discourse, learning and cognitive);
- **Communicative and cognitive abilities** to carry out search and selection, to generalize, classify, analyze and synthesize the information received;
- **Communication skills** to present and discuss the results of the work done using the Internet; • **Skills to use Web resources** for self-education to explore knowledge in the field of the cultural and historical heritage of different countries and peoples, as well as to act as a representative of the native culture, country, city;
- **Ability to use Web resources** to satisfy their informational and educational interests and needs. And they should also be analyzed by the lecturer, because most of them are not education - aimed.

The survey made it clear that such resources can be analyzed based on:

- **relevance of the information;**
- **the linguistic complexity of the material;**
- **source of information** (credibility, reliability, validity, etc.);
- **the historical complexity of the text** (references to historical facts, which affect understanding the text);
- **psycho-physiological characteristics** of the information (matching the age and psychological characteristics, importance for education and development).

Furthermore, we acknowledge that not all web resources are inherently education-focused. Hence, an insightful analysis by educators becomes the compass guiding students toward resources that foster both academic excellence and personal development. This deliberate and discerning approach is crucial to harness the transformative potential of educational web resources in shaping a holistic and enriching learning experience for senior stage students.

Presenting the **primary findings** of our inquiry, we discerned prevalent patterns and participant perspectives concerning the potential impact of educational web resources. Analysis of the results underscored a growing trend in the adoption of digital tools, revealing a significant shift in the pedagogical landscape. Our study emphasized the myriad benefits, including heightened student engagement, the cultivation of critical thinking skills, practical application of subject matter, heightened motivation and interest, increased autonomy, and a propensity for collaborative knowledge-sharing among peers.

Educational web resources fundamentally transform the educational journey, capturing students' attention from the outset. The interactive nature of these tools promotes active participation, with each online component capable of sparking curiosity and sustaining interest. **The pivotal aspect** lies in the introduction of authentic materials, acting as a stimulus for further exploration and discourse. This deliberate exposure facilitates the conscious construction of new concepts and connections, fostering a context-driven understanding.

Throughout the exploration, we recognized that educational web resources not only facilitate learning but also empower students to construct knowledge actively within the framework of real-world challenges. This dynamic approach engenders deep motivation and encourages students to apply their

acquired knowledge in practical scenarios, culminating in a learning cycle that culminates in satisfaction and nurtures an enduring interest in learning. However, the integration of educational web resources at the senior stage of secondary school raises pertinent considerations that demand thoughtful examination and resolution. Chief among these is the imperative for educators to possess adept skills in orchestrating and coordinating online activities, presenting a unique challenge, particularly in the context of senior secondary education. The effective deployment of digital tools also hinges on the availability of requisite resources to ensure seamless integration into the educational process.

The relevance of these web resources to educational objectives underscores the importance of crafting tasks and scenarios aligned with established standards. Furthermore, teacher professional development emerges as a linchpin for success, as it seeks to bolster competencies and instill confidence in navigating educational technologies. Collaborative efforts among educators assume a pivotal role, fostering an environment of shared experiences, strategy development, and mutual support that augments the successful implementation of educational web resources in senior secondary classrooms.

The qualitative component of our study, involving interviews with educators, enriches our understanding by providing nuanced insights into the skills developed through educational web resources and the challenges faced in integration. The emphasis on continuous improvement of cognitive abilities, the recommendation for a gradual transition, and the identification of challenges such as limited technology access contribute to a holistic view of the integration process.

Finally, our exploration of the features of using educational web resources at the senior stage of secondary school highlights the transformative potential of digital tools in enhancing the learning experience. The comprehensive analysis of survey results, literature review, and educator interviews provides a well-rounded understanding of the benefits, challenges, and recommendations associated with the integration of educational web resources. This study contributes valuable insights to educators, policymakers, and researchers seeking to optimize the use of technology in senior stage education, paving the way for a future where digital tools are seamlessly integrated into the educational journey.

Conclusion

In conclusion, our examination of educational web resources at the senior stage unveils a landscape rich in opportunities and challenges. Educational web-resources refer to online materials, tools, and platforms designed to support and enhance the learning and educational experiences of students, teachers, and learners. These resources leverage the capabilities of the internet and digital technology to provide a wide range of educational content, activities, and interactive features. The study reveals diverse utilization patterns, emphasizing the need for adaptive strategies in content design. Positive impacts on critical thinking, academic performance, and student engagement affirm the value of web resources. However, challenges like limited internet access demand strategic interventions. Educators play a crucial role, employing proactive measures to ensure the credibility of online information. The overall effectiveness of web resources, as perceived by respondents, signals a positive trend. Looking ahead, addressing implementation challenges, providing learning resources, and fostering a supportive community will be pivotal. This study contributes nuanced insights, guiding stakeholders toward an informed and effective integration of educational web resources, shaping the future of senior stage education.

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SCIENTIFIC AND THEORETICAL ANALYSIS OF THE CONCEPT OF CRITICAL THINKING TECHNOLOGIES

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Abstract

This article highlights the role of critical thinking technologies in teaching biology and the problem of the formation of cognitive activity of students. One of the tasks of a modern school is to increase the diversity of types and forms of organization of educational activities of students. Critical thinking technologies integrated with the pedagogical system of organizing educational activities can significantly increase the educational opportunities of schoolchildren, even to choose and implement an individual trajectory in an open educational space.

In this regard, it examines the definitions of the concept of "critical thinking technologies" of various scientists, methodologists, gives their own vision of this phenomenon, and also examines the components of critical thinking technologies. Research activity, project activity in particular, is considered as one of the methods of effective formation of creative activity in Biology lessons.

Keywords: *critical thinking technologies, cognitive activity, observation, laboratory, instant feedback, research activity.*

Introduction

Due to the expansion of international contacts, the development of society and education, the need for communication between students is increasing

Currently, there is no doubt about the relevance and relevance of the integration of the Internet in the learning process. The main subject of discussion in this case is not the question of what, but how to apply modern computer technologies in the learning process. The use of the Internet would greatly expand the range of real communicative situations, would increase the motivation of students, would allow them to apply the acquired knowledge, formed skills, speech skills to solve real communicative tasks[1].

Peculiarities of using critical thinking technologies in educational activities

The use of Internet technologies by the teacher in their lessons will inevitably lead the general education lesson beyond the scope of both the lesson and the subject itself.

By connecting to the critical thinking technologies, schools satisfy their needs in the search, collection and processing of material, which in turn expands the possibilities of implementing educational goals and objectives. The task of a modern school is the successful development of a student's personality, changing and improving his personal data, which is an important condition for the development and formation of a student, as he becomes a full-fledged user of the world information space. The frequent use of Internet technologies and telecommunication means by schools in the educational process shows us how we implement and how we work with the use of innovative means, with the help of which modifications of a diverse plan are made: they change the goals and objectives of the lesson, the curriculum, forms and methods of teaching students[2]

Teachers prefer to find educational material on the Internet in electronic form, as it allows:

Table 1.

Opportunities and the possibilities of critical thinking technologies for creating a modern lesson

	Opportunities of using critical thinking technologies for teachers	The possibilities of critical thinking technologies for creating a modern lesson
1	<i>improving their knowledge through distance learning;</i>	<i>A teacher can replenish his or her methodological base</i>

2	<i>finding educational material on the Internet for the preparation and conducting lessons;</i>	<i>study the experience of other teachers and use their recommendations and developments in own lessons;</i>
3	<i>getting information about the latest pedagogical findings</i>	<i>print their personal lesson plans, articles, and innovative ideas on Internet sites</i>
4	<i>sending their methodological developments;</i>	<i>allows teachers to make lessons more interesting and dynamic, includes in the process of perception not only vision, but also hearing, emotions, imagination,</i>
5	<i>teaching children and work both in the classroom and outside the classroom individually and in groups, in pairs</i>	<i>facilitates the process of memorizing the material being studied by students</i>

[a table is created by an author]

Formation of creative activities in teaching biology

Consideration of this problem requires the study of the concept of "creative activity", which was studied by such methodologists as N. D. Galskova, N. I. Gez, L. I. Korneeva, E. N. Solovova, etc.

There are many methodologists who have studied this phenomenon. Having studied different opinions and analyzed the points of view of some methodologists, we note that cognitive activity is interpreted in different ways. Some methodologists assume that this is the ability of people to live in one society without disagreements; others believe that this is the ability to take part in biology; others think that these are rules and examples of behavior based on the concepts of diversity of thinking and recognition of living processes.

In the context of the discussed problem, it should be noted that N. D. Galskova, N. I. Gez believe that "cognitive activity is a skill that enables a person to develop himself within the socio-cultural environment. The development of this skill takes place through the interrelation of studies of the biology and the improvement of the individual experience of the individual" [4].

In biology at the school level, a critical thinking research project can cover the study of the features of the manifestation of global patterns at a private level, in specific conditions. Students can compare some phenomena with others []. The choice of topics is extensive, because the object of research can be not only living organisms, their communities and the person himself, but also various processes occurring in them. Biology projects can be both descriptive and practical in nature, the results of which can be implemented during the lesson, extracurricular activities, daily life. It is possible and even necessary to start using the method from elementary school, where the basic skills of educational activity are laid. Moving on to the next stage of education, children begin to study the world around them in more depth, and processes, phenomena and other patterns in it arouse additional interest. Having an initial idea of creating a project, students only need to work out and improve the skills acquired earlier to achieve the result of their research activities[6].

Currently, the school provides students and teachers with the opportunity to use in the educational process:

- participation in teleconferences where problems of a scientific and professional nature are discussed;
- access to open file servers on the Internet to obtain freely distributed software;
- remote access to databases, library catalogs and electronic library files in the preparation of educational materials on subjects;
- receiving electronic periodicals on selected topics;
- participation in online Internet teleconferences;
- independent and control testing.

Conclusion

Internet resources can also be used by teachers to improve their skills (network methodological associations and virtual pedagogical councils, distance learning, participation in network projects, etc.).

Thus, cognitive activity presupposes readiness and ability to live and interact in the modern multicultural world. The lack of cognitive activity skills significantly complicates communication and understanding with representatives of foreign cultures. And project activity is a tool of education and training that promotes respect, understanding of the culture, traditions, language of another people, as one's own, and also helps to overcome fear and distrust in relation to another culture.

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FEATURES OF THE USE OF QUEST TECHNOLOGY IN TEACHING ENGLISH IN PRIMARY SCHOOL**Zarbat Ayazhan Serikkyzy**

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Abstract

This study focuses on contemporary problems in the educational field, focusing on the need for diversity in the educational process, stimulation of independent cognitive activity of students and expansion of their areas of interest. Attention is paid to the introduction of innovative forms, methods and technologies of teaching, where special attention is paid to quest technologies, especially in the context of teaching foreign languages. The study considers quest technologies as a universal tool for interaction between teachers and students, highlighting its role in stimulating active learning, developing critical thinking and increasing motivation. Despite the potential benefits, the problem of limited use of quest technologies in teaching practice is identified, associated with a lack of understanding among teachers of how to create and effectively use educational quests. In conclusion, the study offers specific recommendations for overcoming barriers and successfully implementing quest technologies in elementary classrooms, emphasizing the importance of accessibility of learning resources, relevance of quests to learning goals, teacher professional development, and collaboration among educators.

Keywords: *quest technology, pedagogical technology, educational process, teaching foreign languages, traditional teaching methods, active learning, critical thinking, assessment, real-world applications.*

Introduction:

One of the pressing problems of the educational space is the diversity of the educational process, the activation of independent cognitive activity of students, the expansion of their areas of interest and their direct participation in the educational process. This requires the introduction of the latest forms, methods and technologies of training. The most popular are interactive forms that allow you to involve all participants, realize your creative abilities, and translate existing knowledge, skills and abilities into practical activities. The most effective means is the use of quest technologies in teaching foreign languages. Quest as a pedagogical technology is a well-thought-out model of joint pedagogical activity in the design, organization and conduct of the educational process with clearly formulated goals, diagnostics of current and final results, which has certain stages with highlighted procedural characteristics. Practice shows that students better assimilate new knowledge in the process of independently searching for and systematizing new information. The use of quests contributes to the education and development of personality traits, the disclosure of students' abilities and the acquisition of necessary practical skills.

The problem is that *quest technology is not fully considered as a possible means of increasing the effectiveness of lessons and is not widely used in the educational process, since most often teachers do not have a holistic understanding of how to independently create and competently apply educational quests in practice teaching English.*

This work focuses on considering and evaluating the effectiveness of using quest technology as an effective means of stimulating students' independent cognitive activity, expanding their areas of interest and increasing the efficiency of the educational process, as well as providing teachers with specific recommendations for the successful integration of this technique into educational practice. In this regard, the objectives of the study include defining the essence of the concept of "quest technology", considering the possibility of using educational quest technology in the learning process, justifying the

effectiveness of quest technologies, identifying the problem of their limited use, offering practical recommendations and methods of application. **As can be seen from the above, we have several questions such as:** "What are the features of adapting quest technology to the needs of primary schools when teaching English? What specific barriers and challenges arise when integrating quest technology into foreign language teaching and how can we develop effective strategies to overcome them?"

Thus, the use of quest technology in teaching English at the primary school level is of significant relevance, since it combines modern educational technologies, develops students' cognitive activity, increases motivation to learn, develops thinking abilities and creates a positive learning experience for children. In this article, we will analyze the theoretical foundations and principles of using quest technology, as well as empirical evidence, and identify specific benefits and challenges that teachers face when implementing this approach.

Literature review

A quest can be defined as an intellectual type of game, the process of which takes place in a specially prepared room from which quest participants solve tasks. A feature of such gaming practices is that participants need to quickly adapt to new conditions and make decisions in the most unexpected situations. Therefore, the quest is especially interesting for schoolchildren, students and young people.

Many theoretical and empirical studies have been devoted to the use of quest technology. The subject of the study is classes both in institutions of primary and secondary vocational education, and in institutions of higher vocational education. This technology has found widespread use both abroad – [Maria Luisa Renau, Marta Pesudo, 2016], [Ira Irzawati, 2021], etc., in the works of researchers from neighboring countries: educational quests – [E.O. Magich 2014], [E.V. Druzhinina, 2016], [Yu.V. Kalugina, 2016], [Yu.K. Kostenko, 2017], etc.; and in Kazakhstan – [Zhmanova N.A., Erezhepova A.Sh., Beknazarova A.B., 2019], [Kalieva K.M., Temirgalieva A.S., 2020] and others.

Quests are considered an intellectual gaming practice with elements of role-playing games, in which participants use Internet information resources to solve problems. The quests also contain a literary plot where the main character must overcome difficulties and obstacles in order to achieve the goal. This approach combines elements of modern educational technologies and traditional storytelling. The introduction of quest technology into the educational process has received some support from teachers, since this technology has many undeniable advantages [Online Computer Library Center, 2009]. Methodist Bykhovsky Ya.S. believes that working on quest tasks puts participants in an "active" position, forces them to analyze the situation, propose their own methods of action and accept others. One of the main features of an educational webquest is the need to independently search, select and process information that is not provided in ready-made form [Bykhovsky, 1999].

The use of quest technology in education provides a promising way to enhance the educational process and the development of students. Nevertheless, it is necessary to continue research in order to better understand the methodological aspects and offer specific recommendations for teachers in the successful integration of quest technology into educational practice.

Methods of research

Research Design:

This study employed a comprehensive research design to explore the potential applications of quest technology in the context of primary school English education. The overarching goal was to thoroughly investigate the possibilities of integrating quests into the teaching process and addressing assigned challenges. To achieve this, the research design encompassed a multifaceted approach, combining both qualitative and quantitative methodologies.

Participants:

The participants in this study were selected strategically to provide diverse perspectives on the integration of quest technology in primary school English education. The empirical base included structured interviews with five teachers, and a survey distributed to 46 participants, consisting of both teachers and students actively utilizing quests in their educational activities. The selection process ensured randomness among university students and teachers from different schools with experience in learning foreign languages and a genuine interest in incorporating quest technology into their teaching or learning practices.

Data Collection:

Data collection in this study was executed through a two-pronged approach, incorporating both qualitative and quantitative methods. Structured interviews were conducted with five teachers,

generating in-depth insights through direct conversations. Additionally, a survey was distributed to 46 participants, including teachers and students involved in quest-based educational activities.

Data Analysis:

The collected data underwent rigorous analysis to derive meaningful insights. Content analysis was employed to systematically study the content of visual materials, such as responses from the survey. This method allowed researchers to identify recurring themes and patterns within the qualitative data. Furthermore, statistical analysis was applied to process and summarize quantitative information obtained from the survey. The combination of these data analysis methods facilitated the extraction of crucial conclusions, providing a comprehensive understanding of the implications of integrating quest technology into primary school English teaching.

Ethical Considerations:

In selecting participants, the researchers ensured that individuals had a genuine interest in quest technology and willingly participated. The study adhered to ethical standards in conducting interviews and surveys, maintaining the confidentiality and anonymity of participants. Informed consent was obtained from all participants, and ethical guidelines were followed in handling and analyzing the collected data. The researchers prioritized transparency, integrity, and respect for participants' rights, contributing to the overall ethical soundness of the study.

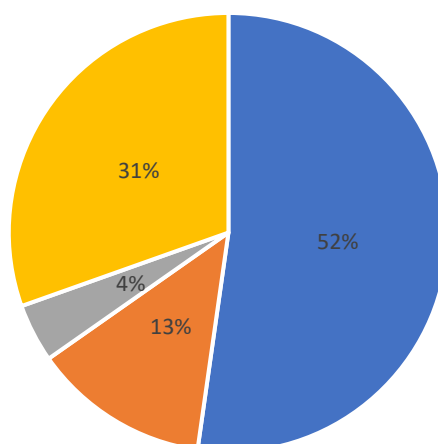
Results

Our research survey on the use of quest technologies in the educational process included the participation of 46 students and teachers. Each participant answered 15 questions related to various aspects of the introduction and impact of quest technologies.

Table 1.

What is your experience or opinion on the use of quest technology?

What is your experience or opinion on the use of quest technology?



■ Positive ■ Negative ■ lack of experience ■ interested in trying this technique

The results indicate a predominantly positive experience with quest technology, as reported by 52.2% of the participants (24 individuals). On the other hand, 13% of participants (6 individuals) reported a negative experience with quest technology. A small percentage (4.3%) of participants (2 individuals) mentioned a lack of experience with quest technology. Interestingly, 30.4% of participants (14 individuals) expressed interest in trying this technique.

Table 2.

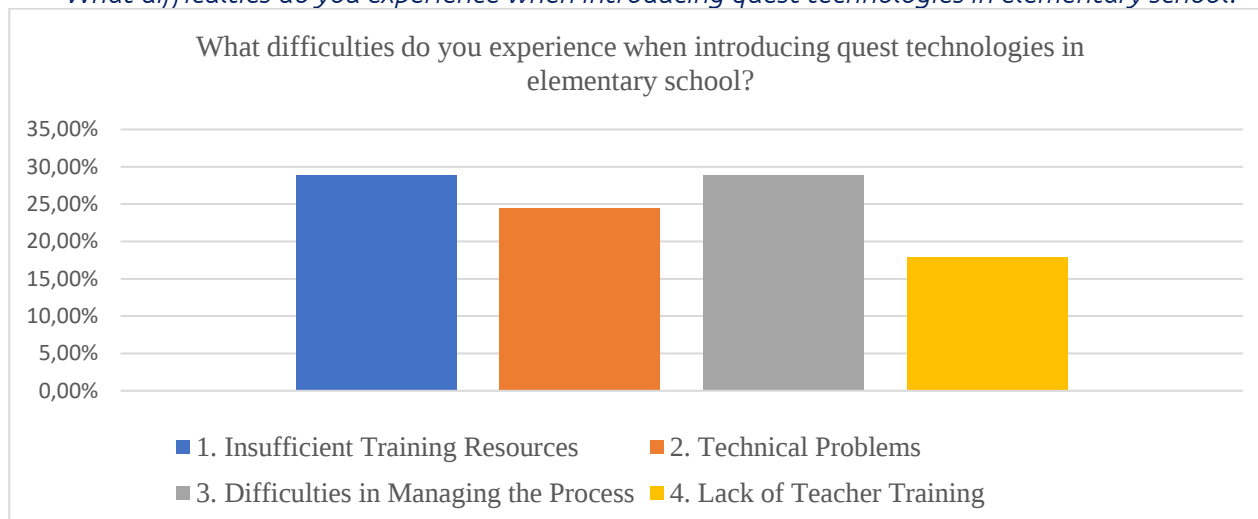
What is your assessment of the effectiveness of using quest technologies in teaching?

Very effective	More effective than not	No significant effect was observed
30,4%	50%	19,6%

While a notable 30,4% of participants (14 individuals) indicated that they find quest technologies to be very effective in teaching, a majority of 51.1% (23 participants) expressed that quest technologies are more effective than not. On the other hand, 19,6% of participants (9 individuals) reported that they did not observe a significant effect from using quest technologies in teaching.

Table 3.

What difficulties do you experience when introducing quest technologies in elementary school?



1. **Insufficient Training Resources (28.3%):** A notable portion of respondents identified a lack of adequate training resources as a significant challenge.

2. **Technical Problems (23.9%):** Almost a quarter of the participants reported facing technical issues.

3. **Difficulties in Managing the Process (28.3%):** A similar percentage of respondents mentioned difficulties in managing the overall process of introducing quest technologies.

4. **Lack of Teacher Training (19.6%):** A portion of participants expressed challenges related to a lack of teacher training.

Table 4.

What is your opinion on how quest technologies compare to traditional teaching methods?

Quest technologies effectively complement traditional methods, making lessons more interesting and exciting	43.2%
They can replace traditional methods in certain learning scenarios, ensuring greater student engagement	22.7%
Quest technologies and traditional teaching methods can be successfully integrated to achieve more complete and comprehensive learning	34.1%

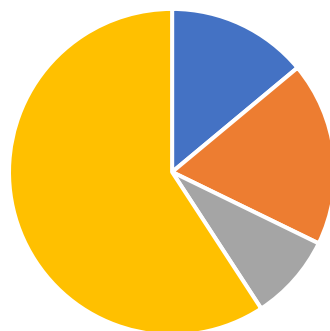
1. **Complementary Role (43.2%):** A significant portion of respondents, 43.2%, believe that quest technologies effectively complement traditional methods.

2. **Potential Replacement in Certain Scenarios (22.7%):** A smaller percentage, 22.7%, expressed the view that quest technologies have the potential to replace traditional methods in certain learning scenarios.

3. **Successful Integration for Comprehensive Learning (34.1%):** The majority of respondents, 34.1%, see the potential for successful integration of quest technologies and traditional teaching methods to achieve more complete and comprehensive learning.

Table 5.

What changes in students' behavior did you notice after the introduction of quest technologies?



- 1. Increased Motivation and Interest
- 2. Increased Participation in Class and Group Work
- 3. Improving Independence and Initiative
- 4. Great Willingness to Collaborate and Share Knowledge

1. **Increased Motivation and Interest (28.3%):** A notable percentage of respondents, 28.3%, noticed a positive change in students' behavior, specifically an increase in motivation and interest in learning the language.

2. **Increased Participation in Class and Group Work (37%):** The majority of participants, 37%, reported an observed increase in students' participation in both class and group work.

3. **Improving Independence and Initiative (17.4%):** A segment of respondents, 17.4%, observed improvements in students' independence.

4. **Great Willingness to Collaborate and Share Knowledge (17.4%):** Another 17.4% of participants noticed a significant willingness among students to collaborate and share knowledge with their classmates.

Five teachers from different schools participated in interviews, with each session lasting approximately 10 minutes. A total of 15 questions were asked during the interviews, covering various aspects of the integration and impact of quest technology in teaching.

In response to the question about **specific skills developed through quest technology**, participants highlighted the continuous improvement of children's language skills, contributing significantly to English mastery. The general theme in their responses emphasized the development of critical thinking and problem-solving abilities, citing quests as a platform encouraging cognitive skill enhancement. Moreover, teachers who successfully implemented quest technology **offered valuable recommendations** for their colleagues. They advised starting small for a manageable transition, aligning quests with curriculum goals for relevance, and actively seeking professional development opportunities to stay current with the latest trends. The teachers also underscored the importance of building a supportive community and sharing experiences with colleagues, highlighting these practices as crucial for the successful implementation of quest technology in the classroom.

When exploring the **difficulties or problems teachers encounter** when introducing quest technology into the educational process, participants shared insights into various challenges. They identified limited access to technology as a potential difficulty, emphasizing the need for resources to ensure equal opportunities for all students to participate in quests. Additionally, participants highlighted the persistent challenge of matching quests with the objectives of the curriculum. This involves not only adapting quests but also aligning them with established learning goals and ensuring a seamless integration into the existing educational structure.

Discussion

In our study, we studied the concept of quest technology, considering it as a universal form of interaction between teachers and children. Using adventure elements, puzzles and solution-based learning, this teaching method promotes problem solving through choice of options within a specific story. Quest technology acts as a means of managing a child's experience, his cognitive activity and the formation of an artistic image in a creative form.

Having presented the main results of the survey, we identified general trends and points of view of participants regarding the prospects for using quest technologies. Analysis of the results confirmed the widespread use of this method in teaching English. The study emphasized the effectiveness of quests, highlighting a number of benefits such as active learning, development of critical thinking, practical application of study skills, increased motivation and interest, greater levels of engagement, increased independence and initiative, and a willingness to collaborate and share knowledge among peers.

Quest technology essentially creates a seamless teaching experience, starting with the initial capture of students' attention. This method encourages active engagement because each step of the quest has the potential to surprise and interest students. The key is to introduce students to authentic material, which acts as a catalyst for further research. This material provides the opportunity to consciously form new concepts and relationships. During the quest, students not only learn, but also actively build their knowledge in the context of real problems. Quest technology provides deep motivation and active participation, bringing an authentic context to the educational process. It encourages not only the acquisition of new knowledge, but also its informed application to solve real-world problems, creating a learning cycle that ends in satisfaction and stimulates continued interest in learning. Thus, quest technology is an interactive game form of organizing educational activities with the goal of gradually solving problem problems.

Issues related to the use of quests in teaching English highlight several significant aspects that require careful consideration and resolution. First of all, this is due to the need for teachers to have certain skills in organizing and coordinating group work of students, which can pose a challenge in teaching primary school. It should also be noted that the effective use of quest technologies requires teachers to take into account the availability of teaching resources in order to ensure the full implementation of the method in the educational process. An important point is the relevance of quests to educational goals, which emphasizes the importance of developing tasks and scenarios that meet educational standards. In addition, teacher professional development is becoming a key success factor as it aims to increase competencies and confidence in using quest technologies. Finally, collaboration between colleagues plays an important role in sharing experiences, developing effective strategies, and providing mutual support, which contributes to the successful implementation of quest technologies in primary classrooms.

Considering all of these factors, our study highlights the promising potential of quest technologies in education, emphasizing the need to address implementation challenges, provide adequate learning resources, and facilitate a supportive community. The positive impact on student behavior and unanimous support from teachers indicate a valuable direction for further study and development in the field of educational technology.

Conclusion

In conclusion, the study emphasizes the importance of introducing quest technologies into the educational process, especially when teaching foreign languages. Quest technology is an effective method that promotes the development of critical thinking, active learning and increased student motivation. However, the problem of limited use of this technology in the educational process requires attention and solutions from teachers. Ensuring the availability of learning resources, the relevance of quests to learning goals, the professional development of teachers and collaboration between colleagues are key aspects that should be considered when successfully introducing quest technologies into primary classrooms. Further work in this direction will optimize the use of quests in teaching foreign languages, creating more effective strategies that promote student engagement and enrich their educational experience.

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Philological sciences

DOMINANT MOTIFS IN SERHIY ZHADAN'S BOOK "GOD SYMPATHIZES WITH THE OUTSIDERS"

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Serhiy Zhadan's collection "God Sympathizes with the Outsiders" has become a true manifesto of the author's vision, a testament to his inner world and his views on social phenomena. The collection's dominant motifs are related to the themes of war, national identity, religion, and others, to reveal the deep conflicts and problems of modern society.

Outsiderness and the struggle for free self-expression. The main motif of the collection is the support and advocacy of the rights of outsiders - those who do not fit into the standard frameworks of society and try to realize themselves in a way that is different from the accepted one.

War is one of the central motifs in Serhiy Zhadan's work, and in the collection "God Sympathizes with the Outsiders" it appears as an integral part of life. War in this collection is presented as an incomprehensible and terrifying phenomenon that destroys not only external structures, but also the inner world of a person. War puts Zhadan's lyrical heroes before a choice between faith and their own interests, they are looking for answers to questions about justice, morality, and meaning.

The author also draws attention to the importance of independence and the ability to resist the system in order to find one's own destiny and the meaning of life. The poet speaks about the need for spiritual growth, about how important it is to find your essence, your inner potential in this big world.

Another dominant motif in the collection "God Sympathizes with the Outsiders" is love. The author conveys the passion and unpredictability of love, in which the heroes find happiness and lose it. Relationships between the characters are often sharp and tense, but at the same time they are permeated with love and devotion. Another aspect of love is the impossibility of finding eternal happiness.

The study of the dominant motifs of the collection reveals the inner world of the author, identifies the main ideas and philosophical views, and also contributes to a better understanding of the literary dialogue that takes place between the author and the reader in this important collection for modern Ukrainian literature.

ADVERBIAL CLAUSES OF CAUSE IN MODERN ENGLISH

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Introduction

A sentence is the primary and basic form of expressing an idea. Its construction and meaning are open to logical analysis. The reciprocal relationship between thinking and language, speech and its units is revealed in the communicative syntax. In this case, the sentence is divided not only according to its members, but also according to its meaning and elements that indicate the importance of providing information.

A sentence is a linguistic expression in linguistics and grammar. In traditional grammar, a sentence is usually defined as a group of words that expresses a complete idea, or a unit consisting of a subject and a predicate.

It is known that the sentence is used in the process of communication and serves to create it. It is undeniable that communication is a complex phenomenon. To communicate, people construct sentences in different ways and in different structure and length. The sentences used in the process of communication are used to express the speaker's opinion and differ according to their grammatical structure. Therefore, according to these qualities, the sentence is usually classified according to its purpose in communication and its structure. According to the types of communication sentences are divided into the following groups:

- 1. Declarative sentence;*
- 2. Interrogative sentence;*
- 3. Imperative sentence;*
- 4. Exclamatory sentence.*

Keywords: *sentence, complex sentence, conjunction, cause, meaning*

Main part

Sentences in modern English are divided into two main groups according to their structure: 1. simple sentences; 2. complex sentences.

In English, complex sentences are divided into two groups:

- 1) composite compound sentences;*
- 2) composite complex sentences [1, p. 279].*

A composite complex sentence consists of a principal and one or more subordinate clauses. Subordinate clauses in modern English have different functions in relation to the main clauses. The syntactic function performed by subordinate clauses corresponds to the syntactic function of the sentence members. Subordinate clauses in modern English are divided into the following groups: 1) subject clauses 2) predicative clauses; 3) object clauses; 4) attributive clauses 5) adverbial clauses First, let's first focus on the difference between adverbial clauses and adverbial phrases.

An adverbial clause has the function of adverbial modifier within a complex sentence and has its own subject and predicate. An adverbial phrase is not a complete sentence, i.e. the expression does not consist of a subject or a predicate. Let's compare:

Adverbial clause:

He studied some new words while he was reading.

While he was reading –adverbial clause of time.

Adverbial phrase:

He studied some new words while reading.

While reading - adverbial phrase; no subject; incomplete predicate;

We will mainly focus on one type of adverbial clauses, causative clauses in this article. It should be noted that in modern English, the causative clause can be called in different ways. For example: "The adverbial clause of cause and effect", "The adverbial clause of cause and reason", etc. We prefer to use "The adverbial clause of cause". Adverbial clauses of cause show the reason of the action in the main clause and perform the function of adverbial modifier of cause in the complex sentence.

In modern English, causal clauses are connected to the main clause by means of the following conjunctions: because, as, since, that, now that, seeing that, considering that, for the reason that, inasmuch as, forasmuch as, etc.

Examples:

1) My sister sings because she likes to sing.

2) Forasmuch as the thirst is intolerable, the patient can be indulged.

3) Now I know that thou fearest God, seeing thou hast not withheld thy son [Bible, Gen.,p.12].

The conjunctions as and since are used when the reason indicates a fact that is already known to the listener. For example:

1) As he is late again they will have to cancel the meeting.

2) Since my friend has apologized, we will take no further action against her.

P. Simon states that subordinate clauses beginning with as and since are considered to be formal.

In an informal style, the same idea can be expressed with the conjunction so [2, p. 90]. For example:

He is late again, so they will have to cancel the meeting.

Because - is used to give information unknown to the reader or listener.

Because my father hadn't paid the bill, our electricity was cut off.

B. Aarts notes that the adverbial clause of cause introduced with the conjunction "because" can also be used alone, without the main clause. Unlike it, the subordinate clauses beginning with as and since cannot be used without their principal clauses [3, p.110].

Why are you looking at me like this? Because you look familiar to me.

Starting the sentence with because, is somewhat controversial. Some argue that it is not grammatically correct. However, we can see the opposite in grammar books and dictionaries currently written in modern English. For example, in Merriam-Webster's Dictionary of English usage, we can find sentences starting with "because". The dictionary says: "This rule is a myth. Because is frequently used to begin sentences, particularly in magazine and newspaper writing" [4]. Example:

Because my parents were worried about me, I called them very often during my trip abroad.

Because my daughter has not studied English before, they will put her in Level 1.

One of the debatable questions is "Can the conjunctions as and because be used instead of the conjunction since?" Some grammarians disagree on this point. They argue that this can create ambiguity. If we use because or while instead of the conjunction as in this sentence, can we get the same meaning? Linguists believe that in this case, the context can determine the meaning. Merriam-Webster's "Dictionary of English Language Usage" states: "Causal as is a standard and acceptable alternative to because and since" [4].

As is used in a more formal style.

She could not go to the concert as she did not have a ticket.

Please return the application form tomorrow as the school will be closed the day after.

Though the conjunction since is widely used in English, the use of causative since is not very common. In this case, there is a question whether the conjunction since can replace the conjunction because.

It is noted in "The Chicago Manual of Style": "The causal since was a part of the English language before Chaucer wrote in the fourteenth century, and it is useful as a slightly milder way of expressing causation than because" [4].

Students are not going to school today since the bridges have not been repaired yet.

Since he was ill, he forgot to call me yesterday.

Conclusion

The issues mentioned in the article are quite interesting and extensive.

Adverbial clauses are classified according to the meaning they express.

About nine adverbial clauses are defined in English. The adverbial clause of cause is one of them.

The adverbial clause can be connected to the main clause with subordinating conjunctions.

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PROJECT AND RESEARCH ACTIVITIES FOR THE DEVELOPING STUDENTS' COGNITIVE INTEREST IN THE CLASSROOM AND EXTRACURRICULAR PROCESS

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ПРОЕКТНО-ИССЛЕДОВАТЕЛЬСКАЯ ДЕЯТЕЛЬНОСТЬ КАК СРЕДСТВО РАЗВИТИЯ ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА УЧАЩИХСЯ В УРОЧНОМ И ВНЕУРОЧНОМ ПРОЦЕССЕ

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Abstract

Research activities contribute to the development of students' cognitive interest. Organization Research activity acts as a factor of self-development, self-determination, and has a significant impact on the personal development of students. The changes currently taking place in social life require the development of new methods of education, pedagogical technologies that deal with individual personal development, creative initiative, the skill of independent promotion in the information space, and the formation in students of a universal ability to set and solve problems for problems that arise in life.

Аннотация

Исследовательская деятельность способствует развитию познавательного интереса учащихся. Организация исследовательской деятельности выступает фактором саморазвития, самоопределения, оказывает существенное влияние на личностное становление учащихся. Происходящие в настоящее время изменения в общественной жизни требуют развития новых способов образования, педагогических технологий, имеющих дело с индивидуальным развитием личности, творческой инициативой, навыка самостоятельного продвижения в информационном пространстве, формирования у обучающихся универсального умения ставить и решать задачи для возникающих в жизни проблем.

Keywords: research, educational technologies, information, problem solving, problems, development, creativity, change.

Ключевые слова: исследование, педагогические технологии, информация, решать задачи, проблемы, развитие, творчество, изменения.

Изучать творческое развитие детей с целью включения их в исследовательскую деятельность – такая цель была поставлена мною несколько лет тому назад. Толчком этому послужили школьные тренинги «Исследование в практике учителя» и методическая тема школы «Полиязычное обучение через инновационные подходы в условиях ОСО».

Привлечение учащихся к исследовательской деятельности позволяет им научиться изобретать, понимать и осваивать новое, выражать собственные мысли, уметь принимать решения, формулировать интересы и осознать возможности.

Считаю, что лучшим вариантом для ведения исследовательской работы является внеклассная работа (курсы), которая позволяет работать с учащимися, интересующимися предметом, не ограничиваясь рамками учебной программы.

Мною была составлена программа «Первые шаги в исследовании». В начале ведения курса определились ряд проблем:

1) Не все дети хотят заниматься исследовательской деятельностью, писать свою исследовательскую работу.

2) Не все дети могут в силу своих возможностей заниматься исследованием. Сделала для себя вывод: одних – надо заинтересовать, другим – надо помочь.

Перед собой поставила задачу - максимально раскрывать индивидуальные способности каждого ребёнка, создавать условия для самореализации и самоактуализации.

Мое четкое убеждение заключается в том, что учитель должен бороться с пассивностью мысли учащихся посредством организации исследовательской деятельности, развивать умение видеть, ставить и решать творческие задачи, готовить детей к социальной адаптации. Считаю, что если этого нет в обучении, учитель обязан позаботиться о процессе самоорганизации, самообразования и самовоспитания, рефлексии учащихся, умении анализировать, сравнивать и делать выводы.

Я учу их работать с научной литературой, проводить наблюдения, обобщать свой опыт и опыт разных авторов, работать со справочной литературой, энциклопедиями, словарями, в том числе с ресурсами сети Интернет.

В основе курса лежит ряд принципов, определяющих содержание, формы, методы и приемы работы. При использовании метода проектов, я руководствуюсь следующими принципами внеклассной работы по английскому языку:

- принцип связи с жизнью;
- принцип коммуникативной активности;
- принцип учета уровня языковой подготовленности учащихся и преемственности с уроками английского языка;
- принцип учета возрастных особенностей учащихся;
- принцип сочетания коллективных, групповых и индивидуальных форм работы;
- принцип межпредметных связей в подготовке и проведении внеклассной работы по английскому языку

Вникая в работу наших занятий увлеченность учащихся, росла с каждым годом. Ученики для себя определили, что проектные работы - это «5 П»: Проблема, Проектирование (планирование), Поиск информации, Продукт, Презентация.

Хотелось бы отметить наиболее часто используемые методики, например, «Продолжи исследование», в целях включения детей в процесс собственного исследовательского поиска. Когда вся информация, добытая детьми из разных источников по разным вопросам, собирается вместе. Например, что такое сокращения в английском языке, какими они бывают, найти примеры в источниках (песни, стихи, фильмы, интервью) и т.д.

Метод коллекционирования, как исследовательская практика, смотивировала большое количество детей на поиск предметов коллекционирования. (письма по переписке с носителями языка, монеты разных стран, предметы быта, статуэтки, магниты из разных стран) Как итог этой работы была проведена конференция, куда были приглашены ученики, учителя, наставники.

Из опыта работы выделила для себя наиболее эффективные технологии:

- уровневая дифференциация;
- проблемное обучение;
- моделирующая деятельность;
- поисковая деятельность;
- информационно-коммуникационные технологии;
- здоровые берегающие технологии.

Можно назвать наиболее яркие и действенные приемы исследовательской деятельности с учениками: «Подумать самостоятельно», «Понаблюдать», «Спросить у другого...», «Посмотреть в книгах», «Посмотреть по телевизору», «Получить информацию из компьютера», «Провести эксперимент» задания, когда вопросы должны задавать дети, а учитель и другие учащиеся на них отвечать.

Прием «Копилка» - применение приобретённых знаний в творческих заданиях: нарисовать плакат; придумать символ; составить обращение на тему; написать памятку; составить схему, таблицу, алгоритм; записать опорные слова. Ученик делает выбор и объясняет почему он так считает. Далее принимается групповое решение. Озвучивается верный вариант.

На этапе, когда учащиеся начинают работать над исследовательскими проектами, очень важен адекватный выбор темы. В данном случае у учеников, которые посещают курс «Первые шаги в исследовании», существуют правила выбора темы.

- Тема должна быть интересна и должна увлекать.
- Тема должна быть выполнима, решение ее должно принести реальную пользу.

• Тема должна быть оригинальной, в ней необходим элемент неожиданности, необычности.

Исходя из теоретического блока курса, ребята сами составили словарь терминов, который им был понятен.

1. **Гипотеза** – предположение, рассуждение, догадка, еще не доказанная и не подтвержденная опытом.

2. **Классификация** – называют деление предметов и явлений в зависимости от их общих признаков. Классификация разбивает объекты на группы, чтобы их упорядочить, и придает нашему мышлению строгость и точность.

3. **Метод** – способ, прием познания явлений.

4. **Проект** – какой-либо замысел или план.

5. **Проектирование** – процесс разработки и создания проекта.

6. **Теория** – система основных идей, дающая целостное представление о закономерностях действительности.

7. **Эксперимент** – предполагает проведение каких-то практических действий с объектом исследования.

Результативность

Как итог работы, на районную и областную и республиканскую конференцию НОУ было представлено к защите следующие работы:

✓ 1 место в районном соревновании научных проектов, и 3 место в областном соревновании научных проектов с темой «The meaning of compound words in English and Kazakh writers' works».

✓ 1 место в районном соревновании научных проектов и 2 место в областном соревновании научных проектов с темой «Особенности перевода безэквивалентной лексики в произведении М. Ауэзова «Абай Жолы» на английском, русском и казахском языках».

✓ 1 место в районном соревновании научных проектов и 2 место в областном соревновании научных проектов с темой «Informal contractions in English, Kazakh, and Russian films and songs»

✓ 1 место в районном соревновании научных проектов и 2 место в областном соревновании научных проектов с темой «Этимология английских слов. Происхождение заклинаний в произведении Гарри Поттер»

✓ 1 место в районном соревновании научных проектов и 3 место в областном соревновании научных проектов с темой «Секреты запутанных слов в английском и казахском языках»

✓ Особенности синтаксических конструкций

✓ 2 Место областной конкурс научных проектов «Зерде» с темой «Сравнительный анализ пословиц и идиом со словом DOG на русском, казахском и английском языках»

В разработке есть еще ряд тем, которые мы планируем завершить в этом году:

✓ «Сравнительная характеристика образа золушки в сказке на русском, английском и казахском языках».

✓ «Редупликация как способ словообразования в английском, русском и казахском языках»

✓ «Термины в футболе на английском, казахском языках»

Я уверена, что каждый учащийся должен иметь возможность повысить свой творческий потенциал, проявить себя в самостоятельной деятельности. Формирования исследовательских навыков является залогом высокого уровня знаний учащихся по английскому языку.

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MAIN FACTORS IN LEARNING A FOREIGN LANGUAGE

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XARİCİ DİLİN ÖYRƏNİLMƏSİNDƏ ƏSAS FAKTORLAR

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Abstract

This article discusses the main factors in language teaching and learning. The main base of this learning is the school. The author has described the experiments and tests carried out in this field study. One of the main principles of the methodology of the modern German language is a comprehensive approach to the main types of teaching activities. That is, students should simultaneously learn reading, listening, writing and speaking. Every teacher who teaches a foreign language during his pedagogical experience witnesses that his students make various mistakes in both written and oral speech. Students apply the conventions of their own language to the foreign language they are learning, and this creates a certain irregularity. In order to eliminate all these irregularities, every student needs to know his mother tongue perfectly. A student who does not know his mother tongue cannot learn German or any other foreign language well, neither grammar nor literature, nor any field in general. Thousands of years ago, such people were learning other languages. The most natural way is to stay in the country of people who speak this foreign language for a long time and communicate directly with them. At this time, learning methods and learning places or learning conditions are different.

In the article, the author presented the main factors for independent learning of foreign languages.

Xülasə

Bu məqalədə dillərin öyrədilməsi və öyrənilməsində əsas faktorlar haqqında danışılır. Bu öyrənmənin əsas bazası məktəbdir. Müəllif bu öyrənmə sahəsində aparılan təcrübə və yoxlamaları açıqlamışdır. Müasir alman dilinin metodikasının əsas prinsiplərindən biri tədris fəaliyyətinin əsas növlərinə kompleks yanaşma lazımdır. Yəni tələbələr eyni zamanda oxu, dinləmə, yazı və danışmanı bir-birilə əlaqəli öyrənməlidirlər. Hər bir xarici dili tədris edən müəllim öz pedaqoji təcrübəsi dövründə tələbələrinin həm yazılı, həm də şifahi nitqdə müxtəlif səhvlər buraxdığının şahidi olur. Tələbələr öz dillərinə məxsus olan uzlaşmaları öyrəndikləri xarici dilə tətbiq edirlər və bu da müəyyən qanunauyğunsuzluq yaradır. Bütün bu qanunauyğunsuzluqların aradan qalxması üçün hər bir tələbənin öz ana dilini tam mükəmməl bilməsi lazımdır. Öz ana dilini bilməyən tələbə alman dili və ya başqa xarici dilin nə qramatikasını, nə ədəbiyyatını, ümumiyyətlə heç bir sahəsini yaxşı öyrənmə bilməz. Min illər bundan əvvəl belə insanlar başqalarının dillərini öyrəndirdilər. Başqa dilləri öyrənmək yolları çox müxtəlifdir. Ən təbii yol bu xarici dildə danışan insanların ölkəsində uzun müddət qalmaqla birbaşa onlarla ünsiyyətdə olmaqdan ibarətdir. Bu zaman öyrənmə metodları kimi öyrənmə yerləri və yaxud öyrənmə şəraitləri fərqli olur.

Müəllif məqalədə xarici dillərin müstəqil öyrənilməsi üçün əsas faktorları təqdim etmişdir.

Keywords: teacher, foreign language, learning, perception of information, coordination, key factors

Açar sözlər: müəllim, xarici dil, öyrənmə, informasiyanın qəbulu, əlaqələndirmə, əsas faktorlar

Azərbaycanın dünya birliyinə daxil olması ilə əlaqədar olaraq xarici dilə həqiqətən də böyük ehtiyac yarandı. Xarici dil insanların ünsiyyət, anlaşma və qarşılıqlı təsir vasitəsi, insanların başqa mədəniyyətə daxil olması kimi başa düşülür. Alman dilinin ədəbiyyatının öyrənilməsi ən vacib

məsələlərdəndir . Digər tərəfdən alman dili hal-hazırda yeni biliklərin mənbəyi, yeni dünyaya və mədəniyyətə nail olmaya, müasir dünyanın sivilizasiyasının və mədəniyyətinin vəhdətində ünsiyyət vasitəsi kimi, alman dili dərslərində dilin başa düşülməsinin mümkün olan yollarının təyin olunması üçün bu dili öyrənənlərin şüurunda sosial-mədəni gerçəkliyin əksinin baş verməsini izləmək üçün lazımdır. Bu dilə olan tələbat özünü həm təcrübi, həm də əməli işlərdə göstərir. Bu dilin və onun ədəbiyyatının yüksək səviyyədə öyrənilməsində əldə olunan nailiyyətlər gələcək nəslin inkişafında böyük rol oynayır. Alman dilinin öyrənilməsi ilə biz ayrı-ayrı ölkələrdə ictimai-siyasi, diplomatik, mədəni əlaqələrin inkişafına nail oluruq. Son illərdə nəzəri və metodiki tədqiqatların analizi, dillərin və mədəniyyətin öyrənilməsinə toxunan suallar göstərir ki, mədəniyyət aspektləri doğma və xarici metodikada xarici dilin tədris edilməsi prosesində alman dili fənni öyrənilir və aşağıdakılara ayrılır: - dil vahidləri milli-mədəni spesifikasiya, ilə birlikdə alman dili fəaliyyətinin obyektiv şəklinin yaranmasına imkan yaradır hal-hazırda bildiyimiz kimi respublikamızda Azərbaycan dili dövlət dilidir və digər dillərə münasibətdə dominant dildir. Milliyyətindən və ictimai mövqeyindən asılı olmayaraq respublikamızın ərazisində yaşayan bütün insanlar doğma dilimizi bilməlidir. Müstəqillik illərində ölkəmizdə təhsil sistemində aparılan reformalar təkcə Azərbaycan dilinin deyil, həmçinin xarici dillərin öyrənilməsinə çox böyük imkanlar yaratmışdır. Bildiyimiz kimi xarici dilin öyrənilməsinə dil mühitinin olmaması çox böyük təsir göstərir. Bu problemə xüsusi diqqət yetirmək lazımdır. Dil mühiti tələbələrə tədris prosesinə xüsusi maraq oyadır, onların fəaliyyətinin sferasını genişləndirir, hər sferada kommunikatif tələbatların həcmi artırır və öyrənmənin keyfiyyətinə bilavasitə təsir edir. Tələbələr əsas biliklərini alman dili dərslərində alırlar. Dərslərdə tələbələr müxtəlif audio və videokassetlər, disklərdən istifadə etmələrinə baxmayaraq, dil mühitinin olmaması əldə edilən biliklərin tətbiq edilməsini məhdudlaşdırır, yadda saxlama prosesini və tələbələr tərəfindən mənimsəməni zəiflədir. Müasir alman dilinin metodikasının əsas prinsiplərindən biri tədris fəaliyyətinin əsas növlərinə kompleks yanaşma lazımdır. Yəni tələbələr eyni zamanda oxu, dinləmə, yazı və danışmanı bir-birilə əlaqəli öyrənməlidirlər. Hər bir xarici dili tədris edən müəllim öz pedaqoji təcrübəsi dövründə tələbələrinin həm yazılı, həm də şifahi nitqdə müxtəlif səhvlər buraxdığının şahidi olur. Tələbələr öz dillərinə məxsus olan uzlaşmaları öyrəndikləri xarici dilə tətbiq edirlər və bu da müəyyən qanunauyğunsuzluq yaradır. Bütün bu qanunauyğunsuzluqların aradan qalxması üçün hər bir tələbənin öz ana dilini tam mükəmməl bilməsi lazımdır. Öz ana dilini bilməyən tələbə alman dili və ya başqa xarici dilin nə qramatikasını, nə ədəbiyyatını, ümumiyyətlə heç bir sahəsini yaxşı öyrənmə bilməz. İnsan həyatının mənası və daima onun xidmətində olan dil, cəmiyyətdə əvəzsiz əhəmiyyətə malikdir. Min illər bundan əvvəl belə insanlar başqalarının dillərini öyrəndirdilər. Başqa dilləri öyrənmək yolları çox müxtəlifdir. Ən təbii yol bu xarici dildə danışan insanların ölkəsində uzun müddət qalmaqla birbaşa onlarla ünsiyyətdə olmaqdan ibarətdir. Bu zaman öyrənmə metodları kimi öyrənmə yerləri və yaxud öyrənmə şəraitləri fərqli olur. Bəziləri xarici dilləri bütün lüğəti əzbərləməklə öyrənir, digərləri isə ikidilli kitabları oxumaqla, heç də az olmayan bir hissəsi isə radio dinləmək və televizora baxmaqla öz xarici dil kompetensiyalarını genişləndirirlər. Bir çoxları üçün ən sınaqmış yol xarici dil kurslarına getmək və yaxud xarici dili məktəb dərslərində öyrənməkdir. Lakin son illərdə bir çox məktəblər hərtərəfli tənqid atəşinə tutulduğuna görə və məktəb təhsilinin effektivliyinin beynəlxalq testlər tərəfindən yoxlanılaraq göz altına alınması və həmçinin məktəbdə xarici dil dərslərinin Almaniyanın bir çox məktəblərində aparılan yoxlamalar göstərmişdir ki, altı və yaxud doqquz il ingilis dili öyrənmiş tələbələrin yalnız az bir hissəsi ingiliscə danışa bilirlər. Bizim təcrübəmiz göstərdi ki, dünya üzrə xarici dili ilk dəfə öyrənən milyonlarla şagirdlər məktəbdən kənarda real situasiyalarda yerinə yetirmək qabiliyyətində olmurlar. Bunların açıqlamasını asanlıqla belə başa düşürük: bir çox müəllimlər öz şagirdlərinin "artan" tənbelliyinə göz yumurlar. İctimaiyyətin fikrincə bu pis təhsil almış, az çalışqan müəllimlərin günahıdır və yaxud kifayət qədər məktəb təchizatı, təhsil şəraiti olmayan, və ya öyrənmə qruplarının tərkibi və həcmindən asılıdır, həmçinin bu fənn didaktiklərinin xarici dillərin tədrisinin ən yaxşı metodlarının tətbiqi işlərinin zəifliyidir. Ancaq çox nadir hallarda xarici dili öyrənmə onun maraq mərkəzində durur və tədrisən öyrənmə və öyrətmə arasındakı əlaqələrin araşdırılmaları toplanaraq göz altına alınır. Nəticələr isə məktəbdə dərslərin həmçinin xarici dil dərslərinin yenidən qurulmasını və yenidən düşünülməsini tələb edir.[2]

Əgər biz xarici dil dərslərinin yeni konseptlərini (icmallarını) axtarsaq, ilk öncə belə bir suala cavab verməliyik ki, bu gün biz ümumiyyətlə öyrənmək haqqında nə bilirik. Sonuncu əsrdə bizim öyrənmək haqqında təsəvvürümüz xeyli dərəcədə genişlənməmişdir. Öyrənmə və unutmanın təfəsilatları bizdən xeyli gizlədilmişdir. Lakin öyrənmə psixologiyası və yeni psixoloji tədqiqatlar nəticəsində biz dərin bilgiler əldə etmişik. Tənqid, əlavə məktəb sınaqlarında əsas şərt kimi götürülmüşdür. Bu gün biz məktəb öyrənməsinin tənqidi sınaqlarını aşağıdakı müddələrlə şərtləndiririk:

- Biz həmişə öyrənirik
- Öyrənmək aktiv bir prosesdir
- Hər kəs başqa cür öyrənir
- Öyrənmə bütöv və kompleks olur
- Öyrənmə planla edilmir [4]

Biz həmişə öyrənirik.

Yaşamaq – öyrənmək deməkdir. Hər yeni informasiyanın qəbulu bir öyrənmə prosesini həll edir. Bu zaman bizim öyrəndiyimizin böyük hissəsi birdən və düşünmədən baş verir. Öyrənməyin yalnız gənc yaşlarında və kiminsə rəhbərliyi altında mümkün olması kimi yanlış fikir artıq çoxdan köhnəlib və bununla da məktəbin öyrənmədə oynadığı rol müəyyən dərəcədə nisbiləşdirilib. Əgər kiçik uşaqlar qaçış öyrənmə kursunu yaxud xarici dil kursunu seçmək qarşısında qalsaydılar nə baş verərdi?

Lakin biz öyrənməyi qəbul etmişik. Ən yuxarı yaş həddinə qədər biz yeni dilləri öyrənmək yaxud mənimsəmək, hər hansı bir musiqi alətində çalmaq qabiliyyətindəyik. Hərçənd əldə edilən nəticələr bizim gözlədiyimizə uyğun deyil. Ən kiçik qavrama qabiliyyəti və yaxud pis eşitmə qabiliyyəti burada çətinləşdirici təsir göstərir. Misal üçün belə bir fakt məlumdur ki, xarici dilin yaxşı tələffüzünə yuxarı yaş həddində nadir halda nail olmaq olar. Digər tərəfdən isə başqa xarici dillərlə olan təcrübə öyrənməyə bir yardımçı kimi təsir edə bilər. Xarici dilin həyat boyu öyrənilməsində məktəb tədrisi baza rolunu oynayır. [1]

Öyrənmə aktiv bir prosesdir.

Bu gün məktəb və oxumaq haqqında təssəvürlərimizdə yol verdiyimiz əsaslı səhfləri, biz getdikcə daha çox dərk etməyə başlayırıq. Uzun müddət belə bir fikir vardı ki, öyrənən ona öyrədilənləri passiv qəbul edir. Müəllim yeni sözləri öyrədir, şagird özünün sinif işində onu necə öyrəndiyini göstərir. Bildiyimiz kimi, beyin tədqiqatı göstərmişdir ki, biliyin qəbul olunması mürəkkəb və aktiv prosesdir. Öyrədilənlərin hamısı avtomatik öyrənilmir. Bu yəqin elə ümumi yerdə ki, onun mənası və geniş nəticələri bu günkü məktəbdə nəzərə alınmır. Öyrənən öz biliyini, öz dünyasını özü qurur. Belə öyrənmə daima dəyişikliklər, yeni formalaşma və öyrənənin bu günə qədər olan təcrübəsinin genişlənməsi deməkdir. Yeni informasiyalar bütün mənalara ilə tam qəbul olunur və beyində mürəkkəb bir şəbəkə əsəri kimi orada, əvvəldən olanlarla müqayisə edilir. Məgər bunların hamısı bizi, xarici dilin tədrisinin ən yaxşı metodları axtarışını fikirləşməyə vadar etmirmi?

Hər kəs başqa cür öyrənir.

70-ci illərdə bizlərdən çoxu müxtəlif öyrənmə tiplərinin olması haqqında eşitdik və məlum oldu ki, biz hamımız başqa cür öyrənirik. Məsələn, biri yeni sözləri musiqi sədaları altında (xarici dil dərslərinin ən geniş yayılmış metodu) hafizəsinə, beyninə həkk etdirməklə, digəri isə bunu şəkilli yazılardan öyrənir. Biri musiqiyə həvəslə qulaq asır və xarici mahnıları əzbər öyrənir, digərləri kitablar oxuyur və yaxud televizora baxır. Müəyyən həvəsin, meylin olması burada xüsusi ölçü meyarı kimi əsas rol oynayır, yəni biz ya hərisliklə öyrənənlərdən, ya vizual öyrənmə tipli, yaxud solbeyinyarımkürəciyi güclü və ya əksinə sağbeyinyarımkürəciyi güclü olan öyrənənlərdənlik.

Öyrənmə bütöv və kompleks olur

Hər kəsin öyrənməsi duyğu hissələrinin birləşməsi ilə baş verir. Buna görə mənim nəşə bir şey öyrəndiyim əhatədə arxa planda olan səs-küy, qoxular və rənglər adi məktəb tədrisi verilmiş dərs materialı kimi çox vacibdir. Bu zaman ən böyük ölçüdə öyrənilən predmetə, öyrənmə əhatəsinə, müəllimə və digər öyrənənlərə olan emosional nöqtəyi-nəzər böyük rol oynayır və bizim öyrənməyimizə təsir edir. Yeni beyin tədqiqatı göstərdi ki, yalnız müəyyən oxşar beyin sahələrindəki çoxdan yaranmış dil mərkəzləri, dil öyrənmədə çox fəal olurlar. Bütün beyin və hətta limfatik sistem yeni informasiyaların qəbul olunmasında və yenidən işlənməsində mühüm rol oynayır.

Öyrənmə planla edilmir

Ötən əsrin ən mühüm pedaqoji cərəyanı olan konstruktiv didaktikada əvvəlki biliklər bir cümlədə formalaşmışdı: "Öyrənməyi planlaşdırmaq olmaz". Əgər mən fərqli öyrənmə tipləri, fərqli öyrənmə təcrübələri və fərqli öyrənmə mövqelərinə istinad etsəm yəqin ki, mən bu haqda kiminsə bunları necə qəbul etməsi, yenidən işləməsi və bunları toplamasını fərz edə bilərəm. Bu nöqtəyi-nəzərdən dərslərin birbaşa uğurlarından danışmaq mənasızdır. Təkcə elə yaxşı imtahan nəticəsi, öyrənənin imtahanı yaxşı vermək üçün öyrənməsindən irəli gəlir. Təcrübə göstərir ki, çox məhdud ölçüdə bu haqda fikir yürütmək olar, müəyyən bir vaxtdan sonra öyrənənin nə qədər xarici dil biliyinə malik olması və bunları əhəmiyyətli olan xarici dil tapşırıqlarında istifadə etməsi aşkar olunur. Bütün bu fikirlərə istinad edərək biz mümkün qədər daha yüksək öyrənmə nailiyyətinə nail olmaq üçün belə sual verə bilərik, hansı

faktorlar öyrənməyə daha pozitiv təsir edir və onu effektiv, uzun müddətli davamlı edir? Bu faktorlar bunlardır: **motivasiya(əsaslandırma), emosiyalar, fəaliyyət (hərəkət), bütövlük, müstəqillik və uğur(nəticə).** [3]

Şübhəsiz ki, uğurlu təhsilin ən mühüm şərtlərindən biri motivasiyanı (əsaslandırmanı) öyrənməkdir. Xarici dili məktəbdə oxuyan şagirdlər öyrənirlər, çünki tədris planı və yaxud dərs yükü müəyyən bir xarici dilin öyrənilməsinə nəzərdə tutur. Kimsə məktəbə gedəndə və ya təhsilini bitirəndə (Abituriyent, bakalavr və s.) xarici dil də bunların arasındadır. Xarici dil üzrə aparılan testlər və əldə olunan qiymətlər yalnız ümumi təhsilin bir hissəsidir və bu, digər sinif pilləsinə yetişmə və imtahanın verilməsi üçün zəruridir. Buna görə də xarici dilin seçilməsi həmişə baş verir, əgər seçmə imkanı varsa və əldə edilmiş qiymətə əsasən xarici dil çox çətinmi dəyərləndirilir? Xarici dilin öyrənilməsi kənardan edilən məcburiyyətlərə əsaslanır. Şagird hər hansı bir mükafatın ümidi ilə və yaxud cəzalanmanın qorxusundan oxuyur, öyrənir. Əslində xarici dilin seçilməsinin səbəbləri xarici dilin özü ilə çox az əlaqədardır. [1]

Yəqin ki, məktəbdə xarici dilin öyrənilməsi istəyinə təsir edən digər faktorlar var: valideynlərin məsləhəti, mümkün olan sonrakı peşə üstünlüklərinə göstərişlər, bəlkə də ilkin olaraq məktəbdən kənarda xarici dil ilə əlaqə və s. Burada xüsusi ölçüdə əlbəttə, ingilis dili üstünlük təşkil edir. Demək olar ki, bütün ölkələrdə şagirdlər hər gün ingilis dili ilə rastlaşırlar. Ümumi ünsiyyət dili kimi ingilis dili xüsusilə son onillikdə internetin (90% mətnlər ingilis dilindədir) yayılması ilə bütün dünyaya giriş əldə etmişdir və ingilis dilini bilmək ən böyük peşə şansına ümumi bir meydan vermişdir. Ancaq nə üçün şagird ona şəxsi münasibəti, əlaqəsi olmayan bir dili öyrənmək istəyir? Yalnız az şagirdlərin öz daxilindən gələn motivasiyalar olur və beləliklə də onlar bu və ya digər dili onlardan tələb olunduğu üçün öyrənirlər. Bunların nəticəsi əksər halda çox qorxunc olur, çünki öyrənmə tədqiqatı bizə göstərir ki, öyrənən üçün öyrəndikləri mənalı və əhəmiyyətlidirsə, o onu daha yaxşı öyrənə bilir. Məcburi öyrənmənin ömrü çox qısa olur. Kim imtahan vermək üçün öyrənsə, imtahandan sonra onun öyrəndikləri çox tez bir vaxtda beynindən silinir. [3]

Ən əhəmiyyətli öyrənmə faktorlarından biri də öyrənənin öyrənmə predmetinə və əhatəsinə olan emosional nöqteyi –nəzəridir və bu öyrənmə motivasiyası tədqiqatında az nəzərə alınır. Burada müsbət, yəni pozitiv emosiyalar, misal üçün mətnə ruhlandırılma, əldə edilmiş yaxşı ünsiyyət situasiyası və əcnəbilərə olan simpatiya, öyrənməni asanlaşdırır. Lakin mənfi-neqativ emosiyalar qorxu, inkar etmə, əsəbiləşmə və s. öyrənməni məhdudlaşdırmaqla və hətta şüursuzcasına öyrənmədən imtina etməyə vadar edir. Əgər kiminsə xarici dilin öyrənmə məzmununa marağı varsa, o, bu dili daha yaxşı öyrənir, kiməsə xarici dil müəllimini hakim kimi yox, köməkçi kimi görürsə, o xarici dilə qorxudan və həvəssizlikdən uzaq olaraq, əksinə ona böyük maraq həvəsi, bilik ehtirası ilə yaxınlaşır. Buna görə də ümumi öyrənmə iqlimində müəllim-şagird münasibəti xüsusilə mühümdür və burada müəllim şəxsiyyəti yalnız qiymət vermədə rol oynamamalıdır. Yaxşı müəllim üçün ən vacib şərtlər, şagirdlərə pozitiv nöqteyi-nəzər, qabiliyyətə ruhlandırma, həvəsləndirmə, yumor və çoxlu səbir aşılamaqdır. Öyrənmə əhatəsinin və öyrənmə qrupunun, öyrənmənin bu emosional nöqteyi-nəzərinə böyük təsiri var. [4]

Kiməsə xarici dili öyrənsə, deməli o, bununla nəşə etmək istəyir. O, informasiyalar toplayır, başqalarına məlumat verir, kontaktlar yaradır və arzularını ifadə etmək istəyir. Əgər mən hər hansı xarici dildə mətn oxuyuramsa, burada xarici dil, o mətni başa düşmək üçün bir vasitədir. Təəssüf ki, bir çox dərs saatlarında xarici dilin öyrənilməsi məqsəd görünüşünə çevrilir. Buna görə hər hansı xarici dilin tətbiqi həmişə kompleks işin, hərəkətin və köməkçi vasitələrin bir hissəsidir və bununla xarici dili tətbiq etmədən hər hansı bir məsələni həll etmək olmaz. Artıq 100 il bundan öncə amerika pedaqoqu Con Devey "Hərəkət tərzilə öyrənmə"(Lerning by Doing) –nin məktəb işində əsas prinsip kimi izah etmişdir. Ancaq təəssüf ki, bu günə qədər bir çox məktəblərdə detalların işlənilib qurtarması, Deveyin təbliğ etdiyi projeklərdəki azad işlərdən üstünlük təşkil edir. [5]

Gördüyümüz kimi bizim beynimizdə öyrənməni bütün mənalı ilə qarşılıqlı əlaqələndirmə və yaxud sonuncu əsrdə reforma pedaqoqları baş, ürək və əl ilə öyrənmənin ən uzunmüddətli davamlı öyrənmə kimi formalaşdırmışlar. Məhz projeklərlə iş burada xarici dil dərsi üçün ən tanınmış imkanları təklif edir.

Hər yaxşı müəllimin məqsədi özünü dərstdən kənar, seyirici etməsidir. O anda ki, şagird müəllimin göstərişi olmadan və yaxud xarici dildən imtahanlarla özü məşğul olursa, bu əsl həqiqi öyrənmə üçün atılan ilk addımdır. Öyrənmə təkcə biliklərin qəbul edilməsi deyil, həm də kainatın fəal formalaşması, düzəldilməsidir, müstəqil öyrənmənin bütün formaları bəzən çox çətin olmasına və çox vaxt aparmasına

baxmayaraq, ən sonda daha müvəffəqiyyətlidir. Bu zaman öyrənənin həmişə öyrənməyinə davam etmək istəyi olmalıdır, bu o deməkdir ki, o, daima qarşısına yeni məqsədlər qoymalıdır.

Dil öyrənən öz öyrənmə yolunda hərəkətlərinin həmişə yenidən təsdiqini axtarır. Burada müvəffəqiyyət faktı böyük rol oynayır. Hər uğur öz arxasınca uğur gətirir. Şagirdin səhflərinin hər an ona göstərilməsi onu ruhdan salır.[6]

Mən xarici dil dərslərində bəzi əhəmiyyətli inkişaflardan bəhs etdim. Onların tam təhlilinə aydınlıq gətirmək üçün bəzi faktorları qısa da olsa qeyd etmək istədim:

- *Dərsin açılması və açıq dərs formalarının tətbiqi.*
- *Müstəqil öyrənmədə yeni mediyanın rolu.*
- *Yeri dəyişdirilmiş müəllim və şagird rolları.*

Biz öyrətməkdən çox , öyrənməni ön plana çəkməliyik, təlimat vermək və yoxlamaq əvəzinə isə kömək və müşayiət etməyə cəhd etməliyik.

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THE ROLE OF AI IN EFL TEACHING AND LEARNING

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Abstract

This article explores the use of Artificial Intelligence (AI) in teaching English as a Foreign Language (EFL) and provides an overview of two innovative technologies: ChatGPT and Wordtune. ChatGPT offers an interactive environment for students to practice speaking in English through virtual dialogues, while Wordtune provides AI-assisted text rewriting. The article discusses the advantages and disadvantages of using technology in education, specifically AI, and its impact on learning. It emphasises the importance of balancing innovation with caution, ensuring human control and the development of critical thinking.

Keywords: Artificial Intelligence (AI), EFL Teaching (English as a Foreign Language), ChatGPT, Wordtune, Language Learning Technologies, Educational Innovation, Language Proficiency Enhancement, AI Writing Tools, Pedagogical Applications, Ethical Implications

Education is becoming the primary location for experimentation and innovation due to the rapid evolution of technology. In particular, the field of teaching English as a foreign language (EFL) is at the forefront, utilizing cutting-edge technology, such as artificial intelligence (AI), to enhance learning outcomes. This paper delves into the role of AI in EFL instruction, focusing on two advanced technologies: Wordtune and ChatGPT. ChatGPT, a Generative-Transformative Networks (GPT) based technology, offers textual feedback through virtual dialogues, providing a unique learning experience. On the other hand, Wordtune, an AI-powered tool, offers text revision, alternative phrasing, and writing advice, boosting language competency and English writing skills. In this essay, we explore the practical applications of these technologies and their impact on teaching English to non-native speakers, improving language proficiency, and creating an engaging learning environment conducive to efficient language acquisition.

The use of AI-powered writing tools in English as a foreign language (EFL) classrooms is on the rise. In addition to grammar checks and writing aids, there are programs that will create a written work like an essay without requiring any human assistance. Their ease of use and effectiveness save students and educators both time and energy. Furthermore, AI writing tools have been used specifically for English as a foreign language learners with lower English proficiency. Students can obtain rapid feedback and support through the use of these tools, allowing them to detect and correct errors more quickly. Recently, there has been an increase in the number of viewpoints about how artificial intelligence affects pupils' writing skills. Others suggest that employing AI can assist students improve their writing skills, while others are concerned about the potential negative consequences of these tools. These include reliance on technology, safety concerns, a lack of empathy, and a lack of inventiveness. The Chat Bot is one example of innovation that is fast gaining popularity. Artificial intelligence (AI) has taken over the globe, and its powers have been recognized by everyone from academics to ordinary Internet users. It is a component of artificial intelligence, which many people find fascinating. However, some educators are concerned about them. They've heard stories of cheating and bad behavior involving chat bots. Concerned about the usage of ChatGPT, educational institutions have declared a ban on its use one following another. Teachers and school administrators believe ChatGPT jeopardizes pupils' critical thinking and writing abilities. ChatGPT is a computer application that communicates with people in a way that feels natural. ChatGPT can converse with users in a natural and responsive manner. The language model's neural network, which employs vast data sets to construct varying strengths of connections, ensures that ChatGPT can generate textual responses similar to human speech, answer follow-up inquiries, admit mistakes, and so on. ChatGPT can additionally produce text in a wide range of formats such as essays, humor, and poetry. Its performance on similar tasks (e.g., answering similar questions) can be improved with continuing user interaction.

Essentially, contrary to widely held and frequently idealized notions, ChatGPT analyzes the available data to determine the most likely (i.e., most frequent and pertinent) answers to users' queries

rather than reasoning or reacting emotionally. As a result, end-user feedback is critical to its eventual accuracy. ChatGPT is unable to "understand" the language it creates or the context of the information because of its underlying methodology, resulting in plausible-sounding yet inaccurate or nonsensical answers. . Scientists and media outlets have previously expressed worries regarding the correctness of material offered by ChatGPT, with some claiming that ChatGPT invents content in the face of a dearth of expertise and even fabricates phony sources. Experts discovered that, notwithstanding their apparent capability, chatbots do not understand the meaning of the words being proposed. To be more specific, ChatGPT is a new text-generating search tool that lacks the ability to search the Internet for pertinent content, but it does an amazing job of simulating human interaction and filtering out superfluous information to propose what the user is looking for. It is, without a doubt, a really powerful search tool, but there is where it ends, reminding us of the same wonder we felt when we first used Google search or Google scholar. The prevalent uneasiness is largely the result of a lack of comprehension of technology, which leads to an anxiety of the unfamiliar. Texts generated by a chatbot using a big language model are easy to recognize at this stage because the writing style follows a pattern. This imagined level of capacity has prompted severe ethical issues concerning the use of GPT4's future generation. According to Business Insider (2023), OpenAI CEO Sam Altman has stated that the next generation of GPT will not be distributed until they figure out how to utilize it securely and ethically. As long as then, second/foreign language educators have a bit of time to work over the issue of ethical and responsible usage of chatbots with students, discussing their benefits, challenges, and risks, which is a far better method than avoiding the matter totally.

ChatGPT provides numerous educational advantages and prospects. Some argue that experiential learning can assist learners since ChatGPT can generate various problem-solving scenarios. ChatGPT also offers individualized tutoring to students. AI labeling may alleviate educators of a hefty workload, permitting them to devote more time to lesson preparation. ChatGPT has a number of major advantages for students.

Because ChatGPT perfectly simulates human contact, students can quickly initiate an actual dialogue with the chatbot. The benefit of this is that students are usually asking genuine questions, especially when in search of projects to consider. As a result, all of the aspects required for an honest discussion will be present, such as summarizing, asking subsequent inquiries, clarifying, sharing information, and so on. Unlike most classroom sessions, students receive chance to work on many areas of language use. Above all else, ChatGPT is unique in that it provides users with a plethora of academic resources and materials. Many of the platforms or programs previously utilized by students, such as Grammarly, Wikipedia, Google Translate, Quillbot, and so on, are used in tandem by ChatGPT. As a result, he is able to recognize language and organizational issues in pupils' writing, as well as suggest writing ideas and make adjustments. He can also explain and provide examples of how to use terminology. Most significantly, advice is instantaneous, as opposed to instructor feedback, which takes time and might have completely lost whatever was previously written by the time students receive feedback.

Due to ChatGPT is unavoidable, educators and institutions should seize the chance to innovate traditional teaching and evaluation approaches. To begin, SL/FL teachers should minimize the quantity of take-home tasks, which they ought to be doing, because long-standing market tools like Google Translate and Quillbot have eroded the genuineness and reliability of numerous of these assignments. Where take-home projects need to be provided, teachers could offer activities that AI chatbots cannot readily do, such as composing daily diary entries, summarizing lecture content, or other forms of written assignments. Although ChatGPT offers various opportunities for significant changes in education, there are numerous unknown consequences and prospective repercussions that require additional exploration. [1]

Wordtune is a second popular AI writing tool. Wordtune is an artificial intelligence-powered digital writing helper that can alter the chosen content through modifying the structure of sentences or replacement words with synonyms while retaining the original meaning. Machine learning is used in this technology to train a machine to interpret and build natural text from enormous amounts of written material. Wordtune, which is powered by artificial intelligence, recognizes trends in a huge dataset and provides possibilities for creating unique phrases rather than stealing text from other web sources.

Wordtune can be accessed via its own online writer or as a browser extension. As a browser extension, the program works with a variety of online services, including Gmail, Google Docs, Facebook, Twitter, LinkedIn, WhatsApp (web version), Slack, and others. Once installed to the browser, users can write in any compatible web application. Let's go over the way to use Wordtune. Above the selected text, a purple circle with a "W" will emerge. Users can get a list of choices for altering the highlighted text by

clicking on this icon. Wordtune offers a variety of rewriting options, such as basic rewriting, informal tone, formal tone, reduced text, and extended text. (Figure 1).

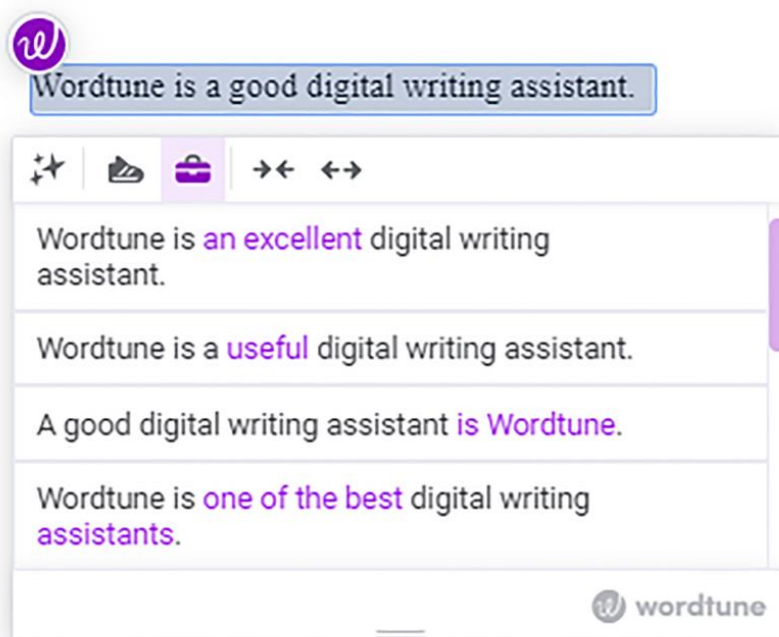


Figure 1. An example of a rewrite suggestion via Wordtune (formal tone).

Wordtune is only accessible for English writing at the moment, although it is capable of translating content from various languages into English (Figure 2). This translation option is very helpful for EFL authors who type an expression or section of a phrase in a different language and then choose the content to receive English rephrasing possibilities. The translation feature is available in Spanish, Mandarin, Arabic, Hindi, Korean, Hebrew, and Russian.

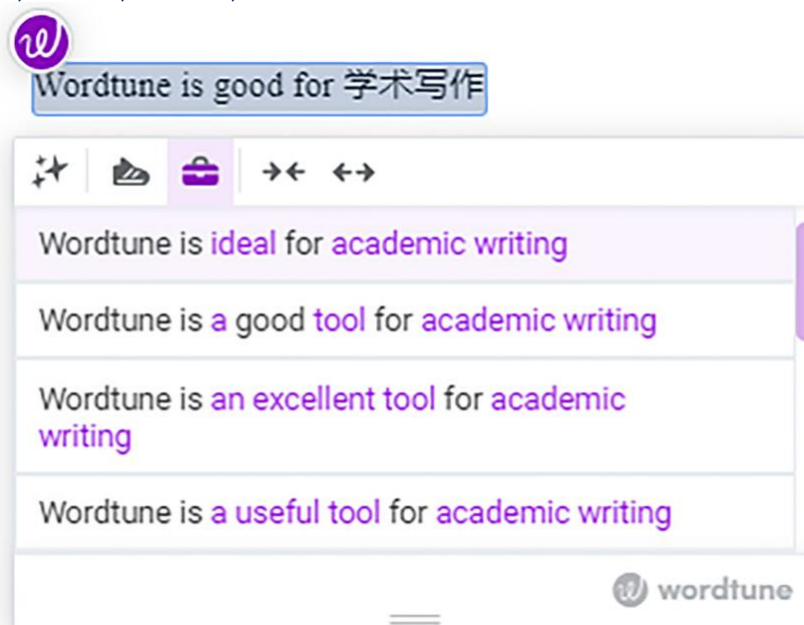


Figure2. An example of the translation feature of Wordtune.

Wordtune is a handy tool for improving the level of quality of what you write in real time. It is appropriate for users with varying levels of knowledge of English. In this regard, the interpreting function is especially valuable for English novices who face a language barrier. Such users may also produce rewriting or paraphrasing choices in English based on an English sentence composed of many terms from their original language (Figure 3). Instead of being caught on a single phrase or expression, the technology will assist them in maintaining a continual flow of English texts. Artificial intelligence-generated

rewriting choices will assist users improve their English by proposing relevant synonyms, deleting wrong words, and selecting a desired tone for advanced English writers who want to write at a more sophisticated level. Users can also use the text shortening and lengthening functions to make content more compact or to produce more thoughts. Wordtune provides options for self-directed learning for EFL writers, but it can also be valuable from a pedagogical standpoint. Teachers, for example, might organize web-based writing assignments and encourage students to utilize Wordtune during the writing process. Teachers should also encourage participants to recollect on what they have learned from participating in the revisions, such as new words, synonyms, clauses, and professional form of sentences that they would not have been able to utilize in their writing otherwise.

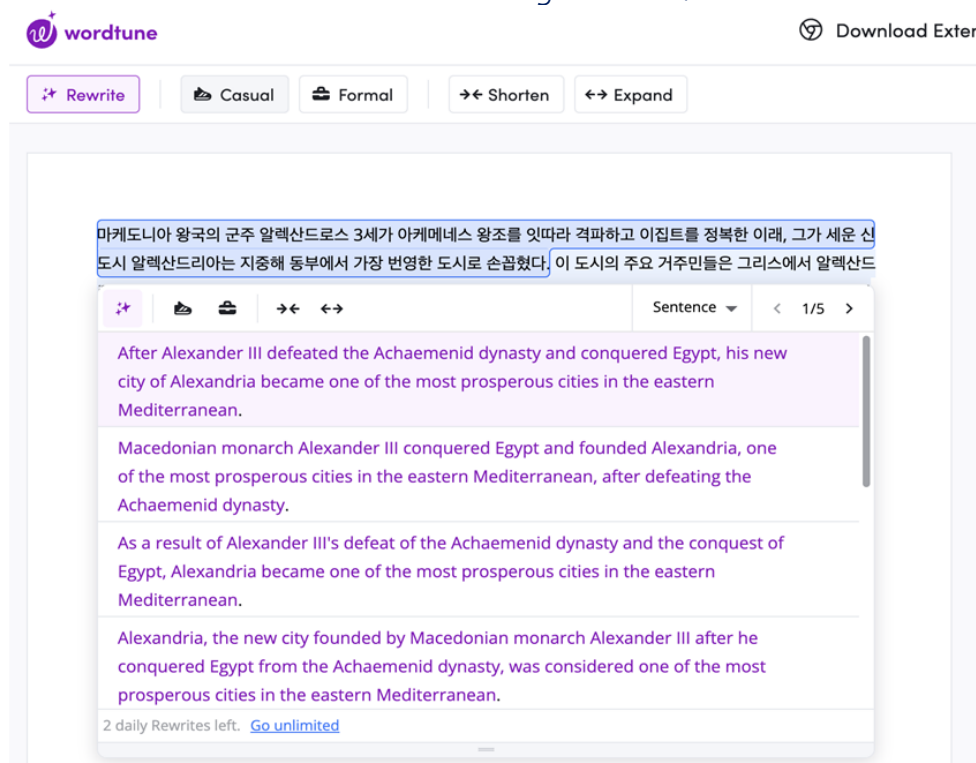


Figure 3. An example of the translation feature of Wordtune.

Wordtune and ChatGPT are two examples of artificial intelligence technologies that are becoming more and more recognized as significant assistants in the writing process. Wordtune acts as an effective writing aid, suggesting various ways to improve and enhance what we write. It is a helpful tool, especially when it comes to developing thoughts or selecting the most relevant words or phrases. ChatGPT, on the other hand, is renowned for its ability to emulate mental processes and conversational abilities, despite being incredibly sophisticated. Teachers frequently expose students to ChatGPT, recognizing its utility but cautioning them about its faults, such as its lack of human interaction and logic. By reconsidering old ways to learning, the development of machine learning in education has resulted in about dramatic change. Despite reservations regarding the utilization of artificial intelligence for knowledge and the risk of misunderstandings, there is an urgent need to strike a balance. It is vital to capitalize on technology improvements while exercising caution in their deployment. The use of AI technologies like ChatGPT and Wordtune deserves to be addressed with caution, emphasizing the significance of control from humans and critical thinking skills in conjunction with dependence on technology. This well-rounded strategy is required to maximize the positive effects of AI-based learning while minimizing its inherent hazards. [2]

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Technical sciences

ROBUST METHODS FOR DETECTING INSIDERS IN INFORMATION SYSTEMS

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Abstract

Insider threats within information systems represent a pervasive and evolving challenge for organizations, posing significant risks to sensitive data, system integrity, and overall cybersecurity. This paper explores robust methodologies aimed at detecting and mitigating insider threats within modern information systems. By analyzing historical incidents, understanding behavioral patterns, and leveraging technological advancements, this study delves into multifaceted approaches for identifying anomalous behaviors and potential risks posed by insiders. The methods discussed encompass behavioral analytics, user monitoring, privileged access controls, data loss prevention systems, and proactive insider threat programs. Additionally, the paper highlights the significance of continuous adaptation, interdepartmental collaboration, and user awareness in constructing an effective defense mechanism against insider threats. The insights provided serve as a roadmap for organizations seeking to fortify their security posture against the complex and evolving landscape of insider threats within information systems.

Keywords: *Insider Threats, Information Systems, Cybersecurity, Behavioral Analytics, User Monitoring, Privileged Access Controls, Insider Threat Programs, Anomalous Behaviors, Risk Mitigation.*

Introduction

Businesses have a responsibility to maintain information security to protect the trust of their customers. They use cybersecurity measures and processes to protect sensitive information from unauthorized access and prevent business operations from being disrupted by unwanted network activity. Enterprises achieve cybersecurity by using simplified digital protection for people, assets, processes and technology.

External threats primarily come from amateur and professional hackers, criminal gangs, and state-sponsored actors.

Often, when addressing this issue, experts do not take into account the threats emanating from within the enterprise, emanating from the enterprise itself. Most of the costs go towards protecting against external threats from outside the enterprise. Insider threats are one of the most important and growing problems for enterprises, since it is very difficult and even impossible to control and predict the human factor in matters of information security and protection. Most insider threats are harmless or accidental, but in most cases they can cause significant damage, such as information and data corruption, theft, property damage, intellectual property theft, etc. Detecting and mitigating these threats require a multifaceted approach that combines technological solutions, behavioral analysis, and proactive strategies.

Understanding Insider Threats

Insider attacks are a major cybersecurity concern, often posing significant risks to sensitive data, systems, and overall security organizations. To effectively combat threats, it is important to understand their nature, motivation and protection from impact.

Types of insider threats can be grouped as follows:

- *Malicious insiders. These include the following[3]:*
 1. *Saboteurs: Employees or individuals with access who intentionally disrupt systems or steal data for personal gain or vendetta.*
 2. *Espionage: Insiders seeking to pass on confidential information to competitors or established organizations.*
 3. *Collaborators: Individuals who coerce or encourage security personnel to commit security breaches.*
- *Accidental Insiders: Accidental Insiders occur for the following reasons:*

1. *Negligence: Employees unknowingly create security risks by doing things like misinstalling a device, falling victim to phishing scams, or ignoring security protocols.*

2. *Abuse of privileges. Employees inadvertently access or share sensitive information beyond their authorized permissions.*

Identifying the motives behind insider threats is critical. Typically these motives consist of the following

- *Financial benefits: Employees seeking financial rewards for selling confidential information or exploiting vulnerabilities for personal gain.*

- *Revenge or grudge: Employees who are unhappy with their organization or how they are treated may try to take harmful action.*

- *Ideological or ethical motives: Insiders with ideological or ethical motivations may seek to expose calculated injustices or advance their beliefs.*

The fight against insiders first requires identifying the following threat indicators:[2]

- *Behavioral abnormalities, including:*

1. *Unusual login times or methods of accessing sensitive data.*

2. *Frequent unauthorized attempts to access restricted systems or files.*

3. *Sudden changes in behavior when a previously trusted employee engages in erratic behavior.*

4. *Data exfiltration:*

5. *Unexplained understanding of data transmission or unauthorized copying of confidential information.*

- *Abuse of privileges:*

1. *Unauthorized changes to system configuration or an attempt to circumvent security protocols.*

2. *Mitigating the Insider Threat*

3. *The fight against insiders requires the development of a comprehensive security policy, including:*

4. *Implement strict access controls, data encryption, and regular security training to minimize the risk of accidental breaches.*

- *Behavioral monitoring: Apply artificial intelligence and machine learning techniques to Diptychs and identify anomalies in user behavior.*

- *Continuous speed: Regularly measure and update access rights, conduct periodic access checks, and block security gaps.*

- *Insider threat programs: Develop a proactive insider threat program including training, risk assessment and security culture.*

Multilayered Detection Strategies

- *Behavioral Analytics. Implementing advanced behavioral analytics is pivotal in detecting anomalies within information systems. Machine learning algorithms can establish a baseline of normal user behavior and promptly flag any deviations that might signal a potential insider threat. These analytics scrutinize patterns of access, data usage, and system interactions to identify suspicious activities[1].*

- *User and Privileged Access Monitoring. Monitoring user activities, especially those with elevated privileges, is crucial. Detailed logs tracking login attempts, file access, and configuration changes are essential for spotting irregular behavior. Analyzing these logs can uncover unauthorized access attempts or unusual patterns that warrant investigation.*

- *Data Loss Prevention (DLP) Systems. Deploying DLP systems aids in safeguarding [4] sensitive data by monitoring and controlling its movement. These systems employ policies to detect, prevent, and respond to unauthorized attempts to access, transfer, or modify critical information.*

- *Anomaly Detection. Sophisticated anomaly detection algorithms scrutinize network traffic, user behaviors, and system operations. Unusual login times, access to unauthorized resources, or atypical data transfer patterns are red flags that such systems can identify.*

- *Endpoint Security and Access Controls Strengthening endpoint security and enforcing strict access controls on devices that interact with organizational systems is paramount. Any suspicious activities or attempts to bypass security measures on endpoints should trigger immediate investigation.*

- *Building a Comprehensive Insider Threat Program. A holistic approach to combating insider threats involves more than just technological solutions. Establishing an insider threat program encompasses regular risk assessments, background checks, and continuous education for employees. This proactive strategy fosters awareness and a culture of security within the organization. Creating a robust*

insider threat program involves a systematic approach that encompasses various elements. Here's a step-by-step guide to building a comprehensive insider threat program [5]:

Risk Assessment and Identification. *Asset Identification:* Identify critical assets, including data, systems, and intellectual property, that need protection.

Threat Profiling: Analyze potential insider threats based on historical incidents, behavioral patterns, and industry-specific risks.

Vulnerability Assessment: Assess weaknesses in systems, processes, and employee practices that could be exploited by insiders.

Policy Development and Implementation. *Access Controls:* Implement least privilege access, restricting access rights to necessary resources based on job roles.

Data Handling Policies: Define clear guidelines for handling sensitive data, including encryption, storage, and sharing protocols.

Monitoring and Logging: Establish comprehensive monitoring systems to track user activities, particularly those with privileged access.

Incident Response Plan: Develop a well-defined response plan outlining steps to address insider threats if they occur.

Employee Education and Awareness. *Training Initiatives:* Conduct regular security awareness training to educate employees about insider threats, security best practices, and the importance of reporting suspicious behavior.

Cultural Emphasis: Foster a culture of security consciousness and encourage employees to be vigilant and proactive in identifying and reporting potential threats.

Regular Assessments and Updates. *Periodic Audits:* Conduct regular reviews and assessments to evaluate the effectiveness of security controls and policies.

Adaptation to Changes: Update the insider threat program regularly based on emerging threats, technological advancements, or changes in the organizational landscape.

Legal and Compliance Considerations. *Regulatory Compliance:* Ensure that the insider threat program complies with relevant data protection and privacy regulations.

Establish procedures for investigating incidents, handling evidence, and taking legal action if required.

Collaboration and Communication. *Interdepartmental Cooperation:* Involve HR, IT, legal, and other relevant departments to develop a cohesive insider threat mitigation strategy. Establish clear channels for reporting suspicious activities or incidents.

Leadership Commitment and Support. *Leadership Backing:* Obtain support from senior management to allocate resources, endorse policies, and reinforce the importance of the insider threat program.

Conclusion

The detection of insider threats in information systems demands a comprehensive approach that integrates technological tools, behavioral analysis, and proactive measures. By leveraging advanced analytics, robust monitoring systems, and a culture of security, organizations can enhance their resilience against these complex and potentially devastating threats posed by insiders.

Safeguarding against insider threats is an ongoing challenge. As technology evolves and threat landscapes shift, organizations must continuously refine their strategies to stay ahead of these insidious risks lurking within their information systems.

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SUPPLY CHAIN STABILITY AS A CONCEPT OF A MODERN INTERNATIONAL COMPANY**Mnatsakanian M.S.**

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СТАБІЛЬНІСТЬ ЛАНЦЮГА ПОСТАЧАЇ, ЯК КОНЦЕПЦІЯ СУЧАСНОЇ МІЖНАРОДНОЇ КОМПАНІЇ**Мнацаканян М.С.**

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Вступ

В економіці розвинених країн новий напрямок управління ланцюгами постачань Supply Chain Management, надалі SCM, став широко поширеним. Багато провідних підприємств, створюють департаменти для управління ланцюгами постачань, що включають відділи та дирекції логістики. З кінця 1980-х до 2002 року концепція управління ланцюгами постачань розвивалася на основі інтеграції логістичних бізнес-процесів. Зараз акцент все більше зміщується в бік розширеного розуміння SCM як нової бізнес-концепції.

Стратегічна Логістична Інтеграція: Управління Ланцюгами Постачань та SCM

За словами Совету логістичного менеджменту у 1998 році, "Управління ланцюгами постачань - це інтеграція ключових бізнес-процесів (переважно логістичних), які починаються від кінцевого користувача і охоплюють всіх постачальників товарів, послуг і інформації, що додають цінність для споживачів і інших зацікавлених сторін."

Управління ланцюгами постачань - це природне розширення концепції інтегрованої логістики щодо міжфункціональної та міжорганізаційної логістичної координації. Програмні додатки SCM використовуються в найбільш розвинених корпоративних системах управління, забезпечуючи доставку необхідних товарів та послуг в потрібне місце, вчасно та з оптимальними логістичними витратами.

Управління ланцюгами постачань - це активна організація та поточна мобілізація ланцюга створення вартості з метою підвищення конкурентоспроможності учасників цього ланцюга. Відмінність поняття "ланцюг поставок" від поняття "логістичний ланцюг" полягає в тому, що поняття SCM охоплює не лише логістичну операційну діяльність в вузькому сенсі, але також виробничу діяльність та супровідні процеси виконання замовлень та грошові потоки. Актуальність концепції SCM пояснюється широким очікуванням того, що професійне управління та інтеграція бізнес-процесів у ланцюгах постачань може призвести до підвищення ринкового успіху учасників ланцюга завдяки адаптації SCM до потреб клієнтів, раптовому зниженню загальних витрат ланцюга та кращій адаптивності підприємств - учасників ланцюга

- до змінюючихся ринкових умов.

Різниця між управлінням ланцюгами постачань (Supply Chain Management, SCM) та логістикою полягає в їхніх функціях, областях застосування та часових рамках. SCM є більш широкою концепцією, яка охоплює всі аспекти ланцюга постачань від закупівлі сировини до кінцевого споживача, включаючи виробництво, зберігання, транспортування та дистрибуцію.

Це більше стратегічне та довгострокове управління, спрямоване на оптимізацію всього життєвого циклу продукції чи послуги.

З іншого боку, логістика фокусується на конкретних операціях та процесах, таких як транспортування, зберігання та управління запасами всередині ланцюга постачань. Вона

спрямована на короткострокові та оперативні завдання, оптимізуючи рух товарів та ресурсів. Хоча обидві концепції взаємопов'язані і часто об'єднуються для досягнення найкращих результатів в управлінні ланцюгами постачань, вони відрізняються обсягом і фокусом: SCM - це стратегічне управління ланцюгом постачань в цілому, тоді як логістика - це оптимізація конкретних логістичних операцій.

Ключові аспекти стратегії ланцюга постачань

Забезпечення стабільності ланцюга постачань у сучасному бізнес-середовищі є важливим завданням для компаній, оскільки воно визнається ключовим фактором для успішного функціонування. Стратегічні рішення та принципи, спрямовані на утримання ефективності ланцюга постачань в умовах турбулентності ринку, стають необхідні для досягнення сталого успіху. В сучасному бізнес-середовищі, де ланцюг постачань відіграє визначальну роль у функціонуванні компаній, досягнення та утримання стабільності стає критичним завданням.

В цьому контексті важливо розглянути ключові аспекти та інноваційні стратегії, які формують стабільність ланцюга постачань, забезпечуючи ефективне функціонування підприємства в умовах сучасного глобального бізнесу. Особливу увагу слід приділити визначенню стратегій та принципів, які дозволяють компаніям діяти ефективно в умовах ринкових викликів та турбулентності:

1. Визначення Бізнес-Стратегії:

- Початковим етапом є оцінка бізнес-середовища та розуміння потреб клієнтів. Визначення чіткої бізнес-стратегії дозволяє адаптуватися до змін у ринкових умовах.

2. Аналіз Ланцюга Постачань:

- Оцінка надійності постачальників та ефективності транспортно-логістичних мереж є ключовим етапом. Це дозволяє ідентифікувати можливості для оптимізації та вдосконалення ефективності ланцюга постачань.

3. Визначення Цілей Ланцюга Постачань:

- Формулювання конкретних, вимірюваних, досяжних, релевантних та часових цілей є стратегічно важливим завданням. Це допомагає зорієнтувати дії на досягнення стратегічних завдань.

4. Вибір Відповідних Партнерів:

- Співпраця з надійними постачальниками та логістичними партнерами є критичною для стабільності ланцюга постачань. Вибір партнерів, які відповідають вимогам якості та доставки, забезпечує ефективну роботу ланцюга.

5. Впровадження та Моніторинг Плану:

- Етап введення необхідних ресурсів та систем управління є ключовим. Постійний моніторинг продуктивності дозволяє оперативно реагувати на зміни та вносити корективи для досягнення стратегічних цілей.

Висновок

Таким чином слід зазначити, що ефективне управління ланцюгом постачань є важливим фактором для забезпечення стабільності компаній у сучасних умовах бізнес-середовища. Стратегічні рішення та принципи, спрямовані на оптимізацію всього життєвого циклу продукції чи послуги, грають ключову роль у досягненні сталого успіху підприємства.

У контексті взаємозв'язку між управлінням ланцюгами постачань (SCM) та логістикою, варто враховувати, що SCM виступає більш широкою та стратегічною концепцією, охоплюючи всі аспекти ланцюга постачань. З іншого боку, логістика фокусується на конкретних операціях та процесах в середині цього ланцюга, спрямована на короткострокові та оперативні завдання.

Інтеграція стратегій ланцюга постачань та оптимізація логістичних операцій є ключовим елементом для ефективного управління в умовах ринкової нестабільності. Розглядаючи ці принципи та стратегії, компанії можуть забезпечити стабільність ланцюга постачань, що є вирішальним для їхнього успіху та конкурентоспроможності в глобальному бізнес-середовищі.

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