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We are at a pivotal moment when it is important to think strategically about the future.
What do all universities strive for globally today? The European University Association provides the answer in its report «Pathways to the Future»

(22 September 2021)

Sustainability is the key word for all European universities. Universities strive to make sustainability an integral part of their learning and teaching, research, innovation and culture.

Interdisciplinarity based on deep disciplinary knowledge will play an important role in the success of the universities of the future.

Diversity and inclusion are basic elements of sustainability. All universities will strive to achieve them to support an open, pluralistic and democratic society.

Achieve those goals requires strong and autonomous universities that act strategically and strive for continuous improvement.

The successful future of universities will be transnational. International cooperation will continue to be essential for high-quality research and innovation, as well as for improving the quality of learning and teaching. In fact, universities are showcases for peaceful and constructive international cooperation.

A counter-trend is that the ideal of knowledge without borders can become hostage to geopolitics. As countries compete for power on the world stage, some knowledge may be seen as too valuable or too dangerous to share. Thus, contact between scientists from competing camps is viewed with suspicion.

Nevertheless, the Bologna Process has brought a pan-European vision to higher education. It has led to an expansion of international partnerships among all the countries involved as well as an increase in student mobility.

Today, universities are already globally connected. Almost all of them have partners in Europe, and most universities have partners in other continents.

Ekaterina Tsaranok
Director,
Modern Education & Research Institute

CONTENT

DEVELOPMENT OF MINCED MEAT SEMI-FINISHED PRODUCTS

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Abstract

The paper presents the results of research on the use of lentil flour in the recipes of minced meat semi-finished products in order to create a gerodietic product. The chemical composition of lentil flour in comparison with the composition of wheat flour has been studied. The choice of lentil flour as an ingredient of meat and lean semi-finished products has been substantiated. Their maximum possible dosage has been established, which allows increasing their nutritional value while maintaining the acceptable consumer properties of semifinished products. The inclusion of a vegetable additive (lentil flour) in the minced meat allowed to create meat and vegetable semi-finished products whose amino acid composition meets the specifics of gerodietic nutrition to a greater extent than that of meat.

Keywords: lentil flour, gerodietic nutrition, chopped meat semi-finished products, nutritional value, combined product, spinach.

Recently, the world pays great attention to food safety and production. An important priority of Kazakhstan, voiced in the Address of President Nazarbayev to the people of Kazakhstan Strategy «Kazakhstan-2050» – a new political course of the established state», is to achieve a leading position in the world food market and increase agricultural production.

Kazakhstan is an agrarian country. The development of the agricultural and processing of agricultural raw materials is one of the main directions of solving the food problem of the country and improving the health of the citizens of Kazakhstan to ensure sustainable socio-demographic development of the country.

Many food processing companies have already reoriented themselves to developing new segments of the food market by generating and promoting new types of food products, in particular dairy and meat products.

From this perspective, the development of new food technology for gerodietic nutrition is a task whose solution has not only scientific, environmental, but also social significance. Currently, many countries, including the CIS countries, have scientifically substantiated the list and physiological daily rate of consumption of the main nutrients necessary for the elderly to ensure a balanced healthy diet, the main functional ingredients that are a priority for gerodietic nutrition are determined. However, the practice of consuming nutritious foodstuffs enriched with functional supplements necessary for the elderly diverges from the physiological norms

Proteins and especially their qualitative composition are very important in human nutrition of any age. N. Lipatov has developed a formalized criterion of amino acid composition and balance

of proteins in gerodietic products, which can be used to design the protein composition of products for gerodietic nutrition.

In this connection it is planned to create foodstuffs for functional with use of meat and vegetative raw materials enriched with biologically active agents which usefulness consists in that they allow to balance amino– and fatty-acid structure of meat products, to increase their food value.

Aims and objectives of the research. The aim of this research is to develop recipes for minced meat semi-finished products from poultry meat, with the addition of lentil flour and spinach in order to create food products aimed at a wide range of consumers.

Development of functional food is an innovative direction in the food industry of Kazakhstan, which has extremely important practical importance and social effectiveness, because its solution will affect not only the prolongation of human life, but also to increase the active, creative period of his life, the preservation of health, vigor, ability to work until old age.

Growth of production of combined products in many countries of the world is connected not only with economy of animal raw materials, but also with rational use of vegetative raw materials. The new ideology existing now in the field of the protein consists in manufacture of the combined meat products on the basis of meat and vegetative protein raw materials received from various sources under condition of mutual enrichment of their structure, combination of functional and technological properties, increase of biological value, improvement of organoleptic parameters of finished goods, decrease in its cost price. Protein is a vital building material for the human body. Sources of food protein on the basis of vegetative raw materials have high biological value due to the content of protein substances, relatively good assimilability and nutritious properties, and low fat content. In connection with availability of vegetative raw materials there are wide possibilities for its purposeful use as additives in production of meat products and as the basic component of the combined products.

Vegetable additives in cutlets can enrich them with vitamins, complete proteins, dietary fiber, minerals. This allows to increase the quality of products, to give it a functional orientation and to create products of dietary purpose, to improve economic indicators of production: to increase the volume of output with simultaneous reduction of consumption of meat raw materials, allows to use raw materials rationally, without complicating the technological process.

The problem of dietary protein can be solved in several ways: increasing the number of livestock, poultry; reducing losses during the processing of livestock raw materials and the maximum use of by-product protein-containing resources; involving vegetable proteins, which are a secondary product in the allied meat industry, in the production of meat products. From a practical point of view, the most promising sources of protein are legumes – the cheapest protein products. Among legumes, lentils stand out with their maximum protein content (24.8 g per 100 g of product), which have a very low fat content and, importantly, good taste. Lentils have the following chemical composition: water is 14.0, protein is 24.8, fat is 1.1, carbohydrates is 53.7, ash is 2.7, dietary fiber is 3.7 g per 100 grams of product. Like the meat of farm animals, lentils are a source of water-soluble B vitamins, in small quantities contains fat-soluble vitamin A. Of the minerals, lentils contain much iron, potassium, calcium, silicon, magnesium, sodium, sulfur, phosphorus, chlorine, zinc etc. The caloric value is 310.5 kcal per 100 g of product. Lentils are one of the few foods to which our body and digestive system are genetically adapted. This complete adaptation process has been taking centuries. Lentil protein is in no way inferior to meat protein in terms of its nutritional quality. Furthermore, it is much better absorbed by the body and does not have the fatty components that accompany meat protein.

The objects of the study were lentil flour, spinach, and chopped semi-finished products obtained according to the basic and developed recipes.

When carrying out research standard and generally accepted organoleptic methods of research were used. Selection of average samples, their preparation for analysis was carried out in accordance with GOST R 51447 «Meat and meat products. Sampling methods».

Organoleptic analysis of minced meat semi-finished products) was carried out after heat treatment of samples according to the following indicators: appearance, color, odor, consistency, taste and juiciness. The indicators were evaluated on a five– point scale according to GOST 9959 «Meat products. General conditions for organoleptic evaluation»:

The results of the evaluation of the products submitted to the tasting board were depicted in the form of profilograms.

In terms of organoleptic characteristics developed semi-finished products must meet the requirements specified in GOST R 52675 «Semi-finished meat and meat-containing products. General technical conditions».

GOST R 55366-2012 vitamin content of minced meat semi-finished products enriched with vitamins.

Indicators of the mass fraction of vitamins detennined by the manufacturer periodically, but not less than once a quarter.

Results of work. Experimental studies were carried out in the conditions of the Department of Food Technology and on the basis of scientific and training meat center.

Samples of chopped semi-finished products were obtained according to the traditional recipe and is positive.

An experimental batch of chopped meat semi-finished products for gerodietic nutrition using lentil flour and spinach for people of different age groups and teenagers was produced in the conditions of educational and scientific meat centre of the Almaty Technological University.

A study of the chemical composition of lentil flour showed its ability to strengthen the body's resistance, activate the metabolism, reduce blood glucose levels and harmful cholesterol.

Lentils are a treasure trove of vitamins, amino acids and protein that are easily absorbed by the human body. Moreover, dried green lentils retain most of them – almost 70% – and therefore are a staple on a vegetarian's table. The unique property of the plant not to absorb harmful toxic substances from the soil makes this plant an environmentally friendly product.

Lentils are useful as a prophylactic against breast cancer due to their iso flavones that inhibit their development. The effect of this plant on blood sugar levels has been noted by medics, so it is also useful for people suffering from diabetes. The high amount of soluble fiber in lentils helps reduce blood cholesterol levels, which leads to a reduced risk of developing clinically significant vascular diseases (cerebral infarction and heart attack).

Thus, the use of lentil flour and spinach as an additional or alternative vitamin and mineral raw material for producing a wide range of chopped semi-finished products is advantageous, justified from the position of biological and physiological value: it can play an important role in solving the problem of vitamin and mineral deficiency; it makes it possible to use the semi-finished product for prevention and treatment of digestive system diseases, metabolic disorders, cardiovascular system in people of different ages.

As a basis for the development was taken the traditional recipe for minced meat cutlets capital (TU 9214-403-23476484-01).

By calculation, the raw material was replaced by lentil flour. Lentil flour was replaced by wheat flour in percentages ranging from 1 to 15. According to calculations the most optimal percentages of lentil flour replacement were chosen: 5,10,15%.

Name of raw material	Recipe			
	basic	№1	№2	№3
Beef	67	67	67	67
Chicken eggs	3	3	3	3
Wheat flour bread	10	5	–	–
Cow's milk	10	10	10	10
Fresh onions	6	4	4	4
Breadcrumbs	4	4	4	4
Lentil flour	—	5	10	15
Common table salt	1100	1100	1100	1100
Black or white pepper	150	150	150	150
Spinach	–	2	2	2

In the course of laboratory tests were prepared samples of chopped semifinished products which are shown in Table 1.

The obtained chopped semi-finished products were evaluated according to organoleptic, physico-chemical, functional and technological, biochemical indices.

The results of organoleptic evaluation using the developed products, are shown in Figure 1.
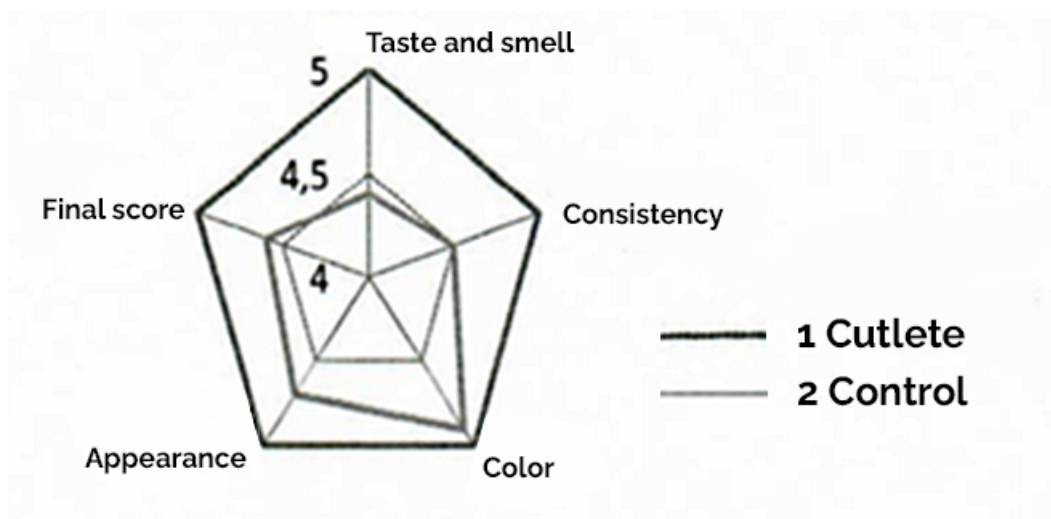
Figure 1. **Organoleptic characteristics of minced meat semi-finished products**

Organoleptic researches have shown high consumer quality of the presented samples. Based on the results of the study of functional and technological and organoleptic properties of meat semi-finished products the optimal options for the introduction of vegetable components were identified. Based on the research conducted on studying and developing the technology of meat chopped semifinished products, it was proposed to use poultry meat and lentil flour with 10% replacement of raw materials. The nutritional value analysis and tasting showed that the product has high organoleptic indicators due to the use of lentil flour, contains a balanced vitamin composition, easily digestible protein, i.e. is a product of high food and biological value. The resulting chopped semi-finished product will expand the range of functional meat products.

Name of indicators, units of measurement	Benchmark	With the addition of lentils
	Actual results	
Vitamins		
E	0,561	0,569
B1	0,217	0,126
B2	0,227	0,229
B3	5,672	5,730
B5	0,576	0,558
B6	0,417	0,420
B9	0,0100	0,0101

Table 2. **Vitamin composition of finished semi-finished products vitamin composition of semi-finished meat products**

We have conducted research on the effect of lentil flour additives on the vitamin composition of meat semi-finished products.

Currently, production of meat semi-finished products is very popular and relevant, as the product is environmentally friendly and can be used as a healthy food that meets the modern concept of nutrition development of the Republic of Kazakhstan.

Compared to the control sample, the introduction of 10% lentil flour indicates higher and better functional and technological and organoleptic properties of the cutlets.

Such indicators will allow to use meat – plant semi-finished products with high functional and technological properties in production.

Conclusions. Currently, the production of meat semi-finished products is very demanded and relevant, as the product is environmentally friendly and can be used as a healthy food that meets the modem concept of nutrition development of the Republic of Kazakhstan.

Thus, products of functional gerodietic orientation open ample opportunities for optimization of nutrition of elderly people, increase of their health potential, suspension in general of premature aging development, inhibition of age-dependent pathologies.

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INFLUENCE OF PROTEIN MIXTURE ON THE QUALITY OF MEAT SYSTEMS

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Abstract

In recent years, the nutritional structure of the population of the Republic of Kazakhstan is characterized by a continuing decrease in the consumption of the most biologically valuable food products. According to Russian scientists, one of the problems of violation of the general homeostasis of the population is associated with a deficiency in the diet of biologically active components, including proteins of animal origin, reaching from 15% to 20% of the recommended rational consumption rates.

Keywords: protein, vegetable raw materials, heat treatment, microstructure, protein mixture.

The use of a protein mixture of vegetable origin in the production of minced meat products also affects the structure of minced meat, its tissue composition, which leads to certain microstructural changes. Presumably, there is a loosening of muscle fibers, in particular, the smallest fragments, and connective tissue (Figure 1). Swelling of muscle fibers and collagen fibers occurs. The number of cracks and transverse tears in muscle fibers is quite large. The formation of a large number of destructive fine-grained protein masses located between muscle fibers and minced meat particles is observed.

As a result of heat treatment of minced meat, a significant change in the structure occurs, as is the fragmentation of muscle fibers with their simultaneous swelling. In the muscle fibers themselves, the presence of transverse striation is noted against the background of some granularity of the cellular content (Figure 2). In most muscle fibers, the nuclei are practically not detected, or the presence is noted in the form of shadows. Compacted nuclei are found in connective tissue cells in the form of relatively large fragments of tendons and fascia. They are not found in individual cells, small or loose tissue particles. Under the influence of the homogenization process, the fibrous components of the connective tissue are presented in the form of a homogeneous mass and are converted in places into glutin. Fat cells disintegrate and disintegrate into separate droplets of various sizes. The amount of fine-grained protein mass increases.

The protein structure is a three-dimensional matrix that holds fat, water and substances dissolved in it. Thus, the structure-forming properties are of no small importance in the production of minced meat systems, since the consumer properties of the finished product directly depend on these properties.

Figure 1. **The microstructure of the experienced muscle tissue**
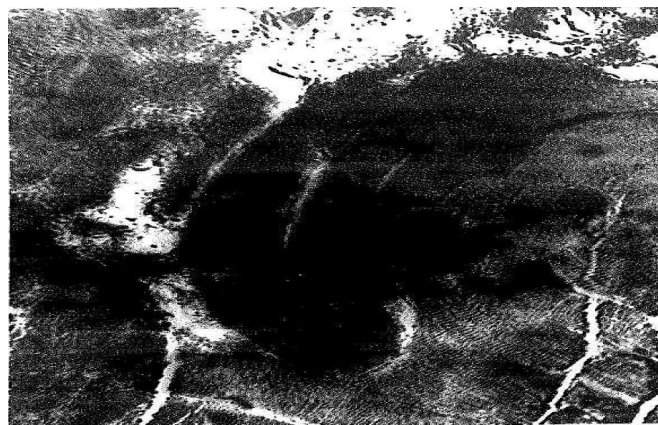
Figure 2. **Microstructure of muscle tissue after heat treatment**

As you know, there is an almost direct relationship between the nature of the interaction of plant and meat proteins and the properties of the resulting structures. Obtaining complexes with different rheological properties depends on the conditions (intensity and temperature of heating, the amount of proteins involved in the formation of meat and vegetable complexes, pH of the medium, etc.) at which structure formation occurs, which formed the basis for the study of the structure (determination of the point of structure formation, protein mixture, strength and elastic modulus) of the formed homogenate. At the same time, it was necessary to establish the dependence of the change in the temperature of the samples under study on the time and intensity of heating (Figure 3).
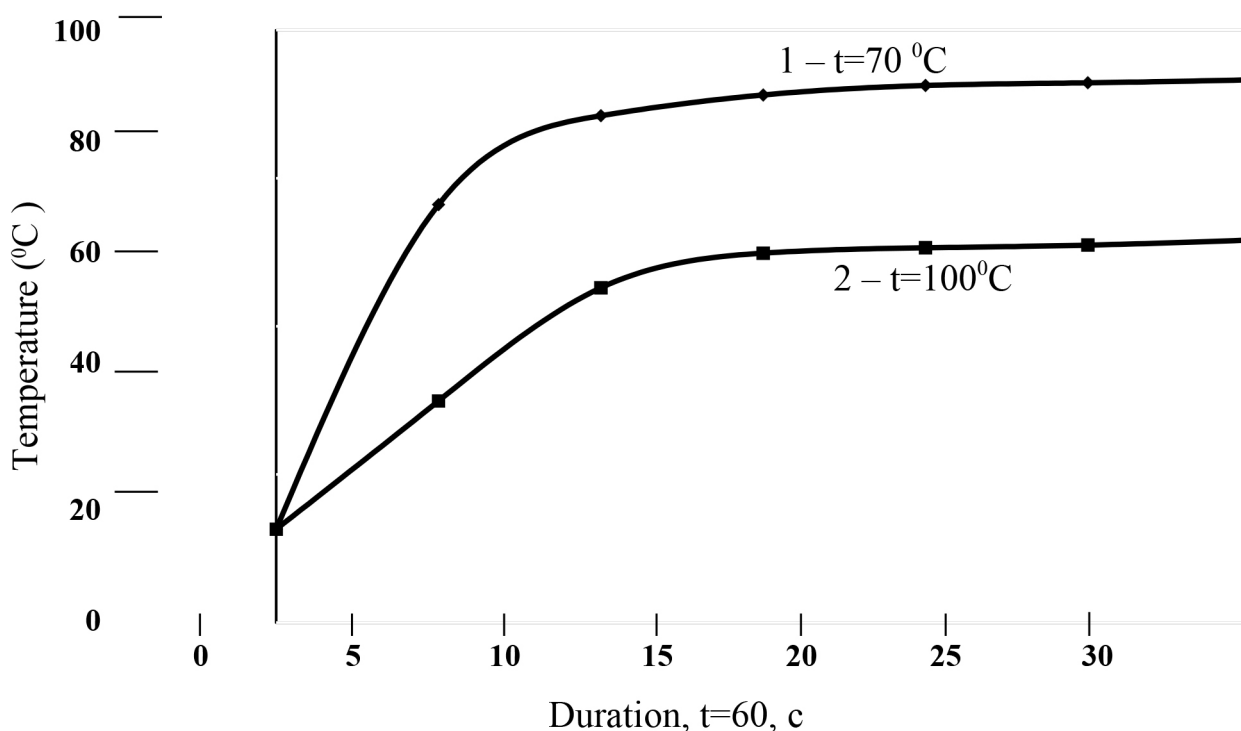
Figure 3. **Dependence of protein mixture temperature change on time and heating temperature**

From Figure 3 it follows that the structure formed by the protein mixture with the meat homogenate has greater strength compared to the control sample (at t 100 ° C, 70 ° C). At the initial stage of heating (up to t 70 ° C), the most intense structure formation of the mixture occurs.Perhaps, at this time interval, 7S globulins of soy flour of both mixtures are actively involved in the interaction with myofibrillar proteins,

therefore, at the initial stage, there is no significant difference in the strength characteristics of the two samples. Then there is a sharp decrease in the intensity of the increase in the strength of the structure of the meat homogenate formed by the control sample (t from 7 to 20 ° C), since the main part of the 7S globulins by this time has already entered into a reaction with myofibrillar proteins, and the 11S globulins play the role of a ballast material and do not enter into interaction with meat proteins, which leads to a decrease in the structure-forming properties of the sample.

With a subsequent increase in heating, no significant structural changes are observed. The optimum heating temperature was a temperature of up to 70 ° C, since in this case high strength values are observed, in contrast to the structures obtained at a heating temperature of 100 ° C. The intensity of heating accompanies the process of aggregation and mixed structures (mesh in mesh) are formed in the system, which are less strong than complex structures.

The study of elasticity and protein mixture structures for both samples showed that at the initial stage, as in the case of strength indices, they increase in the range from 0 to 7 ° C, after which they remained practically at the same level. For samples heated at 70 ° C, these indicators also had higher values than for samples heated at 100 ° C.

With an increase in the heating temperature, the amount of meat and vegetable proteins involved in the interaction with each other increases, which indicates the formation of complexes by meat and vegetable proteins according to the hydrophobic principle, the thermodynamic stability of partially hydrolyzed proteins decreases, and with an increase in their overall hydrophobicity, fermented proteins have a lower value of the indicator critical concentration of structure formation (table 1).

Table 1. **Critical concentration of protein mixture structure formation and control**

Preparation	Concentration C %				
	100 °C	80 °C	60 °C	40 °C	20 °C
Control	5	10	–	–	–
Experiment	3	7	15	30	–

The obtained results of the study of structures are fully consistent with preliminary studies of the complexation of plant and meat proteins. Under conditions most favorable for the interaction of proteins, a significant increase in the structure-forming properties of the experimental system is also observed, which indicates the advisability of developing a technology for a functional product based on the formation of complexes by muscle and plant proteins.

The study of the nutritional and biological value of BS showed that it contains a significant amount of protein, the balance of which in all essential amino acids is close in quantitative ratio to the FAO / WHO requirements for a reference protein. The ratio of such amino acids as tryptophan, methionine + cystine, lysine also almost completely meets the medical and biological requirements.

Table 2. **Content of basic nutrients in protein mixture**

Component name	Quantity
Moisture, %	56,07±0,15
Protein, %	16,59 17,45±0,21
Lipid, %	12,89±0,17
Carbohydrates, %	12,07±0,12
Ash, %	1,52±0,09

Essential amino acids, g/ 100 g protein	
isoleucine	3,83±0,08
leucine	7,42±0,23
lysine	6,39±0,10
methionine + cystine	2,81±0,01
phenylalanine + tyrosine	6,35±0,20
threonine	4,55±0,10
tryptophan	0,81±0,07
valine	5,30±0,02
Total	37,46±0,39

The results obtained to determine the degree of assimilation of BS proteins by their digestibility by the enzyme systems of the gastrointestinal tract showed that this indicator reaches 6.84 mg tyrosine / g protein (under the influence of pepsin), 9.71 mg tyrosine / g protein (under the influence of trypsin). The total value of the digestibility of protein mixture positively characterizes the nutritional compliance of the developed system.

Thus, the results obtained indicate the advisability of using a protein system of plant origin.

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MODERN PROBLEMS OF PLACING STATE ORDERS FOR THE NEEDS OF THE INTERNAL AFFAIRS OF RUSSIA AND KAZAKHSTAN

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Abstract

This article deals with the main issues associated with government procurement for needs of internal affairs bodies, the ways of their placement are considered. The task of this study is to determine the main issues that arise in the process of placing a government order for the needs of internal bodies. The aim of the study is elaboration of strategies on solution of challenges arising in the process of government procurement.

Keywords: state order, electronic bidding, tender, auction, one-day firms, price, state order for the needs of internal affairs bodies, corruption.

Any state as a public institution, as well as a subject of economy, law and public life is of great importance, and Russia and Kazakhstan are no exception. Analysis of the system of legal regulation of the procedure for placing government orders allows us to consider some problematic issues that arise when meeting the needs of the internal affairs bodies of Russia and Kazakhstan.

According to Professor S.V. Ignatieva, the effective use of budgetary funds is one of the most pressing issues of the financial policy of the modern state [4, p. 67, 102]. Regulatory authorities periodically report on certain examples of spending public funds that do not meet legal requirements, with most of the examples related to the placement of government orders.

The current system for placing a state order is regulated by the Federal Law dated 05.04.2013 No. 44-FZ «On the contract system in the field of procurement of goods, works, services to meet state and municipal needs» and the Law of the Republic of Kazakhstan dated 04.12.2015 No. 434-V 3PK « On public procurement. «These laws declare the goals of regulating relations related to the placement of orders for the supply of goods, the performance of work, the provision of services for state, municipal needs, the needs of budgetary institutions and the establishment of a unified procedure for placing orders, in particular:

- ensuring the unity of the economic space on the territory of the country when placing orders;
- effective use of budgetary funds and extrabudgetary funding sources;
- expanding opportunities for the participation of individuals and legal entities in placing orders and stimulating such participation;
- development of fair competition;
- improving the activities of state and local government bodies in the field of placing orders;
- ensuring publicity and transparency of placing orders;
- prevention of corruption and other abuses in the field of placing orders.

Thus, the efficient use of budget funds is not the only goal pursued by the law under consideration. Other goals can be united under one concept – «the effect of the way public funds are spent».

Comprehensive and reliable material and technical support of the internal affairs bodies must be considered as an obligatory component of the level of readiness to fulfill the tasks assigned to them.

At the same time, the analysis of the problems of procurement activities of the internal affairs bodies makes it possible to determine direct and indirect threats to this activity. So, the direct threats should include inappropriate withdrawal of budget funds, a decrease in the efficiency of their use. Indirect threats include the deformation of the governing bodies in the internal affairs bodies, the degradation of individual employees participating in the organization and control over the implementation of public procurement for the needs of the internal affairs bodies.

It should be noted that the current system of procurement regulation in the Ministry of Internal Affairs of Russia and Kazakhstan prescribes the use of a competitive basis for selecting suppliers. The use of this procedure makes it possible to suppress the corruption component in relations in the sphere of public procurement.

The methods of placing government orders include the following [8, p. 499]:
- competition, auction in electronic form (with bidding);
- request for quotations, purchase from a single supplier (without bidding).

Recently, in order to conclude government contracts, an electronic auction is mainly used. It is organized in cases when the customer knows exactly what volume of goods or services and what quality he needs. The electronic auction is held in an open manner. Information about him is published in a unified information system for an unlimited number of people. Performers who have an electronic signature and accreditation on one of the state electronic platforms are allowed to participate.

The purpose of the introduction of this type of trading was to increase their efficiency, autonomy and publicity. In 2016, the Chairman of the Government of the Russian Federation signed a decree on increasing the share of direct purchases carried out by state institutions from small and medium-sized businesses. From January 1, 2018, government agencies must increase the share of direct purchases attributable to small and medium-sized businesses, from modern 10% to 15% [1, p. 7].

In the internal affairs bodies, tenders are used to a greater extent – electronic auctions of an open type. The practical application of electronic trading made it possible to identify a number of problems.

One of the problems is that registration on trading floors is valid for three years. At the same time, in order to obtain admission to trading, the participant must have the right to conclude a contract.

The internal affairs bodies are a state (federal) executive body, which, due to its specific tasks, has a need for certain goods and services. The main services used by the Department of Internal Affairs on a competitive basis are compulsory insurance of official vehicles, the purchase of fuel and lubricants, maintenance and repair of motor vehicles, cleaning of premises in the absence of cleaners in the staff of the units.

The procurement documentation should contain indicators that allow you to determine the compliance of the purchased goods with the needs of the customer. It indicates the maximum and (or) minimum values of such indicators, as well as the values of indicators that cannot be changed. Researchers in the field of legal science and representatives of the sphere of financial support of public authorities note that compliance with this condition in practice is very problematic due to exact coincidences in the description of one or another type of goods. When describing the object of the procurement, the customer himself in the tender documentation is obliged to apply standard indicators, requirements and conventions regarding the technical characteristics and quality properties of the product (goods, services). In this case, the customer, when describing the order, must carry out this procedure in such a way that, on the one hand, increase the chances of purchasing goods with the specified properties, and on the other hand, do not unreasonably limit the number of participants in the purchase.

Often, goods of expensive and cheap types are absolutely identical in terms of the description in the certificates. In view of the fact that the customer (buyer) is obliged to purchase the most profitable product in terms of the price for the purpose of the targeted spending of the brought budget, it is obvious that in most cases a cheaper but lower quality product is purchased. As a rule, the conclusion of a state contract is preceded by the placement of an order for the supply of goods for state or municipal needs through the necessary competitive procedures. In this case, the conclusion of a state or municipal contract with the winner of the relevant competition becomes mandatory for the state (municipal) customer [9, p. 66].

In turn, according to the Law of the Republic of Kazakhstan «On Public Procurements», the supplier is determined only on the basis of the lowest conditional price, and therefore we consider it expedient to consider the possibility of introducing non-price competition in the Republic of Kazakhstan for some methods of procurement, where the quality of purchased goods, works and services [3].

In judicial practice, there are facts when the customer, during the auction, indicates the incorrect properties of the product planned for purchase. Another problem should be attributed to the fact that the participant himself bears responsibility for the information provided, the electronic platform does not check the reliability of the information. In addition, the participant is assigned a number under which he participates in the auction, while the customer does not know who is hiding behind the number until the end of the auction results, and, accordingly, there is no way to check the participant's competence and financial abilities.

It should also be noted that unscrupulous participants can reduce the price to an unacceptably low level, which leads to the actual absence of competitive participants. These participants can be aimed at maintaining a certain level of prices and dividing the market, which entails significant negative consequences for competition.

One of the most important problems in organizing electronic trading is the unhindered participation of fly-by-night firms in trading. In addition, the problem of collusion of bidders remains urgent, in which the principle of saving budgetary funds is deliberately not observed [7, p. 175].

It should be noted that from January 1, 2016, customers must submit a number of purchases for public discussion. Mandatory public comment cases have been approved by the Government, highlighting transparency and openness in procurement as one of the fundamental principles of the contract system. The law establishes that purchases over 1 billion rubles are subject to mandatory discussion, in addition, a deadline for holding these discussions is set, which begins from the moment the procurement plan is published in the unified information system and ends no later than the date when the customer does not have the opportunity to cancel the determination of the supplier. , contractor, performer, since on the basis of public discussion changes may be made to procurement plans, schedules and procurement documentation, or the purchase may be canceled altogether [5, p. 58-59].

In conclusion, I would like to note that, despite the public control built into the federal contract system, in accordance with Article 20 of the Federal Law of the Russian Federation No. 44-FZ, in the form of an order of obligatory public discussion of purchases for federal needs initiated by the Government of the Russian Federation, the legislation of the constituent entities of the Russian Federation – purchases for regional needs, municipal regulations – procurement for municipal needs, possible excessive centralization of public procurement continues to cause concern. The preponderance towards departmental responsibility, in contrast to professional responsibility, will not contribute to the development of principles of efficiency and anti-corruption of public procurement, the introduction of a code of conduct for the officials responsible for them [2, p. nine].

To solve such problems, indicated, it is required to apply constructive measures to correct the problems considered, since these gaps in the organization of the placement of public procurement primarily contribute to corruption.

Currently, the formation of legislation in this area is taking place. However, some problems can be solved now.

As already noted, the electronic platform does not verify the accuracy of the information provided by the participant. The participant is responsible for this information.

This problem is solved only at the stage of goods acceptance. By virtue of the law on the placement of orders, the clause of the contract on the procedure for the customer's acceptance of the delivered goods for compliance with their quantity, completeness, volume and quality with the requirements established in such a contract is its prerequisite. In this regard, the customer has the right to establish the procedure for acceptance, which to a greater extent protects him from the transfer of a low-quality object of performance in compliance with the general norms of the legislation governing the procedure for acceptance. In many cases, difficulties in the course of acceptance arise when checking the quality component of the subject of performance, since it is difficult to establish the actual defects of the subject of performance with the usual method of verification. Even special acceptance methods do not always reveal these disadvantages. The contract must contain clear conditions for the acceptance of the subject of performance, the consequences of revealing its non-compliance with the terms of the contract [6, p. 29].

In order to ensure conditions for high-quality and fair competition at the stage of placing a state order, it is necessary to move away from a total reduction in prices at the auctions, which will exclude the possibility of reducing the price of goods and services to an unrealistically low level, and will even eliminate the possibility for such a gross violation as a secret agreement of competitors within one product market of entrepreneurs, aimed at extracting super-profits and, as a result, infringing on the interests of consumers.

The internal affairs bodies in electronic trading are so far completely dependent on electronic platforms. There is an opportunity to register a large number of participants, but the auction may be declared invalid due to a technical failure and the date of the next auction will be determined by another authorized body – the Federal Antimonopoly Service of the Russian Federation and the Committee for Regulation of Natural Monopolies of the Ministry of National Economy of the Republic of Kazakhstan.

Since participation in the auction is a legally significant action for the auction participant, liability is provided for any actual actions taken during the auction. However, practice shows that liability does not help to reduce the level of these violations. It is the definition of upper and lower price limits for purchased goods, works and services that will ensure the most honest competition.

To improve public procurement of the internal affairs bodies of Russia and Kazakhstan, it is necessary to regulate not only the process of concluding contracts, but also the entire cycle of public procurement: from forecasting government needs to auditing and monitoring the execution of government orders. It is advisable to expand the possibilities for placing contracts by allowing customers to conduct not only auctions, but also tenders and negotiations (which is especially important for the internal affairs bodies when it becomes necessary to quickly purchase small batches of specific goods).

Changes and improvements in regulatory regulation in this area indicate the process of formation of legislation in the field of public procurement at the stage of placing government orders, which sooner or later will lead to a decrease in problems in this area.

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TO THE PROBLEM OF THE LINGUISTIC SITUATION IN KYRGYZSTAN

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Abstract

This article deals with the problems of the linguistic situation in the country. It addresses such problems as the preservation, strengthening and expansion of the Russian-language space in the Kyrgyzstan and, at the same time, the problems of the development and functioning of the State Kyrgyz language. The change in the social and social orientation of bilingualism in the country should not be allowed to disappear.

Keywords: language situation, bilingualism, cultural heritage.

Today, the whole world is going through a time when many things, values are being revised and put to the test. Every country, every state raises issues of national consciousness, issues of preserving national cultures, assets and heritage. This issue is particularly acute in multinational countries, and it should be noted that there are many of them. In order to live in peace in a multinational state, preserving one's individuality, one must love one's language, culture, cherish the values of one's people, and, accordingly, respect people of other nationality with their unique culture.

Kyrgyzstan is a multinational country. It is home to Kyrgyz, Uzbeks, Kazakhs, Russians, Tatars, Tajiks, Dungans and others. The language of interethnic communication for many years is Russian. We dare say that Russian is not only the language of our history and social and domestic communication, it is the language of the scientific, cultural, economic, political and social development of our state. It is an indisputable means of receiving quality secondary and higher education.

The Kyrgyz language has only recently begun to function in all spheres of public life. Since 2004, when the law on the state language of the Kyrgyz Republic was adopted and the Presidential Decree «On further improvement of state policy, development of bilingualism and measures to create the necessary conditions for the effective functioning of the state and official languages in Kyrgyzstan» was issued, there has been extensive experience of interaction between the Kyrgyz and the Russian languages.

However, today the linguistic situation in Kyrgyzstan is complex and heterogeneous. Many native linguists and sociolinguists in their time addressed the issue of studying language processes in modern society. So the historical period of formation and development has been sufficiently covered in the works of Soviet and post-Soviet researchers (Desheriev Y.D. 1968, 1976, Isaev M.I. 1978, 1979, Chotaeva Ch.D. 2003, 2018, Omuraliev N. 2004, Orusbaev A.O. 2006, Gavrilov K. 2008). They noted the dual nature of the language policy of the Soviet period. At that time great attention was paid to the creation and development of literary Kyrgyz, its social functions were expanded and its status in the society was strengthened. At the same time, the process of language unification and russification weakened the role of the national language in society and politics. Thus in the 80s the Russian language dominated in all spheres

of activity and especially in higher education. The Kyrgyz language was spread in agriculture, secondary education, literature and selected humanities, a little in the media and mostly in rural areas.

Since independence (1991), much has changed in Kyrgyzstan. In turn, these changes are reflected in the functioning of the Russian language in Kyrgyzstan. It has acquired the status of an official language. Observations show that Russian language for many citizens of Kyrgyzstan is an integral part of effective, innovative work and comfortable life. The Russian language has occupied its public niche along with the state language and revealed its new capacity in the system of bilingualism.

Currently, all efforts are directed towards the development and widespread implementation of the Kyrgyz language. The Kyrgyz language is a compulsory subject of study in all educational institutions, starting from kindergarten. Textbooks in Kyrgyz as a non-native language are being developed and introduced into the teaching process. Electronic State portals and electronic dictionaries and translators have been set up. Textbooks have also been published for learning the Kyrgyz language as a foreign language. Professor Kambaralieva U.J. published the textbook «Kyrgyz tili academiyalyk okuuda zhana jazuuda», i.e. «The Kyrgyz language in academic reading and writing» to help higher education institutions in the Kyrgyz Republic, and it is the first development on academic reading and writing in the Kyrgyz Republic.

Many modern linguists (Derbisheva Z.K. 2010, 2015, Tagaev M.J. 2013, 2015, 2018, Kambaralieva U.J. 2014, 2018, 2019, 2020 and others) have turned their eyes to the problem of language situation in terms of education and science.

In 2015, a remarkable monograph «Dialogue of Languages and Cultures (on the material of functioning and interaction of cultural and linguistic spaces of Kyrgyz and Russian languages)» was published by Doctor of Philology, Professor M. J. Tagaev, in which the author analyzes the language situation in Kyrgyzstan, functioning and interaction of Kyrgyz and Russian languages in different spheres of human activity at the level of public relations and at the level of linguistic consciousness.

Modern linguists correctly point out that language cannot be considered in isolation from reality, the history and traditions of the country, and the processes taking place in society. In some countries, national languages are trying to displace Russian from the usual spheres of life, from education, science, records management, industry, commerce, and government structures.

We can fully agree with the views of scholars of linguistics that the imbalance between the state language and the official language is an imbalance of two values: a small percentage of the Russian population and huge conceptual and cognitive resources of the Russian language on the one hand, and the overwhelming number of the Turkic population and the relatively limited resource base of the Kyrgyz language on the other. The resources of some languages turn out to be insufficient to ensure effective communication in a particular field of human activity.

Thus, in our country, Russian is deeply embedded and functions not only in education and science, but also in everyday life, regardless of nationality. Unlike the Russian language, the Kyrgyz language, unfortunately, has not revealed its own communicative, cognitive resources to provide scientific, educational, technological, and innovative processes in 30 years. Therefore, in order to gain access to modern knowledge, to master interactive methods, it is important to use a language that has such resources, which is the Russian language.

However, along with Russian in Kyrgyzstan, young people seek to master English, Chinese, Turkish and other languages. There are many certified courses for learning these languages, and some languages are taught in schools. Observations show that parents do everything for their child to study in Russian school and to learn other foreign languages at the same time.

All this can be explained by the fact that there is a problem of insufficient fund of methodological literature on teaching the Kyrgyz language, experienced teachers-methodologists. Native speakers, graduating from Russian school, speak Kyrgyz at the level of social and everyday communication. And young people are not motivated to study and promote the Kyrgyz language in depth.

This implies that in order to successfully solve the problems encountered with the Kyrgyz language, it is necessary first of all to pay special attention to the development of Kyrgyz language teaching methods using interactive teaching methods, taking into account a learner-centred approach. Secondly, it is necessary to train qualified methodologists to teach Kyrgyz as a non-native language. It is also necessary to revise and restructure the way in which teaching and learning packages for this language are created.

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INTERETHNIC CONFLICT AS AN INDICATOR OF INTERETHNIC RELATIONS

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Abstract

This article provides a brief analysis of interethnic relations in the modern Kyrgyz Republic. In a rapidly developing world, interethnic conflicts are often encountered, so the study of interethnic relations has become the object of research by scientists. The method of comparative studies analyzes interethnic relations in the studies of foreign and domestic scientists. Researchers note that the concepts of «ethnos» and «nation» is a universal meaning, has a common name whose origin is based on mythology. A common culture and history, shared feelings settled in a certain territory. And also the processes of the Soviet era are analyzed politically, what is known during the Soviet era was an interethnic language of communication, an entire territory and a universal culture. With the collapse of the Soviet era, the acquisition of independence, and since August 1991, other points of view have been acquired, discussions about the positives and negatives of interethnic relations have begun in scientific research. With the acquisition of sovereignty, the Kyrgyz Republic became a multi-ethnic state. It became necessary that the political structure of the country should protect the legal interests of all ethnic groups. The main purpose of scientific research is the use of preventive methods in taking preventive measures in solving interethnic and interethnic relations.

Keywords: ethnos, nation,politics, tradition, political analysis,legal norms,value, territory, ethnic group,concept, interethnic relations, ethnic conflict, ethnic tensions, interethnic communication ethnos ethnic disposition, ethnic setting, ethnicity, nationality, migration.

Modern globalization processes and migration flows associated with them have become an important and real problem of the modern world system affecting all spheres of public life. The process of globalization has not only positive, but also negative consequences: the positive impact of globalization can be called the emergence of 3 competitive economy, science, educational mobility, commodity exchange and cultural interchange; The negative consequences are potentially emerging interethnic conflicts, which entail the destruction of habitual social, professional activities and other significant occupations, which worsen the quality of life of people as a whole. The analysis of the content of this group of literature allowed us to further form a holistic view of interethnic and interethnic conflicts, ways to prevent and minimize them, various modifications, typologies and classifications. Quite well – established among scientists and often cited is the classification of interethnic conflicts of G.Lapidus,

who noted conflicts at the interstate level and conflicts within the state. Constant opposition and conflicts between ethnic groups, ranging from the national family to a large ethnic community, occupying different positions, are the main source of interethnic conflicts in society. Interethnic conflict, as a rule, is understood as a clash of interests between representatives of different ethnic communities, usually living on the same territory or in close proximity in any state. Since the term «nationality» in Russian means the same thing as the concept of «ethnicity», the interethnic conflict is also understood as an interethnic conflict, the complication of which can lead to direct hostilities or clashes, which is a lot of evidence in the modern history of interethnic, international relations: conflicts related to acts of communal violence (oSh, Fergana) in Central Asia, tribal armed clashes in the Middle East (Arab Spring), interethnic conflict in Transcaucasia between Azerbaijanis and Armenians, it has long-standing historical and cultural roots, which arose against the background of the rise of national consciousness.

In today's rapidly developing world, interethnic and interethnic conflicts are often encountered, so the study of interethnic relations has become the object of research by scientists around the world. In the modern geopolitical space, Kyrgyz society needs to clearly define the socio-political direction and positively solve national and ethnic problems by choosing promising models of strategic sustainable development. In the XX, XXI century, global socio-political processes are taking place in the world community. Kyrgyzstan will not stay away from these phenomena. With the collapse of the Soviet Union, which existed for many years as a single system, led to the fact that each sovereign republic that was part of it acquired not only independence, but also became the main causes in the emergence of interethnic conflicts. Such examples include various interethnic disagreements in the former Soviet republics of the USSR. With the acquisition of sovereignty in front of these countries, a big task has arisen in the Kyrgyz Republic, in solving a complex issue in the settlement of national and interethnic relations, in the stability of national security. The settlement of such phenomena shows the integrity and independence of the socio-economic, political and cultural stability of the state. What is happening on the territory of the Kyrgyz Republic is interethnic disagreement and clashes. For the Kyrgyz Republic and for many multinational countries, the study interethnic and interethnic factors have the most important scientific, theoretical, political and practical significance. Which is about the relevance of the study of interethnic relations.

The main attitudes of Soviet social science ignored the problems of interethnic conflicts. Ignoring the problem of conflicts in Soviet social studies significantly slowed down the development of theoretical thought, and practical work with conflicts in our country [11. p.27]. Anthropologist F. Barth believes that when studying ethnicity, the main emphasis is on the history of individual groups of ethnic territory. The protection of this territory is precisely this ethnic border aimed at social life. Thus agreeing with J. Armstrong, designated the symbols. For example, symbols (the main indicators of the border) and myths (understanding personal destinies by common members of groups) are crucial steps in the gradual emergence of a nation to the present day. The scientist E. Smith, in the study of ethnicity, basing on symbolic analysis, suggests the following directions. At the theoretical level, the main tasks of ethnopolitical conflictology are the development of a conceptual and categorical apparatus and the conduct of fundamental research. Aimed at revealing the peculiarities of the nature of ethnopolitical conflicts, clarifying both typical and specific causes of their occurrence, trends and patterns of development and completion [1.34-35]. Taking into account the opinions of A.R.Aklaev in the study of interethnic relations, we are based on the definition of the concept of ethnicity and nation. Interethnic and interethnic relations were studied by sociologist M.Weber. He notes that a nation is a political category, a «public feeling», because where there are feelings for society, a nation is formed, and the opinion of like-mindedness is not always subjective. M. Weber's concept of a nation has the following characteristic signs: a sign that has a common objective factor connecting different nationalities and distinguishing them from others; when this factor is considered as a single value source. When there are feelings of unanimity, when this unanimity acquires the character of an autonomous political institution. Ethnic membership, in his opinion, does not constitute a group, but only contributes to the formation of a group, of any type, especially in the political sphere[4. p.389]. This means that a nation, in turn, can preserve its special identity and culture only thanks to the support and protection of the state. M. Weber believes that the sense of national identity is an essential support for the modern state. What the state can achieve only by means of force alone, without the voluntary support of the population, is very limited [4. p.128-129]. M. Weber's concept of the life of the nation and the state attracted universal attention and was discussed in modern society. It is

impossible not to agree that it had a scientific basis and the relevance of the study of interethnic relations from the point of view of political science.

The absence of positive interethnic interaction between other groups, some ethnophores can lead to interethnic tension, subsequently developing into interethnic contradictions and conflicts. In the monograph «Psychology of nonverbal expression of personality» V.A. Labunskaya writes that «ethnophore (from Greek ethnos – tribe, people – it. fora – out, out, forward) is an individual as a carrier of ethnic consciousness; an individual carrier of a certain ethnic culture and national psyche.»[1; p.211]. Features of interethnic relations between individual ethnophores and It is difficult for ethnic groups or ethnic groups without understanding the specifics of certain ethnic dispositions. Academician V.A. Yadov notes in his research that «the ethnic in a person is an integral system of relations and attitudes developed in the process of historical development of an ethnic community and manifested, actualized in a given historical time, in a given ethno-social environment. Generalizing in the great ethnic theory, some concepts of the existence of an ethnos and nationality have been developed.

Discussing the question of the nation, even if the famous classics of Marxism K. Marx and F.Engels, who have remained in history with their materialistic opinions, do not directly address interethnic relations, nevertheless becoming famous in the study of interethnic relations. We know from history that the works of K Marx and F. V.I. Lenin continues Engels. In his opinion, the ways of solving the issues of interethnic relations on a scientific basis are analyzed. Agreeing with the opinion of I.V. Stalin that a «nation» is a historically established stable community of people that arose on the basis of a common language, territory, economic life and mental warehouse, manifested in a common culture» [9. p.296]. With the development of the standard of living and with the increase of public self-awareness and consciousness, civilization seems that the content of the definitions given to the question of «nation» is also harmonized with real life.

According to research scientists, an ethnic group that for some reason was separated from the core (from the main socio-ethnic community), as well as part of living in another territory, are called «fragments» of ethnic groups. An ethnic group is divided into the following four factors: first, a group that does not have its own state system, therefore, are communities that have been deprived of the right to be independent for the time being. Secondly, the groups are far apart from each other, nevertheless preserving the basic ethnic signs that characterize their integrity and similarity to one ethnic community. Thirdly, a group of people who once left their historical homeland and constitute a national minority in other states. Fourth, the community of groups that have lost their main ethnic group due to migration, emigration or deportation and due to changes in borders subsequently became part of neighboring countries. In scientific research, such a community of a group is called a national, ethno-national group or a national minority. Over time, the total number of ethnic groups is numbered in excess of millions, modern scientists argue that problems related to ethnic groups can seriously affect the socio-political circumstances or the international relations of a state [2, 570]. Referring to the research of domestic researchers, in Kyrgyzstan in 1926, ethnographic research was conducted in a wide format. More clear information about the introduction of this term in social sciences can be taken from the research of N.A. Omuraliev. It reads as follows: «for the first time this term was used by the French scientist Jean Jacques Ampere in 1830. In the Russian language, the synonym of the term has long been the concept of «people». The concept of «ethnos» was introduced into scientific circulation in 1923 by the Russian scientist S.M. Shirokogorov» [7.p.10]. D.I.Gumilev's research: To form another definition of an ethnos, and he proposes to consider an ethnos «a geographical phenomenon, always connected and containing a landscape that feeds an adapted ethnos, and since the landscapes of the Earth are diverse, ethnoses are also diverse [5.p.17]»» And also this concept of «ethnos» is part of anthropology, the research of which is the science of man.

Recently, new interethnic confrontations «hot spots» have been periodically appearing, entailing victims among the military and civilians with the migration flow.

It is known that «the conflict enters the open phase after ethno-social relations are established and the comparison and division of people into «friends» and «strangers» begins according to appearance (national dress), lifestyle, family traditions and customs, culinary preferences in the family, etc» [8. p.99]. Which leads to ethnic conflicts. The conflict has a positional character, expressing on the one hand the way of the state to retain power, and on the other, for social outsiders, the conflict acts as a tool to achieve the goals set. When compared to other means of achieving goals, the conflict is more effective and efficient. No political leader has ever been able to maintain monopoly control over outbreaks of violence on their own territory

for a long time, so local, interethnic conflicts and wars have constantly violated this monopoly.» [6. p.70]. Research at the heart of most interethnic conflicts has fairly understandable reasons. The causes of inter-ethnic contradictions are ambiguous, sometimes opposite understanding of the terms «ethnos», «ethnic culture», «ethnic identity», often it leads to a division into «own» and «strangers». By ethnicity, lifestyle, elevation of ethnic traditions and customs. Sometimes interethnic conflict does not require close contact between individual ethnophores or ethnic groups about the specifics of the life of certain peoples is often formed indirectly, which is facilitated by word of mouth, politics, ethnic stereotypes and the media, etc. Nevertheless, in our opinion, it is important to take into account the influence of national mentality when analyzing interpersonal relations and interethnic conflicts.

According to S. Huntington, «our time is characterized, first of all, by the tendency of growth of national revival movements, religious fundamentalism, nationalism and conflicts arising on the basis of value-symbolic inconsistencies underlying various civilizations [12. p.190]. Ethnic stereotypes, which are formed in the minds of people of opposite positions, further project attitudes towards each other, expressed in concrete actions and deeds. Often interethnic conflicts and tensions, ethnic stereotypes become in the hands of the political elite an instrument of ideological struggle to achieve their own goals and interests. The leaders of the conflicting parties, using the mass media, often rely on existing national stereotypes, and sometimes artificially create new ones. All of the above makes it necessary to expand the search for mechanisms for preserving positive ethnic stereotypes and minimizing negative ethnic stereotypes.

Two definitions of the concept of an ethnic group by American Researcher F Yang can be found in a scientific study by N.A. Omuraliev, it says: «According to a narrow definition, an ethnic group is a so-cial group that distinguishes itself from others or is recognized by others based on its unique culture and national origin. Cultural characteristics include language, religion, and traditions. As for national origin, here we mean the common origin of an ethnic group and, according to a broad definition, an ethnic group is a social group that distinguishes itself from others or is recognized as such by others on the basis of its unique culture, national origin and racial characteristics [7.p.11].» Further, by defining ethnic groups in a broad sense, he classified racial groups in the United States. Currently, the people of America are divided into Americans of European descent, Americans of African descent, Asian Americans, Native Americans or Indians. Academician Yu.V. Bromley considered the ethnic differences of ethnic groups, divided them into 3 characteristic features; their cultures, language and psyche of ethnic groups, as well as their personal consciousness. In his opinion, it is this complex that is the core of the ethnic property. The language that has been passed down from generation to generation, life, the creative difference of ethnic groups [3.p.320]. Agreeing with the opinions of many scientists, we can agree that the definition of the concept of «ethnos» is a universal meaning, speaking in another way, has a common name, origin is based on mythology, has a common history and culture, settlement in a certain territory, has kindred similarities. Ethnic problems have become the object of research by many scientists and various theoretical models have been proposed. Generalizing, it is possible to consolidate with the scientific research of N.A. Omuraliev that such models were clearly shown: «V.A. Tishkov and Yu.P. Shabaev is reduced to several theoretical models: primordial-ism, functionalism, constructivism and instrumentalism [10. p.37-38].»

Researcher Nick Megoran notes that «purely «ethnic conflicts» do not exist; there are only political conflicts that take on an ethnic aspect. The main issue is the understanding of state nationalism and the idea that the region should be divided into several national states, each of which promotes the language, in-terests and culture of the titular ethnic group (for example, Kazakhs in Kazakhstan, Kyrgyz in Kyrgyzstan). Minorities sometimes have their own schools and cultural rights, but they lack political rights and are easily discriminated against. The problems for the national minority are compounded by the emergence of inter-national borders and citizenship regimes as key characteristics of an independent national statehood. This restricts the movement of national minorities, does not allow them to receive education in their native lan-guage and can make them feel insecure and insecure, because they have a feeling of «isolation» from their ethnic homeland. This is especially felt by national minorities located close to the borders. Such a «titular ethnicity» creates tension that, under certain conditions, can lead to violence. For example, the worst ethnic conflict in the region since 1990 and 2010 occurred in the south of the Kyrgyz Republic. What happened against the background of social injustice, worsened with a decrease in the level of poverty.

Alisher Khamidov, an expert in border issues, on the similarities and distinctive features of conflicts in Kazakhstan and Kyrgyzstan, emphasizes that «the unifying point is that if ethnic chauvinism is not stopped,

then this phenomenon can grow and pose a threat to the stability of the state, where small ethnic groups will already feel unsafe. The main difference in interethnic conflicts in the two countries is that Kazakhstan, unlike Kyrgyzstan, may have fewer local peace-building mechanisms due to the tendency of the Kazakh government to centralize control. Kyrgyzstan, thanks to decades of local peacebuilding initiatives with the support of international organizations, has created a significant local peacebuilding potential that helps the country mitigate conflicts before they escalate.» The Assembly of the Peoples of Kyrgyzstan was created, it worked in the following direction: «The Assembly of the Peoples of Kyrgyzstan was a necessity that arose as an urgent need for comprehensive and timely consideration of the interests of all ethnic groups of the population, as well as improvement of mechanisms for managing interethnic relations « [7.p.17]. Following another piece of information, what is the state in the current geopolitical space: «today, when the country is at a transitional stage of all development, we can state the fact that the collapse of the totalitarian system did not automatically lead to the establishment of a market economy and the establishment of full democracy in politics, economy and culture. It is necessary to carry out reforms in the state almost simultaneously, creating «a civil society, a rule-of-law state, a market economy with protected private property»[5.p.196]. In our opinion, it can be seen that all ethnic groups have lived through difficult times of transition, their destinies depend on the new ruling political systems of state administration. The Osh events of 1990 had a great impact on the interethnic situation and migration sentiments. During an expert survey in 1991 in the Osh region, the fact of «the complexity of interethnic relations a year after the tragic events [13.p.4]» was revealed. Analyzing for scientific research, interethnic conflicts in Osh that occurred in 1990 and 2010, in the state, scientific and political environment, the problems of the «nation» or «ethnos» are considered one after another, interpreted on the basis of the object of research. Scientific researchers A.T.Baltabayeva conducted a socio-cultural analysis (strategic forecast) of interethnic relations in the south of Kyrgyzstan, A.M.Satarbayev analyzed the causes and lessons of the «OSH and Uzgen events» on the historical aspect. Summarizing interethnic relations, there are different points of view and opinions about the nation and ethnic groups, based on the above, you can make sure that their initial foundations are similar. The concept of a «state-forming nation» was introduced into political circulation in 2009 by Nursultan Nazarbayev. Speaking at the Assembly of the People of Kazakhstan, he said: «A new civil society is being formed on the ancient Kazakh land. In the XXI century, the Kazakhs as a state-forming nation have risen to a new level and have become the core, reliable support of the people of Kazakhstan. I am sure that the Kazakh people, realizing the most important responsibility entrusted to them, will adequately fulfill this historic mission.»

If we consider Kyrgyzstan, it is worth noting that the non-governmental sector and international organizations have indeed made a significant contribution to improving the situation. For example, the Public Foundation for International Tolerance, working in the regions of Kyrgyzstan, also contributed to the mitigation of conflict potential through the improvement of infrastructure facilities. In the Batken region, the organization, together with the population and local authorities, was engaged in improving the water infrastructure to ensure uninterrupted water supply, the absence of which became a frequent source of conflicts. Alisher Khamidov cites the results of the activities of non-governmental and international organizations that have managed to «expand local peace-building mechanisms, as well as strengthen the ability of district and central authorities to resolve ethnic conflicts.»

 In conclusion, the study of interethnic relations, stopping a lot of opinions, in the use of the scientific society of the current synonyms of the term «ethnos» and «nation» used during the administrative command system of such terms as «ethnos», «national minority», «ethnic group» – the main purpose of scientific research is a positive sustainable solution of interethnic or interethnic relations. Political analysis on the topic of the study showed that interethnic relations, the causes of interethnic conflicts, minimization or radical elimination are of inappropriate importance not only for ethnologists, anthropologists and political scientists, but also for teachers, psychologists, cultural scientists studying the specifics and peculiarities of various ethnic groups. It is not always interethnic relations or interethnic communication that can change ethnic stereotypes in a positive way, causing mutual understanding and mutual respect. Objective factors are historical, socio-political factors, facts of everyday relationships between representatives of various ethnic groups and the nature of the social context of the region. Knowledge of national stereotypes and appropriate behavior, interpenetration of culture, respect and interest in traditions and customs, the ability to form tolerance for a different worldview, lifestyle, respect for representatives of ethnic groups, preventive measures in the settlement of interethnic conflicts.

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LATIN INFLUENCE ON ENGLISH VOCABULARY

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Abstract

Due to the specific historical development of English, it has adopted many words from other languages, especially from Latin. Many common and everyday words are of Latin origin.

Latin was the language of a higher civilization, from which the Anglo-Saxons had much to learn.Latin words were borrowed in all historical periods. A portion of these borrowings came directlyfrom Latin, or through one of the Romance languages.

Keywords: Latin, English, loan-words, borrowings, Latin borrowings in English, historical periods, Latin phrases and idioms, abbreviations.

Latin roots serve as the key to understanding the vocabulary of English and of many modern European languages. These words were borrowed in various historical periods and for different purposes [1, 2]. Sometimes, it is difficult to say whether the loan-words were direct borrowings from Latin or had come in through French, because, after all, Latin was also the language of learning among the French. Words with Germanic origin make only 20% of the Early Modern English lexis. The main sources are Latin and French covering 60% of the new words [3, 52]

The earliest Latin loan-words date from the period before the Germanic tribes invaded England under invite from the Britons. The Germanic tribes, who would later give rise to the English language (the notional Angles, Saxons and Jutes, traded and fought with the Latin speaking Roman Empire. They had to use Latin words in order to name new notions they had not known before: *soccus* (sock), *cappa* (cap), *butyrum* (butter), *caseus* (cheese), *discum* (dish), *moneta* (mint), *pondo* (pound), *pirum* (pear), *prunus* (plum), *pipere* (pepper), *plante* (plant), vinum (wine), *vallum* (wall), *campus* (camp), *strata* (street). In the old English there are much of the Latin words associated with agriculture and war.

During the whole Old English period (600-1100), Latin was regarded highly. «It was the language of a highly regarded civilization, one from which the Anglo-Saxons wanted to learn» [4, 75]. Examples of Latin borrowings in that time improve these: *monachus* (monk), *monasterium* (mynster/minster), schola (school), *papyrus* (paper), *versus* (verse), *chorus* (chorus), nonna (nun), candela (candle), etc. Numerous Latin words which found their way into the English language during these five hundred years fall into two main groups: 1. Words connected with religion; 2. Words connected with learning [5, 236–240]. It was the result of the facts that 1) Latin became the official language of the Christian church; 2) the first schools were opened at churches and first teachers were priests and monks.

During the Early Modern or English Renaissace (1500-1650) Latin was drawn upon the scientific nomenclature, it was considered the common name-language for science: *animal* (animal), *formula* (formula), *memorandum* (memorandum), *inertia* (inertia). These words were mainly borrowed through books, by people who knew Latin well and tried to preserve the Latin form of the word [6, 70–125].

According to the periods of borrowing, loan-words have undergone several changes. These changes have influenced the loan-words and changed their semantic, structural or morphological meaning, even their phonetic appearance. Later, loan-words were assimilated with the native English words and were acknowledged as pure English ones without taking into account their etymology. [1,2,5]

There are also many Latin phrases and idioms used in English nowadays such as *alma mater (*nourishing mother*)*, *alea iacta est* (the dice has been thrown*)*, *anno domini* (year of the lord), *ante bellum (*before the war*)*, *bona fide* (good faith), *carpe diem* (pluck the day), *contra legem* (against the law), *consensus facit legem* (consensus makes the law), *corpus delicti* (body of the crime), ex libris (out of books), *lex communis* (common law), *locus delicti* (place of the crime), *mare liberum* (open sea), means rea (guilty mind), mea culpa (my fault), *pater familias* (father of the family), *persona non grata* (unwelcome person), post factum (after), post mortem (after death), *pro forma* (as a matter of form), *res nullius* (nobody's thing), *terra incognita* (unknown land) et al.[7]

Present-day English uses numerous abbreviations that are based on Latin words and phrases: *A. D. = anno Domini* (in the year of the Lord), *a. m. = ante meridiem, p. m. = post meridiem*, *CV = Curriculum Vitae* (autobiography), *et al. = et alii* (and others), *etc. = et cetera* (and the remainder/rest), *e.g. = exempli gratia* (for the sake of example), *i.e. = id est* (that is, in other words), *N.B. = nota bene*, *P.S. = post scriptum*, et al.[7]

In addition to that, the terminology in different fields has been heavily influenced by the Latin language. For example, legal and medical terminology has a broad Latin base: *arbitrator, client, executor, hereditament, legitimate, pauper, veto, hepatic, orbit, dislocate, ligament* at al.[8]

Latin is one of the most important sources of borrowing vocabulary at all historical stages of the development of the English language. Latin words have become so firmly established in the English lexicon that they are often used without even realizing it. Learning the basics of Latin helps us understand English vocabulary better and more precisely, broaden our horizons and join the richness of ancient culture.

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PHYGITAL AND THE GAP BETWEEN THE GENERATIONS OF STUDENTS AND TEACHERS

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Abstract

The article examines the issue of the generation gap and the discourse of inequality arising within its framework. The generation gap is often viewed from the standpoint of prioritizing communication channels - the younger generation chooses online, the older generation – offline. However, this discourse of inequality that is formed in this opposition is not supported by research, in particular, the priorities and problems of students and teachers during a pandemic.

Keywords: Phygital, Digital generation, Generation gap, Generational theory, Discourse of inequality.

▶ During the covid-19 pandemic the famous abbreviation VUCA (volatility, uncertainty, complexity, ambiguity) acquired a new sound, and the trends formed during the pandemic will continue to influence the processes of higher education for a long time, which needs to keep up with the time more than ever, and not return to its usual rut. For example, surveys around the world increasingly show that workers in a wide variety of fields are willing to continue working from home even if there is no epidemiological need to do so. Employers, in turn, design their future by taking into account the characteristics of the distance. [3] Elements of distant communication and digital processes brought the future closer than ever before, to which the higher education was not ready and its pain points were drawn out.

In this article, I would like to dwell on the issue (pain point) of the generation gap (to the context of the William Strauss@Neil Howe Generational theory) and the discourse of inequality in the conditions of phygital interaction that arises, especially during a pandemic.

Phygital interaction is a «new way of interaction», an «offline/online interaction». [4, c. 38] The concept of phygital came from the merge of the concepts of physics + digital, thus denoting the merging and blurring of the boundaries between the real and the virtual, perhaps even already denoting the fundamental non-existence of boundaries between the concepts of the real and the virtual.

The concept of phygital communication is often actualized in the context of the theory of generations: it is supposedly more characteristic to generation Z and even «reflects the moods and behavioral characteristics of generation Z extremely well». [5, c. 160] The concept of phygital sometimes even becomes the leading characteristic of the generation Z: «phygital is defined as a key characteristic of generation Z, which not only «does not see the difference between virtual and real», but also does not think of itself outside the phygital environment, hence its new name – phygital generation». [4, c. 38] Therefore, you can observe the so-called «intergenerational «gap» in its special digital specifics, which actualizes «the need to improve the methodology and psychological technologies of professional-personal growth in the system of professional education». [9, c. 86]

So, in the context of the theory of generations, it is often said not only about differences in generations, but also about the «gap» between generations [9, cc. 86-87], which «manifests itself in the discrepancy not only in the level of digital competence of different generations (in family, in educational institutions, in employment teams, etc.), but also in the peculiarities of the existence of their representatives in phygital-reality, the ability to move from ordinary reality to virtual reality without the loss (or with the loss) of the perception of the boundaries between them, in the peculiarities of cognitive and emotional self-regulation in the digital space». [9, c. 87]

The picture of this gap, as it seems, is considered from the standpoint of prioritizing communication channels. «Generation Z, or phygital-generation, whose life, values and behaviors do not form the differences between the real and the virtual». [1, c. 293] The important thing is that generation Z unites the physical and virtual worlds more harmoniously, and possibly – in opposition to generation X (in many ways, the generation of current teachers – prioritizing offline) – is prioritizing online. «Experts say that one of the most important reasons for insufficient digital competence is the independent study of the Internet outside of dialogue and reflection in the absence of a comprehensive training in the use of Internet resources under the guidance of professionals within the educational system». [4, c. 37]

And it is here where a problem arises, the sources of which are largely found in the resonant articles of M. Prensky [6], after which the designations of digital immigrants and digital natives came into active use. According to M. Prensky, the digital immigrants are the older generation, those who feel uncomfortable and sometimes even insecure in the digital world. They cannot perform the simplest action for digital natives, for example, read an email from a computer screen or correct an electronic document. The digital generation is those who grew up in the world of computers, mobile phones, camcorders and video games. As a result, the digital generation (or, according to M. Prensky, digital natives) was characterized by high-speed information processing, multitasking, reliance on the visual way of perception, playful way of interaction, etc., which often have an intonation of inequality – the student having the competencies of digital time and a teacher who is extremely weak in these competencies or even marginalized in the new space.

This kind of reasoning, often found in scientific articles on the theory of generations, and using the opposition of the digital and non-digital generation, among other things, reflect certain features of inequality. For example, «They become full-fledged personalities only in virtual world, the entrance to which is simple and natural for them, however, being difficult and incomprehensible for representatives of other generations». [7, c. 28]

S.A. Sheypak (С. А. Шейпак) pays special attention to this rhetoric of cultural inequality in the discourse of the educational space and points out, based on wide theoretical material, that the number of works show that «the age opposition of students and teachers cannot serve as a basis for statements regarding their level of digital competence». [10, c. 121] S.A. Sheypak emphasizes, based on all-Russian study «Digital competence of adolescents and parents» [10, c. 126], that there is «no direct correlation between age and the level of digital competence, which does not allow us to oppose the digital competence of students and teachers». [10, c. 128] One of the reasons why adolescents – future students – could acquire the traits of digital natives is the overestimation of their own digital competence, which can be the reason for the decrease in motivation for their development. Despite the fact that such studies do not confirm the inequality between digital natives and immigrants, «the discursively reproduced myth of a priori digital literacy of «the digital generation» contributes to the formation of adolescents' sense of their own superiority over «the digital immigrant» – the teacher. Moreover, the very name «digital generation» rightfully refers to at least two generations, children and parents, who are actively involved in digital communication in the era of dynamically developing information technologies. The very concept of «digital generation» loses its categorizing meaning, since the everyday practices of using digital technologies within each age group are diverse and heterogeneous». [10, c. 129]

Thus, we can agree that «Generational identification in modern society is increasingly becoming a simulacrum, artificially created, but no less durable structure than the real generations». [2, c. 134]

Let us address another source that does not support the idea of inequality between digital natives and digital immigrants. As follows from the analytical report «»Stress test» lessons: universities during the pandemic and after it» (prepared after the initiative of the Ministry of Education and Science of the Russian Federation), («Stress test» lessons, 2020), teachers «88% are skeptical about the format of distance study-ing», 88% believe that it is better to conduct classes in full-time format» [8, c. 13], «65% of teachers believe

that conducting lectures in a distance format rather does not allow to control the involvement of students in the educational process» [8, c. 13], «almost 60% doubt the quality of online education and do not plan to continue to actively use it after leaving self-isolation» [8, c. 15], «almost 90% of teachers prefer the traditional format in terms of the quality of education, and 85% consider the traditional format more comfortable for themselves». [8, c. 18] This data, without comparing student data, can formally confirm the existence of digital inequality, so it is important to understand student data.

In the case of students, the concept of digital natives is not supported by this study. «More than 40% of students note the lack of face-to-face communication with teachers and fellow students as the main difficulty in organizing distance study. Almost a third of students feel embarrassed and uncomfortable when the teacher asks to turn on the webcam, and 35% of students find it difficult to ask teacher questions online». [8, c. 22] It is unlikely that these data can serve as material confirming the thesis that digital natives «they become full-fledged personalities only in virtual world, the entrance to which is simple and natural for them». [7, c. 28]

Thus, the oppositions posed by the theory of generations or formed in its context do not always or even inaccurately reflect the real relations and specificity of generations, which was eloquently shown by the discourse of inequality in the context of the digital competences of two generations – students and teachers.

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RUSSIAN-SPEAKING MIGRANTS OF «ADVANCED WOMEN» CATEGORY IN EUROPE: COMMUNICATION AND INTEGRATION COMPETENCES (RESULTS OF SURVEY)

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Abstract

The research, conducted by the IMAGRI – Institute in Europe (NGO), allows answering the question about the attitude of the Russian-speaking migrants to European values. The Institute started its activities in Brussels in 2009. The category of WMA (Women-Migrants Advanced) has highly developed cross-cultural communication skills but in about half the cases it does not solve the problem of self-realization in their careers and in the society; for the category these concepts are inseparable. «Our» category of migrants, whose number has increased in Europe, requires special integration programs through entrepreneurship, as our project RESTART (2011-2014) has proved its effectiveness. The research is conducted on the basis of communication with migrants and monitoring processes that are currently activated in Russian diaspora. The focus of the research and monitoring is a gender (women's) group. According to many reports, women make the majority of living in Europe, being present in a significant number in all sectors of migration: family migration (both creation and family reunification), intellectual migration (both professionals and specialists as family members) and labor migration (mainly from the post-Soviet space but not from Russia). According to experts, they are the «invisible majority» in the Russian migration to Europe. However, by working on research projects in the sphere of migrant women, establishing contacts with various community organizations, consulting experts, we draw attention to the fact that, first of all, that women are not only a significant part of immigration but also extremely active (both socially and culturally) part of it.

Keywords: social adaptation; Russian-speaking migrants; Women-Migrants Advanced (WMA); cross-cultural communication; entrepreneurial skills of migrants; level of tolerance.

INTRODUCTION

The relevance of the article is due to the increasing flows of highly qualified migrants from Russia and the CIS countries to Europe. The purpose of the article is to summarize the changes in the Women-Migrants Advanced (WMA) category over the past 5-7 years. The article presents the results of a long-term sociological survey based on the study of the WMA category from the former USSR to Belgium.

IMAGRI has been studying the social adaptation of Russian-speaking migrants of the WMA category in Europe since 2009, on the example of Belgium, Germany, France. The NGO «IMAGRI» was the first to enter European institutions with projects of forums on entrepreneurship for women migrants. The series was titled «Forums Advanced Women» with the year indicated. Our initiative to integrate WMA in Europe through entrepreneurship was later intercepted by well-known women's organizations: Women Lobby (EWL), Women Entrepreneurship Platform (WEP) and other umbrella NGOs.

WMA strive to self-realize in a new country, to reach heights in new socio-cultural conditions. In 2012 the research project Global Entrepreneurship Monitor (GEM) studied business-migrant in Europe. It has become clear that migrants' entrepreneurship is important, both for the host countries and for the countries where migrants have moved from; especially «through the transfer of knowledge and information, global trade, job creation and other benefits» [4].

It is important to underline that, according to many sources, women of the WMA category constitute a hidden majority in Russian-speaking migration to the Old World [1].

 «When answering the question about who their children should feel, women in the WMA category actively choose answers that imply close concepts for them: a «citizen of the world», «citizen of Europe» but at the same time emphasize that children should remember their origin roots.» [3].

In order to summarize the changes in the category of WMA migrants over the past 5-7 years, the article provides a general description of women from the WMA category and the results of a long-term monitoring of the given group using the example of Belgium according to the following criteria: geography of immigration from the former USSR to the EU, reasons for moving to the EU , plans for the future, education and development of children, educational level of migrant women, professional interests, marital status, employment sphere, psychological problems.

The novelty of the survey is also due to the fact that the category of WMA migrants has never been in the focus of special attention before; research on this category of migrants is conducted almost exclusively at our International Migration and Gender Research Institute. The results are presented in the article.

1. TERMINOLOGY AND BRIEF HISTORY OF THE PROBLEM

By WMA we mean a migrant woman who comes to Europe from the ex-USSR country, who has at least 1-2 higher educations and takes an active social position. WMA has highly developed cross-cultural communication skills. The category of women actively adopts culinary habits, clothing style, business and everyday communication traditions, as they want to continue their successful life and career in the new country but in about half of the cases it does not solve the problem of self-realization.

WMA differ significantly from other European immigrants, including those from Russian-speaking migration. They have a very good education but they do not set career goals, and have moved to another country just to «be married in Europe,» for example.

2. DATA AND METHODS

In the first surveys in several EU countries, we compared each category of migrants with WMA. So, we were able to identify the attitude of Russian-speaking migrants to European values. The ratio was different for WMA and other migration categories. WMA had the highest result in striving to positively perceive, develop a love for European values and a new country of residence in their children. And at the same time, work on preserving the native language and native culture of children and this level also turned out to be very high.

For four years IMAGRI implemented the original RESTART project in Belgium, France, Czech Republic and Scotland, made possible by EU grants. The idea of the project was to help migrants develop new business skills. In RESTART only WMA participated.

We also tested colleagues' assertion that «intercultural training is a fairly new, modern and successful method for improving the quality and speed of the learning process, representing a guided process of individual and group experiences and the ability to test the level of intercultural competence of an individual and the entire work group or collective.» [2].

Over the course of four years, a total of more than 200 WMAs from Belgium, France, Czech Republic, Great Britain (Scotland) took part in surveys, focus groups and seminars. At several thematic seminars in different countries, we offered WMA respondents questionnaires. We received somewhat more information about the women who participated in the survey than is usually contained in the responses to standard questionnaires (in particular, background: social origin, previous and current living conditions, education, etc.). IMAGRI managed to compile a typical portrait of a «woman – cross-cultural communicator-2014», however, monitoring continued until the beginning of 2020.

The work was carried out using modern online technologies that do not require personal meetings. Today we can compare the first and new results on the WMA group and see how its structure, mood and activity have changed over the past time. Since 2014, IMAGRI research has shifted mainly to Belgium. However, we consider the obtained data to be correct for analysis and generalization for the entire European Union as this country is objectively quite difficult for WMA migration, especially for a Russian-speaking one: many bureaucratic obstacles prevent high-skills migrations from getting here; in Belgium there are no programs similar to the existing ones, for example, in Croatia, Czech Republic, Montenegro, where over the past 10 years there has been a huge increase in the Russian-speaking population.

3. RESULTS AND DISCUSSION

By the end of 2016, 90% of our research and sociological observations had moved to social networks in the Internet. In just 6 years, in Belgium there formed a network of social associations where highly educated and female migration is present to a large extent. These are the groups on Facebook:

– *Friends' Meetings* – the most massive one (4,000 participants and their families) has existed for almost 10 years;

– *CultureConnection «ClickCLUB»* (more than 1,800 participants, 90% women);

– *Active mothers of Belgium* (1,300 people, 100% women).

To a very diverse audience of the first and for a long time the only site «Russians in Belgium» (https://www.russian-belgium.be), which has existed for more than 15 years, several groups mentioned above have added and quickly become popular, thus, revealing an interesting migration section. We have got confirmation: WMA in Belgium really prefer the named groups on social networks.

The survey results are certainly interesting in dynamics, since they allow predicting the development of the situation with respect to WMA in European countries in the coming years. The summarized results of our work, monitoring of social networks and social groups are presented in the tables below. The left column reflects the geography, activity, interests, WMA activities in 2014, the right one – data for the end of 2019-beginning of 2020.

Table 1. **Causes and aims of migration to the EU**

2014	2014	2019 (data in Belgium)
Moving to her husband		• Moving with a family (with a husband who got a job; mostly an IT specialist) (see note 1).
Getting married with a local after moving		• Women – former top managers in serious areas of business, striving to self-realization (not for the sake of earning money, the family does not experience financial problems), participate in creative projects (perhaps not corresponding to their qualifications).
Arrival for temporary work or study and subsequent marriage with a European		• Focus on what they love, not to make money. An occupation can also bring money but less than a complex business. Pleasure first, then commerce. (Conclusion is based on analysis of social media.) • Striving to «save oneself» in a new country (see note 2)

NOTES

1. Several years ago, in the Benelux, there appeared a «new Russian-speaking migration»: IT specialists, their family members from the ex-USSR, as well as «Russian Israelis» who had previously left for the Middle East. However, over time, their plans have changed and now they strive to remain as IT-specialists in Europe. The cost of living in these countries is comparable but the quality of life of a particular family depends on the demand in the labor market; moreover, migrants are not satisfied with Russian and Israeli domestic policies. This migration is very young in age, families live separately, keeping «Russian-speaking» contacts to a minimum. Sometimes they are due only to the presence of children who attend «Russian» classes. These migrants have practically no need for communication within the diaspora.

2. With the inevitable, under conditions of immigration, a breakdown of the usual way of life and the associated psychological problems, educated, thinking and reflective women usually come to the conclusion that it is more important for them to preserve themselves, the integrity of their own personality, than to ensure the previous level of personal income. Approximately 30% of Belgians, having married foreign women, take responsibility for the family and start supporting their wives – women no longer have to work. The rest (up to 70%) are determined that the wife will find a job and that it will happen as soon as possible and the spouses share the bills.

Table 2. **Plans for the future**

Comparison items	2014	2019 (data in Belgium)
Immediate plans	Views are constructive, plans are specific	Shortening the time to implementing plans, increasing activity
Number of Russian schools, clubs, art courses, excursions for children and adults	100% (2014 conditionally adopted for 100%)	More than 300%
Suggestions for self-improvement, rest, training, coaching in any areas	Demand exceeds supply	Supply exceeds demand, especially in the area of programs for children

Comparison items	2014	2019 (data in Belgium)
Employment of highly educated women	Business	• Employment in the field of non-profit organizations. • Noticeable increase in the speed of language learning and integration

Table 3. **The level of education**

Comparison items	2014	2019 (data in Belgium)
Higher education (1 or more diplomas)	95%	The general level of education is still high. Emigrants from Ukraine and Moldova, even with a university diploma, prefer to work in the field of low-skills services

Table 4. **Professional groups**

Comparison items	2014	2019 (data in Belgium)
Areas of activity	Managers (in various fields), translators, employees of European institutions, private entrepreneurs, students of higher schools and courses	• A large number of Russian-speaking specialists, especially in the field of IT. • Students (the cost of education is very competitive for Western Europe; preferences for future citizenship). • Private entrepreneurship (no law on business emigration; quite comfortable conditions for starting a business). • Volunteers or partially paid employees in public cultural and educational organizations. Directors of children's programs. • Russian-speaking specialists in the social sphere: sociologists, psychologists, doctors. • Most of WMA is employed by non-profit organizations

Table 5. **Marital status**

Comparison items	2014	2019 (data in Belgium)
Marital status	• About 2/3 are married; about 1/3 are not married. • Most of the divorces took place in Europe after moving	The ratio is approximately the same; however, now a significant part arrives in Belgium with Russian-speaking spouses.

Table 6. **Appeals to psychologists**
Problems are posed as they are topical in the 2014 column

Comparison items	2014-2016	2019-2020 (data in Belgium)
Children's problems	Difficulties in adapting to a new school	The problem has shifted to the 5th position
Spouses' problems	Negative changes within the family in the context of migration. Problems of intercultural dialogue in international families	Problems have remained in 2nd-3d positions in terms of frequency of visits to psychologists
WMA Appeals	Lack of demand and lack of realization in new realities	Lack of demand and realization in new realities has shifted to the 1st position
Dissatisfaction with a status change in a new country	The biggest personal dramas	The biggest personal dramas (no changes)

At the beginning of the discussion, in focus groups, in chats, at specially organized online meetings, almost all the participants said: knowledge of the language, traditions, culture would remove many restrictions in self-realization. However, upon detailed elaboration of the answers, it turned out: some of the audience had diplomas of higher education, some spoke several foreign languages but their work was below the desired level or they could not find a job at all.

Almost all respondents (96%) certainly belong to the image of a «specialist in multicultural dialogue,» but in the new country (they have a good job, anticipating a better one), only half of them have been realized. The second half only dreams of the beginning of growth.

In today's reality, it is obvious: for a part of the WMA group, the question of returning to a position equivalent to that which was «in another life» (for example, in Moscow) is not urgent. For many, creativity, realization in a completely new sphere – social, which they did not even think about in a past life, have become priorities. We noticed, in particular, a great desire to self-realization through the discovery of new intellectual and cultural projects for children.

And also, there appeared a huge number of Russian-language studios for adults, mainly for women: art studios, floristry, poetry clubs, psychological and business trainings.

We asked the key question, «What prevents women migrants from developing business in a new country?» Every third answer was: «Lack of a productive idea», and more than half: «Lack of start-up capital» and «Having young children». Of course, «ignorance of the language» was noted as an important factor but WMA do not define it as decisive.

CONCLUSION

Thus, for «our» category of migrants, WMA, who are specifically surveyed by IMAGRI, there needed special integration programs. The fact that **the method of integration in a new country through involvement in entrepreneurship** works, has been proved by our RESTART project and later monitoring studies, which are going on almost non-stop until today.

This conclusion logically follows another: the standard programs of integration courses require serious revision and must take into account the different status of the migrants who have arrived. Today, almost all programs are focused on the so-called low-skilled jobs migrants.

Our conclusion contradicts the widespread notion in the EU that foreign language and excellent intercultural dialogue skills uniquely solve the problems of full realization of immigrants from the WMA category.

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LEGAL NATURE OF PEASANT AND FARM ENTERPRISES, THE ORDER OF THEIR FORMATION AND THE CASES OF THEIR TERMINATION

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In accordance with Article 1 of the Law of the Republic of Kazakhstan «On Peasant or Farm Economy», a peasant or farm enterprise is a labor association of persons in which the implementation of individual entrepreneurship is inextricably linked with the use of agricultural land for the production of agricultural products, as well as with the processing and marketing of these products.

In a peasant farm, property is recognized as the common joint property of the participants, unless otherwise provided by an agreement. In a farm based on the implementation of personal entrepreneurship, property is recognized as the separate property of its participants. And, finally, in a farm organized in the form of a simple partnership, the property belongs to the participants only on the basis of shared ownership [1].

For quite a long time, the question of whether a peasant or farm enterprise is a legal entity or not, remained controversial. [2; 25].

In accordance with Article 33 of the Civil Code of the Republic of Kazakhstan, a legal entity is an organization that has, on the basis of ownership, economic management or operational management, separate property and is responsible with its property for its obligations, can, on its own behalf, acquire and exercise property and personal non-property rights and obligations, be a plaintiff and a defendant in court. A legal entity must have its own balance sheet and estimate. The legal entity has a seal with its name. Based on the foregoing, many authors believed that these signs are also characteristic of peasant or farm households, which gave rise to a lot of misunderstandings and incidents about the degree of responsibility of the property of peasant or farm households for transactions and offenses of individual members of peasant or farm households. [3;54]. These views were based on the Law of the Republic of Kazakhstan «On Peasant Economy» dated May 21, 1990, in which no specific answer was given as to which category of persons should be attributed to peasant farms.

The main feature that distinguishes the peasant economy from other organizational and legal forms is that the basis of the peasant economy is labor relations, as well as the fact that its activities are based on joint ownership of the means of production.

In accordance with paragraph 3 of Article 1 of the Law «On Peasant or Farm Economy», a peasant economy can act in the following forms:
- a peasant farm in which entrepreneurial activity is carried out in the form of family entrepreneurship based on common joint ownership;
- a farm based on the implementation of personal entrepreneurship;
- a farm organized in the form of a simple partnership.

Depending on the chosen form of management, a peasant or farm enterprise, presented as a subject of legal relations, has a number of specific features [4;53]:
- first, such an economy acts as a single-entity formation, that is, as a bearer of certain rights and obligations;
- second, peasant farms are presented as the sum of three components on which the activities of the farm are based: the property complex, the land plot and citizens, united by a single idea – the implementation of agriculture;

- third, the economy is a subject of entrepreneurial activity and in this regard has the right to exercise certain rights and obligations established by law for entrepreneurs.

In accordance with Article 2 of the Law of the Republic of Kazakhstan «On Peasant or Farm Economy», a peasant or farm enterprise is created:

1. on a voluntary basis and is considered created from the moment of state registration of the right to a land plot, and in cases established by the laws of the Republic of Kazakhstan, after registration as an individual entrepreneur;
2. when registering a peasant or farm enterprise based on joint venture, a certificate of state registration is issued for the head of the peasant or farm enterprise. The certificate is accompanied by a list of members of a peasant or farm enterprise, certified by the head of the relevant territorial division of the tax authority.

Refusal to register a peasant or farm enterprise, due to various motivations, can be appealed against in court.

The conditions and procedure for the termination of the activity of a peasant or farm enterprise are legislatively reflected in article 20 of the Law of the Republic of Kazakhstan «On a peasant or farm economy». To terminate the activity of a peasant or farm enterprise, at least one of the following conditions must be met:

- the activity of a peasant or farm enterprise is terminated if there is not a single member of the farm, heir or other person wishing to continue the activity of the farm, as well as in cases of bankruptcy and termination of private ownership of a land plot or land use right;
- upon termination of the activity of a peasant or farm enterprise, the division of common property between the participants in joint ownership, as well as the allocation of a share of one of them, can be carried out subject to the preliminary determination of the share of each of the participants in the right to common property;
- property in shared ownership can be divided between its participants by the agreement between them;
- the conditions and procedure for the division of property, land and land use rights upon termination of the activity of a peasant or farm enterprise are regulated by the civil legislation of the Republic of Kazakhstan.
- property, land and other disputes arising from the activities of a peasant or farm economy are considered in court.

According to Article 1082 of the Civil Code of the Republic of Kazakhstan, in the case of the death of a member of a peasant or farm enterprise, the inheritance is opened according to general rules. Article 1083 states that if there are no heirs either by will or by law, or none of the heirs has the right to inherit (Article 1045 of the Civil Code of the Republic of Kazakhstan), or all of them have refused the inheritance (Article 1074 of the Civil Code of the Republic of Kazakhstan), the inheritance recognized as escheat. It becomes communal property at the place where the inheritance was opened. An inheritance is recognized by a court on the basis of an application from a local executive body after one year from the date of opening the inheritance.

In accordance with Article 52 of the Civil Code of the Republic of Kazakhstan, bankruptcy means the insolvency of the debtor recognized by a court decision, which is the basis for its liquidation [5;140].

The insolvency of a peasant or farm economy is understood as the inability of a peasant or farm enterprise to satisfy creditors' claims for monetary obligations, to make payments for labor, both for members of a peasant or farm enterprise, and with persons working in a peasant or farm under an employment contract, as well as ensure obligatory payments to the budget and off-budget funds at the expense of the property belonging to him.

A peasant or farm enterprise is considered insolvent if it has not fulfilled an obligation within three months from the date of its due date.

In accordance with Article 21 of the Civil Code of the Republic of Kazakhstan, the bankruptcy of a peasant or farm enterprise is recognized on a voluntary or compulsory basis. From the moment a peasant

or farm enterprise is declared bankrupt, its registration as a peasant or farm enterprise loses its legal force. The insolvency of an individual entrepreneur (Article 52 of this Code) is the basis for declaring him bankrupt.

When bankruptcy is applied to a peasant or farm enterprise, its creditors for obligations not related to entrepreneurial activity also have the right to present their claims if the deadline for such obligations has come. The claims of these creditors, not declared by them in this manner, as well as claims that were not satisfied in full from the bankruptcy estate, remain in force and can be brought for collection after the completion of bankruptcy procedures to the debtor as an individual. The amount of these claims is reduced by the amount of satisfaction received in the process of the debtor's bankruptcy.

 Satisfaction of the claims of creditors of a peasant or farm enterprise, in the case that it is declared bankrupt, is carried out at the expense of the property belonging to it in the following order:

- first of all, claims for the recovery of alimony, as well as claims for compensation for harm caused to life and health, are satisfied;
- in the second place, the claims of creditors are satisfied, secured by a pledge of property belonging to a peasant or farm economy, within the amount of security;
- in the third place, debts on obligatory payments to the budget and off-budget funds are repaid;
- in the fourth stage, payroll calculations are made;
- fifth, settlements are made with other creditors in accordance with legislative acts.

After the completion of settlements with creditors, a peasant or farm enterprise declared bankrupt is released from the fulfillment of the remaining obligations related to entrepreneurial activity, except for the claims of citizens to whom it is responsible for causing harm to life or health, as well as other personal requirements provided for by the legislative acts of the Republic of Kazakhstan ...

Here it should be concluded that Article 52 of the Civil Code of the Republic of Kazakhstan, which reveals the essence of the insolvency and bankruptcy of a peasant or farm enterprise, does not clearly regulate the relations under consideration, indicating both the insolvency of an individual entrepreneur – the head of a peasant or farm enterprise, and the bankruptcy of a peasant or farm enterprise. It should be emphasized that when the head of a peasant or farm enterprise is recognized as a subject of bankruptcy, the fact that the property of the farm belongs to all its members is overlooked, therefore, the obligations arising in the course of the operation of the farm must be satisfied at the expense of this common property. Consequently, a participant in the bankruptcy procedure is an association of citizens – a peasant or a farm. This approach makes it possible to effectively solve the issues of responsibility of the farm, regardless of the retirement of one of its members (including the head) from the farm, which can happen for various reasons, including those of an objective nature.

Obligations of a peasant or farm enterprise for the use of land are established by article 11 of the Law of the Republic of Kazakhstan «On a peasant or farm enterprise», namely:

- to use the provided land in accordance with the intended purpose;
- to prevent a decrease in soil fertility;
- to apply environmental protection technologies for the production of agricultural products and to carry out a set of measures for the protection of lands;
- to prevent the deterioration of the ecological situation as a result of their activities;
- to be guided in the implementation of construction on the land plot by the current architectural and planning, construction, environmental, sanitary and hygienic and other special requirements (norms, rules, regulations);
- not to violate the rights of other land users and owners of land plots;
- to ensure the provision of easements in the manner prescribed by the land legislation of the Republic of Kazakhstan.

As a measure of responsibility for non-compliance with the rules of rational use and protection of land and for other offenses, land legislation provides for special sanctions – in the form of forced termination of the right to land. The procedure for terminating the right to land use of peasant or farm enterprises is regulated by article 12 of the Law of the Republic of Kazakhstan «On peasant or farm enterprises». This article states that the right of the land use is terminated on the following grounds:

- waiver of the right to private ownership of a land plot or land use rights;
- alienation of the land plot to other persons;
- levy of execution on a land plot or on the right to land use under the obligations of a peasant or farm enterprise;
- compulsory alienation of a land plot for state needs;
- expiration of the period for which the land plot was provided;
- seizure of a land plot not used for its intended purpose or used in violation of the legislation of the Republic of Kazakhstan;
- seizure of land in other cases provided for by the laws of the Republic of Kazakhstan;
- confiscation of a land plot.

Seizure of a land plot from the owner and the land use right from the land user is not allowed, except for the following cases:
- levy of execution on a land plot or land use right under the obligations of the owner or land user;
- seizure (redemption) from a private owner or land user for state needs;
- seizure from a land user of a land plot that is not used for its intended purpose or is used in violation of the law;
- seizure from the owner or land user of a land plot subjected to radioactive contamination, with the provision of an equivalent land plot;
- confiscation.

In addition to these cases, the land use right may be terminated on the following grounds:
- expiration of the period for which the land was provided;
- early termination of a lease agreement for a land plot or an agreement for temporary gratuitous land use, except for cases when the land plot is pledged;
- termination of labor relations, in connection with which the land user was provided with an official land plot.

In all cases of termination of the activity of a peasant or farm enterprise, the division of common property between the participants in joint ownership, as well as the allocation of a share of one of them, can be carried out subject to a preliminary determination of the share of each of the participants in the right to common property. The decision to terminate the activity of a peasant or farm enterprise is made by its participants, the local administration, and in cases of bankruptcy – by the court. Property, land and other disputes arising in this case are resolved in court.

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SOME LEGAL PROBLEMS OF REALIZATION OF PERSON'S CULTURAL RIGHTS

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The problem of cultural human rights is currently being addressed in a number of works by domestic and foreign authors. However, there is little special research devoted to cultural human rights in the modern era of globalization.

Cultural rights, like political, civil, economic and social human rights, are part of the human rights system and, along with other rights, are universal, indivisible and interdependent. The full promotion and respect of cultural rights is essential for the maintenance of human dignity and social interaction between individuals and communities in a multicultural world.

Cultural rights have a beneficial effect on the manifestation of freedom, which, in the absence of a culture of behavior, turns into permissiveness. One cannot but agree with T.V. Glazkova that culture as a whole, and, consequently, cultural rights act as a «tamer of freedom, preventing its transformation into permissiveness.» [1; 54]

Cultural rights include: the right to participate in the cultural life of society, the right to use cultural institutions, the right to access to cultural values, the right to use the native language, the right to education, freedom of teaching (academic freedom), freedom of artistic, literary and scientific creativity, the right to access to the achievements of progress, the right to preserve the cultural identity of minorities and the preservation of the cultural identity of peoples.

For obvious reasons, cultural rights are closely related to other individual rights and fundamental freedoms, such as freedom of expression, freedom of religion or belief, freedom of association and the right to education. If by cultural rights we mean any individual right to culture, then ideally there should be no doubt about the meaning of this term. A systematic consideration of cultural rights as human rights will require a somewhat clearer conceptual definition of cultural terminology.

In the theoretical development of human rights, the right to be different is also recognized. When we talk about cultural rights, we also mean the right of groups within a country to be able to maintain their own cultural identity and develop their own culture, even (and especially) if it differs from the main or dominant model of cultural development created in this way, the so called «ethnocratic state». [2; 158]

Thus, cultural rights have been proclaimed as human rights both globally and regionally.

As Lindell Prott points out, in any discussion on cultural rights today, two factors must be taken into account in the context of any dialogue concerning human rights. The first factor is the enormous success of the concept of human rights as a political idea and a powerful incentive for the development of more perfect social relations beneficial for humanity. The second is a consequence of the first: the penetration of the terminology concerning «rights» into many areas of analysis, as well as its use of terminology inherent in the concept of «rights», based on often unconscious assumptions and meanings, which leads to a loss of understanding between the participants in the dialogue, as well as between them and to those who listen to them. [3; 211]

Since the word «cultural» defines the word «rights» in the phrase «cultural rights». In this regard, it would be appropriate to try again to clarify the understanding of the various elements of these concepts, even at the risk of repeating themselves, in order to facilitate their more effective implementation through the debate on cultural rights.

Analyzing the constitutional norms on the cultural rights of citizens, it turned out that the constitutional norms only mention cultural rights, for example, the right of citizens to enjoy the achievements of culture is welcome, but the text of the Constitution of the Republic of Kazakhstan lacks norms that guarantee the implementation of these rights. At present, the status determination of the complex of cultural rights has not yet been completed, therefore, in the future, cultural human rights should be studied even more. In the legal literature, the correct perception of cultural human rights is impossible, the reason is the lack of any analysis of this type of rights. The separation of cultural rights from the general block of socio-economic rights has not only theoretical but also practical significance. At the same time, it is necessary to investigate the definition of the place of cultural rights in the general system of rights, in particular, the separation of cultural rights from the related rights (social and economic).

Cultural rights are the realization of the human right to development, not only physical, but also spiritual, intellectual, social. Without the recognition of cultural rights, cultural pluralism and diversity, fully democratic societies cannot actually function.

Cultural rights and freedoms are important for the spiritual life of every person and the spiritual freedom of every nation. These rights are enshrined in international legal acts and the domestic law of the Republic of Kazakhstan. However, not all legal scholars recognize the legal nature of this group of human rights, and in the theory of constitutional law, today the issues of cultural rights and freedoms are the least developed.

The reason for challenging the legal nature of economic, social and cultural human rights was their division into two international covenants.

Some lawyers note qualitative differences in the obligations of states to exercise the respective rights. «In the realm of political and civil law, there are clearly defined obligations of states in relation to the adoption of judicial measures within the framework of their domestic legal system. The international community can easily assess the fulfillment of these responsibilities through the designated treaty bodies. The obligations of states with regard to economic, social and cultural rights are lacking in such clarity. Due to the positive character inherent in these rights, their implementation clearly requires certain results, in the sense that the implementation of these rights by the state is not limited to their acceptance and subsequent recognition ... ». Thus, it is argued that these rights «could be defined as planned, since they do not lend themselves to legal definition (that is, they are not legal rights), states are not required to be subject to international control over the exercise of these rights» [4; 143]

The legal nature of human cultural rights and freedoms is characterized by:
- first, the common properties of all basic (constitutional) human rights;
- secondly, the specific features that only these rights have.

Thus, cultural rights are realized in the cultural sphere of human life and are aimed at satisfying the spiritual, including creative, needs of the individual.

Although individual civil (personal) rights and freedoms (freedom of conscience, freedom of thought, etc.) are also aimed at satisfying the spiritual needs of an individual, a person who identifies himself with a specific cultural group (groups) acts in the implementation of cultural rights and freedoms. In the cultural sphere of human life, personal freedom is directly related to the collective freedom of the group with which the individual identifies himself.

The human right to choose a culture needs an increased legal protection, which, in our opinion, can be ensured with the help of a set of the following legal and other guarantees:
1. Legal differentiation of cultural and information space into public and subpublic;
2. Legal regulation of the percentage of «negative» and «positive» information disseminated by the media and cultural figures in the public cultural and information space;
3. Comprehensive scientific examination of the content of cultural information spread in the public information space, in combination with the legislative consolidation of the criteria for classifying this or that cultural information content as inadmissible for dissemination in the public information space;
4. Considering the mechanisms and laws of business and the entertainment industry, it is difficult to make and adopt such amendments to the current Kazakhstani legislation in the field of culture and information. Therefore, we think the introduction of an information security course into the compulsory educational standard to help prepare people for any, including negative, informational impact using various protection practices, as a necessary additional guarantee of ensuring the right to choose a culture.

Unfortunately, in the concept of Kazakhstani legislation, there is no connection between the human right to choose culture and the right to the cultural identity of the individual, which are poorly developed in the science of constitutional law.

Khabrieva T.Ya. brought some clarity to the distinction between individual and collective rights. In the classification of constitutional rights, scientists study a special group of national rights. The subjects of such rights are an individual or a national community, which gives reason to talk about the individual or collective nature of the considered category of rights, depending on their carrier. Personal freedom is realized through individual national rights. Through collective national rights, the specific interests of small peoples and ethnic groups are ensured. It is important to note that everyone has national rights. [5; 17]

At the same time, national personal rights exist in the sphere of individual self-determination of a person and are directly related to national self-identification (choice of nationality, native language, lifestyle). The rights of ethnic communities represent the right of an ethnic community to identify itself with a certain people, nationality, nation, depending on the characteristics inherent in the listed national communities and a specific ethnic group.

Both individual and collective cultural rights are recognized in international human rights instruments.

According to the subject composition, cultural rights and freedoms are not the same and represent two groups:

1. individual cultural rights (the right to education, the right to participate in cultural life, the right to access to cultural values and the right to use cultural institutions; the right to freely choose the language of communication, education, training and creativity; the right to information about cultural life; freedom creativity), which:
   - are acquired since the moment of birth (natural human rights);
   - express the individual interest of the individual, self-identification of the individual with a certain cultural group / groups (choice of language, cultural values, lifestyle or rejection of cultural elements unacceptable for the individual), self-expression (creativity);
   - are aimed at the realization of personal freedom.
2. collective cultural rights (the right of a people, nation, other ethnic groups to national and cultural identity; the right to preserve and develop national culture, use the native language), which:
   - are not natural, «because they grow as the interests of a particular community or a group development; have qualitatively different properties determined by the goals and interests of collective education »;
   - express specific common interests of a separate cultural, ethnic group (self-identification as a specific cultural community, preservation of national and cultural identity, development of national culture);
   - are aimed at the realization of collective freedom.

The first articles of the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights state: «All peoples have the right to self-determination. By virtue of this right, they freely ensure their economic, social and cultural development». This free provision of cultural development, associated with and supported by the political right to self-determination, allows people to maintain their cultural identity. According to the commentary of the Committee of the International Covenant on Civil and Political Rights to Art. 27 of the Covenant, although the rights to be protected (that is, the rights of persons belonging to minorities) are individual in nature, they are conditioned by the ability of the minority group to maintain their culture. This relationship of cultural rights and interests of the individual and the cultural group goes further, encompassing all the humanity. [6; Art.27]

The peculiarity of the cultural rights of the individual is their close inextricable connection with collective cultural rights and the mutual conditionality of their implementation. The realization of the cultural identity of an individual is inseparable from the recognition of the cultural identity of a particular group.

Thus, academician D.S. Likhachev rightly noted: «It is necessary to clearly realize that the cultural values accumulated by peoples do not belong to any municipality, museum, department or even a separate country. They belong to all the humanity. «[7; 305]

This is confirmed by some international and domestic legal norms that enshrine the human right to participate in cultural exchange.

Thus, the following conclusions can be drawn:

1. Cultural rights and freedoms of man and citizen create conditions and opportunities for raising the educational, cultural level of a person, contribute to his comprehensive and harmonious development. As already noted, culture plays a leading role in the formation of human capital. That is why the culture and cultural rights of the individual deserve special attention from the state and society;

2. Cultural rights and freedoms, given their real provision, acquire social value. Therefore, it is relevant to solve the problem of the formation of a modern legal framework that contributes to the preservation and development of a single cultural space of Kazakhstan, to ensure the protection of the rights and freedoms of man and citizen, peoples, ethnic, socio-demographic and other communities of the Republic of Kazakhstan in the field of culture in order to enhance the positive impact of cultural heritage on the cultural life of modern society and future generations;

3. Unfortunately, at this time, cultural rights are characterized as underdeveloped than other human rights. Each person should have an opportunity for self-expression, for creativity and spread of his works in any desired language, including in his own language;

4. Kazakhstan constitutionally recognized for itself the highest value of life, human rights and freedom, embarking on the path of formation of the rule of law. As a possibility of the emergence of a new institution of cultural rights, the issue of separating cultural rights from social rights is quite acute;

5. At present, among all other rights, it is not clear what place cultural rights occupy. The realization of the cultural rights of the individual is constantly growing, as studies show that without the rise of culture, the rise of the economy on the basis of innovative development cannot be realized;

6. Cultural rights are the most important means of the development of society, which provide for the development of creative forces and abilities of a person, his participation in the creation of material and spiritual values, access to their use in order to satisfy his spiritual needs;

7. Cultural rights require special legal regulation, clarification of specific parameters of their content.

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DEVELOPING INNOVATION IN DISTANCE LEARNING

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Abstract

Education plays an important role in the socio-cultural, economic, legal, and economic development of society. According to J. Allak, "through education culture is transmitted and transformed, social functions and statuses are reproduced and created. The government of developed countries considers the environment of education as strategic for the development of national economies and as the most important sphere of human life. The main capital of the present and the future is not technology, but intellect.

An effective tool for improving the level of education in the modern world is the distance form of learning, which has now acquired a completely new format.

Keywords: technology, distance learning, innovation, higher education, applications, internet.

The use of distance learning technologies allows:
- reduce the cost of conducting training (no costs for renting premises, travel to the place of study for both students and teachers, etc.);
- to train a large number of people;
- improve the quality of training through the use of modern digital tools, extensive electronic libraries, etc.;
- create a unified educational environment (especially relevant for corporate training and improving the quality of education at the regional level).

With a large amount of freely available information on the Internet, an adult can learn any subject completely free of charge. But education has never been just about passing on information. It is also about building community and establishing a constructive dialogue in the learning process.

Education helps a person discover his or her potential, learn to think, be literate and moral. If one raises the bar every day, achieves new heights, self-improvement, and seeks answers to questions of interest, it will ensure a comfortable, vibrant, and fulfilling life. The educational process begins at school, where we all get fundamental knowledge and choose our area of interest. The division of classes into training profiles allows the most complete study of a particular scientific field, and then to enter a college or university with the necessary knowledge base.

Higher education provides the opportunity to gain the fullest scientific knowledge, broaden your horizons, and become a young certified specialist. Not everyone takes this chance, but it's a choice that each person has to make for themselves.

Not everyone is able to combine learning, work, and creative expression, but comprehensive development opens the way to spiritual and financial well-being. Education allows you to get not only a prestigious job, but also helps you become a literate person, able to adequately understand all aspects of society.

For example, once considered a novelty, online universities have never been as respected and popular as they are now. They allow students to easily access information from the Internet at a much lower cost than was ever possible in the past, without sacrificing other university benefits such as faculty mentoring and tutoring and a sense of community from peers.

Today, virtually every institution of higher education has its own information site and seeks to develop its own distance education system. However, the level of its quality and dissemination is still not high enough.

The use of Internet technologies as a technological basis for distance learning is connected with the increased possibilities of technical means of communication and the spread of the Internet computer network. They make it possible to efficiently solve the problem of organizing and conducting practical classes. Moreover, in the practice of world distance learning there are more and more cases of online defense of graduate qualification works, the results of which are officially recognized under the current legislation.

In connection with the development of Internet technologies, distance learning comes to the fore due to its accessibility, flexibility, possibility to independently plan time and pace of learning subjects, as well as other possibilities.

Online learning has become a very popular way for students and working people to pursue higher education and enhance their careers. Teaching an online course is very different from traditional classroom courses, so students and teachers need to be involved in the learning process for better understanding. Teachers need to deliver effective instruction to keep students interested and make learning more interesting. This is called evolving innovation in distance learning.

The Online Learning Institute should make it a rule to send students regular reports on student performance reviews. The institute should assess students' strengths and weaknesses and help them improve. This gives students confidence and makes learning more interesting [1].

Plus, it's almost impossible to get into a classroom today where students don't have at least one technology. So, given the fact that our devices are there to stay, the question is no longer how to get rid of technology, but how best to use it. Blended learning is classroom practice that combines technology and personal time. There are many ways to experiment with blended learning – and thankfully, implementing technology in the classroom with students' devices is pretty easy – and can be a favorite part of pairing for students.

Here are a few of the main apps that can be used in learning: Quizlet, Kahoot, Google Voice, QR Codes, Quizzes on Office 365 Forms, Google Documents, VoiceThread, Padlet. [2].

But there are different options that allow you to learn the same data in different ways. So, you can choose «learn» instead of «card», and then the question will be asked with only a few answer choices for a more active approach to learning.

This way you can make learning much more interesting and engaging, and this technology has the advantage of being quite accessible.

Coming to the conclusion of this work, we would like to note that distance education today is the most relevant, during the pandemic all the main problems of online learning «surfaced», became more transparent and clear, which makes it easier to improve this type of learning. As we have already found out, distance learning is the most useful type of learning, so it is necessary to constantly improve it with various innovations.

Actually, due to the following advantages listed below, distance learning is the most promising type of education today:

1. Accessibility. According to the UN, more than 263 million children in the world can not study in person – because of geographical distance, poverty or the closure of schools in areas of armed conflict. Online learning can solve this problem [3].
2. Big data and AI. With the help of analytics and special algorithms it is possible to optimize the learning process and organize it so that it is convenient for everyone to work even with large volumes of information. AI will help to personalize learning by tracking in time which student needs help.
3. Creativity. New technologies provide more freedom for creativity, non-standard formats and approaches in training – up to AR and VR-lessons. At the same time, routine tasks can be automated with the help of the same algorithms, chat-bots, online-reporting.

4. Microlearning (microlearning). A method in which large amounts of information are broken down into small blocks, so that they are easier to absorb. This is especially important now, when children are absorbed by gadgets and cannot concentrate on anything longer than a couple of minutes.
5. Online platforms and aggregators. These are online resources like Coursera, iSpring, Skyeng or Yandex.Textbook, where you can conduct online courses, school lessons, group or individual classes. Unfortunately, there is no single platform for public schools and universities yet: most classes are held in Zoom or other video chat rooms, and assignments are sent by mail or in messengers.

Given the level and quality of education provided in Kazakhstan, as well as the pace of spread of distance education, it seems necessary for Kazakh higher education institutions to move to an active position with regard to the development of their own and the use of existing OER (Open Educational Resources) in the OCW (Publication in free access of all Institute courses) and MOOC (Massive Open Online Courses) format. Work in this regard should be done in three ways: connecting with and gaining membership in leading OER consortia (OCW) and MOOC sites (Coursera and edX); purposefully implementing and using OCW and MOOCs in the educational processes of the nation's universities; and developing educational content.

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DIGITAL TOOLS OF A TEACHER IN AN INCLUSIVE ECOSYSTEM

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Abstract

The purpose of the study - to reflect and share the experience of implementation of digital tools in the training of future teachers for the system of special and inclusive education. The article focuses on the options for using modern approaches to teaching with the active involvement of digital tools. The author determines the relevance and key areas in the use of media in an educational context in terms of forming an inclusive culture of future teachers. The scientific novelty lies in the integration of modern social and scientific trends for the formation of an inclusive ecosystem.

Keywords: media, inclusive culture, ecosystem, future teachers, actor, digital tools

Trends in the development of society, along with the challenges faced in the last two years, reveal the necessity for reflection of spontaneous professional experience and searching for ways to adapt to the new conditions. This article presents our experience in comprehending and rethinking the possibilities of using digital tools in the work of a teacher in a pedagogical university. The Moscow City Pedagogical University trains future teachers in the areas of «Pedagogical education», «Special (defectological) education», and others. Importantly, following the FSES requirement, a graduate of any major should be ready to work in an inclusive education environment.

There are sufficient studies in pedagogy devoted to the problem of training personnel for working in a diverse children's environment. The understanding of the importance of creating conditions for the formation of inclusive culture in the teaching community is reflected in domestic and foreign researchers (I.N. Khafizulina, V.M. Khitryuk, T.V. Emelianova, A.A. Sinyavskaya, J. Corbett, and others). Researchers denote the phenomenon of the «inclusive culture of a teacher» (I.N. Khafizulina) [3]. However, it is important to note that the relevance of addressing this topic is also determined by other social and scientific trends and should be considered in other planes as well. It also relates to the prospects of modern tools implementation for the formation of an inclusive teacher culture.

First of all, addressing the issue of the application of new, and consequently, digital education tools stems from the acknowledgment of media education as an urgent task in the development of information society. Today's society has a high demand for information, as well as for its critical reflection. The problem of reflecting the diversity of aspects related to life in a society of people with atypical development in the media is no exception. Future educators have to be aware of the flow of information, to be able to think critically about it, and, most importantly, to transmit adequate ideas to society.

When reflecting on the culture of a future teacher in general and their preparedness to work in the diverse human environment, it is impossible not to refer to studies of the im-

age of the future. Technological changes and advances in medicine and science lead to inevitable changes in the labor market and all related aspects of life. Today, an evident trend in human development is a culture of lifelong learning. The value orientations in education are also changing from exclusively technological aspects of a person's professional realization to personal qualities and their continuous development. These are changes in the ideas about professionals and the competencies that they should develop. The previous model of skills was supposed to distinguish between Hard skills and Soft skills. The new skills model is based on the following scheme:

- **Contextual / Specialized skills** that are developed and applied in a specific context. Professional skills (programming in a particular language), physical skills (such as driving a car), or social skills (such as video blogging).
- **Cross-contextual skills** that can be applied in broader areas of social or personal activity: digital literacy/digital hygiene; ecological thinking; ability to cooperate and work together, etc.
- **Existential skills** that can be universally applied throughout life and in a variety of personal life contexts. These include the ability to set goals and achieve them (willpower), self-awareness/self-reflexivity (mindfulness, metacognition), and the ability to learn/learn/re-learn (self-development) [1, p.78].

Researchers of the image of the future emphasize the importance of such skills that ensure readiness to a complex society of strategic uncertainty as existential: awareness, attention management; resilience; willingness to act/determination; openness and orientation to development; creativity; empathy/compassion. It is important to emphasize that the inclusive environment is exactly the environment for their development.

Education will develop according to the ecosystem principle. The authors talk about the formation of an ecosystem that promotes social or cultural innovation and development, as well as an ecosystem that creates equal and fair opportunities for different types of inequalities. Persons with disabilities are traditionally viewed in terms of inequality, the impossibility of equal access to various social services. Inclusive culture, in fact, is designed to form another type of relationship in society, where inequalities are minimized. Considering education as a space where human personality is formed, including through the appropriation and reproduction of meaningful socio-cultural codes, we will focus on the study of the possibilities this ecosystem has for inclusive practice.

All aspects of inclusion are discursive, so the formation of an inclusive culture and educators is possible only through dialogue and discussion. The basic concepts of inclusion, resources, and opportunities, risks, and chances, effective strategies and approaches are discussed in the student community, hypotheses are made, conclusions are drawn, plans are developed. Thus, it appears that learning through discussion is the main educational approach in the formation of an inclusive educational ecosystem. Discussion allows us to clarify each other's ideas about a problem. In this sense, it is important to involve digital tools in the learning process, allowing us to identify and visualize the information obtained. Poll Everywhere and/or Mentimeter can be used for this purpose.

Learning by creating a product is an excellent strategy that works in the context of developing an inclusive culture of future educators. We discuss how properly shape attitudes toward people with disabilities on social media. Product creation directly correlates with the idea of learning through collaboration because new products are created in collaboration. In this case, these are products that reflect the position of students in a broad social context. This can be a Tik Tok account, Instagram, Facebook, and other social media where students accumulate different kinds of meaningful information about an inclusive culture and broadcast it to their surroundings. Students also create media products such as videos, interviews, virtual excursions, educational content. It is worth mentioning that students choose the topic and format of the products according to their personal preferences, immersing themselves in the subject and choosing the most correct and informative formats to provide society with adequate information about all aspects of inclusion. Thus, the teacher and students act as actors of social change outside of this ecosystem, spreading inclusive values to their friends, relatives, colleagues, subscribers, etc.

In conclusion, it must be emphasized that the formation of an inclusive ecosystem is a future-oriented trend that must be pursued by combining the universal values of dialogue and research with modern tools for optimizing routine processes, keeping learners motivated, and disseminating new knowledge in a broad social context [2].

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I, AS A SPECIAL TEACHER IN INCLUSIVE EDUCATION
Sharing experiences with examples of successful cases with students with special educational needs

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Abstract

The work refers to the report on the results of the successful work of Zhana Babayan, a special teacher of one of the public schools in the most beautiful part of Georgia, Kiziki, in particular, Dedoplistskaro Municipality. At the same time, the current special teacher discusses the challenges and effective outcomes that have accompanied the process of introducing inclusive education, reviewing and updating outcomes and outcomes in its area of operation. Describes the challenges and ways to solve the problems that have arisen in the context of the pandemic in the world during the distance learning period. The work also discusses the job description of a special teacher in the framework provided by law, the specifics of communication with representatives of different educational institutions, the procedure for granting status to students with special educational needs and the importance of communication with a parent / parents.

Keywords: Special Teacher, Resource Room, Multidisciplinary Team.

INTRODUCTION

«I, as a special teacher, am obliged to encourage students with special educational needs to be involved in the educational process. For this, creative thinking, getting acquainted with news, sharing the experience of others, accurate and timely identification of achievements and mistakes, constant care for professional development is needed »(Zh. Babayan).

Inclusive education has been rooted in Georgia since 2005. There are currently 10,000 students with special educational needs in schools across the country with a variety of disorders: IQ, Down Syndrome, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, and more. Naturally, in addition to the synthetic conditions of the physical and benevolent environment, it is very important to provide students with material and human resources for development (according to their needs). Consequently, in almost all schools of the Republic there are resource rooms, which are equipped with resources for the development of various skills necessary for teaching and learning of students with special educational needs: visuals, puzzles, dominoes, mosaics, plasticine, colored papers, Logo, etc. Also, with upholstered furniture, special technic, etc. It should be noted that the resource room is served by specialists involved in inclusive education – special teacher, psychologist, occupational therapist, language and speech specialist, sign language interpreter, sign language specialist, assistant with special educational needs, mobility and orientation specialist. Most of them, special teachers are involved in the teaching-learning process of the students. A special teacher is a teacher who teaches a student with special

educational needs at the elementary level and facilitates his / her involvement in the educational process at the elementary, basic or secondary level.

Special teacher functions:

After the subject teacher notifies the class tutor, principal, and special teacher that there is a student in the class who has learning difficulties, fails to meet national curriculum requirements in a particular subject or subjects at a minimum level, the principal provides information to the student's legal representative and organizes the meeting. In case of a written application of the student's legal representative, the class tutor addresses the relevant specialists involved in inclusive education to develop written recommendations on the initial management of learning difficulties. The special teacher, within 10 working days of receiving the application, assesses the student's motor, cognitive, psycho-emotional, academic, communication, social, behavioral, functional skills and develops recommendations for primary management of student learning difficulties . Develop recommendations for behavior, functional skills, and primary management of student learning difficulties to be submitted to teachers, classroom instructors, school principals, and legal representatives. Based on these recommendations, the class tutor and subject teachers will work together to determine and take all necessary measures to address the initial difficulty expressed by the student. Unable to meet the national curriculum minimum requirements for one to two months, the class tutor addresses the school principal with a request to assess the student's special educational needs. In case of application, the school is obliged to provide the following information to the student's representative:

A) describe and substantiate the difficulties expressed by the student in relation to learning;
B) A description of the measures taken by the school to manage the student's learning difficulties but were not sufficient.

Based on this information, the student's legal representative will contact the school in writing and consent to the assessment of the student's special educational needs. The school principal sends a request to the relevant structural subdivision of the Ministry of Education and Science for a special educational need assessment and status by the Ministry's team of experts, a multidisciplinary team, which is accompanied by the following documentary information:

A) student identification data;
B) describe and substantiate the difficulties expressed by the student in relation to learning;
C) A description of the measures taken by the school for the initial management of the student's learning difficulties, but which were not sufficient;
D) A form filled in by the class tutor and teachers about the student's knowledge and skills in the relevant subjects.
E) Initial assessments and recommendations for managing the difficulties encountered in the student's learning by specialists involved in inclusive education.
F) A document certifying the written consent of the student's legal representative.

The multidisciplinary team of the Ministry of Education and Science of Georgia conducts a more in-depth assessment of the student's condition and determines the status of the studens with special educational needs. The so-called written document on granting the student special educational status. After the official arrival of the «Multidisciplinary Team» at the school, the special teacher is informed of the multidisciplinary team 's recommendations. Naturally, in terms of function and duty, he / she will be able to conduct interviews with the student, his / her legal representative, class tutor, subject teacher, other specialists involved in inclusive education (if there is in the school environment), with the student's classmates. Observes student's behavior in both formal and informal environment. The results of the assessment of the student conducted within their competence by other specialists involved in inclusive education (language and speech specialist, psychologist).

After that, collaborative work begins, sharing the results of the observations of all specialists with each other in order to objectively determine the current level of student development. Care is taken to create an appropriate educational environment for the student. The special teacher sets a schedule tailored to the student's abilities, which sets out a schedule for the student's attendance at academic subjects and individual lessons with the special teacher and assistant specialists in the resource room. The recommendations of the

multidisciplinary team are taken into account when drawing up the schedule. The teacher informs both the legal representative of the student and the school administration.

In accordance with the Special Teacher's recommendations and their own experience, the teacher and the class tutor observe the student in the teaching process and during breaks to identify strengths and weaknesses in academic skills and behavior. Once the material is collected, individual curriculum group meetings begin where a special teacher is involved as a member of the individual curriculum team. The individual curriculum group should include teachers who teach directly to the student, as well as a parent, a class tutor, a special teacher, and specialists involved in inclusive education. Meetings set goals, select resources and plan activities, approve individual curriculum and align student learning objectives with national curriculum. The learning goal should be specific, measurable, achievable, relevant and timed. The special teacher develops an individual work plan for each student, according to which work on cognitive and pre-academic skills is carried out, and goal-oriented activities are developed, which are implemented in the process of working with the special educational needs students. The special teacher also plans activities that help build and develop positive relationships between the student with special educational needs and his or her classmates, prepare the student for independent living, and achieve the learning outcomes set out in the individual curriculum.

Proper selection and creation of educational resources is important for the successful implementation of this work. There are a lot of ready-made resources today, the school's funds are transferred from the Ministry of Education and Science to the needs of students with special educational needs.

Several activities are planned by the special teacher for each work purpose, taking into account the multimodal principles of teaching and the interests, abilities and needs of the student. Because it is important to consider the abilities and needs of each student, it is essential to plan any activity from easy to difficult, with a step-by-step transition. Selects some of the resources needed to complete the activity from materials acquired and created over the years, but there are always nuances that make the resource more relevant to a particular learner and more likely to lead to results. «For example, when working on academic and cognitive skills, I use pictures and figures of animals with one student, pictures of cars with another, flowers or fruit with a third student, characters they love, and so on. The fact that the resource room is equipped with appropriate material and technical resources makes it easier to make these resources: in addition to a personal computer, I have a black-and-white and color printer, a lamination machine. In addition, I have lots of visuals, kids and audio books, upholstered furniture, a play corner. There is a cozy environment in the resource room, where students feel comfortable »(Zh. Babayan).

The special teacher monitors the implementation of the individual curriculum by the class tutor and teachers, as a result of the observations, in case of non-compliance or improper implementation of the individual curriculum, recommends the subject teacher or appeals to the school administration to respond. Advises the class tutor and subject teachers on the teaching and management of students with special educational needs, as well as on the practical part of the work. Assists subject teachers as needed to create additional resources, promotes a culture of inclusive education in the school, prepares presentations on current issues, and arranges workshops for the school team. Plans various fun events, exhibitions with the participation of students with special educational needs. Organizes an information campaign to raise awareness of the school community about various situations. Also, if necessary, advocates for students with special educational needs when there are difficulties in the educational process.

One of the functions of a special teacher is to facilitate the development of positive relationships between students and their classmates, as well as their parents, by planning and implementing appropriate activities. One way to do this is to meet in an informal environment... «So I planned and conducted a number of excursions so that students with typical development and special educational needs, as well as their parents, could see cultural monuments together, and then take part in fun games and fun competitions. We visited Niko Pirosmani House-Museum, Vashlovani Reserve, Nechvolodov House-Museum, St. Nino Monastery, the historical city of Sighnaghi, Tbilisi Mtatsminda Park, we attended the film in the cinema. At this time the social skills learned by the student in the classroom are generalized to the real environment. Numerous public officials and private organizations helped me to find funding for these excursions. I want to thank them again for their help «(Zh. Babayan).

In pandemic conditions:

The reality of co-infection has posed new challenges to the entire world. The current process in schools in Georgia is no exception. Covid regulations are strictly observed in schools in accordance with the

relevant recommendations of the Covid regulations developed by the Ministry of Education and Science of Georgia: Resources and study items for each student are placed in an isolated covered container, all subjects and resources are treated with disinfectant solution. I explained to each parent of students with special educational needs that I and inclusive education assistants (psychologist and language and speech specialist) would continue to work individually with students using the TEAMS platform. Some parents did not want their children to spend much time with the computer and doubted the effectiveness of the distance lessons. I explained to the parents that missing classes had a negative impact on their children's development, offered to conduct trial lessons at a time convenient for them, and gave instructions on how to help the child with the activities. For online lessons, I have prepared fun presentations using the PowerPoint office program with specialists in inclusive education. In case of need for online lessons, the parent helped us. The training went better and more effectively than expected.

During my work I have been convinced many times that if you want any challenge can turn into an opportunity. So it was this time too. While preparing online lesson presentations, I discovered sites (learningapps.com, worldwall.net) that could be used to create educational games. I realized that I could create games tailored to my students' learning goals, interests, and abilities. The feedback from my parents convinced me that I had made the right decision. On several occasions my parents even asked me to send them new games during face-to-face training when we returned to the classroom.

I often look back on the path I took while working in the field of inclusive education. I would especially like to mention standing by the multidisciplinary team of the Ministry of Education and Science. Their qualifications, professionalism, belief in success, answering any question, standing by in the face of difficulties was a great incentive for me. Despite numerous obstacles and difficulties, I have always been strengthened by the unconditional love of my students and the results achieved. Today we have to work in a different reality. Legislation has been improved, public awareness has been raised, a lot of literature has been translated and published, trainings are being held. Today, a large part of the society agrees that inclusive education is a humane and progressive approach to education. I wish all the participants in this process success and achieve their goals «(Zh. Babayan).

References

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