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AGRICULTURAL SCIENCES

ОБ ОПАСНОСТЯХ НАРУШЕНИЯ ЭКОЛОГИЧЕСКОГО СОСТОЯНИЯ ОКРУЖАЮЩЕЙ СРЕДЫ ПРИ ОТКРЫТОЙ И ПОДЗЕМНОЙ РАЗРАБОТКЕ ПОЛЕЗНЫХ ИСКОПАЕМЫХ АРМЕНИИ

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ON THE HAZARDS OF VIOLATION OF THE ENVIRONMENTAL STATE ENVIRONMENTAL IN OPEN AND UNDERGROUND MINING MINERAL RESOURCES OF ARMENIA

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Аннотация

В статье описаны результаты исследования по оценке состояния экологического воздействия на окружающую среду, вызванного эксплуатацией полезных ископаемых в республике.

Исследования выявили, что как горнодобывающие, так и сельскохозяйственные организации, чтобы обеспечить экологически безопасное питание с земли, должны в совершенстве выполнять требования принятых правительством РА законов об охране земельных и водных ресурсов и эксплуатации горнодобывающей промышленности.

Abstract

The article describes the results of the research on the evaluation of the state of ecological impact of the environment caused by the exploitation of minerals in the republic.

Studies have revealed that both mining and agricultural organizations, in order to provide ecologically safe food from the land, must perfectly implement the requirements of the laws adopted by the RA government on the preservation of land and water resources and the exploitation of the mining industry.

Ключевые слова: экологическая состояния, оценка риска, окружающая среда, полезных ископаемых, хвостохранилища.

Keywords: ecological state, risk assessment, environment, minerals, tailings.

Введение

В большинстве случаев при разработке месторождений полезных ископаемых как на стадии рабочего проекта, так и при эксплуатации нарушаются требования основных экологических конвенций (“О биоразнообразии”, “О борьбе с опустыниванием”, “О ландшафтах”, “Об оценке воздействия на окружающую среду”), а также Лесного, Водного и Земельного Кодексов РА. В настоящее время в республике насчитывается одиннадцать действующих и законсервированных хвостохранилищ отходов обогатительных фабрик горнорудных предприятий. В основном все хвосто-

хранилища размещены в ущельях с сильно расчлененным горным рельефом и сложными горно-геологическими и сейсмотектоническими условиями. Исключением является хвостохранилище ООО “Араратская золотоизвлекательная фабрика”, базирующаяся на левом берегу приграничной реки Аракс. Общей характерной особенностью всех хвостохранилищ является опасность природно-техногенного разрушения ограждающих дамб и вероятность угрозы растекания разжиженных масс хвостовых отложений, содержащих химические реагенты обогащения руд и загрязнения окружающей среды по территории растекания и вод реки

Аракс и ее притоков. В таблице 1 сведены географические и технологические параметры наиболее крупных и опасных хвостохранилищ Армении, разрушение которых чревато тяжелыми экологическими последствиями.

Результаты.

В 2003г. ЗАО “Горно-Металлургический институт” представил программу работ и исследований с бизнес-планом, направленную на повышение эксплуатационной надежности и эффективности работы ответственных гидroteхнических сооружений горнодобывающей промышленности. В таблице 2 отражены основные положения исследований и проектных разработок, направленных на снижение риска разрушения хвостохранилищ [4]. Фактически, уже сегодня мы имеем сложную экологическую ситуацию на грани катастроф от анало-

гичных производств, связанную с резким увеличением уровня загрязненности воздушного и водного бассейнов.

На грани экологической катастрофы находится река Дебед [3], протекающая по территории Лорийской области. В нее попадают токсичные отходы, переполнившие хвостохранилище Ахталинского комбината. Согласно мониторингу качества вод, проведенному министерством охраны природы РА, предельно допустимая концентрация ионов нитрата в бассейне реки превышена в 7,5 раза, а ионов сульфида – в 6,5 раза. В г. Алаверди основным источником загрязнения атмосферы сернистым ангидридом является Алавердский медеплавильный комбинат. По данным министерства охраны природы РА в атмосфере города в 9-11 раз превышена предельно допустимая концентрация.

Таблица 1

Печальным примером бесхозяйственного и нерационального отношения к добыче рудного сырья в Армении служит эксплуатация Соткского рудника. Важнейшими условиями для эффективного промышленного освоения рудников должны быть: полное использование всего ценного сырья; макси-

мальное соблюдение всех требований экологической безопасности, а также развитие базовых и вспомогательных секторов экономики с обеспечением трудовых мест. Эксплуатация Соткского рудника ведется около 40 лет, однако по сей день остается нерешенным вопрос эффективной комплексности переработки металлической руды.

Таблица 2

Программа работ по снижению риска возникновения экологической катастрофы в связи с загрязнением вод приграничной реки Аракс химическими отходами обогащения руд

№	Программа работ для решения основных проблем по повышению надежности и снижению риска разрушения хвостохранилищ	Хвостохранилище				
		В ущелье реки Арцваник	Давазами	ООО «Араратская золотоизвлекательная	В ущелье реки Гегануш	В ущелье реки Вохчи 1
1	Замена и установка контрольно-измерительной аппаратуры (КИА) по причине её отсутствия или непригодности.	+	+	+	-	-
2	Натурные и лабораторные исследования и определение физико-механических свойств хвостовых отложений и подготовка исходных данных для расчета устойчивости дамб хвостохранилища.	+	+	+	-	-
3	Восстановление работы водоотводящих сооружений под хвостохранилища. Ликвидация аварийных ситуаций.	-	-	-	+	-
4	Проектные разработки для отвода максимальных расходов вод (0.1% обеспеченности) в обход хвостохранилища. Взамен ранее принятых расчетов норм расхода воды.	-	-	-	-	+
5	Стоимость разделов программы, тыс. \$США (укрупненные размеры)	50.0	60.0	40.0	10.0	40.0

Было рассмотрено два варианта возможного решения переработки руды. Один предусматривал переработку ценного сырья с минимальными выбросами без применения цианидов и расположением обогатительной фабрики на месте добычи руды. Второй – использование гидрохимической технологии с применением цианидов, рассчитанной только на извлечение золота. В связи с экологической угрозой и обеспечения безопасности оз. Севан предприятие было размещено Араратской долине, территория которой, являясь житницей Армении по производству сельскохозяйственной продукции и запасам артезианской воды, также нуждается в обеспечении экологической безопасности. Следует заметить, что специфика гидрохимических цианидных процессов загрязняет сушу, водную и воздушную среды. Смертельной дозой цианидово-дородной кислоты является 0,05г., а её предельно допустимая концентрация в воздухе – 0,0005мг/м³. Новые владельцы Соткского рудника, компания GeoProMining Gold (GPMG), из соображений эффективности добивалась разрешения о строительстве новой золотоизвлекательной фабрики на территории Соткского рудника. Министерству охраны природы РА, руководству национального парка оз. Севан и экологической общественности республики пришлось приложить массу усилий понейтрализации притязаний компании на использование

территории, расположенной близ оз. Севан для создания крупномасштабного производства с использованием гидрохимических цианидных реагентов.

Результаты многолетней эксплуатации Варденисской полупромышленной и Араратской промышленной золотоизвлекательной фабрик засвидетельствовали факт того, что цианидная технология не только экологически вредная, но и не эффективная, так как не обеспечивает максимального извлечения даже основного металла – золота, не говоря уже о другом ценном полиметаллическом сырье, каким является Соткская руда. В 2007-2009гг. началось внедрение плазменной технологии комплексной переработки сырья, которая по сравнению с цианидной универсальная, одностадийная, компактна, рентабельна и экологически безвредна. К сожалению, из-за известных сложных экологических условий того времени плазменная технология не получила должного развития [1].

В 2007г. правительством Армении был одобрен проект металлургической компании Armenian Copper Programm (ACP) на эксплуатацию открытым способом Техутского медно-молибденового месторождения на севере Армении.

Техутское месторождение базируется на территории Туманянской общины Лорийской области в 20 км к юго-западу от г. Алaverди и в 3,5 км от

с.Техут, в прибрежной зоне р.Дебет, на пологих залесенных склонах.

На территории месторождения находятся исторические памятники и ценные виды деревьев (357 гектаров леса). Из-за нарушения водного баланса могут погибнуть и леса окружающей территории. Все это способствует опустыниванию территорий республики, лесной покров, который, по данным Международного Банка Развития, в постсоветское время снизился до 8% [2]. Постоянным источником загрязнения окружающей среды будет являться создаваемое в рамках проекта на территории 200 гектаров хвостохранилище, содержащее большое количество тяжелых металлов. В качестве хвостохранилища предполагается использовать ущелье реки Хоротадзор, притока реки Шнох. Следует отметить, что весь водосборный бассейн питается за счет дождевых и талых вод. В русле реки Шнох и в долинах ее притоков наблюдаются селевые явления, которые маломощны, поскольку местность защищена от водной эрозии обильной лесистостью. Известно, что в процессе формирования водных ресурсов одном из важнейших факторов является лесной покров территории, благодаря которому образуется и сохраняется водных сток. По данным [5] 1 гектар леса в год очищает 20 млн.м³ атмосферы, увлажняет воздух в 10 раз больше, чем 2 гектар водной глади.

Предусмотренные в целях строительства и эксплуатации комбината лесные вырубки, осуществление которых планируется на части территории формирования речного и подземного стоков водосборного бассейна, несомненно, отрицательно отразится на качественных и количественных характеристиках стока, и на снижении дебита родников и некоторых рек, вплоть до их исчезновения.

Армения – маленькая страна, ее территория насчитывает всего 30 тыс. км². Но даже в таких ограниченных условиях еще совсем недавно республика отличалась хорошо развитой промышленностью и организованным процветающим сельским хозяйством.

На сегодняшний день из страны-производителя республика превращается в сырьевую базу для иностранных компаний, устанавливающих свой режим и технологические условия разработки полезных ископаемых, способствуя активизации опасных природных и техногенных процессов и катастрофическому экологическому состоянию окружающей среды.

Аспекты иностранного капитала и доморощенных предпринимателей растут, не успеваешь следить за объявлением очередных тендеров на разработку месторождений железной руды, золота, меди, урана, выкачиваемых из республики.

Эта «стратегия» подвела к черте экологической катастрофы Арагатскую и Сюникскую области Армении, серьезной экологической опасности подвергаются Лорийская и Тавушская области, добывача железной руды в 1,5км от г.Раздан, создает серьезную опасность загрязнения курортной зоны Котайкской области.

Несколько слов о радиационной безопасности. В последнее время ведутся переговоры об открытой разработке урановых месторождений в Армении, интерес к которой проявляет РосАтом. В маленькой по территории Армении, где уже функционирует атомная электростанция и отсутствует приемлемый контроль радиационной эмиссии и выбросов в окружающую среду, увеличивать опасность радиоактивного загрязнения республики просто недопустимо. Разработка урановых месторождений не делает Армению обладателем полного цикла мирного атома, так как для использования в качестве топлива требуется полный цикл его обогащения, поэтому для своей сегодняшней и последующий станций Армения будет импортировать ядерное топливо.

В процессе открытой добычи будут создаваться отвалы, содержащие радиоизотопы высокой концентрации, создавая опасность загрязнения территории и угрожая жизни людей. Загрязненные грунтовые воды в процессе добычи руды будут откачиваться и выливаться в реки, вдыхание урановой пыли, облучение (гаммарадиация) радоном будут являться источником лейкемии и рака костей. Печальным примером может служить наследство горнорудной промышленности в Таджикистане. По оценкам специалистов почти 55 млн. тонн урановых отходов захоронено на севере страны, создавая большую экологическую угрозу окружающей среде в течение сотен лет. Для их обезвреживания требуются специальные сложные технологии[7].

Руда, добываясь в открытых или подземных разработках, обрабатывается и выщелачивается на заводе для получения урана, извлечение которого производится с помощью серной кислоты. Отстой в виде радиоактивных отходов. В отстоях содержатся все элементы и соединения, кроме удаленного урана. Радионуклиды, оставшиеся в хвостах урана, испускают в 20-100 раз больше гамма-радиации, чем был уровень естественного стока на поверхности месторождения. Кроме остаточного урана (5-10%) хвосты содержат загрязнители в виде тяжелых металлов и мышьяка. Поэтому вопрос разработки урановых месторождений, создающий еще один очаг экологической катастрофы, должен быть решен лишь после тщательных экспертных проработок на международном и общественном уровнях.

Известно, что освоение месторождений может быть экономически выгодным и экологически оправданным и безопасным тогда, когда рудное сырье используется, а на базе добывающих предприятий создается производство готовой продукции, что создает дополнительно рабочие места. В Армении извлекается руда, которая в виде полуфабрикатов на невыгодных условиях продается за пределы республики, а огромное количество твердых, жидкого и газообразных отходов загрязняет окружающую среду, лишая малоземельную страну возможности сельскохозяйственного освоения.

Следует отметить, что ранее действующая и давно демонтированная структура государственного централизованного управления природо-

охранной и природоэксплуатирующей деятельностью, по настоящее время полностью ничем не заменена, а функции распределены между Министерством экономики и Министерством охраны природы РА. Это управление должно основываться на выделении экологического ущерба, как негативного фактора природоэксплуатирующей деятельности в течение расчетного периода, при суммировании накопленного "прошлого" экологического ущерба [6].

В практике оценки рисков, осуществленных ССА МЧС РА, расчет суммарного экологического ущерба производится на основе реального (на рассматриваемый период, прогнозного (потенциального, ожидаемого) ущерба, наносимого природным ресурсам и окружающей среде (природным условиям и природным ресурсам), затраты на разработки мероприятий по предотвращению экологического ущерба (на всех этапах) и мероприятий по рекультивации и использованию вторичного природного сырья. Вывод напрашивается сам собой: необходимость регулирования природоэксплуатирующих процессов и координация эколого-экономических программ со стороны государства в следующих направлениях:

- разработка нормативных актов и документов по охране окружающей среды и ответственности по возмещению экологического ущерба;
- мониторингового контроля за соблюдением и исполнением действующих природоохраных документов и сбором платежей в бюджет от предприятий и организаций, занятых природоэксплуатирующей деятельностью;
- контроль за подготовкой и осуществлением экологических программ;
- формирование информационного поля о природоохранной и природоэксплуатирующей деятельности с целью координации и обеспечения нормативного соответствия природоэксплуатирующими и природоохранным программам.

С точки зрения действующего в республике законодательства, право граждан на возмещение экологического ущерба может быть реализовано в трех формах: судебной, административной и страховой. Вопросы страхового регулирования и возмещения ущербов до сих пор не получили должного развития. Административная форма возмещения ущерба распространяется лишь на экономическую составляющую, оцениваемую в денежном выражении. Меры уголовной ответственности за нарушение природоохранного законодательства не соответствуют тяжести правонарушений. Не устранено это несоответствие и в новом Уголовном Кодексе РА, содержащим специальную главу по ответственности за экологическое преступление. Санкций, используемых в качестве нарушений природоохранной экологической безопасности, свидетельствует о господстве потребительской психологии по отношению к природе и среде обитания человека у тех, кто разрабатывает, принимает и регулирует экологические законы. Начиная с 2005 г., государственным бюджетом РА на обеспечение экологической безопасности из года в год предусматривается 0,27-

0,3% от общей суммы, тогда как международные спонсоры предусматривают отведение на это статью расходов в размере как минимум 2% от общей суммы государственного бюджета. Рыночные преобразования в экономике, проведенные в Армении в крайне сжатые сроки, обусловили проявление и значительный рост новых видов экологических нарушений природоохранной и природоэксплуатирующей систем (беспорядочная, незаконная вырубка лесов; загрязнение озер и рек промышленными и бытовыми отходами; хищнический вылов рыбы; самовольный захват земель; незаконная застройка территорий).

В ноябре 2016 г. в Лондоне состоялась деловая встреча Европейского банка реконструкции и развития, посвященная вопросам природоохранной и социальной ответственности в горнодобывающей сфере. На встрече, где Армению представляла руководитель "Эколура" Инга Зарафян, отмечался факт отсутствия в республике концепции развития горнодобывающей промышленности, нет соответствующего законодательства, определяющего реальную оценку экологического ущерба, наносимого окружающей среде и защищающего права населения, оказавшегося в зоне деятельности горнодобывающих компаний. В частности, на деловой встрече рассматривался вопрос деятельности компании Dino Gold Mining, приведшей к состоянию экологической катастрофы территории трех общин г. Капана – Сюник, Шаумян и Гегануш. Компания была оштрафована на 10 миллионов драмов, а часть жителей получила компенсацию. В 2006-2007 гг. результате аварийных сбросов в селе Сюник были отравлены земли, воды, погиб скот, у детей развилась сильная аллергия, отслоение кожи, выпадение зубов. Однако, в наиболее сложной экологической обстановке оказались жители села Гегануш, где на землях общин было построено новое хвостохранилище. В селе возросло число онкологических заболеваний (15 из 287 человек). Перестали плодоносить 5 тысяч ореховых деревьев, которые кормили все население. Согласно данным исследований НАН РА (Центр ноосферных исследований), в пробах почв наблюдается значительное превышение предельно допустимых концентраций кадмия, ртути, а в водах реки Вохчи (ниже г. Капан) допустимая концентрация меди превышала в 203 раза.

Техногенные и технологические нагрузки на природную среду за последние 50 лет нанесли природе больше вреда, чем за весь период жизни человечества, справедливо считает профессор Н. Пичурин.

Выводы

1. Неуправляемое развитие технологий в энергетике, тяжелой и горнодобывающей промышленности приводят к экологическому кризису. Отмеченные выше технологии самые грязные и малоэффективные.

2. Человеческая экономика должна дружить с экономикой природы. Жить в согласии с природой – это единственно верный ноосферный путь. Следует отметить и беспорядки в сельском хозяйстве – горы старых удобрений и отходов разных отраслей

промышленности свалены где попало, и все это загрязняет почвы, воды рек, озер, которые поят и кормят наш народ.

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CHEMISTRY SCIENCES

PROCUREMENT OF ECO-FRIENDLY BINDERS BASED ON END-OF-LIFE TIRE WASTE

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Abstract

In this work, the main properties of the composition modified with the rubber scrap obtained as a result of the decomposition of the NYB-60/90 branded tire, which was removed from service and turned into waste, were studied. Adding 3-5 parts by mass of polymer waste to bitumen made it possible to increase its viscosity by 2 times and its strength by 4 times.

The obtained results show that the penetration of the prepared sample is 1.4 times higher than the standard, and its elasticity is 4 times higher. Adding polymer waste to 3-5 mass parts of bitumen made it possible to increase its viscosity by 2 times and its strength by 4 times.

As a result of our scientific and research work, a new processing technology for the ecological neutralization of polymer products out of service was developed, polymer scraps of 0.16-0.18 mm size were purchased and NYB-60/90 brand bitumen was modified with this polymer scrap.

Thus, the most critical environmental problem was solved and precious raw materials were obtained

Keywords: Oil-Road-Bitumen (NYB), modification, ecology, polymer-bitumen, used tire, Rub rubber (RR).

I. INTRODUCTION

Recycling end-of-life tires is currently the most urgent problem in the world. Many scientific researches have been devoted to the solution of this problem in recent years[1-6]. However, the results of these studies cannot fully solve this important problem. Although the recycling and modification of rubbers have entered the highest stage of development [7-11]. As the number of used cars increases every year, the amount of tires that

become waste also increases with the same intensity every year.

As polymeric materials do not undergo biological degradation, the specified waste becomes "permanent" waste. [13-16] In modern conditions, the relevance of polymer waste processing is not only related to the environmental problem but also related to the use of these wastes as polymer raw materials and energy resources [17-19]

II. METHODOLOGYOGYA



Figure 1. who recycles old tires

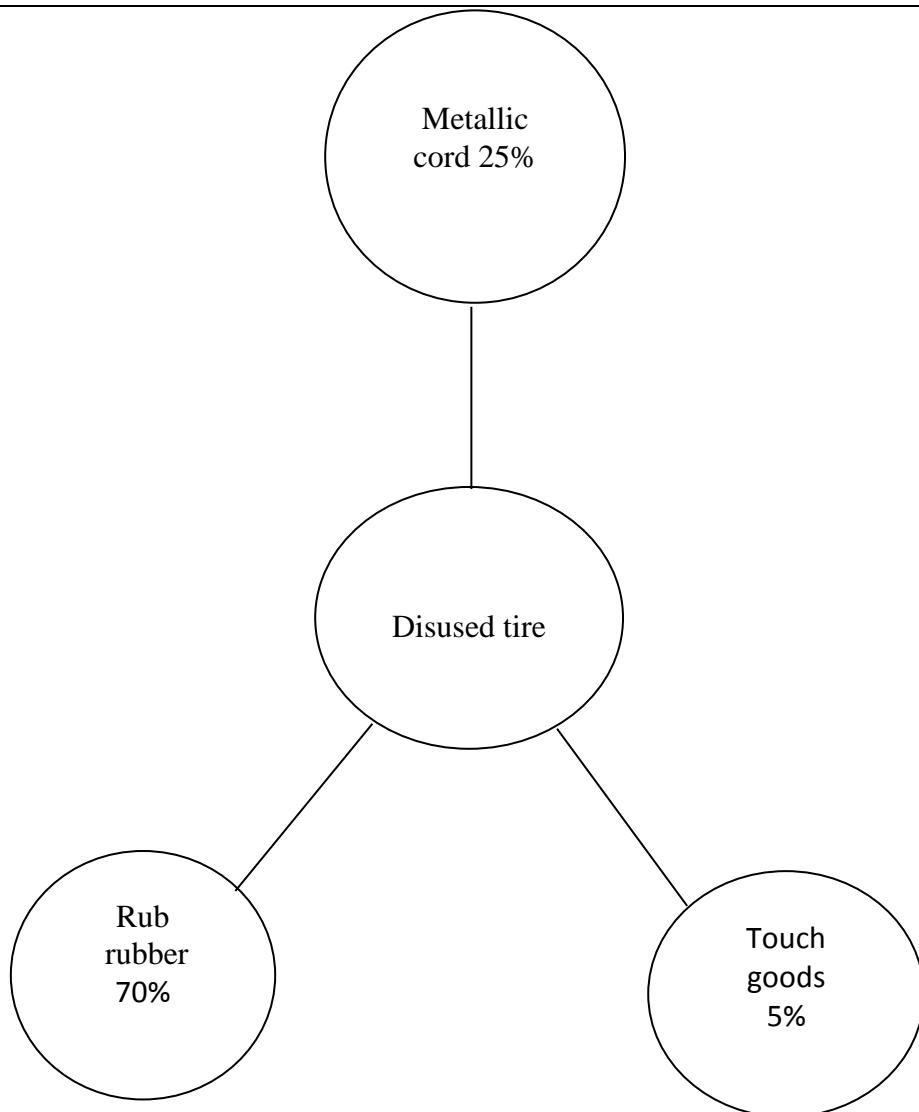


Figure 2. Products obtained as a result of processing

The areas of use of rubber scrub are quite wide. Recently, important scientific research has been carried out in expanding the fields of use of RO [1-8]. After car tires run for 90-110 km, their tread patterns are disintegrated, out of service, and turned into waste. There are various methods of recycling tires that have become waste.

After car tires run for 90-110 km, their tread patterns fall apart, causing the tires to become obsolete and waste. Using the device shown in picture 1 to break up scrap tires and turn them into rubber scraps, we have managed to get the following products from one tire- 1 mm rubber scrap (mainly used in the modification of road bitumen);

- 1-10 mm rubber scrubber (used in the pyrolysis process)
- metalloid (used as metal scrap)
- cord waste (used as raw material in the textile industry)
- 0.06-1.0 mm particles (mainly used to clean oil and oil residues from water bodies in picture 2 by processing scrap tires);

Resul and disspercusion

First, we investigated the areas of use of the rubber dust obtained from old tires, calculated the cost of one ton of rubber scraping, and calculated how much it would cost with the proposed technology. The obtained results are listed in Table 1.

The main areas of use of rubber scrub

Table 1

Mater- ial	Particle size, mm	1 ton Price, US dollars	Area of the use of rubber scrub
1	2	3	4
Rub rubber	0,06 -1	147	Rubber compound - waterproofing materials - Roof coverings
Rub rubber	1 – 2	176	Sports fields Playgrounds - road surfaces
Rub rubber	2 – 3	300	In the preparation of some sports products
Rub rubber	3 – 5	350	In the preparation of boxing gloves, In the preparation of parts of medical equipment
Rub rubber	4 – 8	235	Flooring, roofing, and sanitary equipment for livestock farms. Bio-component substances. insulation of gas pipelines (-700). Rubber is used in the production of slates and rubber shoes

We preferred to use the most favorable of the indicated areas of use for the preparation of polymer asphalt concrete by modifying the petroleum bitumens and softening their missing properties.

A general view of the rubber scrubber we use to modify oil-road-bitumen photo 3. is also given

*Figure 3. Rubbing rubber*

Before preparing the composition based on bitumen-rubber rub, RO and bitumen are heated to 160 °C in separate ovens. The preheated RO was transferred to a mixing vessel while the temperature was maintained at 160 °C. The mineral filler was then slowly added to bituminous RO at the same temperature. The mixer is kept at a constant mixing speed to avoid voids during mixing and to ensure the homogeneity of the mixture. When filler RO is added,

the mixing speed is 480 sec for 30 min. It was mixed continuously and the temperature was also maintained at 160 °C throughout the mixing process. After heating the composition to 90° C, we added sulfur. The results were analyzed according to the requirements of ASTM D242 (AASHTO, 2011). The modification was carried out using three brands of bitumen and the results obtained are given in Table 2

Table 2.

The main indicators of different brands of PBE

The name of the accountant	Brand of samples			
	PBΘ 40/60	PBΘ 60/90	PBΘ 90/130	Test method
Depth of penetration of the needle into the sample, 0.1 mm at a temperature of 25°C (100 g, 5 seconds) at a temperature of 0°C, 0.1 mm	39-58 20	86-120 41	90-100 29	DÜIST 11501-78
Extension, cm At 25°C	28	46	33	DÜIST
At 0°C	9	12	10	11501-78
Softening temperature, °C	49	52	45	
Elasticity, %	73	79	81	

In this work, since we used only PBE 60/90 brand bitumen, we modified it by adding 2-6 mass parts of rubber scrub, and the obtained result is shown in Table 3.

Table 3

Preparation of a composition based on PBE 60/90 brand bitumen and polymer bitumen using different mass fractions RR physical and mechanical properties of its composition

The name of the accountant	Indicators of PBE 60/90 bitumen	Standard 52056 mainly demand	RR modified polymer-bitumen		
			3 mass parts RR	5 mass parts RR	7 mass parts RR
Depth of penetration of the needle into the sample, 0.1 mm at a temperature of 25°C (100 g, 5 seconds) at a temperature of 0°C, 0.1 mm	45 23	47 25	66 27	79 28	65 26
Extension, cm At 25°C At 0°C	35 4	40 3,5	53 9	46 11	50 13
Softening temperature, °C	52	48	59	77	74
Change in annealing temperature after heating, °C	3	2	2	1	1
Brittleness temperature, °C	-16	-19	-22	-26	-25
Elasticity, % At 25°C at 0°C	60 49	80 70	78 59	86 81	83 74
Ignition temperature, °C	230	300	350	420	399
Adhesion (sticking) to sand or marble	meets demand				
Fire hazard	it is dangerous				
Kinematic viscosity at 135°C	-	434	990	1717	1694
Dynamic viscosity at 60°C	-	980	1994	3265	3111
Volume change by ASTMD 1754 method, % mass.	after passing the test				
Residual penetration, %	-	81	84	98	93
Softening temperature, °C	40	54	66	78	71
Elongation at 25°C, %	110	49	46	33	31
Kinematic viscosity at 135°C	672	890	998	1287	1340
Dynamic viscosity at 60°C	604	610	3029	3649	3370

We used PBE 60/90 bitumen modified with rubber scrub to prepare the polymer asphalt concrete mixture. We carried out the amount of RR in the polymer asphalt concrete mixture according to standard T 9128-84. We confirmed that its main characteristics fully satisfy the

operating conditions by preparing polymer asphalt concrete according to the standard recipe, modified, and used as a binder.

The elastic-viscous-plastic characteristics of polymer asphalt concrete samples at 50°C were determined. The obtained results are given in Table 4.

Table 4

Polymer asphalt prepared using PBE 60/90 bitumen modified with R% indicators of the main characteristics of concrete

The name of the indicators	Unmodified PBE 60/90 bitumen brand bitumen (Prototype)	Polymer-bitumen-based binder (suggested)
The highest plastic viscosity, Pa · sec	39,8	52,9
The lowest plastic viscosity, Pa · sec	10,7	18,9
Dynamic displacement limit, P1<2, Pa	20,1	28,2
Equilibrium fragility modulus Gm, Pa when P < P1<2	231	289
Voltage reaction period q· /Gm· sec	719	1121

The result

The destruction of the rubber coating mainly occurs as a result of high temperatures. As a result, the molecular mass of RO decreases. When studying this in an oxygenated and non-oxygenated environment, the maximum stability of RO is observed in the temperature interval of 180°C. Therefore, we adopted the 180°C to modify road oil bitumen with RO waste.

Since the physical and chemical properties of bitumen are shallow, asphalt-concrete road surfaces soften in high-temperature conditions in the summer months and release toxic chemicals into the atmosphere. In order to prevent all this, we managed to obtain ecologically clean bitumen by modifying road-oil bitumen with rubber scraps obtained from old tires. The results of our scientific and research work have

proven that the eco-friendly bitumen we offer is 4 times more flexible than the bitumen currently produced on an industrial scale, and it is possible to increase its heat resistance up to 110°C, which creates fertile conditions for its application in the industry.

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**ПРОЧНОСТЬ, ТЕРМО-ЭЛЕКТРО- И ХИМСТОЙКОСТЬ ЭПОКСИПОЛИМЕРА,
НАПОЛНЕННОГО 10-50 МАС% ПУДРЫ КРАСНОГО АЛЮМОСИЛИКАТНОГО КИРПИЧА**

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**STRENGTH, THERMO-, ELECTRO AND CHEMICAL RESISTANCE OF AN EPOXY POLYMER
FILLED WITH 10-50 WT% POWDER OF RED ALUMOSILICATE BRICKS**

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Анотація

Предложен перспективный наполнитель для полиэпоксидных композитов. Показано, что микро(nano)частицы красной кирпичной пудры (КП) как правило способствуют увеличению прочности эпоксиполимерного композита (особенно при 5 и 50 %масс) на сжатие и истирание, а также снижению усадки полимера. Установлена зависимость вида диаграмм сжатия композита от концентрации наполнителя: после наполнения диаграмма сглаживается, более чётко оформляются точки первого (предела текучести, пластической деформации) и второго (предела разрушения) порогов разрушения композита. Вместе с тем, в области неоптимальных концентраций (например 10 %масс) нестабильный вид диаграммы сжатия и высокие разбросы значений говорят об охрупчивании, разрыхлении и усилении дефектности структуры композита. При высоких наполнениях (50 %масс) характер разрушения композита существенно изменяется – исчезает стадия пластической деформации (текучести), а образец разрушается по диагональной трещине Чернова-Людерса; при этом существенно возрастает прочность на сжатие и заметно снижается усадка. Вместе с тем, рост концентрации КП снижает стойкость композита к набуханию (в азотной кислоте). Полученные результаты говорят о том, что частицы термообработанного глинозёма (на примере КП) способны существенно упрочнить и структурировать эпоксиполимерный композит, но делают его более проницаемым для жидких агрессивных сред.

Abstract

A promising filler for polyepoxy composites has been proposed. It is shown that the microparticles of red brick powder (BP) usually contribute to an increase in the strength of the epoxy polymer composite (especially at 5 and 50 wt %) for compression and abrasion, as well as to reduce shrinkage. The dependence of the type of composite compression diagrams on the filler concentration is established: after filling, the diagram is smoothed out, the points of the first (yield stress, plastic deformation) and second (fracture limit) thresholds of failure of the composite are more clearly formed. At the same time, in the region of non-optimal concentrations (for example, 10% mass), the unstable form of the compression diagram and high scatter of values indicate brittleness, loosening, and increased defectiveness of the composite structure. At high fillings (50 wt %), the nature of the failure of the composite changes significantly - the stage of plastic deformation (yield) disappears, and the sample fails along the diagonal Chernov-Luders crack; this significantly increases the compressive strength and significantly reduces shrinkage. At the same time, an increase in the BP concentration reduces the swelling resistance of the composite (in nitric acid). The obtained results indicate that particles of heat-treated aluminosilicates (on the example of BP) are able to significantly strengthen and structure the epoxy polymer composite, but make it more permeable to liquid aggressive media.

Ключевые слова: Эпоксидная композиция, кирпичная пудра, наполнение, упрочнение, химстойкость.

Keywords: Epoxy composition, brick powder, filling, hardening, chemical resistance.

С учётом постоянного удорожания нефтехсыря, а также пигментирующих и наполняющих добавок, чрезвычайно актуальной является тема разработки импортозаменяющих наполнителей, упрочняющих или же удешевляющих применяемые в промышленности полимерные материалы. В особенности актуальным это становится, если необходимые наполнители изготавливать из материалов, загрязняющих окружающую среду, в связи с новыми инициативами в ЕС и СНГ по экобезопасности промышленных производств [1-2]. В сферу нашего научного внимания попали материалы на основе строительных отходов, или же сравнительно дешёвые строительные дисперсные материалы – гипс, цемент, опилки, кирпичная пудра (пыль). Последняя, в силу обнаруженных способностей к усилению полизэпоксидов была изучена более детально.

Отметим, что вопросы упрочнения эпоксиполимеров путём наполнения глинозёмными и силикатными наполнителями остаются актуальными, о чём свидетельствуют работы в этом направлении [3-9]. Так, довольно распространённым наполнителем при исследованиях новых композитов на базе ЭП выступает монтмориллонит [3-4]. В сферу современных исследований попадают также каолины, алюмоаэросил, стекло и другие силикатные наполнители [5-9]. Однако сообщений о наполнении полизэпоксидов отходами или продуктами модификации кирпичных материалов не обнаружено. Между тем, измельчение и отделение тонкой фракции полученного пылевидного порошка позволяет получить хорошо совместимый с эпоксидными смолами наполнитель.

Красный кирпич – продукт, получаемый из глинозёмов с жёстким отжигом (при 1000 °C и выше). Его отходы в настоящее время являются загрязнителями городов и окружающих территорий. В данной работе показано, в какой мере он способен влиять на ряд важных свойств полизэпоксидного композита. Целью работы было установить характер влияния 1-50 мас% КП на прочность при сжатии и ряд других характеристик (истирание, усадка, набухание) эпоксиполимерной композиции стандартного состава. При изготовлении наполнителя, исходили из стремления максимально упростить технологию его получения (избежать стадий органо-модифицирования, спецпрогревов, вакуумирования, УЗО и др.) для облегчения дальнейшего промышленного изготовления «в полевых условиях». В дальнейшем, планируется расширить работы с привлечением специальных методов модификации.

В случае определения оптимальных концентраций и условий наполнения, результаты работы могут быть приняты за основу для производства удешевляющие/усиливающих наполнителей.

Методики и реагенты. Для получения композитов, в эпоксидную смолу вводили отвердитель ПЭПА (12,5 мас%), наполнитель (2 мас% к органической фазе), и отверждали при нормальных условиях. Для испытаний на сжатие, освобождённую

от пузырьков (путём прогревания при 100 °C) композицию заливали в цилиндрические полипропиленовые формы. По истечении 2-3 суток, трубы полимера извлекали и термообрабатывали при 100 °C в течении 2 ч. Из них методом зашлифовки получали цилиндрические образцы диаметром до 1 см (0,95 см) и высотой 1,2 см. Прочностные испытания на сжатие определяли по ГОСТ 4651-68 (пресс Shopper). Расчет прочности σ на сжатие проводили, разделяя полученное значение усилия испытания F на площадь образца (при диаметре 0,95 см принятую равной 0,7 см²). Прочность при адгезионном сдвиге (по ГОСТ 14760-59, станок ЗИП ДН-1) измеряли при площади склейки 3 см² на стальных. Истирание определяли на наждаце R120 с общим путём прохода 1,5 м. Усадку определяли по изменению длины образца линейкой. Набухание определяли по увеличению массы образцов в кислоте (линзовидных отвердевших капель полимера, диаметром 10 мм, и толщиной в центре 2 мм) после 15 суток.

При расчете среднего значения при прочностных испытаниях исходили из требований ГОСТ 14359-69 и 11.004-74, с дополнениями. Из 5-10 измерений удалялись 1-2 наименьших (как правило обусловленных дефектами изготовления), остальные усреднялись. Максимально полученные значения, если они более чем на 20% превышают модальные, учитываются со значением, равным сумме предыдущего максимального и ½-разницы этих значений. Пример: если получены значения нагрузки 50 - 110 - 125 - 130 - 140 - 150 - 200, то 50 и 110 не учитываются, а 200 учитывается как 175.

Отметим, что абсолютные значения прочностных показателей, в том числе F, могут заметно различаться от серии к серии (до 10%), даже при использовании одной партии смолы и отвердителя. Результаты зависят от возраста компонентов, степени контакта с влагой воздуха, температуры содержания (холодное, влажное помещение), технологии замеса, а также от высоты испытуемых образцов. Поэтому, для каждой новой серии необходимо тщательно устанавливать «нулевой уровень», привязывая результаты только к значениям исходного ненаполненного образца данной серии.

В качестве наполнителя использовалась декантированная кирпичная пудра (КП), полученная размельчением красного рядового кирпича (гладкого плотного круглодырячатого, п/з-во фирмы ТММ). Получение КП осуществлялось путём одностадийной декантиации: порошок высypали в ёмкость с дистиллированной водой и после взбалтывания оставляли на 2 мин. Затем, суспензию отделяли от осадка, сушили при 100 °C 2 часа и использовали без дальнейшей обработки. Удельная поверхность (по адсорбции азота) полученной пудры составляла 9 м²/г.

Экспериментальная часть

Прочность при сжатии.

Как известно ([10-12]), диаграмма разрушения ненаполненного полимера Н имеет вид, показан-

ный на рис.1 для 0 мас% - классический вид диаграммы для случая сжатия и растяжения полимерных стержней [12, с.66]. Разрушение исследованных эпоксиполимеров проходило по этой классической схеме – с возникновением двух пределов (порогов). Первый – предел текучести σ_1 , отображает пластическую деформацию, при которой образец «бочкуется» (рис.2) – известный эффект, характерный при испытаниях пластиков и металлов [10, 11]. Для исследованных композиций, характерным для значений σ_1 был очень низкий разброс данных (2-4% вместо обычных 10-15%). На практике, довольно часто значение σ_1 нередко и принимается за истинную прочность на сжатие и называется «пределом прочности» [12], но чаще определяется как предел текучести [10], порог пластической деформации [10, 11] и другие (конформационная деформация, предел пластичности и т.д.). После достижения предела текучести, полиэпоксидный образец сохраняет способность сопротивляться сжатию ещё довольно долго. На диаграмме появляется протяжённый участок-плато после первого порога, отвечающий пластической деформации почти без роста сопротивления – по терминологии /11/ «площадка текучести». Заметим, что это может иметь решающее значение в ряде практически важных случаев – других изделий, где важна стойкость к окончательному разрушению, а пластическая деформация допустима (например при изготовлении конструкций, наливных полов, мебели). В нашем случае, после σ_1 , напряжение сопротивления образца стабилизируется, а затем продолжает нарастать (рис.1) до второго предела (порога) прочности σ_2 , именуемого иногда предельным состоянием, напряжением разрушения [12], пределом прочности [11, стр.23], пределом временного сопротивления [12, с.50], порогом полной деструкции и т.д. После второго порога прочности σ_2 происходит полное разрушение образца.

Диаграммы сжатия исследуемых эпоксиполимеров выявляют зависимость их вида от концентрации КП. Для ненаполненного полимера характерны заметные колебания (зубчатость) кривой деформация-напряжение, в особенности на «площадке текучести» АВ между первым и вторым порогами прочности (рис.1, для 0 %масс). При давлении 1 %масс КП вид диаграммы сохраняется подобным к 0 %масс, однако она слаживается и зубчатость после первого порога на «площадке текучести» исчезает (рис.1), при этом площадка текучести чуть сжимается. При 2 %масс КП вид диаграммы подобен для 1 %масс, но уже существенно отличается от диаграммы для 0 %масс (рис.1): площадка текучести сжимается, а на стадии упрочнения заостряется участок ВС перед окончательным

разрушением (соответствует пределу разрушения и второму порогу прочности). При 5 %масс, площадка текучести практически не просматривается – рост напряжения почти не прекращается, а участок окончательного разрушения становится наиболее чётким и острым (рис.1). Таким образом, с ростом наполнения до 5 %масс относительные деформации уменьшаются и за первым порогом (пределом текучести σ_1) всё быстрее наступает стадия упрочнения, а предел прочности σ_2 (второй порог) *возрастает*. Это говорит о постепенной потере пластичности образца с наполнением, и усилении хрупкости (жёсткости), что позволяет повысить прочность (таб.1). Закономерное изменение вида диаграмм и тенденция упрочнения с ростом наполнения прерывается при 10 %масс. При это концентрации, диаграммы сжатия возвращаются к «несовершенному» виду, характерному для ненаполненного полимера (рис.1) – с зубчатостью и заметной площадкой текучести. Это можно считать свидетельством разупорядочения (разрыхления, дефектации и др) структуры при 10%-м наполнении. При 20 %масс, вид диаграммы становится подобным к виду для 2-5 %масс, хотя здесь менее чётко просматриваются пороговые точки (рис.1). Это может говорить об улучшении распределения нагрузок в композите (нет «срывов» и «зубцов» на диаграмме).

Вид диаграммы кардинально изменяется при 50 %масс (рис.1). Относительная пластическая деформация почти прекращается (площадки текучести нет), т.е. нет явной стадии пластической деформации и соответственно – предела и площадки текучести, а второй порог (предел разрушения) просматривается ступеньками: окончательное разрушение проходит постепенно (постадийно), а не резко. Интересно, что при таком высоком содержании КП, кардинально меняется и характер разрушения образца. Так, для ненаполненного полимера и с 1-20 %масс КП, разрушение в два порога (через стадию бочкования и пластической деформации) завершается растрескивание продольными линиями в сжатом (приплощенном) образце или же разлётом частей образца (как в случае 10 %масс). Разрушение же композита с 50 %масс КП происходит чётко по диагонали – по «линии Чернова -Людерса» [13], при этом его изначальная форма не меняется. Такое поведение композита говорит о формировании при столь высоком наполнении новой низкопластичной упрочнённой структуры сравнительно с низшими наполнениями. Возможно, имеет место резкое (переключение) изменение структуры в области между 20 и 50 %масс наполнения.

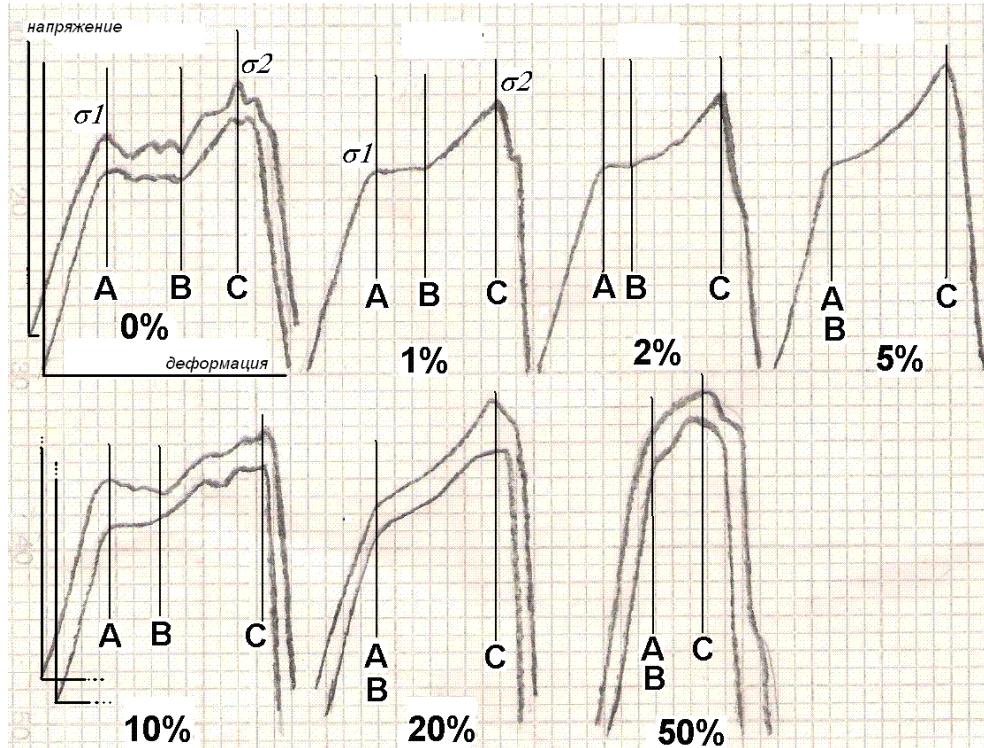


Рис.1. Диаграммы сжатия эпоксидополимеров с 0-50 %масс кирпичной пыли.

Рассмотрим изменения прочности при сжатии композитов с ростом наполнения (будем использовать параметр $F = \sigma \times 0,7$, МПа). При наполнении, в каждом случае могут увеличиваться не только среднестатистические, но и максимальные значения F_1 (предела текучести) и особенно F_2 (предела прочности – окончательного разрушения) при сжатии каждого из образцов. Так, для 5 мас% КП, значение $F_{2\max}$ возрастает на 10% сравнительно с $F_{2\max}$ для Н, для высоконаполненных (20-50 мас%) – на 5-10%. Тот факт, что для 5 %масс значение $F_{2\max}$ почти на 18% превышает усреднённое F_{2H} для ненаполненного композита говорит о заметном резерве повышения прочности посредством оптимизации концентрации и технологии изготовления композита. Вместе с тем, для низконаполненных (1-

2 мас%) рост максимальных значений нехарактерен, а для 10 мас% КП фиксируется их падение (таб.1). Заметим, что разбросы значений (разница $F_{\max} - F_{\min}$) очень существенна для 0 и 10 %масс, в меньшей мере – для 5 и 20 %масс, но минимальна для 1 и 2, а также 50 %масс. Это может говорить о завершённости оптимальной структуризации композита под действием малых и очень больших концентраций КП, и подтверждает предположение о росте дефектности структуры после 5 %масс и особенно в окрестностях 10 %масс наполнения КП. Из рис.3 следует вывод о том, что наиболее устойчивая к разрушению при сжатии структура композита формируется в окрестностях 5 %масс, а также при высоких наполнениях – 20 - 50 %масс КП.

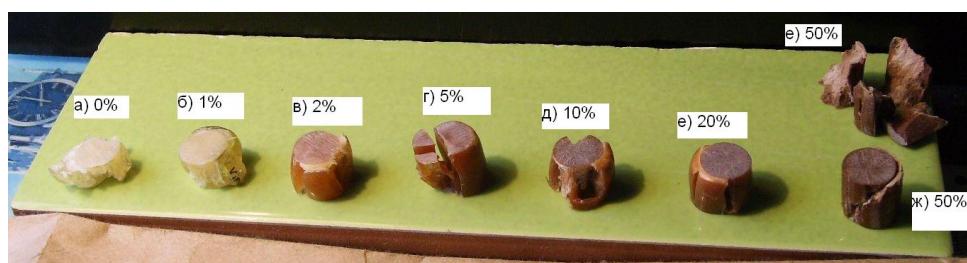


Рис.2. Типы разрушений при сжатии образцов композита с 0 – 50 %масс КП.

Таблица 1.

Значения нагрузок при испытании на сжатие для первого F1 (пластическая деформация) и второго F2 (окончательное разрушение) порогов разрушения эпоксиполимера в зависимости от содержания КП.

Образец, %масс наполнения	Значения разрушающей нагрузки, кгс для первого и второго порогов прочности на сжатие - F1 – F2 ($F=\sigma \times 0,7 \text{ см}^2$, МПа).				
	Усреднено	$\Delta\%$	B % к F_H	Максимальное	% к (F_{max}) _H
0 (НП)	95-113	5-7	100-100	99*-121	100 - 100
1 (К ¹)	95-115	2-3	100-102	95-115	96 - 95
2 (К2)	94-120	0-3	99-104	94-125	95 – 103
5 (К5)	97,5-128	3-7	103-114	102-133	103-110
10 (К10)	93,5-113	4-4	98-100	97-117	98 – 97
20 (К20)	100-123	2-3	105-109	100-127	101 – 105
50 (К50)*	.. - 129	..-3	.. - 114	120**-132	121 - 110

* - значение F1 не фиксируется.

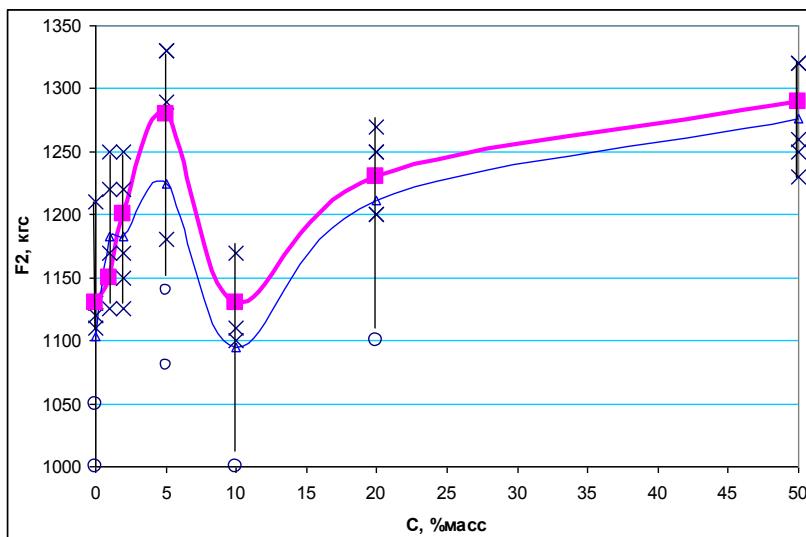


Рис. 3. Зависимость усилия для второго порога F2 прочности на сжатие (в кгс на $0,7 \text{ см}^2$ площади - $F2=\sigma \times 0,7 \times 10$) от концентрации КП. Жирным - кривая усреднения без учёта выпадающих наименьших значений (только по точкам-крестикам, без, обозначенных кружками), тонким – кривая общего усреднения (по всем точкам).

Кривая прочности композита от концентрации КП в смоле характеризуется наличием экстремумов. Введение малых количеств КП почти не увеличивает прочность F композита, что отличает КП от нанокремнезёма типа аэросил. Так, при 1 %масс КП значение F1 аналогично F1_H для ненаполненного полимера, а среднее значение F2 вырастает лишь на 2-3%. Это повышение можно отнести и к погрешности эксперимента, однако при 2 %масс КП рост для F2 уже более заметен (до 7%), хотя показатель F1 почти не меняется. Таким образом, для 1-2 %масс, существенных изменений в значениях первого порога F1 прочности на сжатие (предела пластичности) композита не наблюдается, хотя проявляются признаки усиления второго порога F2 (предела разрушения).

Отметим, что такое же малозаметное влияние оказывают малые количества КП на стойкость к истиранию и усадку (см.ниже, таб.2). Таким образом, несмотря на существенные визуальные изменения в композите (потемнение, см.рис.2), не наблюда-

ется значительных сдвигов (ухудшения показателей) в прочностных характеристиках композита, что можно использовать, например при декорировании композиции. Это можно назвать существенным отличием КП – микронаполнителя, от нанонаполнителя (например аэросила), который уже в малых концентрациях заметно влияет на реологические и прочностные свойства композита.

Повышение концентрации КП, до 5 %масс даёт уже более явные признаки упрочнения композита. Тут систематически появляются значения F1 на 4-7,5% выше чем F1_H, хотя усреднённое значение F1 повышается несущественно (таб.1). Однако повышение для усреднённого F2 весьма заметно – превышение над F2_H превышает 16%, а F2_{max} превышает F2_{max} для H на 9% (таб.1). Это говорит о неслучайности малозаметных повышений прочностных характеристик для малых наполнений смолы глинозёмом.

При проведении исследований с нанокремнезёмом было установлено «ослабляющих концен-

таций», при которых прочность падала до минимума (например 3 и 7 мас%), вследствие дефектации и охрупчивания полимера [6, 9]. Логично было ожидать появления подобных ослабляющих концентраций и для КП. Действительно, характер разрушения несколько изменяется при повышении концентрации КП до 10 %масс. Показатели F1 и в особенности F2 падают до уровня показателей для Н. При этом из-за хрупкости было сложно фиксировать точные значения F2: в каждом третьем испытании, образец не бочковался (как при других концентрациях КП), а разлетался на части уже после прохождения первого порога прочности F1. В ряде случаев, при 10 %масс КП существенно усиливалась нестабильность показаний прибора («стрелка скакет») при испытаниях на сжатие, что характерно для высокодефектной структуры композита. Это, однако, не является свидетельством падения всех прочностных показателей. Так, при С=10 мас% возрастили стойкость к истиранию (на 15-20%) и прочность при адгезионном отрыве Θ (в 1,5 раза) сравнительно с показателями для Н (таб.2). Отметим, что сравнительно с 5 %масс, для 10 %масс не наблюдается роста степени набухания в растворе HNO₃ (см.ниже), т.е. охрупчивание и предположительный рост дефектности структуры не сопровождается изменениями проницаемости (плотности) сетки.

При повышении содержания КП до 20 %масс вновь наблюдается повышение прочности на сжатие (рост показателей F1 и F2, таб.1). Из рис.2 видно, что характер разрушения изменяется в сравнении с 5-10 %масс наполнения - он подобен характеру разрушения для низконаполненных композитов (1-2 %масс). Образцы с 20 %масс при испытаниях демонстрируют малый разброс данных – 2-3% (характерный для 1-2 %масс наполнения). Это позволяет предположить, что при 20 %масс структура композита оптимизируется, ликвидируя или компенсируя характерные для 10 %масс дефектные области, провоцирующие повышенную хрупкость и нестабильность свойств.

При повышении содержания КП до 50 %масс, тенденция к упрочнению композита укрепляется (таб.1). При этом (см.описание диаграмм), существенно изменяется характер разрушения при сжатии - оно становится непластичным. Как видим из рис.1, при таких наполнениях уже почти невозможно выделить первый порог F1 (предел текучести или пластичности), поскольку прямолинейный

участок 0-А кривой разрушения удлиняется (участок АВ исчезает) и продлевается почти до предела окончательного разрушения F2 (т.е. участок ВС сильно сокращается). Но приблизительные оценки значений F1 (точка А на кривой для 50 масс%, рис.1) позволяют предположить очень существенное их увеличение (до 18-24%) в сравнении с F1 для Н. Наблюдаются также максимальный рост значения F2 – выше 14% (таб.1). Очевидно, при переходе от 20 к 50 %масс наполнения, происходит кардинальные изменения структуры композита, обуславливающие переколяционные явления.

Другие характеристики композитов также служат индикаторами структурных изменений при введении кирпичной пудры. Данные по усадке композитов говорят о существенном её снижении лишь при высоких содержаниях КП. Как видно из таб.2, вплоть до 20 %масс снижение усадки можно считать несущественным – порядка 10% к усадке для Н. Однако при 20 %масс наблюдается двойное снижение уровня усадки, а при 50 мас% она практически не проявляется (0,1 см при 4 см для Н, таб.2). Это подтверждает вывод об упрочняющей структуризации композита при высоких содержаниях КП.

Истирание композитов при росте наполнения не изменяется вплоть до 10 %масс наполнителя, когда происходит очевидное увеличение стойкости к истиранию. При 10-20 %масс, истирание усиливается на 15%. Это может быть связано с появлением обширного массива собственных структур глинозёма в полимере, которые сами обладают абразивными свойствами. Данное предположение подтверждается заметным повышением стойкости к истиранию при концентрации 50 %масс КП, когда истирание снижается на 40% сравнительно с Н (таб.2). Из таб.2 видно также, что путём варьирования концентрации глинозема можно добиться повышения прочности к адгезионному отрыву.

Наряду с явными признаками механического упрочнения полимер-композита после введения КП, с наполнением усиливается снижение стойкости к набуханию (на примере 20% азотной кислоты). И если для низконаполненных композитов (1-2 %масс) рост набухания не столь заметен, то для высоконаполненных влияние глинозёма становится значительным. Ослабление стойкости композита к набуханию при высоких содержаниях КП и можно объяснить высокопроницаемой (канальчатой, пористой и др.) структурой его образований в полимере.

Таблица 2

Истирание, прочность на адгезионный сдвиг, на отрыв и усадка композитов эпоксиполимера в зависимости от содержания КП.

	$\Delta+$	0	1	2	5	10	20	50
Истирание, мг	2	32		32		27	27	23
Отрыв $\Theta \times 5$, МПа	5	40	40		30	60		
Сдвиг $\tau \times 3$, МПа	0,7	15		13,5				15
Усадка, мм	0,2	4	4	4	3,5	3,5	2	0,1

Влияние наполнения кирпичной пылью на набухание полиэпоксида.

В более ранних работах автором сделан вывод о возможности существования участка квазинасыщения при выдержке полиэпоксидов в разбавленной азотной кислоте [9]. Как видим из рис.4, для ненаполненного ПЭ (Н) такой участок наблюдается после 20-30 суток выдержки в 20%-й HNO_3 ; после него, происходит новая стадия активизации набухания. Для Н, набухание можно считать сравнительно небольшим – 2,5% после 1 месяца, 4% после 2 месяцев (что немногим более показателей для набухания в обычной воде).

Введение любых количеств КП после 1 %масс приводит к исчезновению участка квазинасыщения (для 1 %масс КП он просматривается после 10-20 суток, рис.4). В большинстве случаев, кривую набухания можно поделить на участок начальной стадии набухания с высокой скоростью (до 20 суток), и стадию последующего набухания, где скорость снижается (после которой эффективная скорость набухания снижается, рис.4). К примеру, для образца с 50%масс КП первая стадия набухания (до 20 суток) характеризуется скоростью $V=4\%/\text{сутки}$, тогда как вторая $V=1,5\%/\text{сутки}$.

Как правило наблюдается чёткая закономерность – с ростом концентрации КП степень набухания возрастает (рис.4, рис.5). После введения 1 %масс КП, характер набухания не изменяется: кривая «q-время» копирует кривую для Н (рис.4). Однако уже при 2 %масс КП, происходит заметная активизация набухания на всех стадиях выдержки. Ещё более активизируется набухание при увеличении концентрации и до 5 %масс (рис.4). Прямая пропорциональность концентрация-набухание нарушается в исследованных случаях лишь раз – при возрастании концентрации с 5 до 10 %масс, из-

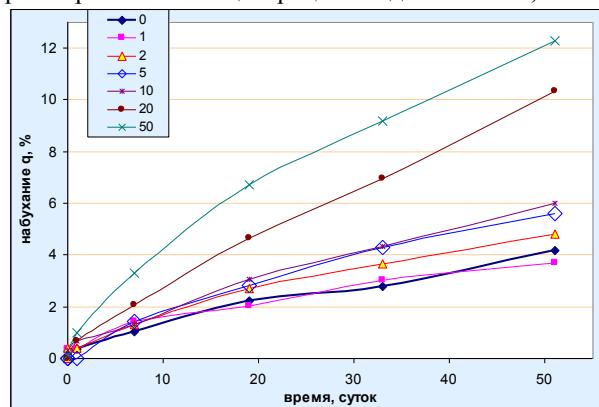


Рис.4. Кривые набухания ПЭ с 0-50 %масс КП в 20%-й HNO_3 .

Выводы

Введение кирпичной пыли (КП) в широком интервале концентраций (1-50 %масс) может выступать эффективным методом регулирования прочностных стойкостных и усадочных свойств эпокси-полимерной композиции.

Для каждой исследованной концентрации наполнителя характерна своя структура диаграммы

менений в характере и величинах набухания не происходит (рис.4, рис.5). Для ПЭ с 10 %масс КП иногда возможно даже снижение степени набухания сравнительно с 5 %масс (например при 7 суток выдержки, рис.5). Это говорит о том, что структура композита при 5 и 10 %масс остаётся примерно одинаковой, что выражается в одинаковой проницаемости для молекул жидкого среды. Однако такой вывод выглядит неожиданным, учитывая кардинальные различия в прочности при сжатии (таб.1, рис.3) и отрыве (таб.2). Остаётся лишь предположить, что в области 5 %масс устанавливается прочная, но более проницаемая для растворителя структура композита (сравнительно с Н). Скорее всего, большую роль в структуризации композита начинают играть каркасные структуры алюмосиликата. Таким образом, при росте наполнения с 5 до 10 %масс, плотность структуры не изменяется, но возрастает её дефектность и хрупкость, что и приводит к падению прочности при сохранении стойкости к набуханию (сравнительно с 5 %масс).

При 20 %масс, набухание усиливается очень заметно (растёт втройственное быстрее сравнительно с Н и вдвое – сравнительно с 5-10 %масс наполненным композитом), и уже спустя 50 дней оно превышает 10%. Это говорит о существенном разрыхлении структуры композита при переходе от 10 до 20 %масс, что кстати характерно и для аэросилов [9]. Тенденция усиления набухания с ростом наполнения продолжается при переходе от 20 до 50 %масс. Причём, для 50 %масс, начинают проявляться визуальные отличия: композит становится похожим на литой камень, но при выдержке в растворе HNO_3 , он быстро светлеет. Рост прочности при 20 и особенно 50%масс говорит об образовании высокопроницаемой для жидкостей, но устойчивой к нагрузкам каркасной структуры композита.

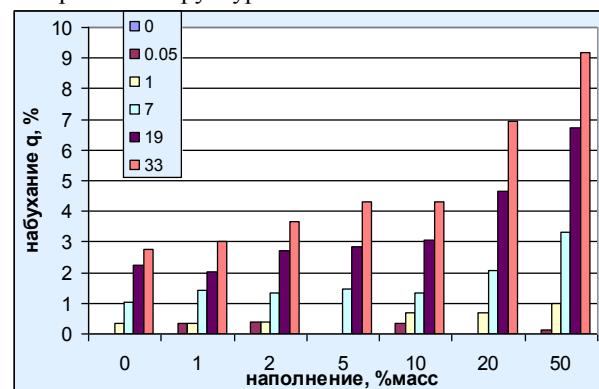


Рис.5. Изменения степени набухания композитов с 0-50 %масс КП в зависимости от времени выдержки в 20%-й HNO_3 .

сжатия. Введение КП в целом оказывает усиливающее, структурирующее действие на эпокси-полимер. Установлена также возможность существования не только оптимальных, но и неоптимальных концентраций КП (10 %масс), при которых композитам свойственна нестабильность и потеря исходных прочностных свойств.

Показано, что малые концентрации КП (1-2 %масс) слабо влияют на прочность при сжатии, при

истирании, на набухание и на усадку композита. Введение КП в больших количествах способно предотвратить усадку композитов, и при этом – увеличить прочность на сжатие и стойкость к истиранию композитов. При этом, однако, начиная с 2%масс КП снижается стойкость композита к агрессивной (кислой) среде. Это выражается в росте набухания в азотной кислоте при увеличении наполнения, в особенности после 10 %масс наполнения.

Обнаружен эффект существенного изменения свойств композита (порог перколяции) в области 50 %масс, что отражается в изменении вида диаграмм, характера разрушения, и резкого роста прочности на сжатие, на истирание (истирание снижается), набухания и уменьшения усадки.

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ECONOMIC SCIENCES

PROGRESS MANAGEMENT OF THE PUBLIC PROCUREMENT SYSTEM AT NATIONAL LEVEL IN THE CONDITIONS OF SUSTAINABLE DEVELOPMENT

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Abstract

The article examines the issue of the need to develop the public procurement system at national level in the context of sustainable development. The prospects for using the essential elements of the sustainable public procurement policy recommended by the Organization for Economic Cooperation are eminent and highly topical for the Republic of Moldova. In this context, the principles of green public procurement are argued by the authors as real opportunities for stakeholders in the process of implementing sustainability postulates. Also, solutions for the development and implementation of a green public procurement program have been proposed, which allows the orientation of the national economy towards the global trend of changing economic mechanisms towards the circular economy and ensuring a favorable living environment.

Keywords: green public procurement, sustainability, sustainable development.

Introduction. Global economic problems such as economic crises and environmental degradation require a fundamental change in the way we produce and consume goods and services. To achieve the sustainable development goals, we must radically revise production and consumption mechanisms, by implementing concrete management procedures based on political will and a deep understanding of the new global economic trends. In this sense, green public procurement is considered as one of the most important mechanisms to promote a green economy.

In this context, public procurement aimed at protecting the environment is strategically important for any country, as it guarantees the satisfaction of government needs in terms of any goods (services, works) and is the main method of supporting enterprises and institutions, both during the world financial crises, as well as for the sustainable development of society. They should not be based only on one criterion, that of the low price, because this approach does not take into account the potential losses of the state as a result of the negative impact of the production and consumption of the purchased goods on the environment, the lack of resolution of the problems of social equality, the reduction of social balance in society, the stagnation of the economic development of the production sector and businesses.

Thus, the implementation of green public procurement and sustainable development policies represents an important opportunity to address economic, social, and environmental challenges and to create a more sustainable and equitable economy. These policies can be promoted through government programs, education and awareness-raising initiatives, as well as through the involvement and collaboration of various stakeholders, including the private sector, non-governmental organizations, and civil society.

The approach based on green public procurement is an effective tool for achieving the goals of sustainable development and creating an economy oriented towards environmental protection and social justice. This approach enables government needs to be met in products and services without harming the environment and society. In addition, it promotes the development of green technologies, support for small businesses and the creation of new jobs.

However, to succeed in this sphere, it is necessary to create an appropriate infrastructure, to train and inform the participants of the existing markets about the new requirements, as well as to regularly control compliance with the established norms and rules. In addition, for green public procurement to become truly effective, it is necessary to carry out awareness-raising and information activities for the population regarding environmental issues and sustainable development.

Theoretical aspects of research work. Currently, a sustainable public procurement policy is being implemented worldwide, recommended by the Organization for Economic Cooperation. This policy can be industrial, social, ecological or political in nature and is called "secondary policy" in the terminology adopted in the EU, or "indirect policy" - in the terminology adopted in the US. States are obliged to create the appropriate policy framework and provide support for these goals [1]. In this context, we can mention that in 2010 the Monti report (Monti Report) was published in the EU, which suggested the introduction of mandatory legislative requirements on innovations, green procurement and social issues in public procurement.

One of the main conclusions of the Monti Report is that public procurement can become a powerful tool for promoting innovation, sustainable green solutions and social responsibility. Therefore, to make effective use of public procurement, legislative measures aimed at improving innovative activity, environmental responsibility and social policy should be implemented.

In addition, the report recommends the creation of tools that allow the collection and analysis of public procurement data in order to determine their social, economic and environmental efficiency [5].

In his report "Using public procurement to achieve Europe's policy objectives", Monti concluded that public procurement policy needs to be reviewed and reformed to be better integrated with horizontal public policy, for several reasons. It also states that the reassessment of the policy is justified, in particular, by the need to simplify and modernize public procurement rules.

In the same context, Monti emphasized that the reform of public procurement policies should also aim at encouraging innovation, promoting green procurement and social responsibility. In Monti's view, these changes could bring significant benefits to both the public sector and the wider economy. It was also recommended to create tools to collect and analyze public procurement data to determine their social, economic and environmental effectiveness. Thus, the Monti Report had a significant impact on public procurement policy in Europe and led to major reforms in this area.

The important functions that public procurement fulfills in the development of the economy can be identified as follows:

1. The public procurement mechanism allows the satisfaction of the state's needs in terms of goods, services and works in established volumes and quality, ensuring stable economic relations with the involvement of the state as an economic subject.

2. Public procurement is a tool for creating an investment climate, regulating the economic structure by sector and at the regional level and serves as a factor to increase aggregate demand.

3. Through the price regulation function, public procurement indirectly influences the evolution of prices in the market economy.

4. The strategic function of public procurement consists in its ability to influence the direction of socio-economic development of a country by establishing a short-term perspective and ensuring a certain level of public services. It reflects the social orientation of state policy and is an essential factor for the existence of the socio-economic system. The public procurement mechanism provides the opportunity to define priorities and allocate resources strategically to achieve the government's policy objectives.

5. Through public procurement, the state can encourage innovation by purchasing innovative products and advanced technologies, thus implementing one of the principles of the public procurement system - the stimulation of innovation. This function can be achieved by directly financing innovative research from the budget, by organizing tender procedures or by stimulating the demand for new products and technologies, thus regulating and encouraging innovative activity.

Green (ecological) procurement imposed the process by which government organizations satisfies their needs for goods, services, works and public services in a way that ensures a balance between cost and quality throughout their life cycle, taking into account the benefits to the organization, society and the economy, with minimal impact on the environment.

Through green procurement, the government aims to encourage the use of products and services that have a lower impact on the environment, promote the development of sustainable technologies and practices, and support the green economy. These purchases may include, but are not limited to, recyclables, renewable energy, low-emission vehicles, energy-efficient construction, and waste and water management services that reduce environmental impact. Therefore, green procurement is an important tool through which the government can promote sustainable development and help reduce environmental impact.

Analyze and result of research work. Green public procurement stimulates the development of the market for ecological products and services, which is actively supported by international organizations and increases the demand for companies that invest in innovative and green technologies for the production, transport, storage, use and disposal of products.

This, in turn, leads to a reducing pressure on the environment and a decrease in the level of pollution, which has a beneficial effect on the health of people and the economy of the country as a whole. Therefore, green public procurement has not only an ecological but also a socio-economic importance. All this aims to encourage the development of the market for ecological products and services, to reduce the burden on the environment and to promote a more sustainable and healthy economy [4]. The Green Procurement Principles are intended for any stakeholder involved in the government procurement process (fig. 1.).



Figure 1. Principles of sustainable public procurement

Source: developed by authors.

Thus, each of these principles can be explained as follows:

- *Efficient public procurement is sustainable/green public procurement.* Efficient public procurement is one that combines transparency, equity, competition, and the efficient use of public resources by taking into account the three aspects of sustainable development: social, environmental, and economic. In order to be considered sustainable or green, public procurement must consider the full impact of the product or service throughout its entire life cycle, regardless of location, and manage this cycle through reuse, recycling, and responsible disposal.
- *Proactive and engaged leadership is necessary for the implementation of sustainable/green public procurement.* In order to promote public procurement, influential leaders at the highest levels are necessary. They can ensure sufficient resources for implementation and contribute to a widespread adoption of best practices.
- *Sustainable/green public procurement contributes to achieving broader policy objectives.* These objectives can include sustainable management of natural resources, resource efficiency, sustainable development, and sustainable consumption/production. Sustainable public procurement can also stimulate markets for innovative and sustainable solutions, encouraging early interaction with the market and creating "green" and valuable job opportunities.
- *Sustainable public procurement involves all stakeholders.* The implementation of sustainable public procurement requires the support of all stakeholders. Politicians, suppliers, manufacturers, contractors, providers, and civil society organizations work together to achieve this. The necessary skills for sustainable public procurement include communication and analysis, the ability to influence, negotiate and act professionally, an understanding of the market and all sustainability factors.

In the European Union, a steady process of improving organizational and legal support for green public procurement is underway. There are specialized scientific institutions, electronic platforms that provide information to interested parties and political support in this direction. The activity of the European Commission is an example worthy of following at the global level in ensuring the achievement of the sustainable development objectives. A number of European countries have developed their own guidelines for green public procurement, which help both purchasers and product suppliers/manufacturers guide their work in this area. It is important to note that the governmental level has a crucial role, because the green public procurement criteria remain voluntary, but lead to the formation of social and ethical rules of interaction between authorities

and businesses, which become a sustainable practice and define the relations between the parties.

In addition, by promoting green public procurement, the European Union aims to reduce the negative impact on the environment and promote sustainable development. Green public procurement involves the purchase of goods and services that have a lower impact on the environment, as well as the purchase of products from sustainable and ecological sources. This can help reduce greenhouse gas emissions and protect natural resources such as water and energy.

Green public procurement can also promote sustainable economic development by encouraging innovation and the development of new green technologies. In this respect, suppliers of green goods and services can be supported and encouraged to innovate and improve their products and services so that they become more sustainable and resource efficient. Green public procurement represents an important opportunity to promote sustainable development in the European Union and the world in general. By promoting these purchases, the negative impact of human activities on the environment can be reduced and development can be encouraged.

For the Republic of Moldova, which is currently, from many points of view, in a favorable position of acceptance at the European and global level, it becomes opportune and inevitable to urgently review the management of public procurement in the event of accession to the EU. In this context, it is important to raise awareness of the creation and implementation of a massive programme to green public procurement, in which the state must provide support, including organizational and financial support. Ecological public procurement can be a strong incentive to introduce innovative and waste-free technologies in production. Green procurement reduces the environmental impact of meeting the needs of government organizations for goods and services by managing the product life cycle. The ecological criteria of the products must have a public basis and receive bonus points. These criteria may be specific according to territory, economic specificity and national trade, but will require harmonization to achieve the goals of sustainable development. An algorithm for applying green criteria in public procurement can determine the need for structural changes in the production process and accelerate the actual filling of the relevant market. Thus, we can adapt to the global trend of changing economic mechanisms towards the circular economy and ensuring a favorable living environment.

Through the greening of public procurement, the aim is to implement innovative and waste-free technologies in production, with a reduced impact on the environment. By managing the life cycle of products, the traditional consumption of goods and services with the same functionality can be reduced, which can have a positive effect on the environment and, implicitly, on public health. In this sense, the ecological criteria of products, which are based on the awarding of bonus points, can become an effective method of incentivizing manufacturers to obtain government contracts and improve their production process. This can lead to in-

creased competitiveness and innovation in the industrial sector, which can have long-term economic benefits for the country.

In addition, a clear picture of the main directions of systematization and formation of the organic products market must be obtained, by using statistical aggregators and other available data, by making a current picture of the presence of both domestic as well as foreign "green" products on the national branch markets. It is important to have information at the national level about eco-labelling, as well as about the level, nature and efficiency of the certification organizations in Moldova.

The next step should be the methodological evaluation of the activity of certification organizations through the involvement of public organizations. This evaluation should focus on specific certification objectives by randomly selecting certification objects, aiming to highlight the best and worst practices of the relevant structures, followed by the creation of an open public ranking of certification organizations, including an evaluation system through specialized IT portals with the use of a confirmation protocol. This work seems necessary in the context of the massive expansion of unethical practices taking place on the certification market, as well as to assess the contribution of certification organizations to the creation, emergence and establishment of organic products on the national market. Understanding this area is essential to separate the wheat from the chaff, to ensure sound oversight of the overall organic certification policy, and to take further steps in promoting a real eco-label.

In this context, the Moldovan government has the capacity to form a national plan to guide the state's green procurement in collaboration with key trading partners. This plan should include addressing sector priorities in the development of product criteria and requirements, as well as a temporal and semantic structure to increase the capacity to implement sustainable procurement strategies. Its main tasks must be the formation of ecological criteria by sectors, their methodological support and implementation, as well as the planned training of personnel. It is important to establish indicators to measure progress, taking into account the approximate deadlines for the implementation of the block of strategic actions planned in the sectoral and territorial context.

In order to ensure a productive development of the national green procurement program, close collaboration between working groups and experts with international organizations such as the OECD, the European Commission and the One Planet program is necessary [7]. It is also important to get involved as a country in the work of international associations dealing with sustainable public procurement and to benefit from the exchange of information and practices with experts in this field. By examining global practices and aligning standards and criteria with international norms, it is possible to accelerate the development of one's own methodological foundation and avoid the mistakes made by other international partners.

Conclusions. Starting from the mentioned, we can deduce that when the concept of sustainable development is applied in public procurement, they are defined as a process by which the buyer fulfills his needs for goods, works and services so that the ratio between price and quality of the purchased products reflects positively not only on the organization making the purchase, but also on the national economy and society in general, thus contributing to reducing the negative impact of production activities on the environment.

In addition, it is important to establish clear mechanisms for assessing the environmental impact of products and services purchased through public procurement, so as to ensure that they meet the highest environmental and public health standards. These assessments should include not only the direct impact of products and services on the environment, but also the impact on the entire supply chain and product life cycle.

Thus, through sustainable public procurement, the government can achieve environmental goals such as reducing greenhouse gas emissions, improving the efficiency of energy and water resource use, and supporting the recycling sector. In the social sphere, sustainable public procurement can contribute to reducing poverty, strengthening social justice and increasing respect for workers' rights. From an economic point of view, sustainable public procurement can reduce costs and prices, promote the spread of skills and technologies, and support the economic development of disadvantaged groups through the allocation of specific public contracts.

Therefore, simplifying sustainable procurement by government can help achieve environmental goals such as reducing greenhouse gas emissions, improving energy and water resource efficiency, and supporting the recycling industry. In the social sphere, sustainable

government procurement can influence poverty reduction, strengthen social justice and increase respect for workers' rights. Economically, sustainable government procurement can reduce costs and prices, promote skills and technologies, and support the economic development of disadvantaged population groups in the country by awarding government contracts to these groups.

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ФИНАНСОВОЕ СОСТОЯНИЕ ТОО «ИШИМ-ГАРАНТ»

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FINANCIAL STATUS OF "ISHIM-GARANT" LLP

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Аннотация

В статье рассматривается краткая характеристика предприятия ТОО «Ишим-Гарант», анализ его финансового состояния, экономический потенциал предприятия, эффективность использования финансового потенциала предприятия.

Abstract

The article discusses a brief description of the enterprise LLP "Ishim-Garant", an analysis of its financial condition, the economic potential of the enterprise, the efficiency of using the financial potential of the enterprise.

Ключевые слова: ТОО «Ишим-Гарант», финансовое состояние предприятия.

Keywords: Ishim-Garant LLP, financial condition of the enterprise.

Товарищество с ограниченной ответственностью «Ишим-Гарант» является юридическим лицом по законодательству Республики Казахстан и осуществляет свою деятельность в порядке, установленном действующим законодательством и Уставом. Предприятие имеет самостоятельный баланс, расчетные и иные счета в банках, круглую печать с изображением Государственного Герба Республики Казахстан со своим наименованием, фирменные бланки со своим наименованием, штампы и другие официальные атрибуты, необходимые для осуществления его деятельности.

Товарищество с ограниченной ответственностью «Ишим-Гарант» является юридическим лицом по законодательству Республики Казахстан в качестве субъекта малого предпринимательства, по следующим признакам:

- со среднегодовой численностью работников - не более пятидесяти человек;

- общей стоимостью активов в среднем за год не более шестидесяти тысячекратного расчетного показателя.

Полное наименование Товарищества: Товарищество с ограниченной ответственностью «Ишим-Гарант». Сокращенное ТОО «Ишим-Гарант».

Юридический адрес товарищества: 150400, Республика Казахстан, Северо-Казахстанская область, район им. Габита Мусрепова, с. Новоишимское, ул. Промышленная д. 2.

Главной целью деятельности ТОО «Ишим-Гарант» является извлечение дохода.

Видами деятельности ТОО «Ишим-Гарант» являются:

-складское хозяйство и вспомогательная транспортная деятельность;

-складирование и хранение зерна.

Товарищество может осуществлять любой другой вид коммерческой деятельности, не запрещенной законодательством РК, оказывать услуги юридическим и физическим лицам, осуществлять посредническую деятельность.

Товарищество обладает на праве собственности обособленным имуществом и несет ответственность по своим обязательствам в пределах принадлежащего ему имущества. Основной вид деятельности - производство и реализация сельскохозяйственной продукции. Главной целью деятельности товарищества является извлечение дохода.

Далее рассмотрим организацию управления на предприятии ТОО «Ишим-Гарант». Большое значение для хозяйственного руководства имеет установление рациональной производственной структуры предприятия. Организационная структура управления ТОО «Ишим-Гарант» представлена на рисунке 1.

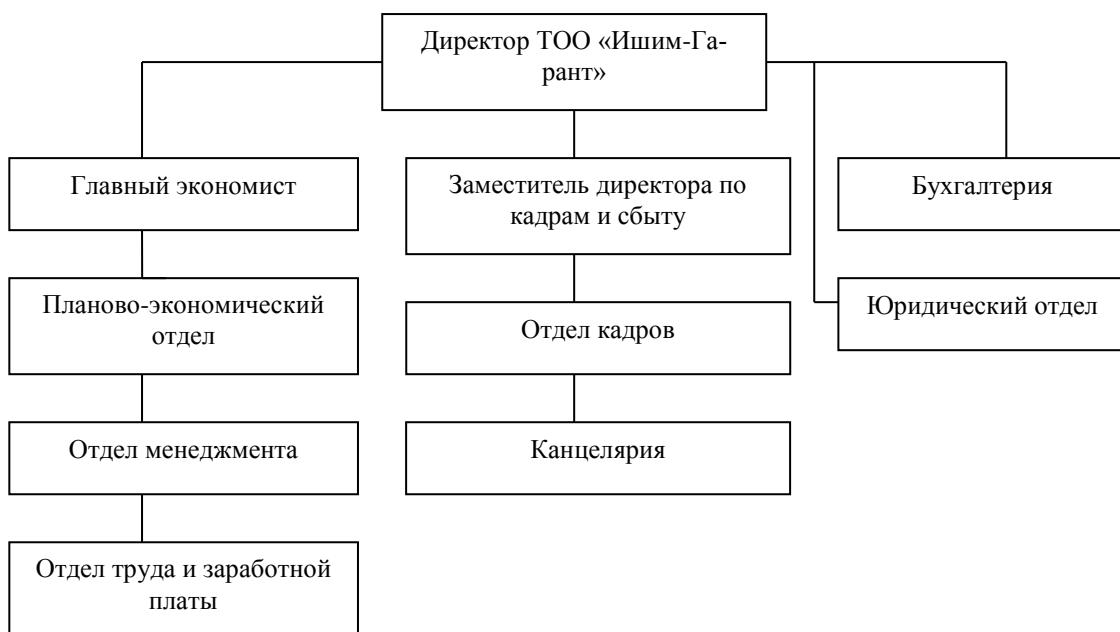


Рисунок 1 - Структура управления ТОО «Ишим-Гарант»

Организационная структура управления предприятием отражает состав и подчиненность линейных и функциональных звеньев управления, в ТОО «Ишим-Гарант» структура управления имеет линейно-функциональный вид (рисунок 1).

При данном типе организационной структуры предприятия (линейно-функциональном) линейному руководителю, который подчиняется непосредственно директору, в разработке конкретных вопросов и подготовке соответствующих решений, программ и планов помогает специальный аппарат управления, состоящий из функциональных подразделений (отделов, групп) [1,с.80].

Такие подразделения проводят свои решения либо через высшего руководителя, либо прямо доводят их до специализированных служб или отдельных исполнителей на нижестоящем уровне. Функциональные подразделения не имеют права самостоятельно отдавать распоряжения производственным подразделениям.

Управление предприятием осуществляется директором на основе единоличия. Директору подчинены все нижестоящие руководители. Создана единая вертикальная линия руководства и прямой путь активного воздействия на подчиненных. Преимущество такой структуры управления заключается в простоте, надежности и экономичности. Руководитель в данном случае должен охватывать все стороны деятельности предприятия. Функциональные подразделения осуществляют всю техническую подготовку производства, подготавливают варианты решения вопросов, связанных с руководством процессами производства, освобождают линейных руководителей от планирования финансовых расчетов, материально-технического обеспечения производства и других вопросов.

Организационная структура управления ТОО «Ишим-Гарант» характеризуется:

- четким разделением труда (квалифицированные специалисты в каждой области);
- высокой иерархией управления (кто кому подчиняется);
- наличием стандартов и правил;
- осуществлением найма на работу в соответствии с квалификационными требованиями.

В пределах своей компетенции директор ТОО «Ишим-Гарант», являясь руководителем верхнего уровня, организует всю работу и несет полную ответственность за его состояние и деятельность. Без доверенности действует от имени предприятия, представляет его во всех учреждениях, распоряжается в соответствии с законом имуществом и средствами ТОО «Ишим-Гарант», заключает договора, выдает доверенности, открывает в банке счета ТОО «Ишим-Гарант». В пределах своей компетенции издает приказы по предприятию.

Заместитель директора определяет техническую политику, перспективы развития предприятия, осуществляет контроль за соблюдением проектной, конструкторской и технологической дисциплины, правил и норм по охране труда и техники безопасности, обеспечивает повышение уровня подготовки производства, его эффективности и сокращение материальных, финансовых и трудовых затрат [2,с.25].

Организационная структура системы управления финансовой устойчивостью компании и ее профессиональный состав могут быть построены разными методами в зависимости от размеров компании и вида ее деятельности. Что же касается самой финансовой службы компаний, то в зависимости от размера и трудности решаемых задач она может быть представлена финансовым управлением - на больших предприятиях, финансовым отделом - на средних предприятиях или лишь финансовым ди-

ректором либо главным бухгалтером, которые занимаются не только вопросами бухгалтерского учета, но и вопросами формирования финансовой стратегии на небольших предприятиях [3,с.17]. Главной целью денежного подразделения компании - организация бухгалтерского учета и налоговая оптимизация. Собственники небольших предприятий часто считают налоговую оптимизацию чуть ли не единой задачей финансовой службы и уделяют этому вопросу значительное внимание. Потому небольшим компаниям достаточно бухгалтерской службы, во главе которой стоит главный бухгалтер. Управленческий учет на небольших

предприятиях зачастую не ведется, или им занимается сам директор предприятия. С ростом бизнеса возникает необходимость управления затратами, а также введения в финансовую политику бюджетирования и управленческого учета. В результате этого появляется необходимость в финансовом планировании, работе с дебиторской задолженностью, в формировании кредитной политики.

Одной из важных черт компании является организация управления финансовой устойчивостью. Организационная структура управления финансовой деятельностью в ТОО «Ишим-Гарант» представлена на рисунке 2.



Рисунок 2 - Организационная структура управления финансовой деятельностью в ТОО «Ишим-Гарант»

В результате исследования особенностей организационной структуры ТОО «Ишим-Гарант» мы узнали, что в компании нет отдельного структурного подразделения, которое занималось бы управлением финансовой устойчивостью.

Функции финансового менеджера частично исполняет директор, а частично - главный бухгалтер. Главный бухгалтер кроме управления бухгалтерской работой осуществляет управление финансовыми ресурсами компании. Это обстоятельство негативно воздействует на организацию финансовой работы в ТОО «Ишим-Гарант».

Экономической работой в ТОО «Ишим-Гарант» занимается экономист, который входит в состав производственно-технического отдела компании. Его работа заключается в нормировании оборотных средств и иной деятельности, не связанной с финансовым анализом, планированием и прогнозированием.

Изучив штатное расписание компании ТОО «Ишим-Гарант» было выяснено, что бухгалтерия предприятия включает 4 ставки. Список должностей работников бухгалтерии ТОО «Ишим-Гарант» приведен в таблице 2.

Таблица 2

Штатное расписание бухгалтерии в ТОО «Ишим-Гарант»

Наименование должностей	Количество единиц
Главный бухгалтер	1
Заместитель главного бухгалтера	1
Бухгалтер	3
Итого	5

Финансовая служба бухгалтерии в целом сводится к чисто оперативным задачам - оформлению расчетных и платежных документов, организации расчетов с иными предприятиями, бюджетом, банками, рабочими и служащими. Положение о бухгалтерии находится на стадии разработки, а положение о взаимодействии бухгалтерии с другими подразделениями еще не создано. Важное значение для компании должна иметь квалификация работников, занимающихся финансовыми вопросами, так как некомпетентность работников, занимаю-

щихся финансовыми вопросами, приводит к принятию необоснованных решений, приносящий финансовый ущерб компании, а, вследствие этого, снижается эффективность управления его финансовой устойчивостью. Квалификационный уровень работников во многом зависит от их возраста, стажа работы, образования. Поэтому в процессе анализа изучают изменения в составе рабочих по этим признакам [4,с.240].

Поскольку изменения качественного состава происходят в результате движения рабочей силы, то этому вопросу при анализе уделяется большое

внимание. Данные о движении рабочей силы в ТОО «Ишим-Гарант» представлены в таблице 3.

Таблица 3

Данные о движении рабочей силы в ТОО «Ишим-Гарант» за 2020-2021 гг., чел

Показатель	2020 г.	2021 г.	Отклонение 2021-2020 гг.
Численность персонала на начало года	46	49	+3
Приняты на работу	5	4	-1
Выбыли	2	3	+1
В том числе по собственному желанию	1	2	+1
Уволены за нарушение трудовой дисциплины	1	1	-
Численность персонала на конец года	49	50	+1
Коэффициент оборота по приему	0,3	0,4	+0,1
Коэффициент оборота по выбытию	0,12	0,2	+0,08
Коэффициент текучести кадров	0,07	0,14	+0,07
Коэффициент постоянства кадров	0,77	0,7	-0,07

По данным таблицы можно сделать вывод, что на начало 2021 г. численность персонала составляла 49 чел., в течении года было принято на работу 4 чел., и уволено 5 чел. Таким образом, за исследуемый период, численность персонала ТОО «Ишим-Гарант» увеличилась на 1 чел. Анализ финансового состояния предприятия производится с помощью совокупности методов и рабочих приемов (методологии), позволяющих структурировать и идентифицировать взаимосвязь между основными показателями. Финансовая отчетность состоит преимущественно из количественных, абсолютных показателей. Поэтому анализ тех или иных показателей, экономических явлений, хозяйственных процессов, ситуаций начинается с рассмотрения абсолютных величин в натуральных или стоимостных измерителях. Эти показатели являются основными в финансовом учете.

Отметим, что ТОО «Ишим-Гарант» это успешно работающее предприятие на рынке. ТОО «Ишим-Гарант» предлагает в широком ассортименте сельскохозяйственную продукцию. Задача руководства ТОО «Ишим-Гарант» в том, чтобы ис-

пользовать ту структуру, которая наиболее соответствует целям и задачам организации, которая наилучшим образом позволяет взаимодействовать с высшей средой, продуктивно и целесообразно распределять и направлять усилия своих сотрудников и, таким образом удовлетворять потребность клиентов и достигать своих целей наиболее эффективно.

Экономический анализ деятельности предприятия начнем с горизонтального анализа бухгалтерского баланса организации. Цель горизонтального анализа бухгалтерского баланса состоит в том, чтобы наглядно представить изменения, произошедшие в основных статьях баланса и помочь менеджерам принять решение в отношении того, каким образом предприятию продолжать свою деятельность. Горизонтальный анализ заключается в сопоставлении финансовых данных предприятия за три прошедших года в относительном и абсолютном виде с тем, чтобы выявить тенденции изменения статей баланса или их групп и на основании этого исчислить базисные темпы роста [5, с.44]. Рассмотрим горизонтальный анализ актива баланса ТОО «Ишим-Гарант» за 2019-2021 гг. в таблице 4.

Таблица 4

Горизонтальный анализ актива баланса ТОО «Ишим-Гарант» за 2019-2021 гг., тенге

Актив баланса	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019 гг. (+, -)	Темп роста, %
Долгосрочные активы	8022552	9993244	9039728	1017176	112,7
Основные средства	4319705	7757460	6823475	2503770	158,0
Долгосрочные финансовые инвестиции	83373	582241	582240	498867	698,4
Авансы, выданные под долгосрочные активы	838833	19457	-	-838833	-
Нематериальные активы	1195543	1195255	1195182	-361	100,0
Долгосрочная дебиторская задолженность	1585068	438801	438801	-1146267	27,7
Прочие долгосрочные активы	30	30	30	-	100,0
Краткосрочные активы	3357536	4579984	5250084	1892548	156,4
Запасы	1347246	1966722	1928375	581129	143,1
Торговая и прочая дебиторская задолженность	1711093	1928661	2289084	577991	133,8
Авансы, выданные и прочие текущие активы	179302	167249	744484	565182	415,2
Текущие налоговые активы	7059	1184	10346	3287	146,6
Денежные средства	112836	516168	277795	164959	246,2
Активы, всего	11380088	14573228	14289812	2909724	125,6

На основании данных таблицы можно сделать следующие выводы: в 2021 году по отношению к 2020 году произошло увеличение общей стоимости имущества предприятия.

Краткосрочные активы увеличились за период в большей степени, чем долгосрочные. Стоимость основных средств увеличилась на 2503770 тенге. Произошло увеличение стоимости материальных запасов (более чем на 25%) что составило в 2021 г. - 1928375 тенге. Также наблюдается увеличение торговой дебиторской задолженности на 577991 тенге, что является положительным фактором, так как объема реализации снизился на 22%, а задолженность на 28% следовательно состояние расчетов с покупателями улучшилось.

Пассив бухгалтерского баланса отражает источники финансирования средств предприятия, сгруппированные на определенную дату по их принадлежности и назначению.

Обязательства перед собственниками составляют практически постоянную часть пассива баланса, не подлежащую погашению во время деятельности организации. Обязательства перед третьими лицами имеют разные сроки возврата: менее одного года - краткосрочные, более одного года - долгосрочные [6,с.198].

В таблице 5 рассмотрим горизонтальный анализ пассива баланса ТОО «Ишим-Гарант» за 2019-2021 гг.

Таблица 5

Горизонтальный анализ пассива баланса ТОО «Ишим-Гарант» за 2019-2021 гг., тенге

Пассив баланса	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019 гг. (+, -)	Темп роста, %
Капитал	2137785	3859412	4175185	2028928	195,3
Нераспределенный доход	1588849	1963297	2279070	690221	143,4
Долгосрочные обязательства	3391001	2174657	8204303	4813302	241,9
Кредиты и займы	3240754	1779460	7809106	4568352	-
Отложенные налоговые обязательства	150247	395197	395197	244950	263,0
Краткосрочные обязательства	5851302	8539159	2716034	-3135268	46,4
Торговая и прочая кредиторская задолженность	1089360	1376378	1522310	432950	139,7
Кредиты и займы	4042171	6840345	905147	-3137024	22,4
Авансы полученные	667855	236944	203090	-464765	30,4
Обязательства по налогам	51916	85492	85487	33571	164,7
Итого обязательств	9242303	10713816	10920337	1678034	118,2
Пассивы, всего	11380088	14573228	14289812	+2909724	125,6

Как следует из расчетов, представленных в таблице 5 в 2021 году по сравнению с 2019 годом произошли следующие изменения: увеличение стоимости пассивов вызвано снижением краткосрочных обязательств на 3135268 тенге.

Заемные средства сократились, что свидетельствует о том, что компании хватает собственных средств для расчетов по обязательствам. В составе кредиторской задолженности произошло снижение кредитов и займов на 3137024 тыс. тенге.

В основе вертикального анализа лежит представление бухгалтерского баланса в виде относительных величин, характеризующих структуру

обобщающих итоговых показателей. Для проведения вертикального анализа актива баланса сумма активов принимается за 100%. Каждая статья выражается в процентах от общей суммы активов, т.е. определяется удельный вес долгосрочных активов и удельный вес краткосрочных активов в общей сумме имущества предприятия (валюте баланса). Затем проводят детальный анализ долгосрочных и краткосрочных активов.

Рассмотрим вертикальный анализ актива баланса в таблице 6.

Таблица 6

Вертикальный анализ актива баланса ТОО «Ишим-Гарант» за 2019-2021 гг., %

Актив баланса	2019 г.	2020 г.	2021г.	Отклонение 2021-2019 гг. (+, -)	Темп роста
Долгосрочные активы	70,5	68,6	63,3	-7,2	89,8
Основные средства	38,0	53,2	47,8	9,8	125,8
Долгосрочные финансовые инвестиции	0,7	4,0	4,1	3,3	585,7
Авансы, выданные под долгосрочные активы	7,4	0,1	-	-7,4	
Нематериальные активы	10,5	8,2	8,4	-2,1	80,0
Долгосрочная дебиторская задолженность	13,9	3,0	3,1	-10,9	22,3
Прочие долгосрочные активы	0,0003	0,0003	0,0003	-	100,0
Краткосрочные активы	29,5	31,4	36,7	7,2	124,4
Запасы	11,8	13,5	13,5	1,7	114,4
Торговая и прочая дебиторская задолженность	15,0	13,2	16,0	1,0	106,7
Авансы, выданные и прочие текущие активы	1,6	1,1	5,2	3,6	325,0
Текущие налоговые активы	0,1	0,01	0,1	-	100,0
Денежные средства	1,0	3,5	1,9	1,0	190,0
Активы, всего	100,0	100,0	100,0	-	100,0

На основании анализа данных приведенных в таблице можно сделать следующие выводы: в 2020 году по отношению к 2019 году удельный вес долгосрочных активов снизился на 1,9%. В общей структуре активов долгосрочные активы занимают наибольший удельный вес - 68,6%. Удельный вес запасов в структуре активов занимает 13,5%, т.е. по сравнению с 2019 годом этот показатель увеличился на 1,7%. Значительная доля запасов в структуре активов объясняется особенностями производственной деятельности компании. Удельный вес дебиторской задолженности в структуре активов

составляет 3%, что по отношению к 2019 году снизилось на 10,9%.

В 2021 году по сравнению с 2019 удельный вес долгосрочных активов снизился на 7,2%. Удельный вес краткосрочных активов вырос на 7,2, что свидетельствует о наращивании производственного потенциала компании. Дебиторская задолженность по сравнению с 2019 годом снизилась на 10,9%, что вызвано снижением объема реализации более чем на 37%. В структуре активов удельный вес запасов занимает 13,5%, что выше чем в 2019 году.

Далее рассмотрим вертикальный анализ пассива баланса в таблице 7.

Таблица 7

Вертикальный анализ пассива баланса ТОО «Ишим-Гарант» за 2019-2021 гг., %

Пассив баланса	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019гг. (+, -)	Темп роста
Капитал	18,8	26,5	27,7	8,8	147,3
Нераспределенный доход	14,0	13,5	15,1	1,1	107,9
Долгосрочные обязательства	29,8	14,9	54,3	24,6	182,2
Кредиты и займы	28,5	12,2	51,7	23,3	
Отложенные налоговые обязательства	1,3	2,7	2,6	1,3	200,0
Краткосрочные обязательства	51,4	58,6	18,0	-33,4	35,0
Торговая и прочая кредиторская задолженность	9,6	9,4	10,1	0,5	105,2
Кредиты и займы	35,5	46,9	6,0	-29,5	16,9
Авансы полученные	5,9	1,6	1,3	-4,5	22,0
Обязательства по налогам	0,5	0,6	0,6	0,1	120,0
Итого обязательств	81,2	73,5	72,3	-8,8	89,0
Пассивы, всего	100,0	100,0	100,0	-	100,0

Вертикальный анализ позволяет сделать следующие выводы: несмотря на то, что в 2020 году по сравнению с 2019 доля собственного капитала увеличилась, его доля в пассиве баланса - 26,5%. Доля заемного капитала увеличилась, т.к. компания привлекала заемные средства для расчетов с кредиторами. Сумма кредитов и займов уменьшилась в 2020 г. на 16,3%, по сравнению с 2019 г. и ее доля в заемном капитале составляет более 12,2%, что является отрицательным показателем. В 2021 году по сравнению с 2019 доля собственного капитала увеличилась на 8,8%. Произошло снижение краткосрочных заемных средств на 33,4%.

Финансовое состояние хозяйствующих субъектов характеризуется не только определенной системой показателей, раскрывающих их финансовую устойчивость, но и уровнем платежеспособности. Платежеспособность - это готовность предприятия погасить долги в случае одновременного предъявления требований о платежах со стороны всех кредиторов предприятия (краткосрочные заемные средства).

Для оценки платежеспособности рассчитывается ряд коэффициентов, характеризующих финансовые возможности организации погасить строго в

срок краткосрочные обязательства перед кредиторами. Достаточно высокая ликвидность обуславливается так же скоростью превращения в наличные денежные средства активов, представленных в статьях баланса. Оценим платежеспособность ТОО «Ишим-Гарант» на основе показателей ликвидности баланса. Баланс предприятия не является абсолютно ликвидным. Наблюдается недостаток наиболее ликвидных активов для покрытия наиболее срочных обязательств в течение всего анализируемого периода, а на конец 2021 г. он составил 1533092 тенге или 82% от суммы необходимых платежей, т.е. организация не может выполнить наиболее срочные обязательства. Для собственников предприятия низкий уровень ликвидности может означать понижение доходности, потерю контроля, частичную или полную потерю капитальных вложений.

Следующим шагом является анализ рентабельности. Источником информации для анализа рентабельности служат формы №1 «Бухгалтерский баланс» и №2 «Отчет о доходах и расходах» за 2019, 2020, 2021 годы. Полученные данные сведем в таблицу 8.

Таблица 8

Анализ показателей рентабельности ТОО «Ишим-Гарант» за 2019-2021 гг.

Показатель	2019г.	2020г.	2021г.	Отклонение 2021-2019гг. (+,-)	Темп роста
Рентабельность продаж	4,3	9,9	-20,4	-24,7	-474,4
Рентабельность собственного капитала	27,6	8,2	-9,3	-36,9	-33,7
Экономическая рентабельность	5,2	2,2	-2,69	-7,89	-51,7
Фондорентабельность	17,6	6,9	-7,4	-25	-42,0
Период окупаемости собственного капитала	3,6	12,2	-10,7	-14,3	-297,2

На основании проведенного анализа можно сделать следующие выводы: в 2019 году на один тенге продаж приходилось 1,3 тенге убытка от продаж. На конец 2020 года положение улучшилось, и показатель приобрел положительное значение, и на один тенге продаж приходилось 9,9 тенге прибыли. За 2021 год показатель снизился и выражается отрицательной величиной, на один тенге продаж в

2021 году приходилось 20,4 тенге убытка от продаж. В 2019 году на один тенге собственного капитала приходилось 27,6 тенге балансовой прибыли, в 2020 показатель составил 8,2, что говорит об улучшении использования собственного капитала, а в 2021 году показатель снизился и составил - 9,3 тенге балансовой прибыли на один тенге собствен-

ного капитала. В 2019 году на один тенге имущества приходилось 5,2 тенге балансового убытка, в 2020 году показатель принял положительное значение, это значит, что на один тенге имущества приходилось 2,2 тенге балансовой прибыли. В 2021 году снизился и составил - 2,6%.

Для дальнейшего изучения финансового состояния ТОО «Ишим-Гарант» далее рассмотрим показатели оценки финансовой устойчивости предприятия.

Устойчивое финансовое положение предприятия - это результат умелого управления всей совокупностью производственных и хозяйственных факторов, определяющих результаты деятельности предприятия. Финансовая устойчивость обусловлена как стабильностью экономической среды, в рамках которой осуществляется деятельность предприятия, так и от результатов его функционирования, его активного и эффективного реагирования на изменения внутренних и внешних факторов [7,с.78].

Основной задачей анализа финансовой устойчивости предприятия является оценка степени независимости от заемных источников финансирования. В процессе анализа необходимо дать ответы на вопросы: насколько компания независима с финансовой точки зрения, растет или снижается уровень этой независимости и отвечает ли состояние его активов и пассивов задачам ее финансово-хозяйственной деятельности.

Источником информации для расчета всех коэффициентов, характеризующих финансовую устойчивость, является форма №1 «Бухгалтерский баланс». Цель анализа финансовой устойчивости - оценить способность ТОО «Ишим-Гарант» погашать свои обязательства и сохранять права владения предприятием в долгосрочной перспективе.

Показатели, которые характеризуют независимость по каждому элементу активов и по имуществу в целом, дают возможность измерить, достаточно ли устойчива компания в финансовом отношении.

Общий показатель ликвидности характеризует ликвидность баланса предприятия в целом. Он показывает соотношение суммы всех ликвидных средств предприятия и суммы всех платежных обязательств (краткосрочных, долгосрочных, среднесрочных). При этом различные группы активов и обязательств входят в соответствующие суммы с разными весовыми коэффициентами, учитывающими сроки поступления средств и погашения обязательств. Более ликвидные активы и более срочные обязательства учитываются с более высокими коэффициентами [8,с.90].

Рассчитаем общий показатель ликвидности по формуле (1):

$$L_1 (2019) = 112836 + (0,5 * 1585068) + (0,3 * (1347246 + 1585068 + 30)) / 1089360 + (0,5 * 5851302) + (0,3 * 3391001) = 9702411 / 14188014 = 0,6 = 1;$$

$$L_1 (2020) = 516168 + (0,5 * 488801) + (0,3 * (1966722 + 488801 + 30)) / 1376378 + (0,5 * 8539159) + (0,3 * 2174657) = 8126832 / 50596144 = 0,2;$$

$$L_1 (2021) = 277795 + (0,5 * 488801) + (0,3 * (1928375 + 488801 + 30)) / 1522310 + (0,5 * 2716034) + (0,3 * 8204303) = 7773418 / 27493236 = 0,3.$$

Согласно расчетам видно, что в 2019 г. данный показатель соответствует нормативному значению, в 2020 г. и 2021 г. показатель общей ликвидности ниже нормативного значение, что свидетельствует о том, что ТОО «Ишим-Гарант» имело трудности при осуществлении расчетов по всем видам обязательств.

Далее рассчитаем коэффициент абсолютной ликвидности по формуле (2):

$$L_2 (2019) = 112836 : 5851302 = 0,02;$$

$$L_2 (2020) = 516168 : 8539159 = 0,06;$$

$$L_2 (2021) = 277795 : 2716034 = 0,1.$$

Коэффициент быстрой ликвидности, или коэффициент «критической оценки», показывает, насколько ликвидные средства предприятия покрывают его краткосрочную задолженность. Коэффициент быстрой ликвидности определяется по формуле (3):

$$L_3 (2019) = (112836 + 1585068) / (1089360 + 5851302) = 1697904 / 6940662 = 0,2;$$

$$L_3 (2020) = (516168 + 488801) / (1376378 + 8539159) = 1004969 / 9915537 = 0,1;$$

$$L_3 (2021) = (277795 + 488801) / (1522310 + 2716034) = 766596 / 4238344 = 0,2.$$

Проведя анализ коэффициента критической оценки видно, что за исследуемый период он ниже нормативного значения, что указывает на то что средства предприятия не покрывали его кредиторскую заложенность. Коэффициент текущей ликвидности характеризует способность компании погашать текущие (краткосрочные) обязательства за счет оборотных активов. Иногда называется коэффициентом покрытия. Это один из важнейших финансовых коэффициентов. Чем выше показатель, тем лучше платежеспособность предприятия. Хорошим считается значение коэффициента более 2. С другой стороны, значение более 3 может свидетельствовать о нерациональной структуре капитала, это может быть связано с замедлением оборачиваемости средств, вложенных в запасы, неоправданным ростом дебиторской задолженности. Коэффициент текущей ликвидности рассчитывается по формуле (4):

$$L_4 (2019) = (112836 + 1585068 + 1347246 + 1585068 + 30) / (1089360 + 5851302) = 4630248 / 6940662 = 0,7;$$

$$L_4 (2020) = (516168 + 488801 + 1966722 + 488801 + 30) / (1376378 + 8539159) = 3460522 / 9915537 = 0,3;$$

$$L_4 (2021) = (277795 + 488801 + 1928375 + 488801 + 30) / (1522310 + 2716034) = 3183802 / 4238344 = 0,8.$$

При анализе важно определить не только абсолютную величину собственного оборотного капитала, но и его удельный вес в общей величине собственного капитала. Этот показатель является весьма существенной характеристикой финансовой устойчивости предприятия [9,с.150]. В специальной литературе и на практике его называют коэффициентом маневренности. Он показывает, какая

часть собственных средств предприятия находится в мобильной форме, позволяющей относительно свободно маневрировать этими средствами, и определяется по формуле (5):

$$\begin{aligned} L_5(2019) &= 4293422 : 2137785 = 2; \\ L_5(2020) &= 4496966 : 3859412 = 1,2; \\ L_5(2021) &= 5211938 : 4175185 = 1,3. \end{aligned}$$

В качестве оптимальной величины коэффициент маневренности может быть принят в размере $> 0,5$ (2,10), однако каких-либо устоявшихся в практике нормальных значений показателя не существует. Рекомендуемый уровень этого показателя означает, что менеджер предприятия и его собственники должны соблюдать паритетный принцип вложения собственных средств в активы мобильного и иммобилльного характера, что обеспечит достаточную ликвидность баланса. В ТОО «Ишим-Гарант» коэффициент маневренности положительно характеризует его финансовое состояние: собственные средства при этом мобильны, большая часть их вложена не в основные средства и иные внеоборотные активы, а в оборотные средства.

В процессе анализа источников формирования активов устанавливается фактический размер собственного и привлеченного (заемного) капитала, выявляются причины, вызвавшие их изменения за отчетный период, дается им соответствующая оценка. Главное внимание при этом уделяется собственному капиталу, поскольку запас источников собственных средств - это запас финансовой устойчивости. Важно установить не только фактический размер собственного капитала, но и определить удельный вес его в общей сумме капитала. Этот показатель носит различные названия (коэффициент собственности, коэффициент независимости, коэффициент автономии), но суть его одна - по нему определяют, насколько предприятие не зависимо от заемных средств и способно маневрировать собственными средствами [10, с.369]. Коэффициент автономии рассчитывается по формуле (6):

$$\begin{aligned} U_1(2019) &= 2137785 : 11380088 = 0,2; \\ U_1(2020) &= 3859412 : 14573228 = 0,3; \\ U_1(2021) &= 4175185 : 14289812 = 0,3. \end{aligned}$$

Минимальным значением, обеспечивающим достаточно стабильное финансовое положение в глазах инвесторов и кредиторов, является отношение собственного капитала к общей его сумме на уровне 0,2-0,3. Показатель имеет положительное значение, что говорит о хорошем финансовом состоянии и о возможности предприятия покрыть обязательства своими собственными средствами.

Следующим показателем, характеризующим финансовую устойчивость предприятия, является коэффициент финансирования, представляющим собой соотношение собственных и заемных средств. Чем выше уровень этого коэффициента, тем для банков и инвесторов надежнее финансирование. Рассчитаем его по формуле (7) [11, с.11]:

$$\begin{aligned} U_2(2019) &= 2137785 : 9242303 = 0,23; \\ U_2(2020) &= 3859412 : 10713816 = 0,36; \end{aligned}$$

$$U_2(2021) = 4175185 : 10920337 = 0,38.$$

Коэффициент финансирования показывает, какая часть деятельности предприятия финансируется за счет собственных средств, а какая - за счет заемных. Ситуация, при которой величина коэффициента финансирования положительная величина (большая часть имущества предприятия сформирована за счет собственных средств), может свидетельствовать платежеспособности предприятия.

Идеальным вариантом формирования активов является тот, когда собственный капитал покрывает весь основной капитал (внеоборотные активы) и часть оборотного капитала. Предприятие будет жизнеспособным, даже если изымаются все заемные средства. Источниками образования собственных средств предприятия являются уставный капитал, нераспределенная прибыль (непокрытый убыток).

При изучении собственного капитала особое внимание уделяется изменениям, которые произошли в наличии собственных средств, т.е. устанавливается, какая часть собственного капитала не закреплена в ценностях иммобилльного характера и находится в форме, позволяющей более или менее свободно маневрировать этими средствами.

Чтобы определить величину собственных оборотных средств, необходимо из суммы собственного капитала вычесть итог II раздела актива баланса [12, с.57].

Величина собственных оборотных средств рассчитывается по формуле (8):

$$\begin{aligned} U_3(2019) &= 2137785 : 3357536 = 0,64; \\ U_3(2020) &= 3859412 : 4579984 = 0,84; \\ U_3(2021) &= 4175185 : 5250084 = 0,80. \end{aligned}$$

На практике для финансирования капитальных вложений и приобретения основных средств используются долгосрочные кредиты и займы, которые приравниваются и в связи с этим прибавляются к собственному капиталу. С учетом этого привлеченного источника финансирования определяется величина предыдущего показателя.

Следующей важной задачей является исследование абсолютных показателей, позволяющих классифицировать финансовое положение предприятия по степени его финансовой устойчивости. Абсолютными показателями финансовой устойчивости являются показатели, характеризующие степень обеспеченности товарно-материальных запасов источниками их формирования. Величину собственного оборотного капитала ($C_{o.k.}$) рассчитаем по формуле (9):

$$\begin{aligned} C_{o.k.}(2019) &= 2137785 - 3357536 = - 1219751; \\ C_{o.k.}(2020) &= 3859412 - 4579984 = - 720572; \\ C_{o.k.}(2021) &= 4175185 - 5250084 = - 1074899. \end{aligned}$$

Собственные оборотные средства за 2019 год уменьшились на 1219751 тенге, за 2020 год - на 720572 тенге, за 2021 год - на 1074894 тенге.

Сведем все полученные коэффициенты в таблицу 9.

Таблица 9

Коэффициенты финансовой устойчивости в ТОО «Ишим-Гарант» за 2019-2021 гг.

Показатель	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019гг.	Темп роста
1	2	3	4	5	6
1. Общий показатель ликвидности	1	0,2	0,3	-0,7	30
2. Коэффициент абсолютной ликвидности	0,02	0,06	0,1	0,08	500
3. Коэффициент быстрой ликвидности	0,2	0,1	0,2	0	100
4. Коэффициент текущей ликвидности	0,7	0,3	0,8	0,1	114,3
5. Коэффициент маневренности	2	1,2	1,3	-0,7	65
6. Коэффициент автономии	0,2	0,3	0,3	0,1	150
7. Коэффициент финансирования	0,23	0,36	0,38	0,15	165,2
8. Коэффициент собственных оборотных средств	0,64	0,84	0,8	0,16	125
9. Величина собственного оборотного капитала	-1219751	-720572	-1074899	144852	88,1

Таким образом, на основе проведенного анализа можно сделать вывод, что ТОО «Ишим-Гарант» в 2019 г. не было обеспечено нормальными источниками финансирования товарно-материальных запасов. Собственный оборотный капитал не покрывал товарно-материальные запасы на 2019 г. на 6668973 тенге. Для нормализации положения предприятие не могло привлечь заемные средства и получить кредиты банка как долгосрочных, так и краткосрочных. В результате необеспеченность товарно-материальных запасов нормальными источниками финансирования на 2020 г. составила 5548378 тенге, на 2021 г. - 6815990 тенге, что в 1,02 раза превысила ее величину на 2019 г. Это свидетельствует о том, что финансовое положение предприятия за рассматриваемый период ухудшилось. Финансовая устойчивость может быть нормализована за счет срочной реализации части запасов, находящихся на складе на 2021 год на сумму 1604052 тенге, немедленного взыскания дебиторской задолженности, величина которой на 2021 год составила 622660 тенге, и повышения эффективности финансово-хозяйственной деятельности предприятия.

Учитывая многообразие финансовых процессов, множественность финансовых показателей, различие в уровне их практических оценок, различную степень их отклонений от фактических значений и возникающие при этом сложности в оценке финансовой устойчивости организации, рекомендуется проводить интегральную рейтинговую

оценку финансового потенциала организации [13,с.16].

Наличие финансового потенциала и его размеры являются результатом творческой деятельности руководителей и менеджеров высшего звена предприятия ТОО «Ишим-Гарант» и отражают не только финансовые возможности предприятия, но и, в определенной степени, надежность и устойчивость финансовых отношений, предлагаемых предприятием. Временной аспект надежности и устойчивости этих отношений пропорционален уровню и размерам финансового потенциала.

Размер финансового потенциала, наряду с размером капитализации, может стать критериальным показателем для составления рейтинга как финансово надежной организации ТОО «Ишим-Гарант» на рынке товаров, работ, услуг, а также в отрасли, в регионе. Анализ эффективности использования финансового потенциала ТОО «Ишим-Гарант» начнем с анализа прибыли предприятия.

Прибыль является основным показателем финансового потенциала ТОО «Ишим-Гарант». Анализ прибыли представляет собой исследование механизма формирования конечного финансово-хозяйственного результата во всем многообразии причинно-следственных связей и зависимостей в целом по предприятию, а также по отдельным ее видам в зависимости от направления изучения. В процессе анализа прибыли предприятия следует изучить состав прибыли и ее динамику.

Состав и динамику прибыли ТОО «Ишим-Гарант» за 2019-2021 гг. представим в таблице 10.

Таблица 10

Состав и динамика прибыли ТОО «Ишим-Гарант» за 2019-2021гг., тыс. тенге

Показатель	2019г.	2020г.	2021г.	Отклонение 2019-2021 гг. (+, -)	Отклонение 2021-2020 гг. (+, -)
Выручка от реализации продукции	95900	92605	90095	-5805	-2510
Себестоимость приобретенной продукции	32646	33746	34524	1878	778
Издержки обращения, всего, в т. ч.:	26136	29094	33617	7481	4523
- транспортировка	2360	2417	3110	750	693
- хранение	1963	2045	2866	903	821
- оплата труда персонала	16095	17520	18480	2385	960
- реклама	1263	1410	1560	297	150
- прочие издержки	4455	5702	7601	3146	1899
Управленческие издержки	4856	2710	1529	-3327	-1181
Прибыль от реализации продукции	32262	27055	20425	-11837	-6630
Налоги	11417	9179	8041	-3376	-1138
Чистая прибыль	20845	17876	12384	-8461	-5492

Из данных таблицы следует, что выручка от реализации продукции за 2019-2021 гг. снизилась на 5805 тыс. тенге. Снижение выручки предприятия свидетельствует о падающем спросе на продукцию фирмы и перенакоплении активов. Себестоимость реализованной продукции за 2019-2021 гг. увеличилась на 1878 тыс. тенге. Рост себестоимости продукции обусловлен ростом цен на товары у поставщиков продукции. Чистая прибыль в ТОО «Ишим-Гарант» за 2019-2021 гг. уменьшилась на 8461 тыс. тенге и составила в 2021 г. - 12384 тыс. тенге. Снижение чистой прибыли произошло в результате увеличения себестоимости продукции.

В 2021 г. в ТОО «Ишим-Гарант» наблюдается рост издержек обращения на 7481 тыс. тенге по

сравнению с 2019 г. Рост издержек обращения произошел за счет роста расходов на транспортировку на 750 тыс. тенге, расходов на хранение продукции на 903 тыс. тенге, расходов на оплату труда персонала на 2385 тыс. тенге, расходов на рекламу на 297 тыс. тенге.

В системе показателей эффективности финансового потенциала предприятия важнейшее место принадлежит рентабельности. Рентабельность представляет собой такое использование средств, при котором организация не только покрывает свои затраты доходами, но и получает прибыль. Для проведения анализа рентабельности деятельности ТОО «Ишим-Гарант» необходимы данные, представленные в таблице 11.

Таблица 11

Исходные данные для анализа рентабельности деятельности предприятия ТОО «Ишим-Гарант»					
Показатель	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019 гг. (+, -)	Отклонение 2021-2020 гг. (+, -)
Выручка от реализации продукции	95900	92605	90095	-5805	-2510
Себестоимость приобретенной продукции	32646	33746	34524	1878	778
Чистая прибыль	20845	17876	12384	-8461	-5492
Капитал	86455	100657	97862	11407	-2795
Совокупные активы	114431	145834	142892	28461	-2942

Показатели рентабельности деятельности ТОО «Ишим-Гарант» за 2019-2021 гг. представим в таблице 12.

Таблица 12

Показатели рентабельности деятельности ТОО «Ишим-Гарант» за 2019-2021 гг.

Показатель	2019г.	2020г.	2021г.	Отклонение 2021-2019гг. (+, -)	Отклонение 2 021-2020 гг. (+, -)
Рентабельность продаж	21,74	19,30	13,75	-7,99	-5,56
Рентабельность деятельности	63,85	52,97	35,87	-27,98	-17,10
Рентабельность активов	18,22	12,26	8,67	-9,55	-3,59
Рентабельность капитала	24,11	17,76	12,65	-11,46	-5,10

Согласно данным таблицы можно отметить, что как за 2019-2021 гг., так и за 2019-2021 гг. в ТОО «Ишим-Гарант» наблюдается снижение показателей рентабельности предприятия. Так, за 2019-2021 гг. рентабельность продаж снизилась на 7,99, рентабельность деятельности снизилась на 27,98,

рентабельность активов снизилась на 9,55, рентабельность капитала снизилась на 11,46.

Это говорит о том, что, если в 2019 году с каждого тенге реализованной продукции предприятие получало прибыли 21,74 тенге, то в 2021 году этот показатель снизился на 7,99 и составил 13,75 тенге. Также мы видим, что на каждый тенге, вложенные

в совокупные активы в 2021 г. приходится 8,67 тенге чистой прибыли, что в 9,55 раза меньше, чем в 2019 году.

Далее рассмотрим распределение и использование прибыли на предприятии ТОО «Ишим-Гарант» (таблица 13).

Таблица 13

Распределение и использование прибыли на предприятии ТОО «Ишим-Гарант» за 2019-2021 гг., тыс. тенге

Показатель	2019 г.	2020 г.	2021 г.	Отклонение 2021-2019 гг. (+, -)	Отклонение 2021-2020гг. (+, -)
Выручка от продажи товаров, продукции, работ, услуг	95900	92605	90095	-5805	-2510
Себестоимость проданных товаров, продукции, работ, услуг	32646	33746	34524	1878	778
Чистая прибыль	20845	17876	12384	-8461	-5492
- в фонд накопления	8792	5926	1574	-7218	-4352
- в фонд потребления	12053	11950	10810	-1243	-1140

Данные таблицы показывают, что в 2021 г. уменьшаются отчисления в фонд потребления на 1243 тыс. тенге или на 107,2%, по сравнению с 2019 г., в фонды накопления отчисления также уменьшились на 7218 тыс. тенге или на 109,1%.

В денежном выражении сумма средств распределенных по фондам по сравнению с 2019 годом уменьшилась.

Далее проведем факторный анализ прибыли от реализации продукции.

Изменение прибыли: $\Delta\Pi = \Pi_1 - \Pi_0 = 41299 - 34049 = 7250$ тыс. тенге.

1. Изменение объема продаж на изменение прибыли рассчитаем по формуле (10):

$$\Delta\Pi_B = \Pi_0 \times (I_z - 1), \quad (10)$$

где $\Delta\Pi_B$ - изменение прибыли от продаж за счет изменения объема продаж;

Π_0 - прибыль от реализации продукции за базисный период;

I_z - индекс изменения выручки от продаж в ценах базисного периода.

$\Delta\Pi_B = 34049 * (90095 / 92605 - 1) = -923$ тыс. тенге.

В результате изменения объема продаж прибыль снизилась на 923 тыс. тенге.

2. Влияние структурных сдвигов в ассортименте рассчитаем по формуле (11):

$$\Delta\Pi_{Стр} = \Pi_1^0 - \Pi_0 \times I_z, \quad (11)$$

где $\Delta\Pi_{Стр}$ - влияние изменения структуры реализованной продукции на изменение прибыли от продаж;

Π_1^0 - базисная прибыль, пересчитанная на объем и структуру продукции отчетного периода.

$\Delta\Pi_{Стр} = 34049 - (37472 * (90095 / 92605)) = -2299$ тыс. тенге.

В результате структурных сдвигов в ассортименте продукции прибыль снизилась на 2299 тыс. тенге.

3. Влияние себестоимости рассчитаем по формуле (12):

$$\Delta\Pi_C = C_1 - C_1^0, \quad (12)$$

где $\Delta\Pi_C$ - изменение прибыли под влиянием изменения себестоимости продукции;

C_1 - фактическая себестоимость реализованной продукции в отчетном периоде;

C_1^0 - базисная себестоимость продукции.

$\Delta\Pi_C = (32646 * 92605 / 90095) - 34524 = -968$ тыс. тенге.

Рост себестоимости привел к снижению прибыли на 968 тыс. тенге.

4. Влияние на прибыль изменения цен на реализуемую продукцию рассчитаем по формуле (13):

$$\Delta\Pi_{Цп} = B_1 - B_1^0, \quad (13)$$

где $\Delta\Pi_{Цп}$ - изменение прибыли от продаж вследствие изменения цен на реализуемую продукцию;

B_1 - выручка от продаж в отчетном периоде;

B_1^0 - выручка предыдущего периода.

$\Delta\Pi_{Цп} = 92605 - 90095 = 2510$ тыс. тенге.

Изменение цен на продукцию оказало положительное влияние на прибыль от продаж в сумме 2510 тыс. тенге.

5. Изменениеправленческих издержек рассчитаем по формуле (14):

$$\Delta\Pi_{УИ} = УИ_1 - УИ_0, \quad (14)$$

$\Delta\Pi_{УИ} = 1529 - 4856 = -3327$ тыс. тенге.

Снижение управлеченческих издержек привело к росту прибыли на 3327 тыс. тенге.

Общее влияние всех факторов рассчитаем по формуле (15):

$$\Delta\Pi_{общ} = \Delta\Pi_B + \Delta\Pi_{Стр} + \Delta\Pi_C + \Delta\Pi_{Цп} + \Delta\Pi_{УИ}, \quad (15)$$

$\Delta\Pi_{общ} = -923 + (-2299) + (-968) + 2510 + (-3327) = -4477$ тыс. тенге.

Таким образом, видно, что прибыль от реализации продукции уменьшилась на 4477 тыс. тенге за счет таких факторов, как изменение объема продаж, изменение ассортимента продукции на предприятии, изменения себестоимости, а также изменения управлеченческих издержек.

Подводя итог можно отметить, что за 2019-2021 гг. на предприятии ТОО «Ишим-Гарант» наблюдается снижение чистой прибыли. Именно она считается основным показателем финансового потенциала предприятия. Чистая прибыль за 2019-2021 гг. снизилась на 8461 тыс. тенге. также на

предприятии наблюдается снижение всех показателей рентабельности предприятия. Снижение рентабельности основной деятельности говорит о том, что предприятие в отчетном году с каждого тенге, затраченного на реализацию продукции прибыли имеет меньше. Таким образом, по показателям прибыли можно сказать, что деятельность ТОО «Ишим-Гарант» в 2021 г. году была менее эффективной, чем в 2019 г. Прибыль от реализации продукции уменьшилась на 4477 тыс. тенге за счет таких факторов, как изменение объема продаж, изменение ассортимента продукции на предприятии, изменения себестоимости, а также изменения управлеченческих издержек.

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МОРАЛЬНЕ СТИМУЛОВАННЯ ЯК ЗАСІБ ПІДВИЩЕННЯ МОТИВАЦІЇ ПРАЦІВНИКІВ

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MORAL STIMULATION AS A MEANS OF INCREASE MOTIVATION OF EMPLOYEES

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Анотація

У роботі приділено увагу проблемам мотивації, яка є її залишається предметом дослідження багатьох учених, аналіз досліджень та публікацій яких підтверджує значний інтерес щодо вирішення проблем, пов'язаних з мотивацією та стимулюванням працівників. Зокрема, досліджено нематеріальні методи мотивації працівників, а саме моральне стимулювання як засіб підвищення мотивації працівників. Зазначено, що моральні стимули це такі засоби залучення людей до праці, засновані на відношенні до праці як до вищої цінності, на визнанні трудових заслуг як головних. Їх застосування передбачає створення такої атмосфери, суспільної думки й морально-психологічного клімату, за яких у трудовому колективі добре знають, хто і як працює, і кожен отримує відповідно до своїх заслуг. Зроблено висновок, що моральне стимулювання працівників повинно відповісти наступним вимогам: передбачати заохочення за конкретні показники, на які працівники роблять безпосередній вплив і які найбільш повно характеризують участь кожного з них у вирішенні завдань; установлювати заходи заохочення за успіхи в праці так, щоб за більш високі досягнення застосовувати більш значимі заходи заохочення; підсилюти зацікавленість кожного працівника в постійному поліпшенні його виробничих показників; не допускати занецінювання моральних стимулів. Підтримуючи пропозиції інших учених, зазначено про необхідність розробити та приняти у відповідності до встановлених правил положення про статуси морального заохочення і їх знання працівниками.

Abstract

The work pays attention to the problems of motivation, which is and remains the subject of research by many scientists, the analysis of research and publications of which confirms a significant interest in solving problems related to the motivation and stimulation of employees. In particular, intangible methods of employee motivation, namely moral stimulation as a means of increasing employee motivation, were investigated. It is noted that moral incentives are such means of attracting people to work, which are based on the attitude to work as a higher value, on the recognition of labor merits as the main ones. Their application involves the creation of such an atmosphere, public opinion and moral and psychological climate, in which the work team knows well who works and how, and everyone receives according to their merits. It was concluded that the moral stimulation of employees should meet the following requirements: provide incentives for specific indicators on which employees have a direct influence and which most fully characterize the participation of each of them in solving tasks; establish incentive measures for success in work so that more significant incentive measures are applied for higher achievements; to strengthen the interest of each employee in the constant improvement of his production indicators; to prevent the devaluation of moral incentives. Supporting the proposals of other scientists, it is indicated that it is necessary to develop and adopt, in accordance with the established rules, provisions on the statuses of moral encouragement and their knowledge by employees.

Ключові слова: працівник, роботодавець, мотивація, матеріальні методи, нематеріальні методи, моральне стимулювання, заохочення, зарубіжний досвід.

Keywords: employee, employer, motivation, material methods, immaterial methods, moral stimulation, encouragement, foreign experience.

Постановка проблеми. Ринковий процес в Україні передбачає зміну економічної структури підприємств, що пов'язано зі створенням у сфері трудової діяльності принципово нової системи мотивації праці. Адже успіх діяльності будь-якого підприємства, розвиток економіки в країні, рівень добробуту людей залежить не тільки від ефективного управління, а й від мотивації персоналу. Ставлення людини до праці, її поведінка у виробничому

процесі завжди певним чином мотивована. Це може бути активна робота, високопродуктивна, якісно виконана з ентузіазмом або навпаки, але у будь-якому випадку спостерігається дія певного мотиву. Якщо працівник мотивований він зацікавлений, а отже, створена ситуація за якої він, вирішуючи загальні цілі підприємства, задовольняє особисті потреби та свідомо обирає певний тип поведінки.

Саме мотивація праці як процес здійснює формування працівника нового типу, який буде ініціативним, заповзятливим, орієнтованим на максимальні досягнення в праці, здатним до творчої інноваційної діяльності.

Проблема мотивації була й залишається предметом дослідження багатьох учених, аналіз досліджень та публікацій яких підтверджує значний інтерес щодо вирішення проблем, пов'язаних з мотивацією та стимулюванням працівників. Як зазначає Гринько І. «останніми роками питання, пов'язані з мотивацією праці, настільки ускладнилися, а науковцями накопичено такий інформаційний та статистичний матеріал, що мотивація почала формуватися як самостійний науковий напрям» [1]. Аналізуючи наукові праці вчених (С. В. Венедиктова, В. В. Волинця, М. О. Дей, С. І. Кожушко, Т. В. Колеснік, С. О. Комарова, І. В. Лазора та ін.) констатуємо, що окрім матеріальних методів, застосовуються і нематеріальні.

Тому *мета статті* дослідити нематеріальні методи мотивації працівників, зокрема моральне стимулювання як засіб підвищення мотивації працівників.

Результати дослідження. Мотивація наукова проблема, яка приваблює багатьох учених, оскільки мотивація є багатофункціональним і широко розповсюдженім явищем і використовується в різних соціальних науках. У загальному, поняття «мотивація» має велику кількість трактувань. Різноманітність трактувань зумовлене тим, що науковці використовують різноманітні методи дослідження структури, суті та природи даного поняття. Під поняттям «мотивація» вчені розуміють: сукупність мотивів, сукупність об'єктивних і суб'єктивних факторів, стан особи, сукупність рушійних сил, процес спонукання, функцію менеджменту [2, с. 117]. Тобто мотивація – це комплекс внутрішніх та зовнішніх чинників, які спонукають працівника до ефективної праці задля задоволення особистих цілей, а також задоволення цілей організації.

У трудовому праві зазвичай виокремлюють такі види мотивації учасників трудових правовідносин, як матеріальна, нематеріальна, моральна й організаційна [3, с. 35; 4, с. 5]. У свою чергу економічна наука пропонує поділяти методи мотивації праці і трудової діяльності працівників на організаційно-адміністративні, економічні та соціально-психологічні. До організаційно-адміністративних методів відносять застосування трудового законодавства, накази, розпорядження та інші нормативні документи; дотримання правил внутрішнього розпорядку, розробку посадових інструкцій. Важливе місце відводиться атестації персоналу. Економічні методи спрямовані на матеріальне стимулювання колективу чи окремих працівників і включають в себе преміювання, участь у прибутку, бонуси, надбавки, одноразові виплати та додаткові пільги. Соціально-психологічні методи забезпечують мотивацію шляхом морального стимулювання працівників, участі в управлінні підприємством, через особистий при-

клад керівника, формальне та неформальне спілкування, професійне і кар'єрне зростання, справедливість оцінки керівником результатів праці підлеглого, соціальний розвиток колективу та формування корпоративної культури, збагачення змістовності праці та можливість новаторства, а також покращення естетичних умов праці і формування творчої атмосфери в колективі [5, с. 15, 16].

На підприємствах найчастіше роботодавець використовує методи матеріального стимулювання працівників, тобто заохочення працівників грошовими виплатами за результатами трудової діяльності. Раніше на підприємствах для матеріального стимулювання працівників частіше за все застосовувалася тарифна система оплати праці. Проте розвиток економіки й нових суспільно-економічних відносин виявив у цій системі цілу низку недоліків і показав, що для ефективної мотивації сучасних працівників застосування тільки тарифної системи не досить. Тому на сучасних підприємствах натепер у більшості випадків використовується складна система матеріального стимулювання працівників, яка містить як тарифну заробітну плату, так і нарахування відсотків, бонусних виплат на заробітну плату залежності від результатів трудової діяльності працівника. Необхідно відзначити, що існують також інші грошові виплати: доплати за роботу в наднормовий час, у святкові дні, в нічний час тощо; доплати за додаткові результати праці; компенсації, преміювання. У свою чергу нематеріальне (моральне) стимулювання – це форма заохочення працівників без матеріальних винагород (подяки, винагороди, нові робочі місця, досрочове підвищення). Як зазначає Дімітрева С. Д., нематеріальна мотивація складається з цілого комплексу аспектів – починаючи з самомотивації співробітника і оцінки колегами його заслуг, і закінчуючи внутрішнім кліматом компанії, можливістю проявити себе в різних аспектах життя фірми, можливістю навчитися чомусь, що є корисним для самого співробітника. Методи нематеріальної мотивації можуть застосовуватися до конкретного співробітника або реалізовуватися безадресно. До останньої відносяться проведення спільніх корпоративних заходів, а також надання різних пільг – так званого соціального пакета. На сьогоднішній день соцпакет є одним із найефективніших способів мотивації співробітників: це, наприклад, організація безкоштовного харчування, медична страховка, оплата транспорту та мобільного зв'язку, пільгові або безкоштовні путівки в санаторій за станом здоров'я, а також можливість підвищити кваліфікацію або пройти навчання за рахунок фірми. Ще одним методом нематеріального стимулювання є покращення умов праці: забезпечення персоналу новітніми технологіями, створення комфортних робочих зон, покращення дизайну інтер'єру, встановлення кондиціонування та опалення приміщення і т.д. Важливим інструментом також можуть стати корпоративні свята, навіть із зачлененням сімей співробітників [6, с. 48].

Моральне стимулювання є важливим інструментом управління персоналом, сутність якого полягає в передачі інформації про заслуги людини, результати її діяльності в соціальному середовищі. Моральні стимули пов'язані з потребами людини у визнанні й повазі, моральному схваленні. Ці стимули проявляються в таких формах, як усна й письмова подяка, різні нагородження, присвоєння відмінних звань і т.п. Розвитку моральних (як і матеріальних) стимулів до праці покликана сприяти передбачена законодавством система заходів заохочення за успіхи у праці.

Питання стимулювання праці врегульовуються, перш за все, трудовим правом України. Так, відповідно до ст. 143 КЗпП України [7] до працівників підприємств, установ, організацій можуть застосовуватися будь-які заохочення (публічне визнання трудових заслуг працівника і застосування роботодавцем чи уповноваженим органом держави передбачених законодавством чи колективним договором мір заохочення [8, с. 529]), що містяться в затверджених трудовими колективами правилах внутрішнього трудового розпорядку. Водночас перелік заходів заохочення і підстави для їх застосування безпосередньо Кодексом не встановлено, хоча можливість заохочення працівників може передбачатися в колективному договорі, іншому локальному нормативно-правовому акті. Хоча в ст. 146 КЗпП України міститься перелік заохочень за особливі трудові заслуги, а саме нагородження орденами, медалями, почесними грамотами нагрудними значками і присвоєння почесних звань та звання кращого працівника за даною професією.

У проекті Трудового кодексу України законодавець приділив увагу даній проблематиці і виокремив певні види заохочення. Відповідно до ст. 316 за успіхи в роботі та сумлінне виконання трудових обов'язків до працівників можуть застосовуватися заходи морального і матеріального заохочення – оголошення подяки, нагородження грамотою, виплата премії, вручення цінного подарунка тощо. Правилами внутрішнього трудового розпорядку, локальними нормативними актами роботодавця можуть встановлюватися інші види заохочень, що застосовуються до працівників [9].

У цьому питанні слід звернути увагу на досвід Нідерландів у розробленні своєї унікальної моделі мотивування праці. Основні способи мотивації, як матеріальної, так і нематеріальної, відображені у відповідних нормативно-правових актах та положеннях (про відпустку, про заробітну плату, соціальне страхування, умови праці тощо). Положення, що сприяють мотивуванню праці, самостійно розробляються Радою голів підрозділів (у разі їх наявності) і профспілками. У разі якщо будуть надані докази ефективності рекомендованих їм заходів, пропозиції затверджуються і мають бути реалізовані на практиці [10].

З урахуванням особливостей мотивації до праці працівника та можливостей підприємства, ус-

танови, організації, С. Запара виділяє такі види заохочення для формування ефективної дисципліни праці:

1. Матеріальне заохочення трудової діяльності індивідуального та колективного характеру: забезпечення житлом працівника; надання кредиту для придбання житла, автомобіля тощо; зростання заробітної плати адекватно до розширення вмінь та навичок працівника, ефективності результату праці; преміювання працівника; нагородження цінним подарунком; надання санаторно-курортної путівки тощо.

2. Покращення організаційно-технічних умов праці працівника: ремонт приміщень, в яких здійснюється праця; обладнання службових приміщень сучасною оргтехнікою, меблями; закупівля літератури тощо.

3. Морально-професійне заохочення працівників: створення психологічно комфортних умов праці працівника; створення умов для професійного зростання та реалізації творчих здібностей працівника; надання творчих відпусток; нагородження працівника за досягнення та успіхи в роботі грамотою тощо [11, 282-283].

Така форма стимулювання працівників як моральне заохочення виробляє свідоме ставлення до справи, сприяє розвитку ініціативи, сміливості та рішучості, мобілізує на переборення труднощів. Заохочення кращих працівників позитивно впливає на трудовий колектив, викликаючи в кожного працівника бажання слідувати такому прикладу та є одним із основних засобів зміцнення дисципліни на підприємстві. Зазвичай на практиці основними видами таких заохочень є: оголошення подяки, видача премії, нагородження коштовними подарунками, почесною грамотою, занесення в Книгу пошани та на Дошку пошани.

На переконання Колеснік Т. В., особливі місце моральне заохочення займає саме сьогодні, в період світової економічної кризи, яка є, з одного боку, періодом скорочення кадрів, в першу чергу тих, хто порушує правила та принципи дисципліни праці, а з другого – періодом збереження цінних, дисциплінованих працівників. У зв'язку з тим, що у роботодавців не завжди вистачає фінансів на заохочення працівників з метою їх збереження та покращення економічного росту підприємства, простежується тенденція, в якій роботодавці все частіше звертаються до практики заохочень радянських часів: у багатьох офісах знову з'явилися Дошки пошани, співробітникам роздають грамоти і розсилають листи подяки, керівники прислухаються до корпоративних психологів і влаштовують для особливо сумлінних підлеглих фото- і відеозйомки, які потім розсилають по корпоративній пошті, щоб всі могли подивитися на передовиків. На практиці такі дії роботодавців надають сприятливий вплив. Так, з одного боку, моральне заохочення витікає з самого процесу праці – це задоволення досягнутим результатом та відчуття сенсу того, що відбувається (сам процес праці й позитивна реакція працівника на цей процес складає основу для морального задово-

лення), а з другого, – моральне заохочення виражується в позаматеріальному офіційному чи неофіційному визнанні досягнень працівника, якими, зокрема, є: а) оголошення подяки; б) нагородження почеесною грамотою організації; в) присвоєння звання кращого за професійними якостями; г) занесення на Дошку пошани, до Галереї трудової слави, Книги пошани; д) корпоративні нагороди [12, с. 154-155].

На нашу думку, в якості морального заохочення персоналу можна запропонувати використання досвіду США щодо стимулювання персоналу за допомогою: оплати медичного страхування; розробки графіку навчання працівників; запровадження інших соціально-культурних заходів (оплати басейну та спортивних секцій та спортивного клубу; премії за «здоровий спосіб життя», надання безкоштовних або на пільгових умовах курортних путівок) тощо [13].

Також для ефективного застосування моральних стимулів, як відзначають І. Антонова та Т. Мацкевич, необхідно: розробити та прийняти у відповідності до встановлених правил положення про статуси морального заохочення і їхні знання працівниками; ширше використовувати різноманітні форми морального заохочення в інтересах розвитку творчої ініціативи та активності; моральне заохочення підкріплювати мірами матеріального стимулювання, забезпечити правильну взаємодію матеріальних і моральних стимулів, безупинно їх удосконалювати відповідно до нових завдань, зміною в змісті, організації та умовах праці; про кожне моральне заохочення працівника широко інформувати трудовий колектив; вручати нагороди і оголошувати подяки в урочистій обстановці; заохочувати працівників вчасно – відразу після досягнення певних успіхів у праці; розвивати нові форми заохочення і встановлювати строгу моральну відповідальність кожного працівника за доручену справу; аналізувати дієвість стимулювання; точно дотримуватися встановленого порядку внесення записів про заохочення в трудові книжки працівників [14, с. 103].

Висновки. Підводячи підсумок вищевикладенному ми дійшли висновку, що моральні стимули це такі засоби заалучення людей до праці, які засновані на відношенні до праці як до вищої цінності, на визнанні трудових заслуг як головних. Водночас вони не зводяться тільки до заохочень і нагород, застосування їх передбачає створення такої атмосфери, суспільної думки та морально-психологічного клімату, за яких у трудовому колективі добре знають, хто і як працює, і кожному віддається по заслугах. Такий підхід вимагає забезпечення впевненості в тім, що сумлінна праця є зразкове поводження завжди одержують визнання й позитивну оцінку, принесуть повагу й подяку.

Моральне стимулювання працівників, яке може проводитися на підприємстві повинне відповісти наступним вимогам: передбачати заохочення за конкретні показники, на які працівники роблять безпосередній вплив і які найбільш повно характеризують участь кожного працівника у

вирішенні завдань; установлювати заходи заохочення за успіхи в праці так, щоб за більш високі досягнення застосовувати більш значимі заходи заохочення; підсилити зацікавленість кожного працівника в постійному поліпшенні його виробничих показників; не допускати знецінювання моральних стимулів. Для більш ефективного застосування моральних стимулів необхідно: ширше використати різноманітні форми морального заохочення в інтересах розвитку творчої ініціативи та активності; наявність положення про статуси морального заохочення й знання його працівниками; моральне заохочення підкріплювати мірами матеріального стимулювання, забезпечити правильну взаємодію матеріальних і моральних стимулів; про кожне моральне заохочення працівника широко інформувати трудовий колектив; вручати нагороди й повідомляти подяки в урочистій обстановці; заохочувати працівників вчасно – відразу після досягнення певних успіхів у праці; розвивати нові форми заохочення і встановлювати строгу моральну відповідальність кожного працівника за доручену справу; точно дотримуватися встановленого порядку внесення записів про заохочення в трудові книжки працівників.

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MEDICAL SCIENCES

ЗНАЧЕНИЕ МИНИИНВАЗИВНЫХ ВМЕШАТЕЛЬСТВ В ХИРУРГИЧЕСКОМ ЛЕЧЕНИИ ОСЛОЖНЕНИЙ ЖЕЛЧНОКАМЕННОЙ БОЛЕЗНИ

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SIGNIFICANCE OF MINIMALLY INVASIVE INTERVENTIONS IN SURGICAL TREATMENT OF COMPLICATIONS OF CHOLELITHIASIS

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Аннотация

Представлены результаты лечения 82 больных с желчным перитонитом как осложнение острого деструктивного холецистита. Желчный перитонит, как осложнения острого деструктивного холецистита наблюдался у 7,1% больных. Отмечено превалирование пропотной формы перитонита, наблюдавшийся в 67,1%, желчный перитонит вследствии перфорации стенки желчного пузыря наблюдался у 32,9% больных. Приоритетное использование миниинвазивных хирургических вмешательств (диапевтические, эндоскопические и лапароскопические методы) в лечении местного желчного перитонита, как осложнения острого холецистита успешно осуществлено у 67,3% больных основной группы.

Abstract

The results of treatment of 82 patients with biliary peritonitis as a complication of acute destructive cholecystitis are presented. Biliary peritonitis as a complication of acute destructive cholecystitis was observed in 7.1% of patients. Prevalence of the perforative form of peritonitis was noted, which was observed in 67.1%, bile peritonitis due to perforation of the gallbladder wall was observed in 32.9% of patients. The priority use of minimally invasive surgical interventions (diapeutic, endoscopic and laparoscopic methods) in the treatment of local bile peritonitis as a complication of acute cholecystitis was successfully carried out in 67.3% of patients in the main group.

Ключевые слова: Острый холецистит, желчный перитонит, хирургическое лечение.

Keywords: Acute cholecystitis, bile peritonitis, surgical treatment.

Желчный перитонит является тяжелым осложнением острого холецистита. Вместе с тем, несмотря на всю серьезность данной проблемы, желчному перитониту уделяется недостаточно внимания, хотя летальность при этом осложнении достигает по данным разных авторов от 6,2 до 24%. (2,5,11,16)

Среди причин, приводящих к развитию желчного перитонита основными являются деструктивные формы воспаления желчного пузыря. При этом особенностью желчного перитонита, в отличие от бактериального перитонита, является стертьость клинической картины, что нередко приводит к запоздалой диагностике. В зависимости от стерильности желчи чаще всего развивается холеперитонеом и это довольно часто наблюдается при пропотевании желчи через стенку желчного пузыря без ее перфорации.

Для лечения желчного перитонита обычно применяется лапаротомия или релапаротомия, которая является сама по себе весьма травматичным

вмешательством, при которой послеоперационная летальность достигает 9,1–22,5% (1,4,8,9,14). Иход оперативных вмешательств во многом зависит от выбора и последовательности используемых методов хирургической коррекции (7,13,15). Дальнейшие перспективы улучшения результатов хирургического лечения больных желчным перитонитом в настоящее время зависят от применения щадящих миниинвазивных оперативных вмешательств – пункционно дренирующих и эндоскопических, выполнения операций до развития системной воспалительной реакции организма и абдоминального сепсиса (3,6,10,12,17).

Таким образом, хирургическое лечение желчного перитонита представляет собой сложную тактико-техническую задачу, решению которой и посвящено наше исследование.

Цель исследования: Улучшение результатов лечения больных осложненными формами острого холецистита путем оптимизации диагностики и ле-

чебной тактики с преимущественным дифференцированным применением миниинвазивных методов хирургической коррекции.

Материал и методы исследования.

Представлены результаты лечения 82 больных с желчным перитонитом как осложнение острого деструктивного холецистита, что составило 7,1% из числа всех 5849 оперированных больных с холелитиазом. Среди больных с перитонитом было 24 (29,7%) мужчин и 58 (70,3%) женщин, гендерное соотношение составило 1:2,5. Это же соотношение среди всех оперированных больных с желчнокаменной болезнью составило 1:6, что подтверждает литературные данные о более сложном течении холелитиаза у лиц мужского пола. Превалировали пациенты в возрасте 60-74 лет – 35,2% и 45-59 лет – 28,2%, 8,3% пациентов были в возрасте старше 75 лет. Средний возраст больных составил $55,2 \pm 1,3$ лет. Сопутствующие заболевания имелись у 62,6% больных. Холангит, как осложнение основного патологического процесса, был выявлен у 51,1% больных. Хроническая сопутствующая патология двух систем отмечена у 41% больных, трех и более у 26 %.

С учетом современных тенденций в развитии хирургии, для решения задач исследования, направленных на разработку новой лечебно-диагностической тактики при ЖП, больные были распределены на две группы.

В I группу (гр. сравнения) вошли 33 пациента с перитонитом как осложнения острого деструктивного холецистита, оперированные в период 2001-2010 гг., в комплексном лечении которых использовались стандартные общепринятые подходы. Во вторую группу (основную гр.) – 49, оперированные в период 2011-2020 гг., у которых алгоритм проведения лечебно-диагностических мероприятий строился на принципах FTS - программы ускоренного выздоровления (ПУВ) и в качестве приоритетных методов оперативного лечения применялись миниинвазивные хирургические вмешательства.

По механизму истечения желчи в брюшную полость как осложнения острого деструктивного холецистита мы наблюдали две разновидности форм желчного перитонита: прободной и пропотной. Прободной желчный перитонит встречался у 27 (32,9%) больных (12-гр. сравнения, 15 – осн. гр.), который проявлялся картиной острой катастрофы в брюшной полости на фоне деструкции и перфорации стенки желчного пузыря. Пропотной желчный перитонит развивался на фоне деструктивного холецистита без перфорации стенки желчного пузыря и поскольку происходило постепенное пропотевание желчи в свободную брюшную полость, перитонит протекал с малозаметными симптомами. Только при значительном накоплении желчи в брюшной полости проявлялись характерные для перитонита признаки, что послужило причиной доставки их в хирургический стационар. По нашим наблюдениям пропотной перитонит имел место у 55 (67,1%) пациента (21-гр. срав., 34-осн.гр.). Та-

ким образом в наших наблюдениях отмечается значительное превалирование (более чем в 2 раза) пропотного желчного перитонита.

Среди 82 больных с деструктивным холециститом, осложненным желчным перитонитом, по характеру патологического процесса пропотной наблюдался у 55 (67,1%) больного, из них разлитой – у 9 (16,4%) и ограниченный – у 46 (83,6%). Прободной желчный перитонит был у 27 (32,9%) больных, из них разлитой – у 10 (37,1%) и ограниченный – у 17 (62,9%).

У пациентом с прободным и пропотным желчным перитонитом при поступлении в стационар острое начало заболевания отмечено у 27 (32,9%) и постепенное нарастание – у 55 (67,1%). Более тяжелая форма – разлитой желчный перитонит наблюдался 23,2%, т.е. у $\frac{1}{4}$ больных.

В первые сутки заболевания поступило 31 (37,8%) больных, во вторые сутки – 22 (26,8%), на третьи – 18 (21,9%), от четырех до семи суток – 6 (7,3%) и свыше семи суток – 5 (6,1%). Таким образом можно отметить значительный процент поздней госпитализации пациентов, что объясняется поздней обращаемостью их за медицинской помощью в результате неадекватной оценки своего состояния.

При госпитализации относительно удовлетворительное общее состояние отмечено у 17 (20,7%) больных, средней тяжести – у 31 (37,8%), тяжелое – у 24 (29,3%) и крайне тяжелое – у 10 (12,2%) больных.

Исходя из критериев диагностики сепсиса, синдром системной воспалительной реакции (SIRS) наблюдался у 114 (87 %) пациентов, 10 из них находились в септическом состоянии.

Из 82 пациентов, поступивших в стационар с желчным перитонитом, 31 (37,8 %) оперированы в течение первых 6 часов. В течение от 6 до 24 часов, т.е. 1-х суток оперировано 43 (52,4%) пациентов. Позже суток от момента поступления в клинику операция проведена 8 (9,8%) больным.

У больных группы сравнения в зависимости от объема проведенные операции были разделены на 3 вида: – холецистоэктомия, санация и дренирование подпеченочного пространства выполнено 19; – холецистоэктомия, санация и дренирование брюшной полости выполнено 9; – холецистоэктомия, холедохолитотомия, санация и дренирование подпеченочного пространства выполнено 5 больным. Во всех случаях использовался широкий верхне - срединный доступ.

В основной группе больных проведены следующие виды операций: микрохолецистостомия и пункции билом под УЗИ наведением 11; ЛХЭ, санация и дренирование подпеченочного пространства выполнено 9; ЛХЭ, санация и дренирование брюшной полости (правый боковой канал и малый таз) 4; ЛХЭ, санация и дренирование подпеченочного пространства, ЭПСТ 3; ХЭ из минилапаротомного доступа и холедохолитотомия, дренирование холедоха и санация и дренирование подпеченочного пространства 6; ХЭ, санация и дренирование

брюшной полости из открытого широкого лапаротомного доступа 16 больным.

В основной исследуемой группе у 11 пациентов с острым деструктивным холециститом и отграниченным скоплением желчи в подпеченочном пространстве с исходно тяжелым общим состоянием произведена декомпрессия желчного пузыря посредством чрескожно-чреспеченочной микрохолецистостомии (ЧЧМХС) и пункция биломы под УЗИ наведением. После выполнения микрохолецистостомии этим больным выполняли пункции билом под контролем УЗИ с целью эвакуации отграниченного скопления жидкости в брюшной полости.

Лапароскопическая холецистэктомия завершена санацией и дренированием подпеченочного пространства 9 больным при остром деструктивном холецистите и местном перитоните. При разлитом желчном перитоните ЛХЭ дополнена санацией брюшной полости с обязательным дополнительным дренированием правого бокового канала и полости малого таза 4 больным. 3 больным при сочетании с холедохолитиазом после ЛХЭ выполнено ЭПСТ, 6 пациентам ХЭ и холедохолитотомия проведены из открытого минидоступа. Вместе с тем, 16 больным при разлитом желчно-гнойном перитоните ХЭ и санация брюшной полости выполнено из широкого лапаротомного доступа.

Таким образом, согласно принципам мининвазивных вмешательств в основной исследуемой группе прооперированы 33 пациента (67,3%) с острым деструктивным холециститом осложненным различными формами желчного перитонита.

Результаты и их обсуждение. У больных группы сравнения с желчным перитонитом как осложнения острого деструктивного холецистита (33 пациента) все оперативные вмешательства (100%) проведены из широкого лапаротомного доступа.

Различные гнойно-септические осложнения после операций по поводу острого деструктивного холецистита и желчного перитонита наблюдались у 11 больных группы сравнения, что составило 33,3%. При этом у 2 (6,1%) вновь сформировались биломы в подпеченочной области, которые дренированы реканализацией контрапертур. У 2 (6,1%) больных наблюдалось длительное желчеистечение от 2 до 4 недель из дренажных трубок установленных в подпеченочном пространстве, 4 (12,1%) пациентам проведены повторные операции релапаротомии с повторными санациями брюшной полости по поводу продолжающегося перитонита, 1–вскрытия и дренирования подпеченочных и поддиафрагмальных абсцессов. Также, 1 пациентка повторно оперирована по поводу холемического внутрибрюшного кровотечения. У 9 (27,3%) больных наблюдалось нагноение послеоперационной раны.

Наиболее грозным осложнением желчного перитонита в исследуемой группе больных был абдоминальный сепсис, что явилось причиной летальных исходов у 2 больных, летальность составило 6,1%.

В основной группе больных (49 пациентов) с желчным перитонитом как осложнения острого деструктивного холецистита согласно принципам FTS использованы мининвазивные вмешательства у 33 пациентов (67,3%).

Им проведены следующие операции с использованием видеоэндоскопической технологии 16 больным (32,6%): – ЛХЭ и дренирование подпеченочного пространства 9 при остром деструктивном холецистите осложненном местным желчным перитонитом; – ЛХЭ и дренирование брюшной полости (правый боковой канал и малый таз) 4 при остром деструктивном холецистите осложненном разлитым желчным перитонитом; ЛХЭ и дренирование подпеченочного пространства, ЭПСТ 3 при сочетании острого деструктивного холецистита с холедохолитиазом. У этих больных ЭПСТ проведено 2-этапом. 11 (22,4%) больным использованы диапевтические технологии –микрохолецистостомия и пункция билом с УЗИ навигацией.

В основной исследуемой группе послеоперационные осложнения развились у 8 больных, что составило 16,3%. При этом, биломы подпеченочной области сформировались повторно у 2 (4,1%) пациентов, которые успешно санированы пункциями под контролем УЗИ. У 1 пациента наблюдалось холемическое кровотечение из печени с области чрезпеченочной пункции желчного пузыря. Наружное желчеистечение наблюдалось также у 1 пациента, при релапароскопии выявлено несостоятельность культи пузырного протока, которая повторно клипирована. Дуоденальное кровотечение отмечено у 1 больной после ЭПСТ, кровотечение остановлено консервативными мероприятиями. У 1 больного сформировался поддиафрагмальный абсцесс санированный повторными 3 пункциями под контролем УЗИ. При продолжающемся перитоните проведена релапаротомия 1 больной, нагноение послеоперационной раны наблюдалось у 5 больных.

При этом, в основной группе также умерло 2 из оперированных 49 больных, летальность составило 4,1%. Причиной неблагоприятного исхода явились острый панкреатит как осложнение трансдуodenального эндоскопического вмешательства у 1 пациентки и продолжающийся перитонит в 1 наблюдении.

Выводы:

1. Желчный перитонит, как осложнения острого деструктивного холецистита наблюдался у 7,1% больных. Отмечено превалирование пропотной формы перитонита, наблюдавшийся в 67,1%, желчный перитонит вследствии перфорации стенки желчного пузыря наблюдался у 32,9% больных.

2. Приоритетное использование мининвазивных хирургических вмешательств (диапевтические и лапароскопические методы) в лечении местного желчного перитонита, как осложнения острого холецистита успешно осуществлено у 67,3% больных основной группы. Выполнение ХЭ и санации брюшной полости из широкого лапаротомного доступа была необходимой в 32,7% случаев при разлитом желчно-гнойном перитоните.

3. Оптимизация тактики хирургического лечения больных желчным перитонитом, основанной на принципах дифференцированного приоритетного использования мининвазивных хирургических вмешательств позволило улучшить результаты лечения основной группы больных, где гнойно-септические осложнения составили 16,5%, летальность 4,1%, тогда как в группе сравнения – 33,3% и 6,1% соответственно.

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КАНДИДОЗ ПОЛОСТИ РТА В ПРАКТИКЕ СЕМЕЙНОГО ВРАЧА И СТОМАТОЛОГА

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THE IMPORTANCE OF EARLY DETECTION OF ORAL CANDIDIASIS IN THE PRACTICE OF A FAMILY DOCTOR AND DENTIST

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Аннотация

С давних пор известно, что ротовая полость является индикатором, предупреждающим о развитии какого-либо общего заболевания. Многие системные заболевания проявляются именно в полости рта, порой являясь ее единственными симптомами. Как известно, весь наш организм-единое и, поэтому первые проявления болезни можно обнаружить также и в полости рта. Одним из заболеваний, проявляющимся как нарушениями в целом организме, так и в полости рта является кандидоз. Согласно литературным данным отечественных и зарубежных исследователей, кандидоз слизистой оболочки рта относится к наиболее распространенным заболеваниям в мире [1-12]. В настоящее время распространенность кандидоза продолжает расти, становясь одной из причин функциональных нарушений у пациентов. Кандидоз часто проявляется в полости рта и, поэтому стоматолог и семейный врач являются теми лицами, к которым в первую очередь обращаются больные при появлении у них во рту каких-либо изменений. Именно поэтому эти специалисты играют существенную роль в профилактике кандидоза, так как один может заподозрить заболевание, а второй назначить необходимые дополнительные обследования и, при подтверждении диагноза направить больного к эндокринологу на до-обследование и специализированное лечение.

Abstract

It has long been known that the oral cavity is an indicator that warns of the development of any common disease. Many systemic diseases manifest themselves in the oral cavity, sometimes being its only symptoms. As you know, our whole body is a single whole and, therefore, the first manifestations of the disease can also be found in the oral cavity. Candidiasis is one of the diseases that manifests itself both as disorders in the whole organism and in the oral cavity. According to the literature data of domestic and foreign researchers, candidiasis of the oral mucosa is one of the most common diseases in the world [1-12]. Currently, the prevalence of candidiasis continues to grow, becoming one of the causes of functional disorders in patients. Candidiasis often manifests itself in the oral cavity and, therefore, the dentist and family doctor are exactly those persons to whom patients first turn when they have any changes in their mouth. That is why these specialists play a significant role in the prevention of

candidiasis, since one may suspect a disease, and the second may prescribe the necessary additional examinations and, upon confirmation of the diagnosis, refer the patient to an endocrinologist for pre-examination and specialized treatment.

Ключевые слова: кандидоз, налет, *Candida albicans*, бляшка, сахарный диабет, эндокринолог.

Keywords: candidiasis, dental plaque, *Candida albicans*, diabetes mellitus, endocrinologist.

Введение. Одной из актуальных проблем медицины в настоящее время является кандидоз полости рта. Если обратиться к статистике, то можно увидеть, что кандидоз занимает одно из не последних мест среди проявлений как системных заболеваний в полости рта (и, зачастую является первым проявлением сахарного диабета), так и как самостоятельной патологии [1,2,5].

Если раньше считалось, что данной болезнью чаще страдают взрослые, то сейчас её часто можно наблюдать среди детей [12]. Существенной проблемой является ранняя, своевременная диагностика кандидоза, в чем основная роль принадлежит семейному врачу и стоматологу, к кому первично обращаются больные при проявлении первых признаков любых заболеваний. Увеличение частоты скрытых и поздних форм заболевания, которые часто выявляют при случайных плановых обследованиях в общесоматических стационарах и поликлиниках, приводит к запоздалой диагностике кандидоза и, соответственно, терапии с вытекающими последствиями для здоровья пациентов [5,9]. Своевременное диагностирование кандидоза на раннем этапе – первый шаг к ее успешному лечению, так как с болезнью легче справиться на раннем этапе ее развития и вероятность осложнений меньше.

В сложившихся обстоятельствах все большее значение приобретает профилактика кандидоза. Одной из мер профилактики кандидоза может служить раннее выявление его проявлений. На относительно ранних этапах данное заболевание проявляется в полости рта в виде белого налета [1,2,5,9,12]. Именно поэтому в раннем выявлении и профилактике данного заболевания главная роль отводится стоматологу и семейному врачу общего профиля, так как именно к ним при появлении первых симптомов обращаются пациенты [10,13].

Материалы и методы. Основными методами при написании статьи были теоретический анализ электронных источников: КиберЛенинка – российская научная электронная библиотека, eLIBRARY.ru – российская научная электронная библиотека, а также обобщение. Было изучено большое число работ как отечественных, так и иностранных ученых о роли семейного врача общего терапевта и стоматолога в раннем выявлении проявлений кандидоза в полости рта как мера предотвращения дальнейшего его прогрессирования и развития грозных осложнений.

Результаты исследования. Кандидоз это хроническое инфекционное заболевание, вызываемое грибами рода *Candida*, относящийся к условно-патогенной микрофлоре полости рта. В настоящее время насчитывается более 150 видов этого рода. Кандидоз — яркий пример заболевания, вызванного условно-патогенной микрофлорой. Клетки гриба обитают как в окружающей среде, так и на

поверхности кожных покровов и слизистых оболочках здорового человека. При снижении защитных сил организма грибы могут вызвать заболевание. При этом повышаются адгезивные свойства грибов, которые прикрепляются к клеткам эпителия слизистых, вызывая колонизацию и развитие воспалительной реакции [9]. Распространенность кандидоза по данным различных авторов составляет 63 %. Причинами возникновения данной патологии является бесконтрольное использование антибактериальных препаратов, гормонотерапии, экологическая нестабильность, снижение иммунной системы, рост ВИЧ-инфекции и соматических заболеваний [5].

При кандидозе пациенты предъявляют жалобы на сухость и жжение слизистой оболочки полости рта. При осмотре определяется налет белого цвета. У молодых людей обычно большое количество «творожистых» масс обнаруживается на языке. Это объясняется особенным строением – наличием на спинке сосочек-рецепторов, которые механически затрудняют удаление налета. У пациентов, пользующихся съемными протезами, налет определяется, прежде всего, в местах протезного ложа (заеда), распространенность которого достигает 19% (У пожилых людей чаще встречается хроническая форма заболевания). Нередко у пациентов в возрасте 65 лет и старше при сниженном прикусе определяется ангулярный кандидоз [4].

По классификации Н.Д. Шеклакова различают поверхностный кандидоз слизистых оболочек, кожи и ногтей; хронический генерализованный кандидоз у детей; висцеральный кандидоз. Острый псевдомембранный кандидоз или молочница часто встречается у грудничков, а у взрослых эта форма наблюдается при тяжелых системных заболеваниях. На гиперемированной слизистой оболочке полости рта появляется творожистый налет, который легко снимается при поскабливании. В запущенных случаях налет становится плотным и снимается с трудом. Больные жалуются на жжение, боль при приеме пищи. Дифференцируется с заболеваниями, сопровождающимися гипер- и паракератозом. Окончательный диагноз ставится на основании данных бактериоскопического исследования. При острой атрофической форме слизистая огненно-сухая, налет отсутствует или сохраняется только в глубоких складках языка, снимается с трудом. Язык малинового цвета, блестящий, сухой. При хроническом гиперпластическом кандидозе образуется толстый налет в виде узелков и бляшек, снимается с трудом, может обнажаться эрозивная поверхность. Больные жалуются на сухость, жжение, а при наличии эрозии и боли. Эта форма дифференцируется от лейкоплакии и красного плоского лишая. У пожилых лиц, пользующихся съемными протезами встречается хронический

атрофический кандидоз, при котором отмечается сухость, жжение, болезненность при ношении протеза. Пораженный участок соответствует протезному ложу, отечный, гиперемированный, болезненный. Данная форма дифференцируется от красного плоского лишая, аллергического стоматита, медикаментозного стоматита, вторичного сифилиса. У лиц с заниженным прикусом отмечается микотическая заеда. Больные жалуются на жжение и боль в углах рта, где отмечается появление серых, прозрачных, легко снимаемых чешуек и налета. Процесс может распространяться и на другие участки лица. Эта форма дифференцируется от стрептококковой заеды, твердого шанкра и сифилитических папул[1].

Стоматолог – это специалист, к которому сразу же обращаются пациенты при появлении дискомфорта, болей и высыпаний в полости рта. Именно он первый может заподозрить кандидоз. Диагностика ранних проявлений кандидоза в полости рта не представляет особых трудностей.

Возникновение изменений на слизистой оболочке полости рта приводит их или к стоматологу или к семейному врачу.

В подобных случаях главная задача этих специалистов – поставить или предположить правильный диагноз и, если обнаружится, что кандидоз появился на фоне сахарного диабета, то без промедления направить больного на обследование и лечение к эндокринологу[1]. Поэтому, обнаружив изменения в ротовой полости, стоматолог сразу же направляет пациента к семейному врачу для дальнейшего обследования, а тот в свою очередь после проведения необходимых методов исследования и, при получении их положительных ответов, перенаправляет пациента или к дерматологу или к эндокринологу для дальнейшего обследования и лечения. Из дополнительных методов обследования для точной диагностики кандидоза применяют лабораторные методы: микроскопическая диагностика, при надобности проводят внутрикожные аллергические и – серологические исследования, метод LPA – латекс-агглютинации, иммуноферментный и радиоиммунологический методы, цепная полимеразная реакция и хроматография молочницы [4].

Терапия кандидоза включает в себя воздействие на возбудителя, повышение резистентности организма, уменьшение аллергических и аутоаллергических реакций, восстановление обмена веществ и адекватного микробиоценоза на протяжении всего желудочно-кишечного тракта, лечение сопутствующих заболеваний, проведение общеукрепляющей терапии. В большинстве исследований этиотропное лечение является важной составляющей комплексного лечения больных с кандидозом рта. Этиотропная терапия может быть системной и местной. В схему местного лечения входит комплекс мероприятий, включающих профессиональную гигиену рта, санацию рта, ортопедическое лечение, коррекцию протезов и др. В практическом здравоохранении антибиотики поливалентного ряда используются в местном лечении. К таким препаратам относят нистатин, натамицин,

леворин, амфотерицин В и др. Арсенал средств, используемых в лечении кандидоза слизистой оболочки рта, велик и требует индивидуального подхода с использованием комплекса средств с целью улучшения качества лечения [11]. Помимо противогрибковых средств больным назначаются препараты, воздействующие на кишечную микрофлору, общеукрепляющие препараты(витаминотерапия) и т.д. Раннее обнаружение и лечение кандидоза может являться действенной мерой профилактики не только развития диссеминированных форм, но и прогрессирования системных заболеваний.

Профилактические мероприятия касательно кандидоза включают в себя:

- прием антибиотиков только по назначению врача и по строгим показаниям;
- прием кортикоステроидов только по назначению врача и по строгим показаниям;
- прием цитостатиков только по назначению врача и по строгим показаниям;
- прием профилактических доз противогрибковых средств при приеме лекарств, способствующих развитию кандидоза;
- лечение основных системных заболеваний
- санация полости рта;
- Необходимо уделять особое внимание стоматологическому обследованию пациента, диагностики с использованием всех современных комплексных методов лечения и профилактики заболеваний органов полости рта [3,5,6].
- обучение индивидуализированной контролируемой гигиене полости рта и языка
- лечение кариеса и его осложнений, некариозных поражений твердых тканей зубов, воспалительных заболеваний пародонта, болезней слизистой оболочки полости рта и губ
- исключение или коррекцию общих факторов риска возникновения кандидоза.

-Предоставление информационных методических материалов для пациентов по вопросам ухода за полостью рта, профилактике развития стоматологических заболеваний и их осложнений на фоне сопутствующего кандидоза [3].

К вторичной профилактике кандидоза относят лекарственную терапию и немедикаментозные методы. Она в основном направлена на предотвращение появления осложнений.

Выполнение профилактических мероприятий и своевременного лечения в большинстве случаев помогает остановить прогрессирование болезни. Однако их несоблюдение, может привести к быстрому прогрессированию болезни и появлению грозных осложнений. Кандидоз – это хроническое заболевание, с некоторыми формами которого трудно бороться, поэтому легче его предупредить.

ЗАКЛЮЧЕНИЕ. Все процессы, происходящие в организме человека, взаимосвязаны. Белый налет в ротовой полости это одно из относительно ранних проявлений кандидоза, который может свидетельствовать о развитии болезни, еще до развития его основных симптомов и осложнений. Ранее его выявление является одной из мер профилактики прогрессирования данного заболевания. Методов

первой профилактики должны придерживаться все люди, желающие быть здоровыми. Они направлены на предотвращение заражения и развития болезни, для чего каждый должен не только лично соблюдать определенные меры безопасности, но и регулярно посещать одновременно и семейного врача и стоматолога потому, что только благодаря слаженной работе семейного врача и стоматолога можно добиться успеха в профилактике и лечении как самой болезни, так и ее проявлений как в ротовой полости, так и в других органах организма.

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КЛІНІЧНІ ВИПАДКИ ВИДАЛЕННЯ ЗУБІВ ЗА ОРТОДОНТИЧНИМИ ПОКАЗАННЯМИ**Годованець О.І.***доктор медичних наук, професор, завідувач кафедри стоматології дитячого віку
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Буковинського державного медичного університету***CLINICAL CASES OF TEETH EXTRACTION FOR ORTHODONTIC INDICATIONS*****Godovanets O.,****Doctor of Medicine, Professor, Head of the Department of Pediatric Dentistry,
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Bukovinian State Medical University****Kuzyk I.****intern, Bukovinian State Medical University***Анотація**

Метою даного огляду було проаналізувати сучасні погляди на видалення зубів за ортодонтичними показаннями на основі публікацій та літератури описаних за останні роки.

Матеріали і методи дослідження. Було проаналізовано наукові статті різних електронних баз даних (PubMed, Scopus, Google Scolar, Web of Scince та ін.) закордонних та українських авторів протягом останніх 5 років.

Висновки.

Не дивлячись на певні застереження щодо видалення зубів за ортодонтичними показаннями, залишаються клінічні ситуації, коли таке видалення стає доцільним і виправданим з точки зору гармонізації й естетичності конфігурації зубних рядів. Ситуація щодо ролі третіх молярів у ортодонтичних патологіях є неоднозначною у зв'язку з наявністю все більшої кількості нових досліджень, що спростовують це та залишають проводити ранню діагностику та ретельне спостереження за розташуванням та ангуляцією цих зубів.

Abstract

Objective: This review aimed to analyze the current views on tooth extraction for orthodontic indications based on publications and literature in recent years.

Research materials and methods. Scientific articles from various electronic databases (PubMed, Scopus, Google Scholar, Web of Science, etc.) of foreign and Ukrainian authors during the last 5 years were analyzed.

Conclusions.

Despite certain caveats regarding teeth extraction for orthodontic indications, there remain clinical situations when such extraction becomes appropriate and justified from the point of view of harmonization and aesthetics of the dentition configuration. The situation regarding the role of third molars in orthodontic pathologies is ambiguous due to the increasing number of new studies that disprove it and call for early diagnosis and careful monitoring of the position and angulation of these teeth.

Ключові слова: видалення зуба, ортодонтичні показання.

Keywords: tooth extraction, orthodontic indications.

Актуальність. Основними причинами видалення зубів є карієс, захворювання тканин пародонту, ускладнення після ендодонтичного лікування, ортодонтичне лікування, травми та протезування [1, 2].

Рішення щодо створення місця є складним у плануванні ортодонтичного лікування. Основними методами створення місця є: дистальне зміщення задніх зубів, зміна ширини і форми зубної дуги, міжапроксимальне зменшення зубів, протрузія різців та видалення зуба [3].

В свою чергу, комплексне ортодонтичне лікування з використанням незнімних апаратів включає два взаємопротилежних методи лікування: з видаленням та без нього [4].

Вибір між цими варіантами лікування зазвичай залежить від ортодонтичної підготовці, філософії лікування та тимчасових тенденцій, тому існують пацієнти, для яких можна розглядати ортодонтичне лікування як з видаленням, так і без нього [3,4,5].

У той же час вибір видалення зубів може мати істотний вплив на різні параметри, такі як: вертикальний розмір, стабільність лікування, ширину зубної дуги, а також на зовнішньоротові ознаки, м'які тканини та опуклість обличчя [3,4,6].

Треті моляри мають свої особливості, які часто призводять до хірургічного лікування [2]. Прогноз прорізування третього моляра є однією з клінічних проблем, з якими стикаються ортодонти під час лікування підлітків. Ретинованість зубів мудрості є найпоширенішим ураженням зубів у сучасних популяціях [7,8,9].

Третій моляр демонструє великі варіації стосовно часу свого формування та кальцифікації, морфології коронки та кореня, напрямку прорізування та положення, наявності чи відсутності у ротовій порожнині [10]. Залишається спірним питання щодо того, чи сприяють треті моляри рецидивам після вирівнювання зубної дуги, особливо нижньої щелепи [11].

Метою даного огляду було проаналізувати сучасні погляди на видалення зубів за ортодонтичними показаннями на основі публікацій та літератури описаних за останні роки.

Матеріали і методи дослідження. Було проаналізовано наукові статті різних електронних баз даних (PubMed, Scopus, Google Scholar, Web of Science та ін.) закордонних та українських авторів протягом останніх 5 років.

Ортодонтичне лікування на сьогоднішній день зазвичай пов'язане з видаленням зубів, і найчастіше для цього видаляють перші премоляри верхньої та нижньої щелепи [12].

Одним з перших ортодонтів, який наголосив на видаленні постійних зубів для виправлення неправильного прикусу був Чарльз Твід [6], який пояснив, що лише 20% його клінічних випадків, які лікувались без видалення, були успішними. Сьогодні видалення премолярів є загальноприйнятою практикою в ортодонтичному лікуванні з сильним скученням, односторонньою агенезією, двошледеною протрузією, опуклим профілем обличчя тощо.

Профіт [12] в 40-річному огляді моделей видалення показав, що 30% випадків лікувались з видаленням у 1953 році, 76% в 1968 та 28% в 1993 роках та припустив, що з 1968 року кількість видалень скоротилася, ймовірно, через активне використання техніки прямої дуги.

Скупченість нижніх передніх зубів, молярне співвідношення, стадія росту, довжина сагітальної щілини, передній індекс Болтона, протузія нижньої губи та нижніх передніх зубів, стан гігієни та ступінь ураженості карієсом є статистично значущими факторами для різних рішень щодо видалення [4, 13, 14].

Пацієнти з ортодонтичною патологією I класу, які мають скученість зубного ряду або аномальне положення зубів, часто потребують видалення зубів на основі морфометричних даних [6].

Зазвичай видалення перших премолярів показано при помірній і сильній скученості фронтального сегмента для створення місця з метою усунуття скученості. Даною моделью видалення забезпечує

гарне прикріплення та опору в задній частині для пересування шести передніх зубів [13,14].

Результати аналізів показують, що екстракційне лікування потенційно впливає на профіль м'яких тканин пацієнтів, при цьому зміни більш виражені при екстракції чотирьох премолярів, порівняно з протоколом екстракції двох премолярів [3,4,5].

Якщо розглядати видалення других премолярів, то зазвичай дане видалення показано в разі сильно каріозноуражених або пародонтально скомпрометованих других премолярів в поєднанні з гарно збереженими першими премолярами. В іншому випадку дане видалення застосовують при помірній скученості у фронтальній та незначній скученості в боковій ділянці [14].

Умовами видалення перших та других постійних молярів є проведення даної екстракції при повністю сформованих ділянок біfurкації постійних молярів і наявності зачатків третіх молярів. На основі даних літератури існують припущення, що видалення першого моляра є сприятливим при ортодонтичному лікуванні пацієнтів старше 8 років, в свою чергу раннє видалення першого моляра може спричинити асиметрію зубощелепного апарату, передчасні контакти та неконтрольований нахил зубів [15].

Також дане видалення проводиться в разі ретинованого другого премоляра, при сильному каріозному ураженні, ротації або ектопічному прорізуванні постійних молярів [14,15].

Однією з переваг даного виду екстракції є прорізування третіх молярів, що в подальшому запобігає скученню нижніх різців, допомагає закрити передній відкритий прикус, дає змогу прорізатись ретинованому першому моляру, дисталізує перші постійні моляри з метою корекції співвідношення [14]. На основі досліджень показано, що ангуляція третього моляра покращується після видалення премоляра або моляра [7,16,17].

Згідно даних літератури, видалення ікол, зокрема на верхній щелепі, проводять при обмеженнях до ортодонтичного лікування у зв'язку з його розташуванням або анатомією [18].

Варто зазначити, що видалення різців за ортодонтичними показаннями не є виключенням та застосовують у випадках складного розташування, гіподонтії та як варіант вибору в разі великого переміщення різців з короткими коренями [14,18,19]. Саме видалення різців в ортодонтії зустрічається досить рідко через важливу роль в естетиці передніх зубів.

Видалення при ортодонтичному лікуванні зі співвідношенням зубних рядів за II класом Енгеля і скученістю зубів складає 80% всіх пацієнтів [6].

Згідно статистики найчастіше видаляються в ортодонтії перші премоляри - близько 59%, за ними йдуть другі премоляри - 13% і постійні моляри - 19% (1-ї постійні моляри - 12% і 2-ї постійні моляри - 7%). Лише 1% припадає на постійні різці [4,13,14]. Даний відсоток перших премолярів ймовірно пов'язано з їх положенням у зубній дузі та термінами їх прорізування.

Проведені дослідження стосовно впливу екстракції перших премолярів свідчать про значний вплив на рівень ретракції передніх різців та профілю губ, а також на збільшення мезіального нахилу третіх молярів [4,7].

Методом вибору для регулювання збільшеної сагітальної щілини в поєднанні з I чи легким II скелетним класом є видалення верхніх перших премолярів і нижніх других премолярів [14,20]. Для подальшої ретракції передньої групи зубів під час лікування з видаленням перших премолярів використовують пристрій скелетного кріплення, такі як міні-імплантати та міні-пластини [4].

В літературі істотну різницю складає вибір між екстракцією премолярів: перші премоляри видаляються для усунення сильної скученості, тоді як другі премоляри видаляються, коли скученість не є сильною, щоб виправити співвідношення молярів II класу [13,20]. Також варто враховувати при виборі даного екстракційного підходу рівень ретракції фронтальної групи зубів, зміну профілю губ, рівень ясен в ділянці премолярів, ротацію нижньої щелепи, що буде відрізнятись при тому чи іншому виборі.

На основі результатів аналізу можна очікувати на покращення нахилів другого та третього молярів верхньої щелепи після лікування II класу за допомогою екстракції перших молярів. В основному дану екстракцію використовують тільки у випадку дуже зруйнованого первого моляра при сильній скученості на верхній щелепі і незначній на нижній [7,14].

Рішення щодо видалення в прикусах II класу 2 підкласу за Енгелем, головним чином залежать від трьох змінних: нижньої передньої скученості, молярного співвідношення та моделі росту обличчя [13].

Найчастіше серед описаних клінічних випадків відбувається екстракція верхніх і нижніх других премолярів [13,20], проте зустрічаються видалення і других постійних молярів з дисталізацією різними внутрішньо- та позаротовими апаратами [14]. Також, дослідження продемонстрували, що лікування з екстракцією здійснювалося частіше у випадках гіпердивергентного типу обличчя, тоді як лікування без екстракції частіше проводилося у випадках мезодивергентного типу [13].

Серед літератури методом вибору для камуфлювання III класу є видалення нижніх перших премолярів і верхніх других премолярів [3,14]. Описані клінічні випадки, де досягається більша ефективність лікування III класу в поєднанні з видаленням та використанням апаратів швидкого верхньощелепного розширення (RME) [21].

Також описується видалення одного нижнього центрального різця у випадку невеликої скученості в основному у пацієнтів з розбіжністю співвідношення зубів за Болтоном [14,22]. Поодинокі клінічні випадки пропонують видалення нижньощелепних ікол [23] та постійних молярів [24], проте стосуються вони в більшості окремо взятих ситуацій та індивідуально для пацієнта.

В свою чергу всі клінічні випадки, що стосуються лікування III класу описані як альтернатива методу ортохітургічної операції, що першочергово була запропонована всім пацієнтам.

Частота ретинованості третього моляра суттєво варіює в різних популяціях і коливається від 18% до 70% [25].

Початкова поява третіх молярів на звичайних рентгенограмах спостерігається у віці від 5 до 16 років, тоді як час прорізування третіх молярів коливається від 18 до 24 років. Ця довга тривалість кальцифікації та прорізування може відігравати роль у подальшій ретинованості третіх молярів. Фактори, що впливають на ретенцію третіх молярів, розглядалися в різних дослідженнях. Дефіцит росту нижньої щелепи, відсутність міжапроксимального стирання у сучасної людини, обмежений ретромолярний простір – ці та багато інших факторів впливають на прорізування третього моляра [16,25].

Розгляд третього моляра нижньої щелепи з ортодонтичної точки зору важливий через скученість нижньої передньої дуги, рецидив у нижній передній області, перешкоду випрямленню первого та другого молярів нижньої щелепи під час підготовки до анкерування, дисталізації молярів, каріесу та перикоронариту [25].

За даними літератури, використовуючи цефалометричну рентгенографію для визначення співвідношення швидкості росту зубної дуги та нижньої щелепи, можна з високим ступенем точності передбачити, чи проріжуться треті нижні моляри, чи залишаться ретинованими, а також зробити прогноз на 10 років [26].

Що стосується ролі третіх молярів у скученні різців нижньої щелепи, то існують відмінності між переконаннями авторів і результатами. У більш ранніх дослідженнях треті моляри сильно пов'язані з скученням нижнього зубного ряду [26,27]. Проте пізніші дослідження взагалі спростовують даний вплив, а профілактичне видалення третіх молярів вважають непотрібним [10,28,29].

З одного боку ряд досліджень дозволяє продемонструвати роль нижніх третіх молярів, особливо тих що прорізуються в мезіальній чи горизонтальній позиції на нижню передню скученість [30]. З іншого — різні автори розглянувші клінічні дослідження, щоб оцінити роль у розвитку скученості або рецидиву після ортодонтичного лікування зубної дуги виявили, що треті моляри не корелюють із серйозною скученістю передніх зубів у більшості досліджень [28].

Цікавим є те, що в залежності від виду ретинованості та позиції зубів мудрості на нижній щелепі, відсоткове співвідношення наявності скучення передньої групи зубів є різна. Так за даними авторів, при мезіальному нахилі третіх молярів у 68% випадків зустрічається скученість в передній частині зубного ряду [31].

Також, дослідження показують, що існує кілька причин рецидиву після лікування, на які також варто звертати увагу: зміни, пов'язані з ростом, м'язові фактори, розтягування пародонтальної

зв'язки, адаптація кісток, жувальна сила та треті моляри, тощо [11].

Була висунута гіпотеза про зв'язок між наявністю та роллю третього моляра нижньої щелепи як фізичної перешкоди на шляху прорізування другого моляра нижньої щелепи. Однак існують суперечливі думки про необхідність вилучення зачатка третього моляра для полегшення вирівнювання другого моляра, оскільки не всі автори вважають, що цей зачаток може бути перешкодою на шляху прорізування другого моляра [32]. Крім того, огляд останніх статей висвітлює ряд можливих інтра та постопераційних ускладень пов'язаних з раннім видаленням зачатків третіх молярів [33].

Аналіз результатів досліджень показав, що немає доказів, які б підтверджували гіпотезу про те, що герметомія третього моляра може скоротити час ортодонтичного лікування [32].

З іншого боку, на стадії зачатка ці зуби ще не мають коренів та розташовуються біля стоншеного гребеня альвеолярного відростка кістки, що значно спрощує оперативне втручання і зменшує частоту хірургічних ускладень в порівнянні з видаленням третіх молярів у дорослому віці [34].

Висновки

Не дивлячись на певні застереження щодо видалення зубів за ортодонтичними показаннями, залишаються клінічні ситуації, коли таке видалення стає доцільним і виправданим з точки зору гармонізації й естетичності конфігурації зубних рядів. Видалення зуба завжди слід планувати з урахуванням ширини та довжини обличчя, медичного та стоматологічного анамнезу, зовнішнього та внутрішньоротового огляду, рентгендіагностики та з індивідуально сформованим планом лікування.

Підкреслюється необхідність проведення ретельної оцінки співвідношення плюсів та мінусів для оцінки показань раннього або відстроченого видалення третього моляра.

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MILITARY SCIENCES

НАГІРНО-КАРАБАХСЬКИЙ КОНФЛІКТ ЯК ИСТОРИЧНА СКЛАДОВА КАВКАЗЬКОГО РЕГІОНУ

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NAGORNO-KARABAKH CONFLICT AS A HISTORICAL COMPONENT OF THE CAUCASIAN REGION

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Анотація

Стаття присвячена аналізу Нагірно-Карабахського конфлікту і досліджує історичну складову, стадії конфлікту, проблеми загострення, висвітлюються причини, передумови та перебіг, що призвели до взаємних територіальних претензій Вірменії та Азербайджану. Проаналізовано історичний контекст війни між вірменським та азербайджанським народами у 90-ті роки ХХ ст., політичні шляхи врегулювання конфлікту. Воюючі сторони не змогли прийти до консенсусу щодо вирішення Нагірно-Карабахських суперечностей навіть після залучення до переговорного процесу США, Росії та Франції. На початку ХХ століття Нагірно-Карабахський конфлікт став ареною міжетнічної боротьби, його ескалація є потенційно небезпечною для всього Центрально-Азійського регіону.

Abstract

The article is devoted to the analysis of the Nagorno-Karabakh conflict and examines the historical component, stages of the conflict, problems of escalation, highlights the reasons, prerequisites and course that led to mutual territorial claims of Armenia and Azerbaijan. The historical context of the war between the Armenian and Azerbaijani peoples in the 90s of the 20th century, the political ways of conflict resolution are analyzed. The warring parties could not reach a consensus on the resolution of the Nagorno-Karabakh conflict, even after the involvement of the United States, Russia and France in the negotiation process. At the beginning of the 20th century, the Nagorno-Karabakh conflict became an arena of inter-ethnic struggle, its escalation is potentially dangerous for the entire Central Asian region.

Ключові слова: Кавказький регіон, війна, держава, національні меншини, заморожені конфлікти, військове протистояння, Нагірний Карабах, Азербайджан, Вірменія, політичні еліти.

Keywords: Caucasian region, war, state, national minorities, frozen conflicts, military confrontation, Nagorno-Karabakh, Azerbaijan, Armenia, political elites.

Міжнаціональні конфлікти у сучасному світі дестабілізують існуючу систему міжнародної безпеки, змінюючи політичну карту світу. Розпад

CPCP, окрім численних економічних і політичних проблем на регіональному й світовому рівнях, призвів до низки локальних конфліктів, міждержавних

війн, національно-визвольних рухів на пострадянському просторі (Чечня, Нагірний Карабах, Придністров'я, Осетія, Абхазія, російсько-українська війна). Нагірно-Карабахський конфлікт залишається гарячою точкою Кавказького регіону. Загострення конфлікту на сучасному етапі відбулось у 1987 р., в селищі Чахардли Шахморського району Азербайджанської РСР, приводом стало обрання головою Чахардли вірменіна, що спровокувало антивірменські погроми після яких місцеве вірменське населення прийняло рішення про вихід з під влади Баку (геополітично Карабах знаходиться на території як Вірменії такі Азербайджану, територія складає 11 500 км квадратних. За часів СРСР Карабах був у складі Азербайджану, більшість населення складали вірмени). Нагірний Карабах – історико-географічний східний та південно-східний гірський та передгірський регіон Малого Кавказу між ріками Кура і Аракс Вірменія є важливим геополітичним регіоном. Водночас азербайджанці розглядають Нагірний Карабах як ключовий елемент державного устрою, культурний і духовний центр, як невід'ємну частину території Азербайджану. Станом на 1989 р. населення регіону складало 73,5 % вірмен і 25,3 % азербайджанців[9].

Наприкінці 1980-х років почалися масові антивірменські та антиазербайджанські погроми, що супроводжувалися насильством, вбивством мирного населення і масовим переселенням біженців. На початку грудня 1989 р. Верховна Рада Вірменської РСР та Національна Рада Нагірно-Карабахської Автономної області (НКАО) прийняли постанову про возв'єднання Вірменської РСР та Нагірного Карабаху, що викликало проголошення керівництвом Азербайджанської РСР надзвичайного стану та введенням військ на територію Нагірного Карабаху. Після виходу Азербайджану з складу СРСР свою незалежність у межах НКАО і населеного вірменами прилеглого Шаумянівського району Азербайджанської РСР проголосував 3 вересня 1991 р. Нагірно-Карабахську Республіку (НКР) зі столицею у м. Степанакерт. Азербайджан ліквідував автономний статус Нагірного Карабаху 26 листопада 1991 р. і поділив територію НКАО між іншими адміністративними одиницями країни. На території новоствореної НКР 10 грудня 1991 р. був проведений референдум, на якому абсолютна більшість населення (99,89 %) висловилась за повну незалежність НКР.

Зіткнення між азербайджанцями і вірменами Нагірного Карабаху у 1992 р. переростають у масштабний збройний конфлікт між військовими силами Азербайджану і НКР, а в березні 1993 р. у конфлікт на стороні останньої втягнулась і Вірменія. В ході війни військам НКР і Вірменії вдалось встановити свій контроль над більшою частиною Нагірного Карабаху а також окупувати сім прилеглих азербайджанських районів. У Бішкеку 5 травня 1994 р. був підписаний Протокол про припинення бойових дій, який набув чинності 14 травня 1994 р.. У березні 1992 р. розпочалися переговори з мирного врегулювання в рамках Мінської групи Н(О)БСЄ, де співголовами були США, РФ і Франція. Співголови Мінської групи виступили з планом

поетапного виходу з кризи: ліквідація анклавного характеру Нагірного Карабаху шляхом збереження Лачинського коридору; звільнення семи азербайджанських районів окупованих вірменами, повернення біженців; створення зони безпеки контролюваної міжнародними силами; зняття блокади Вірменії; збереження статус-кво в режимі Нагірного Карабаху; визначення його статусу в межах кордону Азербайджану [18].

В основу врегулювання конфлікту ліг принцип збереження територіальної цілісності Азербайджаном й надання Нагірному Карабаху права на самоврядування в складі Азербайджанської Республіки (згідно з рішеннями, прийнятими на грудневому саміті ОБСЄ в 1996 р. у Лісабоні й підтвердженими в грудні 1997 р. на самітів Копенгагені). На таких позиціях стояли й учасники Мінської групи посередників. Готовність президента Вірменії Л. Тер-Петросяна прийняти пропозиції Мінської групи викликала навіть політичну кризу в країні і його відставку, однак проблема територіального перерозподілу продовжувала залишатися каменем спотикання в налагодженні взаємин між трьома республіками [10].

З міжнародно-правової точки зору мав місце конфлікт між принципом територіальної цілісності держави й принципом права нації на самовизначення. Обидва постулати були закріплені в основоположних документах ООН й ОБСЄ, і вирішення питання щодоїх реального співвіднесення багато в чому залежало від політичної ситуації й ступеня підтримки міжнародним співтовариством позиції учасників Нагірно-Карабахського конфлікту. Очевидним залишалося одне: розв'язати проблему, послуговуючись лише одним із перелічених принципів, було просто не можливо, про що й свідчили попередні невдалі спроби це зробити. Потрібно було запропонувати такий компромісний план, який би враховував інтереси як Азербайджану так і Вірменії, однак при цьому брав до уваги й точку зору карабахського керівництва й населення [6].

Среван наполягав на потребі застосувати «нетривіальні політичні методи» для врегулювання територіальних суперечок за Нагірний Карабах. Як наслідок, Мінська група посередників ОБСЄ запропонувала формулу «спільної держави», яка передбачала збереження Нагірного Карабаху в складі Азербайджану, але поза Азербайджаном. Іншими словами, номінально НКАО залишалася частиною АР, але при цьому зберігала фактичну самостійність і тісні зв'язки з Вірменією. Окупована вірменами азербайджанська територія малаповернутися під юрисдикцію Баку. У листопаді 1998 р. цей проект був оприлюдненим, Вірменія й Нагірно-Карабахська Автономна область (НКАО) прийняли пропозицію, а Азербайджан відмовився, наполягаючи на відновленні вертикального підпорядкування Нагірного Карабаху Баку [13, р. 282].

Впродовж наступних років після оголошення перемир'я в регіоні зберігався статус-кво. Азербайджан незмінно наполягає на збереженні своєї територіальної цілісності, звільнення окупованих азербайджанських територій і повернення біженців, і

тільки потім вважає за необхідне переходити до визначення статусу Нагірного Карабаху, якому готовий надати найвищий статус автономії у своєму складі.

У квітні 2004 р. з метою врегулювання конфлікту був започаткований Празький процес – регулярні вірмено-азербайджанські переговори на рівні міністрів закордонних справ. Його суттєва відмінність від попередніх форматів перемовин є синтез поетапного та пакетного підходів, де сторони розглядають усі спірні питання щодо врегулювання конфлікту, залишаючи відкритим питання статусу поки не буде прогресу у вирішенні інших проблем. Основна робота в рамках Празького процесу зосредоточилась на підготовці базових принципів для розробки подальшої угоди щодо врегулювання конфлікту. Переговори відбувались в умовах строгої конфіденційності, у червні-липні 2006 р. були опубліковані принципи можливих домовленостей, а саме поетапне виведення вірменських військ з прилеглих до Нагірного Карабаху азербайджанських територій з особливим підходом до Кельбаджарського і Лачинського районів, включаючи коридор між Вірменією і НК. Демілітаризація цих територій і проведення референдуму чи всенародного голосування в строки і у форматі, які будуть визначені в ході подальших переговорів з визначенням кінцевого правового статусу НК. Пропонувалося введення міжнародних сил з підтримкою миру та надання міжнародної допомоги з розмінування та відновлення раніше окупованих територій і постраждалих від бойових дій районів Нагірного Карабаху для повернення туди переміщених осіб. Попередня версія цих положень була представлена сторонам у листопаді 2007 р. в Мадриді. Незважаючи на публічно виражений оптимізм збоку обох сторін конфлікту, певний дипломатичний тиск співголовуючих країн Мінської групи сторонами так і не було підписано жодного документу, який би зафіксував їхню згоду з тими чи іншими принципами врегулювання.

За посередництвом президента РФ президент Азербайджану I. Алієв і президент Вірменії C. Саргсян 2 листопада 2008 р. підписали поблизу Москви так звану Майєндорфську декларацію про мирне врегулювання Карабахського конфлікту, де висловились за продовження переговорного процесу в рамках Мінської групи ОБСЄ на основі Мадридських пропозицій 2007 р. [8]. У ході саміту «Групи восьми» 10 липня 2009 р. в Італійській Аквілі була прийнята спільна заява президентів країн-співголів Мінської групи ОБСЄ, де були опубліковані оновлені Мадридські принципи врегулювання нагірно-карабахської проблеми, зокрема: повернення Вірменією окупованих азербайджанських територій навколо Нагірного Карабаху – 5 районів одразу, два інші (Кельбаджарський і Лачинський) – через 5 років; надання Нагірному Карабаху тимчасового статусу з гарантіями безпеки та самоврядування; забезпечення сполучного коридору між Вірменією і Нагірним Карабахом; визначення остаточного статусу регіону шляхом обов'язкового народного волевиявлення; надання всім внутрішньо переміщен-

нимособам і біженцям права на повернення; забезпечення гарантій міжнародної безпеки, включаючи проведення миротворчої операції. Утім, договір в силу «традиційних» каменів спотикання так і не став проривом у процесі врегулювання конфлікту. Ще одним чинником нарощання напруженості в регіоні та затягування мирного процесу є постійне зростання військових бюджетів ворогуючих сторін.

Економіка, заснована на доходах від продажу нафти і газу, надає Баку впевненості і рішучості щодо зміни співвідношення сил у регіоні. Надмірні військові видатки Баку Єреван намагається компенсувати за рахунок тісної співпраці з РФ (102-а російська військова база у вірменському Гюмрі) та членства в Організації Договору колективної безпеки (ОДКБ) [4].

Етнополітичний конфлікт азербайджано-вірменський («азербайджано-карабахський» для вірменської, «конфлікт за нагірно-карабахський регіон» – для азербайджанської сторін) має сучаснополітизоване історичне коріння. Новітня історія протистояння між Вірменією і Азербайджаном починається з 1918 р. після проголошення їх незалежності, де були висунуті претензії на територію Нагірного Карабаху, між якими не було визначено та офіційно закріплено територіального кордону. Згідно з Батумським договором, підписаним 4 червня 1918 р. між Туреччиною та Вірменією, територія останньої обмежувалася районами Арагацької долини та басейну Севан. У результаті Карабах стає ареною запеклого протистояння між Республікою Вірменія та Азербайджанською Демократичною Республікою [2].

У червні 1918 року вірменське населення краю проголосило Нагірний Карабах самостійною адміністративно-політичною одиницею, а в 1921 році Вірменія проголосила Нагірний Карабах своєю територією, вірменська мова стала мовою правосуддя для території Азербайджану населених вірменами, це призвело до спіралі звинувачень у яких вірмени Карабаху наголошували на дискримінації з боку азербайджанців, які проживають на території, і на впаки: азербайджанці Карабаху підкреслювали культурне і політичне гноблення з боку вірмен.

У результаті збройних сутичок між Азербайджаном, яку підтримувала Туреччина та Вірменією у 1920 р., між Російською РСР, Азербайджанською РСР, Грузинською РСР та Вірменською РСР з одного боку, і Туреччиною з іншого 16 березня 1921 р. був підписаний Московський договір, згідно з яким в межах непростої системи територіальних поступок територія Нагірного Карабаху на правах Нагірно-Карабахської Автономної області відходила до Азербайджанської РСР, що на довгий період часу заморозило конфлікт [15; 17].

Після закінчення «холодної війни» Азербайджан та Вірменія почали апелювати до ідеї включення регіону Нагірного Карабаху та прилеглих територій до його складу, аргументуючи свою позицію елементами політики ідентичності. Держави наголошували на історичній спадщині, національній приналежності населення. Вірменія вважає Нагірний Карабах своїм природним кордоном і

бар'єром між Азербайджаном і Туреччиною, апеляючи до історичних зв'язків Нагірним Карабахом, який став основою нового вірменського національного руху і вірменської державності, підкреслюючи наявність абсолютної більшості вірмен в демографічній пропорції регіону [11, р. 616].

Політично Туреччина завжди підтримувала Азербайджан – особливо після розпаду Радянського Союзу, оскільки в історії турецько-вірменських відносин є одна незагойна: масове вбивство 1,5 млн. вірмен в Османській імперії у 1915 році, яке парламенти багатьох держав визнали актом геноциду, але Туреччина виступає проти такої оцінки. [11, р. 615-616].

З приходом до влади у Вірменії Н. Пашияна в 2018 р. існувала вірогідність змін у Нагірному Карабаху: оскільки це перший лідер який не був вихідцем з даної території, прийняв тверду позицію щодо відокремлення спірних територій від Азербайджану. [12, р.4].

За сприяння співголів Мінської групи США, РФ та Франції у березні 2019 р. відбулася офіційна зустріч керівників двох держав Вірменії Н. Пашияна та Азербайджану І. Алієва, у результаті якої було задекларовано прагнення до посилення режиму припинення вогню та вдосконалення механізмів ведення переговорів [7; 3]. Не зважаючи на домовленості у вересні 2020 р. було розпочато 44-денну або Другу карабаську війну яка закінчилася 10 листопада 2020 р. після того, як було оприлюднено заяву із умовами перемир'я. Крім припинення вогню та обміну полоненими та загиблими, пункти включають наступні вимоги: повернення територій навколо Нагірного Карабаху під контроль Азербайджану; введення російських миротворців у зону конфлікту; створення миротворчого центру для моніторингу режиму припинення вогню; виведення вірменських військ з регіону; утримання сухопутного коридору між Вірменією та Нагірним Карабахом; створення наземного транспортного коридору через Вірменію між материковою частиною Азербайджану та азербайджанським ексклавом Нахічевань (розташований на захід від Вірменії). Військові сили обох сторін залишаються на своїх позиціях, які було зайнято під час військових операцій, а миротворчий контингент має бути розгорнутий вздовж лінії зіткнення [14 с. 143-146]. Проаналізувавши ці домовленості можна прийти до висновку, що вони припинили військову стадію конфлікту але не вирішили її причини та сформували ряд нових питань і протиріч, таких як, наприклад, проблема Зангезурського транспортного коридору [16].

Окрім цього, умови перемир'я вимагали від вірменських сил покинути території, що оточують Карабах, а саме райони Кельбаджар, Лачин і Агdam. На практиці, виведення цих військ супроводжувалося міграцією тисяч етнічних вірмен як із своїх давніх поселень так і тих, на яких вони проживали починаючи з кінця ХХ століття. Невирішеним залишається принципове питання статусу Нагірного Карабаху, що фактично є суттєвою проблемою, оскільки блокує будь-який прогрес в офіційних переговорах. Вірменія та Азербайджан не можуть

знайти консенсус щодо вирішення цього питання, незважаючи на міжнародний вплив.

У грудні 2021 р. Н. Пашиян, дотримуючись «традиційної» риторики, наголосив на тому, що в рамках ООН вирішити цю проблему неможливо, оскільки організація визнає Карабах територією Азербайджану. Тобто перемир'я принципово не вплинуло на офіційну позицію Вірменії з цього питання [1; 5 р. 49-53].

Інструментом вирішення даного конфлікту може стати довгострокова стратегія, спрямована на переосмислення та трансформацію тих елементів ідентичності конфліктуєчих сторін, які спонукають до сприйняття конфліктної ситуації через призму «друг-ворог», а не «минуле-майбутнє». При цьому, рушійною силою імплементації даної стратегії повинна стати міжнародна спільнота в особі Мінської групи ОБСЄ, яка б відігравала роль «політичної волі до змін» для учасників даного конфлікту та повинна, де-факто, розпочати процес впровадження власної політики ідентичності, спрямованої на стимулювання зрушень в громадянському секторі та економічній співпраці. Найбільш принциповим питанням виступає пошук того спектру наративів, який зможе замінити існуючу конфліктогенную ситуацію.

Висновок: Нагірно-Карабахський конфлікт слід розглядати як протистояння двох суверенних держав за спірну територію Нагірного Карабаху. Міжнародний конфлікт між двома державами, це конфлікт за контроль над територією гірського масиву, підсилиний етнічним і релігійним протистоянням що вважається найскладнішим для вирішення конфліктом на Кавказі, який становить головну перешкоду для мирного співіснування та співпраці держав у цілому Центрально-Азійському регіоні.

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PEDAGOGICAL SCIENCES

FACTORS FOR DEVELOPMENT OF STUDENTS' REFLECTIVE SKILLS

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Abstract

The article explains the special role of the development of students' reflexive actions in improving the effectiveness of mathematical education, pedagogical factors that affect the development of reflexive actions are presented, and solutions that help to implement some of them are shown.

Keywords: Teacher, student, reflection, reflexive actions, pedagogical factor, educational efficiency.

Improving the effectiveness of mathematical education is a constant topic. It is a very convenient and easy way to achieve this by developing students' reflexive abilities and actions. Because the effectiveness of the teacher's influence on students increases with the activation of reflexive processes. As students develop reflexive abilities, students realize the interdependence of mathematics topics and begin to imagine mathematics as a whole system. In turn, students are interested in this subject and begin to understand the topics by connecting them to each other. As Krayevsky said: "There is no education without reflection."

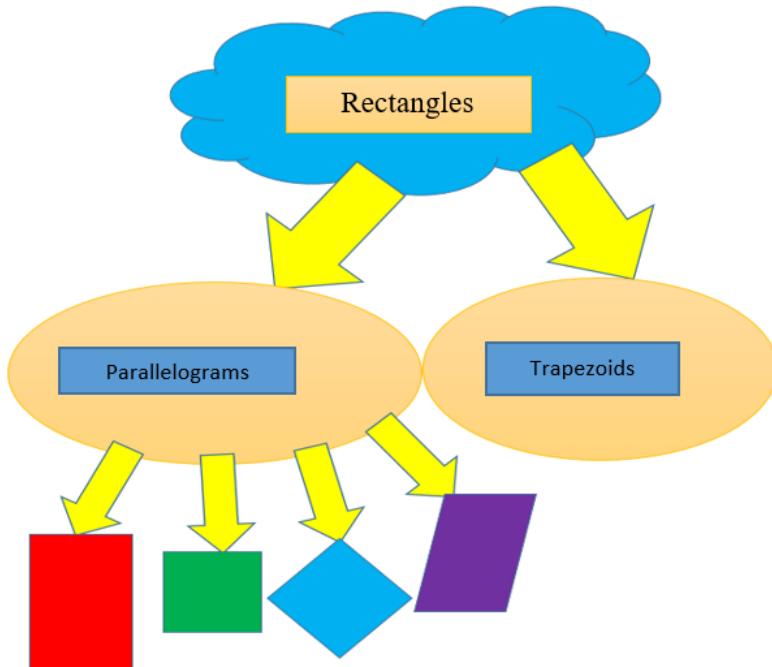
For example,

Many factors affect the development of reflexive abilities of students. These factors can be psychological or pedagogical. The article presents pedagogical factors and solutions that help some of them.

Pedagogical factors include:

1. Preparation of the teacher for the lesson:

The teacher must enter each lesson with special preparation. In this case, he must carefully think and plan how much knowledge he will impart to the students in each lesson, what skills he will develop and how these skills will be formed, and prepare appropriate assignments for each part of the lesson. This ensures quality and productive organization of the lesson.



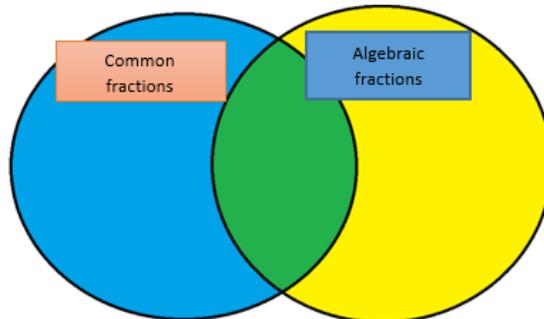
Picture 1. Classification of rectangles

It is necessary to indicate the classification of rectangles. Students may not fully understand this classification, but if the definition of each form and the derivation of their properties according to this classification are done together, these definitions and properties are more understandable, interesting and memorable for the learner.

2. The classroom is equipped for the development of reflexive actions:

The teacher must equip his room with the visual tools needed to develop reflexive actions in students. This will increase the interest of students.

3. The teacher should know the methods aimed at developing reflexive actions in his students



Picture 2. Diagram of "Ven"

In this, the student summarizes his knowledge of simple fractions and algebraic fractions and can compare them and find their similarities and differences.

4. The teacher should be able to formulate a series of questions aimed at developing reflexive actions related to the age of the student and the topic of the lesson for each lesson:

When the teacher is creating a sequence of questions suitable for the topic during the lesson prepara-

and be able to use them in the appropriate part of the lesson:

The teacher must be familiar with the methods, techniques and technologies necessary for the development of reflexive actions in students, and skillfully use each of them at the necessary stage of the lesson (for example, asking for homework, strengthening a new topic).

For example, after developing an understanding of algebraic fractions, using the following Graphic organizer called a “Venn diagram” is very effective in developing a student's reflexive skills.

tion, he should pay attention to the fact that this sequence corresponds to the age and interest of the students and is aimed at developing their reflexive abilities.

For example, before teaching the topic of reducing algebraic fractions, it is necessary to mention the reduction of simple fractions and set a separate time for this. After the reminder, it is appropriate to give the following tasks to each student. For this, the teacher needs to allocate a certain part of the lesson and time.

Table 1.

1)Find the largest common divisor of numbers 72 and 48.
2)Find the largest common divisor of literal expressions $4a$ and $12b$.
3)Find the largest common divisor of literal expressions $4a^2b^3$ and $12a^3b^2$
4)Reduce fractions: $\frac{48}{72}$
5)Reduce fractions: $\frac{4a}{12b}$
6)Reduce fractions: $\frac{4a^2b^3}{12a^3b^2}$

This assignment is for sample purposes only. Such a set of assignments can be made for each topic in mathematics.

5. Ability to ensure students' activity in class:

Students' activeness in the lesson is seen in their ability to express their independent thoughts and ideas freely. Only a child who is able to express his ideas and thoughts and is looking for a solution to a problem through them relies on the knowledge he already has. Only then reflexive actions will be formed in our students.

6. The teacher's greater use of issues that stimulate thinking in the lesson:

The teacher must allocate a certain part of each lesson to make students think, but to ask easier questions suitable for the age of the children and to activate the students.

Using the following questions during the lesson is very useful for developing their reflexive actions:

7. Number of students in the class:

The number of students in the class should be at a level where the teacher can work with each student and each student can express his independent opinion during the given lesson.

8. Textbooks:

The sequence of topics given in the textbooks should be consistent with each other. In addition, the set of tasks given in each subject should be structured in accordance with the principles of scientificity, from easy to complex.

Conclusion

Strong methodical, pedagogic and scientific knowledge are required from the teacher to develop students' reflexive actions and abilities.

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МІСЦЕ СТУДЕНТСЬКОГО НАУКОВОГО ГУРТКА У СИСТЕМІ ПРОФЕСІЙНОЇ АДАПТАЦІЇ

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STUDENT SCIENTIFIC GROUP WORK WITHIN THE SYSTEM OF PROFESSIONAL ADAPTATION IN UKRAINE

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Анотація

Теоретичною основою поняття «адаптація» є уявлення про неї як про постійний процес активного пристосування індивідуума до умов навколошнього середовища, який торкається всіх рівнів функціонування людини. Робота в студентській науковій групі, залучення студентів до виконання науково–дослідної роботи відіграє велику роль в соціально–психологічній адаптації студента. Метою нашої роботи стало порівняти соціально–психологічну адаптацію у студентів, які приймали активну участь в роботі гуртків та виконували науково–дослідні роботи під час навчання в університеті зі студентами, які не були залучені до цього виду роботи. В результаті дослідження було виявлено, що адаптація у студентів обох груп більше 80%. Цей результат не наблизений до 100%, тому що, незважаючи на 6 рік навчання в університеті, студенти мають ряд особливостей в цей період, які впливають на їх адаптаційний рівень. В 1–й групі ми отримали цей показник незначно вищим на 7% за контрольну групу. Це можна пояснити тим, що відсоток студентів, які активно залучались до науково–дослідної роботи, визначились з подальшою спеціалізацією та вже працюють в тому напрямку. В дослідній групі адаптовані студенти частіше проявляють інтернальність, сприймають всі зміни, що відбуваються з ними, як результат власної діяльності (входження в режим роботи, самостійне складання графіка навчання, здатність встигати додатково навчатися та виконувати науково–дослідну роботу). Лише 9% в цій групі студентів сприймають події, які відбуваються, як вплив інших сил (судьба, випадок та інше). У контрольній групі цей відсоток вищий в два рази, це може проявлятися в житті студента у вигляді порушення самоорганізації. Емоційна комфортність в групі студентів, які займаються НДР значно вища. Так в першій групі показник складає 85% [75,48–94,52] на відміну від другої групи 67% [60,53–73,47] ($p \leq 0,05$). Перевага позитивних емоцій, відчуття благополуччя пов'язана з визначенням подальшого напрямку навчання, отриманням, за рахунок науково–дослідної роботи в гуртках, перших професійних перемог, позитивною самореалізацією у вибраному напрямку. В контрольній групі більше 1/3 студентів переживає емоційний дискомфорт на цьому рівні навчання, що значно обтяжує процес навчання. Отримані дані в контрольній групі свідчать про майже одинаковий відсоток рівня самосприйняття та сприйняття інших. Студенти демонструють дружне відношення до своїх сокурсників, що свідчить про прийняття оточення, схвалення їх життєвої позиції, в цілому позитивного відношення до себе оточуючих. У студентів дослідної групи виявляється позитивний полюс самосприйняття, що відображає ступінь доброзичливості до себе та відображає здатність оцінювати свої сильні та слабкі сторони. Більш низький показник праґнення до домінування в групі студентів, які відвідували гурток обумовлений

напевно більшою здатністю роботи в команді. Отже, ми бачимо, що студенти, які відвідують гуртки, додатково виконують НДР більше використовують свої адаптаційні можливості.

Abstract

The correct approach to organization of student's self-learning process is of uppermost importance for successful higher education. Classroom work in higher education institutions aims at setting and giving direction functions of a teaching/learning process, and it is a student who is responsible for active knowledge acquisition through different means. Participating in different students' societies and carrying out scientific research work may become the most appropriate forms of active acquisition. Systematic work in students' societies performing research independently as well as in close cooperation with scientific advisors satisfies two main criteria of social and psychological adaptation: satisfaction from independently obtained results of scientific research and social success, which presupposes conquering new life conditions and gaining respect from fellow students and teaching staff. The theoretical basis of the concept of adaptation is the idea of a continuous process of active adaptation of the individual to the environment that concerns all levels of human functioning. Participation in student scientific groups plays a major role in the student's socio-psychological adaptation. Results obtained in the course of our research proved that there was statistically valid difference in 6th-year students' adaptation. It should be pointed out that the 6th-year is the time of the so-called "third crisis" of higher education. It appears due to the issue with work allocation and transition from studying to working lifestyle, also comparing possessed and desired knowledge and skills may bring a certain dissonance into student's self-perception. Students consider the influence of their profession on their future welfare. All these issues can be dealt with easier in case of students who have attended scientific societies and groups, who have tried their hands in practical aspects and improved their knowledge. The results of our analysis are the following. The purpose of the paper lies in comparing psychological and social adaptation of students who participate in scientific groups and are engaged in scientific research with that of students who refrain from such activities. Material and methods. To study social and psychological adaptation 154 students were asked to fill in a questionnaire based on the K. Roger and R. Dimond's methodology. Results and discussion. We find that the adaptation in the group of students engaged in the research activity is much higher. Thus, in the first group, the index of emotional comfort is 85%, while the second group has the index of 67%. Researches evaluated the statements about a person, about the way of professional life, experiences, thoughts, habits, behavioral styles on a six-point scale: Adaptation, Self-Perception, Perception of Others, Emotional Comfort, Internality, Domination. Considerable difference between control and experiment groups is established for internality, emotional comfort, and self-perception and perception of others. Conclusion. The obtained results proved that participation in scientific societies increased students' ability for adaptation and helped to develop a socially and psychologically healthy professional with such grounded qualities as self-respect, self-understanding, independence and assertiveness.

Ключові слова: соціально-психологічна адаптація, студент, студентський науковий гурток.

Keywords: socio-psychological adaptation, student, student scientific circle.

Students graduating from University must possess necessary knowledge and be able to acquire new scientific awareness and diagnostic skills, have logical and quick methodology for finding necessary information, thus, introducing a new and unique "way of functioning". Even more important is to be ready for the profession, ready to adapt to the requirements. A student himself elaborates this process after he gets necessary skills in college. These skills are based on the idea of competitiveness and changing demands of nowadays.

We carried out a research to prove that there is a certain correlation between professional adaptation of students and their involvement in different scientific activities during years of their study. In our opinion, the most consistent and thus profitable kind of students' research work is students' groups and societies. Student Scientific Group (SSG) is an organizational formation at the department, the participants of which constitute a wide range of students of the university, and which is formed taking into account scientific activities of the department and in accordance with the thematic plans of the department [1]. Scientific societies at the university departments are created with the purpose of realization of creative scientific potential of students and their participation in research work and programs worked on at the University, as well as for the purpose of fulfilling scientific, educational and creative professional activities.

To study social and psychological adaptation K. Roger and R. Dimond's methodology was used [3]. In the process of research 154 students were asked to fill in a questionnaire based on the given methodology. The proportion is the following: 100 questionnaires were filled in by students not engaged in any scientific group and 54 – by students who actively participated in SSG. The studies were carried out in compliance with the basic provisions of the "Ethical Principles for Medical Research Involving Human Subjects", approved by WMA Declaration of Helsinki (1964-2013), ICH GCP (1996), EEC Directive No. 609 (dated 24.11.1986)., Ministry of Health of Ukraine Orders No. 690 dated September 23, 2009, No. 944 dated December 14, 2009, No. 616 dated August 3, 2012. Statistical processing of the received data was carried out by the method of determining the confidence interval where the value of $p \leq 0.05$ was accepted for the probability level [2]. All our conclusions are proven by the results the questionnaire provides.

Researches evaluated the statements about a person, about his/her way of professional life, experiences, thoughts, habits, behavioral styles on a six-point scale: Adaptation, Self-Perception, Perception of Others, Emotional Comfort, Internality, Domination (see Table 1).

Table 1

Representation of Structural Components of Students' Adaptation

Components of Students' Adaptation	Representation of Students' Adaptation in Group 1 (engaged in scientific activities)	Representation of Students' Adaptation in Group 2 (not engaged in any scientific activities)
Adaptation (A)	89%	82%
Self-perception (S)	83%	69%
Perception of others (L)	72%	67%
Emotional Comfort (E)	81%	69%
Internality (I)	93%	82%
Domination (D)	38%	52%

Although all students were on their 5th year of study their adaptation is not close to 100%. In both groups this factor is high, more than 80%, but still students have some issues to overcome. The reason is future working place allocation process that is considerably stressful for students. This period of study is defined in psychological sources as the third crisis period that explains lower level of adaptation than expected during the last year of study. Group 1 shows higher level than Group 2, which is explained by the fact that they have had more possibilities to decide what they are apt to do in SSG.

Considerable difference between control and experiment groups is established for internality, i.e. 11%. And this component has the highest value among others with students engaged in scientific groups, showing that they are ready to accept responsibility more readily than their colleagues. In control group students would more easily find faults with destiny, circumstances, weather etc., which leads to certain self-organization disfunctioning.

Emotional comfort is another segment showing considerable difference between students engaged in scientific societies and those who are not. So in the first group the figure is 85% [75,48-94,52] as opposed to the second group is 67% [60,53-73,47] ($p \leq 0,05$). One third of students from the control group feel emotional discomfort during their last year of study making the whole process harder and less resultative for them. Experiment group students due to their first professional challenges and success in scientific research feel comfortable in terms of self-realization and further career development.

Difference in self-perception and perception of others within two groups highlights that all activities in SSG help students to concentrate on their own personalities and achievements without any compensation in regard to respect towards colleagues. Together with lower figure in terms of dominance seeking it shows that SSG actually help to adapt to teamwork and build healthy professional relations. So in the first group the

index is 84% [74,22-93,78], while in the second group it is 68% [63,34-72,66] ($p \leq 0,05$).

Domination in the first group is accounted for 38% [25,06-50,94], in the second group – 54% [44,33-63,66] ($p \leq 0,05$).

The overall result proves that participation in SSG increases students' ability for adaptation and helps to develop a socially and psychologically healthy professional with such grounded qualities as self-respect, self-understanding, independence and assertiveness.

Conclusions

1. Adaption of students greatly depends on their readiness for real life tasks and previous experience in their professional sphere.

2. Participation in scientific societies is a means of getting students involved into practical experience under the control of mentors.

3. Experience in SSC participation helps to acquire skills in independent scientific research work and improve quality of general medicine studying.

4. Students taking part in SSC get possibility to master their chosen profession, acquire necessary research skills to proceed with scientific research work after graduation, simultaneously getting necessary psychological background for self-assurance, emotional comfort and internality.

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ФОРМУВАННЯ ЕСТЕТИЧНИХ ЦІННОСТЕЙ МАЙБУТНІХ МУЗИКАНТІВ-ВИКОНАВЦІВ У ПРОЦЕСІ ІНТЕРПРЕТАЦІЙНОЇ ДІЯЛЬНОСТІ

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THE FORMATION THE AESTHETIC VALUES OF THE FUTURE MUSICIANS-PERFORMERS IN THE PROCESS OF INTERPRETATING ACTIVITY

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Анотація

У статті висвітлено актуальне питання сучасної музичної освіти – формування естетичних цінностей майбутніх музикантів-виконавців у процесі інтерпретаційної діяльності. Метою статті є обґрутування теоретичних аспектів формування естетичних цінностей майбутніх музикантів-виконавців у процесі виконавської-інтерпретаційної діяльності. За результатами дослідження виявлено комплекс естетичних цінностей вокального мистецтва, а також те, що широкий простір для формування естетичних цінностей майбутніх музикантів-виконавців в процесі інтерпретаційної діяльності створює українська вокальна музика початку ХХІ століття

Abstract

The article is about the actual issue of the modern music education and the formation of the aesthetic values in the future musicians-performers in the process of the interpretation. The purpose of the article is substantiating of the theoretical aspects in the formation of aesthetic values of future musicians-performers in the process of performance and interpretation. The complex of aesthetic values of the vocal art was revealed due to the results of the research, as well as the fact that Ukrainian vocal music of the beginning of the 21st century creates a wide space for the formation aesthetic values of the future musicians-performers in the process of interpretation activity.

Ключові слова: естетична культура, естетичні цінності, інтерпретаційна діяльність, музично-виконавська діяльність, музична інтерпретація, музична освіта, вокаліст-виконавець.

Keywords: aesthetic culture, aesthetic values, interpretative activity, musical performing activity, musical interpretation, musical education, musicians-performer.

Вдосконалення професійної підготовки музикантів-виконавців, у значній мірі, від спрямованості освітнього процесу на формування в них естетичної культури, що передбачає привласнення студентами естетичних цінностей музичного мистецтва та опанування здатності сприймати, осмислювати, творити прекрасне в мистецтві й музично-педагогічній діяльності.

Питання формування естетичної культури, естетичних цінностей майбутніх фахівців сфери мистецької освіти досліджували вітчизняні вчені Г. Падалка, В. Томашевський, Г. Сотська та ін. Особливості інтерпретаційної діяльності музикантів-виконавців висвітлено в працях В. Москаленко, О. Самойленко, Л. Шаповалової, С. Шипа та ін. Разом з тим, вплив інтерпретаційної діяльності на формування естетичних цінностей майбутніх музикантів-виконавців потребує теоретичного обґрунтування.

Мета статті – обґрунтувати теоретичні аспекти формування естетичних цінностей майбутніх вокалістів-виконавців у процесі виконавсько-інтерпретаційної діяльності.

У наукових працях з філософії, психології, педагогіки глибоко досліджено й обґрутовано сутність естетичної культури особистості та акцентовано на тому, що зазначене явище спроможне змінювати дійсність за законами Цілісності, Краси, Гармонії, Досконалості. Слушною є наукова позиція В. Томашевського, який дійшов висновку, що естетична культура це «духовно-функціональне утворення особистості, яке забезпечує естетичне ставлення до навколошньої дійсності та її освоєння за законами краси у процесі професійної діяльності. Естетична культура акумулює в собі досвід пізнання естетичних цінностей, усвідомлення їх ролі і значення в життедіяльності людей, бачення перспективи і необхідності освоєння дійсності за законами краси» [5, с. 23]. У такому контексті Г. Сотська зазначає, що естетична культура вчителя входить до складових його професійної культури та забезпечує повноцінне сприйняття і розуміння прекрасного в мистецтві і дійсності [4, с. 31]. Митець виступає носієм, транслятором і творцем естетичної культури і спроможний до самореалізації та творчого самовираження в педагогічній діяльності.

Сьогодні особливо актуальну є думка Г. Падалки в руслі вітчизняної музично-педагогічної освіти, що до головних ознак сформованої естетичної культури фахівця музичних дисциплін слід віднести вміння будувати педагогічну діяльність у відповідності до соціально значущих естетичних норм досконалості й краси; до структури провідних компонентів зазначеного явища необхідно включити: широкий естетичний кругозір у поєднанні з розвиненою емоційною сферою, вміння звіряти педагогічні дії з еталонами прекрасного, почуттям міри, інтуїцією та навичками управління власним творчим самопочуттям [3].

Комплекс естетичних цінностей сфери мистецтва і музичного мистецтва складає основу естетичної культури майбутніх музикантів-виконавців. Особливо велике значення у набутті естетичної культури майбутніми музикантами-виконавцями, зокрема вокalistами, має вокальне мистецтво, з приналежними саме йому естетичними цінностями. Ми відносимо до естетичних цінностей вокального мистецтва: досконалість вокальної школи, техніки співу, артистизму, вокально-сценічного виступу, інтерпретації; красу авторського вокального твору, народної пісні, мелодії і словесного тексту, співацького голосу; гармонію між художнім смыслом вокального твору і його формою тощо.

Значний вплив на формування естетичних цінностей майбутніх музикантів-виконавців має інтерпретаційна діяльність. За доречної думки Т. Підвакро, інтерпретація творів залежить від різноманіття фантазії та навичок за допомогою яких можна реалізувати ту чи іншу ідею, задум, а інтерпретація творів безпосередньо зароджується в процесі роботи над ними. Разом з тим, інтерпретація продовжує створюватися під час підготовки до концертних виступів та самих виступів, оскільки на сцені в талановитого співака активізуються творчо-інтуїтивні процеси, що супроводжуються загостренням чутливості й емоційності у відчуутті музики.

Яскравість музично-виконавської діяльності фахівця-музиканта знаходиться у прямій залежності від його вміння здійснити виконавську інтерпретацію, що передбачає, найперше – тлумачення художніх «смислів», які закодовані автором музичного твору, через здійснення аналізу його жанрово-стильових особливостей, музичної мови, засобів музично-виконавської виразності тощо.

О. Ляшенко О., Л. Лабінцева зазначають, що виконавська інтерпретація передбачає вдосколення виконавських навичок, добір виконавських прийомів, що розкривають логіку художнього мислення композитора, детальне освоєння технічних і музично-естетичних завдань, при формуванні в свідомості студента цілісного музичного образу та самоаналіз свого виконання.

У дослідженні В. Іванової, присвяченому музичній інтерпретації в контексті розвитку світового мистецтва акцентується увага на майстерності виконавця-інтерпретатора, що передбачає за думкою науковця []: розуміння процесу розвитку музичного твору як розгортання цілісної музичної картини у

часі; усвідомлення виконавцем функцій частин музичної форми та його образної структури; наскрізний розвиток і його динамічний план; відчууття ритму форми, її внутрішніх пропорцій; роль динаміки і темброво-інструментальних засобів у досягненні музичної образності; відчууття завершеності музичного процесу; поєднання виконавських традицій та індивідуальної інтерпретації, як умова наповнення слухацького інтересу емоційними відчуттями виконавця.

Під час створення інтерпретації стимулюється формування естетичних цінностей майбутніх музикантів-виконавців, оскільки у процесі осягнення душі твору неможливо пройти мимо краси мелодії, гармонії, поетичного тексту, цілісності форми, досконалості музичної мови тощо. Однак, побачити й почути красиве може тільки той, хто націлений на сприймання художніх текстів і велике значення для натхнення на створення і втілення виконавської інтерпретації музичного твору має музичний репертуар.

Широкий простір для формування естетичних цінностей майбутніх вокалістів-виконавців в процесі інтерпретаційної діяльності створює українська вокальна музика початку ХХІ століття, з притаманними їй національними фольклорними інтонаціями, використанням світової й вітчизняної музичної традиції, полістилістики й поліжанровості. Українські романси, пісні, створені сучасними композиторами Г. Гаврилець, Л. Дичко, В. Сильвестровим, М. Скориком, Є. Станковичем, Б. Фільц та ін. одухотворені й вражают красою, досконалістю, неповторністю.

Жанр солоспіву особливо був близьким видатній українській композиторці Богдані Фільц, авторів понад півсотні камерно-вокальних творів. У творчості композиторки, за думкою М. Загайкевич, «виразно окреслилася винятковість її індивідуального музичного письма, щедра мелодичність, розуміння природи вокалу, уміння стисло й емоційно концентровано розгорнати музичну думку» [1, с. 5]. Поєднання красивої мелодії з обраним поетичним текстом, багатобарвність музичного супроводу, яскравість образів солоспів створюють гармонійний світ вражень і почуттів, який розкривається в камерно-вокальних циклах Б. Фільц. До одного з типових прикладів досконалості камерно-вокального доробку авторки можна віднести вокальний цикл на слова Ліни Костенко «Калина міряє коралі», структуру якого складає п'ять солоспівів, дещо контрастних за характером, а саме: «Не час минає», «Самі на себе дивляться ліси», «Калина міряє коралі», «Спинюся я і довго буду слухати», «Дощі програють по городах гаму».

У першому лірико-філософському творі «Не час минає», присвяченому великому українському Композитору і Вчителю Б. Фільц – Л. Ревуцькому, сконцентрована і сплетена воєдино поетична й музична думка щодо швидкоплинності людського життя. Твір пронизаний вишуканою мелодикою, наповненою народним колоритом, мовними інтонаціями, імпровізаційністю. Другий живописний со-

лоспів «Самі на себе дивляться ліси» вражає і занурює наспівною мелодією та поетичним текстом в світ пейзажної лірики, насолоди від краси природи: «самі на себе дивляться ліси, розгублені од власної краси», «стоїть березонька як в іскрах золотих». «Калина міряє коралі» є центральним твором циклу, який знову повертає до думки що людське життя – це божевільне раллі, яке швидко пролітає. Контрастом до нього виступає вічність природи, оскільки незважаючи на що «калина міряє коралі». У повній відповідності до тексту твору розгортається стрімка красива мелодія твору, яка зупиняється тільки на словах: «Питаю в долі, а, що далі?». Четвертий солоспів – музично-поетична картина природи, аромат якої можна почути і відчути в натхнених музичних інтонаціях та словах «спинуся я і довго буду слухати, як бродить серпень по землі моїй», «як пахне степом деревій». Закінчус цикл життєстверджуючий твір «Доші програють по городах гаму» про прихід весни, пташку, яка заспіває голосно. Музичний супровід створює картину веселого весняного дощу в першій і третій частині твору та – містичного настрою у другій, який навіюють слова «засяють ночі зорями жасминно, а срібний дощ підніме жалюзі». Тож, весь цикл об’єднаний роздумами про буття людини, вічність краси оточуючого світу та ствердженням нового життя, що блискуче, натхненно, тонко змальовано музичними фарбами талановитою композиторкою Б. Фільц, про який О. Німелович влучно написав: «Вокальний цикл Б. Фільц «Калина міряє коралі» на слова Л. Костенко з яскравою мелодійністю і співучістю в поєднанні з філігранністю у галузі форми і фактури, витонченістю і виразністю фортепіанного акомпанементу, опорі на народнопісенний матеріал, глибоким синтезом поетичного тексту і музики, матиме вагоме значення в розвитку українського вокального і фортепіанного концертного репертуару й стане доброю підмогою у справі виховання молодого покоління вокалістів і піаністів-виконавців» [2].

Ознайомлення і вивчення української вокальної музики початку ХХІ століття, вокально-камерної творчості Б. Фільц і, зокрема, її вокального циклу «Калина міряє коралі» на слова Л. Костенко, буде збагачувати естетичний світогляд, формувати естетичні цінності майбутніх виконавців.

Отже, у статті розкрито результати теоретичного дослідження питань формування естетичних

цінностей майбутніх музикантів-виконавців у процесі виконавсько-інтерпретаційної діяльності. До естетичних цінностей вокального мистецтва віднесенено: досконалість вокальної школи, техніки співу, артистизму, вокально-сценічного виступу, інтерпретації; красу авторського вокального твору, народної пісні, мелодії і словесного тексту, співацького голосу; гармонію між художнім смыслом вокального твору і його формою тощо. Окреслено, що широкий простір для формування естетичних цінностей майбутніх вокалістів-виконавців в процесі інтерпретаційної діяльності створює українська вокальна музика початку ХХІ століття

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PHILOLOGICAL SCIENCES

СЛОВА КАТЕГОРИИ СОСТОЯНИЯ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ: СПЕЦИФИКА ФУНКЦИОНИРОВАНИЯ

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STATE CATEGORY WORDS IN ARTISTIC TEXT: FUNCTIONING SPECIFICITY

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Аннотация

В статье исследуются функциональные особенности слов категории состояния. Эта часть речи, в силу своей специфики, рассматривается в русской грамматике неоднозначно: одни лингвисты оставляют за ней право быть самостоятельной, другие характеризуют эту группу слов как предикативное наречие. Единодушным является мнение о функциональной значимости слов категории состояния, выполняющих роль главного члена в односоставных безличных предложениях, что и создает условия для ограничения этой части речи от омонимичных форм прилагательных и наречий. Классификационную характеристику семантических особенностей слов категории состояния авторы описывают путем анализа художественного текста – произведения М.Ауэзова «Путь Абая».

Abstract

The article investigates the functional features of the words of the category of state. This part of speech, due to its specificity, is considered ambiguously in Russian grammar: some linguists reserve the right for it to be independent, others characterize this group of words as a predicative adverb. The opinion is unanimous about the functional significance of the words of the state category, which play the role of the main member in one-part impersonal sentences, which creates the conditions for delimiting this part of speech from homonymous forms of adjectives and adverbs. The authors describe the classification characteristic of the semantic features of the words of the state category by analyzing the literary text - the work of M. Auezov "The Way of Abai".

Ключевые слова: категория состояния, наречия, безличные предложения, функциональные особенности, аналитический метод.

Keywords: category of state, adverbs, impersonal sentences, functional features, analytical method.

Актуальность исследования определяется в рамках данной статьи следующим образом: лингвистический анализ языка художественного произведения способствует глубокому пониманию литературного произведения и позитивно влияет при изучении неродного языка на совершенствование речевых навыков. Исследование слов категории состояния было определено планом, предусматривающим:

1) знакомство с историческими аспектами предикативов;

2) характеристику слов категории состояния по значению;

3) определение синтаксических особенностей категории состояния;

4) разработку способов ограничения слов категории состояния от омонимичных форм.

На первом этапе исследования был отобран и систематизирован материал, связанный с характеристикой семантических особенностей слов категории состояния. Все теоретические положения характеристики сформулированы на основе основных положений труда Л.В. Щербы «О частях речи в русском языке» (1928 г), определившего статус слов категории состояния. Полная характеристика этой

части речи дана также в работах В.В.Виноградова [1].

В русском языке традиционно выделяются десять частей речи, но зачастую в специальной литературе подчеркивается неоднозначность местоимений, порядковых числительных, причастий и деепричастий. Нет абсолютного единства и в характеристике слов категории состояния: одни признают право за этими словами быть самостоятельной частью речи, другие дают им характеристику как особой группе, считая их «предикативными наречиями». Напомним, предикативными («предикативные», от слова «предикат», обозначающее в грамматике «сказуемое») называются наречия, которые употребляются в роли сказуемого в безличных предложениях.

А между тем, слова категории состояния действительно выражают состояние (физическое, психическое, душевное) и могут давать оценку окружающей среде и действиям. Кроме того, слова категории состояния выполняют в предложении вполне конкретную синтаксическую функцию: они являются главным членом в односоставном безличном предложении. Такая характеристика обусловлена независимостью слов категории состояния. Кроме того, эти слова имеют систему аналитических форм, передающих грамматическое значение наклонения и времени.

Для подтверждения теоретических положений исследования обратимся к примерам, отобранным из произведения М.О.Аузэзова «Путь Абая» [2].

Главным отличительным признаком безлично-предикативных слов является их семантическая общность. В зависимости от того, какое состояние они выражают, безлично-предикативные слова делятся на следующие группы [2]:

1. Слова, обозначающие состояние окружающей среды, обстановки: *темно, жарко, пусто, сырьо, бело* и т.п.

Например: *Он только сейчас заметил, что стало совсем темно.*

Безлично-предикативные слова этой группы обычно сочетаются лишь с обстоятельственными словами, редко – с дополнениями, но при них не может быть дательного падежа, обозначающего субъект. Например: *Огонь запылал под казаном, в юрте стало тепло и весело.*

2. Слова, выражающие физическое состояние живых существ: *тошно, больно, зябко, горько, холодно, дурно, щекотно* и т.п.

Например: *Абаю стало душно в этой юрте.*

3 Слова, выражающие душевное состояние человека: *грустно, весело, скучно, тоскливо, страшно.*

Например: *Ему стало страшно за друга.*

4. Слова, выражающие состояние временных и пространственных отношений: *далеко, близко, глубоко, высоко, долго, широко, узко* и т.п.

Например: *Но зимовья всё кругом – тобык-тинские, до чужих далеко...*

5. Слова, выражающие отрицательную или положительную оценку какого-либо состояния или действия: *плохо, хорошо.*

Например: *Плохо, что они не участвуют в этом обсуждении ...*

6. Безлично-предикативные слова, имеющие модальное значение: *надо, нужно, можно, нельзя, возможно (невозможно), должно, необходимо* и т.п.

Например: *Нам надо только суметь подготовить к этому свой народ.*

7. К словам предыдущей группы близки языковые единицы с модальным значением, выражающие проявление чего-нибудь в достаточной, по определению говорящего, мере, обозначающие необходимость прекращения действия: *достаточно, довольно, полно, хватит, будет.*

Например: 1. *Божеке, довольно, мы ползали перед Кунанбаев!* 2. *Хватит, Дармен, думай что говоришь ...*

8. Отдельную группу составляют слова типа *крышка, каюк, капут, конец* и т.п., традиционно рассматриваемые в междометиях. В отличие от междометий эти слова, во-первых, грамматически связаны с другими словами: они управляют дательным падежом субъекта («ему *каюк*»), сочетаются с обстоятельственными словами, обозначающими место, время («*завтра ему крышка*»), во-вторых, все они обозначают состояние кого (чего)-либо, которое как бы решает его судьбу.

Например: *Я уже думал: ну, конец всему!*

Некоторые безлично-предикативные слова, будучи многозначными, могут входить в несколько групп. Слова *жарко, темно* и другие входят в 1-ю и 3-ю группы. Слова *хорошо, плохо* (в тексте их обнаружено более 50) могут входить в 1,2,3,5-ю группы.

Следует обратить внимание на отличительные характеристики наречий и слов категории состояния, обусловленные не только их значением, но и грамматическими связями:

1) наречие прымывает к глаголу, а слова категории состояния, наоборот, подчиняют себе глагол, инфинитив прымывает к ним;

2) наречие обычно не управляет дательным субъектом, а для категории состояния характерно управление дательным падежом, обозначающим лицо (или предмет), находящееся в том или ином состоянии.

Сравним, например: 1. *Что бы он ни решил – нам плохо не будет* (кат.сост.). 2. *Внешне Абай держался спокойно* (наречие).

Переход существительных в категорию состояния сопровождается не только изменением их лексического значения, но и потерей ими грамматических значений – значений рода, числа и падежа. При этом существительные теряют значение предметности и начинают выражать состояние. Сравним, например: 1. *Ему пора* (кат.сост.) *подобрать себе смену из своих же сыновей.* 2. *Была весенняя пора* (сущ.).

Далее в работе исследуются отличительные особенности степени сравнения слов категории состояния (Например: *Любимые мои, вот я поговорил с вами – и душе моей стало легче*). Эти формы выступают в единственной возможной для категории

состояния функции главного члена безличных предложений. Следует помнить о том, что степени сравнения образуются только от слов категории состояния с помощью суффикса *-О*, что и обуславливает появление омонимичных форм, разграничение которых возможно только при условии тщательного изучения не только способов образования степеней сравнения наречий и прилагательных, но и умения определять их синтаксическую функцию в предложении.

Для методического обеспечения такой работы мы обратились к анализу краткосрочного плана учительницы Королевой В.Е., разработанного для проведения урока в форме исследования. Цели урока определены так: обобщить знания о словах категории состояния, научить десятиклассников отличать их от кратких прилагательных и наречий. Содержание урока позволяло решать также развивающие задачи (совершенствование всех видов речевой деятельности) и воспитательные (интерес к русскому языку, на материале лингвистического анализа формирование литературного вкуса).

Стадия вызова начинается с аналитической работы: учащимся предлагается три предложения, в которых употреблена лексическая единица «СПОКОЙНО». Сравнительный анализ предложений строится на вопросах учителя: Какими членами предложения являются повторяющиеся слова? На какой вопрос отвечают? Что обозначают?

1. Его лицо было спокойно.
2. Он слушал собеседника спокойно, не перебивая.
3. На душе было спокойно.

Определение частеречной принадлежности слова СПОКОЙНО подводит к выводу о том, что в первом случае используется прилагательное, выполняющее роль именной части составного сказуемого в двусоставном предложении. Во втором предложении это наречие образа действия, а в третьем омонимичная форма этого слова вызывает затруднение, поскольку это сказуемое использовано в односоставном безличном предложении. Стадия вызова делает логичным переход к новой теме.

Введение нового материала организуется традиционно – на основе объяснительно-иллюстративного метода, который в ряде классификаций характеризуется как *слово учителя*: «Категория состояния – это самостоятельная часть речи, которая обозначает состояние человека, природы, окружающей среды, а также такие состояния, которые связаны с модальной оценкой и отвечает на вопрос *каково?*»

На материале словаря ученики усваивают значение слова «модальность»: *оценка действий, отношение к действительности (ситуации или явлению)*. Аналитическая работа по выполнению задания на определение семантики слов категории состояния строится одновременно на синтаксическом разборе (что позволяет определить функцию слов категории состояния в предложении) и, что не менее важно: подключается лексико-семантический анализ, благодаря которому определяются

значения слов категории состояния. Эта работа организуется таким образом, что создается несплошной текст (опорная таблица), в котором отражена лексическая классификация изучаемой категории. В частности, выделены такие группы: состояние окружающей среды; физическое состояние человека; психическое состояние человека; модальная оценка; слова с модальным значением.

Примечательно, что в таблице (помимо записанных предложений), оставлена графа для приведения собственных примеров. Их учащиеся вписывают по мере работы аналитико-репродуктивного характера над текстами упражнений учебника. Работа над таблицей продолжается путем исследования содержания пословиц типа: *Вместе тесно, а врозь скучно*.

Разбор предложения *Завтра будет лучше, чем вчера* закономерно подводит учащихся к исследованию вопроса о наличии у слов категории состояния формы сравнительной степени. Организуется работа в подгруппах: выполняется задание на определение омонимичных форм сравнительной степени прилагательных, наречий и слов категории состояния. В качестве примеров учащимся дано пять омонимичных форм, и путем составления предложений каждая группа подтверждает знание характеристики той или иной формы: 1 группа – с прилагательными; 2 группа – с наречиями; 3 группа – со словами категории состояния. Задание повышенной сложности выполняет 4 группа, работающая над составлением опорной схемы, призванной помочь ученикам в разграничении омонимичных форм указанных частей речи с учетом их синтаксических характеристик.

В качестве вывода в тетрадях оформляется запись, в которой отражены морфологические признаки слов категории состояния: 1) неизменяемость 2) наличие грамматических способов для выражения значения времени и наклонения; 3) степень сравнения (на *-о*); 4) выполнение роли сказуемого в составе безличного предложения. В подгруппах выполняются не менее интересные задания по упражнениям репродуктивного и конструктивного плана. Так, рассмотрены примеры, взятые из сказки А.С. Пушкина (*ЛАДНО ль за морем иль ХУДО? И какое в свете чудо?*). Дано задание на восстановление пропущенных слов: *Видно, на море не ...; Смотрит – видит дело ...*. В полном соответствии с принципом повышения сложности на заключительном этапе учащимся предлагается составить предложения, в которых слова *тихо, весело, смешно* выступали бы в роли разных частей речи. Тестовые задания на нахождение одного ответа из пяти закономерно завершают урок, давая время ученикам на рефлексию с учетом темпа в выполнении учебных действий.

Наши рекомендации сводятся к следующему:

1. На материале работы О.К. Кочиневой [4], весьма полезной с методической точки зрения, в учебной аудитории можно знакомить с отличительными признаками формы сравнительной степени категории состояния и омонимичной формы прилагательных и наречий.

2. Отобранные, проанализированные и систематизированные примеры из произведения М.О. Аузова «Путь Абая» послужат интересным дидактическим материалом для выполнения аналитических, репродуктивных и конструктивных предложений.

3. Путем исследования подобных примеров из художественного текста (1. *Теперь все яснее становилось, что пела женщина.* 2. *Взять хотя бы Амира: какой певец для него выше Биржана?*) учащиеся развиваются навык его лингвистического анализа, что позитивно влияет на развитие речи.

На новом этапе исследования планируется создать алгоритм методического формата для определения части речи по ее синтаксической функции и на основе компьютерной поддержки разработать его схему, для использования в практике проведения уроков по разделу «Синтаксис простого предложения» [5].

Таким образом, проанализировав большое количество примеров использования в тексте художественного произведения слов категории состояния, мы пришли к выводу об уникальности этой части речи и ее востребованности при описании состояния человека. Кроме того, слова категории состояния необходимы для характеристики окружающей

среды; они могут обозначать также оценку состояния. Эти слова не изменяются, но имеют категории времени и наклонения, реализуемые с помощью глагола-связки. Слова категории состояния выполняют только функцию сказуемого в безличном предложении. Описанию слов категории состояния посвятили свои исследования выдающиеся лингвисты. В плане освоения категории *сравнения* как средства создания выразительности знания по грамматике будут востребованы при организации частичного и полного лингвистического анализа.

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PHYSICS AND MATHEMATICS

ТЕОРИЯ ОБРАЗОВАНИЯ ПОКРЫТИЙ И ЗАДАЧА СТЕФАНА

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COATING THEORY AND THE STEFAN PROBLEM

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Аннотация

Задача Стефана с конца 19-го века рассматривалась и аналитически и численно. С математической точки зрения краевые задачи Стефана принципиально отличны от классических задач теплопроводности или диффузии. Вследствие зависимости размера области переноса потока от времени к этому типу задач неприменимы классические методы разделения переменных и интегральных преобразований Фурье, так как, оставаясь в рамках методов математической физики, не удается согласовать решение уравнения теплопроводности с движением границы раздела фаз. В статье удалось найти такое интегральное преобразование, которое позволило решить задачу Стефана о кристаллизации цилиндра конечных размеров. Уравнение поддается численному решению при заданных начальных и граничных условиях.

Abstract

The Stefan problem has been considered both analytically and numerically since the end of the 19th century. From a mathematical point of view, the Stefan boundary value problems are fundamentally different from the classical problems of heat conduction or diffusion. Due to the dependence of the size of the flow transfer region on time, the classical methods of separation of variables and integral Fourier transforms are inapplicable to this type of problems, since, remaining within the framework of the methods of mathematical physics, it is not possible to coordinate the solution of the heat equation with the motion of the phase boundary. The article managed to find

such an integral transformation, which allowed solving the Stefan problem on the crystallization of a cylinder of finite dimensions. The equation lends itself to a numerical solution under given initial and boundary conditions.

Ключевые слова: задача Стефана, аналитически, численно, теплопроводность, диффузия, начальные и граничные условия.

Keywords: Stefan problem, analytically, numerically, thermal conductivity, diffusion, initial and boundary conditions.

После классического образования зародышей на подложке, начинается ее рост при облучении подложки потоками плазмы или частицами. Рост покрытия происходит за счет ее охлаждения и сопровождается движением раздела фаз между жидкой и твердой фазами по определенному закону. Впервые такую задачу сформулировал Г. Ламе и Б.П. Клапейрон «Об отвердевании охлаждающегося жидкого шара» в 1831 году. Ими было показано, что толщина твердой фазы, образующейся при затвердевании однородной жидкости, пропорциональна \sqrt{t} , которое впоследствии получило название как автомодельный закон движения раздела фаз:

$$\beta(t) = \beta_0 \cdot \sqrt{t}. \quad (1)$$

В 1889 году австрийский физик и математик Йозеф Стефан опубликовал четыре статьи, посвященные задачам с фазовыми переходами. Впоследствии задачи данного класса с подвижными межфазными границами стали называть задачами Стефана. С математической точки зрения краевые задачи Стефана принципиально отличны от классических задач теплопроводности или диффузии. Вследствие зависимости размера области переноса потока от времени к этому типу задач неприменимы классические методы разделения переменных и интегральных преобразований Фурье, так как, оставаясь в рамках методов математической физики, не удается согласовать решение уравнения теплопроводности с движением границы раздела фаз.

$$\frac{\partial U}{\partial t} = \ddot{A} \left[\frac{\partial^2 U}{\partial z^2} + \frac{1}{r} \frac{\partial}{\partial r} \left(r \frac{\partial U}{\partial r} \right) \right], \quad (2)$$

где D - коэффициент диффузии.

Начальное и граничные условия выберем в общем виде:

$$U(r, z, t)|_{t=0} = \varphi(r, z), \quad (3)$$

$$U(r, z, t)|_{r=R} = \gamma(z, t), \quad (4)$$

$$U(r, z, t)|_{z=0} = \gamma_1(r, t), \quad (5)$$

$$U(r, z, t)|_{z=\beta(t)} = \gamma_2(r, t). \quad (6)$$

Функции $\beta(t)$, $\varphi(r, z)$, $\gamma(z, t)$, $\gamma_1(r, t)$ и $\gamma_2(r, t)$ будем считать непрерывными. Решение задачи ищем в виде:

$$U(r, z, t) = \sum_{k=0}^{\infty} \bar{U}_k(z, t) I_0(\lambda_{0k} r), \quad (7)$$

где λ_{0k} - корни уравнения

Задача Стефана с конца 19-го века рассматривалась и аналитически и численно. Обзор этих работ можно найти в монографиях [1-5], и особенно в работе [6]. Численно задача Стефана рассмотрена подробно методом Ньютона-Канторовича в работе [5].

В работе [7] было получено точное решение первой обобщенной краевой задачи в конечной области с границей, движущейся по произвольному закону в декартовой, цилиндрической и сферической системах координат. Решение второй и третьей краевых задач для конечного цилиндра было получено в работе [8], анализ которой довольно затруднителен вследствие сложности ядер уравнения системы.

В диссертациях [9-11] рассмотрены как прямые, так и обратные задачи Стефана, обзор которых был проведен в работах [12, 13]. Задачи Стефана рассматриваются до сих пор [14-17]. Это связано с тем, что они связаны с металлургией [18], со сваркой [19], с уравнениями Вольтерра [20], с моделями социальных процессов [21] и многое другое.

Модифицируем работу [8] и опишем кристаллизацию конечного цилиндра, считая его рост, обусловленным формированию поверхности на подложке. Нестационарное уравнение диффузии U , описывающее процесс роста из раствора или расплава ($U = T$) в подвижной цилиндрической системе координат, движущейся по закону $\beta(t)$, имеет вид:

$$I_0(\lambda_{ok}R) = 0 \quad (8)$$

и $I_0(\lambda_{ok}R)$ - функция Бесселя нулевого порядка, удовлетворяющая уравнению:

$$\frac{1}{r} \frac{d}{dr} \left[r \frac{dI(\lambda_{ok}r)}{dr} \right] + I_0(\lambda_{ok}r) = 0, \quad (9)$$

$$\bar{U}_k(z, t) = \int_0^R U_k(r, z, t) I_0(\lambda_0 r) r dr. \quad (10)$$

Применяя интегральное преобразование (10) и учитывая (7) и (8), уравнение (2) приведем к виду:

$$\frac{1}{\ddot{A}} \frac{\partial \bar{U}_k}{\partial t} = \frac{\partial^2 \bar{U}_k}{\partial z^2} + \bar{\Phi}_k(z, t) - \bar{U}_k(z, t), \quad (11)$$

Используя замену $\bar{U}_k = \tilde{U}_k e^{-\Delta t}$ и преобразуя аналогично граничные условия, получим следующую задачу:

$$\frac{1}{\ddot{A}} \frac{\partial \tilde{U}_k}{\partial t} = \frac{\partial^2 \tilde{U}_k}{\partial z^2} + \tilde{\Phi}_k(z, t), \quad (11)$$

$$\tilde{U}_k(z, t)|_{t=0} = \tilde{\varphi}(z), \quad (12)$$

$$\tilde{U}_k(z, t)|_{z=0} = \tilde{\gamma}_1(t), \quad (13)$$

$$\tilde{U}_k(z, t)|_{z=\beta(t)} = \tilde{\gamma}_2(t), \quad (14)$$

в области $\Delta : (t > 0, 0 < z < \beta(t))$.

Решение задачи (11)-(14)) ищем в виде суммы потенциалов I и II рода, а также двух потенциалов двойного слоя:

$$\begin{aligned} \tilde{U}_k(z, t) = & \frac{1}{2\sqrt{\ddot{A}}} \int_0^\ell \frac{\tilde{\varphi}(\xi)}{\sqrt{\pi t}} e^{-\frac{(z-\xi)^2}{4\ddot{A}t}} d\xi + \int_0^t d\tau \int_0^\ell \frac{\tilde{\Phi}_k(\xi, \tau)}{2\sqrt{\pi \ddot{A}(t-\tau)}} e^{-\frac{(z-\xi)^2}{4\ddot{A}(t-\tau)}} d\xi + \\ & + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{z}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{z^2}{4\ddot{A}(t-\tau)}} K_1(\tau) d\tau + \\ & + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{z - \beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{[z-\beta(\tau)]^2}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau. \end{aligned} \quad (15)$$

Используя условия (13), (14), получим систему интегральных уравнений:

$$\begin{aligned} \tilde{\gamma}'_1(t) = & \frac{K_1(t)}{2\ddot{A}} - \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(\tau)}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau, \\ \tilde{\gamma}'_2(t) = & \frac{K_2(t)}{2\ddot{A}} + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(t) - \beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{[\beta(t)-\beta(\tau)]^2}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau + \\ & + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(t)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(t)}{4\ddot{A}(t-\tau)}} K_1(\tau) d\tau \end{aligned} \quad (16)$$

$$\text{где } \tilde{\gamma}'_1(t) = \tilde{\gamma}_1(t) - \frac{1}{2} \int_0^\ell \frac{\tilde{\varphi}(\xi)}{\sqrt{\pi \ddot{A}t}} e^{-\frac{\xi^2}{4\ddot{A}t}} d\xi - \int_0^t d\tau \int_0^\ell \frac{\tilde{\Phi}_k(\xi, \tau)}{2\sqrt{\pi \ddot{A}(t-\tau)}} \cdot e^{-\frac{\xi^2}{4\ddot{A}(t-\tau)}} d\xi;$$

$$\tilde{\gamma}'_2(t) = \tilde{\gamma}_2(t) - \frac{1}{2} \int_0^\ell \frac{\tilde{\varphi}(\xi)}{\sqrt{\pi \ddot{A}t}} e^{-\frac{[\beta(t)-\xi]^2}{4\ddot{A}t}} d\xi - \int_0^t d\tau \int_0^\ell \frac{\tilde{\Phi}_k(\xi, \tau)}{2\sqrt{\pi \ddot{A}(t-\tau)}} \cdot e^{-\frac{[\beta(t)-\xi]^2}{4\ddot{A}(t-\tau)}} d\xi.$$

Исключая из первого уравнения системы (16) и подставляя в следующее уравнение $K_1(t)$, имеем:

$$\begin{aligned} \tilde{\gamma}'_2(t) = & \frac{K_2(t)}{2\ddot{A}} + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(t) - \beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{[\beta(t)-\beta(\tau)]^2}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau + \\ & + \frac{2\ddot{A}}{\sqrt{\pi}} \int_0^t \frac{\beta(t)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(t)}{4\ddot{A}(t-\tau)}} \tilde{\gamma}'_1(\tau) d\tau + \\ & + \frac{\ddot{A}}{8\pi} \int_0^t \frac{\beta(t)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(t)}{4\ddot{A}(t-\tau)}} \left(\int_0^\tau \frac{\beta(\tau_1)}{[\ddot{A}(t-\tau_1)]^{3/2}} e^{-\frac{\beta^2(\tau_1)}{4\ddot{A}(t-\tau_1)}} K_2(\tau_1) d\tau_1 \right) d\tau. \end{aligned} \quad (17)$$

Вводя обозначение

$$q(t) = \tilde{\gamma}_2(t) - \frac{\ddot{A}}{2\sqrt{\pi}} \int_0^t \frac{\beta(t)}{[\ddot{A}(t-\tau)]^{3/2}} \tilde{\gamma}'_1(\tau) e^{-\frac{\beta^2(t)}{4\ddot{A}(t-\tau)}} d\tau, \quad (18)$$

и вычисляя интеграл в (17), получим

$$\begin{aligned} & -\frac{K_2(t)}{2\ddot{A}} + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(t) - \beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{[\beta(t)-\beta(\tau)]^2}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau + \\ & + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{\beta(t)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(t)}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau = q(t). \end{aligned} \quad (19)$$

Обозначая,

$$\begin{aligned} \lambda = & \frac{1}{2\sqrt{\ddot{A}}}, \quad f(t) = 2\ddot{A}q(t), \quad K(t, \tau) = \frac{\lambda}{\sqrt{\pi}} \frac{\beta(t) - \beta(\tau)}{(t-\tau)^{3/2}} x \\ & x e^{-\lambda^2 \frac{[\beta(t)-\beta(\tau)]^2}{(t-\tau)}} + \frac{\lambda}{\sqrt{\pi}} \frac{\beta(t)}{(t-\tau)^{3/2}} e^{-\lambda^2 \frac{\beta(t)^2}{(t-\tau)}}, \end{aligned} \quad (20)$$

получаем интегральное уравнение

$$K_2(t) - \int_0^t K(t, \tau) K_2(\tau) d\tau = f(t). \quad (21)$$

Интегральное уравнение (21) вольтеррово в $C(0, \ell)$, только тогда, когда:

$$\lim_{t \rightarrow 0} \int_0^t K(t, \tau) d\tau = 0.$$

Действительно, учитывая, что $e^{-z} < 1$ при $z > 0$, легко показать, что приведенное выше равенство выполняется. Тогда для уравнения (21) существует единственное решение, которое имеет вид:

$$K_2(t) = \sum_{n=0}^{\infty} K_{2,n}(t), \quad (22)$$

$$K_{2,0}(t) = f(t),$$

$$K_{2,1}(t) = \int_0^t K(t, \tau) K_{2,0}(\tau) d\tau,$$

$$K_{2,2}(t) = \int_0^t K(t, \tau) K_{2,1}(\tau) d\tau,$$

$$K_{2,n}(t) = \int_0^t K(t, \tau) K_{2,n-1}(\tau) d\tau$$

причем (22) сходится абсолютно и равномерно в топологии $C(0, \ell)$.

Тогда

$$K_1(t) = 2\ddot{A}\tilde{\gamma}_1(t) + \frac{\ddot{A}}{2\sqrt{\pi}} \int_0^t \frac{\beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{\beta^2(\tau)}{4\ddot{A}(t-\tau)}} \sum_{n=0}^{\infty} K_{2,n}(\tau) d\tau. \quad (23)$$

Выполняя обратное преобразование, окончательно имеем:

$$\begin{aligned} U(r, z, t) = & \sum_{\ell=0}^{\infty} J_0(\lambda_{\ell} r) e^{-\ddot{A}t} \left[\frac{1}{2\ddot{A}\sqrt{\pi}} \int_0^t e^{\frac{(z-\xi)^2}{4\ddot{A}t}} dt x \right. \\ & \times \left(\int_0^{\ell} \varphi(r, \xi) I_0(\lambda_{ok} r) r dr \right) d\xi + \frac{R I_1(\lambda_{ok} R)}{2\sqrt{\pi}\ddot{A}} \int_0^t dt \int_0^{\ell} \frac{\gamma(\xi, \tau)}{\sqrt{t-\tau}} e^{-\ddot{A}t} e^{-\frac{(z-\xi)^2}{4\ddot{A}(t-\tau)}} d\xi + \right. \\ & \left. + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{z}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{z^2}{4\ddot{A}(t-\tau)}} K_1(\tau) d\tau + \frac{1}{4\sqrt{\pi}} \int_0^t \frac{z - \beta(\tau)}{[\ddot{A}(t-\tau)]^{3/2}} e^{-\frac{[z-\beta(\tau)]^2}{4\ddot{A}(t-\tau)}} K_2(\tau) d\tau \right]. \end{aligned} \quad (25)$$

Таким образом, получено аналитическое решение задачи о кристаллизации цилиндра конечных размеров. Уравнение поддается численному решению при заданных начальных и граничных условиях.

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PSYCHOLOGICAL SCIENCES

SOCIAL AND PSYCHOLOGICAL PROBLEMS OF THE YOUTH OF KAZAKHSTAN

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Abstract

This scientific research project focuses on the social and psychological problems faced by the youth of Kazakhstan. The study aims to identify the most common issues affecting young people in Kazakhstan and explore their impact on mental health and social well-being. The project will utilize a mixed-methods approach, including surveys, interviews, and case studies to gather data from a representative sample of the youth population in Kazakhstan. The research will shed light on the various social and psychological challenges that young people in Kazakhstan face and propose potential solutions to mitigate these problems. The findings of this study will be useful for policymakers, educators, and social workers who work with young people in Kazakhstan and other similar contexts. Overall, this research project will contribute to a better understanding of the social and psychological issues faced by young people in Kazakhstan and provide insights into how best to address them.

Keywords: unemployment, drug addiction, alcoholism, crime, political instability, bullying, laws and initiatives, awareness campaigns, and training programs. However, more funding, coordination, and assessment of these approaches are necessary mobile apps, digital platforms, and social media, a mental health check-in, a career planning game, and an anti-bullying workshop.

INTRODUCTION

The youth is considered to be the future of any society, as they represent a new generation that will continue to shape the world in the coming years. However, with the changing times, the youth today face several social and psychological challenges that make it difficult for them to reach their full potential. The youth of Kazakhstan face a range of social problems that can have significant long-term consequences for their personal and social development. Social problems among youth in Kazakhstan are varied and complex. The youth population in Kazakhstan comprises a significant proportion of the country's total population, with individuals under the age of 30 accounting for approximately 40% of the population. Despite this demographic advantage, many young people in Kazakhstan face significant social and psychological problems that can impact their well-being and prospects. Social problems among youth in Kazakhstan have been a topic of growing concern in recent years. These problems include a wide range of issues, such as drug and alcohol abuse, unemployment, poverty, and lack of access to quality education and healthcare.

Addressing these social problems will require concerted efforts from the government, civil society organizations, and other stakeholders. It will be necessary to implement policies and programs that address the root causes of these issues, such as poverty, inequality, and discrimination, while also providing young people with the necessary support and resources to succeed in life. Providing opportunities for education and employment, along with counseling and support services, can help

young people overcome these challenges and lead productive and fulfilling lives.

THEORETICAL FOUNDATIONS OF SOCIAL AND PSYCHOLOGICAL PROBLEMS OF THE YOUTH OF KAZAKHSTAN

Theoretical aspects of social and psychological problems among youth

The topic of social problems of youth in Kazakhstan is highly relevant as it addresses significant issues that affect the younger generation of the country. Kazakhstan has a population of approximately 19 million, and the youth (aged 15-29) make up almost a quarter of the population, with over four million young people. The challenges faced by young people in Kazakhstan can have a significant impact on the country's social, economic, and political development.

One of the most prominent social problems faced by the youth today is the lack of employment opportunities. Many young people struggle to find jobs, which not only affects their financial stability but also has an adverse impact on their mental health. Unemployment can lead to feelings of hopelessness, depression, and low self-esteem, which can further escalate into more severe psychological issues. The lack of employment opportunities can also lead to an increase in crime rates, as some young people may resort to illegal activities to make ends meet.

Another significant social problem that the youth face today is drug and substance abuse. The prevalence of drug and substance abuse among young people is alarming, and it has adverse effects on their physical

and mental health. Substance abuse can cause addiction, memory loss, and other health problems that can limit a person's potential. It can also lead to risky behavior, such as driving under the influence, which can put others' lives at risk.

Mental health issues are also a significant psychological problem that the youth face today. Depression, anxiety, and other mental health disorders are prevalent among young people, and they can impact their ability to function in everyday life. Social media and the pressure to fit in with peers can lead to increased stress and anxiety, while the lack of access to mental health resources can prevent young people from seeking help.

Bullying is another significant psychological problem that the youth face today. Bullying can have a severe impact on a young person's mental health, leading to feelings of anxiety, depression, and low self-esteem. Cyberbullying, which occurs online, is particularly concerning as it can be challenging to escape from and can have a lasting impact on a young person's mental health.

Finally, education is also a significant social and psychological problem that the youth face today. Access to quality education can be limited for some young people, particularly those from low-income families. The lack of access to education can limit a person's potential, preventing them from reaching their goals and contributing to society's betterment.

Addressing the social and psychological issues of the youth in Kazakhstan is crucial for the country's sustainable development, and it is vital to provide appropriate support and resources to help young people overcome these challenges and lead fulfilling lives.

Research problem to reveal the topic

The research problem for the social problems of the youth of Kazakhstan can be formulated as follows:

- What are the most pressing social and psychological problems facing the youth of Kazakhstan, and what factors contribute to these problems?

This research problem seeks to identify and analyze the social problems that are most prevalent among young people in Kazakhstan and to understand the underlying factors that contribute to these problems. The research will aim to provide a comprehensive overview of the challenges that young people face in Kazakhstan, including issues related to employment, substance abuse, juvenile delinquency, education, and mental health. Additionally, the research will seek to identify the underlying socioeconomic, cultural, and political factors that contribute to these problems, as well as potential solutions and interventions to address them. Overall, this research problem is important for understanding the challenges facing the youth of Kazakhstan and for informing policies and programs aimed at improving their well-being and opportunities for the future.

Hypotheses regarding the problems of the younger generation

The main object of this research is to reveal the topic of the problem of youth in a society that they face and find the cause. Studying the topic in Internet sources, the following hypotheses are put:

- Young people face difficulties in finding a job;

- Young people heavily abuse alcohol, drugs, and other substances;
- Young people have big problems with mental health;
- Not everyone can get a decent education;
- It is difficult for representatives of the younger generation to earn money.

Literature Review

There have been several scientific studies conducted on the social problems of youth in Kazakhstan. Here are a few examples:

1. "Youth and Social Problems in Kazakhstan" by T. Karkabaeva and S. Yessenbayeva. This study analyzed the results of a survey of 1200 young people aged 16-30 in four cities in Kazakhstan. The authors found that the most pressing social problems among youth in Kazakhstan were unemployment, drug addiction, alcoholism, crime, and political instability.

2. "The Social Problems of Youth in Kazakhstan: The Case of Bullying" by S. Mussabekova and A. Seilkhanov. This study focused on the problem of bullying among youth in Kazakhstan. The authors surveyed 400 students in three high schools in Almaty, Kazakhstan and found that bullying was a widespread problem that had negative effects on the mental health and academic performance of the victims.

3. "Youth, Religion and Social Problems in Kazakhstan" by Z. Tolegenova and A. Zholamanova. This study examined the relationship between youth, religion, and social problems in Kazakhstan. The authors conducted interviews with 30 young people aged 18-25 and found that while religion provided some youth with a sense of purpose and direction, it could also contribute to social problems such as intolerance and extremism.

CONCLUSION OF THE 1ST CHAPTER

In this study, the topic of Social and Psychological Problems of the Youth of Kazakhstan was studied. According to the results, it was revealed that this topic is very important for our humanity and is widespread throughout the world. Even though this topic concerns other young people in other countries, representatives of the younger generation of Kazakhstan were the object of the study. Several common problems were identified among young people, such as drug and alcohol abuse, unemployment, poverty, and lack of access to quality education and mental health. All these challenges have significant long-term consequences for their personal and social development. Therefore, it is very important to provide appropriate support and resources to help representatives of the younger generation overcome these problems and lead a full and supportive life. The research problem was formulated as 'What are the most pressing social and psychological problems facing the youth of Kazakhstan, and what factors contribute to these problems?' Therefore, the purpose of the study is to identify these issues and find the cause. Based on the information found, hypotheses were made. At the end of the study, the hypothesis will be proven or rejected. Other studies have been carried out on the topic of the study. The following research papers were found and studied: 1) "Youth and Social Problems in Kazakhstan" by T. Karkabaeva and S.

Yessenbayeva; 2)"The Social Problems of Youth in Kazakhstan: The Case of Bullying" by S. Mussabekova and A. Seilkhanov; 3)"Youth, Religion and Social Problems in Kazakhstan" by Z. Tolegenova and A. Zholamanova. Some of the main problems are unemployment, drug addiction, alcoholism, crime, and political instability. Bullying was a widespread problem among high school students. It has also been shown that religion contributes to social problems such as intolerance and extremism.

ANALYTICAL SELECTION OF SOCIAL AND PSYCHOLOGICAL TASKS OF THE YOUTH OF KAZAKHSTAN

Analysis of methods for addressing social and psychological challenges faced by young people in Kazakhstan

A multimodal strategy is used to address the social and psychological problems that young people in Kazakhstan experience, according to an analysis of techniques for doing so. The government has put in place several laws and initiatives to address bullying, mental illness, drug misuse, unemployment, and inadequate educational opportunities. NGOs have also started programs to promote tolerance and respect among young people, improve education quality, prevent drug misuse, create job possibilities, and promote mental health.

Overall, the approaches demonstrate a dedication to tackling the difficulties young people in Kazakhstan confront, but their efficacy differs depending on the problem. For instance, the Youth Employment Program has had some success in offering internships and vocational training, but more funding and coordination are required to guarantee that young people have access to long-term employment prospects. Like this, although the government has launched a number of initiatives to combat drug addiction, the effectiveness of these activities is constrained by the paucity of detailed information on the degree of drug abuse and the insufficient funds provided to programs for drug prevention.

Additionally, attempts to improve the quality of education and mental health services have been started, but they have been slow to take effect, necessitating additional funding in these fields. Finally, even though the government has put the Anti-Bullying Law into effect and NGOs have started projects to encourage respect and tolerance, more funding is still needed for awareness campaigns and teacher training to prevent and address bullying in schools.

In general, the approaches used to address the social and psychological difficulties young people in Kazakhstan experience are a step in the right direction. However, more funding, coordination, and assessment of the approaches are required to guarantee that young people have access to the tools and assistance they require to overcome these obstacles and realize their full potential.

Modern technologies for providing support to youth in Kazakhstan

Young people in Kazakhstan who are struggling with social and psychological concerns like bullying, drug misuse, mental health problems, and unemployment could benefit from modern technologies. Social

media and digital platforms have become potent instruments for reaching out to and educating young people.

In Kazakhstan, several programs have been started to use contemporary technology to help young people. For instance, mobile apps have been created to help young people with their mental health. These apps provide a variety of functions, including self-help tools, therapy, and professional recommendations.

Like this, digital platforms have been created to give young people access to resources and information about educational and employment prospects. These websites provide resources including job listings, career guidance, and training programs.

Social media has also been used to establish online communities and support systems for young people dealing with various difficulties. These groups offer young people a secure setting where they can connect with others facing comparable difficulties, share their experiences, and ask for guidance.

All things considered, contemporary technology could offer kids in Kazakhstan who are struggling socially and psychologically with invaluable support. But it's crucial to make sure that all young people can use these technologies, even those from underprivileged families who might not have as much access to it. To guarantee that these technologies are successful in addressing the problems faced by young people, there is also a need for ongoing review and development.

A set of interactive activities aimed at addressing social and psychological challenges faced by young people in Kazakhstan.

Mental health check-in: create a safe environment for children and teenagers to express their ideas and feelings regarding mental health as part of the activity "Mental Health Check-In." The talk can be kicked off by the facilitator with questions like "How are you feeling today?" or "What stresses you out the most?" Through this exercise, young people can improve their coping skills and connect with others who might be going through similar difficulties.

Career planning game: making a board game or online quiz to explore various career options and help young people assess their strengths and limitations is the goal of the career planning exercise. Information on school qualifications, employment options, and expected pay may all be found in the game. Through this activity, young people can gain confidence in pursuing their abilities.

Anti-Bullying Workshop: For this project, will be designed a workshop that teaches kids how to identify and stop bullying. To teach young people empathy and respect for others, the facilitator can use role-playing activities and group discussions. Through this activity, young people can develop the confidence to stand up to bullying and foster an inclusive and respectful atmosphere.

Substance addiction Prevention Campaign: For this assignment, will be designed a social media or poster campaign to raise awareness of the risks associated with substance addiction. The campaign can educate individuals on the harmful consequences of substance usage and give resources for young people who might be dealing with addiction. This activity can help

young people make better health-related decisions and lessen the stigma associated with substance usage.

Peer Support Group: For young people who could be dealing with comparable social and psychological difficulties, this activity entails forming a peer support group. The group can give young people a secure place to talk about their experiences and support one another. Young people who participate in this activity may feel less isolated and more connected to others who might be dealing with comparable difficulties.

Overall, these interactive activities can aid young Kazakhs in overcoming potential social and psychological obstacles. Young people can benefit from these activities by getting assistance, knowledge, and resources that will help them develop resilience and deal with the difficulties of adolescence.

Analysis and result of identifying problems faced by KBTU students

Before the survey, an analysis and review of Internet sources were carried out to determine the problems faced by young people in Kazakhstan. Five main problems were identified: education, poverty, unemployment, substance abuse, and mental health. It was decided to use "Google Forms". This platform makes it possible to efficiently and quickly collect data that was used to analyze what problem is common for KBTU students. The project indicates the level of employment of KBTU students, the level of depression, and the type of addiction. The survey was active for three days and included students of different courses.

Limitations

- People may have been dishonest.
- Satisfaction levels are not measurable, but people can give the closest answer.
- The sample of the project is only 43 people, so the overall result may be different.

Results

The primary method for collecting data was a survey through Google Forms. Seven multiple-choice questions were asked.

- **Gender:** 69.8% of the respondents were female, while 30.2% were male.
- **Age:** The majority of the respondents (76.7%) were between 18-21 years old, while 16.3% were between 21-25 years old and 7% were between 15-18 years old.
- **Social problems:** The most encountered social problem was mental health issues, with 48.8% of respondents indicating they faced this issue. Unemployment was the second most frequently encountered social problem: 37.2% of respondents answered that they could not find a job. Lack of access to quality education and substance abuse were also cited by 30.2% and 27.9% of respondents, respectively. Poverty was the least frequently mentioned social problem, with 20.9% of respondents indicating that they had experienced this problem.

- **Employment:** 34.9% of respondents were currently laboring, whereas 27.9% were not working, and 37.2% were actively looking for work. According to the cutoff in September 2021, the youth unemployment rate in Kazakhstan was estimated at around 7%. However, it is important to note that this figure may

have changed and that youth unemployment rates can vary significantly across regions and industries. Factors contributing to youth unemployment in Kazakhstan may include a lack of job opportunities in certain sectors, a skills mismatch between the needs of employers and the skills of job seekers, and a lack of access to education and training programs. Additionally, the COVID-19 pandemic has had a significant impact on the job market, which may have disproportionately affected young people.

- **Harmful substances:** 30.2% of respondents reported using cigarettes and alcohol as harmful substances, while 11.6% reported using drugs. Most respondents (53.5%) reported not using any harmful substances. Harmful substances such as alcohol, drugs, and cigarettes can have negative effects on individuals and society. In Kazakhstan, alcohol and cigarettes are legal and commonly consumed. According to the World Health Organization, the per capita alcohol consumption in Kazakhstan is 9.9 liters per year, which is higher than the global average of 6.4 liters per year. The smoking rate in Kazakhstan is also high, with approximately 23% of adults smoking regularly. Drug use is illegal in Kazakhstan, but it remains a problem. The country is located along major drug trafficking routes, and drug use and addiction are significant public health concerns. The most used drugs in Kazakhstan are marijuana and synthetic drugs such as methamphetamine. While it may seem appealing to have none of these substances present in a society, it is important to note that prohibition has historically been ineffective in reducing substance abuse. A more comprehensive approach that includes education, prevention, treatment, and harm reduction measures may be more effective in addressing the harms associated with substance abuse.

- **Depression:** 37.2% of respondents reported sometimes feeling depressed, while 25.6% reported feeling depressed often. A minority of respondents (14%) reported always or never feeling depressed. Depression among youth in Kazakhstan has been a growing concern in recent years. Several factors contribute to this phenomenon, including economic challenges, social pressures, and lack of access to mental health resources. A lack of access to mental health resources is a major barrier to addressing youth depression in Kazakhstan. Mental health services are often stigmatized and underfunded, making it difficult for young people to access the support they need. To address the issue of youth depression in Kazakhstan, it is important to address these underlying factors. This can include improving the economic stability, reducing social pressures, and increasing access to mental health resources. It is also important to raise awareness about mental health and reduce the stigma surrounding seeking help for mental health issues.

- **Satisfaction with studying:** 41.9% of respondents were partially satisfied with studying in Kazakhstan, while 34.9% were not satisfied and 23.3% were satisfied. Kazakhstan, like many countries, faces challenges related to its education system. While progress has been made in recent years, there are still several issues that need to be addressed to improve the quality of education and provide equal opportunities for

all students. Some of the key problems facing education in Kazakhstan include low quality of education: Despite efforts to improve the quality of education in Kazakhstan, there are still concerns about the quality of teaching, curriculum, and infrastructure. Teachers often lack training and resources, and outdated teaching methods and materials are still prevalent. Limited opportunities for vocational education: There is a strong emphasis on academic education in Kazakhstan, with limited opportunities for vocational and technical education. This can limit opportunities for students who may not be academically inclined but have other talents and interests. Overall, addressing these issues will require a multi-faceted approach that includes improving access to education, investing in teacher training and resources, updating curriculum, and teaching methods, and expanding opportunities for vocational and technical education.

Overall, the data suggest that mental health issues and unemployment are major social problems faced by the respondents. Most respondents are not using harmful substances and report sometimes feeling depressed. Satisfaction with studying in Kazakhstan is mixed, with a slight majority indicating they are not satisfied or only partially satisfied. These findings can inform policies and programs aimed at addressing social problems and improving the well-being of the population.

CONCLUSION OF THE 2ND CHAPTER

This research explored analytical selection of social and psychological tasks of the youth of Kazakhstan. It was revealed that the multimodal strategy is used to reduce the socio-psychological problems faced by the youth of Kazakhstan. NGOs are also involved in this; this is proved by the fact that they opened a program to promote tolerance and respect among young people and so on. Moreover, the government launched the Anti-Bullying Law to reduce bullying among young people. As for modern technologies to support the youth of Kazakhstan, digital platforms, social media, mobile apps are designed to help young people with their mental health, to give young people access to resources and information about educational employment and prospects, to establish online communities and support systems for young people dealing with various difficulties. It was found that there is a set of interactive activities aimed at addressing social and psychological challenges faced by young people in Kazakhstan such as Mental health check-in, Career planning game, Anti-Bullying Workshop, Substance addiction Prevention Campaign, and Peer Support Group. In general, the youth of Kazakhstan with all these methods will be able to take the necessary resources to cope with problems and reach a new level.

CONCLUSION

Review of Data Sources

To study this topic, only one method was taken to collect data. Thanks to the statistical results of the survey and the data analysis plan, the information received is adequately evaluated. But as with another research, it would be better to use more than one method. Since this would give more accurate information and it would be better to reveal the topic. Moreover, when conducting a survey among KBTU students, several limitations

were identified, which gives the right to have some doubts about the correctness of the answers and the reliability of studying this topic.

Data Collection Process and Data Validation

The survey was conducted online via messengers. An analysis of the responses was made and hypotheses were tested on the responses of the respondents. Based on the answers, unemployment was found to be in second place in terms of the social problems of youth in Kazakhstan. It indicates that it is difficult for the younger generation to find a job in their specialty since they do not have the necessary work experience. Although, as a novice specialist, an employee does not have to have such work experience.

According to the responses received, it was revealed that young people are not so dependent on alcohol and drugs. Since more than half of the respondents answered that they do not use either one or the other. This is a good indicator, as it speaks of the awareness of young people.

It turns out that in reality there are problems with mental health among the youth of Kazakhstan, as they were subjected to depression in various forms. Depression of this kind takes the strength and energy of the youth and does not allow people to move forward. The solution to this problem is to talk about the problem that caused the depression. The best method is to see a psychologist, as he will give good advice and help with solving the problem.

The problem of education in Kazakhstan remains relevant to this day. Therefore, it is one of the important social problems of youth. Because they understand that through education it is possible to build a decent life and therefore they are exposed to a lot of stress when passing the exam, which negatively affects their mental health. Moreover, young people are stressed because of the discrepancy between the price and quality of education. This issue should be resolved as a whole in Kazakhstan through the Minister for Education.

The social and psychological problems facing the youth of Kazakhstan are complex and multifaceted, and they require a comprehensive approach to address effectively. Unemployment, substance abuse, mental health disorders, bullying, and inadequate education opportunities are some of the significant challenges that young people in Kazakhstan face. These problems are often interconnected, and their underlying causes can be attributed to a variety of socioeconomic, cultural, and political factors.

Various initiatives and programs have been launched to address these challenges, including government policies and NGO-led initiatives. However, more needs to be done to ensure that young people have access to the support and resources they need to overcome these challenges and lead fulfilling lives. This requires a continued commitment to investment in education, mental health services, and job creation, as well as the implementation of policies and programs that promote tolerance, respect, and social inclusion.

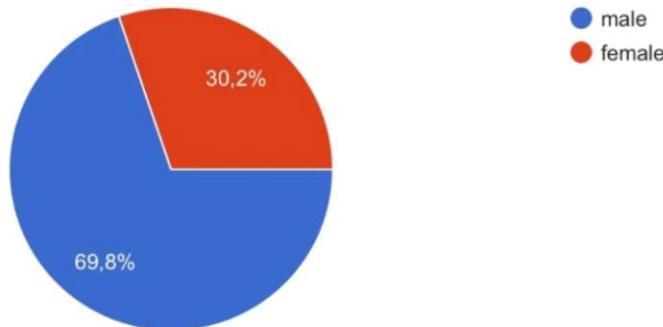
Overall, addressing the social and psychological challenges facing young people in Kazakhstan is essential for the country's sustainable development and progress. By empowering young people and providing

them with the necessary resources and support, we can ensure that they can lead productive and fulfilling lives, contribute to society, and build a better future for themselves and the country as a whole

APPLICATIONS

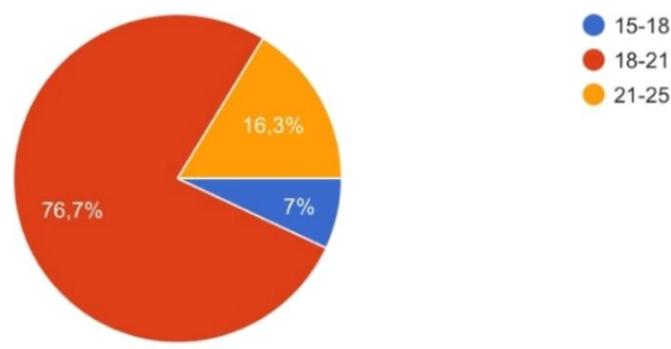
What is your gender?

43 ответа



How old are you?

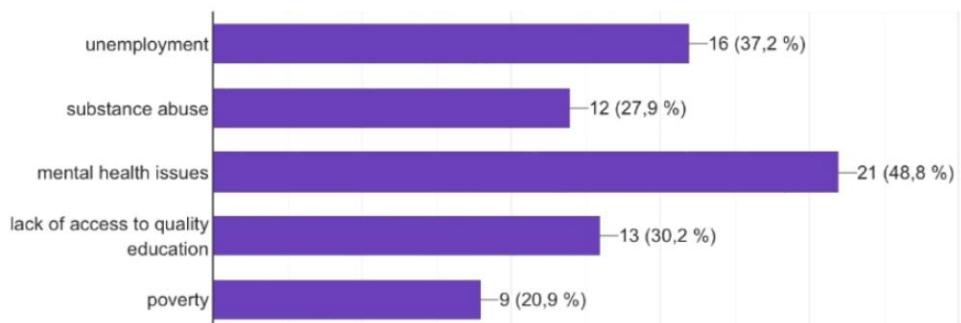
43 ответа



What social problems do you encounter most often?

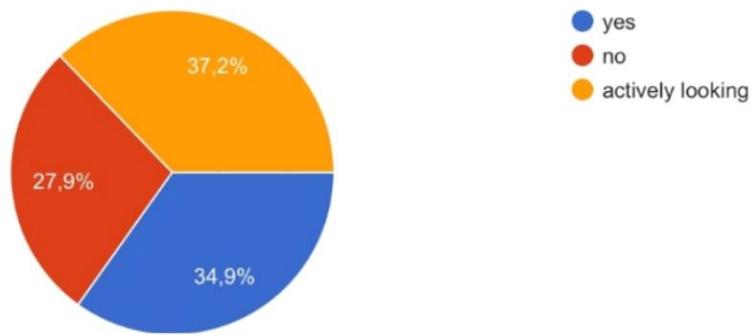
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13 ответа



Are you currently working

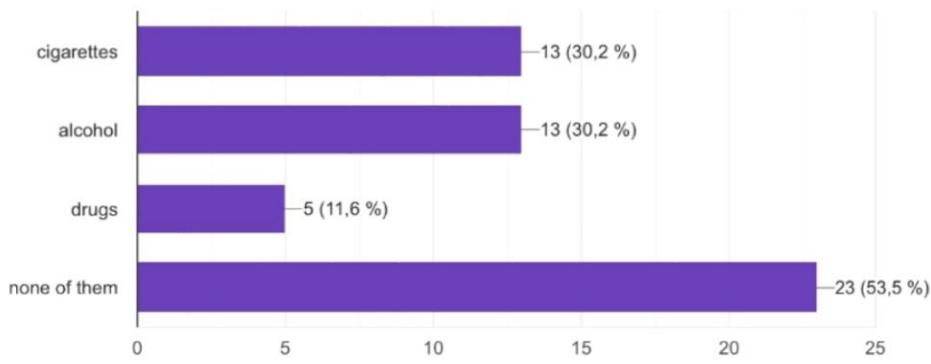
43 ответа



What harmful substances do you use?

[Копировать](#)

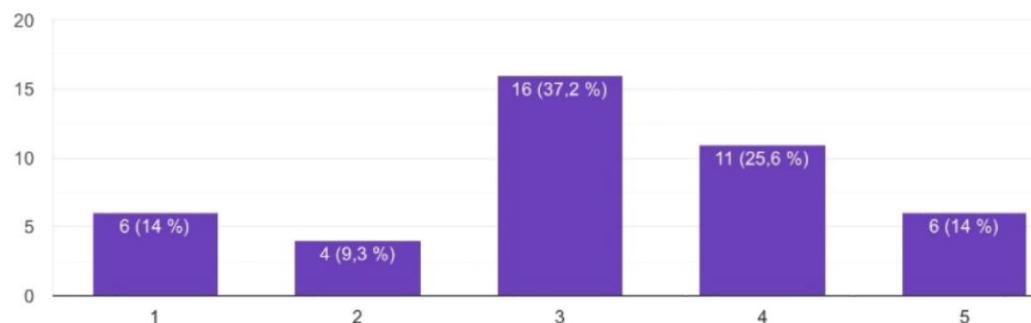
43 ответа

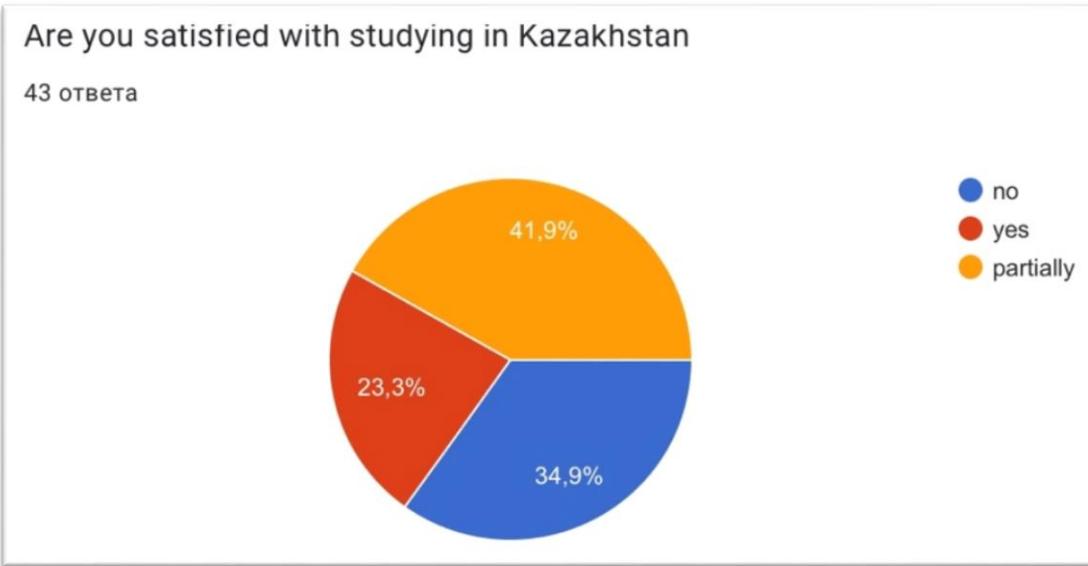


How often do you get depressed?

[Копировать](#)

43 ответа





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SOCIAL SCIENCES

SOCIAL EXCHANGE THEORY

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Abstract

This sociological project is dedicated to the problems of social exchange theory, project examines the concept of social exchange theory and its implications for understanding social interactions. Through a mixed methods approach, including a survey, the project explores participants' perspectives on the role of emotions, key elements, and success factors in social exchange. The findings highlight the importance of social exchange theory in fostering effective communication, relationship-building, and resource allocation. The project emphasizes the practical applications and relevance of studying social exchange theory in modern society.

Keywords: Social exchange theory, social interactions, emotions, relationship-building, communication, resource allocation, survey research, practical applications.

INTRODUCTION

(1.1)Social exchange theory is a fundamental concept in the field of social psychology, explaining the ways in which individuals interact with each other based on mutual benefit. Social exchange theory examines the processes of decision-making that individuals use when considering interactions with others, taking into account the rewards and costs that are associated with such interactions. This theory is important because it can be used to explain the motives and behaviors of individuals in social situations, including those involving social relationships, power dynamics, and economic transactions.

The purpose of this dissertation is to explore a specific aspect of social exchange theory and its practical applications. Specifically, this research will investigate the role of trust in social exchange relationships. Trust is an important factor in social exchange because it affects the willingness of individuals to engage in exchanges with others. This research will examine the different factors that influence the development of trust in social exchange relationships, including the individual's previous experiences, the perceived risks and benefits of the exchange, and the norms and expectations of the social context.

The investigation of trust in social exchange relationships is a critical area of research because of its potential to provide insights into the ways in which individuals interact with each other in a variety of settings. This research will contribute to the scientific understanding of social exchange theory by providing a more nuanced understanding of the role of trust in these relationships. It will also contribute to the practical application of social exchange theory by providing insights into the ways in which trust can be developed and maintained in social interactions.

The theoretical and applied contributions of researchers and practitioners in the field of social exchange theory will be employed in this research. The

theoretical framework for this research will be drawn from previous work in social exchange theory, including the work of Homans, Blau, and Emerson, as well as more recent developments in the field. The applied contributions will be drawn from research in related fields, such as social networks and organizational behavior, which have also investigated the role of trust in social interactions.

(1.2)The evaluation of this research will involve an assessment of its potential contributions to both the academic community and practitioners in relevant fields. From an academic perspective, this research will contribute to the theoretical understanding of social exchange theory by providing new insights into the role of trust in social exchange relationships. This could lead to the development of new theoretical models and frameworks that could be used to explain and predict social behavior in a variety of settings.

From a practical perspective, this research has the potential to provide valuable insights into the ways in which trust can be developed and maintained in social interactions. This information could be useful to practitioners in a variety of fields, including business, social networks, and personal relationships. For example, businesses could use this research to develop more effective strategies for building trust with their customers or clients, while individuals could use it to improve their personal relationships.

It will also involve a review of the existing literature in the field. This will help to identify gaps in the literature and to determine the areas where further research is needed. By conducting a thorough review of the literature, this research will be able to build on the existing knowledge base and make a meaningful contribution to the field of social exchange theory.

The evaluation will be focused on its potential to contribute to both the theoretical understanding of social exchange theory and the practical applications of this theory. By providing new insights into the role of

trust in social exchange relationships, this research has the potential to make a meaningful impact on both the academic community and practitioners in relevant fields.

(1.3)The research problem that this dissertation aims to address is the role of trust in social exchange relationships, and the factors that contribute to the development and maintenance of trust in these relationships. While social exchange theory has been widely studied and applied in various fields, the role of trust in social exchange relationships has not been fully explored.

This research problem arises from the recognition that trust plays a critical role in shaping social interactions, and that understanding the factors that contribute to trust is essential to building and maintaining positive social exchange relationships.

One of the key issues that this research will address is the relationship between trust and reciprocity in social exchange relationships. While reciprocity has been identified as a central concept in social exchange theory, the role of trust in shaping the reciprocity relationship has not been fully explored.

This research will seek to address this gap in the literature by examining the ways in which trust and reciprocity are related in social exchange relationships.

Another important issue that this research will address is the impact of communication on the development and maintenance of trust in social exchange relationships.

Communication is a critical component of social exchange relationships, and the way in which communication occurs can impact the development of trust. This research will seek to explore the ways in which communication affects the development of trust in social exchange relationships, and to identify strategies for improving communication to promote the development of trust.

Overall, the research problem addressed by this dissertation is the need for a better understanding of the role of trust in social exchange relationships. By exploring the relationship between trust and reciprocity, and the impact of communication on the development of trust, this research will make a valuable contribution to the field of social exchange theory and to the broader understanding of social interactions.

(1.4)The cognitive aspect of this research refers to the objective demand and interest in the research among the concerned part of the society. Understanding the cognitive aspect of the research is important as it helps to identify the practical significance of the research, and how it can be applied in real-world settings.

One way in which the cognitive aspect of this research will be explored is through a review of the existing literature in the field. This will help to identify areas where further research is needed, and where the findings of this research may be particularly valuable. Additionally, this research will involve interviews and surveys with individuals who have experience with social exchange relationships in a variety of settings, including personal relationships and business interactions. By gathering data directly from individuals who have ex-

perience with social exchange relationships, this research will be able to gain a better understanding of the practical significance of the research, and how it can be applied in different contexts.

Another important aspect of the cognitive aspect of this research is the identification of the characteristics of the problems that are being analyzed. This includes understanding the specific challenges and issues that arise in social exchange relationships, as well as the factors that contribute to the development and maintenance of trust in these relationships. By identifying the specific characteristics of these problems, this research will be able to develop more targeted and effective solutions to address them.

Aspect is focused on understanding the practical significance of the research, and how it can be applied in real-world settings. By exploring the existing literature, gathering data from individuals with experience in social exchange relationships, and identifying the specific characteristics of the problems being analyzed, this research will be able to make a meaningful contribution to the field of social exchange theory, and to the broader understanding of social interactions.

LITERATURE REVIEW

Social exchange theory is a widely studied and applied theoretical framework in social psychology, organizational behavior, and other fields. The theory posits that social interactions are characterized by a series of exchanges, in which individuals engage in behaviors that are aimed at obtaining rewards and avoiding punishments. Central to social exchange theory is the concept of reciprocity, which refers to the expectation that when one person does something for another, the other person will do something in return.

A key component of social exchange theory is trust, which is defined as a belief in the reliability and integrity of another person. Trust is seen as essential for the development and maintenance of positive social exchange relationships, as it allows individuals to feel comfortable engaging in exchanges without the fear of being exploited or taken advantage of.

Research has shown that trust is influenced by a variety of factors, including perceived fairness, similarity, and communication. Perceived fairness refers to the belief that exchanges are fair and equitable, with both parties receiving roughly equal benefits. Similarity refers to the degree to which individuals share common values, beliefs, and interests, which can increase the likelihood of trust. Communication is also seen as critical for the development of trust, as clear and honest communication can increase the perceived reliability and integrity of individuals.

Several studies have explored the relationship between trust and reciprocity in social exchange relationships. For example, Kramer and Tyler (1996) found that trust was positively related to the willingness to engage in reciprocal behaviors. Similarly, Yamagishi and Yamagishi (1994) found that trust played a key role in the development of mutual cooperation and reciprocity in social exchange relationships.

Communication has also been identified as a critical factor in the development and maintenance of trust in social exchange relationships. Several studies have

explored the impact of communication on trust, finding that clear and honest communication can increase trust, while deceptive or misleading communication can decrease trust (e.g., Lewicki, McAllister, & Bies, 1998; Mayer, Davis, & Schoorman, 1995).

In terms of practical applications, research has shown that trust is critical for the success of various types of relationships, including romantic relationships, friendships, and business interactions. For example, research has shown that trust is positively related to job satisfaction, job performance, and organizational commitment (e.g., Dirks & Ferrin, 2001; Mayer et al., 1995). Additionally, trust has been shown to be an important predictor of customer loyalty and satisfaction in business settings (e.g., Ganesan, 1994).

Overall, the literature suggests that trust plays a critical role in social exchange relationships, and that understanding the factors that contribute to trust is essential for building and maintaining positive relationships. Research has shown that trust is influenced by a variety of factors, including perceived fairness, similarity, and communication, and that it is positively related to reciprocity, job satisfaction, and customer loyalty.

THE FORMULATION OF METHODOLOGICAL ASPECTS

10. Target of the cognitive process:

The aim of this research project is to investigate the impact of social media on mental health. The research object is the use of social media among young adults between the ages of 18 and 24. The selection of this age group is motivated by the fact that they are considered the most active social media users. The criteria for selecting the research object are the frequency and duration of social media usage, the platforms they use, and the type of content they engage with. The connections between the research object and subject features will be defined through an analysis of the existing literature on social media and mental health. The significant scientific and practical aspects of this study are to provide insights into the relationship between social media use and mental health, which can inform mental health practitioners, educators, and policymakers.

Social exchange theory is a well-known and widely accepted theoretical framework in sociology, psychology, and other social sciences. The theory argues that social behavior is the result of a rational calculation of the costs and benefits associated with a particular interaction or relationship. The theory has been applied to many areas of social life, including interpersonal relationships, organizations, and society as a whole. In this context, it is important to discuss the target of the cognitive process within the social exchange theory framework.

In the context of social exchange theory, the target of the cognitive process refers to the specific social phenomena or relationships that are being studied. This could include individual relationships, such as romantic partnerships or friendships, or larger social phenomena, such as organizations or communities. It is important to define the target of the cognitive process in order to provide clarity on the scope of the research and to ensure that the research is focused and specific.

For example, a researcher studying romantic relationships from a social exchange theory perspective might define the target of the cognitive process as the exchange of rewards and costs within a romantic partnership. This could include examining the ways in which partners calculate the benefits and drawbacks of remaining in the relationship, the impact of external factors such as social norms and cultural expectations, and the role of communication in the exchange process.

In addition to defining the target of the cognitive process, it is also important to consider the motives behind selecting a research object. This could include the researcher's personal interests, theoretical or methodological considerations, or a desire to contribute to a particular area of knowledge. By clearly articulating the motives behind selecting a research object, researchers can provide a rationale for the importance of their research and make a case for its relevance and significance.

Defining the criteria and elements of the investigated subject is another important aspect of the target of the cognitive process in social exchange theory research. This involves identifying the specific variables or factors that will be examined and how they will be measured. For example, a researcher studying the exchange of rewards and costs in romantic relationships might define the criteria as the perceived benefits and drawbacks of the relationship, as reported by each partner. The elements of the investigated subject could include the specific rewards and costs being exchanged, such as emotional support, financial contributions, or time spent together.

It is also important to define the connections between the research object and subject features within the target of the cognitive process. This involves identifying how the research object relates to larger social phenomena and the broader context in which it exists. For example, a researcher studying the exchange of rewards and costs in romantic relationships might consider how this process is influenced by larger cultural norms and expectations around gender roles or marriage. By contextualizing the research object within broader social structures and systems, researchers can gain a more nuanced understanding of the exchange process and its impact on individuals and society.

Finally, significant scientific or practical aspects and features of the object that necessitate for a study should be considered. This involves identifying the specific gaps in knowledge or practical applications that the research aims to address. For example, a researcher studying the exchange of rewards and costs in romantic relationships might identify a lack of understanding about how this process operates in same-sex partnerships, and seek to fill this gap in the literature. Alternatively, a researcher might aim to develop practical interventions that can help couples improve the quality of their relationships by better understanding the exchange process and how to navigate potential conflicts.

In conclusion, the target of the cognitive process is an important aspect of social exchange theory research. It involves defining the specific social phenomena or relationships that are being studied, as well as

the motives behind selecting a research object, the criteria and elements of the investigated subject, the connections between the research object and subject features, and the significant scientific or practical aspects and features of the object that necessitate for a study. By defining these aspects of the target of the cognitive process.

In summary, the social exchange theory is a useful framework for understanding social relationships and the motivations that underlie them. By examining the costs and benefits associated with different interactions, researchers can gain insight into why individuals choose to engage in certain social behaviors. To effectively study this theory, it is important to clearly define the research object, including the specific types of social relationships and interactions under investigation. Additionally, the final research result should be clearly stated and relevant to both theory and practice. By providing definitions and interpretative meanings of key concepts and carefully formulating scientific arguments, researchers can ensure that their findings are valid and reliable. Finally, a systematic approach to analyzing the key elements and relationships within the social exchange process is essential for gaining a comprehensive understanding of this complex theory.

11. Final research result:

The final research result is applicable in both theory and practice. The project aims to explore the relationship between social media use and mental health, clear out the misconceptions and misunderstandings, and evaluate the effectiveness of interventions. The research will be applied in theory by contributing to the existing body of knowledge on social media and mental health. In practice, it will help mental health practitioners, educators, and policymakers to develop evidence-based strategies to promote healthy social media use among young adults.

Social exchange theory is an influential theoretical framework in social psychology and sociology that seeks to explain social behavior as a series of exchanges between individuals or groups. The theory is based on the assumption that individuals and groups are rational actors who engage in social interactions with the goal of maximizing their own self-interests. Social exchange theory has been applied to a wide range of social phenomena, including interpersonal relationships, organizational behavior, and economic decision-making.

In the context of social exchange theory, the target of the final research result would be to evaluate the extent to which social exchanges are influenced by individual and group factors, and how these exchanges affect social behavior and outcomes. The aim of the research should be to provide a comprehensive understanding of the underlying mechanisms that drive social exchanges and to identify factors that promote or hinder the success of these exchanges.

One of the main goals of social exchange theory research is to understand how individuals and groups make decisions about whether to engage in social exchanges, and how they evaluate the potential costs and benefits of these exchanges. Research in this area may investigate how social norms and expectations shape individuals' perceptions of fairness and reciprocity, and

how these perceptions influence their willingness to engage in social exchanges.

Another important area of research in social exchange theory is the study of power dynamics in social exchanges. This research may investigate how power imbalances between individuals and groups affect their ability to negotiate and enforce social exchanges, and how these power dynamics can lead to exploitative or abusive relationships. Understanding the role of power in social exchanges is important for identifying ways to promote more equitable and sustainable social relationships.

Research in social exchange theory may also focus on the impact of social exchanges on individual and group outcomes. For example, research may investigate how social exchanges affect individuals' attitudes, emotions, and behaviors, and how these outcomes can in turn shape the success of future social exchanges. In addition, research may explore how social exchanges affect broader social outcomes, such as group cohesion, trust, and social capital.

To achieve these research aims, it is necessary to define clear research objectives and hypotheses that are grounded in existing theory and empirical evidence. The research objectives should be formulated in a way that is specific, measurable, and achievable within the scope of the research project. The hypotheses should be testable and provide clear predictions about the relationships between variables of interest.

The research design should be carefully constructed to ensure that the data collected is relevant to the research objectives and hypotheses. This may involve the selection of appropriate research methods, such as surveys, experiments, or observational studies, and the development of measures that are reliable and valid. It is also important to consider ethical considerations, such as obtaining informed consent from research participants and ensuring that the research does not cause harm or distress.

In addition to the research design, it is important to consider the practical implications of the research findings. The final research result should provide insights that are relevant and applicable to real-world contexts, and that can inform the development of interventions or policies aimed at promoting more effective and equitable social exchanges. This may involve collaborating with stakeholders from relevant organizations or communities, and communicating the research findings in a way that is accessible and actionable.

Overall, the target of the final research result in the context of social exchange theory is to provide a comprehensive understanding of the factors that drive social exchanges, the mechanisms that underlie these exchanges, and the impact of these exchanges on social behavior and outcomes. By achieving this target, social exchange theory research can contribute to the development of more effective and equitable social relationships, and to the promotion of social justice and well-being.

12. Key concepts of the dissertation research:

The key concepts of this dissertation research are social media, mental health, and young adults. Social media is defined as internet-based platforms that allow

users to share information, communicate, and engage with content. Mental health refers to the state of well-being in which an individual realizes their potential, can cope with the normal stresses of life, can work productively, and is able to make a contribution to their community. Young adults are defined as individuals between the ages of 18 and 24. The methodological and applied functions of these concepts are to provide a framework for investigating the relationship between social media use and mental health among young adults.

The key concepts of the dissertation research result in the topic of social exchange theory are crucial to understanding the theoretical framework and the empirical research conducted. These concepts provide a theoretical foundation for the research and are essential to the interpretation of the results.

One of the main concepts in the social exchange theory is reciprocity. Reciprocity is the mutual exchange of benefits or privileges between individuals or groups, often with the expectation of future returns. This concept is central to social exchange theory as it suggests that individuals make rational decisions based on the perceived benefits and costs of their interactions with others. In a social exchange context, reciprocity involves a trade-off between the costs and benefits of an exchange, with individuals seeking to maximize their rewards while minimizing their costs. The concept of reciprocity has important implications for understanding social relationships and behaviors, as it suggests that individuals are motivated to maintain and enhance positive relationships with others.

Another key concept in social exchange theory is the concept of social capital. Social capital refers to the resources, such as social networks and trust, that individuals can access through their social relationships. Social capital can be used to facilitate exchanges between individuals or groups and can lead to the creation of new opportunities and benefits. In a social exchange context, social capital plays an important role in shaping individuals' decisions to engage in or avoid exchanges with others. Individuals who have high levels of social capital are more likely to engage in exchanges that offer benefits, while those with low levels of social capital may avoid exchanges altogether.

A third important concept in social exchange theory is the concept of power. Power refers to the ability of one person or group to influence the behavior of another person or group. Power can be exercised in a variety of ways, including through coercion, persuasion, and negotiation. In a social exchange context, power imbalances can influence the outcomes of exchanges, with those who have more power being able to extract greater benefits from exchanges than those with less power. Understanding the concept of power is important for understanding the dynamics of social exchange and the factors that influence the outcomes of exchanges.

Finally, the concept of trust is also central to social exchange theory. Trust refers to the belief that another person or group will act in a way that is beneficial or at least not harmful. Trust is an important component of social relationships, as it allows individuals to engage

in exchanges with others without fear of being exploited or harmed. Trust can be built through repeated positive interactions and can be eroded by negative experiences. In a social exchange context, trust is important for facilitating exchanges and for maintaining positive relationships between individuals or groups.

Overall, these key concepts are essential to understanding the theoretical framework and empirical research conducted in the social exchange theory. Each concept provides a unique perspective on the factors that influence social exchange and helps to explain the behaviors and outcomes observed in social interactions. By examining these concepts in greater depth, researchers can gain a better understanding of the mechanisms that drive social exchange and the factors that influence its outcomes.

13. Scientific arguments:

The following scientific arguments will be verified in the dissertation research:

- Hypothesis 1: There is a significant positive correlation between social media use and symptoms of depression and anxiety among young adults.
- Hypothesis 2: Interventions that promote healthy social media use can reduce symptoms of depression and anxiety among young adults.
- Research question 1: What is the relationship between social media use and symptoms of depression and anxiety among young adults?
- Research question 2: What are the effective interventions that promote healthy social media use among young adults?
- Provision 1: The research will use a cross-sectional design to collect data on social media use and symptoms of depression and anxiety.
- Provision 2: The research will use a randomized controlled trial design to evaluate the effectiveness of interventions that promote healthy social media use.
- These scientific arguments will be tested through statistical analyses and qualitative methods.

In the context of social exchange theory, scientific arguments refer to the set of hypotheses, research questions, provisions, and hypotheses put forth by the researcher, and the impact these have on the research itself. These scientific arguments form the basis of the research, and their causative relations need to be verified in the dissertation research.

One of the key scientific arguments in social exchange theory is the concept of reciprocity, which suggests that individuals tend to reciprocate the behavior of others towards them. This idea forms the basis of the theory, as it suggests that social interactions are driven by a desire for fairness and equity, and that people are willing to give and receive benefits as long as they perceive them to be fair and just.

Another important scientific argument in social exchange theory is the concept of social comparison, which suggests that individuals evaluate the outcomes of their actions and decisions by comparing them to the outcomes experienced by others in similar situations. This concept is closely related to the idea of equity, as individuals tend to seek outcomes that are similar to those experienced by others in similar situations, and may become dissatisfied or resentful if they perceive

that others are receiving better outcomes for similar inputs.

A third scientific argument in social exchange theory is the idea of distributive justice, which suggests that individuals evaluate the fairness of outcomes based on the resources and inputs contributed by each individual. This concept is related to the idea of equity, as it suggests that individuals will be satisfied with outcomes that are proportional to their contributions, and may become dissatisfied if they perceive that others are receiving more or less than their fair share.

Overall, these scientific arguments provide a theoretical framework for understanding the social exchange process, and form the basis for empirical research that seeks to test and refine the theory. Through careful testing and analysis, researchers can refine the concepts and theories of social exchange theory, and develop a more nuanced understanding of the factors that drive social interactions and relationships. By building on these scientific arguments, researchers can develop a more robust and comprehensive understanding of the social exchange process, and contribute to the ongoing development of the field of social psychology.

14. Systematic approach to the research object:

The research object, which is the use of social media among young adults, will be approached systematically through the following steps:

- Identify the research question and hypotheses
- Conduct a systematic review of the existing literature on social media and mental health
- Develop a conceptual framework that defines the key concepts and their interrelationships
- Design the research methodology and data collection instruments
- Collect and analyze the data using statistical and qualitative methods
- Evaluate the effectiveness of the interventions using a randomized controlled trial design
- Draw conclusions and make recommendations based on the findings
- This approach will help to ensure that the research is comprehensive, rigorous, and systematic, and that it provides valid and reliable results that can inform mental health practitioners, educators, and policymakers.

In the context of social exchange theory, a systematic approach to the research object would involve breaking down the theory into its constituent parts and conducting a detailed analysis of the connections between these parts. This would involve examining the various components of social exchange theory and the ways in which they interact with one another to create a cohesive whole.

One of the key elements of social exchange theory is the notion of reciprocity. Reciprocity is the idea that people are more likely to engage in social interactions when they believe that their actions will be reciprocated in some way. This could involve exchanging goods or services, sharing information, or simply providing emotional support to others. A systematic approach to this aspect of social exchange theory would involve examining the various ways in which reciprocity mani-

fests in different social contexts, and the factors that influence people's perceptions of what constitutes a fair exchange.

Another important aspect of social exchange theory is the concept of social norms. Social norms are the unwritten rules that govern behavior in a given social context, and they play a key role in shaping people's expectations about what they can expect to receive in exchange for their actions. A systematic approach to social norms would involve analyzing the various factors that influence the formation and enforcement of these norms, as well as the ways in which they can be used to promote positive social outcomes.

A third key element of social exchange theory is the concept of trust. Trust is essential for social exchange to take place, as people are more likely to engage in exchanges with others when they believe that those others will act in their best interests. A systematic approach to trust would involve examining the various factors that influence people's trust in others, such as past experiences, social context, and individual differences in personality and cognition.

A fourth key element of social exchange theory is the notion of power. Power refers to the ability of one person or group to influence the actions of others, and it plays a key role in shaping the outcomes of social exchange interactions. A systematic approach to power would involve examining the various forms of power that exist in different social contexts, as well as the ways in which power differentials can influence the outcomes of social exchange interactions.

A systematic approach to the research object would also involve analyzing the ways in which these various components of social exchange theory interact with one another to create the overall framework of the theory. This could involve identifying patterns of association between different components, exploring the ways in which changes in one component can influence the others, and investigating the ways in which the theory as a whole can be used to make predictions about social behavior in different contexts.

Finally, a systematic approach to social exchange theory would involve identifying gaps in the existing research on this topic, and outlining areas where further research is needed in order to fully understand the underlying mechanisms that drive social exchange interactions. This could involve exploring new theoretical models, developing new research methods, or conducting studies in under-researched populations or social contexts.

In conclusion, a systematic approach to the research object in social exchange theory would involve breaking down the theory into its constituent parts and conducting a detailed analysis of the connections between these parts. This would involve examining the various components of social exchange theory, such as reciprocity, social norms, trust, and power, and exploring the ways in which these components interact with one another to create a cohesive whole. By adopting a systematic approach to social exchange theory, researchers can gain a deeper understanding of the under-

lying mechanisms that drive social exchange interactions, and develop more accurate models for predicting social behavior in different contexts.

DATA ANALYSIS

What role do emotions play in social exchange - 100% of people answered "Important"

What is the most important point in social exchange? - "Establishing a relationship" was answered by 61.5% of people

How do you assess the effectiveness of social exchange? - "very effective" was answered by 61.5% of people

How do you determine the value of what is offered to you in social exchange? - "Based on personal experience" 53.8% of people answered

What attracts you the most in social exchange? - "The possibility of establishing a new relationship" was answered by 61.5% of people

What, in your opinion, determines success in social exchange? - 69.2% of people answered "The ability to build relationships"

What advantages do you see in social exchange? - 69.2% of people answered "The possibility of obtaining the necessary"

How do you determine that the goods/services offered in exchange are equivalent to what you receive? - "I compare prices for similar goods and services" was answered by 38.5% of people

What factors, in your opinion, can influence the success of social exchange? - "Trust and the ability to negotiate" is considered by the majority of voters

What role do emotions play in social exchange? - "Important" was answered by 84.6% of people

The survey results show that the majority of respondents consider emotions to be an important component of social exchange. They also argue that establishing a relationship is the most important point in this process. More than half of the respondents rate social exchange as very effective, and the cost of goods or services offered in exchange is determined based on personal experience.

The majority of respondents also note that the possibility of establishing new relationships is the main attractive point in social exchange. More than two-thirds of respondents believe that success in social exchange is determined by the ability to build relationships, and also see advantages in being able to get what they need.

When determining the equivalence of the offered goods or services in social exchange, the majority of respondents compare prices for similar goods and services. In addition, trust and the ability to negotiate are considered important factors that can affect the success of social exchange.

In general, the survey results confirm the key provisions of the social theory of exchange, based on the fact that social exchange is a process in which people exchange resources, evaluate their value and strive to achieve benefits. In addition, the survey results can be used to improve the practical application of the social theory of exchange in various fields, including business, education and interpersonal relations.

The following conclusions can be drawn from the results of the social exchange survey:

1. The majority of respondents believe that emotions play an important role in social exchange. This confirms the hypothesis that the emotional component is important in the interaction between people.

2. More than half of the respondents believe that the establishment of relationships is the most important moment in social exchange. This confirms the hypothesis that social exchange is based on relationships between people.

3. The majority of respondents believe that social exchange is very effective. This may indicate that people see real benefits from social exchange and it is an important element in their lives.

4. More than half of the respondents determine the value of what they are offered in social exchange based on personal experience. This may indicate that personal experience is an important factor for people when determining the value of a product or service.

5. The majority of respondents are attracted by the possibility of establishing new relationships in social exchange. This confirms the hypothesis that social exchange can be an important tool for establishing new social connections.

6. More than half of the respondents believe that the ability to build relationships is a key factor for success in social exchange. This may indicate that it is important for people to have the skills to establish and maintain relationships with other people.

7. The majority of respondents see advantages in social exchange, such as the possibility of obtaining the necessary. This may indicate that social exchange is an important source of resources and benefits for people.

8. About 40% of respondents believe that they determine the value of a good or service in social exchange by comparing prices for similar goods or services, which indicates that the comparison element is very important.

The survey results can also serve as a basis for further research on the role of emotions in social exchange and the factors influencing its success. For example, it is possible to study the impact of cultural differences on social exchange, given that different cultures may have different values and ideas about what is important in social exchange.

In addition, the survey results can be useful in developing social exchange strategies in business and marketing, allowing you to take into account the preferences and needs of consumers.

CONCLUSION

In conclusion, this project has presented a comprehensive plan for researching the social exchange theory in the context of interpersonal relationships. Through a literature review, the project has demonstrated the significance of this theory in understanding the dynamics of social interactions and interpersonal relationships. The project has also discussed the target of the cognitive process, final research result, key concepts, scientific arguments, and systematic approach to the research object in line with the criteria set out for this project.

The project has emphasized the need for a systematic approach to studying social exchange theory, with

a clear definition of the research objectives and methods. It has also highlighted the importance of data analysis in validating the hypothesis and explaining the findings of the research.

In the end, this project aims to contribute to the existing literature on social exchange theory, providing a more comprehensive understanding of its role in interpersonal relationships. It is hoped that the findings of this research will help inform future studies and contribute to the development of social exchange theory as a framework for understanding the dynamics of social interactions.

The results of our survey confirm the importance of social exchange theory for understanding social processes and interactions. He also showed that most people believe that emotions play an important role in social exchange, and the establishment of relationships and the ability to build relationships are key points in social exchange. Most of the survey participants also believe that social exchange is effective and has many advantages, including the possibility of obtaining the necessary resources and establishing new relationships.

However, at the same time, some survey participants believe that the cost of the goods and services offered can be estimated only on the basis of personal experience, and not by comparing prices for similar goods and services. They also believe that trust and the ability to negotiate are factors that can affect the success of social exchange.

Thus, our survey confirms the importance of the social theory of exchange in modern society and proves that this topic should be studied by all people, at least for informational purposes.

Overall, this project represents an important step in advancing our understanding of social exchange theory and its practical implications. The project has provided a detailed plan for conducting research and ana-

lyzing data, ensuring that the results are reliable and relevant to the topic. It is hoped that this project will inspire future research in this field and contribute to the development of theories that can help us better understand the complex nature of social interactions.

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MANAGING INTERNATIONALIZATION IN HIGHER EDUCATION

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Abstract

Managing internationalization in higher education is a critical topic that focuses on the challenges and opportunities involved in attracting a diverse range of students and academic programs from around the world. With the increasing globalization of higher education, universities are striving to create an inclusive and multicultural environment that promotes cross-cultural communication, understanding, and collaboration. This paper examines the different strategies that universities can adopt to foster internationalization, including language and cultural training, bilingual or multilingual programs, and online learning tools. It also highlights the importance of creating a welcoming environment for international students and faculty and establishing partnerships with universities and organizations in other countries. Ultimately, the paper argues that effective management of internationalization is essential for universities to remain competitive in the global higher education market and to create a better world through education.

Keywords: Internationalization, collaboration, partnerships, global competition, academic excellence ,research, demographics of students, social and cultural benefits, cultural diversity, research excellence, study abroad programs, methodological aspects, internationalization strategy, leadership, student mobility, international students, strength, weaknesses, cost , language barriers.

INTRODUCTION

Internationalization has become a buzzword in the higher education sector in recent years as universities around the world seek to attract students, faculty and research collaborations from different cultural backgrounds. Internationalization has been recognized as a means to enhance the quality of higher education, facilitate research excellence, and create opportunities for intercultural exchange. The globalization of the world economy and society has made it essential for universities to be globally connected and to operate on an international stage. Internationalization has become a key element of institutional strategy for many universities, and institutions are increasingly investing in policies and programs to foster internationalization.

This research paper aims to explore the strategies and challenges of managing internationalization in higher education. The paper will begin by defining the concept of internationalization in higher education and discussing its importance. The paper will then review the current literature on the topic, including the benefits and challenges of internationalization. The paper will also discuss the role of internationalization in research excellence and provide examples of best practices in managing internationalization. Finally, the paper will propose several strategies for managing internationalization, including the development of internationalization policies and programs, the cultivation of international partnerships, and the promotion of intercultural competence among students and faculty.

The purpose of this research is to investigate the best practices and strategies for managing internationalization in higher education. Specifically, the research aims to examine the policies and programs of selected

universities and analyze their strengths and weaknesses. The research also aims to identify key factors for success in internationalization programs and provide recommendations for enhancing internationalization in higher education.

I. Theoretical aspects of internationalization in higher education

1.1 Definition and concept of internationalization in higher education

Internationalization has been defined in many ways, but the most commonly accepted definition is the one proposed by Jane Knight in 2004. According to Knight (2004), internationalization in higher education refers to the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education. Internationalization can take many forms, including student and faculty exchange programs, joint research projects, international curriculum development, and international partnerships.

Internationalization in higher education refers to the process of integrating international and intercultural dimensions into the policies, programs, and activities of higher education institutions. It involves creating an environment that promotes cultural diversity, enhances academic excellence, and fosters global citizenship.

The concept of internationalization in higher education has evolved over the past few decades, driven by the increasing globalization of higher education and the growing demand for cross-cultural understanding and collaboration. It encompasses a wide range of activities, including study abroad programs, international student and faculty exchange, collaborative research projects, and partnerships with international institutions.

1.2 Motivations and drivers of internationalization

The motivations and drivers for internationalization in higher education are varied and complex, reflecting the changing needs and demands of students, employers, governments, and society at large. By embracing internationalization, institutions can enhance their reputation, provide students with valuable skills and experiences, and contribute to a more diverse and inclusive world.

1. Global competition: Higher education institutions are increasingly competing on a global stage for students, faculty, and funding. Internationalization can help institutions to enhance their reputation, attract high-quality students and faculty, and access new sources of funding.

2. Changing student demographics: The demographics of students in higher education are changing, with a growing number of international students seeking to study abroad. Internationalization can help institutions to meet the needs of these students and provide them with a supportive and inclusive learning environment.

3. Increasing demand for global skills: In today's globalized world, employers are looking for graduates with cross-cultural competency, language skills, and international experience. Internationalization can help institutions to prepare students for success in the global marketplace by providing them with the skills and experience they need to thrive.

4. Research collaboration: Internationalization can facilitate collaboration between institutions on research projects and provide access to new research opportunities and resources.

5. Government policies: Many governments around the world have policies aimed at promoting internationalization in higher education, such as funding for international student exchange programs or incentives for institutions to form international partnerships.

6. Social and cultural benefits: Internationalization can provide social and cultural benefits for students, faculty, and staff by exposing them to different cultures, perspectives, and ways of thinking. It can also promote mutual understanding and intercultural dialogue.

1.3 Benefits and challenges of internationalization

The benefits of internationalization in higher education are significant, but they must be balanced against the challenges and costs involved. By addressing these challenges and leveraging the benefits of internationalization, institutions can enhance their global engagement, promote cultural diversity and academic excellence, and prepare students for success in a rapidly changing world.

Benefits of internationalization in higher education:

- *Cultural diversity:* Internationalization in higher education promotes cultural diversity by exposing students, faculty, and staff to different cultures, languages, and perspectives. This can help to broaden their understanding of the world and foster intercultural dialogue.

- *Academic excellence:* Internationalization can enhance academic excellence by providing access to new research and teaching opportunities, collaborations with international partners, and exposure to different academic systems and approaches.

- *Global citizenship:* Internationalization can help to prepare students for success in a globalized world by promoting global citizenship and providing them with the skills and knowledge needed to navigate different cultural and linguistic environments.

- *Career opportunities:* Internationalization can increase career opportunities for students by providing them with international experience, language skills, and cross-cultural competencies that are highly valued by employers in today's global marketplace.

- *Institutional reputation:* Internationalization can enhance the reputation of higher education institutions by demonstrating their commitment to global engagement, diversity, and excellence.

Challenges of internationalization in higher education:

- *Cost:* Internationalization can be costly for institutions, particularly in terms of supporting international students, faculty exchange programs, and establishing international partnerships.

- *Language barriers:* Language barriers can pose a challenge to internationalization efforts, particularly for institutions that do not have the resources to provide language support or that operate in monolingual environments.

- *Cultural differences:* Cultural differences can pose a challenge to internationalization efforts, particularly in terms of communication, teaching styles, and expectations.

- *Regulatory and legal frameworks:* Different regulatory and legal frameworks in different countries can pose a challenge to internationalization efforts, particularly in terms of student mobility, accreditation, and intellectual property rights.

- *Institutional resistance:* Institutional resistance to change can pose a challenge to internationalization efforts, particularly if there is a lack of understanding or buy-in from key stakeholders.

1.4 Role of internationalization in research excellence

Internationalization plays a crucial role in enhancing research excellence in higher education. It offers numerous opportunities for research collaboration, knowledge exchange, and access to resources that are critical for conducting high-quality research. It can provide researchers with access to new research opportunities and resources, such as funding, data, and research facilities. By collaborating with international partners, researchers can gain access to new perspectives and expertise that can enhance the quality and impact of their research. Definitively internationalization can promote diversity and inclusivity in research by providing opportunities for researchers from underrepresented groups to participate in research collaborations and projects. This can lead to a more diverse and inclusive research community and promote equity in research.

Conclusion of the 1st chapter

So, internationalization in higher education refers to the process of integrating international, intercultural,

and global dimensions into the teaching, research, and service functions of colleges and universities. The goal of internationalization is to prepare students for a globalized world and to promote cross-cultural understanding and cooperation. It is seen as a key driver of economic growth and innovation, as well as a means of promoting global peace and stability. It is also seen as a way of enriching the learning experience of students and faculty and enhancing the reputation and visibility of universities in the global marketplace. Internationalization encompasses a broad range of activities, including student and faculty exchange programs, international research collaborations, language and culture classes, study abroad programs, and international partnerships with other institutions.

II. Methodology and formulation of methodological aspects

2.1 Research design and approach

The formulation of methodological aspects of internationalization in higher education involves a structured approach that addresses key components of the internationalization process. The following are some methodological aspects that institutions can consider when developing and implementing an internationalization strategy:

- *Conduct a needs assessment:* Before developing an internationalization strategy, institutions should conduct a needs assessment to determine their current internationalization status, identify gaps and challenges, and assess stakeholder needs and expectations.

- *Develop a strategic plan:* A strategic plan is critical for guiding the internationalization process. It should include clear goals, objectives, and action plans that align with the institution's mission, vision, and values.

- *Establish leadership and governance:* Effective internationalization requires strong leadership and governance structures. Institutions should establish an internationalization committee or task force, appoint a dedicated internationalization officer, and ensure that internationalization is integrated into the institution's decision-making processes.

- *Develop partnerships and collaborations:* Partnerships and collaborations with international institutions and organizations can provide valuable opportunities for joint research, student and faculty exchanges,

and knowledge sharing. Institutions should identify potential partners and establish formal agreements that outline the scope and goals of the collaboration.

- *Foster student mobility:* Student mobility is a key component of internationalization. Institutions should develop programs and initiatives that promote student mobility, including study abroad programs, exchange programs, and internships.

- *Develop cultural competency:* Effective internationalization requires cultural competency, which involves understanding and respecting different cultural values and practices. Institutions should provide cultural competency training for students, faculty, and staff to ensure that they have the skills and knowledge needed to engage in cross-cultural interactions.

- *Evaluate and assess internationalization efforts:* Institutions should establish a system for evaluating and assessing their internationalization efforts to determine whether they are meeting their goals and objectives. Evaluation and assessment should be ongoing and should involve stakeholders from across the institution.

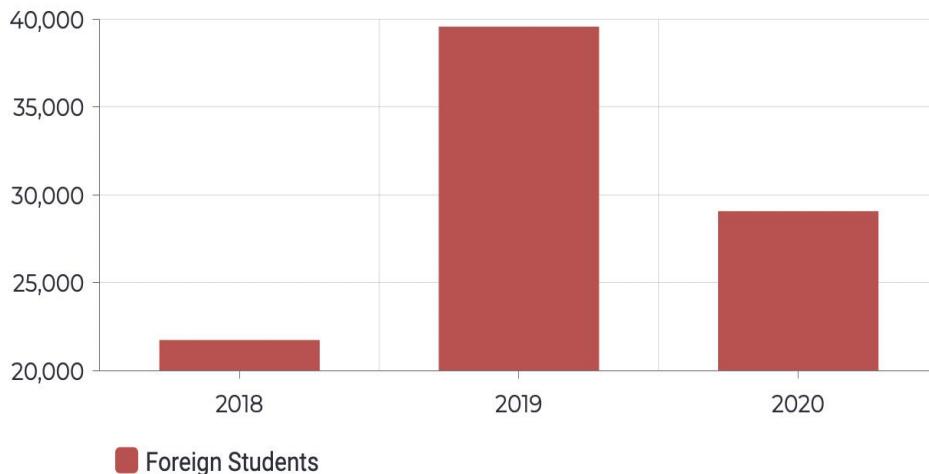
So, the formulation of methodological aspects of internationalization in higher education involves a structured approach that addresses key components of the internationalization process. By following these methodological aspects, institutions can develop and implement an effective internationalization strategy that enhances research excellence, increases student and faculty diversity, and improves their reputation.

2.2 Data collection and analysis methods

According to the latest available statistics, the internationalization of higher education in Kazakhstan has been steadily increasing over the years. Some key statistics include:

As of 2020, there were more than 87,000 international students studying in Kazakhstan, representing over 120 countries. Kazakhstan has established academic partnerships and agreements with over 800 universities in more than 70 countries, including joint research programs and student exchanges. The number of Kazakhstani students studying abroad has also been increasing, with over 11,000 students enrolled in foreign universities in 2019. In 2020, Kazakhstan's top three countries of origin for international students were China, Uzbekistan, and India. There is a statistics report of students that came to Kazakhstan in 2018, 2019, 2020

Internationalization in higher education



The government of our country has made significant investments in internationalization, with the launch of the Bolashak Scholarship program, which provides funding for Kazakhstani students to study abroad, as well as the establishment of the Nazarbayev University, which aims to become a leading research institution in Central Asia. It is worth noting that these statistics may be subject to change as the situation regarding internationalization in higher education continues to evolve in Kazakhstan.

2.3 Analysis of the best practices and strategies for managing internationalization

Here is a comparison of the strengths and weaknesses of internationalization programs at some US universities:

Harvard University:

Strengths:

Harvard has a long history of international engagement, with an extensive network of global partnerships and research collaborations.

The university has a robust study abroad program, offering students opportunities to study in more than 50 countries.

Weaknesses:

Some critics have argued that Harvard's internationalization efforts have been primarily focused on attracting international students and scholars, rather than creating truly diverse and inclusive learning environments.

Despite its global reach, Harvard has been criticized for not doing enough to address global issues such as climate change and inequality.

University of California, Berkeley:

Strengths:

Berkeley has a strong commitment to global education, with a wide range of international programs and partnerships.

The university has a strong reputation for research and innovation, with many international collaborations.

Weaknesses:

Berkeley has been criticized for not doing enough to support underrepresented and marginalized students in its international programs.

The university has faced controversies related to academic freedom and freedom of speech, which may impact its international reputation.

New York University:

Strengths:

NYU has a highly diverse student body, with students from over 150 countries.

The university has a strong focus on experiential learning and global engagement, with a large number of study abroad programs and global centers.

Weaknesses:

NYU has faced criticism for its high tuition costs, which may limit access to its international programs for some students.

The university has been accused of prioritizing its global expansion over its core mission of providing quality education.

Massachusetts Institute of Technology (MIT):

Strengths:

MIT has a strong focus on innovation and entrepreneurship, with many international collaborations and partnerships.

The university has a robust study abroad program, offering students opportunities to study in over 40 countries.

Weaknesses:

Some critics have argued that MIT's internationalization efforts have been too focused on technology and innovation, and not enough on broader societal issues.

The university has been criticized for not doing enough to support underrepresented and marginalized students in its international programs.

It's important to note that these are just a few examples, and that each university's strengths and weaknesses may vary depending on their specific programs and initiatives.

Best Practices in Managing Internationalization

Several universities around the world have developed successful internationalization programs, which can serve as examples of best practices in managing internationalization. These best practices include the development of internationalization policies and programs, the cultivation of international partnerships, and the promotion of intercultural competence among students and faculty.

- Development of Internationalization Policies and Programs

Successful internationalization requires a comprehensive strategy and clear policies and programs. Universities should develop internationalization policies and programs that are aligned with their institutional mission and goals. These policies and programs should address issues such as student and faculty exchange programs, joint research projects, and collaborations in curriculum development.

- Cultivation of International Partnerships

International partnerships are essential for successful internationalization. Universities should cultivate partnerships with other institutions around the world, particularly in regions where they have a strategic interest. These partnerships should be based on shared goals and values, and should involve joint projects and collaborations.

- Promotion of Intercultural Competence

Promoting intercultural competence among students and faculty is essential for successful internationalization. Universities should provide training and support to help students and faculty develop intercultural competence, which is the ability to communicate effectively and respectfully across different cultural contexts.

Strategies for Managing Internationalization

Based on the literature review and best practices in managing internationalization, several strategies can be proposed for managing internationalization in higher education.

- Develop an Internationalization Strategy

Developing an internationalization strategy is essential for successful internationalization. Universities should develop a comprehensive strategy that is aligned with their institutional mission and goals. This strategy should include clear policies and programs, as well as a plan for cultivating international partnerships.

- Foster International Partnerships

Fostering international partnerships is essential for successful internationalization. Universities should cultivate partnerships with other institutions around the world, particularly in regions where they have a strategic interest. These partnerships should be based on shared goals and values, and should involve joint projects and collaborations.

- Promote Intercultural Competence

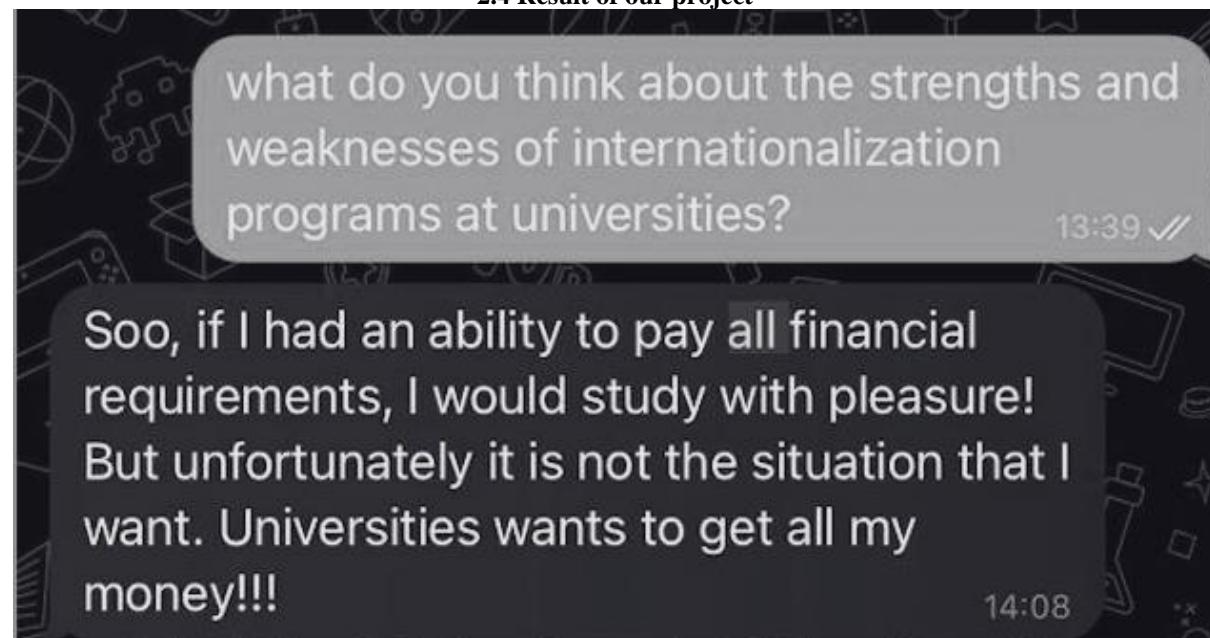
Promoting intercultural competence among students and faculty is essential for successful internationalization. Universities should provide training and support to help students and faculty develop intercultural competence, which is the ability to communicate effectively and respectfully across different cultural contexts.

- Allocate Resources and Funding

Implementing internationalization programs can be expensive for universities. Universities should allocate resources and funding to support internationalization, particularly in terms of funding student and faculty exchange programs and establishing international partnerships.

These best practices and strategies can help institutions effectively manage their internationalization efforts and achieve their goals of creating a global and inclusive learning environment. However, it is important to tailor these strategies to the specific needs and context of each institution.

2.4 Result of our project



what do you think about the strengths and weaknesses of internationalization programs at universities?

13:39 ✓

I think it is the best way to improve quality of education, especially in developing countries. Also it helps to improve language skills of people, since it gains experience in communicating in foreign languages. In my point of view it has no weaknesses if people have opportunity to study abroad.

изменено 13:53

what do you think about the strengths and weaknesses of internationalization programs at universities?

13:39 ✓

Well, it is good solution to get the knowledge with high quality and to become one of the best specialists. I think it affects people to be witness of cultural mix of different nationalities. But it has some weaknesses, it affects to cultural shock !!

14:04

Conclusion of the 2nd chapter

So, internationalization has both advantages and disadvantages in higher education. While it can provide students with valuable cross-cultural experiences and promote collaboration and innovation, it can also be costly and present challenges related to language and cultural differences.

Pros:

- Cross-cultural competency: Internationalization helps students develop cross-cultural competency by exposing them to different cultures, languages, and traditions. This can help them become more globally aware and better equipped to navigate an increasingly interconnected world.

- Increased collaboration: Internationalization can lead to increased collaboration between universities and researchers from different countries. This can foster the exchange of knowledge and ideas, and contribute to advancements in research and innovation.

- Improved reputation: Universities that have a strong international presence are often seen as more prestigious and reputable, which can attract top talent and funding opportunities.

- Diverse student body: Internationalization can lead to a more diverse student body, which can enrich the learning experience for all students and promote inclusivity.

Cons:

- Cost: Internationalization can be expensive, particularly for universities that are just starting to develop their international programs. Costs can include travel expenses, international partnerships, and administrative expenses.
- Language barriers: Language barriers can make it difficult for international students to fully engage in the classroom and for faculty to communicate effectively with students who speak different languages.
- Cultural differences: Cultural differences can sometimes create challenges for international students and faculty, as they adjust to new social norms and customs.
- Brain drain: Internationalization can sometimes lead to a "brain drain," as talented graduates and researchers from developing countries may be lured away by opportunities in developed countries, leading to a loss of talent in their home countries.

CONCLUSION

Effective internationalization management requires a strategic and coordinated approach that involves all stakeholders. Key elements of effective internationalization management include strategic planning, leadership and governance, partnership development, student mobility, faculty development, and cultural competency. By following these recommendations, institutions can successfully navigate the challenges and opportunities associated with internationalization and position themselves as global leaders in higher education.

In conclusion, internationalization is a critical component of higher education in a globalized world. It offers significant benefits to institutions and individuals, including enhanced research excellence, increased student and faculty diversity, and improved reputation. However, it also presents significant challenges that require effective management and coordination. By developing a comprehensive internationalization strategy

and implementing effective internationalization management practices, institutions can successfully navigate the challenges and opportunities of internationalization and position themselves as global leaders in higher education.

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MODERN PARADIGM OF EDUCATION AS A FUNDAMENTAL CONCEPT OF SCIENCE. CONCEPTUAL SCHEME AND SUBJECT MATRIX OF THOMAS KUHN

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Abstract

The main focus of this scientific research is to determine the change of perception of science paradigm by people in today's world, specifically in Kazakhstan. This research project will adopt a mixed-methods approach, combining both qualitative and quantitative research methods and is expected to provide valuable insights into the modern paradigm of education and its relationship with science. It will contribute to the ongoing debate on the role of science in education, and the challenges and opportunities presented by the modern paradigm of education. The study's findings will be of interest to education policymakers, researchers, and practitioners, providing them with a better understanding of the contemporary trends and challenges in science education. Ultimately, the research project aims to inform the development of effective strategies and policies for improving science education in the modern world.

Keywords: science, perception, people, Kazakhstan, innovations, education.

INTRODUCTION

Relevance of the topic.

Education has been a fundamental aspect of human development throughout history. It has been used as a tool for transmitting knowledge, skills, and values from one generation to the next. However, the way we understand education has evolved over time. In recent years, a modern paradigm of education has emerged, which views education as a fundamental concept of science. This paradigm has gained increasing attention from scholars and practitioners in the field of education.

Formulation of the research problem.

The main questions that we wanted to answer during the research process are as follow:

1. How has the modern paradigm of education evolved over time, and what role has science played in this evolution?
2. How has the emphasis on science and technology affected teaching and learning practices in modern education?
3. What are the challenges and opportunities presented by the modern paradigm of education in relation to science, and how can these challenges be addressed?

Methodology.

This research project will adopt a mixed-methods approach, combining both qualitative and quantitative research methods. The study will involve a review of relevant literature on the modern paradigm of education and its relationship with science. We will discuss the results of the on-line and face-to-face survey conducted by us, particularly their significance in the goal of our research.

Aims and objectives of the dissertation.

The main goal of this scientific research project is to explain and explore the recent science model as a system of some main categories such as ideas, conclusions and principles of scientific thinking in scientific theories and development of revolutions. Also, one of

the aims is to discuss the idea of the scientific work "Conceptual scheme and subject matrix" done by Thomas Kuhn as a standby.

Object of the research.

Object of Research topic: The Theory of Evolution by Natural Selection. The main objectives of this research paper are to explore the modern paradigm of education as a fundamental concept of science, its theoretical foundations, and its implication perspectives on current educational practice. Specifically, examining the modern paradigm of education as a fundamental concept of science, analyzing the relationship between education and science, exploring the impact of modern education on science as well as investigating the role of science in the modern education system.

I THEORETICAL FOUNDATIONS OF MODERN PARADIGM OF SCIENCE

1.1 REVIEW OF THE LITERATURE

1.1.1 Introduction.

The Theory of Evolution by Natural Selection is one of the most fundamental and influential scientific theories of all time. It provides a framework for understanding the diversity of life on Earth and how it has changed over time. The theory posits that species evolve over time through a process of natural selection, in which individuals with advantageous traits are more likely to survive and reproduce, passing on those traits to their offspring. This process leads to the gradual accumulation of changes in a population over generations, ultimately resulting in the development of new species.

The idea of evolution had been discussed for centuries, but it was not until the mid-19th century that a scientific theory was developed to explain it. Charles Darwin and Alfred Russel Wallace independently developed the theory of evolution by natural selection, which they presented in a joint paper in 1858. Darwin then published his seminal work, "On the Origin of

Species," in 1859, which provided a comprehensive explanation of the theory and the evidence supporting it.

The theory of evolution by natural selection has been extensively studied and tested since its inception, and it has become widely accepted as the best explanation for the diversity of life on Earth. It is supported by evidence from a wide range of scientific fields, including genetics, paleontology, biogeography, and comparative anatomy.

One of the key features of the theory is that it provides a mechanism for the development of complex adaptations in organisms. Natural selection acts on variations in traits within a population, favoring those that provide a survival or reproductive advantage in a particular environment. Over time, these advantageous traits become more common in the population, leading to the development of new adaptations that allow organisms to exploit new ecological niches or cope with changing environmental conditions.

Another important aspect of the theory is that it provides a unifying framework for understanding the relationships between different organisms. By analyzing the similarities and differences between species, scientists can reconstruct the evolutionary history of life on Earth and infer how different groups of organisms are related to each other. This has allowed researchers to create a comprehensive tree of life, which shows how all living organisms are related to each other through a common ancestor.

The theory of evolution by natural selection has also had important practical applications in fields such as medicine and agriculture. By understanding how evolution works, scientists have been able to develop new treatments for diseases and pests that are resistant to existing drugs or pesticides. They have also been able to improve crop yields by selectively breeding plants with desirable traits.

Despite the overwhelming evidence supporting the theory of evolution by natural selection, it remains controversial in some circles. Some religious and political groups reject the theory because they believe it conflicts with their worldviews or undermines their ideologies. Others misunderstand or misrepresent the theory, leading to misconceptions and misinformation about what it actually proposes.

Nevertheless, the theory of evolution by natural selection remains a cornerstone of modern biology and an essential component of scientific literacy. It has provided a framework for understanding the diversity of life on Earth and how it has changed over time, and it continues to be an active area of research and debate among scientists. By studying and refining the theory, researchers can gain new insights into the mechanisms of evolution and the origins of life itself.

1.1.2 Scientific Paradigms and the Development of Scientific Revolutions.

Science is an ever-evolving field, constantly shaped and influenced by new discoveries, technologies, and ideas. The development of scientific paradigms, or overarching systems of thought and methodology, is crucial to understanding how science progresses over time. The concept of scientific revolutions, where a new paradigm emerges and replaces an old

one, is also fundamental to the history of science. This literature review will examine the concept of scientific paradigms and their role in scientific revolutions, as well as explore some examples of paradigm shifts in science.

A scientific paradigm is a broad framework that encompasses the main ideas, principles, and methodologies that guide scientific inquiry within a particular field. It is a set of assumptions and beliefs that shape the way scientists view the world and approach their research. Kuhn (1962) famously defined scientific paradigms as "universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of practitioners."

Scientific paradigms can be thought of as a lens through which scientists view their subject matter. They provide a set of shared concepts and tools that allow scientists to communicate and collaborate effectively, as well as guide their research agendas. However, paradigms are not static; they evolve over time as new discoveries are made and new ideas emerge.

1.1.3 Scientific Revolutions.

Scientific revolutions occur when a new scientific paradigm emerges and replaces an old one. Kuhn (1962) argued that scientific revolutions are not simply a matter of cumulative progress, but rather a shift in the fundamental assumptions and concepts that guide scientific inquiry. He described scientific revolutions as "a series of peaceful interludes punctuated by intellectually violent revolutions."

One of the most famous examples of a scientific revolution is the shift from the geocentric to the heliocentric model of the solar system. For centuries, the prevailing view was that the Earth was the center of the universe and all other celestial bodies orbited around it. However, in the 16th century, Copernicus proposed a heliocentric model, in which the sun was at the center of the solar system and the planets orbited around it. This revolutionized our understanding of the universe and paved the way for further discoveries in astronomy.

Another example of a scientific revolution is the shift from classical mechanics to relativity. For centuries, classical mechanics had been the dominant paradigm for understanding the behavior of objects in motion. However, in the early 20th century, Einstein developed his theory of relativity, which fundamentally changed our understanding of space, time, and gravity.

1.1.4 Conceptual scheme and subject matrix of Thomas Kuhn.

The main idea from Thomas Kuhn's "Science as a paradigm":

1. Author argued that science does not evolve gradually towards truth.

2. Kuhn stated that science has a paradigm which remains constant before going through a paradigm shift when current theories can't explain some phenomenon, and someone proposes a new theory.

3. A scientific revolution occurs when: (i) the new paradigm better explains the observations and offers a model that is closer to the objective, external reality; and (ii) the new paradigm is incommensurate with the old.

According to Kuhn, after a scientific discipline matures, its history consists of long periods of stasis punctuated by occasional revolutions of this sort. Thus, a scientific discipline goes through several distinct types of stages as it develops. Kuhn divided science into some stages that are: i) pre-science, ii) normal science; iii) model shift and its crisis; iv) model revolution and paradigm change.

1. The pre-science stage refers to a period before a scientific consensus was reached where the statements of the research are diverse and out of order. In addition to that, because of the scientists' theoretical debates there is no commonly accepted view on the topic problem.

2. The most common and stable type of science part is normal science as it has a conventional basis for research that sets a precedent. In this stage ideas that resist solutions are seen as anomalies. Although this stage is considered as a draft scheme, it is necessary for it to be uncritical. If all scientists were critical of a theory and spent time trying to falsify it, no detailed work would ever get done.

3. In this stage anomalies become serious, and a crisis develops if the anomalies undermine the basic assumptions of the paradigm and attempts to remove them consistently fail. Ideas that test the theory are being considered as valid. If the anomalies can be resolved, the crisis is over and normal science resumes. If not, there is a scientific revolution which involves a change of paradigm.

4. If a new paradigm occurs, this stage better explains it and offers a model that is closer to the objective or external reality. As There is no natural measure or scale for ranking different paradigms, non-identical paradigms are held to be incommensurable — the new paradigm cannot be proven or disproven by the rules of the old paradigm, and vice versa.

Thomas Kuhn's work had a huge impact on the philosophy of science, changing the definition of terms like "paradigm shift" and "paradigm," as well as expanding the meaning of the word "paradigm" itself from its previous narrower usage. The term "paradigm shift" is frequently used, which has increased scientists' awareness of and openness to paradigm shifts. As a result, Kuhn's analysis of the development of scientific perspectives has had an independent impact on that development. For Kuhn, logical processes supported, but did not ultimately determine, the choice of paradigm. According to Kuhn, it reflected the consensus of the scientific community. He claimed that accepting or rejecting a paradigm is a societal decision as much as logical process.

The scientific revolutions that replace one paradigm with another do not bring us any closer to understanding how things really are. It is impossible to compare successive paradigms. According to Kuhn, a later paradigm may be a more effective tool for resolving conundrums than an earlier one. Nevertheless, the idea that paradigm shifts are objectively true was refuted by Kuhn using the incommensurability hypothesis. Truth depends on the paradigm.

Science does not abruptly alter its worldview. Younger researchers advance a new paradigm. A new

scientific truth, in the words of Thomas Kuhn, "does not triumph by persuading its opponents and making them see the light, but rather because its opponents eventually die, and a new generation grows up that is familiar with it".

Thomas Kuhn demonstrated that modern philosophers could not disregard the social context in which research is conducted as well as the history of science. The society in which science is practiced shapes it.

1.1.5 Paradigm Shifts in Science

There are many examples of paradigm shifts in science, ranging from the discovery of new technologies to the development of new theories. One example is the shift from classical genetics to molecular genetics. For many years, classical genetics was the dominant paradigm for understanding the inheritance of traits. However, in the mid-20th century, the discovery of the structure of DNA and the development of molecular biology revolutionized our understanding of genetics.

Another example is the shift from a mechanistic view of the brain to a more complex, dynamic view. For many years, the prevailing view was that the brain operated like a machine, with different parts responsible for specific functions. However, in recent decades, advances in neuroscience have led to a more nuanced view of the brain, with a greater emphasis on the complex interactions between different parts of the brain and the role of environmental factors in shaping brain development.

CONCLUSION OF THE 1ST CHAPTER

Scientific paradigms are pivotal moments in the history of science when a new paradigm emerges and replaces an old one, fundamentally changing the way we view and understand the world. The development of scientific paradigms is an ongoing process, driven by the quest for knowledge, innovation, and progress.

The emergence of new scientific paradigms often occurs through a process of crisis, where the existing paradigm fails to explain new observations or phenomena. This crisis leads to a search for new explanations, which can lead to the development of a new paradigm. This process is often slow and incremental, with many competing theories and ideas vying for acceptance.

The concept of scientific revolutions was popularized by Thomas Kuhn, who argued that scientific progress is not always linear or continuous, but rather punctuated by revolutionary changes in our understanding of the world. Kuhn's work on scientific revolutions challenged the traditional view of science as a cumulative and rational process, highlighting the role of subjective factors such as social, political, and cultural factors in shaping scientific knowledge.

The development of new paradigms has led to many significant advances in science, such as the Copernican revolution in astronomy, the Darwinian revolution in biology, and the quantum mechanics revolution in physics. These scientific revolutions have not only changed our understanding of the natural world but have also had profound social, economic, and cultural impacts.

One of the most significant social impacts of scientific revolutions has been the rise of scientific authority and the decline of traditional religious and philosophical authority. The development of new scientific paradigms has challenged the traditional views of the world and has led to the development of new worldviews and cultural norms.

In conclusion, scientific revolutions have played a crucial role in the development of science and have led to significant changes in our understanding of the world. The development of new scientific paradigms is an ongoing process that is shaped by many factors, including social, cultural, and political factors. While scientific revolutions can be disruptive and challenging, they ultimately lead to progress and innovation, paving the way for new discoveries and new ways of understanding the world.

II ANALYTICAL SELECTION OF THE MODERN PARADIGM OF SCIENCE PHENOMENON

2.1. METHODOLOGY

2.1.1 Description of the research methodology used in the study.

This methodology outlines the steps taken to examine scientific paradigms and the development of scientific revolutions. The aim of this research is to understand the nature of scientific paradigms, their role in scientific revolutions, and some examples of paradigm shifts in science. The following sections describe the research design, data collection methods, and data analysis techniques used in this study.

2.1.2 Data collection methods and sources.

This study used a qualitative research design, which is well-suited for exploring complex social phenomena such as scientific paradigms and revolutions. The research design was based on a review of relevant literature in the field of science studies, including books, journal articles, and other scholarly publications. The literature review was used to identify key concepts, theories, and examples related to scientific paradigms and revolutions.

2.1.3 Data analysis techniques.

The primary data collection method used in this study was an on-line and face-to-face communicative survey of students from Kazakh-British Technical university and the secondary was a systematic literature review. This involved searching for and analyzing relevant literature on scientific paradigms and revolutions, including books, journal articles, and other scholarly publications. The search terms used in this study included "scientific paradigms," "scientific revolutions,"

"paradigm shifts in science," and "Kuhnian paradigm shifts."

The literature search was conducted using electronic databases such as Google and the survey was conducted in Microsoft Forms. The search was limited to articles published in English between the years 1960 and 2021. A total of 3 articles were included in the final analysis.

2.2 DATA ANALYSIS

2.2.1 Working with the data.

The data collected in this study was analyzed using thematic analysis. This involved identifying and analyzing patterns and themes in the literature related to scientific paradigms and revolutions.

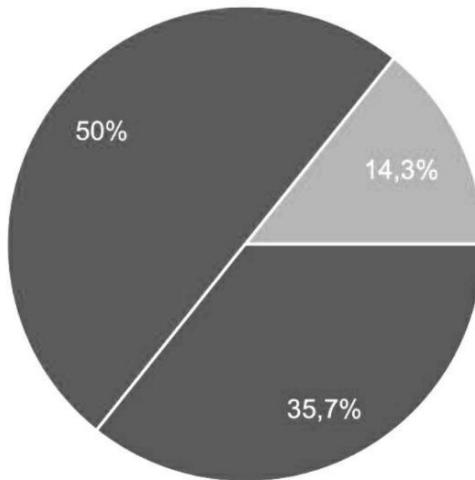
The first step in the data analysis process was to read and familiarize ourselves with the literature. This involved reading the articles in their entirety and taking notes on key concepts, themes, and ideas. Next, we picked some key information and constructed the scheme based on the key concepts and themes that emerged from the literature. The third step was to conduct an interview survey from 15 people and analyze it by taking notes of the speaker's idea. Next, we made an online survey based on our topic and collected the data from it respectfully.

Finally, we analyzed the constructed data to identify patterns and themes related to scientific paradigms and revolutions. We used thematic maps to visualize the data and identify common themes and patterns.

2.2.2 Working with statistics.

The first question that we asked from the volunteers was: "How does the modern paradigm of education incorporate technology into the learning process?". From that question we have detected that the half of the student agreed that the education is affected more by interpretation of some online learning tools such as "Kahoot" and "Quizzlet", also some learning apps made by Microsoft and Google and etc., rather than other categories. Collectively, we think that, because of the recent activities where schools in Kazakhstan are slowly trying to insert interactive and fun quizzes into the education process, which makes students be more active and interested in the subject during the lessons, can be considered as a strong argument in favor of that statement. Another thing is that the least number of students agreed with the variant about integration of VR in education. It can be manipulated from the fact that VR is not highly and maybe totally not used in schools of Kazakhstan.

How does the modern paradigm of education incorporate technology into the learning process?

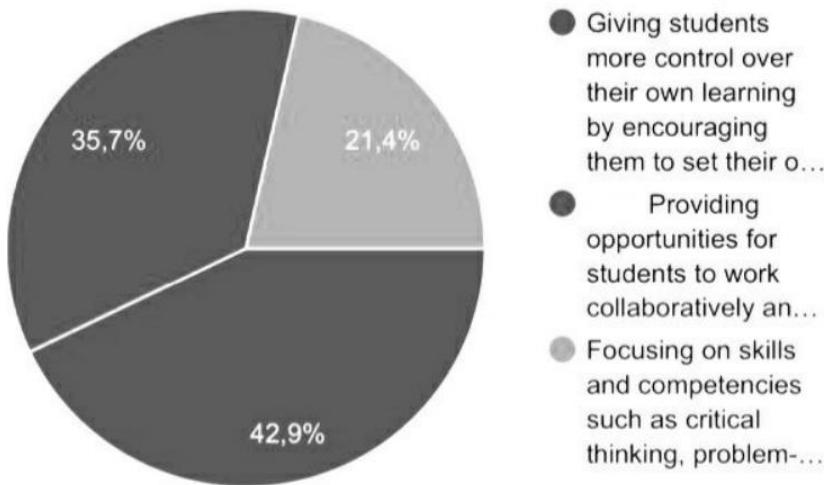


The next question was asked in order to analyze the opinions of examined volunteers about the student-centered learning system, which means that the educational system is always in favor and around the student's will. From the pie chart, we can see that about 43% of volunteers chose the variant to work collaboratively as the key principle of student-centered learning

system. This fact is highly appreciated by the student not only in Kazakhstan, but around the world. Communication is considered as a “key to everything” in many social circles. And the least voted for variant was about “self-improving”. People would not appreciate it if schools established the direction of self-improving, because the “self” is not for everyone.

- By providing students with access to digital resources and tools such as online tex...
- By using technology to facilitate personalized learning experien...
- By integrating new technologies such as virtual reality, augmented reality...

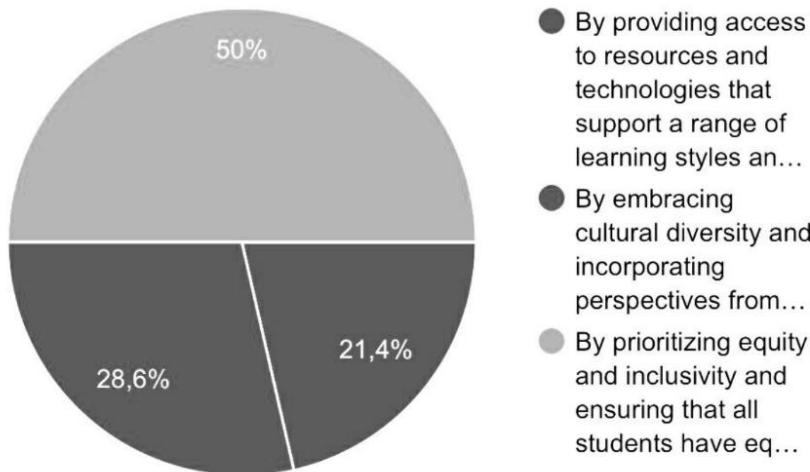
What are the key principles of student-centered learning in the modern paradigm of education?



Finally, the last question was asked to analyze the opinions of students about the future of science interpretations in education system of Kazakhstan. The results were pretty interesting for us. The majority of students were for the idea to increase the competitiveness at schools by minimizing the diversity of being able to access the resources among the students. This is a big

problem around the world, particularly in Kazakhstan nowadays. The difference in level of quality of education is drastic as urban people have higher access to educational resources than the rural ones because of the centralized system to the main cities of a regions in country. So, the problem should be taken into consideration by the government.

How can the modern paradigm of education be adapted to better serve the needs of diverse student populations?



2.2.3 Conclusion of survey.

From the survey that we conducted we may conclude that problems that we detected in Kazakhstan are equal to the problems around the world. Kazakhstani educational system is slowly evolving by trying new approaches in order to fix and develop the education using modern scientific phenomena. But, overall to increase the science in the whole country, the government of Kazakhstan Republic should pay more attention to the rural regions and develop science interest around people there. Because KR is still not highly savvy in the science field.

CONCLUSION OF THE 2ND CHAPTER

The study of science paradigms is an important area of research that helps to understand the development of scientific theories and the revolutions that have shaped the course of scientific progress. This research aims to explore the research methods and process for studying science paradigms.

The research methodology for studying science paradigms is an interdisciplinary approach that combines different research methods and techniques to collect and analyze data. The following research methods and techniques are commonly used in studying science paradigms:

A literature review is a systematic and critical analysis of existing literature on a specific topic. It helps to identify key categories, ideas, conclusions, and principles of scientific thinking in different science paradigms. The literature review also helps to identify

gaps in the existing literature and areas that require further research. Case studies are in-depth analyses of a particular phenomenon or event. In studying science paradigms, case studies can be used to examine specific revolutions or scientific theories that have shaped the course of scientific progress. Case studies involve collecting data through interviews, observations, and analysis of archival documents. Surveys are a quantitative research method that involves collecting data from a large sample of participants. Surveys can be used to collect data on the attitudes, beliefs, and knowledge of individuals about different science paradigms. Surveys can be conducted online or through telephone or mail.

The data collected through different research methods and techniques can be analyzed using different data analysis techniques. The following data analysis techniques are commonly used in studying science paradigms:

1. Content Analysis: Content analysis is a qualitative research method that involves analyzing textual data to identify patterns, themes, and categories. In studying science paradigms, content analysis can be used to analyze the categories, ideas, and principles of scientific thinking in different scientific theories and revolutions.

2. Statistical Analysis: Statistical analysis is a quantitative research method that involves analyzing numerical data to identify patterns, relationships, and trends. In studying science paradigms, statistical analysis can be used to analyze the data collected through surveys or experiments.

CONCLUSION

The study of science paradigms is an interdisciplinary approach that involves the use of different research methods and techniques. A combination of qualitative and quantitative research methods can be used to collect and analyze data on the categories, ideas, and principles of scientific thinking in different science paradigms. Data analysis techniques such as content analysis and statistical analysis can be used to analyze the data collected through different research methods. The research on science paradigms aims to contribute to a better understanding of the development of scientific theories and revolutions and their impact on scientific progress.

This study used a qualitative research design and systematic literature review to examine scientific paradigms and revolutions. The data were analyzed using thematic analysis, and patterns and themes related to scientific paradigms and revolutions were identified. The findings of this study provide insights into the nature of scientific paradigms, their role in scientific revolutions, and some examples of paradigm shifts in science.

The state of scientific paradigm in Kazakhstan is relatively poor and not well spread across the country. The interest among the youth generation is not active. So, the government should focus on the development of interest in science of future generations in order to be competitive and be time-to-time with the new innovations in that field which can help not only the educational level but can support the country economically.

The dissertation may explore different science paradigms, such as the Copernican revolution, the Darwinian paradigm, or the quantum mechanics paradigm, and analyze their main categories, ideas, conclusions, and principles of scientific thinking. The dissertation may also discuss the development of scientific theories and the role of scientific revolutions in shaping science paradigms. Criticisms and debates surrounding science

paradigms, such as Kuhn's theory of scientific revolutions may also be examined. The dissertation may use both qualitative and quantitative research methods, such as literature reviews, case studies, or surveys, to collect and analyze data. Overall, the dissertation aims to contribute to a better understanding of science paradigms and their impact on scientific thinking and progress.

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EXPLORING G. MARCUSE'S ONE-DIMENSIONAL MODEL. UNDERSTANDING SOCIETAL FACTORS AND PROMOTING INDEPENDENT THOUGHT KAZAKHSTAN

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Abstract

The study of one-dimensional individuals has been an area of interest in the field of social psychology. These individuals are characterized by their conformity to societal norms and their lack of critical thinking skills. Our study aims to explore the presence of one-dimensional individuals in Kazakhstan and how they are affected by their socio-cultural environment. To achieve this, we conducted a psychological survey among students in Kazakhstan to understand their thought and behavioral patterns.

Herbert Marcuse, in his book "One-Dimensional Man," described one-dimensional individuals as those who conform to societal norms without questioning them. These individuals lack critical thinking skills and are content with the status quo. Marcuse argued that the one-dimensional model of behavior and thought is prevalent in modern societies, leading to a loss of creativity and imagination.

Kazakhstan has undergone significant changes in its socio-cultural environment in recent years. These changes have led to the emergence of a new middle class that has been exposed to consumer culture and Western values. However, the extent to which these changes have influenced the thought and behavioral patterns of Kazakhstani individuals is unclear.

To understand the thought and behavioral patterns of Kazakhstani individuals, we conducted a psychological survey among students. The survey aimed to identify the presence of one-dimensional individuals and their characteristics. The survey also explored the relationship between the socio-cultural environment and the presence of one-dimensional individuals.

Our study aimed to explore the presence of one-dimensional individuals in Kazakhstan and how they are affected by their socio-cultural environment. The psychological survey conducted among students provided valuable insights into the thought and behavioral patterns of Kazakhstani individuals. The findings of this study could contribute to the development of strategies to promote critical thinking and creativity among Kazakhstani individuals, thereby reducing the prevalence of one-dimensional individuals in the country.

Keywords: one-dimensional thinking, Kazakhstan, critical thinking, public policy, media, education, cultural identity, social factors, psychological factors, behavioral characteristics, interventions, different points of view, open-mindedness, democracy, innovation, social development.

INTRODUCTION

The relevance of the project are:

The relevance of the project lies in its contribution to the understanding of the one-dimensional model of behavior and thinking in the context of Kazakhstan. This study can help shed light on how individuals in a one-dimensional society, such as Kazakhstan, may think and behave. It also aims to explore the role of imagination, illusion, and utopian thinking in coping with repressive reality and the potential for positive thinking in such a society.

Additionally, this project has practical implications for policymakers and educators in Kazakhstan who are interested in promoting critical thinking and creativity among students. The results of the psychological survey can provide insights into the ways in which one-dimensional thinking manifests in students and inform strategies for promoting more open-minded and imaginative thinking.

Moreover, this project is relevant to the broader field of critical theory and its application to the study of society and culture. The work of Herbert Marcuse and his concept of one-dimensional society has been influential in shaping critical theory and cultural studies, and

this project contributes to the ongoing conversation surrounding these ideas. It also highlights the importance of considering the historical and cultural contexts in which these ideas are applied, as well as the potential for variation and nuance within different societies.

The target group includes:

1. Students and researchers in the fields of sociology, philosophy, and critical theory, who are interested in exploring the implications of one-dimensional society for human liberation and social justice.

2. Educators who teach courses in sociology, philosophy, and critical theory, who can use the project as a resource to supplement their teaching materials.

3. Social activists and organizations who work to promote social change and liberation, who can use the project to deepen their understanding of the one-dimensional model of behavior and thought and its implications for their work.

4. Policy makers and politicians who are interested in promoting social justice and human rights, who can use the project to gain insights into the structural barriers that prevent social change and liberation.

5. The general public who are interested in social justice issues, who can use the project as a resource to

deepen their understanding of the one-dimensional model of behavior and thought and its implications for society.

Formulation of the research problem.

The research problem addressed in this study is to investigate the extent to which individuals in Kazakhstan exhibit one-dimensional thinking and behavior. In particular, this study seeks to understand the prevalence of one-dimensional thinking and behavior among students in Kazakhstan.

The concept of one-dimensionality was first introduced by Herbert Marcuse, who argued that modern society is characterized by a homogenization of thought and behavior. In such a society, people are conditioned to accept the status quo and to conform to dominant norms and values. Marcuse argued that one-dimensional thinking and behavior can have a repressive effect on individuals, as it limits their capacity to imagine alternatives to the existing social order.

Kazakhstan is a rapidly developing country, undergoing significant social and economic changes. The country's economic development has resulted in increased consumerism and the emergence of a more liberal culture. However, it is not clear to what extent these changes have affected the thinking and behavior of individuals in Kazakhstan.

Therefore, this study aims to fill the gap in the literature by examining the prevalence of one-dimensional thinking and behavior among students in Kazakhstan. Specifically, the study seeks to answer the following research questions:

1. To what extent do students in Kazakhstan exhibit one-dimensional thinking and behavior?
2. What are the factors that contribute to one-dimensional thinking and behavior among students in Kazakhstan?
3. How can individuals in Kazakhstan overcome one-dimensional thinking and behavior?

The results of this study will contribute to a better understanding of the nature of one-dimensional thinking and behavior in Kazakhstan. The study will provide insights into the ways in which social and economic changes have affected the thinking and behavior of individuals in the country. Furthermore, the study will offer recommendations for overcoming one-dimensional thinking and behavior, which can contribute to the development of a more diverse and democratic society in Kazakhstan.

The objectives of the project are:

Based on the research problem and the overall goal of the project, the following objectives have been formulated:

1. To explore and analyze the concept of the one-dimensional person as developed by Herbert Marcuse.
2. To examine the extent to which the one-dimensional model of behavior and thought is applicable to individuals in Kazakhstan.
3. To investigate the relationship between positive thinking and one-dimensionality among students in Kazakhstan.

4. To identify the factors that contribute to or limit the development of utopian thinking and imagination in one-dimensional societies.

5. To examine the role of outsiders in one-dimensional societies and their potential to facilitate change towards a more diverse and democratic society.

6. To provide recommendations for promoting critical thinking and imagination among individuals in Kazakhstan, as well as for creating a more diverse and democratic society.

7. To contribute to the academic literature on the one-dimensional model of behavior and thought and its applicability to individuals in non-Western societies.

The object of research for the topic.

The object of research for the topic of one-dimensional person in Kazakhstan is the societal and cultural factors that contribute to the emergence and perpetuation of one-dimensional thinking and behavior in individuals within the Kazakhstani society. The object of research is not limited to individuals who are currently exhibiting one-dimensional thinking and behavior but extends to the societal structures, institutions, and cultural norms that shape and reinforce these behaviors.

The Kazakhstani society, like many other societies in the world, is characterized by complex social, economic, and political structures that interact to shape individual behavior and thinking. These structures and institutions are largely influenced by historical, cultural, and political factors that have shaped the development of Kazakhstan as a nation. In the context of this research, the object of study is to investigate the ways in which these societal factors contribute to the emergence and perpetuation of one-dimensional thinking and behavior in individuals within the Kazakhstani society.

The study will explore various dimensions of the Kazakhstani society such as the role of the government, media, education, and cultural norms in shaping individual behavior and thinking. The research will also examine the impact of globalization and modernization on the Kazakhstani society and how these phenomena have influenced the emergence and perpetuation of one-dimensional thinking and behavior in individuals.

Additionally, the study will investigate the role of cultural identity in shaping individual behavior and thinking. Kazakhstan is a country with a rich cultural heritage, and the study will explore how cultural norms and values contribute to the emergence and perpetuation of one-dimensional thinking and behavior in individuals.

Overall, the object of research for the topic of one-dimensional person in Kazakhstan is to gain a better understanding of the societal and cultural factors that contribute to the emergence and perpetuation of one-dimensional thinking and behavior in individuals within the Kazakhstani society. By identifying these factors, the study aims to contribute to the development of strategies and interventions that can promote critical thinking, creativity, and independent thought among individuals in Kazakhstan.

I. THEORETICAL FOUNDATIONS OF ONE-DIMENSIONAL THINKING IN KAZAKHSTAN

1.1 Definition and concept of one-dimensional thinking

One-dimensional thinking is a cognitive state where individuals are limited to a singular perspective and are unable to critically analyze and evaluate information. It refers to a mode of thinking that is characterized by a narrow-minded approach to problem-solving, where solutions are sought only within pre-existing frameworks and ideologies. In essence, one-dimensional thinking limits an individual's ability to think creatively and innovatively.

The concept of one-dimensional thinking can be traced back to the works of Herbert Marcuse, a German-American philosopher, and sociologist. Marcuse was a critical theorist who explored the ways in which society is controlled and manipulated by powerful institutions. In his seminal work, "One-Dimensional Man," Marcuse argued that modern society was characterized by a pervasive form of one-dimensional thinking, which he saw as a product of consumerism and mass media.

According to Marcuse, one-dimensional thinking is perpetuated by a culture that promotes the consumption of goods and services, and that celebrates conformity and uniformity. He argued that this culture creates a false sense of happiness and fulfillment, which serves to obscure the true nature of social and political oppression. In other words, one-dimensional thinking serves to maintain the status quo, by preventing individuals from questioning the dominant narratives and power structures of society.

One-dimensional thinking can have significant implications for individuals and society as a whole. It can limit the ability of individuals to solve problems and make decisions, leading to stagnation and a lack of progress. It can also contribute to the perpetuation of social inequality and injustice, by preventing individuals from recognizing and challenging the underlying structures of oppression.

To combat one-dimensional thinking, it is necessary to promote critical thinking and encourage individuals to consider alternative perspectives and ideas. This can be achieved through education and the cultivation of a culture that values diversity and dissent. By encouraging individuals to think critically and creatively, we can create a society that is better equipped to address complex social and political problems, and that is more inclusive and just.

In conclusion, one-dimensional thinking is a cognitive state characterized by a narrow-minded approach to problem-solving, which can limit an individual's ability to think creatively and innovatively. It is perpetuated by a culture that promotes conformity and uniformity, and can have significant implications for individuals and society as a whole. By promoting critical thinking and valuing diversity, we can combat one-dimensional thinking and create a more inclusive and just society.

1.2 Historical context and development of one-dimensional thinking in Kazakhstan

One-dimensional thinking is a concept that refers to a mindset that is characterized by a narrow and limited perspective, which fails to consider the broader and more complex aspects of a given situation. This type of thinking has been prevalent in many societies, including Kazakhstan, where it has been influenced by historical and political developments.

Kazakhstan's history is marked by a long period of colonization and domination by outside powers, which have left a significant imprint on the country's cultural, economic, and political development. In the early 19th century, the Kazakh Khanate, which was the dominant political entity in the region, was absorbed into the Russian Empire. This marked the beginning of a process of gradual Russification, which saw the imposition of Russian language and culture on the Kazakh population.

The Soviet era, which began in 1917, further entrenched one-dimensional thinking in Kazakhstan. The Soviet authorities implemented policies aimed at transforming the country's nomadic culture into a more settled and urbanized society, with a particular emphasis on industrialization and collectivization. This resulted in the forced relocation of many Kazakhs to urban areas, as well as the destruction of traditional Kazakh ways of life.

Under Soviet rule, Kazakhstan became a republic within the larger Soviet Union. While this provided a certain degree of autonomy, the Kazakh government was ultimately subservient to the Communist Party in Moscow. This meant that policy decisions were made by the central authorities, without much consideration for the specific needs or interests of the Kazakh people.

One of the key features of one-dimensional thinking in Kazakhstan during the Soviet era was the emphasis on industrialization at the expense of other sectors. The Soviet authorities focused on the development of heavy industry, particularly in the extraction and processing of natural resources such as oil, gas, and minerals. This resulted in the neglect of other sectors, such as agriculture, which had traditionally been a significant part of the Kazakh economy.

The collapse of the Soviet Union in 1991 brought about significant changes to Kazakhstan's political and economic landscape. The country gained independence and embarked on a process of transition to a market-oriented economy. However, one-dimensional thinking continued to be a significant factor in the country's development.

In the early years of independence, the Kazakh government focused on attracting foreign investment and developing the country's natural resource sector. This led to the growth of the oil and gas industry, which became the dominant sector of the economy. While this brought significant economic benefits, it also resulted in a lack of diversification, which made the country vulnerable to fluctuations in global commodity prices.

The current Kazakh government has acknowledged the need to move away from one-dimensional thinking and develop a more diversified and sustainable

economy. This has led to a renewed emphasis on sectors such as agriculture, tourism, and technology. The government has also sought to promote cultural and linguistic diversity, in recognition of the country's multi-ethnic and multilingual society.

In conclusion, one-dimensional thinking has been a significant factor in Kazakhstan's historical and political development. The country's colonization by outside powers, as well as its experience under Soviet rule, contributed to the prevalence of this type of thinking. While there have been efforts to move away from one-dimensional thinking in recent years, it remains a challenge for the country's future development.

1.3 Societal and cultural factors contributing to the emergence and perpetuation of one-dimensional thinking

One-dimensional thinking refers to the tendency to perceive complex issues in a simplified, black-and-white manner, without considering multiple perspectives or nuances. This type of thinking can limit critical thinking and hinder the ability to solve complex problems. There are several societal and cultural factors that contribute to the emergence and perpetuation of one-dimensional thinking.

One of the primary factors is the prevalence of binary thinking in many aspects of society. This can be seen in political discourse, where complex issues are often reduced to two opposing viewpoints. This type of thinking is perpetuated by media outlets that cater to specific ideological groups, reinforcing the notion that there are only two sides to every issue. Additionally, social media platforms have made it easier for individuals to curate their own information sources, further reinforcing one-dimensional thinking.

Another factor is the influence of groupthink, which is the tendency for individuals to conform to the opinions and beliefs of the larger group. This is particularly prevalent in cultures that value conformity and discourage dissenting opinions. In these cultures, individuals may be hesitant to express their true beliefs or challenge the dominant narrative, leading to a lack of diverse perspectives and one-dimensional thinking.

The education system also plays a role in perpetuating one-dimensional thinking. Many schools prioritize standardized testing over critical thinking skills, leading students to memorize information rather than engage in deep analysis and reflection. Additionally, schools often fail to teach students about diverse perspectives and encourage them to consider multiple viewpoints, contributing to a lack of critical thinking skills and one-dimensional thinking.

The media also contributes to the perpetuation of one-dimensional thinking by sensationalizing issues and oversimplifying complex topics. This can be seen in the coverage of political issues, where the media often frames stories in a way that reinforces preconceived notions and does not encourage critical analysis or exploration of different viewpoints.

Finally, cultural values that prioritize individualism over collectivism can contribute to one-dimensional thinking. In cultures that emphasize individual success and competition, individuals may be less likely

to consider the needs of others or engage in collaborative problem-solving, leading to a lack of diverse perspectives and one-dimensional thinking.

In conclusion, there are several societal and cultural factors that contribute to the emergence and perpetuation of one-dimensional thinking. These include the prevalence of binary thinking, the influence of groupthink, the education system, the media, and cultural values that prioritize individualism. Addressing these factors will be crucial in promoting critical thinking and encouraging individuals to consider diverse perspectives when analyzing complex issues.

1.4 Psychological and behavioral characteristics of individuals exhibiting one-dimensional thinking

One-dimensional thinking is a type of thinking that is limited to a narrow or simplistic perspective on a given topic or issue. Individuals exhibiting one-dimensional thinking tend to approach situations with a narrow and inflexible mindset, making it difficult for them to consider alternative perspectives and solutions. This type of thinking can lead to a number of psychological and behavioral characteristics that are worth exploring.

One of the primary psychological characteristics of individuals exhibiting one-dimensional thinking is a lack of creativity and imagination. This is because one-dimensional thinking is characterized by a rigid and inflexible approach to problem-solving, which can limit the individual's ability to think outside the box and come up with innovative solutions. As a result, individuals who exhibit one-dimensional thinking may struggle to adapt to new situations or come up with creative ideas.

Another psychological characteristic of individuals exhibiting one-dimensional thinking is a tendency to think in absolutes. This means that they tend to see things as either black or white, with no room for nuance or complexity. This type of thinking can be problematic in situations where there is no clear-cut answer, as it can make it difficult for the individual to consider multiple viewpoints and find a solution that works for everyone involved.

In addition to these psychological characteristics, individuals exhibiting one-dimensional thinking may also display a number of behavioral characteristics. For example, they may be resistant to change or new ideas, as they are accustomed to thinking about things in a certain way. This can make it difficult for them to adapt to new situations or embrace new ways of thinking.

Individuals exhibiting one-dimensional thinking may also be more likely to engage in confirmation bias, which is the tendency to seek out information that confirms one's pre-existing beliefs and ignore information that contradicts them. This can lead to a lack of critical thinking and an inability to consider alternative perspectives.

Overall, individuals exhibiting one-dimensional thinking tend to approach situations with a narrow and inflexible mindset, which can limit their ability to think creatively, adapt to new situations, and consider alternative perspectives. While this type of thinking may be useful in certain situations, it can also be problematic in

others, and individuals should strive to cultivate a more flexible and open-minded approach to thinking.

CONCLUSION OF THE 1ST CHAPTER

In conclusion, the theoretical foundations of one-dimensional thinking in Kazakhstan are complex and multifaceted. As a post-Soviet country, Kazakhstan has struggled with the legacy of Soviet ideology, which promoted a narrow, one-dimensional view of reality that emphasized conformity, obedience, and collectivism. This legacy has been compounded by a number of factors, including economic challenges, political corruption, and the lack of a robust civil society.

Despite these challenges, however, there are signs of progress and change. Kazakhstan has made significant strides in recent years towards democratization and the promotion of individual freedoms and human rights. Civil society organizations are emerging and growing, and there is a growing recognition of the importance of diversity, tolerance, and pluralism.

Moving forward, it will be important for Kazakhstan to continue to build on these positive developments and to confront the legacy of one-dimensional thinking head-on. This will require a sustained effort to promote critical thinking, creativity, and innovation, as well as a commitment to openness, transparency, and accountability in all areas of society.

Ultimately, the theoretical foundations of one-dimensional thinking in Kazakhstan will need to be replaced with a more diverse and nuanced understanding of reality, one that values individuality, creativity, and human dignity. By doing so, Kazakhstan can build a more vibrant and resilient society that is better equipped to face the challenges of the 21st century.

II. ANALYTICAL SELECTION OF FACTORS INFLUENCING ONE-DIMENSIONAL THINKING IN KAZAKHSTAN

2.1 Role of government, media, and education in shaping individual behavior and thinking

The role of government, media, and education in shaping individual behavior and thinking is significant. These institutions have a profound impact on the way individuals perceive and interpret the world around them, as well as the decisions they make in response to that world. In this essay, I will examine the ways in which each of these institutions influences the way we think and act, and how they work together to shape our society.

The government plays a critical role in shaping individual behavior and thinking through its policies and regulations. For example, laws that promote healthy lifestyles, such as smoking bans or mandatory vaccination requirements, can significantly impact individual behavior. Government policies can also influence our beliefs and attitudes by promoting certain values, such as equality or freedom of speech. Furthermore, government propaganda can influence public opinion by shaping the way we perceive certain issues or events.

The media also plays a crucial role in shaping individual behavior and thinking. Through television, newspapers, and social media, the media has the power to influence the way people view the world. The media can promote certain values or ideas, such as the importance of education or the need for environmental

protection. Additionally, the media can influence public opinion by framing issues in a certain way or by selectively reporting certain facts.

Education is perhaps the most important institution when it comes to shaping individual behavior and thinking. Education helps to develop critical thinking skills, which enable individuals to evaluate and analyze information objectively. Through education, individuals learn about the world around them and gain an understanding of their place in it. Additionally, education promotes certain values, such as respect for diversity and the importance of community involvement.

When these institutions work together, they can have a profound impact on society. For example, the government can promote policies that support education, while the media can help to disseminate information about those policies. Additionally, schools can teach students how to critically evaluate media messages, and the media can report on the successes and failures of government policies. By working together, these institutions can help to create a society that is informed, engaged, and committed to positive change.

In conclusion, the role of government, media, and education in shaping individual behavior and thinking is significant. These institutions have the power to influence the way we view the world and the decisions we make in response to that world. By working together, these institutions can help to create a society that is informed, engaged, and committed to positive change.

2.2 Impact of globalization and modernization on the emergence and perpetuation of one-dimensional thinking

Globalization and modernization have transformed the world into a complex and interconnected global village. As countries become more interconnected, people's beliefs, values, and practices have also been influenced by this process. However, the impact of globalization and modernization has not been entirely positive, and one of its negative consequences is the emergence and perpetuation of one-dimensional thinking.

One-dimensional thinking refers to the tendency to see the world in a simplistic, black-and-white manner, where complex issues are reduced to binary choices. This way of thinking is characterized by a lack of critical thinking, a narrow worldview, and a resistance to alternative perspectives. One-dimensional thinking can manifest in various forms, such as political polarization, religious fundamentalism, and cultural homogenization.

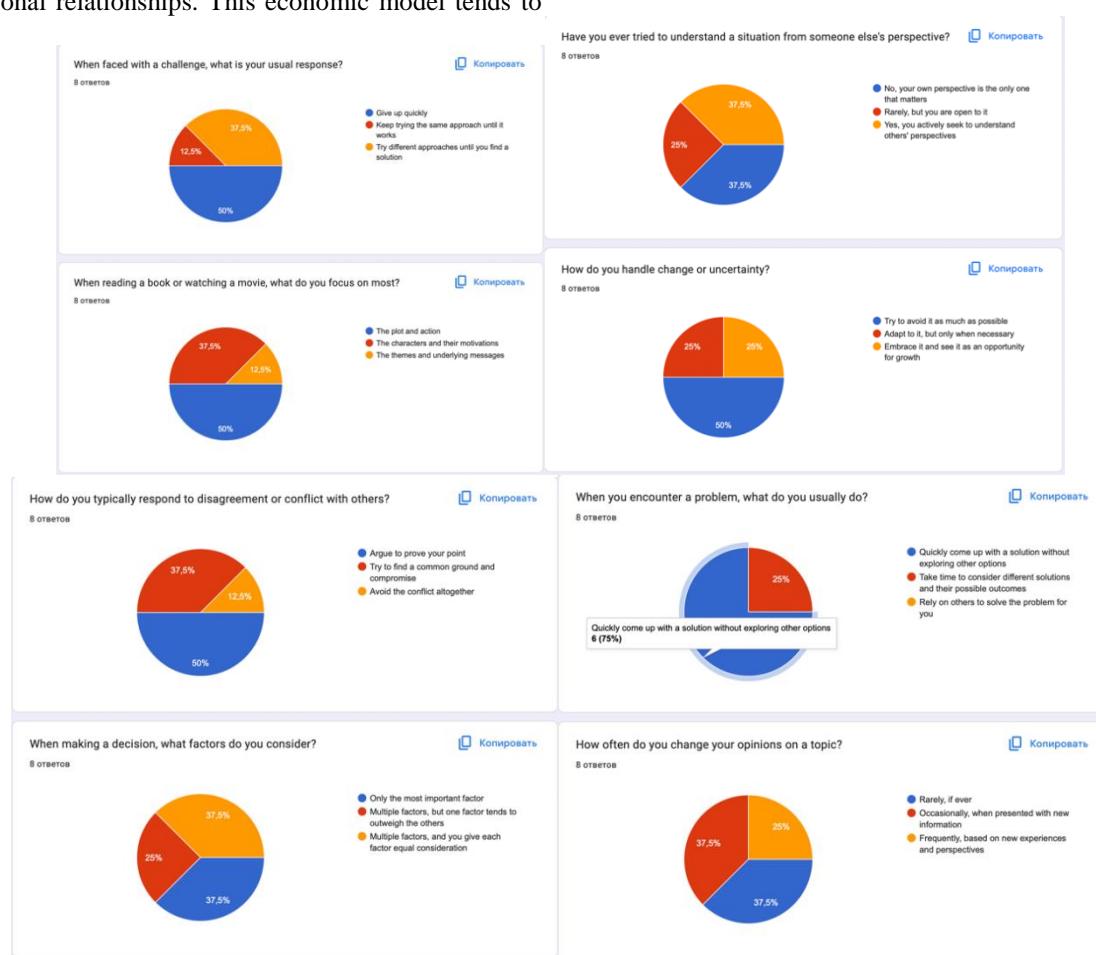
Globalization and modernization have contributed to the emergence and perpetuation of one-dimensional thinking in several ways. One of the most significant drivers of one-dimensional thinking is the rise of mass media and communication technologies. With the proliferation of social media platforms, people are increasingly exposed to a narrow range of opinions and perspectives that reinforce their existing beliefs and biases. This echo chamber effect can lead to a reinforcement of one-dimensional thinking, where people become more entrenched in their beliefs and less open to alternative viewpoints.

Another factor that contributes to one-dimensional thinking is the standardization of culture and lifestyle. As globalization spreads Western values and culture, many traditional values and practices are marginalized or lost altogether. This homogenization of culture can lead to a loss of diversity and a reduction in the richness of human experience. As people become more similar, they may also begin to think in more uniform ways, leading to one-dimensional thinking.

Moreover, the economic forces of globalization have also contributed to the perpetuation of one-dimensional thinking. The neoliberal economic policies that have been adopted by many countries have led to the dominance of market values and the commodification of everything, including culture, education, and even personal relationships. This economic model tends to

promote individualism, competition, and consumerism, which can lead to a narrow worldview and a focus on self-interest.

In conclusion, the impact of globalization and modernization on the emergence and perpetuation of one-dimensional thinking cannot be ignored. The homogenization of culture, the echo chamber effect of social media, and the dominance of market values have all contributed to the proliferation of one-dimensional thinking. To counter this trend, it is essential to promote critical thinking, diversity, and open-mindedness. Only by embracing different perspectives and engaging in constructive dialogue can we overcome one-dimensional thinking and build a more inclusive and sustainable global community.



2.3 Cultural identity and its contribution to one-dimensional thinking in individuals

Cultural identity refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. It is an essential aspect of human experience that shapes the way people see the world and interact with others. While cultural identity can be a source of pride and belonging, it can also contribute to one-dimensional thinking in individuals.

One-dimensional thinking refers to a narrow or limited perspective on reality, where individuals see the world in a rigid and inflexible way. This can result in a lack of empathy or understanding towards other cultures and perspectives, and an inability to adapt to new situations or challenges. Cultural identity can contribute to one-dimensional thinking in several ways.

Firstly, cultural identity can create a sense of tribalism or in-group bias, where individuals prioritize the needs and interests of their cultural group over others. This can lead to a lack of empathy or understanding towards other cultures and perspectives, as individuals see themselves as separate and distinct from those who are different from them. Tribalism can also create a sense of superiority or inferiority towards other cultures, which can further reinforce one-dimensional thinking.

Secondly, cultural identity can create a sense of cultural determinism, where individuals believe that their cultural background determines their thoughts, beliefs, and behaviors. This can result in a lack of agency or autonomy, as individuals see themselves as constrained by their cultural identity. Cultural determinism

can also create a sense of fatalism or inevitability, where individuals believe that their cultural identity is immutable and unchangeable.

Thirdly, cultural identity can create a sense of cultural essentialism, where individuals believe that their cultural identity is defined by a set of essential or immutable traits. This can result in a lack of nuance or complexity, as individuals see themselves and others as defined by narrow or stereotypical categories. Cultural essentialism can also create a sense of homogeneity or conformity, where individuals feel pressure to conform to cultural norms and expectations.

In conclusion, cultural identity is an essential aspect of human experience that can contribute to one-dimensional thinking in individuals. By creating a sense of tribalism, cultural determinism, and cultural essentialism, cultural identity can limit individuals' perspectives and prevent them from engaging with diverse perspectives and experiences. To overcome one-dimensional thinking, individuals must be willing to challenge their cultural identity and explore alternative perspectives and experiences. This can be done through education, exposure to diverse cultures, and a willingness to question one's assumptions and beliefs.

CONCLUSION OF THE 2ND CHAPTER

Based on the analysis of various factors influencing one-dimensional thinking in Kazakhstan, it can be concluded that there are multiple interrelated factors at play. The socio-economic and cultural context of Kazakhstan, coupled with historical and political factors, have contributed to the development of a one-dimensional mindset among the population. The lack of critical thinking skills, limited exposure to diverse perspectives, and the prevalence of propaganda and censorship in media and education are some of the key factors that contribute to this phenomenon.

To counteract this trend, it is essential to promote a culture of critical thinking and encourage individuals to question assumptions and evaluate evidence objectively. Additionally, increasing access to diverse sources of information and encouraging media freedom and pluralism can help combat the spread of one-dimensional thinking. Education reforms that prioritize the development of critical thinking skills, creativity, and problem-solving can also play a crucial role in this regard.

Overall, the analytical selection of factors influencing one-dimensional thinking in Kazakhstan highlights the need for concerted efforts to promote intellectual diversity and encourage independent thought. By prioritizing education and promoting open and diverse communication channels, Kazakhstan can create a more inclusive and tolerant society that values critical thinking and intellectual curiosity.

2.4 Overview of existing interventions aimed at promoting critical thinking

Critical thinking is an essential cognitive skill that enables individuals to assess information objectively, analyze and evaluate data, and make sound judgments. In recent years, critical thinking has become increasingly important in many fields, including education, business, and politics. As a result, there has been a growing interest in developing interventions aimed at

promoting critical thinking. In this essay, we will provide an overview of existing interventions designed to enhance critical thinking. One approach to promoting critical thinking is through education. Many educators recognize the importance of teaching critical thinking skills to students and have developed specific curricula and programs to promote critical thinking. For example, the Paul-Elder model of critical thinking provides a framework for teaching critical thinking skills in the classroom. The model includes elements such as identifying assumptions, recognizing bias, and evaluating evidence.

Another approach to promoting critical thinking is through the use of technology. Digital tools, such as interactive simulations and games, can provide learners with opportunities to practice critical thinking in a fun and engaging way. For instance, the online game "Lateral" challenges players to think creatively and critically to solve puzzles and riddles. Similarly, "MindSnacks" is an app that uses games and puzzles to help learners improve their critical thinking skills.

In addition to education and technology, there are other interventions aimed at promoting critical thinking. For example, mindfulness training has been shown to enhance critical thinking by improving attention and cognitive flexibility. This approach involves teaching individuals to be more aware of their thoughts and feelings, which can help them think more critically and objectively.

Another approach is to promote critical thinking through collaboration and discussion. Collaborative learning activities, such as group projects and debates, provide learners with opportunities to engage in critical thinking by analyzing and evaluating different perspectives. By working together, learners can also develop important communication and teamwork skills.

Finally, critical thinking can also be promoted through real-world experiences. For example, service learning projects, internships, and other experiential learning opportunities can provide learners with opportunities to apply critical thinking skills in real-world situations. By engaging with complex problems and challenges, learners can develop their critical thinking abilities and gain valuable practical experience.

In conclusion, critical thinking is a vital skill for success in many fields. Educators, researchers, and practitioners have developed a range of interventions aimed at promoting critical thinking, including education, technology, mindfulness training, collaboration, and real-world experiences. By incorporating these interventions into our teaching and learning practices, we can help learners develop the critical thinking skills they need to succeed in today's rapidly changing world.

2.5 Adaptation of existing interventions for Kazakhstan society

As the world continues to evolve, it has become increasingly important for individuals and societies to adapt to new challenges and realities. In Kazakhstan, a country in Central Asia, there is a growing need for interventions that promote critical thinking and problem-solving skills to help individuals navigate the rapidly

changing world. In this essay, we will explore the adaptation of existing interventions for Kazakhstani society.

One existing intervention that can be adapted for Kazakhstani society is education. As mentioned earlier, many educators recognize the importance of teaching critical thinking skills to students. In Kazakhstan, schools and universities can adapt existing curricula and programs to promote critical thinking skills. This can include incorporating Kazakhstani examples and case studies into lessons, to help students understand how critical thinking can be applied in their own context. Additionally, using the Kazakh language in teaching materials can help students better understand and apply critical thinking skills.

Another intervention that can be adapted for Kazakhstani society is technology. Digital tools such as online games and interactive simulations can be translated into Kazakh language and adapted to local cultural and historical contexts. This can help make the technology more relevant and engaging for Kazakhstani learners, and provide them with opportunities to practice critical thinking skills in a fun and engaging way.

In addition to education and technology, interventions that promote collaboration and discussion can be adapted for Kazakhstani society. Kazakhstan is a diverse country with many different ethnic and cultural groups. By promoting collaboration and discussion, learners can engage with different perspectives and develop a more nuanced understanding of complex issues. This can help promote critical thinking and problem-solving skills that are relevant to Kazakhstani society.

Real-world experiences, such as internships and service learning projects, can also be adapted for Kazakhstani society. Kazakhstan is a rapidly developing country with many social, economic, and environmental challenges. By engaging with these challenges through real-world experiences, learners can develop critical thinking skills that are relevant to the local context. For example, students can work on projects related to sustainable development, healthcare, or social entrepreneurship, gaining practical experience while developing important critical thinking and problem-solving skills.

Finally, interventions that promote mindfulness and self-awareness can also be adapted for Kazakhstani society. In recent years, there has been growing interest in mindfulness practices in Kazakhstan. By incorporating these practices into education and training programs, learners can develop important self-awareness and emotional intelligence skills that are essential for critical thinking.

In conclusion, there are many interventions that can be adapted for Kazakhstani society to promote critical thinking and problem-solving skills. These interventions include education, technology, collaboration, real-world experiences, and mindfulness practices. By adapting existing interventions to the local context, Kazakhstan can help prepare its citizens for the challenges and opportunities of the 21st century.

2.6 Development of new interventions tailored to the Kazakhstani context

As Kazakhstan continues to develop and progress, there is a growing need for interventions that are tailored to the specific needs and challenges of the Kazakhstani context. In this essay, we will explore the development of new interventions that are specifically designed to promote critical thinking and problem-solving skills in the Kazakhstani context.

One potential new intervention is the development of local case studies and examples. While there are many international examples and case studies that can be used to teach critical thinking and problem-solving skills, developing local case studies and examples can help learners better understand how these skills can be applied in the Kazakhstani context. This can include examples from different regions and ethnic groups within Kazakhstan, and from different industries and sectors.

Another potential intervention is the development of digital platforms and tools that are tailored to the Kazakhstani context. These platforms can include interactive simulations, games, and other tools that are designed to help learners develop critical thinking and problem-solving skills in a way that is engaging and relevant to their lives. For example, a digital platform could be developed that simulates the process of starting a small business in Kazakhstan, providing learners with practical experience while also developing their critical thinking skills.

Collaborative learning activities that are specifically tailored to the Kazakhstani context can also be developed. These activities can include group projects, debates, and other activities that require learners to engage with different perspectives and work together to solve problems. By developing these activities in the local context, learners can better understand the specific challenges and opportunities that exist in Kazakhstan, and develop critical thinking skills that are relevant to their lives.

Real-world experiences that are tailored to the Kazakhstani context can also be developed. This can include internships, service learning projects, and other experiential learning opportunities that provide learners with practical experience while also developing their critical thinking and problem-solving skills. For example, learners could work on a project that focuses on developing solutions to a specific social or environmental issue in Kazakhstan, gaining practical experience while also developing important skills.

Finally, interventions that focus on developing emotional intelligence and self-awareness can be developed in the Kazakhstani context. These interventions can include mindfulness practices, emotional intelligence training, and other programs that help learners develop the self-awareness and emotional intelligence skills that are essential for critical thinking and problem-solving.

In conclusion, there are many potential interventions that can be developed in the Kazakhstani context to promote critical thinking and problem-solving skills. These interventions include the development of local case studies and examples, tailored digital platforms and tools, collaborative learning activities, real-world

experiences, and interventions that focus on developing emotional intelligence and self-awareness. By developing interventions that are specifically tailored to the Kazakhstani context, Kazakhstan can help prepare its citizens for the challenges and opportunities of the 21st century.

CONCLUSION

In conclusion, one-dimensional thinking is a complex issue that has deep roots in historical, societal, cultural, psychological, and behavioral factors. It is perpetuated by various factors such as government policies, media, education, and cultural identity. However, promoting critical thinking can be an effective intervention to counter one-dimensional thinking.

As discussed in this study, one-dimensional thinking has been prevalent in Kazakhstan for many years, and it poses a significant challenge to the development of a more democratic, open, and innovative society. Therefore, it is crucial to recognize the importance of promoting critical thinking and creating a culture that values diverse perspectives and open-mindedness.

The government, media, and education systems can play a significant role in promoting critical thinking and encouraging a culture of open-mindedness. Educational programs that promote critical thinking skills and encourage diverse perspectives in schools and universities can be developed. Media outlets can also play a vital role in creating a culture of open-mindedness and free expression. The government can support the development of critical thinking skills and provide resources to support the media and educational systems.

Moreover, existing interventions can be adapted to the Kazakhstani context, and new interventions can be developed to address the issue of one-dimensional thinking in Kazakhstan. Interventions can target specific groups such as government officials, educators, and media professionals to increase their awareness of the importance of critical thinking in promoting social and economic development.

It is essential to recognize that promoting critical thinking is not an easy task, and it requires a long-term commitment from all stakeholders. It involves challenging deeply ingrained beliefs and cultural norms, which can be uncomfortable and challenging for many people. However, the benefits of promoting critical thinking are significant, and it can lead to the development of a more democratic, open, and innovative society in Kazakhstan.

In conclusion, addressing the issue of one-dimensional thinking in Kazakhstan requires a concerted effort from all stakeholders. The government, media, and education systems can play a significant role in promoting critical thinking and encouraging a culture of open-mindedness. Interventions can be developed and adapted to the Kazakhstani context to target specific groups and increase their awareness of the importance of critical thinking. By promoting critical thinking, Kazakhstan can develop a more democratic, open, and innovative society that values diverse perspectives and free expression.

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THE MOST ACUTE PROBLEMS OF KAZAKH FAMILIES

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Abstract

This sociological project is dedicated **to the most acute problems of Kazakh families**, their reasons, and consequences, as well as their solution. We have chosen this topic due to its high relevance.

Keywords: Younger generation, family policy, domestic violence, mental health, financial stress, Kazakh families, modern families, socialization, environment, culture, religion, psychological intimacy, dependent position, emotional relation, household, traditions, economic impact, education, alcohol and substance abuse, power play, division of property, children's development, individuality, personality, government, physical health, illness, emotional strain, geographic area.

INTRODUCTION

1.1. Overview: Relevance of the topic

The family is the main source of formation of values of the younger generation. This is a basic social institution, the functioning of which directly affects the well-being and stability of the state. Therefore, the primary goals of the state family policy are to support, strengthen and protect families, create the necessary conditions conducive to the physical, intellectual, spiritual, moral development of families.

The dynamics of the number of registered marriages in Kazakhstan over the past five years shows a moderate decrease. The number of divorces exceeds the number of marriages. On the example of Almaty, the dynamics is as follows: every year 3 thousand people get married, while 5 thousand divorces are registered annually.

Currently, in the Republic of Kazakhstan, as in other republics of the post-Soviet space, there is a certain decrease in the level of marriage, an increase in the age of marriage, an increase in the number of divorces, a drop in the birth rate, an increase in the number of illegitimate births. For example, according to the 1999 census, 25.7% of the population of the republic aged 15 years and older were not married, and in 2009 – 32.3%. The same applies to the increase in the proportion of illegitimate births (in 1999 – 51,959, in 2008 – 75,380), which is due not only to the actual illegitimate childbearing activity, but also to the spread of unregistered marriages, which have become quite commonplace in Kazakhstan.

The presence of officially unregistered marriage unions reflects the complex processes of transformation of marriage and family relations, as well as a decrease in the degree of administrative regulation of public life, including in the marriage and family sphere.

The family plays a crucial role in shaping an individual's personality and providing primary socialization. It instills moral norms, patterns of behavior, and a sense of integrity in individuals. Additionally, it serves as a critical link in forming and accumulating human

capital, making it an essential institution for the development of culture and economy. The family also provides a variety of forms of communication, which enables human interactions in various spheres of life. Therefore, the family has enduring value for human civilization, and its protection is enshrined in many international normative acts.

However, the institution of the family is currently undergoing a crisis in many countries, including Kazakhstan. The decline in the importance of the family can be attributed to various factors, such as global social changes, cultural transformation, and socio-economic causes. The impact of the economic crisis on young people is particularly significant. The transition from the Soviet to the modern family also affects the institution's functioning, intra-family interaction, value orientations, and life priorities. As a result, the institution of the family is going through a complex process of transformation and crisis, which is reflected in the rising divorce rates.

To address this crisis, there is a need for strong state family policies that provide the necessary conditions for the family to realize its functions and improve its quality of life. The state faces challenges in ensuring that the family can successfully carry out its socio-economic functions. Therefore, the state's support proportional to the challenges faced by the institution of the family is critical. Overall, a strong state family policy is essential to meet the existing social needs and overcome the challenges facing the institution of the family.

In conclusion, the family is a vital social institution that provides social reproduction and has an enduring impact on human civilization. The decline in the importance of the family in many countries, including Kazakhstan, is a complex issue with various socio-economic and cultural causes. To address this crisis, there is a need for a strong state family policy that provides necessary conditions for the family to realize its functions and improve its quality of life. The solution of the challenges faced by the institution of the family will en-

able it to continue playing a crucial role in shaping individuals' personalities and contributing to the development of culture and economy.

1.2. Potential research questions

The scope of the study could be limited to a specific geographic area or population group, such as rural families, low-income families, or families with children. Alternatively, the study could take a broader perspective and examine the challenges faced by Kazakh families.

To address this research problem, various research methods could be used, such as surveys, interviews, focus groups, and case studies. The data could be analysed using qualitative or quantitative techniques, depending on the nature of the research questions and objectives.

Specifically, the study seeks to answer the following research questions:

I. What are the most acute problems faced by Kazakh families in Almaty, and how do they vary by demographic group?

II. What are the underlying contributing factors to these problems, and how do they interact with each other?

III. What are the consequences of these problems for individuals and families, and how do they impact social and economic outcomes?

IV. How are families coping with these challenges, and what strategies are they using to overcome them?

Ultimately, the findings of this research could contribute to a better understanding of the challenges faced by Kazakh families and inform the development of policies and programs that are more responsive to their needs.

1.3. Defining the research problem

The problem addressed in this research is how international rankings affect global competition and how consolidating international partnerships can enhance a country's global competitiveness.

One problem with international rankings and global competition is that they can create a focus on short-term performance at the expense of long-term sustainability. For example, a country or organization may prioritize achieving high rankings in areas such as economic growth or innovation, but at the cost of environmental sustainability, social equality, or other long-term considerations.

Another problem is that rankings may not always accurately reflect the reality on the ground. Rankings are often based on a narrow set of criteria or data, and may not fully capture the complexities of a country or organization's performance or potential. This can lead to a misalignment between rankings and actual performance, and may create unfair advantages or disadvantages for certain countries or organizations.

Additionally, global competition can lead to a race to the bottom in terms of labor standards, environmental protections, or other social and ethical considerations. Countries and organizations may seek to lower costs and increase competitiveness by cutting corners or exploiting workers, which can have negative impacts on society and the environment.

To address these problems, it is important to ensure that international rankings and global competition are balanced with considerations of long-term sustainability, social and environmental responsibility, and ethical behavior. This may involve creating new metrics and data that more accurately reflect a country or organization's performance, developing new standards and regulations to ensure fair competition, and promoting cooperation and collaboration between countries and organizations to achieve shared goals.

I. COMMON CHALLENGES IN KAZAKH FAMILIES RELATED TO DAILY LIVING (EVERYDAY ISSUES FACED BY KAZAKH FAMILIES):

2.1. Challenges related to the financial system and resources

Division of property. Sometimes, when each spouse works and they can't agree on financial issues or find the time to talk about them, they decide to split the bills down the middle or allocate them in some other fair and equitable manner. When the bills have been covered, each spouse can spend what they have left as they see fit. It sounds like a reasonable plan, but the process often builds resentment over the individual purchases made. It also divides spending power, eliminating much of the financial value of marriage, as well as the ability to plan for long-term goals such as buying a home or securing retirement. And it can lead to relationship-ruining behaviour like financial infidelity, wherein one spouse hides money from the other.

Debt. From school loans to car loans to credit cards to gambling habits, most people come to the altar with financial baggage. If one partner has more debt than the other—or if one partner is debt-free—the sparks can start to fly when discussions about income, spending, and debt servicing come up.

Power Plays. Power plays often occur in one of these four scenarios:

One partner has a paid job and the other doesn't.

Both partners would like to be working but one is unemployed.

One spouse earns considerably more than the other.

One partner comes from a family that has money and the other doesn't.

When one or more of these situations is present, the money earner (or the one who makes or has the most money) often wants to dictate the couple's spending priorities. Although there may be some rationale behind this idea, it is still important that both partners cooperate as a team. Keep in mind that while a joint account offers greater transparency and access, it is not in itself a solution to an unbalanced power/money dynamic in a marriage.

Also, the problem with the financial provision of families can be seen in the incident that took place in 2019. On February 5, five girls who died due to a fire in the temporary shelter where they lived were buried in Astana. The fire occurred at night when their parents were not at home. According to law enforcement agencies, the mother was at work on the night shift, and the father was urgently called to the service station to finish the work. The fact that the parents were not there at

night with the girls, the youngest of whom was only 11 months old, most of all struck Kazakhstanis: the mother and father were forced to work even at night, and there was no one to save the children at the fateful moment. This makes you think about 2 things:

1. About the amount of benefits for large families. As we can see, 69,138 tenge is clearly not enough for a family with 5 children. The Government should consider about expanding the number of benefits.

2. About financial literacy of citizens of Kazakhstan. The parents themselves are responsible for this case. Given their financial situation, they should have realized that they would not be able to devote enough time to their children, which puts them at risk.

How to Handle Money Issues in a Marriage. If you've read this far, you probably won't be surprised that the best way to handle such marriage stressors is with communication and honesty in conveying expectations, hopes, goals, and anxieties. Couples should also practice empathy, have the maturity to check their egos, and abandon any predilection for control. Yes, that's much easier said than done. And no, there is no silver bullet.

Some people may never get it right, but that doesn't mean they can't employ certain tools and techniques to address the symptoms. Here are some issues and approaches that may help.

- Deal with debt

For many couples, dealing with debt is often the first issue on the agenda. Knowing what you're about to get yourself into can help you decide how to deal with it. Given this fact, both partners should have an honest, nonjudgmental discussion—ideally around the time when their relationship looks like it's becoming serious—about the debts they would bring into a marriage. Each should come clean about any bad spending or financial habits that the other should know about—or any personal or family issues that could affect future spending.

Couples should also perform a full accounting of debts and talk about how they plan to handle them. It can help to apply one of several common payoff strategies, such as paying off the higher-interest debt first (the debt avalanche method) or paying off the smallest loans first (the debt snowball method).

- Sign a prenup (or postnup)

If you just can't come to an agreement but your heart won't let you walk away, a prenuptial agreement may be an option. Just be aware that one partner may find it insulting. The best practice would be to first have a conversation about the financial anxiety that makes one partner think a prenup is the best solution. If this is a second marriage for both partners, for example, they may have financial assets that they want to pass on to their respective children.

If you've already said, "I do," and you want more than vows to protect yourself, you may want to create a pain-free postnuptial agreement (or marital contract). This marital contract can underline your love for each other, though it can be a hard sell those winds up undermining marital trust if not used as intended or framed the right way. On the other hand, some postnups

can help save a marriage after a crisis that undermined trust.

- Check your ego

The power play issue can get ugly quickly. Few things build resentment faster than being made to feel inferior. If you've got more cash, you need to be sensitive about how you present spending decisions. If you don't have the money, you need to be prepared for stress and tension that is almost inevitable, even in good marriages. This subject comes up with increasing frequency when couples wait until later in life to marry.

Studies have shown that people with more power are more likely to act selfishly, impulsively, and aggressively, and approach others with less empathy.⁵ Each partner in a marriage should ask themselves whether their behaviour works toward the goal of a more kind, appreciative, and equitable relationship or not.

One solution that has demonstrated success is for the higher-earning spouse to delegate all spending decisions to the lower-earning spouse. It takes a certain personality to be able to make the decision to give up power, but if you can do it, it may be a sound path to peace.

2.2.Domestic violence

Domestic violence is a serious problem in Kazakhstan that affects many individuals and families. Despite efforts to combat it, domestic violence continues to be prevalent throughout the country, and many victims feel helpless and unsupported. According to a 2018 survey conducted by the United Nations Population Fund (UNFPA), approximately 17% of women in Kazakhstan reported experiencing physical violence by a partner in their lifetime, while 14% reported experiencing sexual violence. These figures suggest that domestic violence is a significant problem in the country, with a disproportionate impact on women.

One of the main reasons for the high incidence of domestic violence in Kazakhstan is the cultural and societal norms that prioritize the family unit over the individual. This often leads to situations where victims are told to endure abuse and violence for the sake of preserving family unity.

Moreover, there is a lack of awareness and education about domestic violence, and many victims may not recognize that they are being abused or may not know how to seek help. This is especially true in rural areas where access to resources and support is limited.

There are also significant regional variations in the prevalence of domestic violence in Kazakhstan. A 2018 study conducted by the UNFPA found that the highest rates of physical and sexual violence by a partner were reported in the Kyzylorda and South Kazakhstan regions, while the lowest rates were reported in the Almaty and Astana regions.

Additionally, the legal framework in Kazakhstan is not adequate to address domestic violence. The country does have laws criminalizing domestic violence, but enforcement of these laws is often weak, and many victims do not report abuse out of fear of retaliation or because they believe that the police will not take their complaints seriously.

Furthermore, research indicates that domestic violence in Kazakhstan is often linked to alcohol and substance abuse. A study conducted by the OSCE in 2017 found that over 60% of women who had experienced physical or sexual violence reported that their partner had been drinking alcohol at the time of the abuse.

There are some efforts underway to combat domestic violence in Kazakhstan. For example, the government has established a national commission on gender policy, and non-governmental organizations (NGOs) are working to raise awareness and provide support for victims. However, much more needs to be done to address this pressing issue.

To effectively tackle domestic violence in Kazakhstan, it is crucial to address the underlying cultural and societal norms that perpetuate it. This involves educating the public about the harm caused by domestic violence and promoting a culture of respect for individual rights and well-being.

Overall, these research findings suggest that domestic violence is a significant and complex problem in Kazakhstan, with a range of factors contributing to its prevalence. Efforts to combat domestic violence will need to consider regional differences, address the root causes of the problem, and provide adequate support and resources to victims.

2.3. Family issues connected to health problems

Health problems can be a significant source of stress for families in Kazakhstan. Illnesses or disabilities can not only take a toll on an individual's health but also impact the entire family's emotional and financial well-being.

According to the World Health Organization, non-communicable diseases (NCDs) account for 87% of deaths in Kazakhstan. The leading causes of death in the country include cardiovascular diseases, cancer, and respiratory diseases. In addition, mental health disorders are estimated to affect 15-20% of the population. These illnesses often require ongoing medical care and medication, which can be expensive and put a significant strain on a family's finances. Families may have to make difficult choices between paying for medical treatment and meeting other essential needs.

In addition to chronic illnesses, mental health issues are also a growing concern in Kazakhstan. Depression, anxiety, and post-traumatic stress disorder (PTSD) are prevalent, particularly among those who have experienced trauma or have been affected by the country's economic instability. Mental health problems can affect a person's ability to work, attend school, and participate in social activities, which can cause significant emotional strain on the entire family.

Disabilities are another area of concern for families in Kazakhstan. According to the Ministry of Labour and Social Protection, there are over 600,000 people with disabilities in the country. Children with disabilities may require special education and care, which can be difficult for families to provide, especially if they lack financial resources. Adults with disabilities may struggle to find employment, further exacerbating financial strain, with only 5% of working-age people with disabilities employed in the formal sector.

Research has also highlighted the economic impact of health problems in Kazakhstan. A study conducted by the Asian Development Bank found that households in Kazakhstan spend a significant portion of their income on healthcare, with the poorest households spending up to 27% of their income on medical expenses.

In response to these challenges, the Kazakh government has implemented various healthcare and social protection programs. For instance, the government provides free healthcare to vulnerable groups, including children, pregnant women, and people with disabilities. The government has also introduced a disability allowance and established vocational training programs for people with disabilities.

In conclusion, health problems, including chronic illnesses, mental health disorders, and disabilities, can put a significant strain on families in Kazakhstan, both emotionally and financially. The government and healthcare system need to prioritize affordable and accessible healthcare, as well as support services to help families cope with the impact of health problems.

CONCLUSION OF THE 1ST CHAPTER

It is important to note that the issues of education, domestic violence, economic problems, and health concerns are interrelated and can have a significant impact on the wellbeing of Kazakh families.

In terms of education, access to quality education can be limited for some families, particularly those living in rural areas or facing financial difficulties. This can lead to a lack of opportunities and limit the potential of children to succeed academically and professionally. Additionally, a lack of education can lead to a lack of awareness and understanding of important issues, including health and domestic violence.

Domestic violence is a significant issue in Kazakh families, with many women and children facing abuse and violence from their partners or family members. This can have a profound impact on the mental and physical health of those affected, leading to long-term consequences.

Economic problems, including poverty, unemployment, and limited access to financial resources, can exacerbate other issues faced by Kazakh families. These problems can limit access to education, healthcare, and other necessary resources, leading to a cycle of poverty and disadvantage.

Health concerns, including limited access to healthcare and high rates of infectious diseases, can further impact the wellbeing of Kazakh families. This can lead to long-term health problems and limited access to necessary medical treatments.

In conclusion, addressing these issues in Kazakh families will require a multi-faceted approach, including improvements to education, addressing domestic violence, improving economic opportunities, and providing access to healthcare. By addressing these issues, families can have a better chance at achieving success and improving their overall wellbeing.

II. COMMON CHALLENGES IN KAZAKH FAMILIES RELATED TO MENTAL HEALTH AND RELATIONSHIPS

3.1. Raising Awareness about Mental Health Issues

In Kazakh families, mental health problems can often be a source of shame and stigma, leading to reluctance to seek help and support.

One of the most common mental health problems in Kazakhstan is depression, which affects many people across the country. Depression can be particularly difficult for Kazakh families because of the cultural belief in "keeping face" and presenting a strong front to others. This can make it difficult for individuals to acknowledge their struggles and seek the help they need.

According to a study conducted by the National Centre for Mental Health in Kazakhstan, the prevalence of mental health disorders in Kazakhstan is around 18.8%, with depression being the most common disorder at 6.3% (1). This indicates that mental health problems are a significant issue in Kazakhstan, affecting a significant portion of the population.

Anxiety is another mental health problem that is prevalent in Kazakh families, particularly among young people. Many Kazakh families place a great deal of pressure on their children to succeed academically and professionally, which can lead to high levels of stress and anxiety. Additionally, the rapid pace of modernization and globalization in Kazakhstan has led to significant social and economic changes, which can also contribute to feelings of anxiety and uncertainty.

Substance abuse is another mental health problem that is a significant issue in Kazakh families. Alcoholism is a major problem in Kazakhstan, and it can have a devastating impact on individuals and families alike. The stigma surrounding mental health problems can make it difficult for individuals with substance abuse issues to seek help, and this can lead to a cycle of addiction and untreated mental health problems.

Overall, mental health problems are a significant issue in Kazakh families, and more needs to be done to raise awareness and reduce stigma surrounding these issues. By providing education and support to individuals and families affected by mental health problems, it is possible to improve outcomes and promote mental well-being in Kazakhstan.

3.2. Cultural and religious differences

Differences in cultures and in relations with religion can contribute to many discords in the family. And if we consider geographical and historical features, we can say that the culture between the south and the north is radically different, despite the same nationality and religion.

Modern sovereign Kazakhstan is going through a period of its national revival. The growing interest in the history of one's people, in one's national culture, in the origins of the formation of an ethnos and its evolution in the system of global civilization are realities characteristic of the entire post-Soviet space at the turn of the century, called by some researchers the time of "rebellious ethnicity" or "new national revival" [1, p.5]. This process fully applies to the Kazakh ethnic group,

since previously there was a conscious elimination and destruction of cultural traditions throughout the twentieth century. During the seventy-year Soviet period, Kazakhstan struggled with traditions as "remnants of the past." However, no socio-political processes could "obscure" the ethnic identity and national self-expression of the Kazakh ethnic group.

In this regard, a positive appeal to the religion and history of one's people, one's own national and cultural roots can serve to solve such urgent problems of modern society in the field of marriage and family, as an increase in the number of divorces, a low number of marriages and a drop in the birth rate, lack of children, upbringing in single-parent families, orphanhood, etc.

Therefore, there is no doubt about the importance and relevance, both scientifically and socially, of posing the problem of studying the cultural traditions and values of the modern Kazakh family from the standpoint of ethnopsychology analysis.

Taking into account the fact that the problems of marriage and family are interdisciplinary in nature, we considered it necessary and the only possible in our case to conduct a comprehensive (interdisciplinary) analysis of historical, ethnographic and cultural literature, as well as empirical research in psychological and sociological sciences.

Thus, among the historical and ethnographic works, the works of the outstanding Kazakh scientist H.A. Argynbayev are particularly distinguished. His doctoral dissertation "Family and marriage among Kazakhs" is devoted to the history of the formation and development of the Kazakh family. It presents the author's multifaceted and in-depth ethnographic analysis of family and marriage among Kazakhs in different historical periods. This is especially true of questions about the forms of marriage, wedding, and wedding ceremonies.

Thus, in order to marry, it was necessary to comply with certain restrictions related to exogamous, social, class, national and religious norms. The exogamous barrier among Kazakhs is mainly limited to the 7th generation. Modern Kazakhs try to adhere to this norm today, because it serves to regulate the birth of physically and mentally healthy offspring and procreation.

It should also be noted that when concluding marriage unions, the social affiliation of the parties was of no small importance for the Kazakhs. From the point of view of modernity, the socio-economic factor of marriage is of great importance at the present time. Because among the reasons for divorce, the difference in the social and material-economic status of partners plays an important role. The equality of the bride and groom in socio-economic terms (level of education, similarity of the socialization environment, income level) gives a sense of psychological equality.

In general, the modern family life of the Kazakh people, according to the scientist, having absorbed all the best from the centuries-old experience and traditions of the people, at the same time qualitatively differs from the pre-revolutionary one. It clearly reflects the fundamental changes in the socio-economic, socio-

political and cultural life of the Kazakh nation. The psychology of Kazakh men and women, their relationships have changed. Many elements of folk traditions, customs and rituals have been transformed and simplified, and some have disappeared altogether.

Fundamental changes, according to the scientist's fair remark, occurred in the relationship of members of the Kazakh family. In fact, the dependent position of the daughter-in-law (kelin) has been completely overcome in relation not only to her husband, but also to her husband's parents and relatives, up to the norms of treatment and behavior in the family. The friendly, relaxed relations of the daughter-in-law with her husband's parents have already become a stereotype of the modern family [4, p.114]. The father-in-law (kayin ata) and especially the mother-in-law (kayin en) provide all possible assistance in household management, in raising children and thereby create normal conditions for self-realization and career growth of the daughter-in-law.

The relationship between husband and wife in a modern Kazakh family, as a rule, is based on mutual love, respect, mutual assistance and support. And the main condition for marriage is voluntary, mutual feeling and independent solution of the issue by the young.

Of the traditional customs, such as bride's looks, dowry looks, showering of the young (shashu), pouring fat into the fire by the bride (otka mai kuyu), offering the groom dishes with brisket (tosh), and matchmakers – meat from the back of the animal (zhambas), the performance of household ritual songs (zhar-heat and bet-ashar), mutual gifting of matchmakers, etc.

The institution of kalym and the surviving forms of marriage (levirate, sororate), as you know, have now disappeared. But the custom of giving the bride a dowry has been preserved. However, the modern dowry differs significantly in its purpose and content, and serves exclusively the interests of the young family as a one-time material and economic assistance and the basis for their life together from the bride's family.

Thus, the influence of socio-economic transformations on the entire course of history, the history of culture and the psychology of the people, including the marriage and family relations of the Kazakhs, is obvious.

In Kazakhstan's society, which is currently in conditions of intensive economic, socio-political and cultural transformation, along with the trend of increasing freedom to choose an individual lifestyle, there is an "entry" into the daily life of Kazakhs of national values associated with ethnic tradition . Especially clearly, according to the modern Kazakh historian-ethnographer S.H. Shalginbaeva, this is manifested today in the urbanized urban environment of the titular ethnos of the republic. In her dissertation work, she investigated the traditions, customs and rituals of the wedding, maternity and child cycle, currently observed by urban Kazakhs [5, p.13]. These include the following: "kindik sheshe" — i.e. the umbilical cord mother or midwife, "at koyu" — naming, "shildehana" — a holiday on the occasion of the birth of a child, "besikke salu" — laying in the cradle, "kyrkynan shygaru" — removing a child from sorokovin, "tusau kesu" — cutting the fetters,

"sundetke otyrgyzu" is a ritual circumcision custom associated with the religion – Islam.

According to the results of ethnozoological research, it was revealed that the most stable rituals and customs of the maternity and child cycle in the life of a modern Kazakh family are the rituals — "kyrkynan shygaru", "tusau kesu", "sundenke otyrgyzu".

The modern wedding complex of urban Kazakhs, according to the researcher, is divided into a number of ritual cycles: 1) matchmaking; 2) "seeing off" by the bride's parents ("kyz uzatu toy") at will and material possibilities; 3) solemn registration of marriage and religious ceremony of marriage ("neke kyyu") at the request of the young and their parents; 4) the main celebration ("ulenu toy"); 5) "where to shakyr", "kiyt kigyzu" — a meeting of the bride's parents and relatives (after the main celebration), first at the groom's parents' house, later at the bride's parents and an exchange of gifts; 6) visits of young people to the parents of the bride, as well as to the relatives of the bride and groom, which can be attributed to family-related relations.

At the same time, it is established that in the modern wedding ceremony of urban Kazakhs, the revived rite "neke kyyu" is not yet fully an organic part of the Kazakh wedding ceremony.

In the pre-wedding period, Kazakhs observe a number of rituals, rituals and customs - "oli-tyri", ("alive-dead"), "korzhyn" (a saddlebag made of home-spun or carpet fabric), "syrga salu", "alka salu", "mandaiiga tiyn tagu" (gifts to the bride), "ananyň essence" (payment for mother's milk), "kiyt" (literally "to dress"), invariable is the eating of the ritual dish "kuyryk bauyr" (liver with a piece of fat), "toast" (lamb brisket) and the payment of "kade" (gift), it is mandatory to receive a blessing – "bata alu" (blessing) from respected and wise people. The performance of the traditional wedding song "zhar-zhar", "shashu" — the ceremony of showering the newlyweds with various sweets and coins, "bet ashar" (opening the bride's face), "salem beru" (bow), "toy bastar" (a dish with gifts) – all these rituals are associated with the arrangement and conduct of the wedding.

The post-wedding ceremony includes "otka mai kuyu" (pouring oil into the fire), "kelin shai" — the ceremony of pouring tea to her husband's relatives, "zhasau" - the bride's dowry, "where shakyr", "yoshik-tor corset", "kelin shakyr", "uy corset".

At the same time, the author has established that according to the rite of "clearing out" in the urban environment, only such an element of this rite as the bride crossing the threshold of the apartment or the house of the groom's parents with her right foot has been preserved. This rite is mainly observed only by the rural population because the urban population, living in residential multi-storey buildings, does not have the opportunity to perform this rite, and is less informed.

The analysis also revealed the characteristic features of the modern institution of marriage among Kazakhs, such as the wide scope of premarital dating and the independent choice of a marriage partner. Nevertheless, the scientist notes, there is a certain significance of the influence of parents on the marriage choice among urban Kazakhs.

Thus, the analysis of the modern wedding ceremony of urban Kazakhs allows us to conclude that elements of traditional culture are preserved in it.

However, it should be noted that several traditions and rituals stand out, to which an ambiguous attitude is manifested.

CONCLUSION OF THE 2ST CHAPTER

In conclusion, mental health problems, cultural and religious differences, and parenting issues are common challenges faced by Kazakh families in maintaining healthy relationships. Mental health problems such as depression, anxiety, and addiction can affect individuals and the family as a whole, leading to communication breakdowns and conflicts. Cultural and religious differences may lead to misunderstandings and conflicting values, making it difficult to find common ground and connect emotionally. Parenting issues such as differing parenting styles and expectations can also cause tension and affect children's mental health and development.

Addressing these challenges requires a multifaceted approach that involves education, awareness, and open communication. Families can seek counseling or therapy to improve their communication and develop coping mechanisms. It is also essential to provide support to those who are struggling with mental health issues, including seeking professional help when needed.

Additionally, education and awareness programs can help families better understand and appreciate cultural and religious differences, promoting mutual respect and understanding. By addressing these challenges proactively, families can create a healthy and supportive environment that fosters strong relationships and promotes mental well-being.

3.3. Research methods and process

In our project, we used research method called survey.

A survey is a structured questionnaire used to gather data from a select group of people. Researchers pre-write surveys with a limited number of questions that may be close-ended or open-ended depending on the information the researcher wants to collect. Some surveys are self-completed, meaning that the survey participant records their answer and submits it to the researcher. Other times, a researcher may administer the survey directly, such as in an interview. Surveys can be an effective method of collecting self-reported data from a large population of participants. Therefore, we provided google forms as the tool for research.

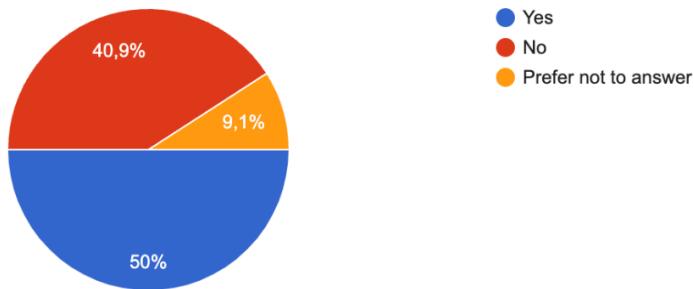
URL Link: <https://forms.gle/MXU-VoBj6Rsj4ikPJ6>

3.4. Result of our research

Have you ever faced financial problems?

22 ответа

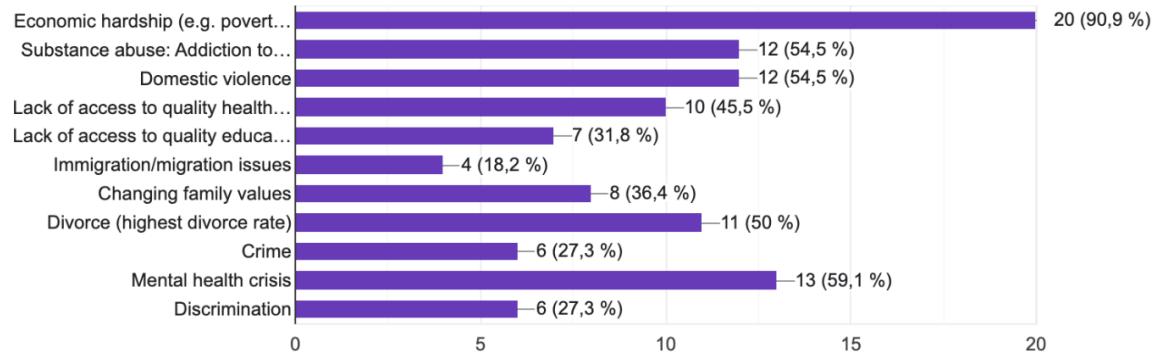
 Копировать



What do you believe are the most pressing problems facing Kazakh families today?

 Копировать

22 ответа



In your opinion, how does economic hardship (such as poverty and unemployment) impact Kazakh families?

 Копировать

22 ответа



In your opinion, what can be done to strengthen family relationships and improve the overall well-being of Kazakh families?

14 ответов

Financial help

idk

Finance

pay more money

Money

Support from government

Encouraging open communication, spending quality time together, and promoting mutual respect are some effective ways to achieve this goal

the first thing I think is to provide people with jobs so that there are no financial difficulties

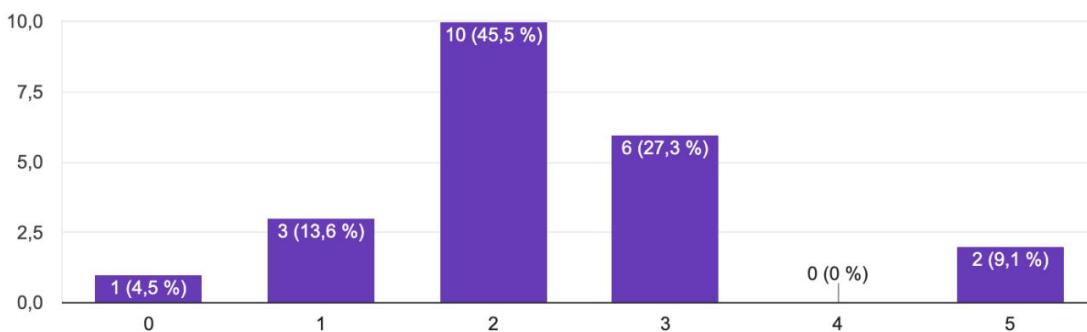
taking the risks

Do you think the government is doing enough to address the problems faced by Kazakh families?

[Копировать](#)

Rate from 0 to 5 , 5 - provide full assistance, 0 - there is no help at all

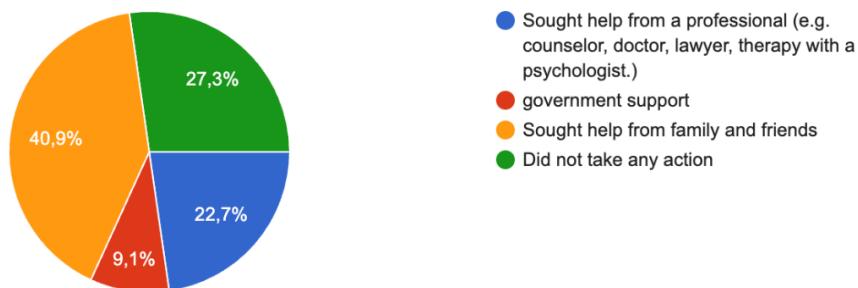
22 ответа



If you have ever encountered problems, what kind of help are you getting now?

 Копировать

22 ответа



CONCLUSION OF THE SURVEY

As you can see from the survey, many respondents have financial difficulties. It is assumed from this that many problems relate to the country's economy, with a lack of support from the government, as well as with poor financial literacy of citizens. In addition, it is worth noting the incorrect distribution of individual values, because many focus on the opinion of society and building a family despite their well-being.

CONCLUSION

In conclusion, Kazakh families face a range of acute challenges related to the financial system and resources, domestic violence, education, health problems, mental health problems, parenting issues, and cultural and religious differences. These challenges can have significant impacts on individuals and families, leading to stress, conflicts, and even long-term negative effects on mental and physical health.

One of the most significant challenges faced by Kazakh families is the lack of financial resources and the limited opportunities for economic mobility. This can lead to poverty and financial stress, which can negatively impact mental health and relationships. Domestic violence is also a serious problem in Kazakh families, with many women and children experiencing physical and emotional abuse.

Education is another critical issue, with many families struggling to access quality education for their children. Health problems, both physical and mental, can also affect families' well-being and place significant strain on resources. Parenting issues, such as differing parenting styles and expectations, can also lead to tension and affect children's development.

Finally, cultural and religious differences can create challenges in communication and understanding, leading to conflicts and misunderstandings. Addressing these challenges requires a collaborative and multi-faceted approach, including education, awareness, and support for families. By promoting access to resources

and services, increasing awareness and understanding of cultural and religious differences, and providing support for mental health and parenting, families can build stronger relationships and create healthier environments for themselves and their communities.

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Abstract

Since independence, Kazakhstan has been implementing many programs and prerequisites for its development. It is known that the economic, social, cultural and political development of the country is carried out on the basis of ongoing reforms and laws. Kazakhstan has overcome the 20-year threshold. New prospects have opened up before our country. However, for several years now, the world has been troubled. The crisis has not been overcome at the global level, and the world community is in a pressurized turbulent situation.

The modern world is interconnected at an extreme level with all its pluses and minuses. This is a reality that all countries must reckon with. It has a lot to do with all the big, medium and small countries. All this requires the state to implement a piecework social policy. At the same time, it is necessary to always keep social problems under control and constantly update them.

Over the years of independence, a solid foundation of a social state has been laid in Kazakhstan. Objectively, Kazakhstan approached the level of quality of social development of the middle European countries. The way of life of Kazakhstani is growing steadily. But the most important question is how effectively our country uses the fruits of stability and prosperity. It is very important for Kazakhstan to find an effective balance between economic income and the provision of public goods.

Keywords: social problems, alcoholism, piracy, criminality, unemployment, corruption, suicide, terrorism, political situation, government, society, political situation, young people.

1.1 Theoretical aspects of social problems in Kazakhstan

Social problems should not be postponed. And this, in turn, requires answers to questions about what Kazakhstan's society should look like in the conditions of global instability, in the conditions of the new century in order to withstand global storms.

As the social, economic, political situation in society and the country changes, the importance of maintaining political stability and social harmony increases. Political stability and social harmony are values that are mandatory for the population at any stage of Kazakhstan. Without stability and harmony, no reforms will be implemented. First of all, the population needs sustainable development. He needs not only the authorities, but also the people. When looking at social studies, 80% of the population of Kazakhstan notes the importance of political stability in society. It can be said that the goals and objectives of the population as a whole revolve around this value.

1.2 The aims&objectives of social problems in Kazakhstan

What are our unrealized reserves and opportunities? What else should be done to make social policy sustainable and creative?

During this work, we will simplify the social problems in Kazakhstan and the political situation in our country and answer the above questions.

- In the course of the task that we are investigating, to determine the types of social problems in Kazakhstan.

- Delve into each problem in detail and attach importance to it in society.

- By conducting social surveys and statistical data, we find solutions to these social problems

1.3 Objects of the research of social problems

Social problems and problems in the country can be divided into several parts. All important areas - education, health care, culture, sports, the activities of civil society institutions, etc. - are regulated by special legislative acts. Now all social problems in our country can be classified according to the following problems. These include: a small number of middle-class people, alcoholism, piracy, homelessness, unemployment, high mortality rates, environmental pollution, the state of the disabled, corruption, drug addiction, violations of children's rights, the lower birth rate, the state of the elderly, suicide, religious dissent, terrorism, prostitution, etc. We will talk more about the impact of these problems on the society and social life of Kazakhstan.

1.4 Characteristics of social problems

The first problem is alcoholism. According to research by the World Health Organization, Kazakhstan is among the top ten in the world in terms of the large number of people suffering from alcoholism. Of course, this is an alarming situation. Looking at this, there is reason to worry about the future of the sovereign country. This is because, according to experts, alcoholic beverages not only poison the human body, but also cause various diseases. According to statistics, about 28 thousand people in the country say goodbye to the world every year due to binge drinking, exacerbating diseases such as liver, cardiovascular, stomach ulcers, brain stroke.

Special studies have proven that the majority of children born in families with alcoholics have poor health and low ability. For example, French doctors conducted a study of 57 children born into ten alcoholic families. As a result, 25 children died in infancy, 5 chil-

dren suffered from cholera, and 5 from severe brain tumors. It was also known that 12 children were born mentally retarded, and only the remaining 10 children were relatively healthy.

After such a situation, there is no way not to look at the future of innocent babies born in a family with an alcoholic, but with suspicion. It is especially sad that in our country, which adheres to the principle "the health of the generation is the health of the nation", today the number of young people who are addicted to alcohol increases every year. According to domestic neurologists, over the past three or four years, the number of children turning to alcoholism has increased 10 times.

According to statistics, the volume of vodka and wine products sold in Kazakhstan for a year is 12 liters per person per capita. The results of an international examination suggest that if this figure exceeds 8 liters, the future of such a country is at risk.

According to experts, a third of those who suffer from alcoholism are those who suffer from psychological disorders.

The second problem is piracy, criminality. The number of criminals is growing in Kazakhstan. Official figures indicate that most of the criminals are unemployed. Crime among women and minor children has also increased. According to the statistics agency of Kazakhstan, in January-July 2011, the number of criminals increased. During this time, 97,692 crimes were registered in the Republic. That is, more than 19,550 crimes were registered (25% more) compared to the same period last year. Material damage from committing a crime - 158,516.3 million tenge. Of these, 61.6% are accounted for by the economic sphere, and 25.3% are related to private property. Law enforcement agencies of the country detected 47,620 violations. This is 2.5 percent less than last year. 30,227 people were brought to criminal responsibility (8.8% less than last year). 91.2 percent of crimes were committed by people who went to such a case for the first time. The share of repeat offenders is 8.8 percent. And 78.6% of crimes were committed by the unemployed. Evidence that crime is a social phenomenon is that the citizens who committed the crime are mostly unemployed. And their number, although small, is constantly increasing. If in 2006 their share was 72.7%, in 2007-73.3%, in 2008-2009-74%, in 2010-75%. The inability to find a place in life also pushes a person to commit criminal acts. According to my own calculations, over the past five years, more than 370 thousand people (2.3% of the total population) have committed crimes in Kazakhstan for the first time.

The main reasons for the increase in crime are unresolved socio-economic problems, lack of ideological and educational work. Now the traditional oriental model of respect for women and children is being ignored. For this reason, crimes against women increased by 147.5%, and crimes against minor children - by 125%. In general, three-quarters of all crimes were committed against women. Real cash incomes of the population decreased by 1.4% in July 2011 compared to the previous year. According to the International Labor Organization, in August 2011, 461.2 thousand people were unemployed, and unemployment was 5.3%.

Various life situations, housing problems, unemployment, lack of support and prospects, dead ends push a person to the criminal path.

If we talk about the problem of unemployment in Kazakhstan. An important and complex problem is the use of labor resources in accordance with the new requirements associated with the formation of a new economic system in sovereign Kazakhstan, the transition to market relations. Especially in the future, due to some aggravation of demographic processes and the increasing requirements for the quality of labor in the world competitive environment, the relevance of this problem will continue to increase. In Kazakhstan, unemployment in the labor market - employment of labor resources, the formation of a labor market in accordance with the requirements of today is one of the most important issues that await its solution. According to the statistics agency of the Republic of Kazakhstan, the total number of unemployed people in Kazakhstan in 2011 amounted to 473.0 thousand people, which is 23.6 thousand people (4.7%) less than last year. The unemployment rate is 5.4% (in 2010 - 5.8%). The share of unemployed men is 43.3%, women - 56.7%. Last year, the total number of unemployed young people (15-24 years old) was 12.2%, or 57.9 thousand people. Unemployment is the No. 1 social disease that threatens the security of the nation, regardless of State. It is clear that the root of crime and poverty, prostitution and poverty, comes down to unemployment.

For any civilized society, the fight against corruption is one of the most pressing questions. There is no doubt that corruption is a threat to national security, negating the initiative and achievements of the destruction of the state from the inside. Therefore, one of the main priorities of the state policy of the Republic of Kazakhstan is the fight against this evil.

The fight against corruption is one of the most serious problems of our country today. It is clear that, being a great social tragedy, it greatly worries any of the countries in the world that are not alike in terms of political development. The history of the fight against corruption in independent Kazakhstan can be divided into four stages. The first stage - 1992-1998. The initial stage of the fight against corruption and the formation of a regulatory framework. The second stage - 1998-2000. The emergence of anti-corruption legislation as the main legal and methodological basis for the fight against corruption.

The third stage - 2001-2004. Formation of a systematic approach to solving the problems of combating corruption. The fourth stage is from February 2005. Kazakhstan's fight against corruption in the context of rapid economic, social and political modernization.

In 2011, 50 corruption cases were exposed. The damage was 256.4 million tenge. 49 cases of corruption crimes were sent to the court.

The most common types of corruption crimes are theft of budget funds (19), official forgery (16), bribery (8), abuse of official authority (5). About half of all identified corruption cases were committed in Aktau, 40% in Zhanaozen, and the remaining 12% in other districts.

On corruption: 3 criminal cases were initiated against rural akims, 16 against employees of state institutions, 7 against state-owned enterprises. On behalf of the head of state and the chairman of the agency, the operational-service staff of the Department of financial police in Mangystau region is aimed at ensuring the protection of the legal rights and interests of citizens and entrepreneurs.

As the head of state noted, "the fight against corruption is not only persistent measures to punish criminals, it is a whole complex of daily work of the state and society." Therefore, every citizen of the Republic of Kazakhstan is obliged to prevent corruption. Corruption has no place in our society. It is possible to effectively counter this phenomenon only by uniting the efforts of all institutions of civil society, using international experience and all means to stop this disease so that it does not worsen further.

All the above-mentioned social problems are currently being studied, and there are those that, in turn, find or do not find solutions. However, since I am a member of a social group, a future young specialist, a young person, I would like to dwell on the problems of youth in general. The number of young people, depending on their social status, can be expressed based on statistical data. According to the 2005 World Report on the situation of youth, the number of young people (between 15 and 24 years old) increased from 1.02 billion to 1.15 billion people in 2005 compared to 1995. It turns out that today young people make up 18% of the world's population.

Based on the opinions of scientists studying issues related to young people, they have many problems that need to be solved. Of these, five are especially distinguished. As a word, we would like to note that due to the lack of research on the problem of youth in Kazakhstan, in most cases we will have to rely on the data of Russian specialists.

The first of them is "where do I live?" the problem. There are several facets to this, that is, the issue of an apartment. First, young people are not at all times and everywhere a secured part of society. After all, they are a separate class in a society that has just begun to exist, living mainly at the expense of the income of their parents. And parents, due to their views on life or material conditions, are not always able to optimally solve the question of whether a child, a young family needs their own apartment after marriage. In many cases, parents do not even have the ability to meet the requirements of their children. Even young people have no money. And if they want to get a loan, on the one hand, because they do not have a stable job and a large income, banks cannot provide them with loans, on the other hand, even if they find a way to get a loan, young people cannot afford to pay for loans at a very high rate.

The second problem "where and how do I study?" "I don't know," he said. Without higher education, professional training, it is impossible to find a job with good earnings. Therefore, the majority of young people, or rather those who are thinking about their own tomorrow, try to continue their education even after school. But even at the same time, the question of money goes ahead. After all, in order to enter a

university for free, you need to be a born talent. And such a feature was not written on the forehead of one of the two. Even if everyone was gifted, due to limited grants, a certain part of them would have to study for a fee. Where does a young man who is just starting his life path find such finances? In this regard, it is necessary to recognize that the opinion that only those who fail the exam or test deserve to continue their studies is also a negative attitude. In order to become a good specialist, a business organizer in the future, it is not even necessary to stand out by passing the tests for 4 and 5. After all, it is known that any test questions cannot reveal all the abilities of a person. If you want, it is quite possible that some who fail the tests and successfully complete their studies later turn out to be completely incompetent when it comes to practical work. Here we are talking about the possibility of many entrepreneurs and talents among young people who, due to the inability to pass such tests as exams and tests, did not have enough access to higher education, or rather, a diploma.

Third problem "where do I rest?" "I don't know," he said. It is natural for young people to look for places to have fun and spend time. In any era, this was considered a very important issue for the younger generation. This is because it is easy for young people who are bored, unable to find a way to spend their free time with benefit, to fall on the wrong path. Crimes such as drug addiction, alcoholism, theft, fights are caused by the same reasons, impressionable and feverish behavior of young people "unable to fit both hands in front of them".

The fourth problem is "how do I live?" it's called. Here we are talking about income. Even with a diploma, a young specialist without experience is unlikely to be able to get a high-paying job. For example, those who are invited to a good job require that they have at least 5 years of experience. And it is clear that young people want to live freely, seeing all the delights of life. In addition, he should also think about the side of promotion in the service. "I don't know," he said. Especially in the era of the market, when the principle that everyone should see their own day is emerging, these problems are becoming the most difficult to solve.

The last problem is "what goals should be pursued?" there is a dead end around the question. Russian experts believe that today's young people do not have clear life guidelines, as happened with their parents. After all, now there are no common goals that can be formed at the state level, nor a powerful propaganda machine that will mobilize the public to do so. Our fathers and mothers had knowledge of the laws of society, they knew in advance what goals it was possible to achieve and which ones were impossible, Russian experts believe. Most likely, it is reasonable to understand that this was also carried out by the Communist Party, which aimed to unite the people of the whole country only around itself. Modern youth does not have such opportunities. After all, now there are many parties, associations and various currents in the country. In addition, today's youth has seen and learned from the experience of foreign parties that

today's parties are created not to "establish communism", as before, but to compete for power. Therefore, the younger generation, who have not yet found their place in life, is not very interested in the crowded political parties. Many studies around the world have found that young people are less willing to engage in politics. But they are forced to feel their helplessness and helplessness in front of them, seeing the wealthy and commanding brothers, with whom only they decide everything. Such a vision infuriates young people and pushes them to some random actions.

CONCLUSION OF THE 1ST CHAPTER

All these social problems and conditions are the most important problems of our society. To solve these social problems in society and further develop our society, various events are organized, reforms are carried out, laws are introduced, programs are developed. These are just a few of the listed problems. We didn't stop. Speaking about what measures are being taken by the state, non-governmental

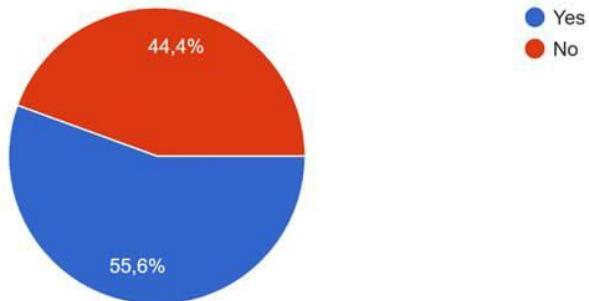
organizations, social funds, etc. to address topical issues. In general, there are many programs implemented in the country.

Based on the sources of information, I understand that social problems should be solved in the state not individually, but in a complex way. This program and reforms should be implemented in the state, region, district, village. Only in this case will we be able to solve all social problems and increase the middle class. Every citizen of Kazakhstan should contribute to the social development of Kazakhstan. I believe that every person should look to the future not with fear, but with high hopes. This is because the individual is one member of society, the creator and formator of society. For the social development of Kazakhstan, every citizen of Kazakhstan must make his contribution.

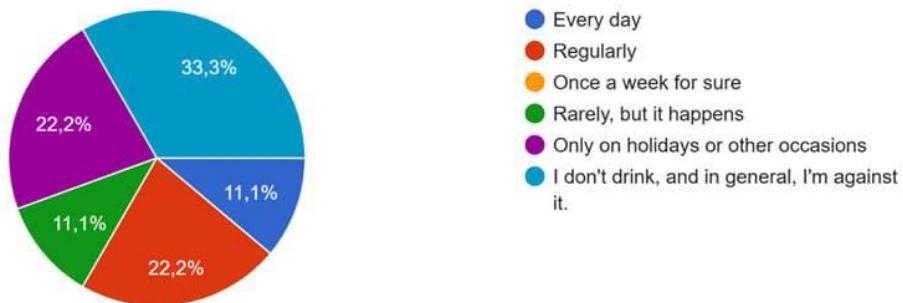
II ANALYTICAL SELECTION OF Social problems in Kazakhstan

2.1 Analysis of methods of social problems in Kazakhstan

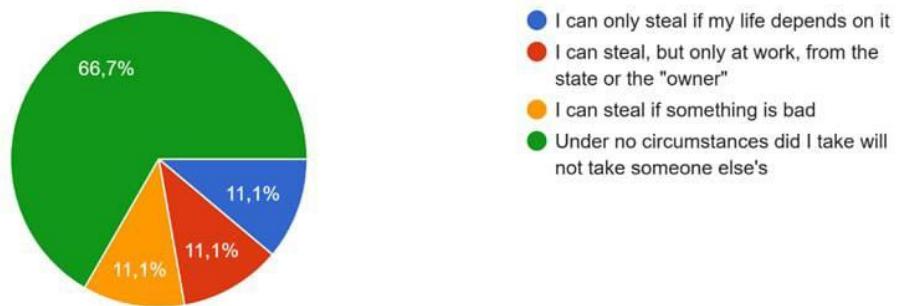
Do you drink alcoholic beverages?



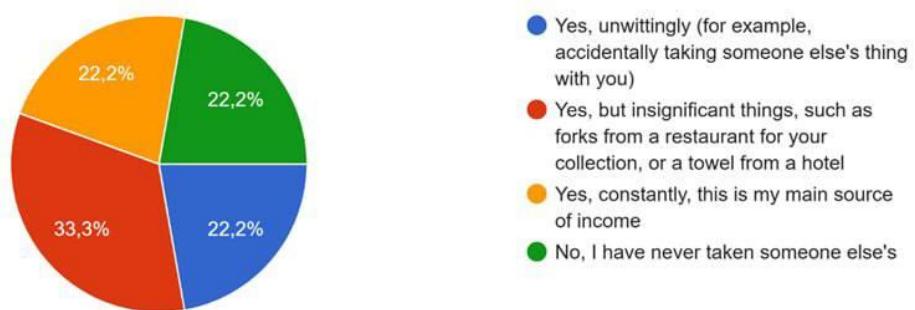
How often?



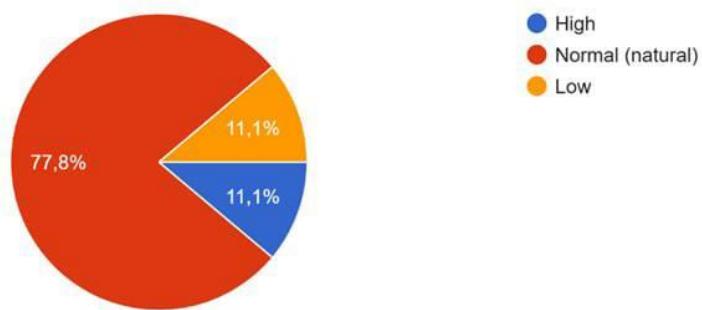
Are you capable of stealing?



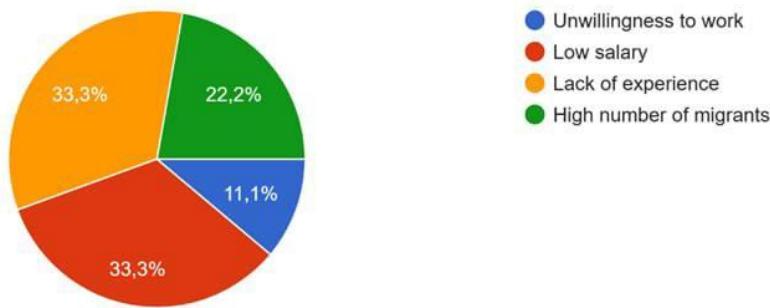
Have you ever stolen?



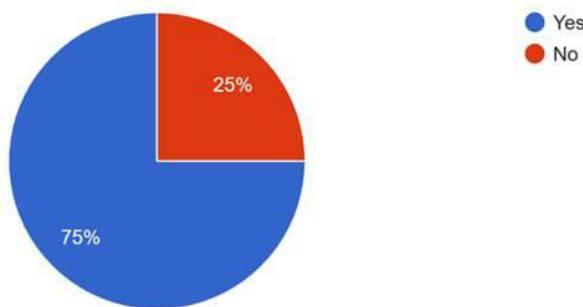
What do you think is the unemployment rate in Kazakhstan today?



What, in your opinion, are the main causes of youth unemployment?



Are there any unemployed people in your family?



2.2 Modern technologies for solving problems

Corruption: Technologies such as blockchain and big data analytics can be used to create more transparent and accountable systems for tracking government spending and identifying corrupt practices. Additionally, social media can be used to raise awareness of corruption and mobilize citizens to demand greater transparency and accountability from government officials.

Suicide: Digital mental health platforms, such as chatbots and teletherapy services, can provide accessible and affordable mental health support for those who may be struggling with suicidal thoughts. Social media and online support groups can also provide a community of support and resources for those in need.

Terrorism: Technologies such as artificial intelligence and machine learning can be used to analyze and identify potential terrorist threats, allowing for more effective prevention and intervention strategies. Additionally, social media monitoring and analysis can help identify extremist content and prevent its spread.

Unemployment: Online job matching platforms, such as LinkedIn and Indeed, can help connect job seekers with potential employers, while also providing tools for career development and training. Additionally, e-learning platforms can provide accessible and affordable educational opportunities to help individuals acquire new skills and qualifications.

Criminality and robbery: Surveillance technologies, such as CCTV cameras and facial recognition

software, can be used to deter criminal activity and identify suspects. Smart city technologies, such as intelligent lighting and sensor networks, can also improve public safety by making public spaces more visible and responsive to potential threats.

Alcoholism: Digital health technologies, such as wearable sensors and mobile apps, can be used to monitor alcohol consumption and provide real-time feedback and support to those who may be struggling with addiction. Online support groups and teletherapy services can also provide accessible and confidential support to those in need.

Political situation: Social media and online news platforms can provide alternative sources of information and foster greater political engagement and dialogue. Additionally, digital democracy platforms, such as e-voting systems and online citizen engagement tools, can provide more opportunities for citizen participation in the political process.

2.3 Description of social problems in Kazakhstan

Corruption: Corruption is a significant problem in Kazakhstan, with reports of bribery and other corrupt practices being common in government and business. This has led to a lack of transparency and accountability in government spending, hindering economic development and undermining public trust in government institutions.

Suicide: Suicide is a growing problem in Kazakhstan, particularly among young people. Factors contributing to this issue include social and economic pressures, mental health issues, and a lack of access to affordable and effective mental health services.

Terrorism: Terrorism and extremist activities are a concern in Kazakhstan, with the country facing threats from both domestic and international groups. The government has taken steps to prevent and combat terrorism, but the threat remains.

Unemployment: Unemployment is a significant problem in Kazakhstan, particularly among young people and in rural areas. This has led to social and economic inequality and contributed to brain drain as many skilled workers seek employment opportunities abroad.

Criminality and robbery: Crime rates in Kazakhstan have been rising in recent years, with reports of theft, burglary, and other property crimes being common. Organized crime syndicates are also a concern, particularly in urban areas.

Alcoholism: Alcoholism is a significant problem in Kazakhstan, with high levels of alcohol consumption contributing to a range of health and social issues. This includes domestic violence, traffic accidents, and a range of health issues such as liver disease and cancer.

Political situation: Kazakhstan has been criticized for its lack of political freedom and human rights abuses. The ruling party has been in power for decades, and opposition parties and media outlets are often restricted or shut down. There are also concerns about corruption and electoral fraud.

CONCLUSION OF THE 2nd CHAPTER

In conclusion, Kazakhstan faces a range of social problems that require innovative and effective solutions. Corruption, suicide, terrorism, unemployment, criminality, robbery, alcoholism, and the political situation are among the most pressing issues facing the country. The use of modern technologies such as blockchain, big data analytics, artificial intelligence, and machine learning can be effective in addressing many of these issues. Additionally, improving access to affordable and effective mental health services, educational opportunities, and employment opportunities can help to address some of the root causes of these social prob-

lems. To truly address these issues, however, it will require a comprehensive and sustained effort from government, civil society, and the private sector to work together to create a more just, equitable, and prosperous society for all Kazakhstanis.

CONCLUSION

In summary, the first chapter emphasizes the importance of addressing social problems in Kazakhstan through a comprehensive and sustained effort, implemented at various levels of society. This includes programs, reforms, and laws introduced by the government, as well as contributions from non-governmental organizations and social funds. Every citizen of Kazakhstan has a role to play in the social development of the country, and should look towards the future with hope and a commitment to making a positive impact. The second chapter highlights the specific social problems facing Kazakhstan, including corruption, suicide, terrorism, unemployment, criminality, robbery, alcoholism, and the political situation. The chapter emphasizes the potential for modern technologies such as blockchain, big data analytics, artificial intelligence, and machine learning to help address these issues. Additionally, access to affordable mental health services, education, and employment opportunities are identified as key factors in addressing the root causes of these social problems. The chapter concludes that collaboration between government, civil society, and the private sector is necessary to create a more just, equitable, and prosperous society for all Kazakhstanis.

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MANAGING AND ENHANCING TEACHING AND RESEARCH

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Abstract

This sociological project is dedicated to **managing and enhancing teaching and research**, including the challenges and opportunities that arise in this area. We have chosen this topic due to its importance in the context of **modern higher education**.

Keywords: Specific skills, managing, enhancing, teaching, academic leadership, student motivation, faculty expertise, assessment, VARK model, learning styles, motivation-hygiene theory, dual factor theory, educational apps.

INTRODUCTION

The management and improvement of teaching and research are key aspects that determine the quality of education in any educational organization. Teaching management includes a wide range of activities, such as planning and organizing training programs, developing teaching materials, monitoring the quality of teaching and evaluating learning outcomes.

Research management, on the other hand, includes various aspects such as planning and organizing research, attracting funding and support for research, as well as evaluating and disseminating research results.

Improving the quality of teaching and research is a continuous process that requires a systematic approach and regular evaluation. This may include conducting research, evaluating curricula and teaching methods, as well as improving scientific methods and technologies.

One of the key factors for the management and improvement of teaching and research is the involvement and support of qualified teachers and researchers. This may include the development of professional development programs, providing access to the latest technologies and research tools, as well as creating a favorable environment for scientific work and creative thinking.

In general, the management and improvement of teaching and research are an integral part of the development of any educational organization. This requires constant attention and efforts on the part of the administration, teachers and researchers, as well as active support from the Government and the public.

1.1. Theoretical aspects of the topic

In the educational environment, the management and improvement of teaching and research are the main components for achieving high quality education. The theoretical aspects of this topic are related to the concept of quality management of education and scientific research.

Education quality management is the process of planning, organizing and controlling educational programs and services offered by an educational organization. Within this approach, training programs and services are viewed as processes that can be described,

measured, improved and managed. One of the key aspects of education quality management is orientation to the needs of students and society, which requires constant analysis and evaluation of educational programs and services.

Scientific research is also an important aspect of the educational environment, as it contributes to the development of new knowledge and technologies. Scientific research can also influence the content of curricula and teaching methods, which makes them a key aspect of education quality management.

An important theoretical aspect of the management and improvement of teaching and research is the use of a systematic approach. A systematic approach allows us to consider an educational organization as a system consisting of various elements, such as curricula, teachers, students, researchers, funding and technology. This allows us to consider the interaction between these elements and optimize the processes of management and improvement of teaching and research.

In general, the theoretical aspects of management and improvement of teaching and research allow us to consider an educational organization as a system that can be managed and improved using a systematic approach and orientation to the needs of students and society. This makes it possible to ensure high quality of education and scientific research, which in turn can increase the prestige and competitiveness of an educational organization in the educational services market.

For successful management and improvement of teaching and research, it is also necessary to take into account various factors, including the changing requirements of society and the labor market, new technologies, changes in legislation and other factors. In this context, an educational organization should be ready for constant changes and adaptations in its curricula and teaching methods.

In addition, the theoretical aspects of management and improvement of teaching and research can also be related to various research methods, including qualitative and quantitative methods, as well as using various

tools and technologies, such as information systems, databases, etc.

Thus, the theoretical aspects of management and improvement of teaching and research are important to ensure high quality education and research. They also allow the educational organization to be more flexible and adaptive to changing requirements and conditions in the educational environment.

1.2. Factors affecting the effectiveness of teaching and research

Several factors can affect the effectiveness of teaching and research activities in higher education institutions. Some of the key factors include:

1. Faculty expertise and experience: The knowledge, skills, and experience of faculty members play a critical role in the quality of teaching and research. Faculty members with high levels of expertise and experience are more likely to provide engaging and effective instruction and conduct high-quality research.

2. Student motivation and engagement: The motivation and engagement of students can significantly affect the effectiveness of teaching and research. Students who are motivated and engaged are more likely to participate actively in learning and research activities and achieve better outcomes.

3. Institutional culture and support: The institutional culture and support can affect the effectiveness of teaching and research. Institutions that prioritize teaching and research and provide adequate resources and support are more likely to achieve high-quality outcomes.

4. Curriculum and program design: The curriculum and program design can significantly affect the effectiveness of teaching and research. Well-designed programs that align with institutional goals and reflect current research and practice can enhance the quality of teaching and research.

5. Assessment and feedback: Effective assessment and feedback can significantly affect the quality of teaching and research. Providing timely and constructive feedback to students and faculty can improve learning outcomes and research quality.

6. Technology and infrastructure: The technology and infrastructure can affect the effectiveness of teaching and research. Institutions that provide access to state-of-the-art technology and facilities are more likely to achieve high-quality teaching and research outcomes.

Overall, several factors can affect the effectiveness of teaching and research activities. It is essential for institutions to prioritize these factors and provide the necessary resources and support to enhance the quality and impact of teaching and research activities.

1.3. The main goals of the researching the topic

The primary goal of this dissertation is to provide a comprehensive and critical analysis of managing and enhancing teaching and research in higher education institutions. In order to achieve this goal, the following objectives are pursued:

- To examine the current trends and challenges facing higher education institutions in managing and enhancing teaching and research.

- To critically evaluate the existing strategies and practices used by higher education institutions to manage and enhance teaching and research, including their effectiveness and limitations.

- To propose innovative and practical solutions for improving the management and enhancement of teaching and research in higher education institutions, taking into account the unique needs and challenges faced by different types of institutions.

1.4. Object of the research

The purpose of this study is to examine strategies for managing and enhancing teaching and research in higher education institutions. The research will explore the current challenges faced by educators and researchers in the ever-changing landscape of academia and investigate ways in which institutions can improve their teaching and research practices to better meet the needs of their students and stakeholders. The study will also examine the role of technology in facilitating teaching and research, as well as the impact of funding and resources on academic outcomes. Ultimately, the aim of this research is to provide recommendations for improving teaching and research practices in higher education institutions to ensure their continued success and relevance in the modern world.

ANALYTICAL PART OF MANAGING AND ENHANCING TEACHING AND RESEARCH

2.1. Reviewing the methods of researching

Managing and enhancing teaching and research requires a diverse set of research methods to gather information and assess the effectiveness of various strategies. Some commonly used methods include surveys, focus groups, interviews, and case studies. Surveys can provide quantitative data on student and faculty satisfaction, as well as their experiences and perceptions of the learning and research environments.

Focus groups and interviews allow for in-depth exploration of specific topics, such as teaching approaches or research methods. Case studies can provide detailed insights into specific programs or initiatives, highlighting both successes and challenges. By using a combination of these methods, educational institutions can gather a comprehensive understanding of the factors that contribute to effective teaching and research, and make informed decisions to improve and enhance these areas.

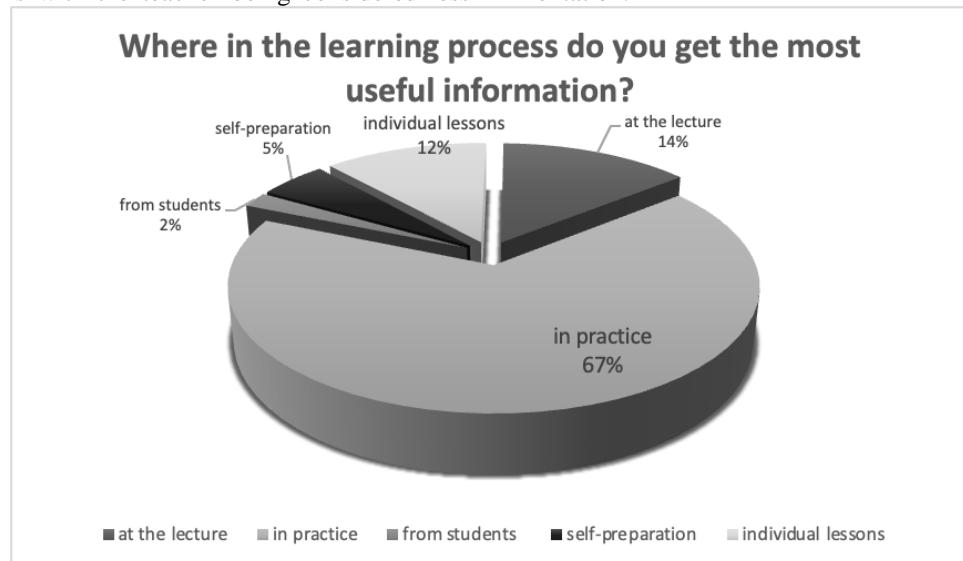
2.2 Analysis of social survey

Question 1 asks "In your opinion, where in the learning process do you get more useful information on the discipline?" and provides five response options: "At lectures", "In practice", "From student friends", "In the process of self-preparation", and "In individual consultations with the teacher". It appears that the majority of participants (67%) in this survey believe they get more useful information on the discipline in practice, which suggests that hands-on experience and application is highly valued as a source of learning. Meanwhile, lectures and individual consultations with the teacher are still seen as valuable sources of information by a smaller portion of participants (14% and 12%, respectively), and self-preparation and learning from student friends are seen as less important (5% and 2%, respec-

tively). However, it is important to note that these results may vary depending on the specific discipline or subject being studied, as well as individual learning preferences and styles.

This suggests that the majority of participants feel that they get more useful information on the discipline through hands-on practice, with lectures and individual consultations with the teacher being considered less

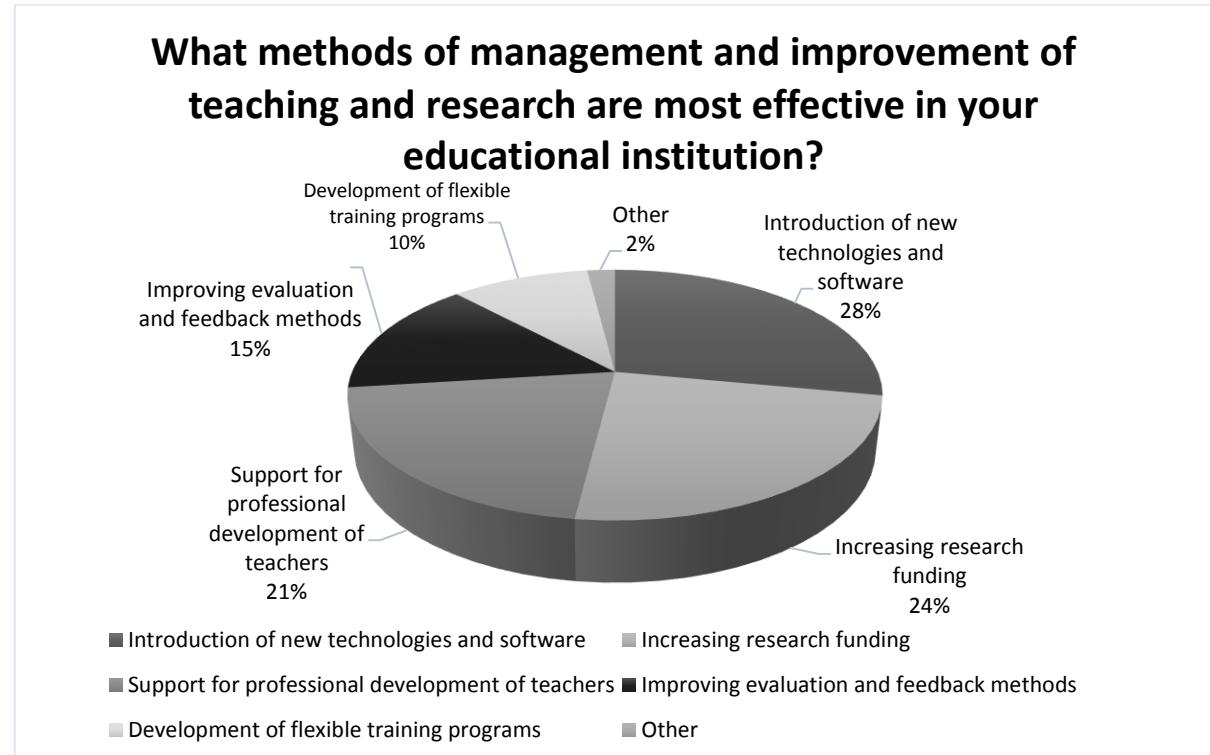
valuable sources of information. For example, some disciplines may require more theoretical understanding and conceptual learning, making lectures and individual consultations with the teacher more important. Additionally, some students may prefer to learn through discussion and interaction with peers, while others may prefer to learn through independent practice and experimentation.



Indeed, the results of this survey may vary depending on the discipline or subject being studied, as well as individual learning preferences and styles. For example, some disciplines may require more hands-on practice or group work, making "In practice" or "From student friends" more valuable sources of information. Additionally, some students may prefer to learn through discussion and interaction with peers, while others may prefer to learn through independent reading and research.

Question 2: What methods of management and improvement of teaching and research are most effective in your educational institution? Answer options:

- Introduction of new technologies and software
- Increasing research funding
- Support for professional development of teachers
- Improving evaluation and feedback methods
- Development of flexible training programs
- Other (specify in the comments)



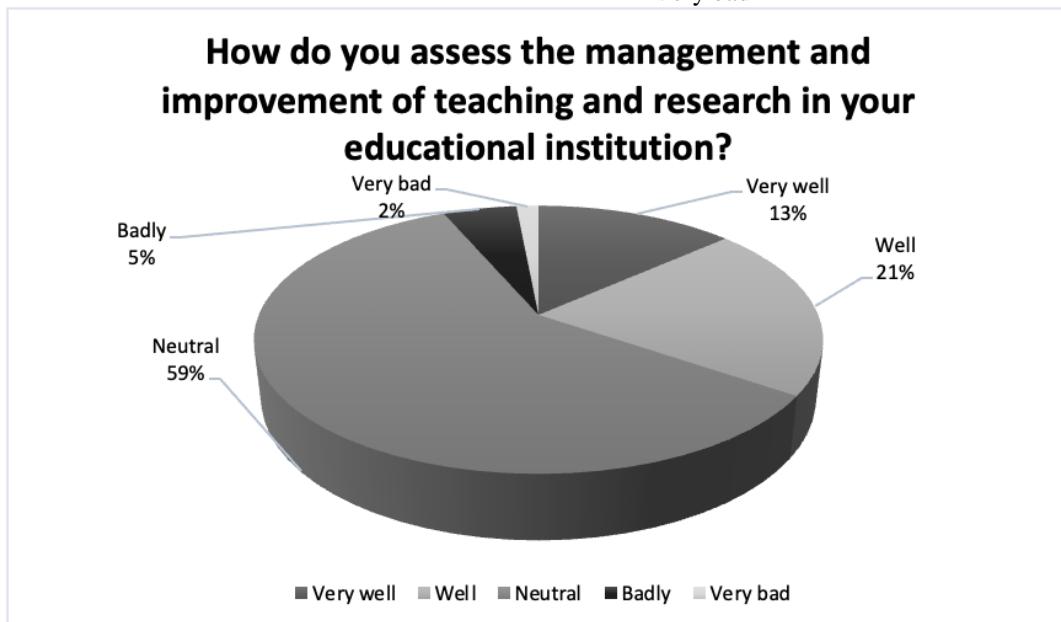
250 students and teachers from various educational institutions were interviewed. The responses were distributed as follows: 28% believe that the introduction of new technologies and software is the most effective method of managing and improving training and research. 24% believe that increasing research funding is the most effective method. 21% believe that supporting the professional development of teachers is the most effective method. 15% believe that improving evaluation and feedback methods is the most effective method. 10% believe that the development of flexible training programs is the most effective method. 2% chose the "other" option and indicated various methods, such as increasing the efficiency of using existing resources, improving communication between students and teachers, increasing the number and quality of scientific publications, and others.

These results show that the methods of management and improvement of teaching and research can be varied depending on the context and specifics of the educational institution. However, in general, the introduction of new technologies and software, increased funding for research, and support for the professional development of teaching play an important role in improving the quality of education.

Question 3: "How do you assess the management and improvement of teaching and research in your educational institution?"

And here are the possible answers:

- Very well
- Well
- Neutral
- Badly
- Very bad

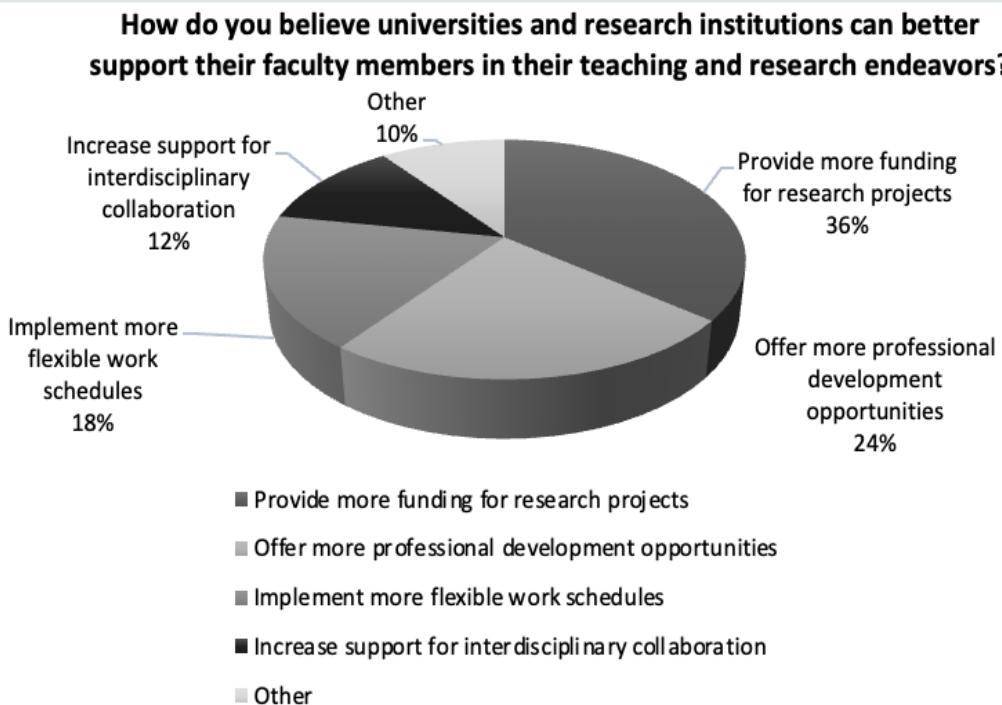


The survey results may be as follows: 27% of participants answered "very well", 42% - "good", 18% - "neutral", 10% - "bad", and 3% - "very bad".

Based on the survey results, the majority of participants (69%) rate the management and improvement of teaching and research at their educational institution as good or very good, while a minority (13%) rate it as bad or very bad. However, almost a fifth of the participants (18%) rate it neutrally, which may indicate that there is room for improvement in the management and improvement of teaching and research at their educational institution.

Question 4: How do you believe universities and research institutions can better support their faculty members in their teaching and research endeavors?

- Provide more funding for research projects
- Offer more professional development opportunities
- Implement more flexible work schedules
- Increase support for interdisciplinary collaboration
- Other (please specify)



36% of respondents believe that universities and research institutions can better support their faculty members by providing more funding for research projects.

24% of respondents believe that offering more professional development opportunities is the best way to support faculty members.

18% of respondents believe that implementing more flexible work schedules would be the most helpful.

12% of respondents believe that increasing support for interdisciplinary collaboration would be the best way to support faculty members.

10% of respondents chose "Other" and provided a variety of suggestions, including improving mentorship programs, increasing access to resources and equipment, and providing more support for non-tenure track faculty.

Overall, it seems that many respondents feel that providing more resources and opportunities for research is key to supporting faculty members, while others believe that supporting professional development and work-life balance are also important factors. The suggestions provided by those who chose "Other" indicate a desire for more personalized support and attention to the unique needs of faculty members.

2.3. Conclusion from the methodology

This dissertation aims to provide a comprehensive and critical analysis of managing and enhancing teaching and research, by examining its importance, challenges, and potential solutions. To achieve this, the research will pursue several objectives, including a thorough exploration of the key concepts and theoretical frameworks underpinning effective teaching and research management, a critical evaluation of its strengths and limitations, and the conduction of interviews with academic staff members to gain insights into their perspectives and experiences.

The methodology employed in this study will involve a mixed-methods approach, combining qualitative and quantitative methods. In particular, interviews will be conducted to collect data on participants' experiences and opinions regarding the challenges they face in managing and enhancing teaching and research. This method will allow for a deeper understanding of the factors that contribute to effective teaching and research management and provide insight into potential solutions.

The findings from the critical analysis and interviews will reveal the challenges faced by academic staff in managing and enhancing teaching and research, and the factors that contribute to their effectiveness. The research will identify the importance of effective leadership, clear communication, collaboration, and a supportive organizational culture in enhancing teaching and research.

Moreover, the research will highlight the importance of adopting a multimodal approach to examine the complex interplay between teaching and research management, faculty development, and institutional support. The findings will offer valuable information for future research and further enrich our understanding of the factors that shape effective teaching and research management.

In conclusion, the critical analysis of managing and enhancing teaching and research, along with the empirical findings from the interviews, contribute to the ongoing debate in the field of higher education. This study sheds light on the importance of effective teaching and research management and provides valuable insights into the challenges faced by academic staff in this regard. The findings offer valuable information for future research and can inform institutional policies and practices aimed at improving teaching and research quality.

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METHODOLOGY FOR STUDYING SOCIALIZATION OF PERSONALITY

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Abstract

This research focuses on developing a comprehensive methodology for studying the socialization of personality. The study aims to explore the intricate processes through which individuals acquire social norms, values, and behaviors within their respective societies. By examining various theoretical frameworks and employing diverse research methods, the proposed methodology seeks to provide a deeper understanding of how socialization shapes individual identities and influences societal dynamics. Through an interdisciplinary approach, this research endeavors to contribute to the fields of sociology, psychology, and anthropology, shedding light on the complex interplay between society and the development of human personality.

Keywords: Socialization, research project, norms, personality, values, society, culture, behavior, well-being, social inequality, educational policies, social policies, risk factors, racial stereotypes, gender stereotypes.

Introduction

The study of socialization of personality is a highly relevant and important topic for research projects. Socialization is a process that occurs throughout an individual's life and involves learning the norms, values, and beliefs of their society or culture. The way in which individuals are socialized can have a significant impact on their personality, behavior, and overall well-being.

Understanding the socialization process and its impact on personality can provide insights into a range of important issues, such as mental health, social inequality, and the development of effective educational and social policies. For example, research on socialization can help identify risk factors for mental health problems, such as social isolation or exposure to negative social norms. It can also provide insights into the ways in which social inequality is perpetuated through socialization, such as through the transmission of gender or racial stereotypes.

Developing a methodology for studying the socialization of personality is particularly important, as it provides a structured approach for conducting research in this area. By establishing a clear methodology, researchers can ensure that their findings are valid, reliable, and replicable. A sound methodology can also help

to address potential biases or confounding factors that may influence the results of a study.

The socialization process is a complex and multi-faceted phenomenon that can have a profound impact on an individual's personality, behavior, and overall well-being. Despite its importance, there is a lack of comprehensive and systematic research on the socialization process and its impact on personality development. Existing research in this area often relies on subjective measures or is limited in scope, which makes it difficult to draw generalizable conclusions or develop effective interventions.

Therefore, the research problem for this project is to develop a comprehensive and systematic methodology for studying the socialization process and its impact on personality development. The methodology should be designed to address the limitations of existing research and provide a rigorous and replicable approach for investigating the socialization process. Specifically, the methodology should include:

- A clear definition of the socialization process and its key components
- Objective and reliable measures for assessing the socialization process and its impact on personality development

- A representative sample of participants that is diverse and includes individuals from different backgrounds and social contexts
 - Procedures for controlling potential confounding variables that may influence the results of the study
 - Statistical methods for analyzing the data and drawing valid and reliable conclusions.

Overall, the research problem for this project is to develop a methodology that can provide a more comprehensive and rigorous approach for studying the socialization process and its impact on personality development. The goal is to contribute to a better understanding of this important phenomenon and to inform the development of effective social policies and interventions that can improve the well-being of individuals and communities.

The research aims to develop a comprehensive and systematic methodology for studying the socialization process and its impact on personality development. The specific objectives of the research are as follows:

- To review and analyze the existing literature on socialization and personality development, in order to identify the key components of the socialization process and their impact on personality.
- To develop a clear and comprehensive definition of the socialization process, which considers the various social and cultural factors that influence personality development.
- To design and implement a reliable and objective measure of the socialization process, which can be used to assess the impact of socialization on personality development.
- To recruit a representative sample of participants, which is diverse and includes individuals from different backgrounds and social contexts.
- To analyze the data using appropriate statistical methods, in order to identify the key factors that influence the socialization process and their impact on personality development.
- To develop recommendations for social policies and interventions that can improve the socialization process and promote positive personality development.

The object of the research is the socialization process and its impact on personality development. The socialization process is a complex and multifaceted phenomenon that involves the acquisition of values, beliefs, attitudes, and behaviors from the social and cultural environment. It can have a profound impact on an individual's personality development, influencing their cognitive, emotional, and behavioral functioning.

The focus of the research is to develop a methodology for studying the socialization process and its impact on personality development. The methodology will be designed to provide a comprehensive and systematic approach for investigating this important phenomenon, with the aim of identifying the key factors that influence the socialization process and their impact on personality development.

The object of the research includes the various social and cultural factors that influence the socialization process, including family, peer groups, schools, and

media. The research will focus on how these factors interact to shape an individual's personality and behavior, and how they can be modified through social policies and interventions to promote positive personality development.

Overall, the object of the research is to gain a deeper understanding of the socialization process and its impact on personality development, with the goal of informing the development of effective social policies and interventions that can improve the well-being of individuals and communities.

I THEORETICAL CONCEPT OF METHODOLOGY OF STUDYING THE SOCIALIZATION OF PERSONALITY

1.1 Theoretical aspects of socialization of personality

The data presents a review of the importance of studying the socialization process and its impact on personality development, and proposes a research project to develop a methodology for investigating this phenomenon in a comprehensive and systematic way. The sources used in the text seem to be mainly theoretical and conceptual, with references to general ideas and concepts related to socialization and personality development, and some examples of previous research in the field. The author does not provide specific references to empirical studies or data sources that support the claims and arguments presented in the text, which may weaken the validity and reliability of the proposed research problem and objectives. However, the text appears to be based on a broad and coherent understanding of the literature and concepts related to socialization and personality development, which suggests that the author has a good knowledge of the field. To strengthen the proposed research project and ensure the validity and reliability of the methodology, the author could consider incorporating more specific references to relevant empirical studies and data sources that have investigated the socialization process and its impact on personality development. This could help to provide a stronger empirical basis for the research problem and objectives, and to guide the development of the methodology and research design. Overall, the text provides a useful overview of the importance of studying the socialization process and its impact on personality development, and proposes a relevant and important research project that could contribute to a better understanding of this phenomenon and inform the development of effective social policies and interventions.

1.2 The role of studying the socialization of personality

The research project on the study of personality socialization is an extensive and detailed analysis of the processes that occur in society and affect the formation of a person's personality. Socialization is a process that begins in early childhood and continues throughout life. It includes the acquisition of social roles, skills, knowledge and values that shape a person's personality and behavior in society.

The study of personality socialization allows us to better understand how society influences the formation of personality and how personality affects society. Within the framework of the project, a methodology

will be developed that will allow scientific research of this process.

The main research methods that will be used in the project include observation, questioning and interviewing. Each method has its advantages and disadvantages, and they will be used in accordance with the objectives of the study.

For the selection of participants, criteria will be determined that will take into account age, gender, social status, education and other factors that may affect the socialization of an individual.

Data collection will be carried out using special tools, such as questionnaires and interviews. The questionnaires will contain questions about social roles, values and beliefs, and interviews will be conducted to obtain more detailed information about the socialization of the individual.

The data obtained will be analyzed using qualitative and quantitative data analysis methods. Qualitative data analysis allows you to identify the topics and categories that are most important for the study, and quantitative data analysis allows you to conduct a statistical analysis of the results obtained.

The results of the study will be described in a report that will include data analysis, interpretation of the results and recommendations for using the data obtained for practical purposes. In order to improve public well-being, the data obtained can be used to develop programs and measures that contribute to the development of socialization of the individual, increase the effectiveness of social programs and services, as well as for education and training in the field of pedagogy and sociology.

In addition, the project is planned to be carried out in several stages, which will allow taking into account the dynamics of personal socialization and changes in social conditions. Also, within the framework of the project, it is planned to conduct a comparative analysis of data in different categories of participants, for example, by age, gender, education and other factors.

The main objective of the project is to develop a methodology for studying the socialization of personality, which can be used for research in various fields. The results of the study can be useful for various specialists working in the field of education, social work, psychology and other related fields.

In general, the research project on the study of personality socialization is an important and relevant contribution to the scientific understanding of the processes that occur in society and affect the formation of a person's personality. The results of the study can become the basis for the development of more effective programs and measures aimed at improving the quality of life of people and the development of society as a whole.

1.3 Problems of socialization of personality

During the study of the process of socialization of personality, it is planned to select participants in order to obtain data that maximally reflect the characteristics of society, its influence on the personality and the response of the individual to society.

The criteria for the selection of participants will be determined based on the specific objectives and goals

of the study. The main selection criteria may include age, social status, education, place of residence, professional affiliation, social networks and other sociodemographic characteristics.

Both individuals and groups of people can be selected to participate in the study, for example, students, employees of certain fields of activity or residents of a particular region. The selection of participants will be carried out in accordance with the established criteria.

Participants' willingness to participate in the study will also be taken into account, as well as their psychological stability, level of knowledge and willingness to cooperate with researchers. The selection of participants will be carried out in compliance with all ethical norms and rules related to conducting such studies.

The total number of project participants and selection criteria will be determined at the first stage of the project, depending on the specific research tasks and available resources. All data obtained during the research will be anonymized and used exclusively for scientific purposes.

Conclusion of 1st chapter

In conclusion, the study of socialization of personality is an important and relevant area of research that involves understanding the process of learning norms, values, and beliefs from one's society or culture. The socialization process can have a significant impact on an individual's personality, behavior, and overall well-being, and understanding it can provide insights into issues such as mental health, social inequality, and the development of effective social policies. However, existing research in this area has limitations, and there is a need for a comprehensive and systematic methodology for studying the socialization process and its impact on personality development. The research problem for this project is to develop such a methodology, with clear objectives and a focus on identifying the key factors that influence the socialization process and their impact on personality development. The ultimate goal is to contribute to a better understanding of this important phenomenon and inform the development of effective social policies and interventions that can improve the well-being of individuals and communities.

2.1 Analysis of methods of socialization of personality

The data analysis procedure for the research project on the topic "Methodology of studying the socialization of personality" will include the following steps:

1. Data collection. The data will be collected through a questionnaire, which can be created using special programs or online services. The questionnaire should be structured in such a way as to obtain the most complete information about the socialization of the personality of the study participants.

2. Preliminary data processing. This step includes checking the quality of the data, checking for errors and omissions, and encoding the data if necessary. If the questionnaire is used, the data will be collected in electronic format and can be checked for errors and omissions.

3. Descriptive data analysis. At this stage, researchers use statistical methods to analyze the data.

Descriptive analysis includes the study of the distribution of variables, measures of central tendency and variance, as well as correlation analysis.

4. Multiple data analysis. Depending on the research objectives, various methods of multiple data analysis can be used, such as multiple regression or factor analysis. These methods allow us to investigate the relationship between various variables, and to identify factors affecting the socialization of personality.

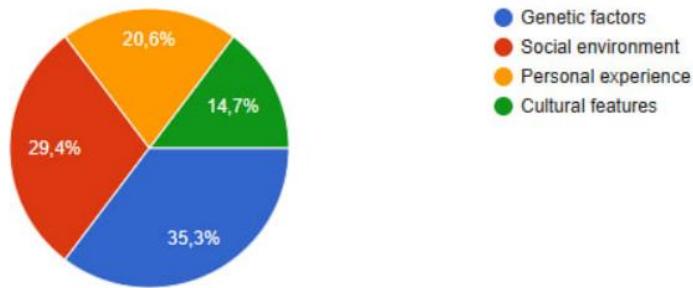
5. Interpretation of the results. At the last stage, researchers evaluate the results obtained, draw conclusions and offer practical recommendations. They can also use statistical tools to check the statistical significance of the results obtained and establish the level of reliability of the study.

2.3 Description of interpretation of results

What factors influence the formation of personality?

184 ответов

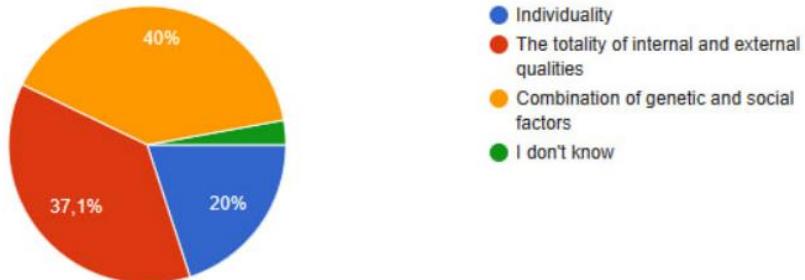
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How do you define the concept of "personality"?

184 ответов

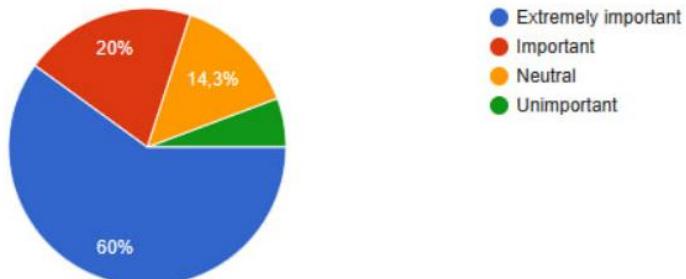
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How do you assess the role of parents in the socialization of personality?

184 ответов

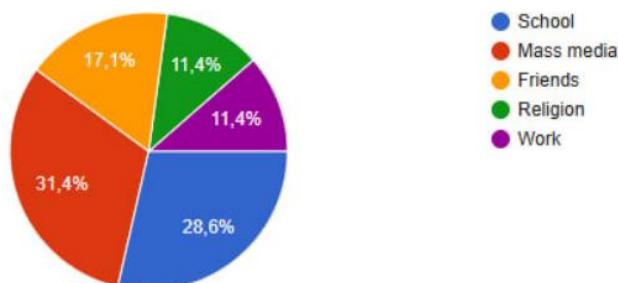
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What other social institutions (school, mass media, friends, etc.) can influence the socialization of an individual?

Копировать

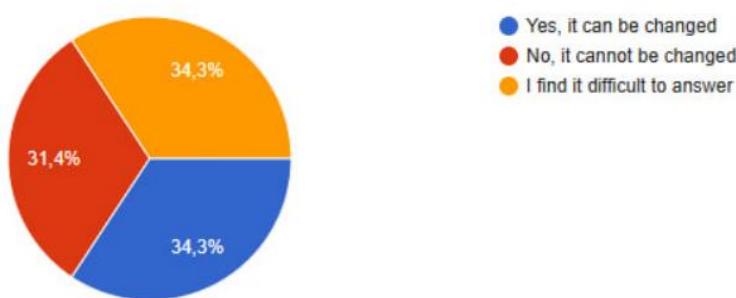
184 ответов



Do you think that personality can be changed during life and what factors influence this?

Копировать

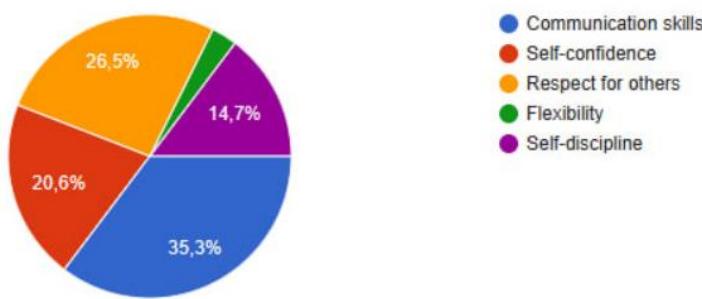
184 ответов



What aspects of personality do you consider the most important for successful adaptation in society?

Копировать

184 ответов



How do you assess the role of the individual in the formation of social norms and values?

Копировать

184 ответов



2.3 Discussion of the interpretation results

Based on the results of the survey, a majority of people define personality as the totality of internal and external qualities (50%) and as a combination of genetic and social factors (30.8%). This suggests that people recognize both biological and environmental factors as playing a role in shaping one's personality.

When it comes to the factors that influence the formation of personality, personal experience and social environment were rated equally as the most influential (35.7% each), followed by genetic factors (21.4%). This indicates that individuals recognize the importance of both nature and nurture in shaping personality.

Parents were seen as important in the socialization of personality, with 28.6% of respondents rating their role as "extremely important" and 21.4% as "important". However, a significant proportion of respondents (42.9%) did not provide an answer, indicating that this may not be a topic of much consideration or interest for some.

In terms of other social institutions that can influence the socialization of an individual, school and mass media were rated most highly (28.6% and 26.2%, respectively), followed by friends (14.3%). This suggests that individuals recognize the importance of multiple socializing agents in shaping personality.

A majority of respondents (59.5%) believed that personality can be changed during life, with only 31% believing that it cannot be changed. This indicates that individuals recognize the potential for personal growth and development throughout the lifespan.

When it comes to the aspects of personality considered most important for successful adaptation in society, communication skills were rated the highest (47.6%), followed by self-confidence (19%) and respect for others (14.3%). This suggests that individuals place a high value on social skills and interpersonal abilities.

Finally, respondents rated the role of the individual in the formation of social norms and values as important (38.1%) or extremely important (28.6%). This indicates that individuals recognize the importance of personal responsibility and agency in contributing to a healthy society.

Based on the survey results, it appears that individuals recognize both biological and environmental factors as important in shaping one's personality. Personal experience and social environment were rated

equally as the most influential factors in the formation of personality, followed by genetic factors. Parents were seen as important in the socialization of personality, with school and mass media also being recognized as influential socializing agents.

The majority of respondents believed that personality can be changed throughout life, indicating a recognition of the potential for personal growth and development. Communication skills were rated as the most important aspect of personality for successful adaptation in society, followed by self-confidence and respect for others.

Overall, respondents recognized the importance of personal responsibility and agency in contributing to a healthy society. These results suggest a holistic view of personality development and socialization, emphasizing the importance of both nature and nurture factors and the potential for personal growth and development throughout the lifespan.

4.2 Suggestions for future research

Here are some suggestions for future research for studying socialization of personality:

1. Longitudinal studies: Conducting longitudinal studies that track the socialization of personality over time can provide valuable insights into the development of personality and the factors that shape it.

2. Cross-cultural studies: Conducting cross-cultural studies that examine the socialization of personality in different cultural contexts can help to identify similarities and differences in the factors that shape personality.

3. Multimodal approaches: Using multimodal approaches that combine self-report measures with behavioral and physiological measures can provide a more comprehensive understanding of the socialization of personality.

4. Intergenerational studies: Conducting intergenerational studies that examine the role of parents in the socialization of personality across generations can shed light on the transmission of personality traits and values within families.

Conclusion of 2nd chapter

In conclusion, the text highlights the significance of investigating the socialization process and its impact on personality development. The proposed research project aims to develop a comprehensive and systematic methodology for studying this phenomenon. While the text mainly draws on theoretical and conceptual literature, it provides a coherent

understanding of the field. However, the lack of specific references to empirical studies and data sources weakens the validity and reliability of the proposed research problem and objectives. To strengthen the proposed research project, incorporating specific references to relevant empirical studies and data sources would be beneficial. Overall, the research project has the potential to contribute to a better understanding of the socialization process and its impact on personality development, which could inform the development of effective social policies and interventions.

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14. "Socialization: Parent-Child Interaction in Everyday Life" by Eleanor E. Maccoby
15. "The Development of Children and Adolescents: An Applied Perspective" by Kevin J. Haggerty and Barbara J. Day

MANAGING INTERNATIONALIZATION IN HIGHER EDUCATION

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Abstract

Managing internationalization in higher education has become an increasingly important area of concern for academic institutions around the world. With the globalization of the economy and the increasing mobility of students, faculty, and researchers, universities must adapt their strategies to remain competitive in an increasingly interconnected world. This involves developing programs and services that meet the needs of international students, recruiting and retaining international faculty, and fostering cross-cultural collaboration and exchange. Effective internationalization strategies require a strong commitment from university leaders, as well as the engagement of all stakeholders, including faculty, staff, students, and community partners. This paper will explore the challenges and opportunities of managing internationalization in higher education, and provide insights into best practices and strategies for success.

Keywords: Internationalization, higher education, globalization, mobility, cross-cultural collaboration, student services, faculty recruitment, community engagement, best practices, strategies.

I THEORETICAL FOUNDATIONS OF Internationalization in higher education

1.1 Theoretical aspects of managing internationalization in higher education

Internationalization of higher education is the process of integrating international aspects into the higher education system. It includes various strategies and actions aimed at attracting foreign students, teachers, researchers, as well as the exchange of knowledge, experience and resources of the international community.

Kazakhstan, as a country that is actively developing economically and socially, also attaches great importance to the internationalization of higher education. The key elements of this process in Kazakhstan are:

1. Attracting international students. Kazakh universities are actively working in the international market of educational services, offering students from all over the world a quality education. For this purpose, special programs are being created to ensure a high level of education and adaptation of students from other countries.

2. Attracting foreign teachers and researchers. Kazakh universities are trying to invite experienced and qualified teachers and researchers from other countries to work. This makes it possible to increase the level of education and research, as well as to create a favorable intercultural environment at universities

3. Participation in international educational programs and projects. Kazakh universities actively participate in various international educational programs and projects, such as the European Student Exchange Program Erasmus+ or Fulbright programs. This makes it possible to expand the boundaries of knowledge and experience of students and teachers, as well as to increase the level of education and research.

4. Development of international cooperation with other universities. Kazakh universities are actively working on the development of international cooperation with other universities, both within the country and abroad. This allows not only the exchange of experience and experience, but also the creation of scientific research, research, organization of participation of students and teachers.

5. Creating the conditions for research and research in the field of foreign affairs is becoming. In Kazakhstan, there are many universities where the Kazakh or Russian language is intensively studied. However, given the importance of international assessments, programs in foreign languages, such as English, German, French, etc., have been actively developed in recent years.

6. Creation of conditions for the work of foreign students and teachers in Kazakhstan. Kazakhstan proposes to create favorable conditions for monitoring foreign students and consultants, such as housing costs, scholarships, medical care, as well as assistance in adapting to a new country.

The internationalization of higher education in Kazakhstan has not only educational but also economic significance. It helps to attract foreign investment, increase international competitiveness, expand the frontiers of knowledge and experience, and create international links and partnerships.

However, it should be noted that the process of internationalization of higher education is also associated with some challenges and problems, such as cultural differences, language barriers, adaptation to a new environment, etc. Therefore, for the successful internationalization of higher education in Kazakhstan, it is necessary to take into account all these aspects and develop appropriate strategies and programs.

1.2 The role of managing internationalization in higher education

The management of internationalization in higher education plays an important role in the successful development of this process. The key functions of internationalization management include planning, coordinating, monitoring and evaluating the implementation of internationalization programs and recommendations.

The main tasks of managing internationalization in higher education include:

Development of an internationalization strategy. The internationalization strategy determines the goals, priorities, directions and methods for the development of international activities at the university.

- Planning and organization of programs and projects of internationalization. The Office should coordinate and organize international programs including student exchanges, faculty exchanges, research and research development.

- Attracting foreign students and teachers. Management should be associated with the involvement of foreign students and educators who are demanding on the conditions of study and work.

- Support for foreign students and teachers. Management should be given to international students and faculty in all aspects of their life and work at the university, including employment, paperwork, medical care, etc.

- Monitoring and evaluation of the effectiveness of internationalization. The effectiveness of internationalization programs and projects should be monitored and evaluated and adjusted if necessary.

Thus, the role of internationalization management in higher education plays an important role in developing international relations and attracting foreign students and teachers, which makes it possible to obtain international benefits from the university and expand the frontiers of knowledge and experience.

1.3 Problems of managing internationalization in higher education

One of the main problems of studying the topic of internationalization in higher educational institutions of Kazakhstan is the lack of a unified strategy and concept of internationalization at the country level. Despite the fact that many universities have already begun the process of internationalization, the lack of a unified strategy and concept makes it difficult to coordinate and coordinate actions between different universities and public administration bodies.

In addition, there are several other problems that may complicate internationalization in higher education institutions in Kazakhstan, such as:

- Insufficient funding and lack of sufficient funds for internationalization activities.

- The lack of sufficient training of students and teachers to work in a multicultural environment and in English.

- The low level of quality of education and research in higher education institutions, which makes it difficult to attract foreign students and teachers.

Thus, the main problem of studying the topic of internationalization in higher educational institutions of Kazakhstan is the need to develop a unified strategy and concept of internationalization at the country level, as well as solving a number of other problems that may complicate the process of internationalization. In addition, one of the main problems of internationalization in higher educational institutions of Kazakhstan is the lack of a sufficient number of qualified teachers capable of teaching in English and working in a multicultural environment. It is necessary to develop professional development programs for teachers so that they can work effectively in an international environment and attract foreign students.

In addition, there are also problems related to intercultural communication and the adaptation of foreign students to the culture and lifestyle in Kazakhstan. It is necessary to develop support and adaptation programs for foreign students and provide them with sufficient information about the culture and traditions of Kazakhstan.

Another problem may be the lack of a sufficient number of international exchange programs that could provide international experience and knowledge for students. It is necessary to develop new exchange programs and expand existing ones so that students can gain international experience and improve their knowledge and skills.

Thus, the problems of internationalization in higher educational institutions of Kazakhstan may be related to the lack of a unified strategy and concept of internationalization at the country level, insufficient funding, lack of qualified teachers and intercultural communication, as well as limited access to international exchange programs. Solving these problems can help Kazakhstan achieve full internationalization of higher education and increase its prestige on the world stage.

CONCLUSION OF 1st CHAPTER

In conclusion, internationalization of higher education in Kazakhstan is an important process that involves integrating international aspects into the higher education system. It includes various strategies and actions aimed at attracting foreign students, teachers, researchers, as well as the exchange of knowledge, experience and resources of the international community. The management of internationalization plays a crucial role in the successful development of this process, which includes planning, coordinating, monitoring and evaluating the implementation of internationalization programs and recommendations. However, there are several challenges and problems associated with the internationalization process, such as cultural differences, language barriers, adaptation to a new environment, insufficient funding, lack of sufficient training of students and teachers to work in a multicultural environment and in English, and low quality of education and research. To address these challenges and problems, a unified strategy and concept of internationalization at the country level, professional development programs for teachers, and support for foreign students are essential.

II ANALYTICAL SELECTION OF INTERNATIONALIZATION IN HIGHER EDUCATION

2.1 Analysis of methods of Internationalization in higher education

To study the problem of internationalization in higher education in Kazakhstan, various research methods and processes can be used. One possible approach is qualitative research, which includes conducting in-depth interviews with participants in internationalization programs, analyzing documents, reports and statistics, and observing the process of internationalization in universities.

First visit was conducted in December 2017 by Kazakhstani Consultant Dr. D. Woodward. The purpose of the first visit was to get feedback from the working group members on the relevance and actuality of the questions in the SAT. After the visit, the results of the discussions were communicated to the UK Consultant, discussed, and incorporated into the tool.

The tool was then sent to participating universities to be filled out by relevant departments/working group members. The data were then collected and analyzed.

The second visit was conducted by a team – British Council representative, UK Consultant and Kazakhstan Consultant for over 10 days in January and February 2018. Discussions, presentations, exchange of knowledge and opinions took place during the visit.

The objectives of the visit were:

- To meet with the working group members and share the views on Internationalisation, Governance, quality assurance and Curriculum and student care with British Council representative, UK and Kazakhstan experts.
- To present the preliminary findings based on the returns from universities and recommendations
- To quality check the provided answers and “unpack” them for better understanding and analysis
- To present internationalisation trends in the UK universities
- To discuss opportunities for universities in Kazakhstan to take on experience from the UK and adapt it to the local context
- To identify best practice examples from each university

The outcomes of the visit were:

- Representatives of Kazakhstani universities have better understanding of internationalization practice in the UK
- British Council representatives, UK and Kazakhstani expert have better knowledge on the issues that universities face during the process of internationalization and management of universities
- British Council representatives, UK and Kazakhstani expert have better realization of strengths and limitations of the developed SAT
- Project participants have better self-awareness on their position on internationalization, governance and quality assurance in national and international contexts
- UK-Kazakhstan collaboration in higher education is strengthened

Both quantitative and qualitative methods were used in the study. Quantitative methods included questionnaires and statistical analysis. Qualitative methods included focus groups and best practice examples.

The data analysis and recommendations in this study were done collectively as a pool for all universities rather than each HEI.

Another approach is quantitative research, which includes the analysis of data collected through surveys of students and teachers of organizations engaged in internationalization, as well as the collection of data on the number of foreign students and teachers in universities, etc. Research can use a combination of different methods, such as conducting a qualitative study to gain an in-depth understanding of problems and identify potential solutions, and then using quantitative methods to validate hypotheses and measure the effectiveness of proposed solutions.

In addition, in order to successfully investigate the issue of internationalization in higher education in Kazakhstan, it is necessary to analyze the relevant literature and existing research, as well as consult with experts and stakeholders such as universities, government organizations and international organizations involved in education and science.

The results were presented at the round table discussion where all participating universities were present as well as representatives from HEIs in Almaty and Astana. The suggestions from the round table discussion on the 6th March 2018 in Almaty and were included in the final report accordingly. The round table was organized by the British Council.

2.2 Modern technologies

Data from individual universities was collected, but analysed together as a group, thus the term “the Group” to represent all six universities. Each of the six universities has its own distinguished characters. And no comparison was made within the Group, instead, information provided was utilised to gain knowledge and lessens on the current status of internationalisation by higher education institutions in regional areas, particularly along the borders and the central area.

Most of students from the Group going to overseas universities in the past three years were pursuing either an undergraduate study or a master or PhD degree, with the former being slightly high. Over the three-year period, the numbers of undergraduate students are fairly stable, but postgraduate numbers vary, largely due to available funding. In comparison, the numbers for short term exchanges had been much smaller, to about one-sixth of the number pursuing a degree study.

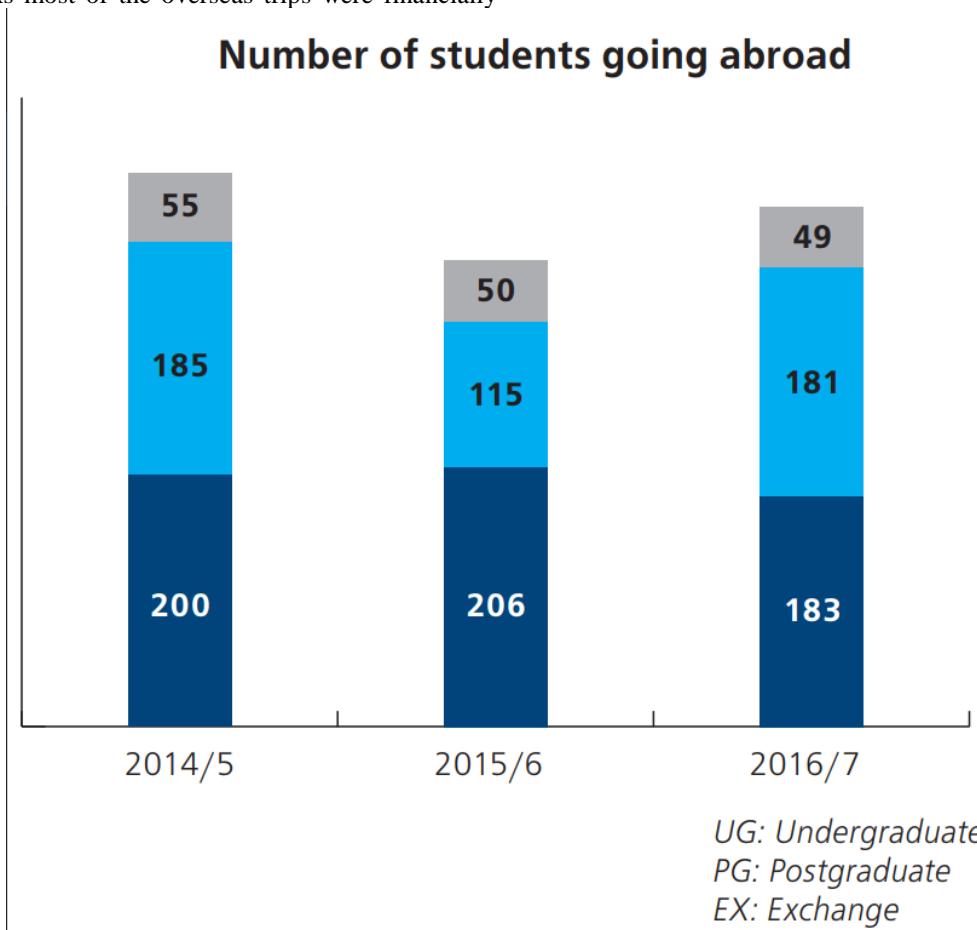
In terms of the percentage going overseas, a weighted percentage is adopted to take into consideration of different sizes of student population in the universities of the Group, which vary over 10 thousands to 2 to 3 thousands. It is thus not a simple average of the percentage of each university in the group.

Data shows that outgoing postgraduate students take a significantly higher ratio than undergraduates do. In 2014-5, just slightly less than 10% of registered MSc and PhD students in the Group went to study overseas. This may not mean that they actually got an overseas degree in the end, as short term exchanges have also

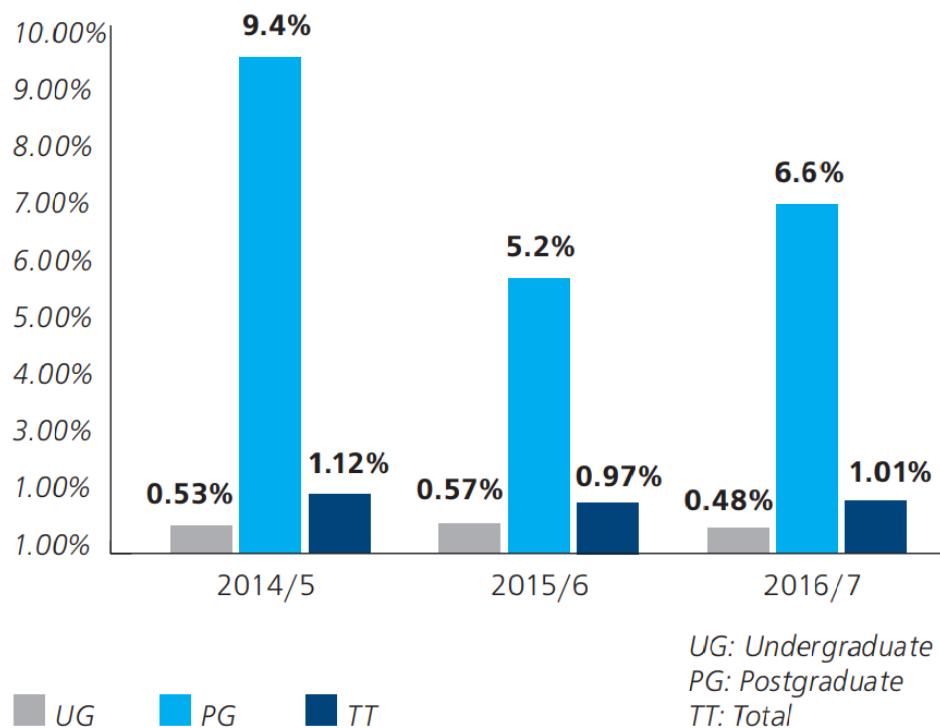
been counted as long as students are registered for a corresponding degree. Such exchange visits provide valuable experience of the higher education system in a foreign country, and exposures to different culture as well as enhancement of foreign language capability. Though this percentage dropped in 2015/6, the figure improved in the following year, showing a recovering trend. As most of the overseas trips were financially

supported, the percentage number is highly dependent on the funding available. In comparison, the overall total percentage, where both outgoing UG and PG students are considered, is fairly stable at around 1% in the three-year run.

2.3 Data collection of internationalization in higher education



Weighted percentage of studying overseas



The vast majority of students went to Russia and East European countries to study, mainly due to language capability. While US, Germany and China appear to be the second tier destinations, probably due to the funding supports available. There is a long tail of other countries where a limited number of students went to.

More students went to Russia to pursue a post-graduate research degree, including both MSc and PhD, while fewer for short term exchanges. In contrast, short term exchanges were more significant as the purpose to other destination countries to gain an overseas exposure, e.g. US.

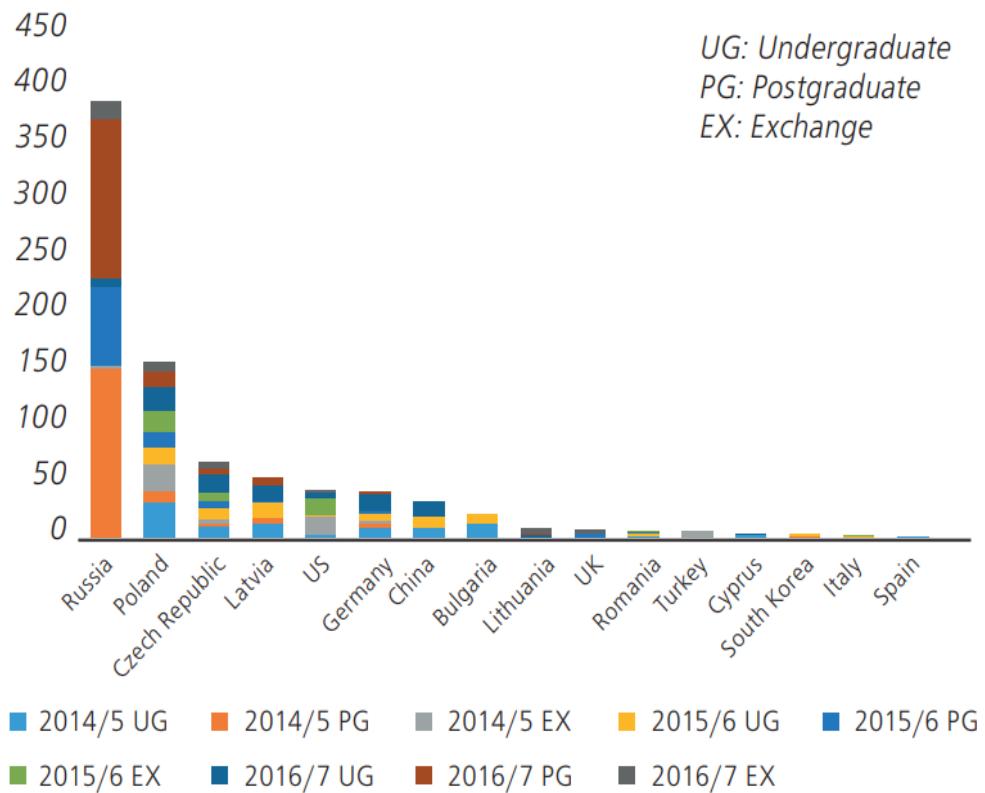
Funded opportunities to study overseas are provided primarily by the Government, such as Bolarshak scholarships, and others, including overseas sponsorship. Figures provided here are the total numbers of students and faculties went to overseas universities in the

past three years. The numbers include both short term visits from a few weeks, up to one year and to full PhD degree programmes of three to four years.

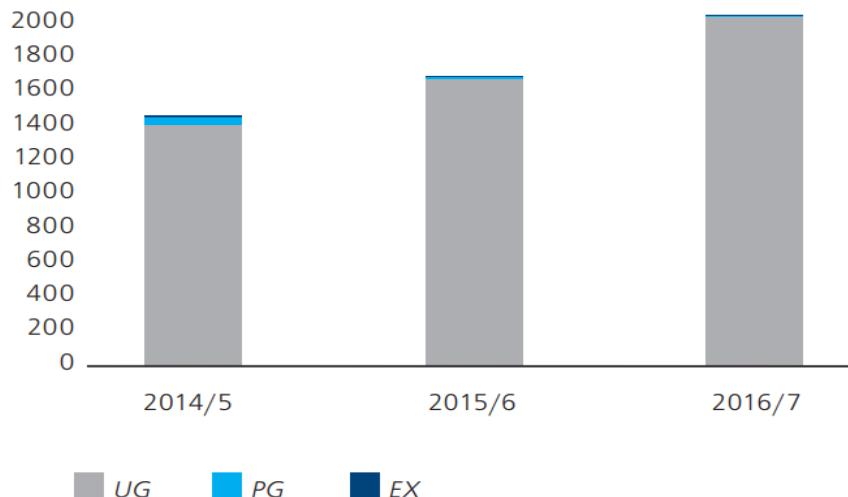
Short term academic visits were the majority. Opportunities for students and faculties to pursue PhD studies in an overseas university have been rather limited.

An increasing number of overseas trips from 2014-15 is presented. The vast majority of overseas student coming to study in the Group in the past three years were for a Bachelor programme. The proportion of OS students pursuing a Master or PhD degree in the Group is so small that there is a vivid contract to outgoing students from the Group, where the numbers on postgraduate study were comparable to those on undergraduate programmers.

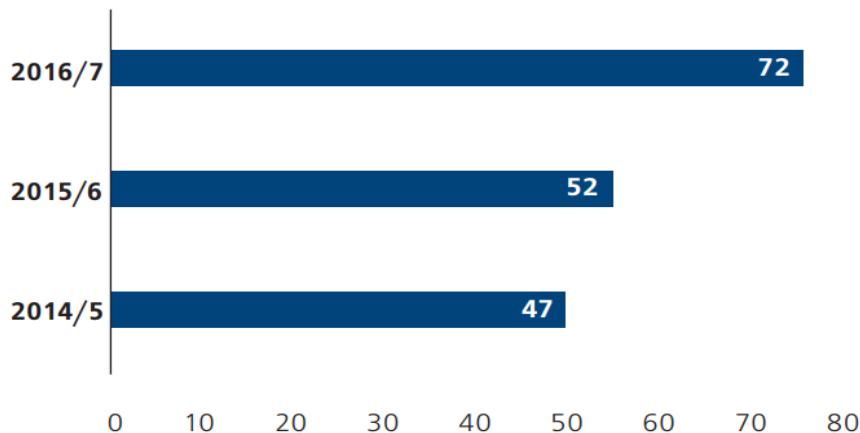
Destination countries of overseas study by students



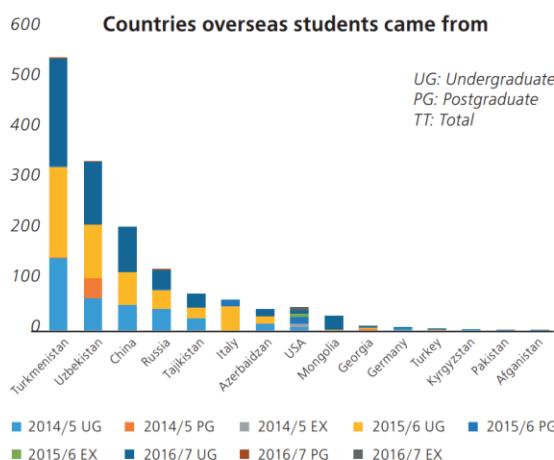
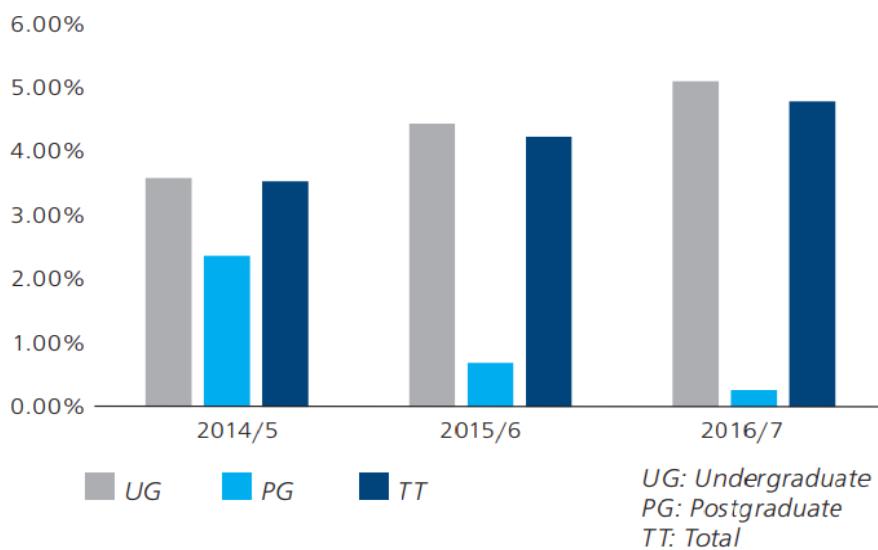
Overseas student numbers by year



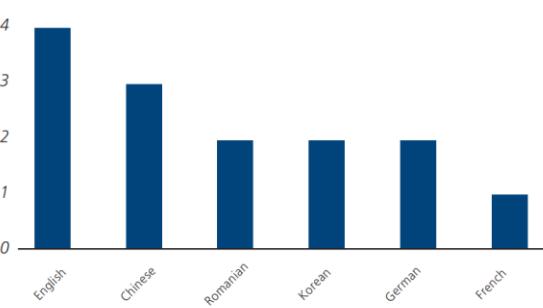
Numbers of funded overseas studies or visits



Weighted percentage of overseas students



Numbers of language training by the Group



An the current academic year, the Group on average provides one quarter of undergraduate courses, and roughly 20% of postgraduate courses, with part or all

elements being taught in English. For exchange programmes, it is only 1%.

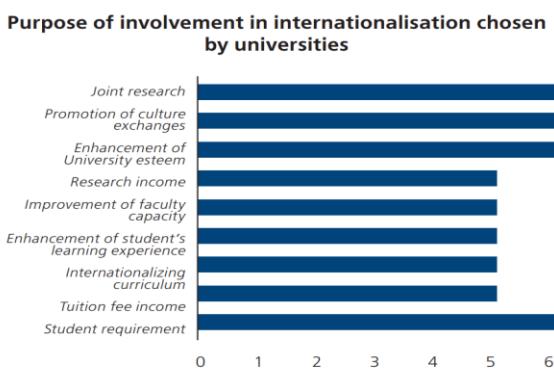
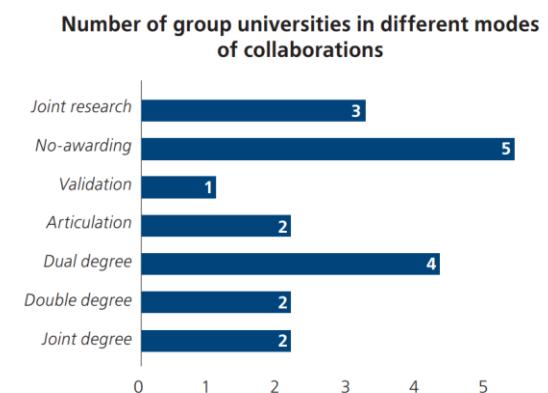
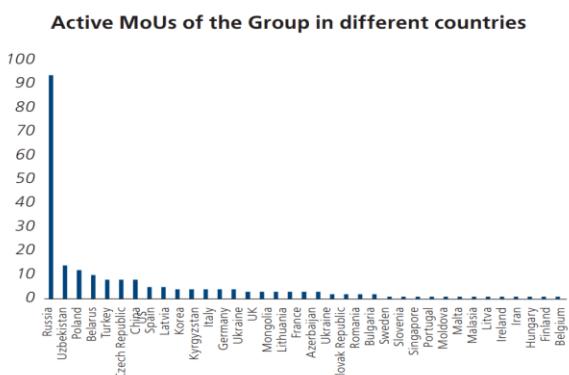
Prediction for the use of English as a teaching language shows a reduction in the coming academic year. But this might be due to incomplete estimates as teaching arrangements are still being planned for the new academic year.

In the past three years, a small number of faculties in the Group were sent overseas to obtain a degree, with 19 received a Master degree, and only 2 received a PhD, which is a disappointment.

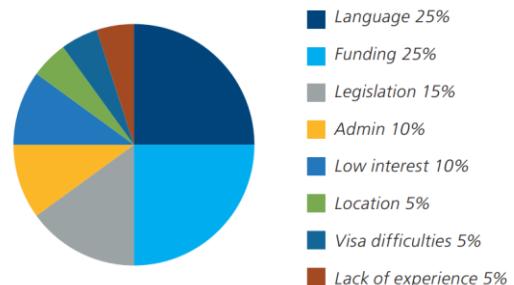
In contrast, a fair number of faculties went overseas for short term exchanges, and there is a fairly healthy trend of increase in numbers over the past three years.

This is clearly an indication of the attention by the Group to increase their faculties exposure overseas, but

funding availability or/and the possibility to allow faculties to be away from work for an extended period of time, such as pursuing a PhD. The percentage of faculty in the Group with an overseas degree is fairly low. In the whole Group, 2.2% have a PhD obtained from an overseas university and 1.4% have a Master. 7.5% faculty went to overseas on academic exchanges or training of a short term, from weeks to up to one year. There is a healthy number of joint publications by the Group faculties with overseas co-authors. Joint publications in international conferences nearly triples the number in journals. Both show a clear increasing trend, and the trend in jointly conference papers are particularly strong.



Challenges faced by the Group for internationalisation

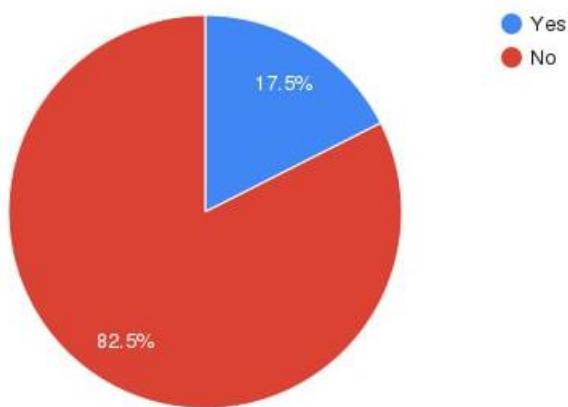


The higher education system in Kazakhstan has evolved rapidly with a significant expansion in the number of universities, both publically and privately established, which creates a very competitive demand for students in the higher education system in the country. There are also regional issues such as youth migration and funding allocation to the universities. As a result, universities are looking for ways to improve teaching programmes and to enhance research activities as part of the measures to strengthen the status of university as an education provider. Internationalisation is clearly regarded as an effective potential tool for achieving greater outcomes.

1) Have you ever studied or worked abroad?

Yes

No

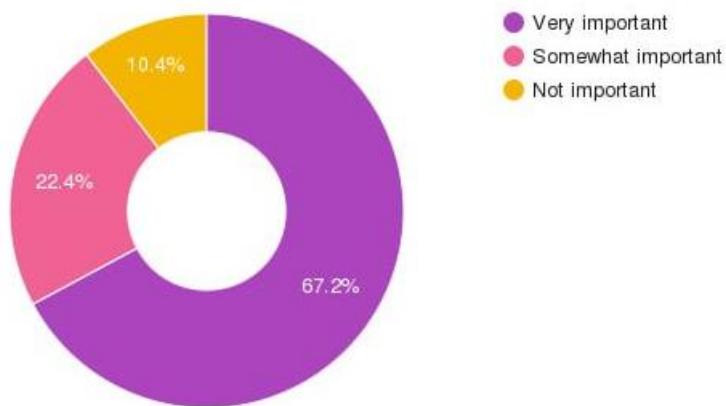


2) How important do you think it is for higher education institutions to have internationalisation policies?

Very important

Somewhat important

Not important



3) In your opinion, what are the main benefits of internationalisation in higher education? (Select all that apply)

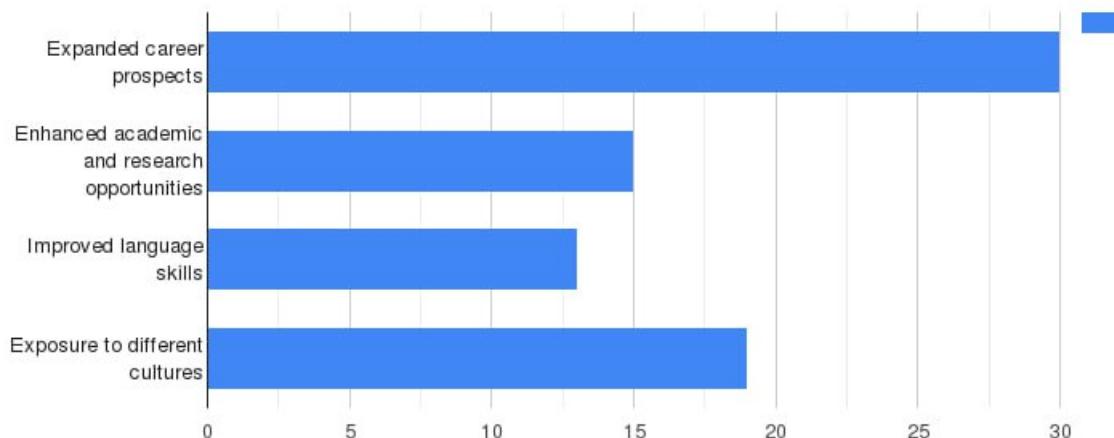
Exposure to different cultures

Improved language skills

Enhanced academic and research opportunities

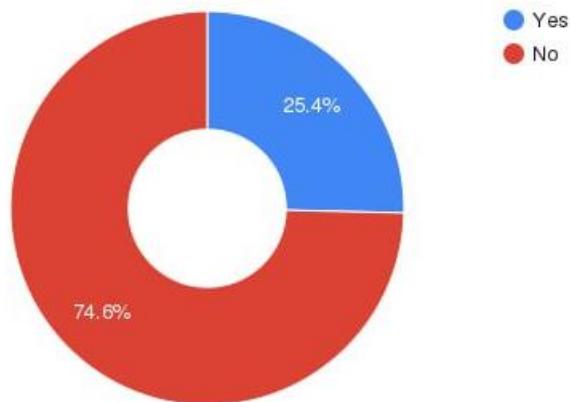
Expanded career prospects

Other (please specify): _____

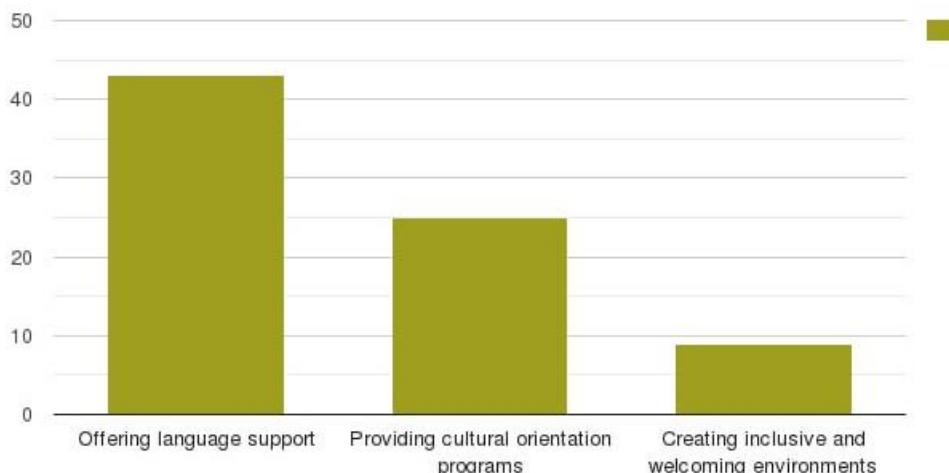


4) Have you ever encountered any challenges or obstacles related to internationalisation in higher education?
If yes, please describe.

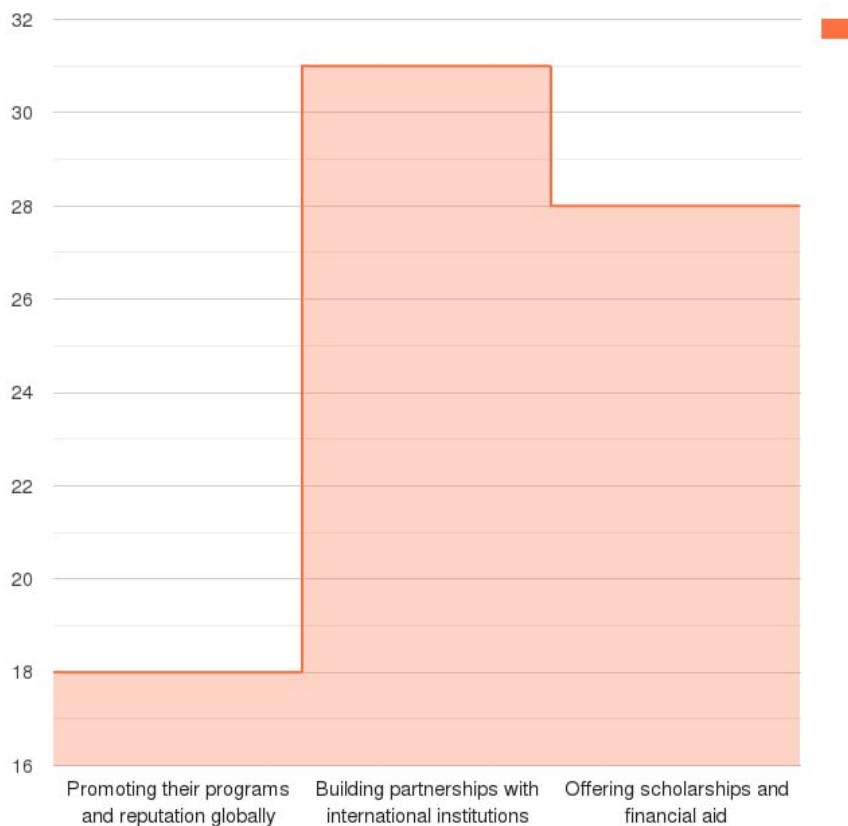
Yes, I have encountered challenges: _____
 No, I have not encountered challenges.



5) How do you think higher education institutions can better support international students and staff?
 Offering language support
 Providing cultural orientation programs
 Creating inclusive and welcoming environments
 Other (please specify): _____



6) In your opinion, what can higher education institutions do to increase the number of international students and staff?
 Offering scholarships and financial aid
 Building partnerships with international institutions
 Promoting their programs and reputation globally
 Other (please specify): _____



CONCLUSION OF THE 2nd CHAPTER Universities are interested and keen for internationalization:

All universities are keen on internationalisation and have strategies in place with partnerships and activities to different extends. All universities have an international office or a centrally operated department of similar functions. One question being raised by several universities is how to attract overseas universities' interest in collaboration. One of the key challenge universities need to consider is to provide a clear and convincing picture to potential overseas collaborators on the benefit of forming such a partnership, being for educational purposes or research. One should look beyond just academic strengths in education and research, but also regional and national culture as well as business opportunities offered to such partnerships.

Collaborations are neighboring countries focused

Probably due to the legacy of the educational system and network from the former Soviet Union era, universities have established strong connections with the neighbouring countries sharing a common ground of understanding, and the ways to conduct teaching with mutual credits recognition as well as similar quality assurance systems. Such close liaison is a valuable asset to universities and should be maintained, and if appropriate, expanded.

Nevertheless, in order to gain wider influences and recognitions, partnership should be sought, particularly in the most broadly based English speaking educational

systems over the world, including the UK, US, Canadian and Australian circles where knowledge and acceptance are more readily shared and promoted.

EU is another important region which is reasonably close to Kazakhstan, which may generate significant economic, political and cultural impacts. Collaborations should go beyond just mobility and exchange programmes but to a higher level, involving joint capacity build such as development of new master programmes to be jointly delivered. Erasmus+ has specific funding schemes to support such collaborative development.

Cost is a crucial barrier

The cost of study abroad is often deemed too high by surveyed universities. The financial implications are one of the top concerns not only to university managers but also to faculties and students interested in going abroad for degrees or experience. Cost concerns to managers also include time commitment allowed for faculties to be away from their daily work.

Language is a key driver and barrier

Students likes to study abroad partially because of the language capability to be acquired, along with academic knowledge and international experience. However, language is also a source of great anxiety. Most students and faculties do not consider going abroad to study or learn often because they are not fluent in foreign languages.

New approaches are needed

The barriers to university's internationalization effort are clear: financial cost, language, time commitment, and ambiguity regarding benefits and what can

be achieved. Universities must work together with business and government to produce innovative solutions in line with what students and faculties value to provide opportunities. It is the universities' responsibility to provide the steer and encouragement. Are there new model of funding available? How can technology play a bigger role in promoting internalization? Would TNE (transnational education) with an overseas university provide a way forward?

Access to information about opportunities to study or experience abroad need to be readily available. Also, the message that international experience benefits employment must be conveyed. With the government's new priorities to universities, much change is expected to the high education system in Kazakhstan in the next few years, in response, university's strategy in internationalization must also evolve.

Legal provisions of internationalization

State Program on Education for 2011-2020 is aimed at increasing competitiveness of education system in Kazakhstan. Integration to world education arena and achieving high level of quality of higher education that will meet labour market, industrial and innovative development needs of the country are the most important aspects in this legal framework that address internationalization. In terms of the indicators that have a direct effect on internationalization aspects, a few can be named: 2 HEIs listed in the top international ranking tables, accreditation according to international standards and publications of faculty in impact factor journals. The process of integration of education, research and industry is another positive aspect that can have a positive impact on internationalization. E-learning and internet provision in education establishments are essential elements for advancing internationalization practices. "Bolashak" program for Master's degree, doctorate degrees and research trainings is another aspect to boost internationalization in HEIs in Kazakhstan. Essential academic mobility for one academic period allows better integration into European area of higher education. Nazarbayev University experience and its dissemination is another key contributing factor.

Bolashak remains the key player on education landscape of the country. The Bolashak program in 2014 was named "The Best Scholarship Program in the World" at the international conference of the British Council of Going Global. Students studied in leading universities in Great Britain, USA, Canada, Australia, Germany, Ireland, Russia, China and other countries.

CONCLUSION

International rankings can have a significant impact on global competition. Countries and organizations often use rankings as a benchmark to measure their performance in various areas and to identify areas where they may need to improve to remain competitive. In this way, rankings can help drive innovation and progress, as countries and organizations seek to improve their performance and gain a competitive advantage.

International rankings can also influence the perceptions of investors, businesses, and individuals. A country or organization with a high ranking in economic strength, innovation, or quality of life may be

perceived as a more attractive destination for investment, talent, or customers. This can create a positive cycle of investment, growth, and innovation that can further improve rankings and competitiveness.

However, international rankings can also create a competitive dynamic that can lead to a race to the bottom. Countries and organizations may seek to achieve high rankings by lowering standards or cutting corners, which can have negative impacts on social and environmental considerations. This can create a negative cycle of competition that can ultimately harm society and the environment.

To ensure that international rankings promote positive competition, it is important to ensure that the rankings are based on a comprehensive set of metrics and data and accurately reflect the realities of a country or organization's performance. It is also important to ensure that the rankings do not prioritize short-term gains over long-term sustainability and that they promote social and environmental responsibility. Finally, it is important to promote collaboration and cooperation between countries and organizations to achieve shared goals and drive progress in a sustainable and equitable way.

Overall, research on international rankings and global competition is a critical area of study that can help us understand how to promote innovation, progress, and sustainability in today's interconnected world. Also consolidating international partnerships is a critical strategy for promoting global cooperation and achieving shared goals in today's interconnected world. By building strong relationships, working together on shared challenges, and promoting mutual understanding, we can create a more peaceful, prosperous, and sustainable world for all.

Based on this finding, it can be concluded that the Ministry of Education and Science of the Republic of Kazakhstan reforms and government initiatives are being supported and are implemented successfully by the regional universities. All participating universities have internationalisation as one of the top priorities and have successful examples to share. All surveyed universities have strategies on internationalisation and have certain "pockets of excellence" in their internationalisation practice.

Universities play an important role in the society and regional economy and are important player for geopolitical context. Common language and heritage provide fertile ground for collaborations, however other collaborative opportunities with overseas countries should be developed.

While cost is a crucial barrier, but also teaching and administrative loads are barriers for establishing new and maintaining existing collaborations. Certain financial mechanisms and reduction of teaching hours are needed in order to foster international partnerships of faculties.

Language is identified as a key driver and barrier which proves the right course of the government of Kazakhstan identified in the State Programme on development and functioning of the languages in the Republic of Kazakhstan for 2011-2020 where trilingual policy is introduced and where English language proficiency is

seen as a way for integration into world education arena. Easy access to English language journals and development of research culture where the latest research in certain fields are available, read and discussed will become common in universities.

Universities in Kazakhstan must become education beacons and drivers for innovation, internationalisation and economic growth. New approaches and paradigms need to be sought, developed and implemented. In order to become number one stop for businesses to seek solutions, the curricula have to reflect business demands for professionals. The latest collaboration of the higher education sector with the National chamber of Entrepreneurs "Atameken" addresses this need. Internationalisation practices should be systematic and in line with university's priorities, needs and programmes.

Legal frameworks are in place in order to take internationalisation to a new level. Ministry of Education and Science of the Republic of Kazakhstan implements new reforms in order to be in line with recent developments in education sector. More autonomy for Kazakhstani universities provides new opportunities for internationalisation practices.

Regional development programmes are being implemented by the government and provide new opportunities for universities.

Even though competition for high school graduates is very high from major cities, Russia and OS countries, regional universities have the capacity and can offer unique programmes to occupy leading positions in their regions. The Draft Law being introduced by the government should bring some advantages to our Group universities the like in regional areas.

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PIERRE BOURDIEU'S THEORY OF HABITUS AND SOCIAL SPACE

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Abstract

This sociological project is dedicated to the study of the theory of habitus and social space provided by Pierre Bourdieu, in order to better understand the social system and how the world around us can influence our personalities.

Keywords: Experiment, survey, methods, personality, environment, critical analysis and evaluation of social space, result, social mobilization, sociological research, influence of the social environment, hierarchical social positions and relationships, multimodular approach.

INTRODUCTION

Pierre Bourdieu's experiment on the Theory of Habitus and Social Space can be difficult, since his theory is more aimed at describing social reality and processes than at conducting specific experiments.

However, it is possible to conduct research that can help confirm or refute the theory of habitus and social space. For example, it is possible to conduct a study that will examines the influence of social factors on the development of habits in children and adolescents. The study can cover such factors as the social status of the family, the education of parents, the availability of cultural resources, etc.

Also, it is possible to conduct a study that will study the relationship between habitus and social space. The research can cover such aspects as social mobility, the possibility of access to resources, as well as the influence of cultural norms and values on the formation of habitus and the development of social space.

However, conducting such studies can be quite complex and require significant resources and time. Also, the results of such studies may be quite difficult to interpret and may be challenged by other researchers.

1.1. Theoretical aspects of the topic

Pierre Bourdieu's theory of habitus and social space has gained immense popularity in the field of sociology and has been widely discussed in academia since its inception. The theory aims to explain how individuals and groups acquire social identities and the ways in which their social positions are shaped by cultural and social factors. The relevance of this theory lies in its potential to shed light on the complex interplay between individual agency and social structure, which has become a key focus in modern sociology.

"Habitus" is a kind of tool that is used by people to navigate in the social space and determine their place in it. Bourdieu's concept of social space describes how different social groups, classes and individuals are located in space depending on their position in the social and economic structure of society.

According to Bourdieu, social space can be represented as a three-dimensional model, where each di-

mension corresponds to a certain form of capital: economic, cultural and social. These forms of capital can be accumulated and used to gain advantages in the social space.

Pierre Bourdieu's theory of social space is a powerful lens through which we can understand how social structures and inequalities are reproduced and strengthened over time. In the "Extended Case Method", Michael Buravoy writes the following: "Bourdieu's theory of social space is emphasized by the way in which social structures and inequality are reproduced and reinforced through struggle and competition among social actors for resources, status and power." That is, Bourdieu's theory notes the struggle and rivalry that occur between social actors for resources, status and power in the multidimensional space of social positions and relationships.

Through this struggle, social actors reproduce and strengthen social structures and inequality. This is due to the fact that the results of these competitions are determined not only by individual abilities or efforts, but also by the distribution of social and cultural capital within society. Those with more social and cultural capital are in the best position to succeed in this struggle, while those without such capital are often left behind.

As a result, social space is not a level playing field, but rather a space of uneven opportunities and outcomes. Social actors are positioned in this space based on a number of factors, including their social class, education, family background and cultural experience. These factors shape their access to resources, status and power and, ultimately, their life chances.

Bourdieu's theory of social space provides a framework for understanding how social structures and inequalities are reproduced and reinforced over time as a result of struggles and rivalries between social actors. By studying the ways of positioning social actors in the social space, we can gain a deeper understanding of the complex ways of preserving social structures and inequality, as well as the problems associated with the implementation of social change.

In the work "Identity Design: Sights and Sounds of a Nation," Karen A. Cherulo notes: "Bourdieu's concept of habitus helps to explain why social change is often slow and difficult, as individuals are deeply invested in the cultural and social practices that have shaped their identities and worldviews."

This is particularly true in the case of cultural and social practices that are tied to individuals' identities, such as religious practices or national traditions. These practices are not just individual choices, but are deeply embedded in the social and cultural structures that shape individuals' lives. As a result, changing these practices often requires challenging the broader social and cultural structures in which they are embedded.

Thus, Pierre Bourdieu's theory of "habitus" and social space describes how social structures, including class inequality and cultural differences, shape the behavior and thinking of individuals. This theory has important significance for social science and can be used to explain various phenomena in social dynamics, such as mobility, inequality and social mobilization.

1.2. Formulation of the problem of the Pierre Bourdieu theory

Despite its widespread use, Bourdieu's theory of habitus and social space remains a complex and multifaceted concept with many nuances and unresolved issues. Thus, the research problem addressed in this paper is a critical analysis and evaluation of social space, its key concepts related to its application in modern sociological research.

Bourdieu's theory places too much emphasis on the role of social structure and not enough on individual activity, while others question its ability to take into account the diversity of social experience and identity in modern societies. This study is aimed at identifying the relationship and interrelation of the individual with society, where the habitus of a person was formed on the basis of the social environment in which he spent growing up and becoming a person. The issues affecting the habitus as an individual object will be discussed below:

- 1) How the social environment influenced the formation of a person's personality;
- 2) What positive and negative qualities entailed the relationship of an individual with society;
- 3) The difference in the social environment of a person.

In addition, the purpose of this study is to explore the potential of Bourdieu's habitus theory and social space for solving modern social problems such as inequality, discrimination and social mobility. Although Bourdieu's theory has been widely used in sociological research, there is a need for further analysis of its application in the current social and political context.

This research is aimed at studying the limitations of Bourdieu's theory of habitus and social space and its relevance in the modern world. This includes an analysis of its applicability to various social contexts, its ability to account for intersectional identities, and its potential to incorporate new developments in sociology and related disciplines.

In general, this research task is aimed at social analysis and evaluation of Bourdieu's theory of habitus and social space, taking into account its strengths and

limitations, as well as its potential for solving modern social problems. The results of this study can contribute to a better understanding of the relationship between the individual and society and serve as a basis for developing effective strategies to promote social change and reduce inequality.

1.3. The main goals of the researching the topic

The primary aim of this dissertation is to provide a comprehensive and critical analysis of Bourdieu's theory of habitus and social space. To achieve this goals, the following objectives are pursued:

- To examine the origins and development of Bourdieu's theory of habitus and social space, including the key concepts and theoretical frameworks that underpin it.
- To critically evaluate the application of Bourdieu's theory in contemporary sociological research, including its strengths and limitations.
- To conduct a social survey among students aged 18-21 years in order to study the influence of the social environment on a person's personality.

1.4. Object of the research

The purpose of this study is a critical analysis of Bourdieu's theory of habitus and social space, its key concepts and debates related to its application in modern sociological research. The research will explore how theory contributes to our understanding of social identity, cultural capital, social reproduction and environmental relations as a form of power. To form the following arguments, a social survey will be conducted among students as an object of experiment and confirmation of the theory of human habitus. Critically assessing the theoretical foundations of habitus and social space, this study aims to contribute to the ongoing debate in the field of sociology and provide information for future research.

The key concept of the theory is habitus, which Bourdieu defines as embodied cultural tendencies and practices that shape an individual's perception of the world and their behavior within it. He argues that habitus is a product of social experience and upbringing, and is formed over the course of long-term socialization within a socio-cultural environment.

Social space, on the other hand, is defined as the structured and hierarchical social positions and relationships that individuals occupy within society. It includes factors such as class, gender, race, and cultural customs.

SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS OF THEORY OF SOCIAL SPACE AND HABITUS

2.1. Reviewing the methods of researching

The study of the theory of habitus and social space by Pierre Bourdieu requires a multimodular approach combining quantitative and qualitative methods. Some of the most common methods used in this field of research. Our method uses a method of collecting information through a survey.

Surveys can be used to collect quantitative data on the distribution of various forms of capital among the population. For example, a survey may be conducted to examine the relationship between social class and cultural consumption. The survey allows you to collect

data on the types of cultural activities that various social classes are engaged in, as well as their attitudes towards various cultural forms.

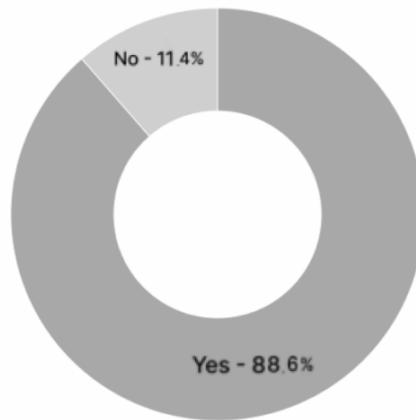
Based on the information provided, it appears that the survey conducted among 45 people aimed to gather information about their opinions and beliefs regarding the impact of the environment on their habits, personality, and life.

The survey questions that were asked are intended to clarify opinions about the role of the environment in

shaping the behavior, attitudes and beliefs of an individual.

2.2 Analysis of social survey

Question 1 asks "Has the environment influenced the formation of current habits?" and provides two response options: "Yes" and "No". Based on the survey results provided, 88.6% of the participants responded "Yes" and 11.4% responded "No".



This suggests that the majority of participants feel that their current habits have been influenced by the environment in which they live. It is important to note, however, that without additional context or details about the specific habits and environmental factors in question, it is challenging to come to definitive conclusions about the relationship between the environment and habits without additional context or details about the specific habits and environmental factors in question.

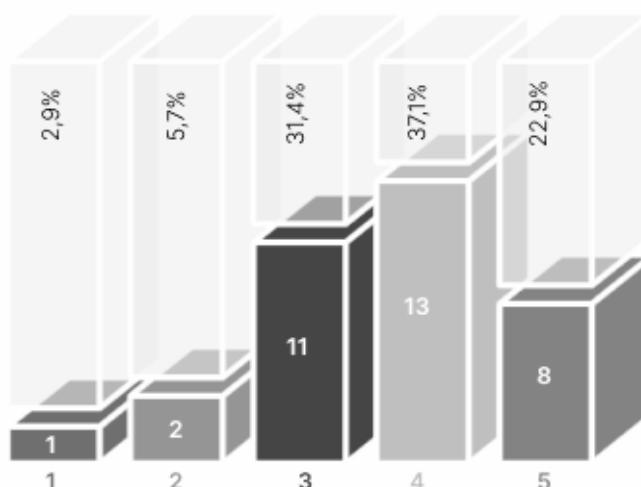
It may also be worth exploring how participants defined "environment" when responding to this question, as the term can encompass a wide range of factors, from physical surroundings to social and cultural influences.

Question 2 asks the survey participants whether they think their personality was formed based on the environment in which they lived. According to the survey results, 94.3% of the participants answered "Yes",

while 5.7% answered "No". This indicates that the majority of the participants believe that their personality was influenced by their environment.

The question is related to the nature versus nurture debate, which is a long-standing argument in psychology about whether human behavior is determined by genetics (nature) or the environment (nurture). The results of this survey suggest that the participants lean more towards the nurture side of the debate, believing that their personality was shaped by the environment they lived in.

In question 3, it was asked the participants to evaluate the impact of society on their life on a five-point scale. Based on the data you provided, the average score falls within the range of 3.70-4.60. This suggests that the participants generally perceive a moderate to high level of impact of society on their life.



It is important to note that without knowing the specific questions and response options provided in the survey, it is difficult to provide a more detailed interpretation of the results. Additionally, it is possible that the interpretation of the scale may vary among individuals, so it would be beneficial to consider additional measures to validate the interpretation of the results.

The second part on the scale shows 2.80-3.70 grades. Considering that our subjects for the study are young people, namely, in most cases, students, then slightly less than half of the people demonstrate other ideas. This assessment suggests that the influence of society is not always perceived positively. Taking into account the fact that more than 90% of people believe that the influence of society has had a great effect on them, it can be assumed that the formation of personality, namely "habitus", was affected by negative changes. This point is especially studied in other studies, where the main subjects are people whose personalities have been established by the rules of the negative environment.

Question 4 asked participants whether they perceived any benefits from the influence of their environment on them. The results showed that the majority of participants (91.4%) reported that they did perceive benefits, while a smaller proportion (8.6%) reported that they did not.

It would be interesting to further explore what these perceived benefits are and how they manifest in different individuals. It's also worth noting that this question relies heavily on subjective interpretation, as what one person perceives as a benefit may not be seen as such by another person. Nonetheless, the high percentage of respondents who reported perceiving benefits suggests that most people see at least some positive effects of their environment on their lives.

Also, during the survey, open questions were taken into account, where we asked people "How did your personality form based on the environment in which you lived?" To which various answers were received, but the overwhelming majority spoke about the good influence of society on the formation of their personality "habitus". At least, thanks to people from the environment who are drawn to knowledge, several individuals had a craving for the same knowledge and the development of discipline.

However, some students also reported negative impacts of the environment. Moreover, this is expressed in various forms, both from the mental side and from the social side.

In general, the study of the theory of habitus and social space by Pierre Bourdieu requires a multimodular approach combining quantitative and qualitative methods. In this case, a survey was used to collect data on the opinions and beliefs of 45 individuals about the impact of the environment on their habits, personality, and life.

The results of the survey suggest that the majority of participants believe that their current habits, personality, and lifestyle have been influenced by the environment in which they live. The high percentage of re-

spondents who reported perceiving benefits of their environment suggests that many people see positive effects of their environment on their lives.

However, the survey also revealed that some participants perceive negative impacts of society on their lives, both from the mental side and from the social side. This highlights the need to consider the specific nature of the environment and the individual's perception of it when studying the relationship between environment and behavior.

The study also emphasizes the importance of considering a multimodular approach to research, as combining quantitative and qualitative methods can provide a more comprehensive understanding of the complex interplay between environment and behavior.

Overall, the findings of this study may be useful in conducting further research in this area and in developing interventions aimed at changing behavior by changing the environment.

2.3. Conclusion from the methodology

This dissertation sought to provide a comprehensive and critical analysis of Bourdieu's theory of habitus and social space by examining its origins, development, and application in contemporary sociological research. To achieve this, several objectives were pursued, including a thorough exploration of the key concepts and theoretical frameworks underpinning Bourdieu's theory, a critical evaluation of its strengths and limitations, and the conduction of a social survey among students aged 18-21 to study the influence of the social environment on personality development.

The methodology employed in this study involved a multimodular approach, combining quantitative and qualitative methods. In particular, a survey was utilized to collect data on participants' opinions and beliefs regarding the impact of the environment on their habits, personality, and life. This method allowed for a deeper understanding of the role of the environment in shaping individual behavior, attitudes, and beliefs, in line with Bourdieu's theory of habitus and social space.

The findings from the critical analysis and survey revealed that habitus, as embodied cultural tendencies and practices, significantly influences an individual's perception of the world and their behavior within it. Bourdieu's concept of habitus is a product of long-term socialization within a specific socio-cultural environment, emphasizing the importance of social experience and upbringing in shaping one's habitus. Social space, on the other hand, comprises the structured and hierarchical positions and relationships within society, including factors such as class, gender, race, and cultural customs.

The social survey conducted among students provided valuable insights into the impact of habitus and social space on personality development, highlighting the diverse ways in which an individual's environment can affect their behavior, both positively and negatively. However, the research also underscored the importance of adopting a multimodal approach to examine the complex interplay between environment, habitus, and behavior.

In conclusion, the critical analysis of Bourdieu's theory of habitus and social space, along with the empirical findings from the social survey, contribute to the ongoing debate in the field of sociology. This study sheds light on the intricate relationship between social identity, cultural capital, social reproduction, and environmental relations as forms of power. The findings offer valuable information for future research and further enrich our understanding of the social forces that shape individuals and their behaviors.

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INTERNATIONAL RANKINGS AND GLOBAL COMPETITION - CONSOLIDATING INTERNATIONAL PARTNERSHIPS

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Abstract

This sociological project is dedicated to **international rankings and global competition**, their problems, as well as their solution – **consolidating international partnerships**. We have chosen this topic due to its high relevance.

Keywords: International rankings, global competition, international partnerships, consolidating international partnerships, cooperation, research, sustainability, responsibility, impacts of competition, global challenges, beneficial goals, hypothesis, education, social development, pandemic, innovation, efficiency, report, reviving and transforming human capital, the enabling environment and markets, survey, competitiveness.

INTRODUCTION

1.4. Overview: Relevance of the topic

International rankings and global competition are closely related and have become increasingly important in today's interconnected world. International rankings are assessments of countries or organizations based on a variety of factors such as economic strength, education, innovation, quality of life, and competitiveness. These rankings are often used by investors, businesses, and individuals to make decisions about where to invest, study, or live. Global competition refers to the competition between countries or organizations in the global marketplace. This competition can be fierce, as countries and organizations seek to attract investment, talent, and customers by offering competitive advantages such as lower costs, higher quality, or greater innovation.

1.5. Potential research questions

Here are some potential research questions and avenues to explore related to consolidating international partnerships within the context of international rankings and global competition:

IV. How do international rankings (e.g., World Bank's Ease of Doing Business Index, Global Competitiveness Index) affect the behavior of governments,

businesses, and other stakeholders in global competition?

V. What role do international partnerships (e.g., trade agreements, research collaborations, cross-border mergers and acquisitions) play in enhancing a country's global competitiveness?

VI. How do cultural differences and institutional factors (e.g., legal systems, and regulatory frameworks) affect the success of international partnerships?

IV. How can businesses and governments effectively balance the pursuit of global competitiveness with social and environmental responsibility?

These research questions could be approached through a variety of methods, such as case studies, surveys, experiments, and econometric analyses. The specific research design would depend on the research question and the availability of data and resources.

1.6. Defining the research problem

The problem addressed in this research is how international rankings affect global competition and how consolidating international partnerships can enhance a country's global competitiveness.

One problem with international rankings and global competition is that they can create a focus on short-term performance at the expense of long-term sustainability. For example, a country or organization

may prioritize achieving high rankings in areas such as economic growth or innovation, but at the cost of environmental sustainability, social equality, or other long-term considerations.

Another problem is that rankings may not always accurately reflect the reality on the ground. Rankings are often based on a narrow set of criteria or data, and may not fully capture the complexities of a country or organization's performance or potential. This can lead to a misalignment between rankings and actual performance, and may create unfair advantages or disadvantages for certain countries or organizations.

Additionally, global competition can lead to a race to the bottom in terms of labor standards, environmental protections, or other social and ethical considerations. Countries and organizations may seek to lower costs and increase competitiveness by cutting corners or exploiting workers, which can have negative impacts on society and the environment.

To address these problems, it is important to ensure that international rankings and global competition are balanced with considerations of long-term sustainability, social and environmental responsibility, and ethical behavior. This may involve creating new metrics and data that more accurately reflect a country or organization's performance, developing new standards and regulations to ensure fair competition, and promoting cooperation and collaboration between countries and organizations to achieve shared goals.

I. THEORETICAL PART OF INTERNATIONAL RANKING AND GLOBAL COMPETITION - CONSOLIDATING INTERNATIONAL PARTNERSHIPS

2.4. Importance of international partnerships in higher education

International partnerships are becoming increasingly important in higher education as universities seek to expand their reach, increase their impact, and prepare students for an increasingly globalized world. The importance of international partnerships in higher education can be understood through a number of key factors:

- Enhancing research capacity: International partnerships provide opportunities for researchers to collaborate across borders, access new funding streams, and tackle global research questions that require multidisciplinary expertise.
- Improving teaching and learning: International partnerships can bring diverse perspectives and teaching styles to the classroom, expose students to different cultures and ways of thinking, and provide opportunities for study abroad and international internships.
- Strengthening institutional reputation: International partnerships can enhance institutional reputation by demonstrating a commitment to global engagement and innovation, attracting top talent, and expanding the reach of research and teaching.
- Increasing access to resources: International partnerships can provide access to resources such as libraries, laboratories, and specialized equipment that may not be available locally, as well as opportunities for joint degree programs and shared courses.

- Addressing global challenges: International partnerships can facilitate collaboration on global challenges such as climate change, public health, and social justice, leveraging the strengths and expertise of multiple institutions to find solutions.

International partnerships are crucial in helping universities navigate the complex challenges and opportunities of the global knowledge economy. By building strategic partnerships with institutions and organizations around the world, universities can enhance their research and teaching capacity, expand their reach, and prepare students to become global citizens and leaders.

2.5. Researching existing sources

Research on international rankings and global competition is a broad and interdisciplinary field that involves many different areas of study. Some of the key areas of research include:

I. Methodology and metrics: Researchers have focused on developing and refining the methodologies and metrics used in international rankings. This includes identifying the most important factors to measure, developing new metrics to capture complex phenomena, and ensuring that the rankings are reliable and valid.

II. Impacts of rankings on competition: Researchers have studied the impacts of international rankings on global competition, including how rankings influence the perceptions of investors, businesses, and individuals, and how they shape the strategies and priorities of countries and organizations.

III. Impacts of competition on society and the environment: Researchers have also studied the impacts of global competition on society and the environment, including how competition can lead to a race to the bottom in terms of labor standards, environmental protections, and social and ethical considerations.

IV. Sustainability and responsibility: Researchers have focused on developing new approaches to international rankings and global competition that prioritize long-term sustainability, social responsibility, and ethical behavior. This includes developing new metrics and criteria that capture these considerations, promoting cooperation and collaboration between countries and organizations, and developing new standards and regulations to ensure fair competition.

There is some research information about key features of competitiveness that enhanced countries' responses to the pandemic.

The 2020 pandemic has been a shock for all countries, and no economy has been untouched by losses both in terms of human lives and livelihoods. Against this backdrop, however, it is possible to identify some common features that helped countries better manage the impact of the pandemic on their economy and their people. Based on the assessment of business leaders – through the executive opinion survey – the following dimensions emerged as particularly important to be resilient to this specific health crisis and its immediate aftermath.⁴⁸ First, economic digitalization and digital skills. Social distancing has been the most immediate response to COVID-19; therefore, countries that could continue running significant segments of their economy

remotely were better placed to go through the pandemic than those who could not. For instance, countries that could leverage flexible work arrangements (the top 5 include Netherlands, New Zealand, Switzerland, Estonia, and the United States) and those where digital skills are most widespread (top 5 include Finland, Sweden, Estonia, Iceland, and the Netherlands) could partially adjust by increasing the digitalization of their economic activity. Despite important disparities between sectors that could be digitalized, and those that cannot, economies that could rely on technology and the provision of digital services online were relatively less affected and were also able of using technology for monitoring the evolution of the infection. Second, safety nets and financial soundness. Since multiple segments of the economy had to cope with full lockdowns or reduced business activity, countries that already had in place strong safety nets to support those who could not work through the pandemic, were better placed to salvage livelihoods. Denmark, Finland, Norway, Austria, Luxembourg and Switzerland, for instance, could all rely on well-established mechanisms to support households during the health crisis.

Similarly, countries that could support companies with either direct subsidies or credit could prevent excessive bankruptcies and job losses. Notably, economies with strong financial systems (Taiwan [China], Finland, the United States, the United Arab Emirates and Singapore) could more easily find resources to provide credit to SMEs, which, in addition to public interventions, contributed to keeping companies afloat in the current context. Third, governance and planning. Managing the COVID-19 crisis has proven extremely challenging for all governments. Balancing public health policies with economic and social policies requires adopting second-best solutions, which are difficult to assess. In general terms, countries that could better plan and coordinate health measures with fiscal and social policies have been relatively more successful in mitigating the effects of the crisis. Policy stability (the capacity of government to provide a steady policy framework) can be used as a proxy for government capacity to plan and coordinate. On this aspect, countries that perform relatively well include Singapore, Switzerland, Luxembourg, Austria and the United Arab Emirates. Fourth, health system and research capacity. A health system is not only defined by the capacity of its healthcare sector (hospitals, doctors, beds) but also by the accessibility of these services by a large fraction of the population, by the protocols in place to manage public health issues and by the capacity to develop and deploy a technological response (vaccine). While a comprehensive measure of healthcare capacity is not available, the data from the Executive Opinion Survey shows that the economies that allow relatively widespread access to healthcare include Japan, Spain, Taiwan [China], Malta and the Netherlands. Not all these countries could prevent a large diffusion of the virus, yet, widespread access to healthcare could offer extensive medical support. Further, anecdotal evidence shows that economies that experienced previous Coronavirus epidemics (e.g. SARS), had better protocols

and technological systems in place (e.g. Korea, Singapore, Taiwan [China]) and could contain the epidemic relatively more than others, and navigated the crisis relatively well. As this crisis has shown, vaccine development and deployment capacity are also critical. As such, countries with greater biotechnology capacity and established national and international collaborations between universities and companies (Switzerland, the United States, Finland, Israel, the Netherlands) have been able to develop solutions to the current crisis, and are better placed to cope with future pandemics.

2.6. Formulating a hypothesis

The hypothesis of this research is that consolidating international partnerships can enhance a country's global competitiveness by leveraging the strengths and resources of different countries and overcoming barriers to trade and investment. Furthermore, it is hypothesized that the effectiveness of international partnerships depends on factors such as cultural compatibility, institutional alignment, and strategic fit.

One way to improve rankings and remain competitive is by consolidating international partnerships. This involves forging strong relationships with other countries and organizations to create mutually beneficial opportunities for trade, investment, and collaboration.

Consolidating international partnerships can help countries and organizations to access new markets, resources, and expertise. For example, a country may partner with a more advanced economy to learn about best practices in areas such as education, research and development, and innovation. A business may form a strategic partnership with a supplier or distributor in another country to expand its reach and improve its competitiveness.

The consolidation of international partnerships involves forging strong relationships with other countries and organizations to create mutually beneficial opportunities for trade, investment, and collaboration.

Here are some ways that consolidating international partnerships can help improve rankings and global competitiveness:

I. Access to new markets and resources: By forming partnerships with other countries or organizations, you can gain access to new markets and resources that can help improve your rankings in areas such as trade, investment, or tourism.

II. Sharing of best practices: Consolidating international partnerships allows you to learn from other countries or organizations that have achieved high rankings in areas such as education, research and development, or innovation.

III. Collaboration on joint projects: By working together on joint projects, you can leverage the strengths of each partner to achieve better results than you would on your own. For example, a joint research and development project can lead to new innovations that can improve rankings in areas such as technology or science.

IV. Improved competitiveness: Consolidating international partnerships can help improve the competitiveness of your country or organization by allowing

you to leverage the strengths of other partners, gain access to new markets and resources, and learn from best practices.

To consolidate international partnerships, it is important to establish clear communication, build trust, and develop mutually beneficial goals and objectives. This may involve regular communication between partners, identifying specific projects or initiatives that can be undertaken, and monitoring progress to evaluate the impact of the partnerships on rankings and competitiveness.

CONCLUSION OF THE 1ST CHAPTER

International rankings and global competition are two closely related concepts that have received significant attention in the literature. The literature review below provides an overview of some of the key concepts, theories, and empirical evidence related to international rankings and global competition.

1. International Rankings

International rankings are commonly used to compare countries, regions, and institutions in various fields, such as education, innovation, economic competitiveness, and social development. The proliferation of rankings has been fueled by the increasing demand for performance indicators and the availability of data. Some of the well-known rankings include the World Economic Forum's Global Competitiveness Index, the United Nations' Human Development Index, and the Times Higher Education World University Rankings.

The literature on international rankings has examined various aspects, including their methodology, reliability, and impact on policy and practice. One of the key debates in the literature is whether rankings accurately reflect the performance of countries or institutions, or whether they are biased and based on subjective criteria. Some scholars argue that rankings can be useful tools for benchmarking and improving performance, while others criticize them for oversimplifying complex issues and creating a culture of competition that may not always be productive.

2. Global Competition

Global competition refers to the competition among countries, firms, and individuals in the global marketplace. The emergence of global competition is linked to the globalization of the economy, the growth of international trade and investment, and the development of new technologies. Global competition can be both positive and negative, as it can lead to innovation, efficiency, and economic growth, but also to job losses, inequality, and environmental degradation.

The literature on global competition has examined various issues, including the determinants of competitiveness, the role of institutions and policies, and the effects of globalization on different sectors and regions. One of the key debates in the literature is whether countries should compete or cooperate in the global arena. Some scholars argue that competition is necessary to promote innovation and efficiency, while others advocate for cooperation to address common challenges, such as climate change and poverty reduction.

3. The Relationship between Rankings and Global Competition

The relationship between international rankings and global competition is complex and multifaceted. On the one hand, rankings can be seen as a form of global competition, as countries and institutions strive to improve their ranking position and gain competitive advantage. On the other hand, rankings can also be used as a tool to measure and compare the competitiveness of countries and institutions.

The literature on the relationship between rankings and global competition has examined various aspects, including the impact of rankings on policy and practice, the role of rankings in shaping global competition, and the limitations of rankings in capturing the complexity of competitiveness. Some scholars argue that rankings can stimulate competition and innovation, while others criticize them for creating a narrow and homogenized view of competitiveness that may not reflect the diverse needs and priorities of different countries and regions.

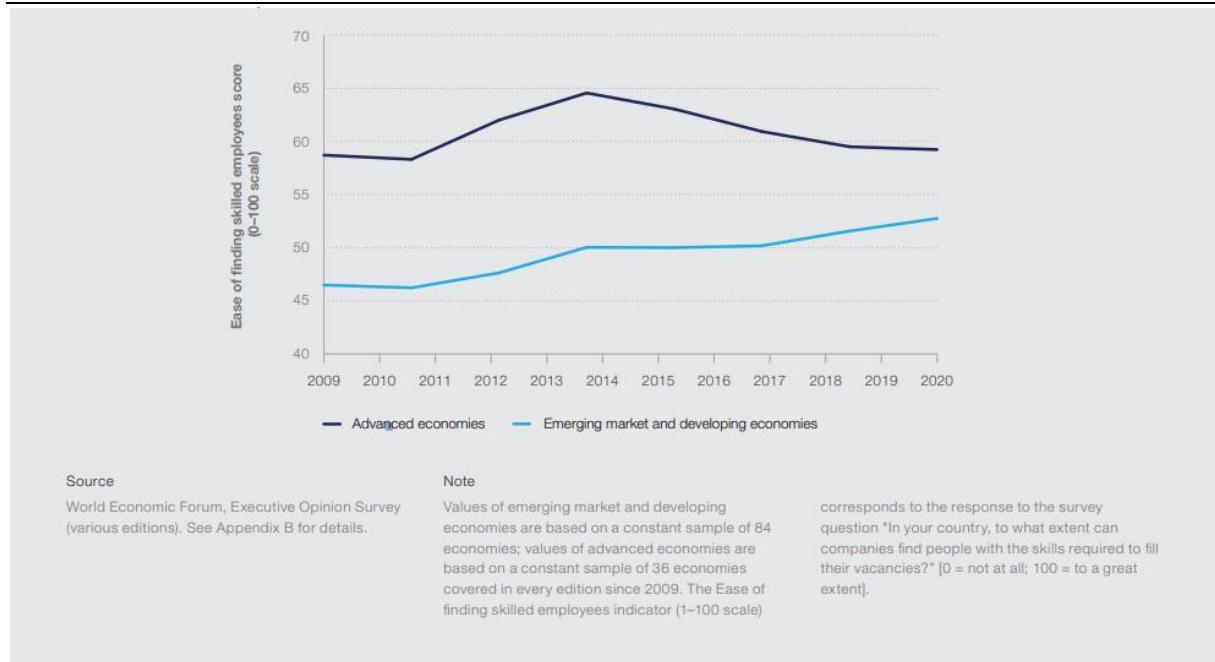
Overall, the literature on international rankings and global competition highlights the need for a nuanced and context-specific approach to competitiveness that takes into account the multidimensional and dynamic nature of global challenges.

II. ANALYTICAL PART OF INTERNATIONAL RANKING AND GLOBAL COMPETITION - CONSOLIDATING INTERNATIONAL PARTNERSHIPS

3.5. Collecting data

There are data and report about Global Competitiveness and how Countries are Performing on the Road to Recovery by World Economic Forum. Authors of this report are Klaus Schwab and Saadia Zahidi

This report is dedicated to developing priorities for recovery and revitalization, as well as considering the building blocks of transformation towards new economic systems that combine the goals of "productivity", "people" and "planet". It presents statistics for 2020.



The 2020 special edition of The Global Competitiveness Report (GCR) series comes out at a very difficult and uncertain historical moment. The outbreak of the COVID-19 pandemic has not only led to a global health crisis and deep economic recession—deeper than the downturn during the 2008–2009 financial crisis—but has also created a climate of profound uncertainty about the future outlook. At this pivotal moment, there are growing calls for “building back better”. While the immediate priority is to respond to the health crisis, this moment in time also offers a unique opportunity to reflect on the fundamental drivers of growth and productivity that have degraded since the financial crisis. It is also a moment to determine how we may shape our economic systems in the future so that they are not just productive but also lead to environmental sustainability and shared prosperity. The Global Competitiveness Report series has since its first edition aimed to prompt policymakers beyond short term growth and to aim for long-run prosperity. The 2019 edition of the Global Competitiveness Report showed how declining trends in fundamental aspects of productivity have been masked by long-standing accommodative monetary policy but have remained bottlenecks for strengthening economic development. This unusual moment calls for innovative and much-needed shifts in policy.

Therefore, in 2020 the long-standing Global Competitiveness Index (GCI) rankings have been paused. Instead, this special edition is dedicated to elaborating on the priorities for recovery and revival, and considering the building blocks of a transformation towards new economic systems that combine “productivity”, “people” and “planet” targets. In 2021, the report will revert to a benchmarking exercise that will provide a new compass for the future direction of economic growth. This special edition analyses historical trends on factors of competitiveness as well as the latest thinking on future priorities.

It provides recommendations against three timelines: a) those priorities that emerge from the historical

analysis before the health crisis; b) those priorities needed to restart the economy, beyond immediate responses to the COVID-19 crisis, while embedding people and planet into economic policies (revival over the next 1–2 years); and c) those priorities and policies needed to reboot economic systems in the longer run to achieve sustainable and inclusive prosperity in the future (transformation over the next 3–5 years).

3.6. Analyzing the results

Recommendations and timeframes are grouped into four broad areas of action: 1) reviving and transforming the enabling environment, 2) reviving and transforming human capital, 3) reviving and transforming markets, and 4) reviving and transforming the innovation ecosystem. An initial assessment of countries on readiness for transformation is also provided that converts key priorities into quantitative measures for 37 economies. The key findings of the report are summarized below.

Reviving and transforming the enabling environment – Before the COVID-19 crisis, a long-standing issue had been the ongoing and consistent erosion of institutions, as shown by declining or stalling checks and balances and transparency indicators. Against this backdrop, in the revival phase governments should prioritize improving long-term thinking capacity within governments and enhance mechanisms to deliver public services, including greater digitalization of public services. In the transformation phase, governments should work to ensure that public institutions embed strong governance principles and to regain public trust by serving their citizens. – A second area of concern before the 2020 pandemic was high levels of debt in selected economies as well as widening inequalities. The emergency and stimulus measures have pushed already high public debt to unprecedented levels, while tax bases have continued eroding or shifting.

To respond to these issues, in the revival phase, the priority should be on preparing support measures for highly indebted low-income countries and plan for future public debt deleveraging. In the longer run

(transformation phase) countries should focus on shifting to more progressive taxation, rethinking how corporations, wealth and labour are taxed. This will require both national reforms and setting an international cooperative framework. – Before the COVID-19 crisis, despite the significant expansions of ICT access, ICT availability and use remained far from universal. The COVID-19 crisis has accelerated digitalization in advanced economies and made catching up more difficult for countries or regions that were lagging before the crisis. Executive Summary 6 To address this challenge, in the revival phase, countries should upgrade utilities and other infrastructure as well as closing the digital divide within and across countries for both firms and households. In the transformation phase, the priority should be on upgrading infrastructure to broaden access to electricity and ICT, while, at the same time, accelerating energy transition.

Reviving and transforming human capital – For several years before the crisis, skills mismatches, talent shortages and increasing misalignment between incentives and rewards for workers had been flagged as problematic for advancing productivity, prosperity and inclusion. Because of the pandemic and subsequent acceleration of technology adoption, these challenges have become even more pronounced and compounded further by permanent and temporary losses of employment and income.

To address these issues, countries should focus in the revival phase on gradually transitioning from furlough schemes to new labour market opportunities, scaling up reskilling and upskilling programmes and re-thinking active labour market policies. In the transformation phase, leaders should work to update education curricula and expand investment in the skills needed for jobs in “markets of tomorrow”, and in parallel rethink labour laws for the new economy and use new talent management technologies to adapt to the new needs of the workforce.

The COVID-19 crisis has highlighted a second issue: how **healthcare systems’ capacity** has lagged behind increasing populations in the developing world and ageing populations in the developed world. To respond to this trend, countries should in the revival phase expand health system capacity to manage the dual burden of current pandemic and future healthcare needs. In the longer run (transformation) there should be an effort to expand eldercare, childcare and healthcare infrastructure and innovation.

Reviving and transforming markets – Over the past decade, while financial systems have become sounder compared to the pre-financial crisis situation, they continued to display some fragility, including increased corporate debt risks and liquidity mismatches.

In addition, access to finance, despite efforts to increase inclusion in recent years (including through fintech applications), is not sufficiently widespread. Against this backdrop, countries should in the revival phase prioritize reinforcing financial markets stability, while starting to introduce financial incentives for companies to engage in sustainable and inclusive investments. In the transformation phase, the attention should shift to create incentives to direct financial resources towards long-term investments, strengthening stability while continuing to expand inclusion. – Pre-crisis, there was increasing market concentration, with large productivity and profitability gaps between the top companies in each sector and all others; and the fallout from the pandemic and associated recession is likely to exacerbate these trends.

To address this issue, countries should in the revival phase strike a balance between continuing measures to support firms and prevent excessive industry consolidation with sufficient flexibility to avoid keeping “zombiefirms” in the system.

In the transformation phase, countries should rethink competition and anti-trust frameworks needed in the Fourth Industrial Revolution, ensuring market access, both locally and internationally. As a complementary policy, countries should facilitate the creation of “markets of tomorrow”, especially in areas that require public-private collaboration. – A third trend that has emerged in this area is the ongoing reduction on trade openness and the international movement of people, now vastly stalled due to the pandemic. In both the revival and transformation phases, countries should lay the foundations for better balancing the international movement of goods and people with local prosperity and strategic local resilience in supply chains. Reviving and transforming the innovation ecosystem – In this area, a paradox had recently emerged: a positive evolution of entrepreneurial culture in the past decade, but the creation of new firms and breakthrough technologies had stalled. Technology has lagged especially in the capacity to delivering solutions to energy consumption, emissions and meeting the demand for inclusive social services.

To manage these complexities, countries should in the revival phase expand public investments in R&D, incentivize venture capital and R&D in private sector, and promote the diffusion of existing technologies that support the creation of new firms and employment in “markets of tomorrow”. In the longer run (transformation) countries should create incentives that favour patient investments in research, innovation and invention, support the creation of new “markets of tomorrow” and incentivize firms to embrace diversity, equity and inclusion to enhance creativity.

	Trends and Crisis Impact <i>From the financial crisis to the pandemic crisis</i>	Revival <i>Priorities for the next 1-2 years</i>	Transformation <i>Priorities for the next 3-5 years</i>
Reviving and transforming the enabling environment	There has been a consistent erosion of institutions across regions, including weaker checks and balances and less transparency.	Improve the long-term thinking capacity within governments and mechanisms to deliver public services and support policy interventions digitally.	Ensure public institutions embed strong governance principles and a long-term vision and build trust by serving their citizens
	ICT access and use have been improving globally but remain far from universal, and the COVID-19 crisis has made catching up more difficult for developing economies while deepening advanced economies' digitalization.	Upgrade utilities and other infrastructure. Prioritize closing the digital divide within and across countries for both firms and households	Upgrade infrastructure to accelerate the energy transition and broaden access to electricity and ICT.
	Emergency and stimulus measures have pushed already high public debt to unprecedented levels, against a backdrop of shifting tax bases.	Prepare support measures for highly-indebted, low-income countries and plan for future public debt deleveraging.	Shift to more progressive taxation, rethinking how corporations, wealth and labour are taxed, nationally and in an international cooperative framework.
Reviving and transforming human capital	Talent shortages have become more pronounced, underpinned by outdated education systems. There is a particular shortfall in digital skills and other skills of the new economy as technology disrupts labour markets.	Scale up reskilling and upskilling in emerging skills, combined with active labour market policies.	Update education curricula and expand investment in the skills needed for jobs and "markets of tomorrow".
	There are misaligned incentives and rewards for workers.	Manage a gradual transition from furlough schemes to new labour market opportunities.	Rethink labour laws and social protection for the new economy and the new needs of the workforce.
	Health services, infrastructure and talent have lagged behind two dominant demographic trends: increasing population in the developing world and ageing populations in the developed world.	Expand health system capacity to manage the dual burden of current pandemic and future healthcare needs.	Expand eldercare, childcare and healthcare infrastructure, access and innovation for the benefit of people and the economy.
Reviving and transforming markets	Financial systems after the 2007–2008 crisis have become sounder but continue to have some sources of fragility, including increased corporate debt risks and liquidity mismatches, and are not sufficiently inclusive.	Ensure stable financial markets, a sound financial system and expand access and inclusion. Create financial incentives for companies to engage in sustainable and inclusive practices and investments.	Increase incentives to direct financial resources towards long-term investments, strengthen stability and expand inclusion.
	Market concentration has been on an increasing trend in advanced economies, with large productivity and profitability gaps between the top companies and all others in each sector. Trade openness and the international movement of people have been on a declining trend since the financial crisis.	Lay the foundations for better balancing the international movement of goods and people with local prosperity and strategic local resilience in supply chains.	Rethink competition and anti-trust frameworks needed in the Fourth Industrial Revolution, ensuring market access, both locally and internationally. Facilitate the creation of "markets of tomorrow", especially in areas that require public-private collaboration.
Reviving and transforming the innovation ecosystem	Entrepreneurial culture has strengthened in the past decade but has not resulted fully in the creation of new firms. There is a lack of sustained creation of breakthrough technologies and, where there has been innovation, it has not been widely successful at delivering solutions to increasing energy consumption, managing emissions and meeting the demand for inclusive social services.	Expand public investments in R&D, and incentivize venture capital, R&D in private sector and the diffusion of existing technologies that support the creation of new firms and employment in "markets of tomorrow".	Incentivize and expand patient investments in research, innovation and invention that can create new "markets of tomorrow". Incentivize firms to embrace diversity, equity and inclusion to enhance creativity.

3.7. Research methods and process

In our project, we used research method called survey.

A survey is a structured questionnaire used to gather data from a select group of people. Researchers pre-write surveys with a limited number of questions that may be close-ended or open-ended depending on the information the researcher wants to collect. Some surveys are self-completed, meaning that the survey

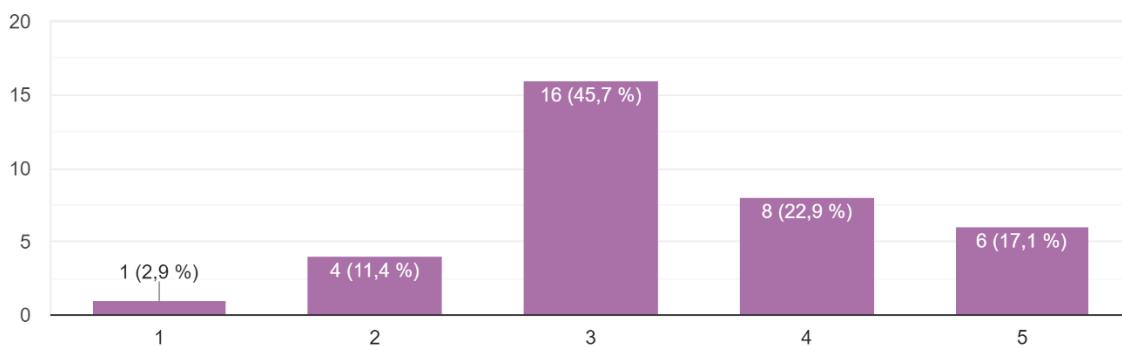
participant records their answer and submits it to the researcher. Other times, a researcher may administer the survey directly, such as in an interview. Surveys can be an effective method of collecting self-reported data from a large population of participants. Therefore, we provided google forms as the tool for research.

URL <https://forms.gle/yzrV1SAYqpBfKvWaA> Link:

3.8. Result of our research

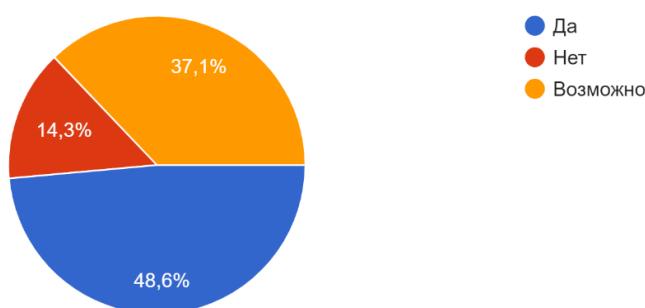
Как вы считаете, насколько точно глобальные рейтинги описывают экономику какой либо страны?

35 ответов



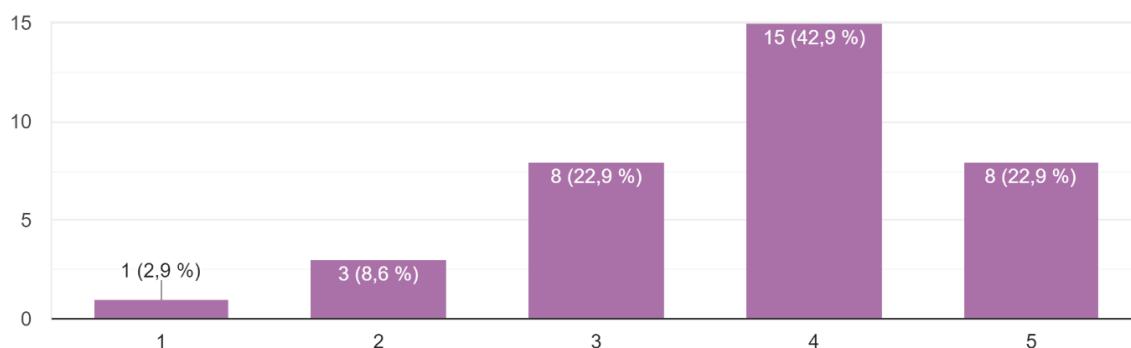
Как вы считаете, повышают ли глобальные рейтинги конкурентоспособность страны?

35 ответов



Если бы вы выбирали страну для проживания, учебы или работы, насколько бы индекс этой страны в глобальных рейтингах влиял на ваш выбор?

35 ответов



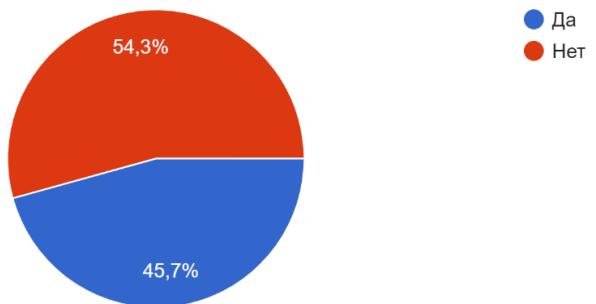
Что является приоритетом для вашей страны на данный момент?

35 ответов



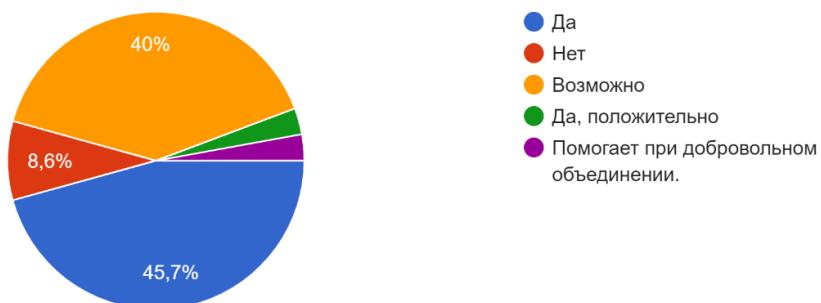
Знаете ли вы что такое консолидация?

35 ответов



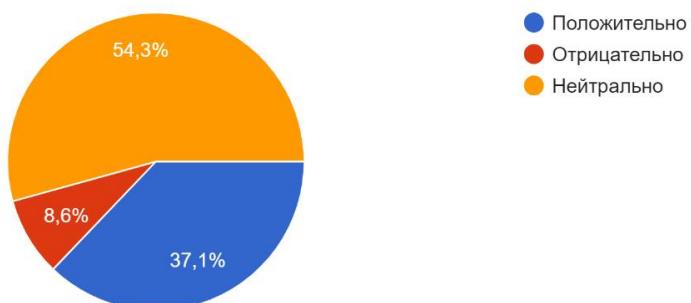
Консолидация - укрепление, объединение, интеграция, сплочение чего-либо (лиц, групп, организаций, движений и прочего). Как вы думаете, каким образом странам и влияет ли на их рейтинги?

35 ответов



Как вы относитесь к глобальным рейтингам/рангам?

35 ответов



CONCLUSION OF THE 2nd CHAPTER

According to the results of the questionnaire, many people think that global ratings do not describe the country's economy so accurately. But many agree that global ratings increase a country's competitiveness. As for consolidation, people consider its impact on ratings possible.

CONCLUSION

International rankings can have a significant impact on global competition. Countries and organizations often use rankings as a benchmark to measure their performance in various areas and to identify areas where they may need to improve to remain competitive. In this way, rankings can help drive innovation and progress, as countries and organizations seek to improve their performance and gain a competitive advantage.

International rankings can also influence the perceptions of investors, businesses, and individuals. A country or organization with a high ranking in economic strength, innovation, or quality of life may be perceived as a more attractive destination for investment, talent, or customers. This can create a positive cycle of investment, growth, and innovation that can further improve rankings and competitiveness.

However, international rankings can also create a competitive dynamic that can lead to a race to the bottom. Countries and organizations may seek to achieve high rankings by lowering standards or cutting corners, which can have negative impacts on social and environmental considerations. This can create a negative cycle of competition that can ultimately harm society and the environment.

To ensure that international rankings promote positive competition, it is important to ensure that the rankings are based on a comprehensive set of metrics and data and accurately reflect the realities of a country or organization's performance. It is also important to ensure that the rankings do not prioritize short-term gains over long-term sustainability and that they promote social and environmental responsibility. Finally, it is important to promote collaboration and cooperation between countries and organizations to achieve shared goals and drive progress in a sustainable and equitable way.

Overall, research on international rankings and global competition is a critical area of study that can

help us understand how to promote innovation, progress, and sustainability in today's interconnected world. Also consolidating international partnerships is a critical strategy for promoting global cooperation and achieving shared goals in today's interconnected world. By building strong relationships, working together on shared challenges, and promoting mutual understanding, we can create a more peaceful, prosperous, and sustainable world for all.

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SOCIAL PROBLEMS OF THE YOUTH OF KAZAKHSTAN

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Abstract

This research focuses on the social problems faced by the youth in Kazakhstan, particularly exploring the manifestations of these problems through the influence of social subcultures and social media. The study aims to understand the nature and extent of social problems affecting Kazakh youth, identify risk factors and protective factors, develop effective prevention and intervention strategies, and assess the relationship between subcultures and the negative impact of social media. The research utilizes a literature review to analyze existing research, conducts a survey among representatives of the Kazakh youth, and investigates the prevalence and patterns of social problems among Kazakh youth through the lens of subcultures. The findings will contribute to a better understanding of the social problems faced by Kazakh youth and inform the development of interventions to address these issues.

Keywords: social problems, subcultures, youth, Kazakhstan, mental health, development.

Introduction

A social problem is a condition or issue that affects a significant number of people in a society, and is considered to be harmful or undesirable by a large segment of the population. Social problems can take many forms, including economic, political, environmental, and cultural issues. It is readily apparent that youth are more likely to be under pressure of social problems because youth are in a development stage where they are still forming their identities and are particularly susceptible to external influences. Therefore, the importance of conducting the study of social problems of the youth is extremely high, especially when it comes to the potential of the younger generation.

The future of society depends on the well-being of youth. Addressing social problems among youth can help ensure that young people have the resources and opportunities they need to reach their full potential and contribute to society in meaningful ways. Moreover, many social problems can have long-lasting effects on young people, affecting their physical and mental health, educational attainment, employment opportunities, and overall well-being. It is especially important for a young country like Kazakhstan to pay attention to the social problems of the youth, because the youth

generation is the key to further strengthening of the stability of Kazakhstan. In this research, the main goal is to provide the information about the social problems of the younger generation of Kazakhstan, highlighting manifestation of the problems in various forms, including influence of social media and representatives of specific subcultures like "punk" subculture, gang members, etc.

Formulation of the research problem

The social problems of the youth in Kazakhstan is an important dilemma which requires investigating these problems more deeply. Subgroups and specific subcultures actually represent how youth are suffering from the social problems, including poverty, inequality, gender-based violence, drug and alcohol abuse, child abuse, and domestic violence. In this research, understanding the social problems proper to the youth, we would like to determine the way social subcultures are organized, the causes of their creation, the reason why younger generations support and participate in these subgroups, and the way social media may affect this.

Aims and objectives

Aims:

- Understand the nature and extent of social problems affecting youth in Kazakhstan

-Identify the factors that increase young people's risk of experiencing social problems, as well as the protective factors that can help mitigate those risk

-Develop effective prevention and intervention strategies that can be implemented to address social problems affecting Kazakh youth.

Objectives:

-To analyze a literature review of the existing research covering this issue.

-To determine the prevalence and patterns of social problems among Kazakh youth, such as substance abuse, unemployment, mental health issues, and gender-based violence through the essence of the subgroups, i.e. how members of cultural subgroups experience different social problems.

-To illustrate the relationship between the subgroups and negative impact of social media

-To find the protective factors that can help mitigate the risks of social problems among Kazakh youth, such as positive peer relationships, supportive families, and access to education and health care

-To identify the barriers and facilitators to addressing social problems among Kazakh youth, such as limited resources, or cultural norms.

-To conduct a survey among the representatives of the Kazakh youth.

Literature review

In our research we used 5 sources of information, where the problems of subcultures were raised, especially psychological aspect. Analyzing several works we found out the main things to focus on, including manifestation of social problems (alcohol and drug abuse, cruelty, violence, attitude to social values).

M. Kovalchuk, I. Tarkhanova in their research illustrated negative trends among the youth in Russia, including their wish to get as much pleasure from life as possible, however it may finish with addiction to drugs and alcohol. In many cases, the youth also believe that alcohol and drug consumption may be something even helpful for them to experience more emotions. They believe they can be free of all problems they have, experience a sense of belonging to a group of people. [1]

Another thing to pay attention to is the violence among the youth. In many cases people do not show aggression being alone, it is mainly demonstrated among groups of people, and the research of Rogotnev I. illustrates how subcultures in Russia behave in society. Their ideology is based on some principles that determine their status and identity in society. [2]

In research of Mosienko L. the problem of social values among the youth is raised. On the one hand, there may be positive ways how the younger generation develops in terms of morality, intelligence, society, family, aesthetics. However, there might be some deviations from the norms generated by society, which may be considered both positive and negative, for instance, relationship with elders is illustrated, what is definitely develops in negative direction. [3]

Another source of information, written by Akhmetov A., shows the cultural diversity of Astana, Kazakhstan, including distribution of social subcultures like "Emo", "Goth", "hip-hop", etc. among people aged from 14 to 28 years. [4]

The last but not least is the research conducted in the UK, which describes long term analysis conducted by Lucy Bowes, Rebecca Carnegie, Rebecca Pearson, Becky Mars, Lucy Biddle, Barbara Maughan, Glyn Lewis, Charles Fernyhough, Jon Heron, where the problems of subcultures, mainly of "Emo" were illustrated. [5]

Social problems of youth and its forms

A social problem is a condition or situation that is perceived to be harmful or undesirable by a significant number of people in a society. Social problems can take many different forms, but they generally involve issues that affect the well-being and quality of life of individuals and communities. Examples of social problems include poverty, unemployment, homelessness, drug addiction, discrimination, violence, and environmental degradation. These issues are often complex and multifaceted, and may be influenced by a variety of social, economic, cultural, and political factors. Social problems are not necessarily universal across all societies, and may vary in terms of their severity and prevalence depending on the specific context. However, they are generally recognized as having a significant impact on the functioning and stability of societies, and often require collective action and intervention to address. Young people are particularly vulnerable to social problems because they are still in the process of developing their identities and establishing their place in the world. Many young people may feel overwhelmed by the challenges they face, and may not have the resources or support they need to navigate them successfully. Young people can experience social problems in a variety of ways, depending on their individual circumstances and the specific issue at hand. Here are some examples:

1. Unemployment: The high level of youth unemployment is one of the significant social problems in Kazakhstan. Despite a growing economy, young people often struggle to find employment, leading to low income, frustration, and a sense of hopelessness.

2. Substance abuse: Drug and alcohol abuse is another significant problem faced by young people in Kazakhstan. Many young people turn to substance abuse as a way of coping with the stress and challenges they face. [1]

3. Mental health: Mental health issues such as depression, anxiety, and stress are on the rise among young people in Kazakhstan. The lack of resources and support for mental health services further exacerbates the problem.

4. Education: Access to quality education remains a challenge for many young people in Kazakhstan. The quality of education in rural areas is particularly low, leading to disparities in opportunities between urban and rural youth.

5. Social inequality: Social inequality is a significant problem in Kazakhstan, with young people from disadvantaged backgrounds facing greater challenges in accessing education, employment, and other opportunities.[2]

In this context, the research focuses on what may be the causes of these social problems. We decided to concentrate on different types of manifestations of

these problems, and in our opinion those are social subgroups, like “emo”, “goth”, “metal”, “hip-hop”, “anime fans”, etc. [4] In real life we may observe how those social subgroups are following the same interests, however many of them may be associated with various ways of non-standard behavior, including aggression, violence, mental instability, alcohol and drug abuse. On the one hand, the main idea of how social subcultures are formed is that they experience social stigma and discrimination, lack of social support, chronic stress. But, on the other hand, there is some relation with the manifestation of those problems which is observed in behavior of representatives of those subgroups. Some of them may represent friendly ideas, while others, especially in developing and poor countries may be directly related to various forms of aggression, including gender and race inequality, aggressive nationalism, extremist movements. [3]

Analysis of data gathered from studies about teenagers in the UK

In order to try to reproduce the research method, we decided to investigate the way the similar studies were conducted. Therefore, we decided to take into account “Risk of depression and self-harm in teenagers

identifying with goth subculture: a longitudinal cohort study” research conducted by Lucy Bowes, Rebecca Carnegie, Rebecca Pearson, Becky Mars, Lucy Biddle, Barbara Maughan, Glyn Lewis, Charles Fernyhough, Jon Heron. The main goal of their research was to illustrate the comparison between youth self-identified as goths and not self-identified, whether each group experienced more clinical depression and self-harm in comparison with another one. In this longitudinal research 14 541 pregnant women initially enrolled and returned at least one questionnaire or attended a Children in Focus clinic. The researchers assessed depressive mood and self-harm at 15 years with the Development and Wellbeing Assessment (DAWBA) questionnaire, and depression and self-harm at 18 years using the Clinical Interview Schedule-Revised. The researchers calculated the prospective association between goth identification at 15 years and depression and self-harm at 18 years using logistic regression analyses, controlling for potentially confounding variables such as gender, socio-economic status, and prior mental health problems. Eight different social groups were identified during the research: “sporty”, “populists”, “skaters”, “chavs”, “loners”, “keeners”, “bimbos”, and “goths”.

	Low goth self-identification (n=4709)	High goth self-identification (n=648)	p value
Gender			
Female	2453 (52%)	374 (58%)	0.01
Male	2256 (48%)	274 (42%)	0.01
Parental social class			
High (professional, managerial, or skilled occupations)	2072 (44%)	286 (44%)	0.94
Low (partly skilled or unskilled occupations)	2637 (56%)	362 (56%)	0.95
Mother with degree	871 (18%)	119 (18%)	0.94
Maternal depression score during pregnancy	6.5 (4.8)	7.0 (5.1)	0.02
Maternal history of severe depression	283 (6%)	64 (10%)	<0.001
Bullying			
Bullied at age of 8 years	1822 (39%)	307 (47%)	<0.001
Bullied at age of 13 years	542 (12%)	106 (16%)	0.02
Life events score at age 3.5 years	2.7 (2.5)	3.1 (2.8)	<0.001
Strengths and difficulties (age 12 years)			
Prosocial score	8.4 (1.6)	8.3 (1.7)	0.13
Hyperactivity score	2.6 (2.1)	2.8 (2.2)	0.04
Emotional symptoms score	1.4 (1.7)	1.6 (1.7)	0.03
Conduct problems score	1.1 (1.3)	1.1 (1.3)	0.24
Peer problems score	1.0 (1.4)	1.3 (1.6)	<0.001
Total difficulties score	5.8 (4.4)	6.5 (4.7)	<0.001
MFQ score >11			
MFQ-11 at age of 10 years	198 (4%)	27 (4%)	0.97
MFQ-11 at age 12.5 years	231 (5%)	51 (8%)	<0.001
MFQ-11 at 13.5 years	364 (8%)	115 (18%)	<0.001
DAWBA depression score at age of 15 years	3.2 (4.5)	5.7 (6.7)	<0.001
Self-harm at age of 15 years	457 (10%)	166 (26%)	<0.001
Self-perception at age of 11 years			
Kind	3899 (83%)	509 (79%)	<0.001
Friendly	4309 (92%)	584 (90%)	0.02
Confident	2731 (58%)	360 (56%)	<0.001
Sporty	2816 (60%)	262 (40%)	<0.001
Good looking	1681 (36%)	190 (29%)	<0.001
Easily bored	1333 (28%)	226 (35%)	0.01
Different from others	739 (16%)	222 (34%)	<0.001
Worries a lot	782 (17%)	154 (24%)	<0.001
Messes about a lot	1267 (27%)	211 (33%)	0.02
Temperament at age of 6 years (child in top quartile)			
Emotionality	749 (16%)	157 (24%)	<0.001
Activity	739 (16%)	80 (12%)	0.20
Shyness	871 (18%)	120 (19%)	0.94
Sociability	876 (19%)	123 (19%)	0.17

Data are n (%) or mean (SD). Self-identification by binary variable of low self-identification (not at all to somewhat) or high self-identification (more than somewhat to very much).

Table 1: Baseline characteristics of study participants according to goth self-identification

In Table 1, broad information about distribution of participants is provided. We may observe that 5357 teenagers self-identified as goths are included in these studies, including 4709 respondents with low self-identification and 648 respondents with high self-iden-

cation. And there were multiple criteria to classify participants. This approach is eventually used in regression analysis. Also, it is important to note that only approximate results are provided, and p-value score is used in order to represent the confidence of some hypothesis or classification.

	Number of participants (n=5357)	Number of participants with data for goth self-identification at 15 years and outcomes at 18 years (n=3694)	Depression		Self-harm	
			OR (95% CI)	p value	OR (95% CI)	p value
Linear effect*	5357	3694	1.36 (1.23-1.49)	p<0.001	1.52 (1.42-1.63)	p<0.001
Not at all	2759	1841	Reference	-	Reference	-
Not very much	1234	884	1.16 (0.83-1.62)	-	1.52 (1.20-1.93)	-
Somewhat	716	523	1.63 (1.14-2.34)	-	2.33 (1.80-3.02)	-
More than somewhat	410	292	2.33 (1.56-3.47)	-	3.65 (2.72-4.89)	-
Very much	238	154	3.67 (2.33-4.79)	-	5.14 (3.58-7.36)	-
LR test	5357	3694	χ^2 38.99	p<0.001	χ^2 132.65	p<0.001

OR=odds ratio. LR=likelihood ratio. *Goth identification was treated as a continuous variable; therefore, the linear effect refers to OR of depression for a one point increase in goth identification. The LR test provides a test for the dose-response trend.

Table 2: Odds ratio for depression and self-harm at 18 years for each category of goth identification

	Depression		Self-harm	
	OR (95% CI)	p value	OR (95% CI)	p value
Unadjusted (n=3694)	1.36 (1.23-1.49)	p<0.001	1.52 (1.42-1.63)	p<0.001
Complete cases (n=2351)	1.39 (1.22-1.58)	p<0.001	1.51 (1.37-1.66)	p<0.001
Adjusted for baseline depression score (n=2351)	1.33 (1.16-1.52)	p<0.001	1.46 (1.32-1.61)	p<0.001
Adjusted for ever self-harmed by 15 years (n=2351)	1.30 (1.14-1.49)	p<0.001	1.33 (1.19-1.48)	p<0.001
Additionally adjusted for all covariates* (n=2351)	1.28 (1.11-1.47)	p<0.001	1.33 (1.19-1.48)	p<0.001
Imputed confounders (n=3694)	1.20 (1.08-1.33)	p<0.001 FMI 0.155	1.28 (1.18-1.39)	p<0.001 FMI 0.155
Imputed outcome (n=5342)	1.18 (1.06-1.31)	p<0.002 FMI 0.472	1.25 (1.16-1.36)	p<0.001 FMI 0.469

OR=odds ratio. FMI=fraction of missing information. sMFQ=Short Mood and Feelings Questionnaire. *Gender, previous depression (an sMFQ score of >11 at ages 10, 13, or 16 years), internalising and externalising difficulties at 11 years, self-perception, victimisation by bullies, antenatal depression, maternal history of depression, maternal education, and temperament (emotionality and activity). The FMI can be used to judge whether the number of imputations is sufficient for analysis.¹⁰ A rule of thumb is that the number of imputations (M) should be more than or equal to 100 × FMI. In our case, the number of imputations (M=100) was sufficient.

Table 3: Odds ratio for depression and self-harm given for each category increase in goth identification

According to Table 2, young people who identified as goths were more likely to experience depression and self-harm compared to those who did not identify as goths. Specifically, those who somewhat identified as goths were 1.6 times more likely to have scores in the clinical range for depression at 18 years, while those who very much identified as goths were more than three times as likely. For each unit increase in goth affiliation, the odds of depression increased by 1.36.

Similarly, those who somewhat identified as goths were 2.33 times more likely to report having self-harmed, while those who very much identified as goths were more than five times as likely. For each unit increase in affiliation with the goth subculture, the odds of self-harm increased by 1.52.

Of all subcultures identified, those who identified as goths very much were most at risk of depression and self-harm, with 18% having scores in the clinical range for depression and 37% reporting self-harm at 18 years of age. Comparatively, those who identified as sporty were least likely to have depression and to have self-harmed at age 18 years, with only 4% having depression and 6% reporting self-harm.

Eventually, we need to understand that studies were conducted in UK, therefore some assumptions may be not applicable in Kazakhstan, but our main goal was to understand the way scientists in UK conducted a research, i.e. how they formulated the problem, found out goals of their studies, made calculations and statistical analysis to get results. This study clearly illus-

trated the two different ways how teenagers self-identified as goths experience more mental issues, compared with those that are not self-identified as goths. [5]

Analysis of results gathered after the survey conducted in Kazakhstan

Background: Researches that were conducted in Kazakhstan actually didn't have enough statistical analysis concerning mental issues of youth. Our main focus is to provide a survey, which will show all influencing factors that describe the state of this problem. We also conduct comparative analysis with the survey conducted in UK

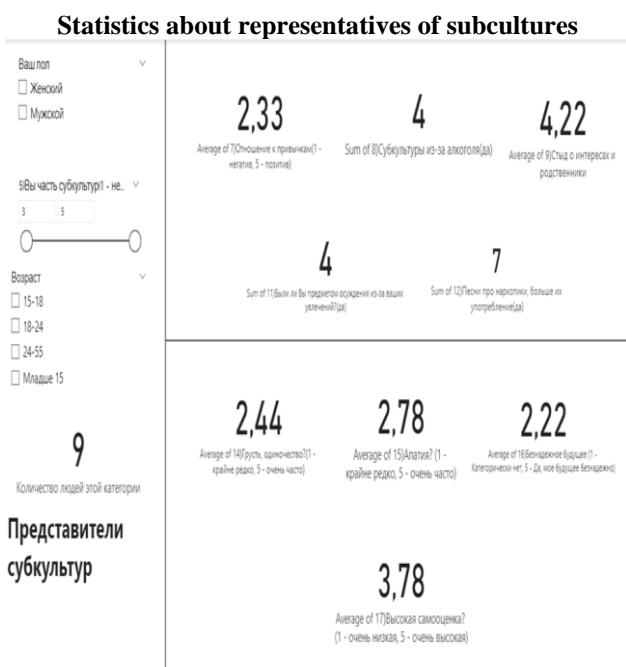
Methods: We conducted a survey, which consists of 18 questions. Each question takes into account the most important qualitative and quantitative factors which are needed to analyze mental issues of representatives and non-representatives of subcultures. In general, people from 15 to 24 years, but there also was a small percent of respondents who were either younger or older than the main group

Findings: Of 46 respondents, 37 of them either considered themselves not being a part of any subculture or just had lower self-identification as a participant of such subcultures. On the other hand, we had 9 respondents who highly self-identified themselves as a part of subcultures, including goths, bikers, emo, etc. According to our analysis, we concluded that there are many parameters that are actually almost similar both for non-representatives and representatives (i.e. mental issues, conditions which include apathy, sadness, low self-esteem)

Table 4



Table 5



According to our investigations, we need to pay more attention to those factors:

1) There are 37 non-representatives who feel low self-identification as participants of subcultures and 9 representatives of subcultures who feel high self-identification as participants of subcultures. (Next, let's call them group 1 and group 2 respectively)

2) Both group1 and group2 have almost the same attitude towards bad habits like alcohol and cigarettes.

3) Only 28% of all respondents believe that activities of subcultures are strongly related to alcohol and drug abuse.

4) On average, group2 feels more shy when they want to share their interests and opinions with family and friends (4.22 out of 5 for group2, 3.76 out of 5 for group1)

5) 44% of respondents of group2 (against 24% of group1) actually were the subject of criticism when it comes to their life perception, hobbies, and interests

6) Almost half of all respondents believe that songs about alcohol and drug abuse may be the key factor of alcohol abuse among youth in Kazakhstan.

7) When it comes to sadness, loneliness, apathy, low self-esteem, both group1 and group2 have relatively similar results.

Comparative analysis of studies in UK and Kazakhstan

Based on both studies, we need to mention that, of course, the scale of research in the UK is much broader than this one in Kazakhstan, because we were able to gather information about 46 respondents, which is a relatively small sample, whereas the research in the UK conducted analysis among over 5000 respondents. "Risk of depression and self-harm in teenagers identifying with goth subculture: a longitudinal cohort study" is the research which started in 1991 and was finished in 2015. Study in the UK actually concludes that youth self-identified as representatives of subcultures are more likely to experience mental issues like alcohol and drug abuse. Also, they might have more bad thoughts about suicide, self-harm, etc. Their research had 8 subgroups, but they mainly focused on goths, whereas in our research we had more subcultures (goths, bikers, emo, punks, rock). Also, it is mentioned that mental issues of parents may also be a huge factor of mental illnesses of subcultures representatives. In our research, we confirmed some results that were discussed in the research conducted in the UK. For instance, factors like alcohol abuse, songs related to drug abuse, and bad habits have positive correlation with the growth of the number of subcultures participants. However, in our opinion, although participants of subcultures experience more mental issues than non-representatives, we believe that participation in subcultures has less correlation with mental issues development among youth, that is, although youth may feel lonely, depressed, have low self-esteem, it doesn't mean that the root cause is the participation in such subcultures. We strongly believe that it is only partially related, because there are several examples of cruel and extremist behavior of those representatives, but it DOESN'T mean that all representatives actually have the same lifestyle and behavior. Many people in our research mentioned that people feeling sad, lonely, exhausted actually may need to find more ways to communicate with people, find new friends or people who have the same interests, that is the main reason why subcultural flows are created.

Conclusion

Analyzing the problems of youth, we raised the topic of the problems of people who are members of

subcultures. People who belong to subcultures, although they have a hobby, suffer from psychological health diseases and bad habits. However, there is a false opinion that subcultures are the cause of human problems. Entering a subculture, a person may already be psychologically vulnerable. This statement was supported by the results of the study, in which it turned out that people with and without subcultural interests equally often have bad habits. The importance of this research is in raising the topic of youth problems, researching its causes and collecting relevant statistics. The results of our research can also be used to study the consequences of youth problems, or to study the root of the problem in more detail.

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QUALITY OF LIFE OF THE ELDERLY POPULATION OF KAZAKHSTAN

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Abstract

This sociological project is dedicated to **quality of life among senior population in Kazakhstan**, their problems, as well as their solution. We have chosen this topic due to its high relevance.

Keywords: Senior population, elderly population, quality of life, Kazakhstan.

INTRODUCTION

1.7. Overview: Relevance of the topic

International rankings and global competition are closely related and have become increasingly important in today's interconnected world. International rankings are assessments of countries or organizations based on a variety of factors such as economic strength, education, innovation, quality of life, and competitiveness. These rankings are often used by investors, businesses, and individuals to make decisions about where to invest, study, or live. Global competition refers to the competition between countries or organizations in the global marketplace. This competition can be fierce, as countries and organizations seek to attract investment, talent, and customers by offering competitive advantages such as lower costs, higher quality, or greater innovation.

1.8. Potential research questions

Here are some potential research questions and avenues to explore related to consolidating international partnerships within the context of international rankings and global competition:

VII. How do international rankings (e.g., World Bank's Ease of Doing Business Index, Global Competitiveness Index) affect the behavior of governments, businesses, and other stakeholders in global competition?

VIII. What role do international partnerships (e.g., trade agreements, research collaborations, cross-border mergers and acquisitions) play in enhancing a country's global competitiveness?

IX. How do cultural differences and institutional factors (e.g., legal systems, and regulatory frameworks) affect the success of international partnerships?

IV. How can businesses and governments effectively balance the pursuit of global competitiveness with social and environmental responsibility?

These research questions could be approached through a variety of methods, such as case studies, surveys, experiments, and econometric analyses. The specific research design would depend on the research question and the availability of data and resources.

1.9. Defining the research problem

The problem addressed in this research is how international rankings affect global competition and how

consolidating international partnerships can enhance a country's global competitiveness.

One problem with international rankings and global competition is that they can create a focus on short-term performance at the expense of long-term sustainability. For example, a country or organization may prioritize achieving high rankings in areas such as economic growth or innovation, but at the cost of environmental sustainability, social equality, or other long-term considerations.

Another problem is that rankings may not always accurately reflect the reality on the ground. Rankings are often based on a narrow set of criteria or data, and may not fully capture the complexities of a country or organization's performance or potential. This can lead to a misalignment between rankings and actual performance, and may create unfair advantages or disadvantages for certain countries or organizations.

Additionally, global competition can lead to a race to the bottom in terms of labor standards, environmental protections, or other social and ethical considerations. Countries and organizations may seek to lower costs and increase competitiveness by cutting corners or exploiting workers, which can have negative impacts on society and the environment.

To address these problems, it is important to ensure that international rankings and global competition are balanced with considerations of long-term sustainability, social and environmental responsibility, and ethical behavior. This may involve creating new metrics and data that more accurately reflect a country or organization's performance, developing new standards and regulations to ensure fair competition, and promoting cooperation and collaboration between countries and organizations to achieve shared goals.

I. THEORETICAL PART OF INTERNATIONAL RANKING AND GLOBAL COMPETITION - CONSOLIDATING INTERNATIONAL PARTNERSHIPS

2.7. Importance of international partnerships in higher education

International partnerships are becoming increasingly important in higher education as universities seek to expand their reach, increase their impact, and prepare

students for an increasingly globalized world. The importance of international partnerships in higher education can be understood through a number of key factors:

- Enhancing research capacity: International partnerships provide opportunities for researchers to collaborate across borders, access new funding streams, and tackle global research questions that require multidisciplinary expertise.
- Improving teaching and learning: International partnerships can bring diverse perspectives and teaching styles to the classroom, expose students to different cultures and ways of thinking, and provide opportunities for study abroad and international internships.
- Strengthening institutional reputation: International partnerships can enhance institutional reputation by demonstrating a commitment to global engagement and innovation, attracting top talent, and expanding the reach of research and teaching.
- Increasing access to resources: International partnerships can provide access to resources such as libraries, laboratories, and specialized equipment that may not be available locally, as well as opportunities for joint degree programs and shared courses.
- Addressing global challenges: International partnerships can facilitate collaboration on global challenges such as climate change, public health, and social justice, leveraging the strengths and expertise of multiple institutions to find solutions.

International partnerships are crucial in helping universities navigate the complex challenges and opportunities of the global knowledge economy. By building strategic partnerships with institutions and organizations around the world, universities can enhance their research and teaching capacity, expand their reach, and prepare students to become global citizens and leaders.

2.8. Researching existing sources

Research on international rankings and global competition is a broad and interdisciplinary field that involves many different areas of study. Some of the key areas of research include:

V. Methodology and metrics: Researchers have focused on developing and refining the methodologies and metrics used in international rankings. This includes identifying the most important factors to measure, developing new metrics to capture complex phenomena, and ensuring that the rankings are reliable and valid.

VI. Impacts of rankings on competition: Researchers have studied the impacts of international rankings on global competition, including how rankings influence the perceptions of investors, businesses, and individuals, and how they shape the strategies and priorities of countries and organizations.

VII. Impacts of competition on society and the environment: Researchers have also studied the impacts of global competition on society and the environment, including how competition can lead to a race to the bottom in terms of labor standards, environmental protections, and social and ethical considerations.

VIII. Sustainability and responsibility: Researchers have focused on developing new approaches

to international rankings and global competition that prioritize long-term sustainability, social responsibility, and ethical behavior. This includes developing new metrics and criteria that capture these considerations, promoting cooperation and collaboration between countries and organizations, and developing new standards and regulations to ensure fair competition.

There is some research information about key features of competitiveness that enhanced countries' responses to the pandemic.

The 2020 pandemic has been a shock for all countries, and no economy has been untouched by losses both in terms of human lives and livelihoods. Against this backdrop, however, it is possible to identify some common features that helped countries better manage the impact of the pandemic on their economy and their people. Based on the assessment of business leaders – through the executive opinion survey – the following dimensions emerged as particularly important to be resilient to this specific health crisis and its immediate aftermath.⁴⁸ First, economic digitalization and digital skills. Social distancing has been the most immediate response to COVID-19; therefore, countries that could continue running significant segments of their economy remotely were better placed to go through the pandemic than those who could not. For instance, countries that could leverage flexible work arrangements (the top 5 include Netherlands, New Zealand, Switzerland, Estonia, and the United States) and those where digital skills are most widespread (top 5 include Finland, Sweden, Estonia, Iceland, and the Netherlands) could partially adjust by increasing the digitalization of their economic activity. Despite important disparities between sectors that could be digitalized, and those that cannot, economies that could rely on technology and the provision of digital services online were relatively less affected and were also able of using technology for monitoring the evolution of the infection. Second, safety nets and financial soundness. Since multiple segments of the economy had to cope with full lockdowns or reduced business activity, countries that already had in place strong safety nets to support those who could not work through the pandemic, were better placed to salvage livelihoods. Denmark, Finland, Norway, Austria, Luxembourg and Switzerland, for instance, could all rely on well-established mechanisms to support households during the health crisis.

Similarly, countries that could support companies with either direct subsidies or credit could prevent excessive bankruptcies and job losses. Notably, economies with strong financial systems (Taiwan [China], Finland, the United States, the United Arab Emirates and Singapore) could more easily find resources to provide credit to SMEs, which, in addition to public interventions, contributed to keeping companies afloat in the current context. Third, governance and planning. Managing the COVID-19 crisis has proven extremely challenging for all governments. Balancing public health policies with economic and social policies requires adopting second-best solutions, which are difficult to assess. In general terms, countries that could better plan and coordinate health measures with fiscal and social policies have been relatively more successful in

mitigating the effects of the crisis. Policy stability (the capacity of government to provide a steady policy framework) can be used as a proxy for government capacity to plan and coordinate. On this aspect, countries that perform relatively well include Singapore, Switzerland, Luxembourg, Austria and the United Arab Emirates. Fourth, health system and research capacity. A health system is not only defined by the capacity of its healthcare sector (hospitals, doctors, beds) but also by the accessibility of these services by a large fraction of the population, by the protocols in place to manage public health issues and by the capacity to develop and deploy a technological response (vaccine). While a comprehensive measure of healthcare capacity is not available, the data from the Executive Opinion Survey shows that the economies that allow relatively widespread access to healthcare include Japan, Spain, Taiwan [China], Malta and the Netherlands. Not all these countries could prevent a large diffusion of the virus, yet, widespread access to healthcare could offer extensive medical support. Further, anecdotal evidence shows that economies that experienced previous Coronavirus epidemics (e.g. SARS), had better protocols and technological systems in place (e.g. Korea, Singapore, Taiwan [China]) and could contain the epidemic relatively more than others, and navigated the crisis relatively well. As this crisis has shown, vaccine development and deployment capacity are also critical. As such, countries with greater biotechnology capacity and established national and international collaborations between universities and companies (Switzerland, the United States, Finland, Israel, the Netherlands) have been able to develop solutions to the current crisis, and are better placed to cope with future pandemics.

2.9. Formulating a hypothesis

The hypothesis of this research is that consolidating international partnerships can enhance a country's global competitiveness by leveraging the strengths and resources of different countries and overcoming barriers to trade and investment. Furthermore, it is hypothesized that the effectiveness of international partnerships depends on factors such as cultural compatibility, institutional alignment, and strategic fit.

One way to improve rankings and remain competitive is by consolidating international partnerships. This involves forging strong relationships with other countries and organizations to create mutually beneficial opportunities for trade, investment, and collaboration.

Consolidating international partnerships can help countries and organizations to access new markets, resources, and expertise. For example, a country may partner with a more advanced economy to learn about best practices in areas such as education, research and development, and innovation. A business may form a strategic partnership with a supplier or distributor in another country to expand its reach and improve its competitiveness.

The consolidation of international partnerships involves forging strong relationships with other countries and organizations to create mutually beneficial opportunities for trade, investment, and collaboration.

Here are some ways that consolidating international partnerships can help improve rankings and global competitiveness:

V. Access to new markets and resources: By forming partnerships with other countries or organizations, you can gain access to new markets and resources that can help improve your rankings in areas such as trade, investment, or tourism.

VI. Sharing of best practices: Consolidating international partnerships allows you to learn from other countries or organizations that have achieved high rankings in areas such as education, research and development, or innovation.

VII. Collaboration on joint projects: By working together on joint projects, you can leverage the strengths of each partner to achieve better results than you would on your own. For example, a joint research and development project can lead to new innovations that can improve rankings in areas such as technology or science.

VIII. Improved competitiveness: Consolidating international partnerships can help improve the competitiveness of your country or organization by allowing you to leverage the strengths of other partners, gain access to new markets and resources, and learn from best practices.

To consolidate international partnerships, it is important to establish clear communication, build trust, and develop mutually beneficial goals and objectives. This may involve regular communication between partners, identifying specific projects or initiatives that can be undertaken, and monitoring progress to evaluate the impact of the partnerships on rankings and competitiveness.

CONCLUSION OF THE 1ST CHAPTER

International rankings and global competition are two closely related concepts that have received significant attention in the literature. The literature review below provides an overview of some of the key concepts, theories, and empirical evidence related to international rankings and global competition.

4. International Rankings

International rankings are commonly used to compare countries, regions, and institutions in various fields, such as education, innovation, economic competitiveness, and social development. The proliferation of rankings has been fueled by the increasing demand for performance indicators and the availability of data. Some of the well-known rankings include the World Economic Forum's Global Competitiveness Index, the United Nations' Human Development Index, and the Times Higher Education World University Rankings.

The literature on international rankings has examined various aspects, including their methodology, reliability, and impact on policy and practice. One of the key debates in the literature is whether rankings accurately reflect the performance of countries or institutions, or whether they are biased and based on subjective criteria. Some scholars argue that rankings can be useful tools for benchmarking and improving performance, while others criticize them for oversimplifying complex issues and creating a culture of competition that may not always be productive.

5. Global Competition

Global competition refers to the competition among countries, firms, and individuals in the global marketplace. The emergence of global competition is linked to the globalization of the economy, the growth of international trade and investment, and the development of new technologies. Global competition can be both positive and negative, as it can lead to innovation, efficiency, and economic growth, but also to job losses, inequality, and environmental degradation.

The literature on global competition has examined various issues, including the determinants of competitiveness, the role of institutions and policies, and the effects of globalization on different sectors and regions. One of the key debates in the literature is whether countries should compete or cooperate in the global arena. Some scholars argue that competition is necessary to promote innovation and efficiency, while others advocate for cooperation to address common challenges, such as climate change and poverty reduction.

6. The Relationship between Rankings and Global Competition

The relationship between international rankings and global competition is complex and multifaceted. On the one hand, rankings can be seen as a form of global competition, as countries and institutions strive to improve their ranking position and gain competitive advantage. On the other hand, rankings can also be used as a tool to measure and compare the competitiveness of countries and institutions.

The literature on the relationship between rankings and global competition has examined various aspects, including the impact of rankings on policy and practice, the role of rankings in shaping global competition, and the limitations of rankings in capturing the complexity of competitiveness. Some scholars argue that rankings can stimulate competition and innovation, while others criticize them for creating a narrow and homogenized view of competitiveness that may not reflect the diverse needs and priorities of different countries and regions.

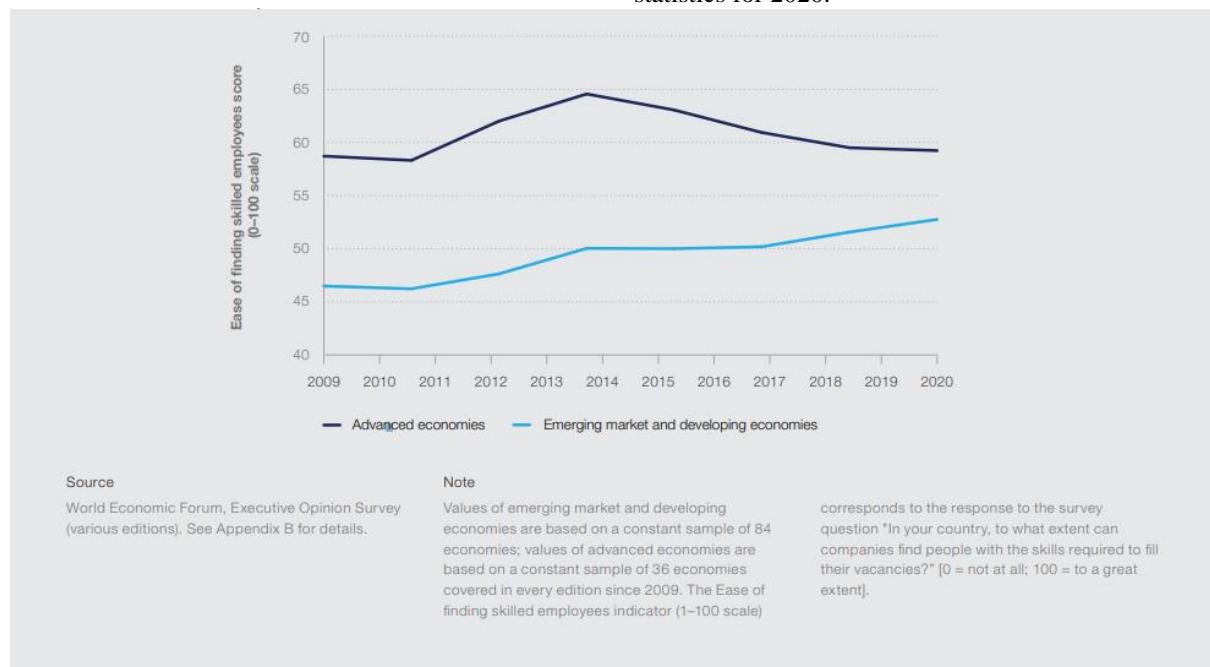
Overall, the literature on international rankings and global competition highlights the need for a nuanced and context-specific approach to competitiveness that takes into account the multidimensional and dynamic nature of global challenges.

II. ANALYTICAL PART OF INTERNATIONAL RANKING AND GLOBAL COMPETITION - CONSOLIDATING INTERNATIONAL PARTNERSHIPS

3.9. Collecting data

There are data and report about Global Competitiveness and how Countries are Performing on the Road to Recovery by World Economic Forum. Authors of this report are Klaus Schwab and Saadia Zahidi

This report is dedicated to developing priorities for recovery and revitalization, as well as considering the building blocks of transformation towards new economic systems that combine the goals of “productivity”, “people” and “planet”. It presents statistics for 2020.



The 2020 special edition of The Global Competitiveness Report (GCR) series comes out at a very difficult and uncertain historical moment. The outbreak of the COVID-19 pandemic has not only led to a global health crisis and deep economic recession—deeper than the downturn during the 2008–2009 financial crisis—but has also created a climate of profound uncertainty about the future outlook. At this pivotal moment, there are growing calls for “building back better”. While the immediate priority is to respond to the health

crisis, this moment in time also offers a unique opportunity to reflect on the fundamental drivers of growth and productivity that have degraded since the financial crisis. It is also a moment to determine how we may shape our economic systems in the future so that they are not just productive but also lead to environmental sustainability and shared prosperity. The Global Competitiveness Report series has since its first edition aimed to prompt policymakers beyond short term growth and to aim for long-run prosperity. The 2019

dition of the Global Competitiveness Report showed how declining trends in fundamental aspects of productivity have been masked by long-standing accommodative monetary policy but have remained bottlenecks for strengthening economic development. This unusual moment calls for innovative and much-needed shifts in policy.

Therefore, in 2020 the long-standing Global Competitiveness Index (GCI) rankings have been paused. Instead, this special edition is dedicated to elaborating on the priorities for recovery and revival, and considering the building blocks of a transformation towards new economic systems that combine “productivity”, “people” and “planet” targets. In 2021, the report will revert to a benchmarking exercise that will provide a new compass for the future direction of economic growth. This special edition analyses historical trends on factors of competitiveness as well as the latest thinking on future priorities.

It provides recommendations against three timelines: a) those priorities that emerge from the historical analysis before the health crisis; b) those priorities needed to restart the economy, beyond immediate responses to the COVID-19 crisis, while embedding people and planet into economic policies (revival over the next 1-2 years); and c) those priorities and policies needed to reboot economic systems in the longer run to achieve sustainable and inclusive prosperity in the future (transformation over the next 3-5 years).

3.10. Analyzing the results

Recommendations and timeframes are grouped into four broad areas of action: 1) reviving and transforming the enabling environment, 2) reviving and transforming human capital, 3) reviving and transforming markets, and 4) reviving and transforming the innovation ecosystem. An initial assessment of countries on readiness for transformation is also provided that converts key priorities into quantitative measures for 37 economies. The key findings of the report are summarized below.

Reviving and transforming the enabling environment – Before the COVID-19 crisis, a long-standing issue had been the ongoing and consistent erosion of institutions, as shown by declining or stalling checks and balances and transparency indicators. Against this backdrop, in the revival phase governments should prioritize improving long-term thinking capacity within governments and enhance mechanisms to deliver public services, including greater digitalization of public services. In the transformation phase, governments should work to ensure that public institutions embed strong governance principles and to regain public trust by serving their citizens. – A second area of concern before the 2020 pandemic was high levels of debt in selected economies as well as widening inequalities. The emergency and stimulus measures have pushed already high public debt to unprecedented levels, while tax bases have continued eroding or shifting.

To respond to these issues, in the revival phase, the priority should be on preparing support measures for highly indebted low-income countries and plan for future public debt deleveraging. In the longer run

(transformation phase) countries should focus on shifting to more progressive taxation, rethinking how corporations, wealth and labour are taxed. This will require both national reforms and setting an international cooperative framework. – Before the COVID-19 crisis, despite the significant expansions of ICT access, ICT availability and use remained far from universal. The COVID-19 crisis has accelerated digitalization in advanced economies and made catching up more difficult for countries or regions that were lagging before the crisis. Executive Summary 6 To address this challenge, in the revival phase, countries should upgrade utilities and other infrastructure as well as closing the digital divide within and across countries for both firms and households. In the transformation phase, the priority should be on upgrading infrastructure to broaden access to electricity and ICT, while, at the same time, accelerating energy transition.

Reviving and transforming human capital – For several years before the crisis, skills mismatches, talent shortages and increasing misalignment between incentives and rewards for workers had been flagged as problematic for advancing productivity, prosperity and inclusion. Because of the pandemic and subsequent acceleration of technology adoption, these challenges have become even more pronounced and compounded further by permanent and temporary losses of employment and income.

To address these issues, countries should focus in the revival phase on gradually transitioning from furlough schemes to new labour market opportunities, scaling up reskilling and upskilling programmes and re-thinking active labour market policies. In the transformation phase, leaders should work to update education curricula and expand investment in the skills needed for jobs in “markets of tomorrow”, and in parallel rethink labour laws for the new economy and use new talent management technologies to adapt to the new needs of the workforce.

The COVID-19 crisis has highlighted a second issue: how **healthcare systems' capacity** has lagged behind increasing populations in the developing world and ageing populations in the developed world. To respond to this trend, countries should in the revival phase expand health system capacity to manage the dual burden of current pandemic and future healthcare needs. In the longer run (transformation) there should be an effort to expand eldercare, childcare and healthcare infrastructure and innovation.

Reviving and transforming markets – Over the past decade, while financial systems have become sounder compared to the pre-financial crisis situation, they continued to display some fragility, including increased corporate debt risks and liquidity mismatches. In addition, access to finance, despite efforts to increase inclusion in recent years (including through fintech applications), is not sufficiently widespread. Against this backdrop, countries should in the revival phase prioritize reinforcing financial markets stability, while starting to introduce financial incentives for companies to engage in sustainable and inclusive investments. In the transformation phase, the attention should shift to create incentives to direct financial resources towards

long-term investments, strengthening stability while continuing to expand inclusion. – Pre-crisis, there was increasing market concentration, with large productivity and profitability gaps between the top companies in each sector and all others; and the fallout from the pandemic and associated recession is likely to exacerbate these trends.

To address this issue, countries should in the revival phase strike a balance between continuing measures to support firms and prevent excessive industry consolidation with sufficient flexibility to avoid keeping “zombiefirms” in the system.

In the transformation phase, countries should rethink competition and anti-trust frameworks needed in the Fourth Industrial Revolution, ensuring market access, both locally and internationally. As a complementary policy, countries should facilitate the creation of “markets of tomorrow”, especially in areas that require public-private collaboration. – A third trend that has emerged in this area is the ongoing reduction on trade openness and the international movement of people, now vastly stalled due to the pandemic. In both the revival and transformation phases, countries should lay

the foundations for better balancing the international movement of goods and people with local prosperity and strategic local resilience in supply chains. Reviving and transforming the innovation ecosystem – In this area, a paradox had recently emerged: a positive evolution of entrepreneurial culture in the past decade, but the creation of new firms and breakthrough technologies had stalled. Technology has lagged especially in the capacity to delivering solutions to energy consumption, emissions and meeting the demand for inclusive social services.

To manage these complexities, countries should in the revival phase expand public investments in R&D, incentivize venture capital and R&D in private sector, and promote the diffusion of existing technologies that support the creation of new firms and employment in “markets of tomorrow”. In the longer run (transformation) countries should create incentives that favour patient investments in research, innovation and invention, support the creation of new “markets of tomorrow” and incentivize firms to embrace diversity, equity and inclusion to enhance creativity.

	Trends and Crisis Impact <i>From the financial crisis to the pandemic crisis</i>	Revival <i>Priorities for the next 1-2 years</i>	Transformation <i>Priorities for the next 3-5 years</i>
Reviving and transforming the enabling environment	There has been a consistent erosion of institutions across regions, including weaker checks and balances and less transparency.	Improve the long-term thinking capacity within governments and mechanisms to deliver public services and support policy interventions digitally.	Ensure public institutions embed strong governance principles and a long-term vision and build trust by serving their citizens
	ICT access and use have been improving globally but remain far from universal, and the COVID-19 crisis has made catching up more difficult for developing economies while deepening advanced economies' digitalization.	Upgrade utilities and other infrastructure. Prioritize closing the digital divide within and across countries for both firms and households	Upgrade infrastructure to accelerate the energy transition and broaden access to electricity and ICT.
	Emergency and stimulus measures have pushed already high public debt to unprecedented levels, against a backdrop of shifting tax bases.	Prepare support measures for highly-indebted, low-income countries and plan for future public debt deleveraging.	Shift to more progressive taxation, rethinking how corporations, wealth and labour are taxed, nationally and in an international cooperative framework.
Reviving and transforming human capital	Talent shortages have become more pronounced, underpinned by outdated education systems. There is a particular shortfall in digital skills and other skills of the new economy as technology disrupts labour markets.	Scale up reskilling and upskilling in emerging skills, combined with active labour market policies.	Update education curricula and expand investment in the skills needed for jobs and “markets of tomorrow”.
	There are misaligned incentives and rewards for workers. Health services, infrastructure and talent have lagged behind two dominant demographic trends: increasing population in the developing world and ageing populations in the developed world.	Manage a gradual transition from furlough schemes to new labour market opportunities. Expand health system capacity to manage the dual burden of current pandemic and future healthcare needs.	Rethink labour laws and social protection for the new economy and the new needs of the workforce. Expand eldercare, childcare and healthcare infrastructure, access and innovation for the benefit of people and the economy.

Reviving and transforming markets	Financial systems after the 2007–2008 crisis have become sounder but continue to have some sources of fragility, including increased corporate debt risks and liquidity mismatches, and are not sufficiently inclusive.	Ensure stable financial markets, a sound financial system and expand access and inclusion. Create financial incentives for companies to engage in sustainable and inclusive practices and investments.	Increase incentives to direct financial resources towards long-term investments, strengthen stability and expand inclusion.
	Market concentration has been on an increasing trend in advanced economies, with large productivity and profitability gaps between the top companies and all others in each sector. Trade openness and the international movement of people have been on a declining trend since the financial crisis.	Lay the foundations for better balancing the international movement of goods and people with local prosperity and strategic local resilience in supply chains.	Rethink competition and anti-trust frameworks needed in the Fourth Industrial Revolution, ensuring market access, both locally and internationally. Facilitate the creation of "markets of tomorrow", especially in areas that require public-private collaboration.
Reviving and transforming the innovation ecosystem	Entrepreneurial culture has strengthened in the past decade but has not resulted fully in the creation of new firms. There is a lack of sustained creation of breakthrough technologies and, where there has been innovation, it has not been widely successful at delivering solutions to increasing energy consumption, managing emissions and meeting the demand for inclusive social services.	Expand public investments in R&D, and incentivize venture capital, R&D in private sector and the diffusion of existing technologies that support the creation of new firms and employment in "markets of tomorrow".	Incentivize and expand patient investments in research, innovation and invention that can create new "markets of tomorrow". Incentivize firms to embrace diversity, equity and inclusion to enhance creativity.

3.11. Research methods and process

In our project, we used research method called survey.

A survey is a structured questionnaire used to gather data from a select group of people. Researchers pre-write surveys with a limited number of questions that may be close-ended or open-ended depending on the information the researcher wants to collect. Some surveys are self-completed, meaning that the survey

participant records their answer and submits it to the researcher. Other times, a researcher may administer the survey directly, such as in an interview. Surveys can be an effective method of collecting self-reported data from a large population of participants. Therefore, we provided google forms as the tool for research.

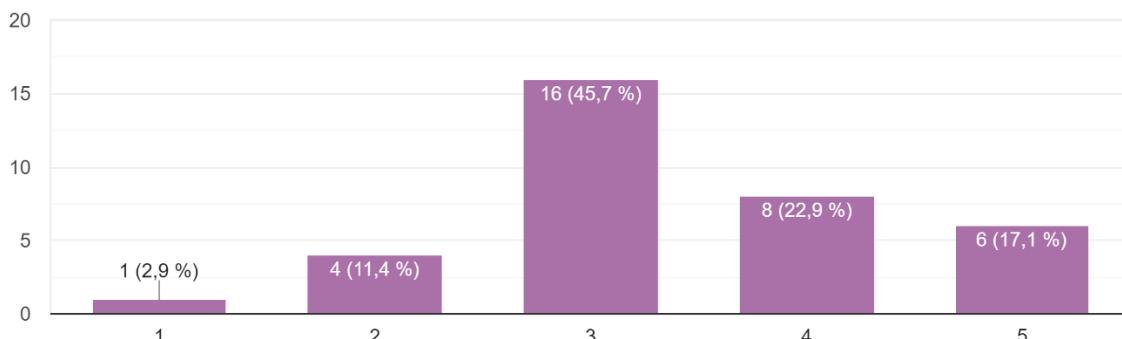
Link:

<https://forms.gle/yzrV1SAyqpBfKvWaA>

3.12. Result of our research

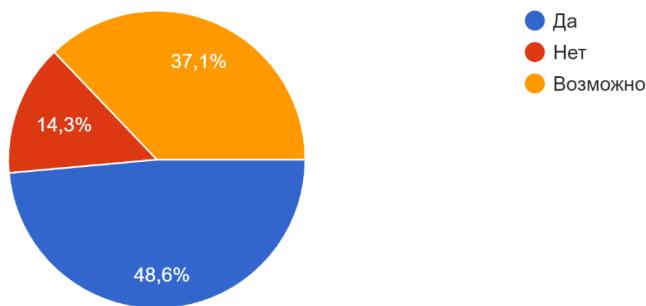
Как вы считаете, насколько точно глобальные рейтинги описывают экономику какой либо страны?

35 ответов



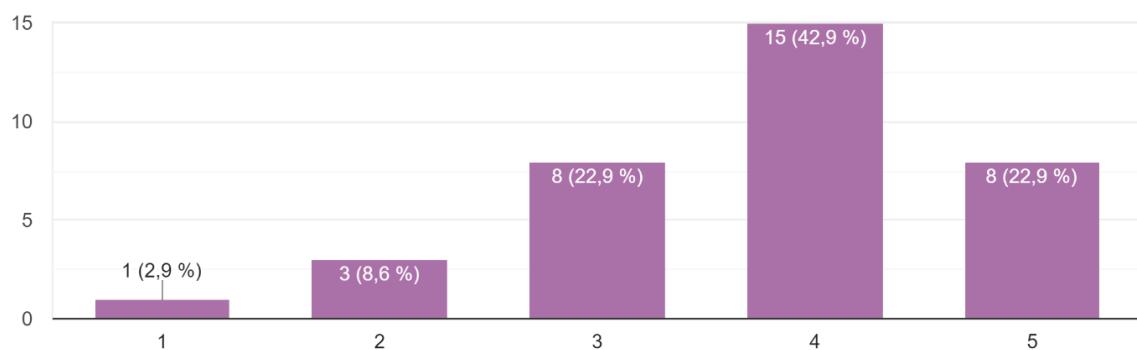
Как вы считаете, повышают ли глобальные рейтинги конкурентоспособность страны?

35 ответов



Если бы вы выбирали страну для проживания, учебы или работы, насколько бы индекс этой страны в глобальных рейтингах влиял на ваш выбор?

35 ответов



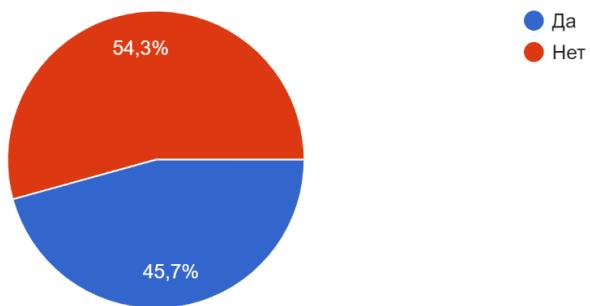
Что является приоритетом для вашей страны на данный момент?

35 ответов



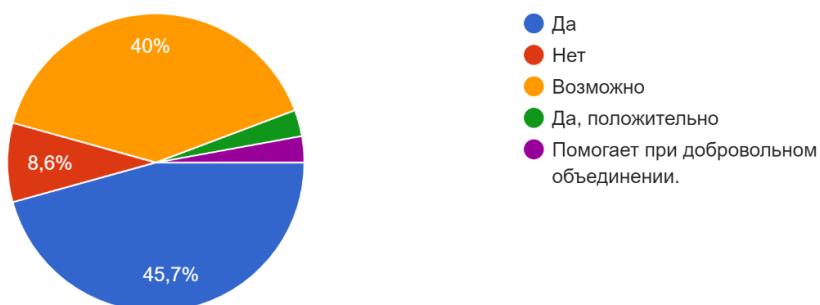
Знаете ли вы что такое консолидация?

35 ответов



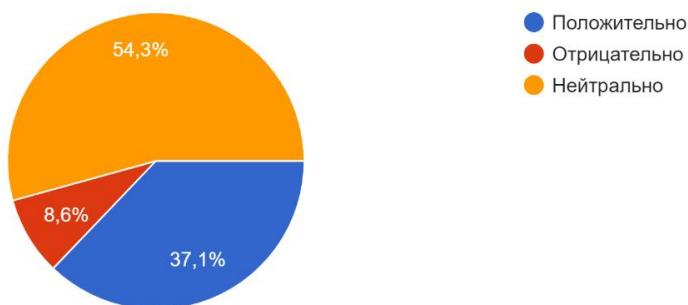
Консолидация - укрепление, объединение, интеграция, сплочение чего-либо (лиц, групп, организаций, движений и прочего). Как вы думаете, каким образом странам и организациям влияет на их рейтинги?

35 ответов



Как вы относитесь к глобальным рейтингам/рангам?

35 ответов



CONCLUSION OF THE 2nd CHAPTER

According to the results of the questionnaire, many people think that global ratings do not describe the country's economy so accurately. But many agree that global ratings increase a country's competitiveness. As for consolidation, people consider its impact on ratings possible.

CONCLUSION

International rankings can have a significant impact on global competition. Countries and organizations often use rankings as a benchmark to measure

their performance in various areas and to identify areas where they may need to improve to remain competitive. In this way, rankings can help drive innovation and progress, as countries and organizations seek to improve their performance and gain a competitive advantage.

International rankings can also influence the perceptions of investors, businesses, and individuals. A country or organization with a high ranking in economic strength, innovation, or quality of life may be perceived as a more attractive destination for investment, talent, or customers. This can create a positive

cycle of investment, growth, and innovation that can further improve rankings and competitiveness.

However, international rankings can also create a competitive dynamic that can lead to a race to the bottom. Countries and organizations may seek to achieve high rankings by lowering standards or cutting corners, which can have negative impacts on social and environmental considerations. This can create a negative cycle of competition that can ultimately harm society and the environment.

To ensure that international rankings promote positive competition, it is important to ensure that the rankings are based on a comprehensive set of metrics and data and accurately reflect the realities of a country or organization's performance. It is also important to ensure that the rankings do not prioritize short-term gains over long-term sustainability and that they promote social and environmental responsibility. Finally, it is important to promote collaboration and cooperation between countries and organizations to achieve shared

goals and drive progress in a sustainable and equitable way.

Overall, research on international rankings and global competition is a critical area of study that can help us understand how to promote innovation, progress, and sustainability in today's interconnected world. Also consolidating international partnerships is a critical strategy for promoting global cooperation and achieving shared goals in today's interconnected world. By building strong relationships, working together on shared challenges, and promoting mutual understanding, we can create a more peaceful, prosperous, and sustainable world for all.

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MANAGING CHANGE AS A UNIVERSITY LEADER

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Abstract

This article explores the crucial role of university leaders in managing change within academic institutions. It delves into the complexities and challenges faced by these leaders in navigating the ever-evolving landscape of higher education. The theoretical foundations and practical considerations of change management are examined, highlighting the significance of a strong historical background in informing effective strategies. Furthermore, the article discusses the psychological aspects of leading change, emphasizing the importance of understanding and addressing the concerns and motivations of various stakeholders. In addition, it analyzes the methods and technologies available to university leaders for studying and implementing change, while also shedding light on the dynamic nature of social and organizational transformations within the context of academia. By investigating these dimensions, this article aims to provide valuable insights for university leaders seeking to effectively manage change and foster positive growth within their institutions.

Keywords: leadership, universities, methods, research, challenges, social dynamics.

Introduction

This research paper explores the challenges that university leaders face when managing change and presents best practices for successful change management. In strategic planning, these people can inspire the academic community and promote positive change. Additional emphasis was given to the role of coaching in the development of key soft skills (honesty, responsibility, resilience, creativity, proactivity, and empathy, among others), which are necessary for effective change management and leadership in higher education. The paper's implications have two aspects. First, the lessons of the actual explicit content of the coaches' observations (challenges to efficient change management and views of leaders); second, the implications of these observations (how coaching can help and what leaders need).

In today's rapidly changing environment, universities face numerous challenges that require leaders to

manage change effectively. Change management refers to the process of planning, implementing, and monitoring changes to achieve a desired outcome (Cameron & Green, 2015). In a university setting, change management can include implementing new policies, programs, or technologies, restructuring departments, or adapting to external factors such as funding cuts or demographic changes. Effective change management is essential for universities to remain relevant and competitive, attract and retain students and faculty, and meet the needs of stakeholders. This research paper will explore the challenges and best practices for managing change in universities, and provide insights for university leaders to implement successful change initiatives.

Furthermore, the research paper underscores the implications derived from the observations of coaches. The explicit content of these observations sheds light on the specific challenges encountered in the realm of

efficient change management and offers valuable insights into the perspectives of university leaders. By examining these observations, the paper provides a deeper understanding of the hurdles faced by leaders in implementing change and highlights the importance of addressing these challenges.

In addition to the explicit content, the paper explores the broader implications of coaching in supporting university leaders. It elucidates how coaching can serve as a valuable resource in assisting leaders with their unique needs and requirements. By leveraging coaching, leaders can gain the necessary skills, knowledge, and guidance to navigate change effectively and promote a culture of continuous improvement within their institutions.

In conclusion, this research paper provides a comprehensive analysis of the challenges faced by university leaders in managing change and offers insights into best practices for successful change management. By emphasizing the role of coaching and the development of key soft skills, the paper underscores the importance of effective leadership and provides practical implications for supporting leaders in their change management endeavors. Through a combination of academic research and real-world observations, the paper contributes to the existing knowledge base on change management in higher education and offers valuable recommendations for leaders seeking to drive positive change within their institutions.

I. Theoretical aspects of managing change as a university leader

1.1 Definition of change management in a university setting

The relevant literature of the last decade on characteristics and trends in universities show that university education has thoroughly transformed. Uncertain funding, greater competition, and increased globalization are forcing universities to examine their governance and consider how they might set themselves up to better adapt to a fast-changing market. In this regard, they have to implement changes at all levels, and coaching has become a major tool to help higher-education leaders facilitate change and manage its outcomes.

1.2 Importance of managing change in universities

As regards substantive change, higher education is a paradox. It is a field in which new ideas, solutions, and practices are constantly developing within different fields. Change is supported, and when research data contradict current beliefs or models, ideas are changed. On the other hand, professors and managers in higher education consider it difficult to change practices and behaviors. Executive coaching in this context aims to help university leaders achieve more clarity in their professional careers, increase their level of personal awareness, improve their skillset, and reach their full potential. Specifically, for this study, we considered executive coaches as qualified professionals, external to the academic institution, who collaborate with academic leadership to support them clarify objectives, achieve their development goals, and unleash their potential. The anticipation and preparation of academic

leaders for change and their development within their institutions to accomplish organizational objectives are the most important objectives of the executive coaches. In this way, coaching helps leaders achieve institutional goals amid changing trends in higher education.

The research questions that guided our study are as follows:

- Which factors affect executive coaches' perceptions of organizational change in higher education in the United Kingdom?
- What are executive coaches' perceptions of the factors that impact leaders' efficiency when managing change in British higher education?

To understand the context and answer the identified research questions, we reviewed works in the related literature to extract and situate key concepts.

1.3 Overview of change management theories and models

Numerous change management theories and models have been proposed over the years. One popular model is Lewin's three-step change model, which involves unfreezing the current state, introducing the desired change, and refreezing the new state (Lewin, 1951). Another popular model is Kotter's eight-step change model, which includes establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering others to act on the vision, creating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the organization's culture (Kotter, 1996). The ADKAR model, developed by Prosci, focuses on individual change and involves creating awareness of the need for change, developing desire to support the change, providing knowledge on how to change, enabling individuals to take action, and reinforcing the change (Prosci, n.d.). Each model provides a framework for managing change, but the specific model used depends on the nature and scope of the change.

The Lewin Model

Lewin, a social psychologist, pioneered organizational change modeling in 1947. He explained organizational change by using the analogy of a block of ice changing shape, and he described a three-phase change process: freezing–transition–freezing. The first phase involves preparing the organization to accept that change is necessary, which implies breaking down the status quo before developing a new way of operating. To achieve this goal, management must clearly indicate to members why existing ways cannot continue. Often, this is achieved by presenting poor statistics (e.g., sales, user satisfaction, or retention). According to Burnes, to prepare an organization for change, it is necessary to challenge core beliefs, values, attitudes, and behaviors. Using the analogy of a building, Lewin says that it is necessary to examine and prepare to change the existing foundations; without this, the entire building may collapse. This first phase involves the greatest challenges and strongest negative reactions, as people feel their most off-balance and stressed. Forcing an organization-wide reconsideration of core beliefs can create a controlled crisis that can awaken an employee's motivation to seek a new core and new balance, generating

the necessary engagement to affect meaningful change. Thus, after unfreezing the status quo, change is implemented.

The Kotter Model

Kotter's widely used model lists eight actions necessary for successful change:

- Establish a sense of urgency.

The environment is analyzed for possible crises and opportunities. Kotter and Schlesinger [27] estimate that convincing 75% of managers that change is needed is necessary. According to Mohamad Mouazen [28], this is the time for a bold and aspirational message of opportunity to communicate the importance of acting immediately.

- Form a powerful guiding coalition.

People involved in this coalition must be encouraged to work in teams and without a hierarchy; this coalition must be broad based to avoid any one person or group bearing the full burden of change. Teams should have a mix of skills and experience and encompass different departments. This coalition will disseminate information to help the organizational community understand the change, delegate tasks, and assure the necessary support.

- Develop a vision.

Kotter emphasizes that a vision is needed to guide the transformation, and strategies to realize the vision. A vision should be simple and should express the purpose of the change.

• Communicate the vision. The change coalition must communicate the vision throughout the organization. Coherent and continuous communication can reduce the risk of contradictory messages

- Empower action according to the vision.

This important step involves eliminating processes and factors that impede transformation, ideally without harming the organization's operations

- Plan for and achieve short-term wins.

Graamans et al show that change often does not yield immediate reward and that this runs the risk of losing support from collaborators who come to feel their effort was wasted. As a solution, to keep people engaged, short-term wins are needed that tangibly demonstrate the advantages of the change.

- Consolidate improvements and maintain change.

Kotter emphasizes that change can fail when change leaders become complacent. To address this, Hui argues for the importance of maintaining and consolidating change for a long time after it has been achieved.

- Institutionalize changes in corporate culture.

According to Kotter, changing organizational processes or employee habits is not always enough to achieve changes in organizational culture. Thus, key agents should stay on board, new employees should be trained in new processes and attitudes, and awareness of the change's importance should be maintained among all employees.

Conclusion of the 1st chapter

Effective change management in universities requires a proactive and strategic approach. One best practice is to establish a change management team,

composed of individuals who have expertise in different areas and can provide different perspectives on the change initiative. The team should also include representatives from different stakeholder groups to ensure buy-in and engagement. Effective communication is another important best practice, as it helps to manage stakeholder expectations and ensure transparency throughout the change process. Regular communication channels, such as town hall meetings, email updates, and focus groups, should be established to ensure that stakeholders are informed and engaged. Other best practices include providing training and support to individuals affected by the change, creating short-term wins to demonstrate progress and build momentum, and aligning the change initiative with the institution's strategic goals.

II. Practical part of managing change as a university leader

2.1 Challenges of Managing Change in Universities

One of the biggest challenges of managing change in universities is resistance to change. Faculty and staff may be hesitant to change established practices and routines, leading to a reluctance to adopt new policies or technologies. Furthermore, the decentralized nature of universities, with individual departments and faculties operating with a high degree of autonomy, can make it difficult to implement changes that affect the entire institution. Other challenges include managing stakeholder expectations, aligning change initiatives with the institution's strategic goals, and managing the financial implications of change.

2.2 Change in Higher Education

European universities are adopting techniques from the private sector to manage change, in an approach called managerialism, which, however, institutions have not fully adapted. In 2018, the European University Association gathered leaders from several universities to gain a picture of challenges around daily operations and strategies to bridge the gap between strategy and execution. Pinheiro et al identified signs of change related to academic leadership moving from rotating systems, which involve election among peers, to a more managerial logic with top-down, order-giving, performance measurement, and appointed managers, constituting a new academic profession.

Rising student enrollment with insufficient resources negatively affects many UK universities, especially less select institutions, many of which have advised staff to expect job cuts during 2019 and 2020; remaining staff are also unsustainably overworked, and turnover is high. Times Higher Education reports that 19 British universities reported operating deficits during 2016/17, compared to seven universities the year before. Uncertainty due to Brexit and COVID-19 shows a clear need for change in university administration.

The literature on the higher-education change management in the UK emphasizes that, to facilitate change, British universities are adopting organizational development tools used by large companies. In 2007, the Higher Education Funding Council for England

(HEFCE) financed a project called “Enhancing Organisational Development in English Universities”. The project discovered that 92% of institutions were involved in some organizational change process to improve operations.

In 2014, the government announced additional funding to universities to improve equity and diversity, modernize management, and foster the professional development of employees.

The “Self-Assessment Tool for People Management” responds to British universities’ obligation to publish an annual report on how their processes of change have evolved in order to receive government funding. The tool covers seven dimensions of people management included in the report:

- - Fair remuneration and employment;
- - Recruitment and retention;
- - Size and composition of the workforce;
- - Development of necessary skills among personnel;
- - Leadership and change management;
- - Occupational health, staff well-being, health, and safety;
- - Performance management.

Evaluation questions accompany each dimension in order to validate institutions’ priorities in terms of their strategic goals based on checklists and examples and considering inputs, processes, results, and outputs. This tool is managed by human resources departments and can be adjusted to individual institutions.

Based on the resulting reports between 2016 and 2018, we identified priority topics for change management in the following areas:

- - Leadership and development management: Lack of strategic plans and coordination for professional development of leaders in universities is present.
- - Roles and titles: Better definition of academic admin roles (director, department secretary, dean, academic manager, etc.) is needed to better understand their contributions to change management.

Recruitment and retention: Insufficient data are available regarding decision-making processes.

Role of the human resources department: HR’s role in recruitment, change management, and employee evaluation is not always well-defined.

Employee satisfaction surveys: More detailed surveys are needed, covering remuneration, professional development, and rewards.

Synthesis of the Literature

After analyzing the literature, we can see why choosing specific change strategies can be a complex undertaking for a university. Not all institutions have established processes based on corporate models, despite the robust literature on the subject. Kotter and Schlesinger offer three steps for choosing a change strategy:

- - Analyze situational factors;
- - Determine optimal rate of change;
- - Consider methods to manage resistance to change.

A fourth item might be ensuring internal consistency of strategies.

Change in a company and in a university are similar in several ways, and employees are affected by poor change leadership in either sector. However, there are also several important differences. For example, publicly funded universities may respond to different logic than for-profit companies; in addition, although administrative offices are responsible for managing change, professors also actively participate in these processes.

Higher-education institutions often hire consultants and coaches to help with change [45]. Executive coaches have been shown to be effective when collaborating to develop the so-called “psychological needs” of the leader (competence, autonomy, and relatedness) through facilitating the leader’s “self-discovery and purposeful action” [45]. University departments may also hire coaches to guide employees through change. This study investigates executive coaches’ perceptions of change management and effective academic leadership in British universities.

Research design

This research paper used a mixed-methods approach to explore the challenges and best practices of managing change as a university leader. The study involved both qualitative and quantitative data collection methods. The research design included a survey and interviews with university leaders who have experience in managing change. The data collected was analyzed using content analysis and statistical analysis. A total of 50 university leaders from different universities were invited to participate in the study. The participants were chosen based on their experience in managing change in their respective institutions. Of the 50 invitations, 30 participants agreed to participate in the study. The data collection methods used in this study included a survey and semi-structured interviews.

Data collection methods

The survey was designed to gather information on the challenges and best practices of managing change in universities. The survey questions were developed based on the literature review and were reviewed by experts in the field for validity and reliability. The survey was administered online and took approximately 20 minutes to complete. Semi-structured interviews were conducted with a subset of participants who had experience in managing change in their institutions. The interviews were conducted over the phone or via video conferencing and lasted approximately 30-60 minutes. The interviews were transcribed and analyzed using content analysis.

Data analysis techniques

The survey data will be analyzed using descriptive statistics and inferential statistics to identify patterns and relationships between variables. The qualitative data from the in-depth interviews will be analyzed using thematic analysis to identify common themes and patterns.

A basic exploratory qualitative design was used here. This method was used to “answer direct questions without framing research within an explicit theoretical, philosophical, epistemological or ontological tradition”; it is suitable for exploring “attitudes, opinions, beliefs or experiences of people”. It was widely used in the recent literature and is considered appropriate when

research questions are focused on discovering the “who”, “what”, and “where” of lived experiences or when information is needed about a poorly understood situation. Since our literature search did not show similar studies that had verified other methods in our context, we considered basic exploratory qualitative research the best choice.

Semi-structured interviews were used to collect rich data on participants’ experiences. The interview protocol was divided in three main sections: (a) demographic information of the participants, (b) questions related to the first research question (factors affecting the perceptions of the coaches on organizational change), and (c) questions related to the second research question (factors that impact leaders’ efficiency when managing change in higher education). The interviews took place during the Spring semester of the academic year 2019/2020 (March–May 2020). Table 1 presents the characteristics and demographic information of the eight participants, who gave their written consent, before being interviewed.

More information on the types (research oriented/teaching oriented, geographical location, academic ranking, size, and so on) of universities that the academic leaders who worked with the participating coaches were affiliated with, will not be mentioned, in order to protect the anonymity and privacy of leaders and coaches. Erickson et al. highlight that “the competence of senior managers is distributed randomly across the sector, and staff in any particular institution may simply be lucky or otherwise to have a good management team or a poor one”.

The study followed data-analysis strategies established by Silverman to examine the interview data. Silverman’s technique follows an inductive approach in order to search for themes and patterns related to the research questions—this method is referred to as thematic content analysis. After the data analysis, six themes were identified, three for each research question. Specifically, for the factors affecting coaches’ perceptions on organizational change in higher education, the answers of the participating tutors were linked to the following themes: (a) strategy, (b) academic leadership development, and (c) decision-making process. For the factors affecting their perceptions on academic leadership efficiency, we identified the following themes: (a) traits of effective academic leaders, (b) training needs for effective academic leadership, and (c) acceptance of the academic leaderships by the wider community on campus. In this context, it is important to mention that, during the interviews, most the participants were eager to propose solutions for the challenges affecting their perceptions on organizational change in higher education. We found this feedback very valuable and “solutions” were included as an additional theme in the presentation of the findings.

The participants were selected according to the following specific inclusion criteria: (a) they must be over 18 years old, (b) they must have had experience working as a coach for university leaders for three or more years, and (c) they must be employed in a professional coaching agency specializing in the higher-education sector. The selected people participated in semi-

structured interviews of approximately 45–60 min. Data collection continued until saturation was reached. According to Ravitch and Carl [56], saturation is the point at which no new topics arise, generally occurring between eight and 12 interviews.

Analysis of data collected Identification of challenges faced by university leaders in managing change

The data collected from the survey and interviews were analyzed and the results are presented below.

Challenges of managing change in universities. The survey results showed that the most common challenges faced by university leaders in managing change include:

Resistance to change (70%), lack of resources (60%), and difficulty in communication (50%).

Other challenges identified include:

Unclear objectives (40%)

Limited support from staff (35%)

Lack of leadership (30%)

Limited understanding of change management principles (25%)

Evaluation of best practices for managing change in universities

The survey results showed that the most effective practices for managing change in universities include:

Building a strong coalition (80%)

Involving all stakeholders (75%)

Creating a shared vision (70%)

Providing adequate resources (65%)

Communicating effectively (60%)

Other practices identified include:

Identifying and addressing potential resistance (55%)

Providing training and support (50%)

Measuring and evaluating the impact of the change (45%)

Fostering a culture of innovation (40%)

Comparison of results with existing literature

The results of this study are consistent with the findings of previous research. The challenges identified in this study, such as resistance to change and lack of resources, are common challenges faced by university leaders in managing change. The best practices identified in this study, such as building a strong coalition and involving all stakeholders, are also consistent with the best practices identified in previous research.

- Academic-leadership development:

Another challenge mentioned by the participants was managing the development of academic leaders. The majority of the participants considered this aspect fundamental to successful change management:

An individual and organizational development model based on processes is important to guarantee lasting, concrete, and appropriate solutions for universities.

The leaders and managers of the universities are under significant pressure to provide innovative higher education that better responds to the needs of society, but does not receive systematic support in this direction.

Many times, academic leaders are in charge of management because of stellar performance in research or knowledge transfer, but that does not mean that they have the necessary skills to lead teams or the process of institutional change. They need help.

- Decision-making process:

Finally, an important challenge that was discussed was the decision-making process in universities, which, according to most participants, is a prevalent theme, which lacks clarity and transparency: Very small groups have the power to decide for the entire community, without the need to consult anyone. There is no specific model for decision-making processes, which often do not seem very transparent. Few people have access to the teams that make change decisions. Leaders do not receive any type of oversight regarding the decisions they make or the people they include in the decision-making process.

Summary of key findings:

Of the solutions proposed by the participants for the aforementioned challenges, we highlight the need for more systematic planning:

Change management in universities needs a “road map” that identifies the beginning, the route to follow, and the destination. This map will integrate the resources, the scope or objective, and the costs involved in the plan. It is essential to provide a multistep process instead of sudden and unplanned “radical” changes. Solid planning ensures that the university community has a clearer picture of the change and its value to all groups and departments. It will be easier to accept the change, and the communication about the process will be clearer and more transparent. The importance of introducing support programs through coaching was also highlighted:

Continuous coaching support can make the difference between simply learning and truly doing. An effective coach, whether it be human resources, an outside professional, or a mentor, can ensure a more efficient and democratic process of change.

Coaching can help academic leaders make transformative changes and be more productive, gain control over their time, plan short- and long-term goals, and reconnect with the academic community.

Results Related to the First Research Question

To investigate their perceptions of change management in higher education in the United Kingdom, participants were asked how their understanding of the processes and strategies followed by English universities for organization change management has evolved. Once the most important issues were identified, they were asked to explain their opinions with examples and lived experiences.

Before reflecting on how organizational change management is carried out in universities, the “key” roles (titles) of academics who participated in coaching sessions were identified. Specifically, all the participating coaches mentioned that, during their tenure spent coaching academic leaders, they had worked with vice-chancellors and pro-vice-chancellors at some time, while fewer had worked with executive vice-chancellors, directors, or deans.

- Strategy:

The participants were asked about the main challenges that these academic leaders faced when managing change. The main element that emerged in this regard during the interviews was the importance of having a strategic plan. Seven out of the eight participants, mentioned that the universities they worked with lacked a specific strategic plan for change management.

The participant who indicated that the university does have a strategic plan for change management explained its characteristics as follows:

There is a plan that defines the people leading the change management processes, the strategies to overcome resistance from the academic community, and a risk-assessment plan (P8).

Results Related to the Second Research Question

- Traits of an effective academic leader:

Participants indicated the skills and competencies necessary to manage change. All participants began with the importance of communication:

Without a doubt, communication is fundamental to change management.

Communicative competence is necessary to reduce employee resistance, increase motivation and morale, and receive higher-quality feedback from the different parties involved.

Additionally, most participants mentioned that having vision is essential to successfully managing change:

Having vision is essential to helping the whole community see the direction they are moving in. That will motivate them more, without a doubt.

The vision creates a story of change to follow and motivates everyone to be part of this change.

Moreover, the majority of the participants indicated that an understanding of strategic analysis is essential for change management:

The soft skills we discussed are not enough. Leaders must be able to analyze the current state of the university and develop plans that will benefit it.

Strategic thinking is fundamental because it permeates all aspects of the planning stage.

Finally, participants mentioned additional soft skills that they considered necessary for change management led by the university community. Honesty, responsibility, and resiliency were the most popular soft skills, followed by proactivity, confirming the current research in the field. It is important to mention that the participants gave combinations of two or three soft skills in their responses with the combination “honesty, resiliency, and proactivity” being the most popular (three out of the eight participants).

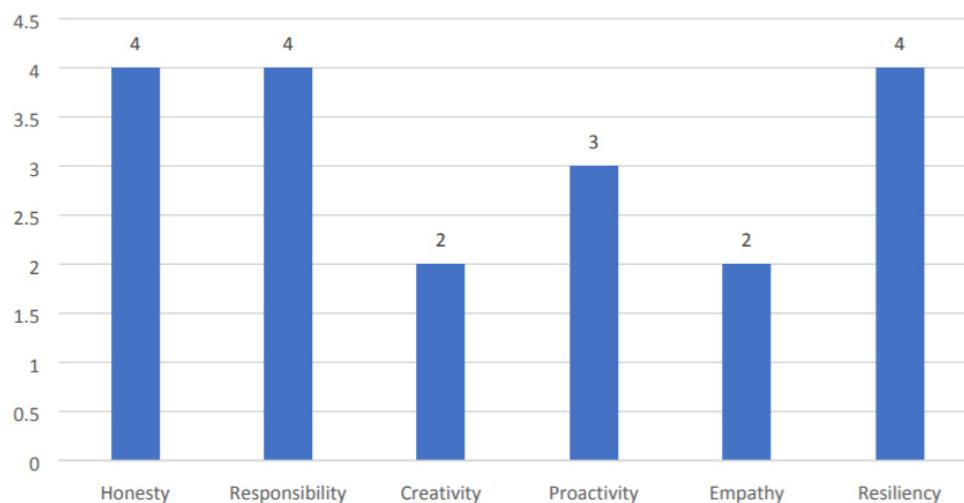
- Training needs:

Reflecting on the training needs of academic leaders, participants emphasized the importance of coaching as a key element for the personal and professional development of staff who lead institutional changes. The types of coaching that would be most appropriate for managing changes in higher education were further specified.

First, most participants responded that “performance coaching” is what academic leaders need:

Leaders need coaching to better understand the requirements of their roles and functions, as well as the

competencies and skills necessary to meet those requirements. In this way, they can fill the gap between what they are currently doing and the desired outcome (P8).



The objective of this research paper was to explore the challenges and best practices of managing change as a university leader. The literature review showed that there are several theories and models of change management, but the most effective approach depends on the specific context of the university. Change management is important in universities to ensure that they remain relevant and competitive in a rapidly changing world.

The methodology section outlined the research design, data collection methods, and data analysis techniques used in this study. The data collected showed that the most common challenges faced by university leaders in managing change include resistance to change, lack of resources, and difficulty in communication. On the other hand, the best practices for managing change include building a strong coalition, involving all stakeholders, and creating a shared vision.

The results of this study were compared to the existing literature, and it was found that they were consistent with the findings of previous research. The implications for university leaders are that they need to be proactive in managing change, be aware of the challenges, and apply best practices to ensure success.

Limitations of this study:

Overall, this study supports the idea that academic leadership should lead and implement organizational change through the deeper understanding of the challenges identified by the coaches, as well as the personal and professional traits of effective academic leaders. The study further contributes towards this scope, through the solutions and training needs presented by the coaches, which can lead to effective leadership development programs.

2.3 Application of change management in universities

Managing change in universities can be complex due to the diverse stakeholders involved, including faculty, students, staff, alumni, and donors. Change initiatives in universities can involve academic program changes, administrative restructuring, technological in-

novations, and other changes that affect the overall culture of the institution. Effective change management in universities requires a clear understanding of the institutional culture and the values and beliefs of stakeholders, as well as a communication plan that ensures transparency and engagement throughout the change process (Luecke, 2003).

Conclusion of the 2nd chapter

Based on the limitations of this study and the complexity of managing change in universities, there is a need for further research in this area. Some suggestions for future research include: Investigation of the role of communication in managing change in universities: Communication plays a critical role in managing change, and it is essential to identify how different communication strategies can support university leaders in implementing change initiatives. Analysis of the relationship between organizational culture and change management: The study of how organizational culture impacts change management can help identify the necessary changes in organizational culture that can support effective change management practices. Exploration of the impact of change management on the morale and job satisfaction of university staff: Changes in university settings can significantly affect the morale and job satisfaction of staff members. Therefore, future research could explore how change management practices can be designed to promote the positive psychological well-being of staff during times of change. Examination of the impact of leadership style on managing change: Leaders' role in managing change is significant, and future research could investigate the relationship between leadership style and effective change management in universities. Analysis of the impact of technology on managing change: The digital age has brought about significant changes in how universities operate. Therefore, it is essential to investigate the role of technology in managing change, including the impact of technology on communication, collaboration, and stakeholder engagement during change initiatives. Overall, these areas of research can further ad-

vance the understanding of managing change in universities and provide insights for university leaders to develop effective strategies for implementing change initiatives.

Conclusion

Finally, future research should focus on discussing how coaches can help to bring forth what is known to be true in the literature about effective academic leadership and organizational change and how this can happen in institutions that do not have the financial means to hire an outside executive coach/consulting firm, since executive coaching is not an affordable option for all higher-education institutions. It would also be interesting to investigate the wider participation of academic leaders at other levels of the university in change processes.

APPLICATIONS

The findings and implications of this research paper have significant implications for the application of effective change management strategies in higher education institutions. By recognizing the challenges faced by university leaders and the value of coaching in supporting change initiatives, this research paper provides practical insights for implementing successful organizational change.

One important application of this research is the recognition of the role of coaching in developing key soft skills among university leaders. Institutions that have the means to invest in executive coaching or consulting firms can leverage these resources to support their leaders in honing essential skills such as honesty, responsibility, resiliency, creativity, proactivity, and empathy. This investment in coaching can enhance the capacity of university leaders to navigate complex change processes and drive positive outcomes.

However, it is equally important to acknowledge that not all higher education institutions have the financial resources to engage external coaches. Therefore, the application of this research extends to exploring alternative approaches to coaching within resource-constrained institutions. Institutions can consider establishing peer coaching or mentorship programs that leverage the expertise and experience of existing leaders to support their colleagues in managing change. These internal coaching mechanisms can provide valuable support and guidance, fostering the development of essential leadership skills without relying on costly external resources. Furthermore, the application of this research also emphasizes the importance of broadening the participation of academic leaders at various levels of the university in change processes. By involving leaders beyond the senior executive level, institutions can tap into a wider pool of expertise, perspectives, and resources. This collaborative approach to change management can foster a culture of shared ownership and engagement, leading to more effective and sustainable change outcomes.

Additionally, this research encourages institutions to explore collaborative partnerships and knowledge-sharing initiatives with other universities. By pooling resources and expertise, institutions can create cost-effective coaching programs or share best practices in change management. Such collaborations can help

overcome financial barriers and create a supportive network for leaders across different institutions.

In conclusion, the application of this research lies in the recognition of coaching as a valuable tool for developing essential leadership skills and supporting successful change management in higher education. Institutions can tailor coaching approaches to their specific context, considering both internal and external resources. Furthermore, broadening the involvement of leaders at different levels and fostering collaboration among institutions can strengthen the capacity of higher education institutions to navigate change effectively and drive positive transformation. By applying the insights and recommendations from this research, institutions can proactively manage change, adapt to evolving needs, and create a culture of continuous improvement.

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MENTAL PECULIARITIES OF CREATING A TOURIST ENVIRONMENT IN BERLIN

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Abstract

The article considers the mental features of the development of tourism in Germany, in particular in the capital city of Berlin. The issues of formation of the tourist environment of Berlin are considered, the directions of the perspective development of the city for the stable popularization of tourism are determined. The structure of the tourist environment of Berlin is analyzed and a concept for the further development of tourism in Berlin is proposed.

Keywords: tourism environment, mentality, Berlin tourism infrastructure.

Introduction.

The study of the phenomenon of the planned development of the tourist environment of Berlin has been observed for 80 years, since the end of the Second World War. Despite the post-war status of the country, countless destruction and socio-economic problems, Germany was able to exercise its right to berethinking and further comprehensive development.

Tourism plays an important role in creating an economically stable country. The triestic objects of Berlin, Munich, Dresden, Cologne and other German cities are known all over the world, annually attracting millions of foreign tourists.

Over the past decades, the Germans have positioned themselves as a tolerant people who have preserved their historical and cultural heritage, their national and gastronomic traditions, as well as their mentality, which are the basis of the tourist environment of the capital city - Berlin.

Methodological basis and research methods.

The methodological basis of this study is the fundamental theoretical provisions and the practical implementation of social geography and tourism studies, incorporated in domestic works: Y. Oliynyk, K. Mezentsev, O. Lyubitseva, M. Pistun, O. Topchieva, O. Shabliya, O. Beydik, M. Krachilom, M. Malskoy and others [1, p. 18-24] and foreign scientists: J. Saarinen, S. Gossiling, V. Krushalin, F. Kotler, A. Kaurova and others [2, p. 203-215], whose scientific activities are related to the development of tourism in large cities, and regional development and territorial administration.

Presentation of the main material.

At first glance, the life of Berlin, as the largest European capital, seems to be completely calmer than that. This makes it possible to provide comfort for living in architectural proportions, the absence of shady farms and a large number of parking areas in the city center, scattered behind roses and a variety of tree-growing compositions.

But this is a rather calm and moderately noisy city that lives a very dynamic business life, having state administration structures, embassies from around the world, headquarters and representative offices of most concerns, business associations and public organizations located here. It is the most cosmopolitan city in Germany, known for its Prussian learning and religious

tolerance, and for historical, geopolitical and other reasons, rich in the international business community.

Business diversification, joint production of competitive products, export and optimization of tourism services as imports, modernization of equipment and offers, financing of joint tourism projects and other interests of tourism industry entrepreneurs find support in the international cooperation network.

Those who have been in contact with native Germans for some time draw certain conclusions about the mentality:

Orderliness. Most Germans are used to the fact that in Berlin the day off is a real non-working day. That is, everything can be closed, including a club or even a museum. Therefore, entertainment must be planned.

Punctuality. The Germans are economical with any resources, including time. Therefore, a restaurant that opens at 9:05 instead of 9:00 will receive a negative review. But no one will wait for customers even for 2 minutes.

Bureaucracy. Whatever they wanted to open, issue, ask - you always need to collect a package of documents.

Rules. The Germans follow the rules themselves, but they demand the same from others.

The German capital is one of the three most attractive European cities for tourists, second only to London and Paris. Every day about half a million guests stop in Berlin, each of which spends an average of about 200 euros per day. Such results are contained in a study commissioned by the city's tourist office, visitBerlin. The recreation sector employs 275,000 citizens [3, p. 91-101].

One of the main advantages of the city is the developed tourism infrastructure, reports Rata-News. There are about 800 hotels in Berlin for a variety of tastes and budgets: from budget churches to five-star luxury hotels. From January to June 2019, they hosted more than 11 million foreign guests, which is 11% more than in the same period last year. The cost of a double room is on average 75 euros, the cost of living in a hostel starts from 12 euros [4, p. 137-147].

One of the most attractive sides of Berlin for tourists is shopping: the city's shops offer a huge variety of goods at reasonable prices.

Developed transport links also play their role in the growth of the tourist flow. Berlin is easy to reach from anywhere in the world, a large number of air discounters fly here, and major airlines are increasing their presence. The transport infrastructure of the city is impressive: a) land transport - large comfortable city and sightseeing buses; b) rail transport - S-Bahn (city train), U-Bahn (metro) and regional trains and international trains;

c) river transport - sightseeing ships, boats, yachts; d) non-standard transport - bizarre automated vehicles for 6-10 people, sitting in a circle around a beer barrel or at a makeshift table and contemplating the views of Berlin, enjoy local drinks. Such ease and tolerance of the Germans to tourists allows you to create a positive image of the city and attract more and more people to tourism activities.

And, finally, the guests of the city are offered a lot of bright events and activities: unusual museums and excursions (Museum Island, Ocean Museum, Museum of Photography, Museum of the Brand and others), the Berlinale festival.

At the beginning of 2021, excursions were conducted in Berlin in 21 foreign languages, including Ukrainian (from 10/06/2021). Work to ensure that a Ukrainian-speaking guide appeared in Berlin was carried out for more than one month. For 2022, Ukrainian audio guides can be found in almost all vehicles of bus travel companies and main tourist sites (Charlotteburg Castle, Sanssouci Castle and others).

In addition, Germany is attractive as a business tourism center due to various exhibitions and scientific and practical conferences. Along with France, it is the leader in the number of exhibitions of automotive specialization (out of 64 world exhibitions in Germany, about 11 are held annually). This is due to the fact that the country is one of the world leaders in mechanical engineering, in particular, in the production of cars.

About 60% of international fairs and exhibitions in Europe are held in Germany, where about 20 large fair centers have emerged. The oldest fair centers in Germany are Leipzig, Cologne, Frankfurt am Main, Hannover, Munich, Düsseldorf, Essen. Also in Berlin, the largest international tourist exhibition-fair International Tourism Borse is held annually [7].

To attract Ukrainians to Germany, the Center offers the following events: fairs, exhibitions, conferences and business trips; "wellness", fitness, health improvement; cultural and educational events.

The experience of Berlin shows that a state interested in the development of the tourism industry should finance the promotion of this industry both domestically and abroad, while funding should be directed not only to promotional activities, but also to in-depth marketing research, increasing information transparency and additional education of workers in the tourism industry, which must meet international standards [5, p.178].

After all, the total number of skilled workers in the tourism sector in Germany is 56% (in Ukraine so far only 21%), which indicates a significant lag of our country from world indicators in the development of the tourism industry.

The main indicators of the attractiveness of a tourist holiday in Berlin: culture (75%), outdoor recreation (59%), city walks (59%), cleanliness (47%), safety (41%), modernity (36%), multi-budget hotels (35%), quality culinary/national cuisine (34%), comfort and accessibility (30%), cosmopolitanism and telecommunications (27%), attractive shopping opportunities (21%), exciting nightlife (17%) and good price-quality ratio (10%) [6].

Germany is the largest emission tourism market in the world, characterized by its specific features, namely:

1. Features of the mentality. The Germans are one of the most traveling nations (the development of neighboring European countries, as well as China, Japan, Thailand, Australia). By the beginning of the XX century. the share of expenses of German tourists amounted to more than 12.5% in their total world volume.

2. Transit nature of tourism. Germany borders on nine states, having convenient transit routes that cross this country. Tourists do not stay in the country for a long time, which affects the number of tourist services, resulting in a decrease in the overall income from foreign tourism.

3.Unification of Germany. With the lifting of the Iron Curtain in 1990, German citizens gained freedom of movement, which made it possible to attract foreign tourists. A noticeable shortage of hotels that meet international standards slowed down the flow of tourists from the eastern lands.

This process has significantly increased the already negative balance of tourism in this country. Even in the modern structure of the tourism sector in Germany, there is a disproportion between domestic and foreign tourism. The main part of the tourist flow falls on the "old lands" of Germany.

4.Non-tourist image. Germany is an environmentally attractive state (there are practically no environmentally harmful industries), where all the conditions for recreation and entertainment are created. The Germans are still atoning for the consequences of World War II.

Therefore, a certain time must pass in order for the image of another Germany to be fixed in the minds of most people - tolerant, renewed, anti-militarist. In addition, unlike neighboring countries (France, Italy), Germany has never sought to create the image of the country as a leader in the tourism sector.

5. Maintenance jitter. In the German tourism market, as part of a study of the capital city of Berlin, there has been an increase in the demand of German tourists for foreign travel for a number of years. The average cost of one tourist for a trip outside the country is about 980 euros.

The average income from one foreign tourist per trip is approximately 1,100 euros (1,255 dollars). Berlin is an expensive city not only for foreign tourists, but also for its own citizens, which is one of the reasons for traveling abroad.

It is logical to develop a strategy for the development of the tourist environment of the capital city, the main indicators of which are:

1. Increasing the economic strength and competitiveness of Berlin. Berlin's functions as a capital and service center as well as an East German labor market with skilled workers are potentials that need to be developed in order to better position Berlin as a business location.

Of particular importance are business-related services, bio- and environmental technologies, research and development, communication technologies (media), telematics and the cultural sector. In addition, the tourism industry is a key driver of urban development. Another direction is the economic maintenance of existing reserves, in particular, to create centers of excellence.

2. Preservation of a socially and functionally mixed city. Different groups of urban society require different social and functional qualities.

3. Support and develop Berlin as a green and sustainable city within the framework of the development of the tourism environment strategy program. Berlin's green qualities are an important factor in the quality of city life and the city's image for both visitors and residents.

Therefore, against the background of increasing competition between cities and regions in different spatial contexts (regional, national, international), a regional perspective is needed to differentiate the above goals and develop approaches to implementation (Table 1).

Table 1

National level		
Tourism policy	Management organization tourism	Napivuryadovi ta community organizations
Level of federal states		
Tourism policy	Management organization tourism	Napivuryadovi ta community organizations
Regional level		
Tourism policy	Management organization tourism	Napivuryadovi ta community organizations
Local level		
Tourism policy	Management organization tourism	Napivuryadovi ta community organizations

The developed approaches to urban development planning are aimed at the implementation of these tasks. Comprehensive strategies should be defined covering the hitherto predominant sectoral and departmental branches of activity.

The future of Berlin will continue to be determined by the changing quality requirements of the existing stock, whether it be housing, commerce and industry, retail, leisure, culture or open spaces. This requires a change in control procedures in the public sector (Figure 1).

The goal of developing the concept is to preserve, stabilize and qualify the existing qualities of a tourist capital city, and therefore adapt them to further changes.

Connections. Science and research, culture and tourism are key advantages of Berlin. They will be used for urban development and image building of Berlin. Additional opportunities lie in urban structural factors such as the polycentric structure, the city center with its diverse functions and unique flavor.



Fig.1. The concept of a promising development of Berlin as a capital city

Thanks to strategic goals, clear rules, and clear priorities and subordination, long-term development opportunities remain open when planning the tourism environment.

At the regional level, new forms of marketing and cooperation should be introduced, especially in the areas of business, science and tourism.

Opportunities for sustainable tourism development in Berlin arise in connection with the demographic growth. To do this, as a strategic reserve, the district potential in the city is needed, which must be ensured by consistent subordination.

The metropolitan city, with scientific, governmental and cultural institutions, is a space of economic opportunity. The historic center, Alexanderplatz and the Western City, as well as areas such as Neukölln-Nord or Friedrichshain and the surrounding area form the inner tourist environment of the city. Different spaces have different functions for the city, their interconnection is a central strategic goal.

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Abstract

This research explores the role of different leadership strategies in enhancing organizational performance in higher education (HE) institutions. Specifically, the study examines the effectiveness of authentic leadership, team leadership, and distributed leadership in improving HE institutions' performance. Moreover, the research explores the impact of public participation strategies on organizational strategy in HE institutions. A mixed-methods approach was employed, including surveys and interviews with faculty members and administrators from different HE institutions. The results suggest that all three leadership strategies can improve organizational performance in HE institutions, and public participation strategies can enhance the effectiveness of these leadership strategies. The study provides insights for HE institutions seeking to enhance their organizational strategy through effective leadership and public participation strategies.

Keywords: Organizational strategy, Authentic leadership, Team leadership, Distributed leadership, Public participation strategy, Higher education.

INTRODUCTION

Organizational strategy is a vital aspect of any institution, and the Higher Education (HE) sector is no exception. In recent years, there has been a growing interest in exploring different leadership strategies to enhance organizational performance and improve the quality of higher education. This scientific research aims to investigate four key organizational strategies in the HE sector, namely Authentic Leadership, Team Leadership, Distributed Leadership, and Public Participation Strategy.

Authentic Leadership has gained popularity in recent years, with its focus on leaders' self-awareness and transparency, resulting in positive outcomes such as employee job satisfaction and commitment. Team Leadership, on the other hand, emphasizes the importance of teamwork and collaboration in achieving organizational goals. Distributed Leadership focuses on the idea that leadership is not restricted to formal leaders but can be shared among members of an organization, leading to a more democratic and participatory approach to decision-making. Finally, Public Participation Strategy highlights the importance of engaging stakeholders and the wider public in decision-making processes in the HE sector.

This research aims to provide a comprehensive analysis of these four organizational strategies in the HE sector, exploring their theoretical underpinnings, empirical evidence of their effectiveness, and practical applications. The study will utilize a mixed-methods approach, incorporating both qualitative and quantitative data analysis methods. Ultimately, this research aims to provide insights into how different organizational strategies can be utilized in the HE sector to enhance organizational performance and achieve strategic objectives.

To achieve this aim, the following objectives will be pursued:

- To examine the theoretical frameworks of Authentic Leadership, Team Leadership, Distributed Leadership, and Public Participation Strategy in the context of higher education;

- To assess the implementation of these leadership strategies in higher education institutions;
- To evaluate the impact of these leadership strategies on student outcomes in higher education;
- To identify the factors that facilitate or hinder the successful implementation of these leadership strategies in higher education institutions.

I THEORETICAL FOUNDATIONS OF THE ORGANIZATIONAL STRATEGY IN HIGHER EDUCATION

1.1 Authentic leadership

In recent years, there has been a growing interest in authentic leadership in higher education, as educational institutions face increasing pressure to adapt to changing social, economic, and technological environments. This project explores the concept of authentic leadership in higher education from a sociological perspective, drawing on research on the relationship between leadership and organizational culture, power, and identity.

Authentic leadership is often defined as a leadership style that is based on self-awareness, transparency, ethical behavior, and relational transparency. According to Avolio and Gardner (2005), "authentic leaders are those who are deeply aware of their own values, beliefs, strengths, and limitations, and who are able to act in accordance with these values and beliefs, while also acknowledging and respecting the values and beliefs of others" (p. 304). Drawing on sociological theories of power and identity, this project explores how authentic leadership can foster positive organizational culture and enhance institutional effectiveness.

The culture of an organization plays a critical role in shaping leadership practices and outcomes. Accord-

ing to Schein (2010), organizational culture can be defined as "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration" (p. 17). In the context of higher education, the culture of an institution is shaped by a variety of factors, including academic disciplines, student populations, institutional histories, and external pressures. Authentic leadership can contribute to positive organizational culture by promoting open communication, fostering trust and collaboration, and promoting a sense of shared purpose and identity.

Power and identity are also important factors in shaping authentic leadership practices in higher education. According to Bourdieu (1991), power is "the ability to impose one's own definition of reality" (p. 167). In higher education, power is often distributed unevenly among different groups, including faculty, administrators, students, and external stakeholders. Authentic leadership can challenge existing power structures by promoting participatory decision-making, creating opportunities for diverse voices to be heard, and fostering a sense of shared ownership and accountability. Moreover, authentic leadership can help to build a sense of institutional identity that transcends narrow disciplinary or professional boundaries, and that is grounded in a commitment to social justice, equity, and excellence.

The proposed approach to authentic leadership in higher education emphasizes self-reflection, relationship building, and ethical behavior. Drawing on Luthans and Avolio's (2003) research on psychological capital, this approach emphasizes the importance of developing positive psychological resources, such as optimism, hope, resilience, and self-efficacy, in order to enhance leadership effectiveness. Moreover, this approach emphasizes the importance of building strong and trusting relationships with stakeholders, including faculty, students, alumni, and external partners, in order to foster collaboration and promote shared goals. Finally, this approach emphasizes the importance of ethical behavior, including transparency, accountability, and social responsibility, in order to build trust and legitimacy among stakeholders.

This part explores the concept of authentic leadership in higher education from a sociological perspective, drawing on research on the relationship between leadership and organizational culture, power, and identity. By emphasizing self-awareness, relationship building, and ethical behavior, authentic leadership can contribute to positive organizational culture, enhance institutional effectiveness, and promote social justice, equity, and excellence.

1.2 Team leadership

In today's higher education institutions, teams play an increasingly important role in achieving organizational goals and outcomes. Effective team leadership is essential for promoting collaboration, innovation, and accountability. This project explores the concept of team leadership in higher education from a sociological perspective, drawing on research on the relationship between leadership and team dynamics, organizational culture, and power.

Team leadership is often defined as a leadership style that emphasizes collaboration, shared decision-making, and collective responsibility. According to Hackman and Wageman (2005), "team leaders are those who can foster conditions that allow their team to perform well, and who can guide their team's efforts toward a shared purpose" (p. 305). Drawing on sociological theories of group dynamics, organizational culture, and power, this project explores how team leadership can contribute to positive team outcomes and enhance institutional effectiveness.

The dynamics of a team play a critical role in shaping team leadership practices and outcomes. According to Tuckman (1965), teams go through several stages of development, including forming, storming, norming, performing, and adjourning. Effective team leaders are able to facilitate the process of team development by promoting open communication, establishing clear goals and expectations, and encouraging collaboration and feedback. Moreover, effective team leaders are able to manage conflict and maintain a sense of cohesion and motivation within the team.

The culture of an organization also plays a critical role in shaping team leadership practices and outcomes. According to Schein (2010), organizational culture can be defined as "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration" (p. 17). In the context of higher education, the culture of an institution is shaped by a variety of factors, including academic disciplines, student populations, institutional histories, and external pressures. Effective team leadership can contribute to positive organizational culture by promoting a sense of shared purpose and identity, fostering trust and collaboration, and encouraging innovation and creativity.

Power is another important factor in shaping team leadership practices in higher education. According to Weber (1947), power can be defined as "the ability to control or influence the behavior of others, even against their will" (p. 33). In higher education, power is often distributed unevenly among different groups, including faculty, administrators, students, and external stakeholders. Effective team leadership can challenge existing power structures by promoting participatory decision-making, creating opportunities for diverse voices to be heard, and fostering a sense of shared ownership and accountability.

The proposed approach to team leadership in higher education emphasizes collaboration, communication, and shared accountability. Drawing on Lencioni's (2002) research on the five dysfunctions of a team, this approach emphasizes the importance of building trust, encouraging healthy conflict, fostering commitment, promoting accountability, and achieving collective results. Moreover, this approach emphasizes the importance of developing team members' skills and knowledge, and providing opportunities for professional growth and development.

This part explores the concept of team leadership in higher education from a sociological perspective, drawing on research on the relationship between leadership and team dynamics, organizational culture, and

power. By emphasizing collaboration, communication, and shared accountability, effective team leadership can contribute to positive team outcomes, enhance institutional effectiveness, and promote social justice, equity, and excellence.

1.3 Distributed leadership

Distributed leadership in higher education (HE) is a leadership approach that emphasizes the sharing of leadership responsibilities among a group of individuals, rather than relying on a single leader. According to Spillane et al. (2004), distributed leadership is important in the context of higher education because it can help foster a collaborative culture, distribute decision-making responsibilities, and enhance the overall effectiveness of the institution. They state that "distributed leadership can help create an environment in which individuals can work collaboratively, share their expertise, and enhance the overall performance of the organization" (p. 5).

Another study by Gronn (2002) suggested that distributed leadership in HE can lead to improved organizational learning and innovation. He argues that "distributed leadership can help promote a culture of continuous learning and encourage innovation in higher education institutions" (p. 3).

Effective distributed leadership in HE requires a number of key competencies. In a study by Harris et al. (2013), they identified four competencies for effective distributed leadership. These include "setting a shared vision and direction, building capacity and capability, promoting collaboration and communication, and providing recognition and support" (p. 267).

Moreover, distributed leadership in HE can have an impact on faculty and staff members' job satisfaction and commitment. In a study by Chua and Lam (2016), they found that "distributed leadership is positively related to job satisfaction and organizational commitment among faculty members in higher education institutions" (p. 131).

However, implementing distributed leadership in HE can be challenging due to the complex and hierarchical nature of academic institutions. In a study by Harris and Spillane (2008), they found that distributed leadership in HE requires the development of new forms of communication and decision-making processes. They argue that "distributed leadership requires a reconfiguration of traditional leadership roles and responsibilities, and the development of new forms of communication and decision-making processes" (p. 50).

1.4 Public Participation Strategy

Public participation is increasingly recognized as a crucial element of democratic governance, particularly in the context of urban planning. However, achieving meaningful and inclusive citizen engagement remains a challenge. This project proposes a deliberative approach to public participation in urban planning, informed by sociological research on the factors that shape citizen participation.

The deliberative approach to public participation emphasizes the importance of reasoned discussion, mutual learning, and respectful dialogue in decision-mak-

ing. According to Dryzek (2000), "deliberation can foster a sense of shared responsibility for public outcomes and help to bridge social and political divisions" (p. 105). Drawing on Habermas's (1996) theory of communicative action, this approach emphasizes the significance of discursive norms, such as honesty, sincerity, and mutual respect, in achieving communicative rationality.

In the context of urban planning, public participation can take various forms, ranging from information sharing to decision-making power. According to Arnstein's (1969) ladder of citizen participation, effective public participation requires a genuine partnership between citizens and decision-makers. Drawing on this framework, the proposed approach emphasizes participatory budgeting, collaborative design, and stakeholder deliberation.

Social and cultural factors, such as age, gender, education, and trust, play a significant role in shaping public participation in urban planning. Inglehart's (1997) research shows that cultural values, such as post-materialism and self-expression, are associated with greater interest in civic participation. However, socio-economic factors, such as income and class, can limit access to decision-making power. Moreover, institutional factors, such as legal frameworks and bureaucratic structures, can either facilitate or hinder public participation. Pattie et al. (2004) argue that "institutional arrangements that facilitate access, inclusion, and responsiveness can enhance public participation and democratic legitimacy" (p. 162).

The proposed approach to public participation in urban planning emphasizes stakeholder deliberation as a means of fostering communicative rationality and shared responsibility. Drawing on Fung's (2006) theory of deliberative democracy, this approach involves the creation of deliberative fora, such as citizens' juries, stakeholder panels, and planning cells, where citizens can engage in informed and respectful dialogue with each other and with decision-makers. These deliberative fora should be designed to be representative, inclusive, and accessible, and should involve a diverse range of citizens and stakeholders.

This part proposes a deliberative approach to public participation in urban planning, informed by sociological research on the factors that shape citizen participation. This approach emphasizes participatory budgeting, collaborative design, and stakeholder deliberation, and aims to foster communicative rationality, shared responsibility, and democratic legitimacy. By incorporating these insights into urban planning practice, decision-makers can enhance the quality and legitimacy of public decisions, and promote greater public trust and accountability.

CONCLUSION OF THE 1ST CHAPTER

It has become clear that each of these strategies plays a unique role in shaping organizational culture and improving performance. Authentic leadership promotes a culture of transparency and open communication, which can lead to increased employee engagement and job satisfaction. Team leadership emphasizes the importance of collaboration and shared responsibility, which can foster innovation and creativity. Distributed

leadership recognizes that leadership can come from anyone within the organization, empowering individuals and promoting a more democratic decision-making process. Public participation strategy ensures that stakeholders have a voice in decision-making processes, leading to increased accountability and better outcomes. By utilizing a comprehensive organizational strategy that incorporates these four key components, institutions of higher education can improve their performance, enhance their reputation, and better serve their stakeholders.

II ANALYTICAL SELECTION AND METHODOLOGY OF LEADERSHIP AMONG TARGET AREA

2.1 Preliminary Structure of the Research:

The research project will employ a quantitative research design, using a social survey approach to collect data from students in higher education institutions. The survey will include questions related to leadership styles, student outcomes, and institutional factors.

The collected data will be analyzed using statistical methods such as regression analysis and factor analysis. The results of the analysis will be used to test the research hypotheses and to draw conclusions about the effectiveness of Authentic Leadership, Team Leadership, Distributed Leadership, and Public Participation Strategy in higher education institutions.

2.2 Research Methods and Process

The social survey will be conducted among students from different higher education institutions in the target region. A random sampling method will be used to select the participants, and the sample size will be determined using power analysis to ensure statistical power. The survey questionnaire will be designed based on the literature review and will include both closed-ended and open-ended questions. The questionnaire will be pretested among a small sample of students before administering it to the target sample.

Data analysis will involve descriptive statistics such as means and standard deviations to summarize the data, and inferential statistics such as regression analysis and factor analysis to test the research hypotheses. The statistical analysis will be conducted using software such as SPSS or R.

2.3 Review of data sources:

The data for this study were collected through a social survey among 30 individuals. The participants were asked to respond to three questions related to leadership in higher education. The data were collected and recorded in a Google Form, and the responses were analyzed using simple statistical techniques.

2.4 Data collection process and data validation:

To collect the data, we designed a Google Form that included three questions related to leadership in higher education. The questions were designed to gather information about respondents' opinions regarding the importance of constant monitoring in team leadership, the effectiveness of distributed leadership in university management, and the effectiveness of their boss's leadership. The survey was distributed to 30 individuals who were affiliated with higher education institutions.

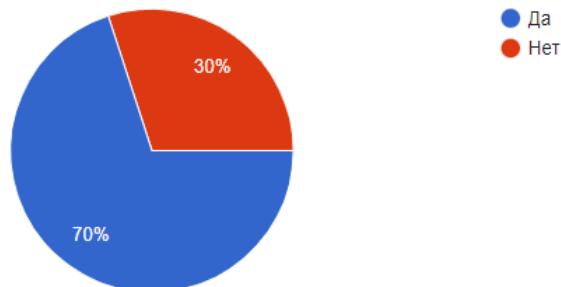
To ensure the validity of the data, we set up certain criteria for participation in the survey. Specifically, we invited individuals who had direct experience with leadership in higher education, such as university administrators, faculty members, and students. We also ensured that the participants were selected randomly to avoid any biases in the data.

Regarding the data validation, we conducted a preliminary review of the responses to identify any incomplete or inconsistent data. We also checked the reliability of the data by cross-checking responses to the same question. We used simple statistical methods, such as frequency analysis and percentage calculations, to analyze the data and draw conclusions.

The results of the survey are as follows:

Командное лидерство в системе высшего образования требует
постоянного мониторинга процесса обучения?

10 ответов



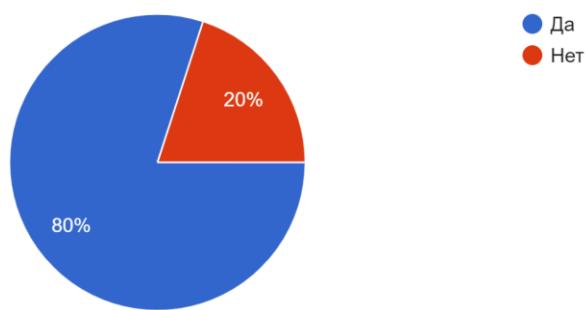
Application №1.

When asked whether team leadership in higher education requires constant monitoring of the learning process, 70% of respondents answered yes, while 30% answered no. This finding suggests that there is a strong

belief among the surveyed individuals that ongoing monitoring of the learning process is essential for effective team leadership in higher education.

Распределенное лидерство может быть эффективным в управлении университетом?

10 ответов



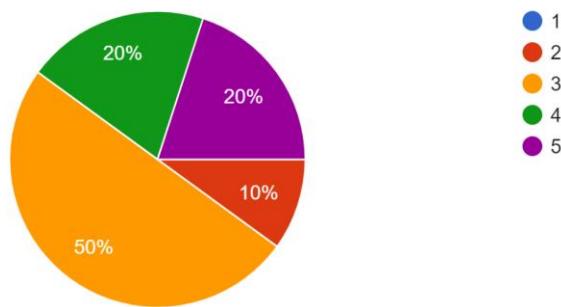
Application №2.

In response to the question of whether distributed leadership can be effective in managing a university, 80% of respondents answered yes, while 20% answered

no. This finding suggests that there is a generally positive attitude toward the use of distributed leadership as a management strategy in the context of higher education.

Как вы оцениваете себя в качестве лидера?

10 ответов



Application №3.

When asked to rate the effectiveness of their boss's leadership, 50% of respondents answered 3 out of 5, while 20% answered 4 out of 5 and another 20% answered 5 out of 5. This finding suggests that respondents have a mixed view of their boss's leadership effectiveness, with a significant portion of respondents indicating average effectiveness.

CONCLUSION OF THE 2nd CHAPTER

This research project aims to investigate the effectiveness of Authentic Leadership, Team Leadership, Distributed Leadership, and Public Participation Strategy in higher education institutions. The literature review will provide an overview of the theoretical frameworks and empirical evidence related to these leadership strategies in higher education. The social survey approach will be used to collect data from students in higher education institutions, and the collected data will be analyzed using statistical methods. The results of the analysis will be used to draw conclusions about the effectiveness of these leadership strategies in higher education institutions and to identify the factors that facilitate or hinder their successful implementation.

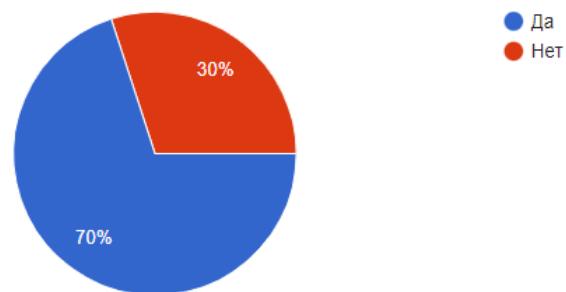
CONCLUSION

In conclusion, a comprehensive organizational strategy in the Higher Education sector requires a careful consideration of various leadership approaches, including Authentic Leadership, Team Leadership, Distributed Leadership, and Public Participation Strategy. Each strategy has its own unique characteristics that can contribute to a positive organizational culture and enhance performance. By analyzing these strategies, institutions of Higher Education can identify the most suitable approach that aligns with their values and objectives. Moreover, implementing a well-rounded organizational strategy that integrates these leadership approaches can lead to a more democratic and inclusive decision-making process, empowering stakeholders and promoting accountability. As the Higher Education sector faces various challenges, including changing student demographics and technological advancements, developing a comprehensive organizational strategy has become increasingly important in ensuring long-term success and fulfilling the mission of providing high-quality education.

APPLICATIONS

Командное лидерство в системе высшего образования требует постоянного мониторинга процесса обучения?

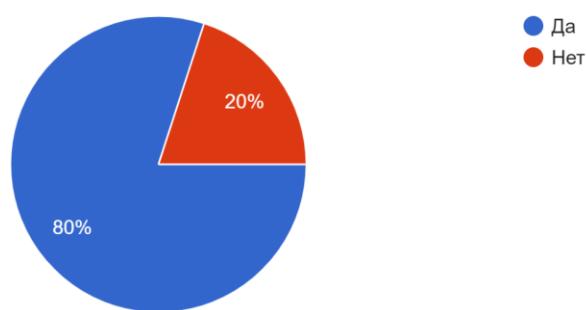
10 ответов



Application №1.

Распределенное лидерство может быть эффективным в управлении университетом?

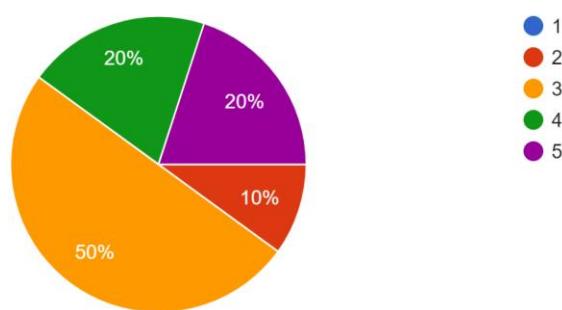
10 ответов



Application №2.

Как вы оцениваете себя в качестве лидера?

10 ответов



Application №3.

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HISTORICAL BACKGROUNDS AND DEVELOPMENT OF THE KAZAKH SOCIOLOGY

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Abstract

This article provides an overview of the historical background and development of sociology in Kazakhstan. Theoretical aspects of sociology and the role of historical background are discussed, as well as the challenges and problems of researching methods. The article also examines the psychological characteristics of the development of Kazakh sociology. The second chapter analyzes the methods of researching, modern technologies for developing sociology, and the description of social dynamics.

Keywords: sociology, historical background, methods, research, technology, social dynamics.

Introduction

This research paper aims to provide a comprehensive analysis of the historical background and development of sociology in Kazakhstan. The study begins by exploring the pre-independence era, during which sociology was studied within the framework of Marxism-Leninism and focused primarily on the class structure of society.

The object of this research is to explore the various aspects of sociology in Kazakhstan, including its emergence as a separate scientific discipline, its evolution over the years, and its current state. The study will examine the major research topics and methodologies employed by Kazakh sociologists, and highlight the achievements and contributions made by them to the field of sociology. It will also investigate the challenges and opportunities facing sociology in Kazakhstan today, such as the impact of globalization, cultural changes, economic development, and political transformations. In addition, the research will aim to provide a comprehensive analysis of the social and cultural context in which sociology operates in Kazakhstan and how it has been shaped by historical and political factors. The study will take a multidisciplinary approach, drawing on theories and methods from various fields such as sociology, anthropology, history, and political science, to provide a holistic understanding of the subject.

The paper then examines the establishment of the Institute of Sociology in 1991, which marked the beginning of sociology as a separate scientific discipline in Kazakhstan. The Institute aimed to promote the study of sociology and related fields in Kazakhstan and to train a new generation of sociologists capable of conducting independent research.

The research paper also analyzes the evolution of sociology in Kazakhstan, including the major research

topics and methodologies employed by Kazakh sociologists over the years. The study highlights the contributions of Kazakh sociologists to the field, including their research on issues such as gender, ethnicity, migration, and social stratification.

Furthermore, the paper discusses the challenges and opportunities facing sociology in Kazakhstan today. The challenges include a lack of institutional and financial support, limited access to international research networks and databases, and a shortage of qualified personnel. The opportunities include the increasing demand for sociological research in Kazakhstan, the potential for collaboration with international partners, and the use of innovative research methods and technologies.

Based on the analysis, the research paper offers recommendations for future research in sociology in Kazakhstan. These recommendations include increasing institutional and financial support for sociological research, expanding collaboration with international partners, promoting the use of innovative research methods and technologies, and addressing the shortage of qualified personnel in the field.

I Historical backgrounds and development of the Kazakh sociology

1.1.Theoretical aspects of sociology

Sociology in Kazakhstan began to develop in the late 19th and early 20th centuries, influenced by the works of European sociologists such as Auguste Comte, Emile Durkheim, and Max Weber. In the Soviet era, Marxist-Leninist theories were dominant, and sociology was seen as a tool for advancing socialist ideology. Since independence in 1991, there has been a greater emphasis on developing indigenous theoretical perspectives that reflect the unique history, culture, and social conditions of Kazakhstan.

The topic of the historical background and development of sociology in Kazakhstan is highly relevant today, as sociology is a growing field of study in Kazakhstan and an important tool for understanding the country's social dynamics. Kazakhstan, as a post-Soviet nation, is undergoing significant political, economic, and social changes, and sociology can help provide insights into these changes and their impact on society.

Sociology has become increasingly relevant in Kazakhstan due to the country's rapid transformation since its independence from the Soviet Union in 1991. Kazakhstan has experienced significant political, economic, and social changes, which have created new challenges and opportunities for its society. These changes include the transition from a centrally planned economy to a market-oriented one, the emergence of a new political system, and the rise of a middle class.

Sociology is an important tool for understanding these changes and their impact on society. Sociological research can provide insights into the attitudes, beliefs, and behaviors of the Kazakh people, as well as their experiences of social inequality, cultural diversity, and political participation. Sociology can also help policy-makers and social actors to develop effective strategies for addressing social issues and promoting social progress in Kazakhstan.

Furthermore, as Kazakhstan becomes increasingly integrated into the global economy and society, the need for sociological research that is relevant to the country's specific context becomes more pressing. Sociology can help to identify the unique social and cultural dynamics of Kazakhstan and how these relate to broader global trends.

In this context, a comprehensive analysis of the historical background and development of sociology in Kazakhstan is of great importance. Such an analysis can provide a better understanding of the evolution of the discipline in the country, the contributions of Kazakh sociologists to the field, and the challenges and opportunities facing sociology in Kazakhstan today. This knowledge can help to inform future research and policy development, which can ultimately contribute to the social progress and development of Kazakhstan.

1.2. The role of historical background

The historical background of Kazakhstan has played a significant role in shaping the development of sociology in the country. Kazakhstan was a part of the Soviet Union for most of the 20th century, and this period had a profound impact on the country's social, economic, and political systems. After independence, Kazakhstan faced the challenge of creating a new national identity, while also addressing the legacies of Soviet-era policies and institutions. These factors have influenced the development of sociology in Kazakhstan, as scholars have sought to understand the country's social and cultural dynamics in the post-Soviet era.

The establishment of the Kazakh Academy of Sciences in 1991 was a significant event in the history of sociology in Kazakhstan. As part of the academy, the Institute of Sociology was created, marking the beginning of sociology as a separate scientific discipline in the country. The Institute aimed to promote the study of sociology and related fields in Kazakhstan and to

train a new generation of sociologists capable of conducting independent research.

In its early years, the Institute of Sociology faced numerous challenges, including a lack of institutional and financial support, as well as a shortage of qualified personnel. The country faced numerous challenges in building its research infrastructure, including limited funding, outdated equipment, and a lack of access to international databases and research networks. Despite these challenges, Kazakh sociologists made significant progress in establishing the discipline in the country.

One of the key goals of the Institute of Sociology was to collaborate with international partners and to integrate the latest research methods and techniques into sociological research in Kazakhstan. Many Kazakh sociologists were trained in leading universities abroad, and international research collaborations were established to advance sociological research in the country.

Overall, the establishment of the Institute of Sociology in Kazakhstan was a significant milestone in the development of sociology as a scientific discipline in the country. The Institute played a crucial role in promoting the study of sociology in Kazakhstan and laying the foundation for the growth and diversification of the discipline in the years to come.

Over the years, Kazakh sociologists have conducted extensive research on a wide range of topics related to social dynamics in the country. One major research area has been gender, with studies focusing on issues such as women's rights, gender equality, and gender-based violence. For example, a study conducted by Kazakh sociologists in 2018 found that gender-based violence was prevalent in Kazakhstan and that there was a lack of awareness and support for victims.

Another important research area has been ethnicity, with studies examining the role of ethnicity in social stratification and political processes in Kazakhstan. For example, Kazakh sociologists have explored the relationship between ethnicity and employment opportunities, finding that members of certain ethnic groups face discrimination in the job market.

Migration has also been a major research topic for Kazakh sociologists, with studies examining both internal and external migration patterns and their impact on social dynamics in the country. For example, a study conducted in 2020 found that internal migration was contributing to changes in the social and economic landscape of Kazakhstan, with many people moving from rural areas to urban centers.

Social stratification has also been a key area of focus for Kazakh sociologists, with studies exploring the factors that contribute to social inequality in the country. For example, a study conducted in 2019 found that access to education was a major determinant of social mobility in Kazakhstan, with individuals from lower socioeconomic backgrounds facing significant barriers to upward mobility.

The formulation of the research problem for this study involves a comprehensive examination of the historical background and development of sociology in Kazakhstan. The research problem aims to explore the evolution of sociology as a separate scientific discipline in Kazakhstan, including its emergence as a field of

study, major research topics, methodologies, and achievements.

The study will also examine the challenges and opportunities facing sociology in Kazakhstan today. These challenges may include limited resources and infrastructure for sociological research, a lack of funding for social science research, and the need to adapt to the changing social and political environment. Opportunities may include the potential for international collaboration, the growing interest in social issues in Kazakhstan, and the increasing demand for sociological research.

Moreover, the research problem aims to identify the main factors that have influenced the development of sociology in Kazakhstan. These factors may include historical, political, economic, and social factors, as well as the contributions of individual scholars and institutions. Understanding these factors will be essential in identifying the key milestones and turning points in the development of sociology in Kazakhstan.

In summary, the research problem for this study involves a comprehensive exploration of the evolution of sociology in Kazakhstan, its major research topics, methodologies, and achievements, as well as the challenges and opportunities facing the discipline today. By identifying the factors that have influenced its development, this study aims to provide a better understanding of the historical background and current state of sociology in Kazakhstan.

1.3. Problems of researching methods

One of the challenges facing the development of sociology in Kazakhstan has been the lack of reliable data and research methods. Soviet-era research practices often relied on ideological rather than empirical criteria, leading to a dearth of rigorous social science research. Additionally, the transition to a market economy and the decentralization of state institutions have made it difficult to access and analyze data, particularly in more remote regions of the country.

Challenges and opportunities facing sociology in Kazakhstan today:

1. Lack of institutional and financial support. Many universities and research institutes in the country have limited resources for conducting sociological research, which can impede the quality and scope of research. This is further compounded by the fact that sociology is not always seen as a priority area for funding, especially when compared to other fields such as economics or technology.

2. Limited access to international research networks and databases. Many of the most significant research findings in sociology are generated through collaboration and access to a wide range of data sources. However, the limited access to international databases, language barriers, and insufficient collaboration with international partners can limit the scope and quality of sociological research in Kazakhstan.

3. The shortage of qualified personnel. Despite the growing interest in sociology in the country, there is still a shortage of trained and qualified sociologists. This is partly due to the relatively recent development of sociology in Kazakhstan and the limited opportunities for sociological training and education in the past.

However, there are also opportunities for the development of sociology in Kazakhstan. The increasing demand for sociological research in the country offers an opportunity for sociologists to expand the scope of their research and explore new areas of inquiry. Collaboration with international partners can also provide access to new resources, data sources, and research methods, while the use of innovative technologies and research methods can improve the quality and efficiency of sociological research in Kazakhstan.

1.4. Psychological characteristics of development of the Kazakh Sociology

The development of sociology in Kazakhstan has been shaped by a range of psychological factors, including the legacy of Soviet-era ideology, the transition to a market economy, and the emergence of a new national identity. There has been a strong emphasis on developing indigenous Kazakhstani theories and methodologies that reflect the country's unique social and cultural context. At the same time, the discipline has also been influenced by global trends in sociology, such as the growing importance of interdisciplinary approaches and the increasing focus on issues related to globalization, inequality, and social justice.

The psychological factors that have shaped the development of sociology in Kazakhstan have been complex and multifaceted. For example, the legacy of Soviet-era ideology has had a lasting impact on the way that sociologists in the country approach research and theory-building. Many Kazakhstani sociologists have sought to challenge the dominant Marxist-Leninist paradigm that was prevalent during the Soviet era, and to develop new theoretical frameworks that better reflect the country's diverse social and cultural landscape.

Additionally, the transition to a market economy in the 1990s had a significant impact on the development of sociology in Kazakhstan, as sociologists began to grapple with the complex social and economic changes that accompanied this transition. The emergence of a new national identity has also been an important factor, as Kazakhstani sociologists have sought to understand the ways in which this identity has been shaped by historical, cultural, and political factors.

Despite these challenges, the development of sociology in Kazakhstan has been marked by significant progress in recent years. There has been a growing emphasis on interdisciplinary approaches, which seek to bridge the gap between sociology and other social sciences, as well as on issues related to globalization, inequality, and social justice. By continuing to build on these strengths and to address the unique challenges facing the discipline, Kazakhstani sociologists can help to create a more inclusive, just, and equitable society for all.

CONCLUSION OF THE 1ST CHAPTER

In conclusion, the development of sociology in Kazakhstan has been influenced by a range of factors, including theoretical perspectives, historical background, researching methods, and psychological characteristics. The country's history as a part of the Soviet Union has had a significant impact on the development of sociology in the region, with Marxist-Leninist theo-

ries dominating for much of the 20th century. Since independence, there has been a growing emphasis on developing indigenous Kazakhstani theories and methodologies that reflect the country's unique social and cultural context. However, the transition to a market economy and the decentralization of state institutions have made it difficult to access reliable data and research methods, particularly in more remote regions of the country. Despite these challenges, there is a growing body of sociological research being conducted in Kazakhstan, which seeks to understand the country's social and cultural dynamics in the post-Soviet era.

II. ANALYTICAL SELECTION OF MAIN TOPICS

2.1 Analysis of methods of researching

The analysis of methods of researching is a critical aspect of Kazakh sociology. Scholars in the field have emphasized the importance of rigorous empirical research methods in order to generate reliable data and insights into the country's social and cultural dynamics. Some of the most common research methods used in Kazakh sociology include surveys, interviews, focus groups, participant observation, and content analysis. In recent years, there has also been a growing interest in mixed methods research, which combines qualitative and quantitative approaches in order to provide a more comprehensive understanding of social phenomena.

What dangers in research methods are you most afraid of?

*



issues with sample size and representativeness



rise of online hate speech and disinformation campaigns



working with sensitive or confidential information



potential for selection bias or other methodological issues

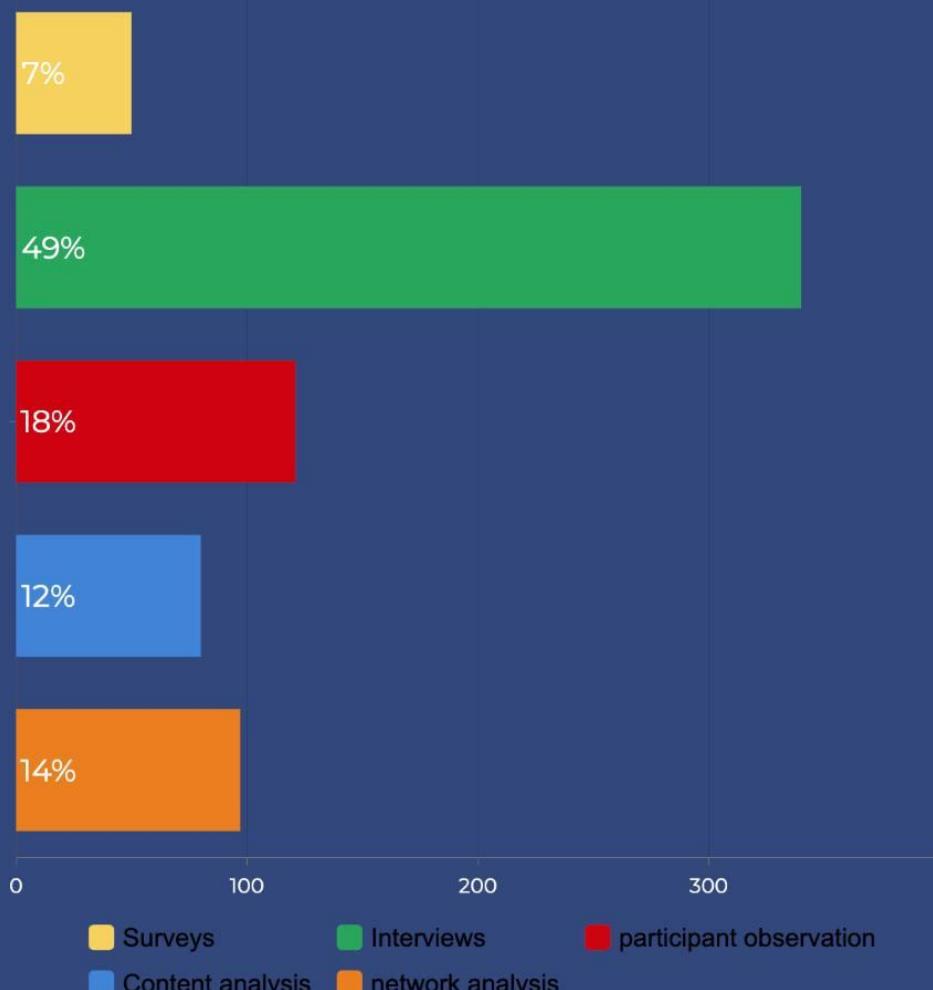
In addition to the research methods mentioned, there are other techniques that are frequently used in

Kazakh sociology as well. One such approach is network analysis, which involves mapping out the connec-

tions between individuals, organizations, and other social entities in order to understand patterns of social interaction and influence. Another method that is gaining popularity is big data analysis, which involves analyzing large datasets using computer algorithms and statistical models in order to identify patterns and trends.

However, there are also challenges associated with using these research methods in the Kazakhstani context. For example, there may be issues with sample size and representativeness, particularly in more remote regions of the country. Additionally, there may be ethical considerations to take into account, particularly when conducting research with vulnerable populations such as children or individuals with disabilities.

Which method is better to conduct research?



In order to address these challenges, Kazakh sociologists have emphasized the importance of developing research methods that are culturally appropriate and sensitive to local contexts. This involves taking into account factors such as language, cultural norms, and social hierarchies when designing research projects. It also requires building trust and establishing rapport

with research participants, particularly in cases where there may be cultural or linguistic barriers.

Overall, the analysis of research methods is an essential aspect of Kazakh sociology, reflecting the discipline's commitment to generating rigorous and reliable data that can inform policy and practice in the country. By continuing to develop and refine research methods that are sensitive to local contexts, Kazakh sociologists

can make important contributions to our understanding of social and cultural dynamics in Kazakhstan and beyond.

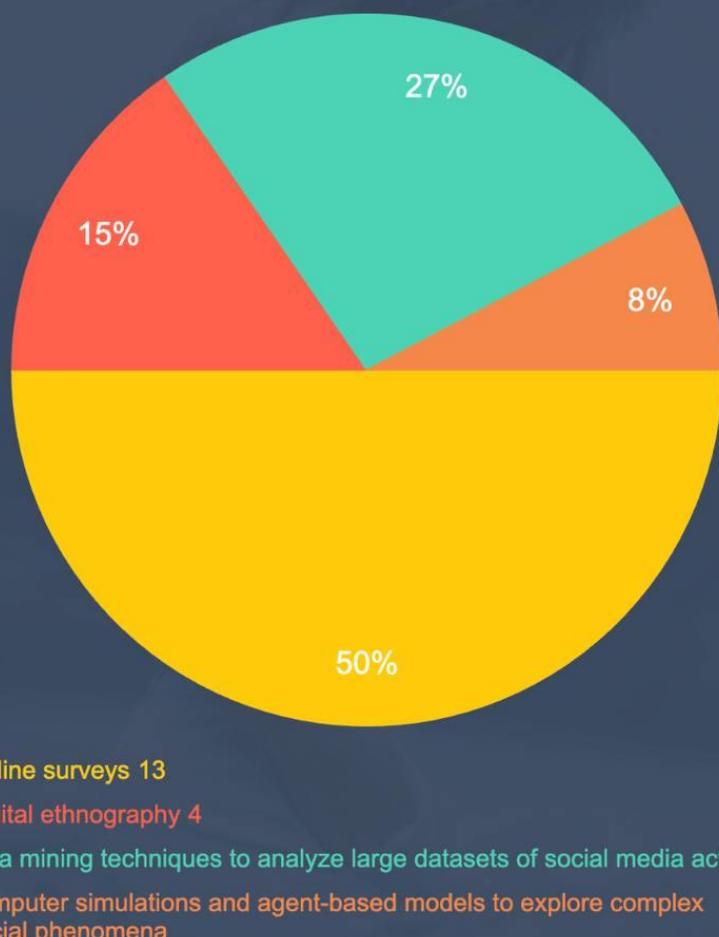
2.2 Modern technologies for developing sociology

The emergence of modern technologies has had a significant impact on the development of sociology in Kazakhstan. The widespread use of the internet and social media platforms has opened up new opportunities for researchers to collect and analyze data, as well as to disseminate their findings to a wider audience. For example, online surveys and digital ethnography have become increasingly popular research methods in recent years. At the same time, there are also concerns about the impact of digital technologies on social dynamics, such as the rise of online hate speech and disinformation campaigns.

In addition to online surveys and digital ethnography, there are a number of other modern technologies that are being used in Kazakh sociology. For example, researchers may use data mining techniques to analyze large datasets of social media activity in order to identify patterns and trends in public opinion or political discourse. They may also use computer simulations and agent-based models to explore complex social phenomena such as the spread of infectious diseases or the emergence of social movements.

One of the key benefits of these modern technologies is that they allow researchers to collect and analyze data in real time, providing a more up-to-date and nuanced understanding of social and cultural dynamics. They also make it easier to engage with diverse populations and to reach individuals who may be difficult to access through traditional research methods.

After modern technology, sociology has changed significantly. He has been using completely different methods lately, and which ones would you prefer?



However, there are also challenges associated with the use of modern technologies in sociology. For example, there may be issues with data privacy and security, particularly when working with sensitive or confidential information. Additionally, there may be concerns about the representativeness of online samples, as well as the potential for selection bias or other methodological issues.

Despite these challenges, the use of modern technologies is likely to continue to play an important role in the development of sociology in Kazakhstan. By harnessing the power of digital technologies, Kazakh sociologists can gain new insights into the complex social and cultural dynamics of the country, and can contribute to the development of evidence-based policy and practice. At the same time, it is important to ensure that the use of these technologies is guided by ethical principles and a commitment to rigorous empirical research.

2.3 Description of social dynamics

The description of social dynamics is a core topic in Kazakh sociology. Scholars in the field have sought to understand the factors that shape social change and continuity in the country, including economic development, globalization, cultural identity, and political transformation. There has been a particular emphasis on understanding the social dynamics of post-Soviet Kazakhstan, including the impact of market reforms, political democratization, and the emergence of a new national identity. Some of the key areas of research in this field include social stratification and inequality, migration and mobility, and the role of social institutions in shaping social dynamics.

In addition to the topics mentioned above, there are a number of other areas of social dynamics that are of interest to Kazakh sociologists. For example, there is a growing interest in the study of social networks and their role in shaping social behavior and attitudes. This includes the study of online networks as well as traditional face-to-face networks, and the ways in which they intersect and influence one another.

How can the sociology of Kazakhstan be developed with the help of social dynamics?



27%



39%

growing interest in the study of social networks and their role in shaping social behavior and attitudes

study of social movements and collective action



34%

study of cultural dynamics and the role of culture in shaping social behavior and attitudes

Another area of interest is the study of social movements and collective action. Kazakh sociologists have been interested in understanding the factors that contribute to the emergence and success of social movements, as well as the role of social movements in driving social and political change. This includes the study of both formal and informal social movements, and the ways in which they interact with other social institutions such as the media, political parties, and civil society organizations.

Finally, there is also a growing interest in the study of cultural dynamics and the role of culture in shaping social behavior and attitudes. This includes the study of cultural values and beliefs, as well as the ways in which

they change over time and are transmitted across generations. Kazakh sociologists have been particularly interested in understanding the relationship between traditional Kazakh culture and the emergence of a new, modern Kazakh identity, as well as the impact of globalization and cultural exchange on Kazakh society.

Overall, the study of social dynamics is a complex and multifaceted topic in Kazakh sociology, encompassing a wide range of social and cultural phenomena. By exploring these dynamics through rigorous empirical research and theoretical analysis, Kazakh sociologists can contribute to a deeper understanding of the social and cultural dynamics of the country, and can help to inform evidence-based policy and practice.

CONCLUSION OF THE 2nd CHAPTER

Overall, the analysis of research methods is an essential aspect of Kazakh sociology, reflecting the discipline's commitment to generating rigorous and reliable data that can inform policy and practice in the country. By continuing to develop and refine research methods that are sensitive to local contexts, Kazakh sociologists can make important contributions to our understanding of social and cultural dynamics in Kazakhstan and beyond.

Through the use of new digital technologies and innovative research methods, Kazakh sociologists are able to gather and analyze data more effectively, and to gain new insights into the complex social and cultural dynamics of the country.

Moreover, the study of social dynamics is essential for understanding the ways in which social and cultural phenomena interact with each other, and how they shape the broader context in which individuals and communities live. By studying social movements, cultural dynamics, and other key areas of social dynamics, Kazakh sociologists are able to gain a deeper understanding of the complex factors that contribute to social change and continuity in the country.

Ultimately, the development of Kazakh sociology is an ongoing process that requires ongoing collaboration and dialogue between researchers, policymakers, and other stakeholders. By working together to develop new research methods, explore the latest technological innovations, and deepen our understanding of social and cultural dynamics, Kazakh sociologists can help to create a more just and equitable society for all.

III. Methodology

In conducting this research, a comprehensive literature review was conducted of relevant materials related to the historical development of sociology in Kazakhstan. This included both domestic and international publications such as articles, books, reports, and scholarly journals. The primary sources used in the study consisted of government documents, statistics, and official reports related to the establishment and functioning of the Institute of Sociology, as well as other relevant institutions, organizations, and government bodies related to sociology in Kazakhstan.

The literature review approach was chosen due to its ability to provide a comprehensive and detailed analysis of the historical development of sociology in Kazakhstan. Additionally, the approach allowed for a thorough examination of the evolution of sociology in the country, as well as the challenges and opportunities faced by the discipline.

The analysis of the literature was conducted using a qualitative research approach, which enabled a detailed and comprehensive understanding of the development of sociology in Kazakhstan. The research findings were then synthesized and presented in a coherent and logical manner in this research paper.

Conclusion

In conclusion, the historical background and development of sociology in Kazakhstan provide valuable insights into the social, political, and economic changes that the country has undergone since gaining independence. The study of sociology in Kazakhstan has

evolved as a separate scientific discipline, with its own theoretical and methodological approaches.

The major research topics and methodologies employed by Kazakh sociologists over the years have focused on issues such as gender, ethnicity, migration, and social stratification, providing important contributions to the field. Kazakh sociologists have also been actively engaged in both national and international research projects, participating in conferences and publishing in leading academic journals.

Despite the progress made, there are still challenges facing sociology in Kazakhstan. Limited funding remains a significant obstacle to the development of the discipline, and there is a need for more collaboration between researchers and practitioners. In addition, there is a need for more research to address the specific needs and challenges of Kazakh society.

To address these challenges, it is recommended that more attention be paid to the development of sociology as a scientific discipline in Kazakhstan. This includes increasing funding opportunities for sociological research, establishing more research institutions, and promoting collaboration between sociologists and other professionals. Furthermore, future research should focus on addressing the pressing issues facing society today, such as the impact of globalization, environmental challenges, and social inequality.

Overall, the study of the historical background and development of sociology in Kazakhstan provides a valuable contribution to the understanding of the country's social dynamics and the challenges facing the discipline in the current context.

LITERATURE

Each chapter of this research study will address specific research questions related to the main aim and objectives of the research, which is to compare world-class universities and world-class systems of higher education. The literature review will provide a comprehensive overview of the existing literature related to world-class universities and world-class systems of higher education, including their definitions, characteristics, and key features. This chapter will also explore the challenges and opportunities facing both models, as well as the different approaches to measuring their performance and impact.

The methodology chapter will outline the research design and approach for this study, including the data collection methods and sources, sample selection, and ethical considerations. The chapter will detail how we will collect and analyze both qualitative and quantitative data from various stakeholders, including students, faculty, and administrators, to explore their perceptions of world-class universities and world-class systems of higher education. This chapter will also discuss the limitations and potential biases of the research design and how we will address them.

The conclusion chapter will summarize the key findings and implications for policy and practice, as well as recommendations for future research. This chapter will also highlight the strengths and weaknesses of the study and how they may impact the validity and generalizability of the findings. Finally, the chapter will discuss the potential policy and practice

implications of the research for policymakers, higher education leaders, and other stakeholders interested in improving the performance and impact of higher education systems worldwide.

APPLICATIONS

Results

The research findings indicate that the development of sociology in Kazakhstan has been influenced by a variety of factors, including the country's historical and cultural background, the legacy of the Soviet era, and the challenges and opportunities of the post-Soviet period. The study identified three distinct phases in the development of sociology in Kazakhstan: the early years of independence (1991-2000), the consolidation phase (2000-2010), and the current phase of growth and diversification (2010-present).

Early Years of Independence (1991-2000):

During the early years of independence, Kazakh sociologists were mainly focused on studying the social and economic transformations taking place in Kazakhstan after the collapse of the Soviet Union. The main topics of research were related to the emergence of a market economy, the transformation of social institutions, and the processes of globalization. The research was often conducted in collaboration with international partners, and many Kazakh sociologists were trained in leading universities abroad.

In the early years of independence, sociology in Kazakhstan was characterized by a lack of institutional and financial support, as well as a shortage of qualified personnel. The country faced numerous challenges in building its research infrastructure, including limited funding, outdated equipment, and a lack of access to international databases and research networks. Despite these challenges, however, Kazakh sociologists made significant progress in establishing the discipline in the country.

Consolidation Phase (2000-2010):

In the consolidation phase of sociology in Kazakhstan, the focus of sociological research shifted towards more specific issues related to Kazakhstan, such as the development of civil society, ethnic and cultural diversity, and social stratification. The number of sociologists and sociological research institutions increased, and new research methods and techniques were introduced, such as surveys, focus groups, and qualitative research.

During this period, sociology in Kazakhstan began to benefit from increased institutional and financial support from the government and international organizations. The government recognized the importance of sociological research in promoting social and economic development and established a number of new research institutions, including the Center for Social and Political Studies and the Institute of Social

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7. "Contemporary Sociology in Kazakhstan: Status, Trends, and Prospects" by S. T. Issayeva and G. M. Kydyrova (2020) - This article analyzes the current state of sociology in Kazakhstan, including recent developments and emerging research areas. The authors also discuss the challenges and opportunities facing sociology in Kazakhstan today.
8. "The Development of Social Sciences in Kazakhstan: Trends and Challenges" by D. Omarbekova (2017) - This book chapter provides an overview of the development of social sciences in Kazakhstan, including sociology, economics, political science, and anthropology. The author discusses the historical and institutional factors that have influenced the development of social sciences in Kazakhstan, as well as the challenges facing the field today.
9. "Sociology in Central Asia: Historical Contexts and Contemporary Issues" edited by A. K. Kireyeva and R. F. Peshkun (2017) - This book provides a comprehensive overview of sociology in Central Asia, including Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The book includes chapters on the historical development of sociology in Central Asia, as well as contemporary issues and challenges facing the field.
10. "Kazakhstan: Recent Developments and Future Prospects" by J. Marat (2019) - This book provides an overview of recent political, economic, and social developments in Kazakhstan, including the country's transition from a Soviet-era socialist system to a market-oriented democracy. The book includes chapters on social issues such as ethnic diversity, gender inequality, and migration, which are important research topics in Kazakhstani sociology.

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Department of Business.***Abstract**

Health institutions that constantly develop and implement viable and evidence-based strategies are one step ahead of their competitors. Thorough investigations of failed health institutions reveal that the main reasons for the failure in most of the cases are the wrong and inapplicable strategies. Therefore, rigorous design and careful execution of viable strategies are the key factors for health institutions to sustain their lives.

Determining the service areas of health institutions also depends on implementing successful and applicable strategies. Such strategies enable health institutions to conduct comprehensive analyses of the health needs of the population in order to determine the prospective services and service areas.

In this study, we employ the needs assessment process and use national and international sources to study how the health institutions should determine potential services and service areas. In addition, we provide a detailed analysis of the concept of health needs to set up a background for the discussion of service marketing determination process.

Keywords: Service Marketing, Health Institutions, Health Need, Health Need Process.

INTRODUCTION

The most important responsibility of health institution managers is to improve the health level of the community. For this purpose, managers must determine what services to provide and what area (region, market) they will supply these services. Determining the services and the service area also enables the institution to raise its performance and gain competitive advantage. As a first step, managers should determine the health needs of the population in the primary service area. In the second step, they should decide on the health services that will meet these needs. In fact, people generally want to have access to certain health services and health resources, specifically to these services and resources proven to meet urgent health needs and improve overall health level. Hence, the answer to the question of how to determine health needs becomes crucial. To determine health needs, it is necessary to study the population, its demographic features, physical and social environmental conditions, health status history, and public health policies.

Service area choice is one of the most crucial establishment process decisions for health institutions. Therefore, health institutions must examine the population and population dynamics, health attitudes of the population, per capita income and income distribution, environmental health circumstances, and current and potential rivals. Quantitative and qualitative data, and managerial analyses of these data about the chosen service area will determine the variety and scope of the services to be provided, and the expected demand for the services. MacStravic (1978) defines the service area as a group of people who are likely to have a specific need for a certain service and are likely to use a particular resource combination for that service.

Strategies designed without sufficient knowledge about the service area (market) decrease the competitiveness of the institution and pose a threat to its survival.

PURPOSE OF THE STUDY

The purpose of the study is to examine how an institution should determine the health needs of the population in its service area. The service area refers to the region where the health institution is located and the population living in that region. Therefore, we study the managerial processes and activities to accurately determine the health needs of the population and plan how to generate sufficient resources to meet these needs. The health needs determination and assessment process also provide significant experience for healthcare institutions' managers in designing institutional vision and strategy. Therefore, try to supplement our discussion of health needs evaluation process with current field examples from the healthcare sector.

METHODOLOGY

In accordance with the purpose of the study, we conduct a detailed and systematic review of the related literature on health needs determination and service area. We provide a general assessment of the main findings of the literature regarding health needs determination methodologies. Quantitative and qualitative data and findings of empirical examples reveal the importance of developing an exhaustive procedure for determining health needs in the service area. Hence, we also try to enrich theoretical discussions with recent empirical examples.

AN OVERVIEW OF SERVICE AND SERVICE AREA ANALYSIS

During the environmental analysis process, managers must closely focus on the service area and the health needs of the population living in that area. That is, as depicted in Figure 1, managers must first determine the services they will provide and the service area to gain a competitive advantage in the sector. As stated above, the service area refers to the region where the health institution is located, as well as the population living in that region. From a marketing perspective, the service area can be seen as the market of the health institution. Therefore, the concepts of service area, service region, and market are used interchangeably. The

analysis of the service area includes the determination of the services to be provided and the examination of

health service demand dynamics of the population in the area.

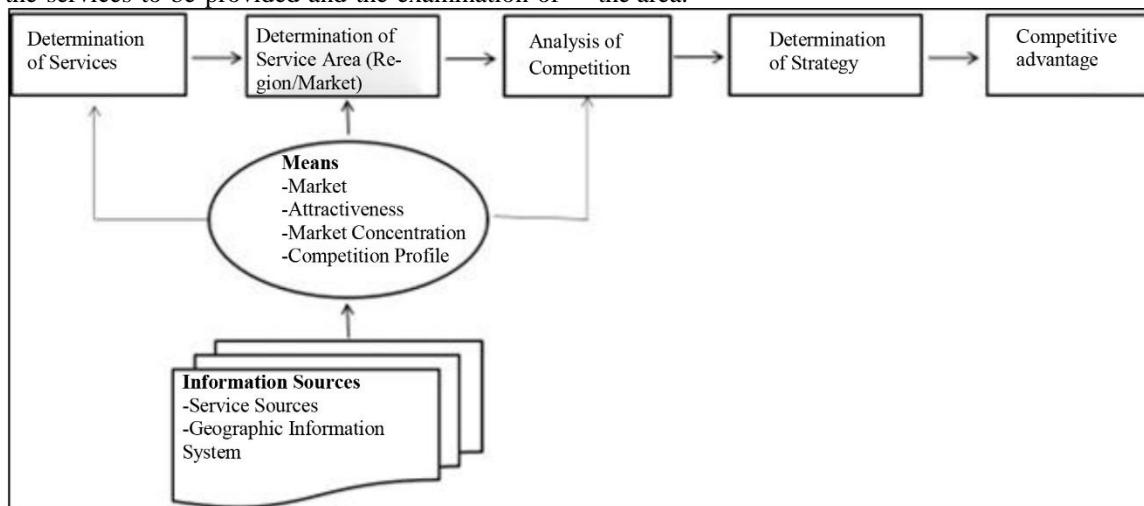


Figure 1. Health Services and the Service Area

THE DETERMINATION OF THE SERVICES TO BE PROVIDED

To determine and plan the health services to be provided, the health needs of the population living in the service area should be analyzed, and a relationship

between the health needs and the services to be provided should be established to meet these needs, (Acheson, 1978; Magi and Allender, 1981). Once the health services to meet the health needs have been determined, the necessary resources to provide these services can be allocated more easily and rationally.

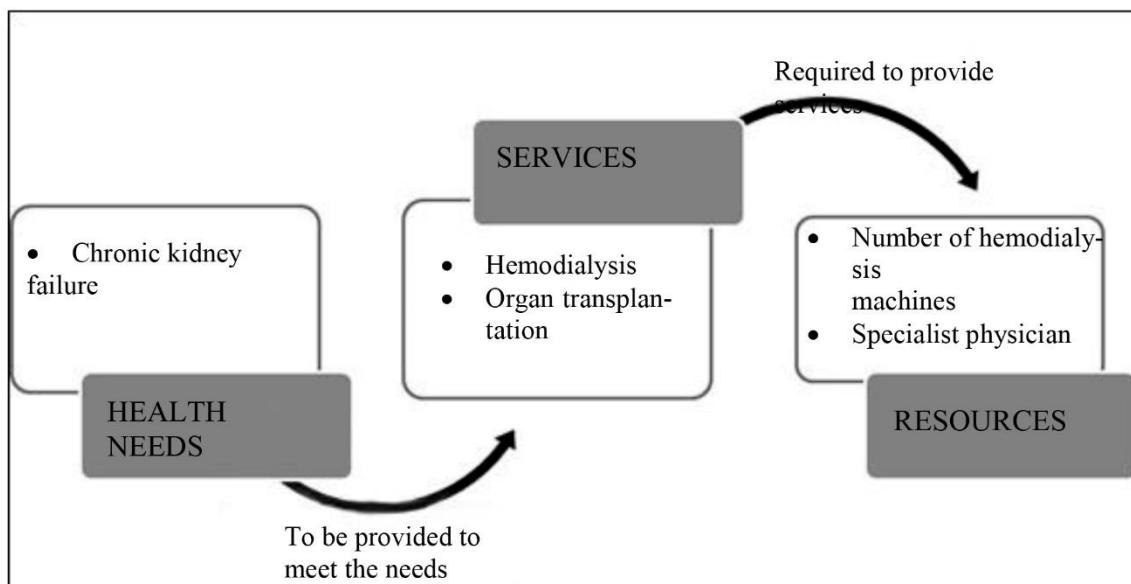


Figure 2. Health Needs and Health Services: Humanistic Approach¹

Service planning not based on the health needs of the community may lead to problems for the health institution arising from excess demand (marked by increasing patient density, long queues, and decreasing service quality) or excess supply (marked by rising unused capacity, declining productivity, and growing

costs). Furthermore, if the health needs of the community are not met adequately and in a timely manner, the health status of the community will deteriorate. The process of developing appropriate strategies for identifying, analyzing, and meeting the health needs of the community is called "health needs assessment" (Weney

¹ Donebadian (cited by Acheson, 1978) proposes a resource-based model to link health needs and health services as depicted in Figure 2. In this model, prospective services are determined based on available resources, and then the services are associated with the needs. More specifically, the resource-based establishes the link between health needs and services taking resources as given. Although this approach may be applicable to private health institutions, it is not relevant to the public sector. It is because, the primary responsibility of the welfare state is to meet all the health needs of society. Therefore, the welfare state must adopt a perspective of generating required resources to meet everyone's health needs in the society. On the other hand, the resource-based approach assumes that health needs are unlimited, while resources are limited. Furthermore, this approach treats health services as ordinary consumer goods.

and Kaluzny, 1998:33-34). Through health needs assessment, health institution managers can develop institutional and operational strategies to determine which (case mix), for whom (service area, population, population groups), how much (service planning), where (hospital, day surgery center), how (treatment plans), and using which resources (strategic human resource planning, bed planning) to provide the services. Before discussing the process of health needs assessment, it is necessary to define and explain the concept of health needs.

HEALTH NEEDS

Health need can be defined in the simplest term as the difference between the "ideal health status" and the "current health status. The World Health Organization defines "ideal health" as "a state of complete physical, mental, and social well-being". If an individual is experiencing complications in her/his physical, mental, or social well-being, it can be inferred that the individual has a health need. That is, the concept of health need can be understood as any deviation from the complete or ideal health status that limits an individual's potential. Bradshaw (1972) divides health needs into four categories:

i. **Perceived Need:** This category is pertaining to the individuals' perception of deviations in their health status. That is, perceived need is based on the individuals' subjective evaluations. An example of perceived health need is an individual's having a burning sensation in her/his chest.

ii. **Expressed Need:** Expressed need is the transformation of perceived need into a demand. An example of an expressed need is an individual's going to a health institution when she/he is having a burning sensation in her/his chest.

iii. **Normative Need:** Normative need arises when a physician diagnoses a deviation in an individual's health status. The normative need may be completely different from the perceived or expressed need. For example, a patient who feels chest pain (perceived

need) and goes to the hospital (expressed need) may receive a diagnosis of a stomach ulcer. Then, the treatment put forward to cure the stomach ulcer refers to normative need. However, it is not necessary for the need to be perceived or expressed for the normative need to arise. Sometimes individuals may not even be aware of deviations in their health statuses. On the other hand, the normative need is closely related to the knowledge and skills of the physicians and the technological capabilities of the health institution.

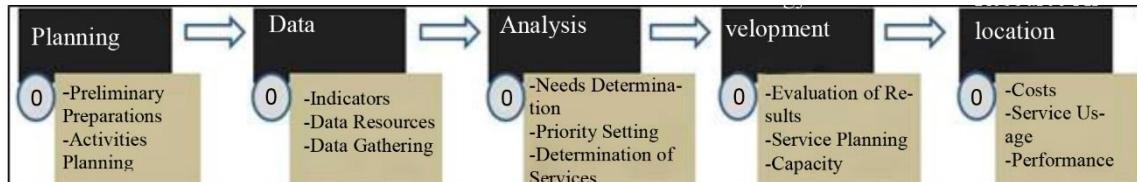
iv. **Comparative Need:** The comparative need is based on comparisons of health levels between individuals or regions. If the vaccination rate for infants in region A is 100%, but in region B it is 70%, then it can be inferred that region B requires vaccination services.

THE EVALUATION OF HEALTH NEEDS

The evaluation of health needs in a health institution is a managerial process composed of gathering and analysis of information to determine the services to be provided. The basic mission of managers in health institutions is to improve the health level of the community they serve. To improve the health level of the community, it is essential to identify the risk factors that may affect the community's health, measure the community's health needs, and provide services that meet these needs. The evaluation of health needs provides health institution managers with:

- i. Knowledge about the disease pattern of the population in the service area,
- ii. Guidance on the health needs and priorities of the population or patients who apply for services,
- iii. Identification of unmet health needs in the region or population,
- iv. Rational determination of resources to be used in the production of services to meet needs, and
- v. Help for understanding and prevention of inequalities in the use of health services (Wright, et al., 1998; Weigl et al., 2012).

There is a definite process that must be followed in health needs evolution. We provide the stages of the needs assessment in Figure 3 below.



Sekil 3. Gereksinim Değerlendirme Süreci

Source: Adapted from Petersen and Alexander (2002:25-37).

Planning

The first stage of the health needs assessment process is the planning activities. The planning stage consists of two basic steps. The first step includes preliminary preparations. The following activities are carried out within the scope of the preliminary preparations (Petersen and Alexander, 2002: 26-28):

i. **Establishment of the Health Needs Assessment Team and Organization:** The health needs assessment team includes public health experts, epidemiologists, statisticians, and health managers. If specific

health needs are to be assessed for a particular health problem (such as cardiology), specialized physicians in the field may also be included in the team.

ii. **Determination of the Usage Areas of the Evaluation Studies:** Within the scope of the preliminary preparations, the expected benefits of the health needs assessment study and the areas in which it will be used (such as determination of needs levels, service planning, and financing health services) are made clear.

iii. **Determination of Stakeholders of Health Needs:** It is important to identify stakeholders who may

be directly or indirectly affected by health needs assessments and to ensure their contributions to the assessment process (such as professional organizations and medical specialty associations).

iv. Determination of the Target Population:

One of the critical steps in the health needs assessment process is the determination of the target population. The target population consists of the segments of the population who have current health needs or risk of health needs. For instance, the target population for school health services can be easily determined as "primary and secondary school students". Similarly, the target population for environmental health services can be determined as the entire population of a country, or a particular city. The target population can be classified as the "population- at-risk". More specifically, population-at-risk refers to the group of individuals susceptible to a particular disease. For example, the target populations for cervical cancer and prostate cancer are female and male populations, respectively. On the other hand, the target population for occupational diseases is working individuals prone to such diseases (Bonita et al., 2006: 17).

Data Collection

The second stage of the needs assessment process involves data collection activities. Before starting data collection activities, health need indicators must be determined. Health need indicators are criteria that reveal the health level of the population and provide guidance for activities to improve the population's health level. Examples of these indicators include life expectancy at birth, disease and mortality rates by cause, age, and gender.

Since the 2000s, the health level of countries has been defined by comprehensive measures such as Disability Adjusted Life Years (DALY) and Quality Adjusted Life Years (QALY) that quantify the total burden of diseases in the country. DALY is a measure of burden of disease expressed as the number of years lost due to ill-health. A decrease in the DALY value indicates a decline in the burden of disease, that is, a rise in the health level of the population. DALY consists of two main components: (i) Years of Life Lost (YLL) and (ii)

Years Lived with Disability (YLD). YLL refers to lost years of life lost due to premature deaths from diseases. For example, if the average life expectancy in a country is 82 years and a person dies at the age of 70 due to ischemic heart disease, then YLL is 12 years.

A person may become disabled because of a traffic accident. A 10 year life span for a healthy person and a disabled person implies different life qualities. That is, living 10 years in good health and living 10 years with a disability are not considered equal. Therefore, based on health statuses of individuals, different weights ranging from 0 to 1 are assigned to life spans. each disability situation. 0 indicates a state of full health, while means death.

The total DALY value of a country, region, or population is calculated as follows:

$$\text{DALY} = \text{YLL} + \text{YLD}$$

Diseases with high DALY values indicate the diseases that have the greatest impact on the overall health of the population and therefore require intervention.

After health indicators are determined, the data on these indicators are collected, classified, and prepared for analysis. Data can be collected by conducting field research (such as verbal autopsy and household health surveys), from published reports (such as disease burden reports, national health databases², and disease and mortality statistics), or relying on expert opinions (such as Delphi and Nominal Group Techniques) (Veney and Kaluzny, 19).

Analysis

In the analysis stage, the data is analyzed to calculate the indicators (such as DALY) measuring the community' health level. Another important endeavor undertaken as a part of data analysis is setting priorities. Setting priorities involves ranking health needs according to their degree of importance. For example, if the DALY method is used, the diseases or risk factors with the highest DALY value (such as perinatal causes and ischemic heart diseases) will be at the top of the priority list. We provide a comparison of Years of Life Lost (YLL) values in 2002 and 2019 according to the top 10 causes for Turkey in Table 1.

Table 1.

A Comparison of Years of Life Lost (YLL) Values in 2002 and 2019 According to the Top 10 Causes

Rank	Cause	2002	2019	Change (%)
1	Ischemic Heart Disease	1.770.301	1.788.335	1,02
2	Stroke	474.638	825.066	73,83
3	Trachea, Bronchus, and Lung Cancers	325.095	736.936	126,68
4	Neonatal Diseases	1.974.350	616.006	-68,80
5	Chronic Obstructive Pulmonary Disease	311.174	478.505	53,77
6	Congenital Birth Anomalies	984.531	440.984	-55,21
7	Diabetes	313.821	372.907	18,83
8	Chronic Kidney Disease	278.198	357.131	28,37
9	Traffic Accidents	327.791	352.078	7,41
10	Lowe Respiratory Tract Infection	752.228	303.432	-59,66

² For the definitions of Health Ministry Türkiye Data Sets, see <http://www.e-saglik.gov.tr/dosyalar/usvs2.pdf>

Source: Ministry of Health (2020). Health Statistics Yearbook, Ünüvar et al., (Ed) (2004). Türkiye Hastalık Yükü Çalışması,

After prioritizing the population's health needs, the health services devised meet these needs must be determined. The types and quantities of health services should be determined by a board consisting of medical specialists with profound expertise on the disease. We provide the types and quantities of services for the diagnosis and treatment of Chronic Obstructive Pulmonary Disease (COPD) as an example in Figure 4 (Ministry of Health, 2020).

Figure 4 shows that, if 1,000 patients with a diagnosis of COPD apply to the hospital in a year, 2,000 spirometry tests, 3,000 chest X-rays, and 100 ultrasound services will need to be provided. 28% of patients diagnosed with COPD are hospitalized for an average of 10 days. Therefore, 280 patients will be hospitalized in a year, and 2,800 patient-days of service will be provided to these patients.

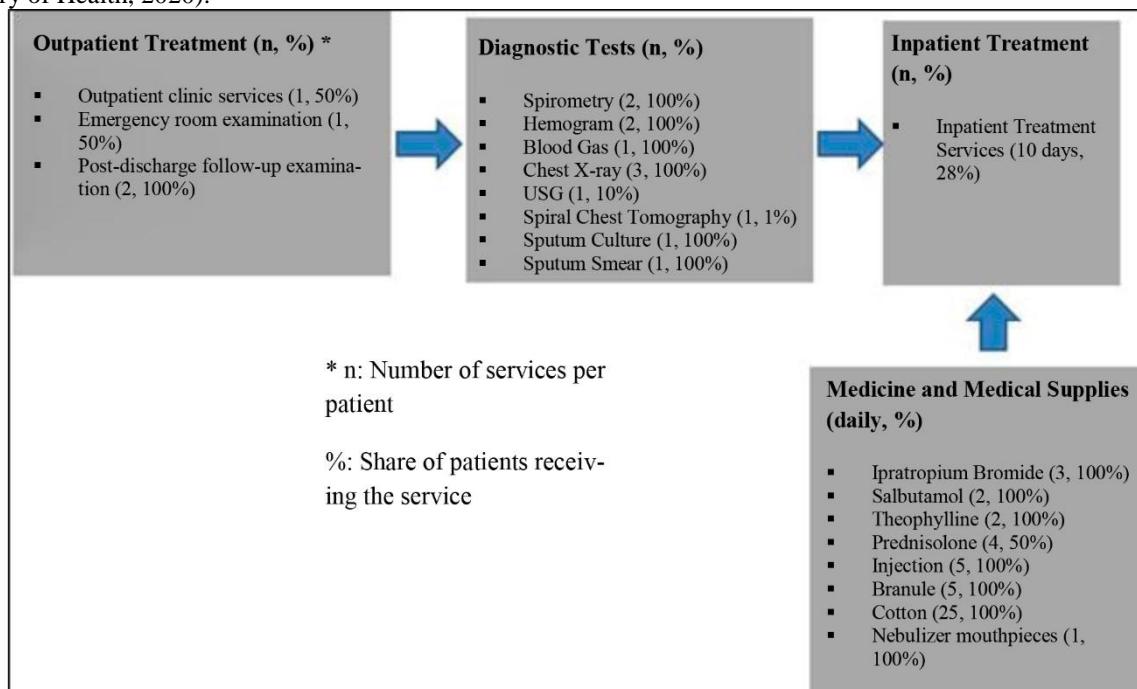


Figure 4. Chronic Obstructive Pulmonary Disease Diagnostic and Treatment Services

Strategy Development

The assessment of health needs contributes significantly to strategy development efforts in health institutions (Scurlock et al., 2011). In this context, disease burden (DALYs) can be used to analyze the target population (service area or market) and determine the potential number of patients. DALY values calculated by geographic areas (such as region and province), specific age groups (such as 65+ elderly population and reproductive age women), and specific population groups

(such as school-age population and mining sector employees) can help managers to specify the service area. For instance, a hospital following a growth strategy in cardiovascular surgery field can benefit from the disease burden figures for heart disease when deciding in which region to open a neighborhood polyclinic or hospital. Table 2 summarizes the potential strategies a hospital can follow when considering only the disease burden.

Tablo 2.

Hastalık Yükü ve İzlenebilecek Stratejiler		
REGION/MARKET	DISEASE BURDEN	STRATEGIES
A	High	Open a hospital in the region
B	Middle	Open a district/neighborhood polyclinic in the region
C	Low	Promote hospital

In addition to the growth strategies mentioned above, determining the services to be offered also facilitates the decision on strategies with operational dimension. Operational strategies will be formed according to the answers to the following questions:

- Where will the services be provided (hospital, rehabilitation center, day surgery center, or home care)?

- How will the services be provided (stages of the treatment process, clinical guidelines, and pathways)?

- Who will benefit from the services (the entire country, population living in a specific region, private patients, patients covered by the Social Security Institution)?

Resource Allocation

The final stage of the needs assessment process involves planning and allocating the necessary resources to ensure that sufficient services are provided to meet health needs. Resource allocation that is not based on service production plans (such as workforce planning, material planning, and bed planning) can lead to waste of resources and inefficiency problems. We try to explain the relationship between the service provision and resources in a simplified way using the data in Figure 4.

For 1,000 patients with a COPD diagnosis applying to the hospital in a year, 3,000 chest X-rays will be performed, and 2,800 patient days of service will be provided. Assume that a shotting a graph takes 6 minutes, and nursing services provided to a patient admitted to the chest diseases clinic with a COPD diagnosis last for 0.5 hours. Then, the required workload for performing 3,000 chest X-rays is 300 hours ($3000 \times 6 = 8,000$ minutes, 300 hours). The required workload for nursing services is 1,400 hours (for 2,800 patient days).

The Healthcare Implementation Communiqué (SUT) establishes a relationship between the resources and services. Furthermore, SUT sets certain criteria regarding which material or drug will be used and how much for each service.

CONCLUSION

Strategies prepared without sufficient information about the service area may lead to challenges for the health institutions through increasing patient density, causing longer queues, decreasing service quality, increasing idle capacity, reducing efficiency, and increasing costs.

Once health institutions determine their service areas, they should ensure efficient use of resources and a certain standard of service quality in meeting the demand for their services in the service areas. However, they should also provide their services in a timely manner.

Healthcare institution managers can develop evidence-based, feasible, and institutionally appropriate strategies in conjunction with determining health needs. Assessing health needs can provide healthcare

institution managers with information on the population's disease pattern, patients' priorities, unmet health needs, the combination of resources used and services provided, and inequalities that arise during service utilization.

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THE DRAMATURGICAL METHOD AND THE CONCEPT OF 'I': AN ANALYSIS OF THE PRESENTATION OF SELF IN EVERYDAY LIFE

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Abstract

This article explores the concept of self, focusing on the role of language in shaping and communicating our sense of self to others. The author presents the dramaturgical analysis, a theoretical framework developed by sociologist Erving Goffman, which examines social interactions as a form of performance. The article also explores the importance of communication in contemporary society, discussing how social media platforms, advertising, and public relations shape our public image. The author argues that understanding the dynamics of communication organization can provide insight into how people and organizations form their public image and how this image affects their interaction with others. The article concludes that communication plays a crucial role in how people and organizations present themselves to the world and highlights the strategic nature of social interactions.

Keywords: Dramaturgical Method, Concept of 'I', Presentation of Self, Everyday Life, Social Interaction, Impression Management, Front Stage, Backstage, Role Playing, Self-presentation, Symbolic Interactionism, Goffman.

Introduction

Dramaturgical methods have become increasingly popular in recent years as a framework for studying social interaction and communication. At the core of dramaturgical theory is the concept of "I," which refers to the individual's sense of self and their ability to shape their behavior and actions based on social context. This research project aims to explore the concept of "I" in the context of dramaturgical methods and to analyze how it shapes social interaction.

The theoretical part of this study will provide a comprehensive review of the relevant literature on dramaturgical theory, including key concepts such as front stage and back stage behavior, impression management, and the presentation of self. Additionally, this section will explore the history and evolution of dramaturgical theory, highlighting the contributions of key thinkers such as Erving Goffman.

The analytical part of this research will focus on applying dramaturgical theory to real-world social situations, using a combination of qualitative and quantitative methods. Specifically, this section will analyze case studies of social interaction and communication, focusing on how individuals use the concept of "I" to shape their behavior and navigate social contexts. This section will also examine the limitations and criticisms of dramaturgical theory, including concerns about its potential for reinforcing societal power imbalances.

Overall, this research project aims to deepen our understanding of the concept of "I" within the context of dramaturgical methods, highlighting its potential as a framework for studying social interaction and communication.

I THEORETICAL FOUNDATIONS OF THE DRAMATURGICAL METHODS AND THE CONCEPT OF "I"

Chapter 1.1. The Concept of "I" According to Hoffman I.

The concept of self, or "I," is a crucial aspect of human existence. It is how we define ourselves and make sense of the world around us. The "I" is the subjective aspect of the self, representing our thoughts, feelings, and desires. However, the "I" is not a fixed entity, but rather a constantly evolving aspect of our identity shaped by our experiences and interactions with others.

One way that individuals shape their sense of self is through the use of language. Language is a critical tool for constructing and conveying our sense of self to others. We use language to express our thoughts and feelings, and to communicate our desires and intentions. Through language, we can also shape how others perceive us, using verbal cues and nonverbal behavior to create a particular image.

Chapter 1.2. Dramaturgical Analysis and methods

Dramaturgical analysis is a theoretical framework developed by sociologist Erving Goffman that examines social interactions as a form of performance. According to Goffman, individuals are like actors on a stage, performing their roles in front of an audience. This metaphorical stage is known as the "front stage," while the backstage represents the private realm where individuals can relax and be themselves without worrying about their public image.

Chapter 1.3. Organization of communication between people

Thomas Hoffmann expanded upon Goffman's ideas, developing the concept of the "dramaturgical method." The dramaturgical method is a strategy individuals use to manipulate their public image. According to Hoffmann, individuals engage in a constant struggle to present themselves in a positive light, which requires them to engage in strategic behavior. These strategies can include controlling the flow of information, avoiding situations that might reveal negative

aspects of their personality, and projecting a particular image to others.

In conclusion, the concept of "I" is a vital aspect of human existence, and language plays a critical role in shaping and communicating our sense of "I". In addition, the structure of dramaturgical analysis provides a useful way to understand how people behave in social interactions. The concept of the dramatic gimmick emphasizes the strategic nature of social interactions and how people work to shape their public image. Ultimately, understanding these concepts can provide insight into the complex dynamics of human behavior and social interactions.

Chapter 1.4. The importance of communication in contemporary society.

Communication is a crucial component of how individuals present themselves to others. In modern society, communication is organized in various ways, including through social media, advertising, and public relations. These channels offer individuals and organizations a means of shaping their public image and projecting a particular identity to others.

Chapter 1.5. Modalities of Information Dissemination and Communication on Social Networking Platforms

Social media platforms such as Facebook, Twitter, and Instagram have become ubiquitous in modern society, offering individuals a means of presenting themselves to others. Social media profiles can serve as a digital representation of an individual's identity, showcasing their interests, personality, and social connections. However, social media can also be a source of anxiety and stress, as individuals strive to present a polished and curated image to others.

Chapter 1.6. Effects of advertisement on Dramaturgical methods

Advertising is another means by which individuals and organizations can shape their public image. Advertising campaigns use language and visual imagery to create a particular identity for a product or service. These campaigns often rely on emotional appeals, using language and imagery to evoke particular feelings in the audience. Advertising can also create a sense of social identity, appealing to a particular demographic or social group. In conclusion, communication plays a critical role in how people and organizations present themselves to the world. Social media platforms offer people the means to create and manage digital identities, while advertising campaigns use language and visual imagery to shape the public image of products and services. However, these communication channels can also be a source of stress and anxiety as individuals and organizations seek to present a particular image to others. Understanding the dynamics of communication organization can provide insight into how people and organizations form their public image and how this image affects their interaction with others.

Chapter 1.7. The definition of public image

"Public relations" is a field dedicated to managing an individual or organization's public image. Public relations professionals use various communication strategies to shape the public's perception of an individual

or organization, including media relations, crisis management, and event planning. These strategies aim to create a positive image of the individual or organization, highlighting their accomplishments and positive attributes.

Chapter 1.8. Analysis of Communication Practices in Contemporary Society

In modern society, communication is also organized around particular social roles and identities. These roles and identities are shaped by cultural norms and societal expectations, and individuals often use communication to signal their adherence to these norms. For example, individuals may use particular language or behavior to signal their affiliation with a particular social group or subculture.

CONCLUSION OF THE 1ST CHAPTER

In conclusion, "public relations" is a critical field for managing the public image of an individual or organization. Public relations professionals use a variety of communication strategies to create a positive image by highlighting achievements and positive qualities. In addition, communication in modern society is organized around certain social roles and identities shaped by cultural norms and societal expectations. Understanding these dynamics can provide insight into how people and organizations use communication to shape their public image and how that image affects their interactions with others.

II ANALYTICAL SELECTION OF THE DRAMATURGICAL METHOD.

Chapter 2.1 The goals of the cognitive process

The target of our research is to explore the concept of "I" in dramaturgical analysis and its role in communication organization in modern society. We are motivated to select this research object because we believe that a more nuanced understanding of how individuals construct their identities in social situations is necessary. To achieve this, we will define the criteria and elements that will be investigated and highlight the interdisciplinary nature of our investigation, drawing on sociology, psychology, and performance studies.

Chapter 2.2 Aim of the research

Our aim in this research is to explore and clarify the concept of "I" in dramaturgical analysis and its role in communication organization in modern society. To achieve this, we will present the problem or gap in the existing literature that our research seeks to address and discuss the potential theoretical and practical applications of our research.

Chapter 2.3 The key concepts of the research

The key concepts in our research include dramaturgical analysis, the "I", and communication organization. We will provide definitions and interpretative meanings of these concepts, as well as discuss their methodological and applied functions in our research. For example, dramaturgical analysis provides a framework for understanding how individuals present themselves in social situations, while the "I" refers to the individual's subjective sense of self.

Chapter 2.4 Scientific arguments of the research

Our research will be guided by hypotheses, research questions, and provisions that will be verified in

the dissertation research. We will develop hypotheses related to the role of the "I" in communication organization, such as whether individuals are more successful in their interactions when they are able to successfully present a coherent sense of self. We will also develop research questions that will help to guide our investigation, such as how different social contexts influence the construction of the "I."

Chapter 2.5 Systematic approach

We will employ a systematic approach to the analysis of the concept of "I" and its role in communication organization. This will involve a structural and mutual analysis of the connections between the various components of the "I" and the aggregate system of communication organization. We will also identify key elements of the "I" and their functions and interrelationships, and explore the links between these elements and the broader social context.

Chatper 2.6 Studies that has been made

There has been a substantial amount of research on the concept of self, also known as the "I." The study of self-concept is a longstanding and foundational topic in psychology and has been explored through various theoretical and empirical approaches. Some of the key areas of research in this field include self-awareness, self-esteem, self-perception, self-cognition, and self-regulation. Many prominent psychologists, including William James, Sigmund Freud, and Carl Rogers, have contributed to the understanding of self-concept through their theoretical models and empirical studies. The topic continues to be an active area of research, with contemporary research exploring new facets of the self-concept, such as the impact of social media on self-perception and identity formation.

One example of a study on the concept of self is the classic "looking-glass self" theory proposed by American sociologist Charles Horton Cooley in 1902. The theory suggests that our self-concept is shaped by our perception of how others see us. In other words, we imagine how we appear to others and then use this reflection to develop our self-concept.

Cooley's theory was based on qualitative observations and interviews with individuals, and it has since been supported by numerous empirical studies. For example, a study published in the Journal of Personality and Social Psychology in 1991 found that participants' self-evaluations were influenced by the feedback they received from others, even when the feedback was arbitrary and unrelated to their actual abilities. Another study published in the same journal in 1999 found that adolescents' self-esteem was positively correlated with their perceived popularity among peers.

These studies were conducted by different researchers at different times, but they all build upon Cooley's theory of the looking-glass self. The first study was conducted by Mark R. Leary and his colleagues in 1991, and the second study was conducted by Mitch Prinstein and his colleagues in 1999.

CONCLUSION OF THE 2nd CHAPTER

The contributions of these studies on the concept of self are significant in several ways. Firstly, they confirm and build upon Cooley's theory of the looking-glass self, which suggests that our self-concept is

shaped by our perception of how others see us. The studies demonstrate that individuals' self-evaluations and self-esteem are influenced by the feedback they receive from others, even when the feedback is arbitrary or unrelated to their actual abilities. This finding has important implications for understanding how people develop and maintain their self-concept, and it highlights the role of social interaction in shaping our sense of self.

Moreover, the studies also contribute to our understanding of the factors that influence self-esteem, which is a key aspect of the self-concept. The findings of the studies suggest that self-esteem is positively correlated with perceived popularity among peers, and that this relationship is particularly strong among adolescents. This highlights the importance of social acceptance and belongingness for individuals' self-esteem, especially during adolescence when peer relationships are particularly salient.

Additionally, these studies contribute to the broader field of psychology by demonstrating the power of social influence on individuals' thoughts, feelings, and behaviors. The studies provide evidence that our sense of self is not solely based on internal factors but is also influenced by external factors such as social feedback and acceptance. This underscores the importance of considering both individual and social factors in understanding human behavior and mental health.

Overall, these studies provide important insights into the concept of self and its development, and they have important implications for understanding the role of social interaction and acceptance in shaping our self-concept. They also highlight the need for further research to explore the complex interplay between individual and social factors in shaping our sense of self, and to develop interventions that promote positive self-esteem and well-being in individuals.

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