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UDC 327

ISRAEL`S POLICY IN ASIA: ON THE EXAMPLE OF THE DEVELOPMENT OF RELATIONS WITH INDIA AND CHINA AT THE BEGINNING OF THE XXI CENTURY

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Abstract:

In this article deals depth study of the role and place of the State of Israel in the system of modern international relations. The research material is based on a geographical and problematic principle, which allows us to recreate a real and reliable picture of Israel's presence on the world political scene, assess its foreign policy potential and identify factors affecting the viability of this country and its fate in the first half of the XXI century.

Keywords*: Israel's foreign policy, Israel ,china, India, USA, middle east, Asia*

INTRODUCTION

The object of the study is the policy of the State of Israel in the Asian direction in the period from 1948 to 2020 on the example of the evolution of Israeli-Chinese and Israeli-Indian relations. The subject of the study is the methods used by Israel in conducting its foreign policy towards China and India, especially measures aimed at normalizing relations with these countries, as well as the model of behavior that Israel adheres to in relations with the Asian countries mentioned above.

The official beginning of relations between Israel and India, which can be considered September 17, 1950. On this day, India announced its decision to officially recognize the State of Israel, warning that recognition of Israel does not mean changes in the course of Indian policy in the Middle East. After another official recognition, India allowed Israel to open Mumbai-the Israeli consulate, which began operating in 1953. However, for its part, India has not opened a consular office in Israel. It should be noted that after Israel gained independence in 1948, it took the Indian government 2 years to officially recognize the newly created state, although in 1948 and 1949 the Israeli side offered India official recognition. There are several reasons for the late recognition of India. The main reason is the concern of the Indian leadership that any rapprochement with Israel will allow Pakistan to establish Islamic cooperation in the field of the Indo-Pakistani conflict, and Indian Education Minister Abdul Kalam Azad calls the protest of the Indian Muslim minority. In addition, India was one of the few countries that opposed the partition plan for Palestine. 61 In India itself, there was criticism of the actions of the Zionists, in particular, on behalf of Mahamta Gandhi: "The Palestinian territory belongs to the Arabs, just as the territory of England belongs to the British, and France belongs to the French."Cooperation in India arose from parallels

The author of Trans-Pacific view Mercy Kuo regularly attracts experts, practicing politicians and strategic thinkers from around the world for a different understanding of U.S. policy in Asia. With Dr. Yitzhak Shikhor, Professor Emeritus and Head of the Michael William Lipson Department of Chinese Studies at the Hebrew University in Israel, this is the 101st story in the series "a look at the trans-Pacific Ocean".

METHODS

What impact will the Israeli-Indian strategic cooperation have on China? Little influence is expected in politics, since neither China nor India side with the Arabs and Palestinians and in international organizations practically do not support Israel. This may affect military relations. Under US pressure, Israel was forced to stop selling weapons to China, after which India became its main customer. Fully aware of these military operations, Beijing has been publicly silent about this and has not criticized Israel. In fact, Israel's arms sales to India have legalized China's arms sales to Iran and other Middle Eastern countries. However, there are signs that Beijing is beginning to take the Indian threat more seriously than ever, which means that the Chinese may be more sensitive to Indo-Israeli military ties and, therefore, may put pressure on Israel to stop or restrict arms shipments to India.

The main results of the recent visit of Indian Prime Minister Narenda Modi to Israel.

To fully appreciate the importance of Modi's visit, it is necessary to know the history of Israeli-Indian relations. India recognized Israel on September 18, 1950, becoming the fifth country in Asia, but since full-fledged diplomatic relations had not been established for more than 40 years, Israel was unofficially represented by an honorary consul in Calcutta. However, the two countries maintained a behind-the-scenes relationship that included military supplies to Israel after the Sino-Indian conflict of 1962. Due to rivalry with Pakistan, a significant Muslim population and dependence on Arab oil, India decided to hide these relations.[1]

India and Asia in general were not so important to Israel until the early 1990s. At that time, India could no longer lag behind China, which had established relations with Israel and thereby contributed to its achievement in Asia. Since then, India's relations with Israel have developed, and India has become Israel's leading arms market and an important economic partner. However, before Modi's arrival, no Indian leader dared to set foot on Israel. It should be noted that dozens of framework agreements were signed, but since military and economic relations are still ongoing, and India has barely changed its political course and its associations with Arabs and Palestinians, the main result of the visit and still the most important was symbolic.

Currently, Israel and the Indian State maintain a high level of relations characterized by strategic partnership. The countries cooperate in the economic, military-technical and political spheres.

Both states have a number of similar features.

1. Firstly, the two states were under the control of the British Empire until the middle of the 20th century.

2. Secondly, two countries gained independence at the same time: India in 1947 and Israel in 1948.

3. Thirdly, both Israel and India are surrounded by hostile Muslim states.

4. Fourthly, in the 1940s and 1950s, the leadership of Israel and India supported the socialist ways of development of their countries.

RESULT AND DISCUSSION

In addition to the above factors, in the twentieth century, problems arose in relations between Israel and India that limited the development of Israeli-Indian relations. Since Israel was interested in cooperation with India in the middle of the twentieth century, it made great efforts to change the attitude of the Indian leadership towards the State of Israel. Firstly, Israel actively cooperated with employees of the Indian media, in particular, inviting them to visit Israel. As a result of these actions, a significant part of the Indian media criticized the Indian leadership for the lack of diplomatic relations with Israel and strengthening ties with Arab countries.Secondly, despite its position against Israel during the Arab-Israeli war, Israel did not take symmetrical measures. On the contrary, Israel, interested in establishing diplomatic relations with India, has taken foreign policy steps in line with India's interests, for example, Israel became one of the first states to officially recognize Bangladesh as an independent state. At the end of the twentieth century, the Indian side changed its attitude towards Israel: India began to allow Israeli athletes to compete in Israel; the first meeting of the Prime Ministers of Israel and India took place in 1985. After three years of refusal, India allowed Israel to appoint a new consul to the consulate in Bombay.

Global geopolitical factors have greatly influenced the development of Israeli-Indian relations:

The Indian leadership believed that normalization of relations with Israel would lead to a negative reaction from Arab countries, which, in turn, could lead to a boycott of Arab countries by India. The change in the attitude of the Arab world towards Israel led to the strengthening of Israeli-Indian relations; within the framework of the bipolar system of international relations, India developed partnership relations with the USSR, and Israel - with the United States. Given this factor, it was difficult for

countries located in the zone of influence of two opposing superpowers to develop relations. The collapse of the bipolar system and the USSR led to the fact that India established diplomatic relations with Israel.[2]

In general, the development of Indo-Israeli relations can be divided into a number of stages:

The first period of 1950-1977 is characterized by India's negative attitude towards the Israeli leadership, expressed by Delhi's unwillingness to aggravate its relations with the Arab world, in particular with Egypt. For its part, Israel has expressed interest in developing relations with India during conflicts with both Pakistan and China, providing assistance to the Indian side, consisting in the supply of firearms and mortars, training Indian servicemen to Israeli military specialists. At the same time, India denied any assistance from Israel and continued to support Arab countries.The second period of 1977-1979 was marked by internal political changes both in Israel and in India, when the Likud and Janata parties came to power. During this period, India began to carefully approach Israel, which was manifested in the secret trips of Israeli Foreign Minister Moshe Dayan to New Delhi and the meeting of Israeli Defense Minister Weizmann with Indian Prime Minister Desai. However, there were no real changes in relations between the countries, since this period was characterized by the signing of the Camp David Accords and the boycott of the Arab countries of Egypt, and India, which to some extent depended on Arab countries, did not want to be subjected to such a boycott.The third stage, which lasted from 1980 to 1984, was marked by the cessation of the process of rapprochement between the countries. Indian Prime Minister Indira Gandhi criticized Israel for the war in Lebanon. In addition, the Indian side refused to issue a visa to Israeli officials to attend the ICAO summit in New Delhi. Despite this, the process of changing the image of Israel has begun between the Indian leadership. The fourth stage (1985-1992) can be called the period of warming of relations between the countries. It was at this time that a historic meeting of the leaders of the two countries took place in New York. Global processes have affected relations between countries, including the refusal of Arab countries to boycott Egypt, the collapse of the USSR and, as a result, the redirection of India to the United States. The fifth stage, 1992-2014, was marked by the consistent strengthening of relations between the countries in the political, economic, military-technical spheres. The countries have started cooperation in the field of science and the fight against terrorism. The sixth stage, from 2014 to the present day, is characterized by a strategic partnership between India and Israel. During this period, the Prime Minister of India will be Narendra Modi, who is developing good interpersonal relations with his Israeli counterpart Benjamin Netanyahu - the first visit of the President and Prime Minister of India to Israel. Today, Israel continues to deepen its partnership with India due to geopolitical changes, in particular the loss of Turkey as a partner after the incident on the Mavi Marmara ship, the spread of Iran's influence in the Middle East region, the strengthening of Muslim cooperation on the Palestinian issue (after Donald Trump's decision) As for Jerusalem, it is a Muslim, not an Arab (especially Turkey), who has protested the most on this issue of countries). Taking into account all these factors, the military and political leadership of Israel is developing relations with a number of countries, including India, and this process takes place within the framework of the doctrine of Israel's foreign policy, called the "peripheral strategy".[3]

To Jews from the Russian imperiesgo to Palestine through the territory of China. Note that the Chinese leader deserves a letter from Sun Yat sen to the leader, who drew parallels between the loss of statehood of the Jewish community of Shanghai and the occupation of China expressed the support of foreign invaders to the Zionist movement and wrote that any pro-democracy should support the Zionist movement. Of interest is also the translation of the term Zion into Chinese, which sounds like "the doctrine of Jews returning to their homeland". Of interest is the presence of Jewish communities in Chinese territories. This is the Kaifyn Jewish community, the Association of "Baghdad-Sephardic" Jews, the Harbin, hongkogo and Shanghai communities. Assessments of Zionism by the authorities of the people's Republic of China varied in different periods of time. In particular, the PRC leadership considered Zionism as a means of fighting the Jewish people against British imperialism. However, there were moments in the PRC when the Zionist movement was negatively assessed. Despite this difference in estimates, the leadership of the people's Republic of China.

The migration of Jews by sea and air prevented the road to Israel. Also note that similar to the analysis of relations between India and Israel, Sino-Israeli relations are also possible division into stages; in particular, we are talking about 7 stages of development relationship.

Within the framework of the first stage (1950-1955), an important issue of the development of relations between countries was the official diplomatic recognition. This question was complicated by the fact that the problem of the existence of the" two Chinese" - the people of China and the Republic of China (Taiwan). Representatives

The republics of China submitted to the Standing Committee in February 1949 an official statement to Israel's representative at the UN on readiness for recognition of Israel after its admission to the UN. Although on 9 January 1950, Israeli Foreign Minister Moshe Sharett sent Zhou Enlai a letter of official recognition of the PRC to Israel. Israel thus became the first country in the vicinity

7 countries of the eastern and non-socialist bloc official recognition of the PRC. In addition, this pragmatic Israeli leadership's decision was based on an analysis of the potential PRC resources as a great human, naturally strong power. In response to a question about Prime Minister David Ben-Gurion, it claimed that it prompted Israel to recognize the PRC and communist forces were able to take power in China and hold it, and Israel recognized the decision. Israel's move in 1950, also an important year, put an end to the so-called "two China", PRC -. recognition. A week later, Zhou Enlai sent Mosha a reply letter to Sharettu, in which he expressed the hope of establishing a friendly relations296 the first meeting took place in June of the same year

Israeli and Chinese diplomats in Moscow discussed the possibility of exchanging diplomatic missions between the two countries. At the same time, the development of Israeli-Chinese relations, the context of the international situation in the 195s and the policy of the state of Israel by a number of factors, as a result of which the countries in question were unable to establish diplomatic relations.

First, an important role for Israel during this period was played by Israel's worldwide official recognition and Israel's focus on European friendship development policy countries.

Secondly, a destructive impact on the possibility of establishing diplomatic relations war began

Korea and subsequent participation of the PRC in the conflict on the side of the DPRK. Despite Israel's attempts to show a balanced support for the PRC, in particular for the UN forces in Korea in Tel Aviv, support for a number of resolutions on the admission of the PRC to the UN and a personal initiative of the Israeli delegation to the UN to impose sanctions against the PRC and consider the recognition of China as an aggressor state (Israel voted against the first

Thirdly, Israel during the period in question faced financial difficulties and was unable to allow the opening and maintenance of the embassy in the PRC all resources for the development of relations with European countries.

Fourth, the negative impact on Israeli-Chinese relations there was a deterioration in Israeli-Soviet relations. So, the PRC was criticized the Zionist movement and declared that it was under the control of "American imperialists". Despite the above facts, the relations of interest in development remained and the ties between the countries themselves continued. In particular, it should be noted the role of the Israeli Ambassador to Burma David hakoena, who had ties with the Chinese side, was productive. For example, in 1953, the PRC ambassador to Burma, Jamin Yao, sent a letter to the PRC foreign ministry, in which he described Israel's interest in establishing trade relations with the PRC and the state of Israel as a small PRC-Bolshoi developed industry ready to supply a large range of products needed by Beijing.[4]

Israel's relationship with India will be determined nearby factors. On the one hand, India is interested in interaction with Israel for the development of its economy on the basis of Israeli technologies, as well as military-technical cooperation (especially in tandem with Rossi). On the other hand, both of these countries compete at the global level

Diamond and computer supply markets. India takes an ambiguous position on Israel's opposition to Palestine. The conflict with Pakistan and internal problems with its separatists, including in the Islamic sense, make it a natural ally however, the role that Israel plays in the third world, the positions of the Arab countries are very strong, as well as the political traditions of the period of mutual confrontation Mahatma Gandhi and Ben-Gurion about the permitted and unauthorized methods of the national liberation struggle lead India to the China is interesting to Israel as a large market for goods as well as a strategic source of raw materials. For China, Israel is a source of high technologies, primarily in the military-technical sphere. Or has never had close ties with China (unlike the USSR) and the problem of Lama separatism in northwestern China are key issues of the country's domestic policy. Relations can develop in the 21st century through a growing soup between Israel and China, although their overexertion, especially in defense of areas that are not very desirable from an American point of view, will generate enviable U.S. resistance, such as the Russia-Israel-China "airplane" treaty.[5]

Voluntarily or involuntarily, Israel strongly depends on the United States, whether it is good or bad.

Israeli military supplies to China began in the late 1970s with the knowledge, approval, and possible encouragement of Washington. Israel was a convenient mediator to strengthen Beijing in the fight against Moscow, which warned the United States not to arm China. Nevertheless, China, which ceased to be an unofficial ally after the collapse of the Soviet Union, became a "threat". Now Israel has had to stop supplying arms and military technology to China, and this ban has affected much of Israel's

export of civilian (or dual-purpose) high-tech goods to China. Today, the United States is the main obstacle to expanding Israel's relations with China. Such US restrictions do not apply to India. In other words, the future of Israel-China relations largely depends on the future of US-China relations. Beijing is fully aware of Israel's plight and the price Israel cannot afford to pay to restore its military relations with China.

It can be said that the model considered above made it possible to achieve the following goals: first, the military aspect made it possible to create in the midst of the military-political groups of India and China the image of Israel as a partner state the need to promote the strengthening of the defense capability of countries (Indian military assistance and the continuation of the informal Secondly, the use of individuals as well as pro-Israel organizations and politicians with the goal of promoting their interests (normalizing relations with the PRC and India) has achieved results that Israel cannot achieve get only when using official diplomatic channels. For example, on the Israeli lobby, as well as on the representative of the world Leibler I. Leibler, active participation in the Jewish Congress, led to the emergence of the Indian leadership consider the improvement of American-Indian relations in the boom with the normalization of Israel-India (it is not by chance that the countries announced their decision to establish diplomatic[6]

What is the impact of Israeli-Indian strategic cooperation on China?

A slight influence is expected in politics, since neither China nor India are on the side of the Arabs and Palestinians and practically do not support Israel in international organizations. This may affect military relations. Under pressure from the United States, Israel was forced to stop selling weapons to China, after which India became its main client. Beijing, fully aware of these military operations, was publicly silent on this issue and did not criticize Israel. In fact, Israel's arms sales to India legalized China's arms sales to Iran and other countries in the Middle East. However, there are signs that Beijing is beginning to take the Indian threat more seriously than ever, meaning that the Chinese can become more sensitive to Indo-Israeli military ties and therefore put pressure on Israel to stop or limit the supply of weapons to India. In addition, India is becoming an important player in the tripartite economic competition. The dynamics of relations between the United States and Israel are determined by the relations between Israel, China and India.

CONCLUSION

In general, the strategy of the Jewish state in relation to Asian countries is aimed at establishing strong trade and economic contacts, searching for promising markets for the export of Israeli goods, including high-tech ones. The developing active cooperation between Israel and Asian countries in the military-technical sphere is also important. In this direction, the most promising markets for Israeli military equipment are China, India, and South Korea. By developing active political cooperation with such countries, Israel also seeks to enlist support in the Middle East, primarily in resolving the Arab-Israeli conflict and contradictions with the Islamic Republic of Iran. Also, the traditional direction of Israeli foreign policy in Asian countries is to encourage the emigration of their Jewish population to Israel.

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PECULIARITIES OF POLITICAL MODERNIZATION OF KAZAKH SOCIETY

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Abstract:

The analysis of any phenomenon requires the definition of concepts. In particular, the question of whether the law belongs to a spiritual culture as a result of the achievements of a nomadic civilization is still not fully open. Law in itself is a part of the national spirit, which reflects all the historical and intellectual potential embedded in it, and. can be said to reflect the true spirit of the nation. The relevance of this topic embodies the ideological platform of modern Kazakhstan, since the past is the Foundation of the future. The ideology of the nomadic state in modern science is one of the most relevant areas of the entire complex of social sciences. In modern conditions, the revival and preservation of national culture is the key to preserving the national code as the main priority of the Third Modernization.

Keywords: *phenomenological approach, comparative approach, phenomenon, modernization, transformation, political culture, civil society, liberalism.*

INTRODUCTION

Modernization is a continuous and endless process of updating the object, bringing it in line with new requirements. Numerous processes are undergoing modernization, including social structure. The theory of modernization is engaged in the study of modernization. The following types of upgrades exist; political, social, cultural modernization. Political modernization involves the creation of certain political institutions that should contribute to the real participation of the population in power structures and the influence of the masses on concrete decision-making.

Political modernization is characterized; strengthening the role of the state, expanding the scope and strengthening the role of the legislative field, approaching a differentiated political structure with a high specialization of political roles and institutions; expanding the involvement of social groups and individuals in political life. In addition, the evolution of the political system towards the creation of a modern sovereign state, as well as the growth of political bureaucracy, the transformation of a rational depersonified bureaucratic organization into a dominant system of management and control, is also a characteristic feature of political modernization.

EXPERIMENTAL METHODS

Political modernization has a centuries-old European tradition and contributed to the establishment of a constitutional system, a parliamentary form of government, the introduction of the principle of separation of powers, the formation of political parties and movements, universal suffrage, the rule of law, the development of democracy and the introduction of parity democracy. At the same time, it led to numerous transformations, which caused political changes in a number of countries and social zones of influence.

That is why the problems of political culture today are relevant both theoretically and practically, it is the most common topic of political conversations, disputes, reflections, research, is at the center of parliamentary debates, the activities of various political organizations. The need for fundamental improvement of political culture is dictated by the ongoing transformations in society, their complex contradictory interweaving, increased conflicts and crisis phenomena.

Political culture affects the behavior of people and the activities of various organizations, their perception of the phenomena of domestic and international politics, the assessment of political systems and regimes, ruling groups and individual political leaders, and a person's determination of his place in the political life of society. It opens up wide prospects for political forecasting, development of a political course, adoption and implementation, specific political and management decisions. Much depends on the level and state of political culture: whether the population will perceive the developed political course, whether it will voluntarily agree with it or under duress, perceive it positively, or show complete indifference and even hostility, providing passive or active resistance. Taking into account the degree of maturity and the nature of political culture makes it possible to foresee the reaction of the population to

the political and managerial decision taken, to provide for certain measures to ensure the preparation of the decision and its effective. Taking into account the degree of maturity and the nature of political culture makes it possible to foresee the reaction of the population to the political and managerial decision taken, to provide for certain measures to ensure the preparation of the decision and its effective implementation.

The practice of developed democratic states shows that it is political culture that is the basis of their stable and dynamic functioning. The lack of political culture generates anarchy, increased crime, irreconcilable political conflicts, which can lead society to civil war. Thus, the problems of political culture in the context of the modernization of society are the focus of scientists and politicians. Unfortunately, until now, political culture has been the subject of mainly political scientific research, which, in fact, could not develop its holistic theory. In this regard, there is a need for a cultural understanding of the processes taking place in the domestic political culture. This will allow, in our opinion, to define political culture as part of a common culture, to form a holistic idea of the political culture of Kazakhstani society in conditions of modernization. An attempt at such a comprehension is represented by the real work.

The term "political culture" was introduced into scientific circulation by the 18th-century German philosopher-enlightener Johann Gerder (1744-1803). [1, c.173-174]. However, the very phenomenon of political culture was studied and analyzed already in the works of Plato, Aristotle and other thinkers of antiquity. Subsequently, especially in the late X1X-early XX centuries, this category was actively developed by various scientific schools. Political culture received a deeper understanding in the work of the American scientist G. Almond "Comparative Political Systems" (1956). [2,c.538]

Various interpretations of political culture and the political system found their development in the second half of the 60s and in the 70s. in the ideas and concepts of Western European sociologists and political scientists. The authors focused on the study of the formal and informal components of political systems, taking into account national political psychology, political ideology, and political identity. Subsequently, the main contribution to the development of theories of political culture was made by Western scholars such as S. Verba, L. Pai, V. Rosenbaum, M. Duverger, M. Crozier, R. J. Schwarzenberg, R. Rose and D. Kavanagh, as well as I. Inglehart and other scientists. Of great importance for understanding the phenomena of political culture are the views of Polish political scientists A. Bodner, E. Vyatra, American political scientists J. Allmond and J. Powwell, in whose opinion political culture is a completely subjective phenomenon and in its nature individual. [3 c.478]

Unlike foreign researchers in the political science of the post-Soviet space, there was an opinion defining political culture as a type of common human culture, an attribute of all subjects of political relations, expressing the dialectical unity of culture and politics. This position was considered, supported by many Russian and Kazakh politicians. To comprehend the phenomenon of political culture from the standpoint of domestic historical and philosophical thought, the concepts of the cultural and historical process of A. Toynbee, J. H. Gumilyov, as well as a study on the theory of climatic and geopolitical determinism by A. G. Fonotov, had a significant influence. [4 c.33] When considering the works of modern domestic authors on this issue, it should be borne in mind that in domestic science the problems of political culture began to be studied relatively recently. In Western literature, there are assumptions about this concept on this issue, some researchers limit political culture to the sphere of political consciousness, without including samples of political behavior in its content, while others, on the contrary, include samples of political behavior in the content of political culture

In the context of the development of the political culture of a reformed society, studies are noted with their sociological analysis of the problems of political tolerance, considered in the context of the development of the political culture of a reformed society, where the essence and features of the perception by the mass consciousness of transformational processes are considered, as well as work is observed on the political scientific understanding of the problems of Kazakhstan's political culture.

Thus, in domestic and foreign literature, extensive material has been accumulated in the comprehension and assessment of political culture from the standpoint of political science, sociology, history, philosophy. Until now, however, there has been a certain gap between these areas of knowledge in understanding the phenomenon of political culture. This article is aimed at bridging such a gap and synthesizing these areas of knowledge using the example of a cultural approach to studying the problems of political culture in the context of the modernization of Kazakh society. The purpose of the work is to identify and culturological understanding of the processes taking place in the domestic political culture that contribute to the formation of a civil-type political culture in the context of the modernization of society.

Within the framework of this work, it is impossible to conduct a deep analysis of the main theories of modernization, the methodological foundations of political culture, the main approaches to the typology of the political culture of society and the peculiarities of the formation of a political culture of a civil type in the conditions of modernization of Kazakhstan. Serious research is based on the idea of the need to form a civil-type political culture as the primary condition for the transition of modern society from a totalitarian political system to a democratic one. The methodological basis of the study represents the complexity of the chosen topic, its insufficient development requires an interdisciplinary approach involving cultural thought, historical and philosophical, philosophical, sociological, political and other sources. To study the concept of political culture, analyze its elements and structure, identify patterns of development of political culture, a systematic approach is used. Through a phenomenological approach, such phenomena as "modernization," "transformation," "political culture," "civil society" are studied. A comparativist approach is used in the analysis of concepts that define the nature of political culture; when considering the political culture of Kazakhstan, Russia and a number of Western countries, when analyzing the political culture of the Soviet and post-Soviet periods. [5, p.480]

Modernization is a complex, multilateral and multivariable way of transforming society, in which internal and external, distinctive and borrowed factors interact. It involves the development of new types of spirituality - new thinking in areas related to new forms of production activity. The main factors of modernization are changes in economic, social and political culture. The culture of a modernizing society is characterized by an orientation towards reason, liberal values, rational attitude to real results of activity (quality of life, stable improvement of various aspects of culture, etc.) [6].

Political culture - there is a political dimension of the cultural environment in a particular society, a characteristic of the behavior of a particular people, the characteristics of its civilizational development. It acts as a subsystem in the global system of the entire culture of society, so it cannot be limited only to the sphere of subjective attitudes and beliefs. The political culture of society is not the sum of political subcultures. It incorporates the most stable, typical signs characterizing the political consciousness and behavior of the bulk of the population, those political stereotypes that prevail in this society. The political culture of Kazakhstan has a turn to the future with insufficient attention to the past, extreme susceptibility, sensitivity to new, trends, usually coming from the West.

Comparative analysis with Western countries states that each political system corresponds to a special, its own basic model of political culture, which in each specific country manifests itself in national-specific forms. In modern conditions, the formation of a political culture of a civil type, which is based on democratic values, is of great importance. At the same time, in relation to democratic reforms among Kazakhstanis there is fragmentation, blurring and inconsistency of political beliefs, orientations and attitudes. The main provisions and developed materials can be used in further research in the field of studying the political culture of society, in the analysis of socio-political and socio-cultural problems and processes; to develop courses in political science, cultural studies, sociology and other disciplines,

The study of the problems of the political culture of modern Kazakh society has practical application, the provisions of this study make it possible to better understand the political reality of society, and contribute to the study of the prospects for its development in this area. Social changes taking place in the post-Soviet period pose versatile tasks for society to modernize socio-economic and political systems, overcome instability, reduce the level of social tension, democratization, and, in general, to improve the comfort and safety of the social environment. At the present stage, one of the important beliefs in science is that these problems can be solved through the formation of civil society and civil political culture. Political culture both as a sociocultural phenomenon and as a concept is a kind of synthesis of two principles, one of which is related to politics and the other to culture. Such a statement of the question stimulated its study at the level of theory and specific research from the standpoint of political, sociological and cultural approaches, determines attention to the study of problems of political culture in the context of the modernization of Kazakhstani society.

RESULTS AND DISCUSSION

In general, many issues of this direction have been quite successfully developed in science. However, today the theory of civil society and civil political culture is far from over: numerous methodological contradictions have not been eliminated, there is no consistency and complexity in the study of political culture and civil society, the relationship between different approaches. The difficulties of conceptualizing scientific ideas about political culture are inextricably linked with the problems of forming a civil society.

The term "political culture" is found today in the vocabulary of representatives of a wide variety of political forces, is the starting point of the programmatic activities of many public organizations. But the conceptual ambiguity, the lack of an integrated view that would determine the place and relationship of various methodological and worldview positions, prevents the formation of a political culture aimed at the development of civil society. The current transitional period of history has its own unique features. This period of reform, as in any other country, is distinguished by the extreme political and socio-economic conditions. In place of some, new mechanisms of the public system are being formed. Many previous moral values are also called into question, despite the fact that new values have either not yet been formed or are not such for the majority of the population.

CONCLUSION

In modern conditions, the problem of the formation of civil society and civil political culture is complemented by new substantive aspects in which civil society acts as a sociocultural phenomenon in which a certain type of political culture corresponds to the form of social organization. Civil society should be accompanied by increased civic activity, where political culture is characterized by openness, the main meaning of which is pluralism of opinions and, finally, studies of the political culture of modern society revealed its contradictory attitude towards democracy and authoritarianism, based on the inertia of values, beliefs, views and life practices of generations of the Soviet system. In the mass consciousness, stereotypes of political attitudes of past times have been preserved, which for a significant part of citizens have remained elements of their political culture, which have not been overcome.

The main hopes for the formation of civil society are associated with the democratic beliefs of new generations emerging in the post-Soviet period. It remains to add that political culture includes life-proven skills and patterns of political behavior that are formed and practiced by previous generations. The dialectics of the formation of political culture were constantly violated due to various kinds of socio-political shocks, so much of our domestic culture was lost. At the current stage of the formation of domestic political culture, it cannot be argued with complete confidence that it is dominated not by destructive, but by creative tendencies. In this regard, it seems necessary to develop and strengthen such civil society institutions as public associations, associations, political parties that could put pressure on the authorities. All this will contribute to the formation of a political culture in which citizens consciously participate in the formation of public policy, which is an example of a full-fledged civil society.

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INDIA - AFRICA: TRADE AND INVESTMENT IN THE 21ST CENTURY

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Abstract:

Active growth of trade volume between India and Africa which has increased in twenty times since the beginning of the twenty-first century or in seventy times since 1991, certainly actualized a question of features of the modern Indo-African relations. In this regard the purpose of article is consideration of features of policy of India to the African countries. The author does the short historical review of the Indo-African relations, and considers key spheres of realization of modern regional strategy of India on the African continent — humanitarian projects, foreign trade and investments.

The main methods of research are the comparative-historical approach and the statistical analysis, being used for identification of positive or negative dynamics of development of the Indo-African cooperation.

Now the African region takes strategic significance for India. Rapid economic development of the African countries and increase in a standard of living of the population turn the continent into a perspective sales market of the Indian goods and services. Besides, India actively develops humanitarian projects and renders the financial help to many African countries. However, India faces set of problems and factors — geographical remoteness, the discrimination and racism, instability of political systems of many African countries and the African policy of China.

The active economic policy of China on the African continent has compelled India to develop cooperation with the countries of Africa more actively. In recent years India also as well as China tries to make active and modernize the economic and humanitarian policy in Africa. Struggle for commodity markets of the goods and services in Africa makes Africa by strategic region not only in the Indo-Chinese relations, but in foreign policy of India as a whole.

Keywords: *India, Africa, China, Indo-African relations, trade, investment, humanitarian projects.*

INTRODUCTION

India's links with Africa go back a long way in history. Nurtured by people-to- people contact, these links are anchored in shared history and enduring friendship across the Indian Ocean. These relations over the decades have grown into one of the most productive and durable partnerships.

Historically India was not only the important trading partner for Africa, but also an example of the national liberation. Gandhi's philosophy (Satyagraha or nonviolent resistance to tyranny), which he successfully put into practice to achieve India's independence in 1947, inspired a startling number of African leaders in their own national liberation campaigns.

If Mahatma Gandhi laid the moral foundations for Indo-African relations, Jawaharlal Nehru gave the relationship its political structure during his long tenure as India's first prime minister (1947—1964). Nehru declared that Africa "though separated by the Indian Ocean from us in a sense our next door neighbor" and that "in historical perspective, Indian interests are likely to be bound up more and more with the growth of Africa". Nehru left an indelible imprint on India-Africa relations since India's early post-independence years and projected an image of non-alignment as a major thrust of India's interaction with the outside world. The corollary was to project the significance of South-South economic cooperation beyond the earlier projects in Africa.

EXPERIMENTAL METHODS

Non-alignment, both as a policy principle and as a collective movement, has been a basic part of independent India's foreign policy. Together with China's Zhou Enlai, Egypt's Gamal Abdel Nasser, Ghana's Nkrumah, Indonesia's Sukarno, and Viet Nam's Ho Chi Minh, Nehru played a leading role in convening the first Asian- African Conference in April 1955, which brought representatives of 29 African and Asian countries to the Indonesian city of Bandung and gave rise to the Non-Aligned Movement.

At that conference, Nehru made a moving speech about the African tragedy. He said, "We have passed resolutions about conditions in this or that country. But I think there is nothing more terrible than the infinite tragedy of Africans ever since the days when millions of Africans were carried away as galley slaves to America and elsewhere, half of them dying in the galleys... Even now the tragedy of Africa is

greater than that of any other continent, whether it is racial or political. It is up to Asia to help Africa to the best of her ability because we are her sister continent".

However, early hopes of a more intensive Indo-African partnership were dashed when China and India came to blows over border disputes, and the Sino-Indian War of 1962 left China in possession of sections of the contested areas. The resulting scenario was a setback for India's standing among NAM nations. That led policy makers in New Delhi to adopt a less ambitious policy towards Africa, focusing instead on building their country's defence sector and securing its immediate neighborhood. Even so, India continued to generously support national liberation movements in Africa financially and politically.

Political relations have since been marked by mutual understanding and support. During Indira Gandhi and Rajiv Gandhi's prime ministership, India accorded formal diplomatic recognition to South Africa's African National Congress in 1967 and Namibia's South West African People's Organization in 1985.

After an establishment of political contacts to the majority of the countries of the African region, India began to make active trade and economic relations. In 1968 has been signed the Trade and economic cooperation agreement with Cameroon and in 1974 with Senegal.

In period 1980 to 2003 commercial relations between India and Africa continued to develop dynamically. In this period India has signed agreements with seventeen coun- tries of Africa — Ghana (1981), Uganda (1981), Zimbabwe (1981), Mozambique (1982),

Nigeria (1983), Angola (1986), Zaire (1988), Rwanda (1990), Côte d'Ivoire (1993),

South Africa (1994), Seychelles (1998), Liberia (1999), Tanzania (2000), Mauritius

(2000), Botswana (2001), Swaziland (2002) and Zambia (2003).

Over the first decade of the twenty-first century, India-Africa economic cooperation has deepened, especially with India's emergence as a bigger player in the global economy and the relative weight of its economy on the global economic and geopolitical scene.

That cooperation was evident not only at the India-Africa Forum summits, at which India offered significant loans, grants and development assistance to intensify engagement with African countries, but also to increasing bilateral contacts.

RESULTS AND DISCUSSION

The main problem of trade and humanitarian cooperation of India with the African countries there is a weak development of relations with the countries of Northern and Western Africa. The given specificity is caused both geographical and historical features of relations of India and Africa. Other important problem is the discrimination and racism, especially in those countries where lives a considerable quantity of Indians. However, and in India there is a similar problem. There are at least 40,000 Africans in India. An issue many of them face from the local population is racism, due to their darker complexion, with such slurs as kalu "blackie". In recent years, there have been questions on human rights of Africans in India due to the murders of young African nationals12.

Negative influence on the Indo-African relations exerts also instability of political systems of many African countries, especially in Libya, Tunis, Somalia, Sudan and Angola. After the outbreak of civil war in Somalia in 1991, the Indian Embassy in Moga- dishu was closed. 4,600 Indian peacekeepers, led by Brigadier M.P. Bhagat, participated in UNOSOM II during 1993—1994. At present, over 8,000 Indian peacekeepers are deployed in Africa, including a 5,000-strong contingent in the Democratic Republic of the Congo. India's first full all-female formed police unit is currently deployed in Liberia10.

Prior to the uprising in Libya the number of Indians engaged in Libya was estimated to be around 18,000. The Indian professionals were mainly engaged in hospitals and other teaching institutions whereas major part of manpower was engaged in the construction projects. During the course of revolution most of them were evacuated to India at Government of India cost in February/March 2011. Gradually more Indians returned to Libya, and in early 2014 there were about 6000 Indians11.

Other important factor in the Indo-African relations is the policy of China. Rough economic growth of two Asian countries which do not have considerable stocks of liquid hydrocarbons, has led to their present race behind the African resources, first of all oil. The special attention of China and India have involved the African oil-producing countries, in particular Sudan and Angola rich with natural resources. Specificity of these states, in difference for example from Nigeria or Equatorial Guinea, in which Chinese and Indians operate not less actively, consists first of all — that in these states oil deposits are badly developed. Secondly, in these countries the large western oil companies which do not have possibilities are not presented almost, especially it concerns Sudan, to do in these countries business because of political restrictions and necessity to take into consideration public opinion.

CONCLUSION

By this time China gets about third of all oil extracted in Africa. Positions of Chinese in Sudan where they not only extract oil are especially strong, but also develop an infrastructure necessary for its extraction and transportation, invest in building of the railways, ports and terminals. One more feature of the Chinese policy in relations with Africa is granting of the economic help by China to the African states in the form of loans, credits on favorable terms, large-scale investments without political and economic conditions.

Hereby, the African countries gain today all big importance for India. Rapid economic development of the African countries and increase in a standard of living of the population turn the continent into a perspective sales market of the Indian goods and services. Besides, India actively develops humanitarian projects and renders the financial help to many African countries. However, India faces set of problems and factors — geographical remoteness, the discrimination and racism, instability of political systems of many African countries and the African policy of China.

The active economic policy of China on the African continent has compelled India to develop cooperation with the countries of Africa more actively. In recent years India in a trace beyond China tries to make active and modernise the economic and humanitarian policy in Africa. Struggle for commodity markets of the goods and services in Africa, that makes Africa by strategic region not only in the Indo-Chinese relations, but in foreign policy of India as a whole.

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THE PROCEDURE FOR THE USE OF TECHNICAL MEANS OF CUSTOMS CONTROL IN CUSTOMS AUTHORITIES

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Abstract:

The relevance of the topic is due to the fact that the use of technical means of customs control is an important tool in the activities of customs authorities to suppress violations in the field of customs legislation and identify them. The use of technical means of Customs Control provides verification of compliance of information on the declared goods with the data obtained during the actual customs control.The use of technical means of customs control not only reduces the time for conducting customs control, but also increases the likelihood of detecting smuggled substances and other customs offenses.

The purpose of the work is to study the organization of the use of technical means of customs control in the customs authority.

Based on this goal, it is necessary to solve the following tasks

Transfer of the concept of technical means of customs control;

Classification of technical means of customs control;

Determination of the procedure for using technical means in the customs authority;

Identification of problems and solutions to the use of technical means of customs control.

***Key words**: customs, offense, law enforcement, border, foreign policy, legislation, affairs.*

INTRODUCTION

Technical means of customs control (TSTK) are allowed to be used during customs control if they meet the requirements of regulatory and operational documentation, are fully equipped, registered and certified (certified) in accordance with the legislation of the Republic of Kazakhstan.

When applying the TSTC, the requirements of the legislation of the Republic of Kazakhstan on labor protection and safety must be observed.The safety of TSTK must be confirmed by sanitary and epidemiological conclusions in accordance with the legislation of the Republic of Kazakhstan. TSTCS are used at the locations of customs authorities during the work of these bodies, as well as in customs control zones where the presence of customs officials is associated with the performance of their official duties.The application of TSTK is carried out in accordance with the operational documentation.The procedure for the application of technical means of customs control in the customs authorities and the procedure for the application of technical means of customs control in the customs authorities may be used in the case of the following forms of customs control, listed in the article of the Customs Code of the Customs Union:

verification of documents and information;
oral interview;
customs surveillance;
customs inspection;
customs inspection;
checking the marking of goods with special stamps, the presence of identification marks on them;
customs inspection of premises and territories;
customs inspection.

TSTCS can be used for customs control of:

any goods (in accordance with the technical characteristics of the TSTC) transported across the customs border of the Customs Union, including hand luggage and accompanied baggage of passengers and transport employees, unaccompanied baggage of passengers, medium-sized cargo (commodity) packages, large-sized cargo packages;
all types of vehicles;
international mail;
customs documents for goods and vehicles;

means of identification (special stamps, identification marks) imposed on documents, goods and vehicles and other places.

The procedure for the preparation and admission of customs officials to the use of technical means is determined by the customs authority.When using technical means, the requirements of the existing regulatory legal framework on labor protection and safety measures must be observed.The customs authorities of the Republic of Kazakhstan and their officials, when using technical means that have caused unlawful harm to human health, goods and vehicles, are liable in accordance with the legislation of the Republic of Kazakhstan.

Technical means are used at the locations of customs authorities during the work of these bodies, as well as in customs control zones created in accordance with the requirements, and in other places where the presence of customs officials is associated with the performance of their official duties.The decision on the application of the TSTC is made by customs officials independently, unless otherwise provided by the regulatory legal acts of the Republic of Kazakhstan. Technical means can be used during customs control:

- any goods transported across the customs border of the Russian Federation, including hand luggage and accompanied baggage of passengers and transport employees, unaccompanied baggage of passengers, medium-sized cargo (commodity) packages, large-sized cargo packages (containers, cargo platforms, bunkers, etc.);
- all types of vehicles;
- international mail;
- customs documents for goods and vehicles;
- means of identification (special stamps, identification marks) imposed on documents, goods and vehicles and other places;
- specific persons, if there are grounds to believe that they are hiding goods that are objects of violation of customs legislation.

Officials of customs bodies responsible for the use of technical means during customs control, for violation of this procedure, use of technical means not for their intended purpose, dismantling, loss and disabling them, are brought to disciplinary and material responsibility in accordance with the legislation of the Republic of Kazakhstan.

The main provisions of the order of application of the TSTC:

1. The use of technical means is carried out to accelerate customs control, increase its optimization and efficiency in order to obtain information about goods (their quantity, composition, physical and chemical properties, authenticity, the presence of caches, etc.), vehicles, detection of forgery of customs documents and means of customs identification, smuggling and signs of customs violations.

2. Technical means conforming to the requirements of regulatory and operational documentation, fully equipped, including operational documentation, registered (registered) or certified (certified) by the National Standardization Body of the Republic of Kazakhstan are allowed to be used during customs control.

3. Technical means are used by customs officials who have undergone appropriate training and have a permit for admission to independent work and the use of technical means.

4. When using technical means, the requirements of the existing regulatory legal framework on labor protection and safety measures must be observed.

5. Technical means used by customs authorities must be safe for human life and health, not cause damage and harm to goods and vehicles, the environment. The safety of technical means must be confirmed by sanitary and epidemiological conclusions of the State Sanitary and Epidemiological Supervision of the Republic of Kazakhstan.

6. The customs authorities of the Republic of Kazakhstan and their officials, when using technical means that have caused unlawful harm to human health, goods and vehicles, are liable in accordance with the legislation of the Republic of Kazakhstan.

7. Technical means may be used only in certain forms of customs control:

- verification of documents and information;
- oral interview;
- customs supervision;
- - customs inspection of goods and vehicles;
- customs inspection of goods and vehicles,
- checking the marking of goods with special stamps, the presence of identification marks on them;
- - inspection of premises and territories for the purposes of customs control;

- customs audit.

8. Technical means are used at the locations of customs authorities during the work of these bodies, as well as in customs control zones established in accordance with the requirements of the Customs Code of the Republic of Kazakhstan, and in other places where the presence of customs officials is associated with the performance of their official duties.

9. The decision on the application of the TSTC is taken by customs officials independently, unless otherwise provided by regulatory legal acts.

10. Technical means can be used during customs control:

- any goods transported across the customs border of the Republic of Kazakhstan, including hand luggage and accompanied baggage of passengers and transport employees, unaccompanied baggage of passengers, medium-sized cargo (commodity) packages, large-sized cargo packages (containers, cargo platforms, bunkers, etc.);
- all types of vehicles;
- international mail;
- customs documents for goods and vehicles;
- means of identification (special stamps, identification marks) imposed on documents, goods and vehicles and other places;
- specific persons, if there are grounds to believe that they are hiding goods that are objects of violation of customs legislation.

11. Officials of customs bodies responsible for the use of technical means during customs control, for violation of this procedure, use of technical means not for their intended purpose, dismantling, loss and disabling them, are brought to disciplinary and material responsibility in accordance with the legislation of the Republic of Kazakhstan.

EXPERIMENTAL METHODS

The list of documents regulating the rules of technical operation, metrological and regulatory support and evaluation of the effectiveness of the use of TSTK is quite extensive and is periodically updated depending on organizational, technological and economic factors. The peculiarity of the work of customs authorities is that; customs control is often carried out in the open air and in any weather; TSTCS operating in such conditions must have a special design and be reliable and easy to operate.

Due to the wide variety of objects of customs control, different technical means based on a variety of physical principles and measurement methods can be used in the study. However, all of them must meet the above-mentioned provisions of efficiency and security.

Objects of customs control are transported across the customs border :

1. Goods, baggage, vehicles, in particular
- accompanied baggage, hand luggage of passengers (private persons) and transport employees;
- unaccompanied (issued waybill) passenger baggage and medium-sized cargo packages;
- bulky cargo contained in containers, cargo compartments of vehicles, on cargo platforms, etc.;
- international mail.

2. Documents containing information
- about goods;
- on the subjects of customs operations and their payment of customs duties and taxes (including currency);
- on vehicles, etc., provided for by the Labor Code of the Republic of Kazakhstan.

3. Means of identification (attributes of customs security) imposed on documents, goods, objects, vehicles, etc.

4. Specific individuals, in the event that there are grounds to believe that they are hiding with themselves (or in themselves) and not issued goods and items prohibited for import (export) or moved in violation of the procedure established by law; RK.

5. Actual (and potential) items (objects) of customs offenses and contraband.All these objects have significant differences and therefore require a special approach when solving problems of customs clearance and control.The main advantages of the use of technical means of customs control allows: Reduce the duration of the check. To inspect the transport. Identify camouflaged objects. Keep the object unopened and at the same time get full information about it. Officials are obliged to comply with the requirements of regulatory acts regulating occupational safety and health, sanitary rules, as well as the provisions of operational documents. The integrated use of technical means of customs control ensures

high efficiency of inspections at specific sites. Large and medium-sized cargo shipments, separately the following baggage, hand luggage, international parcels, as well as transport following any direction across the border of the Republic of Kazakhstan are subject to remote inspection.

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INTERNATIONAL EXPERIENCE IN THE APPLICATION OF ADMINISTRATIVE RESPONSIBILITY FOR BULLYING

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Abstract:

This article analyzes international legislation in the field of regulation and anti-bullying and identifies countries with active (Norway, USA, Canada, Finland) and passive anti-bullying anti-bullying policies (Azerbaijan, Republic of Belarus, Armenia, Republic of Moldova). Based on foreign experience, general recommendations for improving the anti-bullying policy in Kazakhstan are proposed. It is established that the effectiveness of administrative responsibility for an administrative offense in the field of countering bullying is to achieve the punitive, preventive and educational goals of administrative responsibility. Proposals are proposed to improve the efficiency of administrative responsibility for bullying.

Keywords: *legal responsibility, violence, violence against children, educational environment, children, anti-bullying programs, production, administrative offense.*

INTRODUCTION

Today, the Republic of Kazakhstan, supporting the anti-bullying policy, has recognized the formation of a safe educational environment as one of its priorities. However, so far, educational institutions at different levels have not implemented programs (an established algorithm of actions) that are aimed at countering bullying and eradicating this problem from the life and consciousness of subjects of the educational process. For our country, it is possible to solve this problem, in our point of view, by analyzing and effectively implementing the results of the “anti-bullying experience” of foreign countries.

As part of our research, we propose to analyze the experience of the "originators" of anti–bullying activities - Norway, the USA, Canada, Finland and some post-Soviet countries (countries that had a similar history of development and state structure with Kazakhstan) – Azerbaijan, the Republic of Belarus, Armenia, the Republic of Moldova to highlight both positive and negative features of foreign legislation in the field of administrative responsibility for bullying and the formulation of proposals to improve the anti-bullying program in Kazakhstan, with subsequent implementation of the provisions in national legislation.

It should be noted that in most countries of the world there is no clear division of legal responsibility into administrative or criminal, but there is a mixed type of responsibility: criminal and administrative, where a crime and a misdemeanor are distinguished, less serious in terms of results.

Therefore, within the framework of our research, we propose to analyze the existing legal responsibility for bullying and other preventive measures presented in the form of preventive programs aimed at preventing and eliminating the consequences of this phenomenon as such.

RESULTS AND DISCUSSION

As already noted in our study, Norway became one of the countries in which an anti-bullying program began to actively develop at the end of the last century. Yes, thanks to the work of psychologist D. Olweus in Norway, and then in other countries of the world, in particular in the USA, Scandinavia, Canada, Germany, Sweden, etc., the Olweus Bullying Prevention Program, known as OBPP [1] .

The history of this program begins in the 1970s, with the initiative of D. Olveus to systematically study the problem of bullying, the results of which were published in books from different countries under the title "Aggression in the Schools: Bullies and Whipping Boys". In 1983, after three teenage boys in northern Norway committed suicide (probably the cause of which was bullying at school), the state initiated a public program against bullying in schools, which was based on the programs of D. Olweus "Olweus Bullying Prevention Program". The study of this program was conducted with the participation of 40,000 schoolchildren for two and a half years, the results were positive. In 2001, this program was recognized nationwide in the framework of combating crime among children [2].

The objectives of this program are to reduce existing bullying problems among students; prevent new bullying cases; improve relationships among schoolchildren. The implementation of the program's goals is carried out at four levels: individual, classroom, school and public [2].

Consequently, the goals of this program are aimed at preventing and stopping bullying among schoolchildren, carried out on a multi-level basis, which led to positive results. Moreover, focusing on the problem of bullying at school, the Olweus Bullying Prevention Program offers measures to improve the school climate in general.

In our opinion, it is also appropriate to create such programs in Kazakhstan, implemented at all levels of administration.

Let's characterize each of the levels. at the individual level, it is proposed to implement the following measures: monitoring the activities of students; intervention of any employee when bullying is detected; holding meetings with schoolchildren and their parents; development of individual plans[3].

At the classroom level, measures to counter bullying consist in regular meetings of students and their parents, as well as "visualization" of countering bullying: placement of posters on this topic, rules of conduct [3].

As we can see, the implementation of this program at these levels is more focused on working with students and their parents in countering bullying, which also leads to positive results.

At the school level, it is proposed to create a school anti-bullying committee, whose participants should constantly conduct trainings with students and teachers aimed at preventing this phenomenon; introduce school-wide anti-bullying rules; carry out periodic testing of students regarding the identification of cases of bullying; involve parents in the activities of the committee [3].

At the public level, anti-bullying measures consist in disclosing the problem of violence among children and helping the school committee to counter bullying[3].

Thus, in accordance with the program of D. Olveus Olweus Bullying Prevention Program, the school administration (including the school committee), teachers, students, their parents and society as a whole are involved in the "fight against bullying". It is with the mutually coordinated activities of all levels of administration that the corresponding changes occur to counter bullying.

As for the responsibility for bullying, it should be noted that students, parents and the school administration sign a contract at the beginning of the year, which states the inadmissibility of causing psychological, physical or material damage. In case of violation of the contract, the offender is registered with the police, and the parents are fully responsible.

Analyzing the experience of Norway (in terms of the anti-bullying program Olweus Bullying Prevention Program), it is possible to identify common features with the anti-bullying policy of the Republic of Kazakhstan:

1. Recognition of bullying as a problem of violence among children, its prevention and prevention.

2. The duty of the school administration, teachers and parents to respond to bullying cases.

Distinctive features are:

1) In Kazakhstan, the anti-bullying policy is aimed at carrying out the punitive function of either a minor (aged from 16 to 18 years), or parents (persons replacing them), and (or) the head of an educational institution, unlike Norway, where only parents are responsible.

2) 2) In Norway, a special school body has been created that conducts educational, monitoring, analytical «anti-bullying» activities and the so-called school committee. There is no such school body in Kazakhstan.

The experience of the United States of America (USA) is very interesting in the field of combating bullying. It should be noted that there is currently no US federal law regarding bullying. However, all states have laws to combat this phenomenon. The first state to pass an anti-bullying law was Georgia (1999). The latest is Montana, 2015 [4].

For bullying in the United States, depending on the nature of the act and actions, criminal sanctions may be applied to the offending student, and also in some states the law allows students to be disciplined in appropriate and balanced ways (school sanctions). It should be noted that 44 states criminalize bullying (including cyberbullying), 45 states have school sanctions; 49 states support school anti-bullying policies, and 25 states have responsibility for actions committed outside of an educational institution [4].

Consequently, for acts subject to the signs of bullying, in some US states there is criminal, and in some criminal and alternative to it - disciplinary responsibility (school sanctions for less serious acts).

It should be noted that anti-bullying legislation is constantly being updated in the US states. Yes, one of the last such updates occurred in July 2018 in the state of Indiana [4].

Constant changes in legislation in the field of anti-bullying are due to the assessment of the effectiveness of the anti-bullying legislation carried out by a public organization. The anti-bullying laws of the states must meet the following requirements:

1) the word "bullying" should be used in the text of the law. This paragraph is explained by the fact that some words used in the state texts of draft laws are "hate crimes", "harassment", "discrimination" or "intimidation" may be one of the types of bullying, however, there may be cases when the acts fall under a separate type of crime;

2) the text of the law should be directly aimed at countering the phenomenon of bullying, and not providing an educational environment. In this case, it implies the protection of the violated rights of the student when bullying him, and not the creation of a safe administrative building;

3) there should be definitions of such categories as "bullying" and "harassment" [5];

That is, these requirements can be conditionally attributed to the "apparatus" block, where the concept of "bullying" is indicated and this category should correspond to understanding and countering this particular problem, and not close in content.

4) there should be recommendations on the formation of an anti-bullying policy and its "implementation";

5) providing training of specialists in the field of education at all levels, anti-bullying, training of students and staff on anti-bullying issues, as well as prevention programs[5];

The above requirements can be attributed to the "training" block, where the subjects of bullying counteraction are provided with methodological recommendations and training.

6) the law should provide for the introduction of anti-bullying programs, and not offer them;

7) laws should contain the date of introduction of the anti-bullying policy and the term of its implementation[5];

These requirements can be conditionally attributed to the "debt" block. That is, we are talking about the mandatory nature of the law's anti-bullying policy.

8) protecting students from harassment, revenge or false accusations;

9) there should be protection of the school district from lawsuits for compliance with the policy. This paragraph implies that in cases of appropriate actions of teachers and school administration (prevention, reporting, punishment for bullying), the latter are not liable;

10) consultations are provided for victims[5];

These requirements can be attributed to the "protection" block, where the rights of all subjects of the educational process are protected at the legislative level in the event of bullying.

11) according to the results of the work of the educational institution, reports should be provided to the authorized bodies[5];

This requirement can be conditionally attributed to the "analytics" block, where the anilibuling activity of the educational institution is monitored.

12) The presence of a provision in the law "cyberbullying" or "electronic" claims"[5].

That is, the recognition of the place of bullying is not only offline space, but also online (on the Internet).

In our opinion, it is advisable to create a state-recognized anti-bullying body, with clear mandatory requirements aimed at improving legislation in the field of countering bullying, deserves attention as a

positive experience in combating this phenomenon and can be taken by Kazakhstan as a basis for the introduction of a similar system of improving legislation and monitoring the activities of educational institutions in the implementation of regulatory norms acts, as well as existing anti-bullying programs.

It should be noted that in the USA there is a system for evaluating legislation aimed at countering bullying: states without anti–bullying legislation receive an "F" grade, with ineffective laws - "D" (2 points or less), states with mediocre laws receive a "C" grade (3-5 points), states with acceptable laws receive rated "B" (6-8 points), states with almost perfect laws receive an "A" rating (9 + points)[5].

States with a cyberbullying clause will receive a plus after receiving an A rating. States with an emphasis on victim counseling receive a "+" after receiving an A rating. Some states, today, have an A++ rating, for example, Delaware, Florida and Kentucky, because they have a counseling point, as well as a cyberbullying point[5].

In our opinion, it is the provision of an assessment of activities, including when creating anti-bullying legislation, that is an important and definite conclusion of its effectiveness.

As part of our study, we propose to consider the most effective anti–bullying programs in the USA: Positive Action, Steps to Respect, S.S. GRIN Positive Action, RA - a multidisciplinary program that aims to reduce deviant behavior and increase self-esteem of preschoolers (children in kindergartens) and primary and secondary school students (up to grade 8).

The Positive Action program provides 140 lessons corresponding to age and academic standards. The curriculum consists of six sections covering the conceptual basis of the program, the development of habits for a healthy mind and body, personal management and self-control skills, building useful relationships, understanding responsibility and self-awareness, as well as setting goals and achieving them. Lessons are conducted by a school teacher or an external instructor. Blueprints conducted a study from 2016-2020 in Hawaii with students from grades 1-2 to 5-6 and in Chicago from 2013-2019 . about the effectiveness of this program. The results had a significant positive effect on the antisocial behavior of children[6].

Research conducted in Chicago in 2014-2019 showed that significant improvements occurred during the implementation of the program in the US educational process: cases of intimidation decreased by 41%, bullying (after a survey of students) – by 51% (which is 0.39%), bullying cases (according to the results of a survey of parents) – 13% (0.31 efficiency) [7].

So, the focus of this program is the illegal behavior of children as such, and the prevention of such behavior. However, statistics show its effectiveness in the fight against bullying.

Steps to Respect – this program is aimed at directly preventing bullying cases by raising awareness of participants in the educational process. The essence of the program is that all teachers and the school administration get acquainted with the content of the program and its key positions and, based on the knowledge gained, conduct lessons based on literature. Every week, a 45-minute lesson is given to gain positive skills in relationships with peers. The course of the program is designed for 12-14 weeks. According to the results of this program, the number of bullying cases decreased, there was an improvement in the climate among students and school administration, and the level of social competence increased[8].

It follows from the above that achieving positive results in countering bullying is also possible by discussing literary characters and developing skills of relationships in a team, therefore, adopting the experience of this program, we propose in Ukraine to add academic subjects to the curriculum of educational institutions aimed at understanding the emotional state of others, empathizing with them and improving their psychological microclimate in the student environment.

The S. S. GRIN (Social skills group intervention) program, unlike the previous two, is aimed at adapting bullying victims. S. S. GRIN solves issues of bullying, victimization and socio-emotional competence The goals of this program are to accept peers; increase self-esteem and self-efficacy; overcoming social anxiety and depressive symptoms. The results of this program were the achievement of the set goals. evidence of its effectiveness[9].

In our opinion, overcoming the consequences of bullying is no less important than its prevention or prevention. This program plays a big role, because the adaptation of bullying victims depends on their further social emotional state and the position of society.

In Canada, the concept of "bullying" is enshrined at the legislative level and provides for the responsibility of the offender, parents and witnesses of harassment, for the conditions that the latter did not intervene and did not provide assistance [10].

In our opinion, the introduction of the responsibility of witnesses of harassment is legally reasonable. In Ukraine, unfortunately, there is no such practice, although the witnesses of bullying are legally recognized by its parties, and therefore should be held accountable.

O.O. Kostyuk, exploring the experience of Canada in anti-bullying work, notes that a typical and effective practice in schools is the introduction of anti-bullying educational and preventive programs Based on the idea that students, their parents, teachers, and members of society should adhere to a single view of bullying. Therefore, families, representatives of organizations, celebrities, public figures, representatives of the police station are involved in anti-bullying programs and measures. According to the target audience, such programs can be divided into general (covering all schoolchildren), correctional (designed for the aggressor and victim of bullying) and special (programs that are used in serious cases of bullying)" [11].

We support the author's point of view and believe that it is really possible to overcome the problem of bullying with the help of complex interaction of all levels of administration in society, the purpose of which is to eradicate bullying from people's minds.

In Canada, anti-bullying programs are embedded in academic subjects on general awareness of bullying, legislation and programs, prevention and response to bullying cases. Moreover, much attention is paid to the last point: if schoolchildren join the resolution of the conflict, it stops after a few minutes [11; 10].

Based on this position, a large role in resolving situations related to bullying is assigned to witnesses. Ignoring such a situation by the latter, as a rule, leads to negative consequences, therefore, the introduction of the responsibility of bullying witnesses for "non–interference" can be considered one of the measures to combat this socially negative phenomenon – bullying.

No less popular is the Finnish anti-bullying program – KiVa (Kiusaamista Vastaan), which means "against bullying", and the word "kiva" from Finnish is "good" [12].

This program was developed at the University of Turku, Finland, funded by the Ministry of Education and Culture of Finland. The effectiveness of this program has been proven through national research, as well as the use of this program in the fight against bullying around the world. The goal of KiVa (Kiusaa-mista Vastaan) is to prevent bullying and effectively solve cases of bullying, and therefore it is based on three main elements: prevention (in the game format, specific actions related to bullying are analyzed, the inadmissibility of such cases is noted); intervention (actions aimed at eliminating the causes and consequences of bullying); monitoring (conducting a survey to identify cases of bullying, as well as for continuous analysis of the dynamics of bullying at school). A peculiar item of the program can be called video games and animation lessons aimed at countering bullying [13].

According to our point of view, the third element "monitoring" can be attributed to measures to prevent bullying, because timely detection of the "subsoil" for bullying is its prevention.

It should be noted that Finland's positive experience in the fight against bullying is not only in the effective application of the KiVa program (Kiusaa-mista Vastaan), but also the creation of the SomeBuddy digital legal service, the essence of which is psychological and legal online assistance to victims of bullying; Mightifier – a program that aims to create a friendly space by developing students' social skills and self-esteem enhancement.

The effectiveness of the KiVa program (Kiva-mista Vastaan) is evidenced by the data of a large randomized study controlled by Finland, which showed that more than 200 Finnish schools significantly reduced all forms of bullying after the first year of the program implementation. In addition, it was reported about the positive impact of school, academic motivation and achievement. Among those students who were bullied, whose case was reviewed by the KiVa school team, 98% believed that their situation had improved[13].

The analysis of the above-mentioned programs allows us to assert their effectiveness in reducing the number of cases of bullying and violence against children, ensuring a safe educational environment and improving relations between students; the complex of anti-bullying actions is aimed at both a specific person and groups of people (class, school, society as a whole).

Thus, it can be argued about the active anti-bullying position of Norway, the USA, Canada and Finland.

Nevertheless, we adhere to the point of view that the high efficiency of an anti-bullying program in one country will not be directly proportional to the effectiveness in another. According to our point of view, there are various factors that can influence their effectiveness: economic, geographical, legal, executive, cultural (including mentality) and other significant factors.

RESULTS AND DISCUSSION

Having analyzed the most famous anti-bullying programs and policies of some countries in the fight against bullying, we propose to proceed to the consideration of responsibility for bullying in the post-Soviet countries.

There is no law regulating relations in the sphere of countering bullying in Azerbaijan. At the moment, there is still a single pilot project in the state on bullying issues – "Məktəblinin dostu" "Student's Friend", which began operating in the 2016-2017 academic years. The purpose of this project is to create a safe educational environment for teachers and students, to provide medical and (or) psychological assistance in cases of bullying, as well as educational and diagnostic work with participants of the educational project. It is interesting that this program is implemented by young volunteers who have previously been trained in bullying trainings (their main task is to when communicating with children, identify problematic situations and report them to teachers or parents) and qualified psychologists [14].

In Azerbaijan, in the 2020-2021 academic year, the project is successfully implemented by 400 employees in 226 educational institutions and covers 400,000 students. Within the framework of the project, during 2020, 156 students were provided with psychological assistance, and 45 teachers were trained in psychology.

So, Azerbaijan's experience in implementing an anti-bullying policy is not indicative. Positive can be identified the first attempts to reduce cases of bullying in the country through the reaction of qualified psychologists and teachers to bullying among students.

There is also no law in the Republic of Belarus that directly provided for responsibility for bullying, however, the law "On the basics of the system of prevention of neglect of juvenile delinquency" provides for the protection of the rights of minors, including in the educational environment[15]. Since September 2020, the country has been implementing the program "Adaptation of the model of creating a friendly and supportive environment in general secondary education institutions" (with the support of the United Nations Children's Fund (UNICEF)). This program is designed for 5 years and is distributed in 26 schools in all regions. The main goal of the program is to transform the educational institution into a psychologically safe place: reducing conflicts among students, bullying and all types of violence.

In our opinion, it is too early to talk about the effectiveness of this program, but it should be noted that the Republic of Belarus is taking the first steps in the fight against bullying despite the lack of legislative regulation of bullying cases.

Armenia is a country in which there is no law, as a result of violation of which responsibility for bullying (bullying) occurred. In addition, only in 2020, a program for 73 teachers on bullying prevention was held for the first time. In 2021, in three regions of Armenia, together with the Swedish organization Global to local, it is planned to conduct a pilot program for the prevention of bullying in educational institutions[16].

In the Republic of Moldova, a relatively abundance of normative acts regulate and prohibit any manifestations against a child, including in the educational environment. In particular, the Government of Moldova has approved a strategy for the development of education in the period from 2014-2020, which explicitly provides for a safe educational environment capable of preventing violence against children and immediate response in these cases. Ensuring a protective school environment capable of preventing violence against children and immediate intervention to identify, direct and help child victims of violence includes the following actions: 1) development and implementation of child protection policies at all levels, taking into account the rights of the child, the child's development abilities and needs. 2) development of the capabilities of the bodies endowed with school inspection, monitoring and reporting on cases of violence against a child. 3) Empowering children, parents and community members to recognize, prevent and report cases of violence against children [17].

The Standard Provision of General Educational Institutions provides for the observance of the rights and freedoms of students. Corporal punishment, any form of physical or psychological violence is prohibited [17].

Laurentia Filipski notes that "according to the Guidelines for the Implementation of the Child Protection Policy in Educational Institutions, such actions of employees and partners of the institution (parents, volunteers, trainees, trainers, assistants, experts, partners, donors, the media who come into adult contact with children during the activities of the institution, service providers, etc.) are unacceptable. d.) relationships with children: beating a child or using other forms of physical violence against a child or inciting a child to violence against another child: pushing, hitting, pinching, flip-flops, pulling hair or ears, and so on; emotional violence: shouting, humiliation, ridicule, intimidation, nicknames, swearing, verbal threats, destruction of personal belongings, etc.; forcing or inciting a child to participate in any

sexual activity (pornographic films or photographs, sexual relations, sexual claims, etc.); sexual violence: physical, verbal or non-verbal behavior of a sexual nature creates an unpleasant, humiliating, insulting atmosphere and infringes on the dignity of the child (looks, vulgar comments, obscene jokes, hints, touching intimate places); involvement or encouragement of children in any illegal activity: labor exploitation; purchase, sale or consumption of alcohol, tobacco or drugs; discriminatory treatment of certain children: exclusion of some and preference for others on the basis of ethnicity, religion, language spoken, learning outcomes, social status of the family, reputation of parents, etc.; spending time alone with the child (in a classroom, dorm room, invitation home or to secluded places, visiting the house unaccompanied when the child is home alone and so on)" [17].

Despite a sufficient number of normative acts of the Republic of Moldova directly related to violence against children and the fight against them, none of them defines the concept of bullying and does not assume responsibility for it.

Based on the above, it can be argued about the passive anti-bullying position of Azerbaijan, the Republic of Belarus, Armenia, and the Republic of Moldova.

CONCLUSION

The analysis of foreign experience in countering bullying allows us to identify general recommendations for anti-bullying policy in Kazakhstan.

1. Based on the anti-bullying experience of the USA, we propose to create a National anti-Bullying Committee that will prevent, identify and counteract bullying cases; will form and implement (by monitoring the activities of educational institutions) anti-bullying programs in Kazakhstan (including on the basis of the experience of countries with an active anti-bullying position). Moreover, anti-bullying programs should be flexible and focus on the local problem of bullying not only in the educational environment, but also beyond it.

2. Based on the anti-bullying experience of Norway, we propose the creation of an "anti-bullying self-government" in educational institutions - a collective of participants in the educational process providing cognitive, monitoring activities in preventing and countering bullying.

3. Based on the experience of Finland, we propose the creation of a round–the–clock chatbot aimed at providing psychological assistance in cases of bullying (the need for such a program, in our opinion, is due to the fact that it is not always convenient for victims of bullying to make a phone call to a hotline (for example, in the presence of other persons), and writing to the operator is an instant reaction the problem), as well as the development of software that will automatically be recognized in the Internet environment and block comments of a violent nature.

4. Based on the experience of Azerbaijan, we propose the involvement of volunteers and the introduction of a mentoring institute, which will consist in monitoring, detecting and psychological assistance to victims and abusers of bullying by persons who have previously completed preparatory "anti-bullying" courses on a voluntary basis.

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DEVELOPMENT OF THE LEGISLATIVE FRAMEWORK: KEY ASPECTS AND SIGNIFICANCE FOR SOCIETY IN THE REPUBLIC OF KAZAKHSTAN

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Abstract:

The development of legislative frameworks stands as a pivotal mechanism in the evolution of societies and their legal systems. This abstract delves into the essential facets of this process, emphasizing its significance in contemporary governance. Legislative frameworks originate from identifying societal needs, ranging from economic challenges to civil liberties, which demand legal regulations. Legislative experts and governmental officials draft new laws or amend existing ones to provide a legal infrastructure addressing these requirements.

Keywords: *justice, equality, law, legislative framework, people, citizens, law.*

INTRODUCTION

The development of the legislative framework in the Republic of Kazakhstan has undergone significant changes since the country gained independence in 1991. Kazakhstan, like many other post-Soviet states, has embarked on a path of legal reform and modernization to establish a legal system that aligns with democratic principles, rule of law, and the needs of a market-oriented economy.

The legislative framework is a fundamental element of the functioning of any State. The development of the legislative framework is an important process to ensure modern legal norms and regulation of public relations. It defines the rules and norms by which society is built, regulates relations between citizens and government institutions, and also ensures the protection of the rights and freedoms of each member of society. The development of the legislative framework plays a critical role in adapting to the changing circumstances and needs of the modern world. In this article we will look at the key aspects of this process and its significance for society.

A legislative framework refers to the system of laws, regulations, and rules that govern a particular jurisdiction, such as a country or region. It provides the legal structure within which a government operates and regulates various aspects of society. The legislative framework typically includes:

Judicial Precedent: In common law systems, judicial decisions and precedents set by higher courts can become part of the legislative framework. These decisions interpret and apply existing laws to specific cases, establishing legal principles and guidelines for future cases.

Customary Law: In some societies, customary law, which is based on long-standing traditions and practices, forms part of the legislative framework, particularly in matters related to family law and dispute resolution.

The legislative framework is dynamic and can change over time as new laws are enacted, regulations are updated, and societal needs evolve. It plays a fundamental role in defining the rights and obligations of individuals and institutions within a society and serves as a critical tool for maintaining order, justice, and governance.

Legislative frameworks originate from identifying societal needs, ranging from economic challenges to civil liberties, which demand legal regulations. Legislative experts and governmental officials draft new laws or amend existing ones to provide a legal infrastructure addressing these requirements. Public consultation, a hallmark of democratic societies, ensures the inclusivity of diverse perspectives, thereby fostering fairness and effectiveness in the proposed laws. These draft laws are then presented to the legislature for debate and approval. Implementation follows legislative approval, necessitating adequate resources and training to enforce the laws effectively. Monitoring and evaluation processes help assess the laws' impact and identify areas for refinement, thereby ensuring ongoing relevance. Adaptation to changing circumstances is vital to the legislative framework's resilience. As societal and technological landscapes evolve, the framework must remain flexible and adaptive. The legislative framework serves as a guardian of rights, promoting fairness, justice, and equity. It also plays a pivotal role in economic development by creating a stable legal environment for businesses and safeguarding consumers. Moreover, legislative frameworks maintain social harmony by defining acceptable behavior and providing dispute resolution mechanisms.

The purpose of this article is to study the legal status and development of the legislative framework of the Republic of Kazakhstan.

Kazakhstan commitment to legal modernization and development reflects its aspiration to establish a stable, transparent, and democratic legal system that fosters economic growth and social progress. The country actively engages with international organizations and partners to ensure its legislative framework meets global standards and supports its role in the region and on the international stage. Here are key points highlighting the development of the legislative framework in Kazakhstan:

Constitutional Reform (1991): Kazakhstan adopted its first post-independence constitution in 1993. This constitution laid the foundation for a democratic state, the separation of powers, and the protection of fundamental rights and freedoms. It also established the presidency as the highest executive authority.

Legal Transition (1990s): In the early years of independence, Kazakhstan faced the task of transitioning from Soviet-era laws to a new legal framework. Numerous laws were enacted to replace or amend existing legislation to align it with democratic principles and market-oriented reforms.

Land Reform (1991-1996): One of the significant legislative changes in Kazakhstan was the introduction of land reform, allowing for the privatization of agricultural land and the creation of a market for land transactions. This was a crucial step in the country's economic transformation.

Civil Code (1994): Kazakhstan adopted a new Civil Code in 1994, which regulates civil and commercial relationships. The code brought Kazakhstan's legal framework closer to international standards and provided a legal basis for economic activities.

Investment Laws (2000s): Kazakhstan introduced a series of laws and regulations to attract foreign investment, including the Law on Investments and the Law on Special Economic Zones. These measures aimed to create a favorable investment climate and stimulate economic growth.

The government continues to review and update laws to meet evolving societal and economic needs while aligning with international standards.

Addressing these shortcomings requires ongoing efforts to strengthen democratic institutions, improve the rule of law, enhance transparency and accountability, and protect human rights. Kazakhstan has shown a commitment to modernization and development, and addressing these issues will be important for the country's continued progress and stability. Additionally, engaging with international

partners and organizations to seek assistance and advice on reforms can be beneficial in addressing these challenges.

Discussion: A robust legislative framework serves as the cornerstone of a well-functioning democracy. It defines the rules, rights, and responsibilities that guide a nation, shapes its social, economic, and political landscape, and determines the quality of life for its citizens. Continuous improvement of the legislative framework is not merely a choice but an imperative to adapt to evolving societal needs, uphold the rule of law, and foster accountable governance. In this essay, we will explore key strategies and measures to improve the legislative framework, thereby contributing to a more just, transparent, and efficient society. The first step in improving the legislative framework is to conduct a comprehensive review of existing laws and regulations. This includes identifying outdated, contradictory, or ineffective provisions that may hinder progress and cause legal uncertainties. Legislation that no longer serves its intended purpose should be amended or repealed. Moreover, laws must be harmonized to ensure consistency and coherence within the legal system.

Engaging the public in the legislative process is essential to ensure that laws reflect the needs and aspirations of society. Public consultations, open hearings, and online platforms can provide avenues for citizens, civil society organizations, and experts to contribute their perspectives. Transparent processes, where legislative documents are readily accessible and publicized, enhance accountability and trust in government. Well-drafted legislation is essential for effective governance. Laws should be written in clear and concise language, avoiding ambiguity and complexity. Legal drafting standards should be upheld, and legislative documents should be made accessible to the public through online databases and government publications. This ensures that citizens can understand their rights and obligations under the law. An independent judiciary is critical for upholding the rule of law. Laws should safeguard judicial independence, ensuring that judges can make decisions impartially and free from political influence. Establishing mechanisms for judicial review of legislation's constitutionality can prevent potential violations of citizens' rights and the abuse of power. A modern legislative framework must prioritize the protection of human rights. Laws should uphold fundamental rights such as freedom of expression, association, and assembly. Effective mechanisms for addressing human rights violations, including discrimination and abuse, must be in place. Anti-Corruption Measures Corruption undermines the effectiveness of any legislative framework. Robust anti-corruption laws and mechanisms for reporting and investigating corruption are essential. Transparency in political financing and ethical standards for lawmakers can enhance the integrity of the legislative process. Proposed legislation should undergo thorough impact assessments to evaluate potential social, economic, and environmental consequences. These assessments should be used to inform decision-making and to adjust and refine proposed laws accordingly. investing in the training and development of legislative staff, lawmakers, and legal advisors is crucial. This ensures that they have the skills and knowledge necessary to navigate complex legislative issues and adapt to changing societal needs. Streamlining legislative processes can reduce bureaucracy and delays. Timely enactment and amendment of laws are essential to respond effectively to emerging challenges and changing societal needs.

In conclusion, improving the legislative framework is a multifaceted endeavor that requires commitment, collaboration, and a dedication to democratic principles. By conducting comprehensive reviews, engaging the public, ensuring transparency, upholding the rule of law, protecting human rights, and implementing anti-corruption measures, nations can create a legislative framework that promotes justice, fairness, and the well-being of all citizens. As societies evolve, so too must their legislative systems, adapting to meet the ever-changing needs of their constituents and upholding the principles of accountable governance. In general, the development of the legislative framework for Kazakhstan is an integral part of building a strong, fair and sustainable state. It contributes to solving national and global problems, protecting the interests of citizens and creating conditions for the prosperity of the country. This is a process that requires constant attention and effort, but its importance cannot be overestimated in the modern world, where law and justice are fundamental value.

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ASIA-PACIFIC REGION, ITS POLITICAL AND LEGAL CHARACTERISTICS TODAY

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Abstract:
The essence of this work is the political situation of the Asia-Pacific region today,economic achievements, features related to the specific situation of this region. The features of crime found in the states of the Asia-Pacific region are about the characteristic characteristics of combating and blocking them.

Key words*: Asia-Pacific region, political situation in the Asia-Pacific region, ATR, military conflicts, European Union, latent crimes, crime prevention.*

INTRODUCTION

If such operations between European states are carried out very quickly, then in the Asia-Pacific countries it will be painful and will take a long time, because the Central Coordination Service and smooth movement of action are very poorly developed.

The plan for conducting these joint operations is carried out on a bilateral basis. Conducting crime blocking operations is most common in the following criminal areas. Blocking illegal drug trafficking,illegal migration and human trafficking,piracy, illegal fishing or retrieval of Fish and underwater products, these types of crimes are typical for this territory.

The Asia-Pacific region is one of the most dynamically developing regions in today's political situation.In the early 80s,the ATR was distinguished by a unique path of political and economic development in accordance with its historical,cultural,traditions to the states of Europe, Latin America and the United States.[1]

During these periods, the media discussed the world historical development of the Pacific states.Because in this region, that is, in the Asia-Pacific region, half of the world's population lives, 60% of the world's industry, 40% of direct investment belonged to this region. In 1989, the Asia-Pacific Economic Association was established. APEC this association is a very large economic association with strategic development until 2020,where the main direction in the APC system is the Free Trade Zone, the liberal investment regime.To date, the APEC includes 21 states of the same region, including Australia and New Zealand.It should be noted that the ATR ranks third as an Economic Integration Center after America and Europe.60% of the world's domestic product, 2/1 of World Trade,40% of the world's population, 2/1 of foreign investment. For example, the rapidly developing state of China itself can be 10% of the domestic product at the growth rate of 2020-2025, of course, this indicates that the Chinese state will enter the top three in America and the European Union. One of the characteristic problems of the ATR region is its political instability.[2]

Despite the end of the Cold War, international relations remained the same.There are states that have remained on the socialist path of development,such as the PRC,the DPRK, Vietnam and Laos. America-Japan Treaty on safety. The presence of American troops in South Korea may be due to the presence of the anzius and anzyuk military blocs.Russia and Japan,North Korea and South Korea, China and Taiwan, left behind in the Cold War, will clash over the island of Frog Spratley.There may be no military conflicts and instability.

To the factors that may be the basis for them, we can include the non-proliferation of nuclear weapons in the region,disagreements between states, disputes for territorial land territory.Among these, the most relevant are the Chinese Taiwan dispute between the two Korean states .North Korea's nuclear weapons program is one of the most pressing issues, although Spratley island is located in the South China Sea,and several countries are competing for this island,including China, Taiwan, Vietnam,the Philippines, Malaysia, and Brunei.Other disputes are reaching for the ATR such as illegal drug trafficking,terrorism, illegal migrations,environmental risk,terrorist organizations "Jamiya Islamiya " Kumpula Mujahiddin", "Abu Sayyaf" is alive and very dangerous.[3]

EXPERIMENTAL METHODS

As for the relations between the ATR and Kazakhstan, we cannot say that the political and economic ties are developing very rapidly.Kazakhstan's foreign trade with this region is now in full swing.Direct economic ties, additional institutions,organizations created between the two states, and investment flows are now being revived. The delegation of Kazakhstan participated in the UN Economic and Social Commission for Asia –Pacific (the work of the ESCAP), of course, for the Republic of Kazakhstan, access to the oceans through the seas between the penetration of the Asian continent would be very beneficial.Thus, there is an opportunity to integrate into the organization of the Economic Community.Today, Iran,Pakistan and Turkey are the founders, Azerbaijan,Afghanistan are members, and other Central Asian states are members. Kazakhstan has joined the Asian Development Bank, and it is necessary to enter into trade and economic cooperation in the context of the crisis.It is a great achievement that Kazakhstan signed the Charter on Democratic partnership with the United States on February 14, 1994. The Chinese state recognized the Republic of Kazakhstan as one of the first. Diplomatic relations were established and embassies were opened.

Air,rail and road transport routes have been opened. More than 30 official documents have been signed with the state of the rising sun,thanks to which trade and economic relations have become more favorable. Transport communications are very convenient for the revival of the economy, which has huge natural resources in the two states.The Republic of Kazakhstan also has very good relations with the state of Japan. In 1994, we achieved cooperation between the two states on the elimination of nuclear weapons.to this committee, the state of Japan is 11 mil.dollars poured money.Businessmen and businessmen from Japan are very interested in Kazakhstan. As a result of this work,the company has become one of the largest in the world.Kazakhstan was granted a preferential yen loan, which is called the Druzhba railway station for the reconstruction project.[4]

RESULTS AND DISCUSSION

In addition to the above-mentioned crimes, the fight against transnational crime in the ATR region is carried out through the law enforcement agencies of many states. The successful holding of this international event covers and carries many directions.

The Association of law enforcement agencies of the member states requires that investigations,operational and search activities and the arrest or blocking of criminals be carried out. If such operations between European states are carried out very quickly, then in the Asia-Pacific countries it will be painful and will take a long time, because the Central Coordination Service and smooth movement of action are very poorly developed.

The plan for conducting these joint operations is carried out on a bilateral basis. Conducting crime blocking operations is most common in the following criminal areas. Blocking illegal drug trafficking,illegal migration and human trafficking,piracy, illegal fishing or retrieval of Fish and underwater products, these types of crimes are typical for this territory. If we take as an example the crime of drug trafficking in 2017 compared to a hundred thousand people, it was registered 534 times in the United States,132 times in Russia, 21 times in Japan, 10 times in the Republic of Korea, and 9 times in China. However,this figure does not reflect the Real Clear data, because this crime has a very high latenn indicator.

Delivery of drugs to the Far East and Central Asia through this transport and transport network is well established in terms of geographical location and location. The disclosure of this crime can be disclosed or blocked by conducting operations equally and simultaneously in the territories of all states. This is because it is very difficult for all criminal groups to conduct operational and investigative actions,such as providing legal assistance to each other between all states, conducting the necessary investigative actions on the materials of the case: interrogation, registration of evidence. Take, for example, Operation Kanal-2007 between the states of Russia and the ATR region, a large-scale event consisting of two stages-prevention and detection of crimes, which is considered a very large-scale event to block it. Its main goal is to establish a safety belt against narcotic smuggling through Afghanistan,to block international synthetic narcotic routes from Southeast Asian countries. In addition, illegal activities were carried out to close and decorate laboratories. [5]

During this operation, the transit route was carried out only through the active activities of special services and law enforcement agencies of Kazakhstan, China, Mongolia, Myanmar, Pakistan, Russia, Tajikistan, Thailand, Japan.The scale of this operation is geographically unparalleled. 96 thousand rights protection workers were involved in this action. Law enforcement officers did not spare their labor,as did other customs,border and national security officers. 5 thousand station posts were created in different directions, 1.8 thousand railway stations,3 thousand roads, 269 airports were under control. As you can see, such measures to block crimes at the international level require a lot of hard work.

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MARITAL RELATIONS AND THE IMPORTANCE OF A PRENUPTIAL AGREEMENT

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Abstract:

Marriage, or marital union, matrimony is one of the oldest social institutions that regulates interpersonal and sexual relationships, a socially recognized union between spouses for the purpose of creating a family, which gives rise to mutual rights and responsibilities of a married couple. Marriage in legal terms is a legal institution that is governed by the laws of each country or jurisdiction. Different legal systems may have different requirements and rules, but in general, marriage is a formal union between two people that has legal significance and creates various rights and obligations.Here are some basic legal aspects of marriage: marriage requires certain formalities, which may include obtaining a marriage certificate or registration with a government agency. Some countries also require a certain age, parental consent (if one of the spouses is a minor) and the absence of closely related relationships.

Keywords: *marriage, marriage contracts ,prenuptial agreements, responsibilities, financial support , divorce procedure , divorce.*

INTODUCTION

Rights and responsibilities in marriage: Marriage creates various rights and responsibilities for the spouses. This may include the right to live together, form a family, and the duty of trust and mutual support. Spouses also receive the right to inheritance and support, as well as the right to resolve important issues concerning the family and children .I f divorce is necessary, spouses must adhere to certain

procedures established by law. Divorce may be based on certain grounds such as physical or emotional abuse, infidelity, absolute unviability, or long-term absence. The divorce procedure may include filing an application in court, holding hearings, deciding on the division of property, establishing a community order and adjusting issues related to children. Each step of the divorce process may vary depending on local laws and procedures.

It is important to note that each country or jurisdiction has its own laws and requirements regarding marriage and divorce. If you have questions or require legal assistance regarding marriage, divorce or family law, it is recommended that you contact a local family law attorney for specific information and advice specific to your situation.

When married, spouses form a family - they have common property, expenses and income, and responsibilities. Sometimes a marriage can be destroyed and a divorce procedure ensues. And in Kazakhstan, cases of divorce are very frequent. To protect yourself in such cases, you can conclude a marriage contract.

EXPERIMENTAL METHODS

Marriage contracts or prenuptial agreements play a significant role in the legal regulation of family relations. They allow spouses to determine their rights and responsibilities in marriage and establish rules for the division of property, financial matters, raising children and other aspects of family life. Here are some key aspects of the importance of marriage contracts in the legal regulation of family relations: Prenuptial agreements allow spouses to regulate property issues during the marriage and in the event of divorce or the death of one of the spouses. They can determine rights and responsibilities regarding joint property, inheritance, debts and other financial matters.

Prenuptial agreements can define rules for income distribution, financial management, and financial support for the spouses during the marriage. This may include cost sharing, investment strategies, retirement planning and other aspects of financial management.Also,prenuptial agreements may contain provisions regarding the upbringing, education, custody and financial support of children. They can determine rules and obligations regarding children, taking into account their interests and well-being.

A marriage contract can set clear and predictable rules for spouses, which helps prevent potential disputes and conflicts. This may include property division rules, financial support obligations, and other issues that may cause controversy.Contract give spouses the opportunity to personalize their relationship and accommodate their unique needs and circumstances. They allow for more flexible regulation of family relationships, based on the specific values, preferences and circumstances of each couple.

It is important to note that prenuptial agreements must be drafted and executed in compliance with local laws. In addition, they may be subject to revision or amendment if circumstances change or provisions are invalid or contrary to law. It is therefore recommended that you contact a lawyer or family law specialist to obtain guidance and advice regarding the drafting and application of a prenuptial agreement.

Why enter into a marriage contract if there is mutual understanding between the spouses?Unfortunately, the divorce statistics in our country are disappointing; as the famous British publication “Economist” reported, in 2014 Kazakhstan entered the top ten countries in the world in terms of the number of divorces. As noted in published statistics, in 2015 the number of divorces was 53,293, 52,673 divorces in 2014, 51,482 divorces in 2013 and 48,513 divorces in 2012, as the dynamics show, the number of divorces increases when the number of marriages decreases. However, the divorce rate is very high. And divorce is almost always accompanied by an unpleasant moment - the division of property. A prenuptial agreement will help avoid litigation and scandals. Therefore, it will be useful for any person who is getting married or has already done so to learn about how to draw up a marriage contract. This will help avoid some problems. In addition to all the above aspects of a prenuptial agreement, in case of divorce, a prenuptial agreement makes the divorce process easier. Prenuptial agreements are of great help during divorce as they provide rules and conditions for the division of property and regulation of other aspects related to divorce. Here are some ways a prenuptial agreement can be helpful in the event of a divorce:

A prenuptial agreement can determine how marital property will be divided in the event of a divorce. This may include real estate, financial assets, luxury goods, businesses and other assets acquired during the marriage. Thanks to the contract, it is possible to establish a fair and predictable rule for the division of property, which helps to avoid lengthy court procedures and conflicts on this issue.

A prenuptial agreement can define rules regarding financial support for one spouse after a divorce. This may include alimony, pension sharing, children's education expenses and other aspects of financial

support. Spouses can anticipate these issues and establish a routine that suits their needs and circumstances.

A prenuptial agreement can also regulate other issues related to divorce, such as determining the time each parent will spend with the children, rules for raising and educating the children, determining the arrangement of expenses for the children, and other issues related to parental responsibilities.

Pre-defined rules and conditions in a prenuptial agreement can help prevent or reduce conflicts and disputes between spouses in the event of a divorce. The contract sets out obligations and expectations, which makes the divorce process smoother and helps avoid lengthy and stressful court proceedings.It is important to remember that marriage contracts must be drawn up correctly, taking into account legal requirements and contacting experienced lawyers specializing in family law. They must comply with local rules and be concluded on the basis of the voluntary consent of both spouses. It is also worth noting that a marriage contract is not always final and can be reviewed in court if its provisions are contrary to the law or pose a threat to the interests of the children. Therefore, it is recommended that you consult with an attorney to ensure that your prenuptial agreement is legally valid and meets your needs in the event of a divorce.

RESULT AND DISCUSSION

Although prenuptial agreements can be used to regulate property and other legal aspects of family relationships, they also have their own problems and limitations. In some jurisdictions, prenuptial agreements must comply with rules and regulations or they may be invalid. Some provisions of the contract may be contrary to public policy or illegal. In some cases, prenuptial agreements may be uneven or retain terms that are sustainable for one of the parties, especially if one of them is economically weaker. This can create conditions and possibly lead to disputes and conflicts.

The conclusion of a marriage contract may be limited by time and territorial restrictions, as well as by country requirements and, in particular, regulations. This may limit the freedom of choice and autonomy of spouses in regulating their relationship. Prenuptial agreements can be drafted based on circumstances and plans, which may change over time. For example, damage sharing provisions that were favorable when the contract was drafted may become unfavorable or unfair in the future.

But, despite all the listed disadvantages of a marriage contract, we can see much more advantages. But unfortunately, despite all the advantages, the contract is not as developed in Kazakhstan as in European countries, due to the historically established culture and tradition, moral relations, as well as the word “nuptial agreement” itself is unusual for citizens of Kazakhstan. We believe that in modern Kazakhstan, given the increase in the income of citizens, after the transition from the command Soviet economy to the expansion of civil circulation, drawing up a marriage contract is a necessity, since a marriage contract in the civilized world is concluded in order to increase the responsibility of spouses to each other.

CONCLUSION

A prenuptial agreement provides more predictability in the relationship between spouses and ensures the protection of the rights of both parties. Unfortunately, the attitude of Kazakhstani citizens towards the marriage contract today remains passive. Here there is a reluctance to get out of the beaten track, and legal illiteracy of the population, since most citizens do not even know about the existence of such a form of agreement regulating family and marriage relations.The marriage contract, which is still an innovation for us, I hope will become more widespread in the future, will provide spouses with an invaluable service in regulating their property relations.

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ISSUES OF IMPLEMENTATION OF INTERNATIONAL CONTRACTUAL NORMS IN THE ENVIRONMENTAL LEGISLATION OF THE RK

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Abstract:

The article examines the conceptual situation of the transformation of new norms, formed as a result of the legal implementation of international agreements, into model norms of national law, which do not differ in essence from the norms of the national legal structure. Such norms function as elements of this structure, subject to its principles and procedural forms. The content and form of the recipient national legal norm may not correspond to the content and form of the prescriptions of international law. However, by accepting the provisions of international legal norms with national law, the state cannot distort the circumstances of the norms of international law, as it means a violation of international law, it also has consequences in the form of responsibility or sanctions. Based on the analysis, we can conclude that the implementation of treaty norms of environmental legislation of the Republic of Kazakhstan is a practical implementation at the interstate level of international obligations of Kazakhstan, carried out through the reception of relevant international legal norms of national environmental law.The national structure of legal provision of implementation of international environmental law gives a general description of the legal basis for implementation of international legal prescriptions at the national level.

Key words: *Ratification, approval, acceptance and accession, State register of International Treaties, International legal norms*

INTODUCTION

Customary international law is a direct source of domestic law if a State does not take specific measures because a particular customary rule does not have the force of domestic law. In this matter, the customary rule may be applied by the courts in the case of citizens. Customary international law is a direct source of domestic law if it does not take specific measures in order to have the domestic legal force of a particular customary rule. In this matter, it may limit the exercise of state power and equally define the parameters within which a state may lawfully legislate. For example, it may define the limits of the States' jurisdiction over people and territories. In this matter, customary law can be applied by the courts when dealing with citizens. In addition, customary international law may limit the exercise of state power and equally define the parameters that a state may lawfully enact [1]. International legal norms, as a rule, impose obligations on states as the main constituents of such norms in the first place. In this sense, we can speak of the application of such norms on the territory of a state. In this turn, it is wrong to consider that such obligations are imposed on the participants of domestic relations through the state. Their influence on these relations is not direct, but is also exercised through the regulation of international interstate relations [2 p. 83-84].

In general," the right to international agreements " reflects the resistance between change with the requirements of stability. On the one hand, as a rule, its purpose is to ensure stability despite changing conditions. On the other hand, inter-state legal structures must leave room for constructive respect for the consent of the parties, as well as for defining its boundaries, in order to consider future developments. It is very important to have mechanisms in place in order to implement the norms of international agreements. However, they should not hinder the realisation of the sovereignty of any state [1]. National can also analyse the boundaries between the international legal order from three different perspectives in its broad sense: 1) how the national legal order understands, accepts and opposes the international legal order; 2) how the international legal order understands, accepts and opposes the national legal order;3) how the interaction of how it is understood from an external point of view can also be assessed. The international community has produced a wide-ranging study of international law, including national recognition of the rule of international law [3].

The purpose of legal regulation of interstate relations may be the desire to push its participants to a certain regulation of interstate relations, to achieve any results in the sphere of domestic relations. However, in many cases, the participants of interstate relations may be subjected to some changes in the structure of social relations formed within the power of each of them not setting a special goal of achievement, it seeks to resolve the problems arising between them in the international arena [4, p. 58].

However, in international law is not realised if interstate law in any matter. Here the dialectical relationship of the two legal structures is manifested. [5, c. 44]. In this turn, interstate law must be coordinated with international law in such a way as to ensure the implementation of international law. In this sense, we can talk about the priority of international law. In other words, a State must itself derive its obligations from international law or from its own international law in order to avoid the obligations arising from legal precepts, or to realise its rights arising from such norms or precepts, or to adopt new norms of inter-State law, or to modify existing norms, or, finally, to establish that its internal law is fully in conformity with the said norms, and to adopt, in order to be sure that the activities of its officials will be directed towards the realisation of its obligations under international law. Thus, it can be concluded that States undertake to fulfil all their international obligations related to international law. Determining how to fulfil international obligations is a manifestation of State sovereignty as well as an internal competence of States themselves. In this regard, it can be concluded that international law requires its conduct in interstate law, and the choice of the way and technique belongs to national law [7 p. 55].

For example, Hohenfeldern considers that general international law does not refer to the method by which a State fulfils its international obligations. In his view, a State may also choose not to establish any permanent procedure to guarantee the conformity of its internal order with international law, provided that such a necessary result is achieved in some way. In practice, however, the State tends to provide for such a procedure [8, 90.]. According to another researcher on the subject-lawyer Autrath, " it is the state by formally adopting rules of international law, for example, in the form of a transformative warning or by issuing a law, order or instruction, the state does not do so within its executive power, or does not represent the decisive as well as the political functions of the government, - it is from the point of view of international law, its private affair. International law requires only the fulfilment of a treaty "[9].

Legal practitioners should be aware that environmental obligations can be provided for in regional international agreements. There are various forms of these regional agreements. In some cases, regional agreements those that take into account the unique environmental conditions of the region may have five agreements as well as their independent regimes [10].

Studying the issues of formation of international law on natural resources, E. V. Vasilenko noted that the legal norms in this area have certain specifics. Firstly, the promotion of the development of this branch of law over the last decade is carried out through the development of "soft law" norms. Subsequently, the states implement their prescription by national law, and the International Court of Justice and arbitration bodies use them in interpreting the provisions of international agreements in resolving international disputes affecting the relations of natural resources.Secondly, in the international legal regulation of natural resource relations, the development of international standards on natural resources management is of particular importance. Thirdly, the norms of international law include differentiated international obligations in order to apply the sources of natural resources, as well as developing states developed in the process of conservation. Fourthly, the necessity of evolutionary interpretation of the norms of international agreements concluded before the problem of scarcity and depletion of sources of natural resources in the law enforcement period is determined [11, P. 10].

At present, within the framework of the interstate legal order, three main ways of putting into effect the norms of international law are generally recognised: reference, transformation and prescription. In this turn, there is no question about the advantages of one or another approach in order to put the norms of international law into effect at the national level. The importance of legal regulation, as well as its significance in international and interstate life, the content of a given international legal norm, the specifics of the structure of national law, and even the conditions of foreign and domestic policy, the historical period, etc., are all factors that can be considered in determining whether a norm of international law can be given effect at the national level. It is also important to note the conceptual situation when new norms formed as a result of the legal implementation of international agreements essentially become model norms of national law, not different from the norms of the national legal structure. Such norms function as elements of this structure, obeying its principles and procedural forms. The content and form of the recipient national legal norm may not correspond to the content and form of the prescriptions of the norms of international law. However, by accepting the provisions of international legal norms with national law, a state cannot distort the circumstances of the norms of international law, as this means a violation of international law, it also has consequences in the form of responsibility or sanctions. Thus, based on the analysis of the above-mentioned points, we can conclude that the implementation of contractual norms of environmental legislation of the Republic of Kazakhstan is a practical implementation at the interstate level of international obligations of Kazakhstan, carried out through the reception of the relevant international - legal norms of national environmental law. Thus, the

structure of the national mechanism for the implementation of these norms, as a rule, includes the following elements:

- legal means of ensuring fulfilment of international environmental obligations at the interstate level, approved in the National legal order;
- the structure of interstate bodies authorised to implement international environmental obligations;
- national law enforcement practice;
- means of organisation applied at the inter-State level to ensure the implementation of international law.

In this turn in the National Environmental Legislation of the Republic of Kazakhstan the prescription of norms of international environmental law can be carried out using the following approaches: incorporation, transformation, general, partial or specific references.

At incorporation in the national normative legal regulations on environmental protection international legal norms are included, the appearance of which fully corresponds to the norms of the relevant international legal act. Incorporation is applied in cases where the wording of international legal norms corresponds to the principles of the national legal structure, is clear for the purposes of law enforcement or the international environmental treaty explicitly prescribes the creation of national legal norms corresponding in form to the relevant international legal norms.

Transformation is a legal action connected not only with reconstruction, but also with reworking of norms of a specific international environmental treaty in accordance with general principles of the domestic environmental legislation, in case of change of the form of which the content of the legal definition does not change. In cases when Transformation is technically impossible or inexpedient when formulating the norms of a national normative legal act of compliance with the form of the relevant norm of an international treaty, as well as when there is a need for additional national legal regulation of certain relations in order to ensure the implementation of an international environmental treaty at the inter-State level, there is a need to clarify an international legal norm that establishes only a general rule, as well as at the national level to implement the norms of an international environmental treaty.

The national structure of legal support for the implementation of the norms of international environmental law is the legal basis for the implementation of international legal prescriptions at the national level. state bodies on implementationnormative legal regulations of a general nature on competence and, secondly, national legal regulations adopted for the implementation of international obligations under specific international agreements.

CONCLUSION

Implementation legal regulations are aimed at ensuring the direct application of self-implementing norms of an international treaty or acting as a regulator at the national level of relations arising in connection with the existence of international obligations in the state. As we can see, the presence of interstate mechanism of implementation of norms of international law, in particular norms of international environmental law, allows full, comprehensive and timely implementation of international obligations undertaken by Kazakhstan in the field of environmental protection, as well as the use of sources of natural resources.

All the above reflects theoretical aspects of implementation of international norms into the national legislation of the country. The analysis of practical implementation of the environmental commitments of the Republic of Kazakhstan has shown that their fulfilment required the finalisation of norms and requirements of the National Environmental Legislation. We agree that the Environmental Code is developed taking into account the international obligations of the RK [12, P. 452]. The principles of the National Environmental Legislation were based on the main ideas set out in the Declaration on Environment and Development (Rio de Janeiro, 1992), including harmonisation of the environmental legislation of the RK with the principles and norms of international law, taking measures to prevent pollution of the environment, as well as causing damage to it in any other form of obligation; the obligation to compensate for environmental damage; good faith fulfilment of international obligations, etc. The Environmental Code provides for a significant number of provisions aimed at the implementation of the approved international obligations, including: environmental regulation (Chapter 4); environmental impact assessment (Chapter 6); environmental expertise (Chapter 7) environmental permits (Chapter 8); environmental control (Part 4); environmental monitoring and cadastres, including environmental information (Part 5); environmental education and awareness, scientific research and international co-operation on environmental protection (Part 7); Environmental requirements for economic and other

activities in the state protected area of the northern part of the Caspian Sea (Chapter 38); environmental requirements for production and consumption waste management (Chapter 42), as well as others.

Characterising the environmental law of Germany, M. Zimmer notes that the influence of EU legislation on the development of the country's environmental law is great. In this regard, he noted that " the most important instrument of European environmental law are directives, such as directives on the verification of suitability for environmental purposes, free access to environmental information, environmental law, water protection, air protection, etc. These directives primarily required the member states of the European Union to implement appropriate regulation in national law within a certain period of time. If the translation into national law does not take place within the time period stipulated for the purpose of such implementation, the directive must be regarded directly as applicable German law.

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PROBLEMS OF SOCIETY'S SECURITY IN CONDITIONS OF SUSTAINABLE DEVELOPMENT

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Abstract:

The article analyzes the main aspects affecting sustainable development in the system of political interests, which in turn actively influence the fundamental principles of the concept of sustainable development. The potential implementation of this strategy is considered, as well as the main ideological foundations of the concept. Besides, on given questions alternative opinions on the factors influencing development of modern society and the main perspective models of a world order are given. Need of creation of the main strategy in which the political factor of implementation of global sustainable development will contact in the long term creation of absolutely new system of the solution of political tasks at the global level is considered.

Current trends these are what, consideration of relationship in the state, suffer pressure of globalization processes which influence also sustainable development. The current trends are such that,

given the relationship in the state, they are under pressure from globalization processes that affect sustainable development The society of modern Kazakhstan can be characterized by the formation of political danger aimed at many government decisions, they lead to various kinds of riots, and one should not forget that not little effort is made by information sources that are also able to destabilize the situation. In this regard, it is impossible to ignore what the influence of information sources and the media is.

Key words: *sustainable development, political aspect, global crisis, escalation, rigidity, incident*

INTRODUCTION

Until recently, development and security were considered as separate areas of theoretical research, on the assumption that development and security are two independent processes representing relatively independent spheres. However, the appearance of more and more publications in the scientific literature indicates that during interdisciplinary searches, the scientific community began to realize their immanent relationship.

EXPERIMENTAL METHODS

It is important to understand, explain and anticipate the transformation and dissemination of the concept of "security" in the space of scientific knowledge and to identify its connection with the concept of "development," which appeared earlier and is used more often. It is necessary, on the scale of interdisciplinary coverage, to determine the foundations underlying the expansion of the problem and the concept of "security" in the space of scientific knowledge and the meaning of combining with the concept of "development" in the concept of sustainable development. In addition, there is a globalization of the concept of "security"; it is included in global research and along the way there are opportunities for the formation of new areas of the global direction of science.

Safety in the broadest sense characterizes a steady way of life of any given object, its preservation in the conditions of internal and external negative impacts. Safety expresses an opportunity and ability of an object to self-preservation and further evolutionary self-organization at negative impacts, threats and dangers [1, p.52-56]. Security is always focused on preserving the object, and development is focused on changing it. But conservation and change are the most general existential characteristics of matter (material systems) that are directly relevant to the problem discussed here. The relationship between "progressive innovation" and "positive continuity" is also manifested in the transition to sustainable development, and the name of this type of development already includes the relationship of the above-mentioned principles of evolution.

Modern trends are such that the consideration of relations within the state itself feels the pressure of globalization processes, which also affect sustainable development. Globalization is focused on changing priorities due to various factors affecting all spheres of life and security of society. Intensifying intensification of global dangers, increasing problems and the most impartial issues related to economics, politics, and the environment ultimately make us think about how to maximize security and without losing all the potential developed and aimed at the process of stabilization and continuous development of achievements over the past decades of independence. This state of affairs leads to the most correct awareness of security and continuous development, namely the need to investigate their relationship both in the context of security and in the context of sustainable development.

The society of modern Kazakhstan can be characterized by the formation of political danger aimed at many government decisions, they lead to various kinds of riots, and one should not forget that not little effort is made by information sources that are also able to destabilize the situation. In this regard, it is impossible to ignore what the influence of information sources and the media is.

This indicator is the main indicator of the advisability of further consideration of development and security problems, which is undoubtedly necessary for the development of sustainable development principles. Today, this issue has a number of potentially important aspects leading to planning a strategy for the sustainable and continuous development of the state's socio-political system. Thus, the indicated problem has a number of meanings of scientific - theoretical and practical content.

RESULTS AND DISCUSSION

"Sustainable development of society in the context of a political spider" - the main provisions and stages of the formation of the concept of sustainable development are considered and actively promoted, the political content is fully disclosed. The very concept of the sustainable development of society has the prerequisites for the emergence associated with numerous economic, environmental difficulties and also

with the increasing local and ethno-political conflicts, guidelines for the sustainable development of society have appeared.

The scientific arsenal has modern interpretations of sustainable development, but unfortunately most of them are put forward by Russian authors,... " the modern interpretation of sustainable development, according to G. Daly, is related to environmental and economic issues, according to which sustainable development implies the provision of a balanced developed human society "[2, p.340]. The formation of this view is reflected in sufficient detail and content in the views of H.H. Moiseev, who believes... "that sustainable development should be interpreted as the Strategy of Mankind, in the concept of which it is necessary to put the principles according to which humanity should change itself taking into account the objective requirements of nature" "[2, p.340].

Such an understanding of sustainable development, according to V.I. Danilov - Danilyan,... " requires new technologies and, above all, social innovations, changes in priorities and goals for the development of civilization "[3, p.416]. At the moment, a vivid understanding of the sermative truth is coming that the future of the Universe and the entire human community will be practically doomed to failure if the change and if you want the degradation of the environment, the nature of its habitat exceeds the permissible limit, which in turn will entail the death of not only society, but also the entire ecological system

One of the priority trends in the concept of development is economy, or in other words, the ecological system requires ways of effective economic transformation, allowing it to survive in a market economy. This states the fact that these systems are inextricable. In particular, considering certain features of the development of states, it is always extremely important to take into account the nuances of spirituality and mentality, history and national traditions, which is important for such a multinational state as Kazakhstan. The importance of the priority of preserving national identity and cultural and ethnic values also matters in the transition to a new stage of sustainable development of the state. In fact, these are strategically important aspects of social life that are used to destabilize the political situation of the state and, therefore, in security issues, it is necessary to provide for these features in the construction of a sustainable development strategy.

They determine the specifics of the transition to sustainable development and make it necessary to consider the ethnopolitical context. According to A. Przhevorsky:... " To maintain sustainable development, it is necessary that all major political organizations prefer a pluralistic system to express their interests and value orientations, which will make it possible to achieve the relative agreement necessary for the development and implementation of political transformations by the government. At the same time, the development of an adequate political strategy of the state plays a significant role, reducing the threshold of spontaneity and uncertainty of social changes "[4] The problems of security and sustainable development are actively studied in the rest of the post-Soviet space. As any formation system flourishes, it is possible to discover a huge amount of expanding knowledge on safety issues, their detailed descriptions of dangers and their main characteristic features with various complicated forms and qualitative characteristics. Recently, all ideas about safety have been fabricated in accordance with the problems considered in all structural scientific sections. Based on this, it is believed that the available methods in matters of security are not profitable in the context of globalization, it is necessary to develop new ways to resolve security issues and that the most important thing they should necessarily be the relationship with the development of society. Under these circumstances, the need to create a whole set of scientific systemic knowledge is brewing, perhaps even the creation of a security science aimed at building a social system with a concept of sustainable development based on existing ideas from different scientific niches.

Modern trends are such that the consideration of relations within the state itself feels the pressure of globalization processes, which also affect sustainable development. Globalization is focused on changing priorities due to various factors affecting all spheres of life and security of society. Intensifying intensification of global dangers, increasing problems and the most impartial issues related to economics, politics, and the environment ultimately make us think about how to maximize security and without losing all the potential developed and aimed at the process of stabilization and continuous development of achievements over the past decades of independence. This state of affairs leads to the most correct awareness of security and continuous development, namely the need to investigate their relationship both in the context of security and in the context of sustainable development.

This measure in the philosophical sense determines the ability of a particular system to the maximum possible progressive development under necessary and sufficient degree of ensuring its integrity and safety. From these positions, preference is given to evolutionary processes in which the

security of a social or socio-natural system in a certain rather narrow corridor is "guaranteed." At the same time, the safest system turns out to be a system that has the ability to self-preserve on the basis of progressive development, and it is implemented only if it occurs in the security corridor. Security as a problem arises mainly when the said measure is violated and it is necessary to spend more resources (energy, effort, finance, etc.) to ensure security, since it becomes the priority for the survival of a particular system. Therefore, there are objective grounds and conditions for the occurrence of a security problem during the vital activity of a particular social organism (system). If the security entity is adequately aware of this problem, it needs to take appropriate measures to ensure it.

The society of modern Kazakhstan can be characterized by the formation of political danger aimed at many government decisions, they lead to various kinds of riots, and one should not forget that not little effort is made by information sources that are also able to destabilize the situation. In this regard, it is impossible to ignore what the influence of information sources and the media is. Analysis of the assessment of the situation, forces to take measures to limit risks that entail dangers and threats, in this case, the logic is quite clear, all measures should be clearly focused on reducing threats through targeted actions that ensure the sustainable development of all components of the social system. It should be understood that all actions and methods with respect to safety must be in the full combination of the natural environment and public processes. Equally important are the requirements for ensuring a decent standard of living for the population. The priority in the concept of sustainable development was and remains the requirements for economic issues, the rational distribution of resources, including natural capital, and all this should provide for the welfare of future generations as much as possible.

CONCLUSION

Sustainable development is thus the systemic unity of the socio-economic, political, environmental, ethnic components that make up the foundations of humanity's existence and the vitality of society. The priority is political stability, which is ensured by economic prosperity, environmental equilibrium and ethno-political consent. Sustainable development is thus the systemic unity of the socio-economic, political, environmental, ethnic components that make up the foundations of humanity's existence and the vitality of society. The priority is political stability, which is ensured by economic prosperity, environmental equilibrium and ethno-political consent. Despite the mentioned and other omissions in understanding our common global future, it is becoming increasingly clear that the formation of a qualitatively new - global level of security for all mankind in interaction with nature will occur only through the transition to sustainable development in the broadest sense. This also follows from the need to form a new socio-natural way of solving global problems while mitigating the negative consequences of globalization [5]. The new way of interaction between society and nature will not only be able to ensure the survival of civilization, but will also determine the strategic perspective of the sustainable development of mankind. Such a long-term perspective of progressive development will appear at a qualitatively new level and scale of security assurance - a general planetary one, in which all existing and historically preceding levels of this assurance are focused and combined, but already in a new model of "sustainable evolution" of civilization.

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PROBLEMS OF SOCIAL MODERNIZATION AND SUSTAINABLE DEVELOPMENT OF MODERN SOCIETY

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Abstract:

The article analyzes the main aspects of social modernization and actively affects the fundamental principles of the concept of sustainable development. The potential implementation of this strategy is considered, as well as the main ideological foundations of the concept. In addition, on the given questions, alternative opinions were given on the factors affecting the development of modern society and the main promising models of the world order. The need to create a basic strategy is considered, in which the social factor of the implementation of global sustainable development will contact in the long-term creation of a new system for solving problems at the level of building individual experience in building their own model of social society.

Modern trends are such that, given the relations in the state, they are under pressure from globalization processes affecting sustainable development. The society of modern Kazakhstan can be characterized by the formation of its own model of building a social society based on the principles of the classical model of social modernization.

Keywords: *sustainable development, political aspect, global crisis, escalation, rigidity, incident, transformation*

INTRODUCTION

Ideas of social modernization of society arose in the 60s of the twentieth century. The essence of this idea was that there is a single standard for the development of society - this is the western path, and everyone else is considered dead end and leads to degradation. This idea has a significant historical justification, however, like other ideas of social development of society. [1] Social modernization involves the formation of an open society with a dynamic social system. Such a society arose and developed on the basis of market relations, a legal system governing the relations of owners, and a democratic system, perhaps not sufficiently perfect. Democracy in such a society is necessary in order to be able to quickly make changes to the rules of the game in a changing environment and monitor their implementation. The main features of social modernization are when; society has open stratification systems, high mobility, role nature of interaction, formal regulatory system. In addition, in society, a complex system of social management, secularization and the allocation of various social institutions. [2]

EXPERIMENTAL METHODS

Theoretically, the modernization of social means the transition from the traditional to the modern type of society, through economic, worldview and political transformations. The western path of development is taken as the standard in this theory. It is believed that any country that follows this path will automatically become prosperous. However, due to the fact that the idea of social modernization does not take into account the national characteristics of other countries, for which the western path may be unacceptable for many reasons, it is often criticized. In a number of social disciplines, in addition to the theory of social modernization, there are many different theories that also explain the model of development that has developed in certain countries. These theories are used as the basis for the theory of evolutionary development, the influence of climatic and geographical conditions. They are also studied and used in the development of social development programs in various states.

There are many criteria by which the social development of society is assessed. In the division by upgrade types, these criteria are also applied. It should also be envisaged that any process has both positive trends and negative ones. The very idea of social modernization of society has a significant drawback. This is Western ethnocentrism, ignoring the right of other peoples to their own path, the appropriation of inventions and technologies created by peoples who ignored the western path of development.

The term "modernization" is one of the most popular in both political and scientific discussions of recent years. At the same time, there is no doubt that this is one of the more nebulous words in the lexicon

of political and intellectual elites, the meaning of which eludes from unambiguous fixation. Terminological ambiguity, the blurring of the semantic context, are not the only reasons that make a selected topic relevant. The need for scientific work on the theory of modernization is due to a number of reasons. In the theoretical developments of both Kazakh and Russian scientists, no consensus has yet been found on the concept of modernization. The uncritical use of this term by economists, sociologists, cultural scholars has repeatedly led to contradictions and difficulties in explaining. Ignoring the general philosophical prerequisites of the theory of modernization (often by the philosophers themselves) leads to a distortion of ideas about the individual features of this type of social transformation, its mixing with fundamentally different theories of social change. The uncritical use by a number of scientists, ignoring the general historical and general cultural perspective leads to the construction of controversial hypotheses. Theoretical reflection on the issue of modernization, as a rule, is replaced by ideological one, which translates into the construction of ideologies (disguised as theories) of conservative, socialist, liberal and other modernizations. In favor of the rehabilitation of scientific speculation in the field of modernization theory, others could be cited. There are many examples of the uncritical use of the term "modernization" by representatives of the social sciences, where modernization refers to a set of reforms necessary to overcome the country's economic lag and their causes.

The central reason why the theory of modernization was discredited in the public sphere seems to be the ignorance of this issue by the philosophical community (if we can talk about it). Meanwhile, the theory of modernization is mainly a philosophical question, namely the question of social philosophy and the philosophy of history. Neither sociologists, nor economists, nor culturologists, nor other specialists in the field of social sciences are able to present an adequate theory of modernization without turning to methodological and philosophical reflection. Several aspects can be distinguished for which the theory of modernization is a philosophical question.

First, the very concept of modernity is a product of the centuries-old development of socio-philosophical thought, its birth was caused by the need for philosophical clarification of the situation of man and society in a changing world. Thus, the concept of modernity (also as the concept of tradition) - the central concept of the theory of modernization - is a philosophical concept, namely, the concept of social philosophy. Secondly, any theory of historical dynamics, including the theory of modernization transition (modernization transformation), is the subject of the philosophy of history. Thirdly, the construction of an adequate theory of historical dynamics involves the initial clarification of methodological principles, which is the subject of the philosophy of science (in this case, the philosophy of historical science. Ignoring these problematic points of a philosophical nature, as a rule, leads to distortion, both in the theoretical study of the issue and in the grouping of empirical material, which is obvious in the numerous works of economists and political scientists on modernization issues.

In modern conditions, Kazakhstan is going through a transitional period, the main content of which is the transformation of an outdated political system with all its institutions, structures and relations into a completely new political system. In this regard, there was a natural interest in finding rational explanations for the processes taking place in the political culture of society. The problem of the formation and improvement of a political culture of a different type, more adequate to the democratic direction in the development of the country seems to be very relevant. To do this, in turn, it is necessary to return to this category and rethink it from the positions that are emerging in Kazakhstan of new democratic values. This is especially important in modern conditions, when democratization processes include young, unconventional segments of the population in political life.

That is why the problems of social culture today are relevant both theoretically and practically, it is the most common topic of political conversations, disputes, reflections, research, is at the center of parliamentary debates, the activities of various political organizations. The need for fundamental improvement of society is dictated by the ongoing transformations in the life of society, their complex contradictory interweaving, increasing conflicts and crisis phenomena. In these conditions, the social importance of such personality qualities as the ability to think independently, creatively participate in socio-political activities, the ability to navigate an extraordinary political situation, make the right decisions, and flexibly reorganize their behavior while maintaining fundamental orientations increases sharply.

Society and culture influence the behavior of people and the activities of various organizations, their perception of the phenomena of domestic and international politics, the assessment of political systems and regimes, ruling groups and individual political leaders, and the determination of a person's place in the political life of society. It opens up wide prospects for political forecasting, the development of a political course, the adoption and implementation of specific political and managerial decisions.

Much depends on the level and state of culture: whether the population will perceive the course of development being developed, whether it will voluntarily agree with it or under duress, perceive it positively, or show complete indifference and even hostility, providing passive or active resistance.

The practice of developed democratic states shows that it is culture that is the basis of their stable and dynamic functioning. Unfortunately, until now, political culture has been the subject of mainly political scientific research, which, in fact, could not develop its holistic theory. In this regard, there is a need for a cultural understanding of the processes taking place in the domestic political culture. This will allow, in our opinion, to define political culture as part of a common culture, to form a holistic idea of the political culture of Kazakhstani society in conditions of modernization. An attempt at such a comprehension is represented by the real work. The center of the study is modern Kazakh society in conditions of modernization, and mainly the problems of social and political culture are based, which is understood as a set of historically relatively stable attitudes, political knowledge, value orientation, behavior models through which the interaction of the subject with the state and its entry into political activity is carried out. Such problems have been considered earlier and are still of interest, moreover, it has a certain degree of scientific development.

The term "political culture" was introduced into scientific circulation by the 18th-century German philosopher-enlightener Johann Gerder (1744-1803). [3 p.173-174]. However, the very phenomenon of political culture was studied and analyzed already in the works of Plato, Aristotle and other thinkers of antiquity. Subsequently, especially in the late X1X-early XX centuries, this category was actively developed by various scientific schools. Political culture received a deeper understanding in the work of the American scientist G. Almond "Comparative Political Systems" (1956). [4, p.538] Various interpretations of political culture and the political system were developed in the second half of the 60s and 70s. In the ideas and concepts of Western European sociologists and political scientists. The authors focused on the study of the formal and informal components of political systems, taking into account national political psychology, political ideology, political identity.

In the future, the main contribution to the development of theories of political and social culture was made by Western scholars, in whose opinion political and social culture is a completely subjective phenomenon and, by nature, individual. [5,p.478]

There was an opinion defining political culture as a type of common human culture, an attribute of all subjects of political relations, expressing the dialectical unity of culture and politics. This position was considered, supported by many Russian and Kazakh politicians. To comprehend the phenomenon of political culture from the standpoint of domestic historical and philosophical thought, the concepts of the cultural and historical process of A. Toynbee, JI.H. Gumilyov, as well as a study on the theory of climatic and geopolitical determinism A.G. Fonotov had a significant influence. [6 p.33]

In Western literature, there are assumptions about this concept on this issue, some researchers limit political culture to the sphere of political consciousness, without including patterns of political behavior in its content, while others, on the contrary, include patterns of political behavior in the content of political culture. In the context of the development of the political culture of a reformed society, studies are noted with their sociological analysis of the problems of political tolerance, considered in the context of the development of the political culture of a reformed society, where the essence and features of the perception by the mass consciousness of transformational processes are considered, as well as work is observed on the political scientific understanding of the problems of Kazakhstan's political culture. Thus, in domestic and foreign literature, extensive material has been accumulated in the comprehension and assessment of social and political culture from the standpoint of political science, sociology, history, philosophy. Until now, however, there has been a certain gap between these areas of knowledge in understanding the phenomenon of political culture.

Modernization is a complex, multilateral and multivariable way of transforming society, in which internal and external, distinctive and borrowed factors interact. It involves the development of new types of spirituality - new thinking in areas related to new forms of production activity. The main factors of modernization are changes in economic, social and political culture. The culture of a modernizing society is characterized by an orientation towards reason, liberal values, rational attitude to real results of activity (quality of life, stable improvement of various aspects of culture, etc.) [7]. It acts as a subsystem in the global system of the entire culture of society, so it cannot be limited only to the sphere of subjective attitudes and beliefs. The political culture of society is not the sum of political subcultures. It incorporates the most stable, typical signs characterizing the political consciousness and behavior of the bulk of the population, those political stereotypes that prevail in this society. The political culture of Kazakhstan has a turn to the future with insufficient attention to the past, extreme susceptibility, sensitivity to new, trends,

usually coming from the West. Comparative analysis with Western countries states that each political system corresponds to a special, its own basic model of political culture, which in each specific country manifests itself in national-specific forms.

In modern conditions, the formation of a political culture of a civil type, which is based on democratic values, is of great importance. At the same time, in relation to democratic reforms among Kazakhstanis there is fragmentation, blurring and inconsistency of political beliefs, orientations and attitudes. The main provisions and developed materials can be used in further research in the field of studying the political culture of society, in the analysis of socio-political and socio-cultural problems and processes; for the development of courses in political science, cultural studies, sociology and other disciplines. Social changes taking place in Kazakhstan in the post-Soviet period pose versatile tasks for society to modernize socio-economic and political systems, overcome instability, reduce the level of social tension, democratization, and, in general, to improve the comfort and safety of the social environment. At the present stage, one of the dominant beliefs in science is that these problems can be solved through the formation of civil society and civil political culture.

Political culture both as a sociocultural phenomenon and as a concept is a kind of synthesis of two principles, one of which is related to politics and the other to culture. Such a statement of the question stimulated its study at the level of theory and specific research from the standpoint of political, sociological and cultural approaches, determines attention to the study of problems of political culture in the context of the modernization of Kazakhstani society. In general, domestic science has quite successfully developed many issues in this area. However, today the theory of civil society and civil political culture is far from over: numerous methodological contradictions have not been eliminated, there is no consistency and complexity in the study of political culture and civil society, the relationship between different approaches.

RESULTS AND DISCUSSION

The difficulties of conceptualizing scientific ideas about political culture are inextricably linked with the problems of forming a civil society. The term "political culture" is found today in the vocabulary of representatives of a wide variety of political forces, is the starting point of the programmatic activities of many public organizations. But the conceptual ambiguity, the lack of an integrated view that would determine the place and relationship of various methodological and worldview positions, prevents the formation of a political culture aimed at the development of civil society. In this regard, the author defines the methodological foundations of political culture through a cultural understanding of this phenomenon. The current transitional period of history has its own unique features. This period of reform, as in any other country, is distinguished by the extreme political and socio-economic conditions. In place of some, new mechanisms of the public system are being formed. Many previous moral values are also called into question, despite the fact that new values have either not yet been formed or are not such for the majority of the population.

In modern conditions, the problem of the formation of civil society is complemented by new substantive aspects in which civil society acts as a sociocultural phenomenon in which the form of social organization corresponds to a certain type of culture. Civil society should also be accompanied by increased civic activity, where culture is characterized by openness, debate, the main meaning of which is pluralism of opinions, and finally, studies of the political culture of modern society revealed its contradictory attitude towards democracy and authoritarianism, based on the inertia of values, beliefs, views and life practices of generations of Soviet generation.

CONCLUSION

Thus, this means that the theory of social modernization is not universal and cannot be used as the only correct way of evolutionary change in society. Today, our country, like many countries of the post-Soviet space, is on the path of social modernization, but already taking into account national characteristics. In addition to Western technologies, the achievements of Soviet science and technology are used, but this is not enough, in many directions there is a strong lag in social development. It can only be assumed that this is due to many factors and, above all, improper reform of the country's development model, and in this regard, a policy of accelerated development of the country is being pursued.

The stereotypes of attitudes that developed in previous years have been preserved in the mass consciousness, which for a significant part of citizens remained elements of their culture, which could not be overcome. The main hopes for the formation of society are associated with the democratic convictions of new generations. It remains to add that culture includes life-proven skills and patterns of behavior that are formed and practiced by previous generations. The dialectics of the formation of social modernization

and culture as a whole were constantly violated in connection with various kinds of socio-political shocks, so much was lost. At today's stage of formation, it cannot be argued with complete confidence that it is dominated not by destructive, but by creative tendencies.

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APPLICATION OF MODERN INTERACTIVE METHODS OF TEACHING LEGAL DISCIPLINES IN UNIVERSITIES

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Abstract:

The modern system of higher education assumes that graduates have not only theoretical knowledge, but also practical skills, as well as skills that are directly related to competitiveness in the labor market. Given the trends in the global economy, a new quality of vocational education is needed, which would make graduates mobile and highly qualified specialists. To create a new qualification model, new requirements are put forward for graduates, as a result of which it becomes necessary to help students acquire and develop skills and abilities in organizing personal and professional development, develop the ability to transfer the acquired knowledge and skills into innovative technologies and specific solutions, prepare for social and professional mobility, improving the corresponding professional competencies. In this regard, for the formation of students' knowledge, skills, and professional competencies innovative teaching technologies can be used, which are based on dialogical methods of communication and close educational interaction between the teacher and students. The article also provides examples of the practical application of the technologies considered for the organization of theoretical and practical classes for students of higher educational institutions.

Keywords: *seminars, lectures, colloquium, case study, business game, role-playing game, training, master class, work in small groups.*

INTRODUCTION

Currently, a number of new trends in modern production and management have been identified, which are caused by the transition to an information society. This transformation is based on changes in the processes of labor activity, a change in the value priorities of labor, due to scientific and technological progress and new economic forms of activity. A new type of economy imposes new requirements on graduates, among which the requirements of systemically organized intellectual, creative, reflective, self-organizing, moral principles, which make it possible to successfully organize activities in a wide social, economic, and cultural contexts, receive increasing priority.

All of the above suggests the widespread introduction of new information technologies into the educational process of personnel training. A new understanding of higher professional education and its role in a person's life determines his appeal to the competence approach as one of the important grounds for his renewal. It is assigned the role of a link between the educational process and the labor market, determined by the economic situation and the specific interests of employers. The description of the new integrated result of education is carried out in terms of "competence" and "competence". To date, the competence approach has been recognized as the most productive in the practice of vocational education and has been developed recently as its methodology. Now, when he moves from the stage of self-determination to the stage of self-realization, the general principles and methodological guidelines stated by this approach must be implemented at the applied level. Such an important stage of modernization of higher professional education calls for didactic research in this direction.

The problem is that the traditional system of higher education does not contribute to the rapid renewal of the worldview, worldview, to the change of views of all subjects of vocational education. A clear regulation, the initial task, the closure of the system cannot ensure the training of a future specialist as a subject of his own professional activity in the conditions of the modern economy due to the lack of development of the concept of such training. A well-founded strategy of changes in higher education requires the search for new approaches to the development of goals, selection of content, methods, organizational forms of training of a future specialist, focused on the constant increase of subjective and professional potential [1].

In the educational process, active and interactive forms of classes are used in combination with extracurricular work in order to form and develop the professional skills of students. Examples of active and interactive forms of classes include: seminars in an interactive mode, discussions, computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings, group discussions, the results of student research groups, university and interuniversity teleconferences, a game trial) in combination with extracurricular work.

Active and interactive teaching methods should be used during classes on educational programs in the following types, aimed at conducting ongoing monitoring of academic performance:

— lectures and other training sessions that provide for the preferential transfer of educational information by the teacher to students (lecture classes);

— seminars, practical classes, workshops, laboratory work, colloquiums and other similar classes (practical and seminar classes);

— course design (execution of term papers);

— group consultations;

— individual consultations and other training sessions providing for individual work of the teacher with the student (including practice management);

— independent work of students;

— other types of activities [2].

Quite often, a type of seminar-type class is used, such as a colloquium. A colloquium (from Latin colloquium — conversation, conversation) is a type of educational activity, primarily in universities, conducted to test and evaluate the knowledge of students. This is a kind of oral exam. It can be conducted in the form of an individual conversation between a teacher and students or as a mass survey. During the group discussion, students learn to express their point of view on a particular issue, to defend their opinion, applying the knowledge gained in the classroom on the discipline. When any academic discipline is read for 2-3 semesters, and the final control is only one, the colloquium plays the role of an intermediate exam. This is done in order to reduce the number of topics to prepare for the main exam. Usually the colloquium is scheduled for the last seminar-type class of the semester. The assessment obtained at the colloquium affects the assessment of the main exam.

A colloquium is also called a scientific meeting, the purpose of which is to listen

and discuss a report, an abstract, and the results of scientific conferences.

Thus, it can be concluded that such a type of seminar class as a colloquium can be convenient for undergraduate disciplines during boundary control or discussion of scientific papers. It follows from this that the colloquium does not involve traditional consideration of the topic, analysis of specific situations, problem solving, business games, etc.; this is how it differs from seminars and practical classes.

The teaching method is the process of interaction between teachers and students, as a result of which the transfer and assimilation of knowledge, skills and abilities provided for by the content of training takes place. Teaching methods can be divided into three generalized groups:

1) passive method;

2) active method;

3) interactive method.

Each of these methods has its own characteristics. The passive method is a form of interaction between students and the teacher, in which the teacher is the main actor and the manager of the course of the lesson, and the students act as passive listeners, subject to the directives of the teacher. The teacher's communication with students in passive classes is carried out through surveys, independent, control works, tests, presentations, essays, etc. [3].

From the point of view of modern pedagogical technologies and the effectiveness of students' assimilation of educational material, the passive method is considered the most inefficient, but despite this, it has some advantages. This is a relatively easy preparation for the lesson by the teacher and the opportunity to present a relatively large amount of educational material in a limited time frame of the lesson. Given these advantages, many teachers prefer the passive method to other methods. I must say that in some cases this approach works successfully in the hands of an experienced teacher, especially if students have clear goals aimed at a thorough study of the discipline.

The active method should be understood as a form of interaction between students and the teacher, in which the teacher and students interact with each other during the lesson.

The interactive method is focused on a broader interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process.

The teacher's place in interactive classes is reduced to the direction of students' activities to achieve the goals of the lesson. The teacher also develops the program and the form of the lesson (usually these are interactive tasks, during which students study the material). Therefore, the main components of interactive classes are interactive tasks that are performed by students. An important difference between interactive tasks from the usual ones is that by performing them, students not only and not so much consolidate the already studied material, as they study a new one [4]. Quite often, a type of seminar-type class is used, such as a colloquium. A colloquium (from Latin colloquium — conversation, conversation) is a type of educational activity, primarily in universities, conducted to test and evaluate the knowledge of students. This is a kind of oral exam. It can be conducted in the form of an individual conversation between a teacher and students or as a mass survey. During the group discussion, students learn to express their point of view on a particular issue, to defend their opinion, applying the knowledge gained in the classroom on the discipline. When any academic discipline is read for 2-3 semesters, and the final control is only one, the colloquium plays the role of an intermediate exam. This is done in order to reduce the number of topics to prepare for the main exam. Usually the colloquium is scheduled for the last seminar-type class of the semester. The assessment obtained at the colloquium affects the assessment of the main exam.

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EXPERIMENTAL METHODS

The most common type of activity in the passive form is a lecture. This type is widespread in universities where adults study, fully formed people with clear goals to study the discipline in depth. In addition, the passive teaching method is also used during seminars, when the current form of control is a classical survey and the teacher continues to highlight complex aspects of the topic to students in the development of the lecture.

If we proceed from the requirements of the standards, then using the passive method, it is possible to conduct lecture-type classes in academic disciplines and to a greater extent use this method (including its use in seminar-type classes) when teaching undergraduate disciplines. However, taking into account the need to implement a competence-based approach, it seems reasonable to modify and modernize the passive method.

The lecture model with the use of an active teaching method assumes:

— providing students with a presentation and handouts in advance of the lecture with the obligation of their preliminary study;

— the expediency of starting a lecture with a dialogue (to identify existing knowledge and determine the level of training of the audience);

— posing questions during lectures that provoke students' objections;

— use of audiovisual materials (presentations, videos, access to relevant portals on the Internet);

— disclosure of material in mandatory connection with practical issues;

— allocation of time for answers to questions discussed during lectures, sudden discussions;

— completion of a separate question with a task or a small test for the purpose of immediate application of knowledge;

— generalization of lecture material by students (as feedback).

It is difficult to use the interactive method during lecture-type classes, since it involves business communication between students. At the same time, the use of TSO and presentations does not give sufficient reason to talk about changing the method of conducting classes, since students continue to remain exclusively recipients of knowledge [5].

With the use of the active method, most seminar—type classes can be conducted - seminars, practical classes, colloquiums. Seminar-type classes with the use of an active teaching method are aimed at developing students' independent thinking and the ability to professionally solve non-standard professional tasks. The types of active forms of conducting seminar-type classes include dialogue, discussion, training, case study.

Dialogue is a conversation between a teacher and one or more students, consisting of an exchange of replicas. Dialogical unity is ensured by the connection of various kinds of replicas (formulas of speech etiquette, question-answer, addition, narration, dissemination, agreement-disagreement). There are three main types of interaction between the participants of the dialogue: dependence, cooperation and equality. The dependence of students as participants in the dialogue on the teacher lies in their need to answer the questions initiated by him. A dialogue on the type of cooperation involves solving a certain problem through the joint efforts of students and a teacher. If the teacher and the students are having a conversation that is not aimed at achieving any result, this is a dialogue-equality. Dialogue is considered as the primary, natural form of speech communication, therefore, even in scientific speech, the deployment of dialogue occurs spontaneously, because in the vast majority of cases, the replicas-reactions of students are unknown or unpredictable. The use of dialogue in seminar-type classes is valuable as an opportunity for students to improve their communicative-speech strategy; to level out the peculiarities of

colloquial speech, the habit of speaking with incomplete structures [6]. The speech of university professors is distinguished by logic and harmony of presentation, a large vocabulary and is a kind of model for participation in a scientific conversation.

A discussion is an exchange of contradictory arguments between two or more interlocutors. Participation in the discussion presupposes the presence of a common way of thinking, thanks to which a dispute is possible. Thus, the discussion resembles a dialogue, moreover, sometimes both of these concepts are used as synonymous. If you still try to distinguish between them, it is reasonable to rely on the etymology, which in the word "discussion" emphasizes the idea of a collision (discutere in Latin means "to break"). So, a dialogue is an exchange of opinions, ideas or arguments, a discussion is a clash of ideas and arguments [7].

Discussion is one of the most important forms of communication, a method of solving problems and a kind of way of cognition. Discussion is useful because it reduces the moment of subjectivity, while providing general support for the beliefs of an individual student or a group of students. Discussion is usually contrasted with polemics, the purpose of which is to assert certain values using correct techniques. In a polemic, but not in a discussion, one can talk about the victory of one of the disputing parties. When the truth is revealed as a result of a discussion, it becomes the property of both disputing parties, and the victory of one of them is purely psychological in nature [8].

Training (English: training, from train — to teach, to educate) is a method of active learning aimed at developing knowledge, skills, skills and social attitudes.

The advantage of the training is that it ensures the active involvement of all

participants in the learning process. Most of the trainings are aimed at the formation and development of a certain skill, for example, news training, self-presentation training, etc.

As part of the educational process, trainings are recommended to be used in the following educational situations:

— when launching a new training program (project);

— when you need to pause and switch the students' attention from one question to another;

— at the end of the lesson, when the students are tired.

When teaching legal disciplines, end-to-end training is possible, stimulating, first of all, the formation of a stable habit among students to monitor changes in current legislation, the use of only relevant legal material (subscription to the mailing lists of the IP "Paragraph" or IPS "Adilet").

Case study is an improved method of analyzing specific situations based on learning by solving specific problem situations (solving cases). The cases are divided into practical (reflecting real life situations), educational (artificially created, containing a significant element of conditionality when reflecting life in it) and research (focused on conducting research activities through the use of the modeling method). A case study can have several levels of complexity, which is clearly manifested when taking the materials of judicial practice as its basis. It is advisable to start its implementation already in the first years of training by setting students such a task as "to illustrate the topic with the brightest court case". Students gain skills in search, selection, graphic and oral demonstration of judicial practice. The lack of this skill is often found in course projects, final qualifying papers, where examples of judicial practice are "far-fetched", represent not the essence of the decision, but its continuous copying.

In the future, it is advisable to increase the level of complexity of the case study, gradually complementing practical classes:

— analysis of the Supreme Court's decision on the relevant profile;

— the solution of a practical incident;

— identification of the lack of uniformity of judicial practice and formulation of proposals for its improvement or amendments to the current legislation.

Brainstorming is one of the most effective methods of stimulating creative activity. This method can be used in any group of students, both with a large number of students and not. The essence of the method is that the teacher forms a problem (task) at the beginning of work with students, and then asks them a number of questions and gets answers to them, thereby revealing the level of awareness of the group in a particular issue. In the course of the lesson, students form solutions to the problem. At the end of the lesson (part of the lesson), all the proposed solutions to the problem are discussed and the most valuable ideas are noted [5].

Since the interactive method is based on direct contact between students and the teacher, it is advisable to conduct practical classes with its help. Classes can take place in the form of discussions, business and role-playing games, brainstorming, pedagogical trainings, work in small groups, game trial, master classes of specialists in order to form and develop professional skills of students.

Conducting practical classes in an interactive form has one characteristic feature: replacing theoretical questions and discussing doctrinal approaches with practical tasks, creative tasks or resolving incidents. Students are involved in the learning process by setting (modeling) specific practical tasks-questions in front of them with their subsequent resolution.

Therefore, interactive learning is primarily learning in collaboration. All participants of the educational process (teacher, students) interact with each other, exchange information, solve problems together, model situations. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also develops cognitive activity itself.

Interactive learning is a special method of organizing cognitive activity. He means quite specific and predictable goals:

— improving the efficiency of the educational process, achieving high results;

— strengthening motivation to study the discipline;

— formation and development of professional skills of students;

— formation of communication skills;

— development of analytical skills and reflexive manifestations;

— development of skills of possession of modern technical means and technologies of perception and processing of information.

Let's consider some interactive forms of seminar-type classes, which, in our opinion, should be actively used in the educational process. The use of business games contributes to the development of critical thinking skills, communication skills, problem solving skills, processing of various behaviors in problem situations.

Conducting a business game usually consists of the following parts:

— instructing the teacher about the game (purpose, content, end result, formation of game teams and distribution of roles);

— study of documentation by students (scenario, rules, step-by-step tasks), distribution of roles within a subgroup;

— the actual game (study of the situation, discussion, decision-making, design);

— public protection of proposed solutions;

— determining the winners of the game;

— summing up and analysis of the game by the teacher.

A role—playing game is a structured learning situation in which students temporarily assume certain social roles and demonstrate behavioral models that (in their opinion) correspond to these roles. In the game, with the help of symbolic means (speech, table, document, etc.), the subject and social content of professional activity is recreated, the behavior of the participants of the game is simulated according to the set rules reflecting the conditions and dynamics of the real production situation. A methodically correctly constructed game serves as an effective means of teaching decision-making technology. The main components of the game are the script, the game environment, the rules. The scenario includes a description of the game situation, the rules of the game and a description of the production environment. The behavior of the participants is the main tool of the game. It is very important to choose the right time mode for the game, to recreate the real situation [6].

Working in small groups is one of the most popular strategies, as it gives all students (including shy ones) to practice the skills of cooperation, interpersonal communication, in particular, the ability to actively listen, develop a common opinion, resolve emerging differences. All this is often impossible in a large team. Working in a small group is an integral part of many interactive methods, such as debates, case studies, almost all types of role—playing games, litigation, etc.

Note that working in small groups requires a lot of time, this strategy should not be abused. Experienced methodologists recommend forming groups with a diverse composition of students, including strong, medium and weak students, boys and girls, representatives of different cultures, social strata, etc. In such groups, creative thinking is stimulated, an intensive exchange of ideas, and more constructive relationships between participants are built. It is desirable to distribute the roles within the group based on the educational opportunities and preferences of students. The following roles are usually offered to perform within groups:

- facilitator (organizer of the group's activities);

- registrar (records the results of the work); speaker (reports the results of the work);

- journalist (asks clarifying questions, both to the group itself and during further discussion of the results to participants of other groups).

The distribution of roles allows each member of the group to actively get involved in the work. Please note that when offering work in small groups, the teacher should not withdraw himself and expect that students will be able to complete the task well without his help. It is required to constantly bypass the audience, help students solve problems that arise in the group and realize what skills are required to work in a small group. When preparing a task for working in small groups, it is necessary to consider the expected learning outcomes of each group, as well as the overall final result of the audience's work. Usually, after the completion of work in groups, the speakers are given the floor to report the results of the task. The use of posters, tables, and presentations is encouraged.

As for computer simulations, which are simulations of an educational situation and its sequential playback for the purpose of solving on a computer, their use in legal education is rare. The disadvantage of this method is the need to involve IT specialists in the development of programs. But this method also has huge advantages. Computer simulations represent some part of the surrounding reality, they allow us to study those aspects of it that cannot be studied in another way for reasons of safety, ethics, high cost, necessary technical support or the scale of the phenomenon being studied. Simulations help to visualize abstract concepts. Computer simulation as an interactive form of learning has the following features:

— creates an image of real attributes of activity;

— acts as a virtual analogue of real interaction;

— creates conditions for the replacement of the actual performance of social or professional roles;

— is a form of monitoring the effectiveness of vocational training.

When using a computer in a training session, the need to motivate students for an educational goal disappears, they are happy to get involved in the work, independently try to understand the proposed task, all its features and get to the very essence [8].

RESULTS AND DISCUSSION

Thus, in order to be successful and not lose students in a competitive environment, universities should give students not only knowledge, but also form skills, skills of using this knowledge, applying theory in practice. In this connection, the use of interactive methods in teaching allows you to optimize the educational process and make it more interesting and rich. Based on all of the above, it should be concluded that when organizing training sessions, teachers of higher educational institutions use interactive teaching methods that help to increase the motivation of students and the level of quality of educational services provided.

CONCLUSION

Each of the above technologies is unique and can be used by teachers in any classroom, both theoretical and practical training. The rapid development of information technologies and technological progress have become the impetus for the transition from traditional learning technologies to innovative technologies aimed at creating conditions that meet the current needs of all participants in the educational process. Also, the introduction of interactive teaching methods and innovative technologies into the educational process of a higher educational institution contributes to the comprehensive development of students and the formation of professional skills for future work. Modern employers are interested in highly qualified specialists who easily adapt to new conditions, are mobile, have well-developed critical thinking and possess a set of information skills and abilities.

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THE MOST IMPORTANT CHANGES IN NATIONAL LEGISLATION ARE THE MAIN DIRECTIONS OF DEVELOPMENT OF NATIONAL LAW

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Abstract:

This article deals with the stability of the legal regime and legal system in the country, as well as systemic measures for the relative development of national law within the framework of the current Constitution. At the same time, an integrated approach to legal policy makes it possible to modernize the entire regulatory framework in the context of the overall development strategy of the state, including the principles of efficiency, transparency and accountability, in order to create a qualitatively new model of public administration that ensures the rights and freedoms of citizens, the interests of society and the state.

Keywords: *law, system, constitution, policy, law, reform, state, society, strategy*

INTRODUCTION

It is necessary to continue to implement the legal ideas and principles of the Constitution of the Republic of Kazakhstan, which must be implemented by legislative, organizational and other measures of the state.

The efforts of state and public institutions should be aimed at realizing the creative potential inherent in all constitutional provisions of the Basic Law of the country.

In the process of improving legislation and law enforcement, it is necessary to strictly observe the principles of the supremacy of the Constitution and the conformity of lower-level acts with the norms of higher-level acts.

Systemic measures are needed to ensure the rule of law and the stability of the legal system in the country, as well as the relative development of national legislation within the framework of the current Constitution. An integrated approach to legal policy makes it possible to modernize the entire regulatory framework in the context of the overall development strategy of the state, including the principles of efficiency, transparency and accountability, to create a qualitatively new model of public administration that ensures the rights and freedoms of citizens, the interests of society and the state.

The basis of the national legal system is constitutional law. Its rapid development is based on the principles and norms of the current Constitution of Kazakhstan, which was significantly updated as a result of the constitutional reform of 2012.

The ideas and principles reflected in the Basic Law of the country determine the main directions and mechanisms for the development of the national legal system, including constitutional law, for the long term. That is, first of all, the full implementation of the principles and norms of the Constitution in the activities of public authorities and their officials in the direct application of the Constitution, as well as ensuring its potential through the use of current legislation and laws. important task.

Maintaining and implementing the fundamental principles of the republic’s activities, enshrined in the Constitution of our country (these are: social harmony and political stability, economic development for the benefit of all people, Kazakhstani patriotism, resolving the most important issues of public life). democratic methods), will ensure stable socio-economic and political-legal development of the country.

The foundations of the constitutional structure of the Republic of Kazakhstan, the sovereignty and integrity of the state will be strengthened by improving constitutional legislation and the practice of its application.

Prospects for the development of constitutional law are associated with the improvement of existing constitutional laws that determine the structure of the state, the integrity of state power, the mechanisms of its branches and their interaction with the strategic leadership, control and arbitration of the President of the Republic. The Republic of Kazakhstan, elected by all the people.

One of the important mechanisms for ensuring the regime of constitutional legality, a clear interpretation of the principles and norms of the Constitution, and shaping the direction of development of national law and law enforcement practice is to increase the efficiency of work. the Constitutional Council and fully implement its normative decisions in the legal policy of the state.

In the process of further strengthening the principles of the rule of law in the country, on the one hand, it is important to achieve the highest possible guarantees for the implementation of constitutional rights and freedoms of man and citizen, and on the other hand, it is important that all government bodies, officials, citizens and organizations fully and fully fully fulfilled their constitutional duties.

To ensure the rights and freedoms of man and citizen, as required by our Constitution, which guarantees equality of rights and freedoms regardless of origin, social, professional and property status, gender, race, nationality, language, religion, beliefs, place of residence or any other circumstances.. are the creation of the situation.

In this regard, the role of legal mechanisms in preserving and strengthening national harmony and ensuring the unity of the multinational population of Kazakhstan will increase.

Kazakhstan is a secular state where interfaith peace and harmony reign, and the rights of believers and atheists are respected. The state does not interfere in the sphere of religious services, but it must ensure interaction with confessions and protect the right of citizens to freedom of religion, for which an effective state policy in this area must be formed.

Legislation on freedom of religion must be further improved, preserved and uniformly applied in the sphere of regulation of missionary activity, distribution of religious products and registration of religious associations.

In modern conditions, the factor of ensuring gender equality, equal rights and equal opportunities for women and men plays a significant role in state and public life.

The sustainable development of Kazakhstan as a dynamic, modern state with a high level of quality of life is possible only on the basis of human potential, the activation of citizens' entrepreneurship, and the strengthening of civil society institutions.

In this regard, legal instruments are needed that will give an additional impetus to the development of civil society institutions and the possibility of implementing civil initiatives.

Legal regulation mechanisms that should improve the status of non-governmental organizations must take into account the specifics of the activities of non-governmental organizations, as well as the provision of state support to public associations.

METHODS

It is also necessary to improve the legal regulation governing information issues. This service and its legal regulation generally take into account the observance of constitutional rights to guaranteed freedom of speech, inviolability of a person’s private life, personal and family secrets, correspondence, telephone conversations and other remote communications, as well as compliance with the requirements of legislation on state secrets should be aimed at freely obtaining and dissemination of any information in ways not prohibited by law.

The development of civil initiatives is closely related to issues of local self-government. This institution at the intersection of state and civil society requires strengthening and development. In particular, taking into account the accumulated experience, it is necessary not only to distinguish between the functions of state administration and local self-government, but also to involve local government bodies in the implementation of state functions of local importance at a broad level.

The result of the development of local self-government should be an increase in the role and activity of the people in solving problems of local importance.

At the same time, in order to create an effective system of public administration and self-government, this work must be carried out simultaneously with a further division of areas of activity, functions and responsibilities between different levels of government.

Such work should be carried out simultaneously with a change in the status of local representative and executive bodies in terms of the rational division of the foundations of the state and self-government. From this point of view, in the legislation on administrative-territorial construction it is necessary to clearly define the role and purpose of each administrative-territorial unit, which is the basis for determining the role and purpose of each state authority and local government. self management.

This legislation makes it possible to clearly outline the features of the status of various administrative-territorial units, including single-industry towns, and the activities of government institutions that ensure a decent standard of living for the population.

The implementation of the principles of the concept of legal policy makes it possible to implement the basic ideas and principles of the Constitution of the Republic in Kazakhstan within the framework of a new period of establishing a rule of law state.

The effectiveness of the implementation of the concept and, accordingly, the stability of national legislation and the effectiveness of legal regulation depend on the constructive interaction of all branches of government, the quality of decisions made by authorities and the responsibility of officials.

The comprehensive development and effective use of Kazakhstani legislation in accordance with the main directions of the state's legal policy established in this Concept will further strengthen the rule of law, preserve the constitutional rights and freedoms of man and citizen, and ensure a stable socio-economic situation. economic development of the country and strengthening of Kazakhstan's statehood.

The implementation of the rules and norms of the Constitution of the Republic of Kazakhstan, the establishment of constitutional legality presupposes the need to adopt laws and other legal acts in strict accordance with the Basic Law, in compliance with generally recognized principles and norms in the field of human rights. and also improve the level of constitutional culture.

High rates of digital development, modernization of the public administration system, globalization, modern challenges leading to transformation in the economy, politics, ideology, social sphere and other factors require maximum concentration of efforts of government bodies and public associations to establish the rule of law.

According to the Constitutional Council, the strengthening of constitutionalism under the guidance of the Basic Law will be fully realized only if the rule of law is ensured. It guarantees the rights and freedoms of man and citizen; ensuring the rule of law; legal clarity; justice, balance and equality of all people before the law; reaffirm the unity and division of government power, preventing discrimination and abuse of power by anyone; also includes maximum access to justice.

Respect for the rule of law and law-abiding society must be purposefully and systematically developed.

The Constitutional Council began to implement the mission entrusted to it, fully using its potential in other organizational forms. Work has gained momentum to increase the level of understanding and scientific understanding of the Constitution, and an in-depth interpretation of its rules and norms.

For these purposes, an explanation has been given to the Constitution of the Republic of Kazakhstan, which takes into account the changes and additions made last year.

This service is designed to educate a new generation, whose most valuable treasure today is a person and his life, rights and freedoms, capable of perceiving the national legal traditions of a democratic, secular, legal and social state, as well as a sense of constitutional identity. Kazakhstan, reflected in the unchangeable constitutional values.

Certain activities are aimed at increasing the level of understanding of constitutional law among government officials and law enforcement officers.

Given the scale of the task, all government bodies must systematically and regularly promote law and order and instill constitutional patriotism.

It is necessary to form and implement an effective system of mass constitutional monitoring that analyzes current legislation and law enforcement practice on the basis of scientifically determined indicators from the point of view of the implementation of constitutional values (messages of the Constitutional Council of June 16, 2016 and June 9, 2017). It is relevant to develop a list of these indicators, as well as a mechanism for studying and assessing the regulatory impact of legislative and other legal acts on achieving the goals of the socio-economic and socio-political development of the country.

In order to increase the level of legal creativity, the following is recommended:

Approbation of the results of scientific research in practical activities for the development and adoption of regulatory legal acts; conducting scientific and practical analysis of positive and negative trends in the development of legislation; introduction of "artificial intelligence" tools into legal creative

activities; development of specific measures to ensure the principle of proportionality and balance of legal restrictions contained in regulatory legal acts.

The effectiveness of legal regulation can be ensured through the implementation of the “package” principle of developing regulatory legal acts, that is, the simultaneous development and adoption of a complex (package) of laws and other legal acts regulating specific social relations.

In addition, it would be advisable to increase the number of directly applicable norms and reduce the number of referential norms. The adoption of consolidated laws must be included in legislative practice. They are provided for by the Law of the Republic of Kazakhstan “On Legal Acts”.

The rapid pace of development of society and the state, the deepening processes of globalization and the problems arising from this justify the need for timely, and sometimes even proactive, legal regulation. In this process, it is very important not to allow legislation to lag behind real life and to respond to legal measures in a timely manner, without waiting for negative consequences associated with defects in the legal space. One of the means to achieve this goal is promising legislative regulation of previously unknown institutions of the legal system.

CONCLISION

The Constitutional Council previously drew the attention of government bodies to the fact that changes and additions to existing laws and other regulatory legal acts are introduced unreasonably often (Message dated June 12, 2013). This is also stated in the Strategic Development Plan of the Republic of Kazakhstan until 2025 (initiative 4.1).

The state of constitutional legitimacy depends on the clarity of legal norms, the presence of appropriate conditions, including deadlines, for familiarizing subjects with the requirements of the law and conscious submission to them. This is especially true for legal acts that directly regulate the daily activities of residents and businesses.

Legal clarity ensures the effectiveness of legal regulation of public relations and allows us to fully assess the validity of the chosen legal model. Strict implementation of the principle of legal clarity contributes to legal security and predictability of legal regulation, increases the guarantees of state protection of constitutional rights and personal freedoms, and serves as an important tool for maintaining citizens’ trust in government power. and its institutions.

Ensuring the supremacy of the Constitution requires the adoption of additional legislative measures aimed at unleashing its creative potential.

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THE PARADIGM OF SUSTAINABLE DEVELOPMENT IN THE SYSTEM RUHANI ZHANGY

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Abstract:

The article discusses significant processes today, such as sustainable development and spiritual and moral revival. Given the potential of modern society, we have entered a phase of post-industrialization that is aimed at further development. In this regard, it is quite appropriate to combine the basic provisions of the concept of sustainable development and moral improvement. Recent decades of modern society have proved that sustainable development processes are global in scope and will connect all spheres of society.

Public disciplines in this process are assigned a special role and our task, to identify the synergy of unconnected phenomena into a single system of views that will lead us to a qualitatively better level. The relevance of the topic under consideration is determined by the fact that fundamental qualitative transformations are necessary for the survival and further progressive movement of mankind. The study of these transformations requires new scientific approaches in the implementation of the concept of sustainable development and spiritual revival.

Keywords: *culture, synergetics, society, bifurcation, development, paradigm*

INTRODUCTION

The global project "Rouhani zhaңғyru," launched by the Leader of the Nation N.A. Nazarbayev, today, is a fundamental reference point on which our state is moving. It is known that almost all spheres of society are directly or indirectly connected with it. The relationship is due to the fact that it affects the spheres of life of Kazakhstanis whose life is aimed not only at reviving spiritual values, but also at increasing the competitiveness of Kazakhstan in the world, preserving national identity, popularizing the cult of knowledge and opening up the consciousness of citizens. These qualities should become the main benchmarks of the modern Kazakhstani.

The program of modernization of public consciousness allows you to consolidate society, unite the intelligentsia, youth, and representatives of all segments of the population around the proclaimed ideas. The implementation of all areas of modernization takes place taking into account the needs of society, with the active involvement of the scientific and expert community, representatives of civil society, youth.

EXPERIMENTAL METHODS

State platforms aimed at establishing ideology are developing within the framework of certain priorities. Today, among the most important and significant is the state program aimed at spiritual rejuvenation or, as is customary, "Rouhani Zhangyru." Taking into account the expediency of the development of science in various fields of knowledge, we understand that the problems of economics, ecology, innovative technologies and a number of other, no less significant areas cannot develop without the intervention of common disciplines, since it is they who are able to express the true significance of scientific achievements in the context of public importance turning it into a social ideology.

The evidence of such an alliance is the state program "Rouhani Zhangyru," skillfully combining all elements of both the spiritual and material culture of society. It should be noted that the actualization of the problem of ideology is due to the increasing need for spiritual growth as the main catalyst for sustainable development. High interest associated with the idea of the essence and content of concepts, sustainable development and spiritual revival of "Rouhani Zhangyru" appeared from the moment it entered the stage of post-industrialization. The stage of post-industrialization and its main features is an important aspect in understanding the meaning of spiritual revival and sustainable development, the main goal of this work, an attempt to connect two inextricably linked chains that are well illuminated in the light of the characteristic foundations of post-industrial society. Our people have a centuries-old original history, which we must preserve for future generations, under the auspices of preserving and reviving

national identity and the modern concept of sustainable development is strengthening, and the Rouhani Zhaңғyru program in this context considers all issues related to both past and future Kazakhstan.

Modern science, and with it many public institutions, in their historical memory have an important problem of sustainable development, the solution of which will lead to the stability of the formation and culture, worldview and man. Recent decades in the development of modern science, one of the trends has been determined - this is the problem of sustainable development, which in turn adopted the philosophical and scientific tradition, looking for questions and answers regarding the stability of human existence, the existence of social development and culture. The particular interest and severity of the problem is due to crisis phenomena in the formation of the global world that require solution. How "sustainable development" came into scientific use directly from the reports of the Rome Club and the Declaration of the first UN Conference on Environment and Development (Stockholm, 1972) [1] where it is interpreted in the meaning of progress that does not destroy its natural and socio-anthropological foundations.

The scientific community needed time and also in order to understand and feel the reality regarding the return to the past, namely, the problem of solving sustainable development, which has become relevant. The experience of past years has shown a real need and need to return again, to the issue of sustainable development. The documented decisions of the special commissions established by the United Nations in 1997 provided numerous and real evidence. In the modern social system, where the systematic manifestation of financial instability is characteristic, it becomes clear that geopolitical collapse has every chance of transforming and leading to irreversible consequences. They can affect the whole world, and most peoples can seriously suffer in an unequal fierce struggle, where there will be absolute military and political superiority. This factor can exacerbate and multiply absolutely all global problems in which the problem of sustainable development acts as an integral expression.

At the end of the last century, dozens of definitions of sustainable development were published in scientific literature. As established, many of whom tried to cover the components of a socio-economic, political - legal and environmental nature. Despite any obstacles, a certain experience was gained in the development of the mentioned concept of sustainable formation. In the history of our people, the baggage of the difficult consequences of the historical process has accumulated and again Kazakhstan found itself in the epicenter of difficult, from the point of view of the history of events. Our society needs to identify new effective reserves of economic, political, legal and intellectual. These indicators will lead to the manifestation and development of new methods and ways of developing modern society. Therefore, the instability and, in a sense, the failure of society should be replaced by a new system of scientific tools for solving global problems in which the concept of sustainable development is especially pronounced.

The main goal is to collect all the experience of past observations into a single complex and staff, while focusing on the methodological baggage of synergetics. These actions will return to normal, or rather raise the concept of sustainable development to the appropriate level. One of the key installations of the ontological and gnoseological direction is the foundations of scientific knowledge. One thing is clear that synergies take a key position in resolving this issue. Deep comprehensive analysis will need to be carried out in this direction and not only in a philosophical manner, but also in a number of other scientific areas. The realities of today show this factor most promising from the point of view of science and knowledge in general, especially in alliance with a philosophy important and self-sufficient for understanding, comprehension and perception, as well as developing the foundations of the concept of sustainable development of both subjective and objective nature. All synergistic settings describing the characteristic internal mechanisms of self-organization, showing their shape, are more than correct and adequate.

The paradigm of synergistic development today is no longer characterized by the nature of naivety and romanticism, since it is completely a product of meaningful understanding. The analysis and search for research in relation to a number of issues related to sustainable development is traced by many thinkers of past generations in the history of philosophy and science. Modern trends in scientific knowledge, especially the set of unresolved issues, boil down to the fact that it is synergetics that imply their consideration in the framework of resolving the problem of sustainable development as a whole. The detailed formulation and development of many issues of scientific search for synergistic foundations of the concept of sustainable development, in fact, will represent a whole reserve of methods of practical implementation on the path of sustainable development of society. Synergistic ideas can be traced in the works of many researchers of past generations in the history of philosophy, however, as a philosophical problem were not considered. Today, this topic has not lost its significance, in the works of domestic authors this problem is reflected as a problem of universal promotion, for the most part of the economy and ecology. As a problem of philosophy, this problem is still open. Synergistic ideas significant for

understanding the problem of sustainable development are observed among many authors of the scientific community.

Everything that was previously stated is determined by trends in which most authors do not pay due attention to dialectical categories, considering the single properties of systems of such concepts as progress, preservation, stabilization and order. In other words, these systems should be considered in the appropriate pair. In addition, the accumulated experience in synergetics is not applied in principle and that the most important synergetics is perceived as a philosophy of instability and is used as some alternative replacement for dialectics. The convergence and consideration in unity of the two systems of synergetics and dialectics is quite justified, from the point of view of the methods used. There are also... "scientific approaches, where synergetics and dialectics are opposed to each other (V.B. Gubin, V.A. Kutyrev, A.B. Pankratov, M.I. Sterenberg and others); synergetics in them is interpreted as a kind of "pseudoscience," "theory of chaos," new religion, etc."[2]

It is also recognized that it is acceptable to consider the vision that synergy is an intersectoral system of scientific views that considers dialectics as a theory of development. All published works do not give us, but a complete and clear idea that there is no consistency in views regarding the philosophical and synergistic foundations of the concept of sustainable development. The latter, namely the philosophical and synergistic basis of the concept of sustainable development, is presented as a certain set of provisions and principles of scientific content, which were included in the basis of the justification of the concept of sustainable development.

RESULTS AND DISCUSSION

Thus, based on the above, the problem of creating the concept of sustainable development is the subject of research, while the subject, in turn, is the philosophical and synergistic foundations of the concept of sustainable development of society and its specific areas. In this case, a thorough study is assumed, however, due to the fact that the topic is quite voluminous, it cannot be properly presented and accordingly disclosed within the framework of one article. Today, the relevance of this direction is due to a number of reasons, from which the creation of a whole complex of foundations of the socio-humanitarian direction of the modern concept of sustainable development is necessary. The Strategy for Sustainable Development of Kazakhstan laid down the task... "to achieve a balance of economic, social, environmental and political aspects of the development of the Republic of Kazakhstan as the basis for improving the quality of life and ensuring the country's competitiveness in the long term" [3]. However, it must be recognized that the implementation of the tasks is actively moving in all directions, but they find coverage only in a few directions, namely, for the most part, economics, ecology, individual social directions, but from the point of view of the philosophy of domestic authors, unfortunately, not enough considered.

The study and complete interpretation of all scientific observations on this issue is aimed at the implementation of the following tasks, which are to be considered in the future, namely, to investigate philosophically - methodological prerequisites for modern ideas about sustainable development, to determine new modern approaches in the study of historical forms of sustainable development, to determine the role of synergetics and its epistemological significance in considering social processes, the role of synergetics in ongoing social processes and as a result, to study the problems of sustainable development in various spheres of public practice and their change under the influence of globalization processes.

An attempt to investigate the above tasks could provide many practical skills that could subsequently be applicable. Philosophy, having a specific and significant character for the entire structure of scientific knowledge, would make a number of changes and additions, in ontology and theory of knowledge, in the general theory of development, in the philosophy of science, social philosophy, philosophical anthropology, philosophy of education, in the theory and methodology of synergetics and in its application to the development of the concept of sustainable development. As a decisive factor, it is especially possible and even necessary to designate the role of synergetics as a science that studies all processes of self-organization of sustainable development, it should also be indicated that, despite the fact that such processes are considered for a long time, they are far from complete.

To a large extent, the classical views of this field of knowledge determined the place of man himself, since man cannot, in principle, stay away from global evolution, moreover, he himself is part of this process. It follows that the study itself is deeply systematic and we can achieve special productivity by synthesizing many knowledge in the scientific structure. The integration of philosophical and synergistic knowledge and its heuristic potential have become relevant in our time, which forces us to

interpret the creative heritage of classics in many ways in a new way, to discover new meanings in it, including in relation to the formation of the modern concept of sustainable development. So, in modern social cognition, this influence is determined not only by the fact that it significantly transforms the general radical ideas about the development of society as a self-organizing system, but also generates new "growth points" in the traditional problem fields of social sciences.

Such are, for example, the problems of the relationship between chance and regularity in history, the definition of criteria for social order, the role of cyclic dynamics in the evolution of social structures, the place of cultural archetypes of world order in the organization of society, the boundaries of predictability in social cognition and control of social processes, non-linear principles of organization of pedagogical systems and a number of others. This understanding of synergistic principles raises them to the level of philosophical and synergistic foundations of the concept of sustainable development, opens up a wide perspective on the already begun formation of the philosophy of synergetics.

CONCLUSION

The sustainability of social development presupposes, first of all, the achievement of stable social consent, synergy between the subjects of social processes, which can exist only as a form of reflection of a constantly updating systematic, organized and at the same time spontaneous, spontaneous interaction of society members to achieve socially significant and universally recognized goals. The formation of such a system of sustainable social self-organization is possible only if society consists of personalities of socialized, educated, organically included in the national and global cultural tradition. Such a person, adequate to the trends in the development of society and capable of self-regulation, is possible only as a result of a single purposeful educational and educational impact while systematically taking into account the features of the domestic anthropological tradition, based on the philosophical and synergistic interpretation of the essence of freedom and creativity of the person, which is one of the most important conditions for the sustainable development of modern Kazakhstan.

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SYNERGISTIC CONCEPTS IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT OF THE COMPANY

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Abstract:

The article examines the fundamentals of synergetic in social processes. Recent decades of the development of modern society have shown that the category of sustainable development is becoming global, but scientific trends in the formulation of sustainable development are not observed in all spheres of society's life. As established, not all areas of public practice are most vividly illuminated. Philosophy as one of the specific disciplines, oddly enough, remains aloof from the expression of the synergistic processes of society, or superficially considers the spiritual problems of society. The relevance of the topic under consideration is determined by the fact that the development of modern civilization has entered a period when the need for fundamental qualitative transformations for the survival and further progressive movement of mankind is obvious. The study of these transformations also requires new scientific approaches, among which significant hopes are pinned on synergetic.

Keywords: *culture, synergetic, society, bifurcation, development, paradigm*

INTRODUCTION

The state of the spirituality and culture of modern humanity is causing an increasing sense of anxiety for its future. We have witnessed, witnessed and participated in the growing pace of degradation, both spirituality and culture and understand that if this process is not stopped, then the catastrophe of modern civilization on a planetary scale will become inevitable. For a spiritual person, it is not private, selfish interests that are paramount, but primarily the interests of a common cause, the honor of the Motherland.

EXPERIMENTAL METHODS

Modern science, and with it many public institutions, in their historical memory have an important problem of sustainable development, the solution of which will lead to the stability of the formation and culture, worldview and man. Recent decades in the development of modern science, one of the trends has been determined - this is the problem of sustainable development, which in turn adopted the philosophical and scientific tradition, looking for questions and answers regarding the stability of human existence, the existence of social development and culture. The particular interest and severity of the problem is due to crisis phenomena in the formation of the global world that require solution. How "sustainable development" came into scientific use directly from the reports of the Rome Club and the Declaration of the first UN Conference on Environment and Development (Stockholm, 1972) [1] where it is interpreted in the meaning of progress that does not destroy its natural and socio-anthropological foundations.

The scientific community needed time and also time to understand and feel the reality of a return to the past, namely, the problem of solving sustainable development has become important. The experience of past years has shown a real need and need to return again, to the issue of sustainable development. The documented decisions of the special commissions established by the United Nations in 1997 provided numerous and real evidence. In the modern social system, where the systematic manifestation of financial instability is characteristic, it becomes clear that geopolitical collapse has every chance of transforming and leading to irreversible consequences. They can affect the whole world and most peoples can seriously suffer in an unequal fierce struggle where there will be absolute military and political superiority. This factor can exacerbate and multiply absolutely all global problems in which the problem of sustainable development acts as an integral expression.

In the history of our people, the baggage of the difficult consequences of the historical process has accumulated and again Kazakhstan found itself in the epicenter of difficult, from the point of view of the history of events. Our society needs to identify new effective reserves of economic, political, legal and intellectual. These indicators will lead to the manifestation and development of new methods and ways of developing modern society. Therefore, the old system should be replaced by a new system of scientific tools for solving global problems, in which the concept of sustainable development will be especially pronounced. At the end of the last century, dozens of definitions of sustainable development were published in the literature. As established, many of whom tried to cover the components of a socio-economic, political - legal and environmental nature. Despite any obstacles, a certain experience was gained in the development of the mentioned concept of sustainable formation.

One thing is clear that synergies take a key position in resolving this issue. Deep comprehensive analysis will need to be carried out in this direction and not only in a philosophical manner, but also in a number of other scientific areas. The realities of today show that this factor is the most promising, from the point of view of science and knowledge in general, especially in alliance with a philosophy that is important and self-sufficient for understanding, understanding and perception, as well as developing the foundations of the concept of sustainable development of both subjective and objective nature. All synergistic settings describing the characteristic internal mechanisms of self-organization, showing their shape, are more than correct and adequate.

The paradigm of synergistic development today is no longer characterized by the nature of naivety and romanticism, since it is completely a product of meaningful understanding. The analysis and search for research in relation to a number of issues related to sustainable development is traced by many thinkers of past generations in the history of philosophy and science. Modern trends in scientific knowledge, especially the set of unresolved issues, boil down to the fact that it is synergetics that imply their consideration in the framework of resolving the problem of sustainable development as a whole. The main goal is to collect all the experience of past observations into a single complex and staff, while focusing on the methodological baggage of synergetics. These actions will return to normal, or rather raise the concept of sustainable development to the appropriate level. One of the key installations of the ontological and gnoseological direction is the foundations of scientific knowledge.

The detailed formulation and development of many issues of scientific search for synergistic foundations of the concept of sustainable development, in fact, will represent a whole reserve of methods of practical implementation on the path of sustainable development of society. Synergistic ideas can be traced in the works of many researchers of past generations in the history of philosophy, however, as a philosophical problem were not considered. Today, this topic has not lost its significance, in the works of domestic authors this problem is reflected as a problem of universal promotion of numerous problems. As a problem of philosophy, this problem is still open. Synergistic ideas are observed among many authors, such as B.P. Belousova, A.A. Bogdanova, L. Bertalanfi, V.I. Vernadsky and others; on the development of synergetics themselves - G. Nikolis, I. Prigozhin, etc.; on the application, further development and philosophical justification of the synergistic approach - V.I. Arshinov, V.P. Bransky, etc. [2]

Everything that was previously stated is determined by trends in which most authors do not pay due attention to dialectical categories, considering the single properties of systems of such concepts as progress, preservation, stabilization and order. In other words, these systems should be considered in the appropriate pair. In addition, the accumulated experience in synergetics is not applied in principle and that the most important synergetics is perceived as a philosophy of instability and is used as some alternative replacement for dialectics. The convergence and consideration in unity of the two systems of synergetics and dialectics is quite justified, from the point of view of the methods used. There are also... "scientific approaches, where synergetics and dialectics are opposed to each other (V.B. Gubin, V.A. Kutyrev, A.B. Pankratov, M.I. Sterenberg and others), synergetics in them is interpreted as a kind of" pseudoscience, "" theory of chaos, "new religion, etc."[3]

It is also recognized that it is acceptable to consider the vision that synergy is an intersectoral system of scientific views that considers dialectics as a theory of development. All the work listed in the availability of work does not give us, but a complete and clear idea that there is no consistency in views regarding the philosophical and synergistic foundations of the concept of sustainable development. The latter, namely the philosophical and synergistic basis of the concept of sustainable development, is presented as a certain set of provisions and principles of scientific content, which were included in the basis of the justification of the concept of sustainable development. Thus, based on the above, the problem of creating the concept of sustainable development is the subject of research, while the subject, in turn, is the philosophical and synergistic foundations of the concept of sustainable development of society and its specific areas.

In this case, a thorough study is assumed, however, due to the fact that the topic is quite voluminous, it cannot be properly presented and accordingly disclosed within the framework of one article. Today, the relevance of this direction is due to a number of reasons, from which the creation of a whole complex of foundations of the socio-humanitarian direction of the modern concept of sustainable development is necessary. The Strategy for Sustainable Development of Kazakhstan laid down the task... "to achieve a balance of economic, social, environmental and political aspects of the development of the Republic of Kazakhstan as the basis for improving the quality of life and ensuring the country's competitiveness in the long term" [4]. However, it must be recognized that the implementation of the tasks is actively moving in all directions, but they find coverage only in a few directions, namely, for the most part, economics, ecology, individual social directions, but from the point of view of the philosophy of domestic authors, unfortunately, not enough considered.

Research in this area would be aimed at implementing the following tasks, which will be considered in the future, namely, to investigate philosophically - methodological prerequisites for modern ideas about sustainable development, to determine new modern approaches in the study of historical forms of sustainable development, to determine the role of synergetics and its epistemological significance in considering social processes, the role of synergetics in ongoing social processes and as a result, to study the problems of sustainable development in various spheres of public practice and their change under the influence of globalization processes. An attempt to investigate the above tasks could provide many practical skills that could subsequently be applicable.

RESULTS AND DISCUSSION

Philosophy significant in the structure of scientific knowledge would make a number of changes and additions, in ontology and theory of knowledge, in the general theory of development, in the philosophy of science, social philosophy, philosophical anthropology, philosophy of education, in the theory and methodology of synergetics and in its application to the development of the concept of sustainable development. As a decisive factor, it is necessary to designate the role of synergetics as a science that studies all processes of self-organization of sustainable development and it is also necessary

to indicate that these processes are considered for a long time, but are far from complete. To a large extent, the classical views of this field of knowledge determined the place and anthropological aspects, since man cannot, in principle, stay away from global evolution, moreover, he himself is part of this process. It follows that the study itself is deeply systematic and we can achieve special productivity by synthesizing many knowledge of the entire structure of scientific knowledge.

The integration of philosophical and synergistic knowledge and its heuristic potential are especially relevant, and this forces in many ways to interpret the creative heritage of classics in a new way, to discover new meanings in it, including in relation to the formation of the modern concept of sustainable development. Thus, in modern social cognition, this influence is determined not only by the fact that it significantly transforms the general paradigms of ideas about the development of society as a self-organizing system, but also generates new "growth points" in the traditional problem fields of social sciences. Such are, for example, the problems of the relationship between chance and regularity in history, the definition of criteria for social order, the role of cyclic dynamics in the evolution of social structures, the place of cultural archetypes of the world order in the organization of society, the boundaries of predictability in social cognition and control of social processes, non-linear principles of organization of pedagogical systems and a number of others. This understanding of synergistic principles raises them to the level of philosophical and synergistic foundations of the concept of sustainable development, opens up a wide perspective on the already begun formation of the philosophy of synergetics.

CONCLUSION

The sustainability of social development presupposes, first of all, the achievement of stable social consent, synergy between the subjects of social processes, which can exist only as a form of reflection of a constantly updating systematic, organized and at the same time spontaneous, spontaneous interaction of society members to achieve socially significant and universally recognized goals. The formation of such a system of sustainable social self-organization is possible only if society consists of personalities of socialized, educated, organically included in the national and global cultural tradition. Such a person, adequate to the trends in the development of society and capable of self-regulation, is possible only as a result of a single purposeful educational and educational impact with systematic consideration of the peculiarities of the domestic anthropological tradition, based on the philosophical and synergistic interpretation of the essence of freedom and creativity of the individual, which is one of the most important conditions for the sustainable development of modern Kazakhstan.

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ECOLOGICAL PROBLEMS IN THE REPUBLIC OF KAZAKHSTAN AND THE WAYS OF SOLVING THEM

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Abstract:

This article examines the environmental problems of some Central Asian countries associated with the intensive development of the resources of the Caspian Sea shelf, the degradation of the Aral Sea ecosystem, the function `ning of mining and metallurgical industries in the Fergana Valley, deforestation, the use of subalpine meadows and steppes for agricultural land, the construction of various hydraulic structures in combination with agricultural development of the territory, intensification of agriculture, which lead to the climate change, ozone layer depletion, biodiversity reduction, desertification and land degradation, destruction of the ecosystem balance of our planet.

The main directions of the solution of environmental problems of the region are considered through the development and consistent, maximum effective implementation of the state environmental policy for the formation of modern environmental legislation corresponding to the requirements of the time, the creation of an optimal system of state management of environmental management and protection of the environment, ensuring the optimal financing for rational use of natural resources and environmental protection, high effect investment in environmental protection, attracting the broad sections of the population to the environmental protection, organizing the environmental monitoring at the local and regional levels, educating the environmental literacy, environmental culture and environmental awareness in the human being, and focused training of environmental specialists in the fields of techniques, technology, law, sociology, biology, hydrology in the countries of Central Asia and Kazakhstan.

Key words: *ecology, environment, environmental problems, environmental legislation, nature, nature usage, ecological education, ecological sense of justice, ecological policy, nature protection financing, biodiversity.*

INTRODUCTION

Mankind enters to the new Era of its history; its most characteristic feature is the emergence of the global environmental problems. It already lives in a collapsing world in the face of an ever-growing cruel ecological crisis that is turning into a crisis of the whole civilization. Global problems are generated by the contradictions of social development, the sharply increased scale of the impact of human activities on the world around them and are also associated with the uneven socio-economic and scientific and technological development of the countries and regions.

METHODS (METHODOLOGY OF THE EXPERIMENT)

Methods of achieving the research goal are the application and use of the following methods: general scientific methods (historical method, logical, analysis, synthesis, system method, functional method); private scientific (statistical method, method of modeling, method of concrete sociological research, method of socio-legal experiment, comparative method); special legal methods (formal-logical, comparative-jurisprudence, historical).

This research will be based on an integrated approach to developing the mechanisms for addressing environmental problems that occur in some regions of the Central Asian Republics - such as air pollution, water resources, irrational use of natural resources, climate change, etc.

The methodological basis of this research is: sociological, environmental, legal studies of domestic and foreign scientists, state and public figures affecting the problems of environmental safety of society and the state, ways and forms of resolving the environmental problems, the studied regions.

The problems of the environmental character are also inherent in the Republic of Kazakhstan. In most regions of the country, the environmental situation is not only unfavorable, but also catastrophic. These are the problems associated with the intensive development of the resources of the Caspian Sea shelf: depletion and contamination of water resources; use of trans-boundary rivers, impact of polygons of military space and test facilities. The problems of the Caspian and oil and gas pollution are acute because

of the continuing rise in the level of the Caspian Sea. The Aral ecological crisis in a number of global catastrophes of the world occupies a special place and is a consequence of the largest anthropogenic interference in the natural environment on the planet. The degradation of the ecosystem of the Aral Sea also caused the serious socio-economic consequences for the region. A special emphasis in the aggravation of the environmental situation in the Karaganda region was made by the activity of "Baikonur" complex, the "Sary-Shagan" military missile test site, and the consequences of the long-term operation of the Semipalatinsk nuclear test site. A complex ecological situation in the basin of the Lake Balkhash was caused by the construction of the Kapshagay hydroelectric complex, in which the state of the natural complex of the Ile zone was not taken into account, which caused significant harm to the muskrat and fish farms, agriculture and livestock of these places.

The enterprises of the oil and gas complex of Aktyubinsk, Atyrau, Mangistau, Kyzylorda and West Kazakhstan areas have a negative influence on air pollution. Also, the most harmful manufactures are available: in Ust-Kamenogorsk, Shymkent, Taraz, Aktyubinsk (lead-zinc, lead-phosphate, chrome enterprises, phosphor industry, etc.). So, for example, a critical situation has developed in the cities of Taraz, Temirtau, Pavlodar, Zhezkazgan, Ekibastuz. Aktobe. Almaty, Shymkent. where the concentration of harmful emissions in the air as much as possible exceeds the maximum permissible norm [1].

Almost the same situation is in other Central Asian Republics. For example, one of the most important types of anthropogenic impacts on landscape complexes in the south of Kyrgyzstan is the construction of various hydraulic structures in combination with agricultural development of the territory, intensification of agriculture, road, urban and mining industries. As a result of such impacts, the following environmental problems arose in the south of Kyrgyzstan.

There is a danger of contamination of the Fergana Valley by radioactive and heavy metals. In particular, in Kyrgyzstan there are 4 uranium production waste storages in the territory of Minkush, the danger of which is that in case of an avalanche, a landslide, warehouses can be flooded and radioactive waste can get to the rivers Naryn and Kokomeren, through them to the Toktogul reservoir, providing water supply of the Fergana Valley. The total area of the pollution is 61,000 sq.m. and the maximum dose of irradiation is 30-100 micro R/h. [2].

As a result of the consumption of natural resources in mountainous areas (deforestation, conversion of pastures to takyrs, use of subalpine meadows and steppes under agricultural lands), soil erosion is spreading, the hydrological regime is being violated and mudflows and landslides are increasing year by year. Currently, most landslides occur in the south of Kyrgyzstan. The main cause of landslide processes is the anthropogenic factor, i.e. our careless attitude towards nature and irrational use of its resources.

With the extensive use of land resources, the areas of natural complexes such as walnut-fruit, juniper and spruce forests, pastures, steppes, etc., have been greatly reduced. As a result of the reduction in the area of natural ecosystems, the species diversity of the plant and animal world has decreased. For example, over the past 50 years, the area covered by forests in the republic has almost halved - from 1.2 million hectares to 680,000 hectares, including walnut-fruit forests - by 62%; archaids - 2.3 times, spruce - almost 2 times.

Currently, more than 60 plant species, 18 species of insects, 49 species of vertebrates are on the list of endangered species. Populations of the red wolf and the river otter have almost disappeared on the territory of the republic. On the verge of extinction are the gazelle and the marmot.

Further reduction of the areas of walnut-fruit, archaid forests will have tragic consequences not only for Kyrgyzstan, but for the entire Central Asia, because most sources of water originate in these forests. And if the forests are exterminated at the same rate, by the year 2020 the majority of small streams and rivers will dry up and this process will spread to larger rivers.

The problem of reducing biological diversity is one of the most difficult environmental problems for the future of mankind, since it is impossible to restore a disappeared species in principle.

Deforestation, environmental pollution and other anthropogenic factors cause a decrease in the species diversity of flora and fauna. The fact is that for today science has convincingly proved that physicochemical parameters of the environment and natural resources were created by the vital activity of microorganisms, plants, animals for more than three and a half billion years of existence of life on earth. And now, without a clear understanding of the role of life of different organisms in the creation of the past, present and future biosciences, the solution of ecological problems and rational nature is inconceivable.

In fact, a person, regardless of natural laws, has achieved that nature began to act against man. For example, the honeycomb is more human in Kyrgyzstan remains under a landslide, as happened, for example in the village as Tosoy, the intensive mud flows every year destroy the cities, villages, farmlands

and so on. This makes us recall the pessimistic statement of V.Lamarck. “You might say. - He warned at the beginning of the nineteenth century that the appointment of a person as it is concluded in destroying your gender, preliminary making the globe unfit for habitation” [3]. The results of sociological surveys are such that the population is more concerned with crime and high food prices than with the environmental situation around them.

The environmental factor of the development of society persistently declares its priority. If we cannot breathe with air, can’t drink water, and can’t eat food, then all social problems lose their meaning. Naturally, the question arises as to how to solve my environmental problems. Of course, this is a very difficult task, especially with the difficult economic problems of our Central Asian Republics.

Solving the global problems, in our opinion, requires the formation of a new environmental and legal worldview. To overcome the ecological crisis and the consistent solution of environmental problems, mankind needs a completely new and valuable legal worldview. His scientific and philosophical basis can be the doctrine of the noo-sphere, in the development of which a great contribution was made by the Russian natural scientist, Academician V.I.Vernadsky. It is permeated with the idea of humanism, aimed at transforming relations with the environment in the interests of free thinking humanity as a whole.

The basis for the formation of a new environmental and legal worldview can be a rethinking on the basis of modern natural and social knowledge of the theory of natural law and natural justice. At the same time, the problem of restoring the long-lost healthy connection between man and nature and the correlation of the legal norms on which a person lives or should live, with natural imperatives arising from the laws of the development of nature, needs to be solved. When educating, forming an ecological outlook, these truths must be taken as a basis. Recognizing his life as the highest value, one must learn to appreciate all life on Earth in order to resolutely re-arrange the conditions of joint the life of mankind and the nature.

Especially it should be noted that environmental problems should be solved at the level of the state - the executive and especially the legislative branches of power. It is necessary to carry out socio-economic reforms, which should be based not on economic but on environmental interests. These interests should be taken into account when locating the objects of the national economy. Conducting socio-ecological and economic expertise of possible impacts in the implementation of projects should become the norm, the work of nature protection and rational nature management should become an element of state policy.

RESULTS AND DISCUSSION

On the topic “Environmental problems in the Republic of Kazakhstan and the ways of solving them”a round table was held where the professor-supervisors’ staff of the cathedra of Civil Law and Civil Procedure of the South Kazakhstan State University named after M.Auezov, the Head of the Department of Ecology of the South Kazakhstan District’s Committee of the Environmental Control Regulation and State Inspection in the Oil and Gas Complex of the Ministry of Energy of the Republic of Kazakhstan Meyrbekova B.K. and the Vice deputy of this department Utebaeva R.S. took part; An application was submitted for the participation in the grant competition for the scientific projects for 2018-2020 years in the priority area: “Rational use of natural resources, including the water resources, geology, processing, new materials and technologies, safe products and structures”.

CONCLUSIONS

To solve the environmental problems of the Central Asian Republics, it is necessary to carry out the social and economic reforms, which should be based not on economic but on the environmental interests.

It is necessary to create the system of special legislative acts in the field of the environment, the acts of natural resource legislation and the ecologization of the following branches of law - administrative, civil, entrepreneurial, tax, financial, criminal law; form a mechanism to ensure the implementation of legal environmental requirements; legislatively regulate the strategy of environmental protection; to organize the management proceeding not only from the administrative-territorial, but also the natural-geographical zoning of the country, to create a legal mechanism for ensuring the maximum effect of capital investments in the sphere of nature management and environmental protection.

One of the recent trends is related to the democratization of environmental law. This is manifested in the creation of organizational and legal conditions for the participation of interested public groups and citizens in the preparation and adoption of environmentally significant economic, managerial and other decisions. In this regard, it is necessary to solve the problem of education of ecological literacy,

ecological culture and ecological sense of justice among the citizens, to prepare the specialists - ecologists.

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INTERNATIONAL LEGAL BASES AND FOREIGN EXPERIENCE IN THE INVESTIGATION OF CRIMINAL OFFENSES COMMITTED USING INFORMATION COMPUTER TECHNOLOGIES

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Abstract:

This article formulates scientific conclusions, recommendations, and suggestions that may have important theoretical significance for forensic science and be practically applied in the investigation of criminal offenses committed using information computer technologies. It has been established that most countries are acutely reacting to the challenges of cybercrime, evidence of this is the creation of special structural units in the system of their law enforcement agencies to investigate or assist in the investigation of such illegal acts. In this context, international cooperation between States is essential for the effective investigation of criminal offenses committed using computer information technologies.

Keywords: *information computer technologies, information relations, criminal cyber violations, cybercrime, neural network, electronic, application of security measures, use of special knowledge.*

INTRODUCTION

The study of foreign experience in the investigation of criminal offenses that are committed using information computer technologies has an important practical role for the effective conduct of pre-trial investigation, identification of perpetrators and bringing them to criminal responsibility. Since cybercrime is transnational in nature (i.e. a criminal may be located in one country and commit his criminal acts in another), it is necessary to cooperate closely with other States, as well as to investigate and use their effective experience in combating these illegal manifestations. Important international regulations in the field of combating and countering criminal offenses, including criminal cyber violations, are: 1) UN Declaration on Crime and Public Danger (December 12, 1996)[1]; 2) UN Convention against Transnational Organized Crime (Palermo, December 12, 2000) [2]; 3) Convention on Cybercrime (Budapest, November 23, 2001) [3]. A significant step of the international community in the fight against cybercrime was the signing of the 2001 Convention on Cybercrime by members of the Council of Europe and other States [3]. Subsequently, in 2006, an Additional Protocol to the Convention was signed concerning the criminalization of racist and xenophobic acts committed through computer systems [4].

It should be noted that the Convention on Cybercrime [3] identifies four groups of such illegal actions. The first group of cybercrimes consists of offenses against the confidentiality, availability and integrity of computer data and systems:

1) illegal access – access to a computer system without the right to do so for the purpose of obtaining computer data or for other unfair purposes (art. 2);

2) illegal interception – illegal interception by technical means of computer data (Article 3);

3) data interference – intentional damage, destruction, deterioration, alteration or concealment of computer information (art. 4);

4) interference in the system – hindering the functioning of a computer system by introducing, transferring, damaging, destroying, degrading, changing or hiding computer data (Article 5);

5) misuse of devices – intentionally without the right to do so, their manufacture, sale, acquisition for use, distribution or provision for other use (art. 6).

The second group includes offenses related to computer data:

1) forgery related to computer data (Article 7);

2) fraud with the use of computer data (Article 8).

The third group includes offenses related to the content:

1) actions related to child pornography – production, offer or provision, distribution or transfer, receipt, possession (Article 9);

The fourth group is formed by violations of copyright and related rights (Article 10).

Also, according to the Additional Protocol, another group has been added – acts of racism and xenophobia committed using computer networks (Article 3)[4].

Over time, there has been a need to improve international cooperation between States in the provision of electronic evidence. Therefore, in 2021, the Committee of Ministers of the Council of Europe adopted the Second Additional Protocol to the Convention on Cybercrime on Enhanced cooperation and disclosure of electronic Evidence[5]. International cooperation should be interpreted as a set of international legal principles and norms that establish the order of interaction between States, competent authorities, officials, citizens and stateless persons during criminal proceedings by providing international legal assistance, as well as relations with international institutions [6, p. 20].

The Second additional protocol [5] states that the impetus for its creation was:

– an increase in the level of cybercrime in the field of information and communication technologies and the Internet, which threatens democracy, the rule of law and human rights;

– increase in the number of victims of cybercrime;

– the need for the state to be responsible for the protection of persons not only offline, but also online, in particular by carrying out effective pre–trial investigation and judicial proceedings;

- evidence of a criminal offense is stored electronically in computer systems under the jurisdiction of foreign states.

Describing the Second Additional Protocol, N. M. Akhtyrskaya rightly focuses on its specific features, and will also affect the investigation process. Primarily: 1) there is an expansion of international cooperation and the collection of electronic evidence in criminal proceedings, which in turn will significantly expand the possibilities of using methods of cooperation not only conventional cybercrimes, but also other criminal offenses; 2) it cannot be a refusal of international cooperation in the absence of such a composition of a criminal offense in the legislation of the requested state or in connection with another terminological definition or assignment to another category of severity; 3) the possibilities of obtaining information from service providers that are located on the territory of another state are expanded [7].

This Protocol [5] considers the possibility of obtaining testimony via videoconference (Article 11) and the creation of joint investigative groups for a general investigation (Article 12). In particular, if it is necessary to conduct an interrogation via videoconference, the requesting and requested Parties hold consultations on resolving issues that may arise in connection with the execution of the request, namely: which of the Parties is presiding; the persons who should be present; the procedure for conducting the interrogation; which of the Parties will provide translation, etc. The procedure and conditions governing the work of joint investigative teams should take into account the functions, duration and extension periods, organization, conditions for receiving, transmitting and using information or evidence, confidentiality conditions and conditions for participation of the Parties in conducting investigative actions.

So, the signing and ratification of the Second Additional Protocol [5] to the Convention on Cybercrime [3] and the introduction of appropriate amendments to the criminal procedural legislation is not only a necessary step for our state to implement effective international cooperation in the investigation of criminal offenses, including criminal cyber violations, and also imposes an obligation on domestic scientists to conduct research and develop appropriate forensic recommendations, taking into account the features of the Second Additional Protocol. No country can independently resist cybercrime, so there is a need for close international cooperation with other States in the field of investigation.

CONCLUSION

According to a report by the Federal Bureau of Investigation, the total amount of material damage in the United States from cybercrime in 2021 alone reaches $6.9 billion, which is 64% more than in 2020. The report also takes into account a significant number of complaints – 847,376 probable cases of cybercrime. Therefore, the issue of effective investigation of cybercrimes, conducted by the cyber department of the US Federal Bureau of Investigation, is extremely important[8]. Among the countries of

the European Union, Germany attracts the attention, in which, according to statistical data, 146,363 cybercrimes were registered in 2021, as well as computer fraud (since it is taken into account separately from cybercrimes) – 113,002 [9]. The investigation of cybercrimes in Germany is carried out by the German police lands. If a cybercrime is committed against a federal agency or an object or part of an object of critical infrastructure, then the investigation is carried out by the cybercrime department of the Federal Criminal Police Office of Germany, in accordance with the Federal Law "On the Federal Criminal Police Office" (Bundeskriminalamtgesetz – BKAG)[10]. The main functions of this Department are: 1) investigation of the activities of persons in cyberspace, the elimination of criminal structures; 2) ensuring the collection, processing and analysis of relevant information for the investigation; 3) advising the leadership of the Federal Criminal Police Department of Germany in the field of criminal policy related to cybercrime [11].

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PROBLEMATIC ISSUES OF LEGAL AND METHODICAL PROVISION OF SYNTHETIC DRUGS' EXAMINATION

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Abstract:

This article discusses problematic issues of countering the trafficking of synthetic drugs. Synthetic drugs represent one of the most significant drug problems worldwide. After cannabis, synthetic drugs occupy second place among most widely used drugs worldwide, given that their level of consumption often exceeds that of cocaine and heroin. Along with synthetic psychotropic substances – amphetamine-type stimulants, the market for new psychoactive substances continues to grow, which causes reasonable concern for the international community. Trends in the synthetic drug market are developing rapidly, countermeasures are being delayed. This article poses problems related to organizational and methodical provision for forensic research of new psychoactive substances and precursors.

Ke ywords: *Narcotic drugs; psychotropic substances; synthetic cannabinoids; amphetamines; new psychoactive substances; combating the trafficking of synthetic drugs.*

INTRODUCTION

The current drug situation in Kazakhstan is characterized by the persistence of negative trends in the sphere of illicit trafficking and illegal consumption of narcotic drugs and psychotropic substances, which poses a serious threat to public health, the country's economy, law and order and the country's national security in general. For this reason, ensuring the rights and legitimate interests of a person and a citizen, protecting the individual from criminal attacks is one of the priority areas of state policy [1].

According to A.M. Kustov, which we fully share, "... the effectiveness of the fight against illicit drug trafficking largely depends on:

– regulatory framework in the field of combating drug trafficking;

– quality of organization of preventive activities, as well as medical care and medical-social rehabilitation of drug addicts;

– activities of law enforcement agencies aimed at identifying, solving and investigating crimes in the field of drug trafficking" [2].

Crimes related to illicit drug trafficking have a high latency, both natural and artificial, so there are reasons to say that official statistics do not reflect the full depth of the negative processes occurring [3].

Today, the Republic of Kazakhstan has the Law of the Republic of Kazakhstan dated 10 July 1998 No. 279-I "On narcotic drugs, psychotropic substances, their analogues and precursors and measures to combat their illicit trafficking and abuse" [4].

With the adoption of this law, discussions about the possible legalization of drugs ended. A state monopoly has been introduced on the cultivation, production, export-import of narcotic substances, and licensing of all types of activities related to their production. The order of drug cultivation has been determined. Thus, the cultivation of opium poppy and coca bush is prohibited in the country, and the cultivation of cannabis is permitted only with a special license. The law defines the procedure for the use of narcotic drugs for medical purposes, while simultaneously prohibiting their use by private doctors.

Criminal and administrative liability for violations is established, measures are provided to combat drug trafficking. Persons who have committed serious drug-related crimes are subject to special control and surveillance by internal affairs bodies.

We would especially like to note article 24 of this law. It prohibits the promotion and advertising of drugs. The latter are interpreted as "... activities of individuals or legal entities aimed at disseminating information about the ways, methods of development, production and use ... of narcotic drugs, as well as the production and distribution of book products, media products, distribution of specified information on computer networks or carrying out other actions for these purposes".

Along with these offenses, the Law prohibits any activity aimed at disseminating information about the ways (methods) of development, production and use, places of purchase of narcotic drugs,

psychotropic substances and their precursors. Dissemination of this information in books, through the media and computer networks is prohibited. An analysis of forensic investigative practice and specialized literature has shown that criminal drug traffickers widely use the capabilities of the global network, where they can obtain information that essentially represents operational guidelines for the production of drugs.

Taking into account the above, for the practical implementation of the law, criminal liability has now been introduced for the promotion of narcotic drugs, psychotropic substances and their precursors. On 27 December 2019, an addition was made to Article 299 of the Criminal Code of the Republic of Kazakhstan – item 3, in which inducement to consume narcotic drugs, psychotropic substances, and their analogues through the use of electronic information resources is punishable by imprisonment for a term of three to eight years [5].

In addition to the ban on propaganda or illegal advertising of narcotic drugs, psychotropic substances and their precursors, our country has restored the ban on the consumption of narcotic drugs without a doctor's permission, which previously existed in the Republic of Kazakhstan. The innovation is that this offense entails administrative liability. A person duly recognized as a drug addict may, with his consent, be sent for medical and social rehabilitation to a treatment and prevention institution.

Established criminal and administrative liability for violation of anti-drug legislation does not help reduce the demand and supply of drugs. The ways of their distribution are becoming more and more sophisticated, and at the same time, the sale of illegal drugs is carried out almost openly. The measures taken by the state do not frighten drug traffickers, so cases of infiltration of persons involved in drug trafficking into government structures have become more frequent, as well as the involvement of representatives of the Ministry of Internal Affairs of the Republic of Kazakhstan, the Prosecutor General's Office of the Republic of Kazakhstan, courts and other government officials in criminal activities. This helps to cover up illegal transactions involving narcotic drugs, the unhindered movement of proceeds from drug sales, and the expansion of the areas of activity of the drug business. The current situation is disappointing; the above facts indicate that the measures taken in this direction are insufficient.

Analysis of the crime situation shows not only a significant increase in the illicit trafficking of drugs and psychotropic substances on the territory of the Republic of Kazakhstan, the creation and functioning of organized criminal groups, but also a significant change in the structure of drug-related crime.

The drug situation in Kazakhstan is significantly influenced by the emergence and consolidation of new synthetic substances in the established illicit drug markets. Piperazines, mephedrone, synthetic cannabinoids that are under control, i.e., are widely represented in circulation. included in the List of narcotic drugs, psychotropic substances, their analogues and precursors subject to control in the Republic of Kazakhstan *(hereinafter referred to as the List)* [6].

The above is confirmed by the data provided in the World Drug Report, according to which: "Rapid and ... radical changes are taking place in the illicit drug markets, expressed, in particular, in the gradual consolidation of dominant positions by synthetic drugs" [7].

Indeed, the manufacture of synthetic drugs uses precursors that do not have a geographic location, which allows the production of illicit substances to be moved to the location of consumer markets. The availability of chemical reagents and the use of online communication platforms facilitate the virtually seamless process of manufacturing and marketing synthetic drugs.

Most of the illegal synthetic drugs are produced in chemical factories and large clandestine laboratories; the location of such production facilities was previously mentioned in Afghanistan, South America, the Netherlands. Today, it has been established that there are numerous drug laboratories that produce products mainly for the local market or produce semi-finished products for subsequent processing at the point of sale; information on the liquidation of clandestine laboratories comes from metropolitan cities, North Kazakhstan, West Kazakhstan and Turkestan regions, etc. [8].

Despite the fact that marijuana, hashish and other drugs made from plants of the Cannabis genus are typical for Kazakhstan's illegal drug trafficking, the current situation is characterized by the saturation of the market with synthetic cannabinoids and new psychoactive substances, which are included in the List of Narcotic Drugs, Psychotropic Substances and Precursors.

Our analysis of specialized literature and statistical data on the production of expert studies of narcotic drugs showed that in 2022, out of 1346 examinations conducted, in 208 (15%) cases, the objects of research were synthetic psychotropic substances (α-pyrrolidinovalerophenone, 4-methylmethcathinone, amphetamine, MDMA). Over the 8 months of 2023, according to 1089 examinations performed, synthetic psychotropic substances were received in 176 cases (16%). In addition, in April-May 2023, examinations

were ordered in criminal cases related to the discovery of clandestine laboratories for the production of α-pyrrolidinovalerophenone and 4-methylmethcathinone [9, 10].

An analysis of the practice of conducting examinations for the study of narcotic drugs, psychotropic substances and their analogues and precursors has shown that today new psychoactive substances, the so-called "synthetic drugs", are increasingly being submitted for examination, displacing traditional types of drugs (heroin, hashish, marijuana). The information available to experts about the nature and chemical composition of new psychoactive substances is not enough to solve problems at the identification level, despite the fact that methods for expert research of these objects have been developed.

It should be noted that these examinations require complex instrumental research methods, the use of modern instrumentation, highly qualified experts in the study of new psychoactive substances, including their identification, since today experts must use more accurate and specific methods of detection and analysis (determination of structural analogue) in order to comply with the tightened requirements of national legislation in the fight against drugs.

In addition, among the chemical reagents seized in clandestine laboratories received for research, there are not only those substances included in the List of Precursors (acetone, hydrochloric acid, methylamine, etc.), but also, for example, the organic solvent N-methylpyrrolidone (NMP), which is not officially a precursor.

It is clear that today the list of synthetic cannabinoids, new psychoactive substances and precursors included in the above-mentioned List under Kazakhstan legislation is not exhaustive, since, as an analysis of expert practice shows, the range of research objects is constantly expanding and their structure is becoming more complex. The latter is due to the fact that criminals are using new methods for synthesizing prohibited substances and using uncontrolled precursors to circumvent measures taken by law enforcement and regulatory authorities.

CONCLUSION

Thus, the speed of developing a new formula or a new method for synthesizing a prohibited substance is faster than the procedure for adding a drug and its precursor to the List of Prohibited Drugs.

Summarizing the study, it should also be noted that the development of the chemistry of designer drugs is outpacing the development of jurisprudence. Therefore, it seems necessary to involve representatives of the competent authorities, the expert and academic community for an active, dynamic discussion of accumulated problems in order to develop uniform organizational and methodical support.

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SOME ISSUES OF SOCIAL AND ETHICAL EDUCATION OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS IN THE LIGHT OF THE MESSAGE OF THE PRESIDENT OF THE REPUBLIC OF KAZAKHSTAN K. TOKAYEV

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Abstract:

This article describes the methodological advice of scientists-psychologists in the social spiritual education of students and young people in universities.It is important that the young man stressed all the subtleties of one concrete profession, and the employment of professionals is always high. Our friends should be competitive not only in Kazakhstan, but also for their predecessors. The main thing is honest labor. It is necessary to understand that it is a good thing. Much attention should be paid to ideological work. Address of the president from 01 September 2022. Also, special attention should be paid to the key directions of the proposed reform, which should significantly improve the entire state and society sphere.

INTRODUCTION

One of the important issues on the agenda is the education of young people. As stated in the Message of the President of the Republic of Kazakhstan, one of the prerequisites for the qualitative growth of human capital in Kazakhstan is the strengthening of the educational component of the learning process. Patriotism, norms of morality and morality, interethnic harmony and tolerance, physical and spiritual development, law-abiding. Personal education, the formation of an educated and well-mannered person is the main goal of a teacher, teacher, and curator. To develop in the student such character traits as the ability to get along with people, make decisions, love of knowledge, self-confidence, sincerity, openness, friendliness. These qualities of character can have a huge impact on the fate of a person, a student, his life and professional self-determination and formation. Habit shapes character, and character shapes destiny. Any behavior of a student is prompted by certain motives. Motives give meaning to behavior and direct it to objects in which the need finds satisfaction. Feeding on the energy of need, the motive turns it into desire. For example, one student tries to study out of a desire to become better than others, another – in order not to listen to his parents' lectures, the third, unexpectedly for himself, turns out to be an excellent student, because he likes to comprehend everything to the end, and whatever he does, he tries to do it better than before. It is clear that the difference between these students is huge and their subsequent fate will be different only due to differences in the motivation of their behavior. The first will strive for public recognition by any means, the second will work only when there is control and responsibility, and only the third will be able to implement their plans. A competently delivered educational process forms the right motives, i.e. feelings, images, thoughts, encouraging educational and social actions. Repeating from day to day in typical conditions, situations, these motives become characteristic and take root in his personality in the form of traits and qualities of the student's character. The human psyche is not adapted to the daily observation of death, especially violent. This causes severe trauma, and modern man does not know how to defend himself from it. That is why the student youth;

the environment needs positive heroes of the novel, positive characters of the film, positive images in plays and theatrical productions. The role of the teacher as the most frequently met person, after the parents, of course, is huge. Therefore, a curator, a subject teacher should be an example in everything and treat himself responsibly as possible. To how he behaves in class, how he behaves at the department, when performing community service. In a word, as the classic of Russian literature A.P. Chekhov said, everything should be beautiful in a person, and actions, and clothes, and words, and thoughts.

METHODS

Any trait of a person's character represents some complex habit of acting in a certain way. It seems that there is a certain force that controls us, a whole system that works by itself. Our inner is conditioned by the secret and imperceptible work of consciousness, the manifestation of the unconscious part of the "I". Everything happens by itself, the images themselves extract certain behavior from us. Images push and cause actions; therefore, behavior management is reduced to the management of images of consciousness. Such an important trait as altruism is manifested in a variety of human habits, i.e. humanity, the desire to help someone who needs it. And this means not only to understand the suffering person, but also to sympathize with him, which means that the trait includes not only consciousness, but also the human soul in the form of experience, feelings. Now it is clear that not a single experience passes without a trace. Physiologists have found that during experiences, information is encoded in long-term memory through molecular changes in the brain. Consequently, all the information that occurred before and during the experience is recorded forever. And any act of thought combined with experiences contributes to the strengthening of this thought. Therefore, the basis of learning is experience. In the case of a good experience, images, for example, of a faculty, university, teachers, library, are filled with pleasant feelings, and in the case of a bad one – with anxiety and anxiety. Therefore, for the purposes of education, we should think about how to attach joyful experiences to the actions that we want to develop. If teachers constantly create unpleasant feelings in connection with the learning situation, then aversion to learning is fixed. If the teacher constantly creates a heated atmosphere in the classroom, then disgust and antipathy are inevitable. It is important to take into account the complexity and drama of the inner life of the individual, her mental state. The teacher, as a subtle psychologist and teacher should feel the microclimate, the state in the audience and individually the well-being of each individual in the group and to prevent confrontation both in the group and the teacher with the students. This shows his pedagogical skills as a teacher and curator. The socio-psychological state is the effect of the inner work that takes place in the spiritual world of the individual. For the harmonious development of the student's personality, both the teacher and the student need to work hard and qualitatively on themselves.

The difficulties of the inner workings of consciousness are sometimes insurmountable for the personality itself, and she seeks support, advice, and consolation from others. At some point, each of us acts as a psychotherapist. Therefore, it is useful to develop the ability to empathize, the ability to listen to others, to show tactful interest in the spiritual and spiritual life of students. All this is part of the psychological culture of the teacher. Psychologically incorrect actions of a teacher can cause a state of frustration of a student, when, for example, a teacher "studies" a student, not noticing his efforts, not seeing in him the dignity of a person. This demobilizes the student, causes a desire to defiantly disobey the requirements. And behave defiantly towards the teacher. Meanwhile, a student's self-esteem may be underestimated up to an inferiority complex or, conversely, overestimated (arrogance). If circumstances threaten the established self-esteem of the individual, violate her inner comfort, and then unconscious mechanisms of psychological protection, the so-called psychological barriers, are triggered in the inner world of the individual. It is dangerous to crudely break down defense mechanisms, for example, using a sharp weapon of criticism, as this can demobilize and demoralize a person, plunge him into a state of stress, depression and low self-esteem when the stress level exceeds adaptive capabilities. This is especially true of a sensitive, sensitive, emotional person, i.e. vulnerable. Criticism always causes a defensive and defensive reaction, the conflict testifies to the helplessness of the educator in choosing other methods and means of education. Using criticism, you need to find its right tone, psychological and pedagogical tact, humor. Skillfully using the carrot and stick method.

A. Makarenko said that the same word can be pronounced with at least twenty different intonations, sometimes giving it the opposite meaning..

The means of regulating and correcting behavior are approval and condemnation, encouragement and punishment, censure and praise. Ultimately, the whole variety of adult influences on the educated is reduced to the paradigm of direct and indirect control. We are often convinced of the ineffectiveness of violence in the management of students, as a result of which there is an alienation of the act of self-

management, an internal rejection of self-government, the governed is deprived of independence, individuality, inner freedom. An unfree, depressed or oppressed person is known to be unpromising and ineffective creatively. Fear, anxiety, anxiety reduces the effectiveness of both educational and practical activities. In this regard, it is interesting to cite the experiment of psychologist Rosenthal, conducted by him at an American school. Among the children who received the highest results according to the results of the intelligence level test, he named several students who lagged behind in academic performance. A year later, when he came to school, he found the expected effect. Students who are weak in academic performance, but for whom the psychologist has created a reputation as gifted, were among the best students in the class. We can say that these American students were given a "credit of trust", which they fully justified. Psychologists have proved the exceptional role of the installation in the perception and evaluation of another person. Under the influence of the attitude as an established stereotype of perception, we endow the student with either positive or negative qualities. The condition for normal communication is the breaking of stereotypes of prejudice, which complicate mutual understanding. The goal of the teacher is not to develop pathogenic thinking in the student associated with the perception of what is happening from the point of view of the negative, the accumulation of negative experience and generating pathology of character, neurosis. On the contrary, the goal should be communication that improves mental health, training in sanogenic (healing) thinking, constructive attitude. Such communication eliminates complexes, old grievances, emotional barriers, relieves internal tension.

RESULT AND DISCUSSION

The main thing for a student is to work on himself. This means in an effort to improve your level of education, culture, and upbringing. In self-critical perception of oneself, in the ability to analyze one's actions, as if from the outside, through the prism of surrounding views, approval or condemnation. In the desire to overcome their weaknesses, if any. To align their motives, desires, capabilities, abilities and actions, which contributes to achieving success, respect from the outside, and finally, most importantly, self-respect. All this creates a condition for life satisfaction and, consequently, human happiness. As a result of self-development, a person can become mature, i.e. original, "colorful", resistant to external adverse stimuli and influences (such as drug addiction, gambling, falling under criminal influence, prostitution, all kinds of sectarianism, etc.); be responsible, altruistic, realistic and optimistic.

A student should do the right thing, not because he knows how to act in this or that case, but because he cannot do otherwise, he is not used to acting even when no one sees him, i.e., "behave as if you are visiting the prime minister." The need for a friendly way of communication is a biological need of a student with a teacher, as well as a condition for advanced mental and moral development. And vice versa, dysfunctional, conflictual communication in the family and the educational team forms an inferior personality, a flawed personality, leads to inhibition and delays in mental development, generating self-doubt or aggressiveness, etc. deviations. In the process of communication, we observe the behavior of those with whom we communicate, distinguish the expression of the eyes, tone of voice, gestures, facial expressions, because they are non-verbal sources of information. The curator needs to master the technique of communication, the ability to adequately perceive and understand the other, actively listen and oratory. Too often, we teachers listen with half an ear and try not so much to understand him, to get into the essence of his reasoning, but rather think about how and in what form to object to him.

Listening and hearing a person is a difficult task. The teacher's automatism works immediately to speak for himself, and for a long time, 45 minutes without stopping and also because they are absorbed in themselves, their problems and inner experiences and also because we judge and evaluate the interlocutor. Meanwhile, our interlocutors are waiting for simple empathy and sympathy. Mercy will save the tense situation. Neglect for educational purposes, when students are purposefully looking for answers to the solution of educational tasks, questions, this is good and welcome, but neglect after the words and remarks of the teacher to the student's personality, an unnecessarily rude remark, and most importantly, unreasonably said, of course generates discontent and anger. No matter how you say it, a person is a social being, and needs communication, approval, or vice versa, even criticism.

Listening is an active process that requires intense attention to what is being discussed, constant effort and focus on the subject of the conversation. The free flight of our thoughts, ahead of the interlocutor's oral speech, changes the direction of our attention and closes the access of information to consciousness. The listening style reflects our personality, character, interests and aspirations, position, gender and age. Communication technology, listening skills, and discussion culture are taught in an organized manner in many developed countries. This is also facilitated by classes at various courses to improve the efficiency of business communication. For example, discussing his shortcomings with

students, it is better to do it face to face, while praising him, noting his positive qualities, should be done at all. To increase the student's self-esteem and encourage him to commit, thus, positive actions. And it is also necessary to constantly notice and encourage even minor student successes. Criticism, as a rule, is useless, since it puts a person in a defensive position and encourages him to look for excuses for himself.

CONCLUSION

And this is the worst case scenario for the development of relationships. Well, if a conversation about shortcomings is inevitable, then you should, as they say, sweeten the pill, first, praise him for something, thereby creating a favorable ground for the perception of the remark. Most teachers, trying to persuade the interlocutor to their point of view, talk too much themselves, whereas it is better to ask questions, let him think and speak for himself, realize his contradictions and wrongness. And finally, you should avoid sticking labels like “you are always like this”, “you are irresponsible”, etc. It is only necessary to evaluate a specific action or a specific act, a misdemeanor, a character trait, but not to generalize everything. This destroys the bridge of dialogue between the teacher and the student, the move back after criticism and the hope for further constructive communication between the parties. It is better for a teacher to admit his own wrongness quickly and decisively than to become the object of ridicule from students. Admitting a mistake usually commands respect. And most importantly, we should not forget for a minute that students are brought up by everything - properly organized educational activities, special educational events, the lifestyle and communication itself, and humanity in general. A student cannot be deceived by artificial politeness and cloying courtesy, sincerity and humanity are needed. The world is great for a good person. In the light of the above, it is useful to recommend once again to scroll through the works of great teachers like Altynsarin, Al-Farabi, Abai, Shakarim, Makarenko, Sukhomlinsky, Ruvinsky, etc.

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PROBLEMS OF "STATE" ADVOCACY IN KAZAKHSTAN

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Abstract:

In this paper, some problematic aspects of the "state" advocacy in Kazakhstan are considered. Thus, the author raises the question of the shortcomings existing in the current legislation of the studied countries, including regarding the implementation of the principles of self-governance of the bar, independence of state advocates.7 Meanwhile, in a legal democratic state, lawyers, by their main vocation, protect the rights of a person who finds himself in the orbit of criminal or administrative proceedings, primarily from violations and abuses of the state in the person of his executive power (public power). The author raises the question that lawyers should be independent and separate from the state. Otherwise, they simply cannot do their job, because they are subordinate to the state and will never be able to fully protect the interests of the principal.

Keywords: *advocacy, lawyer, independence, self-management, lawyer corporation, licensing, disciplinary proceedings*

INTRODUCTION

In Kazakhstan, until 2018, the Law "On Advocacy" was in force, which allowed the bar to maintain independence to some extent, and lawyers to carry out their activities in relatively acceptable conditions. At the same time, it was recognized that the legal profession in Kazakhstan is more developed and successful than similar institutions in Central Asian countries, because it was possible to maintain relative independence from the state and some freedom of self-government.

Over the past years, the legal status of bar associations, the powers of the representatives of the professional class themselves, the procedure for acquiring and losing the status of a lawyer, the basics of relationships with persons who have applied for legal assistance, guarantees of advocacy have been clarified and many other fundamental issues. The bar associations were united into a single structure authorized to represent the estate at the republican level.

At the same time, the adoption of the new Law "On Advocacy and Legal Assistance" (hereinafter referred to as the Law) of July 5, 2018, had a very loud resonance in society, and it must be admitted, before and after its adoption, it was subjected to reasonable criticism.

The claims of representatives of the legal profession itself, as well as scientists and international organizations, can generally be divided into the following five areas:

first, the "nationalization" of the bar;

secondly, the reduction of guarantees of obtaining qualified legal assistance;

thirdly, the preservation of the interference of external forces (bodies) when admitting to the profession of a lawyer.

fourth, the reduction of the role of the bar in disciplinary proceedings;

fifth, a decrease in the level of self-management and independence, independence of the lawyer corporation;

Part 3 of Article 31 of the Law states: "A state bar may be introduced in the Republic of Kazakhstan, the basis, procedure and conditions of which are established by law." Meanwhile, in a legal democratic state, lawyers, by their main vocation, protect the rights of a person caught in the orbit of criminal or administrative proceedings, primarily from violations and abuses of the state in the person of its executive power (public power).

Therefore, it is quite obvious that they should be independent and separate from the state. Otherwise, they simply cannot do their job, because they are subordinate to the state and will never be able to fully protect the interests of the principal.

In the concept of a "state" lawyer (which, in fact, has always existed, in the form of "duty", "pocket" lawyers), in fact, there is such an acute conflict of interests that the performance of such a "defender" in the process, in essence, refutes and makes meaningless the adversarial process and the principles of equality of the parties. There is a return to the former authoritarian and openly repressive forms of criminal proceedings that exclude high-quality, effective and independent protection.

Opinions of scientists on this issue

As the researchers rightly point out, this step is unacceptable for a state that claims to be a democratic, secular, legal and social state, whose highest values are a person, his life, rights and freedoms.

Experts also note that a similar provision on the possibility of creating a state bar existed in 2013 in part 3 of Article 5 of the repealed Law of the Republic of Kazakhstan "On state-guaranteed legal assistance".

Even then, this norm was met with fierce criticism, so the idea of "state advocacy" was never implemented. However, it is clear that the legislators did not see the initial infidelity of the idea, since the reflection of this norm in the current Law indicates a deep misunderstanding of the role of the bar in a modern country that has embarked on the path of increasing investment attractiveness and the development of the rule of law.

It is also worth noting that the Law retains problematic issues of an organizational nature (regarding licensing, involvement in advocacy, self-government), discussed above, when analyzing the legislation of Uzbekistan.

SUGGESTIONS AND RECOMMENDATIONS

– granting the disciplinary committee the exclusive right to decide on the application of penalties, suspension or deprivation of a lawyer's license.

– exclude the provision on the possibility of creating a "state" bar that contradicts the spirit and legal nature of the institute of advocacy;

– revision of the mechanism for bringing a lawyer to disciplinary responsibility by determining the exclusive competence of the special disciplinary committee under the Chairman of the Chamber of Lawyers of the Republic of Uzbekistan (with the creation of its commissions in the regions, the Republic of Karakalpakstan and Tashkent);

– to create a mechanism for nominating the Chairman and members of the Management Board (on an alternative basis).

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PROBLEMS OF PREVENTING VIOLATIONS OF CUSTOMS LAWS IN THE FOREIGN ECONOMIC POLICY OF THE REPUBLIC OF KAZAKHSTAN

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Abstract:

The article shows the relevance of researching the issue of responsibility for violating the laws of Kazakhstan in the field of foreign economic relations. The relevance of this issue is the legality of actions aimed at the implementation of customs affairs and customs policy by both participants in foreign economic activities and customs authorities in the relations of customs authorities with subjects of legal relations. That it occurs often. Such actions against the customs legislation violate the procedure of customs administration, as well as the rights of participants in foreign economic relations. The need to study the issue of liability for violation of customs legislation is to improve customs legislation, strengthen responsibility for violations and solve problems of prevention. Therefore, the entire law, legal system, legal ideology of modern Kazakhstan is based on its ultimate strategic goals as a state, internal and external state. We believe that it originates from the need to fulfill its functions to a sufficient extent, from the regulation of new relations in the society of Kazakhstan in terms of the latest, modern democratic concepts and concepts, from the ideas and principles that laid the foundation of the Kazakh state in general, and is created, formed, changed and developed in accordance with them.

Key words: *customs, offense, law enforcement, border, foreign policy, legislation, affairs*.

INTRODUCTION

An illegal action or inaction of a person that violates the order established by the customs legislation of the Republic of Kazakhstan and international treaties is recognized as a violation of customs rules. The phenomenon of transition to new foreign economic relations reveals some of its negative consequences, as a result of which the number of violations of the current criminal, administrative and customs legislation of the republic increases. In particular, the amount of criminal smuggling is increasing, which has recently become widespread, sometimes irreparable, causing great economic damage to our country.

Currently, the study of the issue of responsibility for violation of customs legislation in foreign economic relations of the Republic of Kazakhstan is one of the most urgent issues. The relevance of this issue is that in the relations of customs bodies with subjects of legal relations, problems of the legality of actions aimed at the implementation of customs affairs and customs policy often arise both on the part of participants in foreign economic activity and on the part of customs bodies. Such actions against the customs legislation violate the procedure of customs administration, as well as the rights of participants in foreign economic relations. The need to study the issue of liability for violation of customs law is to improve customs legislation, strengthen responsibility for violations and solve problems of prevention.

Illegal action or inaction of a person who violates the procedure established by the customs legislation of the Republic of Kazakhstan and international treaties is recognized as a violation of customs regulations. For example, customs authorities are tasked with monitoring the order of goods and vehicles passing through the customs border of the Republic of Kazakhstan, including the application of customs regimes, the imposition and payment of customs fees and taxes, the provision and use of responsible customs benefits. Violation of customs legislation provides for 2 types of liability: administrative (according to the Code of Administrative Offenses of the Republic of Kazakhstan) and criminal (according to the Criminal Code of the Republic of Kazakhstan).

Administrative liability shall begin if the offenses do not result in criminal liability by their nature, even if the criminal liability for committing crimes under the jurisdiction of the customs authorities does not exempt legal entities and private entrepreneurs from liability for violation of customs regulations. Violation of customs legislation leads to an increase in economic crime, which affects the economic security of the Republic of Kazakhstan as a whole. In general, the problem of reducing the size of the illegal economy should be solved along with the implementation of other state and industry development

programs. "Currently, the most effective way to detect economic offenses is the combination of traditional forms of operational investigation and analytical search technologies based on the use of specialized software." Formation of various databases (law enforcement, tax, customs, registration, licensing and other government agencies, information and advertising agencies), their processing with the help of specialized software products prepared for the purpose of predicting, preventing or preventing the development of the situation in the shadow sector of the economy and allows to identify the first signs of committed economic crimes.

Despite the severity of the threat of economic relations crime to national security, the country does not have specialized research structures that carry out in-depth analysis, forecasting and strategic "view" of economic crime. In terms of identifying various threats to economic security in various sectors of the economy, comprehensive scientific research is not conducted, and a single model methodology for identifying economic offenses is not developed.

EXPERIMENTAL METHODS

The work on retraining and continuous improvement of the employees of state bodies fighting against violations in the field of foreign economic relations, including the involvement of foreign experts, is insufficiently provided. Due to the lack of access to the information database of state bodies and organizations, state bodies that fight against economic offenses lose the ability to promptly and timely suppress illegal manifestations in the economic sphere.

In order to develop a strategy of law enforcement and control bodies in the fight against crimes in the economic sphere and strengthen interaction within the framework of the CIS (onwards - Commonwealth of independent states), a program of joint measures to fight against organized crime and other dangerous types of crime in the territory of the CIS member states, as well as in the fight against crimes in the economic sphere an agreement on cooperation was adopted.

Before us, we have to perform very large-scale tasks in terms of volume, and in terms of time, the transition of civil society to new, legal and social conditions in terms of quality.

Thus, the entire law, legal system, legal ideology of modern Kazakhstan is based on its ultimate strategic goals and objectives as a state, the need to sufficiently fulfill internal and external state functions, regulation of new relations in the society of Kazakhstan from the perspective of the latest, modern democratic concepts and understandings, general Kazakh We believe that it originates from the ideas and principles that founded the state, and is created, formed, changed and developed in accordance with them. Accordingly, the legal framework, legislation, legal status, methods and types of activity, competence of customs bodies, which are a branch of state power that includes a certain part of state functions in their activities, implement some strategic goals of the state, internal and external economic and customs policies , etc. problems need to be studied from the point of view of the degree of prosperity of the state of Kazakhstan at the present time, the realization of its specific tactical tasks and goals, functions.

The tension of the geopolitical situation in Kazakhstan, especially in the southern border, the threat of international terrorism, the conflicts with militant groups in neighboring Kyrgyzstan and Uzbekistan, the increase in propaganda of extremist religious views, the increase in drug trafficking, illegal migration, the problems of defining, clarifying, delimiting, and demarcating the border with some neighboring countries, as well as the passage of some extremists from the Russian side to our country (in the press, there were reports that Caucasians in Russia committed piracy crimes in Kazakhstan, brought religious extremist literature, inciting national enmity, drugs) - all these situations are the establishment of the state borders of Kazakhstan's public administration bodies, border protection, external defense of the country as a whole, external defense of the country as a whole, maintenance of internal public order, as well as prompting the country to pay special attention to the issues of political protection through active actions in the international arena.

It is known that the main purpose of President N.A. Nazarbayev's activities in the international arena, the meetings he held with the heads of state of neighboring countries and the agreements made at those meetings was to protect the state of Kazakhstan from a political and economic point of view, to find reliable partners, to fight external threats with mutual cooperation with neighboring states.

At the same time, not only the protection of the state of Kazakhstan in the political arena by political means, but also the development of its military forces, and the military-customs control of its territory are being carried out. From the point of view of general defense, border, trade with neighboring countries, peaceful relations, the importance of the activities of customs authorities is increasing and the state is paying a lot of attention to it from the public point of view. It is very important to create.It can be

supported by the state policy in all spheres of public life. It should not be forgotten that the state development strategy is not a dogma, but a methodology that leads to radical changes in all spheres of public life. At the same time, the increase in the number of violations, including serious crimes, which has become rampant in the Republic of Kazakhstan during the last decade, has a negative impact on the climate of behavioral policy in society, as well as an increase in social and psychological pressure, people's lack of confidence in the future and their own safety.

RESULTS AND DISCUSSIONS

According to the registered crimes, the number of crimes in the republic has doubled in the last eleven years. From the structure of the general crime, it can be seen that economic crimes dominate.

Of course, committing foreign economic crimes is caused by the transition of Soviet social relations to "market" and, in addition, changes in the state and social mechanism, introduction of civil society ideology of social and legal state principles into the public mind. The vast majority of economic crimes, for a number of reasons It is also related to: the spread of the administrative-bureaucratic mechanism, the establishment of corruption, double morality, the participation of representatives of the top government in crime, double legality, or the real inequality of the leader and the ordinary citizen before the law, not paying enough attention to the results of work, and not trying to preserve state property. Customs crimes occupy a special place in the system of economic crimes. The place and role of customs control in domestic economic processes and the expansion of their range of influence in the case of publicization and liberalization of domestic economic activity require the use of new methods of legal regulation of a complex and uneven complex of relations. Cases of legal regulation of new customs relations should be based on the experiences gathered in the past periods of the historical development of customs laws.

Creating a unified system of payments with certain goals, and applying it to goods transported across the customs border, only by considering the work of state regulation of customs policy as external economic, the general goals of the customs sector, the goals set forth by the customs policy, and customs services are of great importance. can be ensured.

The phenomenon of transition to new foreign economic relations determines its negative effects, as a result of which the number of violations of the existing criminal, administrative and customs laws of the Republic increases. Among them, there is an increase in the number of smuggling of criminal punishments, which has recently become rampant, sometimes irreparable, causing great economic damage to our country. The urgency of the fight against smuggling is confirmed by the sharp increase in the number of crimes committed in this category. Currently, the fight against economic crime at the state level, especially in the field of customs, is the main direction of the fight against crime in general.

Therefore, on October 12, 1998, the President of the Republic of Kazakhstan established the Ministry of State Revenue and assigned the following tasks to it in the Instruction "Further reform of the system of state bodies of the Republic of Kazakhstan":

- to ensure the security of the economic interests of the Republic of Kazakhstan within its authority;
- providing taxes to the state, payments to the budget, other financial obligations;
- state control over the production and circulation of alcoholic beverages;
- fight against economic crimes and law violations that cause losses to the state, ensure international mutual cooperation in the fight against economic crimes.

The harm caused by smuggling to the society is not only considered as an economic loss. At the same time, it is complicated by the harm it causes from the socio-psychological and moral point of view. For example, in modern times, the increase in the number of customs crimes leads to the deepening of unjustified classification of various social groups, and the emergence of negative, anti-social personal attitudes.

The development of Kazakhstani customs laws, the widespread spread of smuggling in the conditions of the creation of market relations, is considered a great degree of the danger of this crime to the society. In almost all of these studies, mainly criminal-legal issues were studied, including the general concept of smuggling, the analysis of the general composition and smuggling, in addition, the analysis of contraband or restricted items has been widely studied. And criminological smuggling, its causes and conditions, as well as its general and special preventive measures, have not been studied at all.

At the same time, customs policy, as the main component of domestic and foreign policy, should have a positive impact on the Kazakhstani market, producers and consumers, in accordance with the legally approved goals of our state; accelerating the development of economy, import and export; to solve

trade policy issues, etc. regulation of foreign economic relations is carried out mainly by economic methods, with the help of customs duties, taxes and fees.

The value of administrative methods is sharply reduced, but the state cannot completely turn away from them, because they complement economic methods, and, moreover, retain their value in certain areas of foreign economic activity. In addition, let me mention one more issue. In the process of changing the types of property, new economic relations appeared. These relationships, previously regulated by a strict hierarchical and administrative - command method, have now become a free sphere, independent of strict regulation. This is a new situation, especially in the initial stages, creates and builds trust for everyone, requires a legal evaluation of the actions and decisions of the customs control.

The criminal situation in the studied area is complicated by the lack of training and incompetence of the employees of the law enforcement and control bodies, the lack of coordination of the work in the prevention and detection of customs crimes.

It should not be mentioned that the prevention of customs crimes has no criminalistic basis to date. "There are times when the goods that should be used for the basic purpose are used for other purposes, whether it is due to the low level of legal knowledge of the participants in foreign economic relations. But as a result of thorough work of the anti-smuggling department of the customs control department in Astana, all of them have been identified and appropriate measures are being taken." And since 2012, the materials delivered to the construction of strategically important facilities will be processed not only without customs duty, but also without additional value tax. Therefore, experts say, it is necessary to strengthen the work of customs control in this region.

CONCLUSION

Thus, the entire law, legal system, legal ideology of modern Kazakhstan is based on its ultimate strategic goals and objectives as a state, the need to sufficiently fulfill internal and external state functions, regulation of new relations in the society of Kazakhstan from the perspective of the latest, modern democratic concepts and understandings, general Kazakh We believe that it originates from the ideas and principles that founded the state, and is created, formed, changed and developed in accordance with them. Accordingly, the legal framework, legislation, legal status, methods and types of activity, competence of customs bodies, which are a branch of state power that includes a certain part of state functions in their activities, implement some strategic goals of the state, internal and external economic and customs policies , etc. problems need to be studied from the point of view of the degree of prosperity of the state of Kazakhstan at the present time, the realization of its specific tactical tasks and goals, functions.

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SOME PROBLEMS OF THE ROLE OF THE STATE IN THE MARKET ECONOMY

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Abstract:

The state acts as a collective subject of economic activity in the market economy. Despite the active processes of privatization in recent years, the role of the state-entrepreneur cannot be overestimated. One of its most important tasks is to ensure the general conditions of economic growth and innovative activity, to create a favorable climate for all types of private entrepreneurship carried out in large, medium and small companies. The state has material and financial resources, implements administrative and legislative measures and uses various forms and methods of influence on the volume of production, investment processes, prices, structural restructuring.

In the article it is shown that the most important function of the participation of the state institution in the market economy is the maintenance of a competitive environment. The function of the state is caused by the shortcomings of the market and failures of the market mechanism of self-regulation. Administrative and economic measures to eliminate market failures, including monopoly, inflation, unemployment and other dysfunctions of the market system, are analyzed. The relationship between the market economy and the state in modern society is indicated.Keywords: law; state; concept; science; method; norm; functions; market; economic; regulation.

INTRODUCTION

In the Message of the Head of State Kasym-Jomarta Tokaeva to the People of Kazakhstan on September 1, 2022, "A Just State. One nation. A "prosperous society" is a new economic policy and it is noted that "the state will fully support economic freedom, the priority will be to move away from state capitalism and excessive state interference in the economy" [1].

In these contexts, it should be noted that the market economy is a complex and continuously progressing developing mechanism, which is a self-governing and self-evolving structure. In the middle of the market, a large number of producers independently of the state decide what products to produce, when and in what quantities. Also, consumers independently decide what to buy, when and in what quantity. Both producers and consumers make decisions, taking into account only personal interests. After all, "business is not a perspective, if it brings benefits to only one party. It has no chance of long-term and successful development, if it is mutually beneficial" [2]. Nevertheless, using their own personal interests, they thus impartially satisfy the requests of the entire public.

Market economy is a system based on the principles of freedom of entrepreneurship, diversity of forms of ownership, and competitive pricing. It differs from the traditional model, where the base is agriculture, and from the command model.

The state is the main institution responsible for the development and implementation of the country's social and economic development strategy.

THE METHODS OF THE RESEARCH

The state is the main institution regulating all vital spheres of society. In particular, state laws regulate the operation of all current modern economic systems. As one of the elements of implementation of the market economy, the governing institution is the state. It plays a major role in the economic system. And if in a planned economy the state assumes a leading role, then in a market economy it does not face the task of controlling production and further distribution of goods. These tasks are solved by the manufacturer himself.

However, there are many problems of the market economy, which cannot remain without the attention of the state. This is market monopolization, inflation, unemployment, etc. d.

At different times, the state played a different role in the economy, the degree of its influence on certain aspects of the economic system varied. "The importance of state intervention in market processes is not in doubt, because in modern conditions, the market self-regulating mechanism, which is the basis of the socio-economic structure of economic relations in Russian society, neither ensures the country's

economic security nor is it capable of countercyclical self-regulation" [3]. Therefore, it is important to consider the problems of the state's influence on the market economy in modern society.

A variety of tasks facing the state in a market economy can be expressed through the economic functions performed by the state. These include:

- maintenance and regulation of the legal basis of the functioning of the economy;
- antimonopoly regulation;
- carrying out the policy of macroeconomic stabilization;
- impact on the placement of resources;
- activities in the sphere of income distribution.

Such a classification is convenient for analysis, although it is quite conditional. In reality, all functions are intertwined and affect the economic situation in a complex manner. For example, antimonopoly activity presupposes the presence of appropriate legislation, and its results will be reflected in the allocation of resources and the distribution of income. First of all, the state is responsible for maintaining laws and regulations regulating economic activity, as well as control over their implementation.

The creation of the legislative framework is, in fact, the establishment of the "rules of the game" or legal principles of economic communication, which all economic agents - producers, consumers, and the state itself - must adhere to in their actions. Among these rules, it is possible to note legislative and regulatory acts that protect private property rights and determine the forms of business activity, the conditions of functioning of enterprises, and their relationship between themselves and the state. Legal norms extend to problems of production quality and labor safety, issues of trade union relations and administration, and much more.

Equilibrium in the economic system, which is established on the basis of market self-adjustment of the economy, may be accompanied by a high level of unemployment or excessive inflation. Since inflation and unemployment are most painful in the period of economic crises, the policy aimed at stabilizing the economy can be defined as the activity of the government to smooth out industrial cycles.

The main tools in solving this task are fiscal and monetary policy. Although many theorists, such as monetarists, express doubts about the state's ability to bring the economy to a more optimal equilibrium level by interfering in the economic situation, any government in one way or another conducts monetary and fiscal policy. What are the consequences, what is happening in the balance of the budget, the amount of money in circulation is also affected by the actions of the government.

According to general recommendations, in order to carry out the stabilization policy, it is necessary to increase public spending and reduce taxes to stimulate private sector spending in a period of high unemployment, or, accordingly, to reduce public spending and raise taxes so that the private sector reduces spending in a period when society is most concerned about inflation. The situation is improved or worsened or other actions of the government must be judged by the consequences.

All instruments of economic policy are closely interconnected, and when making decisions in one sphere, it is necessary to take into account their influence on others. So, changes in state expenses and taxes, i.e. in fiscal policy, requires a corresponding change in the money supply. Changes in fiscal and monetary policy affect investments, employment, income levels, the volume of national production and the size of net exports. There may be other causal relationships. It is important to emphasize that none of the instruments of economic policy work in isolation from others.

For the history of the establishment and development of the market economy, constant fluctuations from periods of expansion of the state's role in the economy to periods of its constant contraction and vice versa are characteristic. What is the unity of opinion on issues of state intervention in the economy and in economic science? Moreover, among Western economists there are constant heated debates about which problems should be left to the market and which should be left to the state. D.S. Mill, a representative of classical political economy, wrote that it is hardly possible to find a general justification for all the numerous functions of the state, except for one comprehensive one - expediency. [4].

RESULTS OF THE RESEARCH

In the process of market formation, a characteristic tendency towards monopolization arises. Uncontrollable market diversification leads to a sharp division of income and an increase in unemployment. These processes do not bring joy to the majority of the population and imply serious social conflicts. At the same time, there is an understanding of the fact that the calculation only of market regulation puts the existence of the economy in doubt. Due to this, the state is an irreplaceable and

important subject of the economic system at the moment. A high place is given to the state, even to countries that traditionally focus on the independent market.

Tendency to frequent changes of market factors gives food for many discussions, based on which, it is possible to conclude that the role of the state in the country's economic system implies a different meaning. In case of any change in market conditions, the state must quickly and effectively intervene in the situation and develop new legal acts, rules, and levy taxes.

However, such interference is not always permissible for market subjects represented in the form of private entrepreneurs at different levels. In order to mitigate this interference to some extent and make it less severe for the existence of organizations, companies, firms, measures are taken to select the most suitable opportunities for interference. It implies optimization of existing laws, adaptation of the functioning legislative base to other market conditions and introduction of amendments.

The state has some functions that determine its role in the economy and determine the areas of functioning of state structures. We study all the functions of the state.

The legal function is manifested in the state management of all spheres of existence of state subjects and their interrelationships. "Responsibility of business to society is directly related to the observance of the law, and indirectly, to the provision of employment and innovation" [5]. Therefore, state bodies guarantee the protection of property rights, as well as equality for all members of economic activity, take a special place in the study and resolution of questionable issues that arise among enterprises, consumers and suppliers of resources, manage the activities of companies to eliminate existing illegal financial transactions and ensure the fulfillment of consumer rights , using power, including for the implementation of appropriate punishments. For example, if the seller avoids compensating losses and paying fines voluntarily, forcing the consumer to go to court, he will face a fine for non-compliance with the law on the protection of consumer rights in the amount of 50% of the amount accepted by the court to compensate the consumer.

The prognostic function is manifested in the prediction, forecasting and planning of the formation of separate directions in the conditions of commercial relations, undesirable for production, as well as those that can lead to a decrease in market statistics and losses.

The stabilization function is manifested in the fact that the state apparatus implements measures to balance the balance of financial flows, that is, new workplaces are organized, as well as stable conditions for the functioning of enterprises, etc. d. For example, by supporting small business, the state creates new jobs.

The production function provides a guarantee of reliable operation of the production process from a material and technical point of view. It is necessary when creating the necessary production parameters for the purchase and ultimately the production of good quality. Ensuring the effective operation of all parties includes the supply of necessary raw materials for production needs, supply of firms with appropriate resources: workforce, raw materials, technologies, etc. d.

The function of ensuring fair competition is manifested in the fact that the state undertakes a number of institutions, which are aimed at solving private issues, set by subjects of the market economy and aimed at the organization of the same conditions for their full existence.

Summing up, it can be concluded that the regulation of certain aspects of the economy is an integral part of the economic life of modern society. Due to the deepening of the social division of labor, as well as the complication of economic relations, the role of state bodies in the economic sphere has noticeably increased and will be strengthened in the future. Therefore, the phase of confrontation between the state and the market has already resolved itself. And today it becomes obvious that the market is able to effectively solve the problem of limited resources, but it is not able to solve the problem of meeting the needs of the entire society without the help of the state. Due to this, in the modern world, the state is no longer considered a force that opposes market relations. The state, together with the market, represents the interests of both a person and society as a whole, working to satisfy human needs. In other words, the role of the state in the economy is huge and irreplaceable, as it has become an integral part of it.

CONCLUSION

The defining goals of the state in the 50-70s of the 20th century were full employment, price stability and balance of payments. The state intervened more actively in the regulation of not only economic, but also social relations, and in many countries of Western Europe, the ideology of the state of general welfare was formed, based on the following assumptions:

1. The economy should be mixed, not purely market. The need for government intervention in the economy is caused by so-called market failures.

2. A coordinated macroeconomic policy is necessary due to the fact that the market by itself is not capable of leading to stable macroeconomic results.

3. The market itself can lead to an even distribution of income. Therefore, the state, on the one hand, should regulate the distribution of income, and on the other - protect those who have lost their source of income or are experiencing other difficulties. At the same time, the state must take care of the creation and development of health care.

The main feature of the modern stage is the gradual transition from the policy of the "social state" to the policy of the "effective state". The essence of the "effective state" policy is reflected in two main provisions. First, the state, as a result of incredibly inflated expenses, which led to an increase in the state budget deficit, must significantly narrow the scope of its responsibilities, shifting the solution of a number of tasks that it recently performed to other economic entities. Secondly, the expenditure on pension provision, medical insurance, unemployment insurance and other social payments should be provided only at the expense of the state budget and should be evenly distributed among all subjects.

In conclusion, let's highlight a number of the main economic functions of the state:

• ensuring economic and national security of the country, competitiveness of the national economy;

• legislative-regulatory function related to the creation of a legal field to ensure equal participation of each individual and normal conditions for the functioning of the entire economy;

• the stabilization function, which provides for the formation of conditions for sustainable development in order to overcome crisis phenomena and maintain the balanced structure of the economy;

• coordinating function, ensuring the interaction of the market and the state with the aim of effective functioning of all participants;

• the function of stimulating and supporting competition in the economy;

• social guidance function, which provides for social orientation of production and distribution, including the development of social standards and guarantees for the population;

• orienting function, which provides for the justification and development of a strategy for the development of the national economy, including the formation of a system of forecasting, indicative planning and economic programming;

• distributive function, which provides for the adjustment of the distribution of resources in order to change the structure of the national product;

• controlling function related to control over the implementation of laws and other legal acts, standards, etc.;

• management function, i.e. management of various objects of state property, including objects with shareholding;

• the information function, which provides for ensuring equal access to information for all market participants;

• prevention or elimination of negative results of the activities of market participants (for example, pollution of the natural environment).

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ADAPTATION OF LABOR LAW TO THE LABOR MARKET

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Abstract:

The beginning of the XXI century was marked by a technological revolution in the field of industrial robotization and mass introduction of information technologies. The Fourth Industrial Revolution and the digital economy have had and continue to have a direct impact on the legal environment in general and labor law in particular.

The article analyzes two key challenges for labor law that have arisen in connection with the development of information technology: a change in the structure of employment (the transition of labor activity from the sphere of production to the sphere of services, the death of old and the emergence of new professions) and the transformation of labor relations in connection with the emergence of new forms of employment, leading to the erosion of the most important signs of labor relations, including subordination of the employee to the employer and control over the implementation of labor as a process.

In connection with the first challenge, we consider the problems of labor regulation of the most vulnerable category of workers from the point of view of changing types of professions — workers of retirement and pre-retirement age.

On the second challenge, we propose to discuss the possibilities of protecting the labor rights of workers in the case of economic dependence of the person performing the work from the person who assigns to perform this work, regardless of the form of the contract concluded between the parties.

Keywords. *Labor relations, labor market, labor transformation, new types of employment, employment contract, digital economy, unstable employment.*

INTRODUCTION

In 2019, the International Labour Organization celebrated its centenary. The International Labour Organization was founded in 1919 in response to the major social cataclysms that shook society in the era of the Industrial Revolution. More than 100 years later, the international and national law of most countries of the world still faces serious problems related to the need to revise its fundamental foundations.

As 100 years ago, challenges in the field of work are closely related to scientific and technological progress. The industrial Revolution of the XVIII-XIX centuries caused the formation of the foundations of labor law in its classical form, which includes the concept of an employment contract, which has a character different from civil law, regulation of the most important institutions of labor law, such as working hours and rest time, wages, labor safety and health, etc. During the Industrial Revolution, the trade union movement was also formed, which forced the parties to the social dialogue to build models of collective labor law.

EXPERIMENTAL METHODS

In the industrial era, in the middle of the twentieth century, not only futurists and scientists, but also journalists and writers expressed concern that automation of production would soon displace people from the sphere of work, and the vast majority of the population would become unnecessary. For example, Kurt Vonnegut's novel "the mechanical piano", first published in 1952, describes a dystopia in which mechanized algorithms provide an opportunity to enter the caste of engineering engineers only to technically gifted people, while the vast majority of the population is not needed by anyone and is mobilized for road works or the army.

However, at the beginning of the XXI century, we see that the dystopia of the mid-20th century was not realized. However, concerns about the same threat still exist, and it should be recognized that there are some reasons for this fear. The mass liquidation of obsolete professions as a result of the widespread introduction of information technologies into human life has been accompanied by the emergence of new types of work aimed at servicing a new technological structure.

Despite fears that people will soon be replaced by robots, an optimistic view of this process stems from the fact that new professions attract more people than the number of people who have lost their jobs due to the technological revolution. Even if this optimistic scenario is realized, the change in the employment structure will not be painless: mostly older workers will lose their jobs, and young people will get new technological jobs. According to some studies, in the near future, more than half of the current work activity in the world will become a thing of the past or will change dramatically.

If young people can adapt relatively easily to changes in the world of work, then such adaptation will be extremely difficult for the older generation. A significant part of older workers and even older workers lose their "traditional" jobs and cannot find work in the "updated" labor market.

Unfortunately, I must say that the policy of our state in the field of legal regulation of labor does not take into account this trend. Raising the retirement age forces older workers to physically support work for as long as possible. Given that it is much more difficult for older workers to adapt to new professional requirements and new professions, employers are striving to rejuvenate their staff.

So far, it should be noted that labor legislation does not respond to the challenges associated with changing the professional structure of the labor market and the special problems that arise in this regard among older workers.

However, I must say that there are positive initiatives on the part of the authorities. Thus, the head of State K.K. Tokayev in his Message to the People of Kazakhstan dated September 1, 2022 noted that the retirement age for women is set until 2028 at the level of 61 years [1].

The technological revolution has a strong impact not only on the quantitative, but also on the qualitative characteristics of employment. From this point of view, it is important not only that individual professions are becoming a thing of the past, but also that new ones are emerging, and also that traditional approaches to labor relations have become less frequently used.

Questions are often raised about how the regulation of labor relations will change in the XXI century. The famous 2015 report of the Director General of the International Labour Office "The Future of the World of Work" and the report of the Global Commission on the Future of the Labor Industry, published in early 2019, and numerous scientific publications are devoted to this issue. Within the framework of the European Union, the adoption of a major new Framework Directive entitled "On open and predictable working conditions in the European Union" is currently being discussed, related to the impact of information technologies on the labor market and changes in labor relations.

In the same year 2015, the European Foundation for Work and Improvement of Living Conditions published an extensive review analyzing "new forms of employment" in Europe. The following new forms of employment were discussed in this study:

- joint use of employees' labor, in which a group of employers simultaneously hires employees and bears joint or subsidiary responsibility to employees;
- co-employment means the opposite type of relationship in which one employer enters into an employment contract with several employees at the same time for the collective performance of the same work;
- crowdworking, crowdsourcing - in which communication between the contractor and the customer is carried out through the mediation of an online platform;
- mobile work based on information and communication technologies.

The greatest concern is the growth of so-called one-time work (English - casual work) and zero-hours contracts, in which the employer is not obliged to provide the employee with work even in the minimum amount, and can also call and hire an employee as needed and at a convenient time for him time. An employee in such labor relations schemes is forced to hope that he will work without any guarantees, but at the same time he is not officially unemployed and is not entitled to unemployment benefits. Such forms of work, which deprive an employee of stability in labor relations and often substantial labor guarantees, currently tend to grow significantly [2].

RESULTS AND DISCUSSION

In our country, there is also the use of new forms of such employment.

The mechanism for determining supply and demand in the labor market is a complex issue. Thus, executive bodies in the field of employment, in the course of forming a forecast need for labor, conduct a survey among employers, according to which employers should make forecasts for labor for a period of 1 to 10 years. However, employers are afraid to make forecasts for such a long period of time when they are prone to change. Therefore, it strives to show a profession that does not require experience and

qualifications. As a result, the demand for labor is formed incorrectly, which leads to an increase in the number of unemployed in the labor market.

Uneven employment is a factor that provokes negative trends in internal migration and the growth of the criminal situation. The shortage of labor in the northern regions of Kazakhstan, which are predominantly industrial, will negatively affect the future of the entire national economy.

The southern regions, in turn, are characterized by an excess of human resources, where jobs have not been created. Previously, the government did not pay enough attention to the content of strategic documents aimed at economic transformation in problem areas [3].

In addition, these are not the only socio-economic indicators reflecting the uneven development of the country. Regions differ in wages, consumer prices, tariffs and a number of other indicators that are sensitive to the population. In connection with these consequences of uneven development of the regions, the President of Kazakhstan instructed to resolve this issue.

Ideally, each region should not only cover its expenses, but also receive income, and also implement long-term plans for spatial development. This is what we should strive for, the most important answer is to ensure economic activity, that is, solving the problems of the labor market, production, entrepreneurship.

After the adoption of the Labor Code of Kazakhstan in 2015, disputes arose between the public and experts that the new legal act is "on the side of the employer" and protects only his interests. We are talking about article 52 of the Labor Code, in which an employer can dismiss an employee in case of "deterioration of the economic situation of the organization." This is a controversial issue, since information about the employer's economic situation is a tax secret to which an ordinary employee does not have access [4].

CONCLUSION

Our legislative and executive authorities should pay attention not only to the technical aspects of the impact of information technology on labor relations, in particular, on electronic interaction between an employee and an employer, document management, electronic workbooks, but also to the serious problem of increasing instability of labor relations with the development of new forms of employment. To overcome this negative trend, programmatic measures should be taken based on scientific research of this problem carried out by lawyers, sociologists and economists.

In particular, it is necessary to reconsider the decision to raise the retirement age, to revise the norms on refusal to conclude an employment contract with elderly employees and on the prohibition of dismissal at the initiative of the employer. It is also necessary to develop programmatic and large-scale measures aimed at adapting older workers to the changing world of work (training in new professions, assistance in career guidance, etc.), tax incentives for employers who employ older workers in newly emerging professions on the labor market.

Since the employment status is one of the main issues of labor law, taking into account the growing share of the self-employed, their inclusion in the scope of labor legislation is also an important issue.

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THE LEGAL NATURE OF THE TENDER IN THE IMPLEMENTATION OF PUBLIC PROCUREMENT IN THE REPUBLIC OF KAZAKHSTAN

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Abstract:

The article is devoted to the study and analysis of tender procurement as a modern method of obtaining government orders. The author presents the definition of the tender, its types and mechanism of work under the legislation of the Republic of Kazakhstan. The article analyzes the strengths and weaknesses of the tender procedure as a competitive obligation.The legal essence of the tender in the implementation of public procurement in the Republic of Kazakhstan The article is devoted to the study and analysis of tender procurement as a modern method of obtaining government orders. The author presents the definition of the tender, its types and mechanism of work in accordance with the legislation of the Republic of Kazakhstan. The article analyzes the strengths and weaknesses of the tender procedure as a competitive obligation.

Keywords: *tender, tender, auction, government procurement, the contractual, nature, agreement, donations competition obligations, deed of donation, law.*

INTRODUCTION

In Roman law, an informal agreement was recognized as a gift contract, according to which «one party, the donor, provides the other party, the donee, with any valuables at the expense of his property, in order to show generosity towards the donee. Donation could be made in various legal forms: through the transfer of ownership of a thing, in particular, the payment of a sum of money, in the form of granting an easement right, etc. A special case of donation was a promise to provide something, perform certain actions, etc. - a gift promise»[1].

In classical Roman law, a gift promise was binding only if it was clothed in the form of stipulation, an agreement in another form did not generate obligations. In Roman law, stipulation was understood as a kind of verbal formula in which the person to whom the question is asked answers that he gives or will do what he was asked about.In the classical era of Roman law, the scope of application of the gift contract, in addition to the mandatory form of stipulation, was legally limited by setting limits on the size of the gift. An example of such a legislative restriction is the lex Cincia (the law of Cincius, 204 BC), which prohibited the donation of more than a certain amount; this restriction did not affect only acts of donation in favor of the next of kin of the donator [2].

EXPERIMENTAL METHODS

To date, public procurement plays an important role as a mechanism for meeting government needs. In the Republic of Kazakhstan, the definition of the term «public procurement» is given in the Law of the Republic of Kazakhstan «On Public Procurement" dated July 21, 2007, which states» public procurement is the purchase by customers on a paid basis of goods, works, services necessary to ensure the functioning, as well as the performance of state functions or statutory activities of the customer».

This regulatory legal act is a single one for conducting public procurement in various state structures on the territory of the Republic of Kazakhstan.To carry out the public procurement procedure, the procedure for selecting suppliers, individuals engaged in entrepreneurial activities and legal entities (with the exception of state institutions, unless otherwise established by the laws of the Republic of Kazakhstan), temporary associations of legal entities (consortium) is used, acting as a counterparty to the customer in the public procurement contract concluded with him in various ways. Article 12 defines the conduct of public procurement in the following ways: on a competitive basis, a request for price proposals, from a single source, auctions and a commodity exchange. By holding a tender, we believe that the legislator understands the conduct of the tender procedure [1].

Although the term «tender» is not directly used in this Law and the definition is given in the Civil Code of the Republic of Kazakhstan.In accordance with Article 915 of the Civil Code of the Republic of Kazakhstan «when bidding in the form of a tender, its initiator (organizer) undertakes, on the basis of the

initial conditions proposed by him, to conclude an agreement (as a seller, buyer, customer, contractor, lessee, lessee, etc.) with one of the bidders who will offer the best terms of the contract for the initiator of the tender». Thus, in the domestic legislation, «competitive bidding» is designated as a generic concept, which, in turn, are divided into tenders and auctions [2].

We can also see the procedure for holding a tender in the form of a tender in a number of regulatory legal acts of the Republic of Kazakhstan. For example, in the Law of the Republic of Kazakhstan dated March 1, 2011 «On State Property», Article 100 states that the person who, according to the conclusion of the tender commission appointed in advance by the seller, offered the best conditions is recognized as the winner of the tender, the proposals are submitted in writing in a closed envelope [3].

EXPERIMENTAL METHODS

Previously, in the Rules for the Sale of Privatization Objects approved on June 26, 2000, which became invalid on August 9, 2011, the Government of the Republic of Kazakhstan regulated the following definition of a tender: «a type of bidding in which participants declare their proposals in writing in a closed envelope or publicly at the discretion of the seller». In accordance with the above Rules, the tender existed in the following types: closed, commercial and investment.

The Civil Code of the Republic of Kazakhstan specifies the types of tender: closed and open [4].

Many foreign scientists believe that it is inappropriate to fix the term «tender» at the legislative level [5].

G.A. Sukhadolsky believes that «tender» is synonymous with the terms «competitive bidding» and «contract bidding» [6], and I.I. Neduzhy notes that «bidding» and «tender» are synonyms with the only difference that tender is a term of foreign origin [7].

The word tender (from Lat. tendo, tender - to try, to harass, to seek) are sometimes interpreted as international auctions that have a competitive form of placing orders for the purchase of equipment on the world market or attracting contractors for the construction of complex facilities, performing other works, including the provision of various engineering services, including advisory, construction, technical and other complex services [8].

Tender (from the English tender offer) is a competitive form of selection of proposals for the bid of goods or the provision of services on the principles of competitiveness, fairness and efficiency. The contract is concluded with the winner of the tender - a participant who submitted an application that meets the requirements of the documentation, in which the best conditions are proposed [9].

Having emerged later than other instruments of organized trade, tenders have acquired the greatest economic importance among them. The tender is carried out on the basis of the general principles of public procurement: optimal and efficient spending of money used for public procurement; providing potential suppliers with equal opportunities to participate in the public procurement procedure; fair competition among potential suppliers; transparency and transparency of the public procurement process; providing support to domestic producers of goods, suppliers of works and services.

In the tender procedure for the implementation of public procurement, the organizer of the tender is obliged to publish on the public procurement web portal the text of the announcement on the implementation of public procurement by the tender method.

Thus, the notification of the tender is similar to the procedure of a public offer. The difference will be that acceptance will be carried out on the basis of competition.The application for participation in the tender is a form of expressing the consent of a potential supplier to supply goods, perform work, provide services in accordance with the requirements and conditions established by the tender documentation, carried out in the form of an electronic document.

It can be said that the application for participation is similar to an acceptance, but unlike it, at this stage of the tender, the contract has not yet been concluded.The tender, like any method of public procurement, has its own characteristics, advantages and disadvantages.As strengths for the supplier of goods, works and services, we can distinguish:

1. Increasing the flow of funds. Moreover, this aspect can be considered both an increase in profit and an increase in operating assets.
2. Expansion of sales markets. The tender provides an opportunity to expand both industry sales markets and geographical ones.
3. An increase in sales of services and, as a result, an increase in purchases of materials and equipment from the manufacturer (supplier).
4. Saving on promotion, finding new customers and orders.

5. To promote services using traditional methods, as a rule, significant financial and time costs are required.
6. The ability to identify strong competitors [10].

However, in practice, tenders, in addition to strengths, have weaknesses. Firstly, the disadvantage of the tender is the "race to lower the price". The mechanism of tenders and auctions is such that the supplier offering the lowest price wins. This condition also affects the price-quality balance: the price decreases and, as a rule, the quality decreases (low-quality raw materials are used, unskilled personnel are hired, control decreases).

RESULTS AND DISCUSSION

As a result, both the customer, the end user, and the supplier suffer. Negative consequences for the latter are manifested in the loss of reputation, deterioration of partnerships; losses and litigation are possible.To date, this disadvantage is overcome by introducing norms on the availability of a potential supplier: experience in the market of goods, works, services, the availability of special quality certificates, providing support to domestic producers of goods, suppliers of works and services.

That is, when conducting a tender in the form of a tender, the legislator takes into account not so much the price criterion, as when conducting an auction, as the totality of the required properties of goods, works and services provided by a potential supplier, greater experience in the market of purchased goods, works, services that are the subject of a tender. On the other hand, this criterion contributes to the economical use of budget funds and increases the competitive ability of suppliers of goods, works and services.

CONCLUSION

The second disadvantage is the strict requirements for the correctness of filling out the documentation. If there is at least some mistake in the application or attached documentation, the participant may be withdrawn from the competition.To participate in the tender, it is necessary to correctly draw up documents, eliminate inaccuracies in the requirements of the tender documentation on the part of the customer by sending requests for clarification of the provisions of the documentation, take into account the latest changes in legislation. Nevertheless, despite all the disadvantages of the tender system, it can be said that for a supplier interested in reducing personnel, material and time costs, a tender is an effective method of obtaining orders.

Thus, it should be noted that the importance of tenders is determined by the fact that they are an important tool in the modern mechanism of market economy: they promote the development of trade, which, in turn, serves as a means of ensuring higher growth rates of the national economy.

It should be emphasized that the use of tenders makes it possible to effectively carry out purchase and sale operations both to the buyer, in particular to the state, and to the seller. But at the same time, I would like to note the insufficiency of using the tender as a tool to stimulate the development of domestic producers.

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SOME ISSUES OF THE RENT CONTRACT UNDER THE LEGISLATION OF THE REPUBLIC OF KAZAKHSTAN

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Abstract:

The article discusses some of the issues of legal regulation of rent agreementsunder the laws of the Republic of Kazakhstan and makes appropriate recommendations to improve the rules of civil law in this area. В то же время обязательство по предоставлению содержания может, помимо выплаты денежных сумм, заключаться в предоставлении другого содержания получателю арендной платы, например, оно может заключаться в оказании ему ухода, обеспечении потребностей в одежде, питании, жилье. Договор пожизненной ренты предназначен исключительно для получения денежных средств за счет предоставленного имущества и может быть заключен как в отношении недвижимого, так и движимого имущества.Следует отметить, что выплата арендной платы может осуществляться не только лицам, предоставившим какое-либо движимое или недвижимое имущество для ее оплаты, но и любым другим третьим лицам, указанным гражданином, передающим имущество.

Keywords: *rent agreement, permanent rent, life annuity, life-long maintenance of a dependent, onerousness of the agreement, termination of an agreement.*

INTRODUCTION

An annuity contract is an agreement under which one party (the recipient of the rent) transfers property to the other party (the payer of the rent), and the payer of the rent undertakes, in exchange for the property received, to periodically pay the recipient rent in the form of a certain amount of money or the provision of funds for its maintenance in another form (paragraph 1 of Article 517 of the Civil Code of the Republic Kazakhstan (hereinafter - GC) [1].

The rent can be permanent and lifelong, while the latter can be established on the terms of lifelong maintenance of a citizen with a dependent. Only a citizen can be a recipient of both a permanent and a lifetime annuity. Non-profit organizations can be recipients of permanent rent, if it does not contradict the law and corresponds to the goals of their activities. Any person, including a business entity, can be an annuity payer. Therefore, for him, an annuity contract is a contract in the field of entrepreneurship. The subject of the rent contract is the rent itself, as well as any property transferred for the payment of rent: movable and immovable. The peculiarity of the rent contract is that the payment of rent is usually carried out for a long time in the form of certain periodic.

With a permanent annuity, the obligation of the payer of the annuity is established to pay it indefinitely, and with a lifetime annuity - for the life of the recipient. Taking into account the general legal characteristics of the rent contract, we consider it necessary to note the following. 1. The legal norms governing the relations under the rent contract are consensual, despite the desire of the legislator to give the rent contract, when defining its concept, a real character. It follows from the definition of the rent contract that the recipient of the rent transfers (and does not undertake to transfer) the property to another party. According to paragraph 2 of Article 393 of the Civil Code of the Republic of Kazakhstan, the contract is considered concluded from the moment of the transfer of the relevant property, respectively, if, according to the norms of legislative acts, such a transfer is necessary for the conclusion of the contract, the rent contract should be recognized as real contracts [2].

However, it should be noted that an annuity agreement may provide conditions for the transfer of the subject of the contract - property in the future. And also it is necessary to take into account the specifics of the contract itself, according to which the main subject of the contract is real estate. In turn, the contract for the transfer of real estate is consensual. 2. In the current civil legislation, the following specific characteristics of rent can be distinguished. 1) the types of an annuity contract are permanent and

lifetime annuity contracts, and a lifetime maintenance contract with a dependent should be considered as a variety (subspecies) of the latter.

EXPERIMENTAL METHODS

Meanwhile, there are other opinions on this classification of the rent contract. Some believe that a lifetime maintenance contract with a dependent is an independent type of rent contract. In addition, Chapter 28 of the Civil Code is called «Rent and lifelong maintenance with dependents». At the same time, the essence of the relevant contractual relations is reduced to the transfer of property (mainly immovable) by one person to another in exchange for receiving maintenance from this person in the form of cash and (or) other property, which are provided to the person who transferred the property personally and for life, that is, the obligation to provide maintenance is terminated by the death of the renter, and the right of the renter to receive maintenance cannot be inherited by him or ceded during his lifetime to other (third) persons. At the same time, the apartment, as well as other immovable or movable property, become the property of the rent payer immediately after the conclusion of the contract and during the life of the renter.

Both contracts (both a lifetime annuity contract and a lifetime maintenance contract with a dependent) are varieties of an annuity contract that has a wider application and is designed to transfer any property into ownership from one person to another, however, these varieties have a special meaning, that is, they are intended mainly for the transfer of immovable property with the mandatory condition of lifetime provision to the recipient of payments or other content. In addition, under the contract of lifelong maintenance with a dependent, the recipient of the rent - a citizen transfers the immovable property belonging to him to the property of the payer of the rent, who undertakes to carry out lifelong maintenance with the dependent of this citizen and (or) a third person specified by him.

When, in turn, a lifetime annuity can be established for the period of life of a citizen transferring property for the payment of rent, or for the period of life of another citizen specified by him. Thus, under a lifetime annuity contract, it is possible to provide for all the conditions of a lifetime maintenance contract with a dependent. Kazakh civil scientists also indicate that lifelong maintenance with a dependent is a type of lifetime annuity [3].

According to paragraph 2 of Article 535 of the Civil Code, the rules on lifetime annuity apply to the contract of lifelong maintenance with a dependent, unless otherwise provided by the rules of this paragraph [2]. In this regard, in order to prevent double interpretation of the norms of civil legislation, we propose to exclude the words «and lifelong maintenance with a dependent» from the title of Chapter 28 of the Civil Code. 2) there is a differentiation of rental relations depending on the basis on which the property is transferred to the payer of the rent, in return for which one or another type of rent is provided to the former owner or another person indicated by him. Meanwhile, under the contract, the payer of rent undertakes to pay it to the recipient only in exchange for the property received. At the same time, the property is transferred under the contract by the recipient of the rent to the payer for a fee or free of charge (Articles 519, 528 of the Civil Code). Since the property under the rent contract is transferred by the recipient of the rent to its payer, in order to ensure the payment of the rent, the recipient of the rent acquires the right of pledge to the transferred immovable property (Article 521 of the Civil Code).

RESULTS AND DISCUSSION

In addition, in case of alienation of such property by an annuity payer, his obligation under the annuity agreement passes to the acquirer of the property, and the person who transferred the real estate encumbered with rent into the ownership of another person bears subsidiary liability in relation to the annuity recipient, unless subsidiary liability is provided for by legislative acts or the contract (Article 520 of the Civil Code). It should be noted that the free transfer of property for rent payment means that when agreement is reached between the parties to the contract on the free transfer of property, the transfer of ownership does not require payment of any redemption price for it [4].

However, the new owner has an obligation to pay rent payments. Payment of such amounts (rent) is not considered as payment for the transferred property. Thus, the property is transferred free of charge, but not gratuitously. When transferring property for a fee to the payer of rent, in addition to periodic rent payments, you will also have to pay the purchase price for the property, the amount of which is set by agreement of the parties. In the absence of a special indication in the rent contract on the payment of the price for the transferred property, it is considered to be transferred free of charge. In any case, the recipient of the rent, in exchange for the property provided for ownership, acquires certain rights to receive periodic cash payments or property. In this regard, we believe that the rent contract is a paid one.

3) rent contracts differ significantly from each other, according to which real estate is transferred for rent payment, in one case, and movable property, in the other.

The property that is alienated for the payment of rent may be transferred by the recipient of the rent to the property of the payer of rent for a fee or free of charge. Accordingly, in cases where the rent agreement provides for the transfer of property for a fee, the rules on the contract of sale apply to the relations of the parties on the transfer and payment, and in cases where such property is transferred free of charge - the rules on the gift agreement. However, an annuity agreement under which property is transferred without payment is just as compensatory as an agreement that provides for the transfer of property for a fee. In this regard, donation and rent, although characterized by the same orientation, are still in different regulatory planes: the donation contract is in the legal field reflecting the specifics of gratuitous obligations, and the rent contract is in the legal field of reimbursable contracts.

For this reason, we believe that the rules on donation are not applicable to contracts of rent and lifelong maintenance with a dependent. Ignoring this principle leads to the unjustified extension of legal norms that are not peculiar to rent. It is very difficult to justify the application to rent relations of such rules of the institution of donation as the refusal of the donee to accept the gift, restriction, prohibition and cancellation of donation, etc. In this regard, it is proposed to exclude from the Civil Code the rules concerning the possibility of applying to the relations of the parties on the transfer and payment of property for the payment of rent the rules on the gift agreement, as well as the alienation of property for the payment of rent for free. 3. Further, one of the essential features of the rent will be that, unlike the buyer under the contract of sale, the payer of the rent will not fully enjoy the rights to file claims against the former owner of the property regarding its shortcomings. The essence of the rent contract requires extremely careful and differentiated application of the norms established by law for the purchase and sale relationship. The presence of significant encumbrances with respect to the subject of rent at the time of its transfer to the payer of rent is also unacceptable. This will hinder the execution of the contract. Moreover, unlike the contract of sale, the recipient has his own interest in the fact that the property comes to the payer of rent unencumbered.

In turn, this will have a significant impact on the rights and obligations of the parties, if there were encumbrances. There are other differences, in particular from the donation agreement. The problem is that such issues are not regulated by law, so the interpretation of the positions indicated by us can be very different. 4. An annuity contract is subject to mandatory notarization, and an agreement providing for the alienation of immovable property is also subject to state registration. If the parties violate the requirements for notarization of the rent agreement, such an agreement will be considered an invalid transaction by virtue of the 154 CC. If the contract on the transfer of real estate for rent is notarized, but not subjected to state registration, it will be considered by virtue of 155 CC an unfinished transaction, since the CC does not contain indications of its invalidity. The above indicates the existence of a significant contradiction in the wording of the article of the Civil Code, since if the parties notarize a contract for the alienation of real estate for rent payment, but do not subject it to state registration, then they, as participants in an unfinished contract, cannot demand the application of rules on the invalidity of the transaction, although they could demand this if they ignore the rules on notarization of the contract rents. In this regard, it is proposed in the Civil Code to provide that the rent contract in respect of real estate is also subject to state registration. Accordingly, non-compliance with the form of the rent contract entails its nullity. 5. According to the provisions of the current legislation, the termination of the annuity contract at the request of the recipient is provided only for a lifetime annuity. At the same time, we consider it necessary to extend the provision on termination of the annuity contract at the request of the annuity recipient to all types of annuities.

CONCLUSION

Also, in order to protect the rights of the annuity recipient, strengthen the responsibility of the annuity payer, and prevent cases of offenses, it is advisable to provide that if the annuity payer made an attempt on the life of the annuity recipient or intentionally caused him bodily injuries, the annuity recipient should have the right to demand termination of the contract and compensation for damages.

Thus, it is proposed to legislate a separate article that provides for the termination of the annuity contract at the request of the annuity recipient: «Article Termination of the annuity contract at the request of the annuity recipient 1. In the event of a material breach of the terms of the contract by the payer, the recipient of the annuity has the right to demand from the payer of the annuity the redemption of the annuity on the terms provided for in Article 528 of this Code, or the termination of the contract. If the annuity payer has made an attempt on the life of the annuity recipient or intentionally caused bodily injury to him, the annuity recipient has the right to demand termination of the contract and compensation

for damages. In case of intentional deprivation of the life of the annuity recipient by the annuity payer, the right to demand termination of the contract and compensation for damages belongs to the heirs of the annuity recipient. 2. If an apartment, a residential building or other property is alienated for the payment of rent, the recipient of the rent has the right, in case of a material violation of the terms of the contract by the payer of the rent, to demand the return of this property with its value offset against the purchase price of the rent. 6. In accordance with the Civil Code, permanent rent is paid in money in the amount established by the contract. Unless otherwise provided by the contract of life annuity, the amount of the annuity paid per month must be at least the minimum wage established by legislative acts. In the contract of lifelong maintenance with a dependent, the cost of the total amount of maintenance with a dependent must be determined. At the same time, the total amount of maintenance per month may not be less than two sizes of the minimum wage established by legislative acts.

Thus, the legislatively established amount of lifetime annuity and lifetime maintenance with dependents refers to conflict of laws issues and is not solved in practice. As of today, the amounts set in the annuity contracts in the amount of the minimum wage are not comparable to the amount that the annuity recipient requires monthly. In this regard, in order to protect the rights and legitimate interests of participants in civil legal relations when concluding rent contracts and fulfilling obligations under them, we consider it necessary to further improve the civil legislation of the Republic of Kazakhstan in this area.

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FUNDAMENTALS AND FEATURES OF LAND USE IN KAZAKHSTAN

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Abstract:

Land allocation carries out by the decision of executive bodies or at the request of interested their owners of land plots or land users, as well as at the initiative of territorial bodies for land resources management. Land settlement works are carries out by the legal entities and citizens who have received a license to carry out the said work in accordance with the procedure established by law. The order and technology of performing works are determined by the normative legal acts which approved by the central authorized body for land resources management, which mandatory for all those are performing land settlement works.

In the process of managing the country's land and regulating land relations, the state, through its authorized bodies, implements a range of work related to the determination of data on land, its quality, the legal status of land plots and their assessment. These services are performed by the state land cadaster.

Key words: *law, debtor, law, code, land, object, commodity, product, object, subject*.

INTRODUCTION

Land has played a very important role in the entire life of human society, its formation and development. The earth was the only arsenal necessary for all the needs of mankind.

Earth was a gift of nature before the emergence of human society. However, in order for the land to perform its function as a general substance of labor, it is necessary for someone to own it and implement the production process.

The main wealth of our state is its land resources, which are its economic and social basis.

The process of reforming the political and economic structure in the Republic of Kazakhstan creates the need to fundamentally change land relations and conduct land reform under direct control and management of the state. In addition, the transition to the market economy objectively establishes the need to introduce various forms of ownership of land, fees for land use rights, and legally recognize land as an object of civil and economic circulation, while maintaining the main functions of land as the main means of production, the basis of territorial space and an important natural object. generating in a way sit down.

EXPERIMENTAL METHODS

Interaction of society and nature, doctrines of the state and law, generally recognized principles of land laws and rules of land use and protection, constitutional rules in the field of land relations. Scientific and educational comparative-legal, logical, systematic, historical and other methods were used to achieve the results of the dissertation.

RESULTS AND DISCUSSION

Imperative The specifics of land relations are indirectly related with other methods which used in land law. The use of a well-known type of method implies in what area Land Law relations are formed. For example, if the method of power is applied to land law relations related to the state management of the Land Fund, then in the course of leasing to a land plot, in this situation is used a group of conditional methods. Methods of land law are a set of methods and methods that regulate land relations, that is, influence on the subjects of Land Law relations. Methods of land law are divided into two types: imperative and dispositive.methods of land law-based on power and subordination, the mandatory participant of which will be the state or authorities representing the interests of the state. Imperative methods are used in the field of Public Administration of land resources, in determining the procedure for the implementation of the function of Public Administration, in determining the maximum size of a land plot, in establishing restrictions on the use of a land plot only for its intended purpose, etc.

Dispositive method of land law-based on the equality of participants in Land Law relations, freedom of contract. These methods are used in the field of exercising the right of private ownership of land and in conducting an independent business on land. That is, it allows participants in Land Law relations to independently make decisions regarding the land plot.

The specifics of Land Law relations are determined by the mutual combination of imperative and dispositive methods in the legal regulation of public relations in this area. The change in the requirements of modern society, the emergence of young branches of law have changed the view of recognizing the method of legal regulation as a prerequisite for the individual consideration of the branch of law. This is because many branches of law, such as land law, Agricultural Law, Business Law, etc., use both of these methods. Therefore, the application of a certain form of Legal Regulation is not the basis for the allocation of a branch of law.

It is necessary to consider the system of land law as institutions that perform various tasks in the process of regulating land relations. The main institutions that reflect land law as a legal sphere are general institutions, and land legal norms, which are aimed at regulating only certain types of land relations or certain issues, are special institutions. Thus, general knowledge of land law is considered by General institutions, and special knowledge is considered by special institutions.

In fact, the scientific interpretation of the legal system that regulates relations includes the individual structural powers of the same industry, their interrelationships with their differences, and the laws of internal formation. One important aspect of this process determines that the same general rules apply to all other institutions, or the vast majority of them, and that these institutions, when homogeneous or combined, form this branch of law.

The system of land law is a set of land law institutions that are closely interconnected. Like other branches of law, the land law system consists of the following sections: General section, special section and special section.

The general part deals with general provisions, that is, the concept, subject, methods, principles, sources of land law. At the same time, the issues of land ownership, land use rights, state regulation of land relations and responsibility for violation of land laws are reflected.

The special section of land law provides for the legal regime of certain categories of land funds and cases of their protection. In particular, the legal regime of agricultural land, the legal regime of Lands of settlements (cities, towns and rural settlements), the legal regime of lands not intended for industrial, transport, communications, defense and other agricultural purposes, specially protected natural areas, the legal regime of lands for recreational, recreational and historical-cultural purposes, the land of the forest fund, the land of the water fund, the legal regime of reserves.

The special department studies the land laws of foreign countries. Studies the issues of land use of foreign countries, Kazakhstan, land lease relations regulated by international treaties and international cooperation in the field of international land protection and land relations.

In Kazakhstan, as in other countries, land relations are the basis of social and economic relations, since land plays a special role in the life of society. Land, the main constituent part of the entire environment, is the universal basis for the arrangement of all types of production, means of communication, housing. At the same time, in different countries, the development of land relations was different. For example, in peoples who have long adapted to a sedentary life, often engaged in agriculture, the formation of market forms of land relations and a separate form of land ownership became more dominant at an early stage of the development of society and the state.

The nomadic peoples had a great feature of the development of land relations, where grazing nomadic cattle breeding was more dominant, and only a small part of the peoples living in individual shuras /oases/ settled farming.

Natural and climatic conditions in different regions of Kazakhstan have created special conditions for the use of land resources, as well as steppe, semi-desert, desert and Mountain/ use of marginal pastures through the development of nomadic and semi-nomadic animal husbandry, different seasonality of pastures used, productivity, species composition of pasture vegetation. In this regard, the Kazakhs used pastures at different times of the year and called these fields variously pasture, winter, spring, autumn.

Taking into account the distribution of the main type of land area - the pasture area and the specific order of their use, the sequence, seasonality, their belonging to certain clans, etc., one can make sure that the nomadic peoples who have developed on the territory of Kazakhstan since ancient times have their own peculiarities of land relations. At the heart of land relations at any stage was the question of the most important form of land ownership and how such relations were regulated.

The problem of the development of the historical aspects of land relations in the Republic has been studied by many scientists. In this direction, they expressed different views and views on the forms of land ownership in different historical periods. On the basis of the division of opinions, since ancient times, the question of the type of patriarchal-feudal land relations and feudal forms of land ownership arose.

CONCLUSION

As a result of the work, the following main conclusions can be drawn:

1. The formation and development of laws on the payment of land is a phenomenon that was beneficial along with the transition of our country to the market economy. In turn, the formation and development of laws in the field of land payment of a sovereign country can be divided into several stages:

The first period - 1990-1993. The normative legal acts adopted in the mentioned period had a certain positive effect on the emergence of various forms of land management subjects. However, due to the existence of monopoly state ownership of land, it was recognized as a factor hindering the further development of private entrepreneurship, land market relations.

The second period - 1994-1995. The development of land relations in this period and the transition to paid land use was connected with the adaptation of land laws to the existing land market conditions.

The third period - 1995-2001. The third stage of the transition to the land market in the Republic of Kazakhstan begins with the introduction of the institution of private land ownership. Since the adoption of the Constitution of the Republic of Kazakhstan on August 30, 1995, when it was established that state ownership and private ownership of land are recognized and equally protected, the legal status of a land plot as an immovable property has completely changed.

The fourth period - 2001-2003. This period coincides with the adaptation of certain provisions of land laws to the changes in civil, nature protection and other laws, as well as extensive development of land lease relations and land use rights on the market.

The fifth period - from 2003 to the present day. The period of expansion of the limits of private property rights to land and introduction of private property rights to agricultural lands.

2. According to the land laws of the Republic of Kazakhstan, land payment and land payments are not the same concept. If land payments are considered statically, then land payment is a concept considered dynamically. Land payment is the action of land owners and land users to pay a fixed amount of money established by land laws, tax laws or other laws for using land, for buying a plot of land from state ownership to private ownership, or for obtaining the right to use land. is the amount determined for a specific plot of land aimed at rational use and protection of land.

3. The concept of the economic mechanism of land use and protection can be considered in a broad and narrow sense. In a broad sense, we mean the economic mechanism of land use and protection - a system of general organizational and economic measures aimed at the rational use and protection of land as a part of the environment. In the narrow sense, we mean the economic mechanism of land use and protection - a set of economic activities that encourage land owners and land users to rational use and protection of land.

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CONCEPTS AND GROUNDS FOR CIVIL PROTECTION OF NON-PROPERTY VALUES

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Abstract:

In modern conditions, the protection of human and civil rights is becoming one of the dominants of social progress, the basis of which is the priority of universal values. The Constitution of the Republic of Kazakhstan establishes that a person, his rights and freedoms are the highest value. Recognition, observance and protection of human and civil rights and freedoms is the duty of the State. Human and civil rights and freedoms are directly applicable. They determine the meaning, content and application of laws, the activities of legislative and executive authorities, local self-government and are provided with justice. The right to honor, dignity and business reputation is the most important social and legal value and need for any state and society. At the same time, it is very important to create a truly legal State, because the rule of law and human rights are inseparable from each other.

Keywords: *law, state, honor, dignity, business reputation, citizen, protection, moral harm, defamatory information.*

INTRODUCTION

Honor is a socially significant positive assessment of a person by public opinion. Dignity is a person's self-assessment of his moral, professional and other qualities. Thus, honor is, as it were, a measure of the dignity of a citizen or organization. Business reputation is an established public opinion about the professional advantages and disadvantages of a person (citizen or organization).

The sphere of relations forming the concept of honor and dignity of a citizen is somewhat broader than the relations forming the signs of honor and dignity of a legal entity. So, there is a concept of human, national, professional, female and male dignity of the individual. The central place among them is occupied by the idea of human dignity, the recognition of a person as the highest social value. The realization of this idea is a confirmation of the humanistic foundations and moral health of society. To

respect, guarantee, and protect human dignity means to respect and protect the basic vital rights of a person, to ensure decent living conditions for him, to treat him as the highest value [1].

In the literature, it is often possible to meet the concept of honor and dignity of a community of people (nation, class, trade union, party, etc.). However, the honor and dignity of any community can be subject to civil protection only if this community has the rights of a legal entity. A citizen, as a representative of a particular community, may demand protection of personal honor and dignity, but not protection of the honor and dignity of this community as a whole.

Business reputation can be understood as a positive assessment of an individual or legal entity, primarily as a bona fide entrepreneur, by other participants in property turnover. In relation to citizens, business reputation has a broader content, including an appropriate assessment of their professional (not necessarily commercial) qualities as specialists in a particular field (for example, engineers, lawyers, etc.).

A citizen or an organization has the right to demand in court a refutation of information discrediting their honor, dignity and business reputation, if the person who disseminated such information does not prove that they correspond to reality. Thus, the right protected in Article 143 of the Civil Code can be defined as the right of a citizen (legal entity) to demand that his reputation be formed on the basis of reliable information about his behavior and that his public moral assessment correspond to the validity of the requirements of the law, morality, and business habits he fulfills[2].

The legal relationship arising from the subjective right of a person to honor and dignity is absolute, however, from the moment of its violation, a relative legal relationship arises, since in this case the unlimited circle of persons obliged not to violate the subjective right narrows down to one specific person (persons) who insulted the honor and dignity of a citizen or organization.

The protection of honor, dignity and business reputation is provided not only by Article 143 of the Civil Code, but also by other institutions of civil law. Thus, the restoration of honor and dignity occurs when the court establishes the groundlessness of the accusation of plagiarism, of committing illegal actions against the testator, of violating the terms of the contract, etc. However, in such cases, the protection is local.

The difference between civil and legal protection of honor and dignity from criminal law. Criminal legislation provides for liability for defamation and insulting citizens. Slander and insult are acts committed intentionally, without which there is no criminal liability. The possibility of civil protection of honor and dignity does not depend on the guilt of the person who disseminated defamatory information.

Cases for the protection of honor and dignity are initiated in different ways. Criminal prosecution cases are initiated by way of private prosecution, and civil protection cases are initiated by filing a statement of claim. The initiation of a criminal case is possible only in respect of citizens who, according to the law, may be criminally liable. Civil law means allow to protect honor, dignity and business reputation from organizations, as well as incapacitated persons.

Civil law protects the honor, dignity and business reputation of both citizens and organizations, criminal law protects only citizens.

The purpose of civil protection is to restore the violated non-property interest. The purpose of criminal legal protection is, first of all, to punish a person who has committed a crime in the form of deliberate dissemination of knowingly false, shameful fabrications that humiliate another person’s honor and dignity. Insultingentailsthesamepenalties, butwithdifferentterms[3].

Information discrediting honor, dignity and business reputation. Defamatory is such information that detracts from the honor and dignity of a citizen or organization in the public opinion or the opinion of individuals from the point of view of compliance with laws, moral norms, business habits (business practices).

For example, unfounded accusations of non-fulfillment of professional duty (refusal to work, violation of labor discipline), nationalist statements, dishonesty (illegal receipt of money, deception of workmates), violation of civil, family duty (disrupted an election meeting, freezes out from the apartment of elderly parents), insulting women’s honor may be recognized as defamatory, in the commission of crimes, in involvement in litigation, slander, in bad faith in the performance of obligations.

At the same time, demands for refutation of information containing criticism of shortcomings in work, behavior in a public place, in a team, in everyday life cannot be recognized as justified.

The current legislation does not know the widespread concept of defamation in many foreign countries, which applies to the disclosure of not only false, but also valid information that dishonors the honor and dignity of a citizen or a legal entity. There is a widespread view that defamation is fundamentally incompatible with Russian legislation [4].

It should be recognized, however, that reliable information is often given publicity that does not affect the public assessment of a person, but causes deep mental suffering (for example, disclosure of information about a citizen's AIDS disease, about relatives who have compromised themselves, etc.). Therefore, it seems appropriate to establish a direct ban on the disclosure of such information.

Dissemination of defamatory information. The dissemination of information discrediting the honor and dignity of a citizen or organization should be understood as its communication to any third party, as well as to several persons, an indefinite circle of persons. A message to an indefinite circle of persons may be made by publishing defamatory information in the press, broadcasting on radio and television programs, demonstrating in newsreel programs, using other mass media, presenting in official characteristics and other documents emanating from organizations, in public speeches, statements and complaints addressed to officials, or messages in a different, including oral, form to several or at least one person. The content of sentences, decisions of investigative bodies and other official documents, for the appeal of which there is a special procedure, is not the dissemination of defamatory information.

The communication of defamatory information only to the person they concern cannot be recognized as its dissemination. This position cannot be considered indisputable. Indeed, the communication of defamatory fabrications only to the victim is not a distribution in the sense arising from the Civil Code. However, for the victim, the consciousness that false information about him is the property of at least one person can cause serious worries. Therefore, the proposal expressed in the legal literature on granting the interested person the right to file a precautionary claim with a request to prohibit the dissemination of this information should be considered appropriate [5].

The dissemination of defamatory information should be considered its communication in anonymous statements and letters. Article 143 of the Civil Code provides for the right of the victim to apply to the court for the protection of honor, dignity or business reputation, affected not only in anonymous letters, but also in another situation when it is impossible to identify the distributor of defamatory information (for example, "rumors"). Indeed, for the victim in most cases, it does not matter who disseminated the information discrediting him, but the fact of their dissemination is important in itself.

Sometimes circumstances related to the dissemination of negative information about a person become the subject of consideration by public and other organizations. Their decision-making is not an obstacle to applying to the court for a refutation of defamatory information. At the same time, the law does not provide for a mandatory preliminary (pre-trial) appeal with a corresponding requirement to the defendant. Only the requirement for the mass media to publish a refutation or response is considered by the court, subject to the previous refusal of such publication or its absence within the prescribed time.

Thus, when considering claims for the protection of honor and dignity, the court must establish:

- has there been a dissemination of information that the plaintiff disputes;
- do they discredit the honor and dignity of the plaintiff;
- whether they correspond to reality.

The statute of limitations does not apply to claims for the protection of honor, dignity and business reputation. This opens up the possibility of protecting the honor, dignity and business reputation of citizens after their death (for example, in cases of their posthumous rehabilitation), and legal entities – afterthe termination of their activities (which may be important, in particular, for their legal successors). After all, the need to refute defamatory information may arise even after a long time after their dissemination. Thus, the Civil Code serves as a guarantee of the protection of honor and dignity, regardless of the time of applying for its protection.

Plaintiffs in cases of protection of honor, dignity and business reputation. Capable citizens and organizations endowed with the rights of a legal entity can apply to the court for the protection of honor and dignity. If the dissemination of defamatory information affects the interests of a structural subdivision of the organization, then the right to protection is exercised by the legal entity to which this subdivision belongs.

The interests of minors and incapacitated citizens who need to protect their honor and dignity are expressed by their legal representatives (parents, guardians), trustees or the prosecutor. An emancipated citizen defends his violated rights in court independently.

If defamatory information is distributed in relation to a deceased citizen or a legal entity that has ceased its activities in accordance with the procedure established by law, then their heirs (legal successors), other interested persons (for example, co-authors), as well as the prosecutor can file a claim for the protection of their honor and dignity. Thus, the right to the protection of honor and dignity is not annulled by the death of a citizen or the termination of a legal entity.

Defendants in cases of protection of honor, dignity and business reputation.

In recent years, the number of appeals to the court for the protection of honor, dignity and business reputation has increased significantly. At the same time, a significant part of the lawsuits is brought against the press despite the fact that the use of mass media to infringe on the honor and dignity of citizens is prohibited by law.

A press body or other mass media may act as a defendant only if they are legal entities. Both the author and the relevant mass media body (editorial office, publishing house, film studio, etc.) are involved as a defendant. If the author of materials containing defamatory information is not specified or has used a conditional name (pseudonym), then the media body will act as the defendant. However, an author using a pseudonym can reveal his name. This will serve as a basis for involving him in the case as a co-respondent.

The defendants in the claim for contesting the defamatory information contained in the official description are the officials who signed it, as well as the organization on whose behalf the characteristic was issued.

The burden of proof in cases of protection of honor and dignity is distributed between the plaintiff and the defendant. The defendant must convince the court that the information distributed by him is true. The plaintiff is obliged to prove only the fact of the defendant's dissemination of information discrediting the plaintiff. He also has the right to provide evidence that the information disseminated does not correspond to reality[6].

Ways to restore honor, dignity and business reputation. Depending on whether the subject of the claim is confirmed at the court session or not, the court makes a decision on satisfaction or refusal to satisfy the claim. However, even before considering the claim on the merits, the court may oblige the defendant temporarily, until a decision is made, to refrain from further dissemination of disputed information (not to show a newsreel, not to give an example in lectures, temporarily postpone the upcoming publication).

If the court recognizes that the information discrediting the plaintiff is true or the information disseminated is not defamatory, then the claim will be denied.

If the claims are subject to satisfaction, then the court in its decision must determine the method of refutation of information that does not correspond to the validity. Defamatory information disseminated by a mass media body must be refuted by the same body. The press bodies publish refutations either in a special heading or on the same page and in the same font as the refuted message. The refutation of the information contained in the radio or television programs is read out by the announcer in the same program or series of programs. The right to respond may also be granted to the victim himself.

The official characteristic or other document issued to the victim with discrediting information is subject to replacement. The court may oblige the defendant to remove the wall newspaper, stop performing the variety miniature, refuse to publish the book, etc.

The plaintiff has the right to put before the court the question of compensation for the damage caused by the defendant's unlawful actions. Material damage (losses) is subject to compensation in accordance with Article 917 of the Civil Code[2].

CONCLUSION

So, for example, the damage caused to a commercial organization as a result of the partner's refusal to conclude an already prepared contract, following the dissemination of untrue information about the unstable financial situation of this organization, is subject to compensation. Compensation is made by a court decision by the mass media, as well as by guilty officials and citizens.

Moral damage caused to the plaintiff is compensated in accordance with Articles 951 and 952 of the Civil Code in the form of monetary compensation[2]. When determining the amount of compensation for moral damage, the degree of guilt of the violator is taken into account in cases where guilt is the basis for compensation for harm, and other circumstances that deserve attention. The court must also take into account the nature and degree of physical and moral suffering associated with the individual characteristics of the person who has been harmed, enforce the reasonableness and justice. The nature of physical and moral suffering is assessed by the court taking into account the actual circumstances under which moral harm was caused and the individual characteristics of the victim. Therefore, moral damage is not collected in favor of legal entities.

If the court's decision is not fulfilled, the court has the right to impose a fine on the violator, which is collected in the state revenue. Payment of a fine does not release from the obligation to perform the action provided for by the court decision.

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THE PHILOSOPHY OF NATIONAL AWAKENING

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Abstract

In modern Kazakhstan, on the basis of historical traditions, the process of revival of national culture, national awakening is traced. National awakening is a historical, political and cultural process of recognizing a nation as a nation with the right to self-determination. The modern stage of society development is characterized by dynamic processes of changing all aspects of our life. National awakening is a process of national cultural revival. It represents a change in the historical and cultural paradigm. The ongoing processes of renewal in the economic, socio-political and spiritual spheres are the core and guarantor of development, as well as the most important condition for the successful implementation of the tasks of democratization of society, an indicator of the maturity and well-being of society and, most importantly, its progressiveness and moral criteria.

Keywords: *consciousness, self-consciousness, national identity, Farabian studies, field civilization, spiritual heritage, Kazakhs, Al-Farabi heritage.*

INTRODUCTION

The level of studying the topic of the Kazakh philosophy of national awakening is a multi-stage, multi-level process. The pinnacle of humanity's intellectual success is Philosophy. The nature of creation is measured by the ability of society to know itself: if creation is in a high philosophical Pathos, society is not driven by false ideas, it can fairly assess its capabilities. Since 1917, a new form of colonialism has been formed for Kazakhstan – Soviet values, the doctrine of communism was founded, Marxist-Leninist philosophy prevailed. In such conditions, there was no opportunity to study the wise thoughts of the Kazakh people. Since Kazakhstan gained independence, the psychology of slavery has been replaced by democracy and civilizational values. The concept of "philosophical school in Kazakhstan" was established, the head of which was academician Zh. M. Abdildin. Kazakh philosophers studied German philosophy, especially when it comes to dialectics, logic, cognition, formed on the basis of Hegel's work ".

In order to preserve our national identity in the era of globalization, it is necessary to return to national origins. It is necessary to revive the values that made the nation a nation. Traditions born in the steppe should be preserved in the national consciousness. It is necessary to feel sorry with sincere sympathy for the upbringing of generations, for the fate of a person. There is only one way to avoid globalization, which is trying to absorb the strong, the weak. This is the awakening of the national being (mentality) in the national context with the preservation of national traditions-customs and native language.

EXPERIMENTAL METHODS

As the evolution of mankind progresses, world spirituality and science are getting closer to the true truth, and opportunities for real life are opening up. Therefore, it is necessary not to make a mistake in the promotion of universal values in order to determine the involvement, social activity of the process of national awakening in society to religious, political, economic, social processes.[1, c.150-152] The process of formation and development of social activity of the process of national awakening is contradictory and is caused by a complex of objective and subjective factors. For example, the revision of previous concepts, the return of forgotten or forbidden names are characteristic features of the cultural life of modern Kazakhstan. Having preserved the nomadic way of life until the twentieth century, the Kazakh culture, which lived from century to century, was able to revive, despite the difficult times of its history.

The life of the nomadic people living on the territory of the boundless steppes required a huge spirit, so we can say that the most important value of the nomadic Kazakh culture is a person, a citizen of Kazakhstan and the modern young generation. After all, national awakening is based on the continuity of generations and the dedication of the nation. The revival of Kazakh culture is associated with the independence in 1991. Due to the influence of the Soviet system, which restricts the development of the independence of ethnic cultures within the Union, Kazakh culture had no opportunity for revival and popularization among the population. With the collapse of the Soviet Union, Kazakhstan got the opportunity to revise and reconstruct its historical traditions. In this regard, we see the revival of national cultural traditions, interest in the study of national history, the desire to restore historical and ethnic symbols, the growth of the popularity of education in the Kazakh language, the revival of interest in religious values.

Modern researcher Abdimalik Nysanbayev noted that Kazakh philosophers did not create complete philosophical systems, but raised important ideological problems in their literary work.The research of Kazakh philosophy began to manifest itself in the Soviet years, but the full possibility has become a reality since the independence of Kazakhstan. Systematic research works on the history of Kazakh philosophy and its problems have been carried out, candidate's and doctor's dissertations have been defended, special scientific books have been written. The study of Kazakh philosophy in the system of world philosophies and on a civilizational basis is becoming one of the main channels for the maturation of the public consciousness of a sovereign country.

The "novelty" of philosophy is the study of the harmony of society and human existence. From this point of view, philosophy can be called "the only teaching aimed at the stability of the development of society and the state by constructing a holistic image of society." Kazakh philosophy should be considered in the context of world philosophical thought, as academician J. Abildin wrote in his work "time and culture": "in a totalitarian society, the teaching of philosophy was limited: firstly, the importance of Marxism was exaggerated; secondly, the philosophical thought inherent in all mankind is that that the world is viewed from a formal point of view, and philosophy is transformed into an abstract scheme. Philosophical categories are deep, dialectical logic has not been studied at all. The teaching of philosophy was limited to the concept of Marxism, and the most important problems of humanity were ignored.

Nevertheless, the Kazakh "school of philosophy" that developed at that time began to study dialectics and dialectical logic, the theory of categories and cognition, philosophical problems of natural sciences. But in the conditions of totalitarian control, this new exclamation mark, in any case, could not lead to the renewal of the philosophical system. Philosophy, like all other sciences, was considered a special kind of social consciousness and was used mainly to prove the correctness of the decisions of the leading party. An attempt to study the problem more deeply was considered a "deviation" if it went beyond the "party direction", which became the compass of the public mind. In this campaign, especially from the history of philosophy, there was a history of dialectics, including Plato, Aristotle, Spinoza, Descartes, Kant, Hegel and those who did not feel Eastern philosophy, whose name was also not called at that time.[2] These false "philosophers" were curiously afraid of primitive philosophy and thinking on the same level as their interpretation. They rudely proclaimed Marxism "the pinnacle of human reason." This orientation has immeasurably delayed the development of philosophy. Those who could think independently were accused of having "succumbed to idealism." Thus, the totalitarian system almost completely destroyed the works of talented people, discarding the spark of any new idea. This is because the field of those who adhered to the "politics of philosophy" was limited to a textbook-level schematic philosophy known as "Marxism." In today's independent society, he abandoned ideology. The exploitation of thought has disappeared, an opportunity has appeared to take a fresh look at the teaching of philosophy, to understand its task in a different way. Adhering to the principle of "integrity of world

culture", he sets himself the task of restoring, developing, and elevating the treasures of wisdom of the Kazakh people. Active interest in Kazakh philosophy arose after Kazakhstan gained independence in 1991. In modern Kazakh philosophy, the ideas of Eurasianism and nomadology have developed.

The outstanding Kazakh philosopher of the twentieth century Kasym-zhanov stream Khayrollayevich first published a philosophical collection about Kazakh philosophers "Kazakh". In it, he made an attempt to form a philosophical view of Kazakh customs and history, ideological features, thereby to know the "integral being" of the nation. However, A. Kasymzhanov died in the 2000s, and the large project that he started did not receive further continuation. After Kasymzhanov, a graduate of Moscow State University, Professor Mukanmadiyar Orynbekov, tried to fulfill the Kazakh task of studying philosophical thought. He wrote a short and informative monograph "the primitive philosophy of Protokazakh" and made an attempt to study the ancient history and continuity of customs, worldviews of the Kazakh people with modernity. The history of culture and worldview of the nation is a "philosophical question". After all, the creation of an integral or integral history of a nation is possible only with an appeal to objective reality and, accordingly, with its philosophical and logical development ("the principle of historicism" - "the principle of historicism"). Because all events in history are causal.

Oraz Amangalievich Segizbayev made a significant contribution to the Kazakh philosophical science. Professor Segizbayev O. A. justified the fact that the "enlightener" Shokan Ualikhanov is the "great thinker of the Kazakh people", even when the "Kazakh national consciousness did not exceed the level of enlightenment" in Soviet ideology. O. Segizbayev was able to paraphrase that Shokan's "enlightenment" is a fictional artificial and ideological construct. Aldan Aimbetov was one of the few philosophers who managed to philosophically raise the acute problem of society after independence. Thanks to his deep knowledge, he was able to understand and study the problems of the nation and the state in a universal way, to see the internal content of the national problem. Therefore, society was endowed with the ability to predict its future.

At the conference "Kasymzhanov Readings", held at the Kazakh National University, the nationalist philosopher, Ph.D., Professor Murat Sabit told the bitter truth about patriotism as a citizen. He said: "Our philosophy has departed from the path of truth. Emptiness became the main theme. In particular, it becomes impossible to turn philosophy towards national interests. So, starting with the philosophy of Kazakh wisdom, the worldview of Abai, Shakarim, Chokan and many other Kazakh dances have not received philosophical key comments. When philosophical science loses its methodological orientation, no ideology can come to life in the state. Where there is a strict censorship of philosophical freedom of thought, not only the teaching of philosophy, but also philosophers are in a depressed state.

A graduate of Moscow State University, Ph.D., professor, one of the regular authors of the journal "Akikat" − Zhakan Moldabekov opened the course "Kazakhstan" for students of the Faculty of Philosophy and Political Science of the Kazakh National University named after Al-Farabi and tried to turn the question "Kazakhstan" into the most pressing issue of the state of Kazakhstan.

D. Kishibekov, having scientifically analyzed the history and culture of the Kazakh people, the past and present of their traditional worldview, analyzing their mentality, being and customs, views on the world, investigated the problem of the history of philosophy. Kosybekov also identified the patterns of development of society in the transition period, the state of public relations and justified the need for sponsoring factors in the transition from one society to another. Garifolla Yesim, who perfectly knows the Kazakh national mentality and psychology, the specifics of thinking, has achieved significant success in studying the philosophy of Abai's heritage.

Since the independence of our country, Professor T. Gabitov has been very popular, who made a great contribution to the development of Kazakh philosophy, worked fruitfully and became the author of textbooks in the field of philosophy and cultural studies of Kazakhstan.

Since 1988, working at the Institute of Philosophy and Law of the Academy of Sciences of the Kazakh SSR, Nurmuratov Serik Esentayevich heads the department "History of Kazakh Philosophy" of the Institute and studies socio-philosophical, psychological problems of the Kazakh ethnic group in history and at the present stage, the world of spiritual values, sources of spiritual wealth.

Kazakh philosophical thought is unique not only in its form, but also in its content. The form of presentation of the thoughts of Kazakh poets and poets at all times had the character of a complete poetic text, transmitted to subsequent generations by repetition and memorization over and over again. However, their poetry did not fully correspond to poetry in the classical sense of the word and was not a way of creative self-expression. In the poetry of Kazakh poets and Zhyrau, the thought prevailed over the figurative one, sometimes this thought was expressed directly, without resorting to a figurative parallel, and often with the desire to translate the thought into a concept.[3] It is known that poets and zhyrau often

used in their works such concepts as time and space, death and eternity, good and evil, etc. At the same time, it was moral responsibility that determined, first of all, the nature and purpose of Kazakh philosophical thought.Wise thoughts have been preserved in the people's memory. If you look at the history of Kazakh philosophical thought, the history of the wise thought of the Kazakh people can be divided into two periods. The genesis of Turkic philosophical thought, which laid the foundations of such outstanding thinkers as Korkyt, Yusuf Balasaguni, Khoja Ahmet Yassawi, Al-Farabi, Mahmut Kashgari, etc., belongs to the first stage.

The second stage begins with the following prominent representatives of Kazakh thought -Abai Kunanbayev and Shakarim Kudaiberdiyev.For the first time in the history of Kazakh philosophy, Abai outlined the essence of the model of a mature personality (a complete person). According to Abai, a person as a mature person is endowed with three qualities: mind, heart, will. In Abai's creative legacy, his deep thoughts about the soul and the flesh are that "nature is not eternal, man does not submit to death", Abai defines the immortality of the soul and mind, that is, the category of Abai "mine". In the category of "I", the soul and mind are one, so Abai does not separate them. If the soul is immortal, then the mind acquires eternal life. This assumption is supplemented by the twenty-seventh word of Abai, which speaks of the existence of a great Immortal mind. In the poem "oil does not end in muddy water", Abai calls the eternal address of the soul and mind "la makan", which means a place outside space and time where there is no address that we feel. This secret is known only to God, Who controls everything.Shakarim deeply and comprehensively explored Abai's ideas about the soul and body. In addition, he offered his understanding. According to Shakarim, the soul exists as a being before the appearance of the material substance of man. This is the ultimate reality, as well as a reflection of everything, and this is the first. Secondly, the soul is the energy of movement, its root cause.[4] A unique example of philosophical and poetic creativity of the nomads of the XVIII-XIX centuries is the written poetry of the Kazakhs. Kazakh philosophy - includes a historically developed system of development of ideological ideas about the world and man in the field of wisdom of the Kazakh people. The history of Kazakh wisdom consists of two stages.At the first stage, the sages Anakharsis, Korkyt, Zhusup Balasaguni, Khoja Ahmet Yasawi, Abu Nasr al-Farabi, Mahmut Kashgari and others created the traditions of wisdom, which naturally became the starting channels of the culture of the worldview of the Kazakh ethnic group.

RESULTS AND DISCUSSION

In the context of modern economic and socio-political practice, the dialectic of national awakening is shown. It was possible to identify the ambiguity of the process of analyzing the main stages of solving the problem. The "pros" and "cons" of the process of national awakening are revealed. The necessity of considering the social problems of the process of national awakening through the prism of the prevailing social conditions and the possibilities of solving national problems, taking into account the interests of all social groups and communities that make up the structure of society, is shown. The specifics of the implementation of the national awakening are shown. The necessity of solving the process of national awakening in accordance with general social problems is proved. The reasons for the preservation of stereotypes of the national code and their connection with modern socio-economic and political conditions, ethno-cultural features of various regions and national republics are examined in a new way. The close connection of the socio-demographic group of the national awakening process with other elements of the social structure of society is noted. In the context of the transition of the economy to market relations, the council justifies the need to take special measures for the social activity of the national awakening process.

1. The prerequisites of the paradigm of national awakening of the Kazakh people are revealed.

2. The contribution of great Kazakh personalities and their political and philosophical thought to the Kazakh philosophy of national awakening revealed value and semantic features.

3. The evolution of the Kazakh philosophy of national awakening is analyzed and an assessment of the place and role in the Kazakh society is given.

4. The contribution of the Kazakh national philosophy of awakening to the Kazakh national philosophy is determined.

CONCLUSION

Kazakh philosophy is the consciousness of the steppe culture, which has created its own unique cosmos with a special poetic perception and feeling of life and the world. Eastern philosophy, Kazakh philosophical thought, in particular, should not be considered as the polar opposite of Western philosophy. The spiritual culture of the Kazakh people is an expression of a common and singular dialectic in the history of world spiritual culture.

In Kazakh philosophical thought, the defining values of which are spirituality, morality, kindness and tolerance, the idea has always been emphasized that a person acting by the method of nonviolence primarily protects himself and his opponent from moral harm, lies, hatred, lies, lack of respect for others and injustice.Kazakh thinkers believe that philosophical thought is a force acting through the word, which can cause other forces, expose lies and open the curtain on ghosts, as well as offer options for a better world for all people living on Earth.With the collapse of Soviet Socialist society at the end of the twentieth century, the era of Marxist philosophy also ended. In the second half of the twentieth century, the foundation of professional philosophy was laid in Kazakhstan, which owns the principles and laws of world philosophy.[5] As a result, philosophical problems find their continuation at the present stage from the point of view of studying at a new level.

The main problem is the task of formation, unification of the Kazakh philosophical language. And a special group should regularly deal with the state order. After all, Kazakh philosophy can only be recognized by the world as "Kazakh thought". It can't be otherwise. Like life itself, philosophy is constantly evolving. So if we reach such a level that we can monitor our development without interfering, we can say that Our philosophical teaching has acquired a real meaning. The development of philosophy coincides with the stages of the development of human culture and ways of mastering the world. This connection is not accidental.[6] It arises from the need underlying the essence. Therefore, in our current research, we pay more attention to this issue and ask: "what is our culture?", "what is the basis for further development?"we have to keep asking questions. All these issues are in close context with the past. Therefore, we must consider philosophical studies in general with their genesis, the history of the culture of society. This problem is something bottomless, like the depths of the ocean.

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SOME ISSUES OF REGIONALIZATION IN THE MODERN WORLD

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Abstract:

Especially relevant in relation to the situation on the border with Afghanistan after the Taliban terrorist movement came to power there. "The number of CSTO formations that are part of the CSO is about 20 thousand military personnel. Basically, these should be mobile formations and formations with constant combat readiness, "said retired military expert Colonel Nikolai Shulgin. - It's no secret that, for example, there are no such units in the army of Kyrgyzstan and Tajikistan, and their armed forces are extremely weakly armed. Now there are important tasks - equipping them with modern types of weapons and military equipment, as well as training personnel working under the auspices of the CSR. It can be assumed that the modernization of the KSO forces in Tajikistan and Kyrgyzstan will be carried out at the expense of military assistance from Russia and, possibly, Belarus and Kazakhstan. It is also important that Uzbekistan has suspended its participation in the CSTO, and Turkmenistan, which also borders Afghanistan, is generally a neutral country, but also needs to modernize its armed forces to reliably protect the southern border of the CIS.

Keywords: *CIS, CSTO, regional security, Afghanistan, Central Asia, NATO, Afghanistan.*

INTRODUCTION

Twenty-one years ago, on September 11, 2001, there was a terrorist attack on the United States, which responded by declaring war on al-Qaeda and the Taliban and launching an invasion of Afghanistan. 20 years later, this story ended with the withdrawal of the Western coalition troops and the actual victory of the Islamists. Also, Afghanistan can be clearly attributed to the states where the basic law changes very often. During the period of independence (since 1919), 7 constitutions have changed in the state itself, starting from 1923. Afghanistan currently has a constitution adopted in 2004[2].

Security in Central Asia, in the context of the situation in Afghanistan, is being actively discussed by the expert community in connection with the withdrawal of the main contingent of NATO forces from Afghanistan and the change in the status of the remaining forces. Experts' forecasts about the degree of possible negative impact of the situation in Afghanistan on the countries of the region differ. Some experts suggest that all Central Asian countries may indeed face threats from international terrorist groups stationed in Afghanistan in the field of drug trafficking. Also, many Russian experts say that there is a real threat of an invasion by extremist groups from Afghanistan into the countries of Central Asia, especially Tajikistan. Various scenarios are being considered for the development of events: from the capture of part of Gorno-Badakhshan and the attack on Khorog to the invasion of the Khatlon region, the capture of border villages and raids in the direction of Kurgan-Tube and the Sambuli shooting range, as well as secret movement to Kyrgyzstan along the Takhar-Tavildara-Garm route, along border mountain ranges of Badakhshan [4].

After the NATO countries led by the United States withdrew their troops from Afghanistan on May 1, the Taliban launched a large-scale offensive and now controls the country's territories, seizing the government.

The fact that Afghanistan, despite its poverty, is a tough nut to crack, including because it is in the sphere of interests of various powers and regimes, is evidenced by the experience of Stalin. He prepared to conquer this country three times, but could not carry out his plans.

Theoretical justification. A number of scientists conducted research on the current state of the post-Soviet RSC and analyzed the impact of Afghanistan on security processes in this region.

A. Lukin expressed the opinion that Central Asia continues to be a part of the post-Soviet space, since Russia still remains the dominant player here. However, the presence of China has increased significantly, and this is due not only to the oil and gas reserves of Central Asia, but also to the transnational threats of Uyghur separatism and Islamic extremism. In addition, Beijing is trying to prevent a scenario in which Central Asia can be used by its rivals (primarily the United States) to create threats in the rear of the PRC. India and Japan are also showing an increased interest in the countries of Central Asia. All this allows A. Lukin to argue that the countries of Central Asia can already be considered to some extent as part of the Asian security supercomplex, although for them membership in this supercomplex is still secondary, less significant compared to the post-Soviet, Russian-centric regional security.

Some researchers even believe that we can talk about the formation of a single RSK in Asia. A. Voskresensky calls it "Greater East Asia", which includes Central, South, Northeast and Southeast Asia. On the strengthening of tendencies towards the formation of a single Asian complex, including East, South and Central Asia, the contribution

E. Feigenbaum.

A. Priego believes that Afghanistan, which previously served as an isolator, separating the opposing forces, suddenly became the center of a new RSC, which can be called "South and Central". Asia". E. Klymenko believes: “Although it is impossible to say whether these five “stans” will remain together even in the near future, many common security threats and problems give reason to consider the region as a complex of regional security.” I. Bobokulov emphasizes that Central Asia is a full-fledged and independent complex of regional security.

Discourse/Analysis. In the current situation in Afghanistan, namely after the seizure of power by the Taliban movement, a banned organization in many countries, by August 14, the Taliban in the country took control of 90% of the entire territory of the state, and on August 15, 2021 they occupied the capital, Kabul, and seized power in Afghanistan . Afghan President Ashraf Ghani has fled the state.

Within the Taliban structure there are several militias comparable in strength and influence to their own militias and their own sources of resources, each of which has its own ties to foreign powers.

All historical experience indicates that with such a formation of power one can hardly expect to build a stable state administration capable of controlling Afghanistan. Rivalry between various leaders

and clans, the de facto autonomy of the regions of the state and periodic armed clashes look inevitable. But here we cannot rule out the resumption of a full-scale civil war.

The situation is further complicated by the threat of famine after the curtailment of foreign aid programs for Afghanistan and the cessation of Afghanistan's ties with Western states.

Here it should be taken into account, the new government of Afghanistan, that the country, if desired, will not be able to guarantee the absence of armed groups on its territory that attack neighboring countries or conduct subversive activities there.

It is the cessation of these threats that is the main interest in Afghanistan on the part of external players, including Russia and China.

These countries have a long history of interaction with the Taliban, have held a considerable number of negotiations with them and obtained certain guarantees from them. The comments of representatives of the movement about relations with Moscow and Beijing have also been very positive in recent weeks.

But the main principles of any potential agreement with the Taliban, one might say, are not entirely clear either to Russia, or to China, or to the Central Asian countries. As a rule, they combine active diplomacy in the Afghan sector with active military preparations.

At two summits planned in Dushanbe at once - the CSTO (Collective Security Treaty Organization) and the SCO (Shanghai Cooperation Organization) - it was planned to approve plans to provide coalition troops with new types of weapons, as well as organize joint combat training, intelligence and military exercises. For the first time in the history of organizations, on September 17, 2021, the first joint meeting of the heads of the CSTO and SCO member states was held in Dushanbe, chaired by the President of Tajikistan Emomali Rakhmonov, who held a thorough exchange of views on the situation in Afghanistan.

On the eve of the summits in the Orenburg region at the Donguz training ground, joint anti-terrorist command and staff exercises of the SCO countries "Peace Mission - 2021" began, in which more than 4 thousand military personnel from Russia, China, India, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan and Uzbekistan took part participation. It began almost simultaneously with the joint strategic maneuvers (SGU) of Russia and Belarus "West-2021", in which military contingents from other countries take part, including from the CSTO and the SCO (Armenia, India, Kazakhstan, Kyrgyzstan, Mongolia, Serbia, Tajikistan, Sri Lanka and Pakistan). Military sources report that the plans of the KSHU SCO and the Russian-Belarusian SBU are interconnected. First, these and other exercises are testing new methods of combating unmanned aerial vehicles (UAVs) and defense against weapons of mass destruction (WMD). Secondly, when working out the tasks of combat training, the military-political situation on the territory of the CIS and its borders is taken into account. The idea of the KShU "Peace Mission-2021" was influenced by the situation in Afghanistan, although it was determined in the summer of 2021 following the meeting of the Ministers of Defense of the SCO countries, which took place in Dushanbe on July 28 in the Middle East and India for the leadership of the main political propaganda department of the Red Army, in the headquarters and departments of the armed forces.

Then Russian Defense Minister Sergei Shoigu suggested that the partners, in addition to organizing joint military schools, master "methods of countering the new tactics used by international terrorists." In particular, the fight against unmanned aerial vehicles, ensuring information security, preventing terrorist attacks using chemical and biological weapons. Now these tasks are being worked out during the SCO CSU in the Orenburg region. Shoigu noted the importance of exchanging information in the field of military security and experience in countering terrorism, as well as maintaining contacts "through the line of general staffs." Apparently, following these recommendations, according to media reports, a meeting of the leaders of the intelligence services of the region was recently held in Pakistan, at which the situation in Afghanistan was discussed. The meeting, hosted by the head of Pakistan's Inter-Services Intelligence (ISI) Faiz Hamid, was attended by the heads of the intelligence services of Russia, China, Iran, Uzbekistan, Tajikistan and Turkmenistan. There was no detailed information about the event, but it is known that its participants spoke about the measures necessary "for lasting peace and stability in the region" [10].

According to the Chief of the General Staff of the Armed Forces of the Russian Federation, General of the Army Valery Gerasimov, the same issues were raised at the "meeting of the chiefs of the general staffs of the armed forces of the SCO countries", which took place at the Donguz training ground during the active phase of the "Peace Mission - 2021" maneuvers.

According to official reports, other defense, as well as humanitarian and military-economic issues related to "well-known events in Central Asia" will be discussed in Dushanbe on September 16-17.

According to Russian Deputy Prime Minister Yury Borisov, at the CSTO summit, the heads of state of this organization "will sign an agreement on equipping the Collective Rapid Reaction Forces (CRF) with modern weapons and military equipment," and will also determine a set of measures related to repelling possible threats emanating from from Afghanistan. Recall that the decision to form the CSTO CSR was taken by the CSTO bodies back in 2009. They are supposed to be used to "repel military aggression, conduct special operations to combat international terrorism, transnational organized crime, drug trafficking, as well as to eliminate the consequences of emergency situations."

Many experts believe that 2021 has been a busy year for the region: a pandemic, growing social tensions, lingering economic and energy issues, and others. With regard to the events of the Consultative Meeting of the Heads of Central Asian countries and the renaming of the Turkic Council in November into the Organization of Turkic States. Of the internal problems in the region, the risk of growth of protest movements, unresolved issues of borders stand out; external geopolitical risks include the rise of China, Russia's desire to bind the countries of the region to itself, and the ongoing crisis in Afghanistan.

CONCLUSION

All this is especially relevant in connection with the situation on the border with Afghanistan after the terrorist movement "Taliban" came to power there. "The number of CSTO formations that are part of the KSO is about 20,000 servicemen. Basically, these should be mobile units and formations of constant combat readiness," said Colonel Nikolai Shulgin, a retired military expert. - It's no secret that, for example, there are no such formations in the Armed Forces of Kyrgyzstan and Tajikistan, and their army "piece" mobile units are armed extremely weakly. Now there are important tasks - to equip them with modern types of weapons and military equipment, as well as to train personnel operating under the auspices of the CSR. It can be assumed that the modernization of the KSO forces in Tajikistan and Kyrgyzstan will be carried out at the expense of military assistance from Russia and, possibly, Belarus and Kazakhstan. It is also important that Uzbekistan has suspended its participation in the CSTO, and Turkmenistan, which also borders Afghanistan, is generally a neutral country, but their armies also need to be modernized in order to reliably protect the southern borders of the CIS. These issues will be discussed at the CSTO and SCO summits in the near future."

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TEACHING TEXTUAL PROBLEM SOLVING IN UPPER GRADES IN PREPARATION FOR NATIONAL TESTING

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Abstract:

In recent years, there has been significant attention given to issues related to traditional school lessons. Schools and teachers are faced with the challenge of not only imparting knowledge and skills but also teaching students to apply them creatively. However, in most cases, students rely on the guidance of their teachers and are not adept at organizing their actions independently.

From the very beginning of their school days, students are given tasks. Throughout their education, mathematical problems consistently help students develop proper mathematical concepts, delve deeper into various aspects of the relationships in their surroundings, and provide the opportunity to apply theoretical knowledge they have acquired. The ability to solve problems is one of the key indicators of students' knowledge and level of development, as well as the depth of their mastery of the curriculum. Problem-solving contributes to the development of persistence, diligence, activity, and independence among students, while also fostering an interest in learning, helping students develop and defend their own perspectives and dignity.

One of the key aspects of teaching mathematics is instructing students in the skills of solving text problems.

Of course, there are challenges, as not all primary school students master the skill of solving text problems, even at a basic level. There are numerous reasons for this. This article addresses the issues related to teaching text problems in upper grades as part of the preparation for the Unified National Testing. Various recommendations will be proposed for addressing this problem.

Key words: *problem, text problem, learning issues, problem solving, equations, algebraic method, Unified National Testing, recommendation development.*

INTRODUCTION

The main results of the conducted analysis and a review of the scientific and methodological literature on the research topic are presented. An analysis of currently relevant text-based problems encountered in the Unified National Testing and examination papers in the school mathematics curriculum serves as the basis for developing the theoretical framework for future research. The relevance of developing a methodology for teaching text-based problems to high school students is justified.

For an educator working with high school students, an important aspect of their professional identity is the readiness of their students for higher education. Such a teacher understands the significance of their work and possesses deep knowledge of the theory and methods of organizing research activities. They are also capable of applying relevant research and organizational skills in their practical work. This enables students to successfully develop their research skills and achieve high results in scientific projects and research, as well as in their future higher education.

Tasks may encompass information from various fields of knowledge, broaden one's horizons, stimulate cognitive abilities, and also carry aesthetic value. Solving tasks contributes to the development of persistence, industriousness, activity, and independence in students. It also fosters an interest in learning, helps students develop and defend their own perspectives and dignity. One of the key aspects of teaching mathematics is instructing students in the skills of solving text problems.

EXPERIMENTAL METHODS

The relevance of this topic is driven by the fact that not all students grasp the algebraic method for solving text problems, even at a basic level. This can be attributed to various factors, such as fear of tackling problems, lack of understanding of the underlying processes, an inability to identify relationships between quantities in the problem, and more. Some students lack the necessary skills, including understanding the steps involved in problem-solving, misconceptions about the objectives of each step, an inability to solve equations or inequalities, and so on. Deficiencies in logical thinking and a lack of knowledge about problem-solving methods can hinder successful engagement with these problems.

Text problems are traditionally considered challenging for the majority of students. They hold great significance in school mathematics, as they promote the development of logical thinking, improvement of communication skills, and various other aspects of students' productive activities. However, there are well-known serious difficulties that students encounter when solving such problems. The primary challenge lies in translating textual information into mathematical models, which can take the form of equations, inequalities, tables, graphs, and so on. To do this, students need to carefully analyze and correctly interpret the text, formulate the question in the problem, and express unknown quantities in terms of known variables [4].

In modern mathematics textbooks and problem sets, text problems play a significant role in teaching and developing mathematical skills. They are presented to students for the purpose of practicing analytical reasoning, logical thinking, and applying mathematical methods to real-world situations. Text problems are also an integral part of mathematical competitions, where participants encounter challenging and non-trivial problems that demand a creative approach and the application of various mathematical concepts.

During the analysis of the scientific and methodological literature on this research topic, the main characteristics of a text problem can be identified, including:

- A text problem is a description of a real or fictional situation in which a problem arises that requires a mathematical solution. The description may include information about people, objects, events, conditions, and constraints related to the problem.

- The problem requires transforming the description of the situation into a mathematical model. The mathematical model includes variables, equations, inequalities, or other mathematical expressions that formalize and solve the problem.

- In a text problem, there is usually a stated objective or question that needs to be answered. The objective may be presented in the form of a question, a request for a solution, or a requirement to find a specific value or relationship.

- The problem may contain various numerical or contextual data that are necessary for solving. These can be known facts, measurements, relationships, or conditions that influence the problem's solution.

- The solution to a text problem consists of a sequence of logical steps, the application of mathematical methods, the analysis of information, and the derivation of an answer to the posed question or the achievement of the stated objective.

- The answer to a text problem typically represents a numerical value, a ratio, a description, or an explanation of the outcome that corresponds to the stated objective or question. The answer should be clear, precise, and contextually relevant to the problem.

- Text problems model real-life situations or issues that can arise in various fields, such as physics, economics, engineering, biology, chemistry, and others. Solving text problems helps apply mathematical knowledge and skills to practical situations and develops the ability to analyze and solve problems.

There are several methods for solving text problems, and the choice of a specific method depends on the type of problem, the provided data, and the mathematical concepts applicable to the problem. Here are some common methods for solving text problems:

1. Trial and Error Method: This approach involves experimenting with different values and problem-solving approaches. It can be useful when there is no clear analytical path to a solution. The trial and error method allows for exploring various approaches and options to find the most effective solution.

2. Geometric Method: Solving a problem using the geometric method means finding the answer to the problem's requirement by using geometric constructions or the properties of geometric figures.

3. Schematic Method: Solving a problem schematically means finding the answer to the problem's requirement, typically using diagrams or visual representations.

4. Logical Approach: Some text problems require the use of logical reasoning and the ability to deduce implicit connections and rules from the problem's description. This approach is particularly useful in problems involving logical puzzles, sequences, or decision-making.

5. Tabular Method: Solving problems using the tabular method can significantly save time spent on documenting and explaining steps, especially since many problems can be solved "within" the table. The main advantage of this method is its visual clarity and efficiency.

6. Analytical Approach: This method involves breaking down the problem into simpler components through analysis. Key facts, known data, and unknown quantities are identified. Mathematical methods such as algebra, geometry, trigonometry, or statistics are then used to formulate equations and solve systems of equations to find the solution to the problem [6].

Each of these methods has its advantages and can be effective depending on the context of the problem and the skills of the learner. Often, a combination of several methods can lead to the best result. It is important to develop flexible thinking and the ability to choose the appropriate problem-solving approach for each specific problem [5].

Solving text problems using an analytical approach can help develop mathematical intuition and confidence in solving a variety of problems. The analytical approach encompasses two methods: the arithmetic method and the algebraic method. In this context, we are interested in the algebraic method because it requires a good understanding of mathematical concepts and analytical thinking. Solving a problem algebraically means finding the answer to the problem's requirement by formulating and solving equations or systems of equations (or inequalities).

Formulating equations and inequalities is one of the approaches to solving text problems. It is based on the creation of mathematical equations or inequalities that represent the relationships between the quantities in the problem. During the research, various algorithms for solving text problems using the algebraic method were examined, and as a result of this research, a common approach to solving problems algebraically was proposed [7]:

1. Reading and Analyzing the Problem: Carefully read the problem and identify key facts and unknown quantities. Understand the problem's conditions and constraints.

2. Identifying Variables: Determine which quantities will be the variables in the problem. Assign appropriate symbols or variables to them.

3. Formulating Equations or Inequalities: Using the information from the problem and mathematical relationships, formulate equations or inequalities that reflect the problem's conditions. It is important to accurately express the relationships between the variables.

4. Solving Equations or Inequalities: Solve the obtained equations or inequalities to find the values of variables or establish constraints on them. Use methods for solving equations or inequalities that correspond to the type of problem, such as algebraic manipulations, factoring, graphical methods, and so on.

5. Checking and Interpreting the Result: Verify the obtained values of variables or the satisfaction of inequality conditions. Interpret the result in the context of the problem and ensure that it logically and meaningfully aligns with the task.

RESULTS AND DISCUSSION

In the end, one can understand that to solve text problems, a learner must have a good understanding of processes, elements, and the ability to express them in the form of mathematical expressions. This method is called mathematical modeling. Let's go through various exercises that can help develop mathematical modeling skills. The first one is simulating the real-life situation of the problem, which means visually and figuratively representing the relationship between variables.

The second method is creating a schematic drawing or illustration that describes the situation in the text problem. Drawing the entire content of the problem can be challenging, so it should be represented using symbolic notations. Sketching a text problem can serve not only as a technique for understanding the problem but also as a means of restating the conditions in a convenient and visual form, making it more understandable. In the end, the drawing can be used as a way to verify the accuracy of the conditions and the answers found for the problem.

The third method is to record the text problem in the form of a table or present its content as a mathematical expression (equations, inequalities).

During the analysis of scientific and methodological literature on this research topic, it is possible to identify and recommend to students and future applicants the study of educational materials in mathematics to improve their skills in solving text problems:

1) "Mathematics Handbook for Unified National Testing Preparation" Part 1 by I.P. Rustyumova and S.T. Rustyumova. Chapter 5, "Solving Text Problems," which covers the fundamental types and categories of text problems, as well as their solutions using the basic methods mentioned above. By studying this resource, students and future applicants can gain a better understanding of how to approach and solve mathematical text problems effectively [1].

2) "Mathematics Trainer for Unified National Testing Preparation" Part 3 by I.P. Rustyumova and S.T. Rustyumova. Chapter 6, "Solving Text Problems." This collection serves as a problem set companion to the previously mentioned handbook and can be an excellent tool and trainer for preparing for the Unified National Testing. Using this trainer, students and future applicants can practice solving a variety of text problems, reinforcing their skills and gaining valuable experience in tackling different types of mathematical challenges commonly encountered in standardized tests [3].

3) "Mathematics, Grades 3-12" published by "Bastau Books," authored by Shametov M.R., Shametov Z.R., Shakhibadinqyzy N., Basxanova A.D. This collection delves into a wide range of text problems with varying levels of complexity and more detailed qualifications. It contributes to rapid skill development and improvement in solving text problems. These materials offer students and future applicants a diverse set of mathematical challenges, allowing them to practice and enhance their problem-solving abilities, catering to different preferences and proficiency levels. It's important to note that the choice of educational materials may vary from one teacher or student to another [2].

CONCLUSION

As this research has revealed, the topic of this work is highly relevant in modern mathematics education. In most cases, solving text problems presents challenges to students. However, to address this issue, it is essential to practice solving text problems as frequently as possible. This is because it is one of the key indicators of the level of mathematical development among students and reflects their depth of understanding of the educational material.

Improving skills in solving text problems not only enhances mathematical competence but also fosters critical thinking, problem-solving abilities, and a deeper comprehension of mathematical concepts. Therefore, the study and mastery of techniques for approaching and solving text problems are of great importance in contemporary mathematics education.

In the end, this will lead to a qualitatively new approach among students to the study of mathematics. It will not be limited to mechanical and template-based problem-solving, but will involve comprehensive analysis of the problems. Independent student activity in this area is particularly evident when solving text problems. Taking these factors into account, students achieve higher levels of learning and academic success.

The conclusions of this research will contribute to a better understanding and effectiveness of solving text problems. The results will be valuable for mathematics teachers in developing educational materials and teaching strategies for text problem-solving. Additionally, the study will provide insights into how students perceive the algebraic method and its usefulness in solving text problems.

In general, this research has the potential to improve students' performance in solving text problems and their thorough preparation for standardized tests, such as the Unified National Testing. By enhancing their problem-solving skills and mathematical comprehension, students can be better equipped to tackle a wide range of mathematical challenges they may encounter in their academic and professional journeys.

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STUDY OF ETHNOCULTURAL UNITS IN THE CONTEXT OF ETHNOGRAPHY OF THE PEOPLE

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Abstract:

In modern linguistics, interest in the problem of ethnocultural education is growing, therefore, the question of the need for patriotic education, aimed at developing a sense of pride in one's people, mastering its cultural and historical heritage, arises.

Currently, the problem of awareness and understanding of ethnic culture by the younger generation is urgent. Therefore, ethnocultural education as a purposeful pedagogical process provides for the introduction of young people to their ethnic culture, material and spiritual heritage; it orients the upbringing and development of the personality towards mastering the basic properties of culture and is aimed at preserving ethnocultural identity by fostering love for the native language and culture. The content of the effective aspect of the life of young people will, to one degree or another, be determined by how stable the focus on understanding and recognizing spiritual values is, and how deeply their desire to become cultural people is.

Only an educated person feels belonging to his people, to his culture, he feels himself an organic part, the bearer of this socio-cultural experience. In this regard, in modern conditions, there is a serious attention of society to the problem of transferring national cultural traditions and values to young people.

Key words: *ethnoculture, education, history, spiritual, linguistic, social, tradition.*

INTRODUCTION

A receiver of the text by dislosing language information in the text becomes aware of its communicative task and aim. Following the principles of systematization of speech activity of a language learner thought it formulates the unity of language components. Relating grammar categories formed by the interconnection of sentences in the text are defined from the aspect of structure of separate words and word combinations. The function of special morphological indicators in connection of words in terms of directing the words to common matter different relating semantic value is considered. By language communication the sequence of thoughts and the aggregate of semantic connection are analyzed. Communicative units carry out functions of connecting the parts of the text, raising information level of a text, ensures the unity, cohesion of text.

Information which is transmitted through communicative units in the text is the result of interrelation of language nature and phenomenon of cognition. Due to language units expressed by a language learner conceptual deductions on thoughts, imaginations, predictions, life, world, existence are determined. Language link is the usage in semantic integration of relating units that disclose the content of the topic.

This is the basic principle of our work and sets its direction. Many of the unknown which were saved in the language, originates it from the ancient times. The task of ethno-linguistics is to look into its depths and reveal its secrets of unit along with history.

In the research of ethnogenesis, which is beliefs, lifestyle characteristics, geographic location, historical and cultural relations with other nations, its material and spiritual culture of the valuable materials are ethno-cultural unit of the Kazakh language. The aim of the project is to find solution of ethno-linguistic problems through the research of linguistic units in close relation with the Customs and rites.

The historical truth is that because of the lack of knowledge of the ancient heritage of Kazakh people was considered one of the "youngest languages". The main reason for this is, first of all, the Soviet ideology tried to maintain a policy of neglect of the human history. Related to this is the emergence of a generation that knows nothing about its own history and culture and even feeling hatered towards them. The cause of this actual problem was heavily revealed in the statement made by Nursultan Abishevich Nazarbayev: "In fact, the marginalization of some Kazakhs, who were under the influence of different ethno-cultural system, mostly related with lack of knowledge of the history of the relative people" [1.58].

The main findings and scientific results of the project will pave the way definition language and ethnogenetic relationships, traditions, beliefs, ideology of the people. The results of the research may be useful in the in-depth examination of the historcal problems of the language. The results of this research can be used in a class on ethnolinguistic, orthography, the history of the Kazakh language, etc. industries, as well as specialized courses on the subject of this research, the lexicographical practice in the development of training manuals and textbooks.

In our time, there is no doubt in the fact that ethno-cultural unit of the Kazakh people which became the object of study of science ethnolinguistic, can be quite a rich source and object of scientific research. It is known that most researches on ethno-linguistic units written by scientists. However, despite the fact that they were, in general, the problems of national circumstances, knowledge, traditions, language, they have not been studied systematically, specifically. Therefore, this Project will promote cultural units, based on the requirements of our time, the funding of replenishment of the national cultural heritage.

The main wealth, reflecting through his special spiritual world, is derived through - phraseological phrases. Those phrases feature national traditions, beliefs, lifestyle, world views, the people depicted in short statements.

The initial motives of phraseological units are lost or obscured, along with folk traditions, customs and rituals, beliefs, art. Disclosure of their values and ways of phraseological units, based on the National Cultural Foundation, traditions and ceremonies by using this section of Linguistics, ethnolinguistics, as our primary task.

From generation to generation nation passes its public experience, spiritual wealth as a valuable heritage, both material and spiritual culture of the society. This creates a continuity and new generation comprise of the precious that created by previous generations, and it is possible to enrich the spiritual world of society in modern times. The impact of the research results are promoting national traditions, customs and rituals, spiritual wealth of his people, to improve the aesthetic taste and enriching the inner world of the new generation, as well as the public importance of the research.

There is no doubt that the research of ethno-linguistic units in Linguistic point of view, the study of the history of the literary language formation, history, culture-historical phonology, historical grammar, syntax, Lexicology, historical, have big historical importance and that they are the development of the ethnoliguistic as a part of Linguistics.

It is widely known that the nation evolution has been progressing over centuries of the history, its different marks and phenomena came down to our time in the form of stone statues and architectural structures differences. However, they are only one facet of life in this piece of those people. The wisdom of the people, worldview and thought abilities are entirely saved in their language. In every historical period of there was need for equipment, weapons, clothing and food, beliefs, games have come down to us in the associated concepts, words and expression, phraseology and proverbs.

This is the basic principle of our work and sets its direction. Many of the unknown which were saved in the language, originates it from the ancient times. The task of ethno-linguistics is to look into its depths and reveal its secrets of unit along with history.

EXPERIMENTAL METHODS

Implementing scientific research works were managed by regulatory documents prepared from methodological, experimental aspect . The method of variation analysis which trains to freely express ones thought while conducting discussion on the issues of scientific social majority. Special attention is paid to comparative typological, interactive, reproductive, listening to the text, understanding by listening the methods. Ability to make up an adequate conversation according to the given topic situations. Test and numerical analysis. Scientifically proved methods and techniques give an opportunity to increase the efficiency of relating units, gnoseological, and model of language-thought- society.

In the research is used descriptive and comparative methods of synchronous learning material, method of interpreting, organizing collected linguistic units, ethno-linguistic component analysis method, etc…

In our study it will be reviewed and evaluated the ethno-cultural units that have taken into account national traditions, customs and rituals, peculiarities of life, philosophy in the works of various genres of oral national creativity and artistic works. The Customs and ceremonies related to marriage, a son and a daughter married to the Kazakh people, matchmaking, defined as an expression in the works of oral national creativity and the artistic works, studied how they are reflected in the linguistic units. With their

help, as well as using the latest theoretical and methodical achievements in modern ethnoliguistic, there have been identified issues of language problems of ethnolinguistic continuity.

The scientific results of studies considered in close connection with industry issues, for example, the history of the Kazakh language, historical Lexicology. The research work carried out in full respect of the requirements and taking into account the demands and requirements of modern times.

We believe that the study of verbal gems that have preserved the features of the historical development of the Kazakh people in aspects of structural and cognitive, allows you to follow the evolution of the Kazakh national ideology, the spiritual development of the people, explore the nature of changes in the history of the language, leading to new discoveries and allegations.

Hereby we confirm that the proposed project is original and has not been previously funded.

We undertake to abide by the highest standards of intellectual honesty, avoidance of fabricating scientific data, falsification, plagiarism, false joint authorship, use individual members of collective research, data, and research findings, without the consent of the other parties.

RESULTS AND DISCUSSION

The scientific results of studies considered in close connection with industry issues, for example, the history of the Kazakh language, historical Lexicology. The research work carried out in full respect of the requirements and taking into account the demands and requirements of modern times.

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CONCLUSION

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ISSUES OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE STUDENTS IN RUSSIAN LANGUAGE CLASSES

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Abstract:

The article deals with the issue of communicative competence as the main goal in the study of language by students of non-linguistic specialties. The authors rely on the main task of the Russian language at the university - improving skills and the ability to make full-fledged syntactic constructions of various types understandable to the audience, to convey the content of texts, to interpret them. It is concluded that language acquisition is impossible without knowledge of all levels of the language: phonetics, word formation, vocabulary, morphology, syntax and stylistics. The authors offer different types of tasks and exercises to solve this issue. Tasks and exercises as a way of managing learning should not be a random, unmotivated set of tasks, but their strict special system aimed at automating language forms and developing speech skills. Various types of question-and-answer tasks are offered: "read the questions and answers ...; pose questions...; answer questions; answer questions using ...; pay attention to ...; read examples ...; explain the meaning…; explain the difference in the meanings ...", etc. The control of the correctness of understanding the content is carried out in exercises for translation from Russian into native, etc. Tasks of this type are the main way of developing students' communicative competence.

Keywords*: communication, competence, speech skills, grammar, language levels, theoretical material, set of tasks, speech activity, rules of text coherence.*

INTRODUCTION

The main task of studying the Russian language at the university is to improve the skills and the ability to compose full-fledged syntactic constructions of various types that are understandable to the audience, to convey the content of texts, interpret them, etc. The communicative competence of students of non-linguistic specialties involves, first of all, the development of practical language skills in educational, professional, business and household spheres. That is, the communicative ability of students is expressed by the level of skills and abilities in various types of speech activity based on their future specialty.

In many ways, communication is understood by teachers as a method of teaching a language without studying grammar. It seems to us that this is a mistaken understanding. Language acquisition is impossible without knowledge of all levels of the language: phonetics, word formation, vocabulary, morphology, syntax and stylistics [1, 16].

Communicative competence, first of all, is a complex of grammatical knowledge, such as the ability to recognize phonetic, word–formation, lexical, morphological, syntactic and stylistic features of a language and manipulate them at the level of words and sentences.

The question is how to teach language material: by providing students with a set of theoretical information and rules on phonetics, grammar, vocabulary in isolation from the practice of communication or by forming students' skills in phonetic, grammatical and lexical means of language directly in the process of speech activity.

EXPERIMENTAL METHODS

From the point of view of communication, in order to adequately perceive an oral or written statement in Russian, to communicate any information, students must memorize certain words and phrases, assimilate certain morphological forms of words, i.e. have a specific stock of knowledge at all levels of the language.

Accordingly, the communicative methodology considers phonetic skill as the assimilation of pronunciation norms, phonetic features of the studied language; grammatical skill as automated, normative education and the use of morphological forms of words; lexical skill as semantically and stylistically correct use of lexical units, their combinations, etc.

Phonetic, grammatical and lexical skills are formed by interacting with each other while simultaneously learning the types of speech activity: listening, speaking, reading, writing.

However, practice shows that even well-formed phonetic, grammatical and lexical skills (knowledge of words, their forms, their orthoepy, spelling, etc.) still do not provide language proficiency. Even having mastered stereotypical tasks with lexical and grammatical material as a result of repeated repetition and consolidation, students cannot implement these forms in various communication situations [2, 37].

The use of acquired skills in real communication conditions ensures the formation of speech skills, which are considered by the communicative methodology as the ultimate goal of learning. In other words, the communicative methodology defines speech skill as the ability to freely and correctly perform operations with language material, and speech skills as the ability to express a certain semantic content, flexibly varying the acquired speech skills in accordance with the goals and conditions of communication.

Speech skills and speech skills are formed in the process of performing certain tasks. Communication comes from the fact that the whole system of exercises should correspond to the path, sequence of stages and stages through which language acquisition takes place. That is, exercises as a way of managing learning should not be a random, unmotivated set of tasks, but their strict special system aimed at automating language forms and developing speech skills [3, 106].

Language material can be presented in the form of diagrams, tables, formulas. Tasks like: "pay attention to ..., read examples ..., explain the meaning ..., explain the difference in values ...", etc. are performed here. The control of the correctness of understanding the content is carried out in exercises for translation from Russian into native.

After the students have mastered the studied material, tasks are performed on observation, analysis and memorization of lexical and grammatical means used to express certain content, for example, "compare ..., remember ..., learn ...", etc.

The next task may be practical actions with the perceived material, the selection of certain words and word forms, mastering the rules of their morphological design. The general purpose of such exercises is the assimilation of means and ways of expressing thoughts.

Primary automation of operations is carried out on the basis of elementary receptive, reproductive exercises aimed at the formation of stable speech skills. These include tasks such as: "pick up ..., use ..., specify ..., replace ..., change ...", etc. with a mandatory support, hint, sample.

The purpose of the following tasks is:

-the use of the studied language material in speech,

-implementation of acquired skills adequately to the communication situation,

-formation of the ability to express a thought, a given content.

Such exercises include question-and-answer tasks of various types: "read the questions and answers ..., ask questions ..., answer questions, answer questions using ...", etc.

Then you can move on to the following types of work - work on a text rich in the material being studied. First, tasks are performed to observe the program of someone else's utterance. In this case, the text as a semantic support, freeing students from the need to keep its content in memory, allows them to focus on the ways of its expression. Such exercises provide mobility and flexibility of speech actions, sufficient speed of their execution. Here it is advisable to perform tasks on dividing the text into semantic segments, parts, their preparation; drawing up simple, complex plans; abstracts; summaries of the text. From exercises on awareness and reproduction of the program of someone else's utterance, you can consistently move on to independent, productively creative, integrated tasks [4, 87].

Here, such types of tasks are usually used as: "answer the questions ..., tell ..., express your opinion, judgment ..., draw conclusions, etc. Based on the text you read or listened to, i.e. the program of someone else's utterance.

And only at the final stage of training, types of work are performed that teach the construction of one's own utterance, first on a narrow topic, then on a range of topics in the form of messages, conversations on a given topic, on a specific problem, etc.

In our opinion, tasks and exercises that require students to take formal actions with language material ("instead of dots, put ..., put words from brackets ..., specify perfect verbs, find a predicate, etc.) are ineffective even when studying language material.

A distinctive feature of the communicative exercises is their focus on the semantic content: "agree ..., object ..., ask ..., etc. Or instead of the wording: "put the words from the brackets in the dative case", the communicative task suggests: "tell me to whom you wrote ..., bought, presented ...; complete the sentences, use the conjunction to.

Sample: ... you need to take meat and vegetables. – To make soup, you need to take meat and vegetables," etc.; ..., you need to repeat the texts. ..., you need to do sports.

CONCLUSION

Thus, in order to realize the communicative needs, it is necessary to form individual skills and abilities among students of technical specialties, namely:

- ability to work with a scientific text (highlight the main and additional information, compress and progress information, analyze it, draw conclusions);
- the ability to conduct a discussion, listen and hear the interlocutor, defend your point of view, giving arguments and facts, observing speech etiquette;
- development of skills for creating new texts of various types (narration, description and reasoning of a scientific nature);
- the ability to convey the content of scientific texts with maximum accuracy during taking notes, defining new terms and concepts, special words and phrases;
- the ability to compose and write down a plan of the text (a plan of the name, question and thesis type), perceived when reading;
- the ability to summarize the main content of the read or listened text in the form of a diagram and the use of expressive means of language;
- the ability to compose your own statement on a given topic, observing the rules of coherence of the text.

Without the development of communicative competence, there can be no competitive, tolerant personality, because, starting with a simple language analysis of the text and ending with the interpretation of the text, analysis of the structure, students develop practical skills and abilities [5, 4].

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STRUCTURAL-CONTENT MODEL OF FORMING CREATIVITY FOR FUTURE VOCATIONAL EDUCATION TEACHERS

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Abstract:

Today, in providing education to students, it is not a large fund of knowledge, but it is a general cultural, personality formation, as well as cognitive development opportunity, formation of skills to master knowledge. In achieving the goal, our thinking should be ahead of what we are doing, so it should resonate before it.

In order for the educational system in higher educational institutions to meet modern requirements, teachers who know how to apply the achievements of pedagogical sciences in their practice, who can think creatively, analyze their professional work and develop it further are needed.

In this regard, there is a need to form creative teachers who are professionally trained at a high level, have strong creativity, who can quickly and qualitatively find solutions to the presented problems in higher educational institutions.

Keywords*: competence, teacher of Vocational training, Professional competence, pedagogical competence, students, activities*

INTRODUCTION

The process of creativity in education affects not only the development of current creative skills for students at each level of education, but also their future self-awareness, creativity, and objective self-evaluation. Education in a modern way is reflected in the development of creativity of future teachers of vocational education, and it, in turn, in the development of professional competences.

The creativity of the future vocational education teacher is determined by his professional ability to invent and implement new ideas and thoughts in education and to ensure the results of educational activities, and his readiness to always find positive solutions to problems encountered in professional activities. Therefore, there is a need to implement education based on the formation of creativity in the professional training of vocational teachers. This is because the great socio-economic and political changes taking place in the country are intended for our generation to be implemented in a new way in the context of the creation of a new Kazakhstan, to be formed as a spiritually and comprehensively developing person.

The development of a teacher as a professional depends on the formation of creativity, the ability to adapt to the external factors of the pedagogical field [1]. In this regard, we will begin with the study of the meaning of the concept of creativity, which is the basis for the study of the problem of formation of pedagogical creativity in scientific literature.

EXPERIMENTAL METHODS

In our research on the issue of creativity, creativity ("from Latin, creatio - to create") can be seen as a multidimensional phenomenon that includes intellectual and intellectual (personal, social) factors [2]. According to modern psychology, creativity is considered as one of the components of talent. In particular, a person's creative abilities, which are determined by the readiness to analyze and implement new ideas in a standard way of thinking.

Table 1 - The concept of creativity is the opinion of scientists

Scientists	Creativity is
McKellar	the ability to sum up and add concepts to the original mind using new ways of doing things.
D. Simpson	A person's ability to abandon stereotyped ways of thinking
J. Renzulli	Features of personal cognitive behavior, new methods of solving problems using different points of view
F. Barron	The opportunity to add something new to the experience
M. Wallah	the ability to form ideas that are the basis for solving new problems
H. Gavin	to achieve a valuable result in a non-standard way
E. de Bono	to be able to produce a product with a cost-effectiveness for the current situation
A. Rotenberg, K. Houseman	positive results through non-standard thinking
K. Findlay, K. Lumsden	the ability to find solutions to problems in the face of uncertainty.
M. Boden	the ability to generate ideas from existing concepts that lead the individual to interesting results.
K. Mishuru	the ability to create products that are innovative and relevant to the context.
V.V. Moroz	level of creative talent, creative ability of a person; ability to adapt to the need to search for new approaches and new products.
E.P. Ilyin	the ability to transform creativity into information by abandoning stereotypical ways of thinking
M.K.Golovanivskaya	formation of unique ideas, deviation from the traditional line of thinking,

A.A. Vlasova, K.A. Yunusov	the ability to adapt to the need to search for new technologies and products, the ability to change the main features: originality, independence, adequacy of the task and suitability for use, as well as relevance to the current moment.
S.L. Markov	manifestation of personal creativity, human talent, the ability to create unique new ideas and apply them in life
V.N. Druzhinin	a dam's psyche built-in Description, this private in action _ productive changes realized to carry out and of a person study to the service said the need to satisfy opportunity gives _
V.G. Ryndak	of thinking intellectual activity up level ; private of the person relative in a way stable description constituting private of the person productivity - creativity _ level , creativity talent , creativity ability .
P. Sh. Makhanova Zh. Kydyrbaeva	of creativity subjective determinant, systematic (multidimensional, multilevel) mental structure .

The analysis of the definitions of the concept of "creativity" presented in Table 1 showed that it is defined as an interdisciplinary and multidimensional phenomenon. The explanations of creativity proposed by researchers are related to mental activities - understanding, knowing, recognizing, generating ideas, discovering, rejecting stereotyped thinking, as well as acting with sensory perception and will, wonder, taking risks, achieving results, creating something new results.

Thus, creativity in the understanding of researchers is an innate quality that appears in certain situations, it is a new and useful thing related to the ability to respond to changes in reality, overcome internal and external obstacles, reject standard thinking and endure uncertainty by striving for creativity.

Next, we will consider creativity as a multifaceted term, creativity can be considered in a broad and narrow sense. In a broad sense, creativity is a person's creative ability, in a narrow sense, the ability to solve problems encountered in a person's everyday life in special situations. The ability to solve problems in a given situation or generate new ideas in the process. [3]

Based on the study and analysis of the definitions of scientists who have studied the concept of creativity, it provides a comprehensive way of understanding the considered phenomenon and allows to draw a general conclusion about the concept of creativity. According to our concept, "creativity is a personality quality formed by a person's creative activity, the need for new products, the emergence of original ideas, non-standard thinking, effective problem solving, optimal transformation of information, the originality of behavior, communication, and the ability to predict the result.

The concept of "creativity" in the study of the concept of "creativity" is often found and used together in psychological and pedagogical literature. In his research, N.M. Gnatko defines the concepts of "creativity" and "creativity" as two sides of the circle of phenomena, where creativity is the procedural essence of unity, and creativity is the subjective-determining side.

A.K. Markova, L.M. Mitina defines the relationship between the concepts of "creativity" and "creativity", considering them as one concept. According to them, creativity, in turn, is closely related to the creative attitude.

There are three main ways to study and connect the concepts of "creativity" and "creativity":

1. These two concepts are considered synonymous, that is, the meaning is close.

2. Creativity is studied separately from creativity and shows innovation. The processes of interaction of the innovation created by the subject of creative activity with the current socio-cultural context are considered as a reflexive phenomenon. That is, *creativity* is the creation of new opportunities for the situation, and *creativity* is new opportunities for the culture as a whole.

3. Creativity acts as a separate aspect of the study of creativity and is considered as an internal human resource [4].

In the course of theoretical and practical training of future teachers in a higher education organization, V.I. Zagvyazinsky, three levels of pedagogical creativity were mastered - discoveries (fundamental research, presentation of new pedagogical ideas), inventions, reconstruction and development of individual components of pedagogical systems, tools, methods, conditions of teaching and education) and improvement (known methods and tools of teaching and education modernization and adaptation to specific conditions [6].

K.K. Platonov considered the teacher's creative ability as a higher level of activity related to his mental activity, while the author considered creative activity and intelligence. The areas of creative activity in which a future teacher can show himself can be divided as follows:

- ability to analyze analytical and pedagogical situations;
- selection of models of professional behavior, designing the content and methods of pedagogical influence, taking into account the individual characteristics of the teacher and children, studying advanced pedagogical practice and being able to apply it in practice;
- communicative creativity (interaction with children in the process of pedagogical practice) - the ability to choose the direction of communication in professional activity and creative self-realization, as well as the ability to correct one's actions;
-creative self-education - understanding the importance of creative development for professional activity, identifying professional and personal qualities that require further improvement and correction, as well as developing a long-term program of self-improvement in the system of continuous self-education. Creative self-development of the teacher is considered as the highest stage of his professional development.

Creative thinking is characterized by a high level of dynamic optimization of relations between goals and tools, objects and structures at the levels of connected, regional (free) consciousness, intuition (memory) and their specific relationships. Creative thinking contrasts:

-characterized by simultaneous perception of the environment and its neural information;
- overlaps in psychological structures and forms of diversity;
-structural and active aspects of human relations and behavior with the environment;
- image-logical, symbolic organization of intellectual and technical systems, structures and activities.

E. Alencar studied the qualities of teachers that contribute to the development of students' creative thinking and found that these teachers have the following characteristics:

- sufficient training in one's field and knowledge of the content of a certain field;
- high interest in his subject, students;
- encourage students to develop ideas and search for new knowledge;
- respecting the individuality of students;
- ability to use different teaching methods;
- flexibility and openness to students' criticism and suggestions;
- expressing confidence that the learner's idea will be valuable. [7].

Of course, even if teachers have the above-mentioned qualities, students need a favorable environment for developing creative thinking. E. Alencar identified common practices that negatively affect the formation of creativity in the current education system:

- giving the "correct" answer, which increases students' fear of mistakes;
- filling the memory of learners with information without context;
- focus on the weaknesses and abilities of learners, not on their strengths and competencies;
- the growth of obedience and indifference of learners, rather than individual qualities, which are the basis for the realization of creative potential.

This research related to creativity in general formed in two directions. *One of them* relates to the connection of creativity with intelligence and its dimension in the cognitive process, and *the other* is to determine whether it is an important aspect of human creativity with psychological features, focusing on individual motivational features. They are an important aspect of learning in the process. In addition, creativity and innovation are important for teachers to enhance their professional practice. Teachers who provide organizational support for innovation and creativity in the learning process play an important and decisive role in terms of creativity.

RESULTS AND DISCUSSION

The high level of creativity of teachers contributes to the development of recipients - their level of education and demand in the labor market. However, if there is a large difference between high teacher creativity and low student perception, high teacher creativity will have a negative effect.

In addition, factors that can have a negative effect include:

- irrationality on one or both sides;
- lack of constructivism, low communication skills of the teacher;
- lack of feedback in the learning process;

Domestic scientist N.S. Alkozhaeva, "Currently, the goal of higher education organizations is to educate the younger generation with high human values, kindness, charity, tolerance and faith" [12]. According to him, "youth is a manifestation of moral-spiritual qualities, humane-moral behavior, that is, collective action of humane relations and actions. It is known that the formation of spiritual and moral qualities of high school students is influenced by the school and its environment. In the current situation, their immediate environment is affected not only by family and individual groups, but also by the general state of society, the life of the world community.

In our research work, based on this concept of our model, we create a pedagogical model that includes a model of the structural content of our research problem. The target section includes the goal, controlled methodological approaches, principles, the content section contains the teaching content that provides this formation, and the activity section contains the forms, methods, tools of the pedagogical experiment, the general way of forming all procedural activities, the components of effective communicative creativity that implement this content, determines the dimensions and levels (Figure 1)

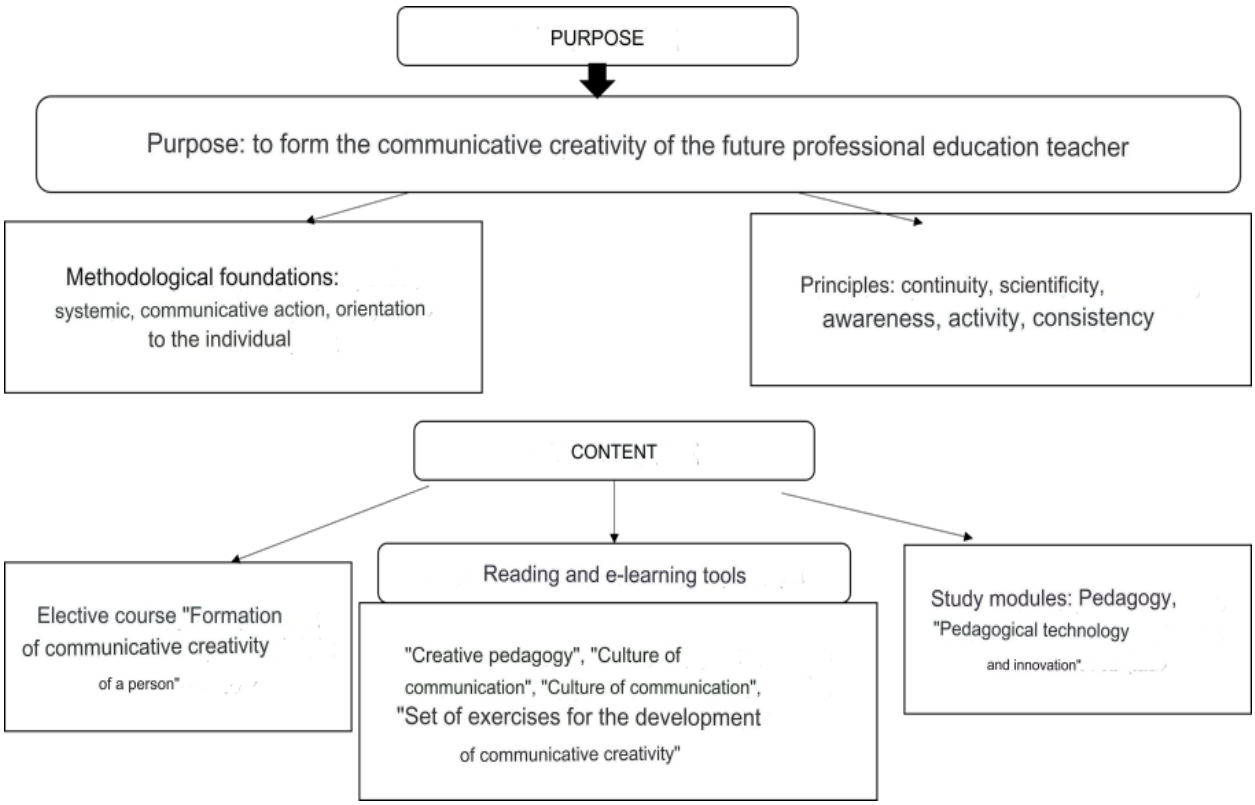

Fig. 1. Model of formation of communicative creativity of future vocational education teachers

In the dissertation, we decided to focus on the content of each of them.

1. *Target part of the model.* The purpose of studying the problem arose from today's social demand, social order. Social order to the enterprise, institution, organization on behalf of the state, 1) goal - one of the main categories of pedagogy. They include educational goals, educational goals, individual lesson goals, developmental goals, educational goals, etc. talk about Due to insufficient attention of researchers to this problem, the low culture of goal-setting in educational practice is evident.

In the system approach, there are no elements that allow to determine the properties of the system and the characteristics of the configuration. A systematic approach is based on the study of subjectivity, functionality, naturalness and uniqueness, as well as comprehensive communication and development. A systematic approach requires the implementation of all principles of pedagogical theory, experiment and practice. a set of scientific knowledge developed theoretically in the course of industrial experience and tested in personal experiments. In fact, this is a new problem in education. And although the theory is the basis for practical solutions, it is a new phenomenon that requires the study of scientific problems and issues arising in education. [8]

2. *Curriculum containing the content of the model* (program of the elective course "Formation of communicative creativity of the teacher", textbooks: "Creative pedagogy", "Culture of communication"; electronic textbooks: "Culture of communication", "Development of communicative creativity" set of exercises) ; private lessons on the training module: Pedagogy, "Pedagogical technologies and innovations")

3. *Functional part of the model.* The process of formation and implementation of the communicative creativity of the future professional education teacher should be connected with the complex process and methods of his training. Thinking about students is very important for the teacher and the learning process. It is also considered as a method and means of acquiring knowledge. Types of thinking are also described as cognition, knowledge acquisition, teaching methods, logical approaches. The main thing here is to think and use knowledge.

The following interactive methods are usually used in trainings: business and role-playing games, analysis of real situations and situations, group discussion, presentations. For example, let's say that groups of learners are asked to find an effective way to solve a problem, get out of a certain situation or do something in a pedagogical practice. After all, the student acquires certain skills or experiences and consolidates them with practical activities.

Therefore, students discuss, design, plan their actions at the given time, communicate their decisions to others, demonstrate situations and play roles. As an example: according to the sequence of tasks in the game, participants must perform their tasks as a specialist who is currently in the institution. It can be a managerial position or a managerial position. In the course of the game, the interaction of these employees, the culture of speech is important. Such activities of each group are discussed in class, other groups of students express their opinions and ask questions. The discussion here can turn into a debate. At the end of the story, the floor is given to another group, they report the situation and tell what changes they made in their actions.

Types of training:

Presentation (Presentation Praesento - from presentation) is a document or set of documents for presenting material (organization, project, product, etc.). The purpose of the presentation is to conveniently provide the audience with detailed information about the presentation form .

There is no unified and generally accepted classification of trainings, the division can be carried out for various reasons, but the main types of trainings can be divided according to the criteria of impact and seminars, psychotherapeutic, socio-psychological, business trainings.

Psychotherapeutic training (the correct name of a psychotherapeutic group) is aimed at changing consciousness. Changing the real and perception of a person, changing the image of stereotypical behavior: how not to fall into this hole; support. These groups deal with existing areas of psychotherapy - psychodrama, orientation groups, dance-movement therapy. [9]

Professional development is aimed at formation and development of certain skills. Most business training includes practical exercises such as negotiation, self-presentation and sales techniques.

In the organization of independent work, the teacher does not subordinate the learning process to the logic of learning, on the contrary, he directs the learner to the logic of learning on his own. It has been established in practice that a successful result can be achieved if a teacher organized according to the technology of project-based learning adheres to the following pedagogical conditions in his work:

a) giving students the opportunity to choose a communicative, creative and relevant topic;

b) voluntary use of the methods necessary for project implementation by students;

b) choosing roles in group work;

c) support and stimulation of students' research in research activities;

d) consultation strictly following the schedule;

e) organization of summarizing the results of interim works;

d) introduction of mutual self-evaluation system of project work performed by students;

d) ceremonial presentation of the project.

In the process of using the design method, students learn to collect the necessary information on their own and increase their communicative creativity.

CONCLUSION

The results of the analysis of foreign and domestic psychological-pedagogical literature on the research issue show that the formation of communicative creativity is studied in foreign scientific works in the field of psychology. Also, although all aspects of training of future professional education teachers are theoretically and methodologically grounded, due to the lack of special research on

formation issues, the priority of "communication", "creativity" and "communicativeness" was determined. The analysis of the concept of "creativity" allows us to conclude that communication in the research subject is "objective communication, communication through mutual subjective understanding", and creativity "shows the importance of non-standard thinking, clearly defining new problems, especially quickly solving them." gave

In addition, based on the analysis of the theoretical concepts and classifications of the components of the phenomenon of communicative creativity in scientific literature, we determined the components of communicative creativity: communicative communication, linguistic content, creative thinking, behavior, intellectual activity, speech culture and creativity, which are comprehensively described in the content of the dissertation. . As a result of determining the meaning and components of the concept of communicative creativity, we tried to define the main concept of the researched problem: "communicative creativity of future vocational education teachers is a professional person who sets new important tasks in his subjective attitude and solves them quickly and effectively.

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APPLICATION OF NEW METHODS FOR TESTING, MONITORING AND EVALUATING STUDENTS' KNOWLEDGE

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Abstract:

The article deals with the study of achievements in the application of new methods of verification, control and evaluation of knowledge.

In the pedagogical skills of teachers, the core of learning is their ability to accurately assess the progress of students. Student assessment is one of the most discussed and relevant topics. It is often difficult to evaluate a student when they are balancing between two grades. The level of knowledge is the same, and the attitude to educational activities is different.

There are problems with the evaluation. The new educational standard sets requirements for the results of the development of the educational program, according to which the student must be able to correlate their actions with the planned results. To control its activities, to be able to assess the correctness of learning objectives to understand the fundamentals of self-control, self-esteem, waimairi, to control the process and results of their activities, make adjustments, and finally, to evaluate their

achievements. Therefore, without changing the approaches to the assessment system in the current conditions of education development, it is impossible to achieve the set educational goals.

Keywords: *knowledge, verification, control, evaluation, new methods, conclusion, excellent, good*

INTRODUCTION

The modern requirement of education is the education of a creative, competitive, competent person.

Teaching is not a gift from teachers to students, these competencies require students to actively participate in the educational process in order to learn from them. Teachers, in turn, should focus not on their own teaching, but on the development of students ' learning skills.

In this regard, it is an assessment that establishes mutual understanding and collective communication between students, eliminates student insecurities and opens up new opportunities.

Without checking and controlling the knowledge of high school students, the educational process loses its meaning, since their absence makes it impossible to assess the degree of knowledge of a particular subject material by students and, ultimately, it is impossible to distinguish students after the end of the term of study.

The inspection is carried out to determine.:

- what and how students learn;
- what difficulties the student encountered when studying a subject;
- what help do students need;
- the student is subject to the study of the subject and general study;
- what individual characteristics does the student have.

The purpose of the study is to improve the types of testing of knowledge of high school students.

Types of testing and control of students ' knowledge at the stages of training in relation to high school students of a pedagogical profile:

- preliminary examination (interview, testing);
- current verification (personal interview, checking summaries, reviewing practical and laboratory work, incoming control);
- periodic inspection (test, exam, abstract, state exam, defense of graduate qualification works).

The first stage of the educational process of high school students should be an assessment of the quality of students ' knowledge-input control.

A preliminary check is carried out during the test of students ' knowledge. It can be held in the form of an interview by means of testing or a competitive exam in order to determine the true desire of high school students to study education in their chosen specialty.

During the interview, there is an opportunity to familiarize the student with the study of upcoming subjects, the organization of the entire educational process.

As a result, a friendly conversation will allow high school students to create a positive mood for learning.

However, the story does not allow us to assess the level of knowledge of students, unfortunately, for obvious reasons, we do not have to fully trust the grades received by students.

In some cases, a competitive exam can be held for high school students to accept the most suitable applicants for higher education. It can be carried out both by testing, including by conducting testing according to the methodology of thinking flexibility of A. S. Lachins, as well as by the traditional method (oral or written).

The advantages of testing are the full coverage of the material of the subject being tested, and the disadvantages are a strict framework for answering questions, avoiding reflections, additions, and creative elements.

These shortcomings are deprived of the exam, however, the exam (the test of knowledge in many cases falls only on the answers to the questions of the exam ticket) does not cover all the material of the subject (especially during the Written Exam).

In the exam, students have the opportunity to widely State the questions asked, express their views on any questions, and in oral exams - even enter into a discussion with the examiners.

The current check begins with an input control at the beginning of the study of the discipline in order to assess the level of initial knowledge of students in the subjects that are the basis for the study of this discipline. Subsequently, during the final control, this makes it possible to assess the effectiveness of training and, if necessary, adjust the methodology of teaching the discipline, the tools used, and introduce innovations.

Input control can be carried out in the form of testing or written work.

An individual conversation with students is conducted throughout the entire period of study of the discipline and allows you to identify the difficulties experienced by the student, show him ways to overcome these difficulties, sources of information, shortcomings in the organization of his work.

Verification of summaries can usually be carried out on several topics in the subject being studied, or by sections on individual topics. The check is carried out by the teacher. Its purpose is to make sure that the student correctly plays the Basic Rules of the topic, is interested in the material being studied, tries to master this material. The practice of teaching shows that the main disadvantages when summarizing are: irregularity; torn nature of records with loss of consistency; carelessness of records with errors. The task of the checker is to politely but assertively point out the shortcomings and ways to eliminate them.

In my opinion, practical and laboratory work should be given special attention, because it is in these types of classes that the "honesty" of the theory is checked. Moreover, from the point of view of Philosophy, only practice is a measure of truth. For this reason, in the quarterly assessment of students ' progress, it is necessary to allocate the number of weighty points for evaluating reports on practical and laboratory work. When giving an opinion, the teacher must check the correctness and consistency of the reports carried out, the validity and evidence of the decisions made, as well as the presence and logic of conclusions and conclusions. It is also worth assessing the quality of the report design with the calculation of points for the quarterly grade.As for the review of reports on laboratory work, in addition to the specified requirements, it is necessary to draw students ' attention to understanding the essence and method of research, the method of data processing, the width and depth of reasoning. The subject of evaluation with the problem of unifying the criteria for evaluating knowledge [1].

Considering that several practical and laboratory works are carried out in each pedagogical discipline, if each work (work report) is evaluated, then many grades are obtained for each student, which leads to the minimization of the subjective factor, even if it requires the teacher to spend a lot of time. However, this is necessary to improve the quality of training.

A periodic check is carried out in order to determine the level of mastery of the part of the discipline studied (section, topic, etc.).

It can be carried out in the form of control work (written or testing), testing, examination, peer review of reports on practice. The practice of conducting control work (written) indicates that it is necessary to develop options for questions and tasks for the number of high school students being monitored, that is, each student has a different version from the other. This actually excludes tips, reviews, and write-offs, and increases the student's ability to correctly assess their knowledge. When creating questions for the control work, the options compiler selects "equal labor" options. This achieves equal treatment for all supervised students.

It is very important to discuss the results of the control work with each student individually. The author spends this on consultation days and hours (according to the schedule). This approach allows you to conduct a detailed analysis of the answers that require the student to pay attention to the questions asked, inaccuracies in the answers and identified problems, with justification of the assessment, indicating errors in a reliable situation.As a rule, students treat this way of discussion with understanding and see it as a group discussion (with the participation of high school students), but for the teacher this is an additional burden.

The final grade on the practice is set by the commission, which at its meeting hears the student's report on the practice.

Control work is carried out in order to check the degree of assimilation by students of the material of individual topics or sections. The type of passage (most often) is written. At the same time, students are asked to solve tasks of the same type, but with different initial data, or answer a specific question (s) from a list of questions for control work. Each student gets their own version. This type of control can be carried out both in the form of testing and in electronic form. It is important to analyze the results of the control work, during which it is necessary to indicate them in order to eliminate errors in the answers. There is an explanation for the task questions that caused difficulties for students.

The Test at the stage of periodic and final control allows you to determine the level of assimilation by the student of the section material or the subject studied in general. It can be carried out in writing or orally, as well as through testing. In accordance with the established practice, the test is carried out at the last scheduled lesson in the subject being studied. The test is taken by the leading teacher of this subject. The test-taking teacher can give a grade "accounted for" based on the current set of grades or the number of points scored according to the student's personal progress [2].

The exam is taken by a commission from among the session teachers teaching this discipline during the period of periodic and final control. It is conducted in the traditional way (according to exam tickets), as well as through testing (including electronic). The amount of exam tickets is significantly higher than that of test tickets. A differentiated assessment of a student's knowledge on the exam requires a careful, reasonable approach to assessing knowledge from members of the examination committee. By the way, there is no testing method. This is one of the advantages of this method compared to traditional methods.

The final test of knowledge can be an abstract on the relevant topic of the discipline being studied. At the same time, the abstract material must have novelty in any question of the topic of the abstract. The topic is suggested by the teacher or suggested by the student himself. In the latter case, the student works purposefully, actively, productively. It is clear that due to the inability of each student to innovate, the difficulties of leadership on the part of the teacher, it is impossible to cover the entire study group of students with abstracts for many topics and other reasons. Therefore, the writing of abstracts is individual.

The final exam is passed by an authorized commission consisting of qualified teachers-specialists. In the final exam, students ' knowledge is checked and evaluated in all subjects that form this specialization in accordance with the questions of the exam tickets.

The final exam is held in writing within the established time frame and aims to resolve the issue of sending graduates to qualification work. [3].

The authorized Commission of qualified specialist teachers checks the relevance of the topic proposed for defense, the content and design of the reporting and explanatory note explaining the visual material, listens to the student's report, answers to the questions posed, the opinion of the head of the final work and the reviewer, and determines the grade on a five-point scale by open voting at its meeting.

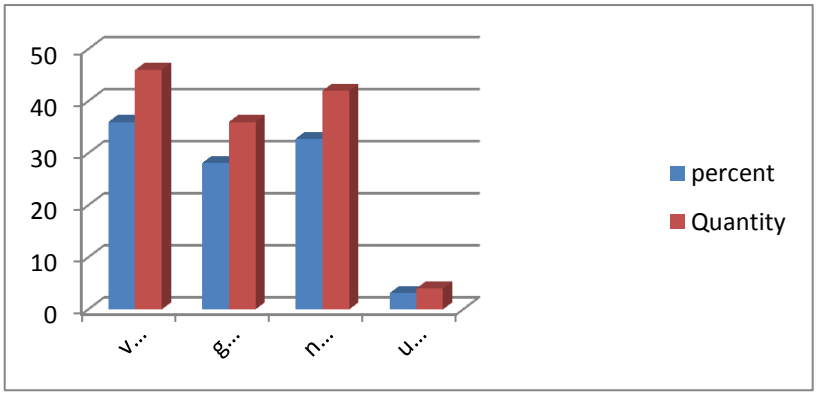
Guidelines when determining the assessment:

- the degree of understanding and mastery of the specific material of the discipline;
- knowledge of the methodology;
- familiarization with the main literature, periodicals, information resources;
- ability to apply theory in practice;
- familiarization with the history of the subject of science;
- logic, structure and style of the answer, the ability to defend the proposed rules;

The assessment must be objective, fair, clear and understandable.

The annual quarterly assessment of high school students makes it possible to evaluate the activities of teachers according to criteria characterizing educational, methodological, scientific, educational, cultural-mass, sports work and take measures to activate their activities, the quarterly assessment of students ' knowledge makes it possible to compare according to the criterion of student performance.

Diagram 1-in a classroom with a traditional method of testing knowledge



Thus, at this stage of the development of Higher School, not a single type of verification and control of students ' knowledge is considered inappropriate. However, they need to be improved.

The author conducts a knowledge test in recent years, when conducting practical work in a non-traditional way. [4].

A radical way to evaluate practical work is through student inquiries. The disadvantages of this method are a superficial fugitive request due to a lack of time (especially in many classes), a constant incomplete coverage of the questionnaire for the same reason, and the main disadvantage is the interruption of students from completing the task (to ask).

In this regard, the following method of knowledge control was used. Students draw up a written report on the work done, present it to the teacher, who talks with each student about the work done during consultation hours. The effectiveness of such a method has been experimentally tested. The essence of the method was as follows.

In one class, 16 students controlled knowledge in the usual way, and in another group, 16 students conducted individual interviews on a written report. The number of practical works is eight. Each student received an assessment on a five-point scale for each practical work. In each of these classes, 16 students who did not participate in practical classes were selected (for the purity of the experiment

All grades received are 128 (16 students in 8 grades).

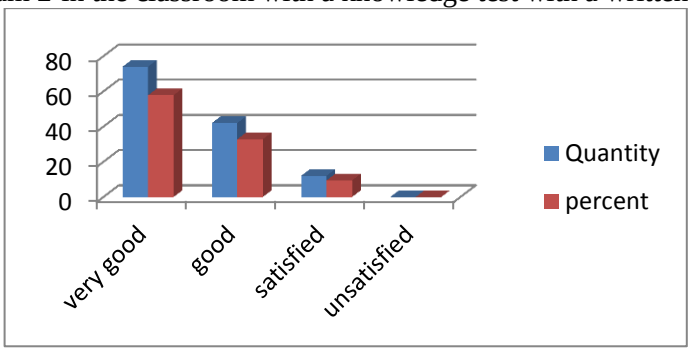
The results of the study are as follows: diagram 1 is shown.

There is a traditional method of testing knowledge.

Grades were obtained in the class: excellent - 46 (36 %), good - 36 (28.1 %), satisfactory - 42 (32.8 %), unsatisfactory - 4 (3.1 %). In the classroom with a test of knowledge with a written report. Prices received: excellent - 74 (57.8 %), good - 42 (32.8 %),satisfactory - 12 (9.4 %), unsatisfactory - 0 (0 %).

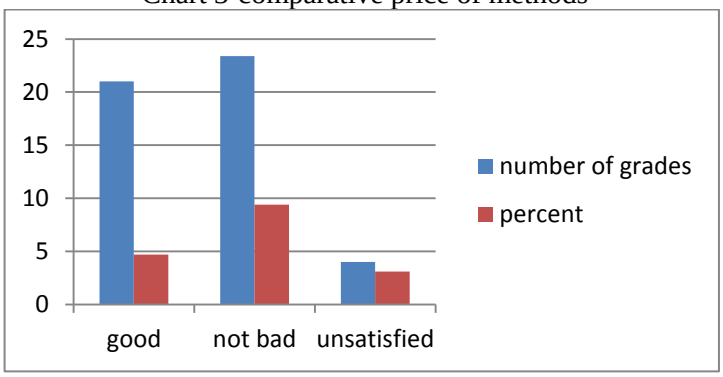
Shown in diagram 2.

Diagram 2-in the classroom with a knowledge test with a written report



The relative price of these methods shows that when using the second method, the number of best prices increased by 21.8%, good prices increased by 4.7% (practically unchanged), the number of satisfactory prices decreased sharply by 23.4% (from 32.8% to 9.4%). In the second case, there is no unsatisfactory rating, in the first - 4 (3.1%). Diagram 3 is shown.

Chart 3-comparative price of methods



So it makes sense to use this method. The only drawback of this method is an additional load for the teacher, but they must be used to improve the quality of the educational process.

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SPECIFICITY OF FORMATION OF PROFESSIONAL REFLEXIVITY OF TEACHERS-PSYCHOLOGISTS

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Abstract:

This article reveals the specifics of the formation of professional reflexivity of educational psychologists. The professional reflexivity of a teacher has a significant impact on his professional thinking, on the nature of professional interactions, on self-determination as a professional and on his goals for his own professional self-development. Professional reflexivity of teachers requires targeted work to develop it. Currently, the literature offers many different forms and methods aimed at developing personal qualities that form the basis of reflexive skills, as well as mastering the methods and techniques of reflexive thinking and reflective activity. Training highly qualified specialists at the modern level involves not only organizing a deep, systematic and high-quality acquisition of fundamental knowledge by them, the formation of relevant practical skills, but also the development of their motivational-need sphere, abilities for self-realization and creativity. In modern psychology of professional development, reflexivity is a central professionally important personality quality, on which the success of a person's mastery and performance of professional activities depends. In the study of professional reflexivity, there is a great variety and multidimensionality of research areas, determined by generally accepted ideas in the domestic reflexive psychology of thinking and creativity about the mechanisms, levels, forms and typology of reflection. Professional reflexivity is considered as a determinant of the success of a person's activity; it contributes to the organization of his creative thinking, the growth of professional skills, and the mastery of new specialties. This allows us to consider reflection as a mechanism of personal and professional self-development, creative self-realization of a person as a professional.

Key words: *professional reflexivity, training of highly qualified specialists, motivational-need sphere, ability for self-realization and creativity*

INTRODUCTION

Training highly qualified specialists at the modern level involves not only organizing a deep, systematic and high-quality acquisition of fundamental knowledge by them, the formation of relevant practical skills, but also the development of their motivational-need sphere, abilities for self-realization and creativity.

Unfortunately, modern educational standards are more aimed at equipping a future specialist with knowledge than at developing his professionally significant personal characteristics.

Meanwhile, modern research in labor psychology, pedagogy and psychology recommends a transition to new educational and upbringing technologies, in particular, to personality-oriented and competency-based training and education.

In the light of this approach, the development of professional reflection as a personality trait, thinking and condition necessary for his creative self-realization and achieving a high level of professional skill is important for the training of a specialist of any profile. And in this case, the learning process in higher education should be focused on the task and problem levels.

S. Yu. Stepanov and I. N. Semenov developed the concept of a reflexive-innovative process, the essence of which boils down to the fact that a person, at the moment of a collision with a problem-conflict situation, performs an act of reflexive-innovative interaction. Conventionally, such interaction is designated as the "man-world" system [1,2].

A problem-conflict situation is resolved when an innovative effect occurs either in relation to a person (a person changes) or in relation to the world (a change in the surrounding reality, a change in the conditions of activity). The innovative effect arises in the process of searching for a creative solution, where a certain level of reflection of the conditions of the problem and the deciding subject itself acts as a necessary condition.

It is problem situations in the process of studying at a university that set the vector for the formation and development of professional reflection. This development becomes especially important

for students - future educational psychologists. Since professional reflection is an essential component of the professionally important qualities of the chosen profession.

But problem-conflict situations are important not only in the process of academic learning (within seminars, training and advisory classes), but also in practical activities within the framework of educational and industrial practices. As a result of reflexive-innovative interaction, either the student changes - in the direction of professional formation and development, or the activity changes - within the framework of the practical application of knowledge.

As a result of this process, in the structure of the professional activity of a teacher-psychologist, reflection will acquire a system-forming character and become the personal basis of his professionalism.

In order to best understand what it is

professional reflexivity of an educational psychologist should, first of all, give the concept of professional reflexivity in general.

The concept of professional reflexivity was first introduced by B.Z. Wulf, according to whom, professional reflexivity is the correlation of oneself, the capabilities of one's "I" with what the chosen (elected) profession requires.

In modern psychology of professional development, reflexivity is a central professionally important personality quality, on which the success of a person's mastery and performance of professional activities depends.

In the study of professional reflexivity, there is much diversity and multidimensionality of research areas determined by generally accepted in domestic reflexive psychology of thinking and creativity with ideas about mechanisms, levels, forms and typology of reflection. (B.Z. Vulfov, E.F. Zeer, A.V. Karpov, A.K. Markova, V.A. Tolochek, O.N. Rodina, A.M. Stolyarenko, etc.).

So, for example, O.N. Homeland considers reflexivity to be one of the most significant professionally important qualities of a person as a subject of professional activity. She draws attention to the fact that the overall assessment of the success of professional activity should include both an external criterion (assessments given by other people) and internal (own assessment of the success of one's activities). By approval by O.N. Homeland, a person with a high level of reflection is capable more adequately evaluate and organize your work and, as a result, achieve success [3].

In acmeology, reflexivity is studied in the context of the reflective culture of the individual. The development of reflective culture as an integral quality of a professional's personality lies in the cultivation of such dynamic components as reflective readiness, reflective competence, reflective-creative potential, reflective ability; reflexive abilities represent the relationship between self-esteem, self-control, self-regulation and self-correction; Reflexivity is usually considered among the professionally important qualities of a person.

Professional reflexivity is considered as a determinant of the success of a person's activity; it contributes to the organization of his creative thinking, the growth of professional skills, and the mastery of new specialties. This allows us to consider reflection as a mechanism of personal and professional self-development, creative self-realization of a person as a professional.

EXPERIMENTAL METHODS

The term "professional reflexivity of a teacher" appeared relatively recently in psychology. According to B.Z. Vulfov, a teacher's reflexivity is the same as any professional reflection, but in content associated with the characteristics of pedagogical work, primarily with one's own pedagogical experience.

The rapid pace of development of science and technology, changing and increasingly complex standards of education, the need to introduce new educational technologies for teaching and upbringing, which require constant professional and personal growth from teachers, all this has provided increased interest in professional reflexivity teacher at the turn of the 20th-21st century (V.V. Davydov, A.I. Markova, L.M. Mitina, A.A. Bizyaeva, V.A. Slastenin, etc.) [4,5,6,7, 8].

Today, the professional reflexivity of educational psychologists, as an object of scientific study, occupies one of the central places in studies devoted to the problems of professional self-awareness, professional self-education, professional culture and professional training of teachers.

Recently, interest in teacher reflexivity has significantly increased due to the problems of formation and development of professional reflexivity of teachers in the process of preparing a future teacher for innovative teaching activities.

Leading experts involved in developing problems of the quality of specialist training for the education system agree that reflexivity is an important element of a teacher's professional competence.

For example, Karpov A.B. correlates pedagogical reflection with the autopsychological competence of the teacher in the field of advantages and disadvantages of his own activities and personality [9]. Metaeva V.A. believes that reflection is part of the regulatory competence of a teacher, which presupposes that he has the ability to manage his own behavior [10]. He considers goal setting, planning, mobilization and sustainable activity, and evaluation of performance results as components of regulatory competence. A.K. Markova includes reflection in the value-semantic component of professional and pedagogical competence.

Most scientists use the term "professional reflexivity of a teacher" to characterize the professional self-awareness of the subject of pedagogical activity. At the same time, as I.V. Orlova rightly notes, the professional reflexivity of a teacher is understood as a complex psychological phenomenon, manifested in the teacher's ability to take an analytical position in relation to his activities. So, for example, A.A. Bizyaeva identifies two levels of pedagogical reflection:

1) operational, containing design and execution, motivational, prognostic aspects of reflective consciousness;

2) the personal-personal level, characterizing the professional-personal subjective orientation of the activity teacher and personal, subjective involvement in the reflexive situation.

I.A. Stetsenko considers the professional reflexivity of a teacher as an activity that has a complex structure. According to the scientist's ideas, the psychological structure of pedagogical reflection consists of motivational-target, cognitive-operational, affective, evaluative and moral-volitional components.

The content of the motivational-target component of teachers' reflective activity includes: the need for reflective activity, a positive attitude and interest in improving pedagogical reflection and awareness of the purposes of its use.

The cognitive-operational component contains knowledge that specifies the theoretical foundations of pedagogical reflection and the teacher's professional skills in carrying out reflective activities.

The affective component includes emotions that accompany the teacher's practical actions when carrying out reflective activities, and a feeling of confidence in success.

The evaluative component includes self-esteem and control of reflexive activity, and the moral volitional component includes personal qualities that contribute to effective reflexive activity.

Research by scientists on the role of a teacher's professional reflexivity in the self-development and self-improvement of a teacher's personality and professional activities has shown that thanks to reflective assessment, a teacher develops an attitude towards himself as a subject of professional activity.

RESULTS AND DISCUSSION

Developed reflexive processes and the ability to reflect are necessary conditions for overcoming the egocentricity of mental activity, when the problem is considered from one, often stereotypical, point of view. Only when a teacher is able to look at himself and his actions from the outside, from the position of another person, and take into account different points of view, is he able to decenter his creative thinking and overcome his one-sided attitudes.

Without developed reflexivity, a teacher is not able to become and be the subject of his own creative professional activity. Thus, the professional reflexivity of a teacher is the most important condition for the development of a teacher's creative individuality.

In the professional activities of a teacher, reflexivity performs the following functions:

- ensuring professional self-determination and professional adaptation of the future teacher during his mastery of teaching activities;

-development of a conscious attitude towards the activity being performed;

-implementation of systemic holistic regulation of pedagogical activities;

- determination of productive and innovative qualities of creativity thinking;

-increasing the productivity of teaching activities;

-increasing the level of professionalism, pedagogical skills, professional competence and ability to constantly personal and professional improvement and personal growth based on psychological mechanisms of self-esteem, introspection and self-regulation;

-protection of the teacher from professional deformation, and such negative phenomena such as "pedagogical crises", "pedagogical exhaustion."

Recognition of the significant role of professional reflexivity of the teacher in professional activities contributed to the active development reflective-activity technologies and their practical application for the development of reflexivity, first of all, among students of pedagogical specialties and among practicing teachers.

Considering the importance of professional reflexivity for the improvement of teaching staff, we consider it necessary to include an area aimed at developing the professional reflexivity of teachers in the plan of methodological work with staff at school.

The study of reflexivity, including the professional reflexivity of teachers, has a fairly long history and today is the subject of cognitive activity of many scientists.

Typology has been discussed in some detail in the literature.Reflexivity, the importance of reflexivity in the development of a person's personality and the development of a teacher as a professional.

Thus, the professional reflexivity of a teacher has significant influence on his professional thinking, character professional interactions, on self-determination as a professional and on his goals for his own professional self-development.

Professional reflexivity of teachers requires targeted work to develop it. Currently, the literature offers many different forms and methods aimed at developing personal qualities that form the basis of reflexive skills, as well as mastering the methods and techniques of reflexive thinking and reflective activity.

It seems to us most optimal to organize such targeted work to develop the professional reflexivity of teachers of an educational organization as part of the implementation of methodological work with personnel.

The intersubjective relationship between teacher and student is also of significant value. They ensure the addition of forces, unity of action and interconnection of the activities of its participating participants. Under these conditions, both the strengths and capabilities of students, their experience, their internal resources, as well as the pedagogical skills of the teacher and the achievement of higher results are revealed.

The result of intersubjective relations in reflective activity mutual understanding, cooperation, co-creation become. Reflection constitutes an essential characteristic of intersubjective relations, for reflection can be a mechanism for cognition not only of one's own, but also of someone else's consciousness.

In reflective activity, indicators of assimilation of the effectiveness of intersubjective relations can be: adequacy of reflection for another, consistency of positions, interest in each other, relationships of mutual responsibility, support, etc.

Reflexivity underlies the socio-perceptual and communicative abilities of a teacher and determines the level of his professional self-awareness.

CONCLUSION

The concept of student-centered learning as the main idea affirms the reliance in the educational process on the personal, subjective experience of the student. The content of such experience are ideas and concepts, mental and practical actions, as well as emotional codes, including personal meanings, attitudes, and stereotypes of the student.

Reflective ability is the professional practical tool that allows you to solve such problems. The insufficient level of its manifestation, unfortunately, hinders the successful implementation of education reforms.

One of the conditions for the development of pedagogical reflection is the use of educational programs for the development of professional reflection. The use of technologies for organizing reflective activity in pedagogical activities allows the teacher to analyze and evaluate the activities of students from different positions, their activities from the point of view of students, to determine new directions in organizing effective interaction in classrooms in order to include students themselves in active activities.

Thus, the teacher's professional reflexivity carries the potential development, which, under certain conditions, allows it to be raised to higher level.

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TESTS FOR MONITORING STUDENTS' PROGRESS IN A NON-LINGUISTIC AUDIENCE

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Abstract:

This article discusses testing as one of the methods for assessing the progress of textile students in professional language classes at a non-linguistic university. The authors emphasize the widespread use of testing in university practices. Tests serve as the primary means for automated control and the objective certification of students. Test tasks contribute to the enhancement of the quality and efficiency of the educational process. The article provides a classification of tests based on their purpose and form. It is essential that these tests align with the curriculum and mandatory standards. The authors outline the main requirements that should be met by test tasks. Additionally, the article presents test tasks designed to assess the level of proficiency in the language of the textile specialty, especially in terms of textile terminology. The author has developed various types of test tasks: determine the meaning of the term, compose a terminological phrase, the grammatical form of the term, find synonyms, cognates, specify the correct translation, determine the type of syntactic connection, thematic group, and insert the missing letter.

Keywords: *terms, terminology, testing, tests, test tasks, boundary control, self-control, final control.*

In the context of university-level education, testing has found the broadest application – both in the process of mastering knowledge and during control. Tests are the main method of automated control and objective certification of students. According to experts (V.A.Avanesov and others), tests and test tasks that are created for the control and self-control of knowledge are especially effective.[2]

Tests constitute an essential component of many pedagogical innovations. Excluding bias and subjectivity, the tests help to objectively assess the level of knowledge, skills and abilities, to identify the personal pace of students, to detect gaps in current and final training. Test tasks allow you to improve the quality and efficiency of the educational process.

The effectiveness of testing as a form of control is assessed through the relationship between the defined objectives (what is testing for? What is being monitored?), the results achieved and the time and money spent. In order for testing to become a worthy alternative to traditional forms of control, it is necessary to formulate the requirements imposed on the subjects during testing, to develop evaluation criteria.

The pedagogical test is "a system of tasks of increasing difficulty and a specific form that allows you to qualitatively assess the structure and measure the level of knowledge" [1]. Thus, a test is not a single test task or a series of randomly selected test tasks, but a complex, carefully thought–out system of tasks. There are also frequent misconceptions related to the notion of the tests' simplicity, their equivalence to various questions, tasks, exercises, which are completely wrong.

A task is a requirement or a question that needs to be answered based on the conditions specified in the task. A question is defined as an unknown task that needs to be solved, as a sentence with insufficient information about an object, endowed with a special form and requiring an answer, explanation. At the same time, the answer can be short and verbose, evidential and unsubstantiated. Verbally, the question takes the form of an interrogative sentence. The questions are neither true nor false, and the answers to the questions are sometimes so lengthy and vague that large expenditures of intellectual energy are required to identify the correctness of the answer. Test tasks are neither tasks nor questions, but statements that, depending on the responses of the subjects, become either true or false statements.

The test tasks are extremely diverse. So, based on their purpose, test tasks can be categorized into training and control tasks. According to the purpose, chain tests, thematic, text, situational tests are distinguished. Chain tasks are tasks in which the probability of a correct answer to a subsequent task depends on the probability of a correct answer to the previous task. Thematic tasks – a set of tasks on one studied topic. Textual tasks are a set of open-form tasks created to control the knowledge of one educational text. Situational tasks are developed to test the ability of subjects to act correctly in the required situation. In terms of format, all test tasks known in theory and practice are divided into four main groups:

1) tasks with the choice of correct or correct answers (closed form tasks);

2) open-form tasks (ready-made answers are not offered, so the task of the subject is not to give one answer out of several available, as is customary in closed tests, but to give the only correct answer independently);

3) tasks to establish the correct compliance;

4) Tasks to establish the correct sequence.

Pedagogically correct tasks are not only those that are academically sound in the context of the subject being studied, but also those that are designed for a certain level of knowledge of students, are variable and optimal in difficulty, meet the requirements of the curriculum and mandatory standards.[3]

With all that said, certain requirements are imposed on test tasks:

- the same instructions for its implementation for all subjects;
- brevity;
- formulation of the task in the logical form of a statement;
- the correct location of the task elements;
- plausibility of incorrect answers.

The developed tests are aimed at identifying the level of proficiency in scientific speech skills, in particular textile terminology.

The instruction "Identify superfluous" contains such parameters as: the meaning of a term or terminological phrase, compatibility, synonyms (doublets), antonyms, single-root words, unambiguity or ambiguity of a terminological unit (TE), etc. The type under consideration is aimed at identifying the degree of knowledge of the semantics of terminological units, the ability to distinguish unambiguous and multivalued terminological units, differentiate system relations of terms. In the process of executing this command, an alien fact is excluded: incorrect definitions, synonyms (doublets) that do not correspond to the semantics, antonyms, single-root terms, unusual for terminological units of contexts.

Below, there are examples of test tasks developed for this type of assessment.

1. Specify textile terms.

Fabric is a textile fabric made on a loom by interweaving mutually perpendicular systems of threads. The fabric consists of two intertwining systems of threads arranged perpendicular to each other. The system of threads running along the fabric is called the warp, and the system of threads located across the fabric is called the weft. The corresponding threads are called basic and weft. The interweaving of threads in the fabric is one of the main indicators of the structure of the fabric. The warp and weft threads are sequentially intertwined with each other in a certain order (depending on the minimum number of threads — rapport — required for a finished weaving pattern). This affects the formation of a fabric with a structure, appearance, and properties characteristic of this weave. Weaving weaves are simple (smooth or main), there are linen, twill, satin (satin) or combined.

Key: fabric, textile cloth, loom, warp, weft, rapport, weaving pattern, weaving weaves, plain weaves, twill weaves, linen weaves, satin weaves, combined weaves.

2. Indicate which interpretation corresponds to the meaning of the term "Knitwear"

A) products combined into independent groups according to certain characteristics.

B) products formed during the weaving process by interweaving warp and weft threads on looms.

C) products made of fibers and threads obtained without the use of weaving on special equipment using various technologies.

D) knitted products obtained from one or many threads by forming loops and intertwining them.

E) knitted products obtained from one or many threads by forming loops and intertwining them on knitting machines or by hand.

Key: E

"Fabric"

A) thin, light translucent linen or cotton fabric of plain weave, usually undergoes mercerization.

B) dense cotton fabric with weft pile, produced from a relatively thin yarn.

C) a textile fabric made on a loom by interweaving mutually perpendicular systems of threads.

D) dense nonwoven fabric made of wool by felting.

E) dense silk, wool or linen fabric of satin weave with a smooth shiny front surface.

Key: C

3.Identify an extraneous term

A) Cambric.

B) Silk.

C) Velvet.

D) Skirt.

E) Wool

Key: D

A) Blouse.

B) Blazer.

C) Nylon.

D) Jacket

E) Jacket.

Key: C.

4. Identify the correct translation of the terminological phrase "Household clothes"

A) outerwear.

B) household clothing.

C) headgear

D) dress

E) autumn clothes

Key: C.

A) Linen

B) Velvet

C) BZ

D) Silk

E) Pülish

Key: D.

The most effective in testing technology is the type of mental activity for the execution of the command "Establish compliance", aimed at comparing various parameters, logical alignment of correlated series of phenomena. These tests are characterized by uniformity, since the formulation of tasks is of the same type and stable. On the other hand, they exhibit variability, due to the openness of the structure. In this regard, it is possible to build tasks at different levels that take into account the linguistic nature of textile terms.

1.Establish a match.

A) synthetic	1. Corduroy
B) Linen	2. Fiber
C) Dense	3. Fabric
D) Artificial	4. Clothing
E) Industrial	5. Fur

Key: A-2, B-3,C-1, Д- 5, E-4

2. Identify the type of syntactic connection in these terminological phrases.

Artificial fur, chemical fiber, non-woven fabric, headdress \

A) Management

B) contiguity

C) agreement
Key: C.
3. Identify the terms of the thematic group "Outerwear":
A) dress, sundress
B) gloves, mittens
C) hat, scarf
D) coat, jacket
E) suit, jacket
Key: D.
4. Insert the missing letter
A) velo...r A) o; B) u
C) f...ber A) a; B) i
C) kn..twear A) ee; B) i
E) sp...nning A) i; B) u
E) h...mp A) e; B) a
5. What scheme do these terminological phrases correspond to: form of clothing, deformation of clothing, detail of clothing, defects of clothing
A) "Adj.+noun"
B) "Verb.+noun"
C) "Noun+noun"
D) "Verb.+adv"
E) "Participle + noun"
Key: C.
6. Determine the grammatical form of the selected geographical term:The prototype of the clothes were animal skins, leaves and plant fibers.
A) Singular noun, nominative case.
C) Singular noun, dative case.
C) The plural noun, the creative case.
E) Singular noun, accusative case.
F) Singular noun, genitive case.

In conclusion, systematic testing in the classroom demonstrates positive progress in teaching the specialized language to textile students who have mastered grammatical and lexical aspects and improved their ability to use textile terminology in both written and spoken communication. This indicates that testing in combination with other forms of control is an effective teaching technique, as well as an indicator of the quality of students' assimilation of a particular material.

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UDC 541.18

EXPERIMENTAL STUDY OF PHASE TRANSFORMATIONS IN ALLOYS BASED ON Fe-Nd-B

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Abstract:

This study is devoted to the study of phase transformations that occur in the most promising materials today for the production of permanent magnets - alloys based on the Fe-Nd-B system and which are responsible for the formation of their magnetic properties. The study of phase transformations in magnets after each stage of processing was carried out on a standard polycrystalline diffractometer using a theta-2tetta scanning scheme. The method of phase X-ray analysis showed that the reason for the reduced properties obtained according to the traditional scheme, consisting of a series of heat treatments of the magnetic material in hydrogen and in vacuum, should be considered not the appearance of undesirable phases, but the low anisotropy of the particles of the resulting powder. When carrying out heat treatments, abrupt changes in hydrogen pressure and temperature changes, which would disrupt the careful growth of areas of new phases from areas of previous phases, were not allowed. The results of the study showed that the reasons for the deterioration of the magnetic properties of alloys should be sought in compliance with the regimes at the technological stages of magnet production.

Keywords: *permanent magnets, Nd-Fe-B system alloys, heat treatment, phase transformations, HDDR process, diffractometer, X-ray diffraction analysis.*

INTRODUCTION

In recent years, much attention has been paid to alloys based on Nd-Fe-B due to their unique properties, which make it possible to create permanent magnets with specified magnetic properties and improve their most important technical characteristics [1–7]. Research in this area is gaining momentum due to the widespread use of permanent magnets based on Nd-Fe-B alloys in modern electrical and radio engineering, microelectronics, sound and video recording technology and other fields of technology [9-11].

The widespread use of hard magnetic materials based on rare earth metals, iron and boron is due to the limiting values of magnetic energy (VH)max ~ 50 MGS*E in permanent magnets based on these elements [1,9]. In addition, powder magnets of the Nd-Fe-B system have high coercivity values [8,9]. Permanent magnets based on new Nd2Fe14B compounds have the highest magnetic properties [8,9], which has increased the interest of scientists in the study of these compounds.

More specifically, permanent magnets based on the Fe-Nd-B system have unique magnetic characteristics. For this reason, they are actively used in technology [10,11]. High-energy magnets based on Nd-Fe-B alloys are used in devices for obtaining images of objects based on the magnetic resonance effect (tomography) and in computer disk drives (for moving hard drive heads, hard magnetic drives). They are also used in various devices: electric motor rotors with low mass and high efficiency, generators, magnetic bearings, couplings, etc.

Devices using permanent magnets are subject to various external influences during operation. Consequently, the problem of finding optimal parameters for the production of magnets, as well as parameters that will ensure high strength and stability of the magnetic properties of the magnet, becomes relevant. The creation of new magnetic materials with specified performance characteristics requires not only knowledge of the alloy composition and the relative arrangement of atoms. For greater efficiency in studying the material and the reasons for changes in the properties of magnets, it is necessary to find out the phase composition of the substance. Our work is devoted to the study of phase transformations occurring in alloys based on the Fe-Nd-B system and responsible for the formation of their magnetic properties.

The magnetic properties and strength of the material are affected by both the composition of the alloy and heat treatment, during which a chain of phase transformations occurs in the alloy, ensuring the formation of the required structure.

In scientific research practice and in the production of materials, there are several methods to control product quality and the correct choice of manufacturing parameters (temperature and duration of exposure of the alloy, pressure, etc.). We are studying powder magnets produced using HDDR processing (the initial letters of the names of the processes of hydrogenation (H), disproportionation (D), hydrogen desorption (D) and recombination (R)), representing the latest high-tech method for producing magnetic powders with a high level of magnetic properties [12,13]. The HDDR process has four important steps. Each stage is a series of heat treatments of magnetic material in hydrogen and vacuum. This process provides a low-cost and improved method for producing powders for creating anisotropic magnets. Powder magnets after passing through each stage of HDDR processing were examined on a standard polycrystalline diffractometer using a theta-2tetta scanning scheme.

The phase X-ray analysis method using the phenomenon of photon diffraction (X-ray radiation) is the most accessible and effective method suitable for our studies of polycrystalline samples based on the Fe-Nd-B system. Note that observing electron diffraction requires a high vacuum, and using neutron diffraction as a source requires a bulky nuclear reactor [14]. Research methods using optical and electron microscopy do not include all types of measurements that establish the parameters necessary to solve our problem. In addition, they require the use of complex mathematical apparatus. The phase X-ray analysis method we use provides the most complete information about the obtained phase and the material as a whole and provides high accuracy.

The studies have shown that the reason for the reduced properties obtained using the traditional HDDR process scheme should be considered the low anisotropy of the particles of the resulting powder, and not the appearance of undesirable phases. This led to the decision to change production technology. When carrying out heat treatments, a stable, smoothly varying hydrogen pressure was maintained, and temperature jumps that would disrupt the careful growth of areas of new phases from areas of previous phases were not allowed.

2 Experimental procedure

The goal of this work is to improve the process of producing magnetic powders with identically oriented nanoparticles using the hydrogenation-dehydrogenation scheme to achieve optimal magnetic properties. in order to make this process more economically profitable and sustainable.

Since in the production of permanent magnets based on materials of the Nd-Fe-B system, the magnetic properties of some samples are lower than required, the task was set to obtain highly anisotropic powder alloys based on the Nd-Fe-B system for manifestation in the input phase. Even in the absence of undesirable phases, magnets with reduced magnetic properties are obtained, so the task was set to control the correct choice of the main processing parameters according to the hydrogenation-dehydrogenation scheme of Fe-Nd-B based alloys.

The phase composition of the alloys under study greatly influences the resulting magnetic properties. The phase composition of the material at different stages of heat treatment is determined by the selected heat treatment mode, which is aimed at obtaining higher magnetic properties. X-ray diffraction, as the most reliable and sensitive method, was chosen as a method for monitoring the phase state.

2.1 Study of the phase composition of magnet samples obtained according to the existing scheme

The phase equilibrium of several samples with poor magnetic properties was studied. They were obtained using an existing technological process. The first task was to analyze the diffraction spectra of the main three most characteristic alloys with impaired magnetic properties using X-ray phase analysis for the appearance of new undesirable phases.

The studied HDDR powders had very low magnetic characteristics for this material (Table 1).

Table 1. Magnetic characteristics of the obtained HDDR powders

Melting number	S, cm^3	Br, kHz (Tl)	Hc, kE
1	3,14	4,94 (0,494)	2,88
2	3,14	5,70	7,56
3	3,14	5,13	4,50

Polycrystalline samples were studied on a DRON-6 diffractometer with Co-Kα radiation. The distribution of radiation intensity over wavelengths depends on the anode material of the X-ray tube. The combination of rays with all possible wavelengths forms a continuous spectrum. The wavelength corresponding to its maximum intensity is approximately 1,5 times the minimum wavelength. The wavelength on which we carried out further calculations is $1{,}79021 \cdot 10^{-10}$ m, taken as the average wavelength ($\lambda_1 = 1{,}78892 \cdot 10^{-10}$ м, $\lambda_2 = 1{,}79278 \cdot 10^{-10}$ m). It corresponded to Kα radiation; all other radiations were attenuated by filters.

Θ/2Θ scanning of the samples was carried out. Using a special program, the results of studying the samples were processed and X-ray images were obtained. Figure 1 shows an x-ray diffraction pattern of alloy 1; other x-ray diffraction patterns look similar.

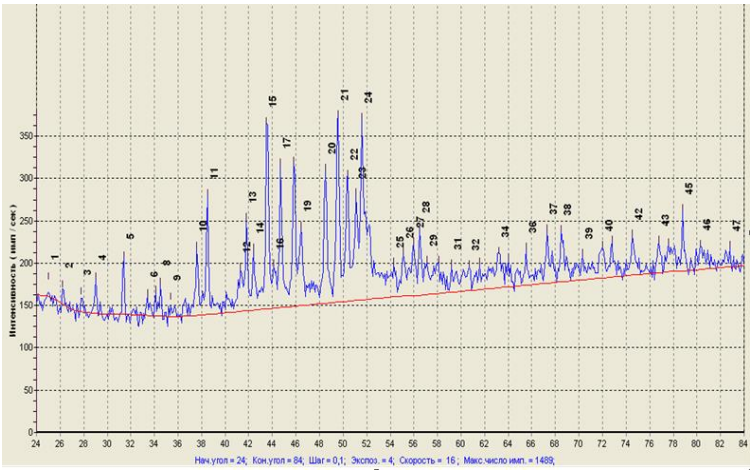

Figure 1. X-ray diffraction pattern of the most typical sample of alloys (heat 1) with impaired magnetic properties based on Nd-Fe-B, obtained during the study.

A phase analysis was performed according to the following principles and directions.

In semi-quantitative measurements, for a rough assessment of the change in the concentration of any phase during technological processes, a qualitative phase analysis was carried out: the strongest line of the desired phase is selected and the change in the intensity of this line is measured.

Quantitative phase x-ray analysis consisted of determining the concentration of phases in mixtures and alloys. The greater the amount of any phase in the mixture, the higher the intensity of the lines of this phase in the X-ray diffraction patterns. The intensity of the lines is estimated by the number of pulses entering the radiation counter on the X-ray diffractometer.

To determine the quantitative phase composition of the mixture, factors affecting the intensity of the lines in the X-ray diffraction patterns were taken into account. This is, first of all, the absorption of X-rays in a substance. In our case, the correction for absorption was not required to be taken into account due to the special shooting geometry during Θ/2Θ scanning of samples.

To identify the phases, the card index of the International Diffraction Data Center was used (a fragment of the data table for the $Nd_2Fe_{14}B$ phase is shown in Table 2). Using it, it is enough to compare the resulting set of d and I with the reference data.

Table 2. Fragment of the data table for the $Nd_2Fe_{14}B$ phase.

d (10^{-10}m)	Int	h	k	L
7.1307	6	1	0	1
6.2168	23	1	1	0
6.0950	11	0	0	2
5.5382	12	1	1	1
4.3960	25	2	0	0
6.2168	23	1	1	0

Based on the X-ray patterns of the melts, the intensities I of the most pronounced peaks, as well as the maximum intensity Imax for each X-ray pattern were determined. To accurately separate peaks with Imax from noise, the so-called «three sigma» criterion was used, which is generally written as:

$$P\left(\left|X-m\right|<3\sigma\right)=2\bar{\Phi}(3) \ = 2*0{,}49865 = 0{,}9973 \qquad (1)$$

That is, the probability that a random variable will deviate from its mathematical expectation by an amount greater than triple the standard deviation is practically zero.

In our case $\sigma = \sqrt{N}$, I ≈N.

So, after determining I and Imax, it is calculated using the Wulff-Bragg formula

$$2d\sin\theta = n\lambda \qquad (2)$$

interplanar distance d. The obtained values are compared with the card index. After which we receive information about the lattice parameters, the composition of the substance, phases and the fraction of phases contained (they are calculated from intensity values normalized to the maximum intensity of each x-ray diffraction pattern). The results obtained for melt 1 are shown in Table 3. The data was processed using Microsoft Office Excel.

Table 3. Results of data processing for heat 1.

N	Angle 2Θ	Λ, 10^{-10}m	d, 10^{-10}m	Phase	I/Imax, %	Int, imp/сек
1	25,0	1,79021	4,1356	Main	9,13%	20
2	26,2	1,79021	3,9493	Main	9,13%	20
3	27,8	1,79021	3,7261	Main	9,13%	20
4	29,0	1,79021	3,5750	Main	18,26%	40
5	31,2	1,79021	3,3285	Main	30,59%	67
6	33,2	1,79021	3,1332	Main	10,50%	23
7	34,2	1,79021	3,0442	Main	12,79%	28
8	34,5	1,79021	3,0185	Main	16,89%	37
9	37,5	1,79021	2,7847	Main	36,07%	79
10	38,5	1,79021	2,7150	Main	63,93%	140
11	41,5	1,79021	2,5265	Main	22,83%	50
12	41,8	1,79021	2,5091	Main	49,32%	108
13	42,5	1,79021	2,4697	Main	32,42%	71
14	43,5	1,79021	2,4156	Main	99,54%	218
15	44,2	1,79021	2,3792	Main	22,83%	50
16	44,8	1,79021	2,3489	Main	76,71%	168
17	45,8	1,79021	2,3003	Main	77,63%	170
18	46,5	1,79021	2,2676	Main	42,01%	92
19	48,5	1,79021	2,1794	Main	71,69%	157
20	49,5	1,79021	2,1380	Main	100,00%	219
21	50,5	1,79021	2,0984	Main	67,12%	147
22	51,0	1,79021	2,0792	Main	57,08%	125
23	51,5	1,79021	2,0603	Main	97,26%	213
24	54,3	1,79021	1,9616	Main	17,81%	39
25	55,0	1,79021	1,9385	Main	22,37%	49
26	56,0	1,79021	1,9066	Main	27,85%	61
27	56,5	1,79021	1,8911	Main	35,16%	77
28	57,2	1,79021	1,8699	Main	17,35%	38
29	58,2	1,79021	1,8405	Main	16,89%	37
30	59,2	1,79021	1,8122	Main	14,16%	31
31	60,8	1,79021	1,7689	Main	12,79%	28
32	61,2	1,79021	1,7584	Main	13,70%	30
33	63,2	1,79021	1,7083	Main	18,72%	41
34	64,0	1,79021	1,6891	Main	14,61%	32

35	65,5	1,79021	1,6546	Main	19,63%	43
36	67,2	1,79021	1,6175	Main	28,31%	62
37	68,5	1,79021	1,5904	Main	27,40%	60
38	70,3	1,79021	1,5548	Main	13,24%	29
39	72,0	1,79021	1,5228	Main	16,44%	36
40	72,8	1,79021	1,5084	Main	19,18%	42
41	74,5	1,79021	1,4788	Main	21,46%	47
42	76,8	1,79021	1,4410	Main	16,89%	37
43	77,5	1,79021	1,4301	Main	15,07%	33
44	77,8	1,79021	1,4254	Main	32,42%	71
45	80,3	1,79021	1,3882	Main	11,87%	26
46	82,8	1,79021	1,3535	Main	10,05%	22
					Imax	219

Similar calculations were carried out for other melts 2 and 3 and it was found that all maxima obtained on the diffractometer correspond to one main phase $Nd_2Fe_{14}B$. No maximum extraneous phases undesirable for the production of magnets were detected.

2.2 Study of the phase composition at the hydrogenation stage.

In order to identify the features of the forward hydrogenation reaction in the alloy Fe – 11%, Co – 34%, Nd – 6%, Ga – 1%, this alloy was studied using a similar method after the hydrogenation stage at 840°C and a hydrogen pressure of 1 atm. for 30 and 120 minutes.

A trial initial processing of the collected X-ray data was carried out (see Fig. 2) after these two processings.

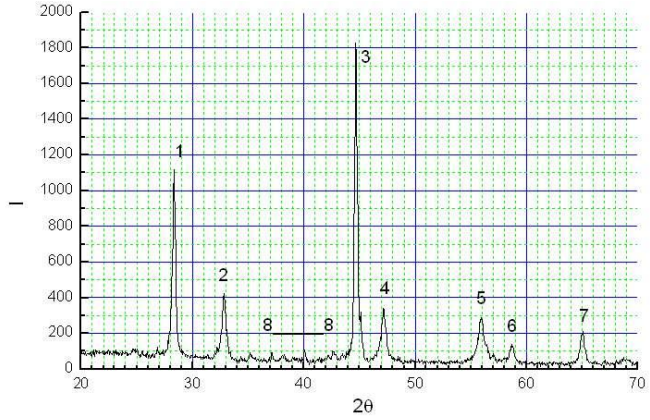

Figure 2. Diffraction intensity curve for a sample of an alloy of Fe – 11%, Co – 34%, Nd – 6%, Ga – 1% after hydrogenation at 840°C and a hydrogen pressure of 1 atm. within 30 minutes. Cu-Kα radiation.

The qualitative phase composition was determined after these hydrogenation heat treatments after 30 minutes of exposure. It was found that at this stage the alloy transforms into a mixture of alpha iron (its peaks 3 and 7 are marked in Fig. 2), neodymium hydride (its peaks 1, 2, 4-6 are marked in Fig. 2) and traces of the Fe_2B and $Nd_2Fe_{14}B$ phases (peaks 8). Data were also obtained on the phase composition of the studied alloy after hydrogenation for 120 minutes, when the hydrogenation reaction was complete, according to preliminary considerations. In this case, weak peaks of the $Nd_2Fe_{14}B$ phase were not detected. As a result of the experiment, it was found that at a reaction time of 120 minutes and a temperature of 840°C, the dehydrogenation reaction takes place completely.

2.3 Study of the relationship between the magnetic properties of samples and the anisotropy of the distribution of orientations of crystallographic planes in them.

An X-ray phase analysis of the three most typical samples with severely damaged magnetic properties was carried out. It was found that the material consists only of main phases. No traces of undesirable and auxiliary phases, for example pure neodymium, were detected. The phase composition of the studied alloys turned out to be optimal and no deviations from the norm were found.

Presumably, the cause of the unstable properties is not the appearance of undesirable phases, and the search for the reasons for the deterioration of properties should be carried out in other directions - checking compliance with the regimes at the technological stages of magnet production.

All three samples have the same composition, and the differences in properties are most likely due to a violation of those processing regimes that caused the formation of $Nd_2Fe_{14}B$ phase nanoparticles of non-optimal size. These issues should be resolved using other research methods (for example, scanning electron microscopy).

From the experiment it was found that with a reaction time of 120 minutes, at a temperature of 800°C and at a hydrogen pressure of 1 atm, the dehydrogenation reaction in the alloy is Fe – 11%, Co – 34%, Nd – 6%, Ga – 1%. goes away completely, but when it lasts 30 minutes, it doesn't go away completely.

Further research was aimed at studying the anisotropy of the distribution of normal. The phase transformations occurring in several polycrystalline samples were studied: alloys at different stages of heat treatment of the hydrogenation-dehydrogenation process (HDDR process) and in a magnet (non-magnetized) after HDDR treatment based on the Fe–Nd–B system.

In order to identify the texture features of the samples, various photographs were used from different faces of polycrystalline samples - parallel and perpendicular to the direction of future magnetization, it coincides with the direction of the magnetic field when pressing the magnet (Fig. 3, 4).

The texture and phase composition of the following samples were analyzed and X-ray diffraction patterns were obtained

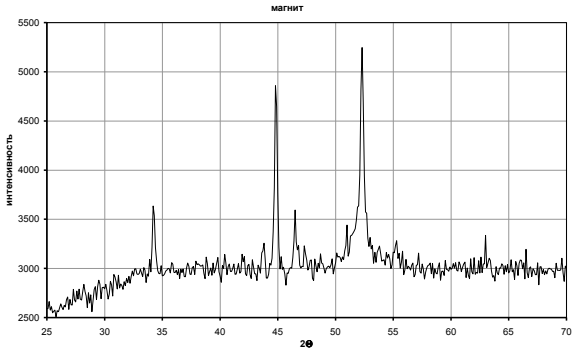

Figure 3. X-ray diffraction patterns of the most typical samples of Nd-Fe-B based alloys with a strong texture, obtained during the study. The magnet is magnetized.

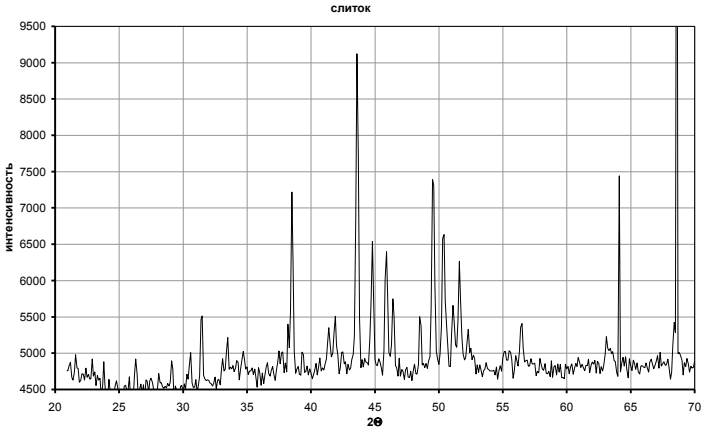

Figure 4. Radiographs of the most characteristic samples of Nd-Fe-B alloys with a weakly pronounced texture obtained during the study. Ingot Nd-Fe-B.

Carrying out quantitative phase x-ray analysis (determining the concentration of phases in mixtures and alloys) of the samples gave the following results (Tables 4, 5, respectively):

Table 4. Data processing results for a magnet (non-magnetized).

N	Angle 2Θ	λ, 10^{-10}m	d, 10^{-10}m	Phase	Int, %	int
1	34,3	1,79021	3,0398	main	31,01%	120
2	43,8	1,79021	2,4019	main	13,95%	54
3	44,8	1,79021	2,3469	main	84,24%	326
4	46,5	1,79021	2,2676	main	29,46%	114
5	51,0	1,79021	2,0807	main	22,22%	86
6	52,3	1,79021	2,0314	main	100,00%	387
7	55,2	1,79021	1,9320	main	14,99%	58
8	63,0	1,79021	1,7134	main	16,28%	63

Table 5. Data processing results for the Nd-Fe-B ingot.

N	Angle 2Θ	λ, 10^{-10}m	d, 10^{-10}m	Phase	Int, %	int
1	31,5	1,79021	3,3027	main	21,51%	80
2	33,5	1,79021	3,1095	main	14,25%	53
3	38,5	1,79021	2,7136	main	58,33%	217
4	41,9	1,79021	2,5046	main	19,35%	72
5	43,6	1,79021	2,4098	main	100,00%	372
6	44,8	1,79021	2,3489	main	41,94%	156
7	45,9	1,79021	2,2960	main	38,44%	143
8	46,4	1,79021	2,2713	main	23,92%	89
9	48,5	1,79021	2,1777	main	18,01%	67
10	49,6	1,79021	2,1356	main	59,95%	223
11	50,4	1,79021	2,1034	main	42,74%	159
12	51,1	1,79021	2,0742	main	20,97%	78
13	51,6	1,79021	2,0559	main	34,41%	128
14	56,5	1,79021	1,8924	main	14,25%	53

Analyzing the graphs, we can conclude that the Nd-Fe-B ingot has a poor texture, and the pressed magnet has a well-defined texture. The radiographs differ slightly from each other in the first case, and differ very much in the second case. In the X-ray diffraction pattern for the first case, there were 2-3 peaks corresponding to reflections of the 00h and 10h types. This is a sign of strong anisotropy of orientations of the [001] directions in the second case and weak in the first. Thus, the traditional heat treatment scheme does not lead to the preservation of the anisotropy of the orientations of the [001] directions, and the unknown scheme leads to the preservation of the anisotropy. The anisotropy of the studied samples is weak compared to the control sample, therefore, it needs to be improved.

2.4. An approach to solving the problem of improving the anisotropy of magnetic properties.

The high anisotropy of the distribution of easy magnetization axes of single-domain nanoparticles of Fe-Nd-B based alloy powder causes problems. The solution to this problem leads to significant changes in the shape of the hysteresis loop, and the residual induction of composite magnets made from such powder also increases.

There are several hypotheses explaining this process. The generally accepted hypothesis is based on the exact coincidence of some interplanar distances of all four phases: $Nd_2Fe_{14}B$, Fe, FeB_2, and NdH_2. Then regions of the new phase (new phases) can form on regions of the old phase (old phases) with a given orientation of their crystallographic axes. This is similar to how a crystal is formed from a melt on a seed with a given orientation of the axes. When considering individual clusters within the structure of the listed phases, such clusters have a similar structure. Consequently, they can rearrange into each other and ensure the reformation of the alloy structure while maintaining the [001] direction of the $Nd_2Fe_{14}B$ phase.

It was assumed that heat treatment should be carried out under conditions that do not change abruptly: without changes in temperature and hydrogen pressure, which could lead to failure in the process of formation of nanoparticles.

When the reaction proceeded in the forward direction, a large amount of heat was released. Therefore, the temperature of the reagents increased by tens of degrees, and the initial stages of the

reaction, which determine the anisotropy of the structure, took place at an elevated, changing temperature. When the reaction occurs in the opposite direction, a large amount of heat is absorbed. As a result, the temperature of the reagents drops by several tens of degrees, and the initial stages of this reaction occur at a greatly reduced temperature. Carrying out the reaction with a stepwise change in hydrogen pressure led to smaller jumps in the temperature of the mixture.

The DTA method was previously used to monitor the progress of the reaction by overheating the mixture in comparison with the standard. It was found that the direct reaction ends with a holding time of more than 70 minutes, and the reverse reaction - in 20 minutes.

When carrying out the dehydrogenation reaction by a sharp one-stage pumping of hydrogen, a strong decrease in the temperature of the reagents occurs. Therefore, the formation of nanoparticles at the initial most important stage occurs at very low temperatures. As a result, one should expect that their sizes will be smaller than optimal. A smooth, or at least two or three-stage decrease in hydrogen pressure leads to an improvement in the squareness of the hysteresis loop.

Technically, this is still difficult to implement, so it was proposed to carry out heat treatment according to a scheme with an almost constant temperature and a smooth change in hydrogen pressure. But there is a danger that with reduced hydrogen pressure the reaction will not have time to complete or oxygen will penetrate into the industrial furnace and oxidize neodymium. This will lead to deterioration of the magnetic properties, so control by X-ray diffraction is necessary.

2.5 Phase composition of powders after heat treatment at reduced hydrogen pressure.

To test the assumptions set out in section 2.4, a series of experiments were carried out and X-ray diffraction patterns were obtained of alloys that had undergone the last stage of the HDDR process at different hydrogen pressures. Phase X-ray analysis for the presence of alpha iron will indicate incomplete completion of the process. All samples went through the hydrogenation stage at a temperature of 840° C for 1 hour at a hydrogen pressure of 1 atm. And then - the dehydrogenation stage for 30 minutes at a temperature of 840° C at various pressures 0.032 atm, 0.021 atm, 0.063 atm, 0.090 atm, 0.0 atm (shooting parameters: –Cu anode, initial angle - 20°, final angle - 70°). Analysis of these samples is needed in order to evaluate in the future the influence of processing parameters (in particular, hydrogen pressure at the final stage of the HDDR process) on the texture and magnetic properties of the alloys. Figure 5 shows, as an example, an X-ray diffraction pattern of alloys that have undergone the last stage of the HDDR process at a hydrogen pressure of 0.032 atm.

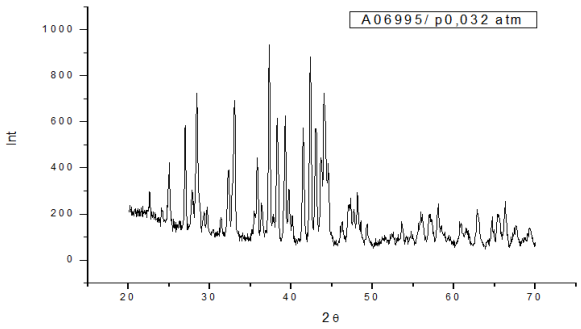

Figure 5. X-ray diffraction pattern of an Nd-Fe-B alloy undergoing a dehydrogenation reaction at a hydrogen pressure of 0.032 atm for 30 minutes.

X-ray phase analysis of the X-ray diffraction data showed that all samples contain only the main $Nd_2Fe_{14}B$ phase. To reliably register the undesirable phase, alpha iron, a more thorough analysis of the X-ray diffraction patterns using the least squares method is necessary, since the lines of alpha iron and the main phase overlap greatly.

Studies of phase transformations have been carried out in several samples of alloys based on the Fe–Nd–B system at the last stage of heat treatment of the hydrogenation-dehydrogenation (HDDR-process). Alloy powders were obtained by grinding and sifting through a 70-micron sieve to improve the quality of the experiment.

Analysis of X-ray diffraction patterns of the powders showed the presence of traces of oxidation in the following several cases. Figure 6 shows X-ray diffraction patterns of the most typical sample with low magnetic properties. And Table 6 shows the results of the analysis of the obtained x-ray pattern: using the angle known from the experiment, the interplanar distances were calculated. Based on this, using special

tables, a conclusion was made about the identity of the phases. The data obtained on the diffractometer were processed using the Origin 7.0 program.

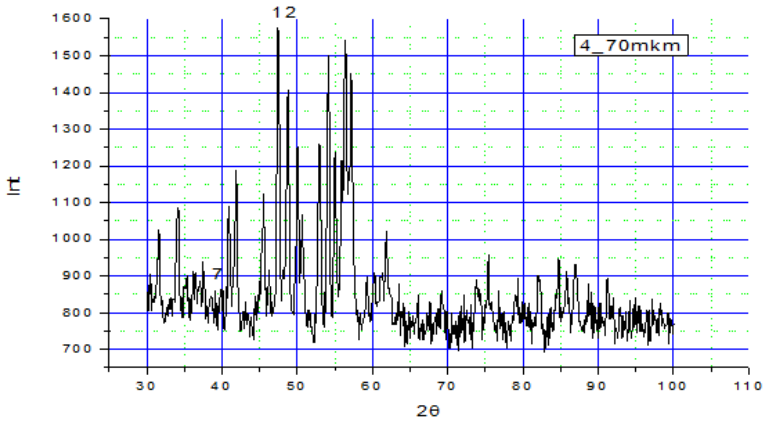

Figure 6. X-ray diffraction pattern of an alloy powder based on Nd-Fe-B containing the $NdFeO_3$ phase (peaks 7 and 12 are the minor phase, the remaining peaks are with the main phase).

Carrying out quantitative phase x-ray analysis (determining the concentration of phases in alloy powders) of the sample gave the following results (Table 6).

Table 6. Results of processing the radiograph in Figure 6.

N	**Angle 2Θ**	**λ**	**d**	**Phase**	**%**	**int**
1	31,6	1,79021	3,2835	main	65,10%	1026
2	34,2	1,79021	3,0455	main	68,85%	1085
3	35,3	1,79021	2,9507	main	57,36%	904
4	36,2	1,79021	2,8832	main	57,80%	911
5	37,5	1,79021	2,7872	main	59,52%	938
6	39,0	1,79021	2,6788	main	54,70%	862
7	39,9	1,79021	2,6223	NOT main	54,82%	864
8	40,9	1,79021	2,5598	main	69,10%	1089
9	41,9	1,79021	2,5041	main	75,44%	1189
10	43,2	1,79021	2,4334	main	52,66%	830
11	45,5	1,79021	2,3128	main	71,19%	1122
12	47,4	1,79021	2,2269	NOT main	100,00%	1576
13	48,8	1,79021	2,1676	main	89,28%	1407
14	50,1	1,79021	2,1151	main	79,44%	1252
15	53,0	1,79021	2,0074	main	80,08%	1262
16	54,1	1,79021	1,9680	main	95,30%	1502
17	55,0	1,79021	1,9385	main	78,43%	1236
18	56,4	1,79021	1,8944	main	97,84%	1542
19	57,3	1,79021	1,8674	main	82,30%	1297
20	59,3	1,79021	1,8102	main	57,04%	899
21	60,2	1,79021	1,7841	main	57,68%	909
22	61,8	1,79021	1,7425	main	64,91%	1023
23	62,2	1,79021	1,7325	main	54,25%	855
24	63,5	1,79021	1,7012	main	55,84%	880
25	66,0	1,79021	1,6428	main	53,81%	848
26	67,6	1,79021	1,6086	main	52,66%	830
27	69,2	1,79021	1,5764	main	54,44%	858
28	72,1	1,79021	1,5205	main	53,74%	847
29	73,8	1,79021	1,4903	main	56,54%	891
30	75,4	1,79021	1,4637	main	60,91%	960
31	76,8	1,79021	1,4409	main	54,63%	861

32	79,3	1,79021	1,4021	main	56,79%	895
33	80,7	1,79021	1,3820	main	52,47%	827
34	82,0	1,79021	1,3645	main	57,36%	904
35	84,7	1,79021	1,3290	main	60,03%	946
36	85,8	1,79021	1,3153	main	57,80%	911
37	86,9	1,79021	1,3022	main	59,14%	932
38	88,7	1,79021	1,2810	main	55,84%	880
39	90,1	1,79021	1,2648	main	52,54%	828
40	90,3	1,79021	1,2626	main	52,47%	827
41	91,3	1,79021	1,2520	main	56,73%	894
42	94,18	1,79021	1,2221	main	52,92%	834
43	94,9	1,79021	1,2147	main	53,43%	842
44	97,2	1,79021	1,1934	main	53,11%	837
45	98,2	1,79021	1,1844	main	52,41%	826

Analysis of X-ray diffraction patterns showed that these powder samples consist of both main phases ($Nd_2Fe_{14}B$) and minor phases (*$NdFeO_3$* and *$NdFe_3(BO_3)_4$*). The presence of foreign phases, especially neodymium iron oxide, indicates disturbances in the production process chain at the dehydrogenation stage, which explains the low magnetic properties of the materials. The phase composition of the studied alloys turned out to be suboptimal.

Phase X-ray analysis of these powders was also carried out. Figure 7 shows an example of an X-ray diffraction pattern of the most typical sample with low magnetic properties.

A quantitative phase X-ray analysis of the sample gave the results listed in Table 7.

Table 7. Results of processing the radiograph in Fig. 22.

N	Angle 2Θ	λ	d	Phase	%	int
1	31,5	1,79021	3,2932	main	43,08%	981
2	33,9	1,79021	3,0698	main	44,01%	1002
3	38,4	1,79021	2,7242	NOT main	42,25%	962
4	41,8	1,79021	2,5094	main	43,00%	979
5	44,7	1,79021	2,3564	main	38,69%	881
6	47,3	1,79021	2,2306	NOT main	44,44%	1012
7	50,1	1,79021	2,1150	main	38,03%	866
8	52,9	1,79021	2,0106	main	39,83%	907
9	54,1	1,79021	1,9680	main	46,03%	1048
10	57,2	1,79021	1,8704	main	100,00%	2277
11	85,4	1,79021	1,3203	main	36,93%	841
12	89,1	1,79021	1,2757	main	34,69%	790
13	107,5	1,79021	1,1096	main	36,45%	830
14	111,8	1,79021	1,0812	main	49,76%	1133

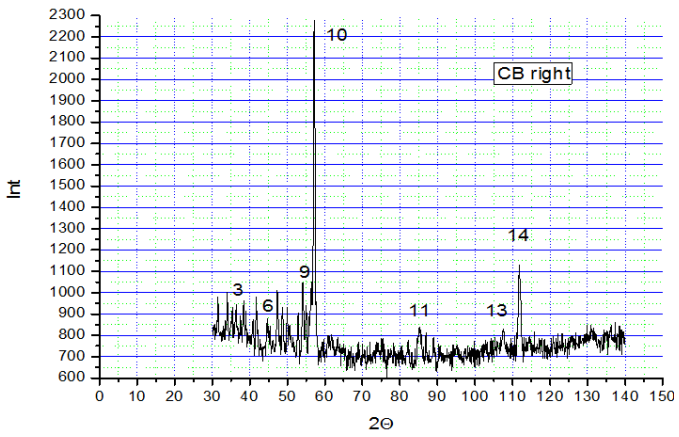

Figure 7. X-ray diffraction pattern of an alloy powder based on Nd-Fe-B containing the $NdFeO_3$ phase (peaks 3 and 6 – minor phase, the remaining peaks with the main phase).

The presence of traces of oxidation in this case indicates poor sealing of the chamber.

As a result of the work, an improvement in magnetic properties by approximately 5% was achieved. Further improvement of properties requires optimization of processing parameters (pressure, temperature and duration of stages).

The research results that determine the parameters for the production of permanent magnets, at which the highest magnetic properties are obtained, require further clarification.

RESULTS AND DISCUSSION

An X-ray phase analysis of typical samples of Nd-Fe-B based alloys after various stages of hydrogenation-dehydrogenation heat treatment with severely damaged magnetic properties was carried out. It was shown that the material consists only of the main phases, and no traces of undesirable and auxiliary phases, for example pure neodymium, were found. The phase composition of the studied alloys turned out to be optimal and no deviations from the norm were found.

The cause of unstable properties is not the appearance of undesirable phases. The reasons for the deterioration of magnetic properties should be sought in compliance with the regimes at the technological stages of magnet production.

Disadvantages of the existing scheme were found, namely, overheating during hydrogenation and overcooling during the transition to the dehydrogenation stage. It was decided to use gradual pressure changes leading to smaller temperature jumps. For this purpose, a series of experiments was carried out on samples of powders produced using a modified technology for the production of magnets, which went through the stages of HDDR processing using various new modes.

The phase equilibrium was studied after heat treatments at different hydrogen pressures. From the experiment it was found that with a reaction time of 120 minutes, at a temperature of 800°C and at a hydrogen pressure of 1 atm, the dehydrogenation reaction in the alloy Fe - 11%, Co - 34%, Nd - 6%, Ga - 1% takes place completely, and with a running time of 30 minutes - not completely.

In order to reduce uncontrolled temperature changes during the transition from one stage of heat treatment to another, the heat treatment scheme was changed. Studies have been carried out on samples processed according to the new and old schemes. For the purpose of confidentiality of the exact heat treatment conditions, specific values of some parameters are not presented. It should be noted that the magnetic properties of magnets obtained by smooth changes in hydrogen pressure exceed in magnitude the properties of magnets produced using existing technology by approximately 5%. Phase analysis of samples that underwent heat treatment at reduced hydrogen pressure showed that in some cases small amounts of oxide phases appear. It is recommended to seal the furnace more thoroughly when carrying out heat treatments at reduced hydrogen pressure.

CONCLUSIONS

The weak magnetic properties of permanent magnets produced according to the new scheme - hydrogenation-dehydrogenation is a violation of the anisotropy of the distribution of orientations of the easy magnetization axes of particles of the main magnetic phase, and not the formation of foreign phases.

The experiment showed that with a reaction time of 120 minutes, at a temperature of 800°C and at a hydrogen pressure of 1 atm, the dehydrogenation reaction in the alloy Fe - 11%, Co - 34%, Nd - 6%, Ga - 1% takes place completely, and with a running time of 30 minutes - not completely.

Heat treatments using an isothermal scheme with a smooth change in hydrogen pressure (in order to improve the anisotropy of the distribution of orientations of the easy magnetization axes of particles of the main magnetic phase) made it possible to improve the residual induction by 5%. After these heat treatments, no additional phases were detected.

Heat treatments at reduced hydrogen pressure led in some cases to the appearance of a small amount of an extraneous undesirable phase - neodymium oxide. This indicates insufficient tightness of the equipment and small amounts of oxygen getting inside.

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EDUCATIONS OF YOUNG PEOPLE BY MEANS OF DRAMATIC ART BASIC PROBLEMS AND WAYS OF THEIR DECISION

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Abstract:

In this article, there are theoretically shown, the main problems of youth education by theatre art and ways to solve them. The theatre's historical development, the way of development, prosperity are closely connected with the life of every people, every nation, their common history and sustainable culture. Theatre arts, like other art forms, are also a major form of social thought. In the article, the author deeply studies and makes comprehensive analysis of national theatrical art, and promotes its growth and development. The result of the article is characterized by the use of new methodological approaches that have been specifically studied from the theoretical point of view of the chosen theme. The role of theatres in the community as a teaching tool is that, as a result of the advancement of this art, the theatre's role is being studied and the role of national theatre and patriotism plays a vital role. Literary, cultural and social figures' views of formation of aesthetic education by theatre were defined, formation of delicate sides of young people by theatre, the national theatre art's methodological bases of education of leading of spirit to high position, also main decisions of humanity's true spirit's raising are shown. There are also shown ways of solving the problems of education of young people by theatre.

Keywords: *theatre, art,patriot,feeling, bring up,issue, question, national patriotism, the main problems, the decision, modern trends, advanced, culture and civilization, values, spiritual development*

INTRODUCTION

Our Kazakh people pay special attention to the education of generations for the future of their generation. The upbringing of the raised son and daughter directlydepends on the upbringing given by the parents. However, we all live together with society, that is why it is obvious that both external and environmental factors affect the development of personality.

The first President of State K. Zh. Tokaev took various initiatives on the development of various spheres of our life, glorifying the dignity of our young state, providing high-quality higher education and education to young people, honoring our spiritual values around the years of Independence, present and future ideas and policies that have become the foundation for the sustainable development of our country.

«We are a national idea, We have made the way– «Mangilik El»for the development of our independence «NurlyZhol». It is necessary to strengthen our unity on the «NurlyZhol», which requires hard work. «Mangilik El» is the unifying force of the country, an inexhaustible source of energy. It is an unshakable ideological platform not only for the strategy «Kazakhstan-2050», but also for the state of Kazakhstan in the XXI century! The New Kazakhstan patriotism is Mangilik El! It is such a great value for the entire society of Kazakhstan,he stressed [1]. Kazakhstan is recognized on the world stage as a state with great strategic power and great importance in the Eurasian space.

Until now, the head of State has not neglected the sphere of art and culture. The proof of this is the program article «Bolashakkabagdar: Rukhanizhangyru». Here, reflection of instructive thoughts about the present and future of the country, views on the motherland and national values can touch the reader. The desire to modernize and educate the national consciousness, preserving the national code and identity, seems to be the golden key to the article of the head of state. He also proposed the idea of «Ruhanizhangyru» and identified the phenomenon of the Kazakh nation in the XXI century.

Spiritual revival is an indicator of human consciousness, faith and quality, knowledge and way of life. First of all, the spiritual wealth of young people is their upbringing and education, knowledge of their native language and cultural level, worldview. Therefore, the program article of the head of state is intended for young people. After all, the key to the future is in the hands of young people. Undoubtedly, the main priority of modernization of public consciousness is the competitiveness of our nation in the global community. At the same time, we must preserve our uniqueness, values and traditions.

The strategic programs of the national plan «Kazakhstan-2050», «NurlyZhol» and «100 concrete steps», aimed at the formation of a new generation, are fully consistent with the goals of sustainable development of the United Nations. One of them is quality education and conscious upbringing. After all, quality education is the foundation of Science, and education is the key to the development of the state.

In his speech, the head of State said:«I talk to Kazakhstanis, especially young people one more time: read books! Today, the competitiveness of a nation depends on its level of Education. The book develops a person in every possible way, broadens his horizons» he emphasized the importance of reading. At the same time, it should be noted that our young people who read books, of course, become well-mannered and moral, intelligent people.

So far, as part of the support of civilization and culture, such guidelines as «Cultural heritage»have been adopted, which tell from the depths of history about the manifestation of our spiritual life. Every day, in an environment that intersects with the way of development, issues of personal development and education through art come the fore.https://baq.kz/

The process of transmission of upbringing can be in different directions. So, there will be an environment for the formation of upbringing. If we take education in a broad sense, it means providing proper food to the owner of some soul and helping the owner of this soul to grow properly. And now, when it comes to youth education, it is carried out in the sense of proper spiritual feeding of a person until he reaches adulthood and rises to the level of self-government. In general, education leads in one direction, no matter what method and method it is given. The form should correspond to the concept of «complete man» in the teachings of Abai. The process of educating young people is becoming more complex in the conditions of modern society. The main relevance of the issue is to show the influence of youth assessments on the domestic and foreign political situation that has recently taken place in our republic on the political system of our country.

At a time when traditions and culture are being revived, one of the main sources of spiritual development and education is theatrical art. Theater... at the moment when the state of mind of a high-minded person falls from a spiritual point of view, the soul is a place where it goes in search of the necessary grace and beauty, artistry and perfection, skill and sincerity in its world. Where the viewer experiences the performance on stage. Theater it is the collective work of actors who bring the expression of stage art to the heart of the viewer through dramatic actions.

In this article, we are going to quote one of the words of V. G. Belinsky, which is the basis of our current idea. The great critic wrote about theatrical art in one of his articles: «in search of two beautiful people and beauty, so to speak, as to two beautiful people. One is forced to enter, unwittingly, violently, if you can say so, another is persistent and inexorably enters into the soul and adapts to it. The first is fast, but not stamina; the second is slowly, but long ago; the first is reflected in the news, the absence, the effect and the strangeness; the second takes the memory» he said. [2] We reaffirm this second, last type of performing art.

Theatrical art, which has passed the centuries – old history without conflict with the pockets of art and has reached its climax, is like a curtain that envelops the audience and the stage with a mysterious secret. It is a sacred place that gives the beauty that you and I are waiting for, filtered out of the slums of life that are unknown to us. As soon as the curtain opens, we fly to a high life, in addition to the daily hustle and bustle. It is a scenographic and directorial solution that puzzles the stage with a variety of scenery!.. Is it not in the sincerity of the actor's play that the stage at the beginning of the century and the educational value of today's stage are also given?! We educate ourselves through positive and negative characters at the same time. In fact, the purpose of the staged theatrical performance is to give each viewer a deep thought.

If we talk about the history of the theater, we see that it went through several turbulent times. Today's theater invites everyone to appreciate simplicity and moral nobility in accordance with the requirements of the time. There is no greater beauty and miraculous mystery than simplicity. And in order for these qualities to be found in Height – Education is also necessary. How to achieve the same upbringing, this is the urgent problem today. It is not an easy task. The stage requires clarity to educate the viewer. A clear thought. Real change. A clear solution. But any new vision should serve the idea that holds the core of the production and help the actor in the game to reveal the essence. For this reason, it is natural that different genres are staged, not limited to one direction. In order to reveal the thoughts, weight and ideas of each performance, the actor's game must be able to convince the audience. We add to it the thoughts and demands of the director. Sometimes, sitting on the theater bench, it is quite possible that your found thoughts, your own conclusions do not coincide with the thoughts of the director. At this point, a lot depends on the director. And we, especially young people, sit in the same chair and try to

cover the legs of a performance that enriches our soul with good from the inside. The beginning of everything can be bitter, and the end can be sweet... In the theater, the opposite happens. He often asks the question to the viewer in order to preserve its educational significance. That is, many points. This is what the advanced ideas of today's directors are based on. This, of course, is appropriate. «I don't know,» he said. Close work of the actor with the Director, Communication, interweaving of thoughts in one place can be considered half of creative success. To achieve full success, the system of thought created by the viewer must be clear. What worries the director: «What is our goal in creating and staging this work?»the moment when the answer to the question is not found. And when the appropriate answer is found, creative inspiration and enthusiasm for the work will appear. The direction has been determined. Thoughts converge in the same direction. This is done with the goal of let him live on stage. Unfortunately, in many performances, the thoughts differentiated in our minds are limited only to that place. As a witness of sleepless nights and restless days, we sometimes see that some works cannot be turned into an actor, and the director goes beyond his intended goal, his thoughts fall apart, his heart feels it, so that we do not stay away from the modern current, we support young people in both ways, and the content of a work of art disappears. This means that we are witnessing the conditions that we face on the way to becoming an international State. However, there is a need for performances that make you feel such an unrestrained thought, because it is not «a straight spoon for a ready meal», but «what did the actor mean by that? did not understand?»we should be glad if such questions are asked among young people. After all, if you go to the top of thought and find a solution for yourself, Is it not a blonde?! In general, the magic of upbringing is like a stage. For this reason, the impressions of each performance, the things that were considered necessary for their own soul, form a mental education and do not go unnoticed for some time. The stage decision is that if the heart is not broken, the rest will be wasted. However, this is not the solution to the problem where the node is not found.

Education of creative development-involves the formation of the essence of the source of professional and personal competence of the individual, the assimilation by young people of traditions and values of the professional community, compliance with the norms of collective culture and professional ethics. As an example, historical dramas are a source of deep thought and spiritual enrichment. It is difficult for young people to sink deep into the drama, to comprehend it. The works on which world-class issues are addressed are of different importance. To do this, before coming to a decision, it is necessary to first go through the path of expertise, which requires differentiation, to study historical periods in detail. When you get to your brain, the answer will be found. It is difficult to express the feeling of finding a solution that is exciting in simple words. If the final bundle is not limited around the performance, but goes into a space that leads to the heights of human thought and creates a solution that causes world reflections, the educational value will overtake and only then the audience will be satisfied.

What kind of moral thoughts do the youth community of today's theatergoers draw from stage life? What is their nostalgia, sadness, love for the characters in general and the educational potential that this image gives the viewer? Here, let's look for answers to these questions. First of all, a person develops and lives together with society. The changes taking place in society cannot but affect anyone. The most vulnerable point is sociability. Therefore, the understanding and intuition of people today is very complex and ambiguous. Indifferent not to himself, but to the surrounding aesthetic taste. In Soviet times, the Kazakh people, who had a difficult life, went through a difficult winter. At that time, we said that we were mangroves, but did not public figures, wonderful citizens, who devoted their lives to spiritual enrichment, so that our art, literature and culture would not die, glorify and serve their patriotic qualities?! Well, what about now?! It is easier to break away from the surroundings, to remain neutral. «You don't touch me, I don't touch you...»danger is coming. You can't see it, you can't see it, you can't know it. Dangerous, of course. The pain of not being in the soul is even worse. The former human values, qualities began to receive a different interpretation. This is my attitude from a moral point of view... Such is the character of people in society as a whole. On the youth side, the process of search and learning, knowledge and curiosity is weak. I mean, because of the lack of beliefs and intentions: «Let me know, let me see, I can do it too.» As soon as we finish the school, we will go to a large educational institution. What do we do there? We read at the beginning, as if we read in the middle, and when it will end in the end, we somehow end the day of immortality. This is the weak point that hurts the soul. This means that from the outside it may seem that educational institutions of the size of the Republic are limited only to education. In fact, this is not the case. Various social events are held, student groups are formed, mostly they are doing their work. But not the quantity, but the quality of the work is low. It means that the spiritual maturation of our soul is still not painful. At this point, if we turn our free time to the path of

creativity, including to educate ourselves, being spectators of our theaters' free performances, then will we not only grow up? This is the topic of today. There is a lack of interest. When educating young people through theatrical art, it is not necessary to use one special method or method of Education. It is only more important to instill them in this art form and instruct them on ways to become a well-mannered, moral and reasonable person. In principle, I think that the education of young people in a beautiful art form should be carried out in an easy way. To do this, it is also enough to watch stage performances on various topics that are being staged in the theater. However, it is more important to draw. That is, every young person who is interested in it has an aspiration, and the degree of self-judgment increases. Then the process of grouping goes deeper into the mind of thought and begins to distinguish what is right and what is wrong. That's the only way to solve this problem. But when there is a society, there are different things. In the same way, the perception process of people is different. If we take young people as young sprouts, it is natural that the same sprout craves growth.

Education of young people through theatrical art is a large-scale process. During the upbringing, various problems occur. However, there are cases of rare visits to the theater, or there is a risk that you will face more serious problems, such as a decrease in the level of interest in stage performances, not understanding the meaning. The way to solve our first problem as below.:

- it is necessary to introduce our young people to art and the formation of aesthetic taste within the walls of the University;
- instilling a desire for art through the involvement of students in the work of various student theaters;
- Analysis of statistical data on the independent assessment of the political system of the country by young people of Kazakhstan and the expression of their views in a certain dynamic sequence. Making proposals to improve the effectiveness of the policy pursued by the state;
- to determine the role that young people play in modern public life;
- influence of youth on culture in the course of political expertise;
- determination of statistical data and indicators that are currently provided in connection with youth;
- to show the level of confidence and awareness of young people in art, to determine the level of attention.

Also, the future of the state is not measured only by economic development. It is differentiated by the culture of young people, their consciousness, mentality, readiness for life. In this direction, educational theaters have a great contribution. In a short educational process, which takes place in four years, all the creative qualities of students are not revealed. And the theater and stage help to develop art in young people and use their creative potential. Culture and language wealth are formed. I hope that the theater will contribute to the formation of their consciousness and mentality, psychology.

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GAMIFICATION AS A MEANS OF INCREASING STUDENTS' INTEREST IN THE PROCESS OF TEACHING MATHEMATICS

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Abstract:

Gamification at the present stage of education is an important component of the development of students in educational organizations. The authors developed, presented and described a model of the organization and content of the activities of middle school students to develop interest in mathematics through gamification, using these data, told about the specifics of using gamification in the middle class. Thanks to the game elements, students get the opportunity to learn important material, increasing the effectiveness of learning, using game techniques, which inevitably leads to a positive result. The article examines the use of the gamification method as a means of increasing the interest of students in the process of teaching mathematics in secondary school and its rational aspects in the process of teaching conditions for the effective organization of game classes for teachers and provides an overview of educational sites where mathematical games can be found.

Keywords*: gamification, Classcraft, LearningApps.org, Genially, Plickers, Edgagement, EdApp, tools for educational organizations.*

INTRODUCTION

To arouse the student's interest in learning, the teacher must be able to use methods systematically. Satisfying the student's request is the main requirement of our time. It will be a great skill for a teacher to be able to explain the meaning and significance of his subject to a student using an effective method.

In today's age of science and technology, students need constant innovation in mathematics education. On this basis, various studies have been carried out on the selection of suitable technology for teaching students.

Gamification can be used in the educational process to increase students' interest in learning mathematics. Before talking about gamification as a modern trend, let's define this concept.

Gamification (gamification) is "the use of game mechanics and elements in non-game areas: work, learning" [1].

Gamification is "one of the main directions of modernization of the knowledge market" [2]. This technology makes it possible to increase the efficiency of the educational process by increasing the activity of students.

Until now, many foreign and domestic studies have been conducted on the role of gamification in the learning process. V.V. Matonin [3] considers gamification a modern educational trend, foreign researchers such as Adrian Adhiatma, Tina Rahayu, Olivia Fakrunnisa [4], Zimmerman, Gabe and Christopher Cunningham [5] teach basic methods of gamification and not only schoolchildren, but also adults have developed concepts using gamification.

EXPERIMENTAL METHODS

The most important effect of gamification on the learning process is to increase students' interest in learning. Gamification acts as a method that helps teachers develop students' desire for independent learning, communication skills when working in a group game, and also takes into account the age characteristics of students. In the works of many psychologists and teachers V.G. Aseev, L.I. Boyovich, E.S. Gafla, S.T. Grigoryan, D.A. Leontyev, A.K. Markova and many other researchers emphasize the problem of generating interest among students. Many studies have been devoted to the formation of interest in the process of teaching mathematics. So, T.L. Blinova [6] recommends using the case method, M.A. Rodionov [7] - application of practical experience in the classroom, N.V. Shinkarev [8] - using elements of research activity and M.V. Korchikova, G.G. Suleymanov, E.N. Kachurovskaya, S.L. Velmisov and A.P. Lebedev - other methods.

The actual teaching situation shows that students' interest levels begin to decline after 6th grade. This is explained by a number of subjective and objective factors. For example, when teaching mathematics, when the material in the 7th grade becomes more complicated, two subjects are introduced -

algebra and geometry, formal statements, proofs, theorems appear - some students lose the desire to study the subject. A number of similar studies suggest that gamification will gradually be introduced into the educational process and will have a positive impact on the formation of student interest, thereby increasing the quality of education.

RESULTS AND DISCUSSION

The game awakens the ability to compete, develops students' emotional activity and the desire to learn new knowledge. During the game, children not only think independently, but also develop concentration skills and desire for results. Students who are completely focused on the game do not notice that they have learned new information automatically.

Let's look at some of the conditions necessary for effectively organizing gaming activities:

1) During the game, you must remember that there are rules and the need to follow them. They must be clearly formulated and understandable to the student.

2) Story games should use material that is understandable to students.

3) When developing, it is necessary to carefully consider the tasks - what they will be aimed at and what results the student should achieve after completing them.

4) If competitive games are used in the lesson, then you need to think about how to control the situation and control the result.

5) All students must participate in the developed game (either everyone plays or no one plays).

6) Games should not be played often, otherwise there will be no time left for the usual learning process, and the significance of the game for students will be lost if it is monotonous.

The emergence of students' interest in mathematics largely depends on the teaching methodology, how competently this task is performed, and the structure of educational work.

What changes will the use of gamification in education bring:

- Promotes colorful emotional perception when learning new material.
- Develops the creative abilities of all students.
- Allows the student to believe in himself and test his strength.
- Teaches the student how to communicate well with peers and the teacher.
- Teaches you to form and defend your point of view.
- Stimulates interest in learning.
- Forms independent work skills.
- Builds concentration and perseverance.

Let's look at some useful applications that can be used to make your math lesson interesting and understand the subject:

Classcraft - is an online role-playing game that allows students to earn points, complete assignments, and answer questions through the lens of the subject they are studying. The game is ideal for group activities, as it requires the formation of teams of 5-6 people. However, if you have four individual students of the same level, you can also combine them into a team.

Genially - is an online tool for creating stunning presentations, interactive images, quizzes, tutorials, infographics, charts, quizzes, games, reviews, video presentations, summaries, surveys and social media content.

LearningApps.org - is an online service that allows you to create individual exercises, assignments, applications, save them in various formats, use ready-made modules in the library, freely exchange information between users, create classes and register students there, organize student work.

Plickers - is an application based on a mobile app, website and printed cards with QR codes. An app that instantly gauges class reactions and lets you know who's attending the class.

EdApp - is a mobile gaming learning platform and learning management system that offers gamification concepts and features such as interactive templates, leaderboards, rewards and points, and more to help increase student engagement.

Edgagement - is a learning tool that allows you to create quizzes and surveys. You can easily create interactive educational materials using 15 game templates such as Spin to Win, Fact or Fiction, Double Match, Connect the Dots, Jumble Pic, etc. Edgagement also includes game participation, assignments, and etc., which allows you to optimize learning content for better results in the future includes a data center that provides comprehensive reports on the knowledge gained.

CONCLUSION

In conclusion, we can talk about gamification as a successful way to organize learning, including mathematics. The use of game elements, such as tasks in the form of games, competitions, awards, increases the activity of students, increases their motivation, interest in the subject and participation in the educational process. The use of gamification promotes collaboration and teamwork, as many games can be structured as competitions or team challenges. This helps create a positive atmosphere in the classroom, improves student interaction with the material and each other, and has a positive effect on their motivation and learning outcomes.

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VOWEL HARMONY INFLUENCE ON KAZAKH STUDENTS WRITING IN RUSSIAN

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Abstract:

Interfering influence of vowel harmony and other Kazakh language features on the written errors of Kazakh students when teaching the Russian language is considered in this paper.

The purpose of the article is to identify written errors and the causes of difficulties in Kazakhs writing in Russian when writing dictations. Here we are talking about errors at the phonetic level, caused by the influence of the vowel harmony law, peculiarities of Kazakh sounds pronunciation, poor command of the Russian language: underdevelopment of phonemic hearing (the ability to analyze sounds) and phonemic perception (the ability to differentiate phonemes), as well as the psychological characteristics of a student. When graphically transmitting phonemes into Russian, disturbances are observed caused by the influence of the vocal harmony model of a Kazakh word.

Various types of confusions (replacements), insertions, permutations, letters and syllables omissions in Russian writing, made by students under the influence of the vowel harmony law and due to the presence of bi- and three-phonemic Kazakh letters, are classified and analyzed here in detail. The work does not talk about errors of a non-phonetic nature and caused by extralinguistic factors.

Keywords: *the Russian language, the Kazakh language, non-native language, dictation, vocal/vowel harmony, interference, written errors, phonetic level.*

INTRODUCTION

Currently, there is a need for multilingual specialists who are able to engage in a foreign language professional communication. And although the Russian language in Kazakhstan is not necessarily the language of future professional activity of university graduates, it is nevertheless taught for one year (in the first year) as a compulsory general education discipline.

The social demand for training specialists capable of engaging in a foreign language professional communication both in oral and written forms requires the development of communicative competence in oral and written speech, including grammatical, lexical, phonetic, spelling, and sociocultural competence.

Organizing educational and professional communication among first-year students may occur with certain difficulties when mastering different types of speech activity (reading, writing, speaking, listening). At the same time, "Serious obstacles to the developed linguistic personality formation... are disturbances in the processes of reading and writing, a persistent inability to master written and speech activities." (1, p. 7).

EXPERIMENTAL METHODS

The purpose of this study is to establish and determine the causes of written errors of Kazakhs when writing in Russian.

The following theoretical methods were used in the work: study and analysis of scientific literature on the research topic, generalization of the data and conceptual provisions presented in it. To compare the facts of two languages, knowledge of both Russian and Kazakh phonetic systems is required, which was the reason to use elements of typological and comparative methods of linguistics. Based on empirical research methods, practical experience in using dictation as a means of teaching the Russian language, as a valuable tool for developing the perception of audio text, was studied and analyzed. "Its benefits are numerous. The most common are that dictation helps to diagnose and correct spelling and grammatical errors, ensures attentive listening and trains the discrimination of sounds, helps to study punctuation and develops auditory perception (2, p. 357)

The experiment was carried out in several stages. At the first stage, respondents were asked to answer questionnaire questions to identify extralinguistic factors of informants. At the next stage of the experiment, a cross-section of knowledge was carried out to determine the level of the Russian language.

In accordance with the data obtained, the average level of Russian language proficiency among students is less than or equal to level B1.

A confirmatory experiment was carried out, the objectives of which were:

1. Determining the level of Russian speech listening comprehension.

2. Determining the level of written literacy.

An analysis of errors to identify written errors was carried out on the material of dictations of the 1st - year students. Written dictations of 56 students were processed. Overall, 14 dictations were conducted during the 2022-2023 academic year.

RESULTS AND DISCUSSION

One of the serious obstacles in teaching foreign languages is interlingual interference, which is identified when establishing interlingual similarities and differences. As. A.A Gadzhieva writes: "This issue remains relevant to this day due to the fact that in the speech activity of foreign language students, the largest number of errors arise primarily due to the interfering influence of the native language." (3, p.139.)

Interference manifests itself at all levels of the language system: sound (phonetic, phonological), grammatical (morphological, syntactic and punctuation), lexical, semantic and stylistic. In our study, we consider examples of Russian writing interfering Kazakh speakers at the sound, phonetic level.

Sound interference occurs in cases where, during a communicative act, the identified phonemes of the native and studied language violate pronunciation norms, which is transferred to writing, where words become incomprehensible and misspelled; the meaning of the statement is lost. When listening to someone else's speech, when analyzing what we hear, we use the familiar "phonological sieve" of our native language. And since our "sieve" turns out to be a filter for someone else's language, numerous errors arise. Russian phonetics luminaries N.S. Trubetskoy and L.V. Shcherba once wrote about this and the fact that the human ear is capable of hearing only what exists in its native language.

The choice of phoneme, which should be indicated by a letter, occurs not only through acoustic analysis and listening perception, but also through micromovements performed by the organs of articulation, which help to clarify the idea of sound and determine the sequence of sounds in a word. It is important not only to hear the sound, but also to pronounce it for its subsequent translation into a letter. And here the law of vocal harmony comes into its own. A. Dzhunisbekov states, the phonetic implementation of the Turkic word is programmed by vocal harmony. (4,p. 255)

Analysis of the results of the ascertaining section revealed the following errors in students Russian writing at the phonetic level, caused by:

- the influence of the vowel harmony law;
- Kazakh sounds pronunciation features;
- poor command of the Russian language: underdevelopment of phonemic hearing (the ability to analyze sounds) and phonemic perception (the ability to differentiate phonemes);
- psychological characteristics of a student.

1. Errors caused by the influence of the vowel harmony law.

1.1 Errors in timbral perception (undifferentiated phonemes), leading to mixtures (substitutions) of sounds. A mixture of letters indicates that the writer identified a certain sound in the word, but chose a letter that did not correspond to it to denote it. This may occur due to the action of the vowel harmony law.

1.1.1 The non-distinction between soft and hard consonants is due to the fact that there is no differentiation between the hardness and softness of consonant sounds in Kazakh; in most Kazakh words, under the influence of vowel harmony, the consonants are all hard or all soft. In the students' works the following spellings are observed: *устойчив**и**й* (instead of: *устойчив**ы**й*), *прест**ы**жный* (instead of: *прест**и**жный*), *современн**е**м* (instead of: *современн**о**м*), *услов**ы**е* (instead of: *услов**и**е*), *сложн**и**е* (instead of: *сложн**ы**е*)

1.1.2 Mixing of vowels E - A - O: *выраж**а**ные, выраж**о**ное, выре**ж**е**е**ное* (instead of: *выр**а**женное*), *изложо**о**ное* (instead of: *излож**е**нное*), *совро**о**менном* (instead of: *совр**е**менном)*

1.1.3 Mixtures of consonants denoting sounds that are similar in articulatory-acoustic characteristics (paired voiced and voiceless): *и**з**следовательских* (instead of: *и**сс**следовательских*), *со**с**данию* (instead of: *со**з**данию*), *перспегдивным* (instead of: *перспе**к**тивным*), *пр**из**тежный* (instead of: *пре**с**тижный*).

1.1.4 Pronunciation in the Kazakh language [ы] and [и] as [ый], [ий] and their transmission in Russian writing. As it is known, Cyrillic alphabetic signs, biphonemic [**и, у**], which are pronounced

differently in Kazakh, were introduced into the Kazakh alphabet. Therefore, students write words with the same letters as they pronounce them: with **й**.

1.1.5 This also includes examples in **ия**, **ию - я, ю**: omissions And, due to the dual role of the letters **я, ю**: *благопр**я**тные, образован**ю**, услов**я**, создан**ю**.*

1.2 Insertion of vowel letters is usually observed when consonants are combined. Such examples are found in words of foreign language origin: *универ**и**ситете*, *науч**и**ном*, *б**ы**лагоприятный*, when students incorrectly estimate the number of syllables in a word.

2. Errors caused by the peculiarities of Kazakh sounds or their absence in the Kazakh language.

2.1 This is the omission or replacement of the separating words [**ь**] and [**ъ**]: *скам**е**, скам**и**, скам**ъе**, скам**и**и.*

2.2 Mixing Russian sounds **[в-б-п]** during pronunciation and their indistinction during listening: *формоли**б**ался (*instead of: *формировался), спосо**в**ствоет-спасу**п**ствует- сбособствует-способствует (*instead of: *способствует), **в**лагоприяное (*instead of: благоприятное*), учев**в**ное (*instead of*: учебное)*. In the Kazakh language there are no consonant sounds in [v] and [f], therefore, in borrowed words these sounds are replaced by the corresponding native consonant sounds [b] and [p].

2.3 Mixing other consonants, namely whistling-hissing affricates: **ц-с-ч-ш-щ:** *универ**ц**итета, спе**с**иалиста- спе**т**циалиста, обущения (*instead of: *обучение), выще- высше-высще-виши (*instead of: *выше); рещаются-речаются, ведуших, ушпешные -успещние, ношало (*instead of: *начало).*

3. Errors caused by poor command of the Russian language (underdevelopment of phonemic hearing and perception) or psychological characteristics of a student. These are various omissions of letters and syllables, indicating that the student does not isolate all of its sound components in the word.

3.1 Permutations of letters and syllables are a consequence of difficulties in analyzing the sequence of sounds in a word. The syllabic rhythm of the word is preserved: *преспективным (*instead of: *перспективным), вырежоннные (*instead of: *выраженные).*

3.2 Omitting letters that are being reduced: *изложное* (instead of: *изложенное*). There are many similar examples not only in the writing of the Kazakhs.

3.3 Skipping letters and syllables containing the same letters. It can be assumed that students, accompanying a letter with pronunciation that is not consistent with the tempo of the letter, are confused by the plan when they encounter a repeating sound in the word: *унивеситскому, университскому, унивеситскому (*instead of: *университетскому).*

3.4 Incomplete spelling of identical letters and syllables: *университе (*instead of: *университет), професси (*instead of: *профессии).*

3.5 Insertion of syllables: *универси**ти**тетскому*, *универси**ти**тете*, *пер**е**спективным* (instead of: *перспективным*), *фор**у**м* (instead of: *форм*). In our material, “inserted” is a combination of letters already present in the word. We observe the repetition of the syllable. Such an “insertion” is a reflection of the writer’s hesitation when conveying the sequence of sounds in a word.

CONCLUSION

All these facts should be taken into account when establishing the status of errors: error or interference, linguistic flair as a desire for a uniform timbre of a word, for vocal harmony. When determining the status of an error, one should consider the specifics of Kazakh phonetics and graphics (lack of vowel reduction, lack of assimilation in deafness-voicing, hardness-softness, the presence of biphonemic vowels [i], [u], etc., lack of word stress, features of the syllabic division of the Kazakh word, so the vocal harmony law, the effect of which extends to the entire system of the Kazakh language, and therefore to written speech from letter to text). Note, that vowel-harmonic pronunciation of a word affects writing both in native and non-native speech.

The planned results of this problem study are the development of recommendations and methodological materials in teaching the Russian language, as well as in conducting other research in the field of methods of teaching a non-native language.

The practical significance of the work lies in the possibility of creating a system of education and language tasks for students of non-linguistic specialties in the Russian language course based on the results of an experimental study.

The prospects for the research lie in the creation of a nationally oriented educational manual, taking into account vocal harmony and interference; we have not found this kind of educational literature in Russian for the Kazakh audience.

We do not claim to accept the validity of all our statements; however, it should be admitted that when studying written speech problems in Kazakhs Russian speech, the specific features of Kazakh phonetics should be taken into consideration.

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DEVELOPMENT OF STUDENTS' FUNCTIONAL LITERACY IN GEOMETRY ON THE BASE OF STEM EDUCATION

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Abstract:

STEM educational technologies inspire our children—the future generation of inventors, innovators, and leaders—to investigate as scientists, model as technologists, create as engineers, create as artists, think analytically as mathematicians, and play as children. Today, STEM education is developing as one of the main world educational trends and is based on the use of an interdisciplinary and applied approach, as well as the integration of all five areas into a single educational scheme. Geometry, an important branch of mathematics, plays an important role in education for developing critical thinking and solving problems related to measurement. Also, geometric figures are a part of our life. Because geometric elements appear everywhere, geometry is also used in science and art. This article explains the necessity of geometry and why it has an important place in teaching mathematics. The main problem considered in the article is the formation of functional literacy of students in geometry on the basis of STEM knowledge, facilitating the teaching of geometry by using educational technologies.

Key words: *teaching geometry, functional literacy, learning activities, STEM education.*

INTRODUCTION

In today's information society, the concept of literacy is the basis of all groups of society. Moreover, the concept of literacy is expanded (informational, technical, musical literacy, etc.) and

acquires the status of an attribute of culture. Functional literacy is a person's ability to interact with the external environment and quickly adapt and work. The difference of personal literacy compared to simple literacy of a person in reading, understanding, creating short texts and performing simple arithmetic operations is the atomic level of qualifications, flexibility and skills that ensure the normal functioning of a person in the system of social relations, which is considered the minimum necessary for a person to live in a specific cultural environment, i.e. is functional literacy [1].

The peculiarity of the initial stage of secondary education in a whole system is to master the basic flexibility of educational activities at this stage, to create appropriate conditions for the need and interest of learning. In the mental development of the child, this specific activity performed by the child plays a leading role in a complex of other types of work (play, sports, culture, work). As it is known from psychological and pedagogical studies, the main indicator of the emergence of the student's subjective qualities is voluntariness. Qualification of educational activities, unlike other types of cognitive activities, is not formed before and outside the educational process. Therefore, one of the target functions of teaching any subject in primary school is the formation of students' self-learning activity skills, which are taken as the basis of future functional literacy. The emergence of the phenomenon of functional literacy expanded the time limitation in mastering the components of human literacy: knowledge, skills, abilities, methods of action, disciplinary and attitude qualities. According to many researchers, the process of mastering the components of functional literacy can practically continue throughout life. Functional literacy is a socio-economic phenomenon related to the complete well-being of the people and the state. Conditionally functional literacy V.V. Matskevich and S.A. According to Krupnik, it is written: "The modern European (citizen) needs to know and master..." and is formed taking into account the cultural and regional characteristics of each country [2].

Formation of functional literacy

In modern pedagogical theory and practice, the concept of "functional literacy" is considered within the framework of a conceptual framework (approach). The implementation of the Bologna agreement, which gives priority to functional literacy and competence, which are universal skills necessary in life and activity, became the basis for the modernization of the Kazakh higher education system. Since functional literacy is a multifaceted competence of human activity, it is possible to approach the analysis of the structure of literacy from the point of view of various activities performed by an individual (individual). At the same time, it is possible to understand in a broad sense the types of activities consisting of knowledge and dexterity, qualifications and practical textbooks and production-technical reporting methods. The composition of a person's actions and personality traits are related to each other. Yu. G. Fokin describes the composition of activity as follows: feeling the need; cause formation; choosing a method of action; action planning; action list; perform the action [3].

No matter how many changes are made to educational standards, the task of educating a person to think correctly, think creatively, take an interest in his work, and think creatively will never change. Geometry is considered one of the most difficult subjects in school. But when studying this part of mathematics, students have a great opportunity to form activities that contribute to inquisitiveness and research activity, development of self-creativity, development of critical thinking, development of intellectual activity. Development of functional literacy in the subject of geometry, purposeful development of students' theoretical thinking should be improved with creative thinking and combined with practice.

We define the model of a functionally competent student from the conditions mentioned in the scientific works of scientists. A functionally literate student is a student who acquires the necessary and high-level knowledge related to the process of receiving, changing information, producing typical textbooks and public relations reports, which are used in the business process as a set of disciplinary, interdisciplinary, integrative knowledge, skills, skills and methods of solving functional problems. personality.

In the case of joining the World Education Council, the Kazakh education system faces the following tasks:

- laying the foundation of functional literacy by systematically introducing the component according to the content of all educational subjects at the secondary education level;
- ensuring consistency of educational content at primary, basic secondary and general secondary education levels in the aspect of formation and improvement of functional literacy;
- ensuring consistency of formation of functional literacy at secondary, technical and professional, higher education levels.

Research facilities and objects

Most of the things we see and use in our environment, and even some things in nature, consist of geometric shapes and objects. Effective use of these objects and figures is determined by understanding the relationship between them. We also use geometric ideas in problem solving (such as painting, building walls, etc.), spatial identification, and geometric education. Geometric figures are the main part of our work. Effective use of these objects depends on their definition and understanding of the relationship between the object and its tasks [4].

The subject of geometry is a subject that primarily draws people's attention to the environment. The requirement for the correct division of the surface layer gave rise to geometry, which means information about the measurement of objects and figures and their representation in numbers. Therefore, this subject is directly related to people's daily life [5]. Geometry is the branch of mathematics that studies spatial forms and relationships, as well as other similar forms and relationships. This area of study plays an important role in developing students' critical thinking and problem solving skills. Students understand the surrounding world through geometry, begin to express their thoughts, analyze and solve problems. They can also be seen in terms of forms to better understand abstract symbols. In this context, they can understand the shapes around them and make connections between everyday life and mathematics. The first source of inspiration for the phenomenon of mathematics is nature and life. It is much more necessary and easier to connect its geometric side with this phenomenon. What people have done in the name of geometry is to see the existing and indisputable truths in nature, and transpose these relations into new truths and new relations, discovering the connections between them. People make decisions based on information about geometric shapes and objects in their work. Carpenters measure angles to build houses. Engineers decide at what angles the slope of the highway will appear. Gardeners plan geographical structures and flower growing positions.

Stem education and school mathematics

STEM education should be offered as a preparation for solving the problems faced in these fields. The sections listed below may be one of the reasons for giving priority to geometry in teaching mathematics in schools [6].

1) Critical thinking and problem solving play an important role in teaching school mathematics. The study of geometry contributes significantly to the development of critical thinking and problem-solving skills.

2) Geometry subjects help to teach other branches of mathematics. For example, geometry is used to understand fractions and decimals; rectangles, squares, circles are mainly used to teach the technique of performing operations.

3) Geometry is one of the most important parts of mathematics used in everyday life. For example, the shapes of rooms, buildings and figures used for decoration are geometric shapes

4) Geometry is a method widely used in science and art. As an illustration, architects and engineers often use geometric shapes. Geometrical characteristics are often used in physics and chemistry.

5) Geometry helps students learn more about the world they live in and appreciate its value. For example, the shapes of crystals and the orbits of space objects are geometric.

6) Geometry is a tool that helps students have fun and even motivates them to do math. For example, they race to play with geometric shapes, cut, glue, rotate, parallelize and symmetrize.

Geometry was one of the most difficult subjects for students to learn and understand at first. It is also clear that due to misunderstanding of geometry, students often find this subject difficult and their performance is low. That's why mathematics and geometry are the most dreaded subjects of high school students [6].

CONCLUSION

In conclusion, the depth of geometry knowledge of the teachers who teach the students at the school also affects the students' comprehensive knowledge and interest. According to PIZA research, students' geometric thinking skills and mathematical knowledge are lower than we expected. Thus, it is necessary to use different teaching methods to improve these skills and make teaching more effective. In this context, geometry requires a strong pedagogical approach in addition to deep knowledge to provide students with a pleasant and intellectual atmosphere. The teacher's role is to direct students to think quickly instead of forcing them to think within their framework, because from the point of view of modern pedagogy, it is not a big problem to know a lot or get deep knowledge in any subject; How the teachers present or direct the information will be of great importance. Therefore, according to the new ways of teaching, rather than expecting students to understand what is hidden in the teacher's mind, teachers should try to understand each student's perception of information.

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PROBLEM OF FORMATION OF SPIRITUAL AND MORAL CULTURE OF STUDENT'S YOUTH IN THE MODERN SOCIOCULTURAL SITUATION

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Abstract:

The problem analyzed in this article is of decisive importance for changing the social and pedagogical situation of growing of the personality and the development of its professional competence, depends on the social and cultural development of the country. Not formation of SMC competence of the student connected with a frame of reference on the world and the place in him of the person, defining attitude of the person towards the reality surrounding him and to from a position of traditional spiritual and moral values, shows need of development of an integrated approach to a solution, creations of the comprehensive program of interaction of public authorities and higher education institutions. We consider this competence as ability to judgment of spiritual and moral contents of scientific and educational information, ability to development of spiritual and moral potential in the course of formation of scientific outlook and vocational training. Today students, receiving vocational training in higher education institution and realizing the role in development of production, science and the culture of tomorrow, show active interest in an image component of a profession and career development, connecting with them the financial wellbeing.

Keywords: *student, competence, spirituality, morality, education, personality, spiritual and moral values.*

INTRODUCTION

The lack of researches in the direction of development and implementation of comprehensive programs of spiritual and moral education of students of higher education institutions complicates process of their entry into an education system which, certainly, is determined by values of the state and society. Approbation and development of innovative approach to formation of spiritual and moral culture of students of higher education institutions on the basis of inclusion in clusters of common cultural and professional competences of SMC competence as metacompetences, will provide its complementarity in any subject and a possibility of development and implementation of individual educational programs.

The modern expert – to the university graduate – needs to own not only a set of common cultural, all-professional and professional competences provided by FSES HE but also the competences defining the traits of character, vital strategy, sensibleness, ability to self-development, etc. allowing to give to students the chance to form the skills necessary for professional, public and personal success in the 21st century.

It is about the competence acting in relation to other competences and the personality as existential. Pavel Luksha suggests to consider existential competences as personal strategy, or social competences as they allow to put before the person and to answer the question "why" connected with sense search and sense construction and defining the choice of further actions [1].

In researches as modern scientists of problems of morality, spirituality of the personality, questions

of spiritual and moral education by one of the priority directions identification of communications and dependences between development of morality of the personality and level of moral development of society in general acts. Therefore as the main educational objective of the higher education today both in Russia, and in the Republic of Kazakhstan education of the personality capable to moral self-improvement and autonomous, not depending on ideology and external factors, self-control of the activity and behavior acts. It is reached due to development of high spiritual and moral culture under the influence of scientifically weighed purposeful teaching and educational technologies [2, page 23]. The Spiritual and Moral Culture (SMC) defines the attitude of the person towards reality and to from a position of traditional spiritual and moral values as is some kind of frame of reference and installations. As the sociocultural code, SMC provides storage, transfer from generation to generation and implementation of the program of spiritual and moral human development and its preservation, acting as a steady basis for broadcast of traditional values of the people and the state. In this regard we consider necessary to talk about introduction to competence-based model of the expert, irrespective of the direction and a profile of preparation, spiritual and moral competence (SMC competence). We consider this competence as ability to judgment of spiritual and moral contents of scientific and educational information, ability to development of spiritual and moral potential in the course of formation of scientific outlook and vocational training. The SMC competence defines valuable orientation of the personality on the values of spiritual culture providing consolidation of civil society around the general values forming the base of statehood, and the independent spiritual search connected with the solution of questions meaning of life character - "Who I am?", "Why I?". Unlike external achievements which reflect success of the person in concrete society, the personal development strategies caused by SMC competence reflect its valuable relation to processes and the phenomena which subject he is [3].

The basic national values comprehended in line with modern scientific knowledge are capable to become special ethical regulators of accumulation of human capacity of the country among the most active representatives of civil society – student's youth.

As a result of lack of these special regulators, Russia and Kazakhstan face the problems interfering transition to the strategy of the advancing development: the lack of accurately designated concepts of humanistic values of modern domestic and world culture generating a spirituality vacuum in the environment of the youth which has grown on anti-values of culture imposed from the outside demands reconsideration of the world outlook universally expressed in basic values of domestic culture and acting as "genes" culture of each people [5]; the absence in federal state educational standards of the higher education of the key competences focused on spiritual and moral values and considering changes of a cultural and genetic code in need of maintaining national identity conducts to the fact that training programs of educational institutions leave ethical invariants of science "off-screen" and professional skill and practically don't work for development of a cultural sociocode as one of key resources of innovative development of institutes of culture of our countries; at university graduates ideas of an ethical component of science as component of cultural and historical process are indistinct [4]; professional communities, being guided by formats of Ministry of Labor, develop professional standards, considering existence of processes of formation new and transformations of the existing meanings of human universally in the form of cultural values insufficiently that leads to need of introduction of additional structures on social and ethical examination of scientific and social programs, projects.

RESULT AND DISCUSSION

Today students, receiving vocational training in higher education institution and realizing the role in development of production, science and the culture of tomorrow, show active interest in an image component of a profession and career development, connecting with them the financial wellbeing. The ethical invariants of science and professional skill based on traditional values of spiritual and moral culture and providing development of a cultural sociocode as one of key resources of innovative development of institutes of culture of our country aren't included into the list of life priorities of most of students [4]. In the circumstances use of the SMC (spiritual and moral culture) resources in the course of vocational and research training of student's youth to self-realization in the changing world is capable to damp risks of development of the country in the negative scenario. We connect a possibility of the solution of this problem with the "Spiritual and Moral Culture of Student's Youth" project which in the prospect is guided by improvement of a cultural and genetic code of the nation, human development of the country. The project is aimed at development of two-level system of integration of SMC into educational process of higher education institutions:1) creation scientific and methodical and the software of process of training of specialists, capable to form at students of the Russian higher education

institutions a frame of reference on the world and the place in him of the person, his attitude towards surrounding reality and himself from the standpoint of traditional spiritual and moral values for Russia; 2) development of the corresponding competence.

CONCLUSION

The innovation of the offered approach to formation of spiritual and moral culture of students of higher education institutions consists in the offer to include in clusters of common cultural and professional competences of SMC competence as the metacompetence providing its complementarity in any subject, a possibility of development and implementation of individual educational programs and programs of educational work. Proceeding from determination of the competence offered in the DeSeCo program that it is ability successfully to react to difficult requirements (situation) either to carry out activity, or to carry out a task [6], the model of SMC competence of higher education institution has to consider the universality of the valuable bases of spiritual and moral culture of the country providing consolidation of civil society around the general values forming the base of statehood, self-identity of the people of the Russian Federation and RK, providing humanistic orientation of vocational training of future elite of the country – experts whose activity will be carried out already in new conditions and with use of new technologies.

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DIDACTIC BASIS FOR USING A MODULAR-COMPETENCE APPROACH IN THE EDUCATIONAL PROCESS

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Abstract:

This article outlines the necessary and sufficient didactic conditions for the effective formation of professional competencies of college students. Initially, separate definitions are considered that reveal the essence of the concept of "Didactic conditions", which are used for the purpose of the successful implementation of the educational process.

The article provides a definition of individual authors, the essence of which is that "Didactic conditions" is a part of the educational process aimed at effectively solving the tasks set to determine the content, forms, methods and means of teaching.

The authors of this article substantiate the following 5 didactic conditions, which are the most effective in the formation of professional competencies of college students. These are innovative teaching technologies; modern material and technical base; modular educational program; educational and methodological complexes of academic disciplines; competent teaching staff.

Keywords: *pedagogy, competence, methodology, practice, didactics, process, system.*

Currently, one of the main principles of the country's strategic development is to be one of the most advanced developed countries, and in this regard, the importance of training specialists capable of solving a wide range of tasks aimed at achieving a new modern quality of education increases.

In our case, the task of preparing college students with improved functional literacy is relevant.

In accordance with this, the widespread use of innovative trends in improving the functional literacy of college students is determined by the priority of informatization of knowledge.

This is evidenced by the adoption of the state program of the Government of the Republic of Kazakhstan "Digital Kazakhstan" in order to create conditions for the transition of the country's economy to a fundamentally new development trajectory, and the establishment of one of its tasks - increasing digital literacy in secondary, technical, professional, higher education. From this point of view, the study of the problem of the full use of the modular competence approach in the formation of professionally significant qualities, competencies of college students is one of the most pressing problems of pedagogical science [1].

The main innovative approach to updating the content of vocational education is recognized as a modular-competence approach. The competence approach is a set of general principles for determining educational goals, selecting educational content, organizing the educational process and evaluating educational results [2]. The competence approach provides students with the ability to solve problems that arise in the following situations:

1) mastering modern equipment and technology;

2) assessment of their actions in human relations, ethical standards;

3) in legal norms and administrative structures, consumer and aesthetic assessments;

4) Choosing a profession and assessing your readiness to study in a professional educational institution when it is necessary to focus on the labor market.

Currently,the development of a competency approach is associated with the need to update the content of Education, optimize methods and technologies for organizing the educational process, and rethink the goals and results of Education. The essence of the new behavior is the purposeful development of key competencies based on the knowledge gained by students and their willingness to use temporary survival methods to solve practical problems. The task requires institutions to significantly update the content and improve the quality of professional training at all levels of Education, intensify activities for its expansion, integration of professions with an orientation to international quality standards, boldly turn institutions, primarily primary and secondary vocational education, to the needs of territorial labor markets.

One of the mechanisms for solving this problem is the introduction of programs built on the basis of a modular-competence approach to the system of Continuing Professional Education. The modular-competence approach expresses the concept of organizing the educational process, which as a goal of training is a set of professional competencies of the student, as a means of achieving it – a modular construction of the content and structure of vocational training.

In world practice, modular training has been attributed to an innovative type of training based on the principle of action and consciousness (the training program and its own trajectory of training are understood), characterized by a closed type of management due to the modular program and training modules.

The main principle of the modular-competence approach is the orientation to the goals that are important for the labor sphere. A separate module is an integral part of the educational standard for a specialty or educational program and provides a comprehensive development of skills and knowledge within the framework of the formation of specific competencies that ensure the fulfillment of a specific Labor function, reflecting the requirements of the labor market. The principle of modular construction is a logical continuation of the principle of functionality. The module of the educational standard is understood as a whole set of competencies that are subject to assimilation. The flexibility of modular vocational education programs is based on competence and:

- allows you to quickly replace modules or update their content when the requirements for a specialist change;

- allows you to individualize training for each student according to the level of his knowledge and skills by combining the necessary modules;

it allows you to use the same modules as elements of several training programs at once.

The professional module is a part of the main professional educational program, which has a certain logical completion in relation to the results of a given education and is designed to develop professional competence within the framework of each of the main types of activities. The didactic structure of the modular program is projected, designed and implemented on the basis of general and specific principles. The module included in this program is a relatively independent unit of the educational program aimed at the formation of a certain professional competence or group of competencies. In other words, a module is a complete unit of the educational program, forming one or more specific professional competencies, together with the control of the knowledge and skills of students. Accordingly, a modular educational program is a set and sequence of modules aimed at mastering certain competencies necessary for the assignment of qualifications [3].

Within the framework of the modules, a comprehensive, synchronized study of the theoretical and practical aspects of each type of professional activity is carried out. In this case, it is not a reduction in excess theoretical disciplines, but a revision of their content, "removal" of excessive theory and redistribution of the volume in favor of truly necessary theoretical knowledge, which makes it possible to master competencies, organize and systematize them, which ultimately leads to an increase in the motivation of students.

The transformation of the educational process on the principles of modularity provides for:

- preliminary in-depth interdisciplinary study of the content of existing educational programs in order to avoid repeated fragments from academic disciplines,

- establish possible educational trajectories within the professional module,

- development of a system for the implementation of professional modules that require high-quality updating of the material and technical, information and library base of the educational institution,

- professional development of the teaching staff in the implementation of a modular approach to training;

-conducting administrative and managerial activities on new principles that are responsible for the modern restructuring of the educational process, etc.

To implement the modular technology of a competency-based approach to the educational and educational process, an integrated approach is needed, which provides for the special training of teachers, the development of subject modules, didactic and methodological manuals, assessment of the quality of the effectiveness of modular training for both students and teachers. The methodological basis for modular training is psychological training, pedagogical skills, program and didactic support, pedagogical research (diagnostics and monitoring).

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the effectiveness of modular training for both students and teachers. The methodological basis for modular training is psychological training, pedagogical skills, program and didactic support, pedagogical research (diagnostics and monitoring) [4].

The central point in the work on the introduction of modular technology of a competence approach to the educational process is the forms of Organization of educational activities of students based on independence and responsibility for the results of their labor. Thus, the one-sided activity of the teacher is transferred to the activity, independence and responsibility of the student. In addition, the teacher acts as an organizer of the educational process on a problem basis, acting not as a source of ready-made knowledge and directives for students, but as a leader (administrator) and partner (customer).

In the case of a modular-competence approach, a comprehensive assimilation of skills and knowledge is carried out within a separate module (acting as a whole unit of the educational standard in the specialty or the educational program of an educational institution) within the framework of the formation of specific competencies that ensure the fulfillment of a specific Labor function reflecting the requirements of the labor market.

This modular-competence approach differs from the block-modular approach traditionally used in educational institutions of the Republic of Kazakhstan.

For the development of a modular-competence approach in modern educational theory and practice, the following features are characteristic:

- the focus on the formation of basic and professional competencies is a promising direction in educational science and practice;
- the idea of developing competencies in the professional education system is developing rapidly;
- the competence approach involves the development of the content of education - the transition from "knowledge" to "service approaches" ;
- implementation of the competence approach requires the allocation of significant resources for training personnel capable of working within this approach;
- takes into account the contradiction between the definition of the concept of "module" in different systems of professional education;
- the modular-competence approach requires a more in-depth technological elaboration of the competence approach in relation to the professional education system.

Work on the development of educational programs based on a modular - competence approach, having the necessary logic, consistency, transparency, ensuring continuity with the well-known and widely used domestic didactic tradition in world practice has been carried out since 2005. They represent a set of documents that reflect the content of vocational education and consist of a set of modules aimed at mastering certain professional and general competencies necessary for the assignment of qualifications in a specialty or specialty.

The following main conditions for the development of such programs can be distinguished:

- orientation to the needs of the labor market;
- flexibility of the structure of the educational program in relation to changes in the parameters of the external environment and internal conditions of the organization of the educational process;
- ensuring "transparency" of training results for students, teachers, masters of industrial training, heads of educational institutions, employers, representatives of the public, administrative structures;
- the need to organize the subjective interaction of participants in the pedagogical process.

Based on this, it is possible to identify and systematize the principles of a modular - competence approach in the development of educational programs.

These principles are divided into three groups:

- principles of formation of the educational program;
- principles of implementation of the educational program;
- principles of monitoring the effectiveness of the program.

The combination of these principles forms the basis for creating educational programs that are adequate to the current and prospective needs of the business.

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UDC 373

FEATURES OF INTERACTION BETWEEN FAMILY AND SCHOOL IN THE FORMATION OF ENVIRONMENTAL EDUCATION OF SCHOOLCHILDREN

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Abstract:

This article reveals the features of interaction between family and school in the environmental education of schoolchildren. Environmental education is the formation in children of environmental consciousness as a set of knowledge, thinking, feelings, will and readiness for active environmental activities, which helps to understand the surrounding reality as a living environment and as aesthetic perfection and orients towards a careful attitude towards it, allowing in advance to anticipate and prevent negative consequences of industrial development of natural resources. Environmental education, as an integral part of moral education, pursues one of the important goals - instilling in students a moral attitude towards nature, the need to preserve and increase natural resources. The goal of environmental education is the formation of a responsible attitude towards the environment, which is built on the basis of environmental consciousness. This presupposes compliance with the moral and legal principles of environmental management and the promotion of ideas for its optimization, active work in studying and protecting the nature of their area. The ultimate goal and result of environmental education should be the formation of an environmental culture. Ecological culture is the ability of people to use their environmental knowledge and skills in practical activities. Without an appropriate level of culture, people may have the necessary knowledge, but not master it. Ecological culture is a part of universal human culture, a separate facet of it, reflecting the relationships between man, society and nature in all types of human activity. From the point of view of environmental education and upbringing in the functional field of culture, the leading place is occupied by the regulatory and humanistic functions, which act as system-forming ones. At the center of ecological culture are universal values and such techniques and methods of activity that contribute to the preservation of these values.

Key words: *environmental culture, environmental education, respect for the human person, universal culture, regulatory and humanistic functions, natural resources, responsible attitude towards the environment*

INTRODUCTION

Nowadays, when the world is on the verge of an environmental disaster and the future of all humanity is under threat, not a single sane person will deny that environmental education and training are one of the most pressing problems of our time. Currently, the topic of ecology is becoming more relevant than ever. Due to the global environmental problem, ecology has become of utmost importance. Initially, ecology, as a special field of knowledge, studied the relationship of plant and animal organisms with the environment. Subsequently, the entire biosphere of the Earth became the object of environmental research.

Nature can be considered in both the broad and narrow senses of the word. So, in a broad sense, nature means everything that exists, the whole world in the diversity of its forms.

In a narrow sense, it appears to be the totality of the natural conditions of existence of human society. Even in ancient times, in order to survive, man not only adapted to his environment, but also, unlike animals, adapted nature to satisfy his increasingly growing needs. Man created tools and household items from natural materials, and built houses. In addition, man tamed wild animals, cultivated the soil and grew crops on it. As a result of the transformation of the natural environment, man has built an artificial environment for his habitat.

Ecology as a science appeared at the end of the 19th century, but for a long time it remained a purely biological science that was of interest only to scientists. And only in the middle of the 20th century did ecology become widely known among ordinary people. It has become a science that should help people survive, make their habitat acceptable for existence.

Here are several definitions of the term "ecology":

1. Ecology is a science that studies the conditions of existence of living organisms, the relationship between living organisms and their habitat.

2. Ecology is the knowledge of the economy of nature, the simultaneous study of all relationships between living things and organic and inorganic components of the environment.

3. Thus, we can summarize that ecology is a science that studies all the complex relationships in nature, considered by Charles Darwin as conditions of the struggle for existence.

4. It cannot be denied that at the present stage such a component of raising children as children's communication with nature is very important. So, for example, L.N. Tolstoy considered the self-developing nature of a child to be perfect, and in the natural environment he saw ideal conditions for the manifestation of human nature, seeing the ideal way of life in the natural work cycle of human interaction with nature [1]. And such outstanding Soviet teachers as A.S. Makarenko, S.T. Shatsky and V.A. Sukhomlinsky did not even imagine organizing a healthy and expedient pedagogical process outside of nature, outside of moral and aesthetic relationships with it.

We cannot but agree with the opinion of V.A. Sukhomlinsky, who determined that when the traditional consumer attitude towards nature changes, the beliefs and activities of the student change [2]. They are built in constant communication with nature and are aimed at harmonizing the disturbed biosphere.

In our opinion, consideration of the theory of environmental education must begin with a definition of its essence.

Ecological education is "the formation in children of environmental consciousness as a set of knowledge, thinking, feelings, will and readiness for active environmental activities, which helps to understand the surrounding reality as a living environment and as aesthetic perfection and orients towards a careful attitude towards it, allowing to foresee and prevent in advance negative consequences of industrial development of natural resources" [3]. The formation of environmental consciousness is influenced by environmental knowledge and beliefs. Ecological ideas are formed in natural history lessons.

EXPERIMENTAL METHODS

Environmental education can be defined as the process and result of purposeful influence on the development of an individual (its qualities, attitudes, views, beliefs, ways of behavior) in order to implement its rational interaction with the environment. Environmental education, as an integral part of moral education, pursues one of the important goals - instilling in students a moral attitude towards nature, the need to preserve and increase natural resources.

According to A.N. Zahlebny, environmental education is the creation of conditions for an individual to assimilate the environmental culture developed by society [4].

Suravegina I.T. defines the goal of environmental education as "the formation of a responsible attitude towards the environment, which is built on the basis of new thinking." This presupposes compliance with the moral and legal principles of environmental management and the promotion of ideas for its optimization, active work in studying and protecting one's area [5].

The goal of environmental education is the formation of a responsible attitude towards the environment, which is built on the basis of environmental consciousness. This presupposes compliance with the moral and legal principles of environmental management and the promotion of ideas for its optimization, active work in studying and protecting the nature of their area.

The goal of environmental education is achieved as the following tasks are solved in unity:

- educational - the formation of a system of knowledge about environmental problems of our time and ways to resolve them;

- educational – the formation of motives, needs and habits of environmentally appropriate behavior and activities, a healthy lifestyle;

- developing - development of a system of intellectual and practical skills for studying, assessing the condition and improving the environment of their area;

- development of the desire for active environmental protection: intellectual (ability to analyze environmental situations), emotional (attitude towards nature as a universal value), moral (will and perseverance, responsibility).

The ultimate goal and result of environmental education should be the formation of an environmental culture. As a rule, the formation of an ecological culture occurs in the first ten years of a person's life. Therefore, the initial stage of schooling is a very important period for the environmental education of children. At this time, spontaneous knowledge about the culture of human relations with nature is corrected, deepened, systematized, and generalized.

Primary school age is the most favorable period not only for the child's emotional interaction with nature, but also for the formation of an elementary ecological culture (Evdokimov, 2001, 36).

Ecological culture is a relatively new problem that has become acute due to the fact that humanity has come close to a global environmental crisis.

According to L.N. Kulikova, ecological culture is part of general human culture, a separate facet of it, reflecting the relationship between man and the whole society with nature in all types of activities [6].

Zakhlebny A.N. considers ecological culture as a derivative of environmental consciousness. It should be built on environmental knowledge and include interest in environmental activities [4].

"Ecological culture presupposes a way of life support in which society, through a system of spiritual values, ethical principles, economic mechanisms, legal norms and social institutions, forms needs and methods of their implementation that do not pose a threat to life on Earth" [7].

Ecological culture is the ability of people to use their environmental knowledge and skills in practical activities. Without an appropriate level of culture, people may have the necessary knowledge, but not master the

Ponomarev I.N. writes: "Ecological culture is the most important part of the general culture of modern man, manifested in all spiritual life and actions, as a special personality trait of understanding the value of nature" [8].

V. A. Ignatova believes that: "...ecological culture, being part of universal human culture, determines the nature and qualitative level of relations between man and the socio-natural environment, manifests itself in a system of value orientations that motivate environmentally sound (nature-conforming) activities, and is implemented in all types and results of human activity related to knowledge, use and scientifically based transformation of nature and society" [9].

Thus, ecological culture is part of the universal human culture, a separate facet of it, reflecting the relationship between man, society and nature in all types of human activity. From the point of view of environmental education and upbringing in the functional field of culture, the leading place is occupied by the regulatory and humanistic functions, which act as system-forming ones. At the center of ecological culture are universal values and such techniques and methods of action.

RESULTS AND DISCUSSION

Having analyzed various points of view on the definition of ecological culture, we can say that there is no unambiguous interpretation of this concept, since this phenomenon, like the general human culture, is complex, multifaceted and multifunctional. Study of the scientific positions of S. V. Alekseev, N. F. Vinokurova, I. D. Zverev, V. A. Ignatova, V. V. Nikolina, A. P. Sidelkovsky, I. T. Suravegina and others, application in the unity of the axiological and activity approaches, as well as in the analysis of ecological culture, allowed us to draw the following conclusions.

Ecological culture, being part of universal human culture, determines the nature and level of human interaction with the social and natural environment, manifests itself in a system of relationships that develop and are formed in various types of activities related to knowledge, use and care of the environment.

Ecological culture is not a skill of reasonable, rational communication with the environment, it is a style of thinking, an updated worldview, a certain organized consciousness that has realized itself as a link in a complex chain of environmental events. As a rule, the concept of "ecological culture" is associated with awareness of the self-worth and equality of all forms of life as a necessary condition for human existence, a responsible attitude of the individual and society towards nature, mastering a variety of knowledge about the socio-natural environment, acquiring skills and experience in solving

environmental problems, anticipating possible consequences nature-transforming activities, the need for constant communication with nature, direct participation in the environmental movement, nature-conforming behavior, careful attitude towards nature, concern for its conservation, concern for human health, and civil responsibility for its condition.

Ecological culture has a rather complex structure - the following components are considered as its elements:

- system of environmental knowledge (natural science, value-normative, practical);
- knowledge about nature, the relationships in nature, methods of its rational use, conservation and enhancement, etc.), skills and abilities that ensure readiness for practical environmental activities, environmental thinking (a style of thinking that reflects the specifics of the object of knowledge and focus on practical activities to resolve environmental situations and problems arising as a result of inadequate human actions or natural disasters), feelings and nature of attitudes towards nature (moral and aesthetic), interests and needs in relation to nature and environmental activities, environmentally friendly behavior and activities in nature, motives of behavior and activities in nature, ecological worldview.

At the center of such a complex integrative education as an individual's ecological culture is an ecological worldview (worldview, worldview, worldview), practical environmental activities and behavior that contribute to the sustainable and interconnected development of man, society and nature. In this triad, the basis for ecological culture is the ecological worldview of the individual - the system of his views, beliefs, universal values, ideals and principles, norms and requirements of the environmental imperative, patterns of environmentally compatible behavior and activity, ways of cognition and activity, environmental responsibility of the individual, characteristic of ecocentric (nature-centric, everyday) approach to the world.

There are at least three levels of formation of an ecological worldview - empirical, theoretical and methodological (of which only the first two are actually possible to achieve within the framework of school education), as well as at least four of its components - cognitive, value-normative, moral and volitional .

The influence of ecology extends not only to the development of science, but also culture, some authors rightly talk about the ecological stage cultural development. A high level of culture can only be characterized by a society or a person whose activities are based "on knowledge of the laws of the functioning of ecosystems"; knowledge of the processes and phenomena of living nature and the role of man in it.

According to Girusov E.V. and Gerasimchuk A.A. main component Such a holistic systemic education as ecological culture is a system of environmental values [10]. Functioning, environmental values interact with all spiritual values, including moral ones. This interaction has a certain impact on the development of environmental culture.

CONCLUSION

Ecological culture can be considered as a vector of harmonious, sustainable development, which guarantees compliance with social activities in the natural environment. However, not all parents can properly prepare their children to perceive the world around them. The main factor here is the insufficiency of one's own environmental education. To help parents with this goal, teachers are developing special programs that, in an accessible playful form, help to correctly direct children's attention to a particular topic. These programs are the basis of the following environmental education. The further ecological culture of the individual depends on the correctness and quality of their assimilation.

The results of school leadership in the formation of the environmental culture of junior schoolchildren, consisting of a combination of general and differentiated pedagogical education of parents and the implementation of direct recommendations for organizing environmental work in the family, are manifested in the fact that the corresponding activities of the family and school do not contradict each other, but are carried out in accordance with one direction, pursuing one goal, which ultimately determines the successful formation of individual components of environmental culture among students.

Thus, the interaction of parents in the family and teachers in an educational organization makes it possible to form competent foundations of an ecological approach to the perception of the natural environment and contribute to the formation of an ecological culture among junior schoolchildren.

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INFORMATION TECHNOLOGIES IN THE SOCIO-CULTURAL SPHERE

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Abstract:

This article discusses the specifics, features and genres (forms) of information technologies in the socio-cultural sphere.The emergence of the information society is inextricably linked with the awareness of the fundamental role of information in social development, with consideration in a broad socio-cultural context of such phenomena as information resources, information technology, informatization of socio-cultural institutions. Particular importance in the information society is the informatization of the sphere of folk art and socio-cultural activities, improving the information culture of the individual.

Using the properties of information in the socio-cultural sphere, allows you to create a professional, trusting and respectful attitude of others to cultural and leisure institutions. Through the implementation of information technologies, it is possible to promote the activities of socio-cultural institutions, including cultural services and products. In order to implement a social order, hold cultural events, and attract attention to cultural institutions, it is necessary to be able to collect, process and analyze information. But the most important thing is to form an information field around the cultural institution and skillfully convey and disseminate the necessary information. Information activity as a technology of interaction with society and a way of influencing public opinion is very important for state cultural institutions.

Keywords: *Cultural institutions, society, information, technology, leisure, service, type, action.*

INTRODUCTION

Due to Information Technologies, the socio-cultural sphere is becoming an important factor in the implementation of the principles of openness and freedom of speech. Cultural and creative institutions are developing together as a whole with an open information system based on the use of the entire flow of information without any restrictions. The scale of the information process, which, along with the transfer of information, includes the discussion, sharing and processing of new information, is expanding day by day.

The use of information and educational technologies allows you to provide free access to information in libraries, accumulate, store and distribute alternative publications, inform about the plans of socio-cultural institutions, create methodological reports of cultural institutions, create an information database, increase the effectiveness of seminars and advanced training courses, as well as hold various meetings with famous specialists.

EXPERIMENTAL METHODS

It considers today's post-industrial stage of human civilization in close connection with the development of the information society, the level of development of which depends on the quantity and quality of accumulated various information, freedom in obtaining it and accessibility. In this regard, M. Castels concludes that "the information society can exist in the form of various social and cultural models, and so it exists in reality" [1].

The emergence of the information society is inextricably linked with the consideration of such unique phenomena as Information Resources, Information Technologies, informatization of socio-cultural institutions in a large-scale socio-cultural context, the awareness of the fundamental role of information in social development.

The formation of the information society predetermines the need to take into account the dynamic changes taking place in nature and society, in the entire environment, the increase in the range of information, the rapid development of new information technologies in the process of human education. In the information society, the informatization of folk art and the sphere of socio-cultural activity, the increase in the information culture of the individual is of particular importance[2].

Today, we have every reason to develop a new information culture, which is considered an element of the general culture of mankind. This culture is formed by knowledge related to the information environment, the laws of its functioning, the ability to navigate information flows.

The concept of" information" is considered by various branches of Science: Philosophy, Sociology, jurisprudence, technical sciences, cultural studies, socio-cultural activities, public relations. Despite the multiplicity of reference books on these branches of science, as generalizing common features of "information", information, interpretation, narrative and presentation can be distinguished. Information has the following properties: objectivity, reliability, completeness, accuracy, value, relevance, intelligibility, accessibility, compactness [3, pp. 6-7]

The effective use of such properties of information in social and cultural settings allows us to establish relations of professionalism, trust and respect in cultural and leisure institutions. Through the use of information technologies, it is possible to popularize the general activities of socio-cultural institutions, including services and cultural products. The main mechanism of information and educational technologies in the socio-cultural sphere [4, pp. 504-509]: attention to communication; access to the perception and assimilation of information messages; interpretation of the Received message in the form provided for in advance; storage of information in the data bank for subsequent use; use of information to encourage active learning and improve practical skills; convince the recipient of information of the need to be ready for action in accordance with the wishes of the sender.

There are such groups of information technologies as:

1. Information and educational (aimed at attracting, accessing, interpreting, storing socio-cultural information, as well as practical use of socio - cultural information: dialogue, thematic discussions, posters, brochures, Audio, Video Films, "round tables", lectures, etc.)

2. Information and journalistic technologies (information transfer is based on the genre of the message confirming the truth).

3. Artistic-journalistic and artistic-entertainment technologies (compositional structure, image system, messages with expressive meaning) [5, pp. 260-269].

It is necessary to be able to collect, process and analyze information in order to implement a social order, organize and conduct cultural events, attract attention to cultural institutions. The main thing that should be taken into account here is the ability to form an information field around this cultural institution and distribute the necessary information on a business basis.

It has its own logical system for conducting various actions related to the transfer of information (source-encoding - message - decoding - recipient-feedback):

1. Research (analytical) activities. It includes the following stages: assessment of the situation, setting goals, analysis of communication elements, study of communication sources, study of the content of PR materials, analysis of the audience in the direction of information transmission, identification of channels for disseminating information.

2. Planning an information campaign. After determining the goals of the campaign, the audience in the direction of providing information and the source of communication, it is necessary to proceed to planning. Planning allows you to see the situation as a whole, optimize resources and budget. There are different types of plans for conducting an information campaign, they are: strategic (long-term), operational (annual cycle), situational (local issues), current, schedule plan.

3. Implementation of a PR campaign. The main task of this campaign is to carry out actions, events that provide for informing the maximum number of residents about the cultural institution, contributing to the formation of a reputation with a positive image, advertising the products and services of the cultural institution[6, pp. 50-57].

Among the most effective, the following types of events can be distinguished: presentations, conferences (press conferences), "round tables", "open doors" days, exhibitions, receptions, promotions.

4. Assessment of the effectiveness of information activities-determining the effectiveness of an information campaign according to criteria, principles, standards. Criteria for determining effectiveness include:

- presentation, promotion of new ideas and projects;
- the level of development of the motivation of the source of information and the recipient of information;
- establishing mutual understanding and cooperation between cultural institutions, the social environment, state and commercial structures;
- development prospects, implementation of new projects and plans;
-access to the audit dedicated to the perception of new market relations and information.

It is necessary to regulate information interaction between specialists of socio-cultural services that produce and implement cultural services and the society that consumes them with the help of information and journalistic technologies.

There are the following genres (types) of this technology:

1.Information journalism-confirmation of the truth that the author himself observed during his observation of a particular event, phenomenon. This is the clearly truth visible in the organization and composition of the religion.

This includes: record, Report, case history, application, announcement, dossier, event, Bulletin, report, message creation, interview, advertising, promotions.

2. Analytical journalism - the purposeful analysis of specific facts and phenomena by the author. The composition is based on the author's idea. This genre includes: commentary, article, Review, story, Express review, resume, recommendations, correspondence, monitoring, press conference, talk show, open house.

3. Artistic journalism - the composition is based on messages related to the image system proposed by the author.

The tasks of communication here are implemented by artistic and expressive means, which include an essay, description, essay, biography, feuilleton, pamphlet, Exhibition, Festival, concert [7, pp. 222-232].

CONCLUSION

Information resources are an indispensable tool in the process of managing socio-cultural activities. They contribute to the information support of decisions related to management, allow you to constantly engage in socio-cultural monitoring, monitor the state and problems of the activities of objects of the socio - cultural sphere in the region of residence, conduct marketing research, market segmentation, advertise the activities of socio-cultural institutions, attract contributors, participants and interested persons.

Information activity, as a technology of interaction with society and a way of influencing public opinion, is very important for state cultural institutions. The introduction and use of information technologies in the socio-cultural sphere allows us to achieve positive results and changes in the information, publishing, methodological, cultural and leisure activities of cultural institutions.

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METHODS OF USING ARTISTIC AND EXPRESSIVE MEANS OF THEATRICAL PERFORMANCES IN CULTURAL AND LEISURE WORK

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Abstract:

The article considers the method of using expressive means in theatrical performances, namely words, as a means of transmitting a documentary, journalistic, and artistic image. expression tools define the overall view palette. The authors believe that first of all, living words, feelings, moods and images that convey the thoughts of people who are able to bring it to life and act on it. Only a live Word creates a stage space and an atmosphere of communication in any audience.

Keywords: *holiday, performance,staging, parade, idea.*

INTRODUCTION

The use of means of ideological and emotional influence in a mass holiday is mandatory. They are divided into several types. Under their influence, an emotional effect appears within the framework of the holiday.However, not all holiday organizers achieve high emotional performance. According to theorists, emotions and content are the foundations of creative performance.But he doesn't master the methods of[1,181].

Means of expression define the palette of execution. First of all, it is a living word, feelings, moods and images of people who are able to realize it and give action. Only a live word creates an atmosphere of communication in the space of the stage and any audience. In addition, it is a carrier of accurate information. A long time of oral performance at a festive event is used to immerse the audience in the atmosphere of the event, to complement the effect of artistic means.

Features of mass speech require both very reasonable and minimal use of the word. He is particularly sensitive to the word pentaplasticity, emphasizing its meaning. Trying to find a visual alternative to it.Make it multi-contact in case it is used. The participants of the event were emotionally ready to perform. It also requires emotional preparation for the perception of art. Here, theatrical performances are different from other performances. The speech of an interesting hero, a distinguished guest, or a hero of an event is usually an integral part of mass events.

A common form of using a live word in public speaking is the word of the host. It conveys an important message and connects the episodes. The attractiveness of the visual and emotional lines of a theatrical performance is due to the formation of the presenter as a full-fledged hero, who conveys the content-the essence of the event in accordance with the imaginative solution. As such presenters, live, lifeless images that have gained popularity in the general or national culture are selected: native land, a famous literary hero, the flag of the country, etc.

In theatrical productions, not only the word edification, but also a poetic word is used to describe an event, to convey a meaningful message.

Thus, the artistic and expressive use of the word as a means of both documentary, journalistic and artistic and literary material. All genres of art are also used as artistic and expressive means. They are used as artistic numbers for dramatization, excerpts from a movie, songs, music, dances, etc.

They can influence through an artistic and figurative solution, describe events, demonstrate their development, historical everyday situation, and present complex social processes and conflicts in a single moment by means of art. "The means of art used in a mass celebration emotionally attune its participants, enhance the possibilities of events taking place on the stage, convey the feelings of the actors, complement and move forward the actions" - yes, he said[2,206].

EXPERIMENTAL METHODS

As an artistic and expressive means of theatrical performance, art is used in the form of illustrations, storylines, and associations. While the method of illustration is used as a means of understanding art, the association takes place in creating, deepening and presenting a modern problem solution to the storyline through popular images.The parade of heroes brought a wreath from the hall to the stage, folded in large shell casings-vases in their hands. At this time, video materials with the names of the dead were shown from the screen, and the narrator expressed his wishes to the fallen soldiers on behalf of the entire nation. The audience, as if participating in this procession, bowed to the dead. Parade-association, sleeve-vase-association.

In another case, this thought, through a dance, brought out old helmets made of red cloth with a carnation flower as a garland, lit a candle in front of the helmets placed on the ground, and depicted a red cloth,creating a red cloth on them. An association was given to honor the feat of Kazakhstanis who died in bloody battles.

Now let's focus on music as an artistic and expressive means. As a connecting link of events, illustrative material that complicates the impact of meaningful thought, as works related to the main theme, and music, as an emotional and ideological tool used at a mass event.

Artistic use of complex events with classical works performed by choirs, instrumental orchestras, and in transmitting dramatic content to the audience can give a high result.

The use of documentaries is a tool for creating an original atmosphere and engaging viewers in the storyline.The film material enhances the effectiveness of the episode, bringing it to the level of a public stage. The dance was simultaneously shown on three screens, thereby expanding the artistry of the dance so that it could be recognized as a symbol of one unique unity.

At festive events, excerpts from feature films are widely presented, which give the impression that the characters come out of the screen and enter the stage. This effect is especially often used at collective parties, as it has the ability to bring the hero's biography closer to the present, increasing his personality. "Opportunities to support movies or videos at theatrical mass events" [3,461]..

In mass festive events, the role of artistic means, artistic solutions as the main important component of theatrical activities is very important. An imaginative solution, high thoughtfulness of each important composition help to convey the main idea. You can come up with a special kind of stage decor.Thus, a specific venue can give the production designer the opportunity to find a particularly impressive artistic landscape image of the holiday.

On public holidays, the director's work requires the effective use of a combination of light and sound. Especially in the period of development of modern technical means, lighting devices, sound recording equipment create conditions for a wide use of the possibilities of light and sound combination.

Through sound recording, the director and screenwriter allow participants to visualize historical situations, make the actors feel like they are on one Independence Square, on another-on the cosmodrome Square, and hear the voices of the country's brightest personalities.

CONCLUSION

In addition to scenic artistic means, theatrical events have features designed to enhance the emotional impact. It is used in the creation of symbolic and allegorical actions used as artistic means of theatrical art. They are reflected in the decoration of the stage area, in the images of the characters ' clothes, in the props. The next article was devoted to their types, application technology, and content.

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METHODS OF USING ARTISTIC AND EXPRESSIVE MEANS IN THEATRICAL PERFORMANCES

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Abstract:

This article considers the problem of using artistic and expressive means in theatrical performances. The authors believe that the means of expression determine the palette of performance. It is first of all a living word, feelings, mood and images, conveying the thoughts of people who can realize it and give action. Only the living word creates an atmosphere of communication in the space of the stage and any audience. In addition, it is a carrier of accurate information. A long time of oral speech at a festive event is used to immerse the audience in the atmosphere of the event to complement the effect of artistic means. A common form of using the living word in public speaking is the presenter's word. It conveys an important message and connects the episodes. The attractiveness of the visual and emotional line of the theatricalized performance is due to the formation of the presenter as a full-fledged hero, conveying the content-substance of the event in accordance with the imaginative solution. As such presenters are chosen living, lifeless images that have gained popularity in the general or national culture: native land, a famous literary hero, the flag of the country, etc.

Keyword: *holiday, performance,staging, parade, idea.*

INTRODUCTION

The use of means of ideological and emotional impact in a mass celebration is mandatory. They are divided into several types. Under their influence within the framework of the holiday the spectator receives emotional impact. However, not all organizers of the holiday achieve high emotional performance. According to theorists, emotions and content are the basis of creative performance. But specialists do not fully master these methods [1,181].

Means of expressiveness determine the palette of performance. It is first of all the living word, feelings, moods and images that convey the thoughts of people who can realize it and give action. Only the living word creates an atmosphere of communication in the space of the stage and any audience. In addition, it is a carrier of accurate information. The long time of oral speech at a festive event is used to immerse the audience in the atmosphere of the event to complement the effect of artistic means.

The peculiarities of mass speech, require both very judicious and minimal use of the word. It is distinctive to give meaning to the word in terms of rigor and exactingness. Attempt to find a visual alternative to it. To give a multi-contact character when it is used. It is important that the participants in the event are emotionally prepared to speak. Emotional preparation for experiencing the art on display is also necessary. This is where theatrical performances differ from other performances. The speech of an interesting character, an honored guest, a hero of this or that event-usually an integral part of mass events.

A common form of using the living word in public speaking is the presenter's word. He conveys the important idea and connects the episodes. The attractiveness of the visual and emotional line of the theatricalized performance is due to the formation of the presenter as a full-fledged hero, conveying the content-substance of the event in accordance with the figurative solution. As such presenters are chosen living, lifeless images that have gained popularity in the general or national culture: native land, a famous literary hero, the flag of the country, etc.

In theater productions, not only the word of edification, but also the poetic word is used to describe an event, to convey a meaningful message.

Thus, the artistic-expressive use of the word as a means of both documentary, journalistic and artistic-literary material. All genres of art are also used as artistic-expressive means. They are used as artistic numbers for dramatization, excerpts from the movie, songs, music, dance, etc.

They can influence through artistic and figurative solution, describe events, demonstrate their development, historical everyday situation, within one moment set forth complex social processes, conflicts by means of art. "The means of art used in a mass holiday, emotionally customize its participants, enhance the possibilities of events taking place on the scripted platform, convey the feelings of the actors, complement and move forward the actions" [2,206]. - Yes," he said.

As an expressive art medium for theatrical performance, art is used in the form of illustration, storyline, and association. While the method of illustration is used as a means of making sense of art, association takes place in creating, deepening and presenting a contemporary problem-solving storyline through popular imagery.

For example, in the 69th year of the Great Victory celebration, five residents of Turkestan found the cemetery of their brothers who died in the lands of Russia and Ukraine, laid native soil in it and consecrated the Koran. The parade of heroes brought a wreath folded in large shell casings-vases in their hands from the hall to the stage. At that time video materials with the names of the fallen were shown from the screen, the narrator on behalf of the whole nation expressed his wishes to the fallen soldiers. The audience, as if participating in this procession, bowed to the dead. Parade-association, casing-vase-association.

In another case, this thought brought out old helmets made of red cloth with a carnation flower as a garland through a dance, lit a candle in front of the helmets placed on the ground, and depicted a red cloth, creating a red cloth on them. An association was given to honor the feat of Kazakhs who died in bloody battles.

Now let us dwell on music as an artistic and expressive medium. As a connecting link of events, illustrative material that complicates the impact of meaningful thought, both works related to the main theme and music as an emotional and ideological instrument used at a mass event.

The artistic use of complex events with classical works performed by choir, instrumental orchestras, in conveying dramatic content to the audience can produce high results.

A choir of one hundred pupils, boys, surrounding women of different nationalities, hugging their children and holding lanterns in their hands, when they performed V. Muradeli's song "The Buchenwald Nabat", showed in the documentary film of those who died in the battle before the installation of the flag on the Reigstag, A. Pakhmutova, illustrating it with the song "We worship the great years" - the emotional-ideal effect was perceived as a result.

The use of documentary filmmaking is a tool to create an original atmosphere and involve the audience in the storyline.

One of such movie prologues was used at the opening of the festive event dedicated to the 70th anniversary of M. Auezov SCSU. A documentary movie telling the history of the university since 1943 will be shown on the screen. At the end of this movie prologue we see how students - choreographers run out of the auditorium and start the festive event. The movie footage enhances the impactfulness of the episode, bringing it to the level of a public scene. Thus, in this program, the dance composition called "Friendship of Peoples" is held in combination with film footage telling about the unity of the peoples of Kazakhstan on the screen, which indicates that the small assembly of students studying at this university is a symbol of peacefulness of Kazakhstanis. It is a moment of support for the political position of the state. The dance was simultaneously shown on three screens and thus could expand the artistry of the dance and make it a symbol of one unique unity.

At festive events, excerpts from feature films are widely presented, in which it seems that the characters come out of the screen and onto the stage. This approach is especially common at group parties, as it offers the opportunity to bring the character's biography closer to the real thing by magnifying their personality. "Opportunities to support film or video sequences at theatricalized mass events" [3,461].

Today it is difficult to imagine holidays without dance performances. In Shymkent, at the festive event dedicated to the 70th anniversary of the Great Victory Day, at the end of the dance performance depicting the fight against the enemy, the participants could mise-en-scene resembling a ragged circle in the image of mothers, children hugging each other, holding a lantern in their hands. This mise-en-scene solution seemed to bring the image of Atameken mourning for his deceased children. This mise-en-scene solution on the theme of "mothers mourning their son" revealed the image of the festive event and gave it its significance. The circle is a symbol of unity, indivisible integrity in the worldview of Kazakhs.

In mass festive events is very great role of artistic means, artistic solution as the main important component of theatricalized activities. Figurative solution, high thoughtfulness of each important composition help to convey the main idea. So, in preparation for the anniversary of the region, the artist (cultural worker of the RK K. Zhumakulov) came up with a special type of decoration of the stage. He found a figurative solution above the stage as an outfit of the Earth. Above the ground, just below the old man of the grate, only the head was visible. And just below its shoulders the whole scene was covered with old clothes symbolizing the Earth of the South Kazakhstan region. Above it there were actions of participants, i.e. different scenes from seventy-year history of the region were shown. The Earth of South

Kazakhstan region, as a witness of existence of this action, together with "children" told about the incident.

Thus, a particular site of action can enable the production artist to find a particularly impressive artistic landscape image of the holiday.

At mass festivals, the work of the director requires the effective use of the combination of light and sound. Especially in the period of development of modern technical means, lighting devices, sound recording equipment create conditions for a wide use of the possibilities of light and sound combination.

Sound recording, the director and scriptwriter allow the participants to visualize historical situations, make the actors feel themselves on one Independence Square, on another on the square of the cosmodrome and hear the voices of the brightest personalities of the country.

In addition to scripted artistic means, theatricalized events have features designed to enhance the emotional impact. It is used in the creation of symbolic and allegorical actions used as artistic means of theatrical art. They are reflected in the decoration of the stage area, in the images of the heroes' clothes, in the props. The following article was devoted to their types, technology of application, and content.

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CULTURE AND TECHNIQUE OF TEACHER'S SPEECH

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Abstract:

In this article, the problems of speech technique development are also described in the teaching process in the pedagogical process. The importance of the dictation of the teacher's speech in the development of the students' speech technique, the clear, clear speech of students, the ways to improve their voices. Respiration, ie breathing, is the main power of the sound. Bright, comfortable, clear, clear, beautiful, and charming sound from the stage depends on how it breathes and breathes. Proper breathing helps the body to function normally while maintaining its regularity, not only the mood, but also the tiredness of the sound reproduction systems, which improves its functioning. Speech techniques - making the student's creative development, playwriting, an integral part of the actor's game that opens the inner courtroom. Correct breathing helps to keep the body functioning normally while maintaining its regularity, not only the mood, but also the fatigue of the sound reproduction systems, which improves its functioning. Rituals of parent teachers are fundamentally differentiated in speech technique, opportunities and possibilities for human development.

Keywords: *speech, voice, speech culture, diction, logic, correct pronunciation*

INTRODUCTION

The importance of a teacher's speech in the young generation's understanding of the laws of nature and society, in the acquisition of experience of moral relationships with people is an indisputable fact, proven by the centuries-old existence of the pedagogical profession.

The teacher's activity is associated with the problems of speech development, and first of all with speech culture, which is developed on the basis of the principle of objectively existing links between language and cognitive processes.

Speech activity in the pedagogical process, according to Stanislavsky K.S. fulfills an important task of creating conditions for stimulation and manifestation of the student's active position. The subjectivity of the student's position is expressed in the form of constructive sentences, in the ability to show

independence in speech expressions. The teacher relies on the speech activity of students, their independence and creativity.

The process of perception and understanding of the teacher's speech by students is closely connected with the complex process of educational listening, which, according to scientists' calculations, accounts for approximately ¼ - ½ of the teaching time. Therefore, it is clear that the process of correct perception of educational material by students depends on the perfection of the teacher's speech.

Students are especially sensitive to the teacher's speech data. Incorrect pronunciation of any sounds makes them laugh, monotonous speech makes them bored, and unjustified intonation, loud pathetics in a heartfelt conversation are perceived as falsity and cause distrust of the teacher.

Some people believe that both the voice and its timbre are only a natural gift of man. But modern experimental physiology asserts that the quality of the voice can be drastically improved. History also testifies to the striking consequences of human self-improvement in this direction. Everyone has probably heard of Demosthenes and how he overcame his physical shortcomings to become an outstanding political orator of ancient Greece. The same way prepared himself for public speeches and twenty-year-old Vladimir Mayakovsky, who, taking pebbles in his mouth, made speeches on the shore of the noisy river Rioni.

But Demosthenes' method is not the best for developing oratorical technique. It is an example for us in terms of how important the role of great desire, strong will of a person and regularity of training play. Today we have developed a system of exercises on speech technique, which, based mainly on the experience of theater pedagogy and representing a set of skills in speech breathing, vocalization and diction, allows the teacher to convey to the student all the richness of the content of his word.

Breathing performs a physiological function - it ensures the vital activity of the organism. But at the same time it also acts as an energy base for speech. Speech breathing is called phonation breathing (from the Greekphono - sound). In everyday life, when our speech is mainly dialogical, breathing does not cause difficulties. But at the lesson, especially when the teacher has to speak for a long time, explaining the material, reading a lecture, untrained breathing makes itself known: the pulse may increase, the face may turn red, shortness of breath may appear.

Let's briefly summarize the main points of breathing technique. There are four types of breathing depending on which muscles are involved in the breathing process.

Upper respiration is performed by the muscles that raise and lower the shoulders and upper chest. It is weak, shallow breathing, and only the top of the lungs are active.

Chest breathing is carried out by the intercostal muscles. The transverse volume of the thorax changes. The diaphragm is not moving enough, so the exhalation is not vigorous enough.

Diaphragmatic breathing is carried out by changing the longitudinal volume of the thorax, due to the contraction of the diaphragm (at the same time there is a contraction of the intercostal respiratory muscles, but very slight).

Diaphragmatic-riberal breathing is performed by changing the volume in the longitudinal and transverse directions due to the contraction of the diaphragm, intercostal respiratory muscles, and abdominal muscles of the abdomen. This breathing is considered correct, and it is used as a basis for speech breathing.

Consider the mechanism of diaphragmatic-riberal breathing. Diaphragm, contracting, falls downward, presses on the internal organs located in the abdominal cavity. As a result, the upper abdomen bulges, the thoracic cavity expands vertically due to the lowered diaphragm. The lower part of the lungs fills with air.

Expansion of the chest occurs during inhalation due to the active work of the intercostal muscles, extending the chest and increasing the volume of the thoracic cavity in the horizontal direction. The lungs expand in their middle part and are filled with air.

Tightening of the lower abdominal walls (oblique muscles) serves to create a support for the diaphragm and partial movement of air from the middle and lower parts of the lungs to the upper part of the lungs, which helps to fill the entire lung volume with air.

How is exhalation accomplished? As the diaphragm relaxes, it rises, pushing into the chest cavity, reducing the longitudinal volume of the chest, and the ribs fall, reducing the transverse volume of the chest. The total volume of the thorax decreases, the pressure in it increases, and air escapes. What is the difference between phonation breathing and normal breathing? Inhalation and exhalation of normal breathing is carried out through the nose, they are short and equal in time. The sequence of normal physiological breathing is inhalation, exhalation, pause.

For speech, the usual physiological breathing is not enough, and reading requires a large amount of air, economical use of it and timely renewal. In speech breathing, the exhalation is longer than the inhalation. Different and the sequence of breathing. After a short inhalation - a pause to strengthen the abdominal press, and then a long audible exhalation.

Speech sounds are formed by exhalation. Therefore, its organization is of great importance for speech breathing and voice, their development and improvement. There are special exercises that develop and strengthen the diaphragm, abdominal and intercostal muscles. For example:

Lying on your back, take a deep breath through your nose. You will feel how the air fills the lower lobes of the lungs, how the abdominal muscles move and the lower ribs move apart. It is necessary to try to do the same standing. It is necessary to make sure that the air remains in the lower part of the lungs, not rising to the upper part of the chest. The air should be directed downwards all the time.

The practical exercises presented in this manual and mainly independent work will be able to improve the breathing power of every teacher.

Among teachers, there are people who have a voice that is set by nature, but these cases are not very frequent. And a good voice in the absence of special training over the years degrades, deteriorates, wears out. And yet we can say that every person is endowed with a voice, which can become strong, flexible, sonorous.

The vocal apparatus consists of three departments: generator, energetic, resonator.

Sound generation occurs in the vocal cords, slits, and gates in the oral cavity, which provides differentiation of sounds into tones and noises.

The resonator system - pharynx, nasopharynx, and oral cavity - provides the static and dynamic of speech.

The energy system, which includes the mechanism of external respiration, provides the speed of air flow and the amount of air supplied to the organs of phonation and necessary for the production of sound.

The voice is formed as a result of the passage of exhaled air through the larynx, where after the closing and opening of the vocal cords there is a sound - the voice. What are the features of the voice of the teacher? First of all, it is the strength of sound. The strength depends on the activity of the organs of the speech apparatus. The greater the pressure of exhaled air through the vocal slit, the greater the strength of sound.

An important condition for the audibility of the voice is pitch. This term is used by experts to define the ability to send your voice over a distance and adjust the volume.

The flexibility, mobility of the voice, the ability to easily change it, obeying the content, listeners is essential. The mobility of the voice first of all concerns its changes in pitch. Height is the tonal level of the voice. The human voice can freely change in pitch within about two octaves, although in ordinary speech we do with three to five notes. ***Range*** is the volume of the voice. Its boundaries are defined by the highest and lowest tone. Narrowing the range of the voice leads to the appearance of monotony. The monotony of sound dulls perception, puts you to sleep.

A well-positioned voice is characterized by a richness of timbral coloring. ***Timbre*** is the coloring of sound, brightness, as well as its softness, warmth, individuality. In the sound of the voice is always present in the main tone and a number of overtones, ie, additional sounds, higher than the main tone, the frequency. The more of these additional tones, the brighter, more colorful, juicier sound palette of the human voice. The original timbre of the voice can be changed with the help of resonators. There are two main types of resonators: upper (head) and lower (chest). The trachea and large bronchi are the thoracic resonator. The cranial box, nasal and oral cavities are the cerebral resonator. Resonatory sensations in the chest (and they can be detected if you put your hand to the chest) and especially in the area of the head resonator help to organize the work of the vocal cords so that the initial timbre of the voice, born in the larynx, had in itself those overtones that will cause resonance in the head and thoracic resonators.

All these properties of the voice are developed by special exercises. Voice training is an individual and time-consuming process. It requires strictly individual methodology and control by experienced specialists. Conscious training of the voice (changing the direction of sound in certain places of resonance) can affect the change of its timbre, remove unpleasant shades (nasality, shrillness), reduce the overall tone. It has been experimentally proved that low voices (compared to high voices) are better perceived by children, they like them more, they impress them more.

A few words about the hygiene of the educator's voice. As special studies show, the morbidity of the vocal apparatus in persons. "voice professions" is very high. In teachers it averages 50%. The causes of voice disorders are different. There are four main ones: increased daily vocal load, inept use of the vocal apparatus, failure to observe the rules of hygiene, congenital weakness of the vocal organ.

Overstrain of the vocal apparatus, which causes voice disorders, is caused by the fact that about 50% of the working time the teacher speaks, and during the lesson louder than usual. Increased voice intensity is due to the need to cover the noise of the audience, which on average is 55-72 decibels, and the intensity of a healthy voice is in the range of 65-74 decibels. Overexertion is also related to inept use of the vocal apparatus. Often it can be established literally from the first words of greeting, spoken after exhaling on the so-called residual air, when the speech is built without sufficient respiratory support. If the exhalation is shortened, the teacher breathes more often, inhales with the mouth unhumidified and uncleaned air, which dries and irritates the mucous membrane of the larynx and pharynx, leading to chronic catarrh.

In order to prevent the development of occupational diseases, it is important to practise voice hygiene and observe certain working conditions. After the end of the working day, a teacher should avoid long conversations for 2-3 hours. If necessary, speech should be quieter, phrases shorter (more concise).

When scheduling lessons, it should be taken into account that fatigue of the vocal apparatus occurs when teaching for 3-4 hours of work and disappears after 1 hour of complete vocal rest (this applies to teachers with up to 10 years of experience). A teacher with more experience gets tired faster - after 2-3 h - and rests longer - up to 2 h.

It is necessary to pay attention to the healthy state of the upper respiratory tract, nervous system, diet. The vocal apparatus is very sensitive to spicy, irritating food. Too cold, too hot, too hot, spicy food, alcoholic beverages, smoking causes reddening of the mucous membrane of the oral cavity, pharynx. To avoid dry throat, experts recommend gargling the throat with a solution of soda and iodine.

The following tips are also helpful:

- monotonous speech tires the muscles of the vocal apparatus, as only one muscle group functions during such speech, the more expressive the speech, the healthier it is;

- Inhaling chalk dust is harmful, so the chalkboard rag should always be damp;

- you should not walk quickly on cold days after voice work, because with intensive movements, breathing becomes more rapid, deeper and more cold air enters the respiratory tract.

CONCLUSION

Speech activity in the pedagogical process, according to Stanislavsky K.S. fulfills an important task of creating conditions for stimulation and manifestation of the student's active position. The subjectivity of the student's position is expressed in the form of constructive sentences, in the ability to show independence in speech expressions. The teacher relies on the speech activity of students, their independence and creativity.

It is impossible to imagine any sphere of human activity, human communication, spiritual culture of mankind outside of speech activity. The great teachers of rhetoric emphasized speech activity as fundamental and saw in it the richest opportunities for the development of personality, consciousness, all cognitive processes of a person.

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THE METHOD OF PROJECTS AND ITS APPLICATION IN TEACHING SCHOOL MATHEMATICS

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Abstract:

The purpose of this article is to show ways to use the project method in teaching mathematics. The main feature of the project method is the creation of opportunities for awakening and manifestation of individual interests of students through the implementation of project work. The article provides an overview of the concept of the project method, provides information on how to implement it in the learning process. As an example, the practice-oriented project "Progression" is given for the application of the project method in teaching mathematics.

Keywords*: project method, mathematics, educational process, students, school, progression, teaching mathematics*

INTRODUCTION

The main feature of the project method is to create an opportunity to awaken and demonstrate the personal interests of students by performing project work. The teacher directs students to new information and gives them the opportunity to work independently, directing them only if necessary. After that, students continue to perform work independently or jointly. In this case, it summarizes the actual necessary information on various areas and, based on the work carried out with their study, real results appear. In this way, the project method achieves its result. In general, the learner understands why the things he has learned are necessary for him and knows where to apply them-this is the basis of the modern concept of teaching and teaching method by creating a project.

The subject of mathematics is a special discipline that requires consistency and perseverance in learning, developing individual abilities of the individual, such as intelligence, analysis, thinking. Therefore, mastering this discipline requires systematic training from each student. The main point of using the project method in teaching mathematics is to involve the student in active cognitive and creative joint activities in solving one common problem.

The student must be able to apply in practice everything that he has theoretically mastered to solve problems related to his life. He needs to be able to understand where and how he can apply the knowledge gained in practice, if not now, then in the future. At the same time, the role of the project method is special.

The project method can be used to teach students how to solve problems. Its essence is to arouse children's interest in certain problems that require mastering a certain amount of knowledge, and to show the practical application of the knowledge gained through project activities that involve solving one or more problems.

In order for the student to perceive knowledge as really necessary, he must be convinced of the need for this knowledge in solving a vital problem. Further, to solve this problem, the steps are followed to apply certain knowledge and skills, including new ones that have not yet been mastered, and finally get an important (primarily for the student) result.

In this case, there will be at least two results: external and internal. The external result can be seen or heard, understood, applied in practice. The internal result will be the experience of action, which, of course, will become an invaluable asset for the student, combining knowledge and skills, competencies and values. You can also highlight intermediate results and control results, thanks to which it becomes easier to track the formation of certain competencies.

Applying the method of projects in practice, we teach students to highlight the main thing, find connections and structure them, in most cases we educate a person who has mastered finding the information he needs, obtaining it, mastering it.

Thus, the basis of the project method is its pragmatic orientation towards the result that can be obtained by solving a specific practical or theoretically significant problem. In this case, the result can be seen, understood, applied in real practice.

The project method is always focused on such independent activities as individual, pair, group, which the student performs for a certain period of time.

Due to the fact that the XXI century is a century of developed technology and education, the leading place is occupied by the widespread use of new technologies in educational institutions, including schools. The main goal of the current learning process is to form the student comprehensively and educate him as a competitive individual in any environment.

Today, various new technologies and their parts are used in the lessons, but in the process of mastering knowledge, students have some problems. In particular:

* low level of student's ability to perform independent work in the learning process;
* incorrect perception of the content of the assigned task and systematic failure to perform it;
* inability to apply the knowledge gained during training in other areas [1].

Taking into account the above situations, in our study we will consider the problem of using the project method in teaching mathematics.

The method of projects is not new to the field of pedagogy as a whole. This method first appeared in the United States in 1920, and later Russian and domestic scientists began to practice it. Among them are the scientists E. Friedman, M. Romanovskaya, a.m. Sadykova, V. F. Kudryashova, E. N. Khasanova, E. S. Polat, E. Olings, etc.

As a rule, the method of projects is attributed to the technology of individual orientation. It includes the development of cognitive competence of the student, the formation of skills of Self-application of accumulated knowledge, the development of critical thinking of the student.

The essence of the project method is to arouse students ' interest in problems that presuppose the acquisition of some voluminous set of knowledge by the student and warn them in advance in order to find a solution by design activities, to apply the knowledge learned in practice, to develop the ability to think critically about the knowledge gained. In addition, the results of completed projects should be "visual", if the problem is theoretical, then a real result from it, if experimental – a real product ready for use.

The project method is an area that requires the fusion of knowledge and skills, theory and practice. The tasks of its application in teaching mathematics are: helping the student to apply theoretical knowledge in life; developing interest in mathematics; developing the ability to navigate in the information space. The result of the application: a clear understanding by students of the possibility of applying the acquired theoretical knowledge in practice [2].

The duration of each project depends on the topic and the level of training of the student. Usually lasts from 1-2 lessons to 1 month.

Project activities always take place in the classroom, and information search, consulting, and final product design are carried out outside the classroom [3].

Typically, projects are divided into five groups [4]:

1. practice-oriented project. It is focused on the social interests of the project participants themselves or an external customer. The product is predetermined and can be used in the life of class, school, city, village.

2.The research project is structured like a real scientific study. It involves substantiating the relevance of the chosen topic, establishing research goals, mandatory hypotheses with its subsequent verification, and discussing the results obtained.

3.An Information Project is aimed at collecting information about some object, phenomenon in order to analyze it, generalize it and present it to a wide audience.

4.A creative project involves the most free and non-traditional approach to designing results. These can be theatrical performances, sports games, works of visual or decorative art, videos, etc.

5.Developing and implementing a role-playing project is the most difficult. By participating in it, designers take on the roles of literary or historical characters, fictional characters. The result of the project remains open until the end.

Generally speaking, the main purpose of using the project method is the formation in modern pedagogy of various key competencies that express complex personal qualities, including interrelated knowledge, skills, values, as well as a willingness to mobilize them in the necessary conditions.

The results of completed projects must be material, that is, they must be formalized in some way: a multimedia presentation, an album, a set of tasks, a set of drawings or drawings.

The introduction of the method of projects into practice leads to a change in the position of the teacher. From a ready-made carrier of knowledge, he turns into an organizer of the cognitive activity of his students. Thanks to this, students are adapted to a changing life. After all, if the student is able to

complete the work of the educational project, one can hope that he will be able to adapt more to real adulthood: he will be able to plan his activities, orient himself in different situations, work together with different people[5].

The use of the project method in mathematics lessons contributes to the expansion of verbal communication of students, reducing the psychological pressure of the teacher on the student, increasing the motivation of students to learn. The use of elements of project activities in teaching mathematics at school provides new opportunities.

Any project work consists of the following stages:

1.Preparatory stage. The necessary theoretical material is taught in the lesson. Next, the topic of the project is proposed in the form of a problem related to the topic of the lesson or the use of this topic in various life situations.2. Planning stage. During the analysis and discussion of the project, a plan of joint activities of the student and teacher is developed. Students are divided into pairs or groups (depending on the number of people in the class), choose a specific topic for their project work, draw up an action plan, distribute roles. The criteria for evaluating the final result of the work are communicated to each project participant.

3.The main stage. Information is searched in print sources and on the Internet. The information found is processed, understood, and after discussion, the version of the final product is selected. By a certain date, some (most often multimedia) product is created.

4.The final stage. Presentation of results – demonstration of finished products. Students, developing oratory skills during the defense of the project, demonstrate the depth of development, relevance of the problem posed and explain the result obtained. Each project is evaluated by all participants in the class.

The implementation of the project method in the study of mathematics is very promising; work in this form arouses genuine interest in students and is more effective than traditional classes. In the process of working on educational projects, schoolchildren develop the basics of systematic thinking; the skills of putting forward hypotheses, compiling problems, looking for evidence are formed; creativity and imagination begin to develop; purposefulness and organization, Common Sense and business acumen, the ability to navigate in situations of uncertainty are brought up.

By observing how students perform projects, you can see their change towards becoming more free, resourceful, and confident. For example, work in pairs allows a weak student not to be afraid to offer his own methods of solving the problem. After all, he hopes for a confident comrade: he is waiting for him to be corrected and supported.

EXPERIMENTAL METHODS

Let's take a look at the progression project developed with this in mind of the above. It is a practice-oriented project designed for use in teaching 9th grade algebra at school.

Project summary:

The main goal: to be able to apply theoretical knowledge about progressions in the surrounding life. The activity of students in the process of work is the creation and demonstration of a multimedia presentation.

The main question of the project:

Where can the knowledge of progressions be applied?

Problematic questions:

1. Why did progressions occur?
2. How are progressions used in biology, ecology, everyday life and surrounding life?

Educational questions:

1.What is a chain?
2. What are the ways to install the chain?
3. What types of progression are there?
4. What are the formulas of the nth term of arithmetic and geometric progression?
5. What are the formulas for the sum of the first n term of arithmetic and geometric progression?
6. What is the formula for Infinite geometric progression?
7. How to determine if a sequence is arithmetic or geometric progression?

The goal of the project is to form an understanding of the application of knowledge about progressions in life.

Project objectives:

- acquisition of mathematical knowledge and skills necessary for everyday life;
- development of students ' ability to search and process information;

- development of communication skills, creativity and curiosity of students;
- consolidation and development of skills in creating composite documents.

The deadline for execution is 2 weeks after reading the basic formulas on the topic.

Project progress.

1.Preparatory stage.

To study the basic theoretical material on numerical sequences, arithmetic and geometric progressions. Choosing the topic of using progression from the topics proposed by the teacher: progression in biology; progression in Ecology; achievements in medicine; progression in everyday life; ancient tasks on progression.

2. Planning stage.

Creation of creative groups on selected topics. The teacher discusses with each group the topic of research, sources of information and forms of presentation of the results. Attention is paid to copyright protection, especially when searching for information on the internet. The deadlines for each stage of work are indicated: collection, processing of information and development of the final product.

3.The main stage.

Search for problems of practical content that can be solved with the help of knowledge about progressions in the chosen field. This is a solution to problems or analysis of a solution, if it already exists in the source of information.

Decoration of the collected material in the form of a multimedia presentation.

4 .The final stage.

In the general lesson on the topic" progressions", students make a presentation on the topic of their choice.

The completed project works are evaluated by students in the classroom, taking into account:

- compliance of the material with a given topic;
- ability to use formulas;
- visibility and colorfulness;
- apply effects in the presentation.

Results and discussion

Applying the method of projects in practice, we teach students to highlight the main thing, find connections and structure them, in most cases we educate a person who has mastered finding the information he needs, obtaining it, mastering it.

Thus, the basis of the project method is its pragmatic orientation towards the result that can be obtained by solving a specific practical or theoretically significant problem. In this case, the result can be seen, understood, applied in real practice.

CONCLUSION

In conclusion, the most important thing in popularizing the project method is the development of competencies of students that are in demand today. And this is directly related to creativity. Being a creative person, it is much easier for the learner to enter a world in which something new and unknown awaits him. This can be achieved through the method of projects, which allows students to develop their ability to work independently, creative abilities. And one of the developmental goals of teaching school mathematics is the development of logical, inquisitive and creative abilities of students. Therefore, the use of the project method in teaching mathematics has a special meaning and place.

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DETERMINATION OF METHODS AND TECHNIQUES FOR TEACHING GRADE 6 STUDENTS PERCENTAGE PROBLEMS IN MATHEMATICS

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Abstract:

The acquisition of mathematical proficiency among Grade 6 students is intricately linked to the effective teaching of percentage problems, a pivotal facet within their curriculum. This comprehensive article meticulously examines an array of methodologies and techniques aimed at enhancing students' comprehension and adeptness in navigating the challenges posed by percentage-related mathematical problems. Delving beyond a mere enumeration of these varied methods, the research endeavors to discern their efficacy through a meticulously designed experimental paradigm.

This experimental exploration dissects the outcomes to not only pinpoint successful strategies but also extrapolate the nuanced facets contributing to their success. The findings amalgamate into a holistic understanding of the most potent methodologies for conveying percentage problems to Grade 6 students. This contribution substantively enriches the ongoing discourse on bolstering mathematical education at a crucial juncture in a student's academic journey.

Keywords*: Percentage Problems, Mathematics Education, Grade 6, Teaching Methods, Experimental Approaches, Interactive Learning, Hands-On Activities, Collaborative Education.*

INTRODUCTION

The mathematical acumen cultivated during Grade 6 is pivotal, laying the groundwork for advanced concepts in subsequent academic years. One of the cornerstones of this educational journey is the comprehension and mastery of percentage problems. Recognizing the diverse learning styles within this demographic, this article embarks on an extensive exploration of pedagogical approaches, aiming not only to identify effective methods but also to elucidate the underlying mechanisms rendering them successful.

The multifaceted teaching strategy implemented addresses the unique cognitive needs of Grade 6 students. Beyond the conventional scope, this research seeks to unravel the nuanced interplay between pedagogical techniques and individual learning preferences. By delving into the intricacies of percentage problem instruction, we strive to provide educators with actionable insights to tailor their approaches for enhanced efficacy.

The objective is not solely to list successful methods but to decode the dynamics that make them effective. Through this exploration, educators gain a holistic understanding of how varied teaching strategies impact students' comprehension and retention of percentage-related mathematical concepts, thereby fostering a more adaptive and impactful educational environment.

EXPERIMENTAL METHODS

In the pursuit of uncovering the most efficacious teaching methods for percentage problems, a meticulously designed experiment was conducted [1]. The Grade 6 student cohort, representing a cross-section of socio-economic backgrounds, underwent a thorough pre-assessment to gauge their baseline understanding of percentage problems. Subsequently, the students were systematically divided into groups based not only on their academic performance but also on their preferred learning styles, ensuring a more tailored approach.

Each group was exposed to distinct teaching methodologies, including:

- *Interactive Multimedia Presentations:* Engaging and interactive multimedia presentations were meticulously crafted, incorporating animations, simulations, and real-world scenarios to make percentage problems more relatable and accessible.
- *Hands-on Activities:* To provide a tangible application of percentage concepts, hands-on activities were designed to simulate real-life scenarios where percentages are commonly encountered. This included budgeting exercises, market simulations, and interactive games.

- *Collaborative Learning Environments:* Collaborative learning was facilitated through group projects, where students worked together to solve complex percentage problems. Emphasis was placed not only on finding solutions but also on articulating and explaining their thought processes to peers.
- *Traditional Lecture-Style Instruction:* A control group received traditional lecture-style instruction, delivering content through conventional means. This allowed for a comparison of more conventional teaching methods against innovative and interactive approaches.

The experiment spanned an extended duration, encompassing multiple units within the curriculum, and assessments were strategically interspersed to measure both short-term and long-term retention of percentage problem-solving skills.

RESULTS AND DISCUSSION

The extensive array of experimental data yielded profound insights into the efficacy of diverse teaching methodologies [3]. Interactive multimedia presentations surfaced as a dynamic force, harnessing visual and interactive elements to captivate students and significantly elevate comprehension [2]. Hands-on activities proved pivotal, not merely as supplements but as catalysts for reinforcing theoretical knowledge through practical applications [4]. Collaborative learning environments exhibited noteworthy success, showcasing a positive correlation between peer interactions and individual proficiency in percentage problem-solving [5].

However, traditional lecture-style instruction, when employed in isolation, demonstrated diminished effectiveness in contrast to the more interactive and collaborative methods employed. This stark contrast underscores the imperative for a diversified approach to cater to the varied learning styles and preferences within the Grade 6 student demographic.

The ensuing discussion segment delves into the granular details, dissecting the reasons behind the success of certain methodologies. Practical applications, visual aids, and collaborative learning environments were identified as pivotal elements fostering a profound understanding and retention of percentage-related concepts [2].

Moreover, qualitative insights were gleaned from student feedback and reflections, offering a deeper understanding of their perceptions and preferences regarding the different teaching methods employed. This qualitative dimension enriches the interpretation of quantitative results, providing a holistic view of the impact of teaching strategies on students' attitudes and engagement with mathematical concepts.

CONCLUSION

In conclusion, the mosaic of teaching strategies uncovered through this research illuminates the nuanced landscape of instructing percentage problems to Grade 6 students [1]. The experiment, rooted in empirical evidence, advocates for an amalgamation of pedagogical approaches. The incorporation of interactive multimedia presentations, hands-on activities, and collaborative learning environments emerges as a potent trifecta for fostering mathematical comprehension and interest [2].

By recognizing the diversity in learning styles and preferences, educators are empowered to create dynamic and engaging environments that transcend the limitations of traditional lecture-style instruction [4]. The findings underscore the importance of not only imparting mathematical knowledge but also cultivating a genuine interest in the subject matter.

Moreover, the discussion unravels the intricacies of successful teaching methods, delving into the "why" behind their effectiveness. Practical applications, visual aids, and collaborative learning environments are identified as pivotal elements fostering profound understanding and retention of percentage-related concepts [2]. The inclusion of qualitative insights from student feedback further enriches the discourse, providing a holistic perspective on the impact of diverse teaching strategies on students' attitudes and engagement.

Armed with these insights, educators can embark on a transformative journey, ensuring Grade 6 students not only master percentage problems but also develop a robust mathematical foundation that will serve as a cornerstone for their future academic pursuits. This research contributes substantively to the ongoing discourse on advancing mathematical education, particularly at this critical juncture in a student's academic trajectory.

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PROBLEMS OF STUDYING PHYSICS AT A RESEARCH UNIVERSITY: ANALYSIS OF WORLD EXPERIENCE AND PRACTICAL RECOMMENDATIONS

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Abstract:

The teaching of physics in modern research universities is associated with a number of problems and difficulties, both for teachers and students. The article identifies and analyzes these problems. Combined research methods were used. The results of the study show that the main problems faced by teachers and students in teaching physics are related to the lack of involvement and motivation of students, difficulties in bridging the gap between theory and practice, as well as limited access to technologies and resources. It is concluded that addressing these challenges requires a concerted effort by faculty, students, and university administrators to promote active learning, bridge the gap between theory and practice, and invest in modern technologies and resources.

Keywords: physics, physics training, method, methodology, competence, research university

INTRODUCTION

Physics is a basic fundamental discipline, the study of which is necessary to understand the natural world and the laws that govern it, preserve human health and ensure a favorable environmental situation. However, teaching physics in modern research universities is not without problems. Recently, teachers and heads of departments have become increasingly concerned about the quality of the physics teaching process. These include a lack of interest and motivation among students, difficulties in bridging the gap between theory and practice, and limited access to digital technologies and technical resources.

The article attempts to consider each of these problems in more detail and provide appropriate recommendations for solving them. The purpose of the article is, based on the use of a complex of scientific methods, information retrieval and comparative analysis, to identify the difficulties faced by teachers and students when teaching physics at a research university, as well as to provide recommendations that can help all interested parties and participants in the educational process to improve the quality of physics education.

METHODS (METHODOLOGY) OF EXPERIMENT

Methods of research: information monitoring, modeling, forecasting, comparison.

Results and discussion

Research has shown that many students are uninterested and unmotivated, resulting in poor performance and low retention rates in class. This problem is especially relevant for large lecture streams and groups. The reason for this is seen in a certain level of anonymity of students, their isolation from what is happening. The second problem is the difficulty of bridging the gap between theory and practice. Physics certainly requires a solid theoretical foundation. Despite this, it is important to connect theory with real-life practical application of theoretical knowledge. This causes difficulties for students who do

not have abstract thinking skills. The third problem that teachers and students at research universities face when teaching physics is limited access to digital technologies and technical resources. Teaching physics often requires specialized laboratory equipment for both theoretical and practical training. Advanced software is also required, which can be expensive and difficult to obtain. This can make it difficult to provide students with the practical learning experiences needed to develop skills and understanding of the application of theoretical concepts. Additionally, access to modern learning technologies such as quality online learning platforms and interactive methods may also be limited. Overall, these factors further exacerbate the challenges facing faculty and students at modern research universities in teaching physics.

A mixed methods approach was used to explore the challenges faced by teachers and students when teaching physics. It included surveys, interviews, attendance and observation of classes, and analysis of various documents. In general, these methods were used to collect data.

Thus, in one of the US universities [1], the survey was used for undergraduate students studying physics in the first year. The survey asked students about their experiences learning physics, including their level of engagement and motivation, their perceptions of the relevance of course materials, and their access to technology and resources. Interviews were conducted with teachers from the physics department of the same university. The interviews focused on the challenges educators face when teaching physics, including their experiences of engaging and motivating students, their strategies for bridging the gap between theory and practice, and their access to technology and resources. Class visits and observations were conducted in several courses to gain insight into the teaching and learning experiences of students and faculty. Observations focused on the dynamics of student performance in the group, learning strategies and student engagement in the learning process in general. An analysis of the strategies used by teachers to bridge the gap between theory and practice was also important.

The survey results showed that many students felt disinterested and unmotivated when studying physics at university. Only a small number of students were interested and motivated in their physics studies. In addition, many students were disappointed because... the relevance of the physics course for real practical implementations was extremely low. Interviews with teachers showed that they were trying to overcome low levels of student engagement and motivation. Thus, overall, the results of the study showed that the main problems faced by teachers and students when teaching and learning physics in modern research universities are related to the lack of student engagement and motivation, difficulties in bridging the gap between theory and practice, and limited access to technology and resources.

Wittmann M.C. [2] discusses the challenges faced by physics education researchers. Funding for physics education research is often limited, especially in countries where research funding is focused on technology. Research in physics education often does not receive the same recognition as traditional research in scientific and experimental physics. The authors argue for the need for greater collaboration between physics education researchers in different countries to share knowledge, resources and best practices. The article notes that data collection and analysis in physics education research can be difficult due to the complexity of the subject matter and the need for specialized assessment tools.

The value of this work is in the development of recommendations for solving the problems identified above. Firstly, this is the desire for cooperation, because Physics education researchers should seek to collaborate with researchers in other countries to share knowledge, resources, and best practices. The second recommendation is to use an interdisciplinary approach to address research questions, bringing together expertise from different fields such as psychology, sociology and education. The third recommendation concerns obtaining funding from a variety of sources, including private foundations and industry partners, in addition to traditional funding sources. The fourth recommendation outlines the importance of disseminating research findings to a wider audience to increase the impact of physics education research. The fifth recommendation is to increase visibility and influence, which can be achieved through participation in conferences, seminars and online forums.

Despite the fact that the authors give valuable practical advice to teachers in the field of physics education, one circumstance reveals itself. The authors did not use any experimental research methods in their study. They analyzed and synthesized the literature on the challenges faced by physics education researchers in different countries. The authors used a systematic approach to identify and select relevant literature for review. The scientists relied on their own research experience in the field of physics education, but not on the experiment.

In the work of Banavar J.R. [3] explored the problems and opportunities of teaching physics to undergraduate students. The author describes the challenges of teaching physics, such as mathematical complexity, the difficulty of translating abstract concepts into concrete and understandable examples, and the need to keep up with the rapid pace of research and development in the field. Several approaches to

teaching physics are then discussed, including active learning, the flipped classroom, and the use of other technologies.

The flipped classroom is a teaching method in which students are exposed to new material outside of the classroom, typically through pre-recorded videos, text readings, or other resources. This allows you to work at your own pace and repeat material as needed. During class, students participate in problem-solving exercises, group discussions, or labs. This active learning approach allows students to more actively apply the concepts they have learned under the guidance of a teacher.

The authors list the possibilities of this teaching method. First, monitoring the quality of your own learning and focusing on areas where additional support is needed. Secondly, increased interest and motivation, since students are more likely to try to learn the material when they are actively involved in the learning process. Finally, the flipped classroom can lead to improved learning outcomes as students are able to apply their acquired knowledge in a hands-on and interactive environment. However, implementing a flipped classroom can also pose challenges, especially in terms of time management and creating effective pre-class materials. Additionally, some students may have difficulty learning the material on their own, especially if they are not used to this approach.

The study by Kuzminska O. and colleagues [4] presents the results of a review of scientific publications related to the use of educational technologies in teaching physics in the digital era. The authors conducted a systematic review of articles published between 2010 and 2020. The types of educational technologies used in physics teaching, their effectiveness in improving student learning, and the factors influencing their adoption and use were identified.

In the course of the study, the authors identified and grouped factors influencing the acceptance and use of educational technologies in teaching physics in the digital era. First, there are teacher-related factors (teachers' attitudes and beliefs toward educational technology, their level of digital literacy, and their teaching skills and knowledge). Next, student-related factors (student motivation, learning styles, prior knowledge and access to technology). There are also contextual factors (availability and quality of technological infrastructure, institutional policies and support, and the cultural and social context in which teaching and learning take place). The authors discuss the interplay of these factors and their implications for the design, implementation, and evaluation of educational technologies in physics teaching in the digital age. The article highlights the need for further research to better understand the potential of educational technologies.

Rajasekaran G.'s paper [5] explores the challenges and opportunities associated with teaching and learning quantum mechanics at a research university. Issues such as the counterintuitive nature of the subject, the need for advanced math skills, and the difficulty of finding suitable learning resources are discussed. The article also discusses the problems associated with assessing students' knowledge of quantum mechanics and concludes that it is necessary to develop innovative methods for assessing students' knowledge. The author describes a number of possibilities associated with teaching quantum mechanics. This is an opportunity to engage students in active learning, the potential for interdisciplinary connections with other fields of science and technology, and more.

The article discusses some learning problems associated with teaching quantum mechanics. One of the main problems is the controversial nature of the subject. Unlike classical physics, quantum mechanics is often unclear and difficult for students. This makes it difficult for educators to find effective teaching strategies. Another challenge is the need for advanced math skills. Quantum mechanics relies heavily on mathematics, including linear algebra and second-order differential equations, which can be a barrier for some students. The problem of finding suitable resources for teaching quantum mechanics is also discussed. Many textbooks and course materials on quantum mechanics are quite complex, which can make it difficult to find resources suitable for undergraduate students.

Finally, the article highlights the problem of assessing students' knowledge of quantum mechanics. Since quantum mechanics is a complex subject, traditional assessment methods such as testing, questioning, and other methods may not be sufficient. This requires educators to develop innovative assessment methods that can effectively measure students' understanding and skills. The article proposes various methods for assessing students' understanding of quantum mechanics, including project-based assessments. The author also suggests the use of formative assessments such as team assessment and self-assessment. Overall, the article highlights several key teaching issues related to quantum mechanics and provides useful ideas and recommendations for teachers. Despite the obvious advantages, the article is theoretical in nature, and the effectiveness of the proposed methods and tools was not experimentally determined by the authors. Overall, these issues can complicate the learning process for both faculty and students and affect the overall success of physics education at a research university. It is important to pay

attention and solve these problems in a timely manner in order to provide proper conditions for student learning.

CONCLUSION

The study identified several common challenges faced by both teachers and students when studying physics at a modern research university. These challenges include lack of preparation, difficulty with math concepts, large class sizes, limited resources, ineffective teaching methods, and time management problems. It is important for universities to address these issues to provide the best possible education for their students. By introducing new teaching methods, providing adequate resources, and promoting better time management, universities can help ensure the success of their physics programs and the future success of their students.

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AN INTEGRATED SCIENTIFIC APPROACH TO TEACHING PHYSICS AT A RESEARCH UNIVERSITY

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Abstract:

In teaching physics to students of technical areas of training, a new approach is needed, based on modern scientific achievements. The situation on the education market today has changed dramatically, knowledge and qualifications are recognized as the main capital. It is concluded that for each educational program in teaching physics, methodological features should be taken into account. To develop methodological systems, it is necessary to apply the provisions of systems theory, since teaching physics, as a pedagogical process, is an open, non-linear and dynamic system, which is influenced by a number of factors. In methodical training systems there should be a bifurcation point. On the other hand, the competency-based approach will improve the methods of teaching physics in terms of compliance with the goals and objectives of the formation of competencies.

Keywords: *physics, physics training, method, methodology, competence, research university*

INTRODUCTION

Academic mobility, lifelong learning, integration of educational programs, new educational standards - all this requires from the teacher of the research university continuous scientific research, improvement of the form of work methods. To introduce the educational process of modern methods and technologies of teaching, teachers need, first of all, to know these methods and technologies, mind to give them a correct assessment, to select the most effective methodology for conducting classes, and, if necessary, to develop an original teaching method. The problem is that universities are mainly taught by specialists who do not know the methodology of pedagogy not always.

Methods of teaching physics are no exception. Many years of work experience, analysis of attendance at classes, conversations with teachers and young scientists show that in the structure of professional activities, it is methodological activities that raise the most questions and difficulties. In

particular, it causes difficulties in establishing clear scientific and methodological guidelines for teaching physics in terms of credit technology. Of course, it is of particular relevance in this topic acquires in connection with the transition from a classical university to a research university.

METHODS (METHODOLOGY) OF EXPERIMENT

Methods of research: information monitoring, modeling, forecasting, comparison.

Results and discussion

Zhang Z., Han J. [1] explored a blended approach to teaching electromagnetism at a university that combines online face-to-face teaching methods. The authors developed an online learning platform that allowed students to access course materials such as video lectures and interactive assignments. They also included various classroom methods such as group discussions and exercises to reinforce knowledge learned online. The study found that the blended learning approach led to improved performance among students in the experimental groups compared to traditional lecture courses. Students in the blended learning groups had the highest test scores and grades on physics assignments.

Wang X., Zhang L., Jiang Y. [2] measured the effectiveness of using interactive e-learning tools to teach modern physics to university students. The authors developed virtual laboratories and multimedia content. These tools were used in addition to traditional teaching. The study compared the results of students who used the platform in e-learning, those who received traditional instruction including lecture-based learning. The results showed that students who used the e-learning platform demonstrated the highest performance and motivation.

Ellis J., Miller K., Doughty L. [3] presented the results of a survey of physics teachers about the use of case studies in teaching quantum mechanics. Case studies (i.e., real-life examples) can be used to help students understand and apply complex theories. The survey asked teachers about their use of case studies research in teaching quantum mechanics, the benefits and challenges of using case studies, and their recommendations for incorporating case studies into the curriculum. Survey results indicated that the majority of educators believe that case studies are effective in teaching quantum mechanics because they help students develop critical thinking and problem-solving skills. The survey also revealed problems with locating relevant case studies and integrating them into the curriculum.

Chen X., Wang W. [4] described the implementation of inquiry-based active learning strategies in an introductory undergraduate physics course. The authors incorporated a variety of active learning strategies into the course, such as peer teaching, group problem solving, and ad hoc mapping, to promote student engagement and motivation. The study assessed the effectiveness of these strategies by comparing the results of students in control and experimental groups. Results showed that students who took the active learning course had higher exam scores and lower course failure rates compared to students who took the traditional lecture course. The study also found that students in the experimental groups reported higher levels of engagement in physics learning.

Leitner S., Sharma M. [5] examined the effectiveness of the flipped classroom teaching method in university physics courses. This method involves students viewing pre-recorded video lectures before coming to class, which allows for more active classes. The authors conducted a study in which they compared the results of teaching physics in a traditional style using the “flipped classroom” method. The study showed that students in the experimental groups showed the highest scores on the physics exam compared to students of traditional education.

Accordingly, the method of teaching physics for each educational program should have its own characteristics. That is, the methodological systems for mastering the discipline for one or another educational program should differ from each other, and it is quite difficult for the teacher to develop each of them efficiently and on time.

The analysis shows that physics teachers may face a number of challenges when developing innovative teaching methods. These problems can be grouped, for example, as follows: Physics deals with abstract concepts that may be difficult for students to understand. Teachers must find ways to help students visualize and make connections between these concepts and real-world phenomena. Physics requires strong math skills, which can be a barrier for some students. Teachers may need to develop strategies to help students solve (or at least minimize) their problems with math.

Understanding a significant amount of new concepts in a physics course requires experimentation. This requires appropriate equipment, which is not always available. The teacher may need to be creative in finding ways to demonstrate and experiment using more readily available materials.

Time pressure can also be a problem in teaching physics, especially for novice teachers. In this case, it is necessary to correctly set priorities, make a choice of those concepts and theories that are

necessary for this particular group of students. Motivation, interest of students in teaching physics, in other words, their degree of involvement in the educational process is extremely important in teaching. and can be a difficult subject and students may lose interest. The teacher must find ways to maintain the interest and motivation of such students, for example through practical activities or real-life examples.

The desire for innovation, the introduction of innovations, the constant search for original methods and tools for teaching physics are also important. New discoveries are constantly being made in physics. It is necessary, in keeping with the times, to give students the most up-to-date information. It also needs to be connected with real life. Students have very different initial conditions at the "entrance" to studying physics f. This should be taken into account and ensure that all students have the opportunity to succeed in their studies.

Teachers of the department "Higher mathematics and physics for technical specialties" of the South Kazakhstan University named after M. Auezov, through joint discussions, attending classes, conducting seminars with representatives of other departments, developed tasks of various types, electronic resources, multimedia materials. Teachers of the department conduct this research. Education within the framework of the state budget research topic "Scientific and methodological foundations of teaching physics to higher school students in modern conditions," which was approved by the university. Open classes are held, during which the effectiveness of the results of scientific research in real practice is confirmed. As a result, students form a holistic view that forms the basis systems thinking. The main emphasis is on aspects of the problem that have three sides: effectively solving a production problem with a simultaneous analysis of the state of the natural environment and human health.

The didactic system combines teaching methods depending on the type of cognitive activity of students. The perception of information requires repeated changes in types of activities. A new organization of information acquisition is recommended. It is necessary to create conditions under which students will not only better understand and assimilate educational information, but will also better understand how scientific knowledge is structured, how the way this knowledge was obtained. The issue of methodology in the science of the history of knowledge acquires significant significance.

Let us briefly describe the methodological features of teaching a physics course for students of educational programs in the direction of "Construction". It is necessary to convincingly prove to students that in construction it is necessary to take into account physical knowledge of transfer phenomena. Diffusion in building structures is understood as the penetration of water vapor into a building structure in the process of equalizing the temperature and pressure of water vapor between the internal and the external environment of the building. However, as a result of a decrease in temperature below a certain value, condensation of water vapor may occur and a threat to the functionality or reduction of the service life of the structure may occur. These risks can be avoided due to the appropriate structure of the structure and compliance with the construction processes prescribed by the manufacturers of the individual components. Cement stone mortar or concrete characterizes is semi-permeable (membrane effect), i.e. it is permeable to water and does not allow dissolved ions in water to pass through. The membrane effect can cause the appearance of osmotic pressure in concrete. The permeability of cement stone for ions of different sizes and charge signs may not appear to be the same. It has been proven that when amorphous sediment accumulates in the pores of concrete, for example, magnesium hydroxide, osmo tic phenomena can be detected.

If the content of water vapor is much higher than permissible (at a certain temperature), the phenomenon of condensation may occur. In the future, building structures may be destroyed and deformed. Limiting the passage of water vapor and the penetration of moisture from the interior to the external building envelope is ensured by including an appropriate layer with diffusion resistance, and if necessary. There is also a layer that does not allow air to pass into the structure. A layer with diffusion resistance is a layer on the inside of the heat-insulating layer that regulates the passage of water vapor from the interior into the enclosing structure.

If we consider the types of building materials, it should be noted that inorganic substances are more susceptible to capillary diffusion. In particular, brick, thanks to capillaries, has fairly high diffusion coefficients. This means that the rate of water evaporation will also be high. When comparing building materials, it is noted that the rate of suction into the capillary ah less than the speed of diffusion flows. Hence the requirement that wetting of building materials with low diffusion in capillaries is inadmissible, and, consequently, the use of these materials as fencing structures. Thus, physical knowledge of transfer phenomena in thermodynamically nonequilibrium systems helps to better understand the processes occurring in building materials structures, buildings and structures.

The third example, demonstrating the features of the methods of teaching physics for students of a modern university, will be given for students of the educational program “Ecology”. One of the solutions to a problematic environmental situation that can be achieved through the application of knowledge of physics is the use of renewable energy sources. Physics can help students understand the principles of generation, transmission energy storage, which can then be used to develop sustainable energy technologies. For example, solar panels convert light into electricity through the photoelectric effect (section of the general physics course “Quantum Physics”). Wind turbines convert wind energy into electrical energy using rotating blades. The blades generate kinetic energy, which is further converted into electricity.

CONCLUSIONS

Experimental work allowed us to formulate scientific and methodological recommendations for physics teachers at research universities. By improving, updating and activating methods of teaching physics based on competency-based and systemic approaches, it is possible to achieve adequate changes in the structure of specialist training. In turn, by forming knowledge and ideas, it is necessary to prepare future specialists will only lead to the solution of production, environmental, economic and other problems, but also to competent interaction with nature, other people, and society as a whole.

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EDUCATION AND UNITY ARE THE MAIN GUARANTEES OF BUILDING A PROSPEROUS SOCIETY, A JUST, SUCCESSFUL STATE.

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Abstract:

To improve the quality of education, the main goal is to improve the professional skills of the teacher, provide quality education through continuing education. Thanks to the fact that the teacher constantly improves his professional skills. The teacher strives to provide quality education only if he continuously raises his knowledge. The quality of the student's knowledge increases only when he works with great interest in education without leaving the stage of civilization. The modern XXI century is the era of the development of Information Technology. «I don't know,» he said. For the education of a competitive generation, continuous improvement of the teacher's education will be the key to quality education. The development of our country is promoted by education and competition. The role of the teacher is a testament to quality education. The teacher works creatively by continuing education and improving his knowledge, leading future young people to get a quality education.

Keywords: *Fair Kazakhstan, professional growth of Teachers, quality education, improvement of their knowledge, competitiveness, the future of the country, educated youth.*

INTRODUCTION

The Fair Kazakhstan, which we are talking about, is created by honest generation, educated youth. These are concepts that are very closely related to each other. Loyalty to the motherland and family is a sign of common sense and humanity. A person who works honestly and earns honestly will achieve success, gain respect. The great Abai said that «The search for animals by honest labor is a matter of honor people». And honor people do not commit injustice. A fair society is established if honesty is at the forefront in every area.

Education and unity is the main guarantee of building a prosperous society, a just and successful state, he is a teacher who takes great responsibility for the upbringing of an open - minded and bright generation, who knows how to contribute to the future of each person, the national spirit for the motherland. If the teacher performed his duties with dignity, the era of the Kazakh renaissance, that is, the time of radical changes, would be on the path of rapid development. Corruption is not allowed, decisions are made in the interests of the country. In short, all virtue in society has its roots in honesty. Thus, the teacher will take a special place in the education of the younger generation, since the concepts of Fair Kazakhstan and honest citizen should always coexist as twin values that are the basis of the country. Any civilized country has great respect for its historical heritage. It is revered and placed in a museum or other special places. We must also cherish and preserve every relic inherited from the ancestors.

The president of the country paid special attention to measures that contribute to the education of the younger generation. He raised the right question of popularizing universal and national values among children. As the president noted, the new identity of the nation will be formed through the development of Education, Science and culture. The president raised the issue: «The qualities of an honest citizen should be inherent in every age. The new identity of the nation is formed through the development of Education, Science and culture. These three directions can be called an unshakable Trinity in the field of spiritual development. We must pay special attention to the upbringing of generations and lead young people to the best. In the modern age of the internet, this is not an easy task. To be honest, now the younger generation is being brought up through social networks. If we do not direct the child in the right direction and do not show the way, this is a very dangerous process. There are also young people trapped in foreign religious movements via the Internet. If the offspring has a bad habit, then adults are primarily to blame for this. We are committed to protecting young people as much as possible from the dangerous effects of globalization». The head of state also noted that if honesty is the main priority in every sphere, a fair society will be established. Therefore, it is necessary to increase the responsibility of teachers and parents in raising the quality of education in the education of the younger generation.

Updating the content of education is aimed at integrating the best practices of modern education, the role of the education system should change. To achieve a goal, our consciousness must go ahead of what we do. The main task of the education system is to form a competitive personality, flexible to live in a changing society, able to independently learn, apply the acquired knowledge in accordance with life situations.

«A teacher is a teacher only when he continuously improves his knowledge, and when he stops learning and searching, his teaching will also disappear»,- K. D. Ushinsky said. Today, in the age of increasing demands on science and education, and the education system is complicated, the burden on teachers in society is becoming more and more. Teachers are faced not just with the task of education, but with the task of educating a conscious and educated generation that will lead the way to civilization and absorb the national spirit [1].

Along the way, such issues as the development of professional skills and professional development of teachers will be a responsible task for the school and society. The skills of professional development of a teacher should not stop further after the diploma received. Because in the modern age of innovations and changes, the teacher must keep up with the times, not lagging behind globalization. If we say that the support of an independent country is an educated generation, no one will argue that one of the main issues on the agenda of the new era is the development of education and science. In the hands of the teacher is the fate of a person, the fate of the future country. «A good teacher is more dear to me than anything else, because the teacher is the heart of the school»,- as Ybyrai Altynsarin said, it is clear that the professional culture of a teacher is the main condition in solving tasks for modern educational institutions. In a modern school that has switched to the national model of Education, a thinker, researcher, a business and creative teacher who masterfully Masters pedagogical coordination in practical activities, avoiding memorization, is able to make psychological and pedagogical diagnostics. The head of state himself, speaking at the next congress of education and science workers, said: «today's youth are the ones who will work in the future. Kazakhstan will be at the same level as the teacher educates them» [2].

The problem of continuing education is a problem that arose under the influence of modern information and communication technologies, political and socio-economic changes. «Knowledge is what equates the people with the people, inhabitants with inhabitants», — said our great writer M. Auezov. The ability of our country to stand on an equal footing with other states in terms of economy, culture, politics, and compete with them requires people to be educated and qualified. Today, Education for the younger generation is becoming a capital that can and should compete with strategic resources in terms of content.

The professionalism of a teacher is primarily associated with the versatility of the teacher's professional activities, which form a person into a number. Among the criteria that determine the professionalism and role of a teacher, the most important place should be occupied by the results of teaching activities — the level of upbringing and attitude of students to the world. It is necessary to assess the professional level and role of the teacher from the point of view of his ability to provide students with an appropriate degree of education, the formation of qualifications and skills. One of the most important professional qualities of a teacher is leadership skills. Today, the work of only those teachers who think in a new way to comprehensively improve the quality and level of education of teenagers at school, who are able to apply new technologies of teaching and upbringing in their daily work will be fruitful [3].

Currently, the content of Education allows you to independently learn information and ideas and think in such a way that the acquired information is useful. Students can also explore new ideas from different perspectives, discuss the authenticity and benefits, and determine the overall value of the idea. Together with the teacher, first of all, it is necessary to take part in the formation of the student's ability to self-development. After all, this is a Sarah path that leads to the harmonization of personality into national and World Culture. The student learns on the basis of making a «discovery» in the educational and cognitive process, performing creative tasks, expanding his worldview, forming his own opinion and vision, without taking knowledge from the teacher's interpretation in a ready – made form. For example, in the course of innovative projects, it is possible to establish the development of energy sources for the use of solar and wind energy in domestic conditions. In education, along with familiarizing the younger generation with the secrets of physics, it is necessary to form independent search work in the study of the physical picture of the world [4].

CONCLUSIONS

The role of a teacher can positively contribute to the formation of a creative student in the course of educational work, secondly, achieve the best results in his profession, and thirdly, fully realize his professional capabilities. The formation of teacher competence is one of the most pressing problems of today's educational sphere. A competent approach, improving the quality of education can be considered as one of the ways out of the crisis caused by the confrontation between the traditional approach and the solution by increasing the content of Education. This approach gives a central place to the result of Education. Its quality is important not because of the abundance of knowledge gained, but because of the ability to apply that knowledge. Our main goal is to raise the level of creativity that students learn independently. In the implementation of this goal, each teacher should work on an innovative basis in accordance with the requirements of the educational standard [5].

Teachers are honest, fair people who adhere to the ethical and moral values of the teaching profession, who are able to show kindness and respect to their students. Teachers are people who love their profession, understand that educating a child is a valuable activity and have clear positions in this regard. In the education system, the teacher improves his professional skills through various competitions, competitions, seminars and conferences. Professional qualifications of the teacher-the ability to masterfully organize the lesson, rationally, productively. The lesson is a single system and a pedagogical work. Implementation of pedagogical experience on the basis of mastering advanced methodological approaches to teaching, choosing and transforming the most effective method, as well as improving self-knowledge creatively [6].

On the basis of improving their knowledge – in the organization of the educational process, the teacher is the main person. Our main goal is to raise the level of creativity that students learn independently. In the implementation of this goal, each teacher should work on an innovative basis in accordance with the requirements of the educational standard. The staff of the school is working to raise training to a high-quality level in the system of quality education. In my practice, I was able to effectively use the features of the content of education that meet the requirements in the process of teaching and learning during the lesson. I based it on improving the quality of education, using effective methods and techniques in the classroom, improving the creativity of students. «I don't know,» he said, « but I don't know». The future of Kazakhstan is in the hands of qualified teachers and educated youth. May our

country be armed with knowledge in the field of civilization, achieve high achievements and be recognized all over the world! Let our country be safe and have many educated young people! [7].

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ECOLOGICAL EDUCATION OF SCHOOLCHILDREN WITH INTERACTIONS BETWEEN FAMILY AND SCHOOL

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Abstract:

This article reveals the features of interaction between family and school in the environmental education of schoolchildren. Ecological culture is a part of universal human culture, a separate facet of it, reflecting the relationships between man, society and nature in all types of human activity. From the point of view of environmental education and upbringing in the functional field of culture, the leading place is occupied by the regulatory and humanistic functions, which act as system-forming ones. At the center of ecological culture are universal values and such techniques and methods of activity that contribute to the preservation of these values. Environmental education can be defined as the process and result of purposeful influence on the development of an individual (its qualities, attitudes, views, beliefs, ways of behavior) in order to implement its rational interaction with the environment. Environmental education, as an integral part of moral education, pursues one of the important goals - instilling in students a moral attitude towards nature, the need to preserve and increase natural resources. The goal of environmental education is the formation of a responsible attitude towards the environment, which is built on the basis of environmental consciousness. This presupposes compliance with the moral and legal principles of environmental management and the promotion of ideas for its optimization, active work in studying and protecting the nature of their area. The ultimate goal and result of environmental education should be the formation of an environmental culture. As a rule, the formation of an ecological culture occurs in the first ten years of a person's life. Therefore, the initial stage of schooling is a very important period for the environmental education of children. At this time, spontaneous knowledge about the culture of human relations with nature is corrected, deepened, systematized, and generalized.

Key words: *environmental education, environmental culture, universal culture, regulatory and humanistic functions, respect for the human person, natural resources, responsible attitude towards the environment*

INTRODUCTION

Ecology as a science appeared at the end of the 19th century, but for a long time it remained a purely biological science that was of interest only to scientists. And only in the middle of the 20th century did ecology become widely known among ordinary people. It has become a science that should help people survive, make their habitat acceptable for existence.

The goal of environmental education is the formation of a responsible attitude towards the environment, which is built on the basis of environmental consciousness. This presupposes compliance

with the moral and legal principles of environmental management and the promotion of ideas for its optimization, active work in studying and protecting the nature of their area.

The goal of environmental education is achieved as the following tasks are solved in unity:

- educational - the formation of a system of knowledge about environmental problems of our time and ways to resolve them;

- educational – the formation of motives, needs and habits of environmentally appropriate behavior and activities, a healthy lifestyle;

- developing - development of a system of intellectual and practical skills for studying, assessing the condition and improving the environment of their area;

- development of the desire for active environmental protection: intellectual (ability to analyze environmental situations), emotional (attitude towards nature as a universal value), moral (will and perseverance, responsibility).

Environmental education can be defined as the process and result of purposeful influence on the development of an individual (its qualities, attitudes, views, beliefs, ways of behavior) in order to implement its rational interaction with the environment. Environmental education as an integral part of moral education pursues one of the important goals - instilling in students a moral attitude towards nature, the need to preserve and increase natural resources (Golovko, 2006).

EXPERIMENTAL METHODS

In our opinion, the most complete and understandable definition of ecological culture belongs to V.P. Gorlachev: "Ecological culture is a specific way of organizing and developing human life, a social and spiritual necessary quality of life and society, the main components of which are:

1) interests (to nature, to the problem of its protection);

2) knowledge about nature (interrelations in nature, methods of rational use, conservation and enhancement);

3) feelings towards nature (moral and aesthetic);

4) positive activity and behavior in nature;

5) motives that determine actions in relation to nature [1].

Ecological culture, being diverse in national interests, is considered uniform for all humanity in its main purpose - the preservation of all life on Earth.

Ecological culture, formed in the process of environmental education, as L.D. points out. Bobylev, includes the following main components:

- interest in nature;
- knowledge about nature and its protection;
- aesthetic and moral feelings towards nature;
- positive activity in nature;
- motives that determine the actions of children in nature [2].

Ermakov D.S. believes that ecological culture includes:

- the culture of cognitive activity of students to master the experience of humanity in relation to nature as a source of material values, the basis of ecological living conditions, an object of emotional, including aesthetic, experiences. The success of this activity is due to the development of moral personality traits in relation to the natural environment based on the formation of skills to make alternative decisions;

- work culture that is formed in the process of work activity. At the same time, environmental, aesthetic and social criteria are taken into account when performing specific tasks in various areas of environmental management;

- a culture of spiritual communication with nature. Here it is important to develop aesthetic emotions, the ability to evaluate the aesthetic merits of both the natural and transformed natural spheres [3].

Ecological culture as a personality quality should be formed in a system of continuous environmental education, the main links of which, which have a significant impact on a child at primary school age, are: family; children's educational institutions; school; out-of-school educational institutions; mass media; self-education.

The basis for constructing modern lessons and extracurricular activities with an environmental focus, according to L.P. Saleeva, the following targets should be set:

- formation of a holistic idea of the natural and social environment as an environment for human life, work and recreation;

- development of skills to perceive the world around us through the senses and directed interest and ability for causal explanation when analyzing factors and phenomena of the surrounding reality;

- teaching primary schoolchildren methods of understanding the world around them

- nurturing an aesthetic and moral attitude towards the human environment, the ability to behave in it in accordance with universal moral standards [4].

Thus, the main goal of environmental education is the formation of an environmental culture, which should include an environmental imperative, a system of environmental values and environmental responsibility.

The ecological imperative is "a set of conditions for the interaction of society and nature, the violation of which will have catastrophic consequences for humanity"[5]. It is an awareness of the objective need to take into account not just the laws of nature, but also the "technical" conditions presented to us by nature. The ecological imperative expresses the need to evaluate the consequences of any activity related to interference with natural processes from the point of view of the general conditions of the relationship between society and nature, and the preservation of the conditions of human biological existence.

The content of environmental education includes a system of norms (prohibitions and regulations) that arise from value orientations that are fundamentally different from the dominant ones.

Recently, the most important indicator of an environmentally educated and cultural personality has been considered to be the presence of environmental responsibility (I. T. Suravegina, I. D. Zverev, etc.). We should agree with this, but we should not replace the main goal of environmental education – the formation of a narrower, i.e., ecological culture of the individual. formation (education) of even such a complex quality as environmental responsibility.

It, like a number of other qualities, only serves as an indicator of the presence of an environmental culture in a person.

The concept of "responsible attitude towards nature" is revealed in the works of I. D. Zverev, I. T. Suravegina, A. N. Zakhlebny, A. P. Sidelkovsky and others. "Responsible attitude towards nature," notes I. T. Suravegina, "is the ability and opportunity of a schoolchild to consciously, and therefore intentionally, voluntarily fulfill the requirements of moral duty and solve problems of moral choice, achieving a certain environmental result."

According to I. T. Suravegina, a responsible attitude towards nature is characterized by the following features:

- stability of value orientations of an environmental nature;

- mastering knowledge about the interaction of society and nature;

-desire to participate in the study and protection of

nature and real participation in it [6].

I. T. Suravegina suggests using the shorter term "ecological responsibility" instead of the term "responsible attitude towards nature," which absorbs all the essential features of the concept of responsibility as a social and moral category. She also notes that environmental responsibility is a complex personality trait that cannot be captured within one or even a group of subjects.

RESULTS AND DISCUSSION

At one time V.A. Sukhomlinsky noted that the successful educational work of the school would be completely unthinkable if it were not for the system of pedagogical education and improving the pedagogical culture of parents [7]. In this study, pedagogical education of parents is understood as a system of targeted measures to equip parents with the knowledge and skills to successfully perform educational functions:

- direct, carried out in the process of conversations, lectures, seminars, etc.;

- indirect, carried out by children when fulfilling the teacher's assignment, for example: "Tell your parents about what you learned in the club classes," etc.

The forms of school work on pedagogical education of parents can be different: parent university, parent meetings, experience exchange seminars, individual conversations, etc. Teachers should pay special attention to parent meetings, individual work, and seminars.

However, the success of work in this direction can only be ensured if the level of environmental culture of parents and the formation of certain behavioral norms are taken into account. Taking this into account, it is possible to correctly plan the forms of pedagogical education and provide an individual approach. Based on the above and using various methods (conversations with children, game situations, conversations with parents and teachers, observation of parents), we can conditionally divide the parents

of students into the following groups:

- Indifferent, irresponsible parents.
- Conscious parents who understand the need for environmental education, but do not always fulfill its conditions.
- Active parents who show a conscientious attitude towards environmental education.

The distribution of parents into groups allows, at the very beginning of work, to identify parents - potential teacher assistants in organizing environmental work with children, and also to take as a basis the principle of optimal differentiation in the implementation of the content of pedagogical education for parents, to carry out an individual approach, that is, to determine the prevailing types of work with each from groups.

When compiling the content of pedagogical education for parents on the formation of environmentally appropriate behavior, the following principles are taken into account, according to V.V. Kozlova, as the connection between education and life, concentricity of education, reliance on the positive, systematic and consistent pedagogical education, scientific character, reliance on the positive experience of family education [8].

In the process of planning the topics of conversations with parents for class meetings, you should be guided by the recommendations for organizing educational work in general education institutions, approved by the Ministry of Education. Work with parents is planned in such a way as not to infringe on other types of pedagogical education.

The following tasks of pedagogical education of parents are highlighted:

- Increasing the environmental awareness of parents, developing their interest in the problem of environmental protection.
- Demonstration of the need for interaction between school and family in the formation of environmentally appropriate behavior of primary school students.
- Formation of parents' ideas about the forms and types of work with children in the formation of environmentally appropriate behavior.

According to I.V. Tsvetkova, the selected topics of conversation are aimed not only at expanding the pedagogical and natural science knowledge of parents, but also at involving them in environmental extracurricular activities [9].

A feature of pedagogical propaganda is that parents can act as lecturers, as a result of which interest in the conversations of other parents significantly increases. Seminars on the exchange of experience in organizing environmental education in the family play a major role in the promotion of pedagogical knowledge. They are held once a year and represent a summary of the interaction between school and family. At the seminars, parents share their observations of changes in children's behavior, talk about upbringing in the family, make comments about the organization of extracurricular environmental work, evaluate it, and fill out appropriate questionnaires. Seminars are led by teachers and parents.

Direct education of parents is carried out in the form of guidance in their self-education. For this purpose, at the seminars, parents are offered a list of literature from the following sections:

- Interaction between school and family is the key to effective education.
- Modern environmental problems.
- Environmental protection and education.

The list includes not only scientific literature on environmental issues, but also articles on pedagogical topics, as well as those devoted to the problems of developing environmentally appropriate behavior. The study of the proposed literature undoubtedly has a positive effect on increasing the pedagogical and environmental literacy of parents.

However, as the experience of specialists shows, influencing parents and achieving significant results is much more difficult than when working with children, since by this age the personality of adults has been fully formed, their worldview, habits, and moral principles have been formed.

CONCLUSION

Parents, like no other educators, have enormous opportunities to observe the child alone with himself, alone with nature, to see the manifestations of his relationships, which occur under the influence of his own motives. That is why parents receive tasks to observe the behavior of children in nature. Family control over children's reading deserves special attention, during which parents made conclusions about what books their child likes to read.

M.P. Poleva points out that the future of our planet and our lives is the young generation, which means that our prospects depend on the formation of an ecological culture in the young generation, an

individual capable of coexisting in harmony with nature, preserving and reproducing its treasures. After all, the existence of humanity depends on the natural environment. Each of us is a part of nature. That is why the prospect of environmental education in the educational process is significantly increasing [10]. “We believe,” wrote V.A. Sukhomlinsky, - that the school of the future should fully use for the harmonious development of man everything that nature gives and man can do so that nature serves him. For this reason alone, we must protect and replenish the natural resources that we have” [7].

Ecological culture can be considered as a vector of harmonious, sustainable development, which guarantees compliance with social activities in the natural environment. However, not all parents can properly prepare their children to perceive the world around them. The main factor here is the insufficiency of one’s own environmental education. To help parents with this goal, teachers are developing special programs that, in an accessible playful form, help to correctly direct children’s attention to a particular topic. These programs are the basis of the following environmental education. The further ecological culture of the individual depends on the correctness and quality of their assimilation.

Thus, the interaction of parents in the family and teachers in an educational organization makes it possible to form competent foundations of an ecological approach to the perception of the natural environment and contribute to the formation of an ecological culture among junior schoolchildren.

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THE IMPORTANCE OF THE USE OF COMPUTER TECHNOLOGY IN PRIMARY SCHOOL

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Abstract:

Selecting age-appropriate resources that align with the school curriculum is essential when providing education to younger students. It's crucial to consider individual students' levels, even if they are ahead of their expected progress. However, it's important not to overload students with difficult tasks that may discourage their interest in a particular subject. When used appropriately, computer technology can serve as a valuable tool for enhancing subject knowledge and skills. Adequate organization of computer-based learning can help mitigate any negative impacts. The versatility of computer technologies allows for effective and engaging learning experiences for children. The use of electronic resources also empowers teachers to teach students independent research, analysis, presentation, and communication skills, leading to improvements in both the educational process and individual development.

Key words: *Computer technology, primary schools, computer games, teaching methodology, educational process.*

INTRODUCTION

Cognitive interest is one of the main motivators for younger schoolchildren, and its formation plays an important role in the success of the learning process. However, the question of how to stimulate its development and get a greater return is still relevant for teachers.

The intellectual economy of Industry 4.0 poses new challenges to the education system. The societal expectation of Society 4.0 is "an educational paradigm corresponding to the industrial paradigm of Industry 4.0."[1]. According to international experts, professionals of Society 4.0 should have fundamental educational skills and possess advanced scientific, digital and engineering-technological training [2]. Having studied how the education system based on STEM approach has been transformed in the USA since 2001. A number of developed countries have started to introduce this direction in their educational systems [3, 4]. In pedagogical methodological studies, problems related to the restructuring of the content of secondary education on the basis of STEM-technologies have been studied [5].

Increasingly widespread use of computer technologies in modern life has led to an increased interest in solving this problem. The educational programme of the school is aimed at forming a new generation that can easily adapt to technological progress. The impact of children's use of computer technology varies and is manifested in both positive and negative results. [6].

Nevertheless, we are highly dependent on technological progress and its integration into education may be difficult to avoid. Computer devices are not only convenient, but also facilitate the search and dissemination of vast amounts of information.

It is not surprising that almost all classrooms today are equipped with computers, interactive whiteboards and projectors. This innovation is also introduced in primary schools, where teachers actively use it.

RESEARCH METHODS

The research employed theoretical methods, including the study and analysis of domestic and foreign scientific and methodological literature, as well as well as the systematisation of data.

The computer is a universal means of learning, providing not only the assimilation of knowledge, skills and abilities, but also opportunities for the development of students, their cognitive self-realisation and improvement of cognitive processes.

Technology is understood as a set of methods and means that are used to achieve the desired result; in fact, scientific knowledge is applied to solve practical problems [38].

Psychological, pedagogical and methodological approaches to the introduction of computer technologies in education are considered by various scientists, including A. B. Ibashova, E. Y.

Bidaibekov, A. A. Abdukadyrov, N. N. Antipov, A. P. Ershov. They argue that the emergence of computers has caused great attention to their integration into the educational sphere. Computers are able to increase labour productivity in various spheres of human activity, including education.

The introduction of computer technologies in the educational process makes it possible to increase the efficiency of the educational process and to overcome the gap between the requirements of society to the young generation and the capabilities of educational institutions.

The advantages of computer technology in education include a variety of forms of information presentation, high visibility, and the possibility of modelling numerous processes.

- This method of learning allows to get rid of routine work, which can distract from learning the main content.
- It is well adapted to the organisation of collective work.
- Depending on this, a differentiated approach to the work of pupils is possible.

Colourful learning materials, decorated with animation, video clips and sound tracks, help to improve the perception of the studied material. They promote memorisation and understanding of complex topics, presenting information in a bright and engaging way.

Visuals serve as a means of activating mental activity and forming a sensual image. The most important aspect of learning is the formation of a sensory image on the basis of a visual aid, not the aid itself. K.D. Ushinsky significantly improved the methodology of visual teaching, having developed various methods and approaches to work with visual material [7].

The use of visual aids allows to deeply comprehend any concept or image, contributing to the assimilation of knowledge and understanding of scientific principles in everyday life.

The introduction of computer visualisation tools into the learning process should always be accompanied by verbal explanations from the teacher. Visual aids increase pupils' interest in acquiring knowledge, facilitate the process of its assimilation, maintain the attention of the pupil, promote the development of the child's emotional and evaluative reaction to the knowledge presented.

To keep students' attention at the lesson, it is not enough just to speak in front of the class. It is necessary to use both visual and audio media, which is easily realised with the help of computer technologies. Speaking in front of the class is not enough to keep students' attention. Multimedia has a particularly positive impact.

Scientists A.E. Suleimenova, Y.N. Egorova describe multimedia visibility through visual and graphic illustrations, including photographic images, animation and three-dimensional modelling. [8, 9]. They note that the integration of multimedia into the classroom increases the effectiveness of teaching, as multimedia is perceived positively, which contributes to the formation of interest in the subject.

In addition, a healthy atmosphere of competition and teamwork is created, encouraging students to overcome obstacles independently. The prospect of using interdisciplinary links appears [10].

It is well known that modern computer technologies open wide opportunities for improving the educational process.

In contrast to the usual approach to conducting classes, which implies repeated reference to the chalk and blackboard, the use of computer technology frees up a significant amount of time, allowing additional explanation of the course material.

Computers have made it possible to create and distribute these formats more easily and efficiently. When creating multimedia content, it is very important to provide clear and concise information to interest and inform viewers. Technical terms and abbreviations should be explained to avoid confusion. Proper citation, formatting and precise wording are also paramount.

Multimedia such as slides, presentations and video presentations have been around for a long time. Computers now have the ability to manipulate sound and video to achieve special effects, play and synthesise sound and video, including animation, and combine it all into a single multimedia presentation. Abbreviations of technical terms will be explained the first time they are used, and first-person point of view will be excluded unless absolutely necessary.

The wording used should be clear, objective and neutral, tendentious, emotional and figurative expressions should be avoided. The text should follow stylistic guidelines, use consistent citation, uniform footnote style and formatting features, clearly highlight quotations and exclude filler words. The structure of the narrative should be clear, with logical development and cause-and-effect relationships between statements to avoid bias and promote objectivity. Accurate word choice is used and grammatical correctness is ensured, with no errors in spelling, grammar or punctuation.

The visibility of the material is designed for all forms of perception of the information, which favours its better assimilation. Thus, visual, auditory, emotional and mechanical channels of perception are involved.

On a single slide it is possible to collect the most memorable information for each perceptual group, including visual, auditory and kinaesthetic.

Multimodal methods should be used not only when studying a topic, but also throughout the lesson.

The use of computers allows for greater visibility of the material and deeper understanding of it through multimedia visualisation. It also greatly expands the range of exercises that can be incorporated into the learning process.

Constant feedback supported by well-planned learning tools enlivens the learning process, increases its pace, creates a positive attitude to the material being learnt and arouses interest in it.

The computer provides opportunities to take tests designed to assess knowledge, stimulate engagement and result in grades. This approach to learning relieves the stress inherent in schoolchildren during certification. It also ensures the validity of assessment results, makes it easier for teachers to guide independent learning and promotes the holistic academic development of students.

The introduction of modern technologies into the learning process allows students not only to better master school subjects, but also to develop computer skills. Computer tasks allow a new way of looking at a subject, promote the development of creative abilities and self-expression in new types of activity.

In primary school there is a transition from play to learning, which for some children can be difficult and lead to various problems. However, teachers can support their students by utilising the playful possibilities of computers in combination with didactic ones.

Games are active learning tools because they promote learning through active participation rather than passive listening or reading. They promote long-term memorisation of learned material, improving long-term memory. [11, 12]

Games used in informal learning promote engagement and motivation. Despite the importance of games in the learning process, they should only be used in combination with other pedagogical approaches. Michael Zyda, director of the USC GamePipe Laboratory, believes that the use of computer games represents a competition between the human mind and the computer. [13, 14] The use of computer games has spread to various fields such as management, education, corporate training, public policy, health care, and national security.

The use of various Internet resources as well as special discs help to incorporate game situations.

The computer opens up new perspectives for the teacher, allowing students to immerse themselves in an exciting learning process with the help of modern technology. It allows to involve them in a lively, colourful world. Such activities evoke positive emotional reinforcement in children, and even those who have difficulties are happy to work with the computer.

Studies by S.A. Kotova and O.V. Zudenkova in the context of using e-Learning resources in primary schools note that teachers realise their importance and include them in the learning process. [15] E-Learning resources are used in lessons aimed at achieving learning outcomes related to the search for new knowledge, research, creativity, as well as in integrated lessons. The study revealed a number of problems, in particular, the need to develop didactic principles of using e-Learning resources in primary schools, to improve the level of teacher training, to develop methodological assistance to teachers for the rational introduction of e-Learning resources in the modern educational process.

Integration of a computer into a teaching session allows a teacher to reduce the workload and increase the effectiveness of teaching.

It should be noted that multimedia software has a wide potential, although it depends on the extent to which schoolchildren master it. The desire not only to arouse the interest of students, but also to help the teacher to reconsider his pedagogy in the construction of lessons.

Competent introduction of computer-based learning tools into the educational process can significantly improve students' observation, attention, speech and cognitive abilities.

Considerable attention should be paid to visual effects and impressions that evoke strong and lasting memories. Teachers face the challenge of not only mastering the necessary computer skills, but also being able to use them in a balanced and sensible way in the classroom, ensuring pupils' wellbeing. The development of modern computer technology occurs every year and its integration requires the teacher to continually improve.

Teachers need to expand their understanding of the use of computer programmes in education, to explore new, exciting and productive ways of delivering lessons with a more successful and meaningful structure.

There are many computer games, websites and portals specifically designed to develop the cognitive interest of younger students.

Cognitive sites and portals can help in learning, develop abilities, and make leisure time interesting. The main advantage of computer technologies is diverse and rich activity conditions, which allow to solve children's educational tasks in the most effective and attractive way. Internet resources are useful not only for students and teachers, but also for parents to increase the cognitive interest of younger pupils using computer technologies.

These sites provide additional activities that parents can do with their children.

It can be argued that the inclusion of Internet resources in both home and classroom teaching allows for more active participation of children in the learning and cognitive process and a smoother transition from one type of activity to another. The use of video, audio and text materials in combination with comprehensive coverage of the topic allows to broaden the child's outlook, promotes creative perception and increases motivation for learning.

CONCLUSION

When choosing resources for younger pupils, it is important to make sure that they are in line with the school curriculum, even if the pupil is ahead of the expected level. However, it is advisable not to impose heavy learning tasks on the pupil, as this can lead to a loss of interest in a particular topic if the pupil has difficulty in understanding it.

Thus, it can be concluded that, with a reasonable approach and fulfilment of the necessary criteria, computer technology serves as a valuable additional tool for acquiring subject knowledge and skills. At the same time, the negative impact of computers can be mitigated if the process is adequately organised. The main advantage of computer technologies lies in the wide and diverse range of their application, which makes it possible to achieve educational goals in the most effective and engaging way for children.

The use of electronic educational resources significantly expands the teacher's ability to teach students to independently extract, analyse, present and communicate information to others. This leads to a noticeable improvement in didactic and person-centred aspects of the educational process.

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INCREASING SPATIAL VIZUALIZATION USING BAZIC SCHOOL STEREOMETRY COURSE VIZUALIZATION TOOLS

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Abstract:

A person can get up to 80% of information from the environment through the visual analyzer[1]. This vision analyzer is also very helpful for the basic school stereometry course to develop spatial visualization skills with the help of visualization tools. Teaching using various technologies is developing according to modern requirements. The authors of the article have the following objectives: to review and propose visualization tools currently in use. He talked about the possibilities of visualization tools to learn the materials while awakening students' interest in the stereometry course. Using visualization tools, lesson plans and reviews were made to create conditions for teachers to conduct lessons effectively.

Keywords*: stereometry, visualization tools, spatial thinking, visualization programs, GeoGebra, GeoNext.*

INTRODUCTION

The stereometry course is the most difficult of the mathematical subjects, and we must be able to positively influence the students' understanding of it. As I. S. Yakimanskaya wrote, "there are many difficulties in working with three-dimensional (spatial) images, because the existing teaching methodology includes working with plane (two-dimensional) images in the previous stage of education, that is, in the study of planimetry" [2]. VN Dubrovsky also noted that "most schoolchildren need to develop the ability to depict standard stereometric figures" [4]. It is directly related to the quality of

education. It directly depends on the teacher's skill to be able to correctly explain spatial figures with the help of visualization tools, to increase students' interest in the course by using additional information such as in what situations they occur in practice and in what situations we can use them. Let's give a general definition of how different visualizations are made.

In short, visualization tools are programs that collect information from a specific source and turn it into visual content. For example: graphs, charts, tables, stereometric figures in 3D format and more.

Foreign V. A. Dalinger [1], Sh. S. Ziyadullaeva, D. Vallo, P. Levamovsky and others on this topic. scientists have done a lot of research. He developed and offered many programs to be used and implemented in the school, not only for students, but also for training future teachers. Currently, dynamic geometric systems (DGS) are actively used: Cabri Geometry, Mathematical constructor, GeoGebra, GeoNext, Geometer's Sketchpad [3], etc. "In the work of a mathematics teacher, a lot of attention is paid to the use of formal and logical tools, working with symbolic systems without the necessary support for visual components" [1].

Experimental methods

As V. A. Dalinger noted: "Educational system faced the problems of improving its content, searching for new forms, methods and tools of teaching, as well as special methods of using them in the learning process" [1]. The use of visualization tools in classes makes the work of both teachers and students easier. Because using computer tools, students can be interested in the subject being taught. And it is directly related to the quality of the lesson. It is reflected in the works of many psychologist-pedagogues. Starting from the 7th grade, the mathematics lesson is divided into 2 - algebra and geometry. He begins the lesson of geometry by going through figures on the plane. That is, it begins with a planimetry course in geometry. It is easy for students to understand by drawing it in a notebook without any problems. And from the 10th grade, when you move to space, the materials to be covered become more difficult. That is, first of all, you need to imagine the figures in 3D format and write it down on the right paper. If he can't imagine properly spatially, he can't depict it correctly in the notebook. And in the future, it is quite possible that he will not be able to understand the terms of the report and will issue the report incorrectly. That is why it is difficult for students to accept the materials. For this reason, students' interest in geometry, including stereometry, begins to slowly disappear. To solve this problem, other scientists, conducting many studies, introduced learning with the help of visualization tools.

Results and discussion

The use of these aids will not only increase their interest, but also enable them to actively participate in the lesson and discuss the materials. Now let's take a look at the lesson using visualization tools. In the lesson conducted with the help of visualization tools, the teacher first shows the necessary figures to the students, the sections made for them, how the lines are arranged and intersected as an example.

We took GeoGebra as a visualization tool. Now let's focus on the features of the GeoGebra program. GeoGebra is an interactive program that combines geometry and algebra for drawing, animating, and graphing shapes. It is a free program translated into about 50 languages. The main feature of this program is the interface in the Kazakh language. Modeling with this program consists of 3 stages:

1. Computer modeling of geometric problems
2. Show the solution of the problem on the screen using animation
3. Simulation of the model of the report on screen views

We have chosen this program for the above reasons.

Conditions for passing the lesson through visualization tools:

1. Availability of various visual aids (for example: computer, interactive whiteboard, models)
2. The presented information should be clearly prepared in advance and made understandable to students
3. All students must attend classes
4. Discussion with students about the meeting of the figures in the lesson in life

Increasing students' interest in the lesson depends on the skill of the teacher, the way he prepares for the lesson, the way he delivers it, etc. depending on the factors.

What changes does the use of visualization tools bring to students' lessons:

- Passing the lesson in a new way gives students different emotions
- Students learn the lesson by discussing with each other
- Learns to listen to others
- Interest in the lesson increases

Apart from these programs, there are other programs. Let's briefly touch on them:

Cabri Geometry is a commercial interactive geometry program from the French company Cabrilog. It is used in more than 17 languages. Easy to use, simple. Allows you to animate geometric shapes.

Mathematical constructor is a program for creating interactive mathematical models. It has features such as planimetry, stereometry, function graph, probability theory, and performing mathematical modeling.

GeoNext is a free, lightweight program translated into many languages.

The Geometer's Sketchpad is one of the first programs for dynamic geometry. In addition, it was the reason for the creation of other programs.

Conclusion

In conclusion, teaching with the help of visualization tools, including the stereometry course in elementary school, contributes to the increase of students' spatial imagination. A proper understanding of various tasks makes it possible for them to perform independently. Creates an opportunity to analyze the topic with other students, discuss, add their own thoughts. The fact that the class works in consultation with each other increases its unity. Interest in the lesson will increase and results will improve. Because understanding the topic, perhaps future scientists will emerge from among them?!

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PROBLEMS OF SPIRITUAL AND MORAL EDUCATION OF THE YOUNG GENERATION IN KAZAKHSTAN

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Abstract:

Spiritual and moral education and personal development of a citizen of Kazakhstan is a key task of the modern state policy of Kazakhstan. It ensures the spiritual unity of the people and the moral values that unite them, political and economic stability. That is why the issues of spiritual and moral education are especially relevant for the modern educational system.

Especially in today's conditions of globalization, one of the urgent problems facing schools and extracurricular institutions is the inculcation of spiritual values by the younger generation, including such qualities as love for the Motherland, respect for elders, and the desire for the younger. The article examines the importance of spiritual and moral education in the life of a person, the methodological foundations of its formation.

Keywords: *spirituality, morality, education, methods of spiritual and moral education*

INTRODUCTION

In modern society, for the public consciousness in the life of a person, the views on professional suitability and qualifications, i.e. the competitiveness of a person, are considered as the main and necessary, but not enough attention is paid to his spiritual and moral qualities.

The current spiritual and moral state of our society requires the return of the state and the entire education system to the issues of spiritual and moral education of the younger generation. This is due to

the fact that modern society is experiencing a spiritual crisis in the entire sphere of human activity. Moral degradation, pragmatism, loss of the meaning of life and the cult of consumption, teenage drug addiction and alcoholism, prostitution – all this destroys society from within. And this is not a problem of Kazakhstan alone, but of all mankind. Scientists claim that this spiritual crisis dates back to the 90s. XX century and connects it primarily with the loss of the former foundations and values of education, generated by long years. Modern society is a society of intellectually developed, purposeful, creative and ambitious, but spiritually and morally unstable youth. They do not appreciate the role of spirituality, morality in human relations. For them, human values such as mercy, kindness, fairness, honesty, integrity, patriotism, etc. have no special significance.

If you listen to the older generation in our modern society, the area of what is permissible, morally permissible, by the standards of common sense, has sharply narrowed. For example, what was recently absolutely unthinkable and unacceptable in modern society has become just the norm. We are convinced every day that many issues have been solved with the help of money, the lie itself is often considered a manifestation of human resourcefulness, debauchery is a natural need of the body, and betrayal is a business necessity. And this shows that today the material value has become higher than the spiritual one. Indifference in the family also contributes to this (since the family is an objective spiritual environment for a person), the permissiveness of the mass media (today's propaganda of the European and American way of life and value orientations gives nothing but lack of spirituality, immorality).

However, the spiritual and moral education of the younger generation has become one of the priorities of the state educational policy. Therefore, its resolution is carried out in cooperation, combining the efforts of the state, the public, the education system, and the family. And only within the framework of this cooperation will we find incentive measures to restore the morality and spirituality of the younger generation.

Speaking about the spiritual and moral education of young people, we would first like to understand these concepts (spirituality and morality).

There are many definitions of spirituality in the scientific literature.

"The main condition for the moral revival of people. Positive spirituality is associated with the orientation of a person to the highest universal values: love, kindness, compassion, mercy ..., rooting them in their daily lives. In a word, it is Humanity, the desire to do to others what you wish for yourself. The essence of spirituality, the main way to it will be the wisdom of man" [1, p.207]. If we judge the concept of "spirituality" by the "Ozhegov Explanatory Dictionary", then spirituality is a property of the soul, consisting in the predominance of spiritual, moral and intellectual interests over material ones. [2, p.207]. Considering the problem of spiritual and moral education of young people in the activities of cultural institutions from a pedagogical point of view, E.M. Zezeka writes in his dissertation for the candidate of pedagogical Sciences: "Spirituality manifests itself in a person's desire to build his relationships with the outside world on the basis of goodness, truth, beauty, to build his life on the basis of harmony with the surrounding world." [[3, p.21] It means that the formation of spirituality is connected with the self-education of a person. As is known, self-education is aimed at the formation of socially necessary personality qualities and is carried out under the influence of socially significant factors and self-education manifests an active life position of the individual regarding himself and the activity in which he is engaged.

Morality is an internal law of a person that encourages him to perform his actions and deeds in accordance with social norms. A moral person is one who is guided by the principle of "Do to others as you want others to do to you."

If we look into the history of the development of pedagogical thought, we can say with confidence that the problem of spiritual and moral education of young people has always been relevant. They excited the minds of the enlighteners of the past, and have not lost their significance at the present stage of development of society.

For example, the ancient Turkic scientist Al-Farabi, considering the issues of full-fledged human development, believed that in the formation of personality it is very important to develop abilities, intelligence, moral qualities, and encourage the desire for creativity. "A person strives with all his being for happiness, for the beautiful, and achieves happiness only when he has beauty inherent in him and is capable of preserving this beauty" [4, p.49].

In the "Words of Edification", the poems of the famous Kazakh poet Abai Kununbayev, ignorance, spiritual poverty is mercilessly criticized, and the qualities of people determined by high morality, creative abilities and diligence, on the contrary, are exalted. So in the word he writes: "Justice is the mother of all benefits. The concepts of conscience and honor come from justice. A fair person will

certainly think and ask himself: "Why do I approve of the good deeds of others, but I am in no hurry to take part in them"; Isn't this evidence of his justice and honesty? Isn't this the beginning of good deeds?" [5, p.49].

And so the purpose of moral education is an organized, purposeful influence on the personality for the formation of moral consciousness, moral qualities (such as justice, kindness, honesty, etc.), the development of moral feelings and the development of skills and abilities of moral behavior.

We have tried to define the concepts of "spirituality" and "morality" separately, but we are sure that true spirituality does not exist outside of morality. A person realizes himself as a person only by developing spiritual spirituality in himself.

Based on the above, we can conclude that spiritual and moral education is an organized and purposeful activity of educators, teachers, parents and in general all social institutions aimed at the formation of higher moral values among the younger generation. And of course, the search for those ideals and guidelines that would serve as the basis of spiritual and moral education has been carried out throughout all these years.

It is necessary to clearly understand that solving the problems of spiritual and moral education requires the transformation of pedagogical reality at all its levels - not only the learning process, but also the system of educational work in schools, extracurricular institutions.

We know that the social development of society depends on the position of the younger generation, on its appearance, on their spiritual and moral orientation, and the spiritual and moral health of the young determines the fate and future of the people.

Spiritual and moral education of the younger generation is a direction that life itself has put forward at the moment as a priority in the education system. Many of the priorities that have developed in the education system in our country as a result of centuries-old traditions are simply lost at the moment.

Of course, it is difficult to list all the moral qualities of a person of the future society, but the main thing is that all these qualities should be laid today.

It should be emphasized that the formation of moral concepts is a very complex and lengthy process. It requires constant efforts of teachers, systematic and systematic work on the formation of feelings and consciousness of children.

I really want to bring up kindness, generosity of soul, self-confidence, the ability to enjoy the world around us in the younger generation. This will prepare them for entering adulthood, with its norms and requirements, instill in them an optimistic perception of life, make them collectivists striving to make our life better.

The spiritual and moral world of the individual is enriched by those social ties and relationships in which it is included. Under the influence of these connections and relationships, the formation of spiritual and moral qualities largely depends on the level of organization of the educational process itself, the use of the most effective methods and means in it. Such means include nature, television, literature, art, and of course folk pedagogy, which our ancestors used in the process of educating young people, passed down from generation to generation.

The methodological basis of the spiritual and moral education of the younger generation are the norms and traditions of folk pedagogy, presented in various aspects:

- moral and ethical (in the context of the moral teachings of Islam about a person, the purpose of his life and the meaning of relationships with other people);
- cultural and historical (based on examples of national history and culture);
- ethno-cultural (based on the national traditions of the Kazakh people)

And therefore, the spiritual and moral education of young people presupposes the systematic and purposeful activity of all organizations and institutions involved in this process. And club institutions are one of the most important socio-cultural institutions in working with the younger generation, and also play an important role in the formation of spiritual and moral values of the individual.

In conclusion, it should be noted that a person is not born rich in a spiritual and moral sense, therefore, external influence of teachers, parents, clergy, the entire educational environment of educational and educational institutions on the personality of young people is necessary.

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DEVELOPMENT OF INCLUSIVE EDUCATION: RESEARCH IN THE FIELD OF PSYCHOLOGY, DEFECTOLOGY AND SIGN LANGUAGE TEACHING

UDC: 371.322.2

TO DEVELOP A METHODOLOGY FOR TEACHING THE CHAPTER "POLYHEDRA" BASED ON LOGICAL AND DIDACTIC ANALYSIS

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Abstract:

The teacher plays an important role in the development of knowledge and abilities of students in the study of mathematics. This article is devoted to the development of knowledge of mathematics teachers about the pedagogical content of teaching 8th grade students, in particular the cube and multilateral. PCK is a special education for a teacher that combines knowledge of multilingualism, pedagogical knowledge and knowledge of students. Substantive knowledge links between facts, concepts, concepts and procedures in mathematics. Pedagogical education refers to the knowledge of the teacher in organizing the process of teaching and studying polygons, and the knowledge of students is defined as the knowledge of the teacher about the difficulties and mistakes of working with polygons. The data was collected by recording the teaching and learning process and conducting a survey of students. The data is analyzed through truncation, categorization and interpretation. The result showed that the teacher used peer learning, combining conceptual and procedural interpretation to correct mistakes and solve students ' multifaceted difficulties, providing support

Keywords: *Classcraft, LearningApps.org, Plickers, EdApp, Edgagement, tools for educational organizations.*

INTRODUCTION

To arouse the student's interest in learning, the teacher must be able to use methods systematically. Satisfying the student's request is the main requirement of our time. It will be a great skill for a teacher to be able to explain the meaning and significance of his subject to a student using an effective method.

In today's age of science and technology, students need constant innovation in mathematics education. On this basis, various studies have been carried out on the selection of suitable technology for teaching students.

A polyhedron is a union of polyhedra not necessarily of the same dimension. In geometry, a polyhedron is a three—dimensional figure with flat polygonal faces, straight edges, and sharp corners or vertices. The word polyhedron comes from the classical Greek πολεεδρον, as poly- (stem πολύς, "many") + -hedron (formδδρα, "base" or "seat"). A convex polyhedron is a convex hull of a finite number of points, not all on the same plane. Cubes and pyramids are examples of convex polyhedra.

A regular tetrahedron. Platonic body Small stellate dodecahedron. Kepler-Poinsot solid A large cubicuboctahedron. Homogeneous star - shaped polyhedron Toroidal polyhedron Icosododecahedron. Archimedean solid A polyhedron is a three—dimensional example of a more general polyhedron in any number of dimensions. Splitting a polyhedron into simplices is called a simplicial complex.

There are several alternative standard definitions in which convex polyhedra are clearly defined. However, the formal mathematical definition of polyhedra, which do not necessarily have to be convex, was problematic. Many definitions of a "polyhedron" are given in a specific context, some are stricter than others, and there is no universal agreement on which one to choose. Some of these definitions exclude shapes that are often considered polyhedra (for example, self-intersecting polyhedra), or include shapes that are often not considered valid polyhedra (for example, solids whose boundaries are not manifolds). As Branko Grunbaum notes: "the original sin in the theory of polyhedra begins with Euclid, as well as Kepler, Poinsot, Cauchy and many others. At each stage, the authors could not determine what a polyhedron is" [1].

Experimental methods

But there is a widespread opinion that a polyhedron is a solid or a surface characterized by corner points, edges, faces and two-dimensional polygons, and sometimes its three-dimensional internal volume. These different definitions can be distinguished depending on whether they describe a polyhedron as a solid, describe it as a surface, or abstractly describe it based on the geometry of the incidence.

A general and somewhat naive definition of a polyhedron is that if it is considered a solid, its boundary can be covered by a finite number of planes, or it is a solid formed by the fusion of a finite number of convex polyhedra[2].

The refinement of this definition requires that the solid is bounded, the interior is cohesive, and the boundary can also exist. The surfaces of such a polyhedron can be defined as connected components of the boundary parts inside each of the planes covering it, and the edges and vertices can be defined as lines and points where these surfaces meet. But the polyhedra defined in this way do not include self-intersecting Star polyhedra, whose faces cannot form simple polygons, and some edges may lie on more than two faces. Definitions based on the idea of a bounding surface rather than a solid are also common. For example, O'Rourke defines a polyhedron as a union of convex polygons located in space, so that the intersection of any two polygons is a common vertex, edge, or empty set, and their union is a manifold. If the flat part of such a surface is not itself a convex polygon, O'Rourke requires that it be divided into smaller convex polygons with flat dihedral angles between them. Grunbaum defines an acoptic polyhedron as a set of simple polygons forming a nested manifold, each vertex has at least three edges, and each of the two faces intersects only at the common vertices and edges of each[3].

Cromwell polyhedra give a similar definition, but without limiting three edges per vertex. This type of definition does not include self-intersecting polyhedra. Such concepts underlie topological definitions of polyhedra as the division of a topological manifold into topological disks, whose paired intersections must be points, topological arcs or an empty set. However, there are topological polyhedra that cannot be realized as acoptic polyhedra.

One of the modern approaches is based on the theory of abstract polyhedra. They can be defined as partially ordered sets whose elements are vertices, edges, and faces of a polyhedron. If a vertex or edge element is part of a vertex or edge from an edge or Face element, and a special lower element of this partial order can be added to the upper element, which represents an empty set and represents the entire polyhedron[4].

Results and discussion

The emergence of students' interest in mathematics largely depends on the teaching methodology, how competently this task is performed, and the structure of educational work.

What changes will the use of gamification in education bring:

• Promotes colorful emotional perception when learning new material.
• Develops the creative abilities of all students.
• Allows the student to believe in himself and test his strength.
• Teaches the student how to communicate well with peers and the teacher.
• Teaches you to form and defend your point of view.
• Stimulates interest in learning.
• Forms independent work skills.
• Builds concentration and perseverance.

Let's look at some useful applications that can be used to make your math lesson interesting and understand the subject:

Classcraft - is an online role-playing game that allows students to earn points, complete assignments, and answer questions through the lens of the subject they are studying. The game is ideal for group activities, as it requires the formation of teams of 5-6 people. However, if you have four individual students of the same level, you can also combine them into a team.

LearningApps.org - is an online service that allows you to create individual exercises, assignments, applications, save them in various formats, use ready-made modules in the library, freely exchange information between users, create classes and register students there, organize student work.

Plickers - is an application based on a mobile app, website and printed cards with QR codes. An app that instantly gauges class reactions and lets you know who's attending the class.

EdApp - is a mobile gaming learning platform and learning management system that offers gamification concepts and features such as interactive templates, leaderboards, rewards and points, and more to help increase student engagement.

Edgagement - is a learning tool that allows you to create quizzes and surveys. You can easily create interactive educational materials using 15 game templates such as Spin to Win, Fact or Fiction, Double Match, Connect the Dots, Jumble Pic, etc. Edgagement also includes game participation, assignments, and etc., which allows you to optimize learning content for better results in the future includes a data center that provides comprehensive reports on the knowledge gained.

CONCLUSION

In conclusion, the elements located at a distance of three levels from each other have the same structure between each face and the lower element, as well as between the upper element and each vertex with an abstract representation of a polygon, these partially ordered sets carry the same information as a topological polyhedron. But these requirements are often simplified, instead, sections between elements located two levels apart should have the same structure as the abstract representation of a line segment. Then each edge has two vertices and two faces, and each vertex on the edge lies at both ends of this face.

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SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF THE DEVELOPMENT OF THE EDUCATION SYSTEM

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Abstract:

This article discusses the elements of the education system, the human factor in the development of the education system, the laws between the educational process and social life, as well as the socio-philosophical foundations of the development of the education system.

Keywords*: education, development, person, state, society, object, subject, idea, law, law, system, process, socio-economic, cultural, spiritual, content, methodology, principle, criterion, factor, basis.*

INTRODUCTION

Education plays an important role in solving the goals and objectives inherent in the individual, social groups and society, in achieving spiritual and educational perfection. Education realizes a person's ability for self-development, enriches his worldview and thinking, and imparts a creative spirit to human life. Education manifests itself in the form of conditions, obligations and opportunities related to the spiritual needs of society and its members and is a factor that strengthens, maintains and maintains the balance of social processes and relationships. The education system is a complex system that includes social stability in society, people's lifestyle, and human development.

Education is a very diverse and diversified social organism. Education embodies ideological support for moral, religious, political, economic, legal, spiritual and ideological relations between people, mechanisms for their implementation of innovative practices in society in a modern spirit. This is entirely in accordance with the laws governing the general relations between educational subjects and cultural beings. According to S.Lebedov, "The philosophical understanding of education is a body of knowledge based on the general laws of human existence and thinking related to the change and development of society. From a philosophical point of view, the content of such a generalization is an analysis of everything that makes up the material and spiritual world from the point of view of its level, as well as a pedagogical analysis of the step-by-step and long-term features of designing the educational process. "[1]

Laws and patterns based on the relationship between the elements of the education system, the educational process and social life will always exist, and these aspects will determine the characteristics of human existence and will always be prone to development. Ensuring the dynamic and sustainable development of these features depends on the level of organization of processes in the education system on an innovative basis. Philosophical observation of the education system also determines the patterns of features of innovative development of education. The law of negation, existing in philosophical science, is consistent with the content of creating new values, denying existing processes in the innovative development of education.

It is wrong to contrast existing forms of education with each other and consider one of them important and the other insignificant in its development. The natural, technical, technological, social, humanitarian and legal spheres of education are interconnected. In each historical period, educational management methods are formed and applied in accordance with the spiritual and intellectual potential of society, political and legal culture. Education is regulated by economic, social and cultural relations, and government policies help improve economic relations.

It is important to understand the theoretical and practical aspects of the development of the education system, taking into account the following internationally recognized features of its comprehension in the philosophical aspect:

1. In a rapidly changing, constantly expanding modern environment, prepare society for rapid reforms, for the comprehensive development of the people;

2. Increasing activity of educational processes in the context of rapid penetration into the traditions of globalization, the growing need for international scientific and intercultural relations, spiritual and educational tolerance at a time when broad features of the information society are quickly emerging;

3. Raising the younger generation in the spirit of universal human values, accelerating the process of creating values aimed at organizing integration in the field of education at the international level in order to realize their abilities, aspirations and needs;

[1]Lebedev S. The problem of truth in natural sciences and social sciences. //Philosophy of social and human sciences: Textbook for universities. -M.: Academic project, 2006. - P.11.

4. In the context of accelerating democratic traditions in society, pluralism, diversity of opinions, accelerating socio-economic reforms, high competition in the education system, increase civic responsibility and social activity of the younger generation.

Social competition, the need for innovative ideas, and ensuring harmony of state and human interests are important principles of innovative development of education. According to G. Sultanova, "Today, the transformation of world civilization into a community of post-industrial countries, globalization of information, computerization and intercultural communication have led to significant changes in human life, science and thinking. Processes of differentiation and integration in philosophy and science. Firstly, this leads to the emergence of paradigmatic innovations, and secondly, to a new type of philosophical and scientific thinking."[2]

Social well-being and social harmony are closely related to the formation of a perfect human personality, the creation of the foundations of civil society, and the development of legal knowledge and culture. Achieving the effectiveness of the education system in market conditions will inevitably require its radical innovative reform. The formation of a full-fledged human personality while building a civil society is the main goal of the development of the education system.

In general, the concept of "education" - along with all pedagogical, psychological, social sciences, also refers to the natural sciences and is one of their most important categories. Therefore, it is advisable to study the concept of education in detail. If we pay close attention to analyzing the meaning of the word education, we suddenly discover that this term has more than one meaning. The meaning of the word "education" often includes general concepts that apply to all educational relationships, regardless of their type, individual characteristics, time of existence, and so on.

The philosophical understanding of education follows from its social nature. Philosophical sciences have historically served to arm the field of education with new ideas. These ideas are associated with the theory and methods of cognition, which are the core of the educational process in the educational system of philosophy. According to K. Nazarov, philosophy "in the field of scientific knowledge, solving a particular problem, sets new tasks for us and encourages us to solve new ones, and when a certain problem is solved, this affects the process of new thinking."[3]

Any perception of society is fully consistent with the purpose and content of the education system and constitutes ideological support for the processes in it, because education is one of the main essential parts of the social sphere of society.

[2]Sultonova G. Problems of ideological inheritance and innovation in the form of post-non-classical scientific thinking. Abstract of the dissertation of the Doctor of Philosophy (PhD) in philosophical sciences. Samarkand, 2018. –p.7.

[3]K. Nazarov. Philosophy of knowledge. – Tashkent, University, 2005. – p. 219.

First of all, philosophical anthropology has played an important role in all periods of many models of education, from free learning processes to learner-centered learning. In other words, the practical implementation of any ideas related to the development of education should be considered as a product of philosophical thinking, which ultimately leads to new research, technological and methodological processes in educational practice on the ground.

The accumulated knowledge about society contains many ideas about the development of the educational system of philosophy, enlightenment and spirituality. According to S. Hessen, "philosophy plays an important role in the formation of the theoretical foundations of the education system and is in fact a practical philosophy."[4] The relationship between philosophy and education in any part of the pedagogical sphere there is philosophical knowledge that gives it social status.

Although knowledge has been formed about the influence of philosophical knowledge on the development of educational processes in the modern education system, it is not systematized. Today it is advisable to conduct practical research on the systematization of this knowledge, its methodological regulation, and the combination of philosophical ideas and pedagogical knowledge. Today there is a lot of scientific knowledge about the philosophical understanding of the education system, which is focused on the development of teaching methods and technologies.

Thus, the philosophical foundations of educational models in the organization of certain pedagogical processes are developed on a consistent basis. Philosophical knowledge in education is harmonized on the basis of the harmony of modern philosophical concepts with previously created philosophical ideas. At the same time, with the development of the education system, if philosophical knowledge and ideas are introduced on the basis of specific philosophical teachings, not only the modern theory of education, but also its practice will be enriched on a large scale.

Considering the key role of the human factor in the development of the education system, it is important not to lose sight of the fact that there are features of the synergetic method, the emergence of the bifurcation phenomenon. According to the philosopher A.Saytkasimov, "The principle of self-organization of synergetics is an important feature in the study and analysis of complex social problems in society, and the creation of modern scientific concepts. Synergetics also embodies socio-philosophical features that give a person creative activity in the theory of human society and the practice of the laws of social development."[5]

[4]Gessen S.I. Fundamentals of Pedagogy. Introduction to Applied Philosophy / Rep. ed. and comp. P. V. Alekseev. - M.: "School - Press", 1995. - p. 448

[5] Saitkoshimov A. Laws of innovative development of the social sphere in the construction of civil society. –Tashkent, Tafakkur, 2019 - p. 135.

Based on an analysis of the concept of education and its philosophical content, we have put forward the following socio-philosophical criteria for the development and improvement of the education system:

- the sphere of education is an important sector of social life, it reflects the characteristics of the human factor and its place in society, which is reflected in the relationship between student and teacher;

- ensures harmony of interests of participants in education, forms a whole complex of features that manifest themselves in the process of training and education, and further increases the social status of the individual;

- ensuring the spiritual and educational development of a person, raising a harmoniously developed generation, active participation in social work, productive life, enriching the meaning of life;

- Education manifests itself in the form of conditions, obligations and opportunities to meet the social and legal needs of citizens related to education and upbringing.

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UDC 808

FUNCTIONAL STYLISTICS IN THE ASPECT OF PROFESSIONALIZATION

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Abstract:

In 2021, the publishing house (нужно указать) in Almaty published the monograph "Formation of communicative competence of students of secondary vocational education", where the leading idea was identified as the purposeful and systematic development of functional stylistics in college classes. Experience in college (G.T. Turgimbayeva and G.Sh. Espenbetova) and university (O.A. Stycheva) allowed the authors to present didactic information related to college graduates' mastery of the educational field "Language and Literature." Its assimilation is focused on the formation of communicative competence, the basis of which is knowledge and skills of a functional and stylistic nature. In the monograph, the concept of developing communicative literacy of college graduates is presented through consideration of the following range of issues: the social and public significance of language training in secondary specialized educational institutions; educational and methodological support for language classes in college; linguodidactic aspect of the section "Functional stylistics", the specifics of college students mastering the style of fiction. The proposed article is focused on consideration of issues related to the professional orientation of training: we are talking about the formation of communication skills based on taking into account the educational program of specialization.

Keywords: *college, communicative competence, language disciplines, professionalization, educational technologies*

INTRODUCTION

Secondary vocational education provided by colleges is focused on training qualified personnel for sectors of the national economy; it is designed to provide a set of systematized knowledge, skills and abilities necessary for the qualified performance of certain production activities. In accordance with the International Standard Classification of Education compiled by UNESCO, secondary vocational education received at a college is equivalent to pre-university specialized education. Today, the number of public and private colleges tends to increase, due to the relevance of their main task - to provide young people with knowledge, skills and abilities that will allow them to better prepare for work. Educational institutions providing secondary vocational education are designed to provide students with knowledge about ways to organize self-employment, introduce approaches to starting their own business, and create a scientific basis for participation in entrepreneurship. Among the conditions for social security of college graduates, the presence of communicative competence, as well as information literacy, takes a leading place. Therefore, in modern conditions, the humanistic format acquires special significance in the preparation of graduates with special secondary education, which entails addressing problems associated with the formation of communication skills, leading to the key concept, considered as communicative competence, the components of which are, in turn, competencies – linguistic, speech, ethnocultural. Communicative competence is defined as a necessary component of the professional training of college

graduates; it is formed in a multilingual educational field and makes relevant the problem of substantive, educational and methodological support for the work of philologist teachers.

A feature of the modern stage of language training of specialists is the increased interest in their communication skills. And therefore, in the conditions of obtaining secondary vocational education, the development of language disciplines acquires a pronounced communicative-activity approach. The formation in students of skills aimed at creating statements that reflect the speech situation and correspond to the principle of communicative and expedient speech is determined by the very nature and specifics of the course of speech activity. This position encourages methodologists to intensify research in the field of creating a system of speech training for students, which at the initial points would model natural communication carried out through language. And at the same time, there is an urgent need to develop content, educational and methodological support for the section "Functional Stylistics", taking into account the tasks of professional training in secondary specialized educational institutions. The more widely and more fully functional stylistics is established in classes in all disciplines of the educational program, the more obvious the need for the development of modern technologies for its mastery by future specialists becomes. In addition, taking into account the age of students and learning prospects predetermines the development of such approaches to the development of functional stylistics that will allow laying a solid theoretical basis for the practical mastery of communicative and speech skills.

Literature review

The methodological basis of the research was the provisions of modern science on the unity of the historical and logical in reforming the education system, as well as regulatory documents defining the educational policy of the state. Methodological guidelines are: the phenomenon of continuity in the personal and creative nature of a specialist's professional development, a systematic approach to structuring the educational process, the theory of integration and differentiation of content (in full compliance with the requirements of the State Educational Standard) of curricula and standard programs, the provision on the formation of a specialist based on the relationship of the general, psychological, pedagogical and professional education. The selection of methods for activating the cognitive activity of students was carried out by the author based on the works of G.B. Bragina[1], V.K. Dyachenko[2], T.M. Mazhikeev[3], R. Steiner[4], A.M. Smolkina[5], G.K. Selevko[6], Yu.N. Kolyutkina[7], T.Kh. Deberdeeva[8] and others.

In linguodidactics, bi- and multilingual education projects are being actively developed, the conditions for the use of international experience and knowledge in the field of mastering native and non-native languages are determined, and those tasks are formulated, the implementation of which will contribute to the use of technologies aimed at students mastering several languages:

- introduction of the principles of intercultural education into the content of curricula, standard programs, thematic and lesson planning of all academic disciplines;
- the use of alternative models of language teaching, the organization of creative laboratories from among teachers trained in bilingual education;
- solving problems of educational and methodological support of integrated disciplines by developing its components by teams of authors;
- involving the public in resolving issues of language education integration.

It is safe to say that linguistic orientation in teaching is one of the ways to rationalize the training of specialists during college. It is important for a literature teacher to respond to the changing situation of reality, to rely on the known in teaching new things in a simple and understandable form, to include the unknown in speech contact. A special focus on mutual understanding, the teacher taking into account the level of knowledge, skills, abilities of students, the use of contextually determined cues in the classroom facilitate the task of constructing hypotheses about the arrangement of a non-native language, practical re-testing of hypotheses, generalization (generalization) of communicative situations and independent use of what has been mastered. The educational disciplines of the humanitarian cycle are designed to introduce future specialists to a general and communicative culture. Language education is characterized today not as formal-semantic, but as semantic-functional. This position presupposes mastering the communicative functions of language and focuses on modern content and methodological approaches.

EXPERIMENTAL PROCEDURE

Observations indicate that readiness for professional adaptation and study at a university is determined by the student's possession of stable skills and abilities in organizing independent cognitive activity, including those of a general subject nature. In order to train specialists in economic, technical, legal and other profiles in a college setting, it is necessary to provide not only for the acquisition of

special knowledge, but, first of all, to ensure that graduates are fluent in several languages: Kazakh, Russian and one of the foreign languages. In this format, an approach was outlined to the issues of reforming the language training of specialists, which includes the tasks of developing communicative competence as a mandatory component of professional competence. Today, the educational system remains the only one that can solve the problem of introducing bilingual programs. In the educational practice of colleges, there is an active process of developing effective approaches to language training for students.

It is entirely due to the clarification of the name of the discipline for senior college students - "Professional Kazakh Russian Language", which determines the work of teachers on conducting such classes, the content of which contains a guideline for solving problems of professionalization. This means that a significant role is played by linguodidactic support of classes, carried out on the basis of the following principles: selectivity and scientific depth of theoretical information; taking into account the real and potential capabilities of students; adjusting the material based on the definition of communicative tasks; use of interactive modern technologies; strict adherence to a single regime when working on the formation of general subject skills and abilities.

In the context of college education, the necessary elements of the educational and methodological support structure are: educational standard; training program; supporting notes; instructions for independent work with sources of information; teaching aids; educational and methodological materials for teachers; selected special information; anthologies; computer and simulation games. The second no less important part of educational and methodological support is pedagogical technologies. In the conditions of modern education in secondary specialized educational institutions, this component of educational and methodological support is represented by modern techniques used at various didactic stages of mastering the material. The strategy for preparing an educational and methodological complex for the open (and distance) education system consists in the sequential implementation of the following stages:

1) development of a standard program recommended by the Republican Methodological Cabinet and approved by the Ministry of Education of the Republic of Kazakhstan;

2) preparation of a work program based on a modular structure;

3) creation of a portfolio (case) containing all the necessary didactic material of the academic discipline.

The above sequence gives an idea of how the study of a language discipline can be internalized, i.e. build its study on the basis of interdisciplinary connections. A path for mastering the subject is outlined in which the educational space expands with the aim of developing professional competence in students. For this purpose, the Department of Language Disciplines creates educational and methodological manuals focused on working with the language of the specialty. When creating an educational manual taking into account the tasks of professionalization, the initial general didactic requirements are taken into account:

- the educational and methodological manual corresponds to the current state of science, it reflects the most progressive approaches to the selection, systematization and presentation of new material;
- the material in the teaching aid is selected and arranged in such a way as to fully reflect its requirements for the acquired knowledge, skills and abilities;
- the educational and methodological manual is distinguished by compositional harmony, a competent, accessible and clear way of presentation, it uses continuous and non-continuous texts, there are symbols and orientation apparatus;
- the educational and methodological manual is focused on developing skills of independent cognitive activity, which involves the use of tasks of varying degrees of complexity, arranged on a gradation scale.

In accordance with the above requirements, an educational and methodological manual on the Russian language was prepared for groups of construction specialties. The manual reflects the accumulated experience of describing language for practical purposes and the experience of presenting it in the classroom. The entire content of the textbook, its structure and design are designed to facilitate the process of formation and development of speech. Materials from the verbal channel are used in the manual to explain difficult cases of grammar and pronunciation, primary semantization of words, and to check the correctness of assimilation of what has been covered.

Due attention is paid in the manual to article-by-article and thematic dictionaries, symbols, notes and recommendations. The approach to the selection and systematization of the material corresponds to the modern tasks of language training of future specialists in the context of multilingual education: the manual is distinguished by its scientific nature, significance and depth of presentation of program issues,

systematic presentation, and a clear focus on mastering grammar in the functional aspect. The manual pays due attention to the issues of improving students' theoretical knowledge, for which each topic is provided with a grammatical commentary, information on stylistics and speech culture is introduced, and work is planned to develop literate writing skills by including tasks on spelling and punctuation. Texts for analysis, for reproductive exercises, for performing creative tasks are selected on a thematic basis, which is intended to have a positive impact on the formation of professional speech skills.

RESULTS AND DISCUSSION

The high level of integration of the discipline "Professional Kazakh (Russian) language" makes it possible to solve the problems of developing linguistic and speech competences and brings to the concept of "communicative competence", the formation of which is proposed to be worked on using the materials of the manual. Issues of competent organization of independent cognitive activity are related to the development of general subject skills, for which increased attention is paid to the description of ways of writing the results of educational work in the aspect of creating reproductive and productive-creative texts of a scientific style. The manual also addresses the problems of students mastering the genres of official business style of speech (statement, characterization, resume). The textbook was tested taking into account the content of the basic disciplines for the named profile: the process of expanding and deepening the professional knowledge of students was organized, and work was also carried out to improve all types of speech activity. In accordance with the requirements of the program, the manual contains information about the content and design of a number of important genres of scientific style: plan, abstract, summary, abstract, review, review, abstract. Based on the analysis of learning results, it can be argued that the teaching aid has a positive effect on the formation of general subject skills that are so necessary for the competent organization of independent cognitive activity. It is noteworthy that the material in the manual is related to both the professional adaptation of the graduate and his preparation for entering a higher educational institution.

The educational material for each topic contains words and phrases, exercises, assignments, texts, proverbs and sayings for the development of dialogical and monologue speech of students. Theoretical information on grammar is given to the required extent. The teacher's task is to help the student select the necessary information and remember that working on grammar has a logical continuation in working on the text. Exercises and assignments are aimed at developing the skills and abilities of students to optimally use the means of the Russian language in oral and written communication. Texts with tasks pursue a specific communicative task. The tasks control the understanding of the meaning of the text read, instill the skills of retelling it based on questions, a plan, and theses. The specialty texts offered in the manual contain materials of a cognitive and educational nature.

CONCLUSIONS

In a modern college, from creating a small set of strictly defined topics and genres of oral and written speech, provided for in the practice of school education, a student in college goes to developing the ability to construct statements depending on the communicative task, correlating with it both the linguistic design and the content of the statement. The development of the ability to use the literary language in various spheres of public life becomes one of the most important components of general education training. This situation is due to a number of principles of the modern educational paradigm: the principle of rationality; the principle of humanization and humanitarization; the principle of individualization and differentiation of training; the principle of integration of education, science and production. Showing unanimity that vocational education should prepare competitive graduates in demand on the labor market, didactics explore the problem of "adjusting" vocational education to market interests and propose to be guided by national socio-economic priorities. This approach clearly reflects the humanistic direction of continuous professional education and makes the principle of rationality significant, since its implementation largely determines the attitude of subjects of cognitive activity to learning, to an adequate assessment of their own knowledge, skills and abilities. The professional orientation of language acquisition in the communicative aspect enhances the importance of work on developing in students a solid knowledge of the "Stylistics" section, the main task of which is the study and description of the functional styles, features and stylistic properties of individual linguistic units that unite them (within the general language system) into private, functionally homogeneous subsystems. This defines the basic concepts with which stylistics operates: functional styles and stylistic connotations. As in school, in college, information on stylistics is included in grammatical topics, which allows you to

master the units of the language system of all levels in their totality (sounds, words, their forms, phrases, sentences), i.e. study a language "throughout its entire structure at once."

This article implements the task of describing the provision of a stylistic orientation to the study of the Russian language in college, and therefore the subject of close attention was not stylistics in general, but one of its areas - functional stylistics and its presentation taking into account the tasks of professionalization.

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CAUSES AND CONSEQUENCES OF DIVORCE IN MODERN FAMILIES

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Abstract:

Families are an integral part of one's life. It does not matter if you have a small or big family, as long as you have one. A family serves as the first school to the child where one learns about various things. The basic knowledge about one's culture and identity comes from their family only. In other words, you are a reflection of your family. All the good habits and manners one has incorporated are from their family only. I feel very lucky to be born in a family which has made me a better person. In my opinion, families are an essential part of one's being. In this essay on my family, I will tell you why family is important.

But broken families are on since the beginning of humanity. In fact, divorce, which has been very common in today's societies, is the major cause that leads to family devastation. However, although, in some cases, divorce is the only solution for a family to live in peace, one must think many times before taking such decision, and that is because of many.

When life becomes unbearable between a women an her husband, they may think of divorce as being a fair solution for both of them to get their "independence" and live a normal life, they may even think that it is suitable for their children. However, this is not the case , divorce may have some serious consequences that can affect the whole society .

Keywords: *Kazakhstan, family, diverce, values, problems, children, inequality.*

INTRODUCTION

A family is a group of related people living together. The family is a valuable factor that directly affects the potential, education, emotional development, psychology of the younger generation and prepares a new member of society. Family values consist of rules and principles that preserve the family. Values and qualities such as mutual understanding, respect, love, friendship, trust, procreation, family responsibility, correct activities of family members, understanding, forgiveness, patience are the main ways to preserve the family.

In the article “Future Orientation: Spiritual Revival,” the Head of State outlined the main prerequisites for national revival, stating that “if revival cannot be nourished by the national and spiritual roots of the country, it will begin to go astray.” " 2 Our long-standing spiritual wealth is the family. The head of state said: “The family is the support of Kazakhstani society, the basis of all new achievements in the economy, culture, social policy.” There is an opinion that a person who could not raise the foundation of the family, protect his family, cannot govern the country. In order to increase the role of the family, the volume of social assistance provided to young families, legal assistance to mothers and children, the implementation of gender policies, state benefits for large families are increasing. The breakdown of a marriage, family separation is a sign of non-compliance with family traditions, ethics and culture.

The chosen topic is very relevant, because the future of the country is in the hands of the youth, and if this is a family that creates an intellectual generation, then it is also a family that continues traditions and culture, national education. The breakdown of families leads to the collapse of education and the collapse of the entire society. This topic was chosen to analyze the meaning of family, social problems in society and determine the causes of divorce.

Research questions determine the content of the course work and help you take the planned step:

1. What are the main causes and consequences of divorce?
2. What are the types of measures to prevent the breakdown of family relationships?
3. Do social problems lead to family separation or does family breakdown cause social problems?
4. How do state political systems reduce divorce rates?

EXPERIMENTAL METHODS

Marriage is the most important foundation in creating a family. Divorce occurs in three different situations:

• Announcement by a court verdict of the death of one of the spouses;

• Death of husband;

• Divorce by mutual consent.

During a divorce, property is divided into two parts; in the event of a child being born in the middle, who will own the child is determined by a court decision. Divorce is postponed during the woman's pregnancy and until the child is one year old. Legal divorce cannot limit the equal opportunities and rights of a child in a marriage.

According to judicial practice, the main reasons for divorce are:

- Misunderstanding between spouses

As a result of minor quarrels and fights, young people and even older people appear in the family who want to sue and get a divorce.

- Addiction to alcohol
- Infidelity

In cases of betrayal, the topic of a second marriage is raised. This is because in many cases in the country, taking a second wife is not according to Sharia, but because of lust and lust, adultery occurs.

- Violence, psychological pressure

In this case, it is better to dissolve the marriage in a timely manner and separate the family by court decision, since this can lead to tragic situations and loss of life.

- Material values
- Gender policy

As women's rights were equalized in society, women's marital activity decreased and divorces began to occur due to their increased ability to participate in social and political life.

- Employment or unemployment
- Unpreparedness for family life
- Inability to pay off debts
- Gambling addiction, drug addiction, adultery
- Jealousy or lack of attention to each other
- Consequences of divorce:
- Decline in demographic indicators
- Mental shock, emotional changes
- Suicide
- Addiction to alcohol
- Radicalization, misrepresentation and provocations

- Lack of spiritual and moral support for the child.
- If a child grows up without a father or mother, due to divorce he becomes insecure, timid, cruel, prone to hatred and revenge, and the learning process becomes younger. As a result of divorce, if the mother or father falls ill for health reasons, all responsibility is transferred to the shoulders of a reasonable child.

The third stage of the study was an interview with a specialist. Thanks to the interviews, we had the opportunity to obtain complete answers to the research questions and discuss the problem not only theoretically, but also practically. The interview responses included a short, analyzed version: "Divorce is a very complex process that is carried out according to Articles 15-16 of the law, but it is morally and bureaucratically ineffective for both parties. First of all, let's look at divorce from the point of view of Kazakh society and religion. The place of family is very important both in Islam and in Kazakh society.

Solving this problem requires kindness, understanding and most importantly, faith Nowadays, it is also a problem that the love between us fades away soon after the wedding, therefore, in order not to extinguish it, it is better to start a real romance after the wedding, with simple love, smiles, spending time together, relaxation, communication. common hobbies, masculinity - all this is necessary for married couples. Upbringing, faith and morals in the family are the immediate basis for the stability and revival of the state in the future.

RESULTS AND DISCUSSION

Social influence

- A child is a mirror of society. Problems arising in society have a great influence on the upbringing of children, and in family situations the child becomes an imitator of what he sees and what he does. Any child who likes to beat his mother will develop hatred towards his father. Drunk, drunken parents kick their child out of the family. In a house where there is crying and conflict every day, the only protector of a child is the Internet. A child who grows up without love cannot give love to someone because he does not know what it is.
- The formation of the stereotype "Who doesn't get divorced" is a sign of real decline. As a result of such a negative attitude towards the family, instability arises and society is destroyed.
- Society and family should not be confused; a woman has a different place in society and a different place at home. A woman's main responsibility is to be a mother.

Impact of technology

- During the Third Revolution, technical equipment was of great value. Currently, 96 percent of people born in the New Age are on social media. And in new technologies and social networks, there are few networks that set age restrictions on information. As a result, obscene videos and photographs, shooting and violence lead to lust, dishonesty, eye-striking, violence and wife beating.
- It is true that mass stripping is published online as part of girls' education. Aryn's virginity is openly sold on the Internet. What kind of education will these girls bring to the future generation, what kind of bride will they be? If these categories are cleared by law and punished in the future, the problem will only decrease if the state organizes appropriate action.
- Production and distribution of information, videos and films about psychological, family and spiritual values.
- Parents should emphasize values and human qualities.
- Quote from John Gottman from the Massageta subtopic: "A failed marriage increases a person's likelihood of getting sick by 35 percent and shortens their life by an average of four years!"

Political influence

- The state should increase the number and quality of spiritual revival projects. Activities carried out within its framework must be implemented in practice, and not in empty words. The power of the law must have the power to turn people towards it. Full work of the law in the framework of preserving the family and raising the child;
- Increasing the amount of monthly assistance to improve the well-being of families;
- Increasing the level and quality of education to raise a conscious generation;
- Presentation of projects promoting model families;

Influence of values

- Family is not an ideal world, like in the movies, it has its own structure. Spouses must be realistic, take responsibility, maintain honesty and patience, tolerance and trust, respect and friendship.
- The man is the initiator of the family, the father is the king and the mother is the minister, which is a proper family responsibility.

- There is a common decision in the family, it is necessary to listen to each other, approve, eliminate stubbornness and arrogance, and obey each other.
- Complacency, not comparing each other to others, accepting and loving people for who they are.
- Preservation of faith, honor and dignity.
- Receiving religious education.

CONCLUSION

My research work was written on the basis of real arguments, public opinion, daily familiar Internet information, testimonies of professionals and youth. Through surveys, interviews and analysis, I proved that family is the most important value and gave advice on how to solve problems such as divorce. During the study, I answered all the necessary questions and performed the necessary tests. The submitted opinions were analyzed bilaterally.

However, due to the volume of the topic, I would like to fully study this area. First of all, I would like to add to the field of crime and analyze the educational aspect, linking religion and language. Secondly, I would like to know the attitude of foreign countries to the family and marriage policy of Kazakhstan.

The topic raised is very relevant at the global level, because now many families and so many countries suffer from improper upbringing. As a result of family divorces, national spiritual values can be destroyed, social problems can worsen, the nation can be destroyed, and as a result, the state can be destroyed by a person who could not support his family. If we say that social problems are caused by divorced families, then the separation of families is caused by social problems. Society and family are two closely related aspects.

My discovery is that family, marriage and divorce are not limited to education. This directly depends on state policy. If the government fully supported young families, provided them with the necessary information, expanded employment opportunities and improved educational levels, some causes of divorce would be limited. Although there is a person who purifies society, the direction and change of society depends on the policies implemented by the government. Social epidemics are allowed due to the weakness of the law and disregard for national values. If severe punishments were applied for such actions as child abandonment, abortion, stripping, and selling, the younger generation would grow up with the right upbringing. Because now 50 percent of education comes from the Internet. If the Internet is not cleaned up, there will be no peace tomorrow. The Preservation and Breakdown of the Family is able to analyze important issues such as globalization, labor, education, crime, politics, economics and psychology. Before the study, I thought that the reason for divorce was the inability to preserve family values, but after the study, I realized that other reasons have and will have dangerous consequences.

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FUNCTIONAL CAPACITY OF DEBATES ON BUILDING PROFESSIONAL QUALITIES IN STUDENTS THAT WILL BE FUTURE PEDAGOGUES

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Abstract:

The article studies the functional capabilities of debates as an educational process in training of pedagogues for the Bulgarian high school technological education. The educational capacity of debates has been investigated for implementing collaborative training oriented toward forming of significant pedagogic activity, knowledge, skills and personal qualities. Participation in the debates is a mean of forming expert psychological, pedagogical and methodological knowledge on selected debate theses. Stimulation of study activities of students is achieved by selecting discussion topics, related to studying of innovative problems related to didactic and methodology. Well organized debates are a tool of active studying that operates study versions of education in an interactive mode as problem based education in collaborative education and game base education. Within the debate process are considered issues and tasks, trainee work in a team and individually, emotionally intensive and cognitive activities are performed.

Keywords: *pedagogic competency; debate; technological education; educational methods; interactive methods.*

INTRODUCTION

One of the main factors that specify transformation of the education in 21st century is the professional competency of the teachers. Social educational expectations, innovation in pedagogic technologies and educational approaches require the active use of interactive methods of education in forming the base pedagogic competency. The interactivity according I. Ivanov [2] is a fundamental mechanism on acquiring knowledge and development of education and other skills and defines the efficiency of educational process. The debate is a specific method of education in university didactics with interactive nature and great functional capacity. Classic debates are largely used pedagogic technology in university education, especially in scientific studies as sociology, politics, phycology, etc. They successfully could be used in education of subjects that form pedagogic qualification. Conditions are set on acquiring basic fundamental knowledge in preparation and implementation of debate process, forming communication, organizational, managerial and research pedagogic skills and building personal qualities that are significant for pedagogic activity.

Participation of students in debates that have been designated for the educational process is shaped out with diverse definitions - ideas exchange, providing positions and arguments in their defence and opposing others, a standardised process of discussion, intellectual game, pedagogic technology, educational method, and an interactive learning form. Ms. Gospodinova [1] states that debates are exchange of ideas, providing opinions and arguments for and against the alternative point of view that do not need to be unified. According to Freeley & Steinberg, [4], the debate is a process of considering lots of points of view and assessments. Debates are a pedagogic 26 technology, which stimulates the patricians to think critically and efficiently by organizing the process of discussion of disputable issues. Described versions on identification of debate quintessence are not selfexcluding and controversial. Variableness of terminological definitions is defined by different aspects and forms of conducting the debate and its integration in the classical educational process. In all cases, conducting debates provides active participation of students and sets conditions on implementing constructivism as an educational philosophy. Well organized debates are a tool of active studying that operates study versions of education in an interactive mode as problem based education in collaborative education and game base education. Within the debate process are considered issues and tasks, trainee work in a team and individually, emotionally intensive and cognitive activities are performed.

Debate capacity as a method of building up knowledge, that form the modern pedagogic competency are expressed in two ways – the debate is an object of learning and a mean of education. In cognitive aspect, by the means of participation in the debate, the future pedagogues acquire knowledge

that is related to interpretation of this interactive training method, use of its functional capabilities, organizational and methodological requirements on its effective operationalization in the condition of education on specific study subject. Methodological skills on pedagogic teaching design are getting more advanced. Pedagogic training is enriched. The competitive nature establishes emotional predisposition and inters towards subject being studied, good motivation for solving educational research tasks. Potential didactic capabilities are related to displaying educational scientific and research, interactive and training functions. They reflect on expected result by the education in number of educational subject that built the pedagogic competence base. T. V. Svetenko, E. G. Kalinkina and O. L. Petrenko [2], Kennedy R. [3] point that the debate use as a pedagogic technology develops logical and critical thinking, forms on processing and organization of information, skills on establishing correlation and causality, capacity on concentration on problem quintessence, assessment, argumentation and representation.

Skills of well-grounded decision making, skills of studying, researching, analysing and organizing information and presenting are built. In a functional plan the debate offers the opportunity of active studying by the means of research and experience, performance of activities at a higher taxonomic level of knowledge, knowledge synthesis and knowledge acquisition and durability of memorized information. Participation in the debates is a mean of forming expert psychological, pedagogical and methodological knowledge on selected debate theses. Stimulation of study activities of students is achieved by selecting discussion topics, related to studying of innovative problems related to didactic and methodology. Learning through research assumes acquisition not only of systematic scientific knowledge but investigation of ideas that are within a 27 process of experimentation and approbation. Such examples are the digital technological integration in education, learning in technologically provided educational environment.

Science education in Australia, as in other post-industrial countries, is in a state of crisis. The language of crisis is used by government, industry and educators alike to describe the diminishing proportion of students in the post-compulsory years who are undertaking science-related studies, particularly in the physical sciences. In itself this might not be such an issue, except that this flight from science is occurring in societies that are in increasing need of science and technology-based professionals to carry the nation into a technologically driven future. It is the pipeline into this pool of expertise that seems in danger of drying up. The concern is thus largely economic, but as this review will point out, the issue is wider than this, and encompasses the need to maintain a citizenry that is literate in and well disposed towards science.

The crisis has other dimensions, namely the shortage of skilled science professionals in the workplace in Australia and the shift in momentum of science-based development to developing countries, considerable evidence of student disenchantment with school science in the middle years, and a growing concern with a current and looming shortage of qualified teachers of science. This review will explore these developments in an effort to trace their common causes and interconnections, and will raise the questions of whether they can be seen as in a linked, downward spiral, and whether we have reached a point where significant damage has been done to Australia's future. We will attempt to assess the depth of the problem and explore ways forward for the future of science education and arguably for the country.

There have been many government reports, both state and federal, associated with the science education crisis, and these will be described in Section 2. The ACER conference 'Boosting Science Learning', held in Canberra in August 2006, had its origins in a concern to address the crisis, and a number of the presentations addressed the issue. In particular, the conference was significant in the strength of its call for change in the substance and delivery of school science. In the final plenary session of the conference, a series of propositions, based on papers presented at the conference and on the major ideas arising out of two teacher forums during the conference, were put to a panel of significant players and to the floor, and received strong support from all these stakeholders. The propositions called for a significant 're-imagining' of science education as opposed to a notion of the mere refinement of curriculum and assessment.

This review is not a report on the conference, but a research review paper in which the author will draw on many contemporary sources within the science education literature as well as the conference papers. It will explicate what a 're-imagining' of science education might mean, consistent with that final panel discussion. The aim is to look for a way forward for school and tertiary science and seek a way out of the current impasse in student engagement in science that has befallen most Western developed countries. The review paper will argue that we need to re-imagine science education in order to effectively respond to the challenge of dealing with new times, new students and new circumstances that have fundamentally changed the social setting within which schools and students operate, compared to

the circumstances that surrounded the growth of disciplines and ideals of scholarship that are represented in traditional formulations of school science. Part of the argument will be that school science has lost some of the character and quality that sustained it in earlier times.

Research activity performed within conducted educational debates assists on development of critical thinking, getting aware of dynamical and progressive nature of the methodological knowledge, forms conviction in the necessity of lasting learning and professional elaboration. Argumentation efficiency in the debate process require good diagnostic and organizational skills. Participation in school debates provides conditions on cooperative learning and forming of skills on collaboration and team work. Skills on team work are seta as a goal in the Technology and entrepreneurship in school curriculum in Bulgarian secondary and high school education.

Practical acquisition of these skills is a prerequisite of student's competency improvement to plan pedagogic design of education on Technologies and Entrepreneurship curriculum that achieves the stipulated educational goals. Debates enriches communicative pedagogic competency of process participants. Their verbal and non-verbal communication skills have improved. They shape out a suitable style of expression and persuasion. Self-confidence is developed as well as empathy and tolerance towards different opinions, skills on critical listening, leader abilities. All these qualities are necessary on effective performance of teacher's occupation and a condition on forming mediator and moderator and social and intellectual competency specifics classified by Merdvanova [3].

There are different models of debate conducting in the literature sources. They are based on specified by T. Savenko, E. Kalinkina and O. L. Petrenko [4] forms of organization and considering education specifics at the university education, we consider that the debate could be identified as a workshop or a practical exercise, as educational method or assessment or as out of auditory event. It could be organized as a result of one school year or to be conducted as an integrative knowledge

In organizational methodological aspect, apart from the classic debate, very suitable are the different modifications that allow amendment of some rules about the duration in time, number of participants, manner of argumentation, etc. Suitable models such as express debate and modified debate [4], four corner debate, debate models described by Budesheim and Lundquist [5, c. 106], on-line debating, etc. Electronic forms of school debate get more popular in the condition of distant and other forms of electronic education at universities. Argumentation preparation on this topic assumes active research activity related to search and processing of innovative pedagogic information. The roles have been assumed by the participants according to declared interest and preferences.

Conclusion. The debate is an interactive method on education in the universities with large functional capabilities on building significant future pedagogic qualities. Within its preparation and its conduction there have been established conditions on basis and innovative complex pedagogic competency. Utilization of the existing capacity sets a high expectation towards methodological skills of the lecturers.

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METHODS OF FORMING PROFESSIONAL COMPETENCE OF STUDENTS AS FUTURE TEACHERS

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Abstract:

The research of psychological bases of the formation and the development of professional pedagogical activity becomes very urgent direction of psycho-pedagogical researches nowadays, since the knowledge and understanding of motivational sphere of any specialist allows to develop his professional self-determination, as on the level of choosing a profession, so in the process of his perfection as a professional. In the process of professionalization of a teacher some changes in his motivational sphere are occurring, which can lead not only to his pedagogical mastering improvement, but also to a significant personal growth. The scientific novelty of the research is defined by the fact that in pedagogical psychology on the experimental-psychological basis the system of productive teaching of students is worked out at the first time, which allows increasing considerably the effectiveness of teaching on the basis of educational system's motivational processes management.

Key words: *professional orientation and consolidation, professionally pedagogical orientations and motivations, particular significance, high educational system, professional education*

INTRODUCTION

The problem of forming the professional orientation and consolidation of pupils in upper classes of teaching the profile education has an important significance. In contemporary conditions work with entrants forming their contingent and selection acquire particular significance both in the frames of education system and in general social aspects. In consequence of these points it is necessary to pay more attention:

-to the pupils' personality;

-to the importance of socially psychological portrait of future specialists; to their motivation, personal ambitions, desires.

However, in this connection of changing of social, economical, political situations hi Kazakhstan during even short period of time here altered and developed the content of concepts and principles including educational sphere, hi demands dynamical study of transforming of a young man's portrait, who ended the school and wants to know the answer on such question as "Where to go study?". The quality of professional education on this stage cannot be formed with the same knowledge, abilities and skills as before, since the demands of modern life became more extensive, various and all these aspects cannot be ignore[1].

METHODS (METHODOLOGY) OF AN EXPERIMENT

Thus, modern development of society, complication and increase of all social processes variety show the new demands to the preparation quality of specialists; to the character of his theoretical and methodical knowledge; and hence in the first instance to the system of his preparation in high education framework.

As a whole the modern educational situation in Kazakhstan characterizes (as the data of students admittance to our university on the 1st course in 2000 show us) by tendency of interest growth to the high education, thanks to increase of its prestige in society.

Beyond doubt, one of factors positively influenced this process is a process of educational diversification[2]. On the hand this process creates larger spectrum of choice to the students, expands possibilities and perspectives of their professional formation. On the other hand, it entails the new demands to the students' personality, to their preparation character to the studying on these specialties. All these provoke the necessity of knowing the peculiarities of the contingent, which is multifunctional by its socially psychological characteristics, interests, tendency, preparation level and information about future profession. It regards both to students and schoolboys, final-year students. Therefore the researches, which connected with the "portrait" of those, who compose this potential.

The important social function of vocational guidance is coordination of person's and society's interests; realization of young people's abilities and inclinations in their own society's interests. The modern and effective vocational guidance can reduce the possibility of psychological dissatisfaction, disappointment (including behavior, drug addiction), which are proved by mistakes in professional choice since it reduces the possibility of such mistakes.

RESULTS AND DISCUSSION

This is one of necessary stipulations of professional education system accomplishment ant this must be the subject of the university interests, which takes care of its growth and at the end of branch's condition. Therefore the main target of our research became the studying of professionally pedagogical orientations and motivations on the frame of "pupil-entrant-student-final-year student: system". It is the main premise to provide the subsequent professional education with orientation on opportunity to use received results of psychological research during vocational guidance work in the university. Before conducting empirical research we made an analysis of current condition of vocational guidance work both on contemporary stage of society development as a whole and in high education in particular. Vocational guidance plays enormous social role both in the society's life and in separate individual's life [3].

We think that vocational guidance in contemporary conditions must be organically included and has to be an integral part of uninterrupted educational system.

The vocational guidance is not only peculiar connecting link in "society-personality" system, but also the factor of influence person in order to form such system as socially active and useful unit of the society; to find his own place self-determination in this society [4].

Nowadays in studying the framework of vocational guidance system at the same time with a great number of results, researches and practical approbation's, here exists the row of insufficiently studied positions, which is first of all, connected with complex system of approaches.

The predominance of fragmentarily in researches, absence of integrity in considered aspects, tendency on elaboration of separate links and forms of vocational guidance attract our attention. With it all the necessity of succession between stages; provision of real interaction between forms and methods of activity on the pre-university preparation stage are not always taken unto account. In the context of contemporary introduction about different phenomena in pedagogy the vocational guidance represents not only practical activity, but also includes the elaboration of this activity's theoretical basis. All three stages of vocational guidance (practice, theory, methodology) are not oppose to each other, but on the contrary they must be organically connected. Thus from our point of view the professional orientation can defined as the unity of:

a) practical educational activity on preparation of youth to conscious choice of profession in accordance with abilities, inclinations and needs;

b) developing interdisciplinary theory which includes pedagogical, psychological, sociological and other aspects;

c) methodological principles of cognition organization and practice's transforming.

Hence the consideration of professional orientation activity as systematic complex phenomenon must include such research approaches which in the sum could provide the possibility of the whole multimeasured activity-both in constructing the theoretical model and in the real practice[5]. Philosophically-methodological, pedagogical, psychological, economical, medically-biological, socially legal, socially cultural, sociological approaches must be retried to such research methods.

The experience shows that systematical and dynamic studying of professional orientation processes demands periodic repetition of researches as one of methodological principles of analysis. One time investigation gives only one measured "cut" of interested us object which is characterized for certain moment. To comprehension its dynamic, determine the tendencies of development require varitemporal researches, which can accomplish the comparison of these or other characteristics and index. Evidently that professional orientation held by university both inside of high educational system and outside of it takes some position which dictates the objective necessity and interest in more striking expressed multiprofile and polyfunctionality of this system.

Being one of the key social development instruments education involves improvement of training and retraining of highly qualified specialists in different fields, both at the local and international level. In general, the term "pedagogical technology" implies a specifically normalized educational process (form, content, training methods, products and output results) or educational activity that purposefully changes the students, or provides the possibility to change by themselves [6]. Each technology has its own specific

purpose, application limits and innovative possibilities. Innovative activity is nothing but a system of conducted measures for providing innovative process on a certain level of education. Novelties in education present themselves as creative exploration of new ideas and principles, which, in single cases, brings them to becoming typical projects containing the conditions for their adaptation and application. According to the activity types, there are pedagogical, supplying and administrative novelties. There are two types of innovative phenomena: pedagogical innovation theory (innovations in the educational system) and innovative learning. While pedagogical innovation theory is related to restructuring and modifying, improving and changing the educational system or its separate parts, characteristics and aspects (creating new legal acts, new structure, models, learning paradigms, forms of integration connections, etc.), innovation learning is defined as a specific type of mastering the knowledge and as a product of conscious, goal-oriented and scientifically- founded activity in the educational process. Innovative learning is currently replacing supporting learning. It is considered to be the educational system's reaction to the society's transition to as higher stage of development and reaction to the changed goals of education. Innovative learning is learning that stimulates innovative changes in the existing culture and social environment. It acts as an active reaction to the problem situations, which appear in front of each single person and the society in general. It is called to prepare not only a "learning person", but also an "acting person". Moreover, all elements of supporting learning are present in the innovative process; the only question is the definition of the proportion between reproductive and productive, active and creative components[3].

Furthermore, innovative learning might be considered, firstly, as intentionally constructed learning process based on using scientific and cultural- research knowledge; and secondly, as intentionally organized situation of personality development, which constructs the future and the readiness to fulfill this future (in other words, it is "learning for tomorrow"). Analysis of classification and systematization of the modern learning technologies, proposed in the works of G.K. Selevko and V.S. Kukushkina, and its comparison with another works allowed establishing that technology classification parameters include such characteristics that distinguish them by their level of acquisition, philosophical basis, the main factor of development; by orientation on the personality structures, nature of content and type of regulation; by organizational forms and approach towards a child, by the prevailing method, modernization direction and category of students. Paradigm foundation of any learning technology reflects its main distinguishing traits in didactic and diagnostic positions and organizational- methodic approaches. Because of this, it includes a number of statements and principles of constructing and conducting the educational process in correspondence with the requirements of this technology. Usually, paradigm basis also states the advantage of transitioning from the traditional system to pedagogic technology[4].

In the pedagogic technology the process of goal-setting is the central problem, which is addressed in two aspects: 1) diagnostic goal-setting and objective control of the quality of study material acquisition by the students; 2) personality development in general. In any system, the element of "goal" is system-integrating. A necessary requirement for stating the goals of pedagogic system functioning is their diagnostic ability, i.e. the presence of an objective method for defining the level of reaching these goals. Therefore, learning technology is characterized by the principle of diagnostic goal-orientation in regard to transformation, which means that, in order for a real learning technology to exist, it is necessary to have such goal setting, which would allow objective and definitive control of goal fulfillment level. Because of this, a goal in a learning technology has to be set so precisely and definitively that it would be possible to make an unambiguous conclusion about the level of its fulfillment and to create a rather defined didactic process, which would guarantee its fulfillment in a set timeframe[5].

For example, the process of goal-setting and controlling education and mentoring in a general-education school in divided in three levels of goal-setting global, gradual and operative. The global level of goal-setting includes pedagogic interpretation of social-governmental order and construction of the model of a school graduate's personality.

The analysis of training shows a contradiction between the need to train students for life in a different type of socio-cultural development and the existing educational system, which does not provide the development of student autonomy and responsibility in learning, intrinsic motivation activities and teaching skills to plan their own work, including the decision-making process. The learning conditions characteristic of reproductive pedagogy significantly slow down the inclusion of high school graduates into the modern society.

This article includes data providing a detailed comparative description of pedagogical technologies that could be used in the teaching system. The authors provided a qualitative assessment of each approach in order to identify the most appropriate both for the teacher and for the student.

Literature Review. Selection of teaching and learning technology is the main goal of modern education; the teaching technology is an important factor in training each student as an individual and a qualified person in the modern world.

In the present-day information age, society should be able to think critically, solving various problems, cooperating with other people, communicating, taking the initiative. Therefore, the appropriate teaching approach can solve this problem with minimum efforts and maximum training results.

Depending on the nature of the training environment, all the present technological training methods of can be divided into three groups:

Technological methods which can be used in the traditional time system (problem-based teaching, developmental teaching, role playing and others);

Technological methods that require organizational restructuring of the university work (concentrated training, collective training and other methods);

Technological methods, which require changes in the content of education ("dialogue of cultures", probability education.

E. A. Kryukovaindicates that the analysis of modern pedagogical knowledge showed the absence of coherent theory in modern pedagogy that could revealing the relationship between the pedagogical goals and related tools. Target attitudes in the traditional pedagogy are achieved by certain types of subject activity, based on the study of concepts and rules. The personal model of education has different goals; the main one is to master the experience of "being a personality", the emergence of individual self-organization. Activity in the personality model is feasible only provided free exchange of views, ideas, personal involvement of both students and teachers in the training process. Activities in terms of personality development acts a background for any other learning activities. Its subject implies meaning-making, development of personal qualities of the individual. The ultimate goal of these activities implies development of the meaning-making relationship of the subject. Therefore, it implies development of the training process in which students act as active learners who acquire knowledge and skills, understanding the need for such activities. Such learning environment can be created through research focus of training and the dialogue as one of its elements[3].

The research focus in training is based on personal experience of students, which is organized by their teachers. The purpose of training is to develop student creative abilities to explore new experiences. This development is based on a purposeful formation of creative and critical thinking, experience and tools to be used during teaching and research activities, role-playing and simulation, search and definition of one's personality meanings and value orientations. The training itself and its outcomes acquire personal character.

Modern education is oriented not only at the formation of new knowledge but also at the restructuring of existing knowledge. This implies stimulating cognitive activity of students by all means, using different types of educational dialogue, imagination, analogies and metaphors, working with conceptual models, etc. Moreover, the teacher will have to live with the fact that the results of independent student "discoveries" can be clearly incomplete and conceptually "unfinished." Modern psycho-pedagogical study are oriented at tools that could be used to work both with the existing and with the new ideas in the teaching and learning process.

These guidelines can be represented as a set of psychological and didactic requirements:

Students should have a feeling of dissatisfaction with the existing knowledge and skills;

New knowledge, acquired by the student should be accessible and comprehensible;

New ideas need to be credible in the student perception and combined with the existing student worldview;

New ideas should be more useful than the old ones; they should be helpful in solving the problem, lead to new ideas and give more explanation or prediction opportunities.

Modular technology can be used in any system of training, including external studies: precise "dosing" of educational material, information and methodological support, which implies the program of coherent actions for the student, the opportunity to learn the material at any convenient time - all this provides the possibility to improve the general quality and efficiency of the training process[6].

Modular program based on relevant modules presents the main means of modular technology, in addition to the module as part of the program material related to a certain discipline.

The modular program is a system of means and methods, which helps to achieve the didactic goal by integrating all modules of a specific discipline. It is developed by a teacher with due regard to the main ideas of the course. Each idea corresponds to a certain module developed by the teacher. Their aggregate provides implementation of the main purpose of the entire discipline.

The researchers recommend starting each module with:

Input control of knowledge and skills (with the view of determining the level of student readiness to the subsequent independent work);

Setting the individual task, based on this analysis.

The tasks may include, for example, structural abstract based on the results of knowledge analysis, calculation and graphic tasks, colloquiums, tests, written questionnaires, etc. The module should always end with a control test. The intermediate and output control is designed to check the level of assimilated knowledge and skills within a single module or multiple modules. Then goes relevant revision, adjustment, and the next "round", i.e., the subsequent module.

Student activity structuring within the logical stages of knowledge mastering presents an important criterion for the module design: perception, understanding, comprehension, memorizing, application, systematization. In this respect, there are great opportunities for the problem-based learning.

This article presents a review and analysis of the available pedagogical technologies existing in the system of higher education. Practically, it can serve as a teaching tool for teachers of higher educational institutions.

Availability of pedagogical technologies in higher education greatly simplify the learning process. However, in practice, few teachers are familiar with this concept including its theoretical and practical aspects. Based on the analysis of various research sources, the authors of this article defined the term "pedagogical technology", specified its typological differences, and outlined the most relevant way of its application, disadvantages and specific features.

CONCLUSION

In this connection here appears a question about division of professional orientation activity's structure on internal and external substructures between which quantitative, qualitative, temporal distinctions are determined, but also the presence of different complexes of means and methods which are privileged with regard to one or another group of entrants. In our opinion, the professional orientation represents a complex dynamic system which consists of certain elements and ignorance if only one of them can reduce the quality of work as a whole.

Summarizing foregoing, we can mark that one of the most effective constructional mechanism of professional orientation is inclusion of this kind of activity into pre-university preparation system.

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INCLUSIVE EDUCATION IN LANGUAGE TEACHING

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Abstract:

This article discusses the problems of teaching the Russian language in schools in Kazakhstan in the conditions of inclusion. The author of the article describes the difficulties of teaching Russian to children with disabilities, defines the principles of teaching in an inclusive classroom, and also considers adapted methods of teaching children taking into account the category of disabilities.

Keywords: *Inclusive education, children with learning disabilities, differentiation of tasks, individual approach, adapted methodology.*

The ideas of inclusive education have recently become widespread in the Republic of Kazakhstan. This is also evidenced by one of the provisions (2006) of the Convention on the Rights of Persons with Disabilities, ratified by the Republic of Kazakhstan on February 20, 2015, which states the need to ensure access to general higher education for persons with disabilities in all countries. Currently, about 65 thousand children are studying in secondary schools of the republic, who do not receive timely qualified assistance from specialists. Only 766 special classes of secondary schools have created conditions for teaching 6883 children with intellectual disabilities and mental retardation.

Inclusive education of children with disabilities in general education institutions is one of the urgent problems of the modern education system and poses a difficult task for all teachers to ensure the creation of the most adequate conditions for the genuine and full inclusion and participation of these children in the educational process. The issues of the organization of inclusive education at the present stage are dealt with by S. V. Alyokhina, Yu. V. Melnik, E. V. Samsonova, A. Yu. Shemanov, M.R. Bityanova, N.S. Bulgakova, T.V. Volosovets, E.N. Kutepova, V. V. Lebedinsky, N. N. Malofeeva, E. N. Podkolzina, M. M. Semago, N. Ya. Semago, S. A. Sirotyuk, etc. In the Republic of Kazakhstan, the works of H.S. Yeralieva, D.D. Eshpanova, D.S. Zhakupova, A.K. Zhalmukhamedova, Z.A. Movkebayeva, I.A. Oralkanova, etc. are devoted to the issues of inclusive education of students with disabilities. The relevance of the problems of inclusive education is increasing due to the increase in the number of children with special needs

The simple, physical inclusion of children with OOP in the general education space is not inclusive education. H.S. Eralieva, D.D. Eshpanova, Z.A. Movkebaeva, etc. note that in the case of the inability of teachers to organize the educational process taking into account the individual needs of each child with OOP, the possibility of full inclusion of these children in education is significantly reduced. And as a result, their motivation to study decreases, educational results decrease, and life prospects are limited.

At the present stage of education development, a special educational environment is being formed in which a child with a normative level of development and a child with special needs receive the maximum development and socialization for each of them. Educational requirements and unified curricula require teachers of the Russian language to search for approaches that, on the one hand, ensure that children with disabilities receive a full-fledged education, on the other hand, preserve their health. This problem especially concerns teachers working with children with disabilities in a mass comprehensive school. Readiness to learn Russian in children with disabilities is somewhat difficult, due to their specific characteristics. Due to the poorly developed arbitrary sphere: the ability to concentrate, switch attention, perseverance, the ability to retain knowledge, work according to a pattern, the child gets tired very quickly. Due to insufficient ability for his age to abstract, compare, generalize, classify.

When learning the Russian language, children with disabilities experience significant difficulties: the assimilation of lexical material, syntactic constructions and their active use in oral speech is too slow; the perception of grammatical categories and their application in practice is difficult; problems with listening, oral speech, especially coherent texts, as well as difficulties in the non-situational assimilation of forms of dialogic speech are characteristic speeches.

The level of their own cognitive activity of students with disabilities is insufficient, and to increase it, the teacher needs to use means that contribute to the activation of educational activities. Knowledge of

the Russian language gives children the opportunity to socialize, become more independent in communicating with their peers, and broaden their horizons. The creation of a "barrier-free" educational environment for teaching Russian to children with disabilities begins with the creation of a favorable microclimate that contributes to the achievement of academic results by all students of the class.

In the process of learning Russian in an inclusive classroom , the following tasks are implemented: - taking into account the individual speech capabilities of children; - development of attention, memory, thinking, imagination; - introducing "special" children to a new social experience, fostering a friendly attitude to representatives of other countries; - formation of not only speech, intellectual and cognitive abilities of children, but also general educational skills.

Psychologists advise to follow the following rules when working with children with disabilities: [4] - to collect and study information about the child (to get acquainted with the conclusion of the PMPK (psychological, medical and pedagogical commission), with the recommended adaptive program and special educational conditions recommended to the child); - to study the psychological status of the student (mood, pace of work, reaction to the load, features of the cognitive sphere); - take into account the attitude of family members to the child (how close people perceive his diagnosis); - properly organize the educational environment (check the material and technical conditions and means of training); - use tasks of different levels of complexity and duration in training, accompany all actions with detailed and understandable comments; - keep records of the progress in the education of a child with disabilities, if possible, involve the parents of a special child in this.

When teaching children with disabilities, one of the most important conditions for a teacher is to understand that these children need a special individual approach, to realize their potential and create conditions for development. Sergeenko believes that when working with children with disabilities, a multi-level differentiation of learning is necessary, which is widely used at different stages of the educational process: learning new material; differentiated homework; taking into account knowledge in the lesson; ongoing verification of the assimilation of the material passed; independent and control work; organization of work on mistakes; lessons of consolidation. It is necessary to take into account the individual capabilities of students. Exercises are composed in such a way that the mental actions performed by the student correspond to the nature of the material, and that the performance of tasks contributes to the formation of various cognitive actions, especially mental ones. What is the best way to present new material?

M. Shemchuk suggests differentiating tasks for ordinary children and children with disabilities through a didactic game. [5]. Students carry out a self-check of the "color" dictation and put a mark on themselves.

Due to the mental characteristics of children with disabilities (problems with memory, speech), many methodologists have come to the conclusion that repetition is the basis of all educational work with children with disabilities. Repetition should be carried out continuously throughout the school year, including it in the process of studying new educational material and seeking understanding between what has been passed and what is new. The strength of knowledge, skills and abilities is achieved through the repetition of the studied material, aimed at deepening and consolidating knowledge and developing skills. For example, when studying the topic "Vocabulary" at each lesson, it is necessary to organize the repetition of basic lexical concepts (word, vocabulary, lexical meaning of the word, lexicology, lexicon, synonyms, antonyms, homonyms).

Methodologists believe that working with vocabulary and spelling plays a positive role in the development of attention, thinking, memory and speech. This helps to concentrate the students' attention. For a word written on the blackboard, single-root words are selected, a sentence is made with this word, a small text or dialogue is built, etc. For the development of attention, memory, thinking of schoolchildren, dictation is used with the omission of individual letters, words, phrases, tasks for finding an extra word, correcting mistakes.

At the lesson, children with disabilities constantly need the help of a teacher. There are three types of assistance: stimulating, guiding, and training. Which one to choose – everyone decides for himself. Students with disabilities have the most developed visual and imaginative thinking, which is why lessons with the use of visualization are effective: diagrams, reference tables, memos. The use of entertaining material in the classroom helps to diversify the learning process, develops cognitive activity, children's observation, attention, memory, thinking, relieves fatigue in children, gives a positive mood.

A steady interest in learning activities among children with disabilities is formed through conducting travel lessons, game lessons, quiz lessons, meeting lessons, story lessons, protection lessons for creative tasks, through the involvement of fairy-tale characters, play activities, extracurricular

activities and the use of various techniques. The game helps to form phonemic perception of the word, enriches the child with new information, activates mental activity, attention, and most importantly - stimulates speech, enriches the child's vocabulary. As a result, children's interest in the subject increases, and didactic games contribute to the formation of spelling vigilance, grammar skills, schoolboy literacy, etc. Tasks in the form of a game are perceived by students as entertainment, they always perform them with pleasure. For example, when studying the topic "Synonyms", students can be offered games "The Third extra" (identify a word that is not a synonym), "Translator" (find foreign words in the text.

Children with disabilities are prone to fatigue and fatigue quickly, so it is necessary to use health-saving technologies in the classroom: physical training, change of activity, relaxation, etc. The use of physical training sessions aimed at reducing overall physical stress and improving the work of visual and auditory analyzers has a positive effect on the performance of students. Another way to improve the quality of the physical and emotional state of students is autogenic training, which allows you to actively manage higher psychological functions, strengthen willpower, improve attention, as well as regulate the heart rate and normalize the respiratory rhythm.

Children with disabilities have virtually no or very low motivation to learn. The role of motivation in the successful education of children with disabilities is difficult to overestimate. Today, information technology helps to solve this problem. Color, movement, sound – these are the factors that hold the child's attention for a long time, make the learning process more conscious. Efarova O. [6], noting the special role of the subject "Russian language" in the development of speech as a means of communication, as a way to improve the cognitive activity of students, suggests using Internet resources both at home (for example, when searching for additional information for a lesson or for homework) and in the classroom. The use of ICT in the formation of grammatical skills allows students to perceive new material faster, since several receptors will be involved at once, and successful color design, the use of interactive diagrams and tables will facilitate the process of understanding the presented information.

When studying grammatical categories, theoretical material should be given in an introductory plan. The teaching material should be presented in a dosed manner with the allocation of the main components. The division of educational material into parts helps to identify the most difficult topics for students to perceive. It should be borne in mind that during the survey, students with disabilities often cannot bring their examples to the rule, but only, if possible, memorize the theory with already existing examples.

It is assumed that it is possible to change the evaluation criteria with a focus on the content of the individual program, i.e. taking into account the capabilities of the student. When evaluating students with special educational needs, the teacher is obliged to use differentiated and/or individual tasks; the mark "2" is not put (or only orally for the purpose of educational influence on the student); a combined assessment for several types of work in one lesson is used; more corrections in written work are allowed; the assessment for bad handwriting is not reduced; the total number of tasks required to be completed decreases (for example, 5-6 instead of 9); objective factors related to health and changeable factors - luck, luck - are not indicated in the evaluation process as the reasons for the student's failures; comparison of the student with other children is strictly avoided, only comparison of the student with himself is allowed; the final the mark for the quarter, half-year, year is not displayed by the average

Thus, the majority of students with disabilities have an insufficient level of cognitive activity, immaturity of motivation for learning activities, a reduced level of efficiency and independence. Therefore, when working with children with disabilities, it is necessary to apply the following approaches: taking into account the individual characteristics of children with disabilities, preventing the onset of fatigue; activating cognitive activity; conducting preparatory classes; enriching knowledge about the world; correcting all types of higher mental functions: memory, attention, thinking; manifestation of pedagogical tact.

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HOW MACHINE LEARNING CAN MAKE DUAL EDUCATIONAL PROGRAMS MORE EFFECTIVE AND RELEVANT

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Abstract:

Machine learning (ML) is a powerful tool that can be used to improve the effectiveness and relevance of dual educational programs in a number of ways. One way that ML can be used is to personalize the learning experience for each student. This can be done by tracking student progress, identifying areas of strength and weakness, and recommending tailored learning activities. For example, an ML algorithm could be used to recommend different courses, projects, or mentorship opportunities to students based on their interests, skills, and career goals. ML can also be used to create adaptive learning programs that adjust to the individual needs of each student. For example, an ML-powered learning program could provide more challenging problems to students who are ahead, and more supportive resources to students who are struggling. This can help to ensure that all students are challenged and supported at the right level.

Keywords: *Machine learning (ML), dual educational programs, personalized learning, adaptive learning, student progress, skill development, career goals, effective education*

INTRODUCTION

One of the main parts of machine learning can make dual educational programs more effective and relevant is by providing personalized learning. Personalized learning is an approach to education that tailors the learning experience to the individual needs and interests of each student. ML can be used to personalize learning in dual educational programs by:

- Tracking student progress and identifying areas of strength and weakness
- Recommending tailored learning activities, such as courses, projects, and mentorship opportunities
- Providing feedback on student work

For example, an ML algorithm could be used to recommend different courses to students based on their interests, skills, and career goals. It could also recommend different projects to students based on their level of experience and the skills they are trying to develop. Additionally, ML could be used to provide students with feedback on their work, helping them to identify their strengths and areas where they need to improve.

Personalized learning can be particularly beneficial for dual educational programs, as these programs often involve students with a wide range of backgrounds and interests. By tailoring the learning experience to each student's individual needs, ML can help to ensure that all students are challenged and supported at the right level.

Here are some specific examples of how ML is being used to personalize learning in dual educational programs:

- In the United States, the University of Texas at Austin is using ML to personalize the learning experience for students in its dual degree program in medicine and artificial intelligence. The program uses a machine learning algorithm to recommend courses and learning activities to students based on their individual interests and goals.

- In Germany, the Fraunhofer Institute for Industrial Engineering is developing a machine learning-powered platform to support dual educational programs in the manufacturing sector. The platform will track student progress, identify areas of need, and recommend personalized learning activities. It will also provide feedback to employers on how to improve their training programs.
- In Australia, the Australian Apprenticeships Centre is using machine learning to predict the likelihood of apprentices completing their training. The information is used to provide targeted support to apprentices who are at risk of dropping out.

In this paper, we will discuss the use of machine learning to personalize learning in dual educational programs. We will begin by defining personalized learning and explaining its benefits for dual educational programs.

In recent years, there has been a growing interest in the use of machine learning (ML) to improve education. ML has the potential to personalize learning, adapt to the individual needs of students, and provide feedback in a timely and effective manner. Dual educational programs, which combine academic instruction with workplace training, are particularly well-suited to benefit from the use of ML.

Personalized learning is an approach to education that tailors the learning experience to the individual needs and interests of each student. ML can be used to personalize learning in dual educational programs by tracking student progress, identifying areas of strength and weakness, and recommending tailored learning activities. For example, an ML algorithm could be used to recommend different courses to students based on their interests, skills, and career goals. It could also recommend different projects to students based on their level of experience and the skills they are trying to develop. Additionally, ML could be used to provide students with feedback on their work, helping them to identify their strengths and areas where they need to improve.

Adaptive learning is an approach to education that adjusts the learning experience to the individual needs of each student. ML can be used to create adaptive learning programs that can adjust to the individual needs of students in dual educational programs. For example, an ML-powered learning program could provide more challenging problems to students who are ahead, and more supportive resources to students who are struggling. This can help to ensure that all students are challenged and supported at the right level.

EXPERIMENTAL METHODS

Here are some experimental methods that can be used to evaluate the effectiveness of machine learning (ML) to personalize learning in dual educational programs:

- Randomized controlled trial (RCT): An RCT is the gold standard for evaluating the effectiveness of an intervention. In an RCT, participants are randomly assigned to either a treatment group or a control group. The treatment group receives the ML-powered personalized learning intervention, while the control group does not. At the end of the study, the outcomes of the two groups are compared to determine the effectiveness of the intervention.
- Quasi-experimental design: A quasi-experimental design is a type of research design that is used when it is not possible to randomly assign participants to groups. In a quasi-experimental design, researchers use existing groups, such as students in different classrooms or schools. The researchers then compare the outcomes of the groups to determine the effectiveness of the intervention.
- Single-case design: A single-case design is a type of research design that is used to evaluate the effectiveness of an intervention for a single individual or small group of individuals. In a single-case design, researchers collect data on the individual or group before, during, and after the intervention. The researchers then use this data to determine the effectiveness of the intervention.

Here are some specific examples of how these experimental methods can be used to evaluate the effectiveness of ML to personalize learning in dual educational programs:

Randomized controlled trial:

- Randomly assign students in a dual educational program to either a treatment group or a control group.
- The treatment group receives access to an ML-powered personalized learning platform.
- The control group does not have access to the ML-powered personalized learning platform.
- At the end of the study, compare the outcomes of the two groups, such as academic achievement, skill development, and job placement rates.

Quasi-experimental design:

- Compare the outcomes of students in a dual educational program who have access to an ML-powered personalized learning platform to the outcomes of students in a dual educational program who do not have access to an ML-powered personalized learning platform.
- The two groups should be matched on relevant characteristics, such as prior academic achievement and socioeconomic status.
- At the end of the study, compare the outcomes of the two groups to determine the effectiveness of the ML-powered personalized learning platform.

Single-case design:

- Collect data on a student or small group of students in a dual educational program before, during, and after they have access to an ML-powered personalized learning platform.
- The data should be collected on relevant outcomes, such as academic achievement, skill development, and student engagement.
- Use the data to determine whether the ML-powered personalized learning platform is effective for the student or small group of students.

It is important to note that each of these experimental methods has its own strengths and weaknesses. RCTs are the most rigorous type of research design, but they can be difficult and expensive to conduct. Quasi-experimental designs are less rigorous than RCTs, but they are easier and less expensive to conduct. Single-case designs are the least rigorous type of research design, but they can be useful for evaluating the effectiveness of an intervention for a single individual or small group of individuals.

The choice of experimental method will depend on the specific research question and the resources available. If possible, it is best to use a randomized controlled trial to evaluate the effectiveness of ML to personalize learning in dual educational programs. However, if an RCT is not possible, a quasi-experimental design or a single-case design can be used.

Results and discussion of studies on the use of ML in dual educational programs:

The results of these studies suggest that ML can be used to make dual educational programs more effective and relevant by providing personalized learning, adaptive learning, competency-based learning, and predictive analytics.

Personalized learning can help students to learn at their own pace and to focus on the areas where they need the most help. Adaptive learning can help students to learn at a level that is challenging but not too difficult. Competency-based learning can help students to develop the skills they need to succeed in the workplace. Predictive analytics can help teachers to identify students who are at risk of falling behind and to provide them with early intervention and support.

Overall, the use of ML in dual educational programs has the potential to improve student outcomes, make programs more efficient, and better prepare students for the workplace.

Challenges and opportunities

One of the challenges of using ML in dual educational programs is the need for data. ML algorithms need to be trained on data in order to be effective. This means that dual educational programs need to collect data on student progress, skills development, and other relevant outcomes.

Another challenge is the need for expertise in ML. Implementing ML-powered personalized learning platforms and adaptive learning programs requires expertise in ML. This expertise can be difficult to find and can be expensive.

Despite these challenges, there are a number of opportunities for the use of ML in dual educational programs. As ML technology continues to develop, it is likely to become easier and more affordable to use ML in dual educational programs. Additionally, there is a growing interest in the use of ML in education, and this is likely to lead to more investment in the development and implementation of ML-powered personalized learning platforms and adaptive learning programs for dual educational programs.

CONCLUSION

Machine learning (ML) has the potential to make dual educational programs more effective and relevant by providing personalized learning, adaptive learning, competency-based learning, and predictive analytics.

Personalized learning can help students to learn at their own pace and to focus on the areas where they need the most help. Adaptive learning can help students to learn at a level that is challenging but not too difficult. Competency-based learning can help students to develop the skills they need to succeed in

the workplace. Predictive analytics can help teachers to identify students who are at risk of falling behind and to provide them with early intervention and support.

Overall, the use of ML in dual educational programs has the potential to improve student outcomes, make programs more efficient, and better prepare students for the workplace.

Here are some specific ways that ML can be used to make dual educational programs more effective and relevant:

- Recommendations: ML can be used to recommend different courses, projects, and mentorship opportunities to students based on their interests, skills, and career goals.
- Feedback: ML can be used to provide students with feedback on their work, helping them to identify their strengths and areas where they need to improve.
- Adapting the learning environment: ML can be used to adapt the learning environment to the individual needs of each student. For example, an ML algorithm could be used to adjust the difficulty level of a learning activity or to provide different types of support to students who are struggling.
- Identifying students at risk: ML can be used to identify students who are at risk of falling behind. This information can be used to provide early intervention and support to these students.

The use of ML in dual educational programs is still in its early stages, but it has the potential to revolutionize the way that these programs are delivered. As ML technology continues to develop and become more affordable, we can expect to see even more innovative and effective ways to use ML to support dual educational programs.

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MEANS FOR THE ORIENTATION OF STUDENTS IN TEACHING CHEMISTRY AND METHODS OF THEIR APPLICATION

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Abstract:

There is no doubt that in the professional training of the future teacher, it is necessary to study his subject competence, the formation as the main component of the professional and pedagogical competence of the teacher. Any teacher is a specialist in a particular discipline. Being a professional and pedagogical competence, he would not be able to work in a school if he did not have the competence to perfectly know the content of his subject and convey it to the students. If so, then the subject competence, the core of professional and pedagogical competence. Despite the fact that the subject-methodical competence is part of the professional and pedagogical competence, it is the most important feature-the ability of a specialist in any subject. Effective solution of educational tasks largely depends on the definition of the teacher of chemistry didactic purpose of textbooks, their goals and objectives of the educational process and the need to take into account the features of various textbooks. In the institutions of secondary and higher education, the means of chemical education are constantly being updated and improved. The purpose of the study is to determine the means of forming students ' subject competencies and to develop a methodology for their application. The article presents the classification of the means of teaching chemistry, the meaning and classification of the means of teaching chemistry, the forms of cognitive tasks in chemistry. We recommend using the results of the study in the process of teaching chemistry in higher and secondary schools.

Keywords: *professional orientation, classification, subject competence, future chemistry teacher, teaching aids, methodology, didactic tools, learning function*

INTRODUCTION

The solution of modern problems of chemical education in secondary and higher schools is closely connected with the renewal of its means (didactic tools) and methods of their use [1].

The effective solution of educational tasks largely depends on the understanding of the chemistry teacher of the didactic purpose of the teaching tools, due to their goals and objectives of the educational process and the need to take into account the specifics of various learning tools. Note that if the main structural components of the chemical-educational process are the goal, means and guaranteed results, then the means of subject-based learning (didactic tools) include content, educational technologies, methods, and methodological techniques, forms and proper means of teaching (material and ideal) [2-3].

The means of chemical education in secondary and higher schools are constantly updated and improved. The development of new and unused opportunities of traditional learning tools is effective only on the basis of the methodology of the integrative approach, which provides for a set of tools and their implementation in a certain system.

The full and complete realization of the teaching, developing and educating functions of the means of chemical education is possible with the skillful use of such knowledge as the essence of the means of teaching chemistry, classification and various types of teaching tools, the development of methodological techniques for their use in the formation of chemical concepts, laws, theories, leading ideas and other didactic units.

The use of various modern chemical-educational tools largely depends on the educational tasks solved by the chemistry teacher. A chemistry teacher should possess the following personal methods of action: skillfully combine the word with the means of visualization, identify and implement methodological conditions for the use of the didactic potential of educational means, successfully apply illustrative and research methods of chemical experiment, it is advisable to combine the same methods. The same means in various educational technologies, theoretically comprehend personal experience for its further optimal application [4].

Means of teaching chemistry is a concept subordinated to the most general concept of " didactic tools "("means of chemical education"). The main purpose of chemistry teaching tools is to perform a training function. The concept of "means of chemical education" is broader than the concept of "means of teaching chemistry", since the first concept also includes in its structure means of education and means of development of schoolchildren. But often in educational practice, these concepts are used as synonyms. The means of teaching chemistry is also a rather capacious concept that "absorbs" itself "visual means of teaching chemistry", "visual aids", "technical means of teaching chemistry", "audio-visual means of teaching chemistry", "electronic and communicative means of teaching", "didactic material", etc [5-6].

MATERIALS AND METHODS

In the subject teaching methods, it is customary to distinguish between static (pictures, photographs, models, etc.) and dynamic visual means of teaching chemistry (movies, videos, presentations, electronic learning resources, etc.). Non-visual means of teaching chemistry can include various didactic materials, for example, task cards used for control and training.

RESULTATS AND DISCUSSION

We recommend that all known means of teaching chemistry be divided into three large groups (Table 1):

I. Educational materials (items of equipment for chemistry classrooms, chemical laboratories, chemical education centers, electronic educational and training resources).

II. Didactic and methodological (chemical language, methods of chemical sciences, chemical experiment in various forms, chemical problems of different types, various didactic material on chemistry, etc.).

III. Psychological and pedagogical (cognitive tasks of different types and types). In the form of tests, exercises, algorithmic and heuristic prescriptions, dictation, didactic games, computational chemical problems, creative tasks, research projects, and others).

Table 1. Grouping of chemistry teaching tools

Educational and material resources	Didactic and methodological guidelines	Psychological and pedagogical
1	2	3
Chemistry room equipment: 1) collections of minerals, rocks, metals and alloys, mineral fertilizers, plastics, rubber, fibers; 2)reagents, materials, accessories for chemical experiments; 3) chemical devices, apparatuses, installations; 4) chemical cookware.	1) chemical language; 2) chemistry methods; 3) chemical experiment; 4) chemical tasks; 5)didactic material in chemistry.	recognition tasks: 1) questions; 2) exercises; 3) tasks; 4) tests; 5) dictation; 6) algorithms; 7) heuristic predictions; 8) didactic games; 9) creative tasks; 10) individual project.

Educational and material means of teaching chemistry are divided according to the degree of similarity with the original into the following groups: natural (subject-visual), pictorial and symbolic-graphic. Natural visual aids include various collections, chemical reagents, chemical utensils, chemical appliances, etc.Visual aids include photographs, drawings, models, material models, and video recordings. Symbolic and graphic means of visualization include models (analog, analog), virtual chemical laboratories, diagrams, and diagrams, tables, reference posters, etc.

The grouping test is a task in the form of a list of chemical objects that need to be "sorted" according to certain specified characteristics. Test tasks of this type can be used already in the first chemistry lessons.

Here is an example. Task. Distribute the names of the bodies and substances listed in the table: copper, iron nail, piece of chalk, water drop, sugar, iron, copper bell, sulfur, chemical flask, gold, wood chips, acetic acid.

Table 2. Answer

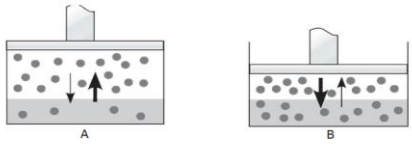
Bodies	Substances
1	2
Iron Nail	Copper
A piece of chalk	Sugar
Water Drop	Iron
Copper Bell	Sulfur
Chemical flask	Gold
Wood shavings	Acetic acid

The actions of students when performing tests of this type are reduced to writing out the columns, distributing the names of the table in columns, tracing symbols, terms and other objects belonging to the same class, in a word, to "sort" the proposed chemical objects.

Table 3. Multiple Choice questions and Answers

Multiple Choice questions and Answers	
Which of these interpretations of the following balanced equation is TRUE? $2S_{(s)} + 3O_{2(g)} \rightarrow 2SO_{3(g)}$ a) 2 atoms of S and 3 atoms of O_2 form 2 atoms of SO_3 b) 2 grams of S and 3 grams of O_2 form 2 grams of SO_3 c) 2 moles of S and 3 moles of O_2 form 2 moles of SO_3 d) 2 L of S and 3 L of O_2 form 2 L of SO_3	In the following balanced equation, how many moles of aluminum are needed to form 3.70 moles of aluminum oxide, Al_2O_3? $4Al_{(s)} + O_{2(g)} \rightarrow 2Al_2O_{3(s)}$ a) 7.40 moles b) 3.70 moles c) 2.00 moles d) 1.85 moles

Use the following two diagrams of a gas-liquid solution to help you determine which statement below is FALSE.



a) The increased pressure in diagram B illustrates an increased solubility of the gas in the liquid.
b) The increased pressure shown in diagram B forces the gas into contact with the liquid.
c) Diagram A shows a greater amount of gas in solution, whereby the liquid holds onto the gas particles.
d) When the pressure is reduced in diagram A, the solubility of the dissolved gas is reduced.

Didactic games – entertaining cognitive tasks with a game situation, designed to solve educational problems.

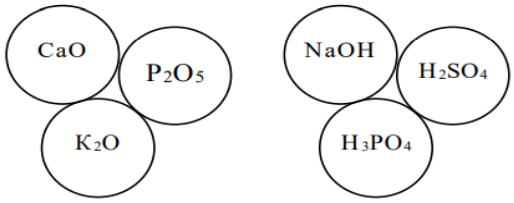
Here are some examples of didactic games. "Tic-tac-toe". As" tic-tac-toe", for example, you can enter the names of substances (or chemical formulas): The task – the winning path is the names of the main oxides (or their formulas).

nitric oxide	manganese VI oxide	sodium oxide
calcium oxide	magnesium oxide	copper oxide
chromium VI oxide	manganese VII oxide	sulfur oxide VI

Answer: calcium oxide – magnesium oxide – copper oxide

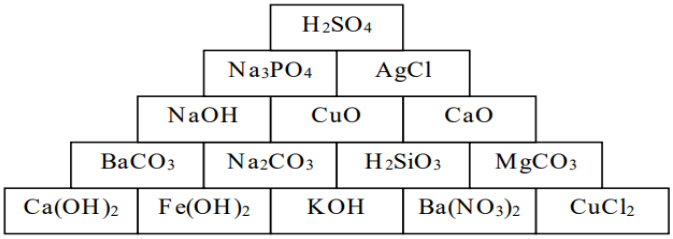
"The third one is superfluous":

Task: which substances ' formulas are superfluous?



"Chemical Pyramid" is a didactic game aimed at testing students ' assimilation of factual material (chemical knowledge of the composition.

Example: "The way to the top of the" chemical pyramid – - water-soluble substances" (the didactic goal of the game is to test the students ' ability to use the solubility table of substances in an entertaining way).



At the beginning of the educational process, as a rule, many students do not focus on mastering the methods of solving certain cognitive problems in chemistry. But after repeated and successful solutions to them (after successful achievement of educational goals), they may have a new motivational orientation (for example, to solve a more difficult problem, to perform a larger volume of tasks, to chemical experimentation, modeling, etc.).

CONCLUSION

In teaching chemistry through cognitive tasks, it is necessary to strive not only to identify and assess the current state of the motivational sphere, but also to form new motives by giving birth to new motives, turning them into effective motives, setting new goals, enriching the teaching with a deeper value sense and more mature emotions. For this purpose, it is necessary to use creative cognitive tasks necessary for the formation of creative motives.

In the educational process, an integrative approach to the selection of appropriate educational technologies for the use of cognitive tasks as organizational and managerial means of forming the motivation of learning should be implemented.

The problem of the formation and use of socially and cognitively significant motives in teaching chemistry is a multidimensional problem that requires an integrative approach to its solution. The future fate of chemical education and self-education of the younger generation largely depends on the successful disclosure of all its main aspects.

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DIGITAL COMPETENCE OF THE FUTURE TEACHER AND ITS STRUCTURE

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Abstract:

The introduction of digital technologies will chande everyday life, intductial relations and the economy and education. Digital technologies can be considered not only as a tool, but also as a creator of the modern human environment, wich opens up new opportunities, that is, the possibility of training at any convenient time, continuing education, the formation of individual educational directions, as well as users of electronic resources. However, such an environment requires teachers to organize the educational process, acquire new skills and skills to work in a digital educational environment in a different requires the training of future specialists who are at a high-quality level of the formation of digital professional competencies. The purpose of this article is to theoretical substantiate the component structure of the phenomenon of "digital competence of a teacher" by analyzing scientific and pedagogical literature. The article is based on the research of Kazakhstani and foreign scientists. A theoretical model of the structure of digital competence of a teacher has been formed. The results of the study show that the competence under consideration consists of four structural divisions. These are: personal motivation (a combination of internal and external motivation for their future professional

activity), cognitive (a set of theoretical knowledge, skills and data of the future teacher for the effective construction of the pedagogical process using digital learning tools), activity (practical implementation of the professional pedagogical knowledge of the future teacher and the skills necessary for the effective and accessible implementation of digital technologies in the educational in the educational process in the intellectual, cognitive, technical, structural, as well as technological), evaluation of the reflex (the ability to analyze and self-analyze the activities performed, agree on goals, approaches and results obtained, understand your own style of activity, and be ready tj change them creatively). These structural divisions describe the competencies that the teacher needs to effectively carry out his/her professional activities. The results of the research can serve as a basis for developing programs of optional courses for students of pedagogical orientation of training, programs of advanced training and additional education of teachers.

Keywords: *digitalization of education, digital technologies, digital competence of a teacher, digital economy, information and communication technologies, integrator, component, skills.*

INTRODUCTION

Digitalization as the main trend of the modern world has taken a leading position in education. By Decree of the President of the Republic of Kazakhstan dated October 7, 2021 № 670, the "national project of technological dynamics through digitalization, science and innovation" was approved as a list of 10 national projects [1]. The main condition for such development is the modernization of the national education system aimed at training graduates who are able to live and carry out their professional activities in a digital environment, taking into account new specialists and requirements for changing value orientations of society.

The solution of this task involves increasing the requirements for the qualification of teachers and their competence in the use of digital technologies for the design and implementation of the educational process. According to the vice-president of the Institute of Mobile Education Systems L. V. Shmelkova, "pedagogical services play a special role in the digital economy, directly ensuring the implementation of all processes of formation of a digital economy society among qualified workers, models of digital competence."

In the context of digitalization of education, the professional activity of a teacher is radically changing. The teacher first of all becomes an "organizer and motivator of individual and group educational activities of students, an intermediary between the virtual and real world, a mentor, a navigator in the real social and professional world, a kind of "integrator" of various living spaces of the digital generation.

The effectiveness of using digital technologies in the educational process has been proven by the experience of organizing distance learning during the covid-19 pandemic. They have become a tool to maintain the continuity of the educational process. At the same time, the forced transition to distance learning has revealed problems in this area.

According to the President of Kazakhstan Kassym-Jomart Tokayev, in connection with distance learning, and as studies have shown by V. L. Nazarova, D. V. Zherdeva, N.V.Averbukh, D. O. Korolevskaya, N.V.Isaeva, B. T. Panzabek, A. B. Satanov (2020) in this case, most teachers were not enough prepared for the use of digital technologies (41% were not ready for any independent actions in this direction).

In this regard, the issues of training future teachers who possess the skills and skills of organizing the educational process in a digital environment, using digital technologies in their professional activities and knowing the features of the "digital generation" and methods of its education and upbringing are very relevant and become the subject of scientific and pedagogical research and broad public discussion. Pedagogical universities are reviewing bachelor's degree programs in the pedagogical field of training. The result of such activity should be a graduate with high skills in working with digital devices, pedagogical technologies and methods of creating and using digital educational resources to improve the efficiency of the educational process.

Thus, the structure of a teacher's professional competence is supplemented by a new component - quantitative competence, and the professional level of a teacher directly depends on the level of this competence. To solve this problem, it is necessary to form the digital professional competence of future teachers.

The purpose of this study is to identify and theoretically substantiate the component structure of the phenomenon of "digital teacher competence".

Review of domestic and foreign literature

Digitalization of education is a complex and lengthy process. Work experience at the university indicates a lack of readiness to implement the process of digitalization of education. Today, the level of financial, personnel, technical, and software provision of universities is unworthy. One of the problems of creating a digital educational environment in universities is the weak technical equipment of the university and the low bandwidth of the Internet. There are not enough computers and ICT equipment in higher educational institutions, but there are, they do not work enough or are morally outdated. In universities, it would be relevant to use obsolete computers in schools or educational institutions. Special attention should be paid to the quantitative literacy of the scientific and pedagogical staff of the university. Many teachers have poor knowledge of ICT competencies, which is reflected in the level of quality of education. Improving the ICT competencies of teachers should become the main focus of advanced training courses. Teachers are offered online lectures, online tests, online courses and much more. for training, fluency in digital technologies is necessary, and with a weak level of Itt competencies (which does not apply to all teachers), an inconsistent level of online courses, testing and evaluation systems is created [2].

Considering the definition of the concept of "quantitative competence", we find a conditional definition proposed by a group of scientists from the Faculty of Psychology of Moscow State University. Under the leadership of M. V. Lomonosov G. U. Soldatova: "digital competence is a reliable, convenient, critical and safe choice of information and communication technologies in various spheres of human life (information environment, communication, consumption, technosphere), based on continuous mastery of qualifications (knowledge, skills, motivation, responsibility) and the possibility of use, as well as a person's readiness for such activities in all spheres of his life, including information and communication technologies (information environment, communication, consumption, technosphere)" [3]. The authors emphasize the complexity of this phenomenon, and also emphasize the improvement of hostility, motivation and value sphere of the individual as a component of professional growth in a digital society, which determine the needs and desires of the individual, the level of his willingness to improve (sphere of influence) and his attitude to the Internet, the degree of his understanding. and the adoption of norms, rules and values of the digital world and the willingness to comply with them (the field of values). P. S. Lomasco and A. L. Simonov interprets this concept as the ability and readiness of teaching staff to perform labor functions that meet current professional standards in the field of education, taking into account the current tasks of the state policy of the Russian Federation in the field of education and the current level of development of digital technologies. N. P. Yachina and O. G. Fernandez assess the digital competence of a teacher as " general professional competence and understanding of the general structures and interactions of computer devices; understanding the potential of digital technologies for innovation; basic understanding of the reliability and reliability of the information received, the ability to use programs for designing training sessions" [4]. According to I. V. Gaidamashko and Yu. V. Chepurna, the competence in question is "the ability of a person to critically, reliably, safely and effectively apply and choose information and communication technologies in various spheres of life, as well as her readiness for such activities" [5]. V. S. Petrova, E. E. Shcherbik believe that digital competence The teacher's skills are the skills of effective use of new technologies.

The peculiarity of pedagogical education at the present stage of development of society is that the future teacher teaches a "quantitative generation" of students with peculiarities of perception, memory, thinking, motivation, behavior, etc. Consequently, the principles and approaches to the formation of the content of education, forms and methods of teaching are changing. V. I. Blinov, I. S. Sergeev, E. Y. Yesenina and other scientists believe that it is important for a teacher to "understand the characteristics of the quantitative generation in order to rely on them in the educational process" [6].

The concept of "digital competence of a teacher" is also considered by foreign specialists. In the context of digitalization of education, the development of a set of professional competencies of a teacher is conducted under the guidance of the Education Committee of the European Union, where in 2017 the profile of digital competencies of a teacher Digital Competence of Educators (DigCompEdu) is presented. It is advisory in nature and characterizes 22 competencies, in which the main focus is not on technical skills, but on the ability of a teacher to use digital technologies to improve the effectiveness of the educational process. Klusner, S. Carretero, M. Giraldes, U. Okiff (2018) describe the experience of implementing the European system of digital competencies (DigComp), consisting of 50 case studies and tools.

G. Ottestad, M. Kelentrich (2013) define the quantitative competence of a teacher as a set of components: general (general knowledge and skills that teachers should work with as digital teachers);

didactic (reflect the quantitative characteristics of each subject) and professionally oriented (characterize the quantitative specifics of the extended teaching profession).

K. Zirera and N. Sil (2019) noted that the introduction of digital technologies in education will be effective if the teacher and pedagogy, rather than technology, take the leading place: "the main focus of responsibility for learning will always be the development of each individual. Personality in pedagogy will be both the first point and the final result. This method should also be used to digitize education. Digital technologies cannot replace the pedagogical components of the educational process. Therefore, digitalization should be subject to pedagogy" [7].

E. Meyers believes that the development of digital technologies and tools requires new knowledge and skills from the teacher: "the teacher must ensure that students master digital tools in order to promote the younger generation and help them master the competencies necessary to expand access to new knowledge" [8].

A study of pedagogical support systems for students in digital learning was conducted at Oxford University, which showed that teachers play a leading role in the acquisition of new skills by students. J. According to Yarbrough, it is in the digital space that "the teacher determines the speed of learning, the order of obtaining subject knowledge. The teacher is also responsible for the student's academic performance" [9].

Thus, a review of the works of foreign authors shows that the comprehension, description and structuring of the digital competence of a teacher, which becomes the professional digital competence of a teacher, is a priority area of scientific research and indicates the expansion of the content of his activities, changes in the requirements and conditions for the professional development of a teacher.

In 2017, The Boston Consulting Group (BCG) jointly with Russian companies (Sberbank, HSE, WorldSkills Russia, etc.) conducted a study "Russia 2025: from cadres to talents" to study the problems of Russia's competitiveness in the global economic space.

In this regard, CEO of The Boston Consulting Group (BCG) Sergey Perapechka, noting that currently the digital economy in Kazakhstan is growing in the same way as in the BRICS countries, once again stressed the need for an additional breakthrough in the economy. The result of this study was a technological breakthrough recorded in 2021-2025. It defines three groups of competencies in digital science with the systematization of skills: cognitive (self-development, independence, self-knowledge, training, managerial skills, striving to achieve results, etc.). etc.), socio-behavioral (communication skills, interpersonal and intercultural interaction in the digital environment, etc.) and informational (information management, creation of an information product, etc.), necessary for the competitiveness of a specialist in the digital economy. In addition to technical skills of working with digital equipment, this model includes cognitive and socio-behavioral competencies aimed at ensuring a comfortable life, effective communication and self-development of a person in a digital environment.

The analysis of scientific and pedagogical literature has shown that the concept of "digital competence of a teacher" has not been fully studied (there are no clear definitions of this phenomenon, its structure has not been studied sufficiently). In our study, the digital competence of a teacher is understood as a constantly updated set of competencies necessary for a teacher to carry out professional activities in the digital education environment in the context of improving digital technologies.

DESCRIPTION OF MATERIALS AND METHODS

The methodological basis of this study consists of competence-based, system-activity and personality-oriented approaches.

The current stage of development of the national system of vocational education is characterized by the implementation of the competence approach, which is the methodological basis of the state educational standards of higher professional education of the third generation, and is a necessary condition for the modernization of the system of higher professional education in accordance with global trends that emphasize the active side of the result and the practical component of the educational process at the university. According to V. I. Zagvyazinsky, T. A. String, etc., the competence approach is more specific, mobile and, most importantly, practical and universal. It is as close as possible to the realities of life and is aimed directly at the formation of students' holistic experience of solving life problems, performing basic functions, social roles, competencies. Its practical implementation makes it possible to educate not only a trained person, but also a person who is ready for learning and retraining throughout his life, able to live and act productively in a complex dynamic environment. Troyanskaya: "this approach orients the education system to ensure the quality of training in accordance with the needs of modern

society, which corresponds not only to the need to integrate the individual into social activities, but also to the need to use the personal potential of society" [10].

The professional competence of the future teacher, his mastery of the relevant activities are based on a systematic and active approach in pedagogical education. According to A.V. Khutorsky, the essence of the system-activity approach is that knowledge and skills are considered as derivatives of purposeful educational actions. Because they arise and are used and preserved in the process of purposeful activity. In the context of the need for digitalization of the higher education system and the formation of digital professional competence of the future teacher, a systematic and active approach to the study of this phenomenon is of particular relevance.

Today, the digital transformation of education is happening rapidly. The list of digital technologies for the implementation of the educational process is constantly updated and is currently expanding. For students, achieving the necessary level of professional activity with a quantitative prediction of their professionalism and skills in a digital educational environment designed to organize the educational process, and not to achieve individual skills and abilities in this area, reflection, honing their activities, further studying enthusiasm. In such conditions, the training of future teachers should contribute to the development of their readiness to carry out activities with the prefix "I": independence, self-motivation, self-education, self-determination, etc. L. M. Andriukhin, N.V. Lomovtseva, N. O. Sadovnikov "among the priority tasks is the value-semantic conceptualization of digital transformation of education... development of motivation models for teaching staff based on a personality-oriented approach, the transition from non-systemic innovations to the creation of a digital educational ecosystem."

The analysis of scientific and pedagogical literature and research results in the field of digitalization of education, consideration of the concept of "digital competence of a teacher" from the point of view of competence, system-activity and personality-oriented approaches allowed us to conclude about the component part of competence.

DISCUSSION AND RESULTS

Understanding the theoretical analysis of scientific and pedagogical literature and determining the component composition of the quantitative competence of a teacher can be represented by components that take into account the structure of competence, the features of professional and pedagogical activity considered for the application of the above methodological approaches: motivational - personal, cognitive, activity and reflexive-evaluative.

Motivational and personal component of digital professional competence-innovations of a teacher in modern conditions are of particular interest, since they reflect the conscious need of a person to use digital technologies in professional activity. V. V. Kislyakov and O. Y. Kolyshev believe that this component is "characterized by a system of dominant motives expressing a conscious attitude of the individual to the goals and values of pedagogical activity, to his professional development". According to L. I. Bozhovich, motives are divided into two general categories. The first category includes the educational activity itself and the process of its implementation (cognitive interests, acquisition of new knowledge, skills). The second will be related to the ratio, evaluation and approval of feedback [11]. Thus, the motivational component of digital professional competence can be defined as the sum of internal and external motives of future professional activity, characterized by the desire of the future teacher to use digital technologies, the desire for self-improvement in this area, the formation of an internal desire to achieve success in solving non-standard tasks.

Cognitive component. The importance of this component in the professional activity of a teacher has been noted by many scientists. Also E. G. Gutu cognitive component is the presence of clearly integrated knowledge, the ability to constantly improve them. Readiness for creative activity. Characterizes both the ability for flexibility and critical thinking, the ability for professional analysis and reflection [12]. A. A. Abdukadyrov presents the cognitive component as a set of methodological, theoretical and technological knowledge in the field of computer technologies, combining pedagogical knowledge on the use of general education and computer technologies and used in solving professional problems. Dudko D. V. believes that the cognitive component of a teacher's professional activity is the willingness to constantly improve the level of knowledge, the need to update and realize personal potential, the ability to independently acquire new knowledge and skills, the desire for self-development, the constant enrichment of their professional competence.

Based on the analysis of scientists' works, we consider the cognitive component of digital professional competence as a set of theoretical knowledge, skills and abilities of a future teacher. It includes basic and specialized knowledge in the field of digital technologies, skills and abilities and

preparation for their development for the effective construction of the pedagogical process using digital learning tools, including skills. Skills the educational process needs to create a process of digital communication among students, use professional opportunities and thinking, individual pedagogical style in solving professional tasks, know the features of the "digital generation" and the ways of their education and upbringing.

Service component. According to O. A. Abdullina, in general, the com-pont of activity determines the operational essence of knowledge and skills formed as a result of mastering the techniques and techniques of activity: as the ability of a person to perform any action or action in a changing situation based on knowledge and skills. Under the service component Kotenko V. V. the active use of new information technologies and computer capabilities in professional activities is understood as a factor in the development of information culture, self-development, as well as the process of forming the same qualities in students. V. V. Brezhnev believes that this component includes the skills of collecting and processing educational information, developing creative projects, the desire to master the methods of analysis, synthesis and generalization of information, the ability to technologize work with information, the choice of the optimal solution.

Analyzing the approaches of various scientists to the definition of the concept of this component, the active component includes the professional and pedagogical knowledge of the future specialist, his intellectual, cognitive, technical, design and technological skills; effective implementation of digital technologies in the educational process, reasonable choice of digital content, digital security and the use of health standards and digital devices On the approval of Rules creating personal digital content; ; practical implementation of the necessary skills in acquiring the ability to organize communication between participants in the educational process.

This component of digital professional competence is currently at the stage of rapid development.

The reflexive-evaluative component of quantitative professional competence includes analysis and self-analysis of the activities performed, coordination of goals, methods and results, understanding of the style of their activities, readiness for creative change, readiness for self-improvement and development, skills of control, regulation, cognition and self-knowledge. The teacher's ability to reflect largely determines the success of his professional activity in the new conditions. Therefore, the importance of pedagogical reflection increases especially in innovations. In scientific and pedagogical research, reflection is considered in various aspects: as a structural part of the professional training of a teacher (I. I. Ilyasov, I. L. Mozharovsky, etc.); As a stage of analysis in the development of professional pedagogical activity (V. O. Kutyev, Ya. S. Turbovsky, etc.); from the point of view of the professional quality of a teacher-researcher (V. I. Zagvyazinsky, V. V. Kraevsky, G. P. Shchedrovitsky, etc.); as an integral part of pedagogical creativity (N. D. Nikandrov, V. A. Kan-Kalik, V. G. Bogin, I. Ya. Lerner, etc.); as a necessary structural part of the innovative activity of a teacher, determining the success of the analysis and implementation of new pedagogical ideas and technologies (V. A. Slastenin, L. S. Podymova, etc.). E. F. Zeer stressed that "every student needs to understand their positive and negative qualities, correlate them with the standard of professionally significant qualities (emotional-volitional, intellectual business, worldview) to start consciously working on yourself, which is an important part of professional and personal self-determination" [13].

In the context of digital education, the reflexive assessment component makes it possible to understand the professional difficulties that arise in the process of mastering digital technologies, to understand the level of readiness to use these technologies in the educational process and the degree of satisfaction with such activities.

Thus, the above defines the component structure of the quantitative competence of the teacher (Table 1).

Table 1-Structure of digital competence of a teacher

Component	Indicators
Motivational	1) professional and personal position of a teacher in professional activity in the conditions of digitalization of education; 2) interest in the problems of digitalization of education; 3) psychological state in the process of mastering digital technologies; 4) personal motives for the development of digital technologies and the use of digital educational technologies; 5) achieving the results of the development of digital technologies, the need to use digital educational resources, etc.
Educational	1) knowledge of the regulatory and legal foundations of their professional activities and requirements for the design of a modern and secure digital educational environment;; 2) to know the features of the digital generation of children and ways of organizing the process of their education and upbringing; 3) knowledge of the capabilities of the main digital educational resources and platforms for organizing the educational process, etc.
Official	1) be able to predict and predict the results of their professional activities using digital technologies and platforms; 2) the possibility of designing and planning the pedagogical process using digital technologies and platforms with the use of health-saving technologies; 3) the ability to distinguish between the main types of digital educational resources and apply them at the appropriate stages of the training session to increase their effectiveness; 4) the possibility of building interpersonal interaction and relationships in a digital environment, etc.
Reflexive evaluation	1) the ability to evaluate individual results of mastering digital technologies; 2) possession of digital technologies, the ability to make creative responsible decisions when using digital educational resources; 3) awareness of professional difficulties arising in the process of studying digital technologies, the use of digital educational re-; 4) self-control of the teacher in professional activities for the implementation of digital technologies; 5) the ability to carry out control and evaluation activities aimed at him, summing up the results of his pedagogical activity using digital technologies of digital platforms, etc.

CONCLUSION

This work allows us to conduct further research in the field of determining the structure of the phenomenon of "digital teacher competence", which is an integral part of the professionalism of a modern teacher who meets the requirements of society in the digital economy. The proposed component composition of the phenomenon of "digital competence of a teacher" can be used as the basis for the development of elective courses for students of pedagogical direction, teacher training programs and courses of additional education.

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APPLICATION OF MODERN DIGITAL TECHNOLOGIES FOR FORMING PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOL STUDENTS

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Abstract:

It is in high school that the time comes for the final choice of one's further professional path. As a rule, only a few know what they really want. The article is devoted to the use of modern digital technologies for the formation of professional self-determination of high school students. As a result of scientific research, the following Internet resources were analyzed by random selection: ROSTRUD of the Federal Service for Labor and Employment, Projection, Atlas of New Professions, Guidance Room for Guidance Rezapkina Galina Vladimirovna, Directory of Professions of the Ministry of Labor and Social Protection of the Russian Federation, Navigatum.

Keywords*: professional self-determination, high school students, digital technologies, optant, Internet resources.*

INTRODUCTION

Professional self-determination occupies a significant place in the life of every person, consciously or unconsciously. For many years, outstanding people such as E. I. Klimov, A. E. Golomshtok, N. S. Pryazhnikov, E. F. Zeer, S. N. have shown and continue to show scientific interest in problems related to professional self-determination for many years. Chistyakova, G. Yu. Ayzenk and others. The formation of professional self-determination of high school students remains an important process in social and personal terms.

Modern digital technologies open up new prospects for the development of solutions in issues of professional self-determination of high school students. By receiving a variety of knowledge, young people become more prepared for adult life and choosing their professional path.

In classes on professional self-determination for high school students, you can use ready-made software products with various psychological tests: a differentiated questionnaire by E. V. Klimov, a personality questionnaire by Eysenck, a map of interests by A. E. Golomshtok and others. Test results using the computer method are obtained immediately, which is very favorable for further use.

If a computer is used when taking tests, the student will not experience inconvenience, discomfort, worry or fear that he will be ridiculed or misunderstood.

In extracurricular classes on professional self-determination, a teacher or teacher can use various modern sites dealing with issues of professional self-determination, such as ROSTRUD of the Federal Service for Labor and Employment [1], Projection [2], Atlas of New Professions [3], methodological office of career guidance by Rezapkina Galina Vladimirovna [4], Directory of professions of the Ministry of Labor and Social Protection of the Russian Federation [5], Navigatum [6] and others.

The official website of ROST-RUD of the Federal Service for Labor and Employment contains 12 career guidance tests: Methodology for diagnosing value orientations in a career “Career Anchors”, Methodology for diagnosing personality for motivation to avoid failures by T. Ehlers, Methodology for diagnosing the degree of readiness for risk by Schubert , Career guidance test on the typology of professions by E. A. Klimova “Orientation”, Individual typological questionnaire (version for adults), Individual typological questionnaire (version for youth), Differential diagnostic questionnaire, Entrepreneurial potential, Methodology for diagnosing personality for motivation to success T. Ehlers, Entrepreneurial interest, Questionnaire of professional inclinations (Questionnaire of professional inclinations of L. Yo-vaisha, modified by G. V. Rezapkina), Methodology for diagnosing socio-psychological attitudes of an individual in the motivational-need sphere by O. F. Potemkina.

The tests are publicly available. Authorized users can save the results in the portal’s personal account, which can later be linked to their resume; each test has a short description. The number of questions in the tests varies from 20 to 91. After selecting the answers, the test result and a list of suitable professions appear.

METHODS

The Methodological Cabinet website is presented in the following sections: “Independent choice of profession”, “Pre-profile preparation”, “Training in methods of career guidance work”, “Videos, books, articles”, “Self-diagnosis”.

On this site, testing is free, but is available after registration, which is required, as the organizer writes, to view your statistics. The following tests are presented: “Profile”, “Type of thinking”, “Erudition”, “Test of emotions”, “Determination of temperament”, “Social intelligence”, “Determination of the type of future profession”, “Determination of professional national inclinations”, “Determination of a professional personality type”, “Professional choice matrix for applicants to a university”, “Psychological portrait of a teacher”, “Psychological portrait of a parent”, online testing for classes in the program “Diagnostics and development of motivational-need and value-semantic sphere of adolescents.” Forms and texts of questionnaires are available for downloading.

For a teacher’s work in classes on professional self-determination, a directory of professions created to assist citizens and organizations in obtaining information about professions in demand on the labor market and promising ones. The directory is posted on the website of the Ministry of Labor and Social Protection of the Russian Federation.

This directory of professions is a state information and reference resource with free access, currently covering a list of more than 1,600 professions. It contains professions presented in a short description format, and professions with an extended description consisting of three blocks: a block of normative information, a block of profession characteristics, a block of analytical and statistical information.

The article is devoted to the analysis of the possibilities and the real state of the use of digital technologies in career guidance as a means of implementing the principle of personalization of education. Based on theoretical and empirical research, it is concluded that there is a need for mutual rapprochement, complementing the possibilities of the digital and real social environment when a young person makes a decision in a situation of choosing an individual educational trajectory. The relevance of the research is associated with the task of identifying the psychological and pedagogical conditions for the formation of a new type of learner's future - "self governing student", his conscious, independent and responsible choice of the direction of his education. The article poses the problem of using digital career guidance platforms as technologies for maintaining individuality, activating personal and professional self determination, synchronizing individual and collective processes in career guidance based on a review of the experience of digitalization in education, the existing techno humanitarian imbalance is indicated. The task of comprehending the place and role of digital technologies in the situation of real choice by young people of the trajectory of vocational education is posed and solved. In the light of the cultural historical theory of development of L. S. Vygotsky, the ontological concept of development of B.D. Elkonin, the selection process is considered as a mediated act of personal development, and digital technology as an information digital shell of this “mediator”. The results of a questionnaire survey of 233 first year students on the subject of relations and use in a situation of professional choice of digital technologies are presented. It is concluded that despite the fact that the majority of respondents have a positive attitude to the use of digital resources and artificial intelligence technologies when choosing a profession, the real awareness and use of available career guidance digital platforms is very low. The influence of a real social, rather than virtual, digital environment turns out to be a powerful decision making factor for a young person in a situation of professional choice. The prospects for the use of digital technologies in vocational guidance are seen as psychological and pedagogical technologies for digital synchronization of interpersonal and interinstitutional levels of vocational guidance and digital mediation of the processes of professional self-determination.

The purposeful and effective use of artificial intelligence technologies in education requires a detailed study of the conditions under which these technologies can become trustworthy means for students, teachers and parents of real personalization of education, technologies for combining individual and collective learning processes, tracking and maintaining individuality, ways to activate student independence.

The inner essence of the pedagogical problem of constructing an individual educational trajectory as a process of creative creation of one’s individuality [6] is the psychological problem of overcoming the crisis of choosing the direction of this trajectory, and the psychological and pedagogical problem of assistance (intervention of another) in making a decision that will determine the future for some time. According to the cultural-historical theory of development of L.S. Vygotsky, the ontological concept of development of B.D. Elkonin [17], the choice of an individual, as an act of development, is always

mediated. Intermediaries in professional choice can be knowledge about oneself and the world of professions, the meaning of work, professional motives, interests, abilities, personal values, image of the future, etc. When using digital technologies as a means of supporting individual educational trajectory, it is important to understand: the information-digital shell of which "mediator" this or that technology will be, and where it is impossible to do without a living person as a personalized intermediary. The very process of overcoming the crisis of choice can be considered as a creative search for a "mediator", in the unity of conscious and unconscious, logical and intuitive decision-making mechanisms in the light of the concept of Ya.A. Ponomarev [10].

The study of the deep psychological mechanisms of professional choice as a mental state and process, as well as the study of psychological pedagogical conditions for its effectiveness can be used as the basis for the design of new digital technologies. In particular, it can be used in creating a software prototype of a decision support system for generating psychological and pedagogical recommendations for career guidance. According to E. Babkin , in the areas of formalization of knowledge, development of decision-making models based on neural networks, in the study of social phenomena and communication processes on the Internet using modern tools of computer linguistics, positive experience has been accumulated that can be in demand in psychological and pedagogical practice. In particular, based on methods for developing mathematical models and algorithms for generating career guidance recommendations based on artificial neural networks, in the future a new class of predictive models can be created, adapted to the conditions of decision-making in a situation of professional choice.

The digitalization of education is taking place against the backdrop of increased attention to the spiritual and moral aspects of humanities research. In the light of the methodology of system-genesis of the human inner world, V.D. Shadrikov [introduces the concepts of "humanity" and "spiritual abilities" into the system of psychological knowledge, understanding spirituality as a specifically human way of life. IN AND. Slobodchikov and

E.I. Isaev define spirituality as a specifically human property of the psyche, "associated with the discovery of the intrinsic, obvious and necessary meaning of one's own existence," the spirit and spirituality of B.S. Bratus [1] defines as universality, the highest moral ability of a person to identify himself with all of humanity, connecting the criteria of a person's psychological health with ways of relating in the "person-to-person" system. The inclusion of the concepts of "humanity" and "spirituality" in the context of interdisciplinary research devoted to the problems of using artificial intelligence technologies can be an important step towards overcoming the techno-humanitarian imbalance.

When creating a psychological For the pedagogical concept of using digital technologies in the process of professional self-determination, it is important to rely on the provisions of the systematic and probabilistic approaches. The systems approach allows us to consider the objects of private (disciplinary) research as systems: the individuality of students will be considered as an integral system of individual properties; personality as a developing and self-developing system of mental qualities; interpersonal interaction in the "student-teacher", "student-student", "student-parent" system, interaction with information and mobile devices in the "man-machine" system, the education process itself as a diverse individual-oriented work of subjects, ensuring self-realization and self-determination of a person in changing sociocultural conditions as a system; as a result, a set of educational institutions that implement successive educational programs and state educational standards of various levels and orientations as an education system.

RESULT AND DISCUSSION

The results of the survey showed that, despite the fact that the majority of respondents have a positive attitude towards the use of digital resources and artificial intelligence technologies when choosing a profession, the actual awareness and use of existing career guidance digital platforms is very insignificant. As before, the most important "agents of influence" when making decisions about choosing a profession are real people: parents, students of a particular university, representatives of the profession. This conclusion is fully consistent with our idea that the psychological mechanism of choice is the search for a "mediator", and since personal choice is mediated by personal meanings and values, the search for new meanings, values and principles, as internal means in a situation of choice , turns into a search for their carrier. Therefore, an important mediator in the situation of professional choice is another person [4]. And since the influence of the social, and not the impersonal virtual digital environment, turns out to be a powerful factor for a young person in making a professional decision, we are currently observing in the minds of young people a process of transition from the idea of competition between the virtual and real worlds to the idea of their mutual complement and enrichment.

Based on our theoretical and empirical research, we can draw the following conclusions:

- digital technologies and digital resources for career guidance should be designed based on the psychological mechanisms of an individual's decision-making in a situation of professional choice;

- digital technologies cannot be self-sufficient, but must be included in a holistic process of psychological and pedagogical support for the professional self-determination of young people as a means of activating it;

- digital technologies can become a means of integrating institutional and personal levels of career guidance, provided that formality, alienation, and directiveness are overcome at the institutional level, and the spontaneity of their use at the personal level.

- the techno-humanitarian imbalance in the use of digital technologies in career guidance can be overcome if excessive attention to the external (instrumental and technological) side of career guidance, embodied by modern digital technologies, does not leave in its shadow its internal, value-semantic side, embodied by real living people

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PRESERVATION OF CULTURE AND HISTORY: THE SIGNIFICANCE OF CULTURAL ARTIFACTS

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Abstract:

The article reveals the conclusion that the problems in which historical events are essentially cultural artifacts can be studied and explained from an appropriate point of view through cultural studies, which allows a deeper and fuller understanding of the cultural conditionality of human social activity and the determinism of his behavior in cultural contexts.

Keywords: *Culture, cultural dynamics, cultural variability, cultural conditionality, cultural conditionality of human activity, symbolism, traditions, customs.*

INTRODUCTION

In the field of scientific research in cultural studies, I always try to reveal the topic of "History and culture" by analyzing various aspects of their combination and interaction.[1]. Culture and history play an important role in shaping society and give an idea of our origin. These elements are necessary to preserve our identity and transmit traditions and values to generations. The preservation of artefacts, including works of art, ancient manuscripts and historical objects, is crucial to preserving our heritage and ensuring its longevity. We need to know why their preservation is important for our society. Now I want to turn to the problem that I formulated in this way: what does history consist of? What are its main "building bricks", from which the building of the history of a certain local community (people) is created?

The history of any event consists only of cultural artifacts of a different type. "History without events" is formed by artifacts of cultural stability (usually traditions), which transmit canonical customs, values of consciousness, etc. from generation to generation. The history of events is a collection of artifacts of cultural variability, i.e. any updates of the social structure of the community, nomenclature, artistic styles, etc. that it produces are usually associated with some external challenges, changes in the living conditions of the community [3]. Both together form a phenomenon called the word "history". These phenomena are presented in culturally motivated and culturally regulated forms, such as:

* products of human activity (material, intellectual, artistic, organizational, etc.),
* life processes and technologies,
* acts of individual and group behavior,
* interaction and communication procedures (customs, languages and writing systems),
* belief systems, ideas and worldviews,
* values and ideals and goal setting,
* the path of artistic creativity,
* images of social authority, etc.

In various social types of culture, a peculiar system of determining the cultural preferences of certain forms prevails: in traditional culture, they are mainly designated by customs, in specialized culture – by political or religious ideology, in popular culture – by fashion (i.e., a system of current models of social prestige). However, any socially significant actions of actions, behavior, interaction and communication of people are always culturally motivated and culturally regulated by society. There are no other manifestations of social activity of people in history.

This means that all the facts of people's social activity known to science can be subjected to cultural analysis (reinterpretation) to determine their cultural and value state. This, at least, helps to understand their motivation deeper and more precisely (in the context of the value relations of the era under study and the local cultural system), social significance, ideological relevance for their time.

How does this cultural determination of a historical event arise? I think that after A. Toynbee, we can divide the event into a specific test that causes a need for a response, and a specific response (adaptation) of the community to this test [4].

Promote understanding and understanding of different cultures: Cultural artifacts perfectly reflect the entire spectrum of human experience and are evidence of a vibrant tapestry of cultures from around the world. Each artifact contains the essence of tradition, which allows us to better understand and appreciate cultural customs. By preserving these artifacts, we raise awareness. Encourage celebrating unique customs and beliefs. For example, a traditional mask from the community offers stories about their rituals, spirituality and worldview.

By preserving and displaying artifacts, we pay tribute to these unique cultures and their heritage, constantly enriching our mosaic.

Knowledge and inspiration: Artifacts based on the wisdom of our ancestors are not inanimate objects; they serve as a source of inspiration, offering valuable lessons to future generations. They give us an idea of the achievements and challenges facing our predecessors, as well as revolutionary innovations that will become an invaluable educational resource for our society as a whole. For example, ancient architectural designs can spark architects and engineers by guiding them through historical methods in their creative processes. Works of art spanning different eras can shed light on the evolution of techniques, styles and patterns, exerting a profound influence on both contemporary artists and art lovers. By preserving these artifacts, we create an opportunity for people to learn from historical wisdom, opening up new horizons, while providing an ever-evolving cultural landscape.

Preserving our cultural heritage, accepting our origins: Artifacts play a role in fostering a sense of belonging and identity between communities and individuals. They serve as a symbol of our heritage, create a deep connection with our roots and offer an understanding of our place in the world. By preserving these artifacts, we preserve the memory of our ancestors, which allows us to maintain a sense of continuity with our cultural past. These cultural values, passed down from generation to generation, become part of both stories that shape our understanding of who we are and where we come from.

In conclusion, cultural artifacts are valuable to society because they allow us to explore and understand our history, appreciate cultures, educate future generations and protect our common identity. In order to preserve and protect these artifacts, we actively contribute to the preservation and transmission of our cultural heritage. By respecting and protecting these treasures, we can ensure the preservation of our history and traditions for future generations.

In order to theoretically establish the main aspects of human life and activity in which a person's social activity depends on his cultural attitudes, value orientations, stereotypes of consciousness, etc., I single out two main issues:

* cultural forms of historical human life aimed at analyzing the cultural significance of typical historical forms of human social activity, the formation and development of value orientations and preferences of historical communities and

* cultural meanings of the historical existence of man, aimed at recreating the forgotten meanings of various aspects of human interaction and social communication, analyzing the significance of these meanings in the dominant ideology of his time.

Cultural forms mainly reflect the adaptive variability of the ways and means of people's existence, the production of products corresponding to the changed conditions of existence (not only material, but also intellectual, artistic, social forms of organization, laws, rules, etc.). Cultural values, on the contrary, are determined by the stability of stereotypes of consciousness of community members, their devotion to traditions, historical customs. We often don't notice the typical cultural significance of our actions. Why do men shake each other's right hand with a greeting, why do we take off our hat in honor of the interlocutor, why does a woman hold a man in her arms, walks on the left, etc. But all this has a certain cultural meaning, which few people remember now.

If the cultural conditionality of certain historical events becomes more and more obvious, then the question arises whether the entire history of any nation can be considered as a systemic conflict as a cultural artifact. Firstly, we don't know the whole history of any nation. To do this, you need to know the life history of every person, all the people who created and created this people in the past. Science creates systematic knowledge about the most important social events of this event, which affect the fate of many. What ensures the consistency of this historical process? Culture again. Each historical population reacts in its own way to certain external and internal challenges, and the peculiar homogeneity of these reactions gives the national character of the people, that is, the peculiarities of its culture. Here, of course, it should be remembered that the culture of each nation, and perhaps its national character, was formed in the course of history. But arguing about the beginning of history or culture is like arguing about the beginning of a chicken or an egg. Both the history and culture of each nation are closely linked in their

temporal development and constantly influence each other. History influences the cultural content, and culture influences the forms of history.

It is important for us to understand that the regularity of the history of each nation generates its culture (in this case, reflected in the specifics of the population's response to external challenges).

In general, I believe that the cultural conditionality of the history of any nation as a systemic phenomenon is higher than a separate historical event. This is becoming obvious at the present time, when culture constantly observes failures in the implementation of the principles of European democracy in the practice of Eastern peoples (except for the "West in the east" – Japan and South Korea), focused on a different social order, a different type of power, a different degree of personal freedom, etc.

Ideology is also a vivid example of the conditionality of culture. Ideology does not affect the politics of secular and ecclesiastical authorities, the dominant ethics and aesthetics, and even the everyday behavior of ordinary people [9]. At the same time, ideology, being in a sense the mythology of power, is a kind of explicit product of the ideological and value attitudes of culture and is introduced into the consciousness of the people (first of all, into their historical consciousness) as a cultural program of socially approved behavior and judgments about social reality.

The word "history" has two meanings: firstly, a chronological sequence of events of social reality, and secondly, a systematic story of someone about this sequence [10]. Primitive history (concrete) is to some extent known to professional historians, archaeologists, anthropologists. An ordinary person basically knows only the second story (story). But if the specific events of the story are culturally conditioned to some extent, then the story about them is determined by some ideology, approved even by the narrator himself. Such an engagement may have a significant character (when the historian himself is a master of some political or intellectual teaching) or be hidden, since every historian has a systemic worldview, but he believes that the question of ridding historical science of such political engagement and turning it into neutral objective knowledge is one of the oldest issues of professional self-expression historians are one of them. But he will never find a positive solution. I am convinced that the scientific position of cultural scientists is equally biased; only in cultural studies this question has not yet become relevant (cultural studies is not much different from historical science, it is used as a means of patriotic education). But one day it will definitely happen. Therefore, the cultural conditionality of all knowledge about history is doubly relevant.

The question arises: Is an uncultured history possible? I think not. After all, history is a human activity, as well as our attempt to systematically describe this action in chronological order. But the activity of any person is more or less culturally determined. On this basis, he is a human being. Any of its characteristics is culturally determined. Therefore, an uncultured history is a different story, not based on human activity. Another question that describes and explains a person's actions. Historical science does this with an emphasis on its rational-adaptive determinants, cultural studies is more interested in its ideal-value foundations.

At the same time, interpreting history as a cultural artifact, one should avoid the risk of implementing programmed cultural views on the whole history. History is a game without rules. In any case, no one has yet been able to create a systematic set of such rules, confirmed by social reality. An example of this is the collapse of Marxist historiography, its requirement to disclose these rules, although it was developed by very qualified specialists and can be used on a global scale (not Historical, but social) as one of the methodologies of social analysis of Marxism.

So what is the difference between the representation of cultural history and the representation of general (conditionally civil) history? I don't think anything is structural. In the interpretation of certain events and situations, the emphasis is on describing the cultural attitudes of the consciousness of the corresponding people (social group), which determine the specifics of their response to these challenges from the description of their rational causes (challenges). For example, in the events of St. Bartholomew's Night in France, the spontaneous massacre of Huguenots played a decisive role (even unexpected for the political authorities, who did not plan such a scale of murder at all and even tried to isolate it in some way).it was in a big city where many shopkeepers took advantage of the opportunity to rob with impunity.

Thus, I will once again emphasize my main idea. Historical science and cultural studies investigate a single object – the forms and results (products) of human activity of the past and present, culturally determined to one degree or another, as well as their meanings and the systemic nature of their totality. In historical science, emphasizing the rational conditioning of the described phenomena, they are called historical events, and in cultural studies, emphasizing the value conditioning of such phenomena, they are called cultural artifacts. But the integral phenomenon of action and its results are described in various

interpretations. Consequently, all textural materials collected by historical science and its specialized departments (archeology, anthropology, art history) can and should be reinterpreted from the point of view of cultural studies, which will lead to a significant expansion of our knowledge about the rough and modern social reality. The cultural conditionality of the behavior of a "person in history" is identical to the socio-contextual conditionality of the behavior of a "person in culture". Historical and cultural interpretations of events/artifacts should complement each other organically.

Remnants of the Past: Artifacts that reveal history and customs serve as a gateway to the past, allowing you to discover events and customs that might otherwise disappear. They allow us to communicate with our ancestors and learn about their lifestyle, beliefs and social norms. For example, fragments of ceramics can give an idea of the life and artistic styles of people who lived thousands of years ago. Historical items, such as weapons or clothing, allow you to see the battles of fashion trends. Technological advances have been made in the era. By preserving and carefully examining these artifacts, historians and researchers can combine the secrets of history and culture to shed light on how our culture developed.

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RECYCLING OF REFINERY AND PETROCHEMICAL WASTE

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Abstract:

This article includes an analysis of recycling of refinery and results that expose the potential of the refineries to be converted into waste refineries. Thus, they will use their current units for the valorization of consumer society wastes (waste plastics and end-of-life tires in particular) that are manufactured with petroleum derivatives. Waste plastics and end-of-life tires are to be utilized properly after their lifespan. The capacity, technological development, and versatility of fluid catalytic cracking and hydroprocessing units make them appropriate for achieving this goal. Pyrolysis is considered a promising solution, providing many advantages for the environment in comparison with traditional waste management methods. Polyolefinic plastics (polyethylene and polypropylene), the waxes obtained in their fast pyrolysis, and the tire pyrolysis oils can be cofed together with the current streams of the industrial units. Plastics could be locally converted into liquid or waxy hydrocarbons in small pyrolysis units located near the municipal solid waste collection and sorting points. Accordingly, the subsequent transport of pyrolysis derivatives to the refinery would be easier as a small fleet of tanker trucks would be sufficient to collect all the products of medium-large geographical areas. Furthermore, this feed could be stored and mixed in the refinery oil terminals in order to attain a standard formulation prior to their treatment in the corresponding units.

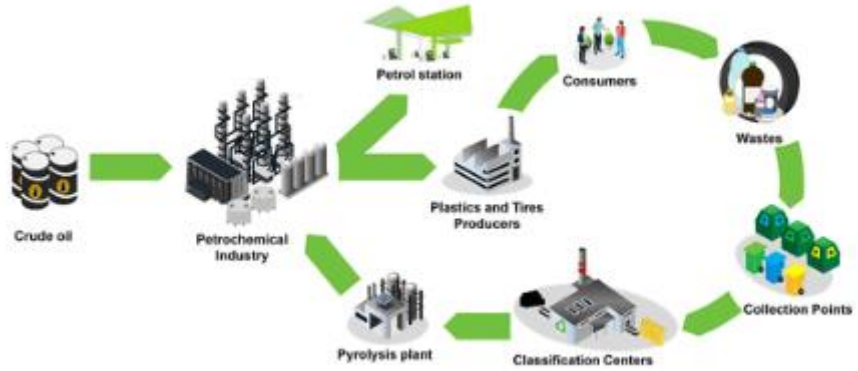
Keywords*: waste refinery, plastic wastes, tire wastes, industrial units, pyrolysis, raw materials.*

INTRODUCTION

The main reason for the progressive damage to the environment is population growth. The increasing production of consumer waste is directly related to the development and improvement of the standard of living of society. However, it has also caused one of the most serious environmental problems, which however poses a threat to human development. The following factors tend to aggravate the current environmental situation:

- replacement of traditional materials with plastic materials (packaging, construction, furniture, dishes, etc.);
- population growth and concentration (8.06 billion in September 2023 and projected 9.8 billion in 2050 with rural-to-urban migration rates increasing from 30% in 1950 to 55% in 2023);
- global public access to consumption, increasing the use of plastics, as well as the acquisition, replacement and recycling of tires. Various environmental reports that have a major impact on public opinion, such as those that analyze CO_2 emissions, global warming or the presence of microplastics in the oceans.

New agreements and laws are adopted to reduce waste generation and to manage waste, establishing political interventions to strengthen the culture of environmental protection and recycling. Hence, the adoption of 5R principles (reduce, reprocess, reuse, recycle, and recover) and the use of renewable resources has been consolidated in the daily life of the citizens and regulates the actuation of every industrial activity according to the Circular Economy [1].



EXPERIMENTAL METHODS

Asia is the region that produced the largest amount of plastics, 51% of the total amount (30% China, 4% Japan). Postconsumer waste plastics stem from five big sectors: agriculture, automotive, building and construction, distribution, and packaging. A more detailed study shows that agriculture, automotive, building and construction, and distribution sectors account for the generation of 40% of the plastic wastes, whereas the remaining 60% derives from the packaging sector. This last group is the main plastic fraction found within the municipal solid waste (MSW).

The aim of many scientists is to develop new methods for recycling some of the most produced plastics and tires. Polyolefins (PP, PE) are the main group of synthetic plastics and their wastes are very attractive material for many kinds of chemical transformation. Tertiary recycling, sometimes referred to as chemical recycling, uses chemical processes to break down polymers into value-added commodities. Typical processes include hydrolysis and pyrolysis of waste plastics [2].

Based on their versatility, the refinery units with higher prospects for managing these feeds (raw plastics, waste plastic pyrolysis oil, and EOL tire pyrolysis oil) are the following ones: catalytic cracking (FCC), hydroprocessing, steam cracking, and coker units. Moreover, taking into account their capacity and technological development, the refinery units that forge ahead in the implementation of the waste refinery are the FCC unit (in the short term, using already depreciated units) and the hydroprocessing unit (in the long term, given its higher complexity and lower implementation). The main features of these units have been summarized, together with the main research results obtained in the catalytic cracking and hydroprocessing of these wastes. Furthermore, a refinery is equipped with separation, purification, and other units appropriate for the integral valorization of the remaining streams of products obtained in the pyrolysis of waste plastics and EOL tires, such as light olefins and BTX aromatics.

The generation of plastic waste and EOL tires far exceeds the capacity of currently established management routes. This fact and the limitations derived from the environmental restrictions on incineration promote the development of new valorization routes suitable to be implemented at large scale with the required economic viability. Thermochemical routes are the most promising ones, specially fast pyrolysis, because the liquid and gaseous products obtained may be valorized in line or in subsequent catalytic stages. Pyrolysis (or thermal cracking) requires high temperatures and is commonly carried out in non-oxidizing atmospheres (in the absence of O_2). This process breaks down solid wastes into three different fractions: gas, liquid (oil), and solid (commonly known as char). The ratios of the different fractions obtained depend on the operating conditions, but especially on temperature and residence time of the volatiles. Fast pyrolysis is characterized by high heating rates and short residence time of the volatiles, which maximizes the yield of the oil obtained. Among the advantages of fast pyrolysis, those worth mentioning are as follows:

(i) versatility, as wastes of different nature (agroforestry wastes, plastics, tires, sewage sludge) can be cofed;

(ii) reduced environmental impact, as pyrolysis produces lower emissions than gasification.

Moreover, pyrolysis can be performed under vacuum by reducing the gas flow rate, but it can be also carried out in autothermal regime by cofeeding O_2. There are a variety of reactor configurations (moving, fluidized, or spouted beds) for continuous fast pyrolysis [3].

The pyrolysis of plastic wastes has gained importance due to its better environmental benefits against pollution and reduction of the carbon footprint of plastic products by minimizing carbon monoxide and carbon dioxide emission compared to combustion and gasification. Pyrolysis means the process of thermal decomposition of polymers at a temperature of 400 (450)–800 °C in a shorter time and under oxygen-free conditions. During this process, carbon products are generated, such as residues and volatile hydrocarbons, which can be condensate as fuel and non-condensible as gaseous fuel. The products of PP and PE thermal cracking are mainly a mixture of olefins (C1-C4) and aromatic compounds (benzene, toluene, xylene). The main products of polystyrenes (PS) pyrolysis is styrene. Liquid pyrolysis products from PP are similar to crude oil, but these products show the presence of ash and wax from raw materials, which reduce the quality.

On the other hand, pyrolysis can be difficult to apply and control on an industrial scale. Firstly, the process features a high energy demand. Thus, utilization of the gas produced to provide heat (except for the start-up phase) may be a key factor for ensuring the profitability of the investment. Secondly, pyrolysis requires well-sealed tanks to prevent oxygen leaking in, and relatively advanced control systems. Additionally, tires feature a relatively high sulfur content which creates some difficulties with the utilization of the pyrolysis products. Sulfur is introduced in tires in the process of rubber vulcanisation in order to achieve better stability, toughness, and heat resistance of the raw material. Long chain polymers crosslinked by sulfur bonds in vulcanised rubber provide protection by antioxidants and antiozonants resisting degradation. Sulfur from tires goes into pyrolysis products in different proportions, but it is always present in oil, char and gas. Gaseous sulfur-content compounds are especially very toxic. For instance, hydrogen sulfide and methyl mercaptan caused the death of 50% of rats at concentrations of 444 ppm and 675 ppm, respectively. Unfortunately, those compounds are also dangerous for human health and life. Methyl mercaptan attacks the central nervous system and causes death - similar to hydrogen sulfide - by respiratory paralysis. Exposure to it leads to ocular and mucous membrane irritation, headache, dizziness, staggering gait, as well as nausea and vomiting.

Moreover, one of the aims of investigating waste tyre pyrolysis is to produce valuable materials that may be used commercially, thus their safety also should be carefully studied. The nature of the effects that are caused by heavy metals can be toxic, neurotoxic, carcinogenic, mutagenic or teratogenic. Unfortunately, little attention has been paid to the content of heavy metals in pyrolysis products so far, which is surprising given the social awareness about their content in different types of waste [4].

The manufacturing of tires involves irreversible vulcanization processes. In these processes, the layers of synthetic and natural rubber, sulfur, and other components are cross-linked conferring elasticity, insolubility, and infusibility upon the tire. Consequently, the recovery of materials and chemicals from discarded tires requires energy demanding processes involving mechanical, thermal, or chemical destruction of the rubber. The trends observed in the management of EOL tires over the last 20 years have consisted in a slight increase in the routes involving material recovery and a reduction of those for energy recovery, with reuse being steady and gradually reduced.

Energy recovery is a relevant route for EOL tire management provided that environmental impacts are under control. Advantages involving the use of this waste in the ovens of ceramic and cement factories are as follows:

- saving of raw materials, electricity, and fuels;
- mitigation of CO_2 emissions due to the high content of rubber in the tires;
- the possibility of cofeeding with other wastes without affecting the efficiency of the oven.

Similarly, some advantages of EOL tire incineration are enumerated:

(i) the possibility of producing electricity and steam and

(ii) the recovery of several raw materials used in the manufacturing of the tires, such as steel wires, zinc oxide, and sodium sulfate.

Based on these facts, the tire industry approached the incineration of EOL tires in rotary kilns with the aim of producing steam for the vulcanization process and of reducing the environmental impact of this waste [5,6].

The mechanical recycling of plastics and tires and the incorporation of mechanically recycled materials alongside virgin resins into production processes has severe limitations. Thus, the repolymerization process is affected by insufficient stability of the materials, which leads to a reduction in the quality of the products obtained. Moreover, these solutions cannot be applied on a large scale. The most effective ways to improve the efficiency of these wastes are thermochemical processes. Among them, pyrolysis, either thermal or catalytic, is the one with the highest expectations for the production of fuels and chemicals because of the notable technological development it has undergone. However, the establishment of new industries for the production of fuels and raw materials from waste plastic and discarded tires has to face technological and economic challenges, apart from those involving the production of high-quality products suitable to be added to the well-established oil market.

The oil industry may be faced with recycling end-of-life (EOL) consumer products such as plastics and tires made from petroleum-derived chemicals. This review compiles various research initiatives that propose the valorization of these wastes in two conventional refinery units: fluid catalytic crackers and hydrorefiners (hydroprocessing units). Particular attention has been given to adding value to plastics (polyolefins) dissolved in current refinery streams, as well as on the valorization of the liquid products obtained in the fast pyrolysis of polyolefins (plastic pyrolysis oil, PPO) and of EOL tires (tire pyrolysis oil, TPO). The results demonstrate the potential capacity of petroleum waste refineries (refinery units) for the large-scale recycling of waste plastics and EOL tires and contribute to solving the severe environmental problems derived from their mismanagement [7,8].

Among the different types of wastes that can be found in the municipal solid waste (MSW), the ones that attract greatest attention are waste plastics and EOL tires, as hydrocarbons and chemicals produced in refineries are used in their manufacturing. Consequently, their recycling is potentially feasible in a refinery.

Waste tires (granulate) and selected plastics from the automotive industry were evaluated by using the tertiary (pyrolysis) and quaternary (calorimetry) recovering. Pyrolysis is proving to be an environmentally friendly alternative to incineration and inefficient landfilling. Currently, the main challenges for pyrolysis of plastic waste are unavailability and inconsistent quality of raw materials, inefficient and hence costly sorting, and last but not least insufficient regulations of plastic waste management. Waste plastics and tire materials were characterized by TG/DTG analysis, Py-GC/MS analysis and calorimetry. TG analysis of the investigated materials gives the typical decomposition curves of synthetic polymers. The tested samples had the highest rate of weight loss process in the temperature range from 375 °C to 480 °C. Analytical pyrolysis of the tested polymers provided information on a wide variety of organic compounds that were released upon thermal loading of these materials without access to oxygen. Analytical pyrolysis provides valuable information on the spectrum of degradation products and their potential uses. Based on the results of calorimetry, it can be stated that the determined calorific value of selected plastic and rubber materials was ranging from 26.261 to 45.245 MJ/kg depending on the ash content and its composition [9].

Plastics could be locally converted into liquid or waxy hydrocarbons in small pyrolysis units located near the municipal solid waste collection and sorting points. Accordingly, the subsequent transport of pyrolysis derivatives to the refinery would be easier as a small fleet of tanker trucks would be sufficient to collect all the products of medium-large geographical areas. Furthermore, this feed could be stored and mixed in the refinery oil terminals in order to attain a standard formulation prior to their treatment in the corresponding units.

Conventional refineries have the opportunity of operating as waste refineries cofeeding these alternative feeds and tailoring the properties of the fuels and raw materials produced to be adapted to commercial requirements within the oil economy frame. This strategy will contribute in a centralized and rational way to the recycling of the consumer society wastes on a large scale. Furthermore, the use of already existing and, especially, depreciated units for the production of fuels and raw materials (such as light olefins and aromatics) promotes the economy of the recycling process.

The involvement of the oil industry in the waste recycling chain would not require any modification in their production strategy or in the implementation of new units within the refinery complex. This way, the pyrolysis of EOL tires and waste plastics in delocalized units would allow supplying homologated liquid streams with homogeneous and controlled composition to refineries. Furthermore, associated employment may be created around these environmentally friendly small pyrolysis units, as it would be required for collection, segregation, and recycling of consumer society wastes, which means economic and social impact in the surroundings.

In short, the waste refinery is an initiative that aims at the integration of the chemical industry, especially the oil industry, in the waste recycling chains. The main goal consists of the resolution of one of the major current environmental issues, which is the inability to manage the amount of waste produced daily. The proposed strategy would create a new and coherent business network for the collection and treatment of wastes. The business network would also involve the oil industry in the sustainable development, with the benefits being as follows:

(i) the public opinion about refineries would definitely be improved;

(ii) the availability of their raw materials would increase;

(iii) tax deductions may be applied to refineries for reducing the net amounts of CO_2 emitted to the atmosphere and for contributing to preservation of the environment. Furthermore, this initiative would be a step forward in the continuous adaptation of refinery units to alternative feeds, which could be refinery streams (VGO or LCO) or new feeds, such as tar sands, bio-oil, and wastes [4,10].

RESULTS AND DISCUSSION

Pyrolysis is an environmentally friendly option for managing plastic wastes, especially addition polymers, which are the main ones within the MSW. A goal extensively studied in the literature has been recovery of monomers (light olefins) by means of fast pyrolysis in either fluidized bed reactors or other reactor types. The conical spouted bed reactor meets the conditions to fulfill this goal, as its hydrodynamics avoids the defluidization of the bed caused by the agglomeration of the molten plastic.

CONCLUSION

The increasing generation of waste plastics and EOL tires, together with the lack of economical and environmentally friendly solutions for their removal, demand rational solutions for the upgrading of high-value added materials within these wastes. These solutions must comply with the restrictions in force concerning energy products, which require the adaptation of their composition in order to be used as fuels or raw materials. The physical and chemical treatments to be used to meet the required levels must be implemented on a large scale to be economically profitable. In the end, the different waste valorization initiatives proposed are commonly hindered due to scarce capital investment. Nevertheless, these treatments can be carried out in already depreciated units commonly available in the oil industry.

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APPLICATION OF ARTIFICIAL INTELLIGENCE IN INCLUSIVE EDUCATION

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Abstract:

This research paper investigates the power of artificial intelligence in education with the goal of fostering an environment where every student can thrive regardless of their skills or disabilities. The study also explores how artificial intelligence have a possibility of being integrated into education examining methods, findings and both the advantages and challenges it presents. It looks into approaches such as artificial intelligence driven learning platforms and adaptive technologies that analyze student data to personalize course materials and provide guidance through which flexible and personalized learning experiences are promoted.

The results highlight promising outcomes showing that students using artificial intelligence powered platforms outperform those relying on traditional methods. Moreover artificial intelligence is proven to be beneficial for students with disabilities by enhancing their motivation and engagement through technologies. Assistive tools powered by artificial intelligence like text-to-speech and speech-to-text converters also play a role in improving accessibility of education for students with visual and hearing impairments. However, while recognizing the potential of artificial intelligence to enhance education this research also underscores challenges posed by it, such as privacy concerns and the importance of teacher training. It emphasizes the need for an approach that encompasses artificial intelligence technologies, with teaching methods, pedagogy principles and maintaining human interactions. In the end the conclusion emphasizes how artificial intelligence has the power to create inclusive learning environment that promotes excellence while embracing equity and diversity.

Keywords*: artificial intelligence, machine learning, education, inclusiveness, learning platforms, data analysis, adaptive learning, individualized learning.*

INTRODUCTION

Providing opportunities for all students regardless of their skills or disabilities is the objective of education. It aims to create an environment where every student can participate and thrive while promoting diversity and a sense of belonging. With the advancements in artificial intelligence technologies there is potential to enhance learning experiences for students with diverse needs through its integration, into inclusive education. This article examines the use of artificial intelligence in education through exploring its methods, findings and analysis while also addressing the potential advantages and challenges it may present.

EXPERIMENTAL METHODS

While this particular article is qualitative in nature, scientists have utilized research methods to explore the application of artificial intelligence in education. These methods encompass the development of tutoring systems, adaptive technologies and learning platforms infused with artificial intelligence. For instance learning platforms, with artificial intelligence capabilities can tailor course materials to suit each students needs, providing guidance and support. These platforms can analyze student data then identify patterns in learning and adjust the curriculum using machine learning algorithms. This approach allows students to learn at their own pace enhancing their understanding and academic achievements.

For instance, learning platforms with artificial intelligence capabilities are able to customize course materials to every student's requirement which in turn offers individualized guidance and assistance.

Machine learning algorithms are employed in adaptive technologies use to modify the task difficulty, making sure that students are adequately challenged (Doe, 2018). For example a dyslexic student might get help with text-to-speech conversion, and a student with visual impairment might find speech recognition software very helpful. These technologies offer scaffolding and immediate feedback to improve the learning process with the ability to adjust to each student's unique needs.

Artificial intelligence is used by intelligent tutoring systems to deliver guidance, feedback and adaptive teaching in accordance with each student's progress. In order to close knowledge gaps these tools evaluate student answers, spot misunderstandings and provide targeted interventions. By customising education intelligent tutoring solutions promote student engagement, motivation and autonomy. For example, Udemy, an online learning platform, uses artificial intelligence chatbots to provide students with instant assistance when they have questions.

RESULTS AND DISCUSSION

Inclusive education has seen positive developments with the integration of artificial intelligence. Students who utilized artificial intelligence based learning platforms performed better academically compared to traditional learning methods (The Impact of AI-Powered Learning Platforms on Academic Performance). As these platforms allowed students to learn at their own pace, it lead to a good grasp of concepts due to the personalized nature of the approach. Moreover, the study found that students with learning disabilities who used artificial intelligence based platforms exhibited levels of motivation and confidence in their abilities.

Moreover adaptive technologies have proven beneficial for students with impairments in terms of motivation and engagement. Students using technology showed 30% levels of engagement compared to those using traditional methods (Johnson, 2019). These technologies maintain student interest by adjusting task difficulty levels and providing feedback.

AI offers more than improved performance in inclusive education. For instance text to speech converters and voice recognition software are examples of artificial intelligence powered technologies that have significantly enhanced accessibility for students, with hearing or vision impairments.

Using these tools students have the opportunity to interact with materials independently contribute to classroom conversations and utilize resources (Johnson, 2019). In a survey conducted by the National Centre, for Learning Disabilities 91% of educators expressed their belief that artificial intelligence technologies can be beneficial for children, with diverse learning preferences (National Center for Learning Disabilities. , 2019).

CONCLUSION

The application of artificial intelligence in inclusive education has the potential to dramatically change the educational environment by delivering individualised learning experiences and promoting inclusiveness. Artificial Intelligence technologies provide personalized education, flexible assistance and enhanced usability thereby catering to the varied requirements of students. Various research findings show how integrating artificial intelligence can benefit students with disabilities, resulting in better academic achievement and advanced levels of engagement.

It's also very important to recognize the obstacles in implementing artificial intelligence in inclusive education. Some of the most important problems that need to be addressed include privacy problems, ethical issues and the need for continual teacher training. Furthermore, while artificial intelligence can improve educational opportunities, it shouldn't take the place of human connection and assistance. A balanced strategy needs to be taken that incorporates inclusive teaching methods, good pedagogy, and artificial intelligence technologies.

In conclusion, the application of artificial intelligence in inclusive education has a big potential to transform teaching methods and enable every student to realize their full potential. When the advantages and disadvantages of artificial intelligence are carefully examined artificial intelligence can help build inclusive learning environments that promote excellence, equity and diversity.

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PHYSICAL CULTURE AND SPORTS ARE THE BASIS OF A HEALTHY LIFESTYLE

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WINTER OLYMPIC GAMES AND ITS TYPES

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Abstract:

In the article, I came to the conclusion that the holding of the Winter Olympics will expand the field of the Olympic Games and increase its prestige at the international level. It really was. The Summer Games have strengthened the friendship and solidarity of athletes from all over the world. The athlete's skills are sharpened, tastes and aspirations are multiplied. n comparison with the first games, the number of winter sports in the Olympic program has increased by about 2 times, and the number of expert medals has increased by 4.5 times. In 1924-36, the program included bobsleigh-skiing, cross-country skiing, cross-country skiing, ice skating, ice hockey

Keywords :*olympiad, sport, games, international olympiad, curling, events, trampoline, mountain skiing, companies, corporates, medal, athletes, team.*

The Winter Olympics (other names: "White Olympics", "winter Olympics") are the largest international competitions in winter sports held once every 4 years under the auspices of the International Olympic Committee. The Winter Olympic Games have been held since 1924 as an addition to the Summer Games. Some winter sports were included in the Summer Olympics earlier, in 1908 and 1920. From 1924 to 1992, the Winter Olympic Games were held in the same years as the Summer Games. Since 1994, the Winter Olympic Games have been held after the summer with a 2-year shift.

The first international competitions for winter sports were the Nordic Games held in Stockholm from 1901 to 1926.

In 1894, when the International Olympic Committee was created as part of the Olympic Games, it was planned to include skating in the Olympic program. However, this sport first appeared at the 1908 Games: 4 sets of awards were played in figure skating. In free skating, Swede Ulrich Salkhov became the champion, in special figures - Russian Nikolay Panin-Kolomenkin. Englishman Madge Sayers became the women's champion, and Germany's Anna Hübler and Heinrich Burger won in pair skating.

The Winter Olympics is an international sporting event held every four years for participation in snow and water sports. The first Olympic Games, the 1924 Winter Olympics, were held in Chamonix, France. The temporary Olympic Games were reinforced by the Olympic Games held in Olympia, Greece from the 8th to the 4th century BC. Baron Pierre de Coubertin founded the International Olympic Committee (IOC) in 1894, resulting in the first joint summer Olympic Games in Athens, Greece, in 1896. The IOC is the governing body of the Olympic movement, its structure and powers are determined by the Olympic Charter.

Winter Olympic sports preliminaries (consisting of discipline operations) bobsleigh, curling, ice hockey, downhill events (including "militarized braking" disciplines, [add 2] downhill cross country events, bottom hole and springboard) and speed skating (consisting of Discipline " figure skating" and "skating")..[3 note]The Games were held every fourth year from 1924 to 1936, and were held in 1940 and 1944 during World War II, and were held in 1948. Prior to 1992, the Summer Olympics and Winter Olympics were held in the same year, and the post-1992 Games were held in 1994, with the Summer Olympics and Winter Olympics held after four years in four-year cycles, following a 1986 IOC decision.

The Winter Olympic Games have developed since their inception. Sports and disciplines were added, some of which, such as alpine skiing, luge, short track speed skating, freestyle, skeleton and snowboarding, became permanent places in the Olympic program. Some, including curling and bobsleigh, were discontinued and then reintroduced; others, such as military patrolling, were discontinued, although the current winter Olympic sport biathlon evolved from it. [Appendix 2] Other

sports, such as short-track skiing, field hockey and cross-country skiing, were demonstration sports but were never included in the Olympic Games. The growing popularity of television as a means of global communication has increased the popularity of games. They generated revenue by selling broadcast rights and advertisements, which was profitable for the IOC. This allowed for influence from outside interests such as television companies and corporate sponsors. The IOC has faced many criticisms over the decades, including internal strife, doping by Winter Olympians, and political boycotts of the Winter Olympics. Countries used the Winter Olympics as well as the Summer Olympics to demonstrate the superiority of their political systems.

Thirteen countries held the Winter Olympic Games on three continents. They are four times in the USA (1932, 1960, 1980 and 2002), three times in France (1924, 1968 and 1992) and twice in Austria (1964 and 1976), Canada (1988 and 2010), Japan (1972 and 1998), in Italy (1956 and 2006), Norway (1952 and 1994) and Switzerland (1928 and 1948). In addition, the Winter Olympics have been held only once in Germany (1936), the Soviet Union (1984), Russia (2014), South Korea (2018) and Vietnam (2022). The IOC has chosen the Italian cities of Milan and Bortina to host the 2026 Winter Olympics. There was no bid for the 2018 composition of the Southern Hemisphere's cold-weather Winter Olympics in February.

For the composition of 2022, measures were taken to register the country in each Winter Olympic Games - Australia, Canada, Finland, France, change, change, change, change, change, change, change, change, change and change. In addition, Czechoslovakia participated in all Winter Olympics before its dissolution, and then its successors, the Czech Republic and Slovakia, participated in all Winter Games. Six of these countries have won medals at every Winter Olympics—Austria, Canada, Finland, Norway, Sweden, and the United States. The United States is the only country to have won a gold medal at every Winter Olympics. Norway leads the all-time Olympic Winter Games medal table. Germany (including the former West Germany and East Germany) followed by Norway, Russia (including the former Soviet Union) and the United States of America.

Sports in which competitions will no longer be held:

- Military patrol is the ancestor of modern biathlon. The first competitions were held in 1924. Demonstration competitions were held in 1928, 1936 and 1948. In 1960, biathlon became a winter Olympic sport;
- Special figures in figure skating were presented only in 1908.

Demonstration:

- Hockey - was shown in 1952.
- Eichstock, the German version of curling, was introduced in 1936 and 1964.
- Ski ballet, later called Ski Acro, was shown in 1988 and 1992. The International Ski Federation has suspended all official competitions since 2000.
- Horse sledding (eng.), or dogs, was a demonstration sport in St. Moritz in 1928.
- Nart competitions were shown in 1932.
- Speed racing (downhill skiing) was shown in Albertville in 1992.
- Winter pentathlon was introduced in 1948.

The 2026 Olympic program in Milan-Cortina will include eight sports and 15 disciplines. These are biathlon, bobsleigh (bobsleigh, skeleton), curling, ice skating (skating, figure skating, short track), skiing (alpine skiing, cross-country skiing, cross-country skiing, ski jumping, snowboarding, freestyle), sledding, Skiing kicking* and ice hockey.

The IOC has included skiing as an additional sport in the 2026 Winter Olympic program. The full program of the 2026 Games will be approved by the IOC Executive Board in the 2022 season.

Currently, there will be no demonstration sports at Milan-Cortina-2026.

Kazakhstan performed as an individual team for the first time in 1994 at the Olympic Games. Until 1988, Kazakhstan athletes performed in the USSR national team. After the collapse of the USSR, the 1992 Summer Olympics in Barcelona and the 1992 Winter Olympics in Albertville. Kazakhstani athletes participated in a united team under the Olympic flag, and from the Winter Olympics in Lillehammer in 1994, they participated in an individual team under their own flag.

In total, he participated in 7 summer and 7 winter Olympic Games and won 72 and 8 medals, respectively.

Kazakhstan applied to host the 2022 Winter Olympics in Almaty, but according to the results of the IOC voting, Beijing was chosen as the venue.

Kazakhstan participated in the Paralympic Games for the first time in 1994 at the Winter Games in Lillehammer, and since then it has participated in all summer and winter games. Before that, Kazakhstani athletes took part in the Paralympics as part of the USSR national team and the united team.

From 1994 to 2021, Kazakhstan athletes won 9 Olympic medals, 7 of them in summer and 2 in winter Paralympics.

The first medal was won at the 1994 Winter Games in the skiing race by Love Vorobyova.

Kazakhstan has been participating in the Asian Games since 1994.

In total, they participated in 7 Summer and 6 Winter Asian Games and won 557 and 196 medals, respectively. Kazakhstan held the 2011 Winter Asian Games.

Kazakhstan has been participating in the Universiade since 1993. At the Universiade, Kazakhstan won a total of 186 medals: 106 in summer sports and 80 in winter sports. Kazakhstan held the 2017 Winter Universiade in Almaty.

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MODERN SPORT AND ITS TYPES

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Abstract:

The article shows modern sports facilities – a building, a house, built according to a certain pattern of architecture. It includes residential buildings of various types (private, multi-purpose, etc.), hotels, palaces built for various purposes (Palace of Culture, Palace of Sports, Palace of schoolchildren, etc.) and cultural and social structures (Theater, Club, etc.), houses of institutions, houses of kindergartens, schools and other educational institutions, mausoleums and temples, shops and trading houses, various household services "I don't know," he said. Building (Persian – means the concept of a house) for the purpose of construction and for each country national, lifestyle, professional-cultural, religious-social, economic management according to the characteristics, as well as the natural conditions of the place of construction, the architect's taste and design also depend on the model and variety will continue to pretend.

Keywords:*sport, health, evolution, modern, sports, games, records, achievement, event, action, physical conditions.*

Although many types of sports are a part of people's lives today, sports that have become familiar to us were not seen 100 years ago. Modern sport is mainly a series of games played as entertainment, for people's free time. Culture has a great influence on that sport. Made stronger through evolution. Over the past century, it has influenced contemporary culture and aims for standards with often changing social attitudes.

Modern sports allow anyone to do their favorite thing, increase their physical activity, improve their health, and prolong their life. We can talk about the development of domestic and world sports in the last few decades. The reason for this is achievements in sports, world records, increasing politicization of sports.

Nowadays, extreme modern sports have become very popular. It helps us get rid of the usual gray and everyday routine. Such games guarantee release of adrenaline, unforgettable moments with vivid emotions. Every day in the world there are many people who want to participate in such an adventurous event. Even if you have to spend a lot of money.

Trampoline parkour is a new sport that many appreciate, which consists of jumping elements in trampoline parkour. By jumping on a trampoline, an acrobat performs many complex and at the same time spectacular tricks. At the same time, the athlete may come into contact with other objects. For example, special vertical installations. Performing such exercises is very dangerous, so you need to practice with dexterity. It is better to start with simple exercises. Despite all the dangers, there are many advantages. It was created with the participation of the Frenchman David Bell, who is widely known for his roles in films including District 13. Unlike its ancestors, trampoline parkour is not so popular and is not yet an official movement recognized on the world stage, but has taken its first steps.

Typical forms include roofs, fences, walls, ceilings, etc. act as obstacles for a person to overcome, which leads to many different injuries. In the same form, everything is safe, because the athlete spends 99% of his time on the trampoline, in this case, it should be noted that the jumper exposes himself to the risk of various fractures, bruises, dislocations, etc., but to a much lesser extent than on the street, because trampoline classes are held in the park and if something happens, they can help him and call the doctors right away.

First of all, parkour helps to free the mind, to be alone with yourself. Secondly, the physical condition improves, endurance, flexibility, etc. Better to be safe.

Deep water solo - this sport was invented in the USA and immediately gained popularity in that country. Its essence is to climb to the top of an artificial structure and jump into a pool filled with water. Here, everything is done in the form of a competition between professionals. And their skills and physical fitness will be evaluated by a specially selected jury. The criteria system is evaluated not only on the technical aspects of climbing, but also on the aesthetics of diving.

Horseboarding - if you live far from oceans and seas and dream of snowboarding, this sport is for you. To master this sport, you need a special board on wheels and a horse in the role of traction. And some athletes use different obstacles for jumping. One thing to note is that all stunts are done without insurance and result in injury.

Padel is one of the fastest growing sports in the last few years. It is a racket game that includes elements of tennis, table tennis, squash and badminton. Padel is very simple and easy to understand, and you can learn the rules and start playing in about 20 minutes. Classic Padel is played two on two. From tennis, he learned the layout of the court and the rules of the game. Squash - there will be transparent four-meter walls around the perimeter of the game.

Tekball is a sport. Singles is played by two players, and doubles by three or four players. The game is very similar to table tennis. It uses a curved table and a soccer-like ball that can be hit on any part of the body except the hands. Internationally, the game is represented by the International Tekball Federation (FITEQ). Several world-class footballers (Neymar and Coutinho) have taken part in the competition, and the sport's possible Olympic status is being debated. Techball was invented in Hungary in 2014 by two soccer fans: former professional soccer player Gabor Borsani and programmer Viktor Husar.

Flyboarding is a great sport for those who dream of flying all their lives. It should be done in water, not on land. For this, athletes must have a special water mask, a water supply pipe and water cannon shoes. Both arms have stabilizers that control the flow of water and control the flight. As a result, the athlete rises 10-15 meters above the water and becomes euphoric. Well trained athletes put on great shows.

Ice karting or ice diving is a very extreme sport that requires a lot of preparation from you. You can try diving in special diving centers only under the guidance of experienced divers. They exist in the

Moscow region, Lake Baikal and the Volga coast. Special techniques and additional safety measures are used for ice diving.

The depth of diving usually does not exceed 50 m. Athletes are protected from hypothermia by a helmet made of thick neoprene and a hermetic wetsuit, under which they wear thermal underwear and warm clothes.

Ice karting - such competitions are held on the frozen surface of reservoirs or on a special track covered with ice. Good underwater visibility is provided by a powerful flashlight.

Freeze is a new sport created in 2017 by Josh and Cody Meeks from Georgia, USA. Freestyle is a high-intensity disc sport where you have to bounce the disc in a designated bounce area to pass your opponent. Or force them to land in the appropriate scoring area for points. The game is played in continuous gameplay style and can be played with 2 players. Equipment needed: Disc/Frisbee (5-6 recommended) and a flat area and a way to lay out the field lines (spray paint, chalk or our field belts). This game is played with a 175 gram latest style playback disc. As people get to know their side, new sports are increasing. These sports will probably add to the list of Olympic games in four or five years. Beloved sports not only raise people's mood, but also bring new success.

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PEDAGOGICAL METHODS IN TEACHING PHYSICAL EDUCATION

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Abstract:

Physical education occupies a special place in the renewal program. It provides every opportunity to increase the child's interest in the subject and improve the quality of education. As a result of the recovery program, the child's activity will increase and his tendency to play sports will be formed. He understands that this sport improves a child's cognitive abilities, as well as a person's healthy life and health.

Keywords: *physical education, principle, renewal program, personality, healthy lifestyle, method, principles, activity*

INTRODUCTION

We can say that the status of the subject "Physical Education" has increased on the basis of the current program for updating the content of education. Here the subject is not focused only on physical training according to the requirements established by certain standards. It is based on special pedagogical methods. Designed to measure bodily loads corresponding to the functional capabilities of the child's body through an individual-oriented approach.

If the action method assumes that the child develops through movement, then the competence approach assumes the acquisition of basic skills. Also, the health protection methodology considers preserving the health of the child in the process of education.

“ Physical Education” occupies a special place in the education of the individual. It promotes the physical development of the child, as well as the formation of social, independent and spiritual qualities. One of the main principles in physical education classes is activity. It is aimed at providing a comprehensive, deep understanding of those involved in physical education, developing a constant interest and need for physical education and sports, as well as encouraging them to be more active.

The implementation of these principles will help those involved in physical education to study and deeply understand the technique of performing various exercises, and to consciously and seriously look at the process of physical education.

Activity is a measure of the activity carried out by a person, the level of his involvement in work. From a didactic point of view, activity is the prerequisites, conditions and result of the conscious acquisition of knowledge, skills and abilities. The problem-based learning method is used both in theoretical classes and in practical classes.

One of the most important requirements for the quality of education of children in modern classrooms is the use of differentiation and individualization, taking into account the child’s health status, physical development, readiness for movement, and mental development.

A differentiating and individualizing approach is important both for children with high achievements in physical education and for children with low achievements in this area. Typically, poor motor development is the main reason for a student's poor performance in this lesson. A lesson designed for an average student will be boring for a high-level student. At the same time, during physical education classes, children are divided into basic, preparatory and special groups.

Therefore, it is necessary to differentiate tasks, lesson content, speed of learning material, and evaluation of results. Effectively differentiated physical education instruction allows everyone to be educated and mobilized in an appropriate and inspiring way.

In fact, it is better for the teacher to expect high results from the child and use praise to strengthen his confidence in his own abilities. Respecting the child's work, try to encourage him to increase his intrinsic motivation (e.g., personal interest, interest in the topic, pursuit of personal goals, etc.).

The child's reluctance to learn is mainly due to the teacher's inability to arouse his enthusiasm. A very important aspect of a teacher's job is to understand the many factors that help determine a child's motivation.

Therefore, the place of teaching physical education in the renewal program is special. All opportunities are provided here to increase the child’s interest in the subject and improve the quality of education. As a result of the renewal program, the child’s activity will increase and his inclination towards sports will develop. He understands that this sport improves a child’s cognitive abilities, healthy life and human health. As a result, the quality of a child's education is enhanced and high quality learning outcomes can be achieved.

CONCLUSION

In a physical education lesson, the emphasis is primarily on the development of the social competence of the individual. This means that the child's enthusiasm for self-control increases and helps him lead a healthy lifestyle.

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