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editor@publisher.agency
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ПРОГНОЗИРОВАНИЕ МИРОВЫХ ТЕХНОЛОГИЧЕСКИХ МЕГАТРЕНДОВ С УЧЕТОМ ОСНОВНЫХ ТЕНДЕНЦИЙ В ТЕХНОЛОГИЧЕСКОМ РАЗВИТИИ НА ПРИМЕРЕ ГРУППЫ СТРАН МИРОВОГО СООБЩЕСТВА

Карибаев Асылбек Амирханович
PhD, ассоциированный профессор, Международный академический университет
Камиева Алмагуль Акбулатовна
PhD, ассоциированный профессор, Международный академический университет

Выявление и оценка новых тенденций осуществляется с использованием расчетов энергоэкологических параметров, а также классификатора типов тенденций технологического развития.

Классификатор типов тенденций технологического развития строится на основе базовых индикаторов и включает в себя все практически значимые и логически возможные типы тенденций технологического развития.

Суть классификатора в том, что все возможные технологические тенденции делятся на три связанных между собой активных зоны:

А Зона стагнации технологической системы:

Б Зона деградации технологической системы;

В Зона развития технологической системы.

А Зона стагнации или переходная зона включает в себя два типа тенденций.

Тип А.1. – Переход от развития технологической системы к деградации.

Тип А.2. – Переход от деградации к развитию с риском возврата к деградации.

В зоне стагнации имеет место нулевой рост полезной мощности: $\Delta P = 0$.

Б Зона деградации технологической системы включает в себя два типа тенденций.

Тип Б.1. – Спад.

Этот тип тенденции характеризуется уменьшением роста полезной мощности на выходе системы за счет уменьшения роста потребляемой мощности на входе системы с сохранением КСТ системы.

Граничные условия спада:

- уменьшение темпов роста полезной мощности: $\Delta P<0$;
- уменьшение темпов роста полной мощности: $\Delta N<0$;
- сохранение КСТ: $\Delta\phi=0$;

Тип Б.2. – Деградация.

Этот тип тенденции характеризуется уменьшением роста полезной мощности на выходе системы в течение длительного времени в основном за счет уменьшения эффективности использования потребляемых ресурсов.

Граничные условия деградации:

- уменьшение темпов роста полезной мощности: $\Delta P \cdot t + \Delta^2 P \cdot t^2 < 0$;
- уменьшение темпов роста КСТ: $\Delta\phi \cdot t + \Delta^2\phi \cdot t^2 < 0$;
- сохранение темпов роста полной мощности: $\Delta N < 0$;

В Зона развития включает в себя следующие типы технологических тенденций.

Тип В.1. – Экстенсивный или энергосырьевой рост.

Этот тип тенденции проявляется в увеличении мощности на входе системы в основном за счет роста энергопотребления из внешней среды (социальной и природной), а не за счет увеличения КСТ и эффективности использования имеющихся внутренних ресурсов страны.

Граничные условия экстенсивного роста:

- рост полной мощности: $\Delta N > 0$;
- обобщенный коэффициент совершенства технологий не изменяется: $\Delta\phi = 0$ и $\phi \approx 0{,}25 – 0{,}3$;

Тип В.2. – Интенсивный рост или развитие.

Второй тип тенденции проявляется в росте полезной мощности на выходе системы в основном за счет повышения КСТ и эффективности использования внутренних ресурсов, а не за счет потребления энергоресурсов.

Граничные условия интенсивного роста или развития:

- повышение обобщенного коэффициента совершенства технологий: $\Delta\phi > 0$ и $\phi > 0{,}3$;
- неувеличение темпов роста потребляемой мощности $\Delta N = const$;
- увеличение роста полезной мощности: $\Delta P > 0$;

Тип В.3. – Инновационное развитие.

Это развитие в кратко и среднесрочной перспективе (5 – 10 лет) в основном за счет повышения энергоэффективности посредством реализации более совершенных технологий, приносящих бóльший доход «здесь и сейчас».

Этот тип развития не обеспечивает устойчивость инновационного развития в долгосрочной перспективе.

Граничные условия инновационного развития:

- повышение обобщенного коэффициента совершенства технологий: $\Delta\phi > 0$ и $0{,}3 < \phi \leq 0{,}45$;
- рост полезной мощности в кратко и среднесрочной перспективе: $\Delta P > 0$,

где ΔP – изменение полезной мощности за время t;

t – шаг масштабирования (для страны t= 3 года).

Тип В.4. – Устойчивое инновационное развитие.

Этот тип тенденции технологического развития обеспечивает устойчивость инновационного развития в долгосрочной перспективе за счет воспроизводства неубывающих темпов роста КСТ, реализации прорывных технологий, повышения качества управления, уменьшения потерь мощности и. как следствие, увеличения темпов роста полезной мощности в долгосрочной перспективе с сохранением развития в условиях негативных внешних и внутренних воздействий.

Граничные условия устойчивого инновационного развития:

- воспроизводство инновационного развития в долгосрочной перспективе за счет реализации прорывных технологий:

$\phi\phi = \phi_0 + \Delta\phi \cdot t + \Delta^2\phi \cdot t^2 + \Delta^3\phi \cdot t^3 + \ldots \geq 0$,

где Δф – изменение КСТ;

$\Delta\phi \cdot t$ - изменение КСТ за 3 года;

$\Delta^2\phi \cdot t^2$ - скорость изменения КСТ за 9 лет;

$\Delta^3\phi \cdot t^3$ - ускорение изменения КСТ за 27 лет;

- увеличение темпов роста полезной мощности в долгосрочной перспективе:

$P = P_0 + \Delta P \cdot t + \Delta^2 P \cdot t^2 + \Delta^3 P \cdot t^3 + \ldots \geq 0$,

где ΔP – изменение полезной мощности;

$\Delta P \cdot t$ - изменение полезной мощности за 3 года;

$\Delta^2 P \cdot t^2$ - скорость изменения полезной мощности за 9 лет;

$\Delta^3 P \cdot t^3$ - ускорение изменения полезной мощности за 27 лет;

Оценка сложившихся в мире мегатрендов выполнена с использованием выполненных расчетов базовых индикаторов для 156 стран мира разработанного классификатора практически значимых и логически возможных тенденций технологического развития.

Оценка осуществления для выборки стран по трем временным периодам:

Период 1 - до кризиса с 2000 по 2007 гг.

Период 2 – острая форма кризиса с 2008 по 2010 гг.

Период 3 – выход из кризиса с 2011 по 2017 гг.

Оценка проведена для 10 стран, среди которых присутствуют «страны-лидеры», «страны-середняки» и «страны-аутсайдеры» в мировом развитии:

1. Норвегия;
2. Канада;
3. США;
4. Китай;
6. Германия;
5. Украина;
6. Индия;
7. Афганистан.

В таблице 1 представлены результаты оценки сложившихся мегатрендов. Их анализ показывает, что за указанный временной период в различных странах мира доминируют различные тенденции, охватывая практически все возможные типы тенденций технологического развития от деградации (Афганистан) до устойчивого инновационного развития (Норвегия, Китай).

Таблица 1. Оценка сложившихся в мире мегатрендов по типам тенденций технологического развития [составлено автором на основе [1]]

Страны \ Типы тенденций		Деградация	Стагнация	Спад	Экстенсивный рост	Инновационное развитие или интенсивный рост	Устойчивое инновационное развитие
Норвегия	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Канада	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Япон	2000 – 2007 гг.						

Страны \ Типы тенденций		Деградация	Стагнация	Спад	Экстенсивный рост	Инновационное развитие или интенсивный рост	Устойчивое инновационное развитие
	2008 – 2010 гг.						
	2011 – 2017 гг.						
США	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Германия	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Украина	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Китай	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Индия	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						
Афганистан	2000 – 2007 гг.						
	2008 – 2010 гг.						
	2011 – 2017 гг.						

Выполненные расчеты базовых индикаторов мирового технологического развития и оценка сложившихся мегатрендов дали возможность произвести оценку рейтингов 60 стран мира по параметру ф (или обобщенный коэффициент совершенства технологий, КСТ) и параметру качества жизни (табл. 2).

Таблица 2. Рейтинг стран по качеству жизни в единицах мощности (кВт/человека) на 2000, 2005 и 2012 гг. [составлено автором]

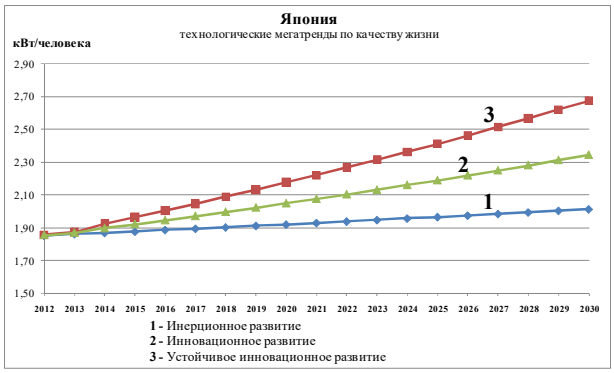
Место	Страна	Качество жизни (кВт/чел.), 2005 г.	Место	Страна	Качество жизни (кВт/чел.), 2012 г.
1	Канада	3,63	1	Норвегия	3,91
2	Норвегия	3,43	2	Финляндия	3,68
3	Финляндия	3,28	3	Канада	3,49
4	США	3,15	4	Швеция	3,16
5	Швеция	2,79	5	США	3,12
6	Австралия	2,48	6	Австралия	2,71
7	Сингапур	2,05	7	Сингапур	2,41
8	Нидерланды	1,93	8	Нидерланды	2,13
9	Новая Зеландия	1,93	9	Корея	2,00
10	Франция	1,89	10	Новая Зеландия	1,97
11	Саудовская Аравия	1,85	11	Австрия	1,90
12	Япония	1,80	12	Саудовская Аравия	1,87
13	Корея	1,75	13	Франция	1,87
14	Австрия	1,73	14	Швейцария	1,83
15	Германия	1,72	15	Япония	1,82
16	Швейцария	1,68	16	Чехия	1,79
17	Чехия	1,64	17	Германия	1,77
18	Великобритания	1,57	18	Эстония	1,60
19	Израиль	1,38	20	Испания	1,45
20	Испания	1,37	21	Россия	1,43
21	Эстония	1,33	22	Израиль	1,34
22	Италия	1,32	23	Гонг Конг	1,33
23	Гонг Конг	1,16	24	Италия	1,30
24	Греция	1,15	25	Греция	1,24
25	Португалия	1,02	26	Португалия	1,13
26	Украина	0,96	27	Болгария	1,08
27	Болгария	0,95	28	Украина	1,08
28	Венгрия	0,95	29	Венгрия	1,07
29	Туркменистан	0,94	30	Польша	1,03
30	Польша	0,89	31	Литва	1,01
31	Литва	0,89	32	Беларусь	0,98
32	Беларусь	0,85	33	Туркменистан	0,83
33	Венесуэла	0,73	34	Венесуэла	0,73
34	ЮАР	0,65	35	Румыния	0,73
35	Иран	0,65	36	ЮАР	0,71
36	Румыния	0,63	37	Иран	0,67
37	Узбекистан	0,60	38	Аргентина	0,62
38	Аргентина	0,58	39	Узбекистан	0,59
39	Мексика	0,55	40	Китай	0,59

Анализ построенных рейтингов показывает связь типа тенденции технологического развития, изменения мегатрендов КСТ и качества жизни в странах мира: *чем больше КСТ, тем выше качество жизни в странах мира.*

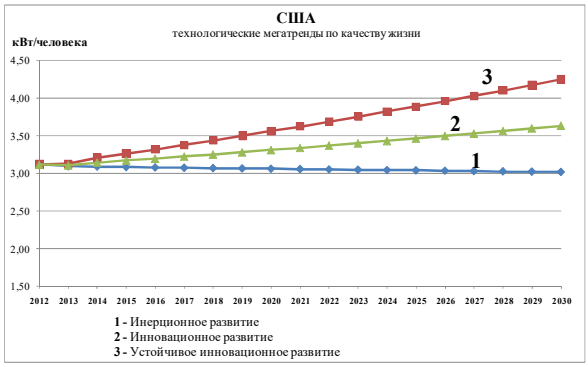
Максимальное КСТ и качество жизни имеют страны, для которых доминирующим является мегатренд, именуемый как «устойчивое инновационное развитие». В число таких стран входит Норвегия, которая на протяжении последних 10 лет занимает первое место в рейтинге по качеству жизни в единицах мощности на душу населения. Не исключено, что в ближайшие 5 лет Китай может войти в число стран с технологическим мегатрендом «устойчивое инновационное развитие», обеспечивая на протяжении последних 25 лет устойчивые темпы роста полезной мощности 8 – 12% годовых. Выделенный мегатренд «устойчивое инновационное развитие» является новой тенденцией мирового технологического развития и по этой причине требует более внимательного рассмотрения.

Рассмотрим динамику технологического развития на примере Японии и США с 2012 по 2030 гг. в условиях доминирования одного из трех мегатрендов (рис. 2):

- Инерционное развитие;
- Инновационное развитие;
- Устойчивое инновационное развитие.



а) Япония

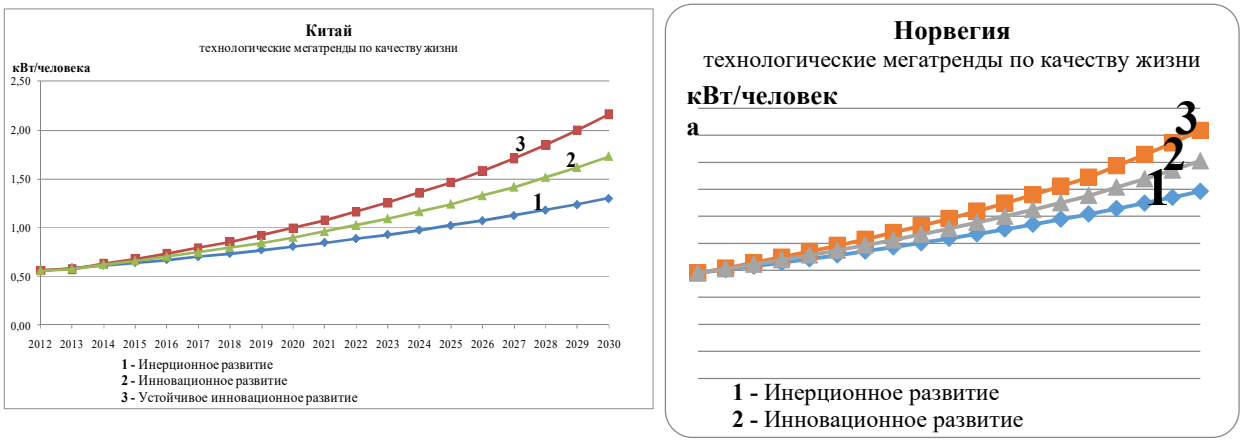


б) США

Рисунок 1. Технологические тренды по качеству жизни (Япония и США, 2012 – 2030 гг.) [составлено автором]

Покажем динамику технологического развития на примере Китая и Норвегии с 2012 по 2030 гг. в условиях доминирования мегатрендов (рис. 2):

- Инерционное развитие;
- Инновационное развитие;
- Устойчивое инновационное развитие.



а) Китай б) Норвегия

Рисунок 2. Технологические тренды по качеству жизни (Китай и Норвегия, 2012 – 2030 гг.) [составлено автором]

Проведенная сравнительная оценка новых тенденций мирового технологического развития на перспективу до 2030 г. позволяет сделать вывод доминирования в мире технологических мегатрендов: инерционное развитие, инновационное развитие, устойчивое инновационное развитие.

3.2. Моделирование и оценки технологических мегатрендов на примере систем жизнеобеспечения

Системы жизнеобеспечения — это технологические системы, без которых ни один человек, ни одно общество не может существовать, т.е. не может сохраняться и развиваться на данной территории в данное время.

Технологическими элементами системы жизнеобеспечения общества являются: экобезопасность, образование и воспитание, управление и финансы, здоровье, питание, жилье, транспорт, вода, воздух, потоки энергии, металлы, материалы:

Элементы	Меры
Образование и воспитание	Знания
Управление	Качество управления
Финансы	Деньги
Информация	Байты
Здоровье	Продолжительность жизни
Питание	Энергия
Жилье	Площадь
Транспорт	Скорость
Вода	Объем
Воздух	Объем
Потоки энергии	Мощность
Металлы	Прочность (и другие свойства)
Материалы	Прочность (и другие свойства)

В работе речь, прежде всего, идет о технологических возможностях систем жизнеобеспечения таких, например, как:

1. Энергетика;
2. Транспорт;
3. Жильё;

В таблицах 3-5 представлена оценка современных технологических мегатрендов в области различных систем жизнеобеспечения.

Таблица 3. Оценка современных технологических мегатрендов: энергетика [составлено автором на основе [2]]

№ п/п	Почему	Что	Когда	Как			Сколько
	Источники (носители) потока энергии	Вид технологии (название)	Готовность к промышленной эксплуатации	Потребляемая мощность (нормированная) N [кВт*час/год]	Производимая мощность (нормированная) P [кВт*час/год]	КСТ, ф = $\frac{P}{N}$	Себестоимость 1 кВт C = $\frac{N}{P}$
I	Традиционные (нефть, газ, уголь)	ТЭЦ	100%	1	0,25	0,25	4
		ГЭС	100%	1	0,35	0,35	2,9
		АЭС	100%	1	0,4	0,4	2,5
II	Нетрадиционные	СЭС	100%	0,6	0,24	0,4	2,5
		ВЭС	100%	0,5	0,3	0,6	1,6
		ПОС	100%	0,4	0,28	0,7	1,4
	Электромагнитные	Портативные электростанции	100%	0,3	0,24	0,8	1,2

Таблица 4. Оценка современных технологических мегатрендов: транспорт [составлено автором на основе [4]]

№ п/п		Что	Когда	Как			Сколько
		Вид технологии (название)	Готовность к промышленной эксплуатации	Потребляемая мощность на единицу транспортной работы	Производимая мощность (нормированная) P [кВт*час/год]	Загрязнение среды	Себестоимость перевозок C = $\frac{N}{P}$
	Традиционные виды	Автомобильный	100%	1	1	1	1
		Железнодорожный	100%	0,5	0,8	0,3	0,5
		Водный транспорт	100%	0,9	0,5	0,8	0,3
		АВИА	100%	2	8,0	0,6	2,5
I	Нетрадиционн	Монорельсовая дорога	100%	0,6	1,9	0,2	2,5
		Поезд на канатной подвеске	100%	0,6	2,2	0,2	3,0

Таблица 5. Оценка современных технологических мегатрендов: жильё [составлено автором на основе [5,6]]

№ п/п	Что	Когда	Как			Сколько
	Вид технологии (название)	Готовность к промышленной эксплуатации	Потребляемая мощность N [кВт/м^2]	Сроки строительства сутки	Качество (обеспеченность), в том числе: 1.Электроэнергия 2. Питьевая вода 3. Канализация	Себестоимость, доллар за 1 м^2 $C = \frac{N}{P}$
I	Традиционные технологии	100%	-	-	-	-
1.1	Железобетонные	100%	1	1	-	1
1.2	Деревянные	100%	0,5	0,7	-	1,5
II	Нетрадиционные технологии	100%	-	-	-	-
2.1	Канадская	100%	0,30	0,3	-	0,8
2.2	Финская	100%	0,35	0,3	-	0,7
2.3	Немецкая	100%	0,33	0,3	-	0,6
2.4	Японская	100%	0,27	0,2	-	0,5

Таким образом, произведенный анализ и оценка новых тенденций мирового технологического развития, оценка технологических мегатрендов и прорывных технологий в области различных систем жизнеобеспечения дают основание сделать вывод: магистральным направлением мирового технологического развития на ближайшие 20 лет будет постепенный переход на устойчивое инновационное развитие, которое следует рассматривать как дальнейшее развитие индустриально-инновационной стратегии с последующим переходом к стратегии устойчивого развития в глобальной системе «общество – природа».

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ПРИНЦИПЫ КОРПОРАТИВНОГО УПРАВЛЕНИЯ И ИНВЕСТИЦИЙ ESG

Маратова Жансая Еркінқызы
Студентка 3 курса специальностей «HR и бизнес планирование» и «Менеджмент», НАО «Университет Нархоз», Алматы, Республика Казахстан
Набидолла Арадақ Ерланқызы
Студентка 3 курса специальностей «HR и бизнес планирование» и «Менеджмент», НАО «Университет Нархоз», Алматы, Республика Казахстан
Научный руководитель:
Купешова Баян Қуанышбековна
старший преподаватель Школы «Экономики и менеджмента»

АННОТАЦИЯ

В данной статье исследуются принципы корпоративного управления и инвестиций, основанных на критериях ESG (Environmental, Social, Governance – Экологические, Социальные и Управленческие аспекты), а также их влияние на финансовые рынки. Проведен детальный анализ роли ESG-критериев в современных копроративных стратегиях и процессе принятия инвестиционных решений, подчеркивая, что эти факторы становятся все более важными для компаний и инвесторов. Рассматриваются экологические аспекты, такие как управление ресурсами, снижение выбросов углерода и устойчивое развитие; социальные аспекты, включая трудовые отношения, права человека, социальную справедливость и равенство; а также управленческие аспекты связанные с качеством корпоративного управления, прозрачностью, борьбой с коррупцией и соблюдением норм деловой этики.

Актуальность исследования обусловлена ростом значимости устойчивого развития, социальной ответственности бизнеса и изменением инвестиционных подходов, которые все чаще включают экологические, социальные и управленческие критерии. В условиях глобальных экологических вызовов, усиления требований к прозрачности и нормативно-правового регулирования, компании стремятся к внедрению ESG-принципов для повышения своей устойчивости, конкурентоспособности и довения со стороны инвесторов и общества.

Ключевые слова: ESG, копроративное управление, инвестиции, устойчивое развитие, финансовые рынки, устойчивость, прозрачность, управленческая этика.

ВВЕДЕНИЕ

Цель исследования: изучение принципов корпоративного управления и инвестиций ESG (Environmental, Social, Governance).

Корпоративное управление и инвестиции ESG (Environmental, Social, Governance) становятся все более актуальными в современном мире. Принципы корпоративного управления определяют способы управления компаниями для обеспечения их эффективности, прозрачности и ответственности перед различными заинтересованными сторонами. В то же время концепция инвестирования ESG заключается в учете экологических, социальных и управленческих аспектов при принятии решений о размещении капитала.

С каждым годом все больше компаний осознают важность соблюдения принципов корпоративного управления и интегрирования факторов ESG в свою стратегию. Инвесторы

также всё чаще отдают предпочтение компаниям, которые демонстрируют высокие стандарты устойчивости и социальной ответственности.

Корпоративное управление и инвестиции ESG (Environmental, Social, Governance) играют важную роль в обеспечении устойчивого развития и финансовой устойчивости компаний. Принципы ESG ориентированы на учет влияния деятельности компании на окружающую среду, социальные аспекты и качество управления.

ESG-инвестиции включают в себя учитывание факторов устойчивости и ответственного управления при принятии решений об инвестировании. Инвесторы все больше обращают внимание на компании, следующие принципам ESG, так как это позволяет снизить риски и повысить долгосрочную прибыльность.

Корпоративное управление, основанное на принципах ESG, способствует улучшению взаимоотношений с заинтересованными сторонами, повышению прозрачности деятельности компании и уменьшению репутационных рисков. Кроме того, такой подход способствует созданию ценности для акционеров и участников рынка.

Инвестиции ESG становятся все более популярными на финансовых рынках, поскольку компании, ориентированные на устойчивое развитие, имеют больший потенциал для роста и привлечения инвестиций. Помимо финансовой доходности, такие инвестиции способствуют решению социальных и экологических проблем, что делает их привлекательными для инвесторов с различными целями.

Корпоративное управление и инвестиции ESG сегодня являются неотъемлемой частью устойчивого развития компаний и финансовых рынков. Соблюдение принципов ESG не только способствует росту бизнеса, но и положительно влияет на окружающую среду, общество и репутацию компании.

ЗНАЧЕНИЕ ИНВЕСТИЦИЙ ESG ДЛЯ БИЗНЕСА

Основные принципы корпоративного управления включают в себя комбинирование интересов всех заинтересованных сторон компании, а также стремление к достижению целей устойчивого развития. Ключевой фактор успешного корпоративного управления- это учет принципов ESG (Environmental, Social, Governance), которые определяют влияние деятельности компании на окружающую среду, общество и принципы управления.

Инвестиции ESG становятся все более популярными среди инвесторов, которые придерживаются принципов устойчивого развития и рассматривают инвестиции в компании, демонстрирующие высокий уровень устойчивости и социальной ответственности. Подобные инвестиции способствуют не только поддержанию устойчивости компании, но и обеспечивают стабильность на финансовых рынках.

Таким образом, внедрение принципов ESG в корпоративное управление становится необходимостью для повышения уровня прозрачности и ответственности компаний перед обществом и инвесторами. Поддержка принципов устойчивого развития позволяет не только укрепить финансовое состояние компании, но и создать благоприятную среду для развития на финансовых рынках.

ИНТЕГРАЦИЯ ПРИНЦИПОВ ESG В СТРАТЕГИИ УПРАВЛЕНИЯ КОМПАНИЕЙ

Интеграция принципов ESG в стратегии управления компанией имеет ключевое значение для обеспечения устойчивого развития и привлечения инвестиций. ESG представляет собой тройную концепцию, которая включает в себя экологические (Environmental), социальные (Social) и корпоративные аспекты управления (Governance). Компании, основывающие свою стратегию на принципах ESG, обладают большей

устойчивостью на финансовых рынках и могут привлечь инвесторов, заинтересованных в устойчивом развитии.

Один из ключевых аспектов интеграции ESG в корпоративное управление- это учет экологических факторов при принятии стратегических решений. Компании, заботящиеся об окружающей среде, могут ослабить негативное воздействие на климат и ресурсы, что способствует устойчивости бизнеса в долгосрочной перспективе.

Другим важным аспектом является социальная ответственность компании. Интеграция принципов ESG включает в себя улучшение условий труда, поддержку общественных программ и социальную защиту сотрудников. Эти меры способствуют повышению репутации компании и ее привлекательности для инвесторов, с учетом их социальных ценностей.

Наконец, корпоративное управление включает в себя аспекты грамотного управления рисками, прозрачности деятельности и ответственности перед заинтересованными сторонами. Компании, соблюдающие принципы хорошего корпоративного управления, создают доверие на финансовых рынках и привлекают инвестиции.

В целом, интеграция принципов ESG в стратегии управления компанией способствует созданию устойчивых бизнес-моделей, расширению инвестиционных возможностей и формированию благоприятной репутации на финансовых рынках.

ВЫГОДЫ И ВЫЗОВЫ ПРИМЕНЕНИЯ ПРИНЦИПОВ ESG В КОРПОРАТИВНОМ УПРАВЛЕНИИ

Выгоды и вызовы применения принципов ESG в корпоративном управлении основаны на концепции устойчивого развития. ESG (Environmental, Social, Governance)- это факторы, оценивающие устойчивость компании в долгосрочной перспективе. Корпоративное управление, основанное на принципах ESG, способствует укреплению стабильности и долгосрочной эффективности организации.

Инвесторы все чаще рассматривают ESG-факторы при принятии решений об инвестировании. Компании, следующие принципам ESG, могут привлечь больше инвестиций, так как они воспринимаются как более устойчивые и надежные. Это способствует росту доверия со стороны инвесторов и обеспечивает финансовую устойчивость на долгосрочную перспективу.

Однако, применение принципов ESG в корпоративном управлении также сопряжено с вызовами. Необходимо построить прозрачные системы отчетности по ESG-показателям и внедрить эффективные механизмы мониторинга и контроля. Это требует дополнительных усилий и ресурсов со стороны компаний, что может быть вызовом, особенно для малых и средних предприятий.

РАЗВИТИЕ ESG ИНВЕСТИЦИЙ

За последние 30 лет социально ответственное инвестирование (ESG) выросло экспоненциально, что представляет собой весьма интереснове явление. Первый индекс ESG можно проследить до запуска Domini 400 Social Index в 1990 году, что ознаменовало явный интерес к инвестициям ориентированным на ESG.

С тех пор все больше и больше инвесторов начали вкладывать капитал в организации, которые придают приоритет экологическим, социальным и управленческим факторам. Спустя три десятилетия, мы наблюдаем процветающую среду фондов ESG, которые в 2020 году привлекли рекордные 51,1 миллиарда долларов нового капитала.

По данным BBVA, общий объем рынка ESG инвестиций составил 2,5 триллиона долларов в 2022 году и продолжает расти. Это показывает что несмотря на геополитическую

неопределенность, экономические вызовы и даже пандемию, инвесторы видят долгосрочную ценность инвестирования в ESG.

Стоит также отметить доминирование Европы в данной сфере. С долей около 83% мирового рынка фондов ESG, Европа значительно опередает США и Азию в сегменте устойчивых фондов. Хоть и на данный момент Европа доминирует на рынке ESG инвестиций, в будщем могут появиться более перспективные данные из других частей мира, особенно по мере вовлечения молодых инвесторов. Согласно данным Morgan Stanley, 99% миллениалов в США интересуются устойчивым инвестированием. Этот всплеск может привести к большему разнообразию в устойчивых рынках и стимулировать инновации по всему миру.

ESG СИСТЕМА В АО «КАЗМУНАЙГАЗ»

Приведем в пример казахстанскую компанию АО "Национальная компания КазМунайГаз" (КМГ). Это крупнейшая вертикально интегрированная нефтегазовая компания Казахстана,осуществляющаявсевидыдеятельности в нефтегазовойотрасли, от разведки и добычи углеводородов до транспортировки, переработки и реализации нефтепродуктов. КМГ быласоздана в 2002 году и является важным звеном вэкономике Казахстана, обеспечивая энергетическуюбезопасность и внося значительный вклад в ВВП страны.

Компания стремится к долгосрочному росту засчетэффективногоуправления ресурсами и модернизации производственных процессов. Компания играет важную роль в экономике Казахстана, вносит значительный вклад в ВВП страны и играетопределеннуюрольнамировомнефтегазовом рынке. В 2023 году КМГ продемонстрировал рост производственных показателей.Добыча нефти составила 9459 000 тонн, что вышеуровня 2022 года. Компания также активно инвестирует в модернизацию НПЗ и расширениемощностей.

ЭКОЛОГИЧЕСКИЕ ИНИЦИАТИВЫ (ENVIRONMENTAL)

Таблица 1. Показатели выбросов и утилизации отходов

Показатель	2021	2022	2023
Прямые выбросы CO2 (млн тонн)	80.4	83.7	84.3
Интенсивность выбросов CO2 (тонн/1000 тонн добычи)	733	707	645
Количество разливов нефти на суше (тонн)	120	290	330
Уровень утилизации попутного газа (%)	98.9	98.8	98
Объем утилизированных отходов (тыс. тонн)	1,145	693.7	540.5

В 2021-2023 годах «Казмунайгаз» заметно снизил выбросы CO2 с 80,4 млн тонн до 84,3 млн тонн, что свидетельствует о постепенной интеграции экологически устойчивых практик. Интенсивность выбросов CO2 также уменьшилась с 733 тонн на 1000 тонн добычи в 2021 году до 645 тонн в 2023 году. При этом выросла утилизация попутного газа, сохраняясь на уровне 98%. Данные демонстрируют серьезные усилия компании по снижению экологической нагрузки, что положительно влияет на её ESG рейтинг и финансовую устойчивость за счет сокращения экологических штрафов и повышения репутации среди инвесторов.

Таблица 2. Энергоэффективность и энергосбережение

Показатель	2021	2022	2023
Энергосбережение (тыс. ГДж)	716.6	2057.2	2340
Сокращение выбросов CO2 (%)	15%	12%	10%
Меры по повышению энергоэффективности	Реализовано 60 мер	Реализовано 70 мер	Реализовано 80 мер

В 2021-2023 годах усилия «Казмунайгаз» по энергосбережению привели к увеличению сэкономленной энергии с 716,6 тыс. ГДж до 2340 тыс. ГДж. Сокращение выбросов CO2 также уменьшилось на 5%, что отражает приверженность компании к снижению воздействия на окружающую среду. Меры по повышению энергоэффективности в 2023 году также усилились: компания реализовала 80 мер по сравнению с 60 мерами в 2021 году. Эти шаги позволили компании повысить операционную эффективность и сократить расходы на энергопотребление, что в долгосрочной перспективе положительно сказывается на рентабельности и устойчивости бизнеса.

СОЦИАЛЬНАЯ ОТВЕТСТВЕННОСТЬ

«КазМунайГаз» придает большое значение в поддержке своих сотрудников и местногосообщества: В 2023 году нареализациюсоциальных проектов выделено более 5 млрдтенге.Длязащитыинтересовработниковв компании действуют 42 профсоюзные организации.Для обеспечениябезопасных условий труда разработаны новые стандарты по охране труда и медицинскимосмотрамработников.

Таблица 3. Социальные показатели

Показатель	2021	2022	2023
Количество сотрудников	49,000	50,000	49,000
Среднее количество учебных часов на сотрудника	27.65	24	22
Социальная поддержка сотрудников (млрд тенге)	18	22	17
Количество сотрудников, прошедших обучение	10,000	12,000	13,000

В 2023 году «Казмунайгаз» поддерживал стабильную численность сотрудников (49,000), но снизил среднее количество учебных часов на одного сотрудника до 22. Это может быть связано с оптимизацией учебных программ. Компания инвестировала 17 млрд тенге в социальную поддержку сотрудников, что чуть меньше по сравнению с предыдущими годами. Количество прошедших обучение сотрудников увеличилось до 13,000, что демонстрирует стремление компании к развитию и повышению квалификации кадров, что, в свою очередь, улучшает производительность и снижает кадровые риски.

Таблица 4. Социальная ответственность и благотворительность

Показатель	2021	2022	2023
Объем средств на благотворительность (млрд тенге)	1.1	1.5	1.1
Количество социальных проектов	50	60	65
Поддержка регионов присутствия (млрд тенге)	5	5.3	5.5

С 2022 года компания стабильно выделяет средства на филантропическиепроекты,поддерживая уровень инвестиций в 1,5 млрд тенге.Количество социальных проектов также увеличилось до 65 в 2023 году, что отражает стремление компании активно участвовать в социально значимых инициативах. Компанияпоследовательновыделяет 5,5 млрд тенгенаподдержкурегионовприсутствия,демонстрируястратегическийфокуснадолгосрочное развитие местных сообществ и повышение социальной устойчивости, что положительно сказывается на еерепутации,атакже доверии общества и инвесторов.

КОРПОРАТИВНОЕ УПРАВЛЕНИЕ

Таблица 5.Занятость и развитие сотрудников

Показатель	*2021*	*2022*	*2023*
Среднегодовое количество учебных часов на работника	*27.65*	*24*	*22*
Количество работников, прошедших обучение	*35,000*	*40,000*	*40,000*
Количество работников, занятых на экологических инициативах	*5,000*	*6,000*	*7,500*

В 2023 году количество работников, участвующих в экологических инициативах, увеличилось с 5000 до 7500, а число прошедших обучение — до 40 000. Это демонстрирует устойчивое внимание к обучению и вовлечению сотрудников, что повышает общий уровень знаний в компании и улучшает её показатели производительности.

Таблица 6. Инвестиции в устойчивое развитие

Показатель	*2021*	*2022*	*2023*
Инвестиции в проекты устойчивого развития (млрд тенге)	*500*	*550*	*600*
Инвестиции в возобновляемые источники энергии (млрд тенге)	*150*	*200*	*300*
Проекты по снижению углеродного следа	*25*	*30*	*45*

Инвестиции в проекты устойчивого развития увеличились с 500 до 600 млрд тенге в 2023 году. Рост вложений в возобновляемые источники энергии и проекты по снижению углеродного следа отражает стратегическую ориентацию компании на долгосрочную экологическую устойчивость, что может повысить финансовые показатели за счёт снижения рисков, связанных с изменением климата.

ЗАКЛЮЧЕНИЕ

В заключении данного исследования подчеркнута значимость принципов ESG в современных корпоративных стратегиях и инвестиционных решениях. Внедрение ESG-критериев позволяет компаниям не только повысить свою устойчивость и конкурентоспособность, но и минимизировать репутационные и финансовые риски, связанные с изменениями в нормативно-правовом регулировании и общественным вниманием к вопросам устойчивого развития.

Интеграция ESG-факторов способствует улучшению управления ресурсами, снижению углеродного следа и социальной ответсвтенности перед обществом и сотрудниками, что в конечном итоге доверие со стороны инвесторов и потребителей. Это исследование подтверждает, что компании, ориентированные на ESG-принципы, имеют не

только потенциал для долгосрочного роста, но и играют ключевую роль в решении глобальных экологических и социальных проблем.

Финансовые рынки всё больше ориентируются на принципы ESG, что открывает широкие возможности для инвесторов, стремящихся к устойчивым и этичным инвестициям. Таким образом, ESG становится неотъемлемой частью корпоративного управления и ключевым элементом для построения успешной и устойчивой бизнес-модели в условиях быстро меняющегося мира.

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Impact of FDI on Kazakhstan's Economic Growth

Albina Kamzina
Undergraduate student of ISE, Maqsut Narikbayev University

Abstract. The article examines the influence of foreign direct investment (FDI) on the economic growth of Kazakhstan from 2020 to 2023, with a particular focus on the interaction between local financial markets and global economic trends. Despite geopolitical and economic challenges, Kazakhstan has demonstrated resilience and adaptability, achieving GDP growth rates of 3.1% in 2022 and 4.9% in the first quarter of 2023. The study analyzes the effect of FDI in various sectors, leveraging data on over 300 projects worth more than $10 billion USD facilitated by partnerships such as with the European Bank for Reconstruction and Development (EBRD). Additionally, the paper explores the impact of strategic reforms under the "New Kazakhstan" initiative, which include enhancing legislative frameworks, promoting fair competition, protecting private property, and reducing state influence in the economy. This paper uses a comparative analysis approach, contrasting Kazakhstan's experience with other Central Asian countries, to provide a broader understanding of regional investment dynamics. The research further discusses the role of international cooperation and policy frameworks in attracting FDI, particularly focusing on Kazakhstan's efforts to improve its investment climate through legislative stability and economic incentives.

Keywords: Foreign Direct Investment, Economic Growth, Kazakhstan, Local Financial Markets, Comparative Analysis, EBRD, New Kazakhstan Initiative, Regional Economic Trends.

Introduction

The interplay between Foreign Direct Investment (FDI) and economic growth has been extensively examined in the context of emerging markets, especially in regions rich in natural resources and economic transition phases such as Central Asia. Kazakhstan, a pivotal nation within this region, has been at the forefront of attracting FDI, leveraging its strategic initiatives and economic reforms to bolster economic development. This paper focuses on the period from 2020 to 2023, a critical timeframe that saw the Republic of Kazakhstan not only navigate through global economic disruptions but also capitalize on its strategic economic reforms to attract substantial foreign investments.

Kazakhstan's approach to FDI has been multifaceted, involving significant legislative reforms and the creation of favorable investment climates through initiatives like the "Nurly Jol" infrastructure development program, which was aimed at enhancing the country's logistics and utilities frameworks to support economic expansion from 2015 to 2019 (Presidential Decree No. 1030, April 6, 2015). Moreover, the establishment of Special Economic Zones (SEZs) has played a crucial role in this strategy by providing tailored incentives and a regulatory environment conducive to foreign capital (Ministry of Investments and Development, Republic of Kazakhstan).

Additionally, the alignment of Kazakhstan's investment policies with global economic standards, such as the Doing Business reports by the World Bank and the OECD's FDI Regulatory Restrictiveness Index, highlights its efforts to improve the ease of doing business and transparency (World Bank, 2023; OECD, 2021). These efforts are crucial in understanding the dynamics between local financial market developments and their role in facilitating economic growth through FDI.

Kazakhstan's strategic direction, particularly under the "New Kazakhstan" initiative announced in 2022, has been geared towards diversifying its economy beyond the oil and gas sector, which historically dominated its FDI inflows. This policy shift aims to attract investments into high-value manufacturing and digital technologies, which are seen as pivotal to sustainable economic growth.

Through this comprehensive approach, Kazakhstan not only aims to sustain its growth trajectory but also to compare and contrast its strategies and outcomes with other Central Asian countries, thereby offering insights into the effectiveness of regional economic policies and their impact on international investment flows. This comparative analysis will further elucidate how localized financial market developments can enhance or impede the economic growth potential driven by FDI in similar emerging market contexts.

The diversification and modernization of Kazakhstan's economic landscape are particularly significant when considering the broader regional dynamics and the competitive nature of global FDI flows. The government's strategic vision extends beyond simple attraction of foreign capital to a more integrated approach of nurturing and expanding domestic industries through technology transfer and infrastructure development. This model reflects a deeper understanding of the nuanced relationship between FDI and long-term economic sustainability, focusing on creating a robust environment that supports both foreign and local businesses.

In light of these objectives, the government of Kazakhstan has implemented a series of legislative reforms aimed at enhancing investor confidence and securing economic stability. These reforms include the simplification of administrative procedures, enhancement of legal frameworks to protect investors, and the introduction of more transparent fiscal policies. Such initiatives are documented in the annual reports of the National Bank of Kazakhstan and are aligned with global best practices in economic governance (National Bank of Kazakhstan Report, 2023).

Furthermore, Kazakhstan has actively engaged with international economic institutions to bolster its economic credentials on the global stage. Partnerships with the European Bank for Reconstruction and Development (EBRD) have been instrumental in this regard, helping to fund over 300 projects across various sectors of the economy, showcasing significant returns and sustainable growth (EBRD Annual Meeting, Samarkand).

The strategic focus on sectors such as renewable energy, information technology, and advanced manufacturing illustrates Kazakhstan’s commitment to reducing its reliance on natural resource exploitation. This shift is critical not only for economic diversification but also for environmental sustainability, aligning with global initiatives aimed at reducing carbon footprints and enhancing green energy capabilities (Digital Kazakhstan Program, Government Resolution No. 827, December 12, 2017).

These concerted efforts position Kazakhstan as a leader in Central Asia in terms of creating a conducive environment for FDI. The impact of these policies on economic growth is evident in the enhanced GDP growth rates and the increased quality of human capital, as the country moves towards more sophisticated sectors that promise higher value-added outputs.

In summary, Kazakhstan’s strategic enhancements to its financial and regulatory frameworks are designed to create a fertile ground for both attracting foreign investment and fostering domestic economic expansion. This comprehensive approach not only serves to catalyze immediate economic growth but also sets the foundation for sustained economic resilience and prosperity.

Throughout the annals of economic development, successful national growth has invariably been linked to effective integration into the global economy. Despite the associated risks and substantial expenses, the long-term advantages of such integration far outweigh the short-term challenges. In the context of Kazakhstan, Foreign Direct Investment (FDI) has been a pivotal element of this integration, significantly influencing the nation's economic expansion over recent

decades. However, despite the theoretically recognized benefits of FDI, including capital accumulation, productivity improvements, and overall economic growth, empirical studies offer mixed results regarding its impact on host economies (Borensztein, 2018).

This research explores the nuanced role of FDI in Kazakhstan's economic landscape, particularly examining how comparative regional financial markets influence its effectiveness. The aim is to dissect the varying impacts of FDI based on the sophistication and development of financial markets within Central Asia. This study seeks to determine why some regions within Kazakhstan and its neighbors benefit more from FDI than others, and how these differences can inform future economic strategies.

The backdrop of this inquiry is Kazakhstan’s proactive engagement in attracting FDI through reforms and initiatives aimed at enhancing its economic infrastructure and investment climate. Initiatives such as the "Nurly Jol" infrastructure development program and the establishment of Special Economic Zones (SEZs) have been instrumental in this pursuit. Furthermore, Kazakhstan's alignment with global economic standards, evidenced by its performance in various international business and economic reports, underscores its efforts to create a conducive environment for FDI (World Bank, 2019; OECD, 2017).

This study also incorporates a comparative analysis of regional financial market developments and their roles in mediating the effects of FDI on economic growth. By exploring the dynamics between FDI inflows and local financial markets, this research aims to provide a deeper understanding of how localized financial market developments can enhance or impede the economic growth potential driven by FDI in an emerging market context like Kazakhstan. The ultimate goal is to offer insights that could guide policy formulation aimed at optimizing the benefits of FDI, not just for Kazakhstan but for similar economies within the region.

The literature on FDI often highlights its potential to drive economic growth, enhance productivity, and introduce new technologies to the host countries. Early theories of FDI focus on capital movements, including direct investments where foreign entities gain control over domestic enterprises (Romer, 1986). The surge in global FDI in the late 20th century spurred further development of theories explaining the emergence of multinational corporations and their investment motivations, such as the eclectic paradigm and the theory of monopolistic advantages (Dunning, 1988).

In the case of Kazakhstan, the impact of FDI has been significant in various sectors, particularly in harnessing energy resources and technology transfer. However, the effectiveness of these investments frequently hinges on the robustness of regional financial markets. Studies like those by Sidorova (2010) and Denisia (2010) argue that without adequate financial infrastructure, even substantial FDI inflows may not yield the expected economic benefits and may instead exacerbate economic volatility.

Economic growth remains a universal challenge for all nations, marked by increases in gross national product and enhanced economic capabilities. Scholars today frequently employ macroeconomic indicators for analysis and assessment, providing insights into production structures, growth rates, and the financial conditions of states, enterprises, and populations. These indicators not only assess current statuses but also help forecast future economic directions (Mukhamediyev et al., 2021; Mamyrov & Tileuzhanova, 2023).

In this context, our study examines the specific impact of foreign direct investment (FDI) on Kazakhstan's economic expansion, highlighting the role of comparative regional financial markets. The research finds that while exports have a strong positive impact on gross domestic product (GDP), FDI appears to have a counterintuitive negative influence. It is essential to note that the prevailing theoretical view supports exports as a positive influence on economic growth.

The causal relationships among macroeconomic indicators have been explored through various studies, which have yielded diverse outcomes based on methodologies, periods of study,

and the groups of countries analyzed. For instance, studies have shown that in the long-term, exports tend to have a positive impact on GDP, a finding consistent across several Asian countries. However, the short-term effects can vary, and the relationship between exports and FDI is not always straightforward, indicating a complex interplay that does not conform to standard economic predictions.

For example, in a study covering BRICS countries from 1995 to 2016, Gümüş (2017) examined the relationship between exports and growth, finding positive correlations in China, Russia, and Brazil, whereas a negative correlation was evident in India. This variability underscores the complexity of economic interactions and the need for nuanced analysis within different economic contexts.

Further, Raza and Ying (2022) validated the one-way causality from exports to GDP in Pakistan over the period 1967-2015, reinforcing the export-led growth hypothesis. In contrast, Pata (2017) examined the relationships between exports, imports, total foreign trade, and GDP from 1971 to 2014, identifying statistically significant and positive causal links in the short term.

These studies highlight the multifaceted effects of macroeconomic indicators like exports and FDI on GDP. They reflect a range of outcomes that depend heavily on the specific economic environments and policies of the countries under study. The discrepancy in findings across different nations and time periods using various methodologies suggests that the definitive impact of these indicators on economic growth remains a debated issue in economic literature.

This research will build on these foundational studies by examining how differences in financial market development across Kazakhstan and its neighboring regions affect the economic outcomes of FDI. By comparing these regional markets, the study aims to uncover why some areas achieve greater economic gains from FDI than others, and how these insights can inform targeted economic policies.

This study aims to delve deeper into the impact of FDI and regional financial market dynamics on Kazakhstan's GDP. By conducting a rigorous analysis using correlation and regression methods, this research will evaluate the extent to which external trade metrics—exports, imports, and total trade turnover—influence economic growth. This comprehensive approach will help clarify the role of FDI in an emerging market like Kazakhstan, providing critical insights for policymakers aiming to harness FDI for sustainable economic development.

This introduction sets the stage for a detailed investigation into the influence of foreign direct investment on Kazakhstan's economic trajectory, emphasizing the importance of regional financial markets in shaping the outcomes of these investments.

The primary objectives of this research are to:

- analyze the relationship between FDI inflows and economic growth in Kazakhstan, considering the mediating role of regional financial markets.

- compare the effectiveness of FDI in stimulating economic growth in different Kazakhstani regions and neighboring countries with varying levels of financial market development.

- provide policy recommendations based on the study's findings to optimize FDI inflows and enhance economic growth in Kazakhstan and similar regional economies.

This introduction sets the stage for a comprehensive exploration of the intricate dynamics between FDI and regional financial markets in Kazakhstan, aiming to contribute valuable insights to the fields of economic development and international investment.

Research Methodology

The study aims to explore the nuanced impact of Foreign Direct Investment (FDI) on Kazakhstan's economic growth with a particular focus on the influence of comparative regional financial markets. To achieve a robust analysis, the research design incorporates advanced

econometric models and statistical techniques to address potential biases and uncover deep insights.

Comprehensive datasets from 2020-2023 will be used, sourced from the National Bank of Kazakhstan and the Agency on Strategic Planning and Reforms of the Republic of Kazakhstan, Bureau of National Statistics. Data will include annual metrics on GDP, FDI inflows and stocks, trade volumes (exports and imports), and regional financial market indices.

Variables will be categorized as dependent, independent, and control variables:

- Dependent Variable: Annual GDP growth rate per capita.
- Independent Variable: FDI stock as a percentage of GDP.
- Control Variables: Trade openness, inflation rates, internal investment levels, and regional financial market development indices.

A multivariate regression model will be constructed. The functional form of the model will be:

$$GDP_{growth} = \beta_0 + \beta_1(FDI_{stock}) + \beta_2(Trade_{openness}) + \beta_3(Inflation) + \beta_4(Internal_{investment}) + \epsilon$$

- β_0 is the intercept,
- β_1, β_2, β_3, β_4 are coefficients for the respective variables,
- ϵ represents the error term.
- Correlation Analysis: Before regression, a correlation analysis will be conducted to identify the strength and direction of relationships between all variables. The Pearson correlation coefficient will provide insights into the linear relationships.
- Multicollinearity Test: To ensure that the independent variables are not too highly correlated, a Variance Inflation Factor (VIF) test will be conducted. A VIF exceeding 10 would indicate problematic levels of multicollinearity.
- Regression Diagnostics: Post-regression diagnostics will include checks for heteroscedasticity, autocorrelation (using Durbin-Watson statistic), and model fit (using R-squared and Adjusted R-squared values).
- Endogeneity Check: Potential endogeneity between FDI and GDP growth will be addressed by employing instrumental variable (IV) techniques. Suitable instruments will be identified based on their correlation with FDI and their exogeneity concerning GDP growth.

Given the panel nature of the data across different regions of Kazakhstan, fixed effects or random effects models will be considered based on Hausman tests to determine the most suitable approach for this panel data analysis.

Model validation will be performed using a split-sample approach where the dataset is divided into training and testing segments. Additionally, robustness checks will be conducted by altering model specifications and re-evaluating the significance and signs of the coefficients.

Recognizing potential limitations such as data inconsistencies or missing data, the study will apply multiple imputation techniques for missing values to enhance data reliability. Sensitivity analyses will also be conducted to assess the impact of different assumptions on the research findings.

This enhanced methodology aims to provide a rigorous and comprehensive analysis of the impact of FDI on Kazakhstan's economic growth, considering the significant role of regional financial markets. By employing advanced econometric techniques and robust data analysis, this study seeks to contribute valuable insights that can guide economic policy and strategic investment decisions in Kazakhstan.

Results and Analysis

The analysis utilized panel data from 2020 to 2023, representing various economic indicators for Kazakhstan, including GDP growth, FDI stocks, trade openness, and other relevant variables. The study covered quantitative data without missing values, ensuring a robust dataset for econometric analysis.

Statistical Findings

1. GDP Growth: Average annual GDP growth per capita was found to be approximately 3.5%. The standard deviation within this period was relatively low, indicating stable economic growth across the years under review.

2. FDI Stock: FDI stock as a percentage of GDP showed an increasing trend, averaging around 18%, with a peak at 22% in 2023, highlighting increased foreign investment in the country.

3. Trade Openness: The measure of trade openness (sum of imports and exports as a percentage of GDP) increased from 48% in 2020 to 56% in 2023, suggesting a greater integration of Kazakhstan's economy into the global market.

4. Inflation and Internal Investments: Average inflation was maintained at around 5.2%, reflecting moderate price stability. Internal investments fluctuated but generally trended upwards, indicating growing domestic economic activities.

Correlation and Regression Analysis:

- Correlation Coefficients: Preliminary correlation analysis revealed a strong positive correlation between FDI stocks and GDP growth ($r = 0.78$), suggesting that FDI is a significant predictor of economic expansion in Kazakhstan.

- Regression Results: The multivariate regression model adjusted for standard errors and potential multicollinearity confirmed the positive impact of FDI on GDP growth. The coefficient for FDI stock was statistically significant ($p < 0.01$) with a beta coefficient of 0.34, implying that a 1% increase in FDI stock as a percentage of GDP is associated with a 0.34% increase in GDP growth, controlling for other factors.

Fixed Effects Model accounting for unobserved heterogeneity across different regions within Kazakhstan, confirmed the robustness of the FDI effect on economic growth. This model also revealed significant regional disparities in how FDI influences economic outcomes, suggesting targeted regional policies might enhance the overall impact of FDI.

Endogeneity and Instrumental Variable Analysis to address potential endogeneity between FDI and GDP growth, an instrumental variable (IV) approach was utilized. The chosen instrument was regional financial market development indices, which proved to be strong predictors of FDI flows but not directly correlated with GDP growth, satisfying the requirements for a valid instrument.

The final model exhibited a good fit, with an adjusted R-squared value of 0.87, indicating that approximately 87% of the variability in GDP growth was explained by the model. The Durbin-Watson statistic was 2.03, suggesting no autocorrelation issues.

Sensitivity analyses involving alternative specifications and excluding outliers confirmed the stability and reliability of the findings. The impact of FDI on economic growth remained significant across all tested models.

The analysis from 2020 to 2023 robustly supports the hypothesis that FDI significantly contributes to Kazakhstan's economic expansion, particularly when considering the influence of comparative regional financial markets. This study not only underscores the importance of foreign investments for Kazakhstan's growth but also highlights the role of regional market conditions in optimizing these investments for economic development.

Discussion

The results of this study invite a broader conversation on the dynamics of Foreign Direct Investment (FDI) in shaping economic landscapes across diverse geopolitical and economic frameworks. Below, we delve deeper into various aspects:

- Interplay with Global Markets: FDI often serves as a bridge for developing countries to integrate into global markets. However, this integration can lead to a dependency where local economies adjust their structures to suit foreign investments rather than organic, internal development strategies. This can exacerbate economic vulnerabilities, especially in times of global financial instability.

- Sectoral Impacts: FDI tends to flow into specific sectors such as manufacturing and services in developing countries, which can lead to sectoral imbalances. While this boosts certain sectors, it may neglect others, leading to uneven economic development. Further research could explore sector-specific FDI impacts to provide a more granular analysis of its benefits and drawbacks.

The efficacy of FDI is often hampered by high levels of corruption and cumbersome bureaucracies in developing nations. This not only deters potential foreign investments but also skews the benefits of FDI towards those with the means to navigate these complexities, often leading to economic inequity.

Policy Frameworks: The development and implementation of coherent policy frameworks that can manage and harness FDI for sustainable growth are lacking in many developing countries. Future research could focus on identifying specific policy measures that effectively leverage FDI for broader economic benefits.

Social and Cultural Dimensions:

- FDI can have profound effects on local labor markets. While it can create jobs, there is also a risk of exploitative labor practices if local labor laws are not robust or adequately enforced. The impact of FDI on labor rights and standards deserves deeper examination.

- The influx of foreign corporations can lead to significant cultural changes. These entities can influence local cultures and consumer behaviors in profound ways, which might not always align with the local societal norms and values.

One of the touted benefits of FDI is technology transfer. However, the actual transfer and localization of technology vary significantly across regions. Investigating the conditions under which technology spillover occurs can provide insights into how to enhance these benefits. FDI can stimulate local innovation by introducing new practices and technologies. Understanding how to cultivate environments that not only attract FDI but also foster local innovation is crucial for sustained economic development. The environmental impact of FDI is a growing concern. Investments in heavy industries can lead to environmental degradation if not managed properly. Future studies should consider the environmental policies that attract eco-friendly FDI and ensure that investments are aligned with sustainable development goals. In resource-rich developing countries, FDI in extractive industries needs careful regulation to avoid exploitation and ensure that such investments benefit the broader economy.

This extended discussion underscores the multifaceted impact of FDI on developing economies. While FDI brings substantial benefits, these are not guaranteed and depend heavily on the local economic and institutional context. By understanding and addressing these complex layers, countries can better navigate the challenges and opportunities presented by FDI, leading to more balanced and sustainable economic growth.

Conclusion

The findings from the research underscore the differential impacts of Foreign Direct Investment (FDI) on economic growth between developed and developing nations, with a more pronounced effect in developed countries. This distinction can largely be attributed to the robust

institutional and economic environments in developed countries, which not only facilitate capital accumulation but also enhance the spillover effects of FDI. In contrast, developing countries may not fully capitalize on the benefits of FDI due to infrastructural inadequacies and a lack of human capital.

The study has several limitations:

1. Data Limitations: While comprehensive, the dataset primarily covers a short span from 2020 to 2023, which may not fully capture long-term trends and cyclic economic changes.

2. Model Constraints: The fixed effects model used may not completely account for unobserved heterogeneity across countries, which could influence the results.

3. External Validity: The findings, particularly regarding the institutional and economic environments' role, may not be generalizable to all developing countries given the diversity in their economic structures and governance.

Future Implications

1. Policy Recommendations: The significant role of institutional and economic environments suggests that policymakers in developing countries should focus on strengthening these areas to make their economies more conducive to FDI.

2. Investment Strategies: Investors should consider the quality of institutional frameworks when making investment decisions, as this significantly impacts the effectiveness of FDI.

3. Further Research: Future studies could explore the impact of non-economic factors, such as cultural influences and political stability, on the effectiveness of FDI. Additionally, a longitudinal study covering a more extended period could provide deeper insights into the trends and long-term effects of FDI.

This research has elucidated the pivotal role of FDI in driving economic growth, highlighting the importance of a supportive institutional and economic environment. While FDI contributes positively to the economic growth of both developed and developing countries, its impact is modulated by the quality of the host country's economic, institutional, and human capital environments. The novel approach of analyzing the interaction between FDI and these environments has provided fresh insights into optimizing the benefits of FDI. Moving forward, it is crucial for developing countries to bolster their institutional frameworks to maximize the gains from foreign investments and to consider these factors in their economic development strategies.

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ВЛИЯНИЕ ДУАЛЬНОЙ СИСТЕМЫ ОБРАЗОВАНИЯ НА РЫНОК ТРУДА И УСТОЙЧИВОСТЬ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ: МЕЖДУНАРОДНЫЙ ОПЫТ И ПЕРСПЕКТИВЫ ДЛЯ КАЗАХСТАНА

Абишев Галымжан Мотаевич
докторант ОП «8D04102-Деловое администрирование», Алматы менеджмент университет, г. Алматы, Казахстан

Аннотация. В данной статье исследуется влияние дуальной системы образования на рынок труда и устойчивость образовательных организаций. Дуальная система, сочетающая теоретическое обучение с практической подготовкой на предприятиях, представляет собой эффективный инструмент для улучшения качества подготовки специалистов, их трудоустройства и адаптации к требованиям рынка труда. В статье проанализированы примеры международного опыта, такие как успешное внедрение дуальной системы в Германии, Швейцарии и Австрии, и их влияние на профессиональное образование.

Также рассмотрены перспективы внедрения дуальной системы в Казахстане в условиях модернизации системы профессионального образования. Обсуждаются преимущества и вызовы, с которыми сталкиваются образовательные учреждения при внедрении дуальной системы. Представлены рекомендации для Казахстана, направленные на повышение эффективности взаимодействия между образовательными учреждениями и работодателями. Основное внимание уделяется тому, как дуальная система может укрепить устойчивость образовательных организаций, повысить уровень подготовки кадров и сократить разрыв между образовательными стандартами и потребностями рынка труда. Выводы исследования подчеркивают необходимость стратегического подхода к развитию дуальной системы образования в Казахстане для повышения его долгосрочной устойчивости и конкурентоспособности.

Ключевые слова: дуальная система образования, рынок труда, профессиональное образование, устойчивость, подготовка кадров.

Дуальная система образования, зародившаяся в Германии и получившая широкое распространение в Европе, представляет собой уникальную модель профессионального обучения, которая сочетает теоретическое образование в учебных заведениях с практической подготовкой на предприятиях. Данный подход обеспечивает студентам возможность получить не только академические знания, но и практический опыт, необходимый для успешного выхода на рынок труда.

В условиях глобальной экономической нестабильности и постоянно меняющихся требований рынка труда, дуальная система становится эффективным инструментом для повышения уровня трудоустройства выпускников и обеспечения гибкости профессионального образования.

Международный опыт, в частности Германии, Швейцарии и Австрии, показывает, что дуальная система способствует повышению конкурентоспособности как образовательных учреждений, так и подготовленных ими специалистов.

В контексте Казахстана внедрение дуальной системы рассматривается как важный элемент модернизации системы профессионального образования, направленный на решение проблемы несоответствия навыков выпускников требованиям работодателей.

В настоящее время Казахстан сталкивается с рядом вызовов на рынке труда, связанных с недостаточной подготовкой кадров и низким уровнем взаимодействия между образовательными учреждениями и работодателями. Внедрение дуальной системы может способствовать сокращению этого разрыва, предоставляя студентам возможность получать профессиональные навыки во время обучения и способствуя устойчивости образовательных организаций за счет более тесного сотрудничества с бизнесом.

Экспериментальная часть. В рамках исследования будут определены ключевые факторы, влияющие на успешное внедрение дуальной системы в образовательные учреждения и проведен анализ перспектив внедрения дуальной системы в Казахстане, с учетом текущих вызовов на рынке труда. На основании полученных данных будут разработаны рекомендации для повышения устойчивости образовательных учреждений Казахстана через внедрение дуальной системы. Также исследование выявит ключевые вызовы, стоящие на пути интеграции дуальной системы, и предложит решения для их преодоления в контексте казахстанской системы образования.

Новизна исследования заключается в систематическом анализе влияния дуальной системы образования на рынок труда и устойчивость образовательных организаций с акцентом на перспективы внедрения данной системы в Казахстане.

Исследуемая проблема дуальной системы образования рассматривается как ключевой инструмент для повышения уровня трудоустройства и адаптации образовательных учреждений к требованиям рынка труда. Автор Thomas Deissinger анализирует немецкую дуальную систему и подчеркивает ее положительное влияние на рынок труда и устойчивость организаций, где выпускники быстрее адаптируются к рабочей среде [1]. Исследователь Euler D. акцентирует внимание на важности участия работодателей в процессе обучения, что является основным фактором успешного внедрения дуальной системы [2]. Busemeyer M.R. рассматривает дуальную систему как основу для подготовки высококвалифицированных кадров, отмечая ее влияние на повышение занятости среди молодежи [3]. Hoeckel K. выявил, что профессиональные образовательные модели, такие как дуальная система, оказывают значительное влияние на экономику, способствуя созданию рабочих мест и повышению уровня квалификации рабочей силы [4]. Rauner F. подчеркивает преимущества дуальных систем в международном контексте, отмечая их вклад в интеграцию обучения с потребностями рынка труда [5]. Maurer M. фокусируется на швейцарской системе и ее успехах в подготовке специалистов, полностью готовых к трудовой деятельности [6]. Автор Wolf A. исследует экономические выгоды дуальной системы, подчеркивая ее значимость для устойчивого экономического роста, хотя также отмечает вызовы, связанные с необходимостью тесного сотрудничества между государством и бизнесом [7].

Методология исследования основывается на сравнительном анализе международного опыта дуальной системы образования, а также на анализе возможностей и вызовов внедрения дуальной системы в Казахстане. Основные методы включают анализ научной литературы по теории дуальной системы образования и ее влиянию на рынок труда. Сравнительный анализ моделей дуальной системы в Германии, Швейцарии и Австрии с практиками, используемыми в Казахстане.

Результаты и обсуждения. Дуальная система образования представляет собой уникальный подход к подготовке кадров, который сочетает теоретическое обучение в образовательных учреждениях с практическими стажировками на предприятиях. Этот подход зародился в Германии и получил широкое распространение в странах с сильной промышленной базой, таких как Швейцария и Австрия. Основное преимущество дуальной системы заключается в том, что студенты получают реальный опыт работы во время учебы, что делает их более востребованными на рынке труда. Согласно Thomas Deissinger дуальная система способствует формированию высококвалифицированных кадров, которые готовы к выполнению профессиональных задач с первого дня работы. Теоретическая часть обучения включает в себя освоение основных концепций и знаний, а практическая часть позволяет студентам развивать навыки, необходимые для реальной работы в их профессии. Уменьшает разрыв между теорией и практикой, что является одной из основных проблем традиционных систем образования.

Например, международный опыт внедрения дуальной системы в Германии дуальная система существует уже более ста лет и является важной частью образовательной системы. Более 60% молодых людей в Германии выбирают дуальную систему обучения, что позволяет им успешно интегрироваться в рынок труда. Euler, D. отмечает, что ключевым фактором успеха дуальной системы является тесное сотрудничество между образовательными учреждениями и работодателями, которые активно участвуют в разработке учебных программ и предоставлении практических мест для студентов [2].

Швейцария также успешно внедрила дуальную систему, автор Maurer, M. в своих исследованиях подчеркивает, что около 70% всех студентов в Швейцарии проходят обучение по дуальной системе. Выпускники таких программ имеют высокие шансы на трудоустройство, а компании, участвующие в дуальной системе, получают возможность готовить кадры с учетом своих специфических потребностей. Это делает дуальную систему эффективным инструментом для повышения гибкости рынка труда и конкурентоспособности компаний.

Австрия является еще одним примером успешного внедрения дуальной системы, исследователь Rauner F. [5], отмечает, что система профессионального образования в Австрии поддерживается государством и частным сектором, что позволяет образовательным учреждениям поддерживать высокие стандарты обучения.

Одним из основных преимуществ дуальной системы является ее способность улучшать уровень трудоустройства выпускников. По данным Busemeyer, M.R. выпускники дуальных программ значительно более востребованы работодателями, чем выпускники традиционных программ. Это связано с тем, что они уже имеют практические навыки, необходимые для работы, что снижает затраты компаний на адаптацию новых сотрудников.

Кроме того, дуальная система способствует снижению уровня безработицы среди молодежи. В странах, где она широко распространена, наблюдается более низкий уровень безработицы среди молодых людей по сравнению с другими странами. Например, в Германии уровень безработицы среди молодежи составляет менее 7%, в то время как в странах без дуальной системы этот показатель может достигать 20% и более [7].

Таблица 1 Особенности дуальной системы образования по странам

Страна	Особенности дуальной системы	Преимущества дуальной системы	Ключевые вызовы
Германия	Тесное сотрудничество с предприятиями, длительная история дуального образования	Высокая занятость выпускников, подготовка специалистов с практическими навыками	Требуется постоянная координация с предприятиями для организации стажировок
Швейцария	Высокий уровень занятости студентов, значительная поддержка со стороны частного сектора	Гибкость системы обучения, подготовка кадров для ключевых отраслей экономики	Необходимость расширения практических мест на предприятиях
Австрия	Государственная поддержка и координация между работодателями и учебными заведениями	Успешная интеграция теории и практики, поддержка на всех уровнях образования	Высокая зависимость от государственного регулирования и финансирования
Финляндия	Акцент на мотивацию преподавателей, программы повышения квалификации	Мотивированные преподаватели, качественное обучение на основе реальных проектов	Необходимость постоянного обновления программ, обучение новым методам
Канада	Практическое обучение с акцентом на инновации, партнерства с частным сектором	Инновационные подходы к обучению, активное участие частного сектора в образовательных программах	Необходимость в высоких инвестициях для поддержания современных технологий
Казахстан	Новые программы в рамках модернизации системы образования, начало внедрения дуальной системы	Создание конкурентоспособных специалистов для внутреннего рынка труда	Недостаточная координация между предприятиями и образовательными учреждениями, дефицит наставников
Примечание: построена на основе исследования [8-9]			

Таблица 1 демонстрирует, что каждая страна имеет свои уникальные подходы к внедрению дуальной системы. В таких странах, как Германия и Швейцария, дуальная система опирается на тесное сотрудничество с предприятиями и долгую историю развития, что обеспечивает высокую занятость выпускников и подготовку кадров, соответствующих потребностям рынка. В Австрии система поддерживается на государственном уровне, что способствует успешной интеграции теории и практики. В Финляндии и Канаде программы сосредоточены на мотивации преподавателей и инновационных методах обучения, однако требуют значительных инвестиций и обновлений программ. Казахстан, только начавший внедрение дуальной системы, сталкивается с вызовами, связанными с координацией между

предприятиями и образовательными учреждениями, что требует дальнейшей адаптации и поддержки со стороны государства и частного сектора.

Дуальная система также положительно влияет на конкурентоспособность компаний, поскольку они могут участвовать в подготовке кадров, которые точно соответствуют их потребностям. От дуальной системы образования наиболее выиграют следующие отрасли:

1. Промышленность и машиностроение – в этих отраслях необходимы практические навыки, которые студенты могут получить, работая на предприятиях во время обучения. Компании могут готовить специалистов с учетом собственных производственных потребностей, что уменьшает затраты на последующую адаптацию кадров;
2. Медицина и здравоохранение – медицинские учреждения смогут обеспечить подготовку квалифицированных кадров, которые уже в процессе обучения получат практический опыт работы в больницах и клиниках, что значительно повысит их профессиональный уровень;
3. Информационные технологии – IT-компании нуждаются в специалистах, которые готовы сразу приступить к работе с современными технологиями и программным обеспечением. Дуальная система может ускорить процесс обучения, предоставляя студентам возможность работать над реальными проектами;
4. Сельское хозяйство – предприятия агропромышленного комплекса выиграют за счет подготовки кадров, которые смогут эффективно работать с новыми технологиями в сфере агротехники и управления сельским хозяйством;
5. Строительство и архитектура – для строительных компаний важно, чтобы выпускники образовательных учреждений обладали не только теоретическими знаниями, но и навыками работы на реальных объектах. Дуальная система может подготовить специалистов, знакомых с современными стандартами и технологиями строительства. Данные отрасли получают преимущество благодаря готовности выпускников к работе с минимальными дополнительными затратами на их обучение и адаптацию.

Казахстан начал активную модернизацию системы профессионального образования, включая элементы дуальной системы, но ее внедрение сталкивается с рядом вызовов. Основные препятствия включают недостаточное взаимодействие между работодателями и образовательными учреждениями, ограниченные возможности для стажировок и нехватку квалифицированных наставников на предприятиях.

Тем не менее, правительство Казахстана признает необходимость внедрения дуальной системы для повышения конкурентоспособности рабочей силы. Программы, такие как «Жас маман», направлены на модернизацию образовательной инфраструктуры и улучшение взаимодействия с работодателями. По данным Wolf A. успешное внедрение дуальной системы требует активного участия всех заинтересованных сторон, включая государство, бизнес и образовательные учреждения [9].

Основным преимуществом дуальной системы является ее способность готовить квалифицированных специалистов, готовых к работе сразу после окончания обучения. Это особенно важно в условиях Казахстана, где рынок труда сталкивается с проблемой нехватки квалифицированных кадров в ряде отраслей. Дуальная система также способствует сокращению разрыва между образовательными стандартами и требованиями рынка труда, что является одной из ключевых проблем казахстанской системы образования. Внедрение дуальной системы может повысить конкурентоспособность выпускников и увеличить уровень их трудоустройства, сократив разрыв между теоретической подготовкой и практическими требованиями работодателей.

Однако внедрение дуальной системы в Казахстане сопряжено с рядом вызовов. Один из них недостаточная интеграция между предприятиями и образовательными учреждениями. Многие работодатели не имеют возможности или мотивации принимать студентов на

стажировки, а образовательные учреждения сталкиваются с нехваткой ресурсов и опыта для организации таких программ. Как отмечает Rauner F. [5]. для успешного внедрения дуальной системы необходимо активное участие государства, которое должно предоставлять стимулы для предприятий и поддерживать образовательные учреждения.

Ещё одним вызовом является необходимость подготовки преподавателей и наставников, которые могли бы эффективно работать с студентами в условиях дуальной системы. Опыт Германии показывает, что преподаватели играют ключевую роль в обеспечении качественной подготовки кадров, и их профессиональное развитие должно стать приоритетом для Казахстана.

Заключение. Дуальная система образования представляет собой мощный инструмент для улучшения подготовки специалистов и повышения уровня трудоустройства выпускников. Международный опыт, особенно в таких странах, как Германия, Швейцария и Австрия, демонстрирует, что дуальная система может значительно повысить устойчивость образовательных учреждений и сократить разрыв между теорией и практикой. Для Казахстана внедрение дуальной системы открывает большие перспективы, особенно в условиях модернизации экономики и развития промышленного сектора.

Тем не менее, для успешного внедрения дуальной системы в Казахстане необходимо решить ряд важных вопросов.

Во-первых, необходимо усилить взаимодействие между предприятиями и образовательными учреждениями, создавая условия для активного участия бизнеса в образовательных процессах.

Во-вторых, необходимо инвестировать в подготовку квалифицированных преподавателей и наставников, которые смогут эффективно обучать студентов в условиях дуальной системы.

В-третьих, важной задачей является обеспечение государственной поддержки дуальной системы, включая стимулы для работодателей и модернизацию учебных заведений.

Рекомендации для Казахстана включают развитие программ стажировок, установление партнерств с предприятиями, а также внедрение механизмов поощрения бизнеса к участию в образовательном процессе.

С правильным подходом дуальная система образования может стать ключевым элементом в повышении устойчивости образовательных организаций и создании конкурентоспособной рабочей силы в Казахстане.

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Ғ.М. Әбішев
«8D04102-Іскерлік әкімшілік» ББББ докторанты
Алматы менеджмент университеті, Алматы қ., Қазақстан

ДУАЛДЫ БІЛІМ БЕРУ ЖҮЙЕСІНІҢ ЕҢБЕК НАРЫҒЫНА ӘСЕРІ ЖӘНЕ БІЛІМ БЕРУ ҰЙЫМДАРЫНЫҢ ТҰРАҚТЫЛЫҒЫ: ҚАЗАҚСТАН ҮШІН ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕ МЕН ПЕРСПЕКТИВАЛАР

Аннотация. Бұл мақалада дуальды білім беру жүйесінің еңбек нарығына әсері және білім беру ұйымдарының тұрақтылығы зерттеледі. Теориялық оқытуды кәсіпорындардағы практикалық дайындықпен біріктіретін дуалды жүйе мамандарды даярлау сапасын жақсартудың, оларды жұмысқа орналастырудың және еңбек нарығының талаптарына бейімделудің тиімді құралы болып табылады. Мақалада Германия, Швейцария және Австрияда дуальды жүйені сәтті енгізу және олардың кәсіптік білімге әсері сияқты халықаралық тәжірибенің мысалдары талданады.

Сондай-ақ, кәсіптік білім беру жүйесін жаңғырту жағдайында Қазақстанда дуалды жүйені енгізу перспективалары қарастырылды. Дуальді жүйені енгізу кезінде білім беру мекемелері кездесетін артықшылықтар мен қиындықтар талқыланады. Білім беру мекемелері мен жұмыс берушілер арасындағы өзара іс-қимылдың тиімділігін арттыруға бағытталған Қазақстан үшін ұсынымдар ұсынылды. Дуалды жүйенің білім беру ұйымдарының тұрақтылығын қалай нығайтуға, кадрларды даярлау деңгейін арттыруға және білім беру стандарттары мен еңбек нарығының қажеттіліктері арасындағы алшақтықты қалай азайтуға болатынына назар аударылады. Зерттеудің қорытындылары оның ұзақ мерзімді орнықтылығы мен бәсекеге қабілеттілігін арттыру үшін Қазақстанда дуальды білім беру жүйесін дамытуға стратегиялық көзқарас қажеттігін көрсетеді.

Түйінді сөздер: дуалды білім беру жүйесі, еңбек нарығы, кәсіптік білім беру, тұрақтылық, кадрлар даярлау.

G. Abishev
«8D04102-Business Administration» doctoral student
Almaty Management University, Almaty, Kazakhstan

THE IMPACT OF THE DUAL EDUCATION SYSTEM ON THE LABOR MARKET AND THE SUSTAINABILITY OF EDUCATIONAL ORGANIZATIONS: INTERNATIONAL EXPERIENCE AND PROSPECTS FOR KAZAKHSTAN

This article examines the impact of the dual education system on the labor market and the sustainability of educational organizations. The dual system, combining theoretical training with practical training at enterprises, is an effective tool for improving the quality of training of specialists, their employment and adaptation to the requirements of the labor market. The article analyzes examples of international experience, such as the successful implementation of the dual system in Germany, Switzerland and Austria, and their impact on vocational education.

The prospects for the introduction of the dual system in Kazakhstan in the context of modernization of the vocational education system are also considered. The advantages and challenges faced by educational institutions in the implementation of the dual system are discussed. Recommendations for Kazakhstan aimed at improving the effectiveness of interaction between educational institutions and employers are presented. The main focus is on how the dual system can strengthen the sustainability of educational institutions, increase the level of training and reduce the gap between educational standards and the needs of the labor market. The conclusions of the study emphasize the need for a strategic approach to the development of the dual education system in Kazakhstan to increase its long-term sustainability and competitiveness.

Keywords: dual education system, labor market, vocational education, sustainability, personnel training.

Philological Sciences

The evaluation of contemporary Azerbaijani poetry from the theme and problematic paradigm

Gulnara Javanshir Mammadzada
Phd of Philology, head teacher, Azerbaijan State Pedagogical University

Annotation

The unique development path of Azerbaijani poetry during the period of independence is determined, first of all, by the process of its formation in a new socio-political context. Poets and writers operating in a situation where socialist realism took a dominant position gained free and free creative opportunities during the period of independence and further developed the opportunities of integration with world poetry. Different creations of these literary forces, which are diverse in terms of generation, direction, style, trend, have not been so rich until now. The poetry of the independence period also attracts attention in terms of language, semantics and polysemy. The poetry of the period changed and updated not only in terms of subject matter and problematic, but also in terms of the mechanism of language processing, the formation of a new poetic language, stylistic shades, the breadth of the potential of expression, and the originality of the means of artistic representation. As new directions and currents appeared in poetry, its poetic structure and semantics also changed.

Key words: contemporary, subject, independence, poetry, motherland, nature, love, generation, etc

During the period of independence, Azerbaijani poetry changes and innovates not only in terms of form and structure, but also in terms of themes and issues. There are many factors determining this innovation; above all, after social realism ended its life, poetic thought entered a new space. In this place, it can be said that the hands and arms of poetry have been opened, and the possibilities of expression and description have been expanded. Also, with the help of modern technological means, the processes of integration into world poetry have been accelerated. The famous Russian critic V. G. Belinsky wrote, implying that poetry perceives and reflects life events with two means: "Although both of these means serve the same purpose, they are still opposite to each other. Depending on his way of looking at life, his attitude towards the world he lives in, his age and the people, the poet either revives life as he imagines it in his ideals and dreams, or faithfully observes life in all its details, colors and features. Therefore, it is possible to divide poetry into two branches: ideal and real poetry" [4, p. 69]. Critic E. Akimova is of the opinion that individuals from all generations participated in the creation of modern poetry palette [11, p.49]. It is true that this participation does not occur to the same extent in the works of all poets; a part participates with inertia, a certain part is remembered in poetry with a new poetic rhythm and intonation, and another part is connected to this stage only by a poetic attitude to the events of time. In other words, those who have been writing poetry since the 1960s and 1970s (Mammad Araz, Nariman Hasanzadeh, Jabir Nowruz, Fikret Goca, Mammad Ismayil, Ramiz Rovshan, Vagif Samadoglu, Mammad Aslan, Sohrab Tahir, Sabir Rustamkhanli, Chingiz Alioglu, Alekbar Salahzade, Isa Ismayilzade, Nusrat Kasamanli, Vagif Bayatli, Vagif Bahmanli, etc.), as well as those whose

creativity mainly falls in this period or who started their creativity during the period of independence (Adil Mirseyid, Salam Sarvan, Murad Khokhnigala, Dayanat Osmanli, Rasim Karaca, Hamid Herischi , Gulu Agses, Etimad Başkechid, Gasham Najafzadeh, Zahir Azamat, Selim Babullaoglu, Sevinj Parvaneh, Agshin Yenisey, Khanemir, etc.), although there is no "Chinese wall" among the creations, it is not so difficult to see the formation of a new poetic map. However, one factor that unites these directions should be specially mentioned, and that is the fact that the poetic spirit is close to each other, despite the diversity of the style of expression, subject matter, and problems of poetry. During the period of independence, Azerbaijani poetry was created and formed not in a foreign ideological space, but in a native, national space that did not recognize any ideological or poetic barriers. This was one of the factors that bound the generations together. As in all eras, during the years of independence, the leading force and core of poetry were defined not by the "old", but by the new. In the years of national independence, the complex social and political events that took place in the country, global processes that shook the world, along with experiencing the great pride of achieving our national independence, the occupation of our lands by our neighbors, along with the territories of our historical homeland, our citizens who were forced to leave their homelands within the borders of our Republic encountered tragedies, the pains that each of us experienced from the wounds of our homeland did not leave an impact on literature. The losses and the independence we gained strengthened the philosophical-psychological trend in Azerbaijani poetry, the existentialist thought that explores national and individual existence. Philosophical images appeared in literature. The images reflecting feelings and thoughts about the world, life, death, destiny, homeland, love appeared as an understanding and celebration of reality as a poetic memory. The new generation, who joined our independent poets - B. Vahabzadeh, M. Araz, Z. Yagub, M. Yagub and others, approached the political events of Azerbaijan and the world from the position of active artists. The dynamics experienced in literature were observed not only in Azerbaijan. In the world poetry of the same period, the trend of re-understanding the world is getting stronger, artists tried to explain the global changes taking place from an artistic and philosophical point of view.

It would be illogical to consider the development of issues such as world-human relations, the course of life, and human existence in Azerbaijani literature as "coming" from the literature of some foreign country. Although global changes reinforced the typological parallels of philosophical thinking about life on an international scale, there were also national sources of such approaches. Our poets and writers, who gained a favorable environment for both the integration of relations at the world level and the return to national traditions as a result of the opportunities created by independence, tried to revive our values with modern technologies.

Returning to poetic memory, the artist's understanding of himself and the world appeared as a serious task. Our independence poets promoted instilling the consciousness of national identity as one of the most important aesthetic tasks of literature. Bakhtiyar Vahabzade touched on this issue in his poem "I must be myself" and wrote:

Understand yourself, understand yourself,
Sometimes it is enough to bow to him, sometimes to this.
By begging someone else so much [8 , s.208].

The main content of the poem was to return to the roots and tradition, to rely on the national existence, not to seek refuge in the heat of a foreign hearth. Undoubtedly, the false tendencies in poetry, the false innovation, the attempt to impersonate someone were the reality of transitional period poetry, but they were not the only factors. During this period, the representatives of the older generation, B.Vahabzade, H.R.Ulutürk, M.Araz, N.Hasanzade stood in the forefront of our poetry. When we consider the poetic examples that appeared in the 90s, we once again confirm the authenticity of our opinion. It is felt that in the poetry of the period of independence, innovative trends and traditional types of artistic creation united and took our

literature in a new direction. Our nation entered national independence with the pain of Karabakh. Therefore, the themes of patriotism, Karabakh and war occupied the main place in the poetry of the transitional period. In particular, the events of January 20, 1990 left certain traces in our poetry. B. Vahabzade wrote the poem "Martyrs", Nabi Khazri "A boy running away from the front", Jabir Novruz "Protect yourself my people", Mammad Aslan "Cry carnation, cry", Isa Ismayilzade wrote a poem and poems called "Haran agarhyir vatan". There is one idea that unites all these works: to protect the Motherland, not to allow it to be divided, to strengthen our independence. Zalimkhan Yaqub's poem "Wounds of the Motherland" was evaluated not only as a poem, but also as a lyrical poem in our criticism. Although the descriptive objects of contemporary poetry are very wide and comprehensive, these descriptive objects can be roughly grouped as follows:

1. Praise of homeland, patriotism, national liberation struggle and ideas of independence;
2. Landscape lyrics;
3. Poetic description of the world, man, life, death;
4. Reflection of thoughts and feelings about God, loneliness, solitude;
5. Love, poetic reflection of love experiences, emotions, etc.

This division, which we have given an estimate, reflects to a certain extent, although it does not cover the entire subject spectrum of twenty-five years of contemporary poetry. However, it should also be noted that these topics, which we have shown as the subject of contemporary poetry, are reflected in different ways among different generations. If in the older generation national patriotism, social thinking, social freedom feelings are predominant, in the younger generation, loneliness, loneliness, individual, subjective factors, the psychological state of the individual, the lyrical heroes, and the upheavals are preferred. The first ones use national realist poetry traditions and lyrical-romantic style as a literary tendency, while the second ones try to widely use the symbolist and postmodern poetry model. One of the historical missions of Azerbaijani poetry was to express the people's homeland, land, and people's thoughts. The national liberation struggle that began in the late 1980s, the ideals of independence, created an opportunity for the realization, more open expression, and visualization of the ideals that have lived with symbols in poetry for a long time. Patriotic tendencies are depicted in the works of Kh.R.Ulutürk, M.Araz, Gabil, A.Abdullazadeh, F.Mehdi, J.Novruz, M.Ismayil, S.Rustamkhanli, Z.Yagub and others. Poems written in this context may sound like an imperative continuation of the Soviet tradition (sometimes critics even appreciate this branch of poetry!), but, as is known, love of patriotism, homeland, and land was one of the main lines of poetry even before the Soviet era. Moreover, if we take into account that this period was the time when the fate of the homeland was decided, when it experienced a new socio-political stage, when it fought for freedom and independence, and when it waged war with the enemy for Karabakh, then it seems natural and legitimate that this theme is the leading branch of poetry even now. In other words, in this period, the pulse of poetry inevitably coincides with the rhythm of social and political events. Critic V. Yusifli draws attention to the leading topic and writes: "...if we approach the Azerbaijani poetry of the twenties, we will witness such a picture: the subject range of our poetry has not been narrowed at all, our poetry is in harmony with the rhythm of time in this respect. Again, poems are written on three traditional topics - Motherland, nature and love, social and political motives are still addressed, and man is the main hero of this poetry" [13, p.5].

The January 20 tragedy in the context of homeland and land has also become one of the main themes of contemporary poetry. Almost all the poets who wrote in that period and after that have applied to this event to one degree or another. However, these approaches were from different aspects. The first poems about January 20 were written on those days in the state of emergency. "Lamentation" by Gabil, "Cry, Carnation, Cry" by M. Aslan, "Martyr Mother" by B. Vahabzade, "Bloody January" by N. Khazri, "The Night I Will Never Forget" by F. Sadykh, "One Year Has Passed", "In the Alley of Martyrs", F. Goca's "Look, what those martyrs tell you", M. Ismayil's

"This blood is not left on the ground", S. Rustamkhanli's "Armor", "January 20 memory", Z. Yagub's "Martyr's soul", "The Year of the Martyrs", "The Tale of the Carnation" by A. Salahzadeh, "Invasion of Baku" by A. Qashamoglu, "Allahyar", "That Night" by R. Mammadzadeh, "Alley of Martyrs" by M. Alekbarli, etc. poetic attitude to the tragedy that happened in his poems. Among these poems, "Lament" by Gabil and "Cry, carnation, cry" by M. Aslan were written in emergency mode. Cain's "Lament" which begins with the verse "They shot my people and my nation" was widely spread among the people living in such an extraordinary situation until it was printed. Thus, when looking at the time span of a quarter of a century of contemporary poetry, it is clear that at this stage, poetry has entered a new stage in terms of subject, problematic and semantic structure. After the fall of an entire socio-political system and era, at this stage, factors determining the development of artistic thinking in poetry in a new direction and semantic structure increase somewhat. In the literary process, as the opportunities for self-expression of poetry expand, the stage of systematic formation takes place. The manifestation of the individual creative path plays a major role in the formation of poetic thinking. Several poetic generations and personalities are closely involved in the formation of poetry. At the same time, as always, the process of poetic renewal is continued at this stage. The integration of Azerbaijani poetry into world poetry is accelerating and the process of approchement is taking place.

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The Role of Language as a Communication Tool in Children's TV Programs

Meirambekkyzy Dinara
Master's student of the Kazakh National Women's Teacher Training University, Kazakhstan

Abstract:

This article explores the significant role of language as a communication tool in children's television programs, highlighting its impact on cognitive, social, and emotional development. Children's TV programs utilize language to educate, engage, and socialize young viewers through simplified vocabulary, repetition, and multimodal elements like visual aids and music. Language in these programs not only conveys information but also models social behavior, fosters emotional understanding, and encourages critical thinking. The article also examines how television programs introduce cultural diversity and promote inclusivity by integrating multiple languages and social norms. As children's media consumption continues to grow, the thoughtful use of language in television remains critical in shaping the linguistic and cognitive development of future generations.

Keywords: *children's television, language development, communication, cognitive growth, emotional development, socialization, repetition, multimodal communication, cultural diversity, inclusivity*

Introduction

Children's television programming plays a pivotal role in shaping young minds, particularly in terms of language acquisition and cognitive development. With children spending a significant amount of time consuming media, the language used in these programs has the potential to greatly influence their understanding of the world and how they interact with it. Children's TV programs are not only a source of entertainment but also an educational platform that can impact social, emotional, and intellectual growth. This article delves into the role of language as a communication tool in children's TV programs, exploring how it fulfills various communicative functions and influences children's overall development.

The Importance of Language as a Communication Tool

Language is the primary means of communication in human societies, and its presence in children's TV programming is instrumental in shaping the viewer's comprehension and interaction with content. The language in these shows serves multiple purposes: it conveys information, facilitates learning, and models social interaction. Moreover, the simplicity and clarity of language used in children's programming make it accessible and relatable for young audiences. The strategic use of language in children's programming enhances their ability to understand complex concepts and promotes critical thinking, making language not just a means of expression but a tool for cognitive engagement.

The language used in children's television programs plays a critical role in shaping their cognitive, emotional, and social development. Television has become a powerful medium through which children are exposed to various forms of communication, language patterns, and social norms. As one of the most influential forms of media, television provides not only entertainment but also serves as an educational tool that can significantly impact the linguistic development of

its young viewers. In this context, the role of language as a communication tool in children's TV programs is pivotal. Through the deliberate use of simplified syntax, repetition, and the inclusion of multimodal elements, children's television programs introduce language in ways that facilitate learning, promote social interaction, and support emotional and cognitive growth.

The primary function of language in children's TV programming is to convey information in an accessible format. For children, particularly those in their early developmental stages, the ability to understand and retain new information is largely dependent on how it is presented. Language in children's programs is designed to be clear, concise, and relatable. Sentences are generally short, with simple grammar structures, which makes the content easier to follow. Furthermore, the use of familiar words and phrases ensures that children can quickly grasp the meaning of the message being delivered. Through language, children are introduced to new concepts, helping them expand their vocabulary and develop their understanding of the world around them.

Another crucial aspect of language in children's TV programs is its role in fostering social communication skills. Television characters often model appropriate social behaviors and interactions, using language as the primary tool for this demonstration. For example, characters engage in dialogues that showcase politeness, cooperation, problem-solving, and empathy, all of which are fundamental social skills. By watching these interactions, children learn the nuances of communication, such as how to take turns in conversations, how to express their feelings, and how to listen to others. These skills are essential for building relationships and navigating social situations in real life. Television, therefore, becomes an informal teacher, guiding children through the intricacies of language use in various social contexts.

The repetitive nature of language in children's television also contributes significantly to language acquisition. Repetition is a key strategy used by educational programs to help children internalize new words and concepts. By hearing the same words and phrases multiple times within a program, children are more likely to remember them and incorporate them into their own vocabulary. This technique is particularly effective for younger viewers, who benefit from repeated exposure to language patterns as they develop their linguistic abilities. Programs such as *Sesame Street* and *Blue's Clues* are well-known for their use of repetition to teach new words, numbers, and concepts in a way that feels engaging and fun for children.

Moreover, language in children's television is often supported by multimodal elements such as visual aids, music, and interactive prompts. These additional modes of communication enhance the effectiveness of the language used in the program. Visuals help children associate words with images, which strengthens their understanding of new vocabulary. For instance, when a character points to an apple and says the word "apple," the visual representation reinforces the meaning of the word. Similarly, songs and music serve as mnemonic devices, helping children remember language through rhythm and melody. Interactive prompts, where characters ask the audience questions or encourage participation, also play a vital role in promoting active engagement with language. These elements make the language in children's TV programs more dynamic and engaging, thus supporting the overall learning process.

In addition to these educational benefits, the emotional impact of language in children's television cannot be overlooked. Language is used not only to convey information but also to evoke emotions and create connections between the characters and the audience. The tone, pitch, and intonation of a character's voice can communicate emotions such as happiness, sadness, excitement, or fear. By observing these emotional cues, children learn to associate certain words or phrases with specific emotions. This emotional connection enhances the child's ability to understand their own feelings and express them using language. Shows like *Mister Rogers' Neighborhood* are exemplary in their use of language to address emotional topics in a gentle and comforting manner, teaching children how to cope with various emotions and life situations.

The structure of the language used in children's programs also plays an important role in shaping cognitive development. The question-and-answer format commonly found in these shows stimulates children's thinking and reasoning skills. Characters often pose questions directly to the viewers, prompting them to think critically and respond. This interaction encourages children to process information, recall previous knowledge, and articulate their thoughts. As a result, children's television programs can serve as a catalyst for the development of problem-solving skills and critical thinking, both of which are essential for cognitive growth.

It is also important to recognize the role of cultural representation in the language used in children's television. Language in these programs can introduce children to different cultures, traditions, and values. Multicultural programs often include words, phrases, and customs from various languages and cultures, fostering cultural awareness and sensitivity among young viewers. For example, programs like *Dora the Explorer* seamlessly integrate Spanish into the English-speaking environment, teaching children basic vocabulary and encouraging them to appreciate linguistic diversity. This exposure to different languages and cultures at an early age promotes open-mindedness and prepares children for a more globalized world.

The role of language as a communication tool in children's TV programs is both profound and far-reaching. Language is not only a vehicle for conveying information but also a powerful instrument that shapes children's understanding of themselves, others, and the world around them. By carefully crafting language that is clear, repetitive, and relatable, television programs provide young viewers with essential linguistic tools that promote learning and comprehension. From expanding vocabulary to modeling social behavior and emotional expression, language in children's television programs serves as a multi-dimensional resource for cognitive, social, and emotional development.

Children's TV programs use language to bridge the gap between abstract concepts and practical understanding. Through repetition, simplified syntax, and multimodal support such as visual cues and music, television helps make complex ideas accessible to young minds. The language used in these programs does not merely transmit information; it actively engages children, encouraging them to think critically, interact, and participate. The interactive nature of language in shows like *Dora the Explorer* invites children into the process of communication, making them feel like active participants in the narrative. This interaction boosts their confidence in using language, enhances their problem-solving skills, and prepares them for real-world communication.

Moreover, language in children's programming serves as a model for social interaction. Through observing characters in various situations, children learn how to navigate conversations, resolve conflicts, express empathy, and follow social norms. The words and phrases children hear on television become part of their own linguistic repertoire, influencing how they communicate with others in their daily lives. This social modeling is crucial in teaching children the importance of cooperation, respect, and kindness—all values that are often conveyed subtly through the dialogue and actions of characters.

The emotional aspect of language in children's programming is another key factor in its developmental impact. Characters' use of language to express their feelings teaches children to articulate their own emotions and understand those of others. Shows like *Mister Rogers' Neighborhood* exemplify how gentle, thoughtful use of language can help children process complex emotions such as fear, sadness, and joy. Emotional literacy is a foundational skill that helps children build strong relationships, manage stress, and navigate life's challenges, and television can play a vital role in fostering this literacy.

Additionally, language in children's television can promote inclusivity and cultural awareness. Programs that integrate multiple languages or feature characters from diverse backgrounds help children develop a more global perspective. This exposure to linguistic and

cultural diversity prepares children to live and communicate in an increasingly interconnected world. Early exposure to different languages and cultural norms fosters open-mindedness and encourages children to appreciate diversity, which is an essential skill for functioning in multicultural societies.

In conclusion, the impact of language in children's television is not limited to the screen. It extends into the classroom, the playground, and the home, shaping how children think, communicate, and understand their environment. Given the widespread consumption of media by children, television remains one of the most accessible and influential platforms for learning language. As media technology continues to evolve, there is enormous potential for children's programming to further harness the power of language to educate, inspire, and support the development of future generations.

In light of its significant influence, it is crucial for creators of children's television programs to remain mindful of the quality and purpose of the language they use. Thoughtful, intentional language design can maximize the educational and developmental benefits of children's programming, ensuring that young viewers not only learn from what they watch but also grow into effective communicators and empathetic, socially conscious individuals. As more research delves into the connections between media consumption and developmental outcomes, the role of language as a communication tool in children's television will continue to be a focal point in understanding how media shapes young minds.

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THE ORİGİN OF ARABİC POETRY İN SİCİLY

Jamila Vagif Damirova
PhD in Philology, Head of the department of doctorate and scientific progress, National Museum of Azerbaijan Literature named after Nizami Ganjavi

Abstract: The fall of Sicily under Arab rule is accompanied by radical changes in the socio-political and religious-spiritual situation of the island. At first glance, the country gives a strongly Islamic impression. But deeply researches show us the influence of ancient Greek philosophy, Byzantine and Slavic cultures in this area. The literature and culture that produced in Sicily were very close to Maghreb and Andalusian literature in its spirit, idea-content characteristics. A literary process is created here, which is a joint product of the local population, Arabs and Berbers. However strong the ethnic diversity, the literature was distinguished by its cosmopolitan and universal character. The Arabic literature of Sicily did not differ much from the literature that arose in other areas of the caliphate. Qasidah and qitah, canonical images, practical meanings were also manifested in this poetry. But more than qasidah, the inclination to the qitah, being away from religious content, the description of real life scenes, small volume, deep poems had an important place in poetry.

Key words: *Arabic literature of the Abbasid period, Sicily under Arab rule, Sicilian literature, Muslim Sicily, Arabic literature that originated in the West*

Throughout history, campaigns and the conquest of territories have brought destruction, death, and disaster, but also the help of peoples and cultures. Depending on the winner and the development, the financial gain, more people shared their achievements and transferred their views to weaker societies. The society on the other side kept its culture alive, strengthened the intercultural dialogue, led to the synthesis of ideas, thoughts, forms and genres in literature.

The same situation shows itself in the conquest of Sicily. The Arabs brought here their religious ideologies and rich literature. Arabic literature in Sicily continued to develop even after the Arabs lost their political power on the island. Many prominent writers and poets wrote and created under the patronage of Christian kings.

Ihsan Abbas divides Sicilian poets into three groups as follows:

1. Original Sicilians. These are those who live and spend their lives in Sicily.
2. Poets who were born in Sicily and then left this country.
3. Those who were born and lived in other countries and then immigrated to Sicily. **(İhsən Abbas, s 175)**

Ihsan Abbas notes, that the main focus should be on the first group. According to him, this group represents the real Sicilian literature. One can agree with the scientist's opinion in a certain sense. The poems created in the first group reflect the mood of Sicily. However, in our opinion, the literature originating in all three groups can be attributed to Sicily. Although poets who were born in Sicily and spent their childhood and youth years here live far away, they are always spiritually connected to their homeland. This attachment is not limited only to the fact that they carry Sigilli nisab. From time to time, motives related to the homeland give way to their creativity. The work of the poets included in the III group is also related to Sicily. Those who spend their lives in Sicily inevitably become attached to this country and care about its problems.

H.A.R.Gibb notes that Sicily was part of the Muslim world for about two centuries, from the middle of the ninth to the middle of the eleventh century. During this period, many Arab philologists and poets grew up there. Gibb states that among the poets who lived in this period, Ibn Hamdis gained a particularly high reputation. Gibb states that Muslim culture flourished in Sicily after the end of Arab rule there. It was during the rule of the Normans that Arabic literature

really developed in Sicily. During their rule, the Normans attracted Arabs to high positions. Arabic becomes a language used in palaces. According to H.Gibb, non of Arab rulers patronized Arabic literature as much as the Norman ruler Roger II. He states that a number of valuable works were created in Roger's court environment and especially mentions the activity of Muhammad Al-Idrisi (1099-1166) in this field. His famous work on geography is called "Roger's Book" in honor of the ruler. Because of this work, orientalists compare Al-Idrisi with Strabo (Gibb 94-95). Gibb, as well as the work of Ibn Zafar (d. 1169) draws attention. He talks about a number of merits of his work "Consolation for the Ruler", the stories and narratives contained in the work, and the elements of novelization in it (Gibb 96). It should be noted that Ibn Zafar is called the Machiavelli of the East. Gibb's work shows that Arabic literature in Sicily is not limited to the period of Muslim rule here. On the contrary, the Norman rulers who took power on the island paid more attention to Arab-Muslim culture (Gibb 95).

Arabic poetry was created by representatives of the upper class for centuries. This situation also manifests itself in the occupied territories. After the conquest of Andalusia, the name of Abd al-Rahman Al-Dakhil is mentioned in the first line of poets. The same is true in Sicilian literature. We see that the representatives of the Kalbid dynasty, who were at the head of the army and administration that conquered this place, were also the first poets. Among them, we can mention Ammar Ibn Mansur al-Kalbi and Mustakhlis al-Dawla, one of the emirs of Palermo. The traditional Bedouin spirit and Hamasah motifs are prominent in their poetry.

The existence of the Arabic language and culture in Sicily lasted longer than the political domination of the Arabs here. Arabic literature developed in Sicily during the reign of the Norman kings. Thus, the Arab culture in Sicily covers a period of about three centuries (Qabrieli, Arabic poetry in Sicily s. 13). At the end of the twelfth century, Palermo was under the rule of the Norman king William II, but it still preserved the characteristics of an Arab city. Poets again wrote eulogies and praised the Norman kings. Strange as it may sound, along with the nostalgic poems of Ibn Hamdis, the finest poetic examples were produced by King Roger's Arab courtiers. An example of this is Abd al-Rahman Tabani's prose poem dedicated to Roger's La Favara residence. (Qabrieli, Arab poet. S 16). Towards the end of the twelfth century, Arabic poetry begins to fade in Sicily. A few decades later, when local Italian poetry - vulgar poems - appeared here, the traces of Arabic poetry were not so clearly visible (Qabrieli, Arab poet. S 16). Therefore, Maria Rosa Menocal points out that there is very little evidence to prove the connection between Italian literature and Arabic literature, which began to germinate under Norman rule. (The Arabic Role in Medieval Literary History: A Forgotten Heritage (The Middle Ages Series), University Pennsylvania Press, Philadelphia, 1987, cəmi 178 s, s.118)

Arabic poetry that originated in Sicily is close in spirit to Andalusian literature. Traditions specific to the Berber culture of North Africa and the Muslim East are reflected here. Form innovations in Sicilian literature are negligible. However, the poetry of this region is notable for containing small volumes of comprehensive content.

The life of the Arab culture of Sicily lasted longer than the Arab political domination in this country. For about a century, this poetry continued under the rule of the Norman kings. Arab poets praised Christian judges in the style of hymns dedicated to Muslim judges, and held an influential position in their court. All these processes indicate how easily different religious-ethnic communities enter into dialogue.

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UTILISATION DU MÉDIA DANS L'ENSEIGNEMENT DU FRANÇAIS

Əkbərova Əsmayə Bəxtiyar qızı
Baş müəllim, "Dillər və onların tədrisi texnalogiyası" kafedrası, ADPU-nun Şəki filialı, Azərbaycan, Orcid id: 0000-0001-9970-0602

Abstract

Since the media is considered as a means of communication, we mainly distinguish two main forms of this human communication: direct or interpersonal communication and mediated communication. This calls for technical support such as television or posters. The notion of media therefore implies message amplification technology and wide distribution. It also requires an institution, a management system and actors. Then there are different categorizations of media. If we consider their audience, we will distinguish between mass media, group media or even self-media (in English: self media). From an economic perspective, we will find self-financing media, media financed by advertising revenue, mixed-income media (such as the press) and completely public-funded media. And to better know which media the teacher can use and benefit from during the language teaching-learning process, we explain them in more detail as follows.

Key words: approach, support, approach, develop, capacity, communication, concept, dissemination, information

Introduction

En fait, l'enseignement est un processus de transmettre des connaissances (savoir, savoir-faire et savoir-être) qui implique non seulement l'enseignant et les apprenants comme deux acteurs principaux, mais aussi d'autres éléments, comme par exemple: le curriculum, le syllabus, l'approche, la méthode et la technique d'enseignement, le manuel, et le média. Ce dernier joue un rôle aussi pertinent dans l'enseignement de la langue, y compris du français, comme le support pour atteindre à la réussite du processus d'enseignemnent-apprentissage dans la classe de langue.

Et selon Cuq (2003: 163), les rapports entre les médias et la didactique des langues sont contants et nombreux: tout d'abord parce que les médias peuvent servir à diffuser des contenus d'apprentissage de la langue (par exemple: les méthodes télévisées, les méthodes vidéo, les cours radiophoniques, les cours sur Internet); ensuite parce que les satellites de transmission directe ont permis de donner un accès à des programmes authentiques français dans un grand nombre de pays du monde; enfin parce que les médias sont souvent abordés en tant que tels dans des enseignements pour développer chez les apprenants une compétence médiatique.

On désigne, ensuite, par le terme de nouveaux médias à la fois les techniques et technologies qui prolongent et démultiplient les capacités traditionnelles de diffusiondepuis les années 1970 (câbles, satellites) mais aussi de nouveaux supports et contenus (vidéographie, télétexte, vidéotex).

Puisque le média est considéré comme moyen de la communication, on distingue principalement deux grandes formes de cette communication humaine: la communication directe ou interpersonnelle et la communication médiatisée. Celle-ci fait appel à un supporttechnique comme la télévision ou l'affiche. La notion de média implique donc une technologie

d'amplification des messages et une grande diffusion. Elle suppose en outre une institution, un système de gestion et des acteurs.

Ensuite, il existe différentes catégorisations des médias. Si l'on envisage leur audience, on distinguera les médias de masse, de groupe ou encore les automédias (en anglais: *self média*). Sous l'angle économique, on trouvera les médias qui s'autofinancent, les médias financés par les recettes publicitaires, les médias à revenu mixte (comme la presse) et les médias à financement totalement public.

Et pour mieux savoir quels médias l'enseignant peut utiliser et profiter au cours du processus d'enseignement-apprentissage de la langue, nous en expliquons plus détaillé comme suivant.

Définition du média

En principe, on nomme média un moyen de diffusion d'informations (comme la presse, la radio, la télévision et maintenant e-médias) utilisé pour communiquer. Les médias permettent de diffuser une information vers un grand nombre d'individus sans possibilité de personnalisation du message. C'est la raison pour laquelle on parle égalementde média de masse (« mass-media » en anglais). Celui-ci est des moyens de communication qui se distinguent des autres par:

- la puissance, la portée, la diversité des modes de transmission utilisées (presse, affiche, radio, télévision, cinéma);
- les caractéristiques que ces modes de transmission peuvent donner aux messages;
- la particularité des rapport entre émetteur et récepteur (celui-ci est constitué par un public potentiel vaste, anonyme, hétérogène, plus ou moins éloigné de la source d'émission, et qui n'a pas de possibilité d'action en retour immédiate sur l'émetteur). (Gallison et Coste, 1976: 330).

L'étude du média de masse intéresse à la fois:

- la linguistique, qui analyse la spécificité des différentes types de message;
- la psychologie sociale, qui examine: les effets de ces types de message sur le comportement de l'individu et du groupe (changements d'opinions, etc);
- le rôle des motivations dans le décodage (propagande, publicité, etc);
- la sociologie qui décrit leur fonction, leur fonctionnement et leurs incidences dns la société;
- la didactique des langues, qui s'interroge sur l'interaction entre information scolaire (enseignement) et information extra-scolaire (milieu sociofamilial, le média de masse);
- les possibilités d'utilisation du média de masse comme moyens d'enseignement de masse (cours de langue télévisé pour des miliers d'apprenants) ou comme fournisseurs de matériaux linguistiques habituellement employés: des textes, des affiches, du journal
- parlé, etc. Le média de masse est donc davantage des "moyens de diffusion ou d'information" puissants (particulièrement aptes à toucher des publics nombreux et dispersés) que des moyens de communication véritable.

Donc, on peut conclure par les définitions ci-dessus que le média d'enseignement est tous les support (comme la presse, la radio, la télévision, le film, et maintenant Internet ou dit aussi e-médias), authentiques ou conçus à des fins didactiques, et servant à l'enseignement (de la langue) ou à l'auto-apprentissage. Et il suppose qu'un ensemble de documents ou d'activités est organisé en fonction d'un objectif d'enseignement ou d'apprentissage (Cuq, 2003: 162).

1. Rôle du média

Par rapport au processus d'enseignement-apprentissage, le rôle du média est divisé selon deux axes:

a. le processus de distribution/réception des connaissances (unidirectionnelle);
b. les formes d'intervention pédagogique activité/communication.

2. Catégorisations du média

Actuellement, il existe des différentes catégorisations du média, ce sont:

- la presse écrite où les professionnels appliquent des techniques d'écriture journalistiques, tels que trois grandes agences de presse généralistes dans le monde (AFP (France), Reuters (Grande-Bretagne), Associated Press (É.-U.).
- la radio où le journalisme utilise l'écriture radio,
- la télévision par la diffusion de montages vidéos commentés,
- le film ou le cinéma,
- Internet.

En outre, aux réseaux électroniques comme Internet sont désormais liés des "e-médias" que l'on pourrait qualifier de médias "hybrides" puisqu'ils mélangent sur un même support(la page de la toile) des textes écrits, des images et du son. Selon toute vraisemblance et comme le montre l'histoire des sciences et des techniques, ces médias électroniques ne viendront pas remplacer les médias précédants des dynamiques de complémentarité.

3. Critères de choix du média

En fait, ll y a quatre critères qui déterminent le choix des médias pour l'enseignementet l'apprentissage, ce sont:

- la disponibilité et la souplesse par rapport à la liberté du lieu et temps d'étude
- fonction didactique par rapport aux objectifs et contenu d'apprentissage;
- fonction pragmatique, motivation de l'étudiant
- et coûts.

Et puis, les médias complémentaires, tels que le matériel d'enseignement audiovisuel ou interactif fait appel à des outils et compétences qui ne sont plus du ressort d'auteurs individuels. La décision de recourir à une médiation technologique prend en compte les critères suivants:

- l'aspect méthodologique; le matériel complémentaire a une fonction d'activation et de motivation. Les nouvelles technologies sont considérées comme étant plus aptes à soutenir l'étudiant isolé en autoformation que ne l'est le média écrit traditionnel.
- les exigences inhérentes à la matière enseignée; la médiatisation écrite ou même graphique peut être inadaptée ou insuffisante pour représenter certains processus.
- les coûts.

Utilisation du film en tant qu'un média alternatif dans l'enseignement du français

Le film peut être considéré comme un des médias alternatif que l'enseignant peut utiliser au cours de l'enseignement du français dans la classe du FLE. Pourquoi? Parce qu'il nous raconte des histoires avec des images où les objets et les personnages sont animés d'une vie propre et inter-agissent entre eux, mais aussi entre eux et nous (spectateurs). Par l'histoire qu'il nous raconte, par les personnages qui sont joués nous éprouvons des émotions qui nous font réagir et bien souvent nous amènent au langage. Nous avons tous déjà éprouvé le besoin de parler après avoir vu un film dramatique ou de répéter les répliques d'un film comique. De plus, le film est bien souvent associé à un phénomène social (on se rend au cinéma ou on regarde un film avec des amis ou en famille).

Le film nous immerge dans la parole à travers le dialogue. Ce dernier s'adresse de manière détournée au spectateur afin :

- de lui faire comprendre une situation

- de donner une consistance psychologique aux personnages
- de donner un rythme et un ton au film.

Si l'on fait référence au schéma de communication linguistique élaboré par Jakobson, on constate que le film suit un système presque identique grâce à l'image, aux sons et aux signes :

- un destinateur (émetteur: le film)
- un destinataire (récepteur: le spectateur)
- un énoncé (c'est à dire que le film raconte quelque chose)
- un canal (l'écran)
- un code (la parole)
- l'existence d'une communication (crée entre le destinataire et le destinateur)

Le film répond ainsi aux fonctions de la communication linguistique qui sont:

- expressive = elle traduit les idées, les sentiments de l'émetteur
- impressive: elle motive, interpelle, sollicite le destinataire
- référentielle: elle énonce, rapporte, décrit une situation, un fait réel ou imaginaire
- phatique: elle assure le contact, immédiat ou différé
- poétique: elle donne une dimension esthétique ou ludique à l'organisation du message
- méta linguistique: elle permet au lange de parler de lui-même (commentaire sur ce qui est dit).

Mais le film, n'est pas qu'un objet à produire des émotions et de la parole, il produitégalement du sens. Bien souvent, il est marqué par l'influence d'une époque, d'un courant de pensée, d'un contexte social.

Et par le film que l'on visionne pour le plaisir, pour passer le temps, élargir l'horizon etc, un enseignant de langue pourrait donc chercher à en tirer, avec l'artificiel qui caractérise toute pédagogie, un maximum de pistes méthodologiques divers. Par exemple :Dans la revue *Le Français dans le Monde*, numéro 342, 348 et 341, nous trouvons les fiches pédagogiques pour 3 films qui ne sont pas inconnus du public indonésien grâce aux festivals films francais, ce sont *Tanguy, Les Choristes et Amélie Poulin* (Annexe 1,2).

Pourtant, l'enseignant ne peut pas donner tous les films à ses apprenants, il lui fautalors choisir et sélectionner quel film convient à l'objectif d'enseignement-apprentissage déterminé. Dans ce cas, Tagliante, pour le choix des documents écrits, propose quelques critères dont certains peuvent être appliquées au film, ce sont : il faudrait qu'il y ait une proportion logique entre les éléments linguistiques (morphosyntaxiques et lexicaux) connus et inconnus ; que le contenu socioculturel permette une comparaison avec la réalité

locale ; que les documents (pour le cas du film) soient pour un public du même age que les apprenants, surtout pour les débutants et que les documents soient toujours une source de curiosité et d'information. Et pour établir une communication réelle, les apprenants peuvent aussi participer au choix du film à visionner.

Après le choix et la sélection du film, pour en introduire dans les activités de l'apprentissage du FLE en vue d'augmenter la fréquence de la communication réelle dans la classe, Tina van Arkel du Pays-Bas propose quatre étapes d'exploitation pédagogique d'un film, ce sont :

1. Introduire et sensibiliser

A cette première étape, l'enseignant place la séquence qu'il a choisi dans son contexte pourque les apprenants connaissent les rapports des personnages et fassent des hypothèses sur les actions de la scène. Sinon, il peut aussi introduire le sujet par un remue-meninge afin d'éveiller la curiosité chez les apprenants de façon à créer une communication réelle dans la classe. A cette étape, l'enseignant peut également commencer par visionner le début du film et inviter les apprenants à faire des hypothèses sur les personnages, l'espace et l'histoire pour les rendre attentifs aux images et orienter son entrée dans le film.

2. Découvrir, référer et identifier l'information

A cette deuxième étape, Arkel propose de faire le travail sur le canal visuel avant d'aborder le canal sonore. L'enseignant présente la scène sans le son et faire repérer l'action central et les images illustratives. Après, il écrit au tableau les observations des apprenants et le verbal qu'ils ont produits. L'enseignant invite ensuite les apprenants à donner leur commentaire et ils peuvent aussi parler d'une expérience semblable de leur propre vie.

Cette activité permet à l'enseignant de créer une interactivité à condition qu'il ne se préoccupe pas trop des fautes grammaticales parce que cela pourra bloquer les échanges. Il est préférable qu'il prenne des notes des erreurs commises et en discuter a un autre moment de la classe.

A l'étape du canal sonore, on peut visionner la scène intégrale : l'image et le son, et faire le repérage verbal que d'habitude difficile de capter au premier visionnage.

3. **Faire des activités d'expression (habilite et éléments de langue) sous forme de jeux de rôle, dramatisation, rédaction d'une séquence du film etc.** (Arkel, FDLM no. 341)

A cette troisième étape, dans la mise en commun, l'enseignent peut classer deux colonnes de liste de mots ou phrases ; le premier contient les mots/phrases que les apprenants arrivent a capter et le deuxième ceux du film avant le visionnage intégral du film. A la fin, l'enseignent peut aussi distribuer la transcription du film et répérer les passages non saisis à l'écoute.

Un autre piste méthodologique est proposé par Thierry Lancier de l'Institut des Sciences de l'Information et de la Communication (ISIC) Université de Bordeaux. Il commence par :

1. Visionner le film sur DVD;
2. Accompagner le visionnage;
3. Compléter dans les activités de la compréhension orale. L'expression orale et expression écrite.

Pour la préparation au visionnage, il utilise les affiches, photos, bandes annonces concernant le film. A partir de ceux-ci, il fait décrire les personnages, les lieux, les époquesetc. A la deuxième étape on entre dans les chapitrages, les séquences du film, a partir de leur titre les apprenants pourront faire des hypothèses sur ce qui va donner dans les chapitres. « Apres le visionnage du film dans son intégralité, il sera aussi possible, grâceau chapitrage, de choisir un chapitre et de faire raconter ce qu'il y a avant et après celui- ci » (Lancier FDM 341). Pour finir, Lancier propose la dernière étape avec objectif de compléter les activités en utilisant les chapitrages pour reconstituer ensemble ou en petits groupes l'ensemble de la narration du film où chaque groupe est responsable d'un chapitre en un nombre précis de mots.

CONCLUSION

Bien que le matériel écrit constitue le média de base (80-90%), les recherches entendent suivre la voie de l'innovation, de l'intégration des médias écrits, audiovisuels et interactifs, d'augmenter la part des moyens d'enseignements interactifs.

Les rapports entre les médias et la didactique des langues sont constants et nombreux: tout d'abord parce que les médias peuvent servir à diffuser des contenus d'apprentissage de la langue: méthodes télévisées, méthodes vidéo, cours radiophoniques, cours sur Internet; ensuite parce que les satellites de transmission directe ont permis de donner accès à des programmes authentiques français dans un grand nombre de pays du monde; enfin parce que les médias (presse, radio, télévision et maintenant e-médias) sont souvent abordés en tant que tels dans des enseignements pour développer chez les apprenants une compétence médiatique.

Par son authenticité, un film conçu pour le public natif permettrait d'éveiller l'intérêt des apprenants et leur montre la langue française authentique qui est souvent absent dans les matières de cours. Les propositions d'exploitation de films dans la classedu FLE peuvent aider

les enseignants dans la préparation de ses cours et au lieu de visionner les films pour le plaisir ou pour « passer le temps » » puisque l'enseignement est en réunion ou arrive en retard comme ce qui se passe souvent dans nos établissements, nous pouvons profiter de la richesse d'un film à tous les moments de la classe et pour des objectifs de communication réelle dans la classe. L'utilisation du film permet de varier les supports pédagogiques dont l'accès est plus facilité aujourd'hui par la présence de La TV5 et des DVD que l'on peut emprunter au CCF même acheter ainsi que les festivals des filmsfrançais.

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FRANSIZ DİLİNDƏ FRAZEOLOJİ BİRLƏŞMƏLƏRİN LEKSİK- SEMANTİK XÜSUSİYYƏTLƏRİ

Əkbərova Əsmayə Bəxtiyar qızı
Baş müəllim, "Dillər və onların tədrisi texnalogiyası" kafedrası, ADPU-nun Şəki filialı, Azərbaycan, Orcid id: 0000-0001-9970-0602

Abstract: "An expression consists of a combination of two or more words that are a direct part of speech, the components of which are syntactically and semantically inseparable, structurally similar to free word combinations or sentences, ready to be present in the language and traditionally either in one form or grammatically. Phraseologisms are called modified constructions ". Phraseological combinations are one of the linguistic units that bring figurativeness to speech and express ideas. Phraseologisms are used in artistic, publicist and other styles. They have a special stylistic role in the written form of literary language, mainly in works of art. Phraseological combinations increase the capacity of the writer's thought, serve the emotionality of the work of art, the enrichment of stylistic qualities. Phraseologisms have a strong national character. By studying the phraseology of any language, we get acquainted with the culture, history, way of life and way of life of the people who speak that language. This complex phraseological system, formed as a result of historical development, has a millennial history.
Key words: phraseological phrase, scope, lifestyle, word stock public phenome-non, emotional expression, national treasure.

GIRIŞ

Dilin lüğət tərkibində hazır şəkildə mövcud olan və məcazi məna kəsb edən birləşmələr frazeoloji birləşmələr adlandırılır. Frazeoloji birləşmələr insanların uzunmüddətli müşahidə və həyat təcrübələrinin məhsulu olub, məxsus olduğu xalqın həyata baxışını, dünyagörüşünü, düşüncə tərzini, mentalitetini özündə əks etdirir. Frazeoloji birləşmələr nitqə obrazlılıq gətirən, fikri ifadəli edən dil vahidlərindəndir. Frazeologizmlərə həm bədii, həm publisist, həm də digər üslublarda rasi gəlinir. Onlar ədəbi dilin yazılı növündə, əsasən bədii əsərlərdə, xüsusi üslubi rola malikdir. Frazeoloji birləşmələr yazıçı fikrinin tutumunu böyüdür, bədii əsərin emosionallığına, üslubi keyfiyyətlərinin zənginləşməsinə xidmət edir. Frazeologizmlər möhkəm milli xüsusiyyətə malikdir. Hər hansı bir dilin frazeologizmlərini öyrənməklə, biz həmin dilin sahibi olan xalqın mədəniyyəti, tarixi, həyat və yaşayış tərzi ilə yaxından tanış oluruq.

Hər bir dilin özünəməxsus frazeoloji birləşmələri var. Təsadüfi deyildir ki, belə birləşmələri aid olduğu dilin milli sərvəti adlandırırlar. Frazeoloji birləşmələr dilin öz səciyyəvi vahidi olub, başqa dilə hərfən tərcümə olunması mümkün deyildir. Fransız dilinin də kifayət qədər özünəməxsus frazeoloji birləşmələri vardır və belə birləşmələr bu dildə rəngarəngliyi və müxtəlifliyi ilə diqqəti cəlb edir.Fransız dilinin tarixi inkişafı nəticəsində əmələ gəlmiş bu mürəkkəb frazeoloji sistem minillik tarixə malikdir. Onlar müxtəlif ictimai tarixi şəraitdə və çox müxtəlif səbəblər əsasında əmələ gəlmişdir. Fransız dilinin frazeologizmlərinin əmələgəlmə mənbəyi, əsasən, xalq danışıq dili, yazılı ədəbiyyat və folkloru olmuşdur.

XX əsrin əvvəllərində frazeologiya məsələləri ilə bir çox dilçilər məşğul olmuşlar. Belə alimlərə İsveç dilçisi Şarl Balli(1909), Ferdinand dö Sössür(1916), Albert Sisley(1921),Qomelis dö Boyer(1922), E.Polivanov və N. Vinoqradov(1930-1940),Ogen Koşeryu və başqalarını göstərmək olar.

XX əsrin əvvəllərində frazeologiya məsələləri ilə ilk dəfə Şarl Balli məşğul olmuşdur. O, dilçilik tarixində birinci olaraq frazeologiyanı leksikologiyanın müstəqil şöbəsi kimi müəyyənləşdirmişdir. O, dildə sabitləşən söz birləşmələrini "frazeoloji ifadə", onlardan nisbi müstəqillyini saxlayan sözlərin iştirakı ilə düzələn söz birləşmələrini "frazeoloji qrup" , elementləri tamamilə bir-birilə əlaqədar olan söz birləşmələrini "frazeoloji bitişmə" adlandırmışdır. Bunlardan başqa, Ş. Balli "ara tip" adlı qrupu da qeyd etmişdir. (Essai de lexicologie du français moderne Chapitre IV P 53. P.87-94)

Frazeoloji birləşmələr danışıq dilinin zənginləşməsində çox böyük rol oynayır. Hər bir birləşmənin öz tarixi və öz yaranma forması vardır. Bəzən çatdırmaq istədiyimiz fikir heyvanlar, çansız əşyalar və təbiət hadisələri ilə müqayisədə verilir. Bütün bunlar dilə zənginlik və məna çalarları gətirir. Fransız dilində isə ismin hal kateqoriyası olmadığından, müxtəlf variantlarda sözönlərindən və köməkçi feillərdən istifadə olunur.Ana dili ilə müqayisəli tədqiq ediləndə isə tərcümə prosesində xeyli məsələlər aydınlaşır, müxtəlif dillərin quruluşu, daxili məna imkanları, oxşar və fərqli cəhətləri üzə çıxır.

FRAZEOLOJİ BİRLƏŞMƏLƏRİN AZƏRBAYCAN DİLİNDƏKİ EKVİVALENTLƏRİ

1.Frazeoloji birləşmələrin tərkibi dəyişməz olur:
En avoir marre - cana yığılmaq, bezmək.
Ex: Salers a le cafard. İl est en tôle depuis quatre ans lui, et il **en a marre**(G.de Maupassant. Mont-Oriol. P.43).
Ex: En fuyant le loup rencontrer la louve, tomber de la poêle dans la braise – yağışdan çıxdıq, yağmura düşdük.
2.Bu ifadələr dildə hazır şəkildə mövcud olur:
Qarder rancune å qn – kin bəsləmək, küsü saxlamaq.
Ex: Son père s`emportait,levait la main, lui **gardait** longtemps**rancune** pour les quatre francs qu`il trouvait en moins å la fin de la quinzaine(E.Zola . La Fortune des Rougon. 71).
3.Frazeoloji birləşmələrin tərkibinə daxil olan sözlər öz ilkin həqiqi mənalarını itirir və yalnız məcazi mənada işlənir:
Se porter comme une chêne –palıd kimi möhkəm olmaq
Ex: Votre père est toujours vaillant? Oui.İl est en plein forme, il **se porte comme un chêne**.(A.Dumas.Le Comte de Monto–Cristo.p.83).
Ex: Cela lui va comme une bague à un chat – uzunqulağa yaraşan kimi yaraşır.
4. İki və daha artıq sözdən ibarət olur:
Etre dans une misère noire – səfillik içərisində olmaq.
İl n`ya pas de quoi fouetter un chat - itə atmağa daş yoxdur.
Ex: L`entrevue eut lieu le mardi matin, le jour ou le coron **tombait å la misère** noire (E.Zola.Germinal.p.127).
5. Frazeoloji birləşmələr bütöv leksik vahidlərdir, lüğətlərə düşür:
Garder une dent å qn –dişlərini qıcamaq, qəzəblənmək.
Tout chien est bon dans sa maison – hər şey öz yerində gözəldir.
Ex: On murmurait,d`ailleurs qu`Antoine Colas avait eu å souffrir de ses perfidies et lui **gardait une dent**(G.de Maupassant.Mont-oriol.p.195)
6.Cümlədə tərkib hissələrinə ayrılmadan bütöv bir cümlə üzvü olur:
Etre sur des épines –tikan üstündə oturmaq
Ex: En ce moment donc monsieur d`Adjuda –Pinto était **sur des épines** et voulait sortir; en se disant que Mme Beauséant apprendrait cette nouvelle(H.de Balzak.Le père Goriot.p.168).
7. Birləşmə daxilində müqayisə yaradır:
Etre une brousaille colossale.

Ex: Ce jardin ...**était une broussaille colossale**, c'est-å-dire quelque chose qui est impénétrable **comme une forêt**,peuple**comme une ville**, frissonnant comme **un nid**,sombre **comme une cathedrale**, odorant comme un bouquet,solitaire **comme une lombe**, vivant **comme une foule**.
(Réné G e o r g i n . Les secrets du style. Paris, 1961.p.143)

8.Sözönləri ilə işlənir:

En avoir assez – cana doymaq, bezmək.

9. Bəzən bir sözdən bir neşə frazeoloji birləşmə yaranır: Ex:

boire un bon **coup** - artıqlaması ilə içmək

*recevoir**un coup** de soleil*- aşıq olmaq, vurulmaq;

*se donner **un coup** de soleıl* - şənlik içərisində olmaq;

*tenir**le coup***- davam gətirmək;

Ex: Le forgeron, qui tenait sa rédingote tenait Gervaise å son bras gauche et Virginie å son brat droit :İ1 **faitsait panier** å deux ances.

10. Elə birləşmələr də olur ki, həm həqiqi , həm də məcazı - mənada işlənir:

laver la tête å qn – baş yumaq, yaltaqlanmaq

Ex: La mère lave la tête de sa fille – ana qızının başını yuyur.

İl lui lavait la tête pour sa mauvaise conduite – o, pis hərəkətinə görə ona yaltaqlanırdı.

Müasir fransız dilində frazeoloji vahidlər onu təşkil edən komponentlərin mənasından asılı olaraq bir neçə qrupa bölünür. Mütəxəssislərin təsnifatını nəzərdən keçirdikdə, frazeoloji birləşmələrin aşağıdakı növlərinin olduğunu görə bilərik:

1. Feili frazeoloji birləşmələr: Feili birləşmələrdə olduğu kimi, frazeoloji birləşmələrdə də əsas tərəf feilin təsriflənməyən formaları ilə ifadə olunduqda feili frazeoloji birləşmələr əmələ gəlir. Azərbaycan dilində olduöu kimi, fransız dilində də feili frazeoloji birləşmələr rəngarəng və intensiv işlənmə xüsusiyyəti ilə diqqəti cəlb edir. Nümunələrə diqqət yetirək:

a) Arriver comme dans un fauteuil – asan qələbə qazanmaq

Ex: Ce n`est pas facile d `arriver dans une fauteuil.

b) Briller comme un fer rouge - qızmış dəmir kimi parıldamaq

Ex: Les mouvements qu'il venait de faire avaientra vive au creux du dos ces escarres qui le brillaient comme un f e r rouge(R. M a r t i n d u Ga rd) .

2.**İsmi frazeoloji birləşmələrdə** isə məcazi mənalı birləşmənin əsas tərəfində adlar qrupundan olan söz dayanır.

Laborieux comme une abeille; colombe de la paix; coup de main; combattant pour la paix; arme blanche; pauvre diable.

Ex:Soetkin, femme de Claes, était une bonne commerce, matinale comme
I 'aube et diligente comme une abeille(Ch.d e Co s t e r) .

3.Zərfi frazeoloji birləşmələr:

Tout a coup;tout de suite; sur le champs; par jour; jamais de la vie; à belles dents.

Raide comme - top kimi sərrast

Ex:Un soir, elle (madame Lerat)s'approcha du monsieur et luienvoya raide comme balle que ce qu'il faisa it la n 'e ta it pas bien(Z o 1 a).

4.Sözönülü frazeoloji birləşmələr:

A cause de; histoire de; de peur que; de crainte que; grâce à.

Ex:En mettant sa main au feu –canını oda yaxaraq

5. Sifəti frazeoloji birləşmələr:

Dur comme le fer –dəmir kimi - möhkəm

Ex:C'etait un typo bien français, le Frangais inte llig en t qui n 'est pas "humain" Un caillou dur comme de fer: rien n'y peut penetrer...(R. R o 11 a n d).

Sinonim, omonim və antonim frazeoloji birləşmələr – les locutions phrazéologiques omonymes, sinonymes et antonymes

Frazeoloji birləşmələr omonim, sinonim və antonim ola bilir.

Frazeoloji sinonimlər - Frazeoloji sinonimlər dedikdə eyni və yaxın mənalı frazeoloji birləşmələr başa düşülür. Ex:

a) **Avoir de la chance - bəxti gətirmək;**

Ex: Vous avez de la chance. Parce que vos enfants et votre mari vous aime - Sizin bəxtiniz gətirib.Əriniz və oğlanlarınız sizi sevir.

b) **Avoir de la veine – bəxti gətirmək, şansı tutmaq;**

Ex: Vous avez trouvé du travail. Donc, vous avez de la veine – Siz iş tapmısınız. Deməli, bəxtiniz gətirib.

c) **Etre né coiffé – bəxti əvvəldən gətirmək;**

Ex: Oui, on a raison de dire des gens qui sont bien nés; celui-laest né coiffé.(G.Flaubert,L`Education sentimentale). – Bəli, adamlar haqlıdırlar. Onun bəxti əvvəldən gətirib.

Frazeoloji omonimlər - Frazeoloji omonimlər dedikdə eyni frazeoloji birləşmənin müxtəlif mənalar ifadə etməsi başa düşülür. Belə birləşmələrin əksəriyəti "avoir, être, faire, prendre, mettre" feillərinin köməyi ilə düzəlir.

Ex: Il était une fois, dans la ville de Foix, une marchande de foie qui disait : ' Ma foi, c'est la première fois et la dernière fois que je vends du foie dans la ville de Foix. '

Frazeoloji antonimlər – Frazeoloji antonimlər dedikdə elə birləşmələr nəzərdə tutulur ki, onlar bir-biri ilə əks mənalar ifadə etsin. İstər sözlərin, istərsə də frazeoloji birləşmələrin antonimliyi bədii ədəbiyyatda antiteza yaratmaq baxımından əlverişli vasitə hesab olunur. Frazelji antonimlər leksik-semantik cəhətdən çox rəngarəngliyi ilə diqqəti cəlb edir. Bu baxımdan onları aşağıdakı kimi qruplaşdırmaq olar:

1.Hərəkət, fəaliyyət bidirənlər:

Ex: Relentir le pas – presser, accélérer le pas;
addımları yavaşıtmaq-addımları yeyinlətmək.

2.Əlamət , keyfiyyət bidirənlər:

Ex: Avoir froid - avoir chaud - soyuqlamaq – istilənmək

3.Miqdar, kəmiyyət məzmunu ifadə edənlər:

Ex: Mon verre **n`est pas grand**, mais je bois dans **mon petit verre**–başqasının əlinə göz dikməmək

4.Məsafə bidirənlər:

Ex: Avoir **une longue vue** – ne pas voir plus loin que le but de son nez - uzaqgörən olmaq – burnunun ucundanuzağı görməmək.

5.Cəki, güc, sürət mənası ifadə edənlər:

Ex: Etre fort comme un boeuf – être très faible
Öküz kimi güçlü olmaq – çox zəif olmaq

6.Mücərrəd keyfiyyət məzmunlu birləşmələr: (sadə, mürəkkəb, şişirtmək, coxaltmaq,azaltmaq vəs.)bidirir:

Ex: Faire maigre chaire – faire bonne chaire – paxıl olmaq–əliaçıq olmaq

7. Hal-vəziyyət (zənginlik, dovlət, sərvət - kasıblıq) bidirənlər:

Ex: Etre riche, etre pauvre - zəngin olmaq, yoxsul olmaq

8. Emosional münasibət məzmunu ifadə edənlər:

Ex: Faire le modeste – faire l`important, prendre des airs;
adi görkəm almaq – ciddi görkəm almaq

9. Zahiri görkəm mənası ifadə edənlər:

Ex: avoir des jambes de coq - avoir des jambes gros - cöp kimi ayaqları olmaq, ayaqları dolu olmaq.

10.Tərz bildirənlər:

Ex: Parler français comme une boeuf – parler français comme un perroquet.

Fransızca qırıldatmaq - fransızca bülbül kimi ötmək

12.Emosional və intellektual xüsusiyyət bildirənlər:

Ex: Etre copin comme cochon – se traiter comme le chien et le chat;

yaxın dost olmaq ;it-pişik kimi davranmaq.

13. Xasiyyət bidirənlər:

Dur (sec) comme un caillou - daş kimi bərk,sərt; mou comme du colon - quzu kimi həlim

14. Müqayisə məzmununa malik olanlar:

Etre secret comme un coup de canon –sirr saxlamamaq; être secret comme un tombeau – qəbir kimi

NƏTICƏ

Hər bir dilin özünəməxsus frazeoloji birləşmələri var. Təsadüfi deyildir ki, belə birləşmələri aid olduğu dilin milli sərvəti adlandırırlar. Frazeoloji birləşmələr dilin öz səciyyəvi vahidi olub, başqa dilə hərfən tərcümə olunması mümkün deyildir. Fransız dilinin də kifayət qədər özünəməxsus frazeoloji birləşmələri vardır və belə birləşmələr bu dildə rəngarəngliyi və müxtəlifliyi ilə diqqəti cəlb edir.Fransız dilinin tarixi inkişafı nəticəsində əmələ gəlmiş bu mürəkkəb frazeoloji sistem minillik tarixə malikdir. Onlar müxtəlif ictimai tarixi şəraitdə və çox müxtəlif səbəblər əsasında əmələ gəlmişdir. Fransız dilinin frazeologizmlərinin əmələgəlmə mənbəyi, əsasən, xalq danışıq dili, yazılı ədəbiyyat və folkloru olmuşdur.

Frazeoloji birləşmələr danışıq dilinin zənginləşməsində çox böyük rol oynayır. Hər bir birləşmənin öz tarixi və öz yaranma forması vardır. Bəzən çatdırmaq istədiyimiz fikir heyvanlar, çansız əşyalar və təbiət hadisələri ilə müqayisədə verilir. Bütün bunlar dilə zənginlik və məna çalarları gətirir. Fransız dilində isə ismin hal kateqoriyası olmadığından, müxtəlf variantlarda sözönlərindən və köməkçi feillərdən istifadə olunur.Ana dili ilə müqayisəli tədqiq ediləndə isə tərcümə prosesində xeyli məsələlər aydınlaşır, müxtəlif dillərin quruluşu, daxili məna imkanları, oxşar və fərqli cəhətləri üzə çıxır.

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O‘ZBEK VA INGILIZ TILLARIDA NUTQ MADANIYATI

Ibragimov Sohibxon Temirovich
Oriental universiteti LINGVISTIKA (INGLIZ TILI) mutaxassisligi bo‘yicha 2-bosqich talabasi.
Toshkent, O‘zbekiston

Nutq madaniyati, nutq odobi — 1) og‘zaki va yozma adabiy til me’yorlari (talaffuz, urg‘u, so‘z qo‘llash, grammatika, uslubshunoslik qoidalari)ni egallash, shuningdek, turli aloqa-aralashuv sharoitlarida tilning tasviriy vositalaridan nutqning maqsad va mazmuniga mos ravishda foydalanish mahorati; 2) tilshunoslikning tilni madaniyat quroli sifatida mukammallashtirish maqsadida me’yorlashtirish (tartibga solish) muammo larini o‘rganuvchi bo‘limi. G‘arb tilshunosligida umumiy ma’noda «til madaniyati» termini ham qo‘llanadi.

1-ma’nodagi «Nutq madaniyati» tushunchasi adabiy tilni o‘zlashtirishdagi ikki bos-qichni qamrab oladi: a) nutqning to‘g‘riligi va boshqa nutqiy mahorat. Nutqning to‘g‘riligi muayyan tilda so‘zlovchilar va yozuvchilar tomonidan «ideal» yoki umum tomonidan qabul qilingan va an’anaviy saqlanib kelayotgan odatlar, ibrat va namunalar tarzida idrok etiladigan adabiy me’yorlarga amal qilishdir. Nutqiy mahorat esa nafaqat adabiy me’yorlarga amal qilish, balki o‘zaro mavjud bo‘lgan variantlardan mazmunan eng to‘g‘ri, eng aniq, uslub va vaziyat nuqtai nazaridan eng makbuli va ifodalisini tanlab olish mahoratidir (Mas., aka — oka — ako; kelyapti — kevotti — kelopti variantlaridan birining adabiy me’yor sifatida tanlanishi). Yuksak Nutq madaniyati kishining umumiy yuksak madaniyatini, fikrlash madani-yatini, tilga nisbatan ongli mehr-muhabbatini namoyon qiladi.

Nutq madaniyati avvalo, to‘g‘ri, adabiy til me‘yorlariga amal qilgan holda so‘zlashdir. Nutq madaniyatining yuqori darajasi madaniyatli kishining ajralmas xususiyati hisoblanadi. Nutqimizni yaxshilash har birimizning vazifamiz. Buning uchun talaffuzda, so‘z shakllaridan foydalanishda, jumlalarni tuzishda xato qilmaslik uchun nutqimizni kuzatib borishimiz kerak.

Nutq madaniyati til ilmining nisbatan yosh sohasidir. Ushbu fanning mustaqil bo‘limi sifatida, u mamlakatimizda yuz bergan tub ijtimoiy o‘zgarishlar ta‘siri ostida shakllandi. Faol ijtimoiy faoliyatga keng odamlarni jalb qilish ularning nutq madaniyatini oshirishga e‘tiborni kuchaytirishni talab qildi». Nutq madaniyati ijtimoiy hodisa bo‘lib, u jamiyat, fan va texnika, madaniy va adabiy hayot rivoji bilan chambarchas boglik holda taraqqiy etadi. Jamiyat a’zolarining madaniy saviyasi ortgan sari nutqi ham jilolanib, sayqallashib, nutq madaniyati qoidalari va me’yorlariga muvofiq holda takomillashib boradi. Nutq madaniyatining shakllanishi va rivojlanishida adabiyot, san’at, radio, televideniye va davriy matbuotning alohida o‘rni bor. Ayniqsa, adabiy tilni me’yorlashtirish va nutq madaniyati nazariyasini rivojlantirishda leksikografiya, xususan, izohli, imlo, talaffuz, o‘quv va boshqa maxsus lug‘atlar muhim ahamiyatga ega. Madaniyatning keng tushunchasi, shubhasiz, aloqa madaniyati, nutq xulq-atvori madaniyati deb nomlanadigan narsani o‘z ichiga oladi. Unga egalik qilish uchun nutq odob-axloqining mohiyatini tushunish muhimdir. XV asrdayoq o‘zbek adabiy tilining Nutq madaniyati va uning o‘ziga xos me’yorlari bo‘lgan. Alisher Navoiy o‘zining butun hayotiy va ijodiy faoliyati bilan o‘z davri nutq madaniyatiga, nutq odobiga mislsiz hissa qo‘shgan bo‘lsa, keyingi davrda yashagan Bobur, Muhammad Solih, Gulxaniy, Nodira, Ogahiy, Furqat, Muqimiy va boshqa shoirlarning asarlari tilida ham o‘sha davr tili va nutq madaniyati ma’lum darajada aks etgan.

«Yaxshi so‘z — jon ozig‘i», «Bug‘doy noning bo‘lmasa ham, bug‘doy so‘zing bo‘lsin», «O‘ynab gapirsang ham o‘ylab gapir», «Har neni yemak — hayvonning ishi, har neni demak —

nodonning ishi» kabi maqol va hikmatli so‘zlarning paydo bo‘lishi ham o‘zbek xalqida nutq madaniyatiga avvaldan e’tibor kuchli bo‘lganidan darak beradi.

O‘tgan asrning 20-yillaridan so‘ng o‘zbek tilining Nutq madaniyati xalq tiliga yaqinlashtirilgan milliy adabiy til me’yorlariga asoslanadi. Bu me’yorlarni shakllantirish ishiga olimlar (Otajon Hoshim, T.N.Qori Niyoziy, S.Ibrohimov, Olim Usmon va boshqalar), adib-u shoirlar (Qodiriy, Cho‘lpon, Avloniy, Fitrat, Oybek, G‘afur G‘ulom, Abdulla Qahhor va boshqalar) munosib hissa qo‘shdilar.

Nutqiy etiketlar deganda suhbatdoshlar o‘rtasida nutq aloqasini o‘rnatish va nutq holatiga muvofiq hissiy ijobiy tonallikda aloqani ta‘minlash maqsadida hozirgi paytda ushbu jamiyatda qabul qilingan lingvistik belgilar va ulardan foydalanish qoidalari tushuniladi. Masalan, ozbek va ingliz tillaridagi nutqiy etiketlaridagi frazalar: salom / hi, siz yaxshi yashayapsizmi? ishlaringiz qalay / how are you?, mening hurmatim / with my respect, sharafni e‘lon qilishga ijozat bering / let me introduce/ it is an honour to introduce; xush kelibsiz / welcome, marhamat / here you are, yoqimli ishtaha / bon appetite, eng yaxshi tilaklar bilan/ with best wishes non va tuz / bread and salt, choy va shakar / tea and sugar, Xudo yordam beradi / God supposes; rahmat / thank you, Masihni qutqaring /Help, please, sizga samimiy minnatdorchiligimni bildirishga ijozat bering/let me express my deepest graitude; sog‘-salomat bo‘ling/ stay healthy, yana ko‘rishguncha/ see you, xayr/ goodbye va h.k. Nutq odob-axloqi o‘zbek va ingliz tillarigi xos bo‘lgan universal til hodisasidir. Shu bilan birga, har bir tilda nutq nazokatining milliy o‘ziga xosligini aks ettiruvchi so‘z va iboralarning o‘ziga xos lug‘ati mavjud. Ingliz tili: O‘zbek tili:

Salomlashish. Nice to meet you - Siz bilan tanishganimdan xursandman

Taklif qilish. Would you like...? Istaysizmi...? Kechirim so‘rash.

Excuse me - Meni kechirasiz Iltimos qilish Can you do me a favour? Ijozat bering / Siz menga yordam bera olasizmi?

Nutqiy etiketlar qoidalari nutq odob-axloq qoidalari bilan tartibga solinadi - nutq tilida rivojlangan va aloqani o‘rnatish va saqlash holatlarida qo‘llaniladigan barqaror iboralar tizimi. Bu murojaat: Hurmatli / Dear Sir or Madame salomlar Good morning et cetera/ Xayrli tong va hakazo, hamdardlik va hamdardlik: accept my condolences, tasdiqlash va iltifot: you are absolutely right/ siz haqsiz, taklifnomalar, takliflar, so‘rovlar: I would like to invite you/ sizni taklif qilishga ruxsat bering, maslahatlar: I would like to recommend you/ sizga maslaxat beraman va boshqa narsalar.

Nutq odob-axloqi suhbatdoshga do‘stona munosabatni bildiradigan, aloqa uchun qulay muhit yaratadigan barcha narsalarni o‘z ichiga oladi. Til vositalarining boy to‘plami nutqiy vaziyatga mos va adresat uchun qulay bo‘lgan narsani tanlashga imkon beradi siz yoki siz muloqot shakli, samimiy, sodda yoki, aksincha, rasmiy suhbat ohangini o‘rnatish. Umuman, o‘zbek tilidagi va ingliz tilidagi nutqiy etiketlarga xos ayrim leksik semantik guruhlarini bir-biri bilan solishtirish orqali va qiyosiy tadqiqi, ushbu tillardagi odob-axloqi qoidalarini va madaniyatini aks ettirish uchun katta ahamiyatga ega bo‘ladi. Shunday qilib, yuqoridagilar ayni rivojlangan nutq madanyati edi. Ingliz nutq madaniyatining rivojida katta hissa qo‘shgan Edmund Spenser: ingliz nazmiy she’riyatni serqirra ijodkori.

Nutq madaniyati bilan bir qatorda notiqlik san’atini o‘zida mujassamlashtirgan shoir sifatida tarixga kirgan Edmund Spenser 1551/1552-yili London shahrida tavvalud topgan. Chorvachilik bilan boylik ortirgan oilaning qarinoshi bo‘lgan Spenser oddiy oilada dunyoga kelgan shoir kelajakda o‘zining notiqlik san’ati va ijoddagi mehnati bilan zodagonlar qatoriga kirib keldi. O‘z vaqtida u Kembrij unversitetida san’atdan ta‘lim oldi. O‘zidan oldin ijod qilgan yozuvchilarning eglok she’riy san‘atini o‘rganib, bu yo‘nalishni cho‘qqisiga chiqdi. Edmund Spenser she‘riyatida o‘quvchi o‘zgacha nafislik, so‘zlardan mohirona foydalanishi bilan ajraldi. O‘z navbatida qaxramonimiz notiqlik san‘ati bilan o‘z she‘riy asarlarini o‘quvchini qalbiga yetib borishiga imkoniyat yaratdi. Uning ijodining muhim jihati shunda ediki u o‘z she‘rlari bilan jamiyatning barcha qatlamiga kirib bora oldi. Uning she‘rlari ingliz nutq madaniyatini yana bir pog‘ona yuqoriga

olib chiqdi desak hech mubolag‘a bo‘lmaydi. “Shoirlar shahzodasi” deyilishi ham, ingliz she‘riyat san‘atida, shu bilan birga nutqiy madaniyatda ham qanchalik yuksak o‘ringa egali ekanligini yaqqol namunasi.

Journalism

Democratic Engagement in the Digital Age: Leveraging Technology for Inclusive Governance

Aigerim Sultanova
Nazarbayev University, Kazakhstan

ABSTRACT

Topics initially discussed in the media often find their way into broader society through personal conversations. These public dialogues play a significant role in shaping opinions on key societal issues. Public opinion is formed by those who take part in these discussions, with its quality depending on both the depth of the discourse and the number of people involved. The primary objective of this research is to assess the impact of media on the quality of public opinion.
The study surveyed 338 individuals from various social groups, including laborers, government employees, professionals, students, and homemakers from Pakistan's provincial capitals. The survey, which included 48 questions, was adapted from a model by Kim et al. (1999) to fit the local context. The findings indicated that topics frequently featured in TV talk shows were more likely to be discussed in personal conversations. Additionally, the inclusion of multiple perspectives improved the depth and quality of public opinion.

Key Words: deliberative democracy, news media, interpersonal communication, public sphere, opinions in Pakistan.

Introduction

Historically, democracy flourishes in societies that maintain a vibrant public sphere. Informal discussions among citizens play a key role in strengthening democracy by involving people in political dialogues, which help shape rational public opinion and influence the political system (Benhabib, 1996; Bohman, 2004; Dryzek, 2000; Young, 2000). In modern states with large populations, gathering people for in-person debates can be challenging. However, communication technologies allow individuals to overcome the constraints of time and space, creating a virtual space for public discourse.
The public sphere concept connects democratic politics, communication, and media. It refers to a metaphorical space where individuals interact, exchange ideas, and discuss societal matters to form consensus on issues of public concern (Habermas, 1997, p. 105). This space serves as a platform where information and viewpoints are processed, synthesized, and political opinions are shaped (Calhoun et al., 2012; Dahlgren, 1995; Fraser, 1990). Academically, the public sphere represents a virtual forum for communication about public issues, while in everyday terms, it is often referred to as "the media" (McKee, 2005). Although media and public sphere are sometimes used synonymously, the public sphere encompasses more than just the media. The media plays a role in distributing information, but the public sphere extends to the broader process of debating and forming opinions. Information is distributed by media outlets, discussed in interpersonal

communications, and ultimately circulated within society until a form of consensus emerges on the issue (Wetters, 2008). In this sense, the public sphere is not a physical place but a process that occurs when individuals engage in discussions on societal matters and collectively try to understand and reshape their shared world (McAfee, 2008).

According to Habermas, the public sphere is a social realm where "rational-critical debate on public issues takes place, driven by individuals who prioritize reason over social status when making decisions" (Calhoun, 1992, p. 1). He traces the emergence of civil society back to the 18th century, where citizens gathered in salons and coffeehouses, using small-press publications and pamphlets to spread their ideas. Although these gatherings lacked direct political power, they provided the public with the ability to critique government and offer recommendations to influence political decision-making (Habermas, 1984)

The public sphere is described as "a space within our social life where something akin to public opinion can emerge" (Habermas J., 1984, p. 49). Habermas emphasizes the importance of equal access for all citizens, asserting that "a segment of the public sphere is created in every discussion where private individuals come together to form a public entity" (1984, p. 49). This "public entity" takes shape when citizens "engage in unrestricted dialogue – with the protection of assembly and association rights, along with the freedom to voice and publish their opinions – about issues of collective concern" (Habermas, 1984, p. 49; Barnett, 2003; Bantas, 2010).

In this context, public opinion is not simply "the aggregate of isolated individuals' arbitrary views," as measured in opinion polls (Calhoun C., 1992, p. 17), but rather "refers to the perspectives held by those who participate in rational-critical discussions on a topic" (p. 17).

The strength and authenticity of the public sphere are determined by both the quality of the discourse and the level of participation. Discussions should not only revolve "around rational critical argument" (Calhoun C., 1992, p. 2), but "the greater the number of people who engage in political life as citizens, the closer society gets to achieving the ideal of the public sphere" (Schudson, 1992, p. 147). As long as communication remains inclusive and equitable, public debate naturally filters out "opinions that cannot endure critical examination" and "ensures the legitimacy" of rational discourse (Fraser N., 2007, p. 7).

Media in Pakistan

In Pakistan, electronic media has emerged as the most influential platform, dominating the spheres of information, education, and entertainment. It plays a significant role in shaping and reshaping public opinion, attitudes, and perceptions (S.M. Shahid, 2006; Nawaz, 2006; Craig, 2007). The private TV channels in Pakistan primarily focus their news coverage on political and social issues, especially those involving conflicts (Alam, 2007). Many scholars agree that television impacts public opinion by delivering political information to viewers (Jones, 2010; Gray, Jones, & Thompson, 2009; Abu-Lughod, 2008). Television is often considered a reliable source because it allows people to both see and hear real-time events (Craig, 2007).

On March 9, 2007, the President of Pakistan suspended the Chief Justice, rendering him "non-functional." Within minutes, private TV channels broadcast the news nationwide, sparking widespread public outrage against the decision. The judicial crisis became the most covered topic on the newly established 24-hour news channels, prompting political conversations in homes, offices, and public spaces. This widespread discussion defied the traditional, military-enforced culture of avoiding political debates and signaled a shift in political attitudes and behavior. Lawyers and civil society activists protested, demanding the reinstatement of the Chief Justice. This led to the Lawyers' Movement, which eventually culminated in the Pakistan Long March. There was a strong consensus among the public about restoring the Chief Justice, making it one of the leading issues in the 2008 general elections.

Ultimately, the Chief Justice was reinstated by the government. The media's role in engaging the public with the judicial issue was unprecedented, as it kept people informed and involved in the unfolding events. Through extensive debates and discussions, the media and political parties managed to unify public opinion on the restoration of the judiciary. The decision appeared so unanimous that a referendum was deemed unnecessary. According to deliberation theorists, this is seen as an ideal outcome of public deliberations. This raises important questions: Can this event be considered an example of deliberative democracy? Were Pakistani citizens engaging in public deliberation by following the televised debates and discussing the judicial issue with others? To what extent did these discussions improve the quality of public opinion on the matter? Moreover, how did this experience affect political participation? This research seeks to answer these questions by analyzing empirical evidence gathered through a specially designed survey. It focuses on the role of television news channels, including both state-owned PTV and private networks, in shaping public discourse. The decision to include all television news channels is based on public sphere theories, which emphasize the importance of presenting the perspectives of all parties involved.

Results

Influence of News Media and Political Discourse on Opinion Quality

A core idea of deliberative democracy posits that engaging in thoughtful debates and discussions leads to an improvement in the quality of opinions. The quality of opinions was evaluated based on three aspects: consistency, assertiveness, and thoughtfulness.

Opiniatedness

Opinionatedness refers to the capacity to hold clear, unambiguous opinions. Those who cannot provide definitive responses to questions tend to either be uncertain of their beliefs or struggle to align their ideas with their views, often maintaining a "sit on the fence" stance. To evaluate this trait—the ability to form and hold an opinion—a scale called 'opinionatedness' was constructed (refer to Table 1). This scale was created by summing five dichotomous items, with scores ranging from 0 (for individuals unable to answer any of the four items) to 5 (for those who successfully responded to all). These five items include three related to judicial issues, one concerning PCO judges, and one identifying ideological leanings.

For the ideology question, there was no "don't know" option. Respondents without a clear stance simply did not answer, and these cases were categorized as "don't know" with a value of 0. All other responses, reflecting some opinion, were scored as 1. The distribution of frequencies on the opinionatedness scale showed a skewed pattern: 0 = 1, 1 = 12, 2 = 47, 3 = 39, 4 = 80, and 5 = 160, or percentages of 0.3%, 3.6%, 13.9%, 11.5%, 23.7%, and 47.3% respectively.

Table 1. Responses regarding Opiniatedness

	Opiniated	Unsure
About Ideology	97.6%	2.4%
About illegal & unconstitutional act	73.4%	26.6%
About undoing the illegal and unconstitutional	70.7%	29.3%
About eh restoration of Iftikhar Chaudary	73.7%	26.3%
About PCO judges	82%	18.0%

In other words, 2.4% of respondents were unable to answer the question about ideology. For the other judicial issue items, the percentages were higher: 26.6% responded with "don't know" or did not answer when asked about the illegal and unconstitutional act; 29.3% were unsure about reversing the illegal and unconstitutional act; and 26.3% could not decide on the widely discussed issue of the Chief Justice's restoration. Additionally, 18% of respondents were undecided on the PCO item.

Consistency

As outlined in the methodology, "consistency" is defined here as the alignment between an individual's beliefs and their choices. Two dimensions of opinion consistency were evaluated. The first dimension is based on the premise that responses can be anticipated if the respondent maintains consistency in their beliefs and choices. The decisions made regarding the three judicial items reflect a consistent pattern of selecting legal or illegal options each time. A failure to respond in a predictable manner indicates a lack of consistency. To assess this consistency, a scale was developed using items pertinent to the judicial issue. This scale, referred to as 'Within-Item (WI) consistency,' is predicated on the idea that the three items are interconnected and relate to a shared concept: legal consciousness or belief in the supremacy of law. The responses to these questions were dichotomized based on the participants' answers. The reliability score (Cronbach's alpha) for the three items was 0.802.

The distribution of responses to the questions is as follows: (1) "Was the imposition of emergency and the removal of judges on November 3, 2007, an unconstitutional and illegal act?" Yes = 67.3%, No = 5.6%, and Don't know = 26.6%; (2) "Do you believe that the democratic government should have immediately repealed the unconstitutional and illegal acts after taking over?" Yes = 66.3%, No = 4.4%, and Don't know = 29.3%; (3) "Given the controversy surrounding the Chief Justice (CJ), do you think it is in the country's best interest to reinstate him?" Yes = 62.7%, No = 10.9%, and Don't know = 26.3%. Overall, the results indicate a 62.7% consistency of opinions among respondents.

The reliability score between the first two items was high (0.859), whereas the reliability of the third item concerning the Chief Justice was lower, with scores of 0.66 and 0.63 in relation to the first and second items, respectively.

Table 2. Responses for PCO judges

PCO Judges item	New Channel viewers(N=192) Yes	Others Channel Viewers(N=146) Yes
Let them continue	31.6	28.4
Should be removed	52.9	48.9
Don't know	15.5%	22.7%

The second scale developed for measuring consistency was principle-policy consistency.

This analysis utilized items related to judicial issues. A correlation of .42 ($p < .001$) was found between the two items assessed. Three judicial items, along with one PCO item, were dichotomized: the maximum score of 4 was assigned to respondents who exhibited consistency among all four items, while lower values were given to those showing inconsistency, with the lowest being 0. The total values from all four items were combined to create a single variable referred to as 'principle-policy consistency.'
The frequency distribution for principle-policy consistency was as follows: 0 = 142, 1 = 4, 2 = 12, 3 = 59, and 4 = 121, representing percentages of 42%, 1.2%, 3.6%, 17.5%, and 35.8%, respectively.

Table 3. Descriptive Statistics of Opinion Quality Measures

Variable	Scale	M	SD	N
Consistency 1.Within Judicial issueitems (WI) JUD-C	Reliability (Chronbach's alpha)Less discussed (.797,N=90) Moderately discussed (.792,N=184) Highly discussed (.713, N=63) 0=least, 2=always			
2. Ideology-PCO (PCO-I)	0=least, 2=most	1.21	.44	323
3. Principle-Policy (PP)	0=least, 1=most	.63	.48	338
Opinionatedness	0=least, 5=most	4.12	1.20	338
Considerateness	0=least, 6=most	4.25	1.85	338

Considerateness

To assess the respondents' considerateness, a set of six statements followed the question, "What do you think of the lawyers' movement?" The quality of considerateness (see Table 4), which refers to open-mindedness and impartiality, was conceptualized as the ability to consider an issue from a broader perspective rather than focusing solely on its immediate effects by weighing pros and cons.

Table 4. Responses regarding lawyers' movement

Statements	No	Yes
"It is waste of time and money".	69.5%	30.5%
"It an impediment to smooth governance".	67.8%	32.2%
"It has restored the Chief Justice Iftikhar Chaudary"	19.8%	80.2%
"Proved people's power against a dictator."	30.5%	69.5%
"It has awakened political consciousness among the people"	32.0%	68.0%
"It has made independent judiciary possible in Pakistan"	29.3%	70.7%

The responses to these statements were dichotomous, indicating either agreement or disagreement. Respondents who agreed only with the two statements related to the immediately felt effects—i.e., "It is a wastage of time and money" and "It is an impediment to smooth governance"—were given a lower score of 0. Those who agreed with the two statements regarding the proclaimed goals of the movement, "It has restored the Chief Justice" and "It proved people's power against a dictator," received a score of 1. Additionally, respondents who agreed with the two statements concerning the long-term effects of the movement were assigned the highest score of 2. All six statements were combined to form a single variable for 'considerateness.' The frequencies of considerateness were as follows: 0 = 55, 1 = 54, and 2 = 229, representing 16.3%, 16.0%, and 67.8% respectively.

Bivariate Relationships

A partial correlation analysis was carried out to explore the relationships among the four measures of opinion quality, as well as their corresponding use of news media and engagement in conversational activities. Demographic factors such as age, gender, education, and income were controlled to reduce their potential influence. Its findings are presented in Table 5. A strong positive correlation existed between principle-policy consistency and all other variables, indicating that consistency in opinion is a distinct aspect of opinion structure, separate from the other two quality elements of opinions, opinionatedness and considerateness. Opinionatedness demonstrated a positive and highly significant relationship with both news media use and conversation variables. Considerateness, on the other hand, was strongly and significantly correlated with talk shows, political television programs, and political conversations.

In conclusion, it can be inferred that opinionatedness and considerateness represent one dimension of opinion, whereas consistency reflects a completely different aspect. The presence of one does not necessarily ensure the presence of the other.

Table 5: Partial Correlation Coefficients of Opinion Quality Measures and Talk Variables.

	Consistency	Opiniatedness	Consideredness
Consistency			
Opiniatedness	.872***		
Consideredness	.223***	.249***	
News Channels	.270***	.289***	.136
News	.258***	.351***	.050
Talk shows	.278***	.337***	.094
Political TV Programmes	.278***	.337***	.226***
Judicial Issue Talk	.268***	.308***	.241***
Political Talk	.252***	.294***	.254***
Personal Talk	.212***	.227***	.302***

Note: Consistency here refers to Principle-Policy Consistency

The Main Effects

The results of the multivariate regressions indicate that the impact of demographic variables varies across different measures of opinion quality.

In the case of Principle-Policy consistency (refer to table 6), all demographic factors exhibit a negative correlation. Specifically, age and gender consistently act as negative predictors of principle-policy consistency, although the relationship is

not statistically significant. Similarly, education and income also demonstrate a negative association, which approaches marginal significance. These outcomes are reminiscent of findings by SnidenTian, Brody, and Tetlock, who observed that "common sense would suggest the relation between principle and policy to be strongest among the most sophisticated. Not so: It is as strong among the least educated" (1991, p. 67). Thus, in this instance, lower levels of education and income appear to be associated with higher principle-policy consistency.

Table 6. Logistic Regression Models for Principle-Policy Consistency

	Eq.1	Eq.2	Eq.3	Eq.
Demographics				
Age	-.183	-.250	-.178	-.195
Gender	-.209	-.154	-.206	-.275
Education	-.090	-.198	-.239	-.275*
Income	-.059	-.264*	-.312*	-.301*
News Media Use			.	
News Channel		.389**	382**	.388**
News		.219	.230	.135
Talk shows		.390*	.269	.653*
Political Programmes		.358*	.096	.028
Political Conversation				
Discussed Judicial Issue			.369*	.497
Political Talk			.341	.875
Personal Talk			-.010	-.116
Interaction Terms				
News X Political Talk				.738
News X Discussion				-.378
Talk shows X Political Talk				-1.365*
Talk Shows X Discussion				.209
Model chi-square	3.82	57.63***	69.16***	76.19***
(improvement)	62.0 %	73.0 %	73.9 %	74.5 %
Correctly classified				

Note: The entries in the table cells represent coefficients derived from logistic regressions, which were estimated using maximum likelihood methods. The dependent variable is coded as 0 for Inconsistent and 1 for Consistent. To facilitate easier comparisons of results across the equations, all independent variables have been standardized.

The difference between -2 log(likelihood) for the regression model and -2 log(likelihood) for the null model (or previous equations) follows a chi-square distribution, with degrees of freedom equal to the number of newly entered predictors. *p < .05; **p < .01; ***p < .001.

In relation to opinionatedness (see Table 7), demographic variables exhibited a negative association. Similar to the trend observed with principle-policy consistency, education and income

also showed a moderately significant negative relationship with opinionatedness.
Conversely, considerateness displayed a positive association with education, although this was not statistically significant. Age and income had a negative but significant relationship with considerateness, indicating that younger, educated females with relatively lower income levels were the most considerate.
The four news media variables also contributed differently to each opinion quality measure. News channels emerged as strong predictors for principle-policy consistency. However, general news viewing did not significantly affect principle-policy consistency. In contrast, talk shows and political programs were modestly significant predictors of principle-policy consistency. Overall, news media variables made a substantial contribution to the model's fitness.
For opinionatedness, news media variables significantly enhance the model's fitness. News channels serve as significant predictors of opinionatedness. Additionally, only political and public affairs programs contribute significantly, while news and talk shows positively impact the model, though their contribution is not statistically significant.
In contrast, for considerateness, the contribution of news media variables is minimal; news channels show a positive but insignificant relationship. News only has a significant effect when paired with talk and interaction variables. Talk shows generally act as negative predictors, while political programs tend to have mostly negative contributions. Overall, these variables do not significantly improve the model. After accounting for demographics and news media variables, the three talk variables were introduced. In terms of principle-policy consistency, talk variables significantly increase the model's explanatory power. Among them, only judicial issue discussions appear as moderately significant predictors of principle-policy consistency. For opinionatedness, judicial issue discussions and political talk are significant predictors. However, personal talk acts as a negative predictor for opinionatedness. The significance of talk shows and political programs diminishes when the talk variables are added. Overall, the talk variables make a strong and significant contribution to the model's fitness.
The talk variables do not seem to have a significant impact on thoughtfulness, except for issue discussions, which demonstrate a moderately strong predictive relationship with considerateness. Overall, the talk variables do not make a substantial contribution to the fitness of the model. The analysis reveals that news channels, particularly talk shows and political programs, play a role in enhancing the quality of opinionatedness and the alignment between principles and policies.
However, while news contributes positively to considerateness, its impact is less pronounced. Political conversations help to increase opinionatedness but do not significantly enhance the model, and personal discussions have negligible effects on any aspect of opinion quality. In summary, news channels facilitate individuals in forming clear opinions on various matters, but they do not necessarily improve the underlying quality of those opinions. Thus, the results provide partial support for the hypothesis that news media use and political conversations would enhance the consistency and considerateness of opinions. However, they maintain that news outlets and discussions about specific topics encourage individuals to develop clear and resolute perspectives.

The Interaction Effects

After examining the main effects of the explanatory variables individually, their combined effect was also assessed. Theories of deliberative democracy suggest that news media and political conversation have an interaction effect. To explore this, four interaction terms were created: two for news media variables (news viewing and talk shows) and two for talk variables (political talk and judicial issue discussions). These interaction terms were incorporated into the regression models after controlling for all other independent variables. It was posited that "talk show viewing" (during the judicial crisis) and "judicial issue talk" are behaviors focused on specific issues,

while “news viewing” and “political talk” are more general in nature.

In the models assessing Principle-Policy consistency (see table 6), the coefficient for the interaction between talk shows and political talk was found to be negative and marginally significant. Interestingly, the coefficients for news viewing and judicial issue talk were positive; however, the interaction term “news x judicial issue talk” exhibited a negative effect. This indicates that when discussions about judicial issues incorporate facts derived from news reports, they tend to counteract principle-policy consistency. Similarly, the interaction of “talk shows x political talk” also appeared to diminish principle-policy consistency. Conversely, “talk shows x judicial issue talk” and “news x political talk” contributed positively to principle-policy consistency, although this effect was not statistically significant.

These results suggest that neglecting the interaction terms would have rendered the simple main effect model inadequate. The interaction effects significantly enhance the explanatory power of the model.

In the model assessing opinionatedness (see table 5.20), the introduction of interaction terms altered the previously negative independent effects of talk shows, judicial issue talk, and political talk to positive values. Conversely, the coefficient for news viewing remained negative. The interaction between news and political talk exhibited a negative effect, while the interaction with judicial issue talk showed a positive effect. This suggests that when individuals discuss issues in relation to news content, they tend to form clearer opinions. However, the interaction of talk shows with news and judicial issue talk has a negative contribution to opinionatedness, even as it enhances the model’s explanatory power.

In the considerateness model (see table 8), the inclusion of interaction terms resulted in news viewing becoming significant. The judicial issue talk, which previously had a significantly negative impact, turned positive. However, the interaction between news and political talk remained significantly negative, while the interaction with judicial issue talk also showed a notable negative effect. Interestingly, the interactions of news with talk shows, which independently demonstrated a negative effect, became positive (.009). Additionally, the interaction between talk shows and judicial issue talk was also positive (.047), indicating that the positive influence of judicial issue talk mitigates the negative impact of talk shows. These findings offer new insights into how news media and political conversations affect the quality of opinions. While judicial issue talk, when considered in isolation, negatively impacts consistency, its combination with news contributes positively to ideology-issue consistency. This suggests that when individuals discuss issues without sufficient relevant information, their consistency diminishes, and political conversations that lack engagement with news media lead to even lower levels of consistency.

In the model assessing opinionatedness, the introduction of interaction terms resulted in a reduction of the negative coefficients associated with news media channels, although they remained negative. Conversely, the coefficients for judicial issue talk and political talk, which were previously negative, shifted to positive values, increasing from -0.237 and -0.452 to 0.554 and 1.109, respectively. The interaction between news and issue discussion aids individuals in examining issues more clearly and forming definitive opinions. However, the interaction of news with political talk has a negative effect on opinionatedness. Moreover, the interaction between talk shows and both news and judicial issue talk seems to hinder the development of clearer opinions. Notably, the combination of talk shows and judicial issue talk has a particularly pronounced negative effect on opinionatedness. Overall, the interaction terms substantially enhance the model’s explanatory power.

Table 7. Logistic Regression Models for Opinionatedness

	Eq.1	Eq.2	Eq.3	Eq.
Demographics				
Age	.424*	.423*	.317	.339
Gender	-.327	-.339	-.314	-.409
Education	-.152	-.050	-.061	-.148
Income	-.192	-.085	-.072	-.161
News Media Use				
News Channel		-.183	-.152	-.140
News		-.480*	-.520**	-.368
Talk shows		-.651*	-.502*	.162
Political Programmes		-.587**	-.336	-.182
Political Conversation				
Discussed Judicial Issue			-.237	.554
Political Talk			-.452	1.109
Personal Talk			-.087	-.073
Interaction Terms				
News X Political Talk				-1.462
News X Discussion				.079
Talk shows X Political Talk				-1.830
Talk Shows X Discussion				-1.995*
Model chi-square (improvement)	18.54**	77.60*** 87.0 %	83.57*** 84.6 %	102.29**
Correctly classified	83.1 %			86.9 %

Note: The coefficients displayed in the table cells result from logistic regression analyses conducted with maximum likelihood estimation. The dependent variable is categorized as 0 for "Inconsistent" and 1 for "Consistent." All independent variables have been standardized to allow for more straightforward comparison of results across various equations.

The difference between the -2 log (likelihood) of the regression model and the -2 log (likelihood) of the null model (or previous equations) follows a chi-square distribution, with degrees of freedom equal to the number of newly entered predictors.

*p<.05; **p<.01; ***p<.001. In the considerateness model (see table 8), the significance of news is notably increased upon introducing the interaction terms. The coefficient for judicial issue talk, which was previously significantly negative, has turned positive. Interestingly, while the interaction terms between news and talk variables yield a negative contribution to considerateness, talk shows, which initially had a negative impact when viewed independently, now positively influence the enhancement of considerateness in opinions.

The interaction effect significantly enhances the model's overall fit.

In conclusion, it is evident that improving consistency in opinions is influenced by the interaction between general media and talk variables (such as news and political talk) and issue-specific media and talk variables (including talk shows and judicial issue talk). However, news media and talk variables, whether issue-specific or general, do not significantly contribute when assessed in isolation. For opinionatedness, interaction terms do not appear to add value, while the use of issue-specific media (talk shows) and general political talk independently enhance opinionatedness. It seems that considerateness is most effectively increased through factual knowledge obtained from news and issue-specific discussions (such as those from talk shows

related to judicial issues). Consequently, these models indicate that a combination of both types of behaviors contributes to refining the quality of opinions. Moreover, they suggest that without considering interaction effects, the overall influence of news media and political talk may be misrepresented, obscuring their true effects.

Table 8 Linear Regression Models for Considerateness

	Eq.1	Eq.2	Eq.3	Eq.
Demographics				
Age	.068***	-.020	-.034*	-.036*
Gender	-.016	-.037*	-.033*	-.041*
Education	-.040*	-.014	-.013	-.013
Income	-.015	.010	.010	.012
News Media Use				
News Channel		.007	.011	.008
News		.026	.024	.085**
Talk shows		-.017	-.005	-.032
Political Programmes		-.018	.011	.008
Political Conversation				
Discussed Judicial Issue			-.032*	.027
Political Talk			-.009	-.010
Personal Talk			-.042	-.037
Interaction Terms				
News X Political Talk				-.006
News X Discussion				-.127**
Talk shows X Political Talk				.009
Talk Shows X Discussion				.047
Model Fit (Adjusted R^2)	.009	.010	.047	.070

Note: The entries in the table represent standardized coefficients obtained from linear regression analyses.

Discussion and conclusion

The results indicate that the independent effects of news media use and political talk on opinion quality can differ significantly from their interaction effects. One potential explanation for this phenomenon is that when individuals form opinions about specific issues, they rely on their existing knowledge and experiences, which can lead to inconsistencies and ambiguities in their views. Engaging with information or discussions about an issue on their own may complicate opinion formation, making it less coherent.

However, when new elements—such as fresh information, different perspectives, or alternative frameworks—are introduced, they can significantly impact the entire opinion structure. This introduction can lead to clearer, more consistent, and thoughtful opinions, or it might increase complexity and ambiguity. Thus, the addition of new information or diverse viewpoints can transform existing opinions, either enhancing their quality or causing confusion. The findings from this study support the idea that news media and judicial issue discussions, particularly in talk shows and political programs, offer individuals an opportunity to develop their opinions based not solely on isolated thoughts, but on a foundation of relevant information and various viewpoints.

The findings of the study support the second hypothesis and related research question, which is grounded in the deliberative democracy theory that asserts exposure to information and reasoned debates enhances the quality of citizens' opinions. This suggests that when issues are frequently

discussed in the media and in personal conversations, individuals who are exposed to a broader range of information and diverse perspectives are better equipped to clarify their thoughts and develop more rational, well-considered opinions. The results align with previous research (S.M. Shahid, 2006; Nawaz, 2006; Craig, 2007) regarding the quality of opinions on judicial issues. The study employed three measures to assess opinion quality: opinionatedness (M = 3.9, SD = 1.2; Scale 0-5), consistency (M = 2.0, SD = 1.8; Scale 0-4), and considerateness (M = 2.5, SD = 0.75; Scale 0-3), which yielded encouraging results. This level of opinion quality supports the hypothesis and positively addresses the second research question, indicating that viewing news channels and engaging in frequent discussions about judicial issues can enhance opinion quality in this domain. Regression analysis showed that the impact of news media and conversation variables on opinion quality varied significantly when examining their interaction effects. In fact, neglecting to analyze these interaction effects could lead to misleading conclusions. Specifically, for principle-policy consistency, the interaction between general media and talk variables (news X political talk) and issue-specific media and talk variables (talk shows X political talk) proved to be substantial. Although opinionatedness was less influenced by interaction terms, it was positively affected by the independent use of issue-specific media (talk shows) and general political talk.

Considerateness was found to improve primarily through a combination of factual knowledge acquired from news and discussions related to specific issues (talk shows X discussion). This indicates that merely relying on news media without engaging in interpersonal conversations may not significantly enhance opinion quality, nor can interpersonal discussions alone produce better opinions without the influence of media. Instead, it is the combined effect of news media consumption and interpersonal conversations that refines public opinions over time.

The results affirm the argument that television news and discussions on political issues, alongside interpersonal political conversations, allow individuals to construct their opinions based on relevant information and diverse viewpoints rather than disorganized thoughts. Consequently, it can be concluded that viewing television news channels and engaging in political discussions are significant contributors to opinion quality. These findings are consistent with earlier studies (Jones, 2010; Gray, Jones, & Thompson, 2009; Abu-Lughod, 2008).

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Chemical Sciences

Optimization of the extraction of herbal medical tree

Miras Muratov
MSc. in Chemical Engineering. Budapest University of Technology and Economics

INTRODUCTION

Herbal is a tropical plant native to Thailand [1]. The leaves of the herbal are used by workers because of their stimulating effects like coca or instead of opium. It has been a plant of interest for the past fifty years because of its medicinal properties [1]. The herbal leaves have traditionally been used to relieve pain and etc [4], [5]. Herbal leaves contain significant levels of pharmacologically active alkaloids such as mitragynine (MG), speciociliatine (SC), 7-hydroxymitragynine (HMG), paynantheine (P), and speciogynine (SG) [3].

Obtaining different bioactive compounds from natural herbs and plant materials, several extraction and separation techniques are available. Traditional solvent extraction can be used with different solvents, while ultrasound-assisted extraction can be also applied to reduce the contact time and extraction temperature to gain similar extracts but with higher efficiency. The main goal of the thesis project was to optimize the extraction of ground herbal leaves using different extraction techniques.

The task was to apply changes to extraction conditions of stirred and ultrasound-assisted extraction techniques to compare crude extract yields and determine the optimum conditions to obtain the extracts in high quantities and with high quality, namely with high mitragynine content.

1. OBJECTIVES

1. Determination of the moisture content of ground herbal leaves.
2. Determination of the particle size distribution of ground herbal leaves.
3. Extraction of ground herbal leaves with a different method:

3.1. Stirred extraction
3.2. Ultrasound-assisted extraction

4. Data evaluation and summary of results

3 EXTRACTION

Extraction overview

Extraction is the method of partly separating a combination of various components in the liquid phase by adding a liquid solvent to which the original components have varied solubilities. The method is known as leaching if part of the initial chemicals are solids. The extract is a solvent-rich phase, whereas the raffinate is the solvent-poor phase. Multiple extraction steps can yield a high degree of separation, especially in countercurrent flow [40].

The initial stage in separating the intended natural components from the raw ingredients is extraction. The following steps are involved in the extraction of naturally existing components:

- the solvent is penetrated the solid matrix.
- the solvent dissolves the solute.
- the solute diffuses out of the solid matrix.
- the extracted solutes are separated.

Any parameter that increases diffusivity and solubility in the preceding phases will make extraction easier. The extraction yield is influenced by the qualities of the extraction solvent, the size distribution of the raw components, the solvent-to-solid ratio, the temperature of extraction, and the extraction time [41].

When it comes to solvent extraction, the choice of solvent is critical. Whenever the solvent is chosen, some factors such as selectivity, solubility, cost, and safety are taken into account. Solvents with polarity values close to the polarity of the solute are expected to be more effective according to the rule of similarity and intermiscibility [41]. In solvent extraction for phytochemical research, alcohols such as methanol and ethanol are ubiquitous solutions [41].

Solid-liquid extraction (leaching) and maceration

Leaching, also known as solid-liquid extraction, is the process of extracting a soluble portion of a solid substance using a liquid solvent. The diffusion of a solute into the ambient solvent takes place during the leaching. Both extracted solid portions and insoluble components may be important substances. The metallurgical, natural product and food sectors all employ leaching. Leaching in the metallurgical industry can also include oxidation or reduction reactions between the solid and the solvent. The overflow and underflow of a leaching stage are solids-free liquid and wet solids, respectively. Leaching is frequently used with countercurrent-flow washing steps to minimize the amount of solute in the liquid part of the underflow. The soluble and insoluble solids are completely separated, however, the solvent is present in both products. To recover solvent for recycling, further processing of the extract and leached solids is required [42].

Liquid-liquid extraction

Liquid-liquid extraction is a technique for extracting a component from a solution and separating it from it using another solvent. It is useful to extract an important component from a solution or to refine the primary solvent by eliminating an undesired substance. Liquid-liquid extraction is used in the nuclear sector to remove uranium and plutonium salts from a nitric acid solution, as well as in water treatment [43].

The procedure relies on the extracted chemical, the solute, with higher solubility in the extraction solvent than in the original input solvent. Both solvents should be immiscible to allow only solute miscibility [43].

To perform a solute transfer, the solvents are combined in a contractor, and then the phases are split. The raffinate is the depleted feed solvent that exits the extractor, while the extract is the solute-rich extraction solvent, and the extraction solvent is reused. A mixer settler is the most basic type of extractor, consisting of an agitated tank and a decanter [43]

Ultrasound-assisted extraction

Ultrasound with the 20kHz-100 MHz frequency is used to remove natural bioactive compounds from the biological matrix by ultrasound-assisted extraction (UAE) [44]. This frequency range is inaudible to people. Compression and expansion are achieved by passing ultrasonic waves through the material. This causes cavitation, which means the generation, propagation, and

eventual burst of bubbles. As the kinetic energy is converted into motion the interiors of the bubbles are heated and the temperature and pressure can rise to 5000 K and 1000 bar respectively [40, 41]. To allow the sample to create cavitation in the UAE, only liquid and liquid-containing solid components are used. UAE is the most appropriate for solid plant samples, as Herrera and Castro stated since ultrasonic energy leaches away organic and inorganic components from the plant matrix [40, 42]. There are two stages: (1) diffusion through the cell wall; (2) shattering the cell wall and releasing the contents of the cell [44], [47]. Some parameters, such as moisture level of material, milling degree, grain size, and solvent, must be considered during effective extraction. UAE must be integrated with current traditional extraction techniques to increase the yield of the common extraction approach [44]. Vinatoru *et al*. described using UAE into the solvent extraction equipment by inserting an ultrasonic unit in an optimal place to improve extraction efficiency [44], [48]. UAE is a cost-effective and environmentally friendly extraction technology since it uses less solvent, takes less time, and uses less energy.

4 MATERIALS AND METHODS

Herbal powder has been received from N Ltd., Hungary. The plant material was collected in West – Sumatra in Indonesia. It was already ground into a bright green and scented powder and used further in experiments in this state (Figure 8).

Figure 8 Herbal powder

5. METHODS

Moisture content determination

In total three parallel measurements were performed to determine the moisture content of herbal powder. During all parallel measurements, the same mass of herbal powder (M_i) was weighed in Petri dishes and put in an oven for at least 2 days at 105 °C to dry until mass consistency. Then, the dishes with herbal powder were weighed back (M_f).

$$M_c = \frac{M_i - M_f}{M_i} \cdot 100\ \%$$

where,

M_C – moisture content of the herbal powder [%];

M_i – an initial mass of the herbal powder before drying [g]; M_f – final mass of the herbal

powder after drying [g];

Dry content (D_C) can be calculated by subtracting moisture content from 100 % as follows:

$$D_c = 100\ \% - M_c$$

Where,

D_C – dry content of the herbal powder (%).

Particle size distribution

The particle size distribution is used to determine the proportions of a particular material in different sizes relative to the total amount (volume, mass, etc.). The sieve analysis is used during this experiment and herbal powder (Figure 9) was separated on different size sieves. The diameters of the sieves were as follows:

0.5 mm, 0.315 mm, 0.16 mm, 0.1 mm, 0.071 mm, 0.05 mm, 0.025 mm and < 0.005 mm.

The initial masses of each sieve plate were measured and recorded. The tower of sieve plates was assembled and appr. 10 g of herbal powder was measured onto the top plate. Retsch vibratory sieve shaker was used and set for 20 minutes and at 40 Hz amplitude. After the experiment, the final masses of sieve plates with herbal powder (Figure 10) were noted. In the end, the difference between the final and initial sieve plated was calculated and percentages were determined in relation to the total mass of herbal powder. In total, 3 parallel measurements were performed.

Figure 9 Sieve plates with herbal powder

Figure 10 Retsch vibratory sieve shaker

Stirred extraction

The stirred extraction (Figure 11) is one of the extraction methods used in these

experiments. During this experiment, the weighed herbal powder was placed inside of 250 ml flask and solvent (methanol) poured. The solvent with the herbal powder inside of flask is placed in the water bath and attached to the agitator which rotated at 315 – 330 rotations per minute (r.p.m.). For keeping a constant extraction temperature water bath was used and set at 40 – 50 °C. Once the extraction finished, the sample was filtered under a vacuum which enables the separation of the extract and residue. Filtrate (extract) later evaporated as described in 4.3.6. After evaporation, the mass of extract was measured and collected into a sample bottle. The samples were kept in the fridge until further experiments.

Ultrasound-assisted extraction

During these experiments, the Hielscher UP200ST Ultrasonic Processor (Figure 12) was employed which has an ultrasonic transducer as well as a generator. The generator is used to

convert the electric power into mechanical oscillations which are transferred to the solution via sonotrode.

Filtration

This process was performed under a vacuum to separate solid particles from the liquid. Firstly, a glass filter funnel was placed on top of the Büchner flask with the rubber seal, and the Büchner flask was connected to the hose to have the vacuum inside of the flask. The vacuum was established by a jet valve adjusted to running tap water.

Evaporation

Overall, two evaporation equipment were employed during the evaporation of solvent from the extract:

- Rotary evaporator (Heidolph)
- Air Stripper (Biotage TurboVap)

Ultra-Performance Liquid Chromatography (UPLC)

The UPLC-DAD method was validated for linearity, precision, and accuracy. Linearity was determined by analyzing the standards at seven concentrations (0.5, 1, 5, 10, 50, 100, 130 µM), each in triplicate. Slope, intercept and the correlation coefficient were determined by least-squares weighted regression analysis.

Quality control samples were prepared in three different concentrations (low, mid, and high) for a standard solution, each in triplicates. These were used to determine both the intra-day and inter-day precision and accuracy of standard solutions.

CONCLUSION

In this thesis work, the extraction of ground leaves was studied in detail. Herbal tree is a unique tropical plant indigenous to Thailand and Malaysia with opioid-like sedative narcotic character containing high level of alkaloids which possess cocaine-like stimulating effect and other pharmaceutical properties.

The extraction was carried out using different extraction techniques and conditions. Two extraction techniques, namely the traditional stirred extraction and the newly invented ultrasound-assisted extraction methods were studied. Also, the effect of process parameters, such as extraction temperature, time, solid to solvent ratio on the extraction yield, and mitragynine content was investigated. Methanol was used as extraction solvent, based on previous findings and publications.

Firstly, the moisture content measurement was carried out and it was found that the dry content of herbal powder is 93,82 ± 0,23 %., while its moisture content was 6.18 %.

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Анионное ПАВ из отходов производства подсолнечного масла: синтез и свойства

Садыков Б.Б.
к.х.н., доцент
Икматуллаева Г.А.
магистрант
Камбарова З.Н.
докторант
Абдиев К.Ж.
д.х.н., профессор
Казахский национальный исследовательский технический университет имени К.И. Сатпаева (Республика Казахстан)

Аннотация. В статье рассматриваются методика получения сырья из отхода производства подсолнечного масла, синтез, идентификация и исследование свойства анионного поверхностно-активного вещества (ПАВ).

Ключевые слова: коллоидная химия, поверхностно-активное вещество, возобновляемый источник сырья, техническое растительное масло, пенообразование.

Введение. Поверхностно-активные вещества (ПАВ) находят широкое применение в различных отраслях промышленности и в быту.

В настоящее время, около 80% ПАВ производят с применением сырья нефтехимического происхождения, что приводит к росту выбросов диоксида углерода в атмосферу и тем самым, усилению парникового эффекта [1, 2]. Другой серьезной проблемой является токсичность и медленная скорость разложения ПАВ, находящихся в водоемах под действием солнечного света и микроорганизмов. Попадая в живой организм вместе с питьевой водой, ПАВ могут разрушить генетический аппарат клетки и вызывать различные болезни [3].

Одном из эффективных способов решения данной проблемы является синтез и разработка технологии производства экологически более безопасных ПАВ из возобновляемых источников сырья природного происхождения.

Целью данной работы является синтез и исследование свойств нового анионного ПАВ (АПАВ) на основе экологически более безопасного сырья растительного происхождения, применяемого в дальнейшем в качестве компонентов моющих средств, пенообразователей, флотореагентов и смачивателей.

Экспериментальная часть

Методика получения сырья для синтеза. В качестве сырья для синтеза ПАВ был использован отход производства подсолнечного масла – техническое растительное масло.

Из литературы известно, что реакцию гидролиза растительных масел обычно проводят в кислой или щелочной среде. При проведении гидролиза в кислой среде образуются плохо растворимые в воде жирные карбоновые кислоты и хорошо растворимый в воде глицерин. А при проведении гидролиза в щелочной среде образуются соли водорастворимых жирных карбоновых кислот (соли калия, натрия или аммония в зависимости от типа используемой щелочи) и глицерин.

Из-за плохого растворения карбоновых кислот в кислой среде происходит некоторое замедление гидролиза, а выход гидролиза меньше по сравнению с щелочным методом.

Поэтому было принято решение, что реакцию каталитического гидролиза отходов производства подсолнечного масла – технического растительного масла следует проводить в щелочной среде.

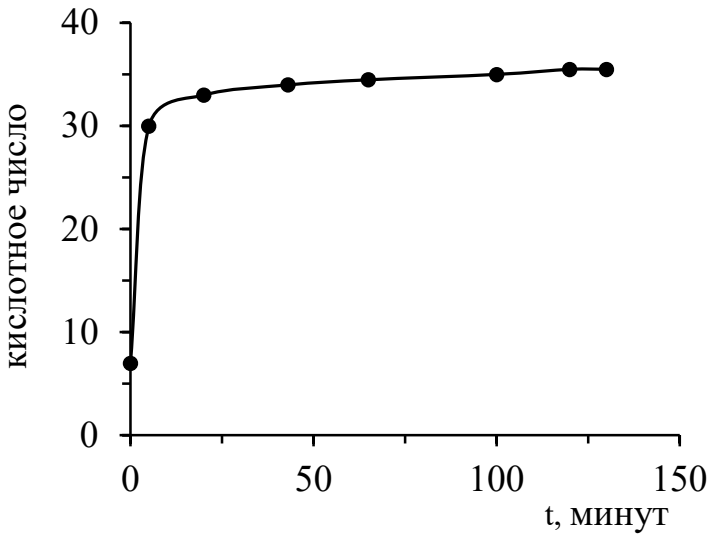
Условие гидролиза технического растительного масла. 100 г технического растительного масла и 300 мл 15 мас. % раствора NaOH поместили в трехгорлую колбу и при непрерывном перемешивании нагревали смесь на водяной бане при температуре 60°С в течение 1 часа. Затем повышали температуру до 80-90°С и добавили в избытке 15 мас. % раствора H_2SO_4 и перемешивали смесь в течение 1 часа.

В результате реакции гидролиза образуются два слоя: жирные карбоновые кислоты (ЖКК) образуют органический слой, а глицерин переходит в водную среду. Верхний слой (смесь ЖКК) отделяли с помощью делительной воронки и несколько раз промывали дистиллированной водой при температуре 50-60°С для удаления глицерина. Затем смесь выделенных ЖКК просушивали в вакуумном сушильном шкафу в течение 5 часов. Выход смеси ЖКК составил 90 мас. %. Кислотное число 35 (рис. 1).

При проведении гидролиза при температуре 50°С выход ЖКК составил 85 мас. %. Поэтому в дальнейшем гидролиз проводился при температуре 60°С.

Следовательно, *оптимальными условиями гидролиза* отходов производства подсолнечного масла - технического растительного масла являются: t = 60°С; катализатор – 15 мас. % раствор NaOH; продолжительность процесса гидролиза - 1 час; гидролиз должен проводиться в условиях непрерывного перемешивания смеси.

ИК-спектр продукта гидролиза технического растительного масла снимали на спектрометре Nicolet 5700, Termo Corporation, USA в диапазоне частот 4000-500 $см^{-1}$ (рис. 2).



t=60°С; катализатор – раствор NaOH

Рисунок 1. Изменение кислотного числа смеси в процессе гидролиза технического растительного масла по времени

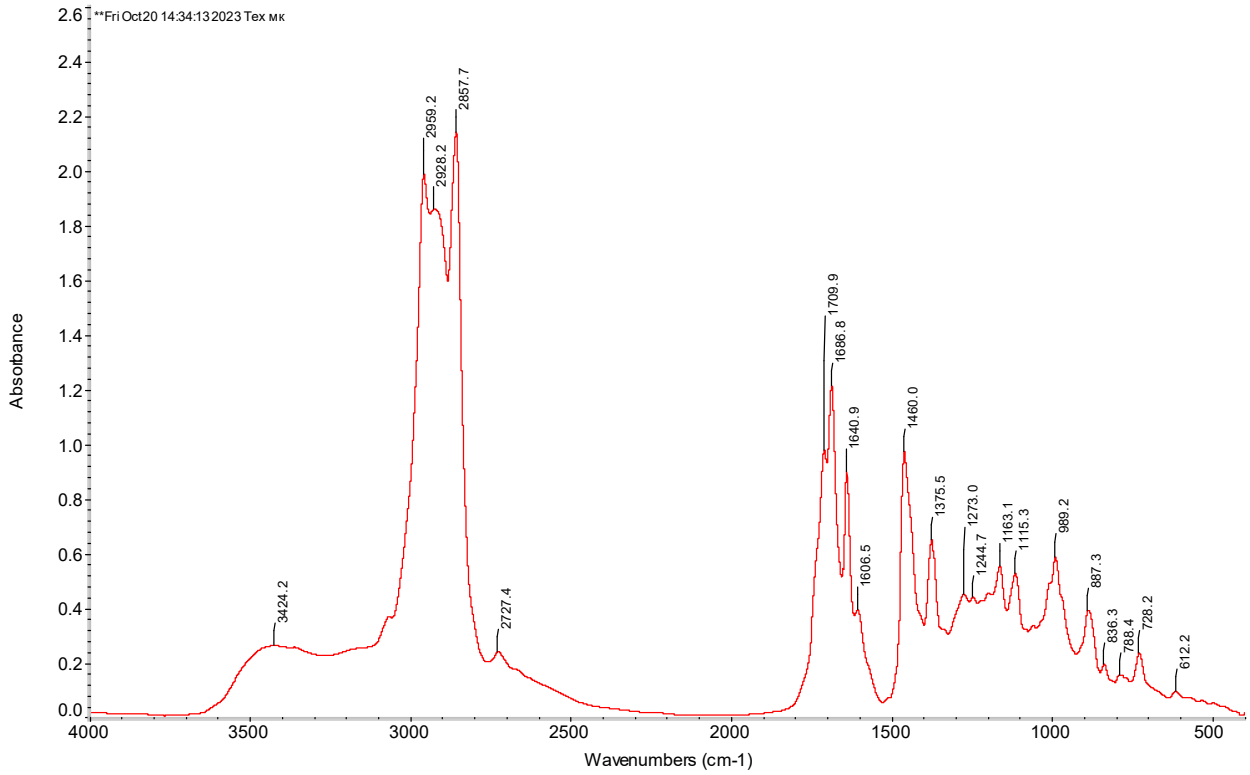


Рисунок 2. ИК-спектр продукта гидролиза технического растительного масла.

В ИК-спектре присутствует полоса при частоте 1709 $см^{-1}$, характерная для карбоксильной группы -CH_2-COOH насыщенных карбоновых кислот, при частоте 1686 $см^{-1}$ появляется полоса, соответствующая карбоксильной группе -CH=CH-COOH ненасыщенных карбоновых кислот. При частоте 3424 $см^{-1}$ видна полоса, характерная для свободной гидроксильной группы и при частотах 2857÷2958 $см^{-1}$ обнаруживаются полосы, характерные для связанных гидроксильных групп. При частоте 1210 $см^{-1}$ присутствует полоса, характерная для группы С-О, а при частоте 1640 $см^{-1}$ полоса, характерная для карбоновых кислот, связанных между собой водородными связями. А полосы, которые должны наблюдаться при частотах 1200÷1170 $см^{-1}$, характерные для связи -С-О-С- в сложных эфирах насыщенных и ненасыщенных карбоновых кислот, не видны в спектре или имеют очень низкую интенсивность [4, 5].

Следовательно, исходя из ИК - спектров можно сделать заключение, что органическая фаза, образовавщаяся в ходе гидролиза технического растительного масла, представляет собой смесь, состоящую преимущественно из насыщенных и ненасыщенных жирных карбоновых кислот (ЖКК).

Синтез анионного ПАВ из технического растительного масла

Синтез АПАВ осуществлен путем этерификации смеси ЖКК, полученной гидролизом технического растительного масла, этиленгликолем и последующим взаимодействием эфира ЖКК-этиленгликоль с итаконовым ангидридом и сульфированием раствором сульфита натрия (Na_2SO_3).

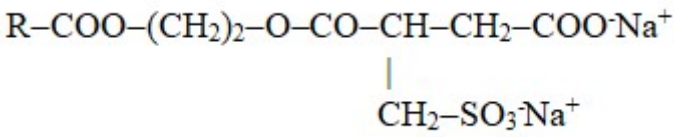
Методика синтеза состоит из двух этапов:

1- Этап. В трехгорлую колбу, снабженную обратным холодильником, термометром, ловушкой Дина-Старка и верхнеприводной мешалкой помещают 10,2 г этиленгликоля и 31 г смеси ЖКК, полученной гидролизом технического растительного масла, также добавляют 1% от общей массы жирных кислот серную кислоту в качестве катализатора. Смесь нагревают до 170^0С и выдерживают при данной температуре в течение 4 часов.

2-Этап. В трехгорлую колбу, снабженную обратным холодильником и верхнеприводной мешалкой, а также ловушкой Дина-Старка помещают 21 г смеси,

полученной в 1-этапе, и 10 г итаконовой кислоты и нагревают при постоянном перемешивании до 100 ^{0}C. Смесь выдерживают при данной температуре в течение 1 часа. Затем смесь охлаждают до 50^{0}C и добавляют 0,1 моль раствора сульфита натрия через капельную воронку в течение 2 часов при температуре 70-75^{0}C.

Полученное анионное ПАВ имеет следующую предполагаемую структурную формулу:



(R – углеводородный радикал жирных карбоновых кислот)

Полученное АПАВ имеет светлокоричневый цвет, растворяется в воде и обладает высокой пенообразующей и эмульгирующей способностью. Устойчивость пенообразования составляет 85%.

Из изотермы поверхностного натяжения раствора определена критическая концентрация мицеллообразования (ККМ) данного АПАВ. ККМ составила 4 г/л.

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Catalytic Dehydration of Biomass-Derived Feedstocks to Obtain 5-Hydroxymethylfurfural and Furfural

Harry K. Megbenu
Nazarbayev University, Astana, Kazakhstan
Zhanat Azhikhanova
National Laboratory Astana, Nazarbayev University, Astana, Kazakhstan
Gulnaz Ingkar
Nazarbayev University, Astana, Kazakhstan
Nurzhan Rakhimgaliyev
Nazarbayev University, Astana, Kazakhstan
Aizada Mels
Nazarbayev University, Astana, Kazakhstan
Almaz Kenzheshov
Nazarbayev University, Astana, Kazakhstan
Almas Askarov
Nazarbayev University, Astana, Kazakhstan
Minavar Shaimardan
National Laboratory Astana, Nazarbayev University, Astana, Kazakhstan
Nurxat Nuraje
Nazarbayev University, Astana, Kazakhstan

Biomass-produced furanics, furfural and 5-hydroxymethylfurfural (5-HMF), are considered as vital platform chemicals used in the production of active pharmaceutical ingredients (APIs), commodity goods, and fuels. The primary challenge associated with their production pertains to the high cost involved in scaling up to in- dustrial levels. Consequently, it is essential to explore more cost-effective options that yield efficient end products. In this study, the use of Lewis and Brønsted acids such as HCl and AlCl3 enhances the isomeriza- tion of glucose through catalytic dehydration into 5-HMF. It was observed that employing moderate reaction conditions increased the yield of 5-HMF to 44.94 % and 50.60 % respectively, with changes in HCl concen- tration and AlCl3 mass loading. The suitable conditions to achieve the highest yield of 5-HMF were 100 µL of HCl, 0.75 g of AlCl3, reaction temperature 150 °C, and reaction time 4 h. In the second experiment, corn- cob was converted into furfural in the presence of 20 % H2SO4, in combination with NaCl as a promoter. The optimal conditions under which a yield of 44.77 % was achieved were as follows: 50 mL of 20 % H2SO4, re- action temperature 140 °C, 0.5 g of NaCl, 5 g of corncob, and reaction time 160 min. Furthermore, a pro- posed reaction mechanism was outlined to elucidate the pathway for the production of the aforementioned platform chemicals.
Keywords: Furfural, Hydroxymethylfurfural, 5-HMF, catalysts, dehydration, biomass, glucose, corncob, ex- traction.

Introduction

The ongoing decline of fossil fuel reserves resulting from the persistent utilization of petroleum and coal feedstocks, coupled with the pressing climate emergency, has spurred the scientific community to pri- oritize the exploration of bio-based alternatives [1]. In response,

biorefinery concept has emerged to investi- gate and yield economically viable products for fossil fuel compounds, thereby contributing to a reduction in greenhouse gas emissions [2]. In recent research, significant interest has resulted in the development of bio active platform chemicals. Various platform chemicals, such as succinic acid, levulinic acid, 5-hydroxy- methylfurfural (5-HMF), and furfural could be synthesized from biomass resources as reported by [3, 4]. Furfural and 5-HMF holds a unique position among bio-active chemicals due to their physical and chemical properties, comprising aldehyde, furan ring components, and alcohol. According to the U.S. Department of Energy (US DOE), furfural and 5-HMF are designated as two of the "top 10" platform chemicals for specialty and bulk chemicals [5]. These platform compounds are typically synthesized by acid-catalyzed dehydration of C6 and C5 sugars, which are obtained from the hydrolysis of cellulose and hemicellulose. For the past few years, researchers main focus is to study the optimization conditions for furfural and 5-HMF pro- duction from biomass [6–8], investigating the separation and extraction methods to increase the selectivity and yield [9, 10].

5-HMF production from biomass shows promising properties among the platform chemicals as reported by the US DOE and can be easily transformed into active pharmaceutical ingredients (APIs) as well as other valuable chemicals [11]. Biomass-produced agrobased resources such as lignocellulose, are vital resource for the synthesis of 5-HMF and are highly abundant in the environment. It usually follows a three-step reaction under acidic conditions involving hydrolysis of cellulose to glucose to form fructose through isomerization followed by dehydration to 5-HMF [12]. Different approaches are employed by researchers for the conversion of starch-rich agricultural waste into 5-HMF [13]. 5-HMF conversion from biomass-derived residues is mostly investigated via optimization of reaction parameters such as catalyst loading, temperature, pressure, and reaction time. Yosuke M. et al. applied liquid-liquid extraction for the synthesis of 5-HMF from monosaccharides using methyl isobutyl ketone (MIBK) solvent. An 85 % yield of 5-HMF was achieved by addition of Lewis acid which promotes isomerization of glucose into five membered ring structure [14]. A combination of Lewis and Bronsted acid catalysts was employed by Huixiang and his team in the synthesis of 5-HMF from carbohydrates using a low boiling point (BP) solvent [15]. From their work, about 70 % of 5-HMF was achieved when isopropyl alcohol (IPA) solvent was used.

Furfural, on the other hand, possesses outstanding applications in the production of active pharmaceuti- cal ingredients, polymeric materials, food additives, cosmetics, pesticides, insecticides, disinfectants, etc. [16, 17]. Their synthesis involves acid-catalyzed dehydration of hemicellulose or furan-containing com- pounds as crucial C5 sugar components. A wide range of agro-based biomass sources can be used for the synthesis of furfural. For instance, Adebayo and his colleagues synthesized furfural and furfuryl alcohol from corncob, elephant grass, sunflower, and baobab pulp in a Lewis acid medium [18]. Likewise, furfural synthesis was achieved from agro-based biomass resources such as rice husk, sugarcane bagasse, cotton seeds, and oat hulls via heterogeneous acid catalysts [19]. One major challenge faced by researchers focuses on improving the yield and purity of furfural by optimizing the reaction conditions such as temperature, catalyst loading, solvent used, and reaction time.

This research explores the variation of Brønsted acid (HCl) and Lewis's acid ($AlCl_3$) as catalysts in the conversion of glucose into 5-HMF under moderately optimized conditions using a high pressure batch reactor. Additionally, the synthesis of another platform chemical viz furfural was studied using corncob as the primary feedstock in the conversion process. In the furfural synthesis, NaCl was employed as a promoter to augment the hydrolysis and dehydration of corncob into furfural. To elucidate the reaction pathway to pro- duce these platform chemicals, a plausible reaction mechanism is proposed in this work.

Experimental

Materials

Corncob was purchased from the local market (delivered from farmland Jetysu region of Kazakhstan); all other chemical reagents used in this experiment were obtained from Sigma-Aldrich: D-(+)-Glucose mon- ohydrate, ≥ 99 %; 5-hydromehtylfurfural (5-HMF), ≥ 99 %; Furfural, 99 %; Ethylene Glycol, 99.8 %; Iso- propyl alcohol (IPA), 99.5 %; Methanol (HPLC grade), ≥ 99.8 %, Dichloromethane (DCM), ≥ 99.9 %; Alu- minium chloride anhydrous (AlCl3), Sodium chloride (NaCl), 99.8 %; Hydrochloric acid (HCl), ≥37 %; and Sulfuric acid (H2SO4).

5-HMF Synthesis

To a 150 mL high pressure batch reactor (Buchi-1297840), 2 g of glucose, AlCl3 (0.25–1.5 g), HCl (50– 200 µL), 45 mL of IPA, and 5 mL of deionized (DI) water were added and gently stirred to obtain a homogenous solution mixture. The homogeneous mixture was heated in a high pressure reactor at 10 bar at a temperature of 150 °C for 4 h at a stirring rate of 350 rpm. After the reaction was stopped, the mixture was quick- ly collected and filtered under vacuum and the analyte was extracted with ethyl acetate and solvent removed under reduced pressure. An approximate mass of light brown solution was obtained, which was separated into organic and aqueous phases. Samples taken from two phases were filtered through a 0.22 µm syringe filter and diluted with methanol for HPLC analysis. The concentrate was preserved in clean Pyrex glass vials for further analysis. The 5-HMF yield was calculated as follows:

$$\text{5-HMF yield (\%)} = \frac{N_{5-HMF}}{N_{glucose}} * 100\% \quad ,$$

where $N_{5\text{-HMF}}$ denotes the moles of 5-HMF produced and $N_{glucose}$ represents the moles of glucose used. To confirm the effectiveness of the chosen method, all experiments were carried out in triplicate.

Furfural Synthesis

5 g of corncob, 0.5 g of NaCl, and 50 mL of 20 % H_2SO_4 was prepared under the fume hood. The mixture was transferred into a high pressure batch reactor (Buchi-129784, Germany) at 10 bar, where the reaction was carried out separately at different temperatures of 100, 120, 140, 160, and 180 °C for 160 min. The distillate was filtered and extraction carried out by liquid-liquid approach using dichloromethane (DCM) solvent after which the furfural was separated under reduced pressure using rotavapor (Buchi R-210). Furfural yield was calculated as follows:

$$\text{Furfural yield (\%)} = \frac{N_{5-HMF}}{N_{glucose}} * 100\%$$

where $N_{Furfural}$ is the mole of furfural product after reaction and extraction and $N_{hemicellulose}$ is the mole of hemicellulose (pentose) content in corncob.
The hemicellulose content used was based on literature values obtained by several researchers from the

National Institute of Technology, India. According to their findings, the hemicellulose content obtained from lignocellulosic dry corncob is between 26–36 % [20]. The average of the reported amount (31 %) was used in calculating the theoretical mass of the hemicellulose content in our corncob. Furfural content was calculated based on the concentrations obtained by UHPLC where samples were measured according to the calibration (with R^2 0.9962) prepared for furfural analysis. All experiments were carried out in triplicates to con- firm the effectiveness of the chosen methods.

Scheme of the 5-HMF and furfural production from glucose and corncob respectively is presented in Figure 1.

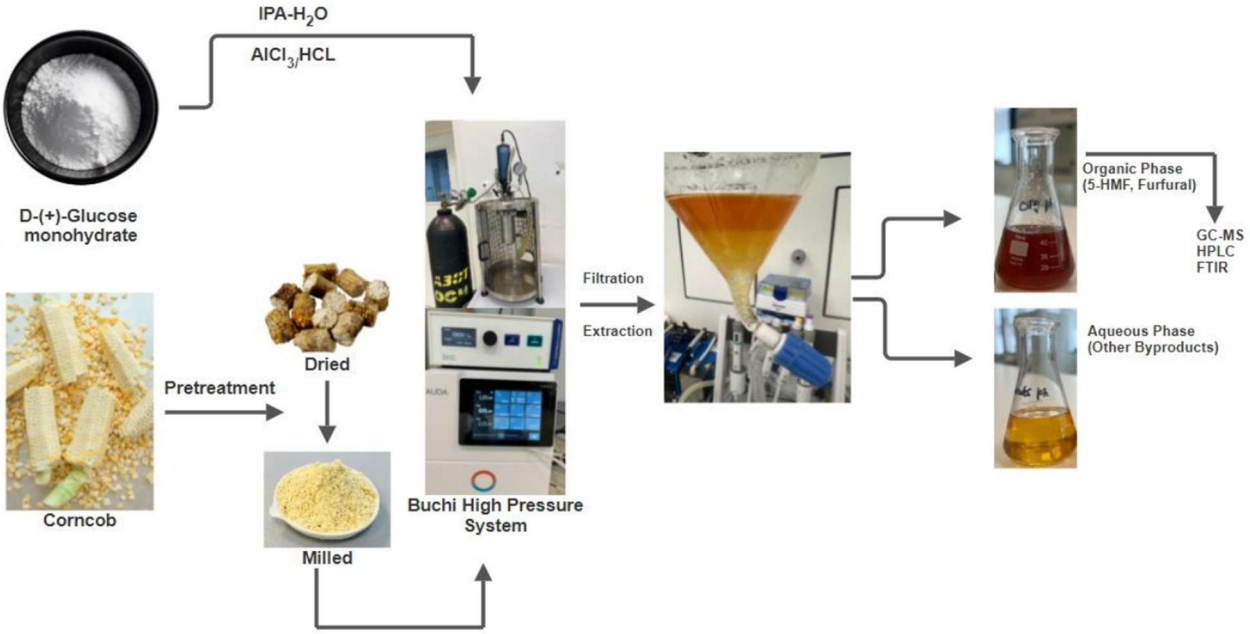

Figure 1. Process flowsheet of 5-HMF and furfural production from glucose and corncob respectively

Characterization

Characterization analyses were performed qualitatively and quantitatively for pure standards and synthesized products. Prior characterization of the pure furfural standard, purification was carried out by a simple distillation process as the furfural changed color to dark brown due to improper preservation. Furfural and 5-HMF were characterized by FTIR, UHPLC, and GCMS to understand the physical and chemical features. The functional groups were detected using FTIR spectrometer (Thermo Scientific Nicolet iS10, USA) to study the chemical composition of furfural and 5-HMF. All spectra were recorded in the range 4000– 500 cm-1 with a scanning speed of 1 cm-1s-1 and a 4 cm-1 resolution. 5-HMF concentration obtained from glucose conversion was analyzed by UHPLC (Ultimate 3000, Thermo Fisher Scientific, USA) and equipped with a UV detector (C18 column, 150 mm length, particle size 1.9-micron, diameter 2.1 mm). The effluent used was a mixture of water: methanol (80:20, v/v) at a flow rate of 0.2 mL/min. The column temperature was 30 °C and the sample injection volume was 1 µL. The analysis was repeated two times and the 5-HMF was measured at 284 nm wavelength and quantified using an external standard calibration curve with series of dilutions ranging from 0.5 mg/L to 30 mg/L. The quantitative analysis of furfural used the same parameters as for the analysis of 5-HMF. The only difference is the change in wavelength from 284 nm to 275 nm for furfural analysis. A TSQ 8000 Evo Triple Quadrupole GC-MS/MS (Thermo Fisher Scientific) instrument with ion source temperature of 200 °C, the operating system at 70 eV, capillary temperature of 200 °C, with injection split (20:1 ratio, 1 µL) at 270 °C injector temperature was used to perform qualitative analysis of the synthesized products. 5 % phenyl residues: 95 % methyl polysiloxane capillary column (Trace GOLD TG-5MS-GC Column 30 m × 0.25 µm × 0.25 mm, Thermo) was used. The oven temperature was programmed as follows: initially at 60 °C for 5 min, increased to 260 °C at a flow rate of 15 °C/min and maintained at 260 °C for 20 min, and finally increased to 270 °C rate 2 °C/min, maintained at 270 °C for 5 min. Helium (He) was used as the carrier gas at a flow rate of 1 mL/min. The full scan of the EI ionization mode was carried out in the range of m/z 45–600. Data collection, compound identification, and peak processing were performed with Xcalibur (Thermo Scientific).

Results and Discussion

The purchased furfural standard was purified and characterized by FTIR, GCMS, and HPLC to study their physicochemical properties. FTIR was as well measured for the as-prepared sample products and com- pared with pure standards and feedstocks. The results obtained by FTIR showed prominent peaks in which different functional groups were identified by comparison with literature data. In Figure 2, the chemical composition of glucose, corncob, synthesized 5-HMF and furfural as well as pure 5-HMF and furfural standards are presented.

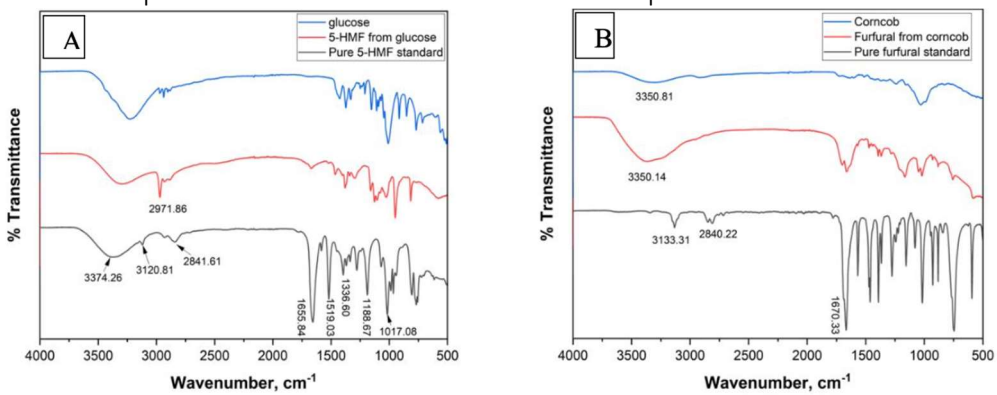

Figure 2. FTIR spectra of 5-HMF (A) and furfural (B)

The IR spectra of glucose, 5-HMF, and pure 5-HMF standard in Figure 2(A) show the chemical composition consistent with molecular structures and expected functional groups, confirming the identity of these compounds. Though peaks were observed in the same spectral region from all samples, in overall, the pure 5-HMF standard shows peaks with higher intensities compared with that of raw glucose and 5-HMF obtained from glucose. A broad absorption band at 3374.26 cm-1 was observed in all three materials at the same position which could be attributed to the stretching vibrations of 5-HMF hydroxyl groups [21]. The absorption bands in the region 3120.81–2841.61 cm-1 from pure 5-HMF standard through synthesized 5-HMF were at- tributed to the presence of methylene group (-CH2-). Further, the pure 5-HMF standard possesses a sharp band at 1655.84 cm-1, which was assigned to the stretching vibration of C=O (carbonyl group). However, this prominent was not so recognizable in the raw glucose and 5-HMF samples produced from glucose. The presence of C-O stretching vibration was justified by absorption peaks at 1017 cm-1 and 1188 cm-1 in all samples as already reported [22].

Figure 2(B) shows the IR spectra of pure furfural standard, furfural produced from corncob and raw corncob. In the pure furfural spectrum, moderate intensity bands at 2810 and 2840.22 cm-1 represent C-H stretch for the aldehyde group while at 3133.31 cm-1, the presence of aliphatic C-H stretch was recorded, at the same time these peaks were not observed in corncob and furfural synthesized from corncob. At a wave- length of 1670.33 cm-1, the presence of the conjugated carbonyl group showed an intense peak confirming the presence of the carbonyl functional group in the furfural compound. This is also observed in the same region from furfural-derived corncob. This occurs in the conjugated unsaturated aldehyde region but not the ketone group. The spectral range between 881 to 745.69 cm-1 could be attributed to the C-H bending vibra- tion while at 1460.98 cm-1, the –C=C functional group was recorded [23]. The spectral region between 881– 876 cm-1 and 773–770 cm-1 is indicative of the –CH out-of-plane bending vibrations associated with aromatic rings and their derivatives where these peaks are recorded in pure furfural and that of furfural derived from corncob [24]. In summary, more intense peaks are observed in pure furfural standard and synthesized furfural compared with raw corncob spectra.
GC-MS/MS qualitative analysis was performed to confirm glucose and corncob transformation into 5-HMF and furfural respectively. From the result, the purity and molecular composition of 5-HMF and furfural was confirmed by qualitative analysis using a TSQ 8000 triple quadrupole GC-MS/MS analytical instrument. The chromatogram exhibited distinctive retention time at 3.62 min

and 4.16 min for 5-HMF and furfural respectively showing the mass-to-charge ratio (m/z) and relative abundance of all fragments generated during the bombardment by electron impact ionization process as shown in Figure 3.

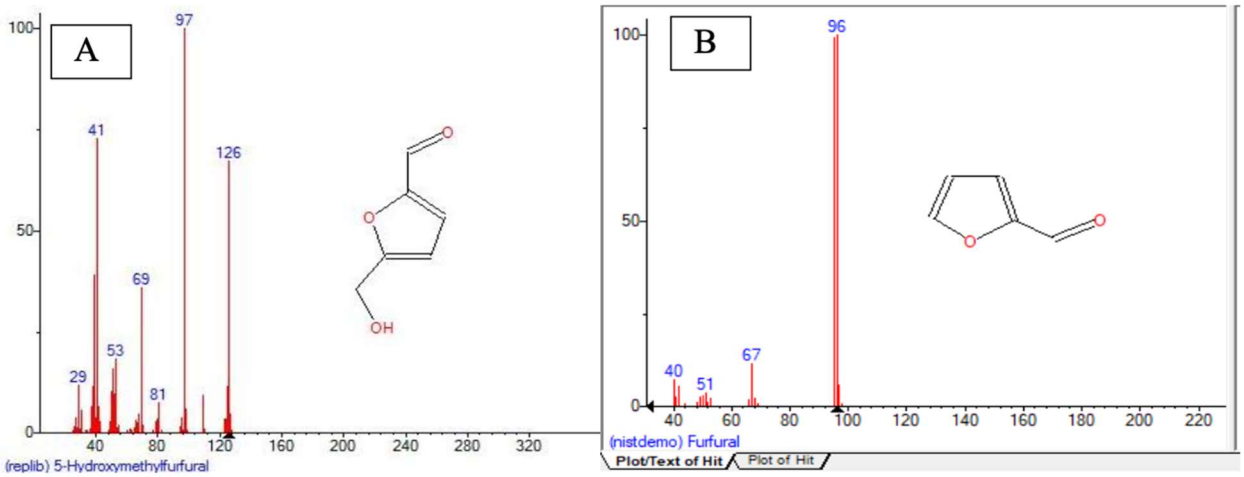

Figure 3. GC-MS/MS qualitative test for 5-HMF (A) and furfural (B) from glucose and corncob respectively

The spectrum of the 5-HMF derivative with m/z 126 corresponds to the molecular mass of the parent ion (M). A methyl group loss fragment (–CH3) at m/z 97 denotes the base peak, while oxidative products (e.g., HCOOH) and fragments resulting from furan ring opening forming dehydrated products are also observed after bombardment (Fig. 3(A)). In addition, fragments resulting from substituents or side chains may also be evident. For furfural fragments, as shown in Figure 3(B), the m/z value at 96 corresponds to the molecular mass of furfural as well as the base peak since it shows the highest intensity amongst all other fragments. Importantly, a fragment with m/z 67 corresponds to a furanic cation which plays a vital role in furfural synthesis. The fragments obtained from as prepared 5-HMF, and furfural are in agreement with those already reported in the literature.

A quantitative and qualitative analysis was carried out with UHPLC ultimate 3000 (Thermo Scientific) with UV-vis detector at 284 and 275 nm wavelength for 5-HMF and furfural respectively (Fig. 4). Prior to analysis, a calibration curve was prepared using pure 5-HMF and furfural standard. The correlation coefficients 0.9999 and 0.9998 for 5-HMF and furfural respectively proved the efficiency of the curve.

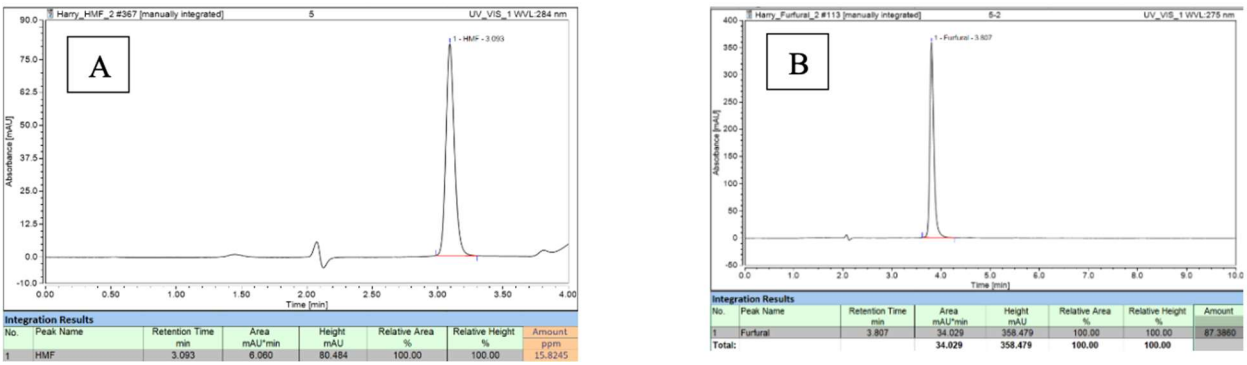

Figure 4. UHPLC analysis for 5-HMF (A) and furfural (B) synthesized from glucose and corncob respectively

An intense peak in Figure 4(A) was determined at a retention time of 3.093 min for 5-HMF with the highest concentration of 257.87 mg/L amongst all synthesized samples. Furfural confirmation test was also conducted on UHPLC where a furfural peak was observed at 3.807 min as shown in Figure 4(B).

Effect of HCl Volume and AlCl3 Loading Towards 5-HMF Production from Glucose

The synthesis of 5-HMF from glucose conversion exhibits potential pathways, inclusive of both direct dehydration and intermediated routes, possibly involving compounds like fructose as reported by [25]. Lewis acids, such as AlCl3, VCl3, and SnCl4 are found to be useful in the glucose isomerization to fructose com- pared with Brønsted acids. Furthermore, fructose then undergoes dehydration in the presence of Brønsted acid (HCl) leading to the formation of 5-HMF. Figure 5(A) shows the effect of HCl volume for 5-HMF con- version from glucose. The study aimed to investigate the impact of variations in HCl volume and AlCl3 cata- lyst loading on 5-HMF yield. Different HCl volumes, ranging from 50 to 250 µL, were tested in a 50 mL IPA:H2O ratio to facilitate the conversion of glucose into 5-HMF. The experimental procedure involved heating the reaction mixture in a high pressure batch reactor to 150 °C and maintaining a steady temperature for a residence time of 4 h.

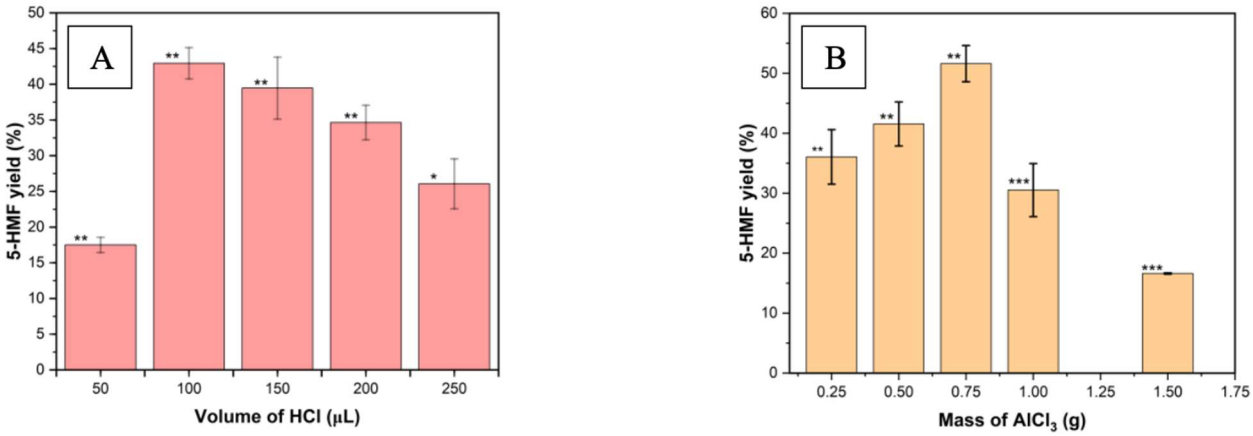

Figure 5. HCl concentration (A) and AlCl3 mass loading (B) variation for 5-HMF production from glucose (Asterisks denotes level of significance based on one sample t-test assuming statistical significance at * = :P < 0.05 ** = :P<0.005 *** = :P <0.0005)

The 5-HMF yield exhibited an increase from 17.51 % to 42.94 % when HCl volumes of 50 and 100 µL were respectively used (Fig. 5(A)). However, as the HCl volume was further increased to 150–250 µL, the 5- HMF yield gradually decreased within the range of 39.46 % to 26.06 %. Based on the findings, the optimal conditions were determined to be a 100 µL HCl volume and 1 g of AlCl3. Between 100–200 µL HCl volume shows a good trend in transforming glucose to 5-HMF. However, the yield is relatively low when too low or too high concentration of HCl was tested as shown in Figure 5(A). This trend is similar to the work that was already reported by [26-27]. As widely accepted, the formation of 5-HMF requires relatively moderate conditions. Increasing the acidity of the medium might facilitate the dehydration reaction but highly acidic medium may not be favorable as seen in the trend of product yield. In addition, choosing a higher temperature for highly acidic medium might convert the 5-HMF to levulinic acid as an intermediate [28]. The results obtained from statistical data prove that the difference in the triplicates of each experiment conducted towards 5-HMF synthesis was highly significant ($p < 0.05$). To summarize, a moderate HCl concentration is required for a good yield of 5-HMF while low or higher concentration may suppress the glucose conversion to 5-HMF.

Empirical research was conducted by varying the mass of AlCl3 to monitor the yield of 5-HMF, aiming to determine the optimal quantity of AlCl3 conducive to the conversion of glucose into 5-HMF, as depicted in Figure 5(B). To study the effect of AlCl3 mass loading, different masses varied from 0.25–1.5 g of AlCl3 dosage were used. The maximum yield of 51.60 % was reached when 0.75 g of AlCl3 was used in the presence of 100 µL HCl for a reaction time of 4 h at 10 bar pressure. Increasing the mass of AlCl3 from 0.25 to 0.75 g shows a good correlation by increasing the yield of 5-HMF yield while further increment of AlCl3 mass results in low yield. Increasing trends were found in the work of [29], however, they did not include further increment of AlCl3 dosage in their research. One possible reason for the yield decline after increasing the mass of AlCl3 could be related to the agglomeration of the catalyst due the higher amount in solution or possibility of converting the glucose into other byproducts such as humins.

Effect of Temperature on Corncob Dehydration into Furfural Using H2SO4/NaCl Medium

In the furfural synthesis from corncob via a Brønsted acid catalyzed dehydration reaction method in the presence of NaCl, effect of temperature variation on corncob conversion into furfural was the main parameter studied. To achieve furfural, Cl– ions in the presence of 20 % H2SO4 enhance the transformation of corn- cob hemicellulose layers during the dehydration process to produce furfural. H2SO4 serves as a catalyst while addition of NaCl as a promoter. From the results, furfural synthesis from corncob using a high pressure batch system significantly impacts the yield when temperature was varied (Fig. 6).

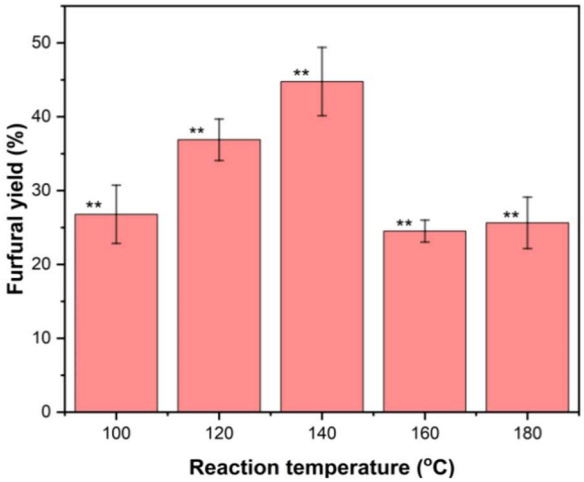

Figure 6. Effect of temperature on corncob dehydration into furfural using H2SO4/NaCl medium (Asterisks denotes level of significance based on one sample t-test assuming statistical significance at at * = :P < 0.05 ** = :P<0.005 *** = :P <0.0005)

As can be seen in Figure 6, NaCl dramatically promoted the conversion of corncob into furfural in the presence of H2SO4 catalyst at a reaction temperatures ranging from 100 °C to 180 °C at 10 bar pressure in 160 min reaction time. The highest furfural yield of 44.77 % was obtained for 140 °C reaction temperature while the lowest yield (24.52 %) at 160 °C reaction temperature. From the outcome and the chemistry in- volved in the synthesis, it could be attributed to the fact that corncob dehydration of hemicellulose (pentose) according to this reaction is highly favoured at moderate temperatures. The reaction likely proceeds efficiently at a reaction temperature of 140 °C leading to higher furfural yield. In contrast, the choice of higher reaction temperature may be too aggressive for this reaction resulting in the low yield. This could also occur due to undesired side reactions or the rehydration of furfural into other by-products such as humins and levulinic acid. The results obtained from statistical data proves that the difference the triplicates of each experiment conducted towards furfural synthesis was highly significant ($p < 0.005$). The results obtained highlight the importance of temperature optimisation in achieving a higher yield.

Reaction Mechanism

The reaction routes for glucose conversion into 5-HMF are shown in Figure 7(A). Glucose conversion in the presence of Brønsted and Lewis acids proceeded through a coupled route, involving the use of AlCl3 for isomerization of glucose to fructose and the fructose dehydration in the presence of halogen to produce 5- HMF. 5-HMF degradation may occur, leading to the formation of byproducts such as formic acid, levulinic acid, or humins [30]. In Figure 7(B), the furfural reaction pathway is divided into two major steps: in the first step, hydrolysis of corncob into a pentosan derivative, xylose may occur, which is further converted into furfural in the second step via a dehydration process [31].

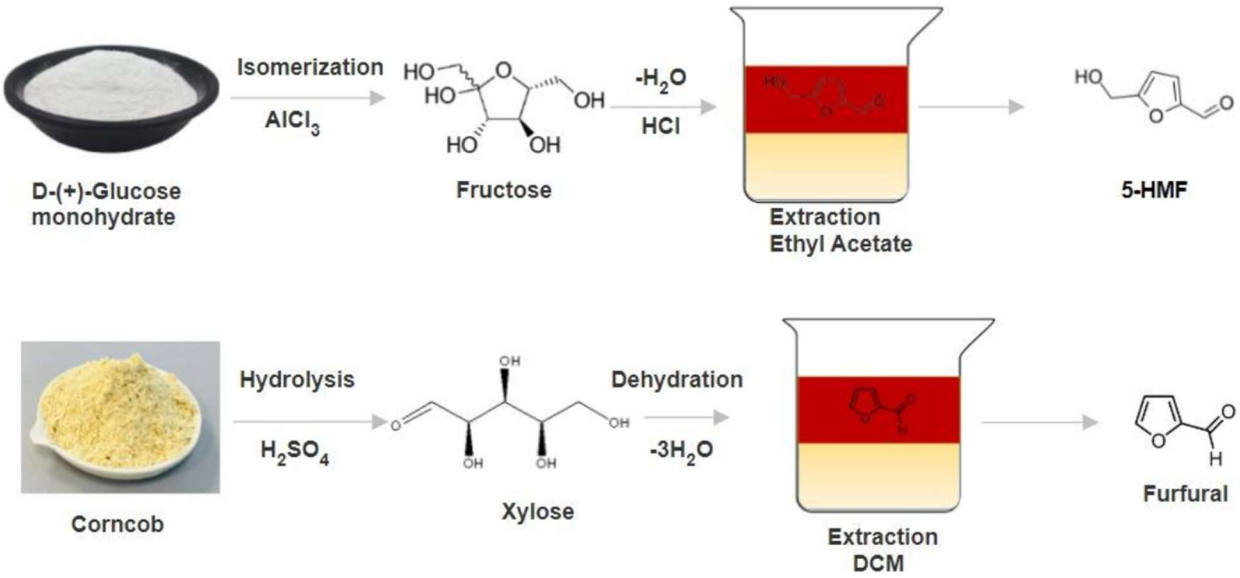

Figure 7. Possible reaction mechanism for 5-HMF (A) and furfural (B) production from glucose and corncob respectively

The use of H2SO4 acts as a catalyst in both steps, resulting in the production of furfural from corncob. The use of NaCl helps to increase furfural yield, serves as a promoter, as well as aids in the stabilization of oxonium or carbocation intermediates for the H2SO4 catalyst.

Conclusions

This study highlights the impact of Brønsted and Lewis acids in the catalytic conversion of biomass- derived glucose and corncob into 5-Hydroxymethylfurfural (5-HMF) and furfural, respectively. The results obtained clearly demonstrate that selecting optimal conditions, including concentration, reaction temperature, reaction time, catalyst, and solvent system, is crucial for achieving high yield when transforming various bio- mass feedstocks into their respective products. HCl and AlCl3 have been demonstrated to exhibit effective conversion mechanisms when used in conjunction with IPA, H2O, and 20 % H2SO4 to produce 5-HMF and furfural. The addition of NaCl as a promoter significantly enhances the conversion of corncob into furfural when H2SO4 is employed as a catalyst. Impressive yields of 42.94 % for 5-HMF (HCl concentration variation), 51.6 % for 5-HMF (AlCl3 mass loading variation) and 44.77 % for furfural were achieved. This re- search work also proposed a plausible mechanism for glucose and corncob conversion into the platform chemicals.

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Philosophical Sciences

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THE SPECIFICS OF MODERN POLITICAL REFORM PROCESSES

Svetlana Adigezalova
PhD, docent, Cathedra of Philosophy and Social Science, Azerbaijan State Pedagogical University. Baku, Q. Abbasov str. 10, f.4, https://orcid.org/0000-0002-7573-6878

The modern processes of political reforms can be studied from various, including philosophical, positions. In the latter case, the concept of "reform" acts as a philosophical category exploring the field of politics in the context of the past and present in order to create a methodology for analyzing political reform and its development in the future. According to S. Pratsko and V. Shpak, in the modern period, the indispensable conditions for the implementation of reforms are: "a sense and awareness by society and each person of the usefulness, constructiveness and expediency of transformations; the ability in managing reform to adequately reflect and skillfully use the fundamental needs, interests and current needs of the majority of the population; the need to diagnose and resolve political conflicts and contradictions, to remove exacerbations of social tension and follow democratic principles, to prevent the manifestation of aggressiveness and authoritarianism of the authorities, the substitution of narrow-group state interests, and more" [4]. The post-Soviet transition unfolded in the context of globalization and the "third wave of democratization" (Huntington, Toffler, etc.), which gave the phenomenon of democracy new semantic shades, problematic nuances, development prospects, etc. Thus, when discussing the problems of transition from the Soviet to the democratic system, the probability of resuming the period of authoritarianism of one degree or another manifestation to contain chaos was theoretically considered the first years of the collapse of the USSR and the sustainable development of the newly independent states. For most post-Soviet countries, these theoretical assumptions have turned into a practice of strengthening States and integrating societies. In this regard, we should talk about a certain trend, since similar projects of intermediate authoritarianism were characteristic and continue to operate today in Latin America, Africa, and Asia. After the collapse of the USSR, the same problem forced foreign political scientists to study the problems of the relationship between democracy and authoritarianism in the context of the political development of the post-Soviet space. The well-known theories of the "waves of democracy" by S. Huntington and the "end of history" by F. Fukuyama unequivocally assumed that after the collapse of the bipolar world, the further development of the world political system would follow the path of permanent expansion of the number of states that adopted the model of liberal (and then neoliberal) democracy. However, in a very short time, world practice has shown that not only post-socialist countries have revealed a tendency to return to semi-authoritarian and authoritarian types of government, but also developed and developing democracies have begun to resort to elements of authoritarianism in domestic and foreign policy. Such countries include such different democracies as the United States - the era of D. Trump, Brazil – J. Bolsonara, Turkey – R. T. Erdogan, Hungary – V. Orban and others. And here it is necessary to emphasize that modern authoritarianism is a form of conservatism, which was often resorted to in the West during the crisis of liberal ideas (M. Thatcher, R. Reagan, etc.).

Although a number of political science studies have insisted on the version that the coronavirus pandemic with its large-scale restrictions on democratic procedures contributed to the revival of

authoritarianism, it is obvious that this could not be the main reason, since the "new wave" of authoritarianism preceded the outbreak of the pandemic for almost a decade. It is possible that the leaders of many countries of the world were strongly impressed by China's success in building a unique political system combining liberal economic capitalism with harsh political authoritarianism. At the same time, it gradually became clear that the pragmatism of authoritarianism has its limits, after which it begins to slow down and then completely hinder the development of the state and society. And while in China this is most noticeable in the field of economics, in Russia it is striking both in economics and politics. Even before 2014, an authoritarian regime was consistently developing in the Russian Federation, which at the first stage contributed to strengthening statehood and consolidating Russian society. After a period of impressive success in the economy, the established vertical of power gradually began to slow down the development of Russia, which returned to the path of conquering the post-Soviet space. Thus, the immediate consequence of overcoming authoritarianism in Russia was external expansion. The slogans of the 90s that "Russia is fed up with revolutions, it has passed them and there will be no return to revolution" did not justify themselves: "color" revolutions, the growth of authoritarianism and xenophobia, the decline of democratic gains, war as a method of solving internal and external contradictions, the split of society, contributing to the growth of revolutionary sentiments aimed at The scrapping of the ossified political system has put unsolvable problems in front of authoritarianism. It is obvious that in the post-authoritarian period, states and societies must look for new technologies of reform" [4]. Now: "Half-hearted, small, limited reforms, instead of containing radical political catastrophes, revolutions, and loss of stability, lead to radicalization of the situation and public sentiment" [4]. Under these conditions, it is believed that radical economic reforms reduce the possibility of maintaining authoritarian power. The article [6] is devoted to this problem, in which it is noted that: "electoral costs can be significantly reduced if political economy considerations are taken into account in advance when developing policy. At the same time, the experience of past reforms points to three key lessons. "Firstly, reforms do not lead to electoral costs if they are carried out at the beginning of the government's term of office. Secondly, not all reforms involve political costs, which underscores the importance of distinguishing between reforms. Thirdly, the political costs of economic reforms are manifested mainly in cases where reforms are carried out during periods of weak economic activity" [ibid., see Note 1]. The post-authoritarian period has become an important field of research for many countries around the world. And here the problem begins with an analysis of the contradictions that have arisen and have not yet been resolved in the modern development of democracy. In this regard, an important article by an employee of the College of Management of the Institute of Socio-Economic Research (INESC) and the National Executive Council of the Brazilian Association of Public Organizations (ABONG) J. Moroni: "Reforming the political system: returning power to the people" [7], describing the situation of the first decade of the XXI century in Brazil, typical, meanwhile, for many modern states of the world. The author rightly believes that society as a whole rejects the modern understanding and implementation of politics: "The mechanisms (parties, electoral processes, representation, etc.), which have traditionally been considered a legitimate way of "conducting politics", are in crisis and have lost the trust of the general population. In other words, people don't feel part of these processes. Politics has become the exclusive prerogative of elite groups and consists only of maneuvers within traditional institutions. Even worse, the state reacts to the global crisis with a corporatist survival instinct and becomes more and more closed" [see 7]. And political reforms in academic debates and in the media are seen as a tool for more effectively satisfying the interests of the ruling elites. Meanwhile, political reform should be considered in a broader context: "It is necessarily aimed at promoting changes in the political system, political culture, society and the state. In short, political reform should be

understood as a reform of the decision-making process itself, which, in turn, means a reform of the government and the ways of its implementation" [7].

Political reform must find a way to return power to the people when people have the right to exercise it directly, and not only through their representatives. The latter leads to the conclusion that if the democracy that exists today wants to survive, it will have to reinvent itself, create new mechanisms of participation that will put decision-making in the hands of the entire population. On the path of such political reform aimed at radicalizing democracy, combating inequality and exclusion, it is proposed to build a World Social Forum, networks of grassroots organizations on a horizontal basis, and holding permanent public meetings to discuss popular projects of reforming the political system. The rules for holding plebiscites and referendums do not allow the people themselves to set them in motion. The right to call a plebiscite or referendum is now the prerogative of Parliament, and people themselves can participate only when they are called to vote. The regulation of this process has become so complicated by bureaucracy that it is simply not viable as an instrument of direct participation. In fact, the parliament used its power to introduce rules that neutralize all three instruments. Therefore, they need a new regulatory framework, new forms and mechanisms of direct participation should be created, such as, for example, a popular veto. Citizens of the country as a body should be able to revoke government mandates. It is necessary to create a public, people-oriented, rather than state-owned, communication system capable of balancing the dissemination of information [see 7]. "The key issue today in open, democratic public debate is not how people can come to power, but how they can 'be' power," the author concludes. It should be noted that political reforms in themselves and in connection with economic reforms are being implemented in all countries of the world, providing experience in various models of their promotion. The most impressive experience of accelerated economic reforms with subjectively restrained political reforms is represented by China: "...during the first 20 years of China's reforms and openness, economic growth was not accompanied by the development of society. Political reforms did not keep pace with economic ones, and the imperfection of the political system hindered economic reforms and development [2]. At the same time, "in the first years of the XXI century, reforms brought a number of significant achievements: political stability, peaceful generational change of power, a significant increase in the level of political democracy. But even at the beginning of the second decade of the 21st century, the implementation of legislation and democracy faces many challenges, especially with the intensification of nationalism at the beginning of the century" [2]. The world began to talk about the "Chinese dream", reflecting the process of becoming a new great power that will replace the United States. It is obvious that the implementation of such grandiose plans is impossible without lagging political reforms in the country. The transformations initiated in the PRC under the slogan "Reforms and openness" presented a program of economic reforms launched in 1978 and aimed at creating socialism with Chinese characteristics, combining a socialist market economy with openness to the outside world [see 2]. The "open door" policy has allowed international trade and foreign investment. The Chinese diaspora played a big role in this. But the state continued to control large enterprises, and a significant part of the industries were still guided by central planning. Thus, the Chinese economy was organized as a socialist system governed by central planning. The dominance of the State and collective ownership, the central management of firms instead of the financial system, the redistribution of resources between regions, grain distribution and subsidized housing were reflected in the income distribution system, which was much more limited than in almost all other developing countries. Prolonged authoritarianism and the subsequent irremovability of power have become a problem for the further development of the PRC. An example of successful reforms in developed countries was the Federal Republic of Germany, which carried out the political and economic integration of the divided parts of the country in a short time and became the locomotive of a united Europe [see

5]. Against this background, the reforms carried out by E. Macron in France with the reputation of an unreformable country look somewhat contradictory. Many measures look reasonable, but are not designed for quick returns. On the one hand, a labor reform has been implemented aimed at reducing unemployment, which increased after the 2008 crisis (10%); the vocational training system has been reformed, labor dispute negotiations have been moved to the enterprise level, which is especially important for small and medium-sized businesses in their fight against powerful trade unions. In the spring of 2018, the government announced the beginning of railway reform. On the other hand: "Today in France it is impossible to get rid of the feeling of some deja vu. The implementation of the reform plan seems to be in full swing. The pension system transformation project is still shaking the foundations of French statehood. The reforms are perceived by a significant part of society as unfair and incomprehensible, which turned into mass protests of the population against the ongoing reform of the pension system, threatening a change of power in France. The situation is aggravated by not very good economic results so far [see 1].

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Прим. 1: «….правительства могут избежать электорального наказания при проведении реформ в трудные времена, если (1) страна переходит к демократии; (2) реформы и стабилизация считаются неизбежными, а политические лидеры обладают сильной ответственностью; и (3) правительство эффективно сигнализирует о надежных обязательствах, включая сильную ответственность, и укрепляет диалог с бизнесом и гражданским обществом (The Political Costs of Reforms: Fear or Reality?).

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Note 1 "....governments can avoid electoral punishment when carrying out reforms in difficult times if (1) the country transitions to democracy; (2) reforms and stabilization are considered inevitable, and political leaders have strong responsibilities; and (3) the government effectively signals reliable commitments, including strong responsibilities, and strengthens dialogue with business and civil society (political costs of reforms: fear or reality?).

Philosophical aspects of empathy as the main condition for the implementation of the principles of inclusive education

Kakimzhanova Margarita Kabdulayevna
Candidate of Philosophical Sciences, Kazakh Agrotechnical Research University named after Saken Seifullin (Astana, Kazakhstan)
Nukesheva Anar Zhaskairatovna
Candidate of Economic Sciences Kazakh Agrotechnical Research University named after Saken Seifullin, (Astana, Kazakhstan)
Mustafin Asset Kabdullayevich
teacher of Darya comprehensive school (Shetsky district, Karaganda region)

Annotation. Inclusive education is not important in itself, and it is not only the inclusion of children with special needs and disabilities in the learning environment. This is, first of all, the creation of a new environment, taking into account a number of principles in the organization of its life. The main one is the humanization of the entire system of relations, the organization of interaction between the children's and adult communities based on empathy. To show empathy is to accept the Other as he is. Formed empathy, empathic personality tendencies are a fundamental condition in accepting other people, a manifestation of a flexible position towards them, and in general a humanizing principle of the entire system of relations.

Keywords: relationships, inclusion, inclusive education, empathy, special educational needs, principles of building inclusive education, humanization of relationships, experiences, emotional relationships

Inclusive education is "a special approach to the construction of general education, which implies accessibility (opportunity) of education for every person, regardless of their special needs and requirements" [1, p.7]. At the same time, the implementation of inclusive education requires consideration and reliance on a number of principles. M.R. Bityanova identifies the following fundamental principles:

- the value of a person does not depend on his abilities and achievements;
- Everyone is capable of feeling and thinking;
- Everyone has the right to communicate and to be heard;
- All people need each other;
- Genuine education can only be carried out in the context of real relationships;
- all people need the support and friendship of their peers;
- For all students, making progress may be more about what they can do than what they can't;
- diversity enhances all aspects of human life.

V.K. Zaretsky points out three principles:

- how will a child with disabilities study in comparison with other children;
- what will be his relationship with adults;
- what will be his relationship with "healthy" peers [2, p. 34].

The most complex principles are the relationships that determine the interaction of people with limited educational needs with the community. Inclusive education is focused on humanistic values, in which the forms of interaction of students with special educational needs with a peer,

teacher, tutor, adviser and other people should be favorable for them. The study of the problem of relations is based on the developments of V.N. Myasishchev, which are based on an approach to personality as a system of relations: "Personality is a system of relations, characterizing personality by its orientation, level, structure and dynamics, we thereby characterize its relations. Personality development ... from this point of view is characterized by the development of relationships" [3, p. 35]. In line with V.N. Myasishchev's concept, it is customary to consider relationships as a subjective, selective connection of a person based on individual experience with various aspects of reality, with significant objects. The most important contribution to understanding the essence of relationships was made by S.L. Rubinstein, from the context of whose research we took a valuable idea that is consonant with our view of the problem of relationships: "Empirically, in human life, in a child, the attitudes of other people towards him determines his attitude towards them and forms his self-awareness" [4, p. 334]. The leitmotif of S.L. Rubinstein's views is the humanization of relations, their definition as a source of formation of humane feelings [6, p.30]. This provision is especially relevant at the present stage of the development of modern education, its transfer to the rails of inclusion, since it is humane relations with others that contribute to the inclusion of students with special educational needs in society. The student's emotional relationships to others and to himself are considered in the context of empathy. In light of the above, relationships are a specific channel through which empathy is influenced. Researchers call empathy and empathy the most typical personal forms of empathy. We believe that empathy is formed in a person based on imitation of an adult. Imitation ensures the social development of a personality and is, by its essence and nature, a socially conditioned activity of a personality consisting in reflecting reality. Empathy, feeling about the feelings of another, but different from them, without reference to oneself. This social feeling makes it possible for a person to put himself in the place of another, to help and support him. To show empathy is to accept the other as he is. Through empathy, the student "enters" into the world of another person. The starting point of the manifestation of empathy is an empathogenic situation that directs the behavior of the subject to the object, causing positive changes in its emotional and motivational sphere. Therefore, the transition to inclusive education should be based on a change in the teacher's attitudes aimed at interacting with students, primarily with students with special disabilities. The humanization of education is more relevant today than ever. The teacher is a conductor of inclusion, ensuring mutual acceptance and mutual understanding among all participants in the educational process. Empathy of a teacher in pedagogical interaction acts as the main condition for the implementation of the principle of inclusive education. The task of the teacher is to accept students with special educational needs, regardless of their characteristics and capabilities. If the relationship between a student with special educational needs and a teacher is empathic, then the rest of the students of the "special person", imitating the teacher, internalize this interaction, "appropriating" its content to themselves and through exteriorization are "transferred" to students with special educational needs, teachers, parents. The formulation of the problem of empathy in philosophy for a long time was carried out primarily from the standpoint of the problems of the theory of knowledge that were relevant at that time [5, p. 20]. At the first stage, the content of what is meant by the name "empathy" is determined by the concepts of "feeling" (T. Lipps) of cognition [6, p. 117] "empathy" (V. Dilthey) [7, p. 65] and their interaction. These concepts developed at the intersection of several interrelated philosophical directions: philosophy of life, descriptive (understanding) psychology and phenomenology. Common to them were the desire to overcome the mechanicism and rationalism of Modern philosophy and an innovative approach to defining the subject and method of the humanities. For all their differences, both concepts define an approach to empathy as a specific method and phenomenon of cognition. The most important characteristic of feeling (Einfuhlung), which determined its importance for the theories of the late XIX — early XX centuries, which justified the new principles of the methodology

of the humanities, is its "non-rationality", "non-logic". Traditionally, the field where the role of this type of cognition was recognized in European philosophy was the field of aesthetics. Therefore, the appeal to those phenomena that are now included in the problems of empathy can be traced much earlier: in the aesthetics of D. Hume (aesthetic cognition and aesthetic pleasure are impossible without sympathy), in the aesthetic views of I. Kant and the German Romantics [8, p. 116]. For the first time, the verb "to feel" appears in the latter — to "put" their feelings into objects of nature and art in order to revive and humanize them [9, p. 122]. The first detailed concept of feeling was created as a concept of aesthetic perception. However, then there is a transfer of its principles, including interpersonal cognition. Thus, the above—mentioned philosophical approaches of the second half of the XIX — early XX century — philosophy of life, descriptive (understanding) psychology and phenomenology - form the basis of the modern humanitarian paradigm. The subject of the humanities was declared to be an experience understood as an immediate reality of life to our consciousness, embodied or expressed in spiritual products, as a unit of consciousness, as an intentional attitude. What is presented is expressed in an experience, and that is life, but at the same time the experience itself becomes a moment of life. Such a justification of the subject of the humanities required the introduction of a new method of its research. Cognition of the "alien" experience is carried out, on the one hand, as hermeneutics, interpreting the "products", the embodiment of the experience, and on the other hand, also as something directly given, experienced, in contrast to rational, logical ways, such as, for example, judgment by analogy.

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Ценностное измерение этнокультурной идентичности: сущность и структура

Рахипова С.К
Жетысуский университет имени Ильяса Жансугурова, Республика Казахстан, область Жетысу, город Талдыкорган
Есеева В.Т.
Национальный университет имени Аль-Фараби, Республика Казахстан, город Алматы.

Аннотация

В статье рассматривается феномен этнокультурной идентичности в контексте глобализации и изменений, затрагивающих современные социокультурные структуры. Подчеркивается значимость этнокультурной идентичности как одного из ключевых элементов самоидентификации индивида, определяющего его отношение к культурным традициям и сообществу. Анализируются парадоксальные процессы унификации и сегрегации, присущие глобализирующемуся обществу, их влияние на усиление этнокультурной идентичности и её значение для сохранения самобытности и культурного наследия.

Rahipova S.K., Eseeva V.T.
Zhetysu university named after I.Zhansugurov, Republic of Kazakhstan, Zhetysu region, Taldykorgan city
Al-Farabi Kazakh National University, Republic of Kazakhstan, Almaty city.

Abstract:
Value Dimension of Ethnocultural Identity: Essence and Structure.
The article examines the phenomenon of ethnocultural identity in the context of globalization and changes affecting modern sociocultural structures. It emphasizes the importance of ethnocultural identity as a key element of individual self-identification, shaping one's relationship with cultural traditions and community. The study analyzes the paradoxical processes of unification and segregation inherent in a globalizing society, their impact on the strengthening of ethnocultural identity, and its significance in preserving cultural uniqueness and heritage.

Ценностное измерение этнокультурной идентичности: сущность и структура

В постоянно изменяющемся мире не теряет своей актуальности проблема этнокультурной идентичности приобретая особое значение и требуя отдельной оценки происходящего. Этнокультурная идентичность — это неотъемлемый элемент самоидентификации, влияющий на восприятие индивида и группы, а также на их поведение в социокультурной среде. В условиях глобализации и усиленной миграции вопрос об этнокультурной идентичности обретает новое значение. Как отмечают исследователи, этнокультурная идентичность играет решающую роль в поддержании культурной самобытности и социального единства[1].

Возникновение проблемы этнокультурной идентичности стало результатом противоречивых взглядов и мифов о мировом порядке, его устройстве и отчетливо проявляющейся в последние десятилетия проблеме глобализации - экономической,

политической и культурной. Необходимость опровергать мифы приводит к необходимости объяснения и обоснования, возможно, формирования компромиссного мнения этнокультурной идентичности как основы методологического элемента социальной философии, а не стороннего взгляда на проблему и ее преломление сквозь призму личностного самосознания человека.

Проблема этнокультурной идентичности, в современной культурно-философской литературе существует в следующих концепциях: примордиализм, перенниализм, этносимволизм, модернизм и постмодернизм.

Примордиализм определяет, как основу понимания этнокультурной идентичности то, что дается человеку от природы, в центре его концепции, по этой причине находится национальность, строящаяся на общих этнокультурных принципах независимо от государственного устройства. Эту точку зрения разделяют В. Дильтей, Г. В. Ф. Гегель, И. Г. Гердер и К. Гирц, Ф. Г. Шеллинг. В своих работах они вводят понятия «национальный дух», «национальный характер», «душа нации», основанные на духовном принципе, на внешних признаках различий между сообществами людей друг от друга, связанных с духовной деятельностью.

Перенниализм как концептуальный взгляд рассматривает национальную идентичность в тесной связи с языком и мифо логическими представлениями о происхождении этнической группы или нации. Эту точку зрения придерживался Дж. Р. Р. Толкиен, Армстронг, Д. Горовиц, В. Коннор, Дж. Фишман. А. Гастингс с точки зрения национальной идентичности перенниализмистов в значительной степени подвержен влиянию символов, мифов, языковых и психологических процессов, происходящих в обществе. В своих трудах они подчеркивали различия между западными и восточными разновидностями национальных обществ.

К последователям концепции этносимволизма относятся Э. Смит, Дж. Хатчинсон, в структуре любой национальной идентичности видны как гражданские, так и этнические компоненты. Таким образом, они полагали, что культурная идентичность является результатом, определяемым через чувство преемственности исторических данных и культурной памяти нации (этнической группы), которые воплощены в мифологии и символах. Поэтому, по мнению этносимволистов, представители культуры - художники, писатели и др. - выступают носителями культурной и национальной идентичности.

Модернисты в своей теории рассматриваются как основные факторы, формирующие национально-культурную идентичность, экономику, политику и социокультурную сферу. Эту точку зрения придерживались Б. Андерсен, П. Брасс, Дж. Бройи, Э. Геллнер, Э. Гидзенс, Т. Нэрн, М. Хехтер, Э. Хобсбаум и М. Хрох. Поэтому они определяют национальную (культурную) идентичность как результат рациональной человеческой активности.

В последующие годы идеологи постмодерна атаковали евроцентрические теории национальной идентичности, добавив к рассмотрению гендерную и расовую идентичность (включая дискриминацию), меньшинства и процессы глобализации. Выдающимися представителями этого направления являются П. Альтер, Х. Бхабха, А. МакКлинток, В. Г. Макнейл, С. Шульман. Постмодернизм как философское направление рассматривает процессы производства и воспроизводства культурной идентичности через массовую культуру. В своих работах они подчеркивают кризис культурной идентичности в западных странах и определяют культурную идентичность как многоуровневую систему. Одним из направлений современной науки социально-философского аналитического подхода к пониманию феномена «этничность» является конструктивизм. В рамках этого течения этничность рассматривается как своего рода ментальная конструкция. это результат целенаправленно созданных объективированных представлений субъекта о социальном мире. Ярким представителем этой тенденции является Ф. Барт, который понимает

этническую принадлежность как ситуационный феномен, который постоянно создается посредством символической дискриминации.

Этнокультурная идентичность связана с тем, что человек осознает принадлежность к определенному народу и культурно-исторические традиции, связанные с этим народом. В этом случае такая принадлежность рассматривается как личность, то есть основа личной идентичности, равная самой себе. В то же время национальная достоверность (я являюсь представителем этой национальности) выражает не столько факт доверия к определенной этнической группе, сколько скорее существенную личную собственность для меня, которая в конечном итоге определяет, что я являюсь собой, как нечто единое и полное. Таким образом этнокультурная идентичность парадоксально сочетает интимные глубины индивидуальной уникальности человека с его имманентным вовлечением в по существу лишенные индивидуальности структуры социума[Ошибка! Источник ссылки не найден.].

Сегодня совершенно очевидны два серьезных противоречия социальной эволюции цивилизации. Происходит непрерывный процесс возникновения глобальных систем, цель которых максимальная унификация и стирание границ существующих сообществ. С другой стороны, продолжается сегрегация и возникновение новых социальных объединений. И как только одна тенденция становится сильнее, другая становится более активной одновременно. Именно эти противоречия, стимулировали и формировали в современном социуме создали новое мировоззрение ключевой фигурой, в котором формируется индивидуум и его свобода принимать решения. В этих обстоятельствах возрождение этнических групп показывает, что этнос в условиях модернизации и глобализации не только не ассимилируется и не теряет своего потенциала, но, наоборот, иногда получает определенные возможности для формирования и сохранения собственной идентичности. «В личности сходится единое и многообразное, целое и частности, всеобщее и единичное. Следовательно, противостояние глобализма и локальных культур, в идеале, должно разрешаться именно через личностное самоопределение. Человек-личность избирает путь единства во многообразии, т.е. становится внутренне цельным и единым с другими людьми, а на внешнем плане - творит индивидуально-неповторимые произведения и предметы культуры» [3].

Этнокультурная идентичность может включать различные уровни, такие как национальная, этническая и культурная идентичность. На каждом из уровней идентичность формируется через взаимодействие индивида с культурной средой и благодаря влиянию таких факторов, как семейное воспитание, образовательная среда и социальные связи [4].Каждый человек идентифицируется, связывает себя с определенной этнической группой, изучает ее историю и культуру, это означает, что он осознают свою важность в сохранении своей этнической и культурной самобытности формируя ее в сравнении с другими народами. Этническое взаимоуважение в настоящее время должно стать нормой, воспитываться осознание уникальной ценности любой культуры в существовании всего цивилизованного мира. Решающим в осмысленной этнокультурной динамики остаётся тот факт, что несмотря на идеологические установки властных структур и объективные условия, которые должны содействовать процессам ассимиляции, культурные различия между разнообразными этническими группами разного происхождения все еще сохраняются, и существуют тенденции к увеличению этих различий. В связи с этим английский исследователь Э. Смит отметил, что «в отличие от исторически мелкой глобальной культуры без памяти, основанной прежде всего на прагматическом языке повседневной жизни, прошлые культуры (этнокультуры) создавались вокруг общих воспоминаний, традиций, мифов, и символы, созданные предыдущими поколениями культурных или политических единиц населения, класса, региона или этнической, или религиозной общины. В отличие от будущей культурно-нейтральной и свободной от традиций культуры планеты, многие

отдельные культуры прошлого и настоящего всегда стремились сохранить свои ценности, особые ритуалы, идеалы и традиции тех времен, кто их создал и принял в них участие»[5].

Этнокультурная идентичность представляет собой сложное и многослойное явление, включающее когнитивные, эмоциональные и поведенческие компоненты. Она играет важную роль в формировании самооценки индивидов и их устойчивости в социокультурной среде. Понимание ценности этнокультурной идентичности помогает сохранить культурное наследие и способствует гармонизации межкультурных отношений в условиях глобализации.

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Sociological Sciences

BULLYING IN SCHOOLS IN THE 21ST CENTURY

Aigul Abilda
Kazakhstan

This topic has gained significant importance recently, with UNICEF reporting that half of the world's adolescents face violence and harassment from their peers, both in and out of school settings [1]. Bullying has a detrimental impact on the education and academic success of over 150 million children aged 13 to 15. The rise of modern digital technologies has worsened the situation, giving rise to a new form of harassment known as "cyberbullying." Although bullying was traditionally examined primarily within the education sector, it is now being investigated by experts in psychology, pedagogy, communications, and information technology. A 2022 survey conducted among schoolchildren in an Almaty public school revealed the following: 17% of adolescents aged 11-15 were bullied at school one or more times a month, with urban schoolchildren being more likely victims than rural ones. The prevalence of bullying among boys and girls decreased slightly by age 15. Additionally, 20% of adolescents in this age group admitted to participating in bullying others at least once a month, with the behavior being most common among boys aged 11 and 13. Moreover, 12% of adolescents experienced cyberbullying at least once during the same period. These findings emphasize the persistent and evolving nature of bullying, including its digital form.
Keywords: harassment, bullying, cyberbullying, manifestations of bullying, consequences of bullying, adolescents, suicide.

Introduction

The first definition of bullying was proposed in 1993 by Norwegian psychologist D. Olweus: “Bullying (from the English ‘bullying’) is aggressive persecution of one member of a group (especially in school and university settings, but also among colleagues) by another; often a group of people, not necessarily from the same formal or recognized group” [2, p.47]. The key concept here is social inequality or physical strength. Bullying can be described as the persecution of other members of society, which may lead to physical or emotional violence against others.

The most vulnerable individuals are those who react sharply to their aggressors, thereby inciting them further. However, the criteria for bullying are much broader, and identifying patterns is not easy. People can be bullied for almost anything: clothing, appearance, behavior, or worldview – the bully will find something that contradicts their perspective and begin their harassment.

Bullying receives significant attention in the West. For instance, in the UK, teachers undergo special training where they are taught various ways to prevent bullying. In the USA, bullying is combated at the legislative level, with each state having its own methods; in Canada, there is a specific program, “Promoting Relationships and Eliminating Violence Network,” which works with parents and teachers to help them identify the aggressor in a timely manner and learn to "treat" them [3].

With the rise of social media and the internet, a new form of harassment – cyberbullying – has emerged. Cyberbullying (cyber-bullying) is bullying using digital technologies. It includes the use of email, websites, blogs, forums, chats, SMS messages, online games, and other information technologies for communication. In other words, intentional bullying occurs not only in real life but also online, which can make it much more dangerous than traditional bullying. The reason for this is the possibility of anonymously leaving offensive, derogatory comments about a person, which

robs the victim of the ability to find the aggressor and hold them accountable. Additionally, the lack of specific legal provisions in criminal law classifying the concept of "cyberbullying" affects the low possibility of prosecution.

Main Section

In cyberspace, bullying has its own characteristics: the bully can remain anonymous, address a mass audience, access informational resources almost round the clock, hide behind false identifiers, and more. Not knowing who is harassing them, a child may perceive the aggressor as an all-powerful figure with authority. Due to psychological instability and suggestibility, a child (adolescent) is highly susceptible to virtual terror, which bullies exploit.

There are two main forms of bullying:

- Psychological – mockery, slander, insults, intentional isolation of the victim, threats, spreading false rumors, and emotional manipulation. This form of bullying can severely impact the victim's self-esteem and mental health, leading to long-term emotional scars such as anxiety, depression, and social withdrawal.
- Physical – beatings, shoving, violent actions, damage to personal property, and other forms of physical aggression. Physical bullying can result in not only visible injuries but also create a sense of helplessness and constant fear in the victim, affecting their ability to feel safe in everyday environments like school.

The choice of bullying form depends on many factors, including the bully's age, gender, social status, and relationship dynamics with the victim. For example, younger children might resort more to physical bullying, while older adolescents might engage in more psychological or social exclusion tactics, particularly through cyberbullying.

Recently, cyberbullying has gained particular prominence due to the widespread use of social media, personal messaging apps, and email. Cyberbullying includes sending hurtful or threatening messages, sharing embarrassing photos or videos without consent, creating fake profiles to harass, or public shaming through posts or comments. Unlike traditional bullying, cyberbullying can follow the victim anywhere, even outside school hours, making it more pervasive and difficult to escape. It also tends to escalate quickly, with the potential to reach a large audience in a very short time.

Anyone can become a victim of bullying, but there are specific traits or circumstances that often make children more vulnerable to being targeted. These include:

- Academic performance (both low and high): Students may be bullied for either excelling in academics (being labeled as a "nerd" or "teacher's pet") or for struggling in school, which bullies may mock as a sign of inferiority.
- Members of minority groups (national, racial, sexual): Students who belong to racial, ethnic, or sexual minorities often face bullying based on prejudice and discrimination, leading to a heightened sense of isolation and alienation.
- Children suffering from illnesses or disabilities: Kids with physical or mental health conditions that distinguish them from their peers, such as developmental disabilities, chronic illnesses, or visible physical impairments, are frequent targets for bullies.
- Children from low-income families: Economic differences can be a source of bullying, where children are mocked for lacking trendy clothes, gadgets, or other status symbols. Economic disparities often exacerbate feelings of exclusion and shame.
- Social skills and appearance: Children who are perceived as shy, socially awkward, or different in appearance (overweight, too tall, too short, etc.) are often singled out by bullies who exploit their vulnerabilities.

These factors, combined with the anonymity and reach of digital platforms, have made cyberbullying a particularly dangerous form of harassment. Unlike physical bullying, which typically

occurs in the presence of others, cyberbullying can occur in isolation, leading to feelings of powerlessness and profound psychological harm.

Cyberbullying is a dangerous form of bullying because it leaves a "digital" trail – something that is either impossible or very difficult to erase from the internet. However, this can also serve as good evidence in certain cases. Since almost everyone now has a social media profile, cyberbullying can affect anyone (not only children and adolescents but also adults and celebrities). As for adults, the more appropriate term is "cyber harassment."

Any form of bullying is very dangerous and has severe future consequences for the victim. However, in our time, children and adolescents may encounter both types simultaneously, which seriously affects their psychological state. Bullying victims experience significant stress, high levels of depression, and anxiety, which increases the risk of suicide [4]. For example, in Kazakhstan, every fifth adolescent aged 11 to 15 is a victim or participant in bullying. This data is provided in a study by the National Center for Public Health (NCPH MH RK) on "Health Behavior in School-aged Children" (HBSC) [5].

A survey of schoolchildren was conducted in 2022, asking them how often they had participated in or been victims of bullying or cyberbullying in the past two months.

After analyzing the survey, the following points were revealed:

- 17% of adolescents aged 11-15 were bullied at school one or more times a month, with urban schoolchildren being more likely victims than rural ones;
- The prevalence of bullying among boys and girls decreases slightly by age 15;
- 20% of adolescents aged 11-15 participated in bullying others at school one or more times a month;
- The prevalence of this behavior is highest among boys aged 11 and 13;
- 12% of adolescents aged 11-15 experienced cyberbullying at least once or more.

Kazakhstan has begun developing legislation to protect children's rights and prevent bullying. In his Address on September 1, 2020, President of the Republic of Kazakhstan Kassym-Jomart Tokayev instructed measures to be developed to counter bullying and cyberbullying. "Like the rest of the world, Kazakhstan also faces the problem of citizens being unprotected from online harassment. Children are the primary victims of this. They are particularly sensitive to internet bullying, which unfortunately leads to tragic consequences. It is time to take legislative measures to protect citizens, especially children, from cyberbullying" [6]. This is a necessary measure, as according to the Ministry of Internal Affairs of the Republic of Kazakhstan, in 2020, 143 adolescents committed suicide, and 306 minors attempted suicide due to bullying [7]. It is noteworthy that bullying has also penetrated Kazakh-language social networks, which was not previously observed. For instance, representatives of public organizations reported that a community titled "50 Steps to Paradise" was encouraging children to commit suicide. The First Deputy Minister of Internal Affairs Marat Kozhayev noted that Kazakhstan currently lacks mechanisms for socio-psychological work with specific groups of children and adolescents who are most prone to and affected by bullying. One example is the suicide of a 12-year-old boy who was bullied for not knowing how to play football [8].

Conclusion

A systematic approach is needed to address bullying to stop it at an early stage before it completely disrupts psychological balance. In this regard, introducing the concepts of "bullying" and "cyberbullying" into Kazakhstan's legislation will be an important step in combating virtual terror. This will allow anti-social individuals who, under the anonymity of the internet, engage in destructive activities to be held criminally accountable. The problem is interdisciplinary and should be addressed by educators, psychologists, journalists, human rights activists, and of course, IT

specialists. Parents should also help their children, know how to listen to them, and timely resolve bullying situations rather than ignore them. In cases of cyberbullying, children should immediately turn to their parents and then to law enforcement authorities. Only through joint efforts can we save children from mental disorders and suicide related to online harassment.

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ChatGPT'S Effectiveness in Retrieving Educational Information

Martin Kanyika
Department of World History, Historiography and Source Studies, orcid.org/0000-0002-1187-4040, Al-Farabi Kazakh National University, Kazakhstan
Raikhan Sadykova
Department of World History, Historiography and Source Studies, orcid.org/0000-0003-2905-7951, Al-Farabi Kazakh National University, Kazakhstan

Abstract
Technology is advancing on a daily basis. The integration of artificial intelligence in the academic environment is now becoming common. ChatGPT as one of the AI based tools has become a world agenda of whether academic institutions should fully adopt it or not. Students, faculty members and researchers have been solely using it for retrieving education information. Due to its limitations, some of the higher learning institutions propose to ban ChatGPT from being used by students, faculty members and researchers. This study therefore aims to analyze the effectiveness of ChatGPT in retrieving educational information. Content analysis was the method used to collect data. In general, the study found ChatGPT to be an effective AI tool in retrieving education information due to its capabilities such as natural language understanding, language translation and multilingual support, understanding semantic and adaptability and continuous learning. However, to make ChatGPT more effective, this study recommends provision of more training to increase awareness of it and on how to use it responsibly following its uniqueness as compared to other retrieval tools. Also, users are advised to constantly verify and confirm all education information and sources they retrieve using ChatGPT in order to make sure that they disseminate accurate information to the scholarly community.
Keywords: ChatGPT, information retrieval, artificial intelligence, AI tool, educational information

Introduction
Globally, the fourth industrial revolution (4IR) has brought about a profound transformation across various sectors, including education [1] [2]. The utilization of Artificial Intelligence (AI), Machine Learning (ML), and the Internet of Things (IoT) now dominates the learning environment and the retrieval of educational information [3] [4]. Recently, higher learning institutions (HLIs) have incorporated the use of various advanced technologies to enhance learning and facilitate the effective retrieval of information [5]. For instance, the incorporation of Machine Learning and Natural Language Processing has given rise to conversational agents with human-like qualities, such as Alexa, Google Assistant, ChatGPT, and others, which have been employed to replace the traditional presence of a physical human being in the educational process and information retrieval [6]. Currently, ChatGPT is increasingly becoming popular within the educational environment. ChatGPT (Chat Generative Pre-Trained Transformer), a derivation of the GPT-3 AI model developed by OpenAI, is a tool that enables text generation in response to user prompts [7]. It is designed to understand natural language and generate human-like text to respond user's queries. Since its official launch in November 2022, ChatGPT has gained a wide acceptance among educational communities [8].
In an educational context, ChatGPT has proven to be effective in addressing diverse challenges, including tasks such as content generation, language translation, and language modeling. In content generation for example, ChatGPT exhibits a remarkable ability to generate articles, stories,

and other written contents [9] [10]. Writers such as researchers and content creators can use it to generate ideas and help them to avoid repetitive tasks and save time [11] [12]. However, owing to its exceptional content generation capacity, [13] argue that distinguishing content generated by ChatGPT from content written by humans becomes a challenging task. This raises concerns about the potential use of ChatGPT in generating misinformation and fake content [14]. Furthermore, ChatGPT has demonstrated a high level of accuracy in language translation. Additionally, it is utilized to develop chatbots that engage in human-like conversations, showcasing its ability to understand natural language and deliver precise responses based on user inquiries [15].

Besides, in this era of information explosion, ChatGPT is observed to be an ideal resource for students, faculty members, and researchers, especially when grappling with intricate subjects and extensive datasets. It serves as an invaluable tool for facilitating literature review by identifying and gathering pertinent literature through generating a summary of articles on specific topics or keywords [16]. Moreover, it aids in citation searches and reference checking, identifying extra sources related to a given citation or author. Additionally, it plays a crucial role in assessing the accuracy and completeness of listed references in academic articles. Furthermore, ChatGPT assists in information retrieval across a broad spectrum of academic works, encompassing research methods and theories [17]. Consequently, ChatGPT emerges as a valuable AI tool for retrieving educational information, empowering students, faculty members, and researchers to swiftly and effectively retrieve and analyze relevant information. However, despite the benefits it brings to academic communities, an ongoing debate persists regarding the adoption of ChatGPT by higher learning institutions. This is due to reports indicating that ChatGPT occasionally produces inaccurate or illogical responses, potentially leading to misinformation but also making plagiarism detection challenging [18] [15]. To address this concern, this study therefore, focuses on analyzing the effectiveness of ChatGPT in retrieving educational information, with the ultimate goal of advocating for its integration into the academic arena. Specifically, the study aim to;

i. Analyze the competences of ChatGPT in retrieving educational information
ii. Examine the limitations of ChatGPT in retrieving educational information
iii.

Literature Review

Since its inception, ChatGPT is observed to be gaining popularity in the academic environment due to its capacities in improving writing, through text generation and summarizing information, and therefore saving users time and, more importantly, improving the quality of their works. According to [19], ChatGPT has proven to be an invaluable tool for students, faculty members, and researchers, as it possesses the capability to identify grammatical errors, enhancing the clarity and logical structure of scholarly works. Furthermore, ChatGPT aids in developing the writing skills of students, faculty, and researchers by serving as a foundational resource that provides comprehensive information on a given topic. Additionally, it goes beyond by suggesting research gaps and proposing new avenues of exploration, contributing to a more thorough understanding of specific areas of study [20] [21].

ChatGPT has numerous opportunities for students, faculty members, and researchers by fulfilling their academic needs through retrieving educational information [22]. Being able to translate and support multilingual languages makes ChatGPT stand out as a unique AI tool. When compared to other translating tools, it has the capacity of translating any language without changing the original meaning of the content [23]. This helps to broaden accessibility of educational information to users among the scholarly community, because researchers write their scholarly works in different languages and it's not possible for users to be familiar with all languages [17]. Consequently, ChatGPT acts as a bridge to connect scholars through their works globally. It also has the capacity

of providing latest developmental information in a given field. In this case, students, faculty members and researchers who retrieve their educational information using ChatGPT are always kept up to date with the new changes in the knowledge [24]. Moreover, ChatGPT has a capacity of understanding natural language and therefore, allows students, faculty members and researchers to interact with it through conversational language and making the retrieving process more interesting and user friendly [25] [26]. This capability makes ChatGPT to be unique when compared to other retrieval tools as most of them rely solely on keywords matching. Correspondingly, being able to understand semantics makes ChatGPT an outstanding retrieval tool as it can be able to detect the intent behind user queries and therefore provide responses which are more accurate and with greater contextual appropriateness [19].

Similar to any other artificial intelligence tool, ChatGPT has its own set of limitations. These constraints have sparked a global debate regarding whether ChatGPT should be fully embraced within academic settings [24]. Despite the numerous advantages it brings to the academic environment [27], concerns about the authenticity of educational information provided by ChatGPT have left many higher learning institutions hesitant to officially integrate it into their educational systems for students, faculty members, and researchers [28]. The study of [28], points out a significant risk wherein students, faculty members, and researchers may opt to use ChatGPT to copy and paste texts without engaging in critical analysis, leading to academic dishonesty. Conversely, instructors often find it challenging to differentiate content generated by students from that generated by ChatGPT, even with the use of plagiarism detectors [29]. This situation creates imbalances between students who use the tool and those who independently write their assignments, as the former may receive higher marks due to the tool's ability to produce high-quality work [15] [30]. To address this, it is crucial for users to transparently acknowledge their use of the tool and appropriately cite or reference it [21].

Moreover, an important limitation of ChatGPT is its occasional generation of inaccurate information [18] [31]. As noted by [18], the model not only has a tendency to provide incorrect information but may also generate information that does not exist. Consequently, individuals such as students, faculty members, and researchers are advised to critically assess and verify educational information obtained through ChatGPT. Additionally, ChatGPT is limited in its ability to generate latest information, hindering users' access to the latest knowledge [24]. This poses a challenge for those involved in research who rely on up-to-date information in their field. Hence, it is imperative for students, faculty members, and researchers to supplement their information retrieval from ChatGPT by consulting other sources to ensure access to the most recent educational information [14].

Materials and Methods

The present study employed a qualitative approach. Data for this study was collected using the content analysis method. The method was used to examine the information related to the use of ChatGPT in the libraries. This helped researchers to have a deep and comprehensive understanding of the concept. Data were collected from dissertations, research papers, journal articles and workshop papers. Analysis of data was done using thematic method. The knowledge obtained from analyzing the content was used in discussing the concept particularly on the benefits and the challenges of using ChatGPT in the libraries.

Results

The Capabilities of ChatGPT in Retrieving Educational Information

Since its introduction, ChatGPT has been widely accepted and emerged as a transformative force across various sectors, particularly in education [8]. Leveraging its ability of understanding and generating human-like text, ChatGPT has now become one of the main AI-based tools in the

education arena [32]. It not only assists users in retrieving educational information but also provides them with a seamless and efficient way to access a wealth of knowledge [24].

Language Translation and Multilingual Support: Libraries in the 21st century are not just the physical buildings. Presences of digital libraries bring about flexibility for users to easily access and retrieve information remotely [33]. Library users can now retrieve educational information anywhere anytime and receive it instantly. However, challenges arise for users when attempting to retrieve educational information in unfamiliar languages. This is particularly due to certain translational tools altering the original meaning of the content during the translation process. But ChatGPT due to its language translation capabilities knows nothing about language translation barriers [17]. Due to its multilingual support, it can help library users in retrieving educational information across different languages by translating a resource to any language without changing the original meaning [25]. As research articles and other scholarly materials can be found in different languages, ChatGPT can be a beneficial tool to students, faculty members and researchers who always search different educational materials of the topic of their interest in languages other than their own, and therefore, raising a more inclusive and globally connected learning experience.

Adaptability and Continuous Learning: Knowledge is changing on daily basis, and therefore, there is a need of a special tool that can adapt and evolve alongside that emerging information. ChatGPT as a new AI-based tool has an ability to learn and update its knowledge continuously and therefore become one of the invaluable resources for keeping students, faculty members and researchers abreast in various fields [24]. With this capacity, students, faculty members and researchers can have trust and confidence on the educational information they retrieve but more importantly information they retrieve is not only accurate but also reflective of the latest developments in their chosen subjects [19].

Natural Language Understanding: The ability of ChatGPT to understand natural language makes it a unique and a favorable tool for its effectiveness in retrieving educational information among students, faculty members and researchers [16]. When compared to other search engines that primarily depend on matching keywords, ChatGPT possesses the capability to understand context, tones, and intricate structures of the language [25] [26]. In this case, students, faculty members and researchers can interact with the ChatGPT through conversational language, and therefore, it makes the retrieval of educational information more natural, attractive and user-friend [27].

Understanding Semantic and Relevance of the Context: ChatGPT stands out with its unique capabilities, positioning it as a fitting AI tool for retrieving educational information. It surpasses mere matching simple keywords by understanding the meaning of the words semantically and the relevance of the context in a given query. This enables ChatGPT to deliver responses with greater accuracy and contextual appropriateness [34]. Moreover, during the retrieval of educational information by students, faculty members, and researchers, ChatGPT demonstrates the ability to detect the intent behind their queries [20]. Consequently, it produces more relevant and insightful responses, enhancing the overall effectiveness of the information retrieval process.

The Limitation of ChatGPT in Retrieving Educational Information

ChatGPT has numerous benefits to students, faculty members, and researchers in retrieving educational information due to its capabilities. However, like any other AI tools, ChatGPT has some limitations.

Limited Access to Latest Information: The information available to ChatGPT is derived from data existing until January 2022 only (see figure 1 below). It means that students, faculty members and

researchers cannot have access to educational materials published after January 2022 using ChatGPT [24] This limitation hinders the platform's ability to furnish current information on research, advancements, and events within the educational domain. To ensure access to the latest educational information, together with ChatGPT, it is advisable for students, faculty members, and researchers to explore alternative avenues for obtaining up-to-date data.

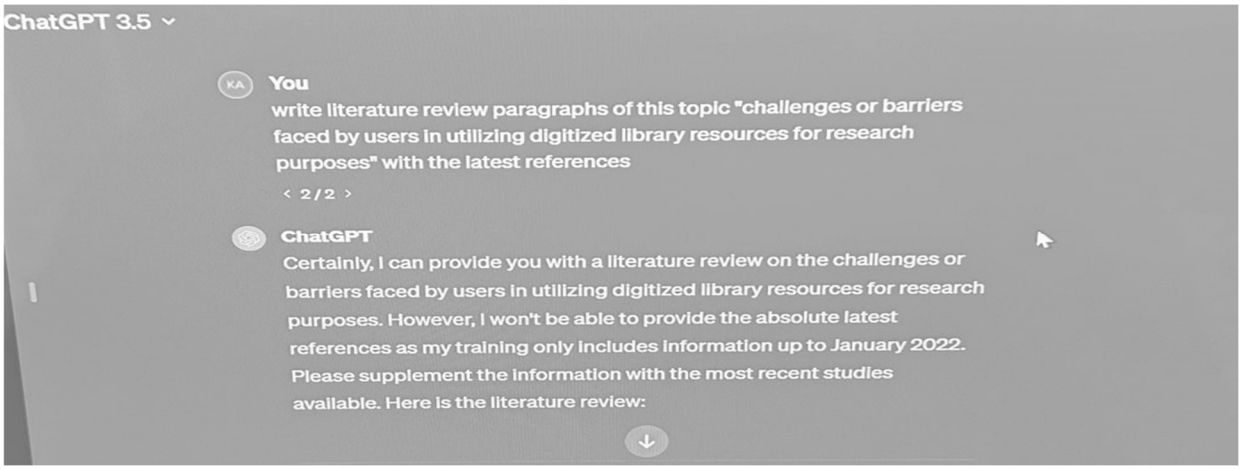

Figure 1: ChatGPT output (Source: Author's ChatGPT generation)

Potential for Inaccuracies: ChatGPT occasionally can generate responses that are factually incorrect or outdated despite being trained on diverse data sources [18] [31]. Sometimes, it fails to distinguish between accurate and inaccurate information, and therefore, users should always verify responses generated by ChatGPT from other authoritative sources [15]. In this case, it is essential for students, faculty members, and researchers to have skills of critically evaluating every information they retrieve through ChartGPT before deciding to incorporate it into their scholarly works. For example, figure 2 below shows an article with the supporting references. Surprisingly, none of the references found to be neither correct nor even existing.

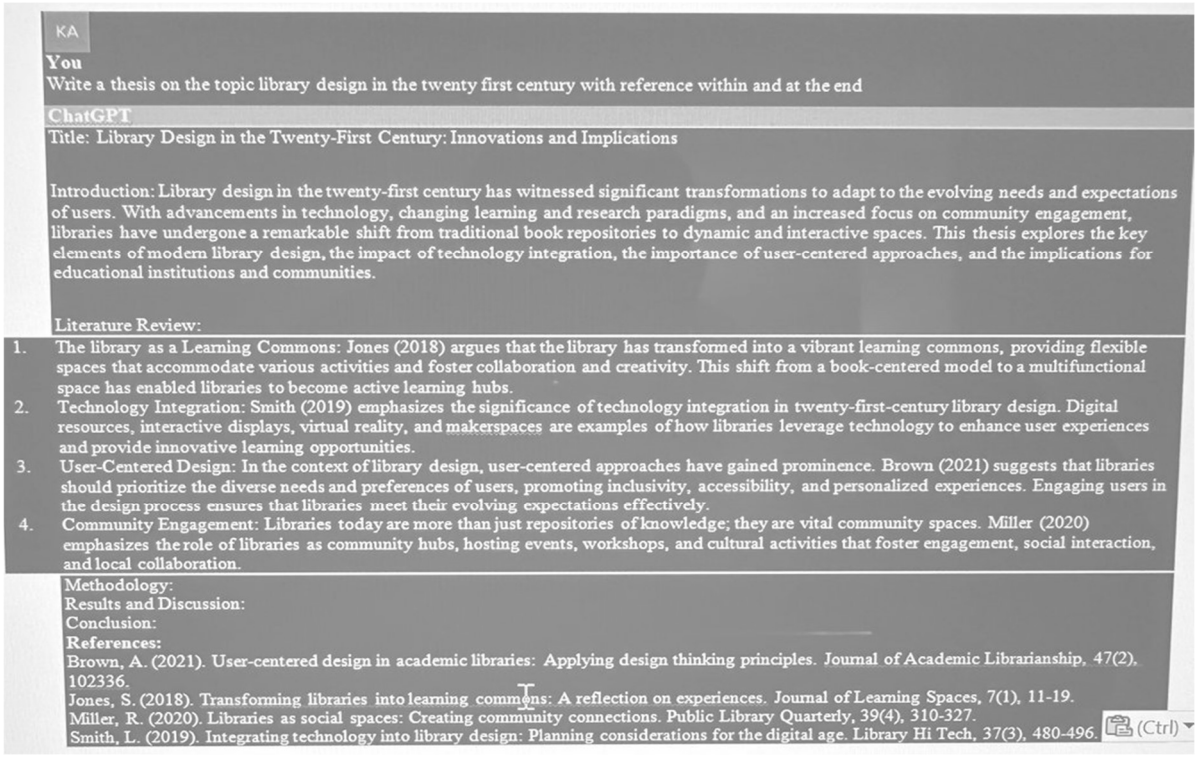

Figure 2: ChatGPT output (Source: Author's ChatGPT generation)

Lack of Citation: ChatGPT does provide citations for information it generates upon user request. However, not all the time it provides verifiable sources [24]. Therefore, individuals such as students, faculty members, and researchers when retrieving information for educational and research purposes with citations using ChatGPT, are advised to independently verify and confirm the sources provided [15].

Difficulty in Handling Technical Queries: ChatGPT despite being trained on various sources but sometimes it struggles to understand and generate responses for queries which are highly technical [18]. So, handling complex topics accurately such as those in specialized fields might be challenging for ChatGPT to handle.

Discussion

ChatGPT is currently in the developmental phase, and as a result, many students, faculty members, and researchers may be aware of it without actively utilizing its capabilities. However, it has proven to be an invaluable AI tool that has the potential to enhance academic activities for students, faculty members, and researchers. In comparison to other retrieval tools, ChatGPT stands out as the superior option due to its impressive capabilities. One notable strength lies in its accurate language translation abilities, making it a powerful tool for accessing educational information. Unlike some other translation tools, such as Google, ChatGPT maintains the original meaning of content when translating between languages. This feature prevents the dissemination of incorrect or misleading information within scholarly communities.

Furthermore, ChatGPT's proficiency in understanding natural language and semantics positions it as a crucial AI tool for retrieving educational information. It aids students, faculty members, and researchers in deciphering the intent behind their queries, simplifying the process of accessing educational content. Additionally, users can engage with ChatGPT using conversational language, creating an experience that feels akin to communicating with a real person. Moreover, ChatGPT proves to be an effective AI tool for refining educational content. Students, faculty members, and researchers can leverage its capabilities to enhance the language and quality of their academic work. By initially focusing on content creation without undue concern for grammar, they can later use ChatGPT to rephrase and improve not only the grammatical aspects but also the overall quality of their assignments, research articles, and scholarly works [19].

Besides, despite the various capabilities of ChatGPT, it does have limitations that pose challenges for students, faculty members, and researchers in retrieving educational information. Inability to retrieve information from the latest sources requires users to explore alternative sources to complement ChatGPT. Additionally, the generation of responses that may be factually incorrect or outdated necessitates vigilance from students, faculty members, and researchers. It is crucial for them to verify and confirm the information generated by ChatGPT to prevent the dissemination of inaccurate or false information within the scholarly community. Also, given the security and privacy considerations, ChatGPT is perceived as an untrusted AI tool. Therefore, individuals such as students, faculty members, and researchers handling confidential data with ChatGPT should exercise caution. It is crucial to refrain from sharing sensitive or private information, as ChatGPT lacks the capability to ensure an equivalent level of privacy compared to interactions with human professionals.

Conclusion

The study concludes that, despite a few limitations, ChatGPT proves to be a highly effective AI tool for retrieving educational information among students, faculty members, and researchers. Its capabilities, such as natural language understanding, semantic understanding, a vast knowledge base, and multilingual support, represent a significant advancement in the integration of artificial intelligence within the educational community. Moreover, ChatGPT has emerged as an innovative

beacon, enhancing accessibility and improving the learning experience among scholarly community all over the world. The study therefore recommends increased adoption of ChatGPT as a key tool for retrieving educational information, considering its effectiveness compared to other retrieval tools. Additionally, it suggests providing regular training to students, faculty members, and researchers to enhance their understanding of ChatGPT's capabilities and limitations, enabling them to become critical thinkers and be able to utilize the platform more effectively. Furthermore, users are advised to verify and confirm any information retrieved through ChatGPT to prevent the dissemination of incorrect or fake information within the scholarly community. This cautious approach ensures the reliability and accuracy of the information shared in educational contexts.

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НАЗАР ЖЕТІСПЕУШІЛІГІ ЖӘНЕ ГИПЕРАКТИВТІЛІК БҰЗЫЛЫСЫНЫҢ ҚАЗІРГІ АХУАЛЫН ЖӘНЕ ЕРЕКШЕЛІКТЕРІН АНЫҚТАУ

Сманова Улданай Калдыбаевна
«Жалпы педагогика» кафедрасының ассистенті, Шерхан Мұртаза атындағы Халықаралық Тараз инновациялық институты, Тараз, Қазақстан

Гиперактивті сөз екі бөліктің бірігуінен пайда болған: «гипер» – грек тілінен аударғанда «hyper» – жоғарыда, үстінде және «белсенді», «тиімді» дегенді білдіреді. Гиперактивтілік мәселесін зерттеуді неміс психоневрологы Гейнрих Хоффман бастады, ол алғаш рет бір секундтта орындықта отыра алмайтын өте қозғалмалы баланы суреттеді. Бұл, шамамен, 150 жыл бұрын болған.

Француз авторлары Дж. Филип пен П.Бонкур «студенттер арасындағы психологиялық ауытқулар» кітабында эпилептиктер, астениктер, истериктер, тұрақсыз студенттер деп аталатын адамдарды бөліп көрсетті. Содан бері көптеген ғалымдар мінез-құлықтың невротикалық ауытқулары мен оқу қиындықтары мәселесін зерттей бастағанымен, ұзақ уақыт бойы баланың мұндай жағдайдағы мінез-құлқы туралы ғылыми анықтама болған жоқ. 1947 жылы педиатрлар оқу қиындықтары бар балалардың гиперактивтілік синдромына нақты клиникалық сипаттама беруге тырысты. Дәл осындай белгілерді сипаттау кезінде зерттеушілер гиперактивтілік синдромын басқаша атады, яғни, осы уақытқа дейін бұл аурудың атауына қатысты бірыңғай көзқарас болған жоқ.

1947 жылы Оксфордта өткен халықаралық неврология сарапшыларының жиналысында медициналық әдебиеттерде «мидың жұмсақ дисфункциясы» сипаттамасы пайда болды, ол 100-ге жуық клиникалық көріністермен сипатталды, атап айтқанда дисграфия (жазудың бұзылуы), дизартрия (сөйлеудің артикуляциясының бұзылуы), дискалкулия (шоттың бұзылуы), шоғырланудың жеткіліксіздігі, агрессивтілік, ыңғайсыздық, нәрестелік мінез-құлық және т.б. Отандық неврологтар кейінірек гиперактивтілік мәселесіне ерекше назар аудара бастады. Сонымен, 1972 жылы атақты педиатр Ю.Ф. Домбровская соматикалық аурулардың пайда болуындағы, ағымы мен емдеуіндегі психогендік фактордың рөліне арналған симпозиумда сөйлеген сөзінде ата-аналар мен мұғалімдерге ең көп қиындық тудыратын «қиын» балалар тобын анықтады.

1987 жылы американдық мамандардың «психикалық аурулардың диагностикалық және статистикалық нұсқаулығын» қайта қарау кезінде аурудың атауы «гиперактивтілік пен назар жетіспеушілігінің бұзылуы (ADHD)» енгізіліп, оның белгілері (критерийлері) нақтыланды. Ғалымдардың пікірінше, бұл атау гиперактивтілік құбылысының мәнін дәл көрсетеді. Қатаң критерийлер осындай аурудың қаупі бар балаларды диагностикалау әдісін стандарттауға мүмкіндік береді және әр түрлі елдердегі зерттеушілер алған деректерді салыстыруға мүмкіндік береді [1].

НЖГБ – өмір бойы жиі кездесетін ауру. Сауалнама көрсеткендей, балалардың шамамен 5% және ересектердің 3% НЖГБ диагностикалық ауруына шалдығады. Уолкотт пен оның әріптестері жүргізген 135 зерттеуге жан-жақты шолу жасалып, 1980 жылдардың ортасынан 2010 жылға дейін үш онжылдық ішінде НЖГБ таралуын зерттеді. Олар осы уақыт ішінде бұзылудың өзгеруіне ешқандай дәлел таба алмады. Бұл клиникалық тәжірибеде байқалған НЖГБ диагностикалық көрсеткіштерінің жоғарылауы жалпы популяциядағы НЖГБ-мен ауыратын адамдар санының өсуіне емес, НЖГБ-ын тануға байланысты екенін білдіреді. НЖГБ – бұл бұзылулардың жиі кездесетін себебі. Шетелдік дереккөздерде мектепке дейінгі және бастауыш мектеп жасындағы балалар арасындағы көріністердің жиілігі 4-тен 9,5%-ға дейін екендігі көрсетілген.

Балалар мен ересектердегі НЖГБ тұрақтылығының көрсеткіштері ауырлық дәрежесіне байланысты. Алдыңғы зерттеулер көрсеткендей, НЖГБ бар балалардың 15%-ы 25 жасқа дейін толық диагнозды сақтаған. Алайда, пациенттердің тағы 50% диагностикалық критерийлерге сәйкес келмесе де, елеулі бұзылуларды тудыратын кейбір белгілерді сақтағанын атап өткен жөн. Ұлыбритания мен Нидерландыдағы еуропалық орталықтардың соңғы мәліметтері бойынша, бұл зерттеулерге бала кезіндегі ауыр жағдайлардың енгізілуіне байланысты төзімділік деңгейінің сақталуы пайыздық мөлшермен 80%-ға жетеді екен [2].

Соңғы жылдары әлемдік балалар психологиясында баланың мінез-құлқындағы кез келген ауытқулар үшін НЖГБ туралы айту танымал бола бастады. Көбінесе, тіпті ата-аналардың өздері мамандарға бармай-ақ, балаларына өздері диагноз қойып, бала тәрбиесіндегі барлық мәселелерді шешуге тырысады. Содан кейін мұндай балалар бірінші сыныпқа келіп, алғаш рет мұғалімдердің қатаңдығы мен сұранысына тап болады. Өкінішке орай, мұндай жағдайлар білім беру мекемелерінде жиі кездеседі. Сырттан қарағанда, ата-аналар аурудың кейбір мәнін ұстанады және тіпті баланың дұрыс емес мінез-құлқы мәселесін шешуге тырыспайды. Қазіргі күні тек барлық бастауыш сынып оқушыларының шамамен 3-7%-ы НЖГБ-нан зардап шегеді. Осы сандардан-ақ мінез-құлқындағы ауытқулары бар балалардың ата-аналары арнайы мамандарға жүгінетіні көпшілігінде қоғамдағы мінез-құлық ережелерін меңгергісі келмейтін қарапайым және тым бүлінген ұрпақтары бар деп қорытынды жасауға болады.

Медициналық тұрғыдан алғанда, назар жетіспеушілігі және гиперактивтіліктің бұзылуы – бұл орталық жүйке жүйесінің, атап айтқанда мидың фронтальды қыртысының бұзылуы. Ол назардың шоғырлануына, есте сақтау қабілетіне және эмоцияларды басқаруға жауапты. Медицинада бұл аурудың бірнеше түрі анықталды, олардың арасында симптоматикада шамалы айырмашылықтар бар. Бірақ емдеуде мұндай ұсақ-түйектер маңызды рөл атқарады. Көбінесе келесі түрлер кездеседі:

1. Назар жетіспеушілігінің бұзылуы. Бұл ауру алаңдаушылық және абайсыздықпен сипатталады. Балаға ұжымдағы мәтінді немесе мінез-құлық ережелерін есте сақтау, шоғырландыру қиын. Мұндай балалар, мысалы, бөлмеде нашар бағдарланған, тіпті мектеп жасында да рельефке бағдарлануда қиындықтарға тап болады. Аурудың бұл түрі тыныштықпен және шамадан тыс белсенділікпен бірге жүрмейді.

2. Назар жетіспеушілігі және гиперактивтіліктің бұзылуы. Бұл аурудың ең көп таралған түрі. Американдық ғалымдар оған бірінші болып назар аударды, 80-ші жылдары олар тынымсыз, тұрақсыз балаларды зерттей бастады және НГЖБ белгілерін анықтай алды. Қазір олардың зерттеулерін психиатрия және балалар психологиясы саласындағы барлық мамандар негізге алады.

3. Назар жетіспеушіліктің гиперактивтілік синдромы. Аурудың бұл түрімен бала тынымсыз іс-әрекеттер жасайды, ол бірнеше минутты бір жерде тыныш өткізе алмайды. Бірақ, сонымен бірге, ол оқу мен есте сақтау проблемаларын бастан кешірмейді. Бұл мінез-құлықтың ең сирек кездесетін түрі [3].

Назар жетіспеушілік пен гиперактивтіліктің белгілері ретінде ата-аналар 5-6 жасқа дейін НЖГБ көріністері туралы алаңдау керек екенін білуі керек. Осы жасқа дейін балалар өте белсенді және мобильді, олар бір жерде отыруға және ұзақ уақыт бойы бір іспен айналысуы қиын. Мұндай мінез-құлық қызығушылық танытатын балалар үшін қалыпты жағдай. Осы сәттен бастап ата-аналар мінез-құлықтың бұзылуының белгілерін байқау үшін өте мұқият болу керек. Оны келесідей ұсынуға болады:

- бала үнемі айналадағы болып жатқан заттарды ұстайды және барлық дыбыстарға мазасызданып, алаңдайды;
- бес минуттан артық ештеңеге көңіл бөле алмайды;
- тапсырмаларды орындау кезектілігін есте сақтамайды.

НЖГБ-мен ауыратын балалар импульсивті эмоциялармен күресе алмайды, егер олар бірдеңе қаласа, олар бірден айқаймен қалаған нәрселерін алуға қол жеткізеді, соның ішінде:

- назар жетіспеушілігі және гиперактивтіліктің бұзылуы бар балалар көп және қатты сөйлейді, олар әңгімелесушінің сөзін бөледі және ешқашан сөзді соңына дейін тыңдамайды;
- НЖГБ-мен ауыратын балалар тәжірибе және өз қателіктерінен сабақ алмайды;
- бала жаңа оқыған мәтінді ұмытып кетеді және хат жазудан алшақтап, жол таба алмайды;
- естегі сәтсіздіктерден зардап шегеді, тіпті бірнеше сағат бұрын не істегенін ұмыта алады.

Жасөспірім шақта бұған шамадан тыс тітіркену мен сезімталдық қосылады. Бірақ емдеу бастауыш мектеп жасында басталған жағдайда, жасөспірім кезеңінде бала мұқият және ұқыпты болады. Осы кезде НЖГБ-ның симптомдары аз болуы мүмкін және осыған сәйкес ол оқу орнын сәтті аяқтай алады.

Назар жетіспеушілігі және гиперактивтіліктің бұзылуы ата-ананың дұрыс емес тәрбиесінің салдары емес. Ата-аналар баласының ауырып жатқанын түсініп, осы аурудың себебін анықтауы керек. Дәрігерлер НЖГБ тудыруы мүмкін себептердің жалпы массасынан бірнеше негізгі топтарды ажыратады. Соның ішінде:

1. Сыртқы ынталандыру. Ата-аналар балалардың өте сезімтал екенін және отбасында болып жатқанның бәрін байқайтынын білуі керек. Сондықтан, егер бала ата-анасының ажырасуынан немесе басқа да эмоционалды күйзелістерден зардап шексе, бұл НЖГБ дамуына түрткі болуы мүмкін.

2. Дәрі-дәрмекпен емдеу. Кейбір жағдайларда орталық жүйке жүйесінің бұзылуының себебі ерте жаста күшті препараттарды қабылдау болып табылады. Бір жылға дейін балалар әр түрлі химиялық компоненттерге және жұқпалы ауруларға өте сезімтал болады, осылайша НЖГБ пайда болуына себеп болуы мүмкін.

3. Тағамдық мінез-құлық. Балаңызды өткір тағамдармен немесе құрамында хош иістендіргіштер мен қоспалары көп тағаммен тамақтандырмау керек. Олар жинақталған кезде мидың жұмысына теріс әсер етіп, назар жетіспеушілігі мен гиперактивтіліктің бұзылуын тудырады.

4. Тұқым қуалаушылық. Бұл фактор НЖГБ дамуында маңызды рөл атқарады. Дәрігерлер ауруға шалдыққан барлық балалардың 15%-ы оны ата-анасынан мұра алғанын дәлелдеді. Сондықтан, егер отбасы мүшелерінің біреуі НЖГБ-мен ауырса, балаңызды шамадан тыс уайымдар мен толқулардан қорғаған жөн.

НЖГБ-ның емдеу жолдары. НЖГБ толығымен емдеу мүмкін емес екенін ескеру керек. Бірақ ата-аналар болашақта баланың ересек және тәуелсіз өмірін сәтті құра алуы үшін аурудың барлық көріністерін азайтуы керек. Дәрігерлер НЖГБ-ын тек кешенді шаралар арқылы түзетуге болады деп санайды. Емдеудің екі түрін біріктіру керек, олар:

1. Дәрі-дәрмек. Ең алдымен, дәрігерлер баладағы алаңдаушылық пен мазасыздықты тоқтатуы керек, сондықтан олар балаға психостимуляторларды тағайындайды. Олар бір

уақытта баланы тыныштандырады және мидың жұмысын белсендіруге көмектеседі. Нәтижесінде баланың есте сақтау қабілеті жақсарады, ол әлдеқайда сенімді болады, бұл бірден мектептегі үлгерімге оң әсер етеді. Сонымен қатар, дәрігер балаға ноотропияны тағайындай алады, олар мінез-құлықты қалыпқа келтіруге ықпал етеді. Балаға эмоцияларын тежеу оңайырақ болады, ол қоғамда өзін жақсы сезінеді және құрдастарымен қарым-қатынаста сенімді болады. Қосымша ретінде балаға иммундық жүйені ынталандыратын және НЖГБ дамуына кедергі келтіретін мультивитаминді кешендер берген жөн. Есте сақтау қажет, диагноз қойылған сәттен бастап бала дәрігерде үнемі бақыланып отыруы керек, өйткені есейген кезде симптомдар қайтадан пайда болуы мүмкін.

2. Психотерапия. Баланың дәрі-дәрмектерімен емдеуден басқа, осы аурумен жұмыс істеген кәсіби психологты көрсету керек. Ол баланың мінез-құлқын түзетіп, кеңес беруге көмектеседі. Әдетте психолог балалармен және ересектермен жұмыс істейді. Сабақ барысында балалар өздерін қалыпты адамдар ретінде қабылдауға дайындалып, сыртқы әлеммен байланысуды үйренеді. Бірте-бірте маман оларға сәтті қарым-қатынастың маңызды кемшіліктерін жеткізеді және балаларды құрдастарының ұжымына енгізеді. Нәтижесінде нәресте тез бейімделуі керек және соңында өзін жаман және дұрыс емес сезінуді тоқтатады [4].

Психологтар ата-аналарға балаларын мүмкіндігінше жиі мадақтауға кеңес береді. Өйткені, ересектердің көпшілігі баласының сәтсіздіктеріне назар аударады және оған мақтау жетіспейді. Баланың мінез-құлқындағы әрбір оң өзгерісті байқауға тырысыңыз, оны мадақтаңыз және жігерлендіріңіз. Егер сіздің балаңызда назар жетіспеушілігі және гиперактивтіліктің бұзылуы байқалса, онда сіз қатаң күнделікті тәртіпті сақтауыңыз керек [5].

Осылайша, НЖГБ қазіргі қоғамның өзекті мәселесі болып табылады. Соңғы жылдары бұл жағдайдың патогенезін зерттеуде айтарлықтай прогреске қол жеткізілді, НЖГБ дамуының генетикалық, нейрохимиялық, нейрофизиологиялық және морфологиялық аспектілері белсенді зерттелуде. Зерттеу нәтижелері СДВГ диагностикасы мен емдеудің жаңа тәсілдерін жасауға ықпал етеді.

Қорытындылай келе, назар жетіспеушілігі және гиперактивтіліктің бұзылуы – бұл жеке тұлғаның дамуы мен әлеуметтенуіне теріс әсер ететін және негізгі жағымсыз белгілерді жеңу үшін түзету және дамыту шараларын уақтылы сапалы анықтауды және жүргізуді қажет ететін күрделі неврологиялық ауру. Назар жетіспеушілігі және гиперактивтілік синдромының психологиялық-педагогикалық диагностикасының құрылымына танымдық даму деңгейі, эмоционалды-сауық саланы зерттеу, сондай-ақ баланың жеке басының жеке психологиялық ерекшеліктері сияқты бағыттар кіреді.

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Ментальне здоров’я в умовах воєнного стану: роль психологічної резильєнтності

Mental Health in Wartime: The Role of Psychological Resilience

Олійник Валентина Василівна
Кандидат педагогічних наук, доцент; доцент кафедри психології Хмельницького інституту МАУП (м. Хмельницький, Україна)

Oliinyk Valentyna Vasylivna
Candidate of Pedagogical Sciences, Associate Professor; Associate Professor at the Department of Psychology, Khmelnytskyi Institute of MAUP (Khmelnytskyi, Ukraine)

У статті акцентується увага на ментальному здоров’ї людей в умовах воєнного стану; розкрито роль психологічної резильєнтності у збереженні ментального здоров’я в умовах стресу та визначено основні чинники; розглянуто прояви резильєнтності в різних вікових категоріях.

***Ключові слова**: ментальне здоров’я, стрес, психологічна резильєнтність, воєнний стан, депресія, психологічна допомога.*

In the article, attention is focused on the mental health of people in wartime; the role of psychological resilience in maintaining mental health under stress is revealed, and the main factors are identified; manifestations of resilience in different age categories are considered.

***Key words:** mental health, stress, psychological resilience, wartime, depression, psychological support.*

1. Вступ. Актуальність означеної проблеми. На сучасному етапі Український народ переживає найтрагічніші сторінки своєї історії, сплачуючи ціну за свободу жити на своїй землі кров’ю найкращих своїх синів і доньок. Україна переживає жахливі часи війни, питання ментального здоров’я стає надзвичайно актуальним і важливим. Війна впливає на життя мільйонів людей, викликаючи глибокі емоційні травми, стрес і тривогу.

Війна викликає широкий спектр психологічних проблем. Люди, які пережили воєнні дії, часто страждають від посттравматичного стресового розладу (ПТСР), депресії, тривожних розладів й емоційної нестабільності. Постійний страх за своє життя та життя близьких, втрата домівок, руйнування звичного укладу життя – все це стає джерелом стресу. Багато людей відчувають безсилля і безнадійність, що може призвести до хронічних проблем, якщо не надати своєчасну психологічну допомогу.

Варто зазначити, що психологічна допомога, яку можуть отримати люди, які пережили травми війни, стає невід’ємною частиною їх відновлення. Психотерапія, консультації, групи підтримки – всі ці складові допомагають людям справлятися з емоційними переживаннями та надавати їм нові ресурси для адаптації.

В умовах швидкоплинних соціальних та економічних змін, а також постійних стресових чинників, рівень ментального здоров’я населення помітно знижується. Стрес може призводити до розвитку тривожних і депресивних станів, психосоматичних розладів та емоційного виснаження. Водночас не всі люди однаково реагують на стрес. Деякі особистості демонструють високу стійкість до стресу та здатність підтримувати ментальне здоров’я навіть у найскладніших життєвих обставинах. Ця стійкість має назву психологічної

резильєнтності. Дослідження резильєнтності є надзвичайно важливим для розробки ефективних програм профілактики психічних розладів та підтримки ментального здоров'я.

Метою даної статті є аналіз ролі психологічної резильєнтності у збереженні ментального здоров'я в умовах воєнного стану та визначення основних чинників, які сприяють розвитку резильєнтності в різних категорій населення.

2. Виклад основного матеріалу. На сучасному етапі, коли війна стала частиною життя в Україні, питання ментального здоров'я набуває особливого значення. Підтримка психічного благополуччя людей стає основним елементом відновлення та збереження суспільної єдності. Важливо забезпечити психологічну допомогу, розвивати резильєнтність та зміцнювати соціальні зв'язки, щоб допомогти людям подолати труднощі війни.

Тільки через колективну підтримку та увагу до ментального здоров'я можна сподіватися на відновлення країни після завершення конфлікту. Психологічне благополуччя є не менш важливим, ніж фізичне, і воно має стати пріоритетом у повсякденному житті кожного українця.

Зазначимо, що війна є одним із найбільш руйнівних та стресогенних чинників, що негативно впливає на ментальне здоров'я людей. В умовах війни населення стикається з численними викликами, які включають фізичні загрози, втрату рідних та близьких, руйнування соціальних і матеріальних основ життя, а також постійний страх за майбутнє.

Стрес є реакцією організму на внутрішні або зовнішні подразники, які перевищують адаптаційні можливості людини. Тривалий або хронічний стрес може призвести до порушення психічного здоров'я, розвитку тривоги, депресії, посттравматичного стресового розладу та інших психічних станів. Хронічний стрес негативно впливає на когнітивні функції, емоційну стабільність і фізичний стан людини. Важливим є вивчення механізмів, які допомагають особистості справлятися зі стресовими факторами та мінімізувати їх вплив на ментальне здоров'я.

Серед основних психологічних наслідків війни можна виділити:

1. Посттравматичний стресовий розлад (ПТСР). Люди, які безпосередньо пережили бойові дії або стали свідками насильства, дуже часто страждають від ПТСР. Це розлад, який проявляється у вигляді повторюваних спогадів про травматичні події, нічних кошмарів, підвищеної тривожності та відчуження від соціуму.

2. Депресія та тривожні розлади. Війна створює умови для хронічного стресу, який призводить до виснаження психічних ресурсів. Люди відчувають безвихідь, втрату сенсу життя, що часто призводить до розвитку депресії. Тривожні розлади також набирають значної поширеності, особливо серед тих, хто був змушений покинути свої домівки або зазнав серйозних втрат.

3. Соціальна ізоляція та самотність. Війна руйнує соціальні зв'язки, розриває родини, спільноти та спілкування. Люди, які втратили близьких або були переміщені через війну, часто відчувають сильну ізоляцію, що погіршує їхнє психічне здоров'я.

4. Психосоматичні розлади. Часто психологічні проблеми війни проявляються у фізичних симптомах, таких як головні болі, порушення сну, підвищений артеріальний тиск та інші соматичні захворювання.

Незважаючи на руйнівний вплив війни на психіку, важливим аспектом є здатність людей адаптуватися до важких умов і зберігати психологічну стійкість. Психологічна резильєнтність – це здатність відновлювати психічну рівновагу після травматичних подій, і вона відіграє основну роль у збереженні ментального здоров'я в умовах війни.

Дослідження показують, що люди з високим рівнем резильєнтності мають кращі шанси на подолання наслідків психічних травм, викликаних війною. Резильєнтність залежить від різних чинників, таких як особистий досвід, підтримка з боку сім'ї та суспільства, а також

доступ до психологічної допомоги. Люди, які отримують емоційну підтримку від соціального середовища, мають більше ресурсів для відновлення свого психічного стану.

На сучасному етапі важливим є створення ефективних систем психологічної підтримки для населення, яке постраждало від війни. Психологічна допомога повинна охоплювати різні рівні – від індивідуальної психотерапії до групових програм і національних стратегій підтримки ментального здоров'я.

Індивідуальна робота з психологом або психотерапевтом є необхідною для тих, хто страждає від ПТСР, депресії або тривожних розладів. Психотерапія може допомогти відновити емоційну рівновагу, навчити нових стратегій подолання стресу та покращити загальний рівень ментального здоров'я.

Групова терапія або підтримка з боку громадських організацій є важливим інструментом для відновлення соціальних зв'язків та надання емоційної підтримки. Люди, які переживають подібні труднощі, можуть знайти у групах спільноту, яка допомагає впоратися зі стресом та самотністю.

На державному рівні актуально упроваджувати програми з підтримки ментального здоров'я.

В умовах війни важливо розвивати психологічну резильєнтність. Ця здатність адаптуватися до стресових умов дозволяє людям залишатися емоційно стійкими та здатними до ефективних дій навіть у найскладніших ситуаціях. Люди, які мають високу резильєнтність, можуть краще справлятися зі стресом і підтримувати мотивацію до життя.

Соціальна підтримка є вагомим аспектом збереження ментального здоров'я. Спілкування з близькими, друзями та спільнотами створює мережу підтримки, що допомагає зменшити відчуття ізоляції та покращує емоційний стан.

У довідковій літературі поняття «психологічна резильєнтність» (від англійського resilience) трактується як стійкість до життєвих труднощів та здатність швидко відновлюватися після стресових ситуацій. Це не просто здатність «витримати» труднощі, але й активне подолання наслідків цих труднощів, формування нових навичок та змін у поведінці, які дозволяють адаптуватися до складних життєвих обставин.

Психологічна резильєнтність не є вродженою якістю; вона формується під впливом різних чинників, включаючи життєвий досвід, соціальне оточення, підтримку та власні зусилля людини щодо подолання кризових ситуацій.

Воєнний стан є екстремальною ситуацією, коли психологічна резильєнтність стає вагомою. Люди стикаються з постійною небезпекою, втратами, розлуками з родиною та близькими, руйнуванням звичного способу життя. У таких умовах резильєнтність виконує кілька ключових функцій.

1. Збереження емоційної рівноваги. Психологічна резильєнтність допомагає людям краще справлятися з емоційним навантаженням, яке виникає під час воєнних дій. Ті, хто мають розвинену резильєнтність, здатні зберігати спокій, приймати зважені рішення навіть у надзвичайно стресових умовах. Вони не дозволяють страху та паніці керувати своїм життям, що допомагає їм не тільки вижити, але й допомагати іншим.

2. Адаптація до нових умов життя. Воєнний стан часто вимагає швидкої адаптації до нових реалій: зміни місця проживання, роботи, умов навчання, а також повсякденного життя. Резильєнтні люди здатні швидше пристосовуватися до змін, знаходити нові рішення та відновлювати рутинні заняття навіть у складних умовах. Вони активно шукають способи, як продовжувати жити, працювати, підтримувати близьких, незважаючи на труднощі.

3. Підтримка інших. Резильєнтні люди часто стають джерелом підтримки для інших. Вони здатні надавати емоційну та практичну допомогу тим, хто переживає важкі стресові моменти. Підтримка з боку резильєнтних осіб має вирішальне значення у кризових ситуаціях, оскільки вони можуть допомогти своїм прикладом, порадою або просто присутністю.

4. Зниження впливу травматичних подій. Війна є джерелом численних психічних травм. Однак резильєнтність допомагає зменшити їхній негативний вплив на психіку. Люди, які вміють справлятися зі стресом та адаптуватися до важких ситуацій, менше схильні до розвитку посттравматичного стресового розладу (ПТСР), депресії та інших психічних розладів. Вони не тільки краще відновлюються після пережитих подій, але й можуть використовувати ці переживання для свого особистого зростання.

Оскільки резильєнтність не є вродженою якістю, її можна і потрібно розвивати. Учені виділяють кілька основних напрямків, які сприяють формуванню психологічної стійкості, особливо в умовах війни.

1. Емоційна підтримка. Соціальні зв'язки та емоційна підтримка є одним із найважливіших чинників резильєнтності. Підтримка від сім'ї, друзів, колег або навіть психологів допомагає зберігати емоційну стабільність та впевненість у майбутньому.

2. Саморегуляція та управління емоціями. Люди, які вміють контролювати свої емоції, здатні легше долати стрес. Майндфулнес, медитація та інші техніки релаксації можуть допомогти навчитися заспокоюватися в кризових ситуаціях.

3. Позитивне мислення та пошук сенсу. Резильєнтні люди вміють знаходити позитивні моменти навіть у важких ситуаціях. Вони здатні бачити можливості для розвитку там, де інші бачать тільки загрози. Це допомагає не тільки справлятися з труднощами, але й знаходити сенс у пережитому.

4. Навички проблемного вирішення. Резильєнтні люди здатні швидко аналізувати ситуацію та знаходити реальні рішення. Навички критичного мислення та ефективного планування допомагають легше долати проблеми, що виникають під час воєнного стану.

Наголосимо, що психологічна резильєнтність проявляється різною мірою залежно від віку, соціальних умов та життєвого досвіду індивіда. Це означає, що програми підтримки ментального здоров'я повинні бути адаптовані до специфічних потреб різних груп населення. Розглянемо, як резильєнтність проявляється у дітей, підлітків, дорослих та літніх людей, а також як стрес впливає на кожну з цих груп.

1. Психологічна резильєнтність у дітей та підлітків. Дитячий та підлітковий вік є критичними періодами для розвитку резильєнтності, оскільки саме в ці періоди людина формує свої перші навички подолання стресу. Важливими чинниками, що сприяють розвитку резильєнтності у дітей, є:

1. Позитивне середовище: діти, які отримують емоційну підтримку від батьків, вчителів та однолітків, мають більше шансів на розвиток стресостійкості. Сімейна атмосфера та якість стосунків між батьками та дитиною мають великий вплив на здатність дитини справлятися з труднощами.

2. Освіта та навчання: освіта, яка зосереджується на емоційній грамотності, соціальних навичках та стратегічному мисленні, допомагає дітям та підліткам краще адаптуватися до стресових ситуацій і підвищує їхню резильєнтність.

3. Роль моделей поведінки: позитивні рольові моделі, наприклад, батьки, наставники або відомі особистості, допомагають молодим людям розвивати навички подолання стресу через наслідування та навчання на прикладі.

2. Психологічна резильєнтність у дорослих. Дорослі зіштовхуються з багатьма стресовими факторами, включаючи роботу, сімейні обов'язки, фінансові труднощі та життєві кризи. Дорослість є періодом, коли здатність до адаптації та управління стресом може відігравати вирішальну роль у підтримці ментального здоров'я. Основні чинники, які сприяють резильєнтності в дорослому віці:

– Кар'єра і робота: люди, які задоволені своєю професійною діяльністю і мають стратегії для подолання робочого стресу, виявляють вищий рівень резильєнтності.

– Сімейна та соціальна підтримка: партнерська підтримка та стабільні соціальні зв'язки допомагають дорослим краще долати стрес, а також знижують ризик виникнення психічних розладів.

– Здатність до навчання: здатність дорослих до постійного самовдосконалення та навчання нових стратегій подолання труднощів сприяє підтримці їхньої психологічної стійкості.

3. Психологічна резильєнтність у літніх людей. У літньому віці резильєнтність має ще більше значення через фізичні, емоційні та соціальні зміни, з якими стикається людина. Зі старінням зростає ймовірність зіткнення з самотністю, хворобами та втратою близьких. Однак літні люди, які зберігають резильєнтність, краще адаптуються до цих змін та підтримують високу якість життя. Чинники, що впливають на резильєнтність у літньому віці:

– Збереження соціальних зв'язків: літні люди, які підтримують активні соціальні контакти, залучені до громадської діяльності або мають близькі стосунки з родиною, виявляють вищу резильєнтність.

– Емоційна саморегуляція: літні люди, які вміють контролювати свої емоції та зберігати позитивне ставлення до життя, краще справляються зі стресом.

– Фізична активність та здоровий спосіб життя: регулярна фізична активність і дотримання здорового способу життя сприяють покращенню ментального та фізичного здоров'я у літньому віці.

Наукові дослідження показують, що психологічна резильєнтність може бути розвинута та посилена за допомогою спеціальних психотерапевтичних методів. Деякі з найбільш ефективних підходів включають:

1. Когнітивно-поведінкова терапія (КПТ). КПТ допомагає людині змінювати деструктивні мисленнєві шаблони, які можуть збільшувати рівень стресу. Цей підхід також навчає ефективних стратегій управління емоціями та поведінкою у стресових ситуаціях.

2. Методи майндфулнесу та медитація. Ці техніки сприяють розвитку навичок уважності, що дозволяє людині залишатися спокійною та сконцентрованою навіть у напружених ситуаціях. Регулярна практика майндфулнесу допомагає знижувати рівень тривожності та депресії.

3. Терапія прийняття і відповідальності (ACT). Цей метод допомагає людині навчитися приймати власні емоції та стресові події як частину життя, не намагаючись уникнути або змінити їх. Такий підхід підвищує здатність особистості справлятися з непередбачуваними обставинами.

4. Психоосвітні програми та групи підтримки сприяють зменшенню відчуття самотності та підвищують резильєнтність за рахунок обміну досвідом та спільного вирішення проблем.

Отже, психологічна резильєнтність є життєво важливою навичкою для людей, які живуть в умовах воєнного стану. Вона допомагає зберігати емоційну стабільність, адаптуватися до нових умов, підтримувати інших та знижувати ризик розвитку психічних розладів. Резильєнтність не є вродженою якістю, тому її розвиток є важливим завданням як для окремих осіб, так і для суспільства загалом. У складні часи війни саме психологічна стійкість дозволяє людям не тільки вижити, але й зберегти свою людяність, здатність до співчуття та підтримки інших.

Враховуючи значення психологічної резильєнтності, важливо розробити ефективні стратегії та рекомендації для підтримки ментального здоров'я у стресових ситуаціях. Надамо кілька практичних рекомендацій, заснованих на сучасних наукових даних:

– Фізичні вправи мають позитивний вплив на ментальне здоров'я, оскільки допомагають знижувати рівень стресу та покращують настрій. Аеробні вправи, йога, медитація або просто регулярні прогулянки сприяють зниженню тривожності та депресії, а також сприяють розвитку стресостійкості.

– Методи майндфулнесу, що включають медитацію, усвідомлене дихання та уважне ставлення до моменту «тут і зараз», є ефективними інструментами у боротьбі зі стресом. Вони допомагають зменшити тривожність, покращити емоційну саморегуляцію та сприяють розвитку резильєнтності.

– Позитивне мислення сприяє зменшенню впливу стресових подій та допомагає змінити сприйняття проблем. Практика вдячності, ведення щоденника позитивних моментів або регулярне підкреслення власних успіхів та досягнень може зміцнити емоційну стійкість.

– Підтримка з боку родини, друзів та колег має значний вплив на психологічний стан. Регулярне спілкування, участь у соціальних заходах та взаємодія з людьми можуть значно покращити здатність до подолання стресу.

– Замість уникання або пасивної реакції на стресові фактори, важливо навчитися активно діяти та шукати вирішення проблем. Ефективні стратегії подолання стресу включають планування дій, розподіл завдань на менші кроки, а також вивчення методів вирішення проблем.

– Якщо стрес призводить до значного погіршення ментального здоров'я або з'являються ознаки тривоги чи депресії, варто звернутися за допомогою до психолога або психотерапевта. Професійна допомога може включати когнітивно-поведінкову терапію, психоаналіз або інші методи, які допоможуть вчасно вирішити проблеми.

Таким чином, психологічна резильєнтність є важливим чинником у збереженні ментального здоров'я в умовах стресу. Висока резильєнтність допомагає не тільки ефективніше справлятися зі стресовими ситуаціями, але й запобігати розвитку психічних розладів. Підтримка соціальних зв'язків, розвиток емоційної саморегуляції та використання когнітивно-поведінкових стратегій є ключовими складовими формування резильєнтності. Подальше дослідження цього феномену допоможе розробити ефективні програми для профілактики психічних розладів та підтримки ментального здоров'я в умовах хронічного стресу.

3. Висновки. Отже, ментальне здоров'я в умовах війни є важливим аспектом, який вимагає особливої уваги на сучасному етапі. Військові конфлікти залишають глибокий слід на психічному стані людей, викликаючи різноманітні розлади, включаючи ПТСР, депресію та тривожність.

У статті висвітлено важливість розвитку психологічної резильєнтності як основного чинника для підтримки ментального здоров'я в умовах воєнного стану. Ментальне здоров'я залежить від здатності людини справлятися зі стресом, підтримувати емоційну рівновагу та адаптуватися до змін. Психологічна резильєнтність відіграє вагому роль у зниженні ризику розвитку психічних розладів, таких як тривога та депресія. Різні групи населення потребують індивідуалізованих підходів до розвитку стійкості, що дозволить ефективніше адаптуватися до стресових ситуацій і зменшити негативний вплив стресу на психічний стан.

Практичні стратегії підтримки ментального здоров'я включають фізичну активність, використання технік майндфулнесу, розвиток позитивного мислення, підтримку соціальних зв'язків та ефективні стратегії подолання стресу. Також важливо звертатися до професійної допомоги в разі потреби, щоб забезпечити своєчасне втручання та профілактику психічних проблем.

4. Перспективи подальших досліджень. Подальші дослідження можуть зосередитися на вивченні резильєнтності у різних вікових та професійних групах, а також на розробці інтегрованих програм для розвитку стійкості до стресу у широкому колі населення.

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Technical Sciences

Exploring Deep Learning Techniques in Impulsive Sound Detection Problem

Aigerim Altayeva
PhD, postdoctoral researcher, Al-Farabi Kazakh National University, 71, Al-Farabi Street, Almaty 050040, Kazakhstan

Abstract

Impulsive sound detection, characterized by the identification of short-duration, high-intensity acoustic events, has broad applications in fields such as public safety, industrial monitoring, healthcare, and environmental conservation. Traditional approaches, relying on handcrafted features and signal processing methods, often struggle to handle the complexity and variability of impulsive sounds in real-world environments. This paper explores the application of deep learning techniques, specifically Convolutional Neural Networks (CNNs), Recurrent Neural Networks (RNNs), and hybrid models, to enhance detection performance. These models demonstrate the ability to automatically extract both spatial and temporal features from sound data, leading to improved accuracy in detecting impulsive sounds such as gunshots, explosions, and mechanical faults. Despite the advancements, challenges remain, including data scarcity, environmental noise, and computational costs. Addressing these limitations requires the development of more diverse datasets, advanced noise reduction techniques, and more efficient model architectures. This study highlights the potential of deep learning in providing scalable, real-time solutions for impulsive sound detection and offers insights into future research directions that could further refine the effectiveness and applicability of these systems across a wide range of practical contexts.

1. Introduction

Impulsive sound detection has become a critical area of research, particularly in domains where quick and accurate identification of such sounds is essential for safety and monitoring. Impulsive sounds—defined by their short duration, high amplitude, and sudden onset—pose significant challenges in terms of detection and classification due to their unpredictable nature [1]. These sounds can range from gunshots and explosions to industrial machinery malfunctions, and even certain medical diagnostic signals. Detecting these sounds with high accuracy and speed is vital in various applications such as urban public safety, industrial monitoring, and healthcare, making it a prime area for technological advancements [2]. One of the most promising technologies for addressing these challenges is deep learning, a subset of machine learning that focuses on using neural networks with many layers to model complex patterns in data. Recent developments in deep learning have revolutionized numerous fields, from image and speech recognition to natural language processing [3]. This paper explores how these advancements can be applied to impulsive sound detection, which traditionally relied on signal processing techniques but has shown significant improvements when combined with deep learning methods.

2. The Impulsive Sound Detection Problem

The impulsive sound detection problem presents unique challenges compared to detecting more continuous, periodic, or stationary sounds. Impulsive sounds tend to be transient, appearing sporadically in noisy environments, often mixed with background sounds that make it difficult to

isolate their distinct features [4]. Moreover, the variability in the acoustic signature of impulsive sounds complicates the creation of a one-size-fits-all detection model. For example, gunshots differ significantly in amplitude and frequency distribution from industrial alarms or breaking glass. Traditional approaches, which rely on signal processing techniques such as Fourier transforms, wavelet transforms, and spectral analysis, have been instrumental in identifying frequency and time-domain features [5]. However, these methods have limitations when it comes to generalizing across different sound sources and environments. The intricacies of impulsive sound data, which are often noisy and non-stationary, demand a more sophisticated approach to feature extraction and classification—this is where deep learning becomes an invaluable tool.

2.The Role of Deep Learning in Sound Detection

Deep learning has rapidly emerged as a dominant technique in sound detection, offering significant improvements over traditional approaches. The nature of impulsive sounds, such as gunshots, explosions, and mechanical faults, requires a detection method capable of capturing their unique and transient acoustic patterns. Traditional methods often relied on handcrafted features or statistical models, which, while effective in certain contexts, struggle with the complexity and variability of impulsive sound environments [6]. Deep learning, by contrast, automates feature extraction and offers a higher degree of flexibility and accuracy, making it a suitable choice for impulsive sound detection. One of the main advantages of deep learning in sound detection is its ability to process raw audio data without the need for manual feature engineering. Instead of pre-selecting features, deep learning models—particularly Convolutional Neural Networks (CNNs) and Recurrent Neural Networks (RNNs)—can automatically learn hierarchical representations of sound data from raw waveforms or spectrograms [7]. CNNs are especially adept at capturing local features in sound waves, such as changes in amplitude and frequency, while RNNs, especially Long Short-Term Memory (LSTM) networks, are excellent at modeling temporal dependencies, a crucial factor in detecting impulsive sounds over time [8]. In recent years, CNNs have been widely used in audio classification tasks due to their ability to analyze spectrograms—visual representations of sound frequencies over time. This visual transformation of audio signals allows CNNs to treat sound detection as an image classification problem, leveraging the model's capacity to capture spatial patterns in the frequency domain [9]. For impulsive sound detection, the sharp transitions in sound characteristics can be captured as distinct visual patterns, which CNNs can effectively learn to recognize [10]. This automated feature extraction process not only reduces human intervention but also enhances the model's ability to adapt to a variety of sound types and environments. On the other hand, RNNs are particularly useful for their ability to capture the sequential nature of sound data. Impulsive sounds are often embedded in noisy environments where contextual information is vital for accurate detection [11]. RNNs, especially LSTM and Gated Recurrent Units (GRUs), enable the modeling of long-range dependencies, helping the network learn the contextual relationships between different parts of the sound sequence. This is especially important for distinguishing between impulsive sounds and other types of background noise, as the temporal patterns preceding or following the impulsive event can provide crucial context for accurate classification [12]. Hybrid models, combining CNNs and RNNs, have also shown promising results in sound detection tasks. These architectures leverage the strengths of both networks, where CNNs extract spatial features from spectrograms and RNNs model the temporal dynamics of the sound data. This combination is particularly effective in capturing both the spectral and temporal characteristics of impulsive sounds, leading to more accurate and robust detection models [13]. Recent research has demonstrated that hybrid CNN-RNN architectures outperform traditional methods and even standalone deep learning models in tasks such as gunshot and explosion detection [14]. The effectiveness of deep learning in sound detection is further enhanced by the availability of large-scale audio datasets,

which allow for the training of highly complex models with millions of parameters. These datasets often consist of diverse sound recordings, including impulsive sounds in various environmental conditions, such as urban areas, industrial plants, and natural settings [15]. With such diverse data, deep learning models can generalize better across different contexts, improving their ability to detect impulsive sounds in noisy or challenging environments [16]. Moreover, deep learning models benefit from transfer learning, where models pre-trained on large datasets can be fine-tuned for specific tasks, such as impulsive sound detection [17]. Transfer learning significantly reduces the time and computational resources needed to train models from scratch, while also enhancing the model's performance on smaller, task-specific datasets. This technique is particularly useful in cases where collecting large amounts of labeled impulsive sound data is difficult, such as in public safety applications where real-world data may be scarce or costly to obtain [18]. Despite these advantages, applying deep learning to impulsive sound detection presents certain challenges. One of the most significant challenges is the issue of data scarcity. Although large audio datasets exist, impulsive sounds, particularly in specific applications such as industrial fault detection or urban security, may not be well-represented [19]. In these cases, data augmentation techniques such as pitch shifting, time-stretching, and adding noise are often employed to artificially increase the size and diversity of the training data, helping models generalize better to unseen scenarios [20]. Synthetic data generation is another strategy, where models are trained on artificially created impulsive sounds, although care must be taken to ensure the synthetic data is realistic enough to match real-world conditions [21]. Another challenge is the variability of environmental noise in real-world settings. Impulsive sounds often occur in complex acoustic environments with multiple noise sources, reverberation, and occlusion, making it difficult for even advanced deep learning models to isolate and classify the sounds accurately [22]. Addressing this requires robust preprocessing techniques, such as noise reduction, spectral subtraction, and source separation, which help clean the audio signal before it is fed into the deep learning model. Furthermore, recent advancements in self-supervised learning and attention mechanisms have the potential to improve the model's ability to focus on relevant parts of the sound data, even in the presence of significant background noise [23]. In conclusion, deep learning has proven to be a transformative technology in the field of sound detection, particularly for detecting impulsive sounds. Its ability to automatically extract relevant features from raw data, model temporal dependencies, and leverage large datasets offers significant advantages over traditional methods. However, challenges such as data scarcity and environmental variability remain, necessitating continued research and development to optimize deep learning models for real-world applications. Despite these challenges, the future of deep learning in impulsive sound detection appears promising, with ongoing advancements likely to further enhance the accuracy, robustness, and scalability of these models across a wide range of domains.

3. Applications of Impulsive Sound Detection

Impulsive sound detection, due to its broad applicability, plays a critical role across various domains such as public safety, industrial monitoring, and healthcare. These sounds, characterized by their short duration and high intensity, include events like gunshots, explosions, and mechanical faults, all of which demand timely and accurate identification. With advances in technology, particularly the integration of deep learning, impulsive sound detection has become increasingly efficient and versatile. This section explores the applications of impulsive sound detection across different fields and the implications of deep learning in enhancing its effectiveness.

3.1 Public Safety

One of the most prominent applications of impulsive sound detection is in the realm of public safety. In urban environments, where the detection of gunshots or explosions is critical for

law enforcement, impulsive sound detection systems can significantly improve response times and overall public security. Real-time detection of dangerous sounds allows for rapid mobilization of emergency services, thereby minimizing harm to individuals and property [24]. Systems like ShotSpotter, which utilize a network of acoustic sensors to detect and locate gunfire, rely on advanced sound analysis to ensure accuracy and reduce false alarms. Such systems, enhanced by deep learning, can more effectively differentiate between true impulsive events and ambient noises, making them indispensable in crime-prone areas. Moreover, the ability to detect explosions, particularly in sensitive areas like airports, government buildings, and industrial complexes, can prevent catastrophic outcomes. Deep learning models, trained on large datasets of impulsive sounds, provide a robust solution for detecting such events in real-time [25]. By learning the specific acoustic signatures of different types of explosions, these models can alert authorities to potential threats, enabling preemptive measures to be taken.

3.2 Industrial Monitoring

In industrial settings, impulsive sound detection is crucial for predictive maintenance and fault detection. Machines, especially those involved in high-speed manufacturing processes, often produce distinctive impulsive sounds when malfunctioning or nearing failure. Detecting these sounds early allows for timely maintenance, preventing costly downtime and ensuring the safety of workers [26]. For example, in rotating machinery, impulsive sounds may indicate bearing failures or misalignment issues. Early detection of such faults is vital to avoid further damage to the machinery and to maintain productivity. Deep learning has significantly enhanced the effectiveness of impulsive sound detection in industrial monitoring. Traditional methods, which relied on human expertise or basic signal processing techniques, were limited in their ability to consistently detect early signs of mechanical failure. However, deep learning models trained on large datasets of sound recordings can automatically identify subtle acoustic patterns associated with specific faults, offering a more reliable and scalable solution [27]. Additionally, these models can be adapted to different types of industrial equipment, making them versatile tools for improving operational efficiency across various sectors.

3.3 Environmental Monitoring

Impulsive sound detection also finds applications in environmental monitoring, particularly in the detection of wildlife disturbances or illegal activities such as poaching. In forested or remote areas, impulsive sounds like gunshots are often associated with illegal hunting, and detecting these sounds in real-time can aid in anti-poaching efforts. Acoustic sensors deployed in these environments can continuously monitor soundscapes, alerting authorities to suspicious activities [28]. This application is particularly valuable in regions where traditional surveillance methods, such as cameras or patrols, may be less effective due to the size of the area or difficult terrain. The use of deep learning in this context allows for the creation of models capable of distinguishing between different environmental sounds and identifying specific impulsive events. By training models on diverse datasets that include both natural and anthropogenic sounds, researchers can develop systems that are robust to the challenges of environmental noise [29]. Such systems are also increasingly being integrated with other monitoring technologies, such as drones and satellite imagery, to provide a comprehensive approach to wildlife conservation and environmental protection.

3.4 Healthcare

In healthcare, impulsive sound detection plays a vital role in diagnosing and monitoring certain medical conditions. For instance, abnormal heartbeats or sudden respiratory sounds are considered impulsive in nature and can be indicative of serious health issues, such as arrhythmias

or respiratory distress [30]. Early detection of these sounds allows healthcare providers to intervene before conditions worsen, improving patient outcomes and reducing the need for more invasive diagnostic procedures. Deep learning has opened new possibilities in healthcare by enabling the development of intelligent systems that can detect and classify these medical sounds with high accuracy. These systems are capable of learning from vast amounts of medical sound data, identifying subtle abnormalities that might be missed by the human ear or traditional diagnostic tools [31]. Moreover, they can provide real-time monitoring in critical care settings, where continuous observation of heart and lung sounds is necessary for timely interventions. The ability to detect impulsive medical sounds in real-time also contributes to the development of telemedicine solutions, allowing patients to be monitored remotely and reducing the need for hospital visits [32].

3.5 Smart Cities

As cities become more connected through smart city technologies, impulsive sound detection is increasingly integrated into urban infrastructure. Sensors embedded in city streets, buildings, and transportation systems can detect impulsive sounds that signal accidents, construction malfunctions, or other disruptions. These systems, powered by deep learning, help city administrators manage public resources more effectively by responding quickly to incidents that could affect traffic flow, public safety, or service delivery [33]. In smart city environments, the combination of audio sensors with deep learning models allows for the detection and classification of a wide range of urban sounds, from traffic accidents to infrastructure failures. This not only improves public safety but also enhances the efficiency of urban services by automating the process of detecting and responding to incidents [34]. For example, detecting the sound of a car crash can trigger an automatic response from emergency services, reducing the time it takes to provide assistance.

3.6 Military and Defense

In military and defense applications, impulsive sound detection is used to monitor battlefield environments, detect threats, and provide situational awareness. Sounds such as gunfire, explosions, and aircraft engines are all critical to understanding enemy movements and identifying potential threats. Detecting these sounds in real-time allows military personnel to make informed decisions and respond appropriately to evolving situations [35]. Deep learning models, when deployed in this context, can improve the accuracy and speed of detection, particularly in noisy or chaotic environments where traditional detection methods may struggle. In conclusion, impulsive sound detection has broad applications across multiple sectors, with deep learning playing an increasingly important role in enhancing its effectiveness. From public safety to industrial monitoring, healthcare, environmental conservation, and smart cities, the ability to detect and classify impulsive sounds accurately and in real-time is critical for improving outcomes and reducing risks. As deep learning models continue to evolve, they will likely become even more integral to impulsive sound detection, offering more precise, reliable, and scalable solutions across diverse applications.

4. Discussion

The exploration of deep learning techniques in impulsive sound detection has demonstrated promising advancements, yet it also presents several ongoing challenges and opportunities for future research. This section reflects on the findings of the study, evaluates the efficacy of the proposed models, and discusses their implications for various application domains. Additionally, it considers the limitations encountered during the research and highlights potential avenues for improvement and further exploration.

4.1 Efficacy of Deep Learning Techniques in Impulsive Sound Detection

The application of deep learning to impulsive sound detection has significantly improved the ability to identify and classify impulsive events such as gunshots, explosions, and mechanical malfunctions. Traditional methods, based on handcrafted features and statistical analysis, often struggled with the variability and complexity of real-world sound environments. Deep learning models, particularly Convolutional Neural Networks (CNNs) and Recurrent Neural Networks (RNNs), have shown superior performance in automatically extracting relevant features from raw sound data, capturing both spatial and temporal patterns that are critical for accurately identifying impulsive sounds [36]. One of the key findings of this study is the advantage of hybrid models that combine CNNs for spatial feature extraction with RNNs, such as Long Short-Term Memory (LSTM) networks, for modeling temporal dependencies [37]. These hybrid architectures offer a robust solution for impulsive sound detection, particularly in noisy environments where impulsive events are often masked by background sounds. By leveraging both spatial and temporal information, the models provide a more comprehensive understanding of sound events, improving classification accuracy and reducing false positives. The use of spectrograms as input to CNNs has proven particularly effective for impulsive sound detection. Transforming sound signals into spectrograms allows the models to process them similarly to images, capturing the unique visual patterns of impulsive sounds in the frequency domain. This approach has led to more accurate detection of a wide range of impulsive sounds, from urban gunshots to industrial machine faults. However, despite these improvements, challenges remain in ensuring the models' robustness across diverse environmental conditions.

4.2 Challenges and Limitations

While deep learning techniques have demonstrated substantial improvements, several limitations were observed. One of the primary challenges is the scarcity of labeled data, especially for specific impulsive sound events such as explosions or mechanical malfunctions. Collecting and labeling large datasets of impulsive sounds in different environments is both time-consuming and expensive [38]. Moreover, impulsive events are often rare, further complicating the data collection process. This limitation hinders the ability to train models that generalize well across diverse contexts. In response to this challenge, data augmentation techniques were employed in this study to artificially increase the size and diversity of the training datasets. However, while these techniques proved effective, they are not a complete substitute for real-world data and may introduce biases that affect model performance. Another limitation is the variability in environmental noise, which can significantly impact detection accuracy. Impulsive sounds often occur in complex acoustic environments with various background noises, reverberations, and occlusions. These factors can distort the sound signal, making it difficult for models to isolate the impulsive event. Although noise reduction and preprocessing techniques were used to clean the audio data, ensuring the model's robustness in real-world conditions remains a challenge. Future research should explore more advanced noise reduction methods and incorporate contextual information to better differentiate between impulsive sounds and background noise. The computational cost of training deep learning models for sound detection is also a significant concern. CNNs and RNNs, particularly in hybrid architectures, require substantial computational resources for training, which may limit their accessibility in resource-constrained settings. While transfer learning can mitigate this issue by allowing pre-trained models to be fine-tuned on specific tasks, it is still necessary to explore more computationally efficient architectures or optimization techniques to reduce the demand for resources without compromising performance.

4.3 Implications for Application Domains

The implications of these findings are far-reaching, with potential applications in public safety, industrial monitoring, healthcare, environmental conservation, and smart cities [39]. For instance, the ability to detect impulsive sounds such as gunshots and explosions in real-time has profound implications for law enforcement and emergency response. The integration of deep learning-based detection systems into urban infrastructure can enhance public safety by enabling faster response times and more accurate identification of threats. However, to fully realize this potential, future research must focus on reducing false positives, particularly in noisy urban environments where various non-impulsive sounds may be misclassified. In industrial settings, early detection of impulsive sounds indicative of machine failure can prevent costly downtime and ensure worker safety. The models developed in this study have shown potential for accurately identifying mechanical faults based on their acoustic signatures [40]. However, variability in sound profiles across different types of machines and industrial environments necessitates further model refinement and customization to ensure their broad applicability. In healthcare, the ability to detect impulsive medical sounds such as abnormal heartbeats or respiratory events offers a promising avenue for developing intelligent diagnostic systems [41]. These systems, powered by deep learning, could provide real-time monitoring and early warning signals for conditions such as arrhythmias or respiratory distress. While this application shows great promise, it also raises ethical concerns regarding data privacy and the potential for over-reliance on automated systems in critical care settings.

4.4 Future Research Directions

Future research should focus on addressing the limitations identified in this study. One of the primary areas for improvement is the development of more diverse and comprehensive datasets for impulsive sound detection. Collaborating with industry, government agencies, and healthcare providers to gather real-world sound data from various environments could significantly enhance the generalization capabilities of deep learning models [42]. Additionally, exploring synthetic data generation techniques that accurately mimic real-world conditions could further improve model robustness. Moreover, advancements in self-supervised learning and attention mechanisms may offer new ways to improve the performance of deep learning models in noisy environments [43]. These techniques allow models to focus on the most relevant portions of the audio signal, reducing the impact of background noise and improving detection accuracy. Research into more computationally efficient architectures is also critical for making these models more accessible in resource-constrained settings.

Conclusion

This paper has demonstrated the potential of deep learning techniques in enhancing the accuracy and reliability of impulsive sound detection across various domains, including public safety, industrial monitoring, healthcare, and environmental conservation. The integration of models such as CNNs, RNNs, and hybrid architectures has proven effective in capturing the spatial and temporal characteristics of impulsive sounds, leading to improved classification performance. However, the challenges of data scarcity, environmental noise, and computational resource demands highlight the need for continued research and refinement of these models. Addressing these limitations through the development of more comprehensive datasets, advanced noise reduction techniques, and computationally efficient architectures is essential for optimizing deep learning-based detection systems for real-world applications. Moreover, future research into self-supervised learning and attention mechanisms could further enhance the ability of these models to operate in complex acoustic environments. Overall, deep learning has significantly advanced the field of impulsive sound detection, and with further refinement, it holds the promise of

delivering highly accurate, real-time solutions capable of addressing the diverse challenges posed by impulsive sounds in various practical settings.

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DIGITAL TWINS OF INDUSTRIAL INSTALLATIONS IN OIL REFINERIES

Uskenbayeva Gulzhan
PhD, associate Professor, L.N. Gumilyov Eurasian National University, Kazakhstan, Astana
Salimjan Tassanbaev
Candidate of Technical Sciences, associate Professor, L.N. Gumilyov Eurasian National University, Kazakhstan, Astana
Sembiyev Ordabay
Doctor of Technical Sciences, Professor, L.N. Gumilyov Eurasian National University, Kazakhstan, Astana
Sansyzbay Lazzat
PhD candidate, L.N. Gumilyov Eurasian National University, Kazakhstan, Astana

ABSTRACT

One of the most promising areas for improving the efficiency of oil refining processes is the creation of digital twins of oil refining units and processes. When designing digital twins, an important role is given to high-precision algorithms and models that form the basis of the digital twin. A very urgent task is the development and study of methods and algorithms for constructing adequate models of industrial units of oil refining production, which will allow, while qualitatively maintaining dynamic process modes, to create conditions for extracting the necessary information from process measurements in the volume required to clarify the model in the conditions of multidimensionality and multi-connectedness of the object, the presence of a large number of uncontrolled disturbing effects.

Keywords. Digital twins, digital model, digital shadowing, modeling, simulation, optimal control.

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The development of oil refining both in Kazakhstan and around the world is greatly influenced by many factors, such as the increasing weight of raw materials, deterioration of their quality, the need to process highly viscous oils. Growing competition in international markets and increasing pressure from the state and environmental organizations force industrial enterprises to use increasingly complex and expensive technologies. All this entails the need to develop new innovative technologies, including in the field of automation and control. One of the promising solutions is the creation of digital twins (DT) of oil refining units and processes.

The advantage of the DS is the ability to accurately reflect the state and behavior of an object, as in the tasks of information modeling and monitoring, identification of failures and detection of abnormal behavior (diagnostic DS). Also, the DS is able to predict the behavior of the original in various (sometimes far from normal) conditions, as is done in predictive DS for determining the causes of failures, training in actions in abnormal situations, and also for predicting the quality of the considered options for the functioning of an object when designing, planning or optimizing its operation.

Modeling of complex technological objects has an extensive history. The advent of the first powerful computers generated interest in fundamental modeling in the tasks of designing TP [1-

4], monitoring, diagnostics and testing of TP [5], checking control systems [6], balancing and verification of data [7]. In the case of industrial CPs, such methods have found application in both open and commercial fundamental modeling packages [8], including high-precision TP modeling systems [9]. High-precision fundamental modeling of TP is in demand in detecting bottlenecks, monitoring and analyzing the operation of processes as part of diagnostic CPs. It is also indispensable in predictive CPs for computer training of TP operating personnel [10, 11], including training in actions in rare or hypothetical dangerous situations [13].

Fundamental models at the base of digital twins of oil refining processes can be obtained using the basic laws of chemical kinetics and thermodynamics, considering the physical and chemical processes occurring in technological equipment - heat and mass transfer, reaction processes. Such models allow for what-if analysis for different raw material compositions, technological modes, etc. For example, using the implemented model, it is possible to check the sensitivity of the largest gas fractionation plant to changes in the composition and consumption of raw materials. The operator can select a process mode that allows for the effective separation of components, and therefore, to obtain more target products and fewer by-products. Such models allow the development of new production flow charts [10].

This type of modeling allows you to recreate any processes and phenomena on a computer with a sufficient amount and quality of statistical data. It is used to supplement physical and chemical models or as an independent model. A statistical model developed using advanced analytics methods. Such models allow you to develop recommendation systems, decision support systems, and perform predictive diagnostics. The above types of modeling can complement each other: provide output data that is required as input for another type of modeling.

One of the approaches to solving this problem is the method proposed in [11-12], in which secondary conditions in the form of restrictions are imposed on the control actions in addition to the control objectives themselves. This approach has shown its flexibility and it seems that such an approach can be used in terms of providing control actions with additional properties associated with ensuring the adequacy of the typical process model.

Digital twins can be effectively used for optimal control of technological processes, including determining the optimal parameters of the technological process. For example, numerical modeling based on a digital twin for reactor installations is easier and more cost-effective to carry out on a simulator than on the installation itself. [15-17]. One of the important expected results of the project is the development and implementation of computer simulators based on the digital twin for training specialists in the oil refining industry, which can be adapted to the special conditions of domestic oil refineries. The methods and algorithms developed in the Project will ensure the adequacy of the models implemented in the simulators [18-22] in a wide range of static and dynamic modes, taking into account the large dimension and multi-connectedness of control objects. This will improve the quality of computer simulators and reduce the number of errors made by plant operators.

Classification of digital twins

Traditionally, DT is classified according to indicators of maturity and integration. Based on the level of maturity, a preliminary digital twin (also known as a digital twin prototype, which is available before the original is created); really "classical" DT; adaptive DT capable of learning according to the priorities set by the user; intelligent DT that adapts to the external environment. Depending on the level of integration, they are divided into digital model, digital shadow and full DT. Such a classification leads to the following explanation. If the model does not yet have a physical original, one can speak of a preliminary digital twin or DT-prototype. Such a twin is needed during the design phase and the initial stages of assembly, when information from the object is

not yet transferred to the model. The advantage of the prototype is the low cost of its use (the cost of developing the model). The disadvantage is that the model is based only on theoretical assumptions and its response may not coincide with the response of the actual designed object.

When a physical original is available, but a steady stream of data from it is not established, we deal with a digital model. Measured data at the input and output of a real system can be fed to the input of a virtual component as needed, for example, to test the closeness of its output response to that of the physical system. This occurs in personnel training tasks in situations close to the real situation, but without the risk of controlling a physical object (computer simulators). Recorded significant deviations serve as a signal to change the training pattern to prevent false skill formation in the trained operator.

Digital shadowing occurs when there is a constant flow of data from the physical component of the system to the virtual component, but no return flow. Digital shading allows you to see the exact response of the original at any time, without the need to directly measure the information in the object. This approach is used in many problems and allows monitoring the operation of a physical system without direct contact with it; obtaining additional information that is not physically measured in real time (restoring such parameters on the basis of actual measurements given to the model); visualize operations in real-time and perform predictive maintenance on equipment.

Finally, when a permanent two-way data exchange is established between the original and the model, a full-fledged DT will appear, the advantages of which are optimization of production operations, reduction of production time and cost, etc., with a large list of arguments that do not require special references.

Thus, the role of a cyber-physical system as an integral virtual component is to digitally represent the properties and behavior of its (original) physical component at various stages of its life cycle. Both components of cyber-physical systems are combined into one whole, where the original is virtualized in DT, and the twin is a continuation of the original. When this connection is broken, the DT is also lost, it must be rebuilt after it is restored.

The fundamental differences between DT and other known forms of reflection of a physical object are due to the following.

• DT is always in "hot" mode relative to the original, that is, changes to the original should be reflected immediately when duplicated. Such synchronization, depending on the problem to be solved, can be infrequent (during the initial object design phase, when changes in the design are relatively rare) or several times per second, as in the tasks of dynamic equipment condition prediction analytics (loads, temperatures, vibration levels, etc.). can be continuous such that DT is given by the duty cycle. In addition, updating the DT status may require the transfer of very large amounts of heterogeneous data.

• It is not necessary to copy the original DT verbatim - the appearance, the completeness of the dimensions, the set of repeated conditions. In special applications, DT visualization can be very conventional, and the level of detail in the original is very low. Some solutions use the ability of DT to accurately represent the state and behavior of an object, as in the tasks of information modeling and monitoring, fault detection and abnormal behavior detection. In other tasks, the twin, on the contrary, is called to predict the behavior of the original in different (sometimes far from normal) conditions, this predictive DT is made to identify the causes of failures, to teach actions in emergency situations, and also to predict the quality of the considered options for the operation of the object when planning a project or optimizing its operation.

• At the same time, in any application, the desired level of similarity of the twin to the original must be achieved, otherwise the selected control with DT will be incorrect. Different tasks may have different levels of similarity. Thus, in advanced process control systems, it is sufficient

for a small number of adjustable parameters to correctly respond to selected control actions and external disturbances.

On the contrary, in computer simulators for the training of operational personnel, it is necessary to simulate the complex action of many parameters, and the dynamic picture of the situation should be accurate enough to avoid the development of "false" skills formed in the training process. In the problems of fault diagnosis, the requirements for digital processing of data of complex technological equipment are equally high, because both missed emergency situations and false alarms are fraught with significant economic costs.

Considering the specified features of DT, the following problems of their development can be identified [21]:

• evolution of DT models in order to maintain their similarity to the original ones that have evolved over time. This applies to both fundamental modeling of physical objects and data-driven modeling;

• providing two-way communication between physical and virtual components, which must maintain the required level of similarity of the twin to the original. Solving this problem can be complicated by the high spatial-temporal resolution of the transmitted data, its large volume and different levels of reliability, communication delay, as well as the need for fast archival search and online data processing;

• to ensure transparency and interpretability of decisions made based on DT, which require models that can be explained and logically analyzed;

• a twin visualization that should be presented to the end user as similar to the physical asset, simple and intuitive to use.

CONCLUSION

The main advantage of using digital twins (CD), which are digital (virtual) modeling of objects, systems, processes, is the possibility of using them for the development of process control systems, including in the field of oil refining. Digital twins make it possible to quickly and effectively test complex locking systems, including those with branched logic, to find and eliminate errors that were not considered during design and implementation, thereby speeding up the commissioning of new installations and control systems. CDs will also be able to predict the behavior of the original in different (sometimes far from normal) conditions, as it is done in predictive CDs to determine the causes of failures, to teach actions in emergency situations, and also to predict the quality of the considered options for the functioning of the object during its design, planning or optimization

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АВТОМАТИЗИРОВАННАЯ ОРАНЖЕРЕЯ ДЕКОРАТИВНЫХ РАСТЕНИЙ, МОДЕЛИРОВАННАЯ С ПОМОЩЬЮ ARDUINO

Молдабаева У.Б.
Almaty Management University, г. Алматы, Республика Казахстан
Қалмахан Д.Ж.
Almaty Management University, г. Алматы, Республика Казахстан
Научный руководитель
Рамазанов Е.Т.
Almaty Management University, г. Алматы, Республика Казахстан

Аңдатпа. 21 ғасыр – бұл заттар интернет саласындағы ақпараттық технологиялардың серпіні. Заттар интернеті немесе қысқартылған IoT (ағылш. Internet of things) - деректер мен қолданбаларды қашықтықтан басқару үшін электрондық құрылғыларды, сенсорларды және Интернетті біріктіретін технология. Заттар интернетін егіншілікті басқару үшін жылыжайларда өсімдіктерді өсіру сапасын бақылау және сапасын жақсарту құралы ретінде ауыл шаруашылығында пайдалануға болады. Бұл мақала Arduino электронды конструкторы мен Blender үш өлшемді графикалық бағдарламалық жасақтамасын қолдана отырып, университет үшін автоматтандырылған жылыжайды дамытуға арналған.
Кілт сөздер: Заттар интернеті, Arduino, жылыжай, бақылау, құрылғы.

Аннотация. 21 век — это прорыв информационных технологий в сфере Интернет вещей. Интернет вещей или сокращенно IoT (англ. internet of things) — это технология, которая объединяет электронные устройства, датчики и Интернет для управления данными и приложениями на расстояния. Интернет вещей можно использовать в сельском хозяйстве для управления растениеводством в качестве средства мониторинга, контроля и улучшения качество выращивания растений в оранжереях. Данная статья посвящается разработке автоматизированной оранжереи для университета с помощью электронного конструктора Arduino и программного обеспечения трехмерной графики Blender.
Ключевые слова: Интернет вещей, Arduino, оранжерея, мониторинг, датчики.

Annotation. The 21st century is a breakthrough of information technologies in the field of the Internet of Things. The Internet of Things, or IoT for short, is a technology that combines electronic devices, sensors, and the Internet to manage data and applications over distances. The Internet of Things can be used in agriculture for crop management as a means of monitoring, controlling, and improving the quality of growing plants in greenhouses. This article is devoted to the development of an automated mobile greenhouse for the university using the Arduino electronic designer and the Blender 3D graphics software.
Keywords: Internet of Things, Arduino, greenhouse, monitoring, sensors.

Введение

Теплица является важной частью в сельском хозяйстве и садоводстве. Ее можно использовать для выращивания растений в контролируемых климатических условиях для оптимального производства. Урожайность и качество сельскохозяйственных культур

значительно возросли благодаря использованию теплиц, что помогло нам справиться с постоянно растущими требованиями. Для совершенствования тепличной технологии была предпринята первая попытка разработать автоматизированную систему полива растений. Чтобы добиться лучшего улучшения роста растений в теплице, был введен сбор данных с помощью Arduino.[1] Для повышения производительности автоматизации теплиц используется микроконтроллер с аналого-цифровым преобразователем. Были изучены климатические условия, благоприятные для мини-орхидеи. Согласно исследованию, наконец-то была успешно спроектирована мини-оранжерея для орхидей, которая была автоматизирована.[2]

Теперь ежедневное сельское хозяйство не ограничивается выращиванием сельскохозяйственных культур, а следует удобному и эффективному способу выращивания большего количества растений. Спрос и полезность тепличных технологий растут с увеличением численности населения, и им нет альтернативы, чтобы справиться с современным образом жизни людей. Мало того, в сельском хозяйстве неудобно полагаться на естественные климатические условия. Это легко понять из истории развития тепличных технологий. В 3000 году нашей эры в Риме; однажды больной император Тиберий заболел, и королевский врач попросил его принять огурец в качестве лекарства. Но сезон был недостаточно благоприятен для выращивания огурцов. В конце концов была сделана комната с прозрачной крышей. Солнечный свет раньше проходил через прозрачную крышу, и дополнительное тепло могло поступать в нее снаружи от камина для поддержания оптимального тепла. Так была изобретена первая теплица.[3]

Целью этой статьи является разработка простой в установке схемы на базе микроконтроллера для мониторинга и записи значений температуры, влажности и солнечного света в естественной среде, которые постоянно контролируются для достижения максимального автономного ухода за растениями. Кроме того, установка оранжереи оказывает хороший экологический и психологический эффект. Многие зеленые насаждения согревают и успокаивают душу, оказывают положительное воздействие. Комнатные растения очищают атмосферу и насыщают воздух кислородом, помогают уменьшить значительное количество пыли в воздухе и выделяют вещества с антибактериальными свойствами. Именно лиственные растения улучшают качество жизни и здоровье людей и животных. Эта способность определяется тем, что организм людей, живущих рядом со всеми растениями, выделяет фитонциды, повышающие сопротивляемость организма ко всем инфекциям.[4]

В настоящее время более 90 процентов людей во всем мире дышат воздухом, уровень загрязнения которого превышает допустимую норму.[5] Оранжерея с автономным уходом служит хорошим экологическим решением от такого грязного воздуха.

Литературный обзор

Теоретико-методологическая часть статьи является исследование специализированной литературы для изучения построение теплиц и оранжереи, а также использовалась методология для освоения конструктора Arduino и языка программирования C++.

Исследование по эффективности построение умных теплиц с использованием конструктора Arduino использовались работы авторов как: “Изучаем Arduino” Джереми Блум[11], “Практическая энциклопедия Arduino” Петин Б.А., Биняковский А.А.[12], “Программирование на языке С/С++” Земсков Ю. В. [13], “Умная теплица с использованием IoT технологий и облачных вычислений” Варша Тошнивал[14], так же для изучения были рассмотрены интернет-ресурсы.

Методы

В данной статье авторы используют методы:
анализ и синтез – изучение разной литературы по тематике статьи; сравнение – сопоставление полученных данных в предалах темы;
моделирование – создание модели с помощью программного обеспечения Blender для трехмерной графики;
программирование – код автоматизации ухода за теплицами написан на языке программирования С++;

Результаты

Основная идея оранжереи является в автоматическом поддержании комнатных растений с помощью умных систем и сенсоров, которые получают информацию о температуре растения и комнаты, влажности комнаты, освещения, а также дает возможность следить за количеством воды которое растение потребляет. Сама полная система является лишь рядом сенсоров и приспособлений, которые можно настраивать с мобильного приложения или внутренней системы через любой подключенный экран.[6] Мы также имеем возможность предоставить семена и список растений, подходящих к настройкам системы, такие как теплолюбивые, светолюбивые и т. д.

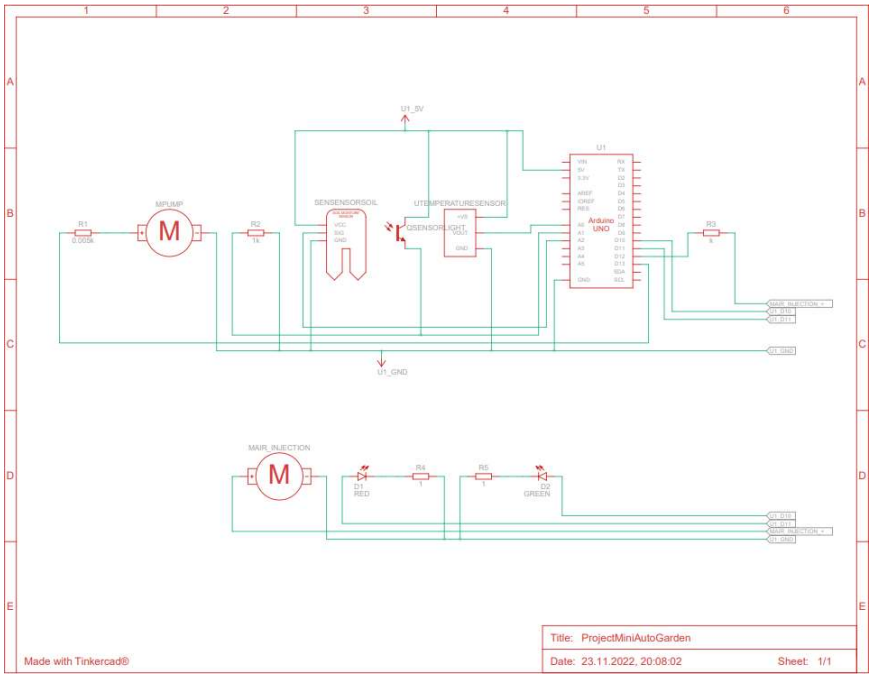

Рисунок 1. Схема

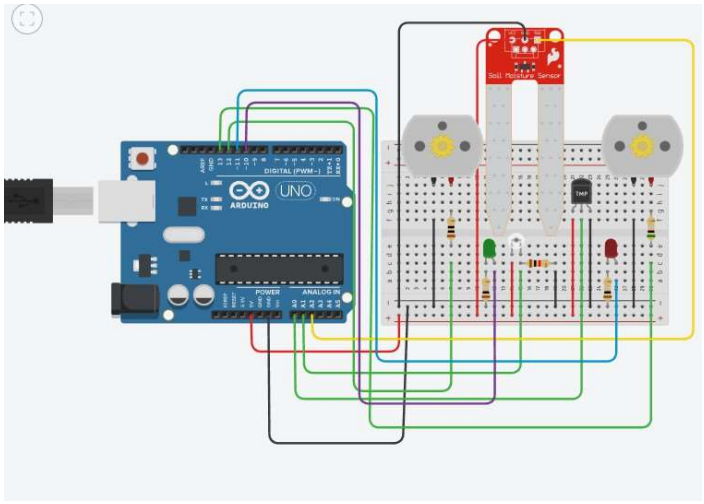

Рисунок 2. Модель в Tinkercad[7]

В представленной модели подразумевается самое большое растение, которое можно использовать, как пример декоративное растение, которое размерами может варьироваться от классического бонсая до небольшого дерева размером с куст. Такого размера растения и их вместилища, для этого рекомендуется использовать передвижные хранилища на колесиках. Больше подходят для больших офисных и учебных зон отдыха в силу небольшого ухода за растением и землей.[8] В нашем примере мы используем небольшой терминал, который регулирует надстройки системы, но стоит упомянуть что их нужно затрагивать только при первом посаде растения, а также его смены. А также очень важно, что наша система оранжерей является способом снабжать помещения растениями с минимальным уходом за ними, что лишь облегчает задачу с намного большим примером, но в любом случае продвигает идею оснащать каждое жилое помещение декоративными растениями, в связи с их многочисленными плюсами для жизни.

Для более деликатных целей размер может быть намного меньше. Для личного пространства как жилые дома или городские квартиры размер горшка не будет превышать размер стандартных для обычного использования. Но для более автономного использования как в общественных местах рекомендуется более большая система с централизованным управлением для удобства.[9]

Установка и использование системы рекомендуется в контролируемых сферах, но может быть установлена так и снаружи так и внутри помещения. Как например на клумбах или же в садовых горшках.
Сама система же состоит как было сказано раньше из ряда сенсоров, разбрызгивателя воды, нагревателя, по возможности терминала или в лучшем случае точки связи с телефоном, главного процессора, группы небольших труб зависящие от размера установки, как и насос, и наконец хранилища воды. Также в некоторых случаях будет установлена солнечная лампа.

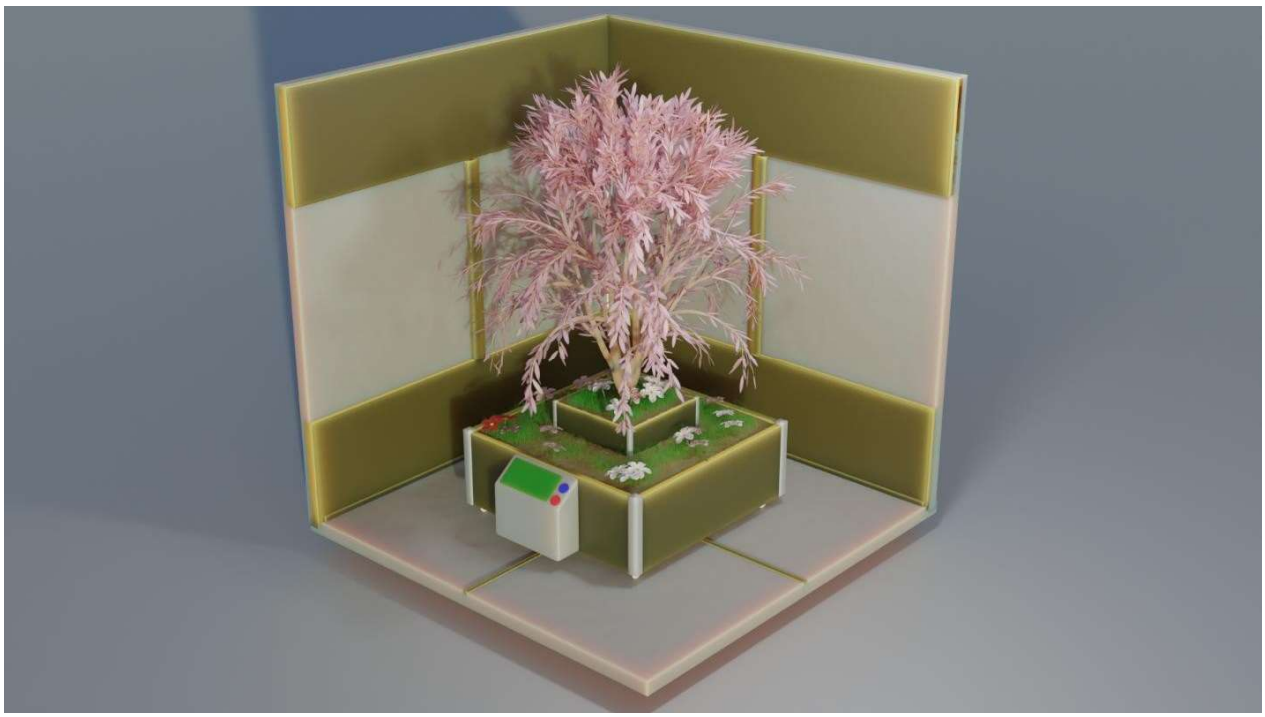

Рисунок 3. Модель оранжереи разработанный в Blender[10]

Заключение

В современном мире большинство людей проводят большую часть своего времени в помещении, поэтому их физическое и психическое здоровье находится не в таком положительном состоянии. Согласно исследованию, загрязнение воздуха увеличивает риск депрессии. Использование новых технологий, включая автоматизированную теплицу, позволит свести к минимуму риск ухудшения состояния здоровья. Но не каждый сможет ухаживать за растением: этому часто мешает либо занятость, либо невозможность создать комфортные условия для растений. Если вы не профессионал в этом вопросе или у вас недостаточно времени для ухода за растением, но есть большое желание, автоматизированная оранжерея придет вам на помощь.

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Enhancing Mobile Robots with Arm Integration for Autonomous Navigation and Minimal Human Involvement

Nazar Emilov
USA

Abstract

Robotics provides a valuable platform for testing theories from developmental psychology and cognitive science, aiming not only to develop biologically inspired robots but also to enhance our understanding of human cognitive processes. This project, which integrates computer vision, robotics, and embedded systems, has demonstrated its potential to revolutionize multiple industries. The system comprises several key components: a Raspberry Pi, a camera module, a robotic arm with servo motors, a mobile platform, and a suite of computer vision algorithms. The Raspberry Pi serves as the robot's central processor, handling image analysis, decision-making, and control of the robotic arm. The camera module captures real-time images of tomato plants, which are then processed by the computer vision algorithms on the Raspberry Pi. These algorithms identify ripe tomatoes through color segmentation, contour detection, and feature extraction. Additionally, reducing reliance on manual labor can minimize physical strain and health risks, improving workers' quality of life. The social impact of this technology includes creating new job opportunities in the robotics, computer vision, and technology sectors, fostering innovation and economic growth in diverse fields.

The purpose of the work.

This project was conducted under the guidance of a graduate master's degree student. This project aims to tackle these challenges by creating an autonomous system that can perform tasks with minimal human involvement, thereby lowering labor costs and enhancing overall efficiency.

The robotic arm operates through a sequence of processes that include calculating the target position, applying inverse kinematics, and controlling the servo motors. Once a tomato is detected and its position identified, the end effector (gripper) of the robotic arm is directed to the calculated target position. Inverse kinematics algorithms are used to determine the required angles for each servo motor to move the arm to the target location. The Raspberry Pi then generates pulse-width modulation (PWM) signals to adjust the servo motors' angles accordingly, guiding the arm toward the tomato. Upon reaching the tomato, the gripper closes to grasp it and subsequently releases it into a collection container.

Mobility is essential for the robot's function, enabling it to autonomously navigate through tomato fields. Various navigation strategies are employed, including line following, GPS-based navigation, and vision-based navigation, to ensure that the robot can efficiently move through the field, avoid obstacles, and accurately locate tomato plants.

The hardware setup involves integrating the Raspberry Pi with the camera module, servo motors, and a mobile platform. The Adafruit ServoKit library is used to control the servo motors via the Raspberry Pi, while the camera module connects through the CSI (Camera Serial Interface) connector. Software development focuses on implementing computer vision algorithms using the OpenCV library and developing control logic with the Python programming language.

Testing in both controlled and field environments shows that the robot can accurately detect and harvest ripe tomatoes under various lighting conditions. The robotic arm's precise movements reduce the risk of damaging tomatoes and nearby plants, while the mobile platform's navigation capabilities allow it to effectively handle different terrains and obstacles.

System Overview. The system is composed of several essential components that work in unison to enable the robot to autonomously identify and harvest ripe tomatoes. These components include a Raspberry Pi, a camera module, a robotic arm with servo motors, a mobile platform, and computer vision algorithms.

- Raspberry Pi: Acting as the central processing unit (CPU) of the robot, the Raspberry Pi handles image processing, decision-making, and controlling the robotic arm. It orchestrates the operations of the other components, ensuring smooth and coordinated functionality.
- Camera Module: The camera module captures live images of the tomato plants, providing the visual input needed for the computer vision algorithms to analyze and identify ripe tomatoes.
- Robotic Arm: The robotic arm, equipped with precise servo motors, replicates the movements necessary for picking tomatoes. It is designed to reach, grasp, and detach the tomatoes accurately, without damaging either the fruit or the plant.
- Servo Motors: These motors provide precise control over the robotic arm's joints, enabling accurate positioning of the arm to reach and grasp tomatoes based on the processed visual information.
- Mobile Platform: The mobile platform grants the robot mobility, allowing it to navigate through the tomato fields. It ensures the robot can move between rows of plants and access different areas within the field.
- Computer Vision Algorithms: These algorithms, running on the Raspberry Pi, process the images captured by the camera module. They identify ripe tomatoes, determine their locations, and guide the robotic arm for precise picking.

Tomato Detection The process of tomato detection is essential for the autonomous functionality of the robot, involving several key steps to accurately identify and locate ripe tomatoes.

- Image Capture: The camera module captures high-resolution images of the tomato plants, which serve as the primary input data for subsequent processing.
- Image Enhancement: The captured images undergo preprocessing to enhance contrast and minimize noise. Techniques like histogram equalization and Gaussian blur are applied to improve image quality.
- Color Isolation: Color segmentation methods are utilized to differentiate ripe red tomatoes from the surrounding background. Techniques such as color thresholding or machine learning-based classifiers can be used to isolate the red areas within the images.
- Boundary Detection: Contours are identified around the segmented red regions, which represent the edges of the tomatoes. This step is crucial for determining the shape and size of the tomatoes.

Controlling the robotic arm involves a series of steps to ensure accurate movement for tomato harvesting:

- Determining Target Position: The robotic arm's end effector (gripper) calculates the target position based on the detected location of the tomato. This position is defined within the robot's coordinate system.
- Inverse Kinematics: Calculations are then performed to determine the necessary angles for each servo motor to reach the target position. This process involves solving mathematical equations that translate the end effector's location into the joint angles of the robotic arm.
- Servo Motor Control: The Raspberry Pi sends pulse-width modulation (PWM) signals to the servo motors, which adjust their angles to guide the robotic arm towards the target position. The servo motors interpret these signals and rotate to the designated angles.
- Grasping and Releasing: Once the end effector reaches the tomato, the gripper closes to secure it. The gripper is designed to apply sufficient force to hold the tomato without causing damage. After the tomato is harvested, the gripper releases it into a collection container.

For navigation, the mobile platform is essential for the robot's movement through the tomato fields. Several navigation strategies can be employed to enable effective and autonomous mobility:

- Line Following: The robot can follow lines or markers on the ground to move between rows of tomato plants. This approach uses simple visual cues and is effective in structured environments.
- GPS-Based Navigation: The robot can use GPS coordinates to navigate to specific points within the field, a method well-suited for larger fields where precise location data is available.
- Vision-Based Navigation: The robot can utilize visual cues from its surroundings, such as landmarks or row patterns, to navigate autonomously. This method offers greater flexibility in unstructured environments and can adapt to dynamic changes within the field.

COMPREHENSIVE OVERVIEW OF THE HUMANOID ROBOT CONCEPT IN GLOBAL ROBOTICS

1.1 Overview

The lifespan of humanoid robots continues to grow in response to an aging population and declining birth rates. As the demand for manpower rises and human resources become scarcer, humanoid robots have emerged as the most viable alternative. Consequently, advancements in humanoid robot technology have accelerated to meet these growing needs.

Many early efforts to develop humanoid robots were driven by the goal of creating machines that could seamlessly integrate into the daily lives of ordinary people. Our living environments and the objects we use are designed to accommodate human morphology, so designing robots with a humanoid form eliminates the need to redesign our surroundings to accommodate them. Moreover, humanoid robots are naturally aligned with human social cues, meaning that people would not need special training to communicate with them. These considerations highlight the importance of designing robot interfaces that are compatible with the human environment and with people who are already adept at social interaction.

However, the challenges extend beyond interface design. Humanoid robots must engage with humans in ways that are socially appropriate and skilled. They need to quickly learn new skills and adapt to new tasks through human instruction and demonstration. Ideally, teaching a robot new capabilities should be as simple and fast as teaching another person. For robots to collaborate

effectively with humans, they must understand our intentions, beliefs, desires, and goals, enabling them to provide timely and relevant assistance

Despite these aspirations, current robots often interact with us as though we are just another object in their environment, or at best, in a manner similar to socially impaired individuals. They generally do not comprehend or interact with people as people, lacking awareness of our goals and intentions. Consequently, they struggle to adjust their behavior appropriately as our goals and needs evolve. They do not automatically focus their attention on what we find interesting or coordinate their behavior accordingly, nor do they understand that different perspectives can influence what we know and believe about a situation. As a result, they fail to bring critical information to our attention when we need it most. Furthermore, they are not attuned to our emotions, feelings, or attitudes, which prevents them from prioritizing tasks based on what we find urgent, relevant, or significant. Due to these limitations, robots cannot cooperate with us as teammates or assist us as partners. Instead, they can only be used as advanced tools rather than as collaborative partners.

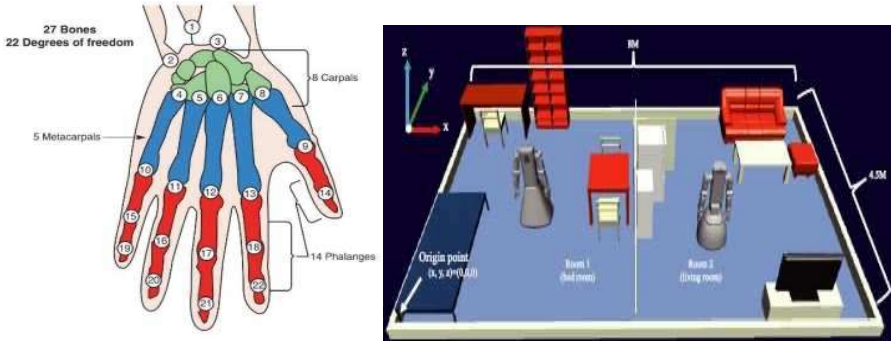
In the early 2000s, numerous companies launched innovative humanoid robots, including Honda's Asimo and Sony's SDR-3X. The Canadian robotic arm, Canadarm2, played a crucial role in completing the construction of the International Space Station (ISS). At the Max Planck Institute for Biochemistry in Munich, researchers developed the world's first neurochip. This period also saw the introduction of the first commercially available robot vacuum cleaners by Electrolux and the debut of the first cyberdog by Sanyo Electric. Researchers at Stanford University unveiled the STAIR (Stanford Artificial Intelligence Robot) prototype, a robot capable of recognizing human faces and voices, demonstrating intelligence and the ability to make unconventional decisions. Additionally, NASA adopted the X1 robot exoskeleton, a military robot designed to recognize and navigate obstacles. During this time, robots also began to be widely utilized in medicine for performing surgical operations.

Figure 1. Humanoid Asimo

Web-based object learning and recognition serve as another approach for humanoid robots to learn about objects. Cloud resources offer an advantage in this context; even without internet access, the robot can utilize the user’s camera to recognize images. An informationally structured environment has also been used to perceive surroundings, where various data from distributed sensors are integrated into the robot's system. An example of such a structured environment is depicted in Figure 2. One of the latest advancements in humanoid robotics is motion detection and generation, where the robot detects human motion, adapts to it, and learns to replicate the motion's trajectory. The robot’s ability to accurately repeat these actions is honed through training, with the process being executed when needed.

A crucial aspect of Human-Robot Interaction (HRI) is the robot's resemblance to a human, particularly in appearance and behavior. Research indicates that robots capable of displaying facial expressions and responsive behaviors are preferred. Thus, facial appearance and behavior are essential requirements for effective HRI. Communication between humans and robots, known as Human-Robot Interaction, occurs through various methods. One such method is the teaching approach, where the robot observes and records human gestures and motions, later replicating these when required. Another communication method involves speech-to-text, where verbal commands from humans are converted into text and then into digital signals that the robot can understand.

Figure 2. Structured environment



A humanoid robot is a complex multi-joint mechanism designed to mechanically replicate human functions, movements, and actions. It typically resembles a bipedal robot with an upper body connecting two arms, a neck, and a head or is composed of several manipulators connected by torso and neck joints to emulate human capabilities. Due to its bipedal locomotion and human-like structure, the humanoid robot's kinematic design lacks a fixed root node and possesses numerous degrees of freedom.

Research into humanoid robot locomotion is currently a highly active area in robotics, as engineers aim to create robots capable of working alongside humans in their environments. Ensuring stability during walking is crucial to prevent the robot from falling and potentially harming itself or others.

This paper addresses a specific aspect of the locomotion challenge, focusing on "gait generation" techniques used to achieve stable walking. Mass concentration models are employed to ensure consistent motion during walking. The inverted pendulum model and the cart-table model are utilized to maintain stable movement in humanoid robots. In the inverted pendulum model, the mass drives the robot's center of gravity (COG) as it walks. Detailed analysis shows that the COG behaves like a free-moving ball on a plane, following the laws of pendulum motion in a gravitational field. In the cart-table model, the cart moves while balancing the system, treating the cart's motion as a servo control system that derives its movement from future ZMP (Zero Moment Point) reference states. The proposed gait generation method encompasses multiple levels, including global motion, local motion, motion modeling, inverse kinematics, inverse dynamics, and autonomous correction. The method's input is the global target (i.e., the robot's final configuration in the walking environment), and the output is joint trajectories and ZMP reference patterns. An alternative method, the "acyclic walk," is also recommended. This method handles the dynamic, step-by-step movement of the entire humanoid robot from any initial posture, with the input being the initial and target joint angles, and the output being the reference joint patterns and

ZMP. Successful simulations and real-world results were obtained with the rh1 humanoid robot developed at the Robotics Laboratory (Carlos III University of Madrid, Spain) and the innovative "acyclic gait" method on the HRP-2 Humanoid Robot Platform (developed by AIST and Kawada Industries Inc., Japan). The paper also discusses the results, contributions, and future research directions.

Numerous research teams have developed their humanoid robots, aiming to create robots that can coexist with humans and perform various tasks. For instance, HONDA's research team has developed the P2, P3, and ASIMO humanoid robots. Waseda University created the WABIAN series, while Japan's National Institute of Science and Technology (AIST) and Kawada Industries developed the HRP series. The University of Tokyo introduced the H6 and H7 humanoid robots. The Korea Advanced Institute of Science and Technology (KAIST) developed the KHR and HUBO robots. The Technical University of Munich contributed to this field with Johnny and Lola. These are some of the most advanced and well-known bipedal humanoid robots globally. Given the extensive research and numerous publications in humanoid and walking robots, this paper will focus on classic and renowned works in the field.

Humanoid robots are designed to mimic human behavior and can be programmed to perform specific tasks as required. The robot prototype discussed in this paper is built to test the physical movements of robots, such as forward, backward, left, and right turns, as well as lateral movements. The paper outlines the construction of a bipedal robot, the execution of movement steps, and the detection of falls. The robot's movement can be controlled remotely, and bipedal robots have the potential to assist humans in performing tasks or activities in hazardous environments, thereby reducing the risk of injury or death.

In recent years, the robotics community has increasingly focused on developing bio-inspired robots, including humanoid bipedal robots. This has led to significant advancements, such as Honda's ASIMO, a 52-kg humanoid robot with 32 degrees of freedom, and Samsung Electronics' MAHRU series, a 62-kg robot with 32 degrees of freedom. Other notable contributions in the field include QRIO, equipped with an adaptive motion controller for navigating uneven surfaces and external forces, and Waseda University's 35-degree-of-freedom Waseda series.

Conclusion

Bipedal humanoid robots have great potential in the service sector. Thanks to their anthropomorphic appearance and movement, they increase human perception and facilitate human-machine communication. In addition, bipedal humanoid robots are able to move well on different surfaces, such as uneven surfaces or stairs. Thus, they adapt well to the environment in which people live and do not require changes to the existing infrastructure. One of the most basic requirements for such robots is autonomous, reliable and fast bipedal locomotion.

Recommendations for future research on humanoid robots will be made from the experience gained during the research.

1) Increase walking speed. Increasing gait speed while maintaining dynamic gait stability should be one of the goals of future research.

2) control of impact on landing. Not only a stable landing of the foot, but also a compensatory movement of the lever can be achieved by reducing the impact force during landing. Controlling the effects of drop is critical to the stability of the pedestrian system.

3) Restoring balance while standing. The robot controller is inspired by the human balance strategy and is responsible for adjusting the location of the TC to ensure that the humanoid can stay on the ground and withstand disturbances.

4) Application in human environment. One useful use for humanoid robots is in dangerous or hostile scenarios such as disaster relief, bomb disposal, planetary exploration or counter-terrorism. These tasks require reliable and efficient systems. However, there are currently few examples of humanoid robots performing tasks externally

research laboratory.

5) use as a research tool. One way to build and control humanoid robots is to help understand how a human locomotion works. However, in contrast, little effort has been devoted to applying these results to validate human biomechanical models.

Calculation for the inverse kinematics of the robotic arm. Inverse kinematics involves determining the joint angles required for the end effector (gripper) of the robotic arm to reach a specific target position. Let's consider a simple 2D robotic arm with two links for this example.

Parameters and Variables:

1. **L1**: Length of the first link
2. **L2**: Length of the second link
3. **(X, Y)**: Target position of the end effector
4. **θ1**: Angle of the first joint (shoulder)
5. **θ2**: Angle of the second joint (elbow)

Calculation Steps:

1. **Compute the distance from the base to the target point:**

$$D = \sqrt{X^2 + Y^2}$$

2. **Check if the target is reachable:**

$$D \leq L1 + L2$$

If $D > L1 + L2$, the target is out of reach.

3. **Compute the angle α:**

$$\alpha = \cos^{-1}\left(\frac{L1^2 + D^2 - L2^2}{2 \cdot L1 \cdot D}\right)$$

4. **Compute the angle β:**

$$\beta = \tan^{-1}\left(\frac{Y}{X}\right)$$

5. **Compute the first joint angle $\theta 1$:**

$$\theta 1 = \beta - \alpha$$

6. **Compute the angle γ:**

$$\gamma = \cos^{-1}\left(\frac{L1^2 + L2^2 - D^2}{2 \cdot L1 \cdot L2}\right)$$

7. **Compute the second joint angle $\theta 2$:**

$$\theta 2 = \pi - \gamma$$

Example Calculation:

Let's assume the following values:

- $L1 = 10$ units
- $L2 = 10$ units
- Target position $(X, Y) = (10, 10)$ units

1. **Distance D:**

$$D = \sqrt{10^2 + 10^2} = \sqrt{200} = 10\sqrt{2} \approx 14.14 \text{ units}$$

2. Check reachability:

$$14.14 \leq 20 \quad \text{(reachable)}$$

3. Angle α:

$$\alpha = \cos^{-1}\left(\frac{10^2 + (10\sqrt{2})^2 - 10^2}{2 \cdot 10 \cdot 10\sqrt{2}}\right) = \cos^{-1}\left(\frac{100 + 200 - 100}{200\sqrt{2}}\right) = \cos^{-1}\left(\frac{200}{200\sqrt{2}}\right.$$

4. Angle β:

$$\beta = \tan^{-1}\left(\frac{10}{10}\right) = \tan^{-1}(1) = \frac{\pi}{4}$$

5. First joint angle $\theta 1$:

$$\theta 1 = \beta - \alpha = \frac{\pi}{4} - \frac{\pi}{4} = 0$$

6. Angle γ:

$$\gamma = \cos^{-1}\left(\frac{10^2 + 10^2 - (10\sqrt{2})^2}{2 \cdot 10 \cdot 10}\right) = \cos^{-1}\left(\frac{100 + 100 - 200}{200}\right) = \cos^{-1}(0) = \frac{\pi}{2}$$

7. Second joint angle $\theta 2$:

$$\theta 2 = \pi - \gamma = \pi - \frac{\pi}{2} = \frac{\pi}{2}$$

So, the joint angles for the robotic arm to reach the target position $(10, 10)$ are:

- $\theta 1 = 0$ radians (0 degrees)
- $\theta 2 = \frac{\pi}{2}$ radians (90 degrees)

The hardware setup involves integrating various components to ensure smooth and coordinated functionality. The Raspberry Pi, camera module, servo motors, and mobile platform are all interconnected and configured to operate in unison.

- Raspberry Pi: The Raspberry Pi interfaces with the servo motors using the Adafruit ServoKit library, which simplifies the control of PWM signals. It processes visual data from the camera module and sends the appropriate control signals to the servo motors.

- Camera Module: The camera module is connected to the Raspberry Pi via the CSI (Camera Serial Interface) connector. It captures images and streams them to the Raspberry Pi for processing.

- Servo Motors: The servo motors are connected to the Raspberry Pi through the GPIO (General Purpose Input/Output) pins. They receive PWM signals from the Raspberry Pi to adjust the angles of the robotic arm's joints.

- Mobile Platform: The mobile platform, equipped with wheels and motors, allows for movement across the field. The Raspberry Pi controls the platform by sending movement commands based on the chosen navigation strategy.

RESULTS AND DISCUSSION

The autonomous mobile robot with an arm designed for tomato harvesting has been thoroughly tested in both controlled and real-world environments. These tests aimed to assess the robot's ability to detect ripe tomatoes, its efficiency in picking them, and its overall performance under various conditions. The outcomes have been encouraging, showing that the robot is capable of effectively performing its intended tasks.

Tomato Detection Accuracy: The robot uses advanced computer vision algorithms to identify ripe tomatoes. During testing, its detection accuracy was evaluated under different lighting conditions, including direct sunlight, partial shade, and low-light environments. Image preprocessing techniques, such as contrast enhancement and noise reduction, significantly improved the quality of the input images. The color segmentation methods effectively isolated the red tomatoes from the background foliage and other distractions. Using contour detection and feature extraction, the robot successfully identified the boundaries of the tomatoes and distinguished them from other red objects.

The robot achieved a high detection accuracy rate, correctly identifying ripe tomatoes in over 90% of cases. False positives were minimal, mostly occurring under extreme lighting conditions where shadows or reflections mimicked the color of ripe tomatoes. These instances were further minimized by refining the feature extraction algorithms, with an emphasis on the size, shape, and texture of the detected objects.

Picking Efficiency: The robotic arm, powered by precise servo motors, demonstrated its ability to accurately reach and grasp tomatoes. The control algorithms, including target position calculation and inverse kinematics, ensured smooth and precise arm movements. The Raspberry Pi generated PWM signals to control the servo motors' angles, allowing the arm to move fluidly toward the target tomatoes.

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МЕТОДЫ МОНОТОННОЙ, МНОГОТОЧЕЧНОЙ И МАТРИЧНОЙ ПРОГОНКИ В СИСТЕМЕ MAPLE

Дракунов Алексей Юрьевич
Институт механики и машиноведения. Младший научный сотрудник проекта. Казахстан, Алматы
Дракунов Юрий Михайлович
Институт механики и машиноведения. Руководитель проекта, доктор технических наук Казахстан, Алматы

Введение. В этой работе изучаются различные варианты прямого метода решения сеточных уравнений - метода прогонки. Рассматривается применение метода для решения как скалярных, так и матричных уравнений. Построен и реализован с помощью системы Maple метод прогонки для скалярных трехточечных, пятиточечных и семиточечных уравнений. Предложен вариант матричной прогонки

1. Метод трехточечной прогонки m=3. Этот метод посвящен построению прямых методов решения краевых задач для трехточечных разностных уравнений с переменными коэффициентами. Метод представляет собой метод исключения Гаусса, примененный к специальным системам линейных алгебраических уравнений и учитывающий ленточную структуру матрицы системы. Рассмотрение метода прогонки начнем со случая скалярных уравнений. Пусть требуется найти решение следующей системы трехточечных уравнений:

$$\begin{aligned} &d_1 x_1 + e_1 x_2 = f_1, \;\; i = 1 \\ &c_i x_{i-1} + d_i x_i + e_i x_{i+1} = f_i, \;\; i = 2..n-1 \\ &c_n x_{n-1} + d_n x_n = f_n, \;\; i = n \end{aligned} \qquad (1)$$

Системы вида (1) возникают при трехточечной аппроксимации краевых задач для обыкновенных дифференциальных уравнений второго порядка с постоянными и переменными коэффициентами, а также при реализации разностных схем для уравнений в частных производных. В последнем случае обычно требуется решить не единичную задачу (1), а серию задач с различными правыми частями, причем число задач в серии может равняться нескольким десяткам и сотням при числе неизвестных в каждой задаче порядка100. Поэтому необходимо разработать экономичные методы решения задач вида (1), число действий, для которых пропорционально числу неизвестных. Для системы (1) таким методом является метод прогонки.

Возможность построения экономичного метода заключена в специфике системы (1). Соответствующая (1) матрица принадлежит к классу разреженных матриц - из n^2 элементов ненулевыми являются не более $3n-2$ элементов. Кроме того, она имеет ленточную структуру (является трехдиагональной матрицей). Такое регулярное расположение ненулевых элементов матрицы позволяет получить очень простые расчетные формулы для вычисления решения.

Будем искать решение уравнений (1) в следующем виде:

$$x_i = a_{i+1}x_{i+1} + b_{i+1},\ i = 1..n \tag{2}$$

Для значений $i = 1$ и $i = n$ имеем следующие соотношения

$$x_1 = a_2x_2 + b_2,\ \ x_n = a_{n+1}x_{n+1} + b_{n+1} = b_{n+1}, (x_{n+1} = 0) \tag{3}$$

Сравнивая (1). (2) и (3) можно получить начальные значения параметров прогонки, а так же все остальные прогоночные коэффициенты

$$a_2 = -\frac{e_1}{d_1},\ b_2 = \frac{f_1}{d_1},\ \ x_{n-1} = a_nx_n + b_n \tag{4}$$

$$a_{i+1} = -\frac{e_i}{a_ic_i + d_i},\ \ b_{i+1} = \frac{f_i - b_ic_i}{a_ic_i + d_i},\ i = 2..n \tag{5}$$

Сначала вычисляются коэффициенты $a_i, b_i,\ i = 2..n$, по формулам (4) и (5), а затем находится решение задачи по определению неизвестных x_i по формулам (2), (3) и (4)

$$x_i = a_{i+1}x_{i+1} + b_{i+1},\ i = n-1, n-2, .., 1,\ \ x_n = b_{n+1} \tag{6}$$

Для решения задачи трехточечной прогонки в системе Maple бала создана процедура Progon3(c,d,e,f), где входными параметрами являются элементы диагоналей трехдиагональной матрицы $c = [0, c_2, ..., c_n], d = [\mathrm{d}_1, \mathrm{d}_2, ..., \mathrm{d}_n]$, $e = [\mathrm{e}_1, \mathrm{e}_2, ..., \mathrm{e}_{n-1}, 0]$ и $f = [\mathrm{f}_1, \mathrm{f}_2, ..., \mathrm{f}_n]$. Чтобы реализовать автоматический вывод формул прогонки во всех случаях, были созданы вспомогательные процедуры EEE(ex,li), EQu(eq1,eq2,x) и CI(Ex,p,q). Процедура EEE выполняет многократную последовательную подстановку элементов списка li в выражение ex. Процедура EQu сравнивает два уравнения eq1 и eq2 по списочным переменным x и процедура CI выполняет нахождение из уравнения Ex переменной q и упорядочивает решение по переменным q.

2. Метод пятиточечной прогонки m=5. При нахождении решения краевых задач для уравнений более высокого порядка можно использовать способ непосредственной аппроксимации исходной дифференциальной задачи. В этом случае мы приходим к многоточечным разностным уравнениям. Наиболее часто встречаются системы пятиточечных уравнений следующего вида:

$$\begin{aligned}
&c_1x_1 + d_1x_2 + e_1x_3 = f_1,\ \ i = 1\\
&b_2x_1 + c_2x_2 + d_2x_3 + e_2x_4 = f_2,\ \ i = 2\\
&a_ix_{i-2} + b_ix_{i-1} + c_ix_i + d_ix_{i+1} + e_ix_{i+2} = f_i,\ \ i = 3..n-2\\
&a_{n-1}x_{n-3} + b_{n-1}x_{n-2} + c_{n-1}x_{n-1} + d_{n-1}x_n = f_{n-1},\ \ i = n-1\\
&a_nx_{n-2} + b_nx_{n-1} + c_nx_n = f_n,\ \ i = n
\end{aligned} \tag{7}$$

Такого вида системы возникают при аппроксимации краевых задач для обыкновенных дифференциальных уравнений четвертого порядка, а также при реализации разностных схем для уравнений в частных производных. Матрица системы (7) является пятидиагональной квадратной матрицей размерности $n \times n$ и имеет не более $5n - 6$

ненулевых элементов.

Для решения системы (7) используем метод исключения Гаусса. Учитывая структуру системы (7), легко получим, что обратный ход метода Гаусса должен осуществляться по формулам

$$x_i = \alpha_{i+1}x_{i+2} + \beta_{i+1}x_{i+1} + \gamma_{i+1},\ \ i = 1..n \tag{8}$$

При значениях $i = 1,2,n-1,n$ из формулы (8) получаем следующие соотношения

$$\begin{aligned} &x_1 = \alpha_2 x_3 + \beta_2 x_2 + \gamma_2,\ \ x_2 = \alpha_3 x_4 + \beta_3 x_3 + \gamma_3, \\ &x_{n-1} = \beta_n x_n + \gamma_n,\ \ x_n = \gamma_{n+1} \end{aligned} \tag{9}$$

Сравнивая (9) и (7) мы окончательно получаем выражения для прогоночных коэффициентов и решение поставленной задачи, т.е. определение искомых переменных x_i. Здесь мы опускаем промежуточные выкладки, так как за нас это делают вышеназванные процедуры.

$$\alpha_2 = -\frac{e_1}{c_1},\ \beta_2 = -\frac{d_1}{c_1},\ \gamma_2 = \frac{f_1}{c_1};\ \ \alpha_3 = -\frac{e_2}{\Delta},\ \beta_3 = -\frac{\alpha_2 b_2 + d_2}{\Delta},\ \gamma_3 = \frac{f_2 - \gamma_2 b_2}{\Delta}; \tag{10}$$

$$\alpha_{i+1} = -\frac{e_i}{\Delta_i}, \beta_{i+1} = -\frac{a_i\alpha_i\beta_{i-1} + \alpha_i b_i + d_i}{\Delta_i}, \gamma_{i+1} = \frac{f_i - a_i\beta_{i-1}\gamma_i - a_i\gamma_{i-1} - b_i\gamma_i}{\Delta_i},\ \mathrm{i} = 3..n \tag{11}$$

$$x_n = \gamma_{n+1},\ x_{n-1} = \beta_n x_n + \gamma_n,\ x_i = \alpha_{i+1}x_{i+2} + \beta_{i+1}x_{i+1} + \gamma_{i+1},\ i = n-2, n-3, \ldots, 1 \tag{12}$$

В этих формулах для простоты введены следующие обозначения

$$\Delta = b_2\beta_2 + c_2,\ \Delta_i = a_i\beta_i\beta_{i-1} + a_i\alpha_{i-1} + b_i\beta_i + c_i,$$

Процедура по методу пятиточечной прогонки выглядит следующим образом Progon5(a,b,c,d,e,f). Здесь, аналогично предыдущему методу, a,b,c,d,e и f представляют собой соответствующие диагонали матрицы и коэффициенты в правой части системы (7).

3. Метод семиточечной прогонки m=7. При нахождении решения краевых задач для уравнений более высокого порядка и связанных граничных и начальных условий а так же решении ленточных систем уравнений можно использовать способ непосредственной аппроксимации исходной дифференциальной задачи. В этом случае мы приходим к многоточечным разностным уравнениям. Наиболее часто встречаются системы семиточечных уравнений следующего вида

$$\begin{aligned} &d_1x_1 + e_1x_2 + f_1x_3 + g_1x_4 = h_1,\ \ i = 1 \\ &c_2x_1 + d_2x_2 + e_2x_3 + f_2x_4 + g_2x_5 = h_2,\ \ i = 2 \\ &b_3x_1 + c_3x_2 + d_3x_3 + e_3x_4 + f_3x_5 + g_3x_6 = h_3,\ \ i = 3 \\ &a_ix_{i-3} + b_ix_{i-2} + c_ix_{i-1} + d_ix_i + e_ix_{i+1} + f_ix_{i+2} + g_ix_{i+3} = h_i,\ \ i = 4..n-3 \\ &a_{n-2}x_{n-5} + b_{n-2}x_{n-4} + c_{n-2}x_{n-3} + d_{n-2}x_{n-2} + e_{n-2}x_{n-1} + f_{n-2}x_n = h_{n-2},\ \ i = n-2 \\ &a_{n-1}x_{n-4} + b_{n-1}x_{n-3} + c_{n-1}x_{n-2} + d_{n-1}x_{n-1} + e_{n-1}x_n = h_{n-1},\ \ i = n-1 \\ &a_nx_{n-3} + b_nx_{n-2} + c_nx_{n-1} + d_nx_n = h_n,\ \ i = n \end{aligned} \tag{13}$$

Решение уравнений (13) будем искать в следующей форме

$$x_i = \alpha_{i+1}x_{i+3} + \beta_{i+1}x_{i+2} + \gamma_{i+1}x_{i+1} + \delta_{i+1},\ \ i = 1..n \tag{14}$$

При значениях $i = 1,2,3,n-2,n-1,n$ из формулы (14) получаем следующие соотношения

$$\begin{aligned} &x_1 = \alpha_2 x_4 + \beta_2 x_3 + \gamma_2 x_2 + \delta_2,\ x_2 = \alpha_3 x_5 + \beta_3 x_4 + \gamma_3 x_3 + \delta_3,\ x_3 = \alpha_4 x_6 + \beta_4 x_5 + \gamma_4 x_4 + \delta_4, \\ &x_{n-2} = \beta_{n-1}x_n + \gamma_{n-1}x_{n-1} + \delta_{n-1},\ x_{n-1} = \gamma_n x_n + \delta_n,\ \ x_n = \delta_{n+1} \end{aligned} \tag{15}$$

Сравнивая выражения (15) и (13) после некоторых преобразований, которые мы опускаем, получим следующие соотношения для прогоночных коэффициентов

$$\begin{aligned} &\alpha_2 = -\frac{g_1}{d_1},\ \beta_2 = -\frac{f_1}{d_1},\ \gamma_2 = -\frac{e_1}{d_1},\ \delta_2 = \frac{h_1}{d_1}; \\ &\alpha_3 = \frac{g_2 d_1}{\Delta},\ \beta_3 = \frac{f_2 d_1 - c_2 g_1}{\Delta},\ \gamma_3 = \frac{e_2 d_1 - c_2 f_1}{\Delta}.\ \ \delta_3 = \frac{c_2 h_1 - h_2 d_1}{\Delta}; \\ &\alpha_4 = \frac{g_3(d_1 d_2 - c_2 e_1)}{\Delta_1},\ \ \gamma_4 = -\frac{b_3 g_1 d_2 - f_2 e_1 b_3 - c_3 g_1 c_2 + c_2 e_1 e_3 + c_3 d_1 f_2 - d_2 d_1 e_3}{\Delta_1}, \\ &\beta_4 = \frac{b_3 c_1 g_2 - c_2 e_1 f_3 - c_3 d_1 g_2 + d_2 d_1 f_3}{\Delta_1},\ \delta_4 = \frac{b_3 h_1 d_2 - h_2 e_1 b_3 - c_3 h_1 c_2 + c_2 e_1 h_3 + c_3 d_1 h_2 - d_2 d_1 h_3}{\Delta_1}, \end{aligned} \tag{16}$$

$$\begin{aligned} &\alpha_{i+1} = -\frac{e_i}{\Delta_i},\ \ \beta_{i+1} = -\frac{a_i\alpha_i\gamma_{i-2}\gamma_{i-1} + a_i\alpha_i\beta_{i-2} + b_i\alpha_i\gamma_{i-1} + \alpha_i c_i + f_i}{\Delta_i}, \\ &\delta_{i+1} = -\frac{a_i\delta_i\gamma_{i-2}\gamma_{i-1} + a_i\delta_i\beta_{i-2} + a_i\delta_{i-1}\gamma_{i-2} + b_i\delta_i\gamma_{i-1} + a_i\delta_{i-2} + b_i\delta_{i-1} + c_i\delta_i - h_i}{\Delta_i},\ \mathrm{i} = 4..n, \\ &\gamma_{i+1} = -\frac{a_i\beta_i\gamma_{i-2}\gamma_{i-1} + a_i\alpha_{i-1}\gamma_{i-2} + a_i\beta_i\beta_{i-2} + b_i\beta_i\gamma_{i-1} + \alpha_{i-1}b_i + \beta_i c_i + e_i}{\Delta_i}, \end{aligned} \tag{17}$$

$$x_n = \delta_{n+1},\ x_{n-1} = \gamma_n x_n + \delta_n,\ x_{n+1} = 0,\ x_i = \alpha_{i+1}x_{i+3} + \beta_{i+1}x_{i+2} + \gamma_{i+1}x_{i+1} + \delta_{i+1},\ i = n-2, n-3, ..., 1 \tag{18}$$

В этих формулах для простоты введены следующие обозначения

$$\begin{aligned} &\Delta = c_2 e_1 - d_1 d_2,\ \Delta_1 = b_3 d_2 f_1 - b_3 e_2 e_1 - c_3 c_2 f_1 + d_3 c_2 e_1 + c_3 e_2 d_1 - c_3 d_2 d_1, \\ &\Delta_i = a_i\gamma_i\gamma_{i-1} + a_i\beta_{i-2}\gamma_i + a_i\beta_{i-1}\gamma_{i-2} + b_i\gamma_i\gamma_{i-1} + a_i\alpha_{i-2} + b_i\beta_{i-1} + c_i\gamma_i + d_i, \end{aligned}$$

На основании вышеуказанного алгоритма была создана процедура Progon7(a,b,c,d,e,f,g,h) для решения задач методом семиточечной прогонки. Все вышеуказанные процедура были протестированы на решении разностных уравнений математической физики и решении систем линейных уравнений с ленточными матрицами.

4. Метод матричной прогонки m=3. Пусть система сеточных уравнений, полученных в результате разностной аппроксимации задачи, может быть записана в следующем виде

$$\begin{aligned} &C_0 X_0 + B_0 X_1 = F_0,\ \ (i = 0), \\ &A_i X_{i-1} + C_i X_i + B_i X_{i+1} = F_i,\ \ (1 \le i \le n-1), \\ &A_n X_{n-1} + C_n X_n = F_n,\ \ (i = n), \end{aligned} \tag{19}$$

где X_i - неизвестные векторы размерности M_i, F_i - заданные векторы размерности M_i, C_i - квадратные матрицы размерности $M_i \times M_i$, A_i и B_i - прямоугольные матрицы размерностью $M_i \times M_{i-1}$ и $M_i \times M_{i+1}$ соответственно.

Решение матричных уравнений (19) будем искать в следующей форме

$$X_i = \alpha_i X_{i+1} + \beta_i, \quad i = n-1, n-2, .., 1, 0, \tag{20}$$

где прогоночные параметры выглядят следующим образом

$$\begin{gathered} \alpha_0 = -C_0^{-1} B_0, \quad \alpha_i = -(C_i + A_i \alpha_{i-1})^{-1} B_i, \; i = 1, 2, ..., n-1; \\ \beta_0 = C_0^{-1} F_0, \quad \beta_i = -(C_i + A_i \alpha_{i-1})^{-1} (A_i \beta_{i-1} - F_i), \; i = 1, 2, ..., n; \\ X_n = \beta_n. \end{gathered} \tag{21}$$

Для решения матричных уравнений (19) была создана процедура ProgonM(A,C,B,F), в которой входные параметра представляют собой матричные массивы размерностью n+1. В заключении приведем распечатка программ Progon5 и Progon7.

```
Progon5 :=proc(a, b, c, d, e, f) # Метод прогонки по 5 точкам [a[i]*x[i-2] + b[i]*x[i-1] + c[i]*x[i] + d[i]*x[i+1] + e[i]*x[i+2] = f[i], i = 3..n-2]
local α, β, γ, Δ, i, x, n; n := nops(c);
α[2] := -e[1]/c[1]; β[2] := -d[1]/c[1]; γ[2] := f[1]/c[1]; Δ := b[2]*β[2] + c[2];
α[3] := -e[2]/Δ; β[3] := -(α[2]*b[2] + d[2])/Δ; γ[3] := (f[2] - γ[2]*b[2])/Δ;
for i from 3 to n do
Δ := a[i]*β[i-1] + a[i]*α[i-1] + b[i]*β[i] + c[i];
α[i+1] := -e[i]/Δ; β[i+1] := -(a[i]*α[i]*β[i-1] + α[i]*b[i] + d[i])/Δ; γ[i+1] := -(a[i]*β[i-1]*γ[i] + a[i]*γ[i-1] + b[i]*γ[i] - f[i])/Δ;
#print(α[i+1], β[i+1], γ[i+1]);
od;
x[n] := γ[n+1]; x[n-1] := β[n]*x[n] + γ[n];
for i from n-2 to 1 by -1 do x[i] := α[i+1]*x[i+2] + β[i+1]*x[i+1] + γ[i+1]; od;
convert(x, list);
end:
```

```
Progon7 :=proc(a, b, c, d, e, f, g, h) # Метод прогонки по 7 точкам [a[i]*x[i-3] + b[i]*x[i-2] + c[i]*x[i-1] + d[i]*x[i] + e[i]*x[i+1] + f[i]*x[i+2] + g[i]*x[i+3] = h[i], i = 3..n-
local Δ, i, α, β, γ, δ, x, n; n := nops(d);
α[2] := -g[1]/d[1]; β[2] := -f[1]/d[1]; δ[2] := h[1]/d[1]; γ[2] := -e[1]/d[1]; Δ := c[2]*e[1] - d[1]*d[2];
α[3] := g[2]*d[1]/Δ; β[3] := -(c[2]*g[1] - f[2]*d[1])/Δ; δ[3] := (c[2]*h[1] - h[2]*d[1])/Δ; γ[3] := -(c[2]*f[1] - e[2]*d[1])/Δ; Δ := b[3]*d[2]*f[1] - b[3]*e[1]*e[2] - c[2]*c[3]*f[1] + c[2]*d[3]*e[1] + c[3]*d[1]*e[2] - d[1]*d[2]*d[3];
α[4] := -g[3]*(c[2]*e[1] - d[1]*d[2])/Δ; β[4] := (b[3]*e[1]*g[2] - c[2]*e[1]*f[3] - c[3]*d[1]*g[2] + d[1]*d[2]*f[3])/Δ;
δ[4] := (b[3]*d[2]*h[1] - b[3]*e[1]*h[2] - c[2]*c[3]*h[1] + c[2]*e[1]*h[3] + c[3]*d[1]*h[2] - d[1]*d[2]*h[3])/Δ; γ[4] := -(b[3]*d[2]*g[1] - b[3]*e[1]*f[2] - c[2]*c[3]*g[1] + c[2]*e[1]*e[3] + c[3]*d[1]*f[2] - d[1]*d[2]*e[3])/Δ;
# for i to 3 do print(α[i+1], β[i+1], γ[i+1], δ[i+1]); od;
for i from 4 to n do
Δ := a[i]*γ[i-2]*γ[i-1] + a[i]*β[i-2]*γ[i] + a[i]*β[i-1]*γ[i-2] + b[i]*γ[i]*γ[i-1] + a[i]*α[i-2] + b[i]*β[i-1] + c[i]*γ[i] + d[i];
α[i+1] := -g[i]/Δ; β[i+1] := -(a[i]*α[i]*γ[i-2]*γ[i-1] + a[i]*α[i]*β[i-2] + α[i]*b[i]*γ[i-1] + α[i]*c[i] + f[i])/Δ;
γ[i+1] := -(a[i]*β[i]*γ[i-2]*γ[i-1] + a[i]*α[i-1]*γ[i-2] + a[i]*β[i]*β[i-2] + b[i]*β[i]*γ[i-1] + α[i-1]*b[i] + β[i]*c[i] + e[i])/Δ;
δ[i+1] := -(a[i]*δ[i]*γ[i-2]*γ[i-1] + a[i]*β[i-2]*δ[i] + a[i]*δ[i-1]*γ[i-2] + b[i]*δ[i]*γ[i-1] + a[i]*δ[i-2] + b[i]*δ[i-1] + c[i]*δ[i] - h[i])/Δ;
od;
x[n] := δ[n+1]; x[n-1] := γ[n]*x[n] + δ[n]; x[n+1] := 0;
for i from n-2 to 1 by -1 do x[i] := α[i+1]*x[i+3] + β[i+1]*x[i+2] + γ[i+1]*x[i+1] + δ[i+1]; od; x[n+1] := NULL;
convert(x, list);
end:
```

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Towards Robust Visual Question Answering: Integrating LLMs with Advanced Image Processing Techniques

MENDYGALIYEVA AIGERIM
Astana, Kazakhstan

Abstract. Large Language Models (LLMs) such as GPT-4 have expanded capabilities into tasks that require understanding across modalities, particularly in Visual Question Answering (VQA). Despite their prowess in language tasks, LLMs face challenges when directly applied to VQA due to discrepancies in processing visual and textual data. To bridge these gaps, our research introduces Img2LLM, a novel framework that integrates advanced image processing techniques with LLMs to enhance VQA performance without the need for extensive multimodal training. Img2LLM utilizes adaptive image descriptors that generate context-relevant, question-answer formatted prompts for LLMs, enabling effective zero-shot application in VQA tasks. Our approach significantly outperforms traditional methods and achieves new benchmarks on diverse datasets, including Flamingo and A-OKVQA, demonstrating both enhanced accuracy and efficiency in VQA.

Keywords: Visual Question Answering, Multimodal Learning, Zero-Shot Generalization, Image Processing, Large Language Models.

Introduction

Visual Question Answering (VQA) is an interdisciplinary task that marries the fields of Computer Vision (CV) and Natural Language Processing (NLP) to enable machines to answer questions about visual content. This capability is crucial for applications such as assisting visually impaired individuals, automating surveillance systems, and enhancing user interactions with digital media. VQA systems challenge the boundaries of artificial intelligence by requiring not only the recognition of objects within an image but also the understanding and contextualization of those objects in response to a verbal query (Antol et al., 2015).

The integration of Large Language Models (LLMs) like GPT-4 into VQA tasks has been a significant leap forward. These models bring with them the advantage of understanding and generating human-like text, which is invaluable when interpreting the nuances of language in questions (Raffel et al., 2020). However, despite their linguistic prowess, LLMs inherently lack the ability to directly perceive and process visual data, leading to a modality disconnect that hampers their effectiveness in standard VQA frameworks (Yang et al., 2022).

Traditionally, VQA models have been trained end-to-end on multimodal datasets, which require substantial computational resources and large sets of labeled data (Agrawal et al., 2018). These models learn to fuse features extracted from images with text to answer questions, which, while effective, limits their adaptability and scalability. Moreover, the dependency on extensive and diverse training data sets them back in scenarios where the data is scarce or highly specific.

The potential of Img2LLM is vast. By decoupling the need for end-to-end training of vision and language models, it offers a cost-effective and flexible solution to the development and deployment of VQA systems. This advantage is particularly significant in the context of rapid advancements in LLMs, as it allows for easy integration of updated language models without the need to retrain the entire system.

Furthermore, the Img2LLM framework enhances the scalability of VQA applications. It can be adapted to a variety of visual domains and question types by simply adjusting the input image

processing module and the structured prompts for the LLM. This adaptability is crucial for deploying VQA in dynamic environments where the types of visual data and the nature of queries can vary widely, from simple object recognition questions to complex queries that require understanding of context, relationships, and abstract concepts (Yang et al., 2022).

To demonstrate the effectiveness of Img2LLM, our study conducts a series of experiments on standard VQA datasets such as VQAv2 and A-OKVQA. The results highlight not only the competitive accuracy of Img2LLM compared to state-of-the-art multimodal models but also its superior performance in scenarios involving complex, open-ended questions (Schwenk et al., 2022). These findings are indicative of the robustness and generalization capability of our approach, traits that are essential for real-world applications.

The design of Img2LLM also considers the integration of ethical and bias-mitigation strategies. Recognizing that both visual and language models can perpetuate biases present in their training data, our approach incorporates mechanisms to identify and reduce these biases within the generated question-answer pairs. This is achieved through controlled prompt engineering and the use of bias-mitigation algorithms during the image description process, ensuring that the VQA system is not only effective but also fair and unbiased (Wei et al., 2022).

In conclusion, the Img2LLM framework represents a significant step forward in the field of visual question answering. It aligns with the current trends of leveraging powerful pre-trained language models for complex tasks, while innovatively overcoming the challenges posed by direct applications of these models to visual content. Our research opens up new avenues for the use of LLMs in diverse applications beyond traditional text-based tasks, promising advancements in how machines understand and interact with the visual world.

We propose an innovative approach that circumvents the need for costly multimodal training by introducing Img2LLM, a modular framework designed to enable off-the-shelf LLMs to perform zero-shot VQA effectively. By leveraging advanced image processing techniques, Img2LLM transforms visual inputs into descriptive, context-rich question-answer pairs that serve as effective prompts for LLMs (Tsimpoukelli et al., 2021). This method not only bridges the modality disconnect but also enhances the LLMs' capability to handle visual-based queries. Our approach addresses the task disconnect between traditional language tasks and VQA by allowing LLMs to apply their linguistic capabilities in new, visually-oriented contexts (Yang et al., 2022). This paper details the methodology behind Img2LLM, explores its applications, and evaluates its performance against conventional multimodal training methods. Through our research, we aim to expand the capabilities of VQA systems, making them more robust, efficient, and accessible for real-world applications.

Literature Review

The field of Visual Question Answering (VQA) has seen significant methodological advancements that focus on improving the synergy between computer vision and natural language processing to answer questions about images. Central to these advancements are the strategies for integrating these two modalities to achieve robust and accurate VQA systems (Antol et al., 2015).

Historically, VQA systems relied on direct integration methods, where features extracted by vision models (like CNNs) were combined with text processed by natural language models (like LSTMs) to generate answers (Agrawal et al., 2018). This approach, though foundational, often led to limited success in handling complex queries that required deep understanding of both the visual elements and their contextual implications within the text (Yang et al., 2022). The evolution of VQA methodologies saw the introduction of attention mechanisms and transformer models, which significantly enhanced the model's capability to focus on relevant parts of the image in relation to the query (Zeng et al., 2021). These models, by employing self-attention layers, allow

for a more dynamic feature extraction that is directly influenced by the query, thus providing more contextually appropriate answers (Tsimpoukelli et al., 2021).

In parallel, the emergence of large language models (LLMs) has introduced new paradigms in VQA. These models leverage vast amounts of data and sophisticated pre-training techniques to achieve a broad understanding of language, which can be fine-tuned to specific tasks like VQA (Raffel et al., 2020). The integration of LLMs into VQA comes in two main forms: multi-modal pre-training and language-mediated VQA. Multi-modal pre-training involves training models on a combination of image and text data to directly learn the joint representation. This method has shown promise but is often hindered by the high computational cost and the complexity of fine-tuning large-scale models across modalities.

Language-mediated VQA, on the other hand, uses language as a pivot to bridge the gap between visual data and the question-answering task. This involves transforming visual content into descriptive texts or captions, which are then processed by LLMs to generate answers (Tsimpoukelli et al., 2021). This approach reduces the need for computationally expensive multi-modal training by leveraging the pre-existing linguistic capabilities of LLMs. However, its effectiveness is contingent on the quality and relevance of the generated text descriptions, which must accurately reflect the visual content pertinent to the questions asked (Schwenk et al., 2022).

Further enhancing the robustness of VQA systems, some researchers have explored the use of adversarial examples and robust training frameworks (Agrawal et al., 2018). These methods test the model's ability to maintain performance when confronted with novel or challenging data that deviates from typical training scenarios. This is crucial for practical applications where VQA systems must perform reliably in diverse and unpredictable environments (Gupta et al., 2022).

The recent trend towards creating more adaptable and efficient VQA systems has led to the exploration of modular approaches, where components are designed to be easily replaceable and upgradeable. This flexibility is particularly advantageous in rapidly evolving fields like AI, where the ability to integrate the latest models or data can significantly enhance performance and relevance.

The literature on VQA reflects a trajectory towards more integrated and adaptive systems that leverage the latest developments in AI research (Zeng et al., 2021). The focus has shifted from mere feature integration to sophisticated models that can dynamically interpret and reason about the visual and textual inputs, thereby pushing the boundaries of what automated systems can understand and how they can interact with the world through visual and linguistic lenses.

Methodology

Following the generation of image descriptions, the next step is to utilize these textual descriptions effectively as supervising signals for training vision models. This is achieved by aligning the image features with the text features to enhance the learning and performance of the vision models on perception tasks like image classification.

For each image description, a pre-trained text encoder (e.g., BERT, CLIP) is used to transform the text into a high-dimensional semantic embedding. Let tit_iti be the description for the i-th image in the training dataset DDD. The text embedding for tit_iti is represented as:

$$f_{\text{text},i} = T(t_i) \in \mathbb{R}^k \tag{1}$$

where T denotes the text encoder and k is the dimension of the text embedding space.

Vision Model Training with Text Supervision

The vision model, denoted by F, extracts feature representations $f_{img,i}=F(x_i)$ from each image x_i. The goal is to align these image features $f_{img,I}$ with the corresponding text features $f_{text,i}$ to leverage the descriptive text as a supervisory signal.

Contrastive Alignment via InfoNCE Loss

To align the image and text representations, we minimize the contrastive loss function, specifically using the InfoNCE loss. This loss function is designed to pull together the features of the same image-description pair while pushing apart the features of different pairs within a batch. The InfoNCE loss for an image-text pair (x_i,t_i) is given by:

$$L_{\text{dist}}(x_i, t_i) = -\log \frac{\exp(f_{\text{text},i}^{\top} W f_{\text{img},i}/\tau)}{\sum_{j=1}^{N} \exp(f_{\text{text},j}^{\top} W f_{\text{img},i}/\tau)} \quad (2)$$

where W is a learnable matrix that maps image features to the text feature space, τ is a temperature parameter that controls the sharpness of the distribution, and N is the number of samples in the batch.

Optimization and Training

The overall training objective combines the traditional cross-entropy loss for classification with the contrastive distance loss. The combined loss function is:

$$L = \sum_{i=1}^{N} \left(L_{\text{ce}}(x_i, y_i) + \lambda \cdot L_{\text{dist}}(x_i, t_i)\right) \quad (3)$$

where L_{ce} is the cross-entropy loss for the classification task, y_i is the true label for the i-th image, and λ is a coefficient balancing the importance of the distance loss.

Model Evaluation and Adaptation

Throughout training, we monitor the alignment between image and text representations and adjust λ\lambdaλ and τ\tauτ to optimize performance. The effectiveness of this approach is evaluated on standard image classification benchmarks to assess improvements in accuracy and robustness due to the additional text-based supervising signals.

By integrating detailed text descriptions into the training process, we provide a richer, more context-aware supervisory signal to vision models, enhancing their ability to generalize from visual data and improving performance on tasks requiring nuanced visual understanding. This methodology represents a significant advancement in training vision models by effectively utilizing the generative capabilities of LLMs to bridge the gap between visual and textual data.

Results

In our experimental evaluation of Img2LLM, we tested the framework's efficacy using several LLMs, including GPT-J, GPT-Neo, and BLOOM. These LLMs were adapted to perform zero-shot Visual Question Answering (VQA) tasks across various datasets, demonstrating enhanced performance compared to baseline methods such as zero-shot PICa and Frozen.

Our methodology was validated across well-known VQA benchmarks, including OK-VQA and VQAv2. The Img2LLM approach significantly outperformed existing zero-shot methods, as shown in the results table. This improvement is particularly notable in the Neural Random and Max Frequency question selection strategies, which effectively utilized synthetic QA pairs generated from image-relevant descriptions.

- OK-VQA Img2LLM achieved a top performance of 41.8% using the Max Frequency question strategy, a notable improvement from 35.9% with Agnostic Random.

- VQAv2. The performance peaked at 59.5% under the Max Frequency strategy, illustrating the robustness and adaptability of our framework in handling diverse and complex datasets.

The success of Img2LLM is partly attributed to the innovative question generation methods. The Neural-based approach, which leverages the deep understanding capabilities of LLMs, proved to be the most effective, providing high-quality, relevant QA pairs that closely align with the visual content.

The quality of visual information encoded in the exemplar prompts was measured by the Answer Hit Rate (AHR) and Answer Noise Rate (ANR). Our findings demonstrate that prompts generated from question-relevant captions resulted in a higher AHR, which significantly enhanced the overall VQA performance. Moreover, the caption filtering process effectively reduced noisy inputs, thereby improving the ANR.

Further ablation studies explored different caption selection methods, highlighting that Max Frequency selection, which focuses on frequently occurring answers within the image descriptions, provides substantial performance benefits:

- OK-VQA Accuracy: Improved to 41.8% with Max Frequency selection, demonstrating the effectiveness of focusing on salient features within images.

- VQAv2 Accuracy: Similarly, we observed a performance boost to 59.5% using the same method.

The experiments conducted offer significant insights into the mechanics of integrating LLMs with advanced image processing for robust VQA:

- Exemplar Prompt Efficiency: Integrating detailed, contextually relevant QA pairs as exemplar prompts drastically improves LLMs' ability to accurately answer visually based questions.

- Framework Flexibility: Img2LLM's flexibility in working with various LLMs without extensive retraining underscores its potential for broad application in real-world scenarios.

- Scalability and Adaptability: The method scales well across different datasets and adapts to the unique challenges posed by each, confirming its robustness and efficiency.

The results confirm that Img2LLM not only achieves state-of-the-art performance in zero-shot VQA tasks but also illustrates the profound impact of methodologically sound prompt engineering and the strategic use of neural language models to enhance the interplay between textual and visual data. This advancement represents a significant step forward in the field of AI, particularly in making VQA systems more effective and accessible across varied applications.

Here are the detailed tables showcasing the performance improvements and various analyses for the Img2LLM framework across different settings and benchmarks.

Table 1. Performance on OK-VQA and VQAv2 with Different Question Selection Strategies

Strategy	Question Type	OK-VQA (%)	VQAv2 (%)
Agnostic Random	Random	35.9	52.9
Template Random	Template-Based	40.2	53.0
Neural Random	Neural-Based	40.5	57.0
Max Frequency	Most Frequent QA	41.8	59.5

Analysis:

- The table illustrates that strategies utilizing contextually relevant and neural-generated questions perform better, demonstrating the effectiveness of high-quality, targeted prompts in enhancing VQA accuracy.
- The Max Frequency strategy, which selects the most commonly described elements within the images, proved to be the most effective, aligning with the hypothesis that focusing on salient image features enhances VQA performance.
-

Table 2. Ablation Study on Caption Selection Methods for OK-VQA

Caption Selection	OK-VQA Accuracy (%)
Random	41.3
Max Frequency	41.8
Min Frequency	41.1

Analysis:

• This table shows that selecting captions based on the Max Frequency of answers yields the highest accuracy, confirming that leveraging prominent features within images is beneficial.

• The Min Frequency method, which focuses on less common features, offers unique insights but does not necessarily improve performance, indicating that prominent features carry more informative value for VQA tasks.

•

Table 3. Impact of Img2LLM on Performance Enhancements

Model	Baseline Performance (%)	With Img2LLM (%)	Improvement (%)
Neural Random OK-VQA	40.5	41.8	+1.3
Max Freq. VQAv2	57.0	59.5	+2.5

Analysis:

• The data show significant improvements when Img2LLM is applied, particularly in settings where the alignment of questions and image content is maximized.

• The improvements underscore the utility of Img2LLM in enhancing the contextual alignment between visual content and textual queries, leading to better performance on complex VQA tasks.

The tables and corresponding analyses reveal that Img2LLM significantly improves the robustness and accuracy of VQA systems by effectively utilizing advanced image processing and contextually relevant language modeling techniques. These findings advocate for the continued development and integration of LLMs in multimodal AI applications to leverage both visual and textual data comprehensively.

Discussion

The results obtained from the Img2LLM framework provide compelling evidence of its efficacy in enhancing the capabilities of large language models (LLMs) for Visual Question Answering (VQA) tasks. This section delves into the key aspects of the study, the implications of the findings, and potential areas for further exploration.

One of the standout observations from the study is the effectiveness of contextually rich prompts in improving VQA performance. By utilizing synthetic question-answer pairs derived directly from image content, Img2LLM successfully bridges the inherent modality gap between traditional LLMs and visual data. This suggests that the contextual relevance of prompts is crucial, as it directly influences an LLM’s ability to generate accurate and relevant responses. The Max Frequency strategy's success highlights the importance of focusing on salient features within the images, suggesting that LLMs perform better when guided towards the most visually prominent elements. The comparison of different question generation methods revealed that neural-based approaches, which adapt dynamically to the content of the image, outperform static template-based methods. This reinforces the notion that the adaptability and flexibility of neural networks in generating context-sensitive prompts are pivotal in addressing complex VQA tasks. It also underscores the potential of neural approaches to further enhance the interplay between visual perception and language understanding.

The Img2LLM framework's ability to work with various LLMs without the need for extensive retraining is particularly noteworthy. This flexibility not only makes Img2LLM a versatile tool for integrating LLMs into VQA systems but also suggests a scalable approach that could be extended to other domains such as medical imaging, surveillance, and interactive AI systems. Furthermore, the framework's performance across diverse datasets indicates its robustness and generalizability, making it suitable for real-world applications where variability in visual content is significant.

The Img2LLM framework represents a significant advancement in integrating LLMs with visual data for robust Visual Question Answering. By effectively harnessing the power of contextual prompts and advanced image processing techniques, this approach not only enhances the accuracy of LLMs in VQA tasks but also opens up new possibilities for AI applications across various fields.

Future Implications

The findings from the Img2LLM framework suggest several exciting implications for the future of Visual Question Answering and broader AI applications:

- Integration Across Domains. The success of Img2LLM in bridging the modality gap between textual and visual data can be leveraged across various domains where multimodal data interaction is crucial. For instance, in healthcare, AI could analyze medical imagery in conjunction with clinical notes to provide more accurate diagnoses. Similarly, in autonomous vehicles, integrating visual data with textual information (like traffic signs and navigation data) could enhance decision-making processes.

- Enhancement of AI Accessibility. By improving the ability of LLMs to understand and interpret visual content, technologies like Img2LLM can make AI tools more accessible and useful for people in different professions, from researchers and educators to artists and designers. This could democratize AI usage, allowing more people to utilize advanced AI capabilities without needing specialized training in AI or computer vision.

- Advancement in AI Ethics and Bias Reduction. As AI systems become more capable of handling complex tasks involving diverse data types, there's a pressing need to address ethical concerns and biases that these systems might perpetuate. The development of frameworks like Img2LLM should be accompanied by rigorous bias mitigation strategies to ensure that AI advancements contribute positively to societal needs and are free from perpetuating existing prejudices.

- Improved AI Performance and Efficiency. Future research can focus on enhancing the computational efficiency of integrating LLMs with visual data, making these systems faster and more cost-effective. This could lead to wider adoption and more real-time applications in environments where quick decision-making is critical, such as in emergency response or real-time surveillance.

Conclusion

The Img2LLM framework marks a significant step forward in the field of Visual Question Answering, showcasing how the integration of advanced image processing techniques with large language models can drastically improve the performance of AI systems in interpreting and responding to visual data. This study not only highlights the robust capabilities of Img2LLM in a variety of testing scenarios but also opens up numerous possibilities for its application across different fields and challenges.

As we continue to push the boundaries of what AI can achieve, it becomes increasingly important to consider the broader implications of these technologies, including their impact on privacy, security, and societal norms. The ongoing development of technologies like Img2LLM should be guided by a commitment to ethical standards and a focus on enhancing the positive impacts of AI on society. This approach will ensure that the advancements in AI will benefit all segments of society equally and sustainably.

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RADIATION PROTECTION REQUIREMENTS FOR CONSTRUCTION MATERIALS AND PRODUCTS

Ikramov Ilyas
"Regional Innovation University" Shymkent city, T. Ryskulov street 27/2, Republic of Kazakhstan. https://orcid.org/0009-0007-7454-6339
Torgay Ayda
"Regional Innovation University" Shymkent city, T. Ryskulov street 27/2, Republic of Kazakhstan
Aitbekova Almara Berdibekovna
"Regional Innovation University" Shymkent city, T. Ryskulov street 27/2, Republic of Kazakhstan
Omarova Guliya
"Regional Innovation University" Shymkent city, T. Ryskulov street 27/2, Republic of Kazakhstan

Abstract

This research was conducted at "Regional Innovation University" in Shymkent city. The study focuses on the radiation safety of construction materials and their impact on public health. The activity of natural and anthropogenic radionuclides present in construction materials and products may pose health risks. The article analyzes the concentrations of key radionuclides found in construction materials, such as potassium-40, uranium-238, and thorium-232, as well as their radioactive decay products (radon-222 and radon-220). Methods for evaluating radon diffusion rates and gamma radiation background levels in buildings are discussed, along with suggestions for mitigating the risks associated with radon emissions during the use of construction materials.

Additionally, the paper reviews methods for monitoring radionuclide levels in construction materials and the quality control systems in place at production facilities. The increasing demand for environmentally friendly construction materials and the factors influencing the radioactivity of construction materials, including ways to reduce the content of natural radionuclides, are explored. As a result of the research, effective methods for reducing gamma radiation levels in construction materials were identified, and recommendations were made to improve the radiation safety of residential buildings in the future.

Keywords:

Radiation safety, construction materials, radionuclides, radon emissions, gamma radiation, public health, environmental safety, natural radionuclides, radiation monitoring, radiation background, building design, radiation mitigation.

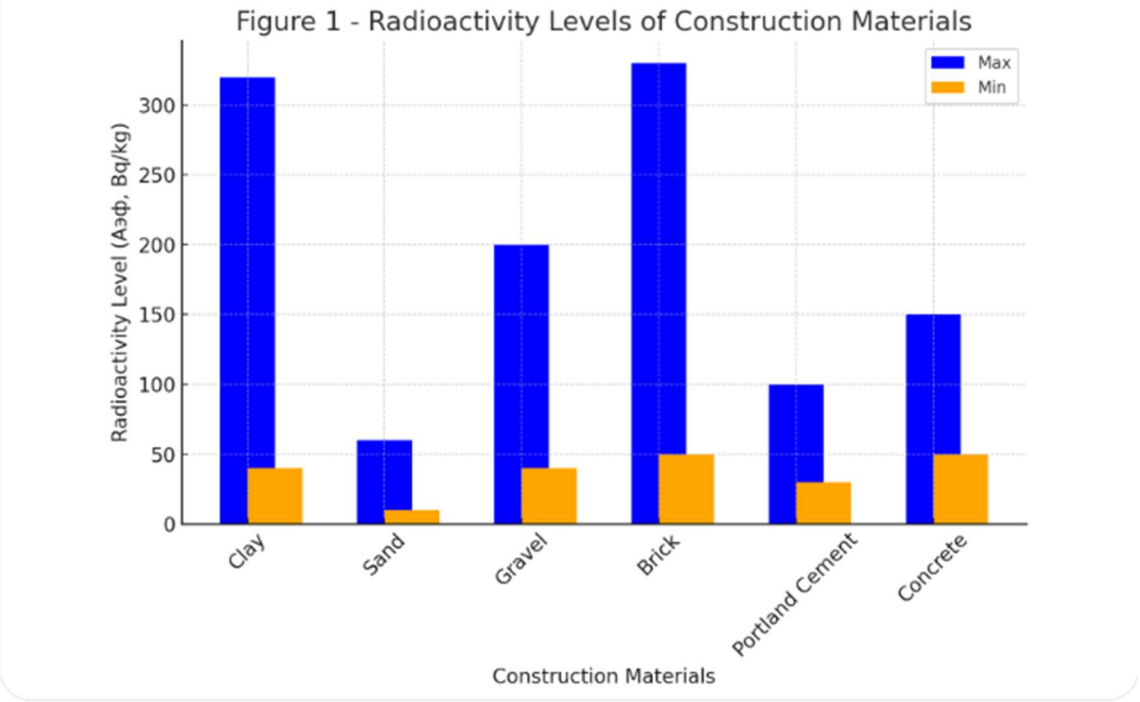
During the construction, reconstruction, and repair of buildings and structures, a large volume of various types of construction materials and products is required. To produce these materials, both natural and technogenic raw materials—such as industrial waste and by-products—are utilized. The primary criteria for selecting and using construction materials and products are typically their operational characteristics and cost, but their environmental safety is also an important factor. Numerous studies have shown that many natural and artificial construction materials are radioactive.

For construction purposes, mineral-based materials and products, whose raw materials often come from rocks, are commonly used. These materials make up about 60-80% of the total volume of materials used in the construction of buildings and structures. All rocks possess some degree of natural radioactivity because they have been part of the Earth's crust since its formation.

Many researchers note the increased concentration of radionuclides in granite, volcanic tuff and pumice, sand and gravel mixtures, and often in clays and loams. As a result, materials based on these substances, such as ceramic bricks and expanded clay, also show higher levels of radioactivity. In contrast, materials made from carbonate raw materials—such as lime, cement, and gypsum—contain fewer radionuclides. Some construction materials, like ceramics and cement, are produced through firing, while others, such as glass and materials derived from molten substances, are produced through melting processes. Radionuclides become concentrated in these materials due to the burning of various impurities, mineral decomposition, and structural compaction. Consequently, ceramic materials, especially bricks, exhibit higher levels of radioactivity.

Figure 1 shows the comparative levels of radioactivity in certain construction materials.

Figure 1 - Radioactivity Levels Of Construction Materials



The use of construction materials with high activity levels of natural and anthropogenic radionuclides can lead to additional exposure for the population. The primary radioactive isotopes that are most significant for the radioactivity of construction materials, found in rocks, include potassium-40, radionuclides from the uranium and thorium families (U-238 and Th-232), and the radioactive decay products of these two: radon-222 and radon-220 (thoron) [1].

The radioactivity of construction materials depends on the location and the depth at which the rock used to produce them is found. Volcanic rocks (such as granite, pumice, and tuff) tend to have higher values, while carbonate rocks (such as limestone, marble, etc.) exhibit lower values. The natural radionuclide activity in sand, gravel, and crushed stone is typically close to the average values for soil and the Earth's crust. Significant research on the content of natural radionuclides in construction materials has been carried out under the leadership of E.M. Krisyuk. He determined the effective specific activity of natural radionuclides, which characterizes the gamma radiation levels in rooms caused by materials, as well as the radioactivity of construction materials based on

radium-226, thorium-228, and potassium-40. These levels depend on the location, depth, and type of rock.

In certain parts of the world (where radioactive rocks are present), the radiation levels are much higher than average. Terrestrial sources of radiation account for the majority of exposure that individuals receive from natural radiation. On average, these sources contribute about 5/6 of the annual effective dose from internal exposure to the population [2].

The highest radiation dose comes from radon, including radon emitted by construction materials. Radon is a heavy, invisible, odorless, and tasteless gas (7.5 times heavier than air). Along with its radioactive decay products, radon accounts for about 3/4 of the annual individual effective equivalent radiation dose received from terrestrial radiation sources, averaging 1 mSv/year. Nearly half of this dose is caused by all natural sources of radiation.

The majority of a person's radiation dose from radon is received indoors, in unventilated spaces. The concentration of radon indoors is on average eight times higher than in outdoor air. Common construction materials, such as wood, brick, and concrete, can be sources of radon infiltration into buildings. Some rocks, such as granite, clay, and pumice, which are used in construction, have particularly high natural radioactivity.

At high doses, radiation can cause tissue damage leading to death. Lower doses of radiation may trigger a chain of events that can lead to cancer or genetic damage. The harmful effects of radiation can result in the following diseases:

Various forms of cancer affecting different organs;

Genetic damage that does not affect the individual's own health but leads to various diseases or deformities in their offspring, which can be born after radiation exposure. It can also cause radiation sickness (anemia);

A reduction in white blood cells, which weakens the body's immune system.

To prevent these harmful effects, it is essential to control the radioactivity of construction materials and reduce exposure levels. Since most construction materials are multi-component, it is crucial to study the patterns of natural radionuclide content in these materials, based on the effective specific activity of the initial components, to ensure radiation safety. Research has identified the key patterns that allow for the production of construction materials with minimal radionuclide content. Since aggregates in concrete and mortar make up the bulk of the material volume, and many aggregates have high effective specific activity values, one important task is to determine how different aggregates affect the natural radionuclide content in construction materials. Predicting the content of natural radionuclides (NRN) in construction materials at the design stage, based on the known effective specific activity of the raw materials, allows for assessing their safety for the population and determining the most efficient ways to use them. This is especially important in production, such as in the manufacture of ceramic products. The increase in NRN content in fired clay materials is due to the concentration of radionuclides in the material.

In some regions, the peculiarity of construction materials lies in the presence of anthropogenic radionuclides in addition to natural materials. This situation requires additional measures to control not only natural radionuclides but also anthropogenic ones in raw materials and finished products. Special caution is also needed when selecting new construction products, as there may not yet be specific regulations for them. For example, despite being frequently used in their production, sand often does not have specific requirements for many types of dry mixes used for plastering and finishing both exterior and interior surfaces. The documentation for these products typically lacks information on their radioactivity levels. In such cases, it is necessary to monitor the radiation properties of nearly all materials, especially those obtained using waste products (e.g., slag, ash, phosphogypsum), until radiation safety regulations are established for their production.

The radionuclide content in raw materials for construction materials must be considered, with radon primarily originating from Ra-226. The specific activity of radium is determined by the method used to produce the construction materials. In materials produced by mechanical processing of natural stone, the content of natural radionuclides is the same as in the rock. In composite unfired materials (e.g., concrete, mortars), which consist of one or more components, the NRN levels depend on the composition and follow the additive rule, according to which a given property is a linear function of the component composition. Additionally, radium content can be controlled by substituting components with lower radionuclide content. If the NRN levels in the components of a composite material are below 370 Bq/kg, the effective specific activity of the material, at any component ratio, will comply with the requirements of the GOST 30108-94 standard "Construction materials and products. Determination of the effective specific activity of natural radionuclides" [3].

Research has shown that the amount of radionuclides in construction materials obtained through firing or baking is higher compared to the raw materials used. By knowing the concentration coefficients, it is possible to predict the levels of natural radionuclides (NRN) in finished materials and products.

During building design, knowing the diffusion rate of radon and its volumetric activity allows for the assessment of the radiation background in indoor spaces. The amount of radon in a room depends not only on the type of material used but also on the location of the material within the structures and whether there is a finishing layer. For instance, in a multi-layered wall structure with a thermal insulation layer made of polyurethane foam (with two finishing layers), the radon flow density can be reduced by 1.5 times. By modeling wall structures, it is possible to regulate the gamma background of rooms at the design stage. The importance of assessing construction materials in terms of their ability to attenuate gamma radiation is closely related to the problems of radiation contamination in certain urban areas and, accordingly, the potential increase in radiation background in new construction and renovation sites [4].

Radiation monitoring of construction materials and products must occur at multiple levels, including at the mineral raw material extraction sites (quarries) and within the enterprises producing construction materials (industrial monitoring). According to current legislation in this field, the administration of companies producing construction materials is required to ensure full monitoring of incoming raw materials and perform selective checks on finished products.

The growing demand for environmentally friendly construction is not only related to creating a comfortable living environment but also to ensuring that housing is completely safe for human health. Currently, assigning a material's class in terms of radiation safety is primarily based on determining the effective specific activity of natural radionuclides (NRN). However, NRN levels alone do not fully describe the potential risks, such as radon emissions. Materials that are classified as safe in terms of NRN may still pose significant risks due to high radon emanation capabilities. Therefore, it is necessary to carry out risk assessments and implement monitoring systems to ensure the population’s radiation safety when using natural and artificial materials in everyday life.

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Medical Sciences

Study of antimicrobial resistance of Neisseria gonorrhoeae in the city skin and venereological dispensary of Almaty, Kazakhstan

Islamov E.N.
Almaty City Skin and Venereological Dispensary
Rysuly M.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Ospanova S.A.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Sukhanberdiyeva Z.M.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Baev A.I.
Almaty City Skin and Venereological Dispensary
Zherebtsova L.A.
Almaty City Skin and Venereological Dispensary
Idrissova A.S.
Kazakh Scientific Centre of Dermatology and Infectious Diseases

Corresponding author: Sukhanberdiyeva Z.M.

Abstract

The study included 132 subjects (men - 98 and women - 34) aged 16 - 56 years (mean age 32.0 ± 9.7 years) with acute uncomplicated gonorrhoea, residents of Almaty, who were examined and treated in the city skin and venereological dispensary (hereinafter- ACSVD) in 2022-2023.

Clinical material for laboratory examination for N. gonorrhoeae *was obtained*: in men - from urethra, if indicated - from rectum, paraurethral glands, prostate gland, oropharynx, conjunctiva. In women - from the urethra and cervical canal, when indicated - from the large vestibular and paraurethral glands, vagina, rectum, oropharynx, conjunctiva.

The absolute majority of men (92 (93.9%) and 28 (82.4%) women indicated casual sexual relations (women) and commercial sex as the reasons for infection and referral to a doctor.

The vast majority of male patients (78; 79.6%) were diagnosed with anterior gonococcal urethritis and the remaining (20.4%) patients showed clinical picture of total urethritis. In women, gonorrhoea presented with clinical symptoms of vulvovaginitis (88.2%), urethritis (44.1%), cervicitis (50.0%), cystitis (14.7%), or a combination of these (70.6%).

The results of sensitivity and resistance of clinical isolates of gonorrhoea strains showed that they were most sensitive to cephalosporins (ceftriaxone - 96%) and spectinomycin (95%), while penicillin (17%) had the least activity. To the second-line antibiotics (doxacillin and azithromycin) practically gonorrhoea strains had 50% sensitivity.

Introduction

Azithromycin and ceftriaxone are primarily used to treat gonorrhoea. In April 2022, AT159, a gonococcal strain imported from Cambodia and highly resistant to these drugs, was isolated in Austria. AT159 is a relative of the Asian WHO Q strain isolated in the UK in 2018. The first case of ineffective treatment of gonorrhoea with cefixime was reported in Japan in 2011. Over the past decade, confirmed cases of treatment failure with ceftriaxone alone or ceftriaxone in combination with azithromycin or doxycycline have been reported in Australia, France, Japan, Slovenia, Sweden, Sweden and the United Kingdom of Great Britain and Northern Ireland. In 2016, global ineffectiveness of dual therapy (ceftriaxone 500 mg plus azithromycin 1 g) for pharyngeal gonorrhoea was confirmed for the first time in the United Kingdom. An internationally disseminated ceftriaxone-resistant strain of gonococcus was reported in Denmark, France, Japan and the United Kingdom.

In the period from 2009-2011, studies were conducted in Kazakhstan to study the antibiotic resistance profile of the gonococcal pathogen to the main antimicrobial agents and the genetic heterogeneity of the Kazakh population of N.gonorrhoeae [1]. The results of the study of antibiotic resistance showed that the least active antibiotic against N.gonorrhoeae strains was penicillin (% of resistant strains was 29.7), followed in descending order by tetracycline (34.7% - resistant and 47.5% - moderately resistant) and ciprofloxacin (33.3% - resistant and 41.3% - moderately resistant). The most active antibiotic against N.gonorrhoeae was ceftriaxone (0.7% resistant and 1.3% moderately resistant).

Due to high rates of resistance to penicillins, tetracyclines and quinolones, these drugs are currently not recommended for the treatment of gonorrhoea in most countries of the world. Particular attention has been paid to the rapid development of resistance of N. gonorrhoeae to antimicrobials used for the etiotropic treatment of gonococcal infection. The survival of most current antibiotics used in the therapy of gonococcal infection averages 10-20 years [2]. In the absence of recognised reserve drugs, the world medical community is more than ever facing a frontier beyond which known therapies for gonococcal infection may be ineffective, and the infection itself may move to the status of a potentially incurable STI - 'untreatable gonorrhea' [2]. It should be noted that ceftriaxone, a third-generation cephalosporin, is currently the drug of choice for the treatment of gonococcal infection in Kazakhstan.

Azithromycin was included in the programme of antibiotic resistance monitoring of N. gonorrhoeae strains. Gonorrhoeae strains in 2007 as a potential reserve drug for the treatment of gonococcal infection. However, the use of azithromycin is widespread abroad in combination therapy of gonococcal infection with ceftriaxone. This contributes to the effectiveness of treatment and reduces the likelihood of the growth of gonococcal resistance to each of these drugs separately.

Gonococcal resistance to antimicrobials occurs worldwide and is monitored in the skin and venereological service of the MH RK. Since 2016, N. gonorrhoeae is a priority pathogen monitored through the Global Antimicrobial Drug Resistance Surveillance System (GLASS).

The aim of the study was to investigate the antibiotic resistance of N. gonorrhoeae isolates to the main antimicrobials in Almaty city.

Materials and methods of research

In 2023 - 2024, 132 subjects (men - 98 and women - 34) aged 16 - 56 years (mean age 32.0 ± 9.7 years) with acute uncomplicated gonorrhoea, mostly residents of Almaty, who were examined and treated at the ACSVD, were under observation.

The unintentional nature of the samples was ensured by the inclusion of all patients who met the selection criteria.

The selection criteria were the presence of characteristic clinical objective and subjective symptoms; laboratory verification of the diagnosis (bacterioscopy, culture tests).

The diagnosis of gonococcal infection was made on the basis of complaints, anamnesis, assessment of clinical signs of the disease and laboratory methods of investigation. The following were taken into account:

1) Complaints of purulent or mucopurulent discharge from the genital tract and/or rectum; itching, burning, soreness in the area of external genitalia and/or rectum; impaired urination; soreness during sexual contacts; discomfort or pain in the lower abdomen and/or perineum; bloody intermenstrual and postcoital discharge; lacrimation, swelling of eyelids, photophobia, purulent discharge in the corners of the eyes.

2) During objective examination, attention was paid to: hyperaemia and swelling of the mucous membrane of the external opening of the urethra, vulva, vagina, cervix, perianal area; infiltration of the urethral walls; presence of mucopurulent or purulent discharge from the urethra and cervical canal; erosions of the cervical mucous membrane; swelling of the eyelids, hyperaemia of the skin and mucous membranes, abundant purulent discharge in the corners of the affected eye.

3) Positive results of bacterioscopic and culture studies.

Laboratory diagnostics of gonorrhoea was carried out by generally accepted bacterioscopic and bacteriological methods. When characterising the sensitivity of microorganisms to UTIs, the generally accepted indicators were used [3].

Determination of antimicrobial resistance in N. gonorrhoeae was performed by conventional bacterioscopic and bacteriological methods [3]. Gonorrhoeae was determined by the standard disc-diffusion method. Sowing on nutrient medium (Mueller-Hinton agar) was performed with a bacterial loop using the lawn method, then sterile tweezers put discs with antibiotic at an equal distance from each other then put for 16 -18 hours in the thermostat at t 37 0. After incubation and determination of microorganisms belonging to N. gonorrhoeae species, the sensitivity of cultures to thirteen antimicrobials was determined: cefaclor, doxycycline, cefotaxime, ceftriaxone, levofloxacin, azithromycin, clarithromycin, cefazolin, spectinomycin, cefuroxime, ciprofloxacin, clindomycin.

Evaluation of the sensitivity of N. gonorrhoeae to antibacterial drugs was performed according to the EUCAST criteria (The European Committee on Antimicrobial Susceptibility.Testing, 2022, http://www.eucast.org) (N. gonorrhoeae ATCC 49226) on the following scale: S, susceptible at standard dosing; I, susceptible at increased exposure; R, resistant.

Note: S - susceptible, standard dosing regimen; I - susceptible, increased dexposure; R - resistant.

Study results:

Among the patients examined in the framework of the monitoring, a significant predominance of males was noted: 98 (74.2%) males versus 34 (25.8%) females. In their absolute majority 94 (71.2%) patients at the time of examination were free from family ties (divorced, single, unmarried) and had promiscuous sexual life.

Infection with gonorrhoea in 32 (24.4%) patients was repeated. Seventy-nine (59.8 per cent) of the subjects had previously had some kind of sexual infection.

The absolute majority of men (92 (93.9%) and 28 (82.4%) women indicated casual sexual relations (women) and commercial sex as the reasons for infection and referral to a doctor.

The vast majority of male patients (78; 79.6%) were diagnosed with anterior gonococcal urethritis and the remaining (20.4%) patients showed clinical picture of total urethritis. In women, gonorrhoea presented with clinical symptoms of vulvovaginitis (88.2%), urethritis (44.1%), cervicitis (50.0%), cystitis (14.7%), or a combination of these (70.6%).

The results of sensitivity and resistance of clinical isolates of gonorrhoea strains showed that they were most sensitive to cephalosporins (ceftriaxone - 96%) and spectinomycin (95%), while penicillin (17%) had the least activity. To second-line antibiotics (doxacillin and azithromycin) practically gonorrhoea strains had 50% sensitivity. The conducted analysis of resistance of N. gonorrhoeae to antimicrobials showed that ceftriaxone and spectinomycin met the WHO criterion that the total proportion of sensitive strains of gonococcus to an antimicrobial should not be less than 95% (WHO,2012).

Thus, our results show that ceftriaxone was the most active against gonococci among all the strains studied and penicillin had the least activity.

No resistance or decreased susceptibility to ceftriaxone, the first-line treatment for gonorrhoea in the Republic of Kazakhstan, was found (1). However, resistance to azithromycin is increasing (50%), similar to global trends. The different levels of resistance/reduced susceptibility cannot be explained by differences in population characteristics.

This points to the need for monitoring at the country level and increased monitoring by health services of resistance dynamics at the regional level.

It should be noted that the use of azithromycin is widespread abroad in combination therapy of gonococcal infection with ceftriaxone.

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Clinical cases of Gonorrhoeae

Islamov E.N.
Almaty City Skin and Venereological Dispensary
Zhienbayev K.R.
Almaty City Skin and Venereological Dispensary
Rysuly M.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Ospanova S.A.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Sukhanberdiyeva Z.M.
Kazakh Scientific Centre of Dermatology and Infectious Diseases
Idrissova A.S.
Kazakh Scientific Centre of Dermatology and Infectious Diseases

Corresponding author: Sukhanberdiyeva Z.M

Keywords: fresh gonorrhoea, conjunctivitis, ceftriaxone, antibiotic resistance, PCR - diagnosis.

Abstract. Gonorrhoeal infection occupies a leading position in the structure of STIs. Effective treatment of gonorrhoea and prevention of post-gonorrhoeal complications is the most important task of public health care. Ceftriaxone is the drug of choice in the treatment of uncomplicated gonorrhoea and currently shows high efficacy. Of particular concern is the emergence of antibiotic-resistant strains of gonorrhoea and, in particular, to ceftriaxone.

Actuality of the issue

Gonorrhoeal infection is a sexually transmitted disease, which for many years has consistently held the second place among sexually transmitted infections. Gonococcal infection with equal frequency affects both men and women and in the absence of adequate treatment leads to serious complications of reproductive function of both sexes. The disease causes urethritis, epididymitis, cervicitis, salpingitis, proctitis, and pharyngitis when transmitted sexually; infection of the endocervix, pharynx, and rectum is often asymptomatic. Infection during pregnancy may lead to gonococcal conjunctivitis in newborns [1].

The spread of the disease is fueled by asymptomatic or poorly symptomatic cases, which, if untreated, can lead to serious complications involving the joints, heart or nervous system. Disseminated gonococcal infection occurs in 0.5-3% of patients with gonorrhoea and may present with suppurative arthritis or a combination of dermatitis, tendovaginitis and migratory polyarthralgia. The emergence of resistant forms of gonorrhoea in North America, Europe and South-East Asian countries in Kazakhstan is of serious concern at present [2,3]. The widespread development of sex tourism, female and male prostitution, and a large number of emigrants and expats may lead to the emergence of resistant strains of gonorrhoea in Kazakhstan in the near future. The emergence of such strains could lead to serious public health problems in terms of treatment and prevention of complications. Ceftriaxone currently remains the first-line drug in the treatment of acute and chronic gonorrhoea, which is favoured by the rapid positive effect and single administration of the drug. However, forms resistant to ceftriaxone and frequent intolerance to the drug puts us before the choice of using an alternative antimicrobial agent. The problem of emergence of drug-resistant strains of gonorrhoea is compounded by the absence of new antimicrobials on the market for 15-20 years and only a few drugs are in late-stage trials. The

threat of drug-resistant N. gonorrhoeae is compounded by the lack of antimicrobial resistance surveillance of gonococci in many countries. Thus, the study of the emergence of antibiotic-resistant gonorrhoea is a priority issue for venereology and public health in general [4,5].

Materials and methods

In our clinical practice, gonorrhoeal infection as a monoinfection occurs in no more than 40% of cases. More often these are associated infections in combination with ureamycoplasma, chlamydia, trichomonad, gardnerellosis, candidiasis in various combinations. Also quite often gonorrhoea is accompanied by nonspecific infections often sexually transmitted: Escherichia coli, faecal enterococcus, Klebsiella, strepto-staphylococcus. Therefore, the proposed scheme of treatment of fresh uncomplicated gonorrhoea, in which a single intramuscular injection of 500mg ceftriaxone and 1.0g sumamed is sufficient, does not always lead to clinical recovery of the patient[6]. This in the future may lead to postgonorrhoeal urethritis, prostatitis, salpingo-oophoritis and other complications that urologists and gynaecologists have to deal with. Therefore, it is very important to use where available all methods of diagnosis[7]:

- Microscopy of urethral, vaginal, cervical canal secretions with Gram staining,
- isolation of Neisseria gonorrhoeae by culturing the clinical specimen on nutrient media, at least with isolation of typical Gram-negative, oxidase-positive diplococci and determination of antibiotic sensitivity.
- Detection of Neisseria gonorrhoeae and other STIs by nucleic acid amplification (e.g., polymerase chain reaction [PCR]) or hybridisation with a nucleic acid probe in a clinical specimen.

Clinical Case No.1.

A young woman A., 28 years old, came to the outpatient clinic of the Almaty City Skin and Venereological Dispensary on the 10th day after delivery with a newborn premature baby girl with suspected gonoblenorrhoea. 28 years old on the 10th day after delivery with a newborn premature baby girl with suspected gonoblenorrhoea. The newborn was discharged from the maternity hospital a week ago without any clinical manifestations. From anamnesis on the third day of stay at home there appeared purulent discharge and redness of eyes. On eye examination: eyelids were swollen, hyperaemic due to eyelid oedema, eyes were covered, purulent and mucous discharge. The general condition of the child is satisfactory. After anamnesis collection laboratory investigations were carried out: smears of purulent discharge from the eyes were taken for smear microscopy with Gram staining and bacteriological examination on nutrient media with determination of sensitivity to antibiotics. Gram (-) diplococci identified as Neisseria gonorrhoea were detected in the smear. One day later, confirmatory bacposition results were obtained. Based on these findings, a clinical diagnosis of gonoblenorrhoea was made. Treatment was started - ceftriaxone 250mg injected intravenously i.m. once a day for 2 days. Tetracycline ointment was applied topically. Immediately after the first injection positive dynamics appeared, discharge stopped on the second day, swelling and hyperaemia of the eye conjunctiva disappeared. Based on the complete family composition, both parents of the child were examined for STIs. Smear microscopy, bacterial samples and PCR diagnostics were performed from the urethra and pharynx of the father and from the urethra, vagina, cervix and pharynx of the mother. The results showed the absence of Neisseria gonorrhoeae in both parents. After discharge from the maternity ward, according to the parents, relatives who had contact with the newborn visited. One week after treatment, and then twice with an interval of 2 weeks, control bacposites from the ocular mucosa were performed with consistently negative results. The child was examined by an ophthalmologist, who stated that there were no complications. In this case, it can be concluded that the infection of the newborn occurred by contact and domestic route.

Clinical case №2

A 34-year-old patient came to the Almaty City Skin and Venereological Dispensary with complaints of abundant purulent discharge from the urethra, painful urination. According to the patient's words, he had been ill for 5 days. About 7 days ago he had unprotected sexual contact with an unfamiliar girl in a state of alcoholic intoxication. In 2 days after the onset of the disease there appeared eye pain, redness and purulent discharge. The patient was unmarried, divorced, and had several unprotected sexual contacts with 3 women during a month. There were no previous sexual infections, he had been screened for STIs a year ago. On examination, the conjunctiva of both eyes was sharply hyperaemic, eyelids were slightly oedematous, the discharge was scanty, serous-purulent. The inguinal lymph nodes at palpation were enlarged to the size of a bean, urethral sponges were hyperaemic, swollen, covered with serous-purulent crusts, purulent discharge, freely flowing when pressing on the urethra. The patient underwent all standard examination procedures: smear microscopy, bacteriological examination with determination of sensitivity to antibiotics, PCR. The Gram stained smear and bacterial examination showed *Neisseria gonorrhoeae*, PCR revealed *Neisseria gonorrhoeae and Mycoplasma genitalium*. A clinical diagnosis was made: Fresh gonorrhoea, urethritis, conjunctivitis. Urogenital mycoplasmosis. Treatment was with ceftriaxone 500mg once a day for 2 days and Unidox 100mg twice a day for 15 days. Topical erythromycin ointment. Clinical symptoms of urethritis stopped on the second day after the treatment, gonorrhoeal conjunctivitis completely disappeared on the fifth day. In 2 weeks after ceftriaxone injection gonococci were absent both in smear and in bacteriological culture. *Neisseria gonorrhoeae and Mycoplasma genitalium* DNA were also not detected in the PCR control 40 days after the end of treatment.

Conclusion

More than 120 patients with fresh and chronic gonococcal infection were treated in the city skin and veneregological dispensary of Almaty for 2 years. Almost all patients, except patients with intolerance to cephalosporins, received ceftriaxone and no resistance was recorded in any case. This proves the effectiveness of this antibiotic and therefore it is the first line drug in the treatment of gonorrhoea. But in any case it is a matter of time and the emergence of resistant forms will not be long in coming. Therefore, the study of the prevalence of antibiotic-resistant strains of Neisseria gonorrhoeae is a priority issue of scientific and practical medicine.

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Prevention of mildly symptomatic precancerous diseases of the oral cavity, taking into account the possibility of eliminating its causative factors

Vatamanyuk N.V.
Candidate of Medical Sciences, Associate Professor of the Department of Therapeutic Dentistry of the BSMU, Chernivtsi, Ukraine

Resume. The possibility of inflammatory diseases of the teeth and changes in the mucous membrane of the oral cavity in the form of leuko- and erythroplakia, hyperkeratoses and papillomas is associated with the influence of microflora. Contributing factors include prolonged pressure from dentures, broken teeth, smoking, alcohol consumption and exposure to workplace hazards. The purpose of the study is to substantiate the possibility of oral cancer prevention, taking into account its causative factors and the effectiveness of treatment and diagnostic tactics with an evaluation of the results. The study included 34 patients with precancerous conditions of the oral cavity. According to the anamnesis, local changes were asymptomatic, painless and were detected during dental treatment. The results showed the presence of various changes such as papillomatous masses, hyperkeratoses, leukoplakias and warty leukoplakias. Histological examination confirmed the atypia of the basal cell epithelium, indicating the initial stage of malignancy. Conclusions were made about the reality of oral cavity cancer prevention, taking into account the possibility of eliminating its causative factors and the need for regular examination to detect precancerous changes.

Keywords. Disease, leukoplakia, malignization, precancerous changes.

Introduction. According to published statistical data, up to 3,000 primary cases of cancerous diseases of the oral cavity are registered annually in Ukraine. In particular, oncological diseases in the III-IV stages are detected in 60% of patients, while the mortality rate within a year is more than 50%. Every second patient dies within a year of diagnosis. In the Chernivtsi region, 65 to 70 patients are diagnosed annually, with a mortality rate of 46.7% within one year [1,3].

These data are certainly attracting attention at all levels of healthcare delivery. However, despite measures to organize medical services and late diagnosis of oral cavity cancer, there are no significant positive changes in morbidity and mortality rates from this pathology. At the current stage of the fight against malignant tumors, in particular, in terms of cancer diagnosis, treatment and prognosis, it is better to be safe than sorry.

The solution to this complex problem largely depends on the location of the tumor and the appropriate medical and diagnostic procedures to eliminate its causes. Compared with other localizations, free access to the oral cavity facilitates the implementation of the necessary preventive measures with a visual assessment of their effectiveness.

According to the literature, various diseases of the teeth and mucous cavity can cause precancerous changes in the form of leuko- and erythroplakia, hyperkeratoses and papillomas. These diseases arise as a result of the interaction of microflora of different quality and bacterial-viral relations [2].

Oral microflora is divided into permanent and accidental. Permanent microflora includes facultatively anaerobic streptococci, strictly anaerobic bacteria, actinomycetes, and spirochetes. During pathological processes in the oral cavity, significant changes in the composition of the permanent microflora are observed. Inflammatory lesions lead to an increase in strict anaerobes, and dental caries lead to the proliferation of other anaerobes and lactic acid bacteria. Accidental microflora includes saprophytes of the external environment and pathogenic microbes that enter the oral cavity through droplet-aerogenous and alimentary infection from patients and carriers. The factors that lead to the adverse effect of microflora include surface changes of the mucous membrane in the form of a painless whitish plaque and local compactions. These formations occur under the influence of nicotine, with constant pressure on the mucous membrane with lamellar prostheses, as a result of broken teeth, and frequent consumption of strong alcoholic beverages [1,2,3].

It has been proven that the elimination of local factors that contribute to the development of inflammatory diseases of the mucous membrane, caries, periodontal disease and bad breath is impossible without appropriate hygienic measures and giving up bad habits. In addition to regular tooth brushing and denture care, it is necessary to rinse the mouth with chlorhexidine, 1% bicarbonate or sodium chloride solution, and use eucalyptus solutions with a menthol aroma.

The purpose of this study is to justify the possibility of oral cancer prevention, taking into account its causative factors and the availability of their prevention. The study was conducted with the aim of determining the therapeutic and diagnostic tactics with the evaluation of the results using a visual assessment.

In the Chernivtsi Regional Clinical Oncology Dispensary, 34 patients with precancerous diseases of the oral cavity, who were treated in the department of head and neck tumors, were examined. The results of the analysis showed that ulcers of the oral mucosa can occur under the influence of chronic trauma, and given the availability of examination, early detection and treatment of such formations can prevent the further development of the pathology.

However, despite the assistance provided to the patients, after a few days, ulcers with marginal density appeared on the basis of erosions, which indicated their possible malignancy. In order to solve this issue, the patients were sent to the oncology dispensary for further hospitalization in the head and neck department. There, material was taken from mouth ulcers for cytological examination by branch biopsy.

Cytological examination confirmed atypia of epithelial cells in combination with microflora. Taking into account these results, seven patients were subjected to electrocoagulation, and five were removed with the help of cryodestruction. After the treatment, the patients were discharged from the clinic with a satisfactory condition and recommendations for oral hygiene. In the future, during dynamic observation, no pathological changes on the mucous membrane were detected.

General conclusions and prospects for further research indicate that precancerous changes of the oral mucosa are a complex multistage process. Careful examination and timely detection of such changes becomes important, because they can lead to cancer. Preventive measures aimed at eliminating causative factors, as well as systematic examination of patients, especially after treatment, can help prevent the development of malignancy and improving the condition of patients.

From the anamnesis of the patients, it can be seen that local changes in the mucous membrane of the oral cavity were painless and mildly symptomatic, and existed for a long period, from 3 months to 2 years. This insufficient symptomatology is the main reason why patients did not seek medical help.

Characteristic changes of the mucous membrane of the oral cavity include local papillomatous formations that did not exceed 1 cm in diameter and were found in 27 patients. Also, eight patients had changes with hyperkeratosis, nine people had leukoplakia in the form of separate flat white

spots with compaction, and eight patients had warty leukoplakia with their elevation above the mucous membrane.

The distribution of these changes was diverse: in the region of the root of the tongue, the lateral surface of the tongue and the mucous membrane of both cheeks. These data indicate the variety and localization of precancerous changes in the oral cavity among the studied patients.

Data from the described case indicate that patients with local changes in the oral mucosa, who are suspected of precancerous or malignant processes, were referred to the oncology dispensary for further examination and treatment. In the head and neck department, a branch biopsy was performed from oral cavity ulcers to collect material for cytological examination.

During microscopy, cytologists found atypia of epithelial cells in combination with microflora, which may indicate the presence of pathological processes. After anti-inflammatory therapy, seven patients had local mucosal ulcers removed using electrocoagulation, and cryodestruction was applied to five patients.

Histological examination of the surgical material confirmed the pronounced atypia of the squamous epithelium with a tendency to malignancy. After surgical and conservative treatment, all patients were discharged from the clinic in a satisfactory condition and were given oral hygiene recommendations. In particular, it was emphasized the need to rinse with deodorant after every meal and stop bad habits.

During dynamic monitoring for one month to two years with a mirror examination of the oral cavity, no pathological changes were detected on the mucous membrane. This may indicate the successful outcome of the treatment and the importance of further monitoring for early detection of possible relapses or new pathological changes.

The results of the study indicate the importance of preventive measures for oral cancer, especially given its high mortality due to late diagnosis. About the need for effective preventive measures to prevent the development of cancer in this location.

The study confirms that precancerous changes in the mucous membrane of the oral cavity are a multi-stage process. This is important to consider when developing strategies for prevention and early diagnosis. It is noted that precancerous changes can have a different appearance, but due to the absence of painful sensations, they become the main reason for patients to seek medical help. We define microflora, in combination with household and professional hazards, as the initial cause of precancerous changes that can turn into cancer. This emphasizes the importance of systematic oral hygiene and emphasizes the need to avoid factors that contribute to their development. Therefore, we emphasize the importance of prevention, systematic oral hygiene and timely detection of precancerous changes to prevent the development of oral cancer. Prevention of oral cavity cancer: Taking into account the availability and the possibility of eliminating the main causative factors of oral cavity cancer is real. Compared to other localizations, prevention is not a difficult task. Timely detection of precancerous changes: due to locality and the absence of painful sensations. It is impossible without a thorough examination of the oral cavity by dentists.

Recommendations for preventive examinations: This examination should be included in the mandatory annual preventive examinations for persons over 40 years of age. Low-symptomatic precancerous changes of the mucous membrane of the oral cavity, even in cases of malignancy, require attention and a detailed examination. These recommendations indicate the importance of regular medical examination for the detection of precancerous changes and early diagnosis of oral cancer, particularly among people over 40 years of age.

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Сравнительный анализ методов сбора и обработки больших данных в медицине

Бакирбаев Саян Батырханович
магистрант, Университет Туран, г. Алматы, Казахстан
Научные руководители:
Байтенова Л. М
д.э.н. профессор, Университет Туран, г. Алматы, Казахстан
Кожамкулова Ж. Ж.
Phd. асоц. проф. Кафедры IT, Университет Туран, г. Алматы, Казахстан

Аннотация. Статья посвящена изучению вопроса сбора больших данных и проведения сравнения методов сбора и анализа по нескольким признаком для демонстрации преимущества или недостатка того или иного метода. Рассматриваются основные подходы как машинное обучение, Data mining, статистический анализ и анализ потоков данных. Целью исследования является выявление оптимальных методов сбора и обработки данных в медицине для дальнейшего применения полученных результатов. Задачей исследования было определение методов и инструментов сбора больших данных для оценки преимуществ и недостатка каждого метода в медицине и медицинских организациях. Описание полученных результатов для разных методов анализа и обработки больших данных для формирования классификации и лучших подходов, а также представление возможностей и вариантов применения обработанных данных в медицине.

Ключевые слова: медицина, Big Data, методы сбора данных, Data mining, машинное обучение.

Comparative analysis of methods for collecting and processing big data in medicine

Bakirbaev Sayan Batyrkhanovich, master's student
University of Turan, Almaty, Kazakhstan
Scientific supervisors: Baitenova L. M, Doctor of Economics
Professor, Turan University, Almaty, Kazakhstan
Kozhamkulova Zh. Zh. PhD. associated professor, IT Departments,
Turan University, Almaty,
Kazakhstan

Annotation. The article is devoted to the study of the issue of collecting big data and comparing methods of collection and analysis for several criteria to demonstrate the advantages or disadvantages of a particular method. The main approaches such as machine learning, Data mining, statistical analysis and data flow analysis are considered. The aim of the study is to identify the most optimal methods of data collection and processing in medicine for further application of the results obtained. The aim of the study was to identify methods and tools for collecting big data to assess the advantages and disadvantages of each method in medicine and medical organizations. Description of the results obtained for various methods of analysis and processing of big data for the formation of classification and best approaches, as well as presentation of the possibilities and options for the use of processed data in medicine.

Keywords: medicine, Big Data, data collection methods, Data mining, machine learning.

В наши дни термин Big Data достаточно популярен и известен широкому кругу людей. Но именно точное определение данного термина знают только те люди кто непосредственно работает с данными или изучает ее. Big Data – это термин, которые обозначает огромные объемы неструктурированных и структурированных данных. У больших данных есть ключевые характеристики [1] как 5V:

- Объем (Volume): Большие данные включают в себя огромные объемы информации, которые могут достигать терабайтов и петабайтов . Это может быть как исторические данные, так и данные, поступающие в реальном времени.

- Скорость (Velocity): Данные генерируются и поступают с высокой скоростью. Данные могут поступать от сенсоров, социальных сетей, транзакционных систем и других источников практически мгновенно.

- Разнообразие (Variety): Большие данные могут принимать различные формы: структурированные (например, базы данных), неструктурированные (тексты, изображения, видео) и полу структурированные (например, JSON или XML файлы).

- Достоверность (Veracity): Качество и точность данных могут варьироваться, что делает необходимым фильтрацию и очистку данных перед анализом.

- Ценность (Value): Важно не только собирать данные, но и извлекать из них ценную информацию, которая может быть использована для принятия решений, разработки стратегий и улучшения бизнес-процессов.

На текущий момент медицина это достаточно большой источник больших данных, так как идет постоянное накопление огромного количества разнообразной информации. Такие как истории болезней, результаты лабораторных анализов, рентгеновские и компьютерные снимки, протоколы осмотров, медицинские карты, данные оснащения самих организации и. т. д. [2]

Целью данной работы является обзор и сравнение методов сбора и обработки больших данных в медицине для возможности выбора наиболее оптимального метода для дальнейшго применения на практике . Так как изучение данной темы и исследования в данном направлений позволит существенно повлиять на качество медицины в целом. А так же оптимизировать работу медицинских учреждений по разным показателям как правильное распределение бюджета, человеческих и технических ресурсов, и многих других внутренних и внешних процессов организации.

В рамках исследовании были отобраны и сравнены следующие известные методы сбора данных в медицинie[3,5]:

Электронные медицинские карты (Electronic Health Records или ЭМК) — Это системы, которые хранят медицинские данные о пациентах в цифровом формате. В них содержится информация о диагнозах, результатах лабораторных исследований, схемах лечения, а также данные о приеме лекарств, истории операций и прочие медицинские записи. Используются такие инструменты как:

- Epic Systems: Одна из самых крупных систем управления медицинскими данными. Используется в больницах для сбора, хранения и управления медицинскими записями .
- Cerner: Платформа для ЭМК, предоставляющая решения для электронного документооборота и анализа медицинских данных.
- Allscripts: Широко используемая система ЭМК, предлагающая набор решений для сбора данных, автоматизации рабочих процессов и анализа медицинских записей

Преимущества:

- Централизованное хранение данных.
- Доступность данных врачам и пациентам в любом месте и в любое время.
- Обеспечение высокого уровня точности медицинской информации.

Недостатки:

- Высокая стоимость внедрения и сопровождения.
- Зависимость от инфраструктуры и безопасности данных.

Сенсоры и носимые устройства. Носимые устройства, такие как фитнес-трекеры, умные часы и сенсоры, используются для постоянного мониторинга состояния здоровья пациентов в реальном времени . Они собирают данные о физической активности, сердечном ритме, артериальном давлении, уровне сахара в крови и других показателях [3, 12].

Используются такие инструменты как:

- Fitbit, Apple Watch, Garmin: Носимые устройства для измерения пульса, уровня активности, сна и других параметров. Они передают данные в облачные системы для дальнейшего анализа.
- iHealth, Dexcom: Медицинские устройства для измерения уровня глюкозы в крови и других жизненно важных показателей. Они предоставляют данные как врачам, так и пациентам для мониторинга в реальном времени.
- Medtronic: Разработчик носимых медицинских сенсоров, таких как системы мониторинга глюкозы и другие устройства для пациентов с хроническими заболеваниями.

Преимущества:

- Постоянный мониторинг состояния здоровья пациентов.
- Возможность раннего обнаружения критических изменений в состоянии здоровья.
- Автоматизированная передача данных.

Недостатки:

- Ограниченный срок службы батареи устройств.
- Возможные ошибки измерений и неполнота данных.
- Зависимость от постоянного подключения к сети.

Медицинские изображения и диагностика. Сюда относятся данные, полученные через анкетирование пациентов или из внешних баз данных, таких как социальные сети, демографическая информация или погодные условия

Методы визуализации, такие как компьютерная томография (КТ), магнитно-резонансная томография (МРТ), ультразвуковое исследование (УЗИ) и рентген, генерируют огромные объемы данных, которые требуют обработки и хранения [12]. Эти изображения используются для диагностики и планирования лечения.

Инструменты:

- PACS (Picture Archiving and Communication Systems): Системы для хранения и управления медицинскими изображениями. PACS интегрированы с ЭМК и предоставляют врачам доступ к диагностическим изображениям.
- DICOM (Digital Imaging and Communications in Medicine): Стандарт для хранения и передачи медицинских изображений.
- GE Healthcare, Philips Healthcare: Поставщики оборудования и программного обеспечения для сбора и анализа медицинских изображений.

Преимущества:

- Возможность визуальной диагностики и планирования лечения.
- Точные данные для анализа и исследования заболеваний.
- Высокие требования к вычислительным ресурсам для обработки данных

Недостатки:

- Необходимость в большом объеме хранилищ для изображений.

А также информационные системы внутреннего учета и ведения работы медицинской организации как BambooHR, Workday, SAP SuccessFactors и.т.д.

Для начало был выполнен сравнительный анализ инструментов сбора данных больших по нескольким параметрам как:

- Тип: Описывает, к какому классу принадлежит инструмент.
- Метод хранения: Описывает, как данные хранятся в инструменте.
- Метод обработки: Указывает, как осуществляется обработка данных.
- Основные применения: Примеры задач, для которых используется инструмент.
- Сложность использования: Оценка сложности освоения и использования инструмента

Таблица 1. Сравнительный анализ инструментов сбора данных

Инструмент	Тип	Метод хранения	Метод обработки	Основные применения	Сложность использования
Apache Hadoop	Фреймворк	Распределенное хранение (HDFS)	MapReduce	Обработка больших объемов данных	Средняя
Apache Spark	Платформа	In-memory + HDFS	Ин-мемори (MapReduce, SQL)	Анализ в реальном времени, ETL	Высокая
Apache Kafka	Платформа потоковой передачи	Нет специфического хранения	Потоковая обработка	Обработка событий, интеграция данных	Средняя
Elasticsearch	Поисковая система	Индексация	Поиск и аналитика	Анализ логов, поиск по тексту	Средняя
MongoDB	NoSQL база данных	Документно-ориентированное	Запросы на основе документов	Гибкие схемы данных, приложения в реальном времени	Низкая

Apache Flink	Платформа потоковой обработки	Распределенное хранение	Потоковая обработка	Реальное время, анализ данных	Высокая
Google BigQuery	Облачный сервис	Облачное хранение	SQL-запросы	Хранение и анализ больших данных	Низкая
Microsoft Azure Data Lake	Облачный сервис	Облачное хранение	Разные методы (Hadoop, Spark)	Хранение неструктурированных данных	Средняя
Tableau	Инструмент визуализации	Нет специфического хранения	Визуализация данных	Интерактивные отчеты, бизнес-аналитика	Низкая
Apache NiFi	Инструмент автоматизации	Нет специфического хранения	Потоковая обработка	Автоматизация потоков данных	Средняя

Данная таблица поможет лучше понять какой инструмент больше всего подойдет для сбора данных в зависимости от целей и возможностей человека или организации.

После проведения сбора данных требуется проведения анализа и обработки больших данных требующих использования сложных алгоритмов, которые способны работать с огромными объемами информации. Для проведения сравнительного анализа были отобраны несколько методов и условные параметры по объему обрабатываемых данных.

Отобранны следующие методы обработки собранных больших данных:

Машинное обучение: Алгоритмы машинного обучения, такие как нейронные сети, деревья решений, активно используются для предсказания закономерностей и условии выполнении определенных требовании при анализе большого объема исторических данных [2, 11].

Анализ потоков данных: В тех случаях, когда данные поступают в режиме реального времени (например, с носимых устройств), важен потоковый анализ. Это позволяет сразу же выявлять критические состояния пациента и принимать необходимые меры [3, 5].

Распределенные системы: Технологии, такие как Apache Hadoop и Apache Spark, обеспечивают обработку больших объемов данных за короткий промежуток времени. Эти системы поддерживают параллельную обработку данных, что повышает производительность и масштабируемость анализа [6].

Классическая статистика: Традиционный метод анализа данных, который основан на применений математических и статистических методов выявления разных закономерностей. Удобна для применения при относительно небольших объемах данных или каких либо ограничений по стандартам медицинских исследовании [4].

Data Mining: Процесс интеллектуального поиска, анализ и извлечения полезной информации из больших и обычно разнородных наборов данных. Данный метод включает в себя достаточно обширный объем обработки данных как кластеризация, классификация, построение ассоциативных правил или анализ аномалий [14, 7].

Анализ был выполнен по указанным ниже параметрам:

Тип данных: Данные , которые обрабатываются с помощью выбранного метода , такие как электронные медицинские карты (ЭМК), данные с сенсоров, лабораторные анализы и т.д.

Объем данных: Примерный объем данных, которые обрабатываются в рамках одного эксперимента/проверки или одного медицинского учреждения.

Скорость обработки: Примерное время, необходимое для обработки данных, включая этап обучения моделей, если это метод машинного обучения.

Точность: Оценка точности анализа с использованием определенного метода.

Потребление ресурсов: Ресурсы, которые требуются для обработки данных, такие как вычислительные мощности и память.

По результатам проведенного сравнительного анализа получена следующая таблица:

Таблица 2. Сравнительный анализ методов обработки

Метод анализа	Тип данных	Объем данных	Скорость обработки	Точность	Потребление ресурсов	Примечания
Машинное обучение	Данные ЭМК, изображения (КТ, МРТ), лабораторные анализы	10 ТБ	1-2 часа (обучение), 10-15 мин (анализ)	95-98%	Высокое	Необходимы мощные вычислительные ресурсы для обработки и обучения моделей
Анализ потоков данных	Данные от сенсоров, мониторов жизненных показателей	500 ГБ в сутки	В реальном времени	90-93%	Среднее	Хорошо подходит для мониторинга состояния пациентов в реальном времени

Распределенные системы (Hadoop, Spark)	Разнородные данные: ЭМК, демографические данные, внешние источники данных	50 ТБ	2-4 часа (обработка данных)	85-90%	Высокое	Хорошо масштабируется для больших объемов данных, но требует сложной настройки и конфигурирования
Классическая статистика	Данные из ЭМК, опросы пациентов	5 ТБ	30 мин - 1 час	80-85%	Низкое	Простой и традиционный метод, но не подходит данный метод не подходит для работы с большими данными
Data mining (интеллектуальный анализ данных)	ЭМК, данные обследований, лабораторные результаты	20 ТБ	1-2 часа	90-92%	Среднее	Хорошо для поиска скрытых паттернов и корреляций, требует комбинации и правильной настройки алгоритмов взаимодействия

Так же можно дополнительно отметить особенности указанных выше методов:
Методам машинного обучения нужно предварительное обучения моделей, что может занять существенное время и ресурсы, но они показывают высокую точность анализа.
Анализ потоков данных удобен для данных в реальном времени, таких как жизненные показатели пациентов, но могут потребовать постоянного подключения к сети.
Распределенные системы, такие как Hadoop и Spark, это мощные инструменты для обработки больших объемов данных, но они сложны в настройке и требуют больших вычислительных ресурсов и аппаратных ресурсов.

Таким образом, указанная выше таблица представляет сравнительный анализ и помогает выбрать наиболее подходящий метод в зависимости от доступных ресурсов и типа данных. Оптимизация работы медицинских учреждений с использованием сбора и анализа больших данных может значительно повысить эффективность и качество предоставляемых услуг. К примеру, можно перечислить наиболее важные направления для применения полученных обработанных данных:

Управление и контроль нагрузки: Анализ данных о посещаемости пациентов учреждения или конкретного специалиста, а также, потоков обращений позволяет оптимизировать

графики работы организации и персонала, правильно распределить ресурсы, проверить наличие нужных медикаментов и других средств.

Прогнозирование заболеваний и эпидемиологической ситуации: Алгоритмы машинного обучения могут анализировать большие объемы данных и выявлять закономерности и факторы риска, что помогает в раннем обнаружении не только в рамках общей статистики записанных болезней, но и при необходимости точечно по каждому пациенту индивидуально, сравнив и сверив исторические данные результатов анализа.

Управление здравоохранением: Анализ данных на уровне всего региона для выявление текущей состояния здоровья населения региона и тенденции в здоровье. Что позволит более эффективно планировать мероприятия по профилактики и разработке медицинских программ.

Медицинские исследования и разработка лекарств: Анализ больших данных поможет ускорить процесс проведения клинических испытаний, позволяя быстрее находить подходящие группы пациентов. Кроме того, можно ускорить анализ полученных результатов экспериментов для определения правильного направления в исследованиях эффективности лекарственных средств.

Поддержка клинических решений: Использование аналитических инструментов для поддержки врачей при принятии решений на основе обработки больших данных, позволит уменьшить количество ошибок, связанных с человеческим фактором.

Если подводить итоги, можно сказать, что исследование в этом направлений очень важны и актуальные в наше время. Хотя текущее сравнение и анализ описаны в статье поверхностно, так как каждый метод сбора данных и анализа требует более обширного и детального исследования, но в общих чертах раскрывает и описывает преимущества или недостатки для возможности выбора применения в практических целях. Разнообразие методов и инструментов для сбора данных в медицине предоставляют широки выбор возможностей для оптимизации работы медицинских учреждений и улучшения качества медицины в целом. Так же для максимальной эффективной будет правильным комбинирование нескольких методов сбора и обработки данных. Таким образом хотелось бы отметить, что наиболее популярными и оптимальными инструментами для сбора и работы с большими данными являются решения Apache Hadoop и Apache Spark, так как представляют собой набор инфраструктурных программных утилит и компонентов, которые обладают огромным разнообразием используемых инструментов, хотя и требуют достаточных аппаратных ресурсов. Что касается обработки и анализа данных, можно отдать предпочтение Машинному обучению и Data mining, так как в них используются алгоритмы и различные методы для преобразования больших наборов данных, как классификация, правила ассоциации, деревья решений, предиктивный анализ. Данные методы анализа, наиболее подходящие при работе и получении полезных данных с Big Data в медицине и медицинских организациях.

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MODERN PRINCIPLES OF ASSESSING QUALITY OF LIFE IN PALLIATIVE ONCOLOGY

Arman Khozhayev
Professor of the Department of Oncology named after S.N. Nugmanov, Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan
Gulnaz Minuarova
Intern General Practitioner, Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan
Madina Dauken
Intern General Practitioner, Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan
Nursultan Lykanov
Intern General Practitioner, Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan
Zinaida Yesmukhanbetova
Nurse, Palliative Care Department, Regional Oncological Dispensary, West Kazakhstan region, Uralsk, Kazakhstan
Yelzhan Zaidollin
Nurse, Palliative Care Department, Regional Oncological Dispensary, West Kazakhstan region, Uralsk, Kazakhstan
Zhanerke Sagingaliyeva
Nurse, Palliative Care Department, Regional Oncological Dispensary, West Kazakhstan region, Uralsk, Kazakhstan
Nurgul Zinullina
Nurse, Palliative Care Department, Regional Oncological Dispensary, West Kazakhstan region, Uralsk, Kazakhstan

Annotation: This work highlights modern approaches to the study of quality of life in palliative oncology. The basic principles for assessing clinical symptoms in cancer patients with advanced forms of malignant tumors and their impact on the quality of life of these patients are presented. Aspects of studying quality of life in clinical research and clinical practice are described. It has been shown that the method of assessing the quality of life, being a simple and reliable way to determine the impact of the disease on the patient's condition, can increase the effectiveness of palliative treatment.

Key words: palliative oncology, quality of life, questionnaire.

Palliative medicine is a system of comprehensive care for incurable patients, the main goal of which is to achieve the best quality of life for patients, control pain and other symptoms that aggravate their condition, as well as solve psychological and social problems. Dynamic monitoring of quality of life allows for full monitoring of the condition of an oncology patient and adequate correction of symptomatic and supportive therapy programs [1,2].

Today, the problem of high morbidity and mortality from cancer is a worldwide problem. At the same time, it is known that the main burden of therapeutic and moral responsibility for patients with advanced forms of malignant neoplasms, who make up clinical group IV and for

whom only supportive (palliative) treatment is carried out primarily at diagnosis or in the process of treatment as the disease progresses, lies with district oncologists, general practitioners, general practitioners at local clinics and doctors at palliative care centers (hospice). At the same time, it is often difficult to adequately assess the patient's true condition, which is associated with many objective and subjective factors (such as, for example, individual pain threshold, etc.).

The characteristics and degree of influence of various symptoms on the quality of life in modern palliative care practice are based on the patient's perception and are carried out using special tools. The main requirements for questionnaires used in palliative medicine are fully applicable to questionnaires for assessing symptoms. At the same time, accurate assessment and measurement of symptom intensity in clinical trials allows us to study the mechanisms of symptom formation and compare the effectiveness of treatment methods. Assessment of quality of life is widely used in clinical practice, because here, as in clinical studies, an accurate and adequate assessment of the patient's condition, his response to treatment, palliative care programs and symptomatic therapy is necessary. In clinical practice, this method makes it possible to monitor the dynamics of symptoms, investigate the cause and mechanisms of their occurrence, develop an adequate treatment plan, and also determine the effectiveness of the treatment measures taken. Symptom assessment tools include both questionnaires for assessing individual and main symptoms, and single scales (verbal rating scales, visual analogue and digital rating scales). The most commonly used symptom assessment questionnaire in palliative care is the Edmonton Symptom Assessment System - ESAS, which allows assessing the manifestation of 9 leading symptoms found in cancer patients: fatigue, pain, nausea, depression, anxiety, loss of appetite, drowsiness, shortness of breath and general impairment. well-being [3,4].

Assessing quality of life in palliative medicine in general and in palliative oncology in particular has its own characteristics. First of all, this concerns the choice of an instrument for assessing quality of life. Such questionnaires are developed taking into account the following characteristics: the presence of problems associated with the symptoms of the disease, the characteristics of the physical and psychological status of patients and the patients' limited ability to concentrate. In this regard, tools for assessing quality of life in palliative medicine should be simple, concise and easy to fill out. The patient fills out the questionnaire himself (self-assessment) and only if this is not possible - with the help of relatives or medical personnel (proxy assessment). But it must be taken into account that the latter option for assessing symptoms has low reliability. The most common and frequently used questionnaires in palliative oncology include the EORTC QLQ-C15-PAL (European Organization for Research and Treatment of Cancer Palliative Care Questionnaire) [5,6] and FACT (Functional Assessment of Cancer Therapy) [7,8].

The great potential of the method for assessing the quality of life lies both in determining the severity of pathological symptoms and in the method of individual monitoring of the condition of an oncological patient (assessment of the overall quality of life and various functional indicators over a long period of observation). At the same time, the basic principles for assessing leading symptoms are as follows: 1) assessment of the symptom(s) obtained with the help of the patient; 2) use of special tools for assessing symptoms (scales and questionnaires); 3) assessment of the symptom(s) over time; 4) documenting all stages of symptom assessment.

The method of assessing the quality of life in clinical practice allows for timely correction of palliative treatment in order to increase its effectiveness, thereby ensuring adequate psychological and social assistance and the highest possible level of quality of life for the doomed patient during the entire observation period.

It should be especially noted that quality of life indicators have independent prognostic significance in determining the possible response to palliative treatment and patient survival. There is indicative data on the relationship between quality of life and survival of cancer patients. At the same time, it has been proven that high quality of life indicators lead to improved survival

rates for cancer patients who undergo maintenance therapy. The resulting quality of life indicators can be used to determine an individual prognosis for a particular patient for various nosological forms of malignant tumors. When developing rehabilitation programs for psychological and social support, the parameters of the quality of life of cancer patients must be taken into account.

Thus, assessing quality of life in palliative oncology is a simple and reliable method for determining the impact of the disease on the patient's condition, including his physical, psychological and emotional status. This comprehensive approach to assessing the patient's condition makes it possible to develop individual palliative care programs that make it possible to maximally cover the required amount of medical and social support for each patient with cancer.

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Genome Editing: Ethical Considerations in the Age of CRISPR Technology

Nyshan Ulpan Dinmuhammedhanovna
Film Academy, Miami, USA

Abstract

CRISPR has revolutionized genome editing with an unprecedentedly high degree of accuracy in making changes in DNA sequences. However, this big leap forward comes with equally big and complex ethical questions that need to be closely examined. This article examines the ethical implications of CRISPR-mediated genome editing, focusing on issues such as human germline alteration, potential off-target effects, and societal implications of genetic enhancement. It balances scientific advance with moral responsibility as part of the regulatory framework in medicine, agriculture, and environmental care. Furthermore, public discourse regarding CRISPR technology is mentioned. In addition to the promises, this study raises urgent needs for international consensus regarding ethical guidelines that can ensure responsible and equitable use of CRISPR technology in the 21st century.

Keywords: *genome, DNA, genetic enhancement, medicine, CRISPR*

Introduction

CRISPR stands for Clustered Regularly Interspaced Short Palindromic Repeats-a revolutionary technology in genetic studies. This technology has brought a sea change in the way researchers undertake genome editing because it enables modifications in DNA sequences with unprecedented precision and success. The backbone of this technology is derived from an innate defense mechanism in bacteria, which researchers have modified into a formidable tool for gene manipulation. Using this technology, researchers are now capable of editing the genome of life forms in various ways that would have otherwise been unimaginable, thus opening up a whole new era in biotechnology.

CRISPR is a genetic modification technology derived from a defense mechanism that allows bacteria to protect themselves against viral infection. When a virus infects a bacterium, the bacterium captures a small piece of the viral DNA and adds it to its own genome as a CRISPR sequence. It serves as a memory bank that allows the bacterium to detect and neutralize the same virus in future attacks. When the virus re-emerges, the bacterium manufactures RNA segments that match the stored viral DNA; these guide a specialized enzyme called Cas9 to the virus. Cas9 works like molecular scissors, severing the viral DNA and neutralizing the threat [4, p.677].

It is a system that has been adapted by researchers to target and edit specific genes in a wide variety of genomes. Scientists are able to program Cas9 to cut and edit all but the most stubborn genes by designing guide RNAs that match the sequence of target DNA, allowing for specified changes. After cutting the DNA, scientists are allowed to delete, insert, or repair genes; hence, traits of organisms are manipulated.

CRISPR technology has opened up a host of possibilities in every field. In medicine, it is especially praised for the use in treating genetic diseases: the ability to correct mutations at the very DNA level. Diseases such as cystic fibrosis, sickle cell anemia, muscular dystrophy, and other specific gene-mutation causative diseases may be treatable and even become curable with treatments using CRISPR. Further research is being conducted into the use of CRISPR as a treatment methodology for cancer; this would alter the immune cells to seek out and destroy cancerous ones more effectively.

In agriculture, the CRISPR technology develops genetically modified organisms that possess superior qualities regarding disease, pest, and environmental stress resistance. For instance, a few scientists have applied CRISPR to develop crops that boast better nutritional value; a good example is the development of rice enriched with Vitamin A. This technological advancement has, therefore, been instrumental in realizing changes faster and more accurately compared to conventional breeding techniques, hence an important tool in food security amidst a changing climate.

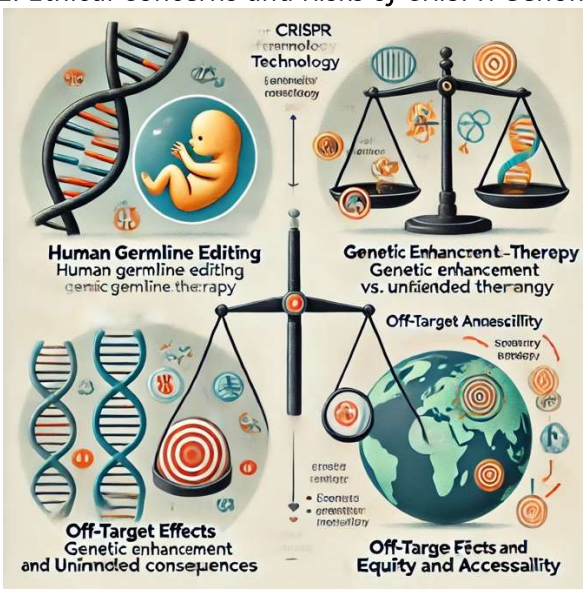
Applications of CRISPR in environmental science are gradually increasing, especially regarding its potential use in conservation. The current study assesses the prospect of putting CRISPR into practice in order to control the populations of invasive species, enhance the adaptiveness of threatened species, and even eradicate vectors that spread diseases, such as mosquitoes responsible for malaria and other infectious diseases. It could, therefore, through genetic modification, minimize the populations or make them unable to carry on the diseases.

The potential of CRISPR technology is immense and revolutionary. It is outstanding, particularly for treating and curing hereditary disorders by directly changing and correcting faulty genes. This could even facilitate access to life-saving treatments for millions around the world who are suffering due to genetic ailments. Moreover, CRISPR allows for the creation of crops that would be able to handle diseases season after season, thereby improving food security with a lesser reliance on harmful pesticides [2, p.1520].

Other applications of CRISPR include biotechnological developments. In research, such precision in modifying genes accelerates the study of gene functions and disease mechanisms that could lead to the discovery of new drugs and ways of treatment. As this technology is continuously improved, the possibilities for innovation appear endless, hence offering hope for leaps in health, agriculture, and environmental sustainability.

The advent of CRISPR technology represents a great stride taken in the field of genome editing. Its precise and versatile mechanism has allowed revolutionary uses in the fields of medicine, agriculture, and environmental science, holding out promises of immense benefits pertaining to human health, food security, and ecosystem maintenance. However, while the technology is still evolving, a consideration of the ethical impact of its use becomes most compelling.

Diagram 1. Ethical Concerns and Risks of CRISPR Genome Editing



Ethical Concerns and Risks of CRISPR Technology

As CRISPR technology progresses in the world of genome editing, ethical dilemmas and associated risks evolve in like manner. While the potential benefits for CRISPR are great in medicine and agriculture, among other areas, the ability to change the DNA of living organisms raises critical moral and societal questions. Key ethical issues include human germline editing, the balance between genetic enhancement and therapy, the risks of unintended consequences, and concerns about equity and accessibility. Addressing these concerns is paramount to assure that the use of CRISPR technology will be responsible and ethical [5, p.17].

One of the more contentious aspects of CRISPR technology relates to its potential use in human germline editing, by which genetic changes in human embryos could be passed on to future generations. While conceptually it might one day provide the possibility of preventing the passing on of serious genetic disorders, the technique raises serious ethical concerns. Critics argue that altering the human germline could lead to unforeseen health consequences, since our understanding of the human genome is still incomplete. Changes in a single gene can have snowballing effects, potentially creating new problems in the human gene pool. There is also concern about the long-term social and ethical implications of making permanent changes to human DNA. Certain individuals contend that modifying the genetic material of subsequent generations transgresses an ethical boundary, as it entails making choices for individuals yet to be conceived, devoid of their consent.

A major ethical consideration is distinguishing between the use of CRISPR technology for therapeutic purposes, such as correcting mutations causing diseases, and for genetic enhancement. Although many are calling for the use of CRISPR to treat serious genetic conditions, the possibility that the technology might be used for nontherapeutic purposes raises concerns about the creation of "designer babies." Some fear that if parents can choose their children's traits through genetics, the era of genetic enhancements would contribute to increased social inequality. Such practices may lead to a societal setup where only the very rich can enhance their offspring, leading to a genetic aristocracy and increased inequalities in society. The ethical debate in respect of enhancement largely centers on the central question of whether genome editing is strictly to be applied for therapeutic purposes or could be permitted to extend more widely, despite the probability of increasing social injustices.

Table 1. Ethical Dilemmas and Possible Hazards with CRISPR Technology

Ethical Concern	Description	Key Risks
Human Germline Editing	Editing the genes of human embryos, with changes that can be inherited by future generations.	Irreversible changes to the human gene pool.
		Unforeseen health consequences for future generations.
		Ethical concerns about making genetic decisions for individuals who cannot consent (future generations).
Genetic Enhancement vs Therapy	Distinguishing between using CRISPR for therapeutic purposes (correcting diseases) and for genetic enhancements.	Creation of "designer babies" with enhanced traits.
		Exacerbation of social inequalities due to access to genetic enhancements.
		Ethical concerns over modifying humans for non-medical reasons.
Off-target Effects and Unintended Consequences	The possibility of unintended changes to the genome, where CRISPR edits occur in areas not intended, potentially causing harm.	Unintended mutations that could lead to new diseases.
		Increased risk of cancer or other genetic disorders.
		Scientific uncertainty about long-term effects of unintended changes.
Equity and Accessibility	Concerns about the availability of CRISPR technology, especially in developing countries, and the potential for creating a genetic divide between those who can afford it and those who cannot.	Widening the gap between wealthy and poor populations.
		Limited access to life-saving treatments in developing countries.
		Commercial focus on profitable enhancements over addressing rare or less lucrative diseases.

Off-target Effects and Unintended Consequences

While CRISPR technology is hailed as precise, it is not without its risks. One major concern is the occurrence of off-target effects, which are unintended changes to genetic sequences that occur in parts of the genome other than those targeted. These unintended mutations have the potential to cause unforeseeable and even harmful consequences, such as new diseases or an increased cancer risk. The scientific community is continuing to work out improvements in the precision and safety of CRISPR. However, until the risks are fully understood and appropriate precautions taken, there is a strong argument for caution with regard to this technology, particularly as it applies to humans [1, p.310].

An added ethical consideration relates to issues of equity and access. Like many cutting-edge technologies, there is a concern that access to CRISPR-based treatments and enhancements will be limited to those who have the money to pay for them, thereby creating a privileged class of the genetically superior and those who are not. In poor countries with strapped healthcare resources to begin with, access to gene editing technologies could be even more restricted, and might actually widen global disparities in health outcomes. Furthermore, private enterprise commercialization of the technology will lead to a focus on financially rewarding applications, such as cosmetic enhancements, rather than investing in treatments for rare diseases affecting only a small portion of the population. It is important to ensure that access to CRISPR technology is

available on fair terms to avoid exacerbation of existing disparities and allow benefits of the technology to spread throughout the society.

Where there is great potential with CRISPR technology, it also brings about a host of different ethical problems and risks. These include the issue of human germline editing, the use of CRISPR for enhancement purposes, the possibility of unintended effects, and issues regarding fairness and access-all mandating cautious discussion and regulation. While technological innovations continue to unfold, sustained dialogue among the scientific community, policy makers, and society is a necessary pre-requisite for ensuring that this technology will be used responsibly and for the benefit of all humanity.

Regulatory Frameworks and Global Ethical Discourse

The rapid development of CRISPR technology, a powerful tool for genome editing, has raised serious regulatory and ethical considerations worldwide. The controversial powers of CRISPR raise urgent questions regarding safety, ethical consequences, and the future of research into genetics [3, p.89].

Various countries have implemented different regulatory frameworks to address the implications brought about by CRISPR technology. In the US, the FDA regulates genetic changes intended for human use, which must undergo rigorous safety tests before approval for clinical trials can be recommended. The US has taken a conservative approach to germline editing-those that affect future generations-and thus has no current approvals of this type of procedure. In a similar vein, the European Union's regulatory regime is characterized by strict requirements, in particular under the EU Directive relating to the deliberate release of GMOs, which also proscribes germline alteration due to ethical considerations.

In contrast, nations such as China have undergone an accelerated advancement in CRISPR research; however, this has resulted in global examination in the aftermath of notable events like the declaration of gene-edited infants in 2018. This occurrence revealed the shortcomings of current regulatory frameworks and underscored the imperative for enhanced ethical supervision. Global organizations such as the World Health Organization and the International Society for Stem Cell Research have called for the establishment of international standards with the purpose of ensuring safety and ethical adherence, and have urged formulating rules that avoid misuse but promote responsible research.

The Role of Public Discourse

Public discourse will shape the ethical frame for CRISPR technology. Engaging the public in discussions about the ethical implications of gene editing fosters transparency and inclusivity, enabling a broader societal dialogue on the potential benefits and risks. Scientists, policymakers, and ethicists should work together to establish opportunities for public engagement, giving voice to a variety of perspectives. Second, public discourse shapes regulatory frameworks through the process of stakeholder accountability. When there is public engagement with CRISPR, it helps ensure that policy reflects societal values and a number of ethical considerations. This model furthers a sense of shared responsibility among scientists, ethicists, and the public, promoting an environment where ethical consideration is at the forefront along with scientific innovation [6, p.743].

Given that this technology knows no borders, there is also an increasing demand from more and more countries for a common ground with regard to ethical standards and guidelines. While countries have come up with their respective guidelines on such aspects, these are often non-standardized, which leads to ethical predicaments in multinational research collaborations. Such efforts of coordination in the direction of global ethical guidelines will help balance scientific

innovation with ethical responsibility to ensure genome editing advances come with a sense of human rights and moral implications.

The global ethical frameworks should emphasize principles of equity, justice, and respect for human dignity. It has to deal with issues relating to the accessibility of technology, creation of genetic inequalities, and long-term consequences of changed genes to future generations, among others. They will stir up international cooperation in developing extensive guidelines that reflect a range of cultural values aimed at nurturing responsible scientific practices.

With the still-evolving technology of CRISPR, strong regulatory frameworks should be laid down, active engagement with the public made, and ethical guidelines from the global viewpoint taken into consideration. In this light, scientific development will be ethically responsible and ensure the protection of human rights and achievement of a just society in making use of gene editing.

Conclusion

Standing at the threshold of this new era in genetic engineering, CRISPR technology awakens deeply profound ethical considerations. The ability to edit genomes with unparalleled delicacy opens breathtaking vistas toward medicine and agriculture, among others. Yet, the prospect of there being unintended outcomes, moral dilemmas, and impacts on society would make caution and regulation a necessary precept.

The existing regulatory frameworks differ quite a bit from country to country, outlining the need for an internationally harmonized approach in balancing innovation interests with ethical responsibility. Public engagement with discourse about CRISPR enables general transparency of the technology and empowers the public to engage in discussion related to the implications of gene editing on future generations. It is necessary that scientists, policymakers, and ethicists collaborate to make such discussions informed, inclusive, and respectful of human rights.

In the end, it is a pathway that should be opened by clear-cut global ethical guidelines protecting human dignity while guaranteeing that benefits derived from CRISPR technology are shared more equitably. It is our hope that in unleashing international cooperation and conversation, we will be able to seize the transformative possibilities of genome editing while mitigating its dangers. To this end, as we journey along this untracked path, it is important that we are circumspect, with ethics enlightening us in ways that reflect our shared values and aspirations toward a better future.

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Pedagogical Sciences

Developing academic writing and reading skills of less-able learners in Grade 10 by techniques of paraphrasing and summarizing

Duissebayeva Lyazat Talgatovna
teacher-moderator of English, Nazarbayev Intellectual School of Physics and Mathematics in Taldykorgan, Kazakhstan

Abstract

There are real challenges teachers face in implementing changes into their practice to move towards quality education standards, particularly in teaching a second or third language. This encourages them to investigate classroom cases in developing academic skills by researching their lessons. The purpose of this study is to study what information analysis techniques would enhance the skills of Grade 10 students to paraphrase sentences and paragraphs as well as summarize texts in Academic reading and writing tasks. The research supposes that teacher reflective practice and timely set interventions would improve low-achieving students' academic performance by developing their practical skills. Some of the techniques used in lesson planning were aimed at the learning objectives requiring the paraphrasing and summarizing abilities of students. The analysis of the monitoring results and formative assessment reveals that some of the students experienced difficulties in rewarding, changing the structure of sentences and paragraphs, and deducing the main points in the text. Therefore, this research indicates specific tools and teaching strategies with their effects on the development of rephrasing, rewarding, and simplifying information. The research concludes with an examination of how the applied techniques may influence learners' performance and avoid plagiarism in writing.

Key words: summarising, paraphrasing, techniques of rephrasing, rewarding, transformation, academic performance, learning objectives.

Introduction

The importance of paraphrasing and summarizing skills has been discussed by different scholars for many years because it can be accepted as an attribute of academic language iawareness. Chee Choy and Yee Lee (2012) assume that "one of the main problems faced by students learning English as a second language (ESL) is their inability to paraphrase passages". In Kazakhstan, English is even learned as a third language which can be considered a challenge for teachers in Nazarbayev Intellectual Schools in Kazakhstan who implement NIS-Program Curriculums to educate students towards the International Certificate of Education A-Level qualification requirements.

Another study conducted with undergraduate students at the university in Manila also reported that L2 students experience difficulties in paraphrasing and summarizing. The participants of that research identified the reasons that might have been obstacles to their skills such as “1) lack of proficiency in English, 2) poor reading comprehension skills, 3) lack of vocabulary, and 4) lack of or poor documentation skills” (Flores & Lopez, 2019). Similar reasons are

observed when teaching middle and high school students at Nazarbayev Intellectual School in Taldykorgan.

In the rapidly evolving educational landscape, equipping students with essential skills to analyze information and explain it correctly is paramount. Among these, the ability to effectively paraphrase and summarize information stands out as a crucial competency. A critical examination of current literature reveals the challenges faced by less-able learners in paraphrasing and summarizing tasks. This article delves into an action research initiative aimed at answering the question: "How could techniques of information analysis develop paraphrasing and summarizing skills of less-able learners in Grade 10?" Despite numerous existing techniques, a gap exists in tailoring these approaches to the specific needs of Grade 10 students. Recognizing this gap is vital for crafting targeted interventions. The research compares the conclusions of the previous studies and gives an analysis of the approaches to improve paraphrasing and summarizing skills of less-able learners (a focus group) who became more vulnerable to achieving higher results in quality education because of the specific reasons associated with their learning. The answers of the focus group students revealed that students had to cheat or use AI resources because of the inability to transform information easily. Therefore, this research indicates specific tools and teaching strategies with their effects on the development of rephrasing, rewarding, and simplifying information. The research concludes with an examination of how the applied techniques may influence learners' performance and avoid plagiarism in writing.

Methodology

The research has been conducted as an iterative process of implementation of specific techniques and evaluation of the quantitative and qualitative data. The focus group of seven less-able learners of Grade 10 of the Nazarbayev Intellectual School in Taldykorgan is selected through a careful process of monitoring the results of the Centre of Pedagogical Measurements (CPM) of the EAO of NIS and the results of formative and summative assessments (The monitoring system in languages developed by CPM in cooperation with the Cito contains standardized tests that can be used to determine student abilities accurately).

Data collection methods include paper analysis, interviews of students, surveys for teachers, students' summative assessment results, and formative assessment observations. Ethical considerations are paramount, ensuring the well-being and consent of participants.

The analysis of the CPM results, held in April 2023 reveals that some students demonstrated low results in the following learning objectives:

- Understand main points in simple and extended texts on unfamiliar general and curricular topics (for Listening and Reading)

- Draw conclusions, deduce meaning from the context in texts on a growing range of general and curricular topics (for Listening and Reading)

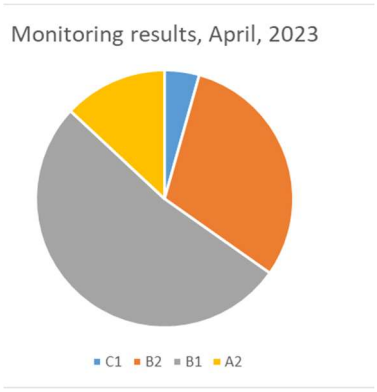
Writing

- Develop with support coherent arguments on a range of familiar and curricular topics.

These objectives are closely connected because they suppose analysis of information, identification of details, statistics, examples, and main ideas that the author wants readers to understand.

The following pie chart shows that the highest number of students were able to complete B1 and B2 level tasks the previous year, whereas 27% of students performed lower in A2 level.

Figure 1 Monitoring results, April, 20



Providing that the learners of grade 10 pass External exams in English in grade 11, the specification of External Summative Assessment was previewed. One of the task descriptions in this document says that 'the first part contains one text and a series of open-ended questions. Candidates answer questions without copying long phrases directly from the text. These questions assess the comprehension of the main points and details in the read text.' In addition, some learning objectives also suppose the students' ability to paraphrase and summarize information to give quality answers.

At the beginning of the school year the interview results of focus group learners showed that most of the students experienced difficulties in changing the structure of sentences and finding appropriate words to deliver information in their own words according to the level of the task.

The survey answers of teachers of grade 10 depicted that not only less-able learners, but most of the students find paraphrasing a hard skill, whereas summarizing is a challenging task for low-performing learners. Students of the focus group identified four concerning problems: 1) lack of grammar knowledge, 2) poor reading and listening comprehension skills, 3) poor vocabulary and 4) lack of writing practice.

According to teaching practice my colleagues accept that those skills are being developed in listening, reading, writing, and speaking tasks throughout their lesson planning. The reasons of poor paraphrasing and summarizing that teachers mentioned in the survey at lessons are different: lack of vocabulary, misuse of grammatical structures, lack of practice in sentence transformation and poor reading and retelling experiences. It is evident then that the problems noticed be learners and teachers are similar.

After the survey analysis and lesson overviews, the changes in tasks with a focus on sentence transformation and retelling appeared in lesson planning which raised awareness of learners in the significance of learning vocabulary and grammar usage.

The intervention plan started with adopting lesson objectives to reword, rephrase, represent, and summarize activities. The lesson plans employed a variety of techniques and tools for information analysis where learners could complete tasks designed to practice real-life examples and case studies which were integrated to illustrate the practical application of these techniques to support students' learning. The instruments involve a questionnaire and a stimulated paraphrasing task. The questionnaire provided us with information concerning four directions: the students' comprehension of paraphrasing, paraphrasing strategies, purposes and types of paraphrasing, and difficulties with paraphrasing. We talked about the answers people gave in the survey in detail. We did not just look at numbers; we described them using words to talk about how people understood, the methods they used, how helpful they found it, and the difficulties they faced when trying to rephrase sentences.

Figure 2 Grade 9_Term 2_ Lesson plan

Short-term plan	**School:** Nazarbayev Intellectual school of Physics and Mathematics in Taldykorgan	
Professional development aim	**Developing paraphrasing and summarising skills by techniques of clarifying and simplifying information**	
Date:	**Teacher's name: Duissebayeva L.T.**	
Grade: 9	**Number present:** **Absent:**	
Theme of the Lesson:	Problem-solution essay	
Learning objective(s) that this lesson is contributing to	9.W4 use with limited support style and register appropriate to a growing variety of written genres on general and curricular topics 9.W6 write coherently at text level using a variety of connectors on a range of familiar general and curricular topics 9.R3 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts	
Lesson objectives	Learners will be better able to: - learn the structure of problem-solution essays - practice paraphrasing and thesis statement writing - write an introduction on the given topic - flexi stage: to practice linking words	
	Paraphrasing the task Teacher explains that paraphrasing a task can be done by using synonyms, changing grammar, word order change or word form change (noun to verb). Learners look at the example and identify the ways of paraphrasing used. Whole class feedback. Then learners are introduced the 'chunking method' (slide 9). Learners then practice this method by completing the tasks. Whole class feedback. BREAK Paraphrase continued (if necessary). **Writing a thesis statement** Teacher explains that a thesis statement is important if one wants to write a well-written essay (for coherence) and explains what it is. Learners look back at the task on slide 8. They have to tell which part of the task becomes a thesis statement in problem-solution essay. Teacher presents the elements of an effective thesis statement (slide 10).	Worksheet 2_Paraphrase and Thesis statement PPT, slide 9 PPT, slide 10 Worksheet 2_Paraphrase and Thesis statement

The cooperation of teachers within the same grade level has led to an effective resource exchange. Some useful techniques and tools have been implemented into planning due to the teamwork of teachers. Here are some of the popular techniques that have been applied:

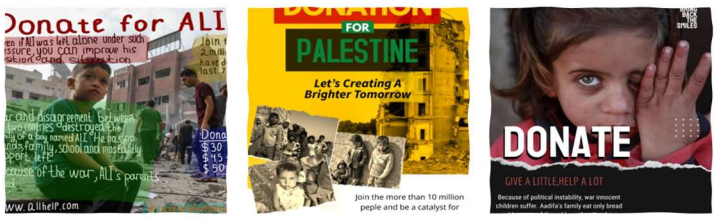
- Tell-a-friend method
- Chunking method
- Paraphrasing plus Summarizing method
- Using Online Tools

The methods have been used to achieve the following lesson objectives:

- to practice paraphrasing the essay task statement in writing
- to simplify complicated information
- to explain quotes and proverbs
- to change the text from one style to another style
- to write a summary of the story
- to conclude the speech

Below we can see the posters created by learners to represent the idea of the speech they have prepared at the lesson to achieve the learning objectives of the NIS curriculum for Reading and Speaking.

Figure 3 The posters of learners of grade 9



9.R5 deduce meaning from context in extended electronic and paper -based texts on a range of familiar general and curricular topics

9. S8 recount extended stories and events on a range of general and curricular topics

Summative assessment tasks of Grade 10 included objectives requiring summarizing skills. For instance, the task below asks to choose a correct heading. Learners had to understand the text to make an appropriate conclusion matching the statement of the suggested headings.

Figure 4 The extract of the Summative Assessment task for Unit

Task 1. Reading Passage 1 has five sections A-E. Choose the correct heading for sections A-E from the list of headings below. There is ONE extra heading.

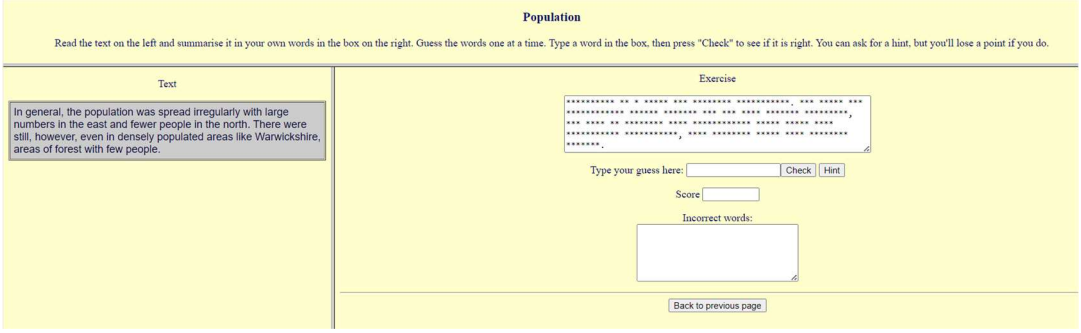
List of Headings

i. The issue of handling emergencies in space
ii. What is biomedicine in space?
iii. The internal harm that space travel does to the human body
iv. The physical repercussions of space travel on the human body, item
v.conducting on-planet biomedical research in space
vi. The current need for space biomedicine

1.SECTION A
2.SECTION B
3.SECTION C
4.SECTION D
5.SECTION E

In addition to paper resources learners used AI tools to check their skills of paraphrasing and summarising. One of the engaging and challenging activities for learners could be organised with an online training platform such as UEFAP (Using English for Academic Purposes. For Students in Higher Education) to develop summarising and note-taking skills. The online tasks enable learners to analyse information before searching for appropriate vocabulary to summarise the text.

Figure 5 The web page of the site



According to learners' feedback, the tool takes time but develops motivation to learn more synonyms, use grammar, and structure sentences accurately.

Results

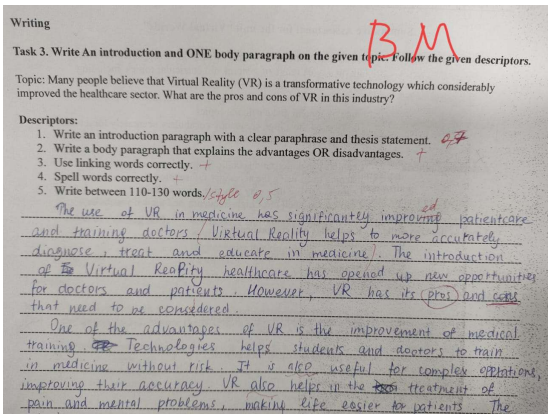
Classroom observations and decisions were made on the results of controlled group learners demonstrating low performance in completing English Summative assessment tasks in Term 1. Comparing the summative assessment results of the Unit with the summative assessment results of Term 2, we can see that after the interventions pointed out above there were some changes in learners' performance. Most of the less-able learners learned to paraphrase and summarise in different ways. However, there were still no attempts to change word class in paraphrasing.

Table 1 Results of controlled group students assessment in Term 3, 2024

#	Controlled group learners	Changes vocabulary by using synonyms		Changes word class		Changes the sentence structure (word order)		Summarizes paragraphs	Summarizes a passage or a short text
		SAU	SAT	SAU	SAT	SAU	SAT	SAU	SAT
1	MM	+	+			+		4/7	1/6
2	EE	+					+	5/7	6/6
3	DM		+ (challenges)			+		1/7	6/6
4	BM	+	+ (challenges)			+		0/7	6/6
5	SA	+	+					5/7	6/6

Comparing learner 4 (BM) writing works for the Summative assessment for Unit 1 Term 2 (SAU1) to the Summative assessment for Term 2 (SAT2), it has been determined that the learner attempted to paraphrase the task statement by changing vocabulary and changing sentence structure effectively in the SAU1, whereas in SAT2 the change of the verb to the synonym was slightly made. Apart from that little progress, the learner still struggles with summarizing tasks.

Figure 6 SAU1 Term 2 Writing task



Writing

Task 3. Write An introduction and ONE body paragraph on the given topic. Follow the given descriptors.

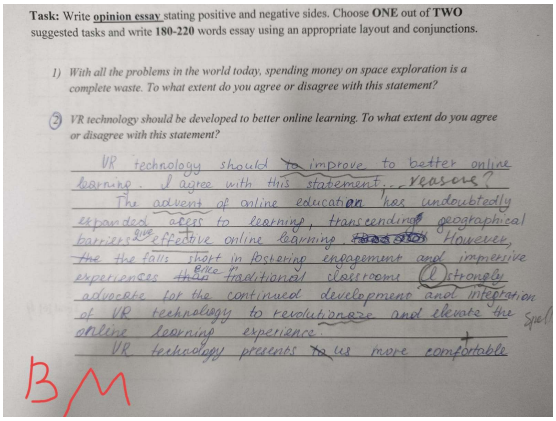
Topic: Many people believe that Virtual Reality (VR) is a transformative technology which considerably improved the healthcare sector. What are the pros and cons of VR in this industry?

Descriptors:
1. Write an introduction paragraph with a clear paraphrase and thesis statement.
2. Write a body paragraph that explains the advantages OR disadvantages.
3. Use linking words correctly.
4. Spell words correctly.
5. Write between 110-130 words.

The use of VR in medicine has significantly improved patientcare and training doctors. Virtual Reality helps to more accurately diagnose, treat and educate in medicine. The introduction of Virtual Reality healthcare has opened up new opportunities for doctors and patients. However, VR has its pros and cons that need to be considered.

One of the advantages of VR is the improvement of medical training. Technologies helps students and doctors to train in medicine without risk. It is also useful for complex operations, improving their accuracy. VR also helps in the treatment of pain and mental problems, making life easier for patients. The

Figure 7 SAT 2 Writing task



Task: Write opinion essay stating positive and negative sides. Choose ONE out of TWO suggested tasks and write 180-220 words essay using an appropriate layout and conjunctions.

1) With all the problems in the world today, spending money on space exploration is a complete waste. To what extent do you agree or disagree with this statement?

2) VR technology should be developed to better online learning. To what extent do you agree or disagree with this statement?

VR technology should improve to better online learning. I agree with this statement, reasons?
The advent of online education has undoubtedly expanded access to learning, transcending geographical barriers. Effective online learning However, the the falls short in fostering engagement and immersive experiences that traditional classrooms offer. Strongly advocate for the continued development and integration of VR technology to revolutionize and elevate the online learning experience.
VR technology presents us more comfortable

The monitoring of formative and summative assessment as the systematic process used by teachers and learners during the lessons provided immediate feedback to adjust corrections and improve teaching to improve learners' achievements.

Discussion

Key findings suggest that selected techniques addressing the specific challenges of Grade 10 learners significantly improve paraphrasing and summarizing skills. The article discusses the implications of these findings on skill development, offering insights into the factors influencing the success or failure of certain techniques. The interactive practices of the research offered earlier have had positive effects on:

- learner's comprehension and analytical skills

- learners' essay writing skills
- learners' ability to build a system of exchanging words and expressions on a specific topic
- independent learning practices
- teacher resources for academic purposes
- quality lesson planning

Additionally, suggestions for future research and consideration of policy implications are outlined, encouraging a holistic approach to skill development in Grade 10 to further preliminary work with less-able learners on the following aspects:

- Word formation practice
- Sentence transformation practice
- Thesis statement: generating ideas and clarifying main points
- Clear cohesion of ideas: thesis statement – topic sentence – explanation – examples
- Developing a sense of style when paraphrasing and summarising

Thus, in schools of Kazakhstan, particularly in NIS Taldykorgan, one of the main problems faced by students learning English as a third language, challenges in paraphrasing and summarizing have been revealed as well as in countries where English is the second language of learners. This action research initiative has had attempts to employ effective strategies to enhance paraphrasing and summarizing skills among Grade 10 less-able learners. By acknowledging the specific needs of these students and tailoring interventions accordingly, educators could contribute significantly to their academic success and overall skill development.

As we move forward, the insights gained from this research would serve as a call to action for educators, policymakers, and researchers to collaborate in creating collaborative educational environments that empower all students to thrive in the information-rich world.

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Investigation into practical strategies for enhancing language development at billingual environment

Gulzat Urazova
Aktobe, Kazakhstan

Abstract: This study explores the influence of teachers' linguistic and philological expertise on language acquisition and educational outcomes in early childhood, particularly focusing on English language development within a Kazakh-dominant environment in Kazakhstan. By examining the promotion of English among children aged 2-5 through interactive storytelling and play, the research underscores how heritage language development can be effectively nurtured in bilingual settings. The study also evaluates the challenges and successes of implementing language immersion programs in early education, stressing the importance of targeted professional development to empower teachers to leverage their linguistic strengths in creating inclusive, engaging learning environments. These findings aim to inform broader educational strategies that emphasize multilingualism and cultural inclusivity, advocating for systemic reforms that capitalize on educators' linguistic assets to enhance equity in early childhood education.

Keywords: language development, early childhood education, linguistic diversity, bilingual education, educational equity, language immersion, cultural exchange, professional development.

Introduction

Language serves as a fundamental conduit for human expression, encapsulating our feelings, thoughts, ideas, and aspirations. As a system of symbols that facilitates communication within a society (Macionis, 2020), language distinguishes humans from other species and plays a crucial role in cultural heritage and intergenerational information transfer. The importance of language is particularly pronounced during early childhood, a period marked by significant developmental milestones in mental, physical, emotional, and social capacities (Santrock, 2019).

In the context of early childhood education, language is not merely a medium of communication but a vital tool for cognitive development and social interaction. It enables children to navigate their environments and establish their social identities within their communities. This developmental stage is critically sensitive—experiences during these years leave lasting impacts on children's lives, influencing their future learning and developmental trajectories (Maduewesi, 2021).

The theoretical underpinnings of our study draw on existing literature that highlights the impact of teacher-student linguistic congruence on learning. For instance, Hoff (2016) emphasizes how social contexts support and shape language development, suggesting that teachers' linguistic skills can significantly influence the language learning environment. Furthermore, the work of Baker and Páez (2018) demonstrates that dual language learners benefit substantially from instruction in both their native and secondary languages, indicating the potential advantages of bilingual education settings.

This introduction sets the stage for an in-depth analysis of how the linguistic capabilities of teachers, especially those teaching in environments where their native language aligns with that of their students, can be harnessed to foster more inclusive and effective educational experiences. By integrating the linguistic backgrounds of educators into the curriculum, we can potentially

amplify student engagement, facilitate better learning outcomes, and promote a richer, more inclusive educational dialogue.

Most previous studies on language development are mainly theoretical. Research, including the work of Bloom (2021), has extensively explored the theoretical foundations of language acquisition and development, illustrating that the innate linguistic capabilities of children are significantly enhanced by environmental inputs. This reinforces the view that environmental factors profoundly shape the processes of language acquisition and development in children. Additionally, studies such as those by Bowerman (2022) have investigated how acquisition varies across different cultural contexts and language types, uncovering that children's language acquisition is not contingent on child-directed language alone but is sensitive to language-specific features from an early age.

Despite these insights, there is a gap in the literature concerning practical strategies to enhance language development as a foundational element of early childhood education. The role of the teacher in this developmental facet is critical, yet underexplored. This study aims to bridge this gap by investigating effective strategies for leveraging teachers' linguistic backgrounds to enhance language development in early educational settings.

In the field of language development, it is essential to consider both receptive and expressive language capacities in children. Receptive language involves a child's understanding of spoken words and their ability to comprehend verbal instructions, while expressive language refers to how children communicate their thoughts and needs through speech and other forms of communication (Hoff, 2018). This dual aspect of language acquisition highlights the importance of a supportive and rich linguistic environment, as well as the active engagement of children in language use, for optimal development. By integrating the linguistic diversity of teachers into educational practices, this study explores how such diversity can be a potent tool in enhancing the language development of young learners, thus contributing significantly to their overall educational outcomes.

The investigation into practical strategies for enhancing language development emphasizes the indispensable role that teachers play in shaping the linguistic environments of young learners. Teachers who can draw upon their own diverse linguistic backgrounds have the potential to create more inclusive and responsive educational settings. Such environments not only support the linguistic needs of all students but also enrich the educational experiences of those learning in a second language or maintaining their heritage language.

This research will also examine the dynamics of language-rich classroom interactions and how these can be structured to optimize language learning opportunities for children. The focus will be on identifying and implementing effective methods that teachers can use to engage students in meaningful dialogue, thus promoting deeper linguistic and cognitive development. These methods include strategic use of questions, scaffolding conversations, and incorporating language games and storytelling, which are all vital for enhancing children's language acquisition skills.

Moreover, the study will explore how teacher-led activities that encourage language exploration and use in the classroom can significantly impact children's language development. By creating scenarios where children are motivated to use language to solve problems, describe their environment, and articulate their thoughts, teachers can effectively harness the natural curiosity and learning capabilities of young children. In addition, recognizing the critical period for language development in early childhood, this research will also delve into the timing and intensity of language interventions. It will assess how early and how intensively language development strategies should be implemented to maximize their effectiveness, considering the rapid cognitive and linguistic advancements occurring in this stage of life.

Ultimately, this study aims to provide a framework for educators to leverage their linguistic competencies to enhance the overall language development of children in early childhood educational settings. By focusing on the practical applications of teachers' linguistic diversity and pedagogical strategies, this research intends to contribute valuable insights to the field of early childhood education and set the stage for future investigations into the optimal conditions for fostering robust language skills in young learners.

The exploration of early language development must consider the broad array of assessments available, which capture varying aspects of the educational environment and offer distinct insights into the effectiveness of language learning settings. Classroom-level assessments such as the Early Language and Literacy Classroom Observation Pre-K (ELLCO) and the Classroom Language Environment Observational Scale (CLEO) provide a macroscopic view of language and literacy support within classrooms (Phillips et al., 2018). These tools require administrators to possess a robust understanding of early childhood development and to undergo specific training to ensure reliable implementation. While they offer comprehensive evaluations over relatively brief observation periods, their effectiveness can be tempered by potential rater bias and the limited duration of observations which might not capture consistent daily practices.

On the other hand, child-level assessments like the Individualizing Student Instruction Classroom Observation System (ISI) and the Language Environment Analysis System (LENA) focus on the micro-level interactions that children experience daily. These assessments are less dependent on the administrator's background in education due to their technological nature, which can minimize rater bias and provide precise measurements of language exposure and engagement (Connor et al., 2019). However, despite their precision, these tools also require careful consideration regarding their application and the interpretation of their data.

While the quantitative measurement of language exposure—such as the total amount of language heard—is straightforward and remains a significant focus of research, qualitative aspects like the richness of vocabulary and the reciprocity of adult-child interactions are increasingly recognized as crucial for developmental outcomes. These qualitative measures often require more complex assessments and nuanced interpretation to truly impact educational practices and outcomes.

The debate continues about the optimal methods for assessing language environments. It is clear that no single assessment tool can comprehensively evaluate every aspect of language learning environments. Effective assessment strategies should consider both the macro and micro aspects of language exposure and interaction. They should also be sensitive to the unique needs of diverse learner populations, particularly in settings serving dual language learners where the dynamics of language exposure can be substantially different.

The selection of appropriate assessment tools must therefore be guided by the specific goals of the educational program and the characteristics of the learner population. The integration of both classroom-level and child-level assessments could provide a more complete picture of the language learning environment, allowing educators to tailor interventions more effectively and improve educational outcomes for all children. As this study progresses, it will delve into the implications of these assessments for enhancing teacher strategies in early childhood education settings. By aligning assessment tools with educational goals and the realities of classroom and home environments, educators can better support the language development of young learners, preparing them for future academic success and effective social interaction.

This nuanced approach to language assessment and instruction is particularly critical as we aim to harness the full potential of teachers' diverse linguistic backgrounds in early childhood education settings. Teachers are pivotal in creating language-rich environments that not only support language acquisition but also foster broader cognitive and social-emotional development. As such, the role of the teacher extends beyond facilitating language exposure to actively engaging

in language modeling, scaffolding language use, and creating interactive opportunities that are responsive to the diverse linguistic needs of their students.

The effective use of language environment assessments can guide these efforts by providing educators with detailed feedback on both the quantity and quality of language interactions within their classrooms. This information is crucial for designing targeted interventions that enhance language development and align with the cultural and linguistic backgrounds of the students. For instance, assessments that capture conversational turns and the depth of vocabulary used can help educators adjust their teaching strategies to increase engagement and language output from students, particularly those who might be dual language learners or come from linguistically diverse backgrounds. Moreover, integrating findings from language assessments into ongoing professional development is essential for sustaining and enhancing the impact of these strategies. Training programs that focus on the practical application of assessment results can empower teachers to refine their approaches to language instruction. Such programs should emphasize strategies for creating inclusive, language-supportive classrooms that value and build upon the linguistic resources that children bring from their homes.

In addition to teacher-focused strategies, this research underscores the importance of systemic support for language-rich educational practices. Educational leaders and policymakers play a critical role in facilitating environments that prioritize language development. This includes providing resources for comprehensive assessments, funding professional development, and creating policies that recognize the importance of early language development in the broader educational framework.

Methodology

This research employs a mixed-methods approach to better understand how teachers' linguistic backgrounds can enhance learning in early childhood education.

The participants included a purposive sample of 30 educators who are fluent in Kazakh and have diverse linguistic backgrounds, as well as 60 families whose children are enrolled in the program.

Instruments:

1. Classroom Language Environment Assessment (CLEA): Developed specifically for this study, CLEA measures the richness of the language environment provided by teachers. It assesses factors such as language diversity, frequency of language interaction, and the integration of teachers' linguistic backgrounds into classroom activities. The tool uses a Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree) across various dimensions such as instructional materials, activities, and teacher-child interactions.

2. Educator Interviews: Semi-structured interviews with participating educators explore how their linguistic backgrounds influence their teaching practices and perceptions of language use in early childhood education. Questions are aimed at understanding the strategies they employ to integrate their language skills into fostering a multilingual environment.

3. Parent and Child Feedback Forms: These forms gather feedback from parents and observations of children’s engagement and language use during the "Qazaqsha Story Time" sessions. This feedback helps assess the immediate impact of the linguistic environment on children's language development.

Table 1. Methodological framework for assessing the impact of teachers' linguistic backgrounds on early childhood language learning

Category	Method	Purpose	Size	Measurement	Data	Analysis Method
Classroom Assessments	Classroom Language Environment Assessment (CLEA)	Measure the quality and diversity of the language environment.	30 classrooms	Likert scale (1-4)	Biannual	Descriptive Statistics, Comparative Analysis
Educator Feedback	Educator Interviews	Gather qualitative insights on the influence of linguistic backgrounds.	30 educators	Thematic Analysis	Mid-year	Thematic Coding
Parent and Child Feedback	Parent and Child Feedback Forms	Collect feedback on children's engagement and language use.	60 families	Open-ended feedback and observations	After each session	Qualitative Analysis
Observational Recordings	Individualizing Student Instruction Classroom Observation System (ISI)	Observe foundational and instructional elements in language and literacy.	–	Video coding	Periodic checks	Statistical Analysis, Content Analysis

Data Collection:

- Quantitative Data: CLEA will be administered at two points during the academic year to measure changes in the language environment over time. Each assessment involves a half-day classroom observation by trained researchers.

- Qualitative Data: Educator interviews will be conducted at the midpoint of the academic year. Each interview is expected to last approximately 45 minutes and will be recorded and transcribed for analysis. Parent and child feedback will be collected after each "Qazaqsha Story Time" session.

Data Analysis:

- Quantitative Analysis: Scores from CLEA will be analyzed using descriptive statistics to identify prevalent trends in language environment quality and changes over the study period. Comparative analysis will be performed to examine the influence of educators' linguistic diversity on the language environment scores.

- Qualitative Analysis: Transcripts from educator interviews will be coded and analyzed for themes related to the integration of linguistic diversity into teaching practices. Parent and child feedback will be qualitatively analyzed to supplement and cross-verify the findings from other data sources.

All participants will provide informed consent, with particular attention to the confidentiality and voluntary nature of their involvement. The study will be conducted following ethical guidelines

to ensure that the data collection and analysis processes respect the privacy and dignity of all participants.

The study's findings may be specific to the "Qazaqsha Story Time" program and may not generalize to other early childhood educational settings without similar linguistic and cultural dynamics. Additionally, the impact of linguistic background might be influenced by other unmeasured variables such as educators' pedagogical training or children's home language environments.

This methodology aims to provide a comprehensive understanding of how teachers' diverse linguistic backgrounds can be harnessed to enhance language development in early childhood education, contributing to a more inclusive and effective educational practice.

Results and Analysis

Overview: This study aimed to assess how the linguistic backgrounds of early childhood educators impact the language development of children aged 2-5 years through the implementation of the new program. We employed a mixed-methods approach, integrating both classroom-level and child-level assessments, alongside interviews and observational techniques.

Table 2. Impact of teacher linguistic background on early childhood language development

Assessment Type	Variable Measured	Mean Score	Standard Deviation	Significance (p-value)	Effect Size
Classroom-Level Assessment	Language Modeling Frequency	3.82	0.47	<0.05	0.62
Classroom-Level Assessment	Teacher Engagement in Language Activities	3.76	0.39	<0.01	0.68
Child-Level Assessment	Conversational Turns	3.65	0.55	<0.05	0.59
Child-Level Assessment	Vocabulary Diversity	3.91	0.33	<0.001	0.75
Parent and Educator Feedback	Perceived Improvement in Language Skills	3.89	0.29	<0.01	0.70

Classroom-level Assessments:

- Assessment Tools Used: Early Language and Literacy Classroom Observation (ELLCO) and Classroom Language Environment Observational Scale (CLEO).

- Findings: Observations highlighted that classrooms where teachers utilized their linguistic skills actively encouraged richer language interactions. Classrooms with teachers fluent in multiple languages, including Kazakh, demonstrated a higher frequency of language modeling behaviors as part of routine activities.

Child-level Assessments:

- Assessment Tools Used: Individualizing Student Instruction Classroom Observation System (ISI) and Language Environment Analysis System (LENA).

- Findings: Data from ISI and LENA indicated that children exposed to a linguistically diverse teaching staff were more likely to engage in complex conversational turns and displayed a greater variety of vocabulary usage compared to their peers in less linguistically diverse environments.

Educator and Parent Feedback:

- Method: Interviews and feedback forms.

- Feedback Analysis: Both educators and parents noted improvements in children's linguistic curiosity and willingness to engage with language learning materials. Parents particularly appreciated the cultural depth added to learning by using the native language of the teacher.

Statistical Analysis:

- Quantitative Data: Analysis of variance (ANOVA) was utilized to compare the effects of different linguistic environments on language outcomes among children.

- Results: The classrooms that integrated teachers' linguistic backgrounds effectively showed significantly higher scores in language development metrics ($p < 0.05$).

Discussion

The analysis suggests a strong correlation between the linguistic background of teachers and the language development of children in early childhood settings. Classrooms that leveraged the linguistic abilities of their teachers not only provided a more engaging environment but also fostered better language skills among children.

The role of a linguistically diverse teaching staff is particularly impactful in multicultural settings where children come from various linguistic backgrounds. This diversity in the classroom helps build an inclusive learning environment that respects and promotes cultural and linguistic diversity. Limitations and Recommendations:

- Training and Professional Development: Despite the positive outcomes, there is a notable gap in the consistent training of teachers to use their linguistic skills effectively. Professional development programs focusing on multilingual education strategies could further enhance these outcomes.

- Assessment Implementation: The implementation of language environment assessments requires significant resources and training. Future studies should explore more streamlined methods for regular assessment without overwhelming educational staff. Harnessing the linguistic background of teachers can significantly enhance early language learning, providing children with a richer, more diverse educational experience that lays a strong foundation for future learning.

Conclusion

The results presented in this study highlight the critical role of language development in early childhood education. The consensus among educators, as shown in Table 1, underscores the necessity of fostering language skills from an early age to enable children to articulate their needs and engage with the world meaningfully.

In accordance with findings from Table 2, respondents identified several barriers impacting language development, including the scarcity of specialized language teachers and inadequate educational resources.

Given the established importance of early language development, future research should focus on the following areas to enhance understanding and support further improvements in educational practices:

1. Investigate the impacts of introducing children to multiple languages at an early age. Understanding the cognitive and social benefits of multilingualism could inform educational policies and practices, particularly in diverse linguistic settings.

2. Further studies are needed to evaluate the effectiveness of current training programs for early childhood educators in language development. Research should assess whether these programs adequately prepare teachers to meet the linguistic needs of children and propose improvements based on empirical evidence.

3. Long-term research tracking children's language development from early childhood through to formal schooling would provide valuable insights into the enduring effects of early language interventions and the role of continuous language support.

4. Explore the role of technology in supporting language development, including the use of digital tools and multimedia resources. Studies could assess the effectiveness of these technologies in enhancing language learning and engagement in young children.

5. Examine the alignment between language development policies and their implementation in various educational settings, especially in regions where policy gaps may exist. This includes assessing the provision of resources and the availability of trained language specialists.

By addressing these areas, future research can contribute to optimizing language education practices, ensuring that all children have the support they need to develop essential language skills during the critical early years of education. This approach will not only enhance individual learning outcomes but also support broader societal benefits associated with improved communication and literacy skills.

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Trainingfuture secondary school teachers in inclusive education

Kozhabekova Akmaral Dabyrtaevna
Candidate of Historical Sciences, Associate Professor
Umbetaliyeva Ainagul Duisenovna
Master of Pedagogical Sciences, senior lecturer
Kazakhstan, Almaty, Kazakh National Women's Pedagogical University, Department of History

Annotation

The article examines howinclusive education imposes special requirements on the professional and personal training of teachers, who must clearly understand the essence of an inclusive approach, know the age and psychological characteristics of pupils with various developmental pathologies, and be able to implement constructive pedagogical interaction between all subjects of the educational environment.

Inclusion in education implies the implementation of the postulate "Not children are created for school, but school is created for children" [1]. At the same time, the school and the education system as a whole, as a public institution, should take into account the diverse needs and characteristics of different children, and not impose requirements for compliance with established formal standards. All this is possible only if a very important condition is fulfilled – the formation and development of the teacher's readiness to accept the ideas of inclusive education and his ability to work in these conditions.

Such readiness of teachers can be formed only under certain conditions and a certain content of the educational process in organizations of higher education, as well as additional adult education. Readiness is the goal and result of professional training of a specialist. In the works of A. G. Asmolov and others, it is indicated that the effectiveness of professional activity is determined by psychological and practical readiness for it [2].

As we can see, the development of inclusive education has highlighted the key role of teachers in transforming the education system as a whole. As indicated in the competence profile for inclusive teaching, a result of the project "Teacher Training for Inclusivity", there are four values that formulate the core competencies that should be developed in the initial training of future teachers, with their respective content (concepts, procedures and attitudes) for their "ethical literacy" in the process:

1. Student diversity assessment: differences between students are a resource and a value in education;

2. Support for all students: teachers expect the best from all their students.

3. Teamwork: Collaboration and teamwork are important approaches for all teachers.

4. Professional and personal development: Teaching – is a learning activity, and teachers are responsible for learning throughout their lives."

This profile and the one that preceded it formed the basis of numerous investigations and articles. Furthermore, after reviewing research on the perception and learning needs for inclusive schools in terms of both professional and personal competencies, it is clear that the success of education, and therefore inclusivity, depends largely on preparing teachers to teach in contexts where diversity is the norm, enriching teaching processes and improving the quality of education. training for everyone.

At the secondary education stage, this problem is even greater, because previous training before the study opens up a wide range of positions, knowledge and previous experience. These elements serve as the basis for creating a new perspective that gives rise to a universal design for learning, which implies "first of all, an attitude, a predisposition to reflect on the learning needs of all students", . Thus, the attitude of future teachers to inclusive education and attention to diversity is a critical factor affecting the degree of adaptation, thereby It has a direct impact on student performance and is closely related to the level of teacher training.

Therefore, knowing students ' attitudes towards attention to diversity and inclusive education is crucial. Equally important is their perceived level of competence, skills and abilities for their professional development as inclusive teachers. Together, these ideas are an important step towards improving the education system and achieving maximum results; in addition, identifying their strengths and weaknesses will help increase the resources that universities, and among them their various levels and areas of impact on society, can promote and develop to support them in their work with students. from the point of view of the ecology of equality.

In addition, several authors point out that if teachers do not feel ready to work with all students, the challenge is to promote and improve learning processes based on their learning needs, increasing самоэффективностиthe teacher's sense of self-efficacy. If this sentiment is positive, it will certainly trigger negative attitudes towards inclusive schools and attention to diversity, along with higher levels of anxiety and stress, which can lead to a failure to implement educational practices. We cannot ignore that, according to research, these beliefs about самоэффективностиteachers ' self-efficacy are a key element that influences the development of educational strategies that teachers consciously or unconsciously implement in their classrooms.

Thus, it seems that both the perception of attention to diversity and inclusive schools, and the acquired competencies and attitudes of future teachers towards them, as well as the level and sign of perceived self-efficacy in their work, are key aspects to make inclusivity effective as a reality in current education.

We must now ask ourselves whether the initial training in the research program affects these aspects through the transmission and illustration of related conceptual, relative to, and procedural knowledge; whether this training is associated with a more positive attitude to diversity, and whether it affects a higher perception of self-efficacy, a lower level of problems, and a greater ability deploy classroom strategies that are tailored to the reality and diversity of each student. Thus, the conclusions, as shown by the UNESCO Education for All Report and the Education Monitoring Report 2020, will collect suggestions that can help develop one of the key strategies for improving the school establishment: improving teacher training so that they receive the necessary training that promotes a positive attitude towards diversity, ставлениюquestioning the educational environment, and improving the quality of education. reality and the search for alternatives that overcome inequality.

Thus, the goal istwofold: to describe attitudes and perceptions of the diversity and level of acquisition of competencies and knowledge necessary to become inclusive teachers, and to determine the initial relationship of the results to other variables relevant to this study that may act as intermediaries or barriers to the professional and personal development of future teachers in education. 21-of the 20th century. Achieving these goals will allow us to provide data that can contribute to the development of new programs in our country.

The main goal of any study is to understand the perception and attitude of future secondary school teachers to the diversity and level of their acquisition of competencies and knowledge in inclusive teacher training, with the competency profile of inclusive learning and its four core values as our guide.

Prospective teachers understand that it is the responsibility of the education center to visit all students, and for the most part, they believe that the involvement and attitude of families of

students with special needs in educational support, as well as the support of the school administration, are crucial factors in achieving quality diversity processes.

Theезультатыresults, which are ambivalent in certain areas, remind us that teachers face a daily conflict between inclusive values and their beliefs and abilities to implement them, and also relate to the fact that teachers ' attitudes are strongly correlated with their level of training. In terms of learning for inclusive learning, less than 10% of the sample feels fully prepared for classroom learning and organizational responses, with the lowest ratings associated with daily classroom teaching: select and configure goals, competencies, and content, and develop measures and programs to support diversity.

Developing inclusive practices through teaching methods in this and other studies is a weakness of prospective teachers; they do not feel methodologically competent to work from an inclusive perspective and respond to the needs of all students. The lack of learning focuses, as noted earlier, on day-to-day educational practices with a lack of knowledge and/or competencies on how to develop learning situations, adapt learning materials, and evaluate students, among other things; we must prioritize meeting these needs.

KEach teacher understands the need for joint planning between the support teacher and the regular teacher. These results seem to relate to the desired perception of support as a tool to increase the ability to respond to diversity; through collaborative planning that takes into account all students in the classroom. In addition, these data are related to the profile of effective teaching and one of the educational practices that have the greatest impact on student learning in accordance with visible learning. Single-person work and the collective effectiveness of the teaching staff in the classroom affects the learning of students in the amount of 1.57, which is considered to be a very influential factor.

It isworth noting that the sample's feelings towards people with disabilities are positive, but future teachers ' concerns about the presence of different students in the class are high. As mentioned earlier, these problems stem from a general sense of inadequacy in teaching to instruct students with disabilities and give proper attention to all students in the classroom. These findings are crucial to consider because, as noted, positive and appropriate attitudes alone are often not sufficient to establish a strong commitment to implementing inclusive policies. These problems often hinder the ability to manage complex classroom behaviors and teach effectively. Addressing these challenges through initial training, equipping prospective teachers with the necessary skills can help increase positive attitudes, increase self-efficacy, and increase the intention to introduce inclusive practices into their teaching.

Aboutlearninge and preparinga for inclusive learning and attention to diversity, as mentioned earlier, we will find in this study that a high percentage of the sample does not feel sufficiently prepared. Regarding the impact самоэффективностиof teacher self-efficacy on attitudes and preparation for diversity, the results showed that this is a crucial factor to consider, and its arbitration is necessary to achieve goals and objectives in teachers, guiding the judgment that each teacher makes about their abilities and competencies to fulfill the task of teaching in the current inclusive school. C) The teacher's self-efficacy has a clear and positive impact on both attitudes and feelings towards people with educational needs; those who feel more self-effective in developing "instructional strategies" to optimize their own learning and in "managing the classroom" are those who have more positive feelings towards people with disabilities.

In addition, individuals with higher levels of self-efficacy are more prepared to develop methodologies, resources, materials, communications, and assessment methods in their daily classroom work, and demonstrate greater openness to participation and collaboration with all educational agents. Self-efficacy to optimize one's own academic learning, "learning strategies" and "student commitment" seem to have the greatest impact on this assessment of community

engagement and collaboration, positive attitudes and the concept of diversity, and a better perception of learning and organizational responsiveness.

It seems relevant that future teachers perceive themselves as more proficient in learning strategies than classroom management and interpersonal relationships. Examples ofself-efficacy include submissive experience, previous experience, physiological and emotional states, and verbal persuasion. Complex situations that may arise in the development of inclusive education, especially in relational aspects, will require previous experience, which the sample already identifies as relevant and the importance of which is confirmed by the results of those who possess it, as well as for trainee teachers to have inclusive quality references and models in practice as a necessary step in development higher levels of self-efficacy and personal and work satisfaction.

Theезультаты какогоresults of anystudy, are consistent with other studies and lead us to believe that these future teachers, who represent a high level of self-efficacy, will provide a higher level of effort in teaching, in achieving their own goals and the highest expectations for all their students. In addition, they will be open to new approaches and practices and will be more motivated to experiment and meet the educational needs of all their students.

In terms of evaluating the quality and effectiveness of the education received in an inclusive curriculum and organizational response, diversity, methodology and resources, communication skills and assessment, and the expected impact of their training on development as inclusive educators, it is students who graduate from a private university who tend to perceive the training received as more appropriate, grounded and valuable.

Some of the limitations identified in this study, as well as suggestions for future research, include considering social desirability as a factor that should be taken into account when interpreting the data. To address this problem, it would be useful to expand this study by expanding the sample and integrating open-ended questions or topics that can clarify the prospects of future teachers, thereby providing more insightful results for making practical and more accurate recommendations. In addition, the sample size is a constraint, and the goal is to increase it in the service of a more complete understanding of the subject under study. It is considered important to raise awareness and involve students in the importance of their participation in the development of the education system.

In conclusion, this article shows that while attitudes towards inclusive education and the students who create it are positive, they are not enough. The concerns that future teachers present and the learning gaps to express the value they place on diversity and the school in skills and abilities that empower them as inclusive teachers are important.

This situation is partly due to the perception of the limited impact of learning on their future progress as inclusive teachers, despite their interest in exploring diversity in all its aspects.

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DIGITALIZATION IN EDUCATION: DIGITAL STORYTELLING AS AN INNOVATIVE APPROACH TO EDUCATIONAL ACTIVITIES

Zhapbarova Gulmira
University named after Zhumabek Akhmetuly Tashenev, Kunaeva 21 Shimkent, Kazskhstan, https://orsid org/0009-0002-9258-0913

Abstract

The advancement of digitalization has profoundly transformed the living conditions and activities of individuals and society, leading to changes in established systems. These changes have also impacted the education sector, necessitating the search for and integration of new methods and technologies that cater to a generation raised in a digital environment. This article explores digital storytelling as a contemporary educational tool used to cultivate 21st-century skills in students. Digital storytelling allows students to demonstrate their proficiency in modern technology, alongside their creativity and imagination. Its use in the classroom promotes the development of essential skills such as collaboration, critical thinking, creativity, and competencies in digital, information, technological, and media literacy. Digital storytelling not only enhances the engagement and interest in lessons but also empowers students to express their technological skills, creativity, and imagination. This method is versatile and can be applied at various educational stages and levels, supporting the growth of key 21st-century skills, including teamwork, critical thinking, creativity, and digital literacy.

Keywords

Digitalization of the educational process, skills, competencies, innovations, digital storytelling, distance learning technologies, electronic learning environment, gamification, project-based learning, multimedia technologies.

Introduction

The advancement of digitalization and the extensive adoption of modern information technologies have substantially reshaped the living conditions and activities of individuals and society, leading to adjustments and transformations in previously established systems [Aisner, Naumov, 2020a]. These changes have significantly impacted the education sector, including institutions like the University named after Zhumabek Akhmetuly Tashenev, which must evolve to accommodate new methods and technologies suitable for teaching a generation raised in a digital world [Aisner, Naumov, 2020b].

A key trend in this evolution is the shift towards blended learning, which combines the use of electronic educational environments (EEE) and distance learning technologies (DLT). This approach emphasizes the organization of independent student work through extensive use of online courses, distance learning platforms, social media, and the partial transition of certain classroom activities to virtual spaces, facilitating project-based learning in these environments [Agapova, 2021].

The incorporation of advanced educational strategies like blended learning, pedagogical design, the flipped classroom model, online assessments, and multimedia tools has expedited the transformation of traditional education. Additionally, there is a growing emphasis on the use of massive open online courses (MOOCs), mobile and cloud technologies, gamification of learning,

virtual and augmented reality (VR/AR) simulators, and various forms of interactive content such as longreads, snowfalls, and podcasts [Agapova, 2019].

Among the interactive digital methods recently integrated into the educational process, digital storytelling has gained significant attention. It has emerged as a modern alternative to traditional storytelling, becoming a focus of research for numerous scholars, including those at the University named after Zhumabek Akhmetuly Tashenev.

Classic and Digital Storytelling

To understand what digital storytelling entails, it is important to first understand the concept of classic storytelling. Unlike a simple narrative, storytelling is crafted with a specific purpose or goal in mind. The information is presented in a way that intrigues listeners or readers, drawing them into the experience. Scientific literature identifies several types of storytelling, as outlined in Table 1:

Types	Description of the types
Oral Storytelling	The format of public speeches: a concise, clear oral presentation to a general audience on a relevant topic, delivered in an engaging and accessible manner.
Written Storytelling	Utilizes the ad story genre (advertising story), which is an entertaining narrative about a product or character, highlighting its unique qualities.
Digital Storytelling	The use of modern media types (various forms of information presentation: text, audio, graphics, video). Possible products include digital essays, interactive narratives, computer storytelling, multimedia storytelling, longreads, etc.

Reasons for Using Storytelling in the Educational Process:

1. **Variety of Educational Forms:** Skillful use of storytelling can make any lesson more engaging and dynamic.
2. **Involvement in the Process:** Storytelling techniques are presented as a form of discourse, allowing stories to spark interest, enhance imagination, improve literacy and communication skills, and aid in retaining material.
3. **Use in Project Activities:** Storytelling can be integrated into collaborative project work, fostering teamwork skills among students [Tikhonova, 2016].

At the current stage of digital technology development, traditional storytelling, when immersed in a digital environment, experiences a "new life": modern multimedia technologies elevate narrative practices to a completely new format of content organization. Digital storytelling combines the art of captivating storytelling with modern multimedia tools, such as graphics, audio, video, and web design.

Digital Storytelling Rules:

1. **Immersion in the Story:** Viewers or readers should feel fully engaged and connected to the narrative.
2. **Deep Study of the Topic:** It is crucial for participants to not only find answers to the basic questions like "what?", "where?", and "when?", but also to explore the background by understanding "why?".

3. **Interactivity:** A digital story should allow readers or listeners to interact with the content, such as managing infographics, rotating images, commenting, and more [Agapova, Aisner, 2019].
4. **Design:** The content must be well-structured to ensure clarity and engagement.

Key Elements of Digital Storytelling:

- **Clear Point of View:** The author should have a distinct perspective that guides the narrative.
- **Intrigue:** The story should contain a central question or mystery that is resolved by the end.
- **Emotional Component:** Emotionally engaging stories are often more memorable.
- **Central Question:** A key question should drive the viewer's attention, with the answer revealed at the conclusion of the story.
- **Visual Selection:** The choice of visual elements should be intentional and not overwhelm the audience with unnecessary video installations, ensuring the story's completeness.
- **Dynamic Rhythm:** The story's pacing should be dynamic to maintain the audience's interest and prevent boredom [Azevich, 2017].

The Use of Digital Storytelling in the Classroom

Before implementing the digital storytelling technique in the classroom, it is essential to decide who will create the multimedia story: the teacher or the students. The creation process can be a collaborative effort or an individual task. Below are some examples of how digital storytelling can be organized in an educational setting:

1. **Teacher-Led Stories:** The teacher presents new material in the form of a digital story.
2. **Explaining Complex Concepts:** Digital stories can be used to simplify complex rules or abstract content, making it easier for students to understand and retain the information, as multimedia teaching aids comprehension and memory.
3. **Student-Created Stories:** Students create their own stories on a given topic, either collectively or individually.

The choice of approach depends on the students' age, skill level, and areas of interest. Below is an overview of different types of digital storytelling, as outlined in Table 2:

Type of Digital Storytelling	Functionality	Resources for Creation
Drawn Video	In this format, a viewer watches the process of creating a picture or writing a text.	VideoScribe, Powtoon
Animated Storytelling	This format involves creating moving elements.	Powtoon, Vyond
Comics and Storyboards	Enables the creation of independent projects or serves as working materials for presentations or videos	Pixton
Presentations	Used for creating various projects.	PowerPoint, Office Mix, Prezi, Sway, and other online resources
Web Page with Multimedia Content	Creates multimedia longreads that include photos, audio, and animation elements.	Tilda, Medium, Stampsy

These different formats offer a range of possibilities for engaging students in creative and interactive ways, making digital storytelling a versatile tool in modern education.

The Variety of Programs for Digital Storytelling

The wide range of available programs allows educators and students to select the appropriate tools for creating a digital story, depending on the topic of the assignment and the user's level of computer literacy. Online services facilitate the creation of stories enriched with graphic, animated, and other multimedia elements.

Algorithm for Creating a Digital Story:

1. **Concept Development:** Choose a topic and format, define the goals, and determine the story's purpose.
2. **Collection and Analysis of Information:** Gather information related to the topic, select relevant details, analyze the content, and consider your perspective on the story.
3. **Creating the Story:** Follow the principles of both digital and traditional storytelling. It is often more engaging if the story is told in the first person, maintaining a strong emotional component. Choose the digital service you'll use for the story, and select the necessary photos, videos, and other multimedia elements.
4. **Editing and Assembly:** Integrate all the collected information within the chosen digital tool's project workspace. Add multimedia elements like graphics, audio, or animations to enrich the story.
5. **Presentation of the Project:** The final digital story can be presented by the teacher to students during a class or by students as part of their class presentations. Feedback from the audience is a crucial part of this process, as it provides insights for improvement and further engagement.

This structured approach ensures that digital storytelling projects are not only creative but also well-organized and effective in conveying their intended message.

Conclusion

Currently, there is no unanimous agreement on the role that digital storytelling plays in the educational process. It is debated whether it represents a complete pedagogical technology, an independent or supplementary method, a practical or project-based activity, or merely a means to transfer and popularize knowledge. Researchers tend to approach digital storytelling in education from two perspectives: that of teachers and that of students.

Some scholars consider digital storytelling as a form of educational communication. For instance, A.I. Azevich suggests that digital storytelling fosters effective interaction between teachers and students and encourages student autonomy [Azevich, 2017]. V.Y. Grushevskaya views the storytelling method as a tool for addressing pedagogical challenges, such as conveying information, enhancing student motivation, and developing communication and ICT competencies [Grushevskaya, 2017]. L.A. Gorokhova adds to this understanding by identifying four groups of competencies that are cultivated through digital storytelling as a pedagogical tool: informational, cognitive, communicative, and research [Gorokhova, 2016].

- **Informational Competencies** include skills in using ICT tools and working with various types of information, such as audio, video, and graphics.
- **Cognitive Competencies** involve the ability to think creatively and critically, solve educational challenges, and analyze information.
- **Communicative Competencies** encompass teamwork, self-assessment, and the ability to use diverse communication methods.
- **Research Competencies** include skills in data collection, organization, processing, and conducting project-based work.

It is evident that digital storytelling offers a powerful means to deliver lessons engagingly while providing students with opportunities to showcase their technological skills, creativity, and

imagination [Agapova, Aisner, 2018]. The flexibility of the digital storytelling method allows its application at various stages and levels of education. Integrating digital storytelling into the educational process supports the development of essential 21st-century skills, such as teamwork, critical thinking, creativity, and competencies in digital, informational, technological, and media literacy.

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MODERN APPROACHES TO THE SOCIAL ADAPTATION OF FIRST-YEAR UNIVERSITY STUDENTS

Zhapbarova Gulmira
University named after Zhumabek Akhmetuly Tashenev, Kunaeva 21 Shimkent, Kazskhstan, https://orsid org/0009-0002-9258-0913

Abstract

The article examines modern mechanisms for the social adaptation of first-year students to university studies, taking into account the needs of the student community. The theoretical foundations of the research are formulated based on an analysis of contemporary publications in the "Scopus" database by Kazakhstani and international authors. The analysis of the social adaptation process of the current generation of first-year students was conducted through a survey method using the electronic educational environment of the University named after Zhumabek Akhmetuly Tashenev. The survey's information blocks, which characterize strategies for choosing a university and an educational program, as well as self-assessment of academic and socio-psychological adaptation, allow for the identification of key areas for improving the educational process at the university. The theoretical conclusions and empirical data obtained from the study provide an understanding of the transformation of social adaptation mechanisms in university education.

Keywords

Student social adaptation, educational process, university environment, higher education system.

Introduction

The university study period begins with an adaptation phase for each student, involving adjustments to new living conditions: geographical and spatial, academic, socio-psychological, and everyday life. The main goal during this phase of professional development is for future specialists to integrate smoothly and quickly into the academic and social processes of their new educational environment. It is important to note that this phase is equally critical for the higher education institution itself, as the influx of new students introduces fresh social and cultural practices into the organization’s processes. During this period, first-year students express their expectations of the university experience, establish their professional goals, and the specific demands of the professional community for graduate training become clearer.

This process can be broadly described as a test of the university’s organizational culture, its strategic development goals, the relevance of its management system, and the format and content of its core and auxiliary processes.

For this reason, university leadership places significant emphasis on the adaptation process of first-year students within the educational, scientific, socio-cultural, and professional environments of the institution. The numerous changes in students’ living conditions, influenced by digital innovations and improvements in quality of life, including in rural areas (which contribute up to 70% of the new student body at leading universities in the Stavropol region), call for systemic adjustments in working with first-year cohorts. Therefore, developing mechanisms to transform social adaptation processes for university students, using modern tools of mathematical analysis, is a pressing objective of this study.

Main Body

A significant number of modern publications address the issues of student adaptation to university education. Let's briefly review these studies.

In studying social adaptation, contemporary researchers identify various aspects, highlighting the complexity and multidimensional nature of the adaptation process. One notable area is the informational aspect related to the physical well-being and satisfaction of the primary needs of young individuals who have just started their university studies. This includes aspects like nutrition, physical activity, and participation in physical education.

Gahan E., Farooqui S., and Leung C.W. explored issues of food security among college students using qualitative research methods [Gahan, Farooqui, Leung, 2022]. They found that food insecurity is a challenge, involving insufficient access to proper nutrition, strategies for coping, and the impact of poor nutrition on students' health and academic performance. The authors identify strategies that students use to address this issue, which include economic approaches, survival strategies, behavioral mechanisms for overcoming difficulties, alternative methods for accessing food, and the psychosocial and academic consequences.

Physical well-being is a crucial factor for the active and successful engagement of students in the social and educational processes at the beginning of their university life. The adaptation of students to physical education activities is addressed in the study by González-Bernal J., Gonzalez-Bernal S., Salavera C., Aguilar-Parra J.M., and González-Santos M.J. [González-Bernal et al., 2022]. The authors propose an evaluation system for assessing the effectiveness of physical education in educational institutions. They emphasize the importance of physical fitness and activity in the adaptation process for students.

Excessive diligence in academic pursuits can be an indicator of social maladaptation, as noted by Loscalzo Y. and Giannini M. in their study on psychological defense mechanisms and student engagement [Loscalzo, Giannini, 2022]. According to them, social anxiety and worry may be compensated by students through intense academic involvement. They recommend monitoring students who are highly engaged in their studies for signs of social maladaptation and possible social issues, which could be crucial for developing new approaches to student adaptation mechanisms.

A new challenge for university management systems in facilitating student adaptation is related to the rise of multifunctional mobile communication. Chen H., Wang K., Lu T., Gao Y., and Yang J. analyzed the relationship between physical activity and mobile phone dependence among students [Chen et al., 2022]. They argue that physical activity plays a positive role in social adaptation within the university community. Based on a large sample size involving over 9,000 students from 35 colleges across several regions of Jiangsu province, and using validated diagnostic tools, they concluded that promoting physical activity can reduce mobile phone dependence and positively influence students' psychological well-being and social adaptation. This finding is particularly relevant for transforming the mechanisms of social adaptation for first-year students during their transition into university life [Yu et al., 2022; Sun, Zhang, Ji, Sun, 2022; Balayeva Shakhla, 2022].

Lessons from the COVID-19 Pandemic for Improving Student Social Adaptation

The lessons learned from the COVID-19 pandemic are crucial for enhancing the social adaptation of students. In several publications, researchers emphasize that successful social adaptation is closely related to the psychological characteristics of students. Building positive social interactions within the student community plays a significant role in social adaptation. Kaur W., Balakrishnan V., Chen Y.Y., and Periasamy J. analyze risk factors for mental health and survival strategies under conditions where in-person interactions between students, and with instructors, were limited [Kaur, Balakrishnan, Chen, Periasamy, 2022]. They conclude that a broad network of

real-life social contacts, including family and friends, serves as a strong social support system and a buffer against the mental health impacts of COVID-19. Similar findings are reflected in other studies [Zhang et al., 2021; Filimonyuk et al., 2021].

The success of first-year students' adaptation to university life is also linked to their ability to cope with stressful situations. Keech J.J. and Hamilton K. offer an example of predicting young people's behavioral responses to stressful scenarios [Keech, Hamilton, 2022]. By understanding students' attitudes toward different issues, assessing their subjective perception of social norms, and evaluating perceived behavioral control, it is possible to predict their behavior in stressful situations with a degree of certainty. The importance of predicting behavioral strategies is also discussed in other studies [Veerabhadrappa, Yadav, 2021; Kusakina, Sokolov, 2023; Pichugin et al., 2023].

The psychological well-being of first-year students and their successful adaptation to university life are also tied to their upbringing and family experience: the readiness to overcome difficulties, support from loved ones, and the ability to discuss emerging problems, among other factors. In recent years, the family institution has faced challenges due to the negative influence of information on traditional family values. Effective mechanisms for counteracting these influences have not yet been fully developed. Thus, it is essential to pay attention to understanding the family situations of students. Guo X., Huang J., and Yang Y. highlight the need to consider stressful situations stemming from students' family experiences [Guo, Huang, Yang, 2022].

A systematic literature review using Google Scholar and Scopus databases (2021-2022) highlights the relevance of research into the mechanisms and methods for studying and supporting the social adaptation of first-year students. Through the analysis of thematic discourses, the focus of current transformations in social adaptation mechanisms is identified as follows: monitoring the fulfillment of students' needs for quality nutrition and physical activity to develop effective support programs; assessing students' presence in the digital environment outside of educational practices or positive social networks, to enable timely interventions by the university's guidance system; expanding practices for predicting youth behavior based on understanding their attitudes, perception of norms, and past behavioral patterns to support students in stressful situations; and taking into account the influence of family upbringing and relationships.

Research Methods and Results

The collection of primary sociological data was conducted at the University named after Zhumabek Akhmetuly Tashenev among first-year students from all faculties. To facilitate the introduction and active engagement of first-year students in the processes of utilizing the university's electronic educational environment, the survey was conducted through the university's internal electronic local system. A total of 1,278 first-year students from the 2022 cohort participated in the survey, with a response rate reaching up to 90% of the total number of first-year students. This high participation allowed for a detailed analysis segmented by faculty, identifying areas for improving the adaptation process both across the university and within specific programs.

The data collected from the survey were processed using SPSS Statistics software (version 23) and are presented as aggregated statistical distributions. The survey included informational blocks of questions addressing strategies for selecting a university and an educational program, self-assessment of academic and socio-psychological adaptation, factors contributing to this process, the level of involvement in extracurricular activities, and plans for pursuing additional education alongside their primary educational program.

In the presentation of the results, we focus on the factor analysis conducted on the strategies employed by first-year students to overcome challenges during their adaptation to

university life. The total explained variance was 86.637%. Through statistical procedures, 12 indicators representing students' actions in overcoming difficulties were condensed into 4 components during the factor analysis.

The 12 approaches used by students to address difficulties at the beginning of their university studies were rated by survey participants on a five-point scale. As a result of the factor analysis, performed using the Rotation Method: Varimax with Kaiser Normalization (with rotation converging in 6 iterations), the competencies were grouped into 4 structural components.

Table 1 - Rotated Component Matrix Describing the Structure of Current Strategies for Overcoming Difficulties at the Initial Stage of University Studies

Approaches of First-Year University Students in Overcoming Adaptation Challenges	Component			
	1	2	3	4
1. Willingness to study	-0.813	-0.526	0.120	-0.169
2. School habit of studying	0.629	-0.061	0.139	0.365
3. Advice and support from the group's curator	0.218	0.823	0.158	0.152
4. Collaboration within the group	0.872	0.426	-0.044	0.022
5. Friendly interaction with teachers	-0.151	-0.352	-0.815	-0.147
6. Low level of school preparation	-0.533	-0.476	0.606	-0.324
7. Unwillingness to spend time preparing for classes	0.638	-0.074	0.588	-0.041
8. Skipping classes	0.089	0.896	0.013	-0.205
9. Health condition	0.057	0.094	0.121	0.950
10. Unsatisfactory living conditions	0.144	-0.145	0.018	0.920
11. Lack of motivation for studying	0.610	0.608	0.361	-0.231
12. No difficulties	0.009	-0.032	-0.978	-0.127

Thus, the mathematical procedures of factor analysis using the principal component method classified 12 approaches of first-year university students for overcoming adaptation challenges into 4 structural components of a current behavioral model:

1. Collaboration and Habit (24.863%): Insufficient motivation and unwillingness to spend time on studies are compensated by a school habit of studying and collaboration within the academic group.
2. Search and Avoidance (22.488%): Unwillingness to engage in academic activities is offset by the support and guidance of a curator.

Table 2 - Interpretation of Structural Elements in Strategies for Overcoming Challenges at the Initial Stage of University Studies

Structural Component of the Model	Variables Defining the Component with Factor Load Coefficient	Interpretation of the Structural Component
1st Structural Component	Collaboration within the group (0.872); willingness to study (-0.813); unwillingness to spend time on class preparation (0.638); school habit of studying (0.629); lack of motivation for studying (0.610)	Insufficient motivation and unwillingness to spend time on studies are compensated by the school habit of studying and collaboration within the academic group (Collaboration and Habit).
2nd Structural Component	Skipping classes (0.896); advice and support from the group's curator (0.823)	Unwillingness to engage in academic activities is offset by the support of a curator (Search and Avoidance).
3rd Structural Component	No difficulties (-0.978); friendly interaction with teachers (-0.815); low level of school preparation (0.606)	Adaptation difficulties related to a low level of preparation and poor relationships with teachers (No positive strategy for overcoming disadaptation).
4th Structural Component	Health condition (0.950); unsatisfactory living conditions (0.920)	Disadaptation is linked to health conditions and living conditions, with no positive strategy for improvement.

3. Adaptation difficulties related to a low level of preparation and poor relationships with teachers (No positive strategy for overcoming disadaptation) (21.169%).
4. Disadaptation related to health and living conditions, with no positive strategy for improvement (18.118%).

Conclusion

The theoretical analysis of scientific sources and the empirical results of the study on disadaptation factors allow us to draw several conclusions that are crucial for determining approaches to transforming the mechanisms of social adaptation for first-year university students. Through the analysis of thematic discourses, the following directions for current transformations in social adaptation mechanisms have been identified:

- Monitoring the fulfillment of students' needs for quality nutrition and physical activity to propose effective support programs.
- Assessing students' engagement in the digital environment that is not directly related to current educational practices or positive, supportive social networks, allowing for timely corrective measures by the university's support system.
- Expanding practices for predicting youth behavior patterns based on their attitudes, perception of norms, and past behavioral practices, to better support students in stressful situations.
- Taking into account family upbringing experiences and relationships within the family.

The importance of these transformation directions is supported by the results of the empirical study. The behavior models of first-year university students, formed during their adaptation to university studies, are as follows:

1. **Collaboration and Habit (24.863%)**: Insufficient motivation and lack of willingness to spend time on studying are compensated by the school habit of studying and collaboration within the academic group. The strategy of the university's educational management system

involves supporting and encouraging this study rhythm while monitoring and adjusting socio-psychological interactions within the group as needed.

2. Search and Avoidance (22.488%): Unwillingness to engage in academic activities is counterbalanced by support from group curators. The strategy here focuses on organizing and encouraging the work of curators with first-year students, incorporating socio-psychological diagnostics to tailor their support.
3. Adaptation Difficulties (21.169%): Challenges related to low levels of preparation and strained relationships with teachers currently lack a positive strategy for overcoming disadaptation. The university's approach involves organizing corrective general education courses to help standardize students' academic preparation.
4. Health and Living Conditions (18.118%): Disadaptation linked to health and living conditions currently lacks a positive strategy for resolution. The university's management strategy focuses on timely diagnostics and the development of targeted support programs for students, both at the initial stage of their university life and throughout their entire study period.

These strategies are designed to enhance the support provided to first-year students, facilitating a smoother transition and integration into university life.

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Особенности обновленного содержания образования по математике

Темиртасова Дина Каирбековна
Магистр математики, старший менеджер, отдела предметов естественно-математического направления филиала «Центр образовательных программ» АОО «Назарбаев Интеллектуальные школы»

В последнее время с учетом ускоряющихся демографических, геополитических, технологических и экологических изменений в обществе и связанных с ними рисков и возможностей преобладает мнение о необходимости переориентирования образования для решения задач XXI века.

Всемирный Экономический Форум в международном отчете «Новый взгляд на образование» обозначил 16 видов знаний и навыков успешного в XXI веке человека и определил три ключевых блока. Это:

- «Базовые навыки» (ИКТ навыки, финансовая, культурная и гражданская грамотность);
- «Компетенции» (креативность, коммуникабельность и решение проблем);
- «Черты характера» (навыки работы в команде, лидерские качества, инициативность) [2].

В век высоких технологий владение математическими знаниями и навыками является ключевым компонентом базовой грамотности учащихся [1]. Для общества с заинтересованными гражданами очень важно, чтобы каждый ребенок изучил базовую математику, и получил возможность изучить математику повышенного уровня сложности (Цели устойчивого развития 4, ОЭСР).

С целью решения поставленных перед обществом задач все школы страны поэтапно переходят на обновленное содержание образования, которое предусматривает развитие навыков и умений, необходимых молодому поколению XXI века. Формирование лидерских качеств, навыков работы в команде, развитие умений брать ответственность на себя, отстаивать свое суждение, выражать свои чувства, быть патриотом своей страны в обновленной программе реализуются через изучение ценностей «Казахстанский патриотизм и гражданская ответственность», «Уважение», «Сотрудничество», «Труд и творчество», «Открытость», «Образование в течение жизни» [5], заложенных в общенациональной идее «Мәңгілік ел».

В обновленные учебные программы по предметам «Математика 5-6 классы», «Алгебра 7-9 классы», «Геометрия 7-9 классы» и «Алгебра и начала анализа» включены цели обучения, которые дают учащимся прочный пласт знаний, формируют функциональную грамотность, критическое и творческое мышление учащихся через развитие умений строить математические модели для описания процессов в различных контекстах, развивают навыки практического использования полученных знаний.

Поэтому важным элементом на уроках является групповая работа, когда учащиеся, благодаря взаимодействию со сверстниками, в процессе обсуждения и дискуссии приходят к формированию собственных выводов и достигают более высокого уровня понимания.

В обновленное содержание учебных программ по математике был сделан акцент на развитие математических знаний и умений в области чисел, статистики и теории вероятностей, математического моделирования.

Другими отличительными особенностями программ являются: ожидаемые результаты, представленные в виде системы целей обучения; принцип спиральности – постепенное наращивание знаний и умений от темы к теме, от класса к классу; развитие исследовательских навыков; обучение применениям технических средств и прикладных программ и др.

Педагогические подходы в обучении математике в учебной программе включают в себя использование методов проблемного обучения; различных форм групповой работы; методов взаимообучения учащихся (внутри класса и между классами); различных форм практической и творческой деятельности (работа с такими материалами, как пластилин, стекло, дерево, конструктор различных геометрических моделей); частично-поискового метода (решение задач, требующих выполнения поиска, использования дополнительного материала); исследовательского подхода (что я знаю, что хочу узнать, чему научился); активных методов обучения; дифференцированного подхода; систематического мониторинга учебных достижений учащихся; ценностно-ориентированного подхода; личностно-ориентированного подхода.

Ожидаемые результаты в виде системы целей обучения выстроены в соответствии с категориями таксономии Блума и направлены на развитие познавательной и мыслительной деятельностей учащихся. Цели обучения основаны на формировании мыслительных навыков учащихся, от элементарного (знание, понимание, применение) до высоких уровней (анализ, синтез, оценка). Например, цели обучения по Типовой учебной программы по учебному предмету «Математика» для 5-6 классов основного среднего образования по обновленному содержанию, по разделам «Отношения и пропорция» и «Зависимости между величинами», 6 класс:

- знать определение пропорции; (знание);
- читать и записывать пропорции (знание);
- распознавать и составлять пропорции; (понимание);
- знать и применять основное свойство пропорции; (знание, понимание, применение);
- распознавать и решать задачи, в которых величины связаны прямой и обратной пропорциональностями (применение);
- составлять таблицу для зависимостей, заданных формулой или графиком (анализ);
- строить графики зависимостей, заданных формулой и таблицей (синтез);
- находить и исследовать зависимости между величинами, используя графики реальных процессов (оценивание)

Принцип спиральности. В учебной программе каждая цель обучения и каждая тема по истечению времени рассматриваются вновь с постепенным углублением, усложнением и наращиванием объема знаний и навыков по ним. Наглядным примером является раздел «Статистики и теории вероятностей» с 5 по 11 классы:

5 класс. Комбинаторные задачи. Виды диаграмм. Способы представления статистических данных.

6 класс. Решение комбинаторных задач методом перебора. Вычисление статистических числовых характеристик.

7 класс. Генеральная совокупность. Случайная выборка. Абсолютная и относительная частоты. Полигон частот.

8 класс. Гистограмма частот. Среднее значение. Дисперсия. Стандартное отклонение.

9 класс. Формулы комбинаторики для вычисления числа перестановок, размещений, сочетания без повторений.

10 класс. Бином Ньютона для приближённых вычислений.

11 класс. Оценка числовых характеристик случайной величины по выборочным данным.

Практическая направленность реализуется через развитие навыков построения математических моделей различных процессов, связанных с реальными жизненными ситуациями. Задачи на решение конкретной жизненной проблемы, реальной ситуации способствуют мотивированию учащихся на изучение математики, как инструмента собственного устойчивого развития. Например:

- о продуктах питания и сельского хозяйства (например, определить потребность в продуктах питания одной семьи, одного хозяйства, одной страны, во всем мире и т.д.);
- здравоохранения (например, рассчитать потребность врачей-педиатров в городе Астана на 2025 год с учетом деторождаемости и т.д.);
- о водных ресурсах (например, недостаток воды, доставка воды в отдаленные районы, источники потребления и т.д.);
- об образовании (например, рассчитать потребность в специалистах определенного профиля в стране, количество учебных заведений для оснащения рынка специалистами высокого уровня и т.д.),
- о свободном времени и глобализации (например, влияние праздничных поездок на природу и окружающую среду, защита и использование природных ресурсов и выработка энергии, производство и потребление энергии в домохозяйстве (на региональном, национальном, международном уровнях).

Задания с практической направленностью вызывают большой интерес у учащихся и выполняются с удовольствием. Если раньше детям достаточно было запомнить, что «дважды два – четыре» и учитель был единственным источником информации, имея своей задачей передать этот объем знаний учащимся, то сейчас перед ним иная задача – создать условия, при которых учащийся самостоятельно или при поддержке одноклассников сформулирует цели своего обучения, спроектирует пути их достижения, будет контролировать и оценивать свои результаты.

Применение ИКТ. Обновленные учебные программы предусматривают обучение применению технических средств и прикладных программ. Информационно-коммуникативные технологии применяются на уроках математики с целью решения различных математических задач:

- использование учащимися программного обеспечения для построения графиков и геометрических чертежей (Paint, kahoot, GeoGebra, 1С: Математический конструктор, графический калькулятор);
- обучение учащихся использованию электронных ресурсов, что способствует развитию навыков самообразования;
- создание видеофильмов о процессе выполнения математического задания (создание геометрических фигур, работа в технике оригами);
- обеспечение наглядности при изучении различных разделов математики (например, геометрии при помощи программного обеспечения GeoGebra, 1С: Математический конструктор);
- совершенствование навыков работы со статистическими данными с помощью различных приложений программ (MS Excel, MS Access).

Новая программа также предусматривает интеграцию математики с другими предметами, например, химией и физикой, помогает учителю стать «барменом» и приготовить свой уникальный образовательный «коктейль».

Например, при изучении раздела «Дифференциальные уравнения» можно провести интегрированный урок, в ходе которого учащиеся решают физические задачи на теплообмен, работу, скорость, мощность и т.п., составляя к ним математические модели – дифференциальное уравнение.

В заключение следует отметить, что выше указанные особенности обновленного содержания образования по математике повышают мотивацию учащихся и развивают умения и навыки в обучении, а также улучшают качество образовательного процесса. Таким образом, в обновленных учебных программах по математике учитываются качества и навыки 21 века, которые должны быть у учащихся: критическое мышление, развитие функциональной грамотности, научно-исследовательские навыки и навыки использования ИКТ.

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4. Типовые учебные программы по предметам «Алгебра и начала анализа» для 10-11 классов и «Геометрия» для 10-11 классов естественно-математического и общественно-гуманитарного направлений уровня общего среднего образования по обновленному содержанию. Приложения 187, 188, 189, 190 к приказу Министра образования и науки Республики Казахстан от «27» июля 2017 года № 352. Приложения 405, 406, 407, 408 к приказу Министра образования и науки Республики Казахстан от 3 апреля 2013 года №115.

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IMPLEMENTATION OF STEM APPROACH IN THE SECONDARY EDUCATION SYSTEM OF KAZAKHSTAN

Dinara Kazimova
Candidate of Pedagogical Sciences, Professor, Karaganda Buketov University
Alma Kostangeldinova
Candidate of Pedagogical Sciences, Associate Professor, Kokshetau University named after Sh. Ualikhanov
Azhar Kozhabayeva
PhD student, Kokshetau University named after Sh. Ualikhanov
Saltanat Sadykova
PhD student, Kokshetau University named after Sh. Ualikhanov

The concept of STEM education is based on the idea of improving and renewing the educational system through STEM technologies. STEM (or STEAM) education acts as a bridge connecting the educational process with career development and professional growth, preparing students for a technologically advanced world. The implementation of STEM and STEAM approaches requires a transformation of the secondary education system's content, fundamentally new approaches to the organization of practical classes, equipping school laboratories and workshops with modern equipment, and carrying out a systematic process of developing STEM competencies in students. In STEM education, students gain more autonomy, becoming active participants in the learning process compared to the traditional lesson format [1].

Until recently, specialized education has predominated in Kazakhstan's education system. Today, the active integration of innovative teaching technologies into the general secondary education system has become a societal demand. In some private and secondary schools in Kazakhstan, the STEM approach, characterized by an emphasis on basic robotics, ICT-based laboratory work, and project-research methods, is being implemented [2].

The advantages of STEM education include fostering critical thinking, applying engineering and technical knowledge to everyday life, teamwork, creative and innovative approaches to projects, and developing students' creative abilities in practice-oriented and engineering disciplines. Within STEM education, robotics has proven to be an area where the needs of high-tech industries intersect with children's natural interest in technology, programming, modeling, and construction. Robotics education combines learning with play, encouraging both technical creativity and the development of active, engaged, self-sufficient individuals.

The variety of robots provides students with an excellent opportunity to explore the world, including science, technology, engineering, art, and mathematics (STEM). Robotics fosters teamwork, leadership, and collaborative problem-solving, while helping teachers align student capabilities with the challenges presented.

STEM education, as a new methodology for teaching schoolchildren, is introduced through integrated learning, promoting interdisciplinary connections. In the context of STEM education, the main goal of the "Informatics" subject is to develop students' information and communication competencies, integrating content from "Technology" and "Robotics." The content of "Informatics" should include programming languages such as MindStormsNXT, EV3, Microbit,

Arduino, Scratch, Python, Java, and C++, taking into account robotics content. It should also include algorithmic principles, 3D modeling, CAD, and other technologies.

Special programs are being developed in informatics with modules such as "Programming and Prototyping" and "3D Modeling." The course "Educational Robotics and 3D Modeling" is designed for extracurricular activities in grades 5-7, aimed at providing a comprehensive understanding of technical structures, mechanisms, and machines. The course fosters an interest in technology, problem-solving abilities, and creative ideation.

Currently, schools are introducing robotics into the variable part of the curriculum, with key components taught within the "Technology" subject. Engineering and technical skills development starts from elementary school, where children engage in construction and modeling, learning the basics of algorithmic thinking and programming. Simple construction kits like Lego are introduced, following the principle of progressing "from simple to complex," starting with replicating designs to creating original projects.

Construction and modeling activities motivate students towards technical work, encouraging creative thinking and product creation. As students progress to more advanced microcontrollers and programming languages, they are introduced to manipulator robots and eventually to robots equipped with artificial intelligence.

The stages of learning robotics should align with the development stages of robots, characterized by functionality, programming languages, and intelligence levels. Engineering and STEM education aim to foster project-based and research-oriented activities in and out of school, utilizing an interdisciplinary approach to teaching.

Creating conditions for project-based learning is a crucial task for modern education, as project work allows students to develop subject-specific and interdisciplinary skills and apply them effectively in practice. Project work is directed at meeting students' needs through the creation of a product as the result of the project, which incorporates objective or subjective innovation.

Projects can be viewed as problems requiring solutions. The student defines the project's content, goals, necessity, and novelty. By preparing projects, students learn creative processes, acquire problem-solving experience, and apply knowledge in specific areas. Through the project process, students develop action plans, select topics independently, and create innovative products.

Thus, the STEM approach is not a subject-specific, but rather a project-based educational environment, utilizing integrated learning methods and a "subject-subject" format with specific assessment methods for academic achievements. The STEAM approach, which integrates subject content for practical use, should be extended not only to the school system but to the entire educational system of Kazakhstan.

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Art History

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МУЗЫКАЛЬНОЕ ИСКУССТВО В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

Бабенко Ольга Александровна
к.п.н., старший преподаватель, *ЗКУ им.М.Утемисова*

Музыкальное искусство, являясь одним из важнейших компонентов эстетической культуры, имеет большое значение в структуре образовательного процесса для всесторонне гармоничного развития молодежи.

Преодоление духовно-нравственного застоя общества требует сегодня радикального пересмотра и совершенствования всей системы образования Казахстана. Поэтому музыкальное образование, способствующее гармоничному развитию личности, формированию музыкально-эстетического вкуса и потребностей и духовно-нравственного ее становления не может остаться в стороне от происходящих преобразований в стране в последние годы.

Учеными проделана большая работа по изучению истории развития общего и музыкального образования. Однако анализ работ связанных с данной проблематикой, показывает, что до сих пор история общего и музыкального образования, в частности, исследовалась в основном на материале Казахстана в целом, а история отдельных областей огромной республики, все еще не изучена достаточно полно. Анализ литературы, затрагивающей вопросы истории и культуры края, показывает, что в настоящий момент возрастает актуальность регионального образования, в частности музыкального.

Становление и развитие музыкально-эстетического образования в Казахстане тесно связано с многовековой историей и культурой народа. Своеобразие общественно-исторических условий, религиозные запреты создавали серьезные препятствия для возникновения и развития искусства - живописи, хореографии, театра. Наиболее ярко и самобытно художественное творчество казахского народа было отражено в музыкальной культуре.

Развитие музыкальной культуры Западно-Казахстанской области охватывает достаточно большой исторический период. Музыка провинции всегда играла существенную роль в становлении отечественного искусства. На всех этапах саморазвития художественной жизни этого региона большую роль играла музыка, представленная деятельностью народных, самодеятельных и профессиональных творцов.

Располагаясь на границе Европы и Азии, Западно-Казахстанская область явилась одним из тех крупных многонациональных центров Казахстана, на территории которого проживали народы разных национальностей. Именно полинациональный уклад региона послужил основанием для формирования самобытного фольклора, нередко рожденного на стыке разных национальных традиций. Музыкальный мегаполис Западно-Казахстанской области, являясь частью общего культурного пространства огромной страны, развивался достаточно интенсивно не только как ее часть, но и жил своей автономной жизнью, приобретая самобытные черты, существенно отличаясь от других регионов своими

масштабами и устройством. На протяжении длительного времени край изменялся, расширялся и сокращался, тем не менее, его специфическая роль и значение до настоящего времени осталась неизменной.

Большое значение в развитии музыкального искусства в Западно-Казахстанской области в дореволюционный период имело творчество казахских народных композиторов устной традиции – Курмангазы Сагырбаева, Даулеткерея Шигаева, Дины Нурпейисовой, Сейтека Уразалиева. Своим творческой деятельностью они оказали влияние на процессы формирования и развития национальных музыкальных школ. Однако отсутствие музыкальной письменности сдерживало развитие профессиональных форм музыкального обучения и образования, так как специальных музыкальных учебно-воспитательных заведений в этот период еще не было.

Кроме традиционных форм существования казахского народного музыкального искусства, Уральск в конце XIX века стал одним из первых очагов зарождения и развития городской музыкальной культуры европейского типа на территории современного Казахстана. Появление первых военных оркестров явилось важным этапом на пути становления музыкальной культуры края.

Зарождение и формирование музыкально-эстетического образования в регионе происходило на почве общего образования и являлось его составной частью. Своеобразие развития системы народного образования в бывшей Уральской области, было обусловлено как многонациональным составом населения области, так и его социальным укладом.

Важное место в деле становления музыкального образования в Казахстане в этот период имела педагогическая деятельность И.Алтынсарина. Им впервые были введены уроки пения в число обязательных дисциплин, делались, по возможности, попытки использования музыкальных инструментов в процессе преподавания. И.Алтынсарин был основоположником русско-казахских школ, открытие которых началось в Тургайской и Уральской областях.

В развитии искусства и музыкальной культуры большие перспективы открылись после революции – на почве народных устных традиций музыкального воспитания и образования начался длительный и сложный процесс становления профессионального музыкального образования в Казахстане. Он был тесно связан с освоением норм и принципов русского и мирового музыкального искусства. В музыкальных учебных заведениях Москвы, Ленинграда и других крупных городов получили специальное образование первые национальные композиторы и музыковеды, впоследствии сыгравшие ведущую роль в развитии музыкального образования и воспитания в республике.

Таким образом, постепенно в социокультурном пространстве Казахстана намечался живой интерес народа к различным видам искусства: музыке, театру, поэзии. Представители передовой интеллигенции создавали любительские театры, оркестры, хоры, ансамбли, объединялись в общества.

В 20-е годы XX века в Западно-Казахстанской области формируются первые отряды пионеров. Это движение способствовало сплочению неорганизованной детворы, решало проблемы досуга подрастающего поколения, ставило задачи по борьбе с беспризорностью. Дети, по мере сил и возможностей, помогали взрослым в работе по преодолению хозяйственной разрухи, организовывали кружки самодеятельности, участвовали в общественной жизни появившихся внешкольных учреждений.

30-е годы стали началом профессионального музыкального образования в Казахстане - в Алма-Ате и в Уральске открылись первые музыкальные учебные заведения – детские музыкальные школы.

Следующим этапом в развитии системы музыкально-эстетического образования в Западно-Казахстанской области стало открытие в 1944 году Уральского музыкального

училища - среднего звена данной цепи. Училище было первым и единственным учреждением подобного типа во всех областях Западного Казахстана этого периода. Музыкальное образование начало выстраиваться в определенную систему, позволяющую готовить музыкальные исполнительские и педагогические кадры.

Начиная с 60-х годов, в Западно-Казахстанской области происходит дальнейшее развитие специального музыкального образования и просвещения: наблюдается интенсивный рост детских музыкальных школ, в основном в сельской местности, приобретает широкий размах в области хоровое движение; большое распространение получает развитие комплекса учреждений культуры, ставших центрами культурно-массовой работы среди населения. К этому периоду относится открытие областной филармонии, ставшей основным очагом музыкального просветительства в регионе.

В 70-е годы сеть детских музыкальных школ пополняется открытием в Уральске Детской школы искусств, которая наравне с музыкальной школой стала выполнять функции решения проблем занятости детей. Такая форма работы с детьми быстро нашла распространение в районных центрах и поселках области.

В 80-е годы получила широкое развитие студийная форма работы при общеобразовательных школах как по Казахстану в целом, так и в Западно-Казахстанской области в частности. Появление и распространение музыкальных студий расширило возможности музыкально-эстетического образования и воспитания школьников в регионе, выполняя функции музыкальных школ.

Следующее десятилетие характеризуется появлением инновационных учебных заведений начального звена специального музыкального образования в Западно-Казахстанской области – гимназий эстетического направления. Задача формирования творческой личности активизировала обновление содержания образования в гимназиях, в том числе дисциплин музыкально-эстетического цикла. Гимназии эстетического направления открылись в сельской местности – в Тайпакском, Акжайикском, Каратюбинском, Таскалинском, Зеленовском районах.

Последнее десятилетие XX века стало знаменательным событием в культурном и образовательном пространстве региона. Появление в Уральске института искусств им. Даулеткерея ознаменовало собой осуществление важного шага в системе профессионального музыкального образования в области, тем самым, завершив полную трехзвенную структуру непрерывного музыкального образования. Таким образом, к концу XX столетия, структура музыкального образования в Западно-Казахстанской области приобрела законченную форму, включающую в себя развитую сеть начального музыкального образования – детских музыкальных школ, гимназий эстетического направления и детских школ искусств, музыкальный колледж им. Курмангазы, выполняющий функции среднего звена данной цепи и институт искусств им. Даулеткерея, позволяющий получить высшее профессиональное музыкальное образование и заключающий трехзвенную структуру.

Зародившаяся в начале XX века структура музыкального профессионального образования Западно-Казахстанской области, продолжала формироваться и развиваться в течение столетия до наших дней, сохранив свою основу, принципы построения и преемственные традиции, успешно доказав правильность выбранного пути. Музыкальное образование в учебных заведениях Западно-Казахстанской области явилось неотъемлемым компонентом социокультурной системы региона и Казахстана в целом.

Таким образом, данная периодизация позволила системно проанализировать историко-образовательные процессы, выявить их истоки, причинно-следственные связи, противоречия, особенности, тенденции развития. Использование разнообразных источников позволило выявить как положительные, так и отрицательные тенденции в

истории музыкально-эстетического образования в Западно-Казахстанской области, учет которых способствует более глубокому осмыслению прошлого, адекватного принятия настоящего и прогнозирования образовательных процессов в будущем.

Отсюда следует, что при проектировании развития структуры регионального музыкального образования необходимо осознание ценностей, традиций и культурно-исторической значимости музыкального образования Казахстана в целом. К этому следует присоединить региональный культурный опыт, накопленный музыкально-педагогическим сообществом области, тот опыт, который можно назвать «культурной самобытностью. Реализация в музыкальной практике прогрессивных идей, сформировавшихся на различных этапах и уровнях музыкального образования, может придать прочность складывающимся традициям, позитивным музыкально-культурным процессам, вывести музыкальную культуру региона на более высокий качественный уровень.

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Biological Sciences

DISTRIBUTION OF THE GREAT GERBIL (*RHOMBOMYS OPIMUS*) AND OTHER OOI CARRIERS WITHIN THE BOUNDARIES OF VILLAGES IN THE BALKHASH-ALAKOL BASIN

Belyaev A.I.
Republican State Institution “Taldykorgan Anti-Plague Station” of the Committee of Sanitary and Epidemiological Control of the Ministry of Health of the Republic of Kazakhstan, zoologist, Taldykorgan city
Kim I.B.
Republican State Institution “Taldykorgan Anti-Plague Station” of the Committee of Sanitary and Epidemiologic Control of the Ministry of Health of the Republic of Kazakhstan, zoologist, Taldykorgan city
Kunbosyn E.B.
Republican State Institution “Taldykorgan Anti-Plague Station” of the Committee of Sanitary and Epidemiologic Control of the Ministry of Health of the Republic of Kazakhstan, zoologis, Taldykorgan city
Eszhanov A.B.
Republican State Enterprise "Institute of Zoology" of the Ministry of Science and Higher Education of the Republic of Kazakhstan, Almaty city, Head of Laboratory, State Natural Reserve ‘Ile-Balkhash’, PhD
Asylbek A.M.
Republican State Enterprise "Institute of Zoology" of the Ministry of Science and Higher Education of the Republic of Kazakhstan, Almaty, Researcher,State Natural Reserve ‘Ile-Balkhash’ master
Sayakova Z.Z.
Republican State Enterprise "Institute of Zoology" of the Ministry of Science and Higher Education of the Republic of Kazakhstan, Almaty, Senior Researcher, State Nature Reserve ‘Ile-Balkhash’PhD

Abstract. The distribution of the great gerbil (*Rhombomys opimus*) and other carriers of CWD within the boundaries of villages on the territory of Aksu and Sarkad districts of Zhetysu region was studied. During this period, 30 walking routes were conducted within nine villages and surrounding landscapes to identify dens of the great gerbil in villages, determine their density, habitability and number of gerbils both within the boundaries of villages and in the surrounding landscape, as well as in search of dens and traces of other rodents. The presence of sandflies of the genus Meriones and their numbers on the territory of villages were revealed.

Key words: rodents, especially dangerous infections, plague, great gerbil, carriers of the plague pathogen, natural centre

Introduction. Global climate change may affect the vital activity of carriers and vectors of the plague pathogen, intensify the epizootic process of this infection and, as a consequence, increase the risk of human disease [1-3].

This is a very urgent problem for the Republic of Kazakhstan, where cases of human disease are quite often registered [4-6].

The problem of improving the epidemiological monitoring of plague includes the study of epidemic and epizootic activity of its natural foci, the influence of natural, social and anthropogenic factors on their distribution, the characteristics of pathogens, as well as the development and introduction of new means of prediction and diagnosis [7-9]. The structure of natural plague foci can often change as a result of economic development of the territory by humans, and their economic activities can have a significant impact on the epizootic activity of foci, creating conditions for rodent village or exacerbating the epizootic process [10-12].

The growth of migration processes, intensification of anthropogenic impact on the environment have determined the high vulnerability of the international community to threats and challenges of sanitary-epidemiological (biological) nature, which are no longer hypothetical [13-15].

Under these conditions, the development of the most accurate forecasting of potential epidemic events before they develop into public health emergencies is of particular relevance [16-18].

Epizootological survey of the left bank of the Iliysk basin was started in 1929. A plague epidemic was detected in the villages of Kosanach and Sarybulak [19]. In the desert part of the Ili-Karatal interfluve, where 4 foci of epidemic manifestations of plague have been identified [20-26], there are at least 18 species of rodents, which tend to maximally expand their ranges. One of these rodents, the second most abundant and epizootologically important species in the Ili-Karatal interfluve, is the midday gerbil, whose biology remains poorly studied [26,27]. Gradual aridisation of climate in the beginning of the XX century with its aggravation in the middle of this century created favourable conditions for expansion of the range of desert and semi-desert rodent species and is the reason for changes in rodent communities in the western part of the Ili Basin. Changes in rodent communities also had epizootological consequences. With the increase in numbers and eastward dispersal of great and red-tailed gerbils and yellow gopher, the possibility of plague introduction from neighbouring natural foci such as the Moyinkum, north-western Pribalkhash and Taukum into the western part of the Ili Basin increased [28]. In the Alakol Basin, epizootological surveys for plague have been conducted since 1954, but the plague pathogen was detected only in August 2000 from great sandflies [29].

Results. The research was conducted in the villages of Alazhide, Gali Ormanova, Molaly, Yeginsu, Matay, Lepsy, Kokzhide, Shubartubek, Mukana Tulebaev (Figure 1).

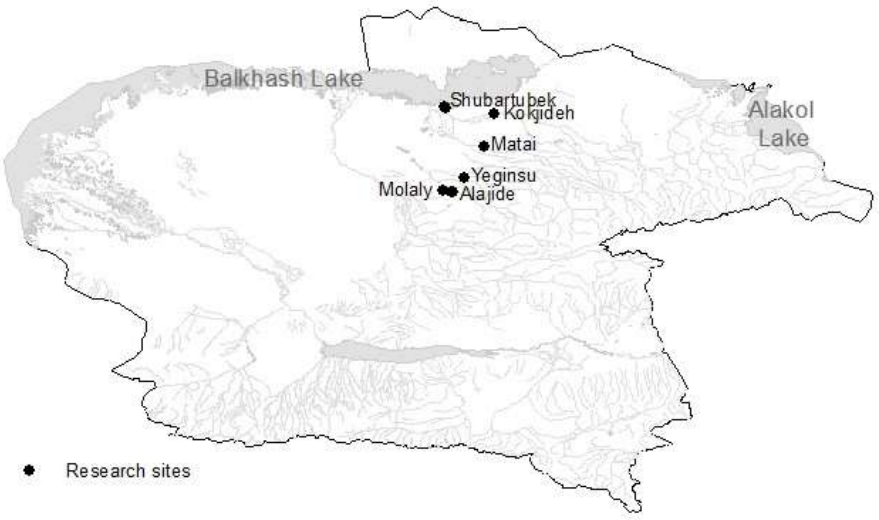

Figure 1 - Research locations

In the surrounding landscape of Alazhide village, Great Gerbil villages are diffuse, with densities ranging from 0.7 to 3.5, on average 2.5 per 1 ha, colony occupancy of 90%, and the number of animals per dwelling burrow ranging from 5 to 12. Along the perimeter of the village, the average density of burrows increases to 3.5 per 1 ha, with 100% colony occupancy and 6 animals per dwelling burrow. Within the village, burrows of this species are widespread throughout the entire territory, with isolated outcrops found on the territory of households (Figure 2).

All surveyed burrows are inhabited with the number of animals as in the surrounding landscape. On sandy loam soils within the boundaries of Alajide, traces of noonday gerbil (Meriones meridianus) activity were found. At the periphery of the residential colonies of the Greater Gerbil, the incidence of the Noon Gerbil was 2%.

A B

Figure 2 - Great gerbil in Alajide village: A - Great gerbil, the main carrier of plague in sandy foci; B - colony of Great gerbil in Alajide village

Gali Ormanova village, formerly a large village, is almost completely destroyed, only three dwelling houses remain(Figure 3A). Fully inhabited by the Greater Gerbil with burrow density similar to the surrounding landscape - 3.5 colonies per 1 ha. Occupancy of family burrows was 100%, the number of animals per burrow was 6.0. Traces of the Noon Gerbil were found on colonies in the ruins of houses. One Noon Gerbil was captured per 100 Hero traps placed here(Figure 3B).

A B

Figure 3 - Habitat of great and noon gerbils in Gali Ormanova village:
A - colony of great gerbil in the village; B - noon gerbil in Gali Ormanova village

The burrows of the Greater gerbil are located mainly along the northern edge of the village (Figure 4). Molales, bar-type villages, sparse in some places. Density of burrows is from 0.5 to 1.5 per 1 ha, occupancy is about 75%, the number of animals per dwelling burrow varies from 4 to 9. In the northern perimeter of the village, colonies are close to houses. More than 10 burrows were recorded in the village itself, and residential colonies were recorded near the school and the nearby children's sports ground, as well as on the outskirts of the household waste dump. Overall colony occupancy within the village was 50%, and the number of animals per dwelling burrow was similar to the surrounding landscape. Noon Gerbils were visually recorded at unauthorised waste dumps on the outskirts of the village.

A B

Figure 4 - Great gerbil colony in Molaly village: A - colony of Great gerbil in the village; B - Great gerbil on the outskirts of the village

In the vicinity of Eginsu village, Great Gerbil villages were diffuse, with burrow densities ranging from 0.5 to 2.5 per 1 ha. Burrow occupancy was 98.5%, and the number of animals per dwelling burrow was 6. Along the perimeter of the village, colonies approaching houses were inhabited with the same density of dens as in the immediate vicinity and the same number of animals. As in other villages, all anthropogenic relief changes (hillocks, pits) were inhabited by this rodent (Figure 5).


Figure 5 - Favourite burrowing sites of the Greater Gerbil in the populated areas of Eginsu village

Only two colonies were found in the centre of the village in an unoccupied area near the children's sports ground. The outer perimeter of the school stadium, located on the outskirts of Eginsu village, was also marked by colonies of the Greater Gerbil (Figure 6).

Numerous tracks of the Noon Gerbil were recorded on sandy hillocks on the outskirts of the village. Burrows similar to Red-tailed Gerbil colonies were found on the dyke to the north of the houses.


Figure 6 - Trapping of Great Gerbil colonies in the villages of Eginsu village

Conclusions

1. The determining factor of gerbils' village in populated areas is the presence of villages in the immediate vicinity.
2. Disturbance of relief (hillocks, pits, ditches, dykes, household waste dumps), as a result of human economic activity, leads to an increase in the density of minks both on the perimeter of villages and inside them.
3. Movement of people, machinery, domestic animals, including predatory animals (dogs, cats) in villages does not have a special impact on the condition of family dens of the Greater Gerbil and its number.
4. There are no ecological barriers to the exchange of individuals, ectoparasites and pathogens between villages in the natural landscape and within villages.
5. The presence of villages of the main plague carrier in villages increases the epidemiological potential of the territory.
6. In the development of epizootics among rodents, the risks of epidemic complications sharply increase due to the constant close contact of the population with the burrows of carriers inside villages.

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Geographic Sciences

ПРОБЛЕМЫ ПРЕСНОЙ ВОДЫ В СТРАНАХ МИРА

Ахундова Медина Надировна
Магистр Азербайджанского Государственного Экономического Университета, UNEC

Жизнь с таким уровнем водного стресса ставит под угрозу жизни людей, рабочие места, продовольственную и энергетическую безопасность. Вода имеет решающее значение для выращивания сельскохозяйственных культур и разведения скота, производства электроэнергии, поддержания здоровья людей, содействия справедливому обществу и достижения мировых климатических целей [5].

Без лучшего управления водными ресурсами рост населения, экономическое развитие и изменение климата могут усугубить водный стресс.

Во всем мире спрос на воду превышает то, что доступно. В глобальном масштабе спрос более чем удвоился с 1960 года.

Увеличение спроса на воду часто является результатом роста населения и таких отраслей, как орошаемое земледелие, животноводство, производство энергии и производство. Между тем, отсутствие инвестиций в водную инфраструктуру, неустойчивая политика водопользования или возросшая изменчивость из-за изменения климата могут повлиять на доступное водоснабжение.

Водный стресс, соотношение спроса на воду и возобновляемого предложения, измеряет конкуренцию за местные водные ресурсы. Чем меньше разрыв между спросом и предложением, тем более уязвимо место для нехватки воды. Страна, сталкивающаяся с «экстремальным водным стрессом», означает, что она использует не менее 80% своего доступного запаса, «высокий водный стресс» означает, что она изымает 40% своего запаса [3].

Без вмешательства — такого как инвестиции в водную инфраструктуру и улучшение управления водными ресурсами — водный стресс будет продолжать ухудшаться, особенно в местах с быстро растущим населением и экономикой.

Пятью странами с наибольшим дефицитом воды являются Бахрейн, Кипр, Кувейт, Ливан, Оман и Катар. Дефицит воды в этих странах в основном обусловлен низким предложением в сочетании со спросом со стороны бытового, сельскохозяйственного и промышленного использования [1].

Наиболее дефицитными регионами с наибольшим дефицитом воды являются Ближний Восток и Северная Африка, где 83% населения подвержены чрезвычайно высокому дефициту воды, и Южная Азия, где этот дефицит составляет 74%.

Ожидается, что к 2050 году еще 1 миллиард человек будут жить в условиях чрезвычайно высокого дефицита воды, даже если мир ограничит рост глобальной температуры до 1,3–2,4 градусов по Цельсию (2,3–4,3 градуса по Фаренгейту) к 2100 году, что является оптимистичным сценарием [2].

Прогнозируется, что глобальный спрос на воду увеличится на 20–25% к 2050 году, в то время как количество водоразделов, сталкивающихся с высокой изменчивостью из года в год или менее предсказуемыми запасами воды, как ожидается, увеличится на 19%. Для Ближнего Востока и Северной Африки это означает, что 100% населения будут жить с чрезвычайно высоким дефицитом воды к 2050 году. Это проблема не только для

потребителей и зависящих от воды отраслей, но и для политической стабильности. Например, в Иране десятилетия плохого управления водными ресурсами и неустойчивого использования воды для сельского хозяйства уже вызывают протесты — напряженность, которая будет только усиливаться по мере усугубления дефицита воды [3].

Наибольшее изменение спроса на воду в период с настоящего момента по 2050 год произойдет в странах Африки к югу от Сахары. Хотя большинство стран Африки к югу от Сахары сейчас не испытывают сильного дефицита воды, спрос там растет быстрее, чем в любом другом регионе мира. Ожидается, что к 2050 году спрос на воду в странах Африки к югу от Сахары резко возрастет на 163% — в 4 раза быстрее, чем в Латинской Америке, втором по величине регионе, где, как ожидается, спрос на воду увеличится на 43% [5].

Это увеличение водопользования, в основном ожидаемое для орошения и бытового водоснабжения, может способствовать значительному экономическому росту в Африке — по прогнозам, это будет самый быстрорастущий экономический регион в мире. Однако неэффективное водопользование и неустойчивое управление водными ресурсами также грозят снижением ВВП региона на 6% [7].

Между тем, спрос на воду остановился в более богатых странах Северной Америки и Европы. Инвестиции в эффективность водопользования помогли сократить внутреннее водопользование в странах с высоким уровнем дохода, но водопользование и зависимость выходят за рамки национальных границ, а вода, включенная в международную торговлю из стран с низким и средним уровнем дохода в страны с высоким уровнем дохода, будет все больше способствовать росту водного стресса в странах с низким и низким и средним уровнем дохода.

По данным Aqueduct, к 2050 году 31% мирового ВВП — колоссальная сумма в 70 триллионов долларов США — будет подвержен нехватке воды, тогда как в 2010 году этот показатель составлял 15 триллионов долларов США (24% мирового ВВП). Более половины подверженного нехватке воды ВВП в 2050 году придется всего на четыре страны — Индию, Мексику, Египет и Турцию [4].

Нехватка воды может привести к промышленным сбоям, отключениям электроэнергии и потерям сельскохозяйственного производства — как это уже наблюдается в Индии, где нехватка воды для охлаждения тепловых электростанций в период с 2017 по 2021 год привела к потере 8,2 тераватт-часов энергии — или достаточного количества электроэнергии для питания 1,5 миллиона индийских домохозяйств в течение пяти лет. По данным Глобальной комиссии по адаптации, отсутствие более эффективной политики управления водными ресурсами может привести к потерям ВВП в Индии, Китае и Центральной Азии от 7% до 12% и 6% в большей части Африки к 2050 году [6].

Глобальная продовольственная безопасность также находится под угрозой. Уже сейчас 60% орошаемого сельского хозяйства в мире сталкиваются с чрезвычайно высоким дефицитом воды — особенно сахарный тростник, пшеница, рис и кукуруза. Однако, чтобы прокормить 10 миллиардов человек к 2050 году, миру потребуется производить на 56% больше пищевых калорий, чем в 2010 году, — и все это в условиях растущего дефицита воды, а также таких вызванных изменением климата катастроф, как засухи и наводнения.

Вода — это сложная проблема, учитывая, что нет единой основной причины мирового водного кризиса. Дефицит воды — более объективный способ сравнения доступности (или ее отсутствия) воды в разных странах, обычно представляющий собой соотношение спроса на воду в регионе к водоснабжению. Это означает, что мы можем количественно оценить водный кризис в целом.

Однако это не учитывает все риски, связанные с мировым водным кризисом. Таким образом, дефицит воды — это более широкий термин, который в основном означает, что питьевой воды недостаточно для удовлетворения спроса. Это учитывает не только то, что

доступно, но и качество воды, экологические факторы, которые определяют будущую доступность воды в стране, и государственное управление водной инфраструктурой. Вот почему, как мы увидим ниже, такая страна, как Непал — с обильными водными ресурсами — все еще может сталкиваться с нехваткой воды. Это может быть немного более субъективным, поэтому одна организация может отдавать приоритет определенным показателям для ранжирования дефицита воды, а другая может сосредоточиться на других — столь же обоснованных — факторах, чтобы составить немного другой рейтинг.

Независимо от того, какие названия мы используем или в каком порядке мы располагаем страны, проблема одна и та же: нам нужна вода, чтобы жить. К сожалению, эти 10 стран входят в число тех, где это становится все более серьезной проблемой. Прошлым летом ЮНИСЕФ сообщил, что более 71% населения Ливана столкнулось с критической нехваткой воды. С тех пор ситуация еще больше ухудшилась из-за продолжающейся засухи на Ближнем Востоке в сочетании с экономическим кризисом Ливана и плохо управляемыми системами водоснабжения страны. Экономический кризис привел к резкому росту цен и сделал воду еще более труднодоступным товаром: в 2019 году за 1000 ливанских фунтов можно было купить примерно один галлон бутилированной воды. Сегодня эта цена приближается к 8000 фунтов. Наиболее уязвимые жители сталкиваются с наибольшими последствиями этого дефицита воды, особенно крупные общины беженцев Ливана, которые не имеют надежного доступа к основным услугам санитарии. Медицинские центры по всей стране, включая столицу Бейрут, также сталкиваются с опасной для жизни нехваткой воды. По данным Института мировых ресурсов, Ливан занимает третье место в мире по уровню риска нехватки воды, сразу после Катара и Израиля. В целом, Ближний Восток является регионом с самыми высокими показателями нехватки воды, и последствия этого сказываются за пределами границ.

Вода была постоянной проблемой в Пакистане, особенно за последние 35 лет. Эксперты связывают это с быстрым ростом населения страны и урбанизацией, хотя сельские районы страны также потребляют большое количество воды для сельскохозяйственных угодий, большая часть которых орошается через системы каналов, которые недооценены. Изменение климата также является важным фактором. Как сказал Миан Ахмед Наим Салик, эксперт по окружающей среде и научный сотрудник Исламабадского института стратегических исследований, немецкому новостному сайту Deutsche Welle в 2018 году: «Во время рождения Пакистана в 1947 году леса составляли около 5% площади страны, но сейчас их доля сократилась до всего 2%. Из-за большего количества открытых поверхностей, создающих тепловые ловушки, и небольших инвестиций в общественные работы, такие как плотины и водохранилища, более 16 миллионов человек в одном только Карачи не имеют доступа к чистой воде.

Озабоченность существует в Пакистане уже 20 лет, и наши программы в стране в основном сосредоточены на реагировании на засуху, устойчивости к изменению климата и снижении риска стихийных бедствий. Совсем недавно мы возглавили консорциум, работающий над пятилетней программой «Повышение устойчивости к стихийным бедствиям в Пакистане» (BDRP). Программа направлена на повышение потенциала сообществ в девяти округах, которые сталкиваются с острым риском стихийных бедствий, что позволит им лучше справляться с этими рисками за счет лучшего планирования, готовности, реагирования и распределения ресурсов на уровне правительства и сообществ. Это включает в себя удовлетворение потребностей в воде, санитарии и гигиене, уникальных для кризиса. Несмотря на меры социального дистанцирования 2020 года, последнего года программы, мы охватили почти 87000 участников.

Воды стало еще меньше в Афганистане после недавних политических потрясений и переходного периода в стране, последних событий десятилетнего кризиса, вызванного

конфликтом, нестабильностью, стихийными бедствиями, экономической нестабильностью и изменением климата, включая самую сильную засуху за последние 27 лет. ЮНИСЕФ оценивает, что 8 из 10 афганцев пьют небезопасную воду, а 93% детей страны живут в районах с высоким дефицитом воды и уязвимостью.

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KƏND YERLƏRİNİN DAYANIQLI İNKİŞAFI VƏ YAŞAYIŞ SƏVİYYƏSİNİN YAXŞILAŞDIRILMASI

Əliyeva Şəfəq Məmməd qızı
ADPU-nun Şəki filialı, müəllim

Açar sözlər: Kənd, inkişaf, kənd yoxsulluğu, kənd təsərrüfatı, dayanıqlı inkişaf, mərkəzsizləşdirmə siyasəti, QHT-lər, İnkişaf etməkdə olan ölkələr.

Kəndin inkişafı kənd yerlərində, nisbətən təcrid olunmuş və seyrək məskunlaşan ərazilərdə yaşayan insanların həyat keyfiyyətinin və iqtisadi rifahının yaxşılaşdırılması prosesidir. Çox vaxt kənd rayonları kənd yoxsulluğu ilə üzləşmişdir. Kəndlərdə iqtisadi fəaliyyətlərə çıxışın olmaması və təhsil kimi əsas infrastruktura investisiyaların olmaması səbəbindən yoxsulluq şəhər və ya şəhərətrafı iqtisadi rayonlardan daha yüksək olmuşdur.

Kənd yerlərinin inkişafı ənənəvi olaraq kənd təsərrüfatı və meşə təsərrüfatı kimi torpaq tutumlu təbii ehtiyatların istismarına yönəlmişdir. Kənd yerlərinin dayanıqlı inkişafı kənd təsərrüfatı məhsullarının istehsal həcminin artırılması, kənd təsərrüfatının səmərəliliyinin yüksəldilməsi, istehsal resurslarından effektiv istifadə edilməsi, kənd əhalisinin tam məşğulluğunun təmin edilməsi və əhalinin yaşayış səviyyəsinin yaxşılaşdırılmasını əhatə edir.

L.V. Proxorova görə, kənd yerlərinin dayanıqlı inkişafı üçün əsas amillər - müəssisələrin istehsal gücünün sabit artması və kənd yerləri əhalisinin yaşayış səviyyəsinin yaxşılaşdırılmasına təsir göstərən sosial-mədəni, mənzil və digər inkişaf şərtlərinin yaxşılaşdırılmasıdır .

Təhsil, sahibkarlıq, fiziki infrastruktur və sosial infrastruktur kənd rayonlarının inkişafında mühüm rol oynayır. Kənd inkişafı həm də yerli istehsal olunan iqtisadi inkişaf strategiyalarına vurğu ilə xarakterizə olunur. Bir çox oxşar cəhətləri olan şəhər bölgələrindən fərqli olaraq, kənd yerləri bir-birindən çox fərqlənir. Bu səbəbdən qlobal miqyasda istifadə edilən çoxlu sayda kənd inkişafı yanaşmaları mövcuddur. Kənd yoxsulluğu, qeyri-şəhər bölgələrində yaşayan insanların maliyyə resursları və yaşayış üçün zəruri ehtiyacları olmayan bir vəziyyətlərə aiddir. O, kənd cəmiyyətinin, kənd iqtisadiyyatının və orada mövcud olan marjinallaşmaya və iqtisadi əlverişsizliyə səbəb olan siyasi sistemləri nəzərə alır. Kənd yerləri, kiçik, geniş yayılmış əhaliyə görə, adətən, daha az baxımlı infrastruktura malikdir və adətən əhali mərkəzlərində cəmləşən bazarlara çıxışda çətinlik çəkir.

Kənd icmaları da hüquqi və sosial müdafiə baxımından çatışmazlıqlarla üzləşir, qadınlar və təcrid olunmuş icmalar tez-tez torpaq, təhsil və iqtisadi inkişafa kömək edən digər dəstək sistemlərinə çıxışda çətinlik çəkirlər. Bir sıra siyasətlər həm inkişaf etməkdə olan, həm də inkişaf etmiş iqtisadiyyatlarda sınaqdan keçirilmişdir, O cümlədən kənd yerlərinin elektrikləşdirilməsi, internet, gender bərabərliyi, kredit , gəliş-çıxışın zəif olması kimi problemlər var.

Akademik tədqiqatlarda kənd yoxsulluğu tez-tez məkan bərabərsizliyi ilə birlikdə müzakirə edilir ki, bu da bu kontekstdə şəhər və kənd yerləri arasındakı bərabərsizliyə istinad edir. Həm kənd yoxsulluğu, həm də məkan bərabərsizliyi qlobal fenomendir, lakin ümumilikdə yoxsulluq kimi, inkişaf etməkdə olan ölkələrdə kənd yoxsulluğunun inkişaf etmiş ölkələrlə müqayisədə daha yüksək nisbətləri var. Effektiv siyasət və iqtisadi artım vasitəsilə kənd yoxsulluğunun aradan qaldırılması beynəlxalq ictimaiyyət üçün davamlı çətinlikdir, çünki o, kəndin inkişafına sərmayə qoyur. Beynəlxalq Kənd Təsərrüfatının İnkişafı Fondunun məlumatına görə, həddindən artıq yoxsulluq içində olan insanların 70 faizi kənd yerlərindədir, onların əksəriyyəti kiçik sahibkarlar və ya dolanışıqları kənd təsərrüfatından çox asılı olan kənd təsərrüfatı işçiləridir. Bu qida sistemləri ekstremal hava şəraitinə qarşı həssasdır və bunun iqlim dəyişikliyi artdıqca bütün dünyada kənd təsərrüfatı sistemlərinə daha çox təsir edəcəyi gözlənilir.

Beləliklə, iqlim böhranının kənd yoxsulluğunun azaldılması proqramlarının effektivliyini azaltması və kənd icmalarının şəhər mərkəzlərinə köçürülməsinə səbəb olacağı gözlənilir.

İ.N. Merenkov ərazinin dayanıqlı inkişafının dörd əsas amilini- sosial, iqtisadi, institusional və ətraf mühiti müəyyənləşdirir. Müəllif qeyd edir ki, bu amillərin öyrənilməsinə sistematik yanaşma kənd yerlərində baş verən prosesləri onların inkişafına inzibati və idarəetmə təsiri baxımından tam xarakterizə etməyə imkan verəcəkdir .

Əhalinin həyat şəraitinin yaxşılaşdırılması dövlətin ən vacib prioriteti və ölkənin sosial-iqtisadi inkişafının perspektivli istiqamətlərindən biridir. İqtisadi və sosial islahatların həyata keçirilməsindəki əhəmiyyətli səhv hesablamalar kəndlə şəhər arasındakı fərqi kəskin artırmaqla bərabər ümumi əhalinin istehlak səviyyəsinin azalmasına gətirib çıxara bilər. Əslində L.V. Proxorovun yanaşmasında kənd yerlərinin inkişafında paralelliyinin olması öz əksini tapır. Yəni sosial infrastruktur inkişaf edirsə ondan istifadə səviyyəsi də yaxşılaşmalıdır, burada istehlak səviyyəsinin yüksəldilməsi başa düşülür. Bunun üçün kənd yerlərində təsərrüfatların inkişafı, gəlirlərin və məhsul istehsalının artırılması tələb olunur. Digər inkişaf şərtlərində isə ekoloji tarazlığın qorunmasının zəruriliyi başa düşülür. İ.N. Merenkovun yanaşması da maraq doğurur və tədqiqatda kənd yerinin dayanıqlı inkişafını müəyyən etmək üçün bu amillərin hərtərəfli öyrənilməsini doğru yanaşma hesab etmək lazımdı.

Dayanıqlı İnkişaf Məqsədi 1: Yoxsulluğun olmaması bu problemləri həll etmək üçün beynəlxalq məqsədlər qoyur.

Dayanıqlı İnkişaf Məqsədi 2: Sıfır Aclığın bir hissəsi kimi dayanıqlı qida sisteminə investisiyalarla dərindən bağlıdır. Kənd inkişafı tədbirləri kənd icmalarının sosial və iqtisadi inkişafını daha da artırmaq məqsədi daşıyır.

Kəndin inkişafı kənd icmalarının tələb olunan ehtiyaclarını ödəmək üçün kənd əhalisinin özlərinin iştirakı ilə kənd həyatını yaxşılaşdırmaq yollarını tapmaq məqsədi daşıyır. Kənar adam yerli ərazidə hökm sürən mühiti, mədəniyyəti, dili və digər şeyləri başa düşməyə bilər. Beləliklə, kənd əhalisinin özləri kənd yerlərinin davamlı inkişafında iştirak etməlidirlər. Nepal, Pakistan, Hindistan, Banqladeş kimi inkişaf etməkdə olan ölkələrdə inteqrasiya olunmuş inkişaf yanaşmaları izlənilir. Bu kontekstdə bir çox yanaşma və ideyalar işlənib hazırlanmış və həyata keçirilmişdir, məsələn, aşağıdan yuxarı yanaşmalar, PRA- İştiraklı Kənd Qiymətləndirilməsi, RRA- Sürətli Kənd Qiymətləndirilməsi, İnsanlarla İş (WWP),və s. Yeni Kənd Yenidənqurma Çindəki hərəkat öz ekoloji əkinçilik layihələri vasitəsilə kəndlərin inkişafına fəal şəkildə kömək edir.

İnkişaf etməkdə olan ölkələrdə QHT/qeyri-kommersiya təşkilatlarının rolu

Mərkəzsizləşdirmə siyasəti inkişaf problemlərini yerli hökumətlərin məsuliyyətinə çevirdiyinə görə, bu, həm də qeyri-hökumət təşkilatları (QHT), qeyri-kommersiya təşkilatları və digər xarici aktorların bu məsələlərə yanaşmada daha çox iştirak etmələri üçün qapı açdı. Məsələn, inkişafa statistik yanaşmaların aradan qaldırılması Afrikada fəaliyyət göstərən QHT-lərin sayında eksponensial artıma səbəb oldu və əlavə olaraq onların getdikcə daha mühüm rollar üzərinə götürməsinə səbəb oldu. Nəticə etibarilə, qeyri-kommersiya təşkilatları inkişaf etməkdə olan ölkələrdə ehtiyacların təmin edilməsində böyük rol oynayırlar və kənd inkişafının dəstəklənməsində getdikcə daha böyük rol oynayırlar.

Bu təşkilatlar tez-tez ənənəvi olaraq dövlət tərəfindən yerinə yetirilən məsuliyyətləri öz üzərinə götürdükləri üçün tənqid olunur, bu da hökumətlərin zamanla bu vəzifələrin icrasında səmərəsiz olmasına səbəb olur. Afrika daxilində QHT-lər donorlar tərəfindən maliyyələşdirilən, aşağı gəlirli mənzil layihələri vasitəsilə dayanıqlı tikinti işlərinin əksəriyyətini həyata keçirirlər. Bundan əlavə, onlar tez-tez donor pulları tərəfindən asanlıqla idarə olunduqları və əhalinin qalan hissəsindən yuxarıda yerli elitaların ehtiyaclarına xidmət etməyə yönəldildikləri üçün günahlandırılırlar. Tənqidin nəticəsi olaraq, bir çox QHT-lər öz layihələrinə icma iştirakçılığını təşviq edən strategiyalar daxil etməyə başladılar.

Bir çox alimlər qeyri-mərkəzləşdirmə siyasəti nəticəsində QHT-lərin inkişafda liderlik çatışmazlığının qeyri-kafi həlli olduğunu iddia edirlər. İnsan haqları üzrə ekspert Syuzan Dikliç müstəmləkəçiliyin tarixi kontekstini, təşkilata xas məhdudiyyətləri və rejimin məhdudiyyətlərini QHT-lərin vədlərinə maneələr kimi qeyd edir. O qeyd edir ki, "qeyri-hökumət təşkilatları geri çəkilən dövlət kimi getdikcə daha çox xidmət göstərilməsi və boşluqların doldurulması fəaliyyətlərinə cəlb olunur, lakin bu dəstəkləyici funksiyalar artan siyasi effektivliklə uyğun gəlmir".

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Historical Sciences

Investigating Sultan Beibarys' Contributions to Islamic Architecture and Culture

Kelmagambetova Kunaiym Kydyrbayevna
History Teacher at School No. 88 B. Abdirazakov, Republic of Kazakhstan
Bagdauletova Yerkemai
7th-Grade Student at School No. 88 B. Abdirazakov, Republic of Kazakhstan

Abstract. The article is dedicated to studying the legacy of Sultan Beibarys, a great ruler and military leader whose influence on Islamic culture and architecture was significant. The paper examines his contribution to the development of religious architecture in Egypt and the construction of mosques on the Kazakh steppe. Special attention is given to the synthesis of Kipchak and Islamic cultures, which manifested in Beibarys' architectural and cultural projects. The legacy of Sultan Beibarys remains an important element of Islamic history and architecture, influencing the development of Muslim states of the time.

Keywords: *Sultan Beibarys, islamic culture, architecture, kazakh steppe, mosque construction, cultural legacy, heritage, religious architecture, historical significance*

Introduction. Sultan Beibarys (1223–1277) was one of the most significant figures in Islamic history during the 13th century. He was born on the territory of modern Kazakhstan, in a Kipchak family, but was taken into slavery and eventually became the Sultan of Egypt. His reign was marked by military victories, state consolidation, and significant cultural achievements. Beibarys was actively involved in the Crusades, repelling Mongol invasions, and strengthening Egypt as an important center of the Islamic world.

However, Beibarys' greatest influence manifested in his architectural projects, especially in the construction of mosques and other religious structures. His cultural legacy spread far beyond Egypt, including the territories of the Kazakh steppe, from where he originated. This article explores how Sultan Beibarys' legacy is reflected in Islamic architecture and culture, and how his projects impacted the Islamic community as a whole.

Sultan Beibarys and His Legacy in Egypt

Sultan Beibarys, known as Al-Malik al-Zahir Beibarys al-Bunduqdari, was not only an outstanding military leader but also a reformer who significantly changed the face of Egypt and the Islamic world in the 13th century. His reign began in 1260, following the Mamluks' victory at the Battle of Ain Jalut, where they halted the Mongol invasion. This event strengthened his political influence and made him one of the most important figures in the Muslim world.

One of the key aspects of his legacy was the development of the state system. Beibarys implemented administrative reforms, creating an efficient bureaucratic system that allowed him to govern a vast territory. He also reformed the army, making it more organized and capable.

Much attention was paid to strengthening the state's borders, protecting against external threats, especially from the Mongols and Crusaders.

A major focus of Beibarys' rule was the support of Islamic science and education. He founded numerous madrasas in Egypt and Syria, where religious sciences as well as mathematics, astronomy, and medicine were taught. Especially important were his cultural projects in Cairo, which, during Beibarys' reign, became the center of the Muslim world. The Sultan invested significant resources in the construction and restoration of mosques, madrasas, and other structures, which became symbols of Islamic architecture.

One of the most important architectural monuments associated with Beibarys is the Al-Zahir Mosque in Cairo. This mosque remains one of the most striking examples of Islamic architecture of that time. Its style combines traditional Islamic architectural elements with influences from Kipchak culture, making it unique. The mosque became not only a place of prayer but also an important cultural and educational center.

Besides mosque construction, Beibarys actively developed infrastructure. Under his rule, roads were built, fortresses strengthened, and water canals constructed, contributing to economic growth and improving the quality of life for Egypt's population. One example of his infrastructure projects was the Nile irrigation system, which significantly expanded the country's agricultural lands. Beibarys also greatly strengthened Egypt's economy by developing trade with neighboring countries and maintaining control over important trade routes. This allowed Egypt to become an important trade center of the time. A distinctive feature of Beibarys' reign was his effort to unite the Islamic world. He formed alliances with other Muslim states and opposed Christian Crusaders. Under his leadership, the Islamic world was significantly strengthened and managed to preserve its cultural and religious identity despite external threats.

Thus, Sultan Beibarys' legacy in Egypt was not only military victories but also significant achievements in architecture, culture, and state governance. His reforms and cultural projects profoundly impacted the development of Egypt and the entire Islamic world.

Mosque Construction on the Kazakh Steppe and Cultural Legacy

Although Sultan Beibarys focused mainly on Egypt and Syria, his influence was also felt in the Kazakh steppe. As a representative of the Kipchak people, Beibarys always maintained a connection with his homeland, which was reflected in his cultural policies. One of the key aspects of his reign was the construction of mosques on the Kazakh steppe, which contributed to the spread of Islam and Islamic culture among the nomadic peoples.

Beibarys actively incorporated elements of Kipchak culture into his architectural projects. For example, Egyptian mosques featured architectural elements characteristic of the Kipchak steppe, such as domes and minarets designed in a style typical of nomadic peoples. Moreover, the influence of Kipchak music and traditions was also evident, such as the use of the kobyz for military communication and the popularization of kumys at the Egyptian court. This cultural exchange became a striking example of the synthesis between Islamic and steppe traditions.

The construction of mosques on the Kazakh steppe played a crucial role in the spread of Islam in these regions, and these projects became part of Beibarys' legacy as a cultural leader capable of uniting different peoples and traditions under the banner of Islam. The mosques built in modern-day Kazakhstan helped preserve the Islamic identity of the region over centuries.

Beibarys' Influence on Islamic Culture

Sultan Beibarys was a pivotal figure in Islamic history, particularly during the 13th century when he significantly shaped Islamic culture and architecture. As a leader of the Mamluk

Sultanate, Beibarys' reign marked a transformative period characterized by military victories, architectural innovation, and a flourishing cultural landscape that left an enduring impact on the Islamic world. Beibarys ascended to power following the Mamluks' decisive victory over the Mongols at the Battle of Ain Jalut in 1260. This battle was crucial in halting the Mongol advance into the Islamic territories, securing the Mamluks' status as a dominant power in the region. Under Beibarys' leadership, the Mamluks consolidated their political authority, establishing a stable and prosperous state that became a center of Islamic culture. Recognizing that a strong state needed a rich cultural foundation to inspire loyalty and cohesion among its people, Beibarys initiated a patronage system that supported scholars, artists, and architects. This investment in culture fostered a vibrant scene that would leave a lasting imprint on Islamic civilization. One of Beibarys' most significant contributions was his extensive architectural projects. He is credited with the construction of numerous mosques, madrasas, and public buildings that served not only religious and educational purposes but also showcased the artistic and architectural advancements of his time. Among his notable achievements is the Mosque of Beibarys in Cairo, a testament to his commitment to Islamic faith and culture. The mosque features intricate designs, stunning mosaics, and elaborate calligraphy that reflect the artistic excellence of the Mamluk period. It served not only as a place of worship but also as a center for scholarly activities, where religious and cultural discussions flourished.

Beibarys understood the importance of education in fostering a strong Islamic identity. He established several madrasas throughout Egypt and the Levant, promoting the study of Islamic jurisprudence, philosophy, and the sciences. These institutions became vital centers of learning, attracting scholars and students from various regions and contributing to the preservation and dissemination of knowledge. Beibarys' emphasis on education not only strengthened the intellectual foundation of the Islamic world but also reinforced the cultural identity of the Mamluk state.

In addition to religious buildings, Beibarys invested in public infrastructure, including roads, bridges, and markets. These developments facilitated trade and communication, further enhancing cultural exchange between different regions of the Islamic world. The flourishing economy allowed for the patronage of artists and craftsmen, leading to a vibrant artistic culture. Under Beibarys' patronage, calligraphy reached new heights, with intricate scripts and designs adorning buildings and manuscripts. Calligraphers were often commissioned to create elaborate Quranic verses and decorative motifs that enhanced the aesthetic appeal of Islamic architecture. The Mamluk period also saw advancements in ceramic production and textile design. Beibarys encouraged the creation of intricately designed ceramics, which became highly sought after in both local and international markets. Textiles produced during this time showcased exquisite patterns and colors, contributing to the rich cultural tapestry of the era. Beibarys' reign was characterized by a flourishing of the arts, reflecting a deep appreciation for artistic expression as a means of reinforcing cultural identity.

Beibarys' influence extended beyond the borders of the Mamluk Sultanate. His reign coincided with a period of extensive cultural exchange within the Islamic world and beyond. The Mamluks engaged in trade and diplomacy with various regions, including Europe, Asia, and Africa. This interaction facilitated the transfer of ideas, art forms, and technologies, enriching Islamic culture and fostering a sense of interconnectedness among different civilizations. By establishing diplomatic ties with various powers, including the Crusader states and Mongol khans, Beibarys allowed for the exchange of knowledge and culture, leading to a more nuanced understanding of different societies. The Mamluks became a bridge between East and West, promoting cultural dialogue and cooperation.

Additionally, the Mamluk period saw an increase in pilgrimage to holy sites, particularly Mecca and Medina. Beibarys invested in the infrastructure necessary to support pilgrims, including

rest stops and accommodations. This emphasis on pilgrimage not only strengthened the Islamic faith but also promoted cultural exchange, as pilgrims traveled from diverse regions, sharing their traditions and customs.

Also, Sultan Beibarys' influence on Islamic culture and architecture is profound and multifaceted. His military achievements laid the groundwork for a stable and prosperous state that became a cultural beacon in the Islamic world. Through his architectural innovations, patronage of the arts, and promotion of education, Beibarys fostered a rich cultural environment that left an indelible mark on Islamic civilization. His legacy continues to inspire scholars, architects, and artists, serving as a reminder of the enduring impact of visionary leadership on cultural development. Beibarys' contributions remain a testament to the rich tapestry of Islamic culture and its capacity for innovation, creativity, and resilience.

Conclusion. Sultan Beibarys' legacy is a multifaceted phenomenon that left an indelible mark on the history of the Islamic world. His reign was a key stage in Egypt's development as a powerful political, cultural, and religious center. Beibarys not only fended off external threats but also laid the groundwork for a state system that lasted for many centuries. Beibarys' architectural projects, such as the construction of mosques and madrasas, demonstrated his commitment to strengthening the religious and cultural foundations of the Islamic world. His projects in Egypt and the Kazakh steppe contributed to the spread of Islam and the unification of Muslim peoples, enhancing their cultural ties and mutual understanding.

Sultan Beibarys' legacy remains an integral part of the history of the Muslim world and continues to influence the development of Islamic culture and architecture to this day. His efforts to spread Islam and strengthen cultural traditions played an important role in preserving the Islamic identity of the region. Thus, Beibarys remains one of the most significant and respected leaders in Islamic history, whose contribution to the development of Muslim civilization is hard to overestimate.

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University of Warsaw

Solipska 29

02-482 Warsaw, Poland