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ОБРАЗОВАТЕЛЬНЫХ-МЕТОДИЧЕСКИХ ПРОГРАММ**

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4 years of age, arrest and confiscation of property ...) team 2 1. What is the tax system of the Republic of Kazakhstan? (... Provided a set of tax laws and fees, principles, forms and methods of their establishment or elimination) 2. What taxes are called local? (... Are set by local governments and the local budgets) 3. The control function of taxes? (Quantitative reflection of tax receipts and match them with the needs of the state for financial resources; evaluation of the efficiency of the tax mechanism and control of the movement of financial resources) 4. What is called the revenue? (... The sum of prices, polechennaya from sales of products, works and services) 5. Formation of revenues and expenses by providing social protection of certain categories of the population - a feature? (Distribution) 6. All costs of production (realization) of goods, works and services is called? (Cost) 7. This tax is set on highly profitable products are in constant demand, which allows to withdraw the state revenue received excess profits? (Excise) 8. Republican, direct tax payer is the end of his person, the income received? (PIT) 9. At what age person may be subject to tax liability? (... With 16 years of age) 10. The main types of tax control (exit, a desk audit, tax audits, verification and reporting data).

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Interactive methods of training: formation and prospects

We should vigorously implement innovative methods, solutions and tools in the domestic system of education, including distance learning and online learning available to everyone» [1, 30-31].

In the Message of the President of the Republic of Kazakhstan N. A. Nazarbayev to the people of Kazakhstan «Strategy Kazakhstan-2050: the New political policy of the taken place state» it is accurately fixed: «We should make modernization of techniques of teaching and actively to develop online education systems, creating the regional school centers.

One of the areas to improve the quality of legal education is an active introduction to the educational process of innovative technologies. Innovative approaches to education are not just «a tribute to the time», and the core of the educational system, as they require updating of theoretical approaches, creative and predictive abilities, develop joint action, highly competitive, achievement-orientation.

Today unfortunately, quality of legal education often doesn't correspond to realities of our time and is at a low level. Annually a significant amount of the lawyers who weren't demanded by practice, didn't find application for the professional knowledge owing to their inadequate quality is issued. Therefore introduction in educational process of legal higher education institutions of modern technologies and first of all interactive methods, certainly, will increase professional standard of future lawyers, will improve quality of legal education in general, will allow to achieve more wide recognition of our legal education abroad [2, 42].

The term «interactive methods», «interactive training» came to us from English («interactive»: «inter» means «between», «boundaries», - from «act» - to work with «active», action). Interactive training is a training through experience. There is one more definition of interactive training – «the training shipped in communication process», i.e. based on interaction of the student with other pupils and with the teacher. Treat methods of interactive training also such which promote involvement of the pupil in active process of receiving and processing of knowledge. From them it is necessary to call: work in groups («brainstorming», «debate», different types of educational discussions), game modeling, big and small role-playing games («court session and so forth»), the business games training and metaphorical exercises.

Process of interactive communication includes:

is given to students in real-life dialogical communication of two teachers among themselves. Here real professional situations of discussion of theoretical questions from different positions are modeled by two experts, for example the theorist and the practitioner, the supporter or the opponent of this or that point of view, etc. Lecture together forces students to join in thought process actively. At representation of two sources of information a task of students – to compare the different points of view and to make a choice, to join this or that of them or to develop the.

Lecture with in advance planned mistakes. This form of carrying out lecture was developed for development in students of abilities quickly to analyze professional situations, to act as experts, opponents, reviewers, to isolate incorrect or inexact information.

Training of the teacher for lecture consists in putting a certain quantity of errors of substantial, methodical or behavioral character in its contents. The teacher brings the list of such mistakes on lecture and acquaints with them students only at the end of lecture. The most often made mistakes which do both students, and teachers during reading lecture are selected. The teacher carries out a lecture statement so that mistakes were carefully hidden and not so easily students could notice them. It demands special work of the teacher on the content of lecture, high level of proficiency in material and lecturing skill.

The task of students consists in that on the course of lecture to note the noticed mistakes in the abstract and to call them at the end of lecture. On analysis of mistakes 10–15 minutes are taken away. During this analysis the correct answers on questions – the teacher, students or in common are given. The quantity of the planned mistakes depends on specifics of a training material, the didactic and educational purposes of lecture, level of readiness of students. Lecture press conference. The form of carrying out lecture is close to a form of holding press conferences, only to the following changes. The teacher calls a subject of lecture and asks students to ask him questions about this subject in writing. Each student has to formulate the questions which are most interesting him within 2–3 minutes, write on a piece of paper and transfer to the teacher. Then the teacher within 3–5 minutes sorts questions by their semantic contents and starts giving lecture. The statement of material is under construction not as the answer to each asked question, and in the form of coherent disclosure of a subject in the course of which the corresponding answers are formulated. In completion of lecture the teacher carries out a total assessment of questions as reflections of knowledge and interests of listeners.

Lecture conversation. Lecture conversation, or «dialogue with audience», is the most widespread and rather simple form of active involvement of students in educational process. This lecture assumes direct contact of the teacher with audience. Advantage of lecture conversation consists that it allows drawing attention of students to the most important questions of a subject, to define the contents and rate of a statement of a training material taking into account features of students.

Lecture discussion. Unlike lecture conversation here the teacher at a statement of lecture material not only uses answers of students to the questions, but also will organize a free exchange of opinions in intervals between logical sections.

Discussion is an interaction of the teacher and students, a free exchange of opinions, ideas and views on the studied question. It recovers educational process, stirs up cognitive activity of audience and that is very important, allows the teacher to operate collective opinion of group, to use it for belief, overcoming of negative installations and wrong opinions of some students. The effect is reached only at the correct selection of questions for discussion and skillful, purposeful management by it. The choice of questions for activation of listeners and a subject for discussion is carried out by the teacher depending on specific didactic tasks which the teacher sets for himself for this audience.

Lecture with analysis of concrete situations. This lecture on a form is similar to lecture discussion; however for discussion the teacher raises not questions, but a concrete situation. Usually such situation is represented orally or in very short video, the filmstrip. Therefore her statement has to be very short, but contain sufficient information for an assessment of the characteristic phenomenon and discussion.

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Guidelines for teachers to conduct lectures and seminars on the subject of «Customs Law»

The main types of training sessions on the course are lectures, which are problem-search of customs legislation. Lectures have a goal: to get students systematic foundations of scientific knowledge on the course; skontsen tirovat attention to the most complex and the key questions. During the lectures the students should be guided by an active learning process. To this end, more than a teacher to set questions on obscure, difficult part of the class topic. Particular attention should