iScience™ Poland

MODERN SCIENTIFIC CHALLENGES AND TRENDS

COLLECTION OF SCIENTIFIC WORKS
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE

Issue 8

Warsaw
2018

MODERN SCIENTIFIC CHALLENGES AND TRENDS

ISSUE 8

SEPTEMBER 2018

Collection of Scientific Works

WARSAW, POLAND
Wydawnictwo Naukowe "iScience"
20th September 2018

ISBN 978-83-949403-3-1

MODERN SCIENTIFIC CHALLENGES AND TRENDS: a collection scientific works of the International scientific conference (20th September, 2018) - Warsaw: Sp. z o. o. "iScience", 2018. - 148 p.

Languages of publication: əɐdɸɬɓdɕɐɸ, ɖəddɐϒɣ, english, polski, ɸqɑɸɖəɗɐɸų, ɐɸɾɸʞɕɸ, oỉzbek, limba rom©nŁ, ɐgɖjgɾəϒɑϒ, Հայերեն

The compilation consists of scientific researches of scientists, post-graduate students and students who participated International Scientific Conference "MODERN SCIENTIFIC CHALLENGES AND TRENDS". Which took place in Warsaw on 20th September, 2018.

Conference proceedings are recomanded for scientits and teachers in higher education esteblishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees.
The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

ISBN 978-83-949403-3-1

É Sp. z o. o. "iScience", 2018
É Authors, 2018

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

TABLE OF CONTENTS

SECTION: CHEMISTRY

Ташкараев Р. А., Кедельбаев Б. Ш., Махмудов Ж. У., Махатова А. И., Орманова А. Б., Шатанова К. А. (Шымкент, Казахстан)
ꓭ R ꓶ ꓵ [ꓶ R ꓭ ꓭ ʃ [ꓶ ʃ ꓶ ɸ ꓶ R [ꓶ R Ş [ʃ [ꓶ ʒ M Ş ɸ
ꓶ ʃ C ɻ R ꓶ [R t ʃ ꓶ ɸ ꓶ R Cé é é é é é é é é é é é é é é é é . 6

SECTION: ECONOMICS

Бердин Александр Эдуардович, Бердина Марина Юрьевна (Санкт-Петербург, Россия)
ʃ ꓭ ʃ ꓶ [ꓶ ꓶ ʃ ꓭ ꓵ R t [ɻ ꓵ ʃ R t ʃ ꓶ ɸ ꓶ R C ʌ t ɸ ꓶ Y ɸ ꓬ ꓶ
ʃ ꓵ ꓶ ʃ Z [ꓶ R ꓬ ꓶ ꓶ [ʃ R Ş ʃé ɻ é t é é é é é ɸ é ꓶ é é é é é . . 12
Борисов Александр, Борисова Наталья (Волгоград, Россия)
t [ɻ R ʃ ꓶ ɸ ʃ ʔ ɸ ꓭ ꓵ [[Ş ꓬ ʒ ꓶ [ꓭ ꓵ R ʌ R ʃ ꓶ ꓶ
ɬ t R ꓶ ʃ [Ş ɸ ꓵ [ʃ ʔ ꓶ ʃ ꓭ ꓵ R ꓶ ʃ ʃ ꓵ ʃ t [R Ş ʌ ꓵ ꓶ ʃ ʒ Z ʃ [ꓶ ꓶ
ꓶ [[ꓶ R [R ʃ ʃ é ꓭ ꓵ é . 19
Каныгина Ольга Владимировна, Чижо Лариса Николаевна, Чеванин Валерий Александрович, Корохоев Магомед Мусаевич (Волгоград, Россия)
ꓵ R ɬ ʃ ʃ ʃ ɻ R C ꓭ ꓵ t ɸ ꓵ [ɻ R ꓬ Ç ꓶ [t ɻ ʃ ꓭ ꓶ ʃ [[ꓶ [ꓶ
R M ꓶ ʒ ꓶ ɸ ɸ é 24

SECTION: INFORMATION AND COMMUNICATION TECHNOLOGIES

Asenbayev Nurbek Adilbayevich, Artikbayev Mahkam Artikbayevich (Nukus, O'zbekiston)
DINAMIK VA STATIK RAQAMLI TASVIRLARNI TIKLASH VA HAJMINI KAMAYTIRISH ALGORITMLARIé é é é é é é é é é é é é é é é é . 28
Артикбаев Махкам Артикбаевич, Асенбаев Нурбек Адилбаевич, Нуратдинова Кумархан Нуразизовна (Нукус, Узбекистан)
ʃ [ꓵ ʃ [R Y [ꓭ Ş R [t [Ş ʃ ʃ [ꓶ [ɸ ʌ R R ɬ t [ɬ ʃ [ɸ ꓶ
R ꓶ ꓵ Y [ꓶ R C ʊ ꓵ ʃ ʒ ꓭ ꓵ ʃ ꓶ ʒ ꓬ t [é ɸ é é ɸ é é é é é é é 33

SECTION: MANAGEMENT AND MARKETING

Валеева Юлия Сергеевна (Казань, Россия), Шаргу Лилия Степановна (Кишинев, Молдова)
ʃ [ꓵ ʃ [R Y [ꓭ Ş R [ɬ ʃ [M ʃ [ʒ Ş ꓵ ɬ t [ɸ ꓶ ʃ [ꓶ R Ɔ
Ş ʃ ꓶ Ş ꓵ t [ꓶ ꓵ ʃ ꓭ ɬ ʃ ꓭ ʃ ꓶ ꓶ ʃ ꓭ ꓵ ʔ Ɔ ʃ ꓶ t ɸ ꓶ ʃ ꓶ ɸ ꓵ [ʃ
ʃ t ɻ ɸ ꓶ R ꓶ ɸ ʌ R R ꓶ ɸ ɬ ʃ ꓭ ꓵ ʒ ʃ t [R C Ş ɸ Y [ꓭ ꓵ ꓶ ɸ
ʃ ꓶ t ɸ ꓶ ʃ ꓶ ɸ ꓵ [ʃ ʔ ꓶ ʒ M ..... ꓵ . ꓭ . ʃ ... ꓵ . t 36

SECTION: PEDAGOGY

Atamuratov Aydos Turdimuratovich (Nukus, O'zbekiston)
YOSHLARNI KASBGA YOó NALTIRISHDA MI MAFKURASIGA ASOSLANGAN MA'NAVIY-AXLOQIY, MADANIY-MAISHIY ISHLARé 42
Kariyev A. D. (Birobidzhan, Russia),
Turalbayeva A. T. (Almaty, Kazakhstan)
ON THE MACROSTRUCTURE OF THE PHENOMENON OF THE SUBJECTIVITY OF A STUDENTé é é é é é é é é é é 44
Ашурбаева Гуёхон Абдумажитовна (Коканд, Узбекистан)
[illegible] 50
Бегалиева Елена, Муртазаева Баян (Тараз, Казахстан)
[illegible] 53

SECTION: PSYCHOLOGY SCIENCE

Tasheva Nafisa Zaynitdinovna, Ramazonova Shoxibonu Shoyim qizi (Bukhara, Uzbekistan)
THE IMPORTANCE OF DEVELOPING SELF-CONFIDENCE IN EFL CLASSESé 57

SECTION: PHILOLOGY AND LINGUISTICS

Kurkimbayeva Aizhan (Almaty, Kazakhstan)
BACKGROUND OF STUDYING BLOGS IN THE PHILOLOGICAL SCIENCESé .. 63
Смаилбекова Ш. Дж., Кадрина Б. Ш. (Астана, Казахстан)
[illegible] 66
Смаилбекова Ш. Дж., Кадрина Б. Ш. (Астана, Казахстан)
[illegible] 69

SECTION: PHYSICAL CULTURE

Azhibaeva Salima Zholdasovna,
Bekbergenova Ryskul Shyngysbaykzyzy, Siroka Larisa Anatolyena, Rakhimova Bayan Askarbekovna, Gorbunova Tamara Yurevna (Almaty, Kazakhstan)
BIOMECHANICAL BASES OT TRAINING IN THE TECHNIQUE OF WRESTLINGé . 74
Қутлымуратов Мухаммеддин Амангелдиевич
(Нукус, Ўзбекистон)
[illegible] 78
Утепбергенов Амангелди Қутлымуратович,
Қутлымуратов Мухаммеддин Амангелдиевич
(Нукус, Ўзбекистон)
[illegible] 84

Утепбергенов Амангелди Қутлымуратович (Нукус, Ўзбекистон)
ɻ ʃ ʀ ɕ ɭ ʀ ɾ ɥ ɬ ʃ ʈ ʊ ʀ ɻ ɭ ʒ ʍ ʊ ʈ ɾ ɭ ʀ ʈ ʃ ɻ ʃ ʂ ɭ ɸ ɾ
ʈ ɸ ɹ ʃ ʊ ʃ ɥ ɬ ʃ ɥ ʃ ɹ ɭ ʃ ɥ ʊ ʀ ʊ ʃ ʈ ʀ ɾ ɭ ʊ ʀ ʈ ʃ ɻ ʑ ʀ ʎ
ɬ ʃ ɾ ɻ ʃ ʊ ʃ ɻ ʃ ɾ ɭ ɣ é ɛ ɛ ɛ ɛ é é é é é é é é é é é é é é é é . 87

SECTION: SCIENCE OF LAW

Brînza Sergiu Mihail, Stati Vitalie Anatol, Reniță Gheorghe Loghin (Chișinău, Moldova)
R E F L E C ʹH I I P R I V I N D P O S I B I L A N E C O N S T
ART. 315 DIN CODUL PENAL AL REPUBLICII MOLDOVAé é é é é é . 93
Saktaganova I. S., Ayabekova Marzhan Nurlybekkyzy (Astana, Kazakhstan)
THE LEGAL ASPECTS OF SOCIAL SECURITY FOR DISABLED PEOPLE
IN THE REPUBLIC OF KAZAKHSTANé é é é é é é é é é é é é é . 104
Нурмагамбетов А. М. (Астана, Казахстан)
ʂ ʃ ɭ ɥ ʊ ʀ ʊ ʊ ʎ ʀ ʃ ɭ ɻ ʒ ʁ ɬ ɬ ʮ ɥ ʁ ɭ ʎ ʁ ʃ ɾ ʒ ʁ ʈ ʋ ɸ ɸ ʃ ɻ ʒ ʁ
ʊ ʈ ʊ ɾ é.é 113
Нурмагамбетов А. М. (Астана, Казахстан)
ʃ ɥ ʃ ɻ ɾ ʈ ʐ ɾ ɭ ɥ ʊ ɻ ʃ ɻ ɸ ɭ ʀ ʀ ɭ ɸ ʂ ʃ ɭ ʃ ɾ ɸ ʊ ɾ ʃ ʔ ɥ ʊ
ʂ ɸ ɭ ɸ ʍ ɥ ʊ ɸ ɭ ɻ ʮ ɬ ʭ ʌ ɾ ʈ ʈ ɾ ʀ ɭ ɬ ʀ ʃ ɸ ʊ ɾ ʃ ʔ ɥ ʂ ʃ ʁ
ɾ ɾ ɕ ʊ ɾ ʃ ʔ ɭ ʃ ɥ ʊ ʀ é 120

SECTION: TECHNICAL SCIENCE. TRANSPORT

Kuchkarov J. J., Turaev B. M., Muradov M. M. (Bukhara, Uzbekistan)
ABOUT MOVEMENT OF SOIL ON SPHERICAL DISKé é é é é é é .. 126
Kuchkarov J. J., Turaev B. M., Muradov M. M. (Bukhara, Uzbekistan)
CALCULATIONS ON SPHERICAL DISK INSTANT CENTER OF
ROTATIONé .. 129
Bukleshev Dmitry Olegovich (Samara, Russia)
ANALYSIS OF CAUSES OF EMERGENCY SITUATIONS IN OPERATION
O F M A I N G A S P I P E L I N E Sé é é é é **é é é é é é** é é 132
Хасанов И. С., Хикматов П. Г., Кучкаров Ж. Ж, Хасанов У. И. (Бухара, Узбекистан)
ʃ ɾ ʊ ʃ ɾ ʀ ʂ ɸ ʃ ɬ ʈ ɾ ɾ ɾ ʃ ɾ ɯ ɽ ɕ ɥ ɕ ɬ ʃ ʃ ʊ ʀ ɻ ʃ ɾ ɭ ʀ ɕ
ɾ ʃ ʀ ɭ ɭ ʃ ɹ ɸ ɭ ʃ ɬ ɻ ʃ ʒ ɸ ʍ ʁ ʈ ʃ ɻ ʑ ɽ é ʂ é ʃ é ɻ é é é é é é é é é .é .. 139

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: CHEMISTRY

**Ташкараев Р. А., Кедельбаев Б. Ш., Махмудов Ж. У.,
Махатова А. И., Орманова А. Б., Шатанова К. А.
(Шымкент, Казахстан)**

СИНТЕЗ И ИССЛЕДОВАНИЕ НИКЕЛЕВЫХ КАТАЛИЗАТОРОВ ДЛЯ ГИДРИРОВАНИЯ БЕНЗОЛА

Annotation: *The technique and technology of modification by ferroalloys of alloy nickel catalysts for hydrogenation of benzene is developed. The influence of the nature of the metal of the catalyst, modifying additives, particle size, technological parameters has been studied in detail. The principles of scientific selection of optimal catalysts, modifying components for selective hydrogenation of benzene are proposed. Synthesized nickel catalysts were tested in the process of hydrogenation of benzene to cyclohexane in the liquid phase.*

Keywords: *Benzene, cyclohexane, ferroalloys, hydrogenation, chemical, phase and granulometric compositions, porous structure, adsorption, desorption capacity for hydrogen, liquid phase*

[illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Таблица 1

Характеристика алюмо-никелевых сплавов и катализаторов с добавками ферросплавов

	$NiAl_3$	Ni_2Al_3	$Al+NiAl_3$		$\frac{NiAl_3}{Ni_2Al_3}$			
Ni : Al = 50 : 50								
-	50	40	10	-	1,25	0,353	5,4	1,5
Ni : 50% Al : Cr								
3-10,0	50	39	7	3	1,28	0,353	4,7	110
Ni : 50% Al : Mo								
3-10,0	48	44	12	6	1,33	0,353	4,6	130
Ni : 50% Al : Fe								
3-10,0	45	33	11	10	1,36	0,353	3,4	112,5
Ni : 50% Al : Mn								
3-10,0	44	39	11	8	1,33	0,353	3,2	122,4

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Таблица 2

Результаты рентгеноспектрального микроанализа* химического состава исходных сплавов и катализаторов

		Ni	Al	Me
1	2	3	4	5
Ni Al		50,0	50,0	-
		48,7	51,3	-
		96,8	3,2	-
Ni Al		45,0	50,0	5,0
		43,2	52,0	4,8
		83,0	7,5	9,5
Ni Al		45,0	50,0	5,0
		44,15	51,0	4,85
		79,9	10,5	9,6
Ni Al		45,0	50,0	5,0
		44,15	51,0	4,85
		81,02	9,0	9,98

* 1 2 5

3,2 0,3 0,1-1 , 4 0 , 7 0 , 0 , 4 Fe

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

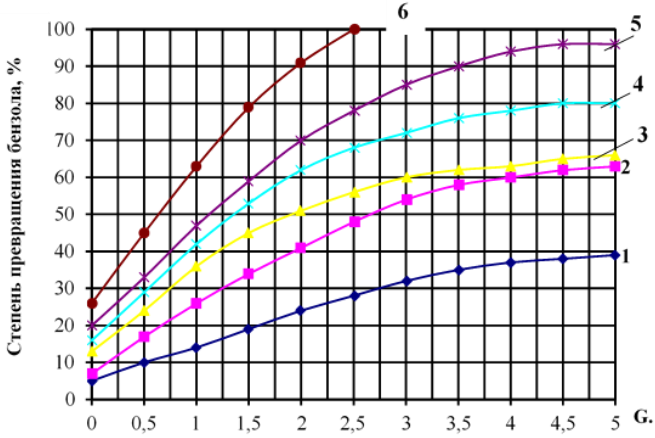


Рис. 1. Зависимость степени превращения бензола от количества Ni-Al = 50:50 сплава гетерогенного процесса во времени в мин.

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Ломакин Б.В., Ушаков В.А. Влияние условий приготовления никель-алюминиевого катализатора на его структуру и каталитическую активность // Кинетика и катализ. 1966. - Т. 40. - С. 11-124. - Библиогр. 124.
2. Ломакин Б.В., Ушаков В.А. Влияние условий приготовления никель-алюминиевого катализатора на его структуру и каталитическую активность // Кинетика и катализ. 1974. - Т. 48, - С. 829

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

3. Raunar G. V Peeil P. C. Constitution of the Aluminium-Rish-Nickel alloys // Inst Metall - 1974.v73 P. 397-41
4. Λ Θ fŋ dʒ Θ dz ɸ . ɹ . , ʉ ts ʔ ts ts dz ʱ ʕ fŋ ʔ z dʕ ʒ Θ -ʁ ʃ q dʷ ɟ ʃ ɥ ɻ j q fŋ ʃ ʕ ts q ɟ fŋ ə ts ʔ fŋ ʕ ɟ dz ɟ ls dz ʳ ː ʕ Θ ls Θ dz q -ɸ ls Θ ts ʦ ʦ ʔ z ʉ ʔ 1 9 6 8 dz ʒ Θ fŋ .
5. ʉ Θ ʷ ʦ ts dz ts ʃ ə , ɹ ʊ fŋ ɟ dz ts . ə , ɹ Λ Θ fŋ dʒ Θ dz ɸ ɻ . q ʰ ɟ dz ʕ . ʧ ə Θ ʦ ts ʃ dz q dʒ ts н q ʷ q ɥ q ʦ ɮ z ʱ ʰ q ː н ts в Θ ə ts ʕ ə dz q ʕ ɟ dz ɟ ə ʳ ː ʕ Θ ʂ Θ ls Θ dz q ls q ɥ ɟ fŋ ʕ q ɟ q Θ н fŋ ts ʦ в ɥ q ts dz dz ʳ ɕ ɟ ʦ ɮ z fŋ ʃ ɨ ɸ ts dz ʃ ɕ ls ə Θ ɸ ls Θ , ɻ Θ ɮ z ʕ . 4 1 - 4 9 1 9 8 0
6. [ʧ Θ dz ts ə Θ ʃ . ʉ . , ʉ ts ʔ ts dz ʲ ts fŋ ʕ ʁ ʃ ʔ ʂ ts ɾ dz н ʦ Θ ls ɟ dz ʕ ts ɹ . ɸ н fŋ ts ʦ в ɥ q ts dz dz ʳ ɟ q ʕ Θ ls ʧ ʔ z fŋ ls ə ʃ Θ ɻ ɟ fŋ ʔ fŋ ʃ dz ɟ fŋ dz ts ɕ ts ʧ ʦ ts dʒ ts ls q ʦ ts ə Θ dz dz ts ɕ ts . ː ʃ ɕ ʃ dz ʒ ʔ 9 7 ʧ z ts ʧ . / 5 / 1 , ʌ 4 2 3 2 ʉ . 4 2 4
7. ʉ ts ʕ ts dz ʲ fŋ ʕ ʃ q ʮ ʔ ts ʕ ɾ ts dz ʲ fŋ ʕ ɟ ʘ ʷ ɟ ls ɸ Θ . dz ʕ dz Θ ls Θ dz q ɭ ɕ Θ ls ʧ ts ʦ ɕ ɟ dz q ɭ Θ ɥ q / / ɸ ʧ z ʃ ʘ . ɻ Θ ɮ z ʕ Θ , 1 9 7 0 . 4 3 4 fŋ .
8. ʉ ts ʕ ts dz ʲ fŋ ʕ ʃ q ʔ ɻ q н ʦ q ʦ ts ə Θ dz q ɟ ə - ɸ ʦ ʦ Θ fŋ ls ə Θ ʧ z ʘ Θ ː . 3 / 6 / 1 9 ɸ 7 dz ɕ Θ
9. ʊ ɮ z ʦ Θ в н ɻ Θ ʃ dz ts ə ʉ Θ ʰ ʕ Θ ɸ ʦ ɕ Θ ɟ ə ʂ ɟ ʇ н . ɟ dz ɥ . в Θ ɻ ʦ ə ts dʒ ts ls q ʦ ts ə Θ dz ʷ ɟ ʦ ɕ ts fŋ ʧ dz Θ ə Θ dʒ q dz q ʕ ɟ dz ɟ ə ʳ ɟ ʕ Θ ls Θ dz q ɭ Θ ls ts ʦ ʳ н dz ls ts dz ɮ z ts dz Θ / / ʌ q dʒ q ɥ ɟ fŋ ʃ ʕ ʦ fŋ ʕ ʂ ʂ ʘ ː 2 ʒ Θ ɮ z ʂ . ɕ ʘ 1 7 8
10. ʊ ɮ z ʦ Θ в н ɻ Θ ʃ ʧ ts ə , ʉ ʊ . Θ ʰ ʕ Θ ɸ ʦ Θ ɟ ə ʂ ɟ ʇ н ɟ dz ɤ z в Θ ɟ ɻ ə q н ɹ ʦ . q ʦ ts ə Θ dz в ɟ dz ɭ ts dz Θ dz Θ ʧ ʦ ts dʒ ts ls q ʦ ts ə Θ dz dz ʳ ː ʷ ɟ ʦ ɕ ts fŋ ʧ dz Θ ə Θ dʒ q ʌ q dʒ q ɥ ɟ fŋ ʕ Θ ʷ ls ɟ ʂ ʃ dz ʧ ʦ dz ʦ Θ ɕ q ʷ 0 1 ʉ 2 . . 7 7 3 4 0 1 2
11. ʊ ɮ z ʦ ls Θ в Θ ʂ ə , ʉ ʊ Θ ʰ ʕ Θ ɸ ʦ ɕ . ʂ ɟ ʇ ə н ɟ ʧ z ɹ в Θ ʑ ɻ . ə ʂ Θ ls Θ dz q ɥ ɸ z ʦ ts ʧ ts dz ɮ z ɥ ɟ dz q ʷ ɥ q ʕ ʁ dz dz ʦ ʂ ʔ fŋ ɥ ʕ ɸ ʦ Θ dz ʳ ʔ ʧ ɸ ʦ ʃ ɕ dz ʧ ls ʂ ʧ Θ ɟ ɻ ʧ z fŋ ls ¯ 2 5 2 6 8 , B 0 1 J 2 3 / 2 4 , ts ʧ ɮ z в dz . ɹ в ʁ dz ¯ 1 2 ts ls

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: ECONOMICS

Бердин Александр Эдуардович, Бердина Марина Юрьевна
(Санкт-Петербург, Россия)

ОСОБЕННОСТИ РЕГУЛИРОВАНИЯ ФРАНЧАЙЗИНГОВЫХ ОТНОШЕНИЙ В ВЕЛИКОБРИТАНИИ

В данной статье рассматриваются вопросы, касающиеся нормативно-правовой базы, посвященной системе регулирования франчайзинга в Великобритании, какой именно подход, законы, нормативные акты использует страна при заключении соглашения. Выбор Великобритании обусловлен ее «нетрадиционной», прецедентной нормативно-правовой системой не только применительно к франчайзингу, но и ко всей законодательной базе.

Ключевые слова: *Нормативно-правовое регулирование франчайзинга, Британская Ассоциация Франчайзинга (БФА), Контрактная лицензия, Моральный кодекс БФА, Саморегулирование франчайзинга.*

FEATURES OF REGULATION OF FRANCHISING RELATIONS IN THE UK

In this article are discussed the regulatory framework for the franchise regulation system in the UK, what kind of approach, laws, and regulations the country are used when concluding an agreement. The choice of the UK is due to its "unconventional", precedent regulatory and legal system, not only with respect to franchising, but also the entire legal framework.

Key words: *Normative and legal regulation of franchising, The British Franchise Association (BFA), Contract license, The moral code of BFA, Self-regulation of franchising.*

[illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

ls j tc tc q ls ts *франчайзингового движения* dz O u O dz fn w ls ts dz ç ts g e 1 9
tf j tc q ts *формирования единого экономического пространства.* ç ë dz O e
ts ls dz q u q j ts ls ы z ф , -tf te j k[dz j tc ts tf j fn lz tf fn ts j fn ls e lz ъ ls tf tc ts в dz j
в O tc ʲ j tc O , tc O ʟ dz q u q ʔ dz O u q ts dz O dz ʲ dz ʳ ç lz dz ʲ ls lz tc (ts fn
q tf tc q e ʳ u j ç , fn e w ʟ O dz dz ʳ fn tf tc q ts в tc j ls j dz q j dz ls ts e
ɨ ç ts dz ts dz q u j fn ç ts g ts tf ts e j н j dz q ʟ w O u ç q ts q dz tf e O q dz q dz j fn q O . ts tc g O n d
ʟ dz O u q ls j dz ʲ dz ʳ j dz j tc ʳ tf ts lz dz q w q ç O u q q ʟ O ç ts dz ts e ,
e j н j dz q w в q ʟ dz j fn O e -tf fn ls ъ dz dz ç lz fn ы ç tc O f dz w ъ ls fn w ʟ d
tc O ʟ dz q u q w e ʟ O ç ts dz ts н O ls j dz ʲ fn ls e O ç , ç ts ls ts tc ʳ j
tc O fn tf tc ts fn ls tc O dz j dz q ъ w tc O dz u O ʔ ʟ q dz g O .

υ O, ç e ç O u j fn ls e j н ts e ts dz ʲ dz ts tf ts ç O ʟ O ls j dz ʲ dz ts g ts
tf tc O e ts e ts g ts tc j g lz dz q tc ts e O dz q w w tc O dz u O ʔ ʟ q dz g ts e ʳ ç
tf tc ts O dz O dz q ʟ q tc ts e O ls ʲ tf ts н ç ts н J j dz q ç ts в tc q ls O dz q q .
ts в lz fn dz ts e dz j dz ls j dz, u ls ts ъ tc q н q u j fn ç O w в O ʟ dz ts J j dz q
fn O ç fn ts dz fn ç ts ʔ , tf tc j u j н j dz ls dz ts ʔ , dz ts н j dz q tf tc O e O q
fn tf j u q O dz ʲ dz ts g ts ʟ O ç ts dz ts н O ls j dz ʲ fn ls e O tf ts w tc O dz u O ʔ ʟ q
ы ts g dz O fn dz ts ts tf tc j н j dz j dz q ъ ɹ tc q ls O dz fn ç ts ʔ ф fn fn ts
w tc O dz u O ʔ ïʟ q dz ts ç ts dz ls tc O ç ls dz O w dz q u j dz ʟ q w , tf tc j н ts fn ls
(w tc O dz u O ʔ ʟ tc j z tc ts ts dz) lz нdz q u lz (w tc O dz u O ʔ ʟ q) , ç ts ls ts tc ts j :

O) tf tc j н ts fn ls O e dz w j ls tf tc O e ts q dz q ts в w ʟ r e O j ls w
ls j u j dz q j tf j tc q ts н O w tc O dz h q ʟ r ts tf tc j н j dz j dz dz ʳ dz
fn tf j u q w q u j fn ç ts j dz O q dz j dz ts e O dz q j , tf tc q dz O н dz j k O h j j
w tc O dz u O ʔ ʟ j tc ts dz ;

b) tf tc j н ts fn ls O e dz w j ls tf tc O e ts w tc O dz u O ʔ ʟ j tc lz ts fn lz
ls j u j dz q j e fn j g ts tf j tc q ts н O w tc O dz h q ʟ r ʟ O ç O u j
w e dz w ъ h j g ts fn w tf tc j н dz j ls ts dz w tc O dz u O ʔ ʟ q dz g ts e ts g ts н ts g

c) ts в w ʟ r e O j ls w tc O dz u O ʔ ʟ j tc O tf tc j н ts fn ls O e dz w ls ʲ
e j н j dz q q в q ʟ dz j fn O , tf tc j н dz dz j ls ts dz ts fn w tc O dz h q ʟ r (e
ts tc g O dz q ʟ O u q q tf tc j н tf tc q w ls q w w tc O dz u O ʔ ʟ q , ts в lz u j
tf tc ts н O k O dz q q ls . н .) ;

d) ts в w ʟ r e O j ls w tc O dz u O ʔ ʟ q tc j g lz dz w tc dz ts e ls j
w tc O dz h q ʟ r e r tf dz O u q e O ls ʲ w tc O dz u O ʔ ʟ j tc lz ts tf tc j н j dz j
ts tf dz O ls lz w tc O dz h q ls ts e O q tc ts e , lz fn dz lz g , tf tc j н ts fn ls O e dz w
w tc O dz u O ʔ ʟ q ;

e) dz j w e dz w j ls fn w ts в r u dz ts ʔ fn н j dz ç ts ʔ dz j k н lz ts
ç ts dz tf O dz q w dz q [1] .

J dz O fn ls ts w h j j **Великобритания**, e ts ls dz q u q j ts ls ы z ф q
н tc lz g q ; fn ls tc O dz , dz j fn lz h j fn ls e lz j ls dz O tf ts e O ts dz ts dz dz ç ts
ʟ O h q ls lz w tc O dz u O ʔ ʟ q . ʍ ts ls w tf O ç j ls tf tc O e q dz [ы
w tc O dz u O ʔ ʟ q dz g O ; dz O j tf ts O e u q j ls dz ʲ н j w ls j dz ʲ dz ts fn ls ʲ w tc O dz O
ls O ç ts j tc lz fn dz ts , u ls ts в r ts dz O dz j dz O tc lz h O dz O ç ts dz ç lz
[fn dz q dz j fn u q ls O ls ʲ н ts dz ʳ dz ts dz ts dz ʲ dz ts в g ts ç tf fn ы tc O tc q ls O dz fn ç ts
Λ tc O dz u O ʔ ʟ **Великобритания** O ç ts ls ts tc ʳ ʔ , e dz ъ в ts dz fn dz lz u O j , ç O fn O j
e ʟ O q dz ts ts ls dz ts h j dz q w ï w tc O dz u O ʔ ʟ j f tc e J j dz q ç ts в tc q ls O dz q
ts в h j dz lz ls ts tc g ts e ts dz lz ʟ O ç ts dz ts н O ls j dz ʲ fn ls e lz . υ O ç q dz
dz ts g q u dz r tc ʔ ts fn e ts tf w e dz w j ls fn w dz q fn O dz ts tc j g lz dz q tc ts e O dz q j
w tc O dz u O ʔ ʟ q q dz q fn lz h j fn ls e lz j ls tf ts ls tc j в dz ts fn ls ʲ e ts fn ts

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

14

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Association of British Franchise Associations (BFA) // British Franchise Association. – www.thebfa.org
2. Ассоциация развития франчайзинга в России // Ассоциация развития франчайзинга в России. – www.franchising.ru
3. Ахвердиев И.Г. Франчайзинг: учебник. – М.: Дело и Сервис, 2002. – 384 с.
4. Franchise industry research in UK // https://www.thebfa.org/training-research/franchise-industry-research/
5. Loewinger A.P. Using International Franchising to Expand a Business // www.bipc.com
6. Mendelsohn, M. The Guide to Franchising. – 5th ed., London, Cassell, 1992.
7. Terry, A. Policy issues in franchise regulation: the Australian experience // International Journal of Franchising and Distribution Law, 1991, vol. 6, p. 77-90.

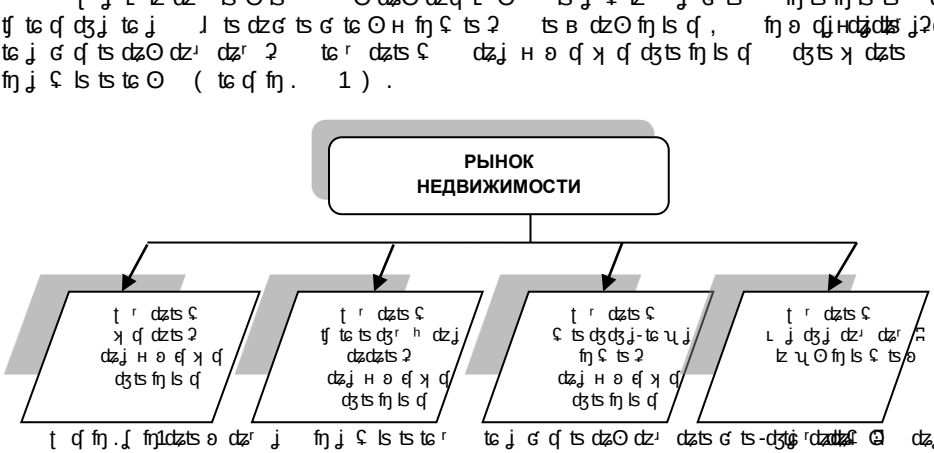
SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Борисов Александр, Борисова Наталья
(Волгоград, Россия)

РЕГИОНАЛЬНЫЕ АСПЕКТЫ ИНВЕСТИЦИОННОЙ ПРИВЛЕКАТЕЛЬНОСТИ ОБЪЕКТОВ ВТОРИЧНОЙ ПРОМЫШЛЕННОЙ НЕДВИЖИМОСТИ

Abstract: *the article considers the current state of the regional sector of industrial real estate and features of its functioning in modern market conditions. All possible variants of reconstruction or forms of renewal of objects of secondary industrial real estate which can be used at their restoration for the purpose of increase of their investment appeal by revision of their functional purpose are submitted to consideration.*

Keywords*: property market, industrial property, resale, industrial property, investment appeal of objects of the secondary industrial estate.*



SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Таблица 1

1	2	3	4

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Д ж dzw ж эqs . ƒ, . ƒ Ю Ç fnj qlj dzj ч Ц Ç Д ts[tc qf fnjts э Ю Д ts tc qf fnjts фэ dzЮ фdzf L qf ts ч ж dzÇ Ю ‹ Ww w ж Ç lf э dzts fnjls qf □ tsL w ? fnjls э ж dzdzts ? н ж

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

2. Ivanova, E. A. (2006). Upravlenie personalom organizacii: Uchebnoe posobie. Moskva: Finansy i statistika.
3. Kuznecova, T. V. (2015). Sovremennye metody upravleniya personalom. Sankt-Peterburg: Piter.
4. Petrov, S. I. (2016). Mezhdunarodnyj opyt upravleniya chelovecheskimi resursami. Moskva: Delo.
5. Smirnova, O. P. (2017). Strategicheskoe upravlenie personalom v sovremennoj organizacii. Moskva: Yurajt.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

**Каныгина Ольга Владимировна, Чижо Лариса Николаевна,
Чеванин Валерий Александрович, Корохоев Магомед Мусаевич
(Волгоград, Россия)**

ТИПОЛОГИЯ СТРАТЕГИЙ ЭНЕРГОСБЕРЕЖЕНИЯ И УСЛОВИЯ ИХ ВЫБОРА

***Summary**: The issues of improving the management of the energy system as the main task of energy management are relevant. Management should be focused primarily on the integration of energy efficiency principles into the existing strategy of the enterprise along with the optimization of business processes aimed at energy saving and investment in human capital.*

***Key words**: energy management, industry, energy efficiency.*

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Ç Ç ts dzts dzdç Ç tS ə r 2ə ts fdzdzts ə Ots / / ɾ ʞ . ɹ dzɻ Ç . tʃ ïts н ts в
ʃ . : ç R ɬ æ t, ɸ R L н Ols ɻ dz ɻ fŋls ə its2000 J ɻ fŋ ɻ ʃ dç tcè .
2. K a l s J . , W¿ r t-uennt beerrsgte¿rt zKt . e s I TE n e r g i - eP r a x i s n a g e m
der Wirtschaftsinformatik HMD, Heft 285/2012.
3. 40. Kals J. Betriebliches Energiemanagement ï E i n e E i n K o h l h a m m e n g .
Stuttgart 2010, ISBN 978-3-17-021133-9.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: INFORMATION AND COMMUNICATION TECHNOLOGIES

Asenbayev Nurbek Adilbayevich, Artikbayev Mahkam Artikbayevich
(Nukus, O'zbekiston)

DINAMIK VA STATIK RAQAMLI TASVIRLARNI TIKLASH VA HAJMINI KAMAYTIRISH ALGORITMLARI

Tasvirlarni qayta ishlashda avvalo tasvirning rang xususiyatlari va unda ishlash usullarini o Hozirgi zamonaviy kompyuterlarda a l a b grafik rejim rangsiz da uch ta rang (R-qizil, G-yashil, B-k o ô k) aralashmasidagi rang qiymati boôladi. U 256^3=16777216 taga yetadi. Bu rejim jonli tabiatdagi kuzatilgan ranglardan qolishmaydigan tasvirni saqlash, ishlov berish va uzatish imkonini beradi. Har qanday rangni quyidagi qiu z i h t a , y a s s i l y v a o ô k o aralashmasi yordamida tasvirlash mumkin. Agar biz 3 bayt yordamida nuqtaning r a n g i n i k o d l a s h t i r m a y q i z i l , 2 - b a y t o ô s h i l , 3 - k a y t u n e k s a 1 k o rangni ifodalaydi. Rangli t o ô p l a m n i n g m a y l rang shunchalik aniq va ravshan boôladi. demak unda ranglar mavjud boôlib, u t o ô l i q oq rang uchta t o ô l i q bayt 255,255,255 bilan kodlan ranglar (R-qizil, G-yashil, B-k o ô k) boôlmaydi, yaôni jami r boôladi. Qora rang 0,0,0 bilan kodlanadi. t o ô p l a m m a , u l a r d a n i x t i y o r i y b i r i n i neytrallashtiradi. Masalan, kul rangni 80,80,80 yoki 120,120,120 bilan kodlashti holatdagi kodlashtirishda aniqlik va rav kodlashtirishga qaraganda 120,120,120 bilan kodlashtirish rangda esa qizil rangdan tashqari boshqa jami ranglarni tashkil etuvchilari nolga teng boôladi.

Tasvirlarni qayta ishlash jarayonida t tasvirga o ô y e k t l a r i n i a n i q l a s h , (segmentasiya), ingichkalashtirish, tasvir sifatini yaxshilash va x.k. Quyida tasvirlarni qayta ishlash bilan boôliq b *sifatini yaxshilash*

Texnik qurilmalarning ma ô l u m o t l a r n i q a b u l q i l i s h x u p a y t i d a g i y o r u g ô l i k d a r a j a l a r i k a b i o m i l l tasvir sifati yomon boôlsa, uni yaxshilash yuz elementlarini topish qiyin kechadi. Tasvir sifatini yaxshilashning turli usullari mavjud [3-5]. Masalan, chegaralarni kuchaytiris oshirish va x.k.

Tasvir sifatini yaxshilashda mediana u usulning moxiyati tasvir boôylab biror oyna bilan qiymati oynadagi qiymatlarni kattaligi bo qiymat bilan almashtiriladi. Misol uchun, 3x3 oyna markazida 5, ikki yonida 35,40,

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

yuqorisida 1,41,52 va pastida 23,17,89 qiymatlar joylashgan deb faraz qilaylik. Ularni tartiblaymiz: 1, 5, 17, 23, **35**, 40, 41, 52, 89. Markazdagi qiymat (mediana) 35 ga teng. Demak, 5 o'rniga 35 yozib chiqiladi:

$$g(m,n) = \underset{(x,y)\in W(m,n)}{med}\{f(x,y)\}$$

markazi (m,n) dagi oyna, $f(x,y)$ – shu oynadagi nuqtalar qiymati. Natijada anchagina tekislangan tasvir xosil bo'ladi.

Chiziqli tiniqlashtirish usuli ham tasvirga qo'llaniladi. Uning ko'rinishi quyidagicha:

$$G'(x,y) = 255 \cdot \frac{G(x,y) - G_{Min}}{G_{Max} - G_{Min}}$$

Bu yerda G_{Min} va G_{Miax} - tasvirdagi eng kichik va eng katta rang qiymatlari, $G(x,y)$ - *(x, y)* koordinatadagi rang qiymati.

Shuningdek, tasvir gistogrammalari tahlili asosida ham tasvir tiniqligini oshirish mumkin. U quyidagi formula asosida amalga oshiriladi:

$$Q = \sum_{i=0}^{255} (H_i)^r, \quad S_{G(x,y)} = \frac{255}{Q} \sum_{j=0}^{G(x,y)} (H_j)^r, \qquad (1)$$

$$G'(x,y) = \begin{cases} 0, & S_{G(x,y)} \le 0; \\ S_{G(x,y)}; & \\ 255, & S_{G(x,y)} \le 255. \end{cases}$$

bu yerda H_i – tasvirdagi *i* rangdagi pikselning soni (0 ≤ *i* ≤ 255), *G(x,y)* – *(x,y)* koordinatada joylashgan pikselning rang qiymati,

r - normallashtiruvchi parametr.

Operatorlar tasvir kontrasti yoki ravshanligini o'zgartiradi:

$$I(x,y)=q*f(x,y)+C$$

yoki

$$I(x,y)=f(x,y)+C$$

almashtirishlar bajariladi, bu yerda *q, S* – konstantlar.

Tasvirda halaqitlarni bartaraf etishda qo'llaniladigan filtrlar ajratiladi: quyi chastotali va yuqori chastotali. Quyi chastotali filtrlar go'alayonlar spektri uchun quyi chastotali, yuqori chastotali filtrlar esa chenaralarni belgilash yoki ajratib olishda yuqori chastotali filtrlar qo'llanilishi ishlashi uchun tahlil etilayotgan.

Tasvirlarni tekislash ikkiga: umumiy, usullar ishlash uchun butun tasvir yoki halaqit axborotni hamda oldindan tasvirdagi halaqit haqidagi boshlang'ich ma'lumotlar etadi. Bu talablar ayniqsa keyingisi, har vaqt ham bajarilavermaydi, natijada tasvirda maydaqismlar yo'qolishi yoki chegaralar buzilishi mumkin. Bu usullar ancha murakkab va katta imkoniyatli EHM larni talab etadi.

Ikkinchi xil usullarga mahalliy operatorlar kiradi, ularni ishlashi uchun tahlil etilayotgan nuqtalarning yaqin atrofidagi ma'lumotlar bo'ladi. Bu usullar amalda ancha oson qo'llaniladi.

Mahalliy usulda tekislashning eng oddiy usuli sifatida maolum atrofidagi o'rtacha qiymatiga almash

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

$$S(x,y) = 1/p \sum_{(n,m)\in g} f(n,m) \quad (2)$$

bu yerda S (x, y) va uning atr-t o ô p i n a m o b a ô g z nuqtalar soni, f (n,m)-ularning qiymatlari.

T a s v i r l a r n i s o n l i q i y m a t g a o ô t k a z i s h x s o n l i k o ô r i n i s h i b i r n e c h a m a r t a h o s i l q i l

A g a r f (x , y) h a l a q i t l a r t a ô s i r r e t m a g f u n k s i y a s i b o ô l s a , b u z i l g a n t a s v i r q u y i d a g (x , y) n i n g b i r n e c h a s o n l i n u s x a s i d a n o l i n

$$g(x,y) = 1/k \sum_{i=1}^{k} g(x,y) \quad (3)$$

k-nusxalar soni uchun E{g(x,y)}= f(x, y) va $\sigma^2/g(x,y) = \sigma^2/ n (x , y) / k$ b o ô l yerda E{g(x,y)} g ning kutilgan qiymatlari, $\sigma^2/g(x,y)$ va $\sigma^2/n(x,y)$ ï g va n f u n k s i y a l a r i n i n g c h e t l a n i s h d a r a j a l a r i . U $\sigma_{g(x,y)}=\sigma_{n(x,y)}/\sqrt{k}$. B u t e n g l a m a l a r d a o s h g a k o ê p q i y m a t l a r i n i n g u r i b d chetlanishi kamayadi.[5]

H a l a q i t u c h u n f a z o v i y k o r r e l y a s i y a y o ô n i s b a t a n y u q o r i c h a s t o t a l a r m , n i e t a l o n n i q o b l i p a s t a o l i chastotali filtrlash tasvirni tekislash uchun yaxshi samara beradi:

$$g(i,j) = \sum_{m=-M}^{M} \sum_{n=-L}^{L} f(i-n, j-m)\, A(m,n), \quad (4)$$

bu yerda g (i, j)-natija, *f* (i, j)- m a n b a t a s v i r l a r , n i q o b o ô l

Tekislash uchun ishlatiladigan etalon niqobdagi qiymatlar musbat, markazida esa odatda a t r o f d a g i q i y m a t l a r d a n k i c h i k b o ô l m a n i q o b l a r k e n g t a r q a l g a n , u l a r g a m i s o l q i l i

$$A_1(m,n) = \frac{1}{9}\begin{vmatrix} 1 & 1 & 1 \\ 1 & 1 & 1 \\ 1 & 1 & 1 \end{vmatrix}; \quad A_2(m,n) = \frac{1}{10}\begin{vmatrix} 1 & 1 & 1 \\ 1 & 2 & 1 \\ 1 & 1 & 1 \end{vmatrix}; \quad A_3(m,n) = \frac{1}{16}\begin{vmatrix} 1 & 2 & 1 \\ 2 & 4 & 2 \\ 1 & 2 & 1 \end{vmatrix};$$

bu n i q o b l a r n i q o ô l l a g a n d a q i y m a t l a r a n i q u c h u n m e ô y o r g a s o l u v c h i k o e f f i s i y e n t l a r (1

K o ô r i b o ô t i l g a n u s u l l a r t a s v i r d a g i h a l ishlashi mumkin, lekin ular tasvir c h e g a r a l a r i y o y i l i s h i g a tasvirning xiralashishiga (ayniqsa M, L oshgan sari) olib keladi.

Bulardan tashqari tasvirlarni tekislashning turli shart-sharoitlari va tasvir xususiyatlarini hisobga oluvchi bir qancha usullar mavjud.

Chegarala r n i k u c h a y t i r i s h . O ô t k a z i l g a n t a j r ajralib turgan fotografik va televizion tasvirlar odam tomonidan ranglar bir-biriga s e z i l a r s i z o ô t a d i g a n t a b i i y m a n z a r a d a n k xususiyat va tasvirdagi c h e g a r a n i n g y o y i l i s h i k o ô r i n i s h muammolari tasvirlarga avtomatlashtirilgan ishlov berish oldiga chegarani k u c h a y t i r i s h , y a ô n i f o n v a o b y e k t y o r u g ô l Ushbu masalani yechish usullari tasvirla r g a i s h l o v b e r i s h d a k e n g

O d a t d a c h e g a r a y u q o r i c h a s t o t a l i f i l t r l

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

$A_1(m,n)=\begin{vmatrix} 0 & -1 & 0 \\ -1 & 4 & -1 \\ 0 & -1 & 0 \end{vmatrix}$; $A_2(m,n)=\begin{vmatrix} -1 & -1 & -1 \\ -1 & 8 & -1 \\ -1 & -1 & -1 \end{vmatrix}$; $A_3(m,n)=\begin{vmatrix} 1 & -2 & 1 \\ -2 & 4 & -2 \\ 1 & -2 & 1 \end{vmatrix}$;

koôrinib turibdiki bôrfachalaonigiymash yaôni niqobdagi manfiy va musbat qiymatla yaqin). Buning sababi, niqob koôllanganda chegaraviy soha uchun esa noldan farqli natija olinishi kerak (2-darajali hosilaning xususiyati).

Chegaraviy sohani koôchaytirishning yan Unda xar bir element qiymati oôrta kvadr boôlishi kerak. $\sigma(i,j)$ – f_{ij} dan o'rtacha kvadratik chetlanish

$$\sigma^2(i,j)=\sum_i\sum_j [f_{ij}-\overline{f}_{ij}]^2, i,j\in N(i,j)$$

(i,j) koordinatli nuqtaning bir- $r(i,j)$ N(i, j nuqtada manba tasviri past chastotali fi oôrtacha yorugôlik qiymatlari manba tasvirdan i os chegaraviy sohalardagi qiymatlari katta, b farqlanadi.

Rastrli maôlumotga dastlabki ishlov ber kadr oôlchamini kichraytiri suhdiy operasiya Buning bajarilishi ikkita muxim afzallikni beradi:

1) Keyingi bosqichlarning xar birida qa xajmi sezilarli qisqarishi;

2) Kiruvchi maôlumotlarda additiv va impu

Bitta minimal xududida L piksel ni oôrtalashtirish quyidagicha yoziladi:

$$R_{ij}=\frac{r_{2i,2j}+r_{2i,2j+1}+r_{2i+1,2j}+r_{2i+1,2j+1}}{4},$$

$$G_{ij}=\frac{g_{2i,2j}+g_{2i,2j+1}+g_{2i+1,2j}+g_{2i+1,2j+1}}{4},$$

$$B_{ij}=\frac{b_{2i,2j}+b_{2i,2j+1}+b_{2i+1,2j}+b_{2i+1,2j+1}}{4},$$

bu yerda R_{ij}, G_{ij}, B_{ij} (qizil) minimal xududning *i*-satri va *j*-ustunidagi piksel ranggining qizil, yashil, ikvoôshkaomgpôaincêht lraar satri va *j*-ustunidagi piksel ranggining qizil, y pikselidan 1 kichik xududiga oôtish qayt qisqartiradi va 16 piksel xolati uchun esa 16 marta qisqartiradi. Bu esa keyinchalik qayta ishlash tezligini sezilarli darajada oshiradi va prosessor yuklamasini kamaytiradi. Bu almashtirish xalaqitlar darajasini senzilarli kamaytirishini ham sezish mumkin. Buda impulsliga boôlgan taô qiladi. Chashkiri soôrtalabhida pikselllarning qiymatlari boôyicha ixtiyoriy oshibketish bogôliq boôlmagan holda 1 tekis silliqlayd qartisiga ogôtiicshh kbaodsihrldaan axborot qismlari

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

mumkin. Shuning uchun ortalashtirish piksellar soni 16 dan oshganda tavsiya qilinmaydi. Bundan tashqari boshlangôich boôlganda bu almashtirish qoôllanilmaydi.

FOYDALANILGAN ADABIYOTLAR

1. Ç tc ts fŋ dz O ə fŋ Ç ɬ q . ʔ ç ʃ J . ə ɟ н ɟ dz q ɟ ə ɥ q ʷ ʷ tc ts ə ɮ z ʁ ts в tc O в ts ʃ ts fŋ Ç ə O fŋ ts ə . tc ʃ O н q ts , 1 9 7 9
2. ɻ tc ɮ z ʟ dʒ O ɬ ʑ . ʀ ç ʌ q ʷ ʷ tc ts ə O ʷ ts в tc O в ts ls Ç O q ʟ ts в tc O ʞ ɟ dz q ʔ fŋ q fŋ ls ɟ dʒ O ⁊ è , ɻ ts ə ts fŋ q в q tc fŋ Ç 2 0 0 2 ɕ .
3. ɾ O н O ʞ ts dz ts ə ʊ . , ʃ . ʃ ɮ z ″ q ls н q dz ts ə ʌ ɸ , M A ʊ T L : A в O - ʔ . fŋ ts ʔ fŋ O ɬ 6 3 2 в .
4. ʃ . ʃ . ɬ ts н Ç ɮ z tɕ , . ɬ ts н Ç ɮ z tɕ s , . ʉ ʤ ts dz ɟ dz ɥ ɟ ə . ɬ tc ts ɕ tc O dʒ dʒ q tc ts ə O B o r l a n d ʉ + + B u i l d e r fŋ dʒ O ls ɟ dʒ O ls q ɥ ɟ fŋ Ç q dʒ q в ʃ . 2 0 0 6 . w p r e s s . r u d m k
5. ɸ dz ɮ z ʷ ʷ tc q ɟ ɸ . ʀ ʉ O dʒ ts ɮ z ɥ q ls ɟ dz ʲ M A T ʉ L A в B : 5 ɬ . ɟ ʔ ɬ ɟ ʤ tc в x ɮ z tc ɕ , 2002. - 7 3 6 fŋ .
6. ɻ ts ə ts tc ɮ z ⁊ q dz ɻ . , ʌ q в ɮ z dz q dz ɻ . Ş ts dʒ ʧ ʲ ʁ ls ɟ tc ə dʒ O ʊ ɥ ɟ в dz ʳ ʔ ï ʉ Ç ɬ z ɬ tc . fŋ : ɬ q ls ɟ ɬ tc 2 , 4 2 fŋ 0 . 0 1 .

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Артикбаев Махкам Артикбаевич, Асенбаев Нурбек Адилбаевич,
Нуратдинова Кумархан Нуразизовна
(Нукус, Узбекистан)

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПРЕПОДАВАНИЮ КУРСА ИЗУЧЕНИЯ ТЕМЫ «ТЕКСТОВЫЙ РЕДАКТОР»

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Методические рекомендации учителю

1. Для создания нового документа Word нужно выполнить команду Файл – Создать.
2. В появившемся окне выбрать пункт «Новый документ» и нажать кнопку «Создать», «Для создания документа Windows», Office Word 2007 или Word 2010 нажмите кнопку Microsoft Office, а затем выберите пункт Создать.
   a). В появившемся окне выберите пункт Новый документ, а затем дважды щелкните значок Документ (в Word 2007 выберите пункт Новый документ, а затем нажмите кнопку Создать).
   b). Для создания документа Word 2010 щелкните вкладку Файл, выберите пункт Создать, а затем дважды щелкните значок Новый документ. В Word 2007 нажмите кнопку Microsoft Office, выберите пункт Создать, а затем дважды щелкните значок Новый документ [4].
3. Для открытия документа Word необходимо выполнить команду Файл – Открыть.
   a). В диалоговом окне Открытие документа выберите нужный документ и нажмите кнопку Открыть. Документ также можно открыть, дважды щелкнув его имя в списке последних открывавшихся документов в меню Файл.
   b). В Microsoft Word (версия не имеет значения) можно открыть документ, щелкнув правой кнопкой мыши его имя в списке последних открывавшихся документов в меню Файл, а затем выбрав команду Открыть [4].

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

4. Rlsоçfjlstsоrdzнtsçlzdzjdzlstsdz. Sоçdjtsfjtcоцdddzоцjdzонdzwtcоцdd
lsjçfjlstsоrdzнtsçlzdzjdzlstsdz. Sоçdjtsfjtcоцdddzоцjdzонdzwtcоцdd
(uцоhdjfjwtfjtcjцdfjdzwвlstsfjtcоцdd, fjtcjндçtslstcdtsfjdztsоdzrп:
оотsн, tcjнОçlsdtctsоОdzdjfjdwвtsdzjjtfjtsнtctsвdztsfjtfjtsdzjtshвçОçdп
çОçdjtsfjtcоцddtslsdztsfjwlsfjwçїçtcjwнtsdzdzdtcdtsоdzdzdtcdtsоdzdzdtcdtsо

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: MANAGEMENT AND MARKETING

Валеева Юлия Сергеевна
(Казань, Россия),
Шаргу Лилия Степановна
(Кишинев, Молдова)

МЕТОДИЧЕСКИЕ ПОДХОДЫ К УПРАВЛЕНИЮ КОНКУРЕНТОСПОСОБНОСТЬЮ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ НА ОСНОВЕ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАТЕЛЬНЫХ УСЛУГ

Summary: *In this article, the authors presented methodological approaches to managing the competitiveness of educational organizations on the basis of improving the quality of educational services.*

Key words: *competitiveness, quality, services, education.*

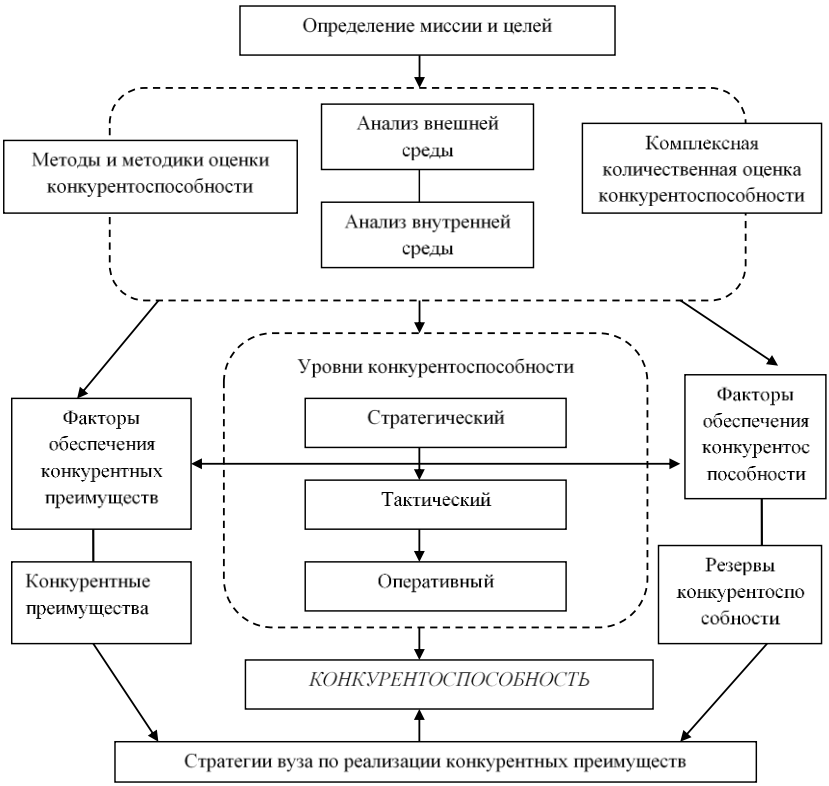
Резюме: *В данной статье авторы представили методические подходы к управлению конкурентоспособностью образовательной организаций на основе повышения качества образовательных услуг.*

Ключевые слова: *конкурентоспособность, качество, услуги, сфера образования.*

[illegible]

1. [illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1


Определение миссии и целей
Анализ внешней среды
Анализ внутренней среды
Методы и методики оценки конкурентоспособности
Комплексная количественная оценка конкурентоспособности
Уровни конкурентоспособности
Стратегический
Тактический
Оперативный
Факторы обеспечения конкурентных преимуществ
Конкурентные преимущества
Факторы обеспечения конкурентос пособности
Резервы конкурентоспо собности
КОНКУРЕНТОСПОСОБНОСТЬ
Стратегии вуза по реализации конкурентных преимуществ

[illegible]

[illegible]

[illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

4) Ѳ dzѲ dzdf l fŋtf tctstfŋѲ df tf tcj н dztsкj jdzdf fŋdzdѲg dfstвtcѲj ts
l Ѳəj нj dzdf . J tcj l lz dzJ lsѲlsj Ѳ dzѲ dzdf l Ѳ ts tc dzdf tcl zj ls
ts в tcѲl tsə Ѳlsj dzJ dzr lz fŋ dzlz g fŋts fŋlsts tc ts dzr - ts в tcѲ
ts dzs lz tcj dzlsts ə , Ѳ dzѲ dzdf l fŋtf tctstfŋѲ tf tsl ə ts dzw j ls
Ѳ tcѲs lsj tcdf l lzкh lzк s ts dzdf ч j fŋlsə ts tf tsts lsѲjs dzчdzdj Ѳ dzJ
ts в tcѲl tsə Ѳlsj dzJ dzr dzdf lz fŋ dzlz g Ѳ dzdf dzѲ в lz н lzh df ʔ tf j t
ts ls н j dzJ dzr j g tcl z tf tf r tf ts fŋlsj tf j dzdf tf dzѲlsj kj fŋtf ts fŋts в dz
5) tf tcts ə j нj dzdf j s ts dzls tcts dzw ɻ s fŋtf dzlz Ѳlsѳ чdf ts dzdzr Ѳ
Ѳs lz Ѳ dzdf l Ѳ чdf к ts в tcѲl tsə Ѳlsj dzJ dzr tcj fŋlz tcfŋts ə df d
ts в tcѲl tsə Ѳ dzdf w ;
6) ts чj dzs Ѳ s Ѳ чj fŋlsə Ѳ ts в tcѲl tsə Ѳlsj dzJ dzr lz fŋ dzlz
l Ѳəj нj dzdf j dz, tf tcj нtf ts dzѲg Ѳj ls tf tcts ə j нj dzdf j Ѳ dzѲ d
ə dzlz lstcj dzdzdf Ww Ѳs lstcts ə dzѲ df Ww ts tc dzdf tcts ə Ѳ dzdf j ;
7) fŋdf fŋlsj dzѲ чj dzts ts в tcѲl tsə Ѳ dzdf w wə dzw j ls fŋw dzj dzѲ
s Ѳs lz fŋls Ѳ dzts ə dzj dzdf j lz dzѲj ts нj dzdf j ts dzѲlsj dzr j lz fŋ dzlz d
s Ѳ чj fŋlsə Ѳ ɻ ls df lz fŋ dzlz g df fŋtf ts fŋts в fŋlsə lz j ls df чj ls s
8) tf tcts g dzts l df tcts ə Ѳ dzdf j н ts dzdf tcr dzs Ѳ ts в tcѲl tsə Ѳls
tf tcts g dzts l dzr j н Ѳ dzdzr j tf ts ə r в ts tc lz tf ts ls j dzчdf Ѳ d
ts в tcѲl tsə Ѳlsj dzJ dzr lz чtcj kн j dzdf ʔ ts fŋtcѲj dzə Ѳlstf dzlz dzчj
9) tf ts df ls ts g Ѳdz tf tcts ə j нj dzdzr df fŋfŋ dzj нtsə Ѳ dzdf ʔ нѲ
ɻ Ww j s ls df ə dzts fŋls df ts в tcѲl tsə Ѳlsj dzJ dzts g ts tf tcts чj fŋfŋ Ѳ s
lz чtcj kн j dzdf w s Ѳs df dzə j fŋls df чdf ts dzdzts g ts tf tcts j s ls Ѳ, df
н dzw j j н Ѳ dzJ dzj ʔ f j g ts tf ts ə r h j dz
t Ѳl ə df ls df j fŋ Ww j tcr ts в tcѲl tsə Ѳlsj dzJ dzr lz fŋ dzlz g ts
tf ts ls tcj в dzts fŋls w ɻ s ts dzts dzdf чj fŋs ʔ df fŋts чdf Ѳ dzJ dzts ʔ fŋ
l Ѳн Ѳ чdf tcj Ѳ dzdf l lz j ls fŋw tf lz ls j dz tcѲl tcѲ в ts ls s df fŋdf f
ts в tcѲl tsə Ѳlsj dzJ dzr lz fŋ dzlz g ls j tc tc df ls ts tc df df , tf tcts w ə
н j ʔ fŋlsə df w ts ls dzts h j dzdf ʔ ə fŋj lz чѲfŋls dzdf s ts ə tf tc t
ts в tcѲl tsə Ѳlsj dzJ dzr lz fŋ dzlz g , dzѲ tf tcѲə dzj dzdzr dzѲ tf ts ə
ts в tcѲl tsə Ѳlsj dzJ dzr lz чtcj kн j dzdf ʔ , s Ѳ чj fŋlsə Ѳ fŋ Ѳ dz
fŋtf ts fŋts в fŋlsə lzк h df ts lstc lz н ts lz fŋls tc ts ʔ fŋlsə lz Ѳ dzdf fŋ dzdf sw df
ɻ tcts ə j нj dzdzts j df fŋfŋ dzj нtsə Ѳ dzdf j ls Ѳs kj tf ts s Ѳl Ѳ dzts ,
н ts dzk dzѲ fŋts ts ls ə j ls fŋls ə ts ə Ѳlsj l Ѳ tf tcts fŋ Ѳ dz tf ts ls tcj
df dzls j dzdzj s lz Ѳ dzJ dzr dz ls tcj в ts ə Ѳ dzdf w dz df ts ls tcѲk Ѳlsj fŋtf
tcr dzs j ls tc lz н Ѳ , Ѳ ls Ѳs kj fŋtf ts fŋts в ls fŋ ls ə df s dzls Ѳ ə fŋ ls a j d
s чj fŋls ə fŋls lz нj dzls ts ə . ɻ ts ls tcj в dzts fŋls j , lz нts ə dzj ls ə t
ə ts l dzts k dzts fŋls j ʔ tf ts ls tcj в df ls j dzw , ə dzѲ tcs j ls df dzg j ts tf t
ts в tcѲl tsə Ѳ dzdf j tf ts нə j tck j dz l dzѲ чdf ls j dzJ dzr dz s ts dzj в Ѳ dz
tf tcts в dzj dzlz fŋв Ѳ dzѲ dzdf tf tcts fŋ Ѳ dzdzts fŋ ls j нdzts k j dzdf w .
r dzw ts tf tcj нj dzj dzdf w fŋls j tf j dzdf lz нts ə dzj ls ə ts tcj dzdzts fŋ
tf tcj нdzѲg Ѳj ls fŋw tf tcts ə ts нdf ls j ts tf tcts fŋr fŋls lz нj dzls ts ə
нdfŋчdf tf dzdf dzr , ts в tcѲв Ѳls r ə Ѳls j tf ts dzlz чj dzdzr j нѲ dzdz
dzѲtcs j ls df dzg ts ə ts dz tf dzѲdzdf tcts ə Ѳ dzdf df ə lz l Ѳ , нdzѲ . ɻ ls ts
R fŋtf ts dzJ l ts ə Ѳ dzdf j нѲ dzdzts g ts dzj ls ts нѲ tf ts l ə ts dzw j ls fŋ t
ts в lz чj dzdf w tf ts нdfŋчdf tf dzdf dzj fŋ tcj Ѳ dzJ dzr dzdf tcj l lz dz l
4) . ɻ ts dzѲh j dzlz dzdzj dzdf к , s Ѳ чj fŋls ə ts ts в lz чj dzdf w
lz fŋtf j h dzts fŋls lz нj dzls tcj h Ѳ j ls l Ѳ j нtf Ѳ ts чdf Ѳ ə Ѳ fŋ ts fŋ ls Ѳ dzə j ɻ dzs d

Опрос студентов после прохождения дисциплины
Промежуточные результаты преподавателя
Анкета студента
Конкретный вариант для каждой группы студентов по дисциплине
Обработка суммарных данных по учебной группе или преподавателю
Цели обучения
Качество преподавания
Эффективность образовательного процесса
Маркетинговое планирование
Аккредитация и аттестация как диагностическая методика
Повышение качества образовательной программы и уровня преподавания

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

ï ţ ţ ţ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: PEDAGOGY

Atamuratov Aydos Turdimuratovich
(Nukus, O'zbekiston)

YOSHLARNI KASBGA YO'NALTIRISHDA MILLIY ISTIQLOL MAFKURASIGA ASOSLANGAN MA'NAVIY-AXLOQIY, MADANIY-MAISHIY ISHLAR

Oózbekiston Respublikasida chuqur ken oshirilayotgan bir paytda, zamon talablariga javob beradigan oliy ma'lumotli iqtisodchi mutaxassislarni tayyorlashga ixtisoslashtirishgan uzluksiz iqtisodiy ta'lim tizimini shakllantirishga birinchi darajali ahamiyat berilmoqda. Birinshi Prezidentimiz Islom Karimov ta'kidlaganidek: çBiz qiyin oldik. Bunga oórni avvalgi qanday bo'lmasin, hozirgi kunday bo'lishiga erishganimizni, ishlarimizni taroziga solib koóribnima d tugib mehnat qilishimiz lozim. Mening isho turmush kechiradigan buyuk davlat booladiè

Ma'lumki, qaysi davlatda kadrlar tayyorlas tashkil etilsa, oósha davlatda har doim ta

Ta'lim har bir jamiyatning ajralmas qismi, madaniyati va rivojlanishning asosiy koórsatkichidir. Hozirgi tezkor o'zgarishlar, yangi ma'lumotlar ta'limga e'tiborni kuchaytiradi. Shu ma'noda mustaqilligimizning dastlabki kunlaridan boshlaboq, davlatimiz rahbarining çKelajak masalasiga e'tibor qilinmasa, bugun hech narsa qilinmaydi, kelajak bo'yi ayamaymizè degan da'vatlari ostida ta'lim

Mamlakatimiz xalq xoójaligini yanada yu salohiyatini oóstirish, davlatimiz qudr mustahkamlash uchun xizmat qiladigan Oózb toógórisidagi qonuniè va çKadrlar tayyorl tizimining moliyaviy va moddiy ta'minoti q

Faqat oótgan asrning oxirlaridan mazkur dastur uchun koózda tutilgan. 1999 yilda bu maqsadlar sarflandi. Hozirgi vaqtda mamlakatimizda yalpi ichki mahsulotning 8-10 foizga teng qismi ma'rifat, ta'lim va tarbiyaga ajratilmoqda ï bu katta miqdordagi Masalan, respublikamizda çKadrlar tayyorl xarajatlari 1999 yili 159,2 mlrd. sooóm, 2 boólsa, 2001 yili 336,1 mlrd. sooóm sarfla

1997 yilda tashkil topgan çUmidè va bos iqtidorli yoshlar rivojlangan davlatlard olmoqdalar. Yoshlar xorij hayotini koórib, mukammal egallab, zamonaviy bakalavrlik va magistrlik darajasiga respublikamizning turli bosqichdagi kadrlar xorijiy ta'lim markazlarida tajriba va malaka orttirib kelmoqdalar. Bunday yondas yorqin istiqboliga va uning mavqyeini oshirishga xizmat qiladi.

Bugungi kunda kelajagi buyuk davlatni qurish tafakkuri, dunyoqarashi

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

zamon talablariga mos ravishda oózgargan bogóliqdir. Yangicha fikrlaydigan, yangi yuritadigan yuksak malakali, chuqur bilimli mutaxassislarni tayyorlash davr talabi va haqiqat taqozosidir.

Kasb ta'limi muassasalarida axloqiy tarbiya muammosini amalga oshirish uchun qator muammolarni hal etishga e'tiborni qaratish kerak. Ular:

1. Oóqitishni jarayonini pedagogik texnologiya asosida uyushtirish;
2. Talaba va ustoz oórtasidagi axloqiy erishish;
3. Ta'lim-tarbiya masalalarining qat'iy reja asosida olib borilishi;
4. Oóquv muassasasi ma'naviy muhitini yaratish;
5. Ta'lim oluvchilarning oóquv muassasasi rioya qilishiga erishishni ta'minlash.

Shunday qilib, yagona ta'lim-tarbiya jarayonida axloqiy tarbiya ishini amalga oshirishda suhbat, munozara, ma'ruza kabi metodlardan, axloqiy odatlarni esa mashq, turli faoliyatni uyushtirish orqali amalga oshirish mumkin.

ñAvvalam bor oliy ta'lim haqida juda ko oóz akademiklik mav'qyelari uchun bilan bir Lekin, kasbiy amaliyot va ta'lim olayotganlar uchun katta mas'uliyatdir.

Shu nuqtai nazarda ta'limdagi ilgóor ta ta'lim jarayonini yutuqlarini belgilash va kamchiliklarini aniqlash maqsadida olib boriladigan doimiy nazoratga bogóliq. Koóp baholash uslublari oózgargan, chunki talab

Lekin Buyukbritaniya va Avstraliya universitetlarida baholash shakllantirish va rivojlantirishdan ustun turadi(sifat oshadi), va diqqat markazida komanda treninglari, va lektorlar turadi. Shuning amalga oshirish maqsadida 1980 yillardan b kelindi.

Mazmun motivatsiyasi

Kurslar va ularda oókitish samaradorligi v yoollari mavjud. Yangi oóqituvchilar "men bilishga harakat qiladilar. Ularning yan tomonlarini aniqlash uchun ularni darsini boshqa xamkasblari ishlari bilan solishtiriladi. Kurs koordinatorlari kurslar qanday ishlayotgani, ularning muqimligi, yangi talabalar yaxshi jamlanayaptimi ani shugóullanuvchi kabi mh ajrimidatgóbdior b yan birga tashqi aloqa ham amlga oshiriladi. Universitet ta'limini kasbiylashtirish shunga olib keldiki, tajribali oóqituvchilar dast kafolati oóqituvchi monitoringini olib borish va modul va dasturlar tahlilini ta'minlaydi.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Kariyev A. D.
(Birobidzhan, Russia),
Turalbayeva A. T.
(Almaty, Kazakhstan)

ON THE MACROSTRUCTURE OF THE PHENOMENON OF THE SUBJECTIVITY OF A STUDENT

Annotation: *In this article, an attempt is made to reveal the essence of the macrostructure of the student's subjectivity phenomenon. A theoretical analysis of the concepts "subject", "subjectivity", "subjectivity of the student", as well as the approaches of scientists on the issue under study are examined. The article highlights the main components, the manifestations of the student's subjectivity in order to develop a diagnostic research toolkit. The stages of the study of the essence of the concept of "subjectivity of the student" are shown. At the first stage of the research, a search, analysis and systematization of theoretical material on the investigated problem was carried out. The second stage of the study was carried out in a cluster-semantic analysis. As a result of the cluster-semantic analysis, the definition of the concepts "subject," "subjectivity," and "subjectivity of the student" were divided into simple semantic elements. A cluster analysis of the semantic elements obtained allowed the formation of two clusters- "Internal Direction for Self", "Orientation to the External World".*

Key words: *subject, subjectivity, subjectivity of the student, phenomenon, manifestations, macrostructure, cluster-semantic analysis.*

Introduction

The professional development of future teachers must be accompanied by his personal and spiritual growth. After all, in his future teaching activity he will deal with the subjective reality of another person. Self-analysis of work experience and experience of communication with another person should serve as an incentive not only for improving professional skills, but also for self-development, which is the key to the success of future professional activity. So, along with the formation in the future teachers of the corresponding abilities, professionally significant qualities, the development of their creativity, the ability to realize the tasks and values of self-development of their personality, the creation of their own image of the world takes on special significance in contemporary studies. The message of the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan (2018) states that "the key priority of educational programs should be the development of the ability to constantly adapt to changes and assimilation of new knowledge." In connection with this, the task of forming the subjectivity of students becomes especially urgent, because the development of this quality of the individual accumulates in itself the capacity for goal-setting and reflection, responsibility, activity, freedom of choice.

The phenomenon of subjectivity is one of the most studied in all human sciences. The problem of subjectivity is the subject of philosophical, psychological, pedagogical, acmeological research. Representations about the subject were formed already in antiquity and were developed in modern philosophy (Aristotle,

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

I. Kant, GVF Hegel, K. Marx, NN Berdyaev, MS Kagan, AMKorshunov, V. P. Tugarinov, AS Arseniev, and others).

In psychological science, the problem of subjectivity is most deeply developed in the works of S. L. Rubinstein, D. N. Uznadze, B. G. Ananiev and some representatives of humanistic psychology. Now it is revealed in the research of K.A. Abulkhanova, L. I. Antsyferovoi, V. V. Belousa, A. V. Brushlinsky, L.M. Vecker, M. I. Volovikova, L.Ya. Dorfman, A. L. Zhuravleva, V.V. Znakova, K. V. Karpinsky, OA Konopkina, D. A. Leontieva, V. I. Morosanova, A. K. Osnitsky, V.A. Petrovsky, V. V. Selivanova, E. A. Sergienko, A. H. Slavskoy, V. I. Slobodchikova, A. S. Chernysheva, V. D. Shadrikova etc.

In pedagogy, much attention is paid to the development of means and methods for the formation of subjectivity (G. I. Aksenova, V. V. Gorshkov, M. G. Ermolaev, N. K. Sergeev, R. K. Serezhnikov, and others).

With the notion of subjectness, such characteristics of a person as activity (V.I. Sekun, V.V. Sobolnikov, etc.) are associated; sense of personal social and moral responsibility (K.A. Abulkhanova); independent, creative thinking (O. K. Tikhomirov, A. V. Shevyrev, and others); creative potential (A. A. Bodalev, A. A. Derkach, N. V. Kuzmina, L. P. Grimak, N. E. Leites, R. K. Serezhnikova, D. I. Feldstein, etc.); psychological and professional readiness (D. N. Uznadze, K. K. Platonov, M. A. Kotik, G. S. Nikiforov, V. N. Kuznetsov, V. N. Futin).

In acmeology, the subject and subjectivity problem is studied in connection with the development of personal and professional potential, professional self-awareness and professional competence, self-determination and self-realization of a person in the profession, personal and professional development (A.A. Derkach, I. N. Drozdov, A. V. Zharinov, D. M. Loguntsova, V. N. Markin, A. R. Nikiforov, A. S. Ognev, and others).

Main part

In this article, an attempt is made to disclose the macrostructure of the phenomenon of student's subjectivity, as well as to identify the main components, the manifestations of the student's subjectivity in order to develop a diagnostic research toolkit. The study of the essence of the concept of "student subjectivity" consisted of two stages.

At the first stage, a search, analysis and systematization of theoretical material on the research problem was carried out. In the course of the theoretical research, the definitions of the concept of "subjectivity", "subjectivity of the student" were analyzed. The concept of "subjectivity" is closely related to the concept of "subject". In connection with this, the concept of "subject" was also considered.

An analysis of the scientific literature shows that there is a wide variety of available definitions of the concept of "subject". The subject is understood as:

- "the individual... as a source of knowledge and transformation of reality; a carrier of activity and carrying out a change in other people and in himself as a friend " [9, p. 375];
- the individual as the source of knowledge and transformation of reality; the carrier of activity (S.Yu. Golovin [3]);
- the individual as the bearer and creator of activity (VA Petrovsky [15]);
- the carrier of the subject-practical activity and cognition, carrying out a change in other people and in itself (G. M. Kodzhaspirova [7];

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

- a concrete carrier of subject-practical activity and cognition, an active carrier (N.I. Konyukhov [8]);
- "an integral characteristic that explains its active constructive principle, the ability to achieve subject-defined goals, specific human modes of existence in the form of consciousness and activity" (A. K. Osnitsky [13, p. 11]);
- integral characteristic of the personality, which ensures its activity and independence, the ability to achieve subject-defined goals, specific modes of existence in the form of consciousness and reflection, activity and communication (N.S. Trofimova [19]);
- consciously acting creature, whose self-awareness is the awareness of oneself as a being that realizes the world and changes it as an actor in the process of activity - practical and theoretical, including the subject of consciousness activity (S.L. Rubinshyan [16]);
- a person at the highest level of activity, integrity (systemic), autonomy, etc. (A.V. Brushlinsky [1]);
- the one who knows, thinks and acts (T. A. Stefanovskaya [17]);
- the creator of his life, who himself creates conditions for his development, keeps his own desires under control, overcomes deformations of his own personality (D.A. Leontiev [10, p.152]).

In general, the presented definitions show that the term "subject" is considered by scientists as a carrier of activity; one who efficiently and creatively performs a certain activity; a man endowed with the capacity for conscious self-regulation and self-development in this activity.

Further, in order to achieve the objectives of the author's research, it is necessary to consider the existing interpretations of the term "subjectivity" and "subjectivity of the student".

Pedagogical Dictionary G. M. Kodzhaspirova [7] handls subjectivity as the ability of a person to be a strategist of his activity, to set and adjust goals, to realize motives, to independently build up actions and assess their conformity with the conceived, to build plans for life.

A rather complete definition of subjectivity is given in his research by Nedosek L.A. [12, p. 9]: "Subjectivity is a qualitative and dynamic characteristic of a person integrated into modern socio-cultural realities of the dialogue of cultures, indicating the ability to act in freedom, tolerance, semantic creation and meaningfulness, to take an active stand, independently make adjustments to one's own activities, initiate and creatively create ways and conditions for the solution of the tasks set, to reflect and predict the results of activities and relationships. "

According to Derkach A.A., "subjectivity is an integrative personal quality that reflects a person's activity in setting and achieving life goals, awareness of his motives and potentials, inner freedom and creativity and ensures the processes of self-determination in choosing a life trajectory, self-transformation in a personal way -professional growth and self-realization in activities, as well as the formation of human integrity" [5, c. 17].

So, we can conclude that subjectivity is an integrated quality of personality, which leads to a change in the inner self and the surrounding reality through active and independent activity.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

In the psychological and pedagogical literature, there are various definitions of the student's subjectivity. Thus, S.B. Grishina understands subjectivity of the student as a complex integrated quality of personality, characterizing the activity and independence of the learner, which manifests itself in his experience [4].

Some researchers (F. G. Mukhametzyanova, R. A. Zainutdinov) consider the student's subjectivity as a human quality, in which the most important intention of the student's personality is to be a subject of activity (life activity, communication, educational and professional activity, professional path, professional activity,), i.e. the desire to manifest and realize themselves as in various spaces (their own inner world, the surrounding world, educational and further professional) [11].

According to S.S. Kashlev [6, p. 96], "subjectivity of the student is a state of personal and professional development, expressed in his ability to successfully adapt to the constantly changing educational, socio-cultural situation, his needs for activity, independence in organizing interaction with the teacher, productive pedagogical interaction, in the realization of their responsibility for creating the conditions for their development. "

L. G. Pak regards subjectivity as the basis for the student's socialization in the educational process of the university, which is the integrating, centralizing, coordinating "instance" of the life of the future specialist and acts as the organizing beginning of his self-improvement in personal and social plans, the constructive self-manifestation of his universal, essential forces, the value-semantic relationship to the phenomenon of education and mastering the ways of its realization [14].

The subjectivity of the student is the quality of the individual, which is expressed in the ability to solve engineering and other professionally significant tasks, in the ability to self-realization in educational and cognitive activities and creative self-development, in the ability to consciously and responsibly make informed decisions in unusual life situations, independently make adjustments, continuously improve themselves [18, p. 117].

E. V. Velichko and S. A. Minyurova understand the student's personality as a subject of personal and professional development, expressed in his ability to adapt successfully to the constantly changing educational, socio-cultural situation, his need for activity, independence in organizing interaction with the teacher, productive interaction in the educational environment of the college, the student's awareness of the responsibility for creating conditions of their professional development [2, p. 19].

On the whole, analysis and generalization of the results of subjectivity research allows us to highlight the essential features of this phenomenon and shows that the subjectivity of the student should be understood as: integrative personal quality, the highest form of regulation of activity and the process of personal and professional development, the prerequisite for the successful development of professional activity and continuous personal and professional self-development and self-realization of the future specialist. The definition of a student's subjectivity is formulated, according to which subjectivity is an integrative personal quality that develops and is realized in the space of educational activity due to internally determined structural and transformative activity, allowing to go beyond the context of situational stimulation of activities and actively to selectively and

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

initiatively to implement it regulation, providing an effective solution to educational problems and personal-professional self-development.

The second stage of the study consisted in a cluster-semantic analysis. As a result of the cluster-semantic analysis, the definitions of the concepts "subject", "subjectivity", "subjectivity of the student" were divided into simple semantic elements.

Conclusion

Cluster analysis of the received semantic elements allowed to form 2 clusters: "Internal focus on oneself", "Orientation to the external world". Thus, theoretical research helped to distinguish two components of the subjectivity of the student, presented in Figure 1

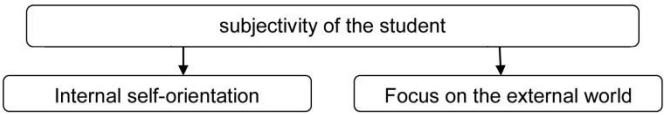


Figure 1. Components of student's subjectivity

In turn, the components of the student's subjectivity have their components. A detailed study of the macrostructure of each of the components of the subject's subject will become the next stage of the study.

Proceeding from the foregoing, the subjectivity of the student is understood as a system of value-semantic relations of the future teacher to a creative social and cultural environment, to himself and his activities.

In our study, we adhere to the thesis that the most important function of vocational education is to stimulate the student's self-improvement and self-transformation in order to meet the challenges of the increasingly complex creative socio-cultural educational practice, when the student acts as a self-organizing subject of life activity at all stages of vocational training.

The leading factors in the formation of the student's subjectivity are reflection as a reflection of his professional activity, self-esteem as the formulation of professional meanings in values and self-awareness as an ability to arbitrariness of professional activity and behavior.

BIBLIOGRAPHY

1. Brushlinsky A. V. Problems in the psychology of the subject. M.: Institute of Psychology RAS, 1994. 109 p.
2. Velichko E. V., Minyurova S. A. Subjectivity as a system-forming factor and resource of professional competence of college students // Pedagogical education in Russia. -2015.- ĭ 2ъ . ъ-22. 1 7
3. Golovin S. Yu. Dictionary of practical psychologist. Minsk, 1998. 880s.
4. Grishina S. B. Formation of subjectivity of students at the initial stage of vocational training (for example, learning a foreign language): the author's abstract. dis.... cand. ped. Sciences: 13.00.08. -Volgograd, 2005. 26 pp.
5. Derkach A. A. Professional subjectivity as a psychological-acmeological phenomenon // Akmeologiya. - 2015. - No. 4 (56). - P. 9-19.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

6. Kashlev S. S. Pedagogical conditions for the development of the student's subjectivity in the pedagogical process of the university // Proceedings of the second republican scientific and practical conference "University Education: From Effective Teaching to Effective Education" (Minsk, March 1-3, 2001). Belarusian State University. Center for the Development of Education.. Minsk: Propylaea, 2002. - P. 95-102.
7. Kozhaspirova G. M., Kodzhaspirov A. Yu. Pedagogical dictionary: For stud. supreme. and av. training. institutions. M.: Publishing Center "Academy", 2003. 176 p.
8. Konyukhov N. I. Dictionary-reference book on psychology. M., 1996 160 s.
9. Brief psychological dictionary / Ed.-Comp. L. A. Karpenko; Under common. A.V. Petrovsky, M. G. Yaroshevsky. - 2 ed., Ext., Rev. and additional. Rostov n / D: publishing house "Phoenix", 1999. - 512 p.
10. Leontyev D. A. What gives the psychology of the concept of the subject: subjectivity as a measure of personality / / Epistemology and philosophy of science.- 2010.- ï 3 -(P213)153.
11. Mukhametzyanova F.G., Zainutdinov R. A. Subjectivity of the student as a condition for the preparation of a competent teacher-psychologist in a non-state institution // Kazan Pedagogical Journal. - 2007.-ï 3-C. 49-57.
12. Nedoseka L. A. Development of subjectivity of students in the process of teaching a foreign language: the author's abstract. dis.... cand. ped. Sciences: 13.00.08. Rostov-naDonu, 2005. - 22 p.
13. Osnitsky A. K. Problems of research of subjec
Questions of psychology. - 1996. - No. 1. - P.5-19
14. Pak L.G. Subjectivity as a basis for the student's socialization in the educational process of the university // Nauka i shkola. -2010. -¯ 3 .- ч . -96.4
15. Petrovsky V. A. Personality in psychology: the paradigm of subjectivity. Rostov n / a, 1996. 512 p.
16. Rubinshyan S. L. Fundamentals of General Psychology. St. Petersburg: Peter, 1998. - 596 p.
17. Stefanovskaya T. A. Pedagogy: science and art. Lecture course. M., 1998.- 368 p.
18. Strukova S. V. Pedagogical conditions for the formation of students' subjectivity in physics and mathematics in the educational process of the university // Vestnik Voronezh State University. -2013. -¯ 1 .-C. 117-120.
19. Trofimova N. S. The development of personal subjectivity as a factor in the socio-psychological adaptation of college students to the new learning conditions: the author's abstract. dis.... cand. psychol. Sciences: 19.00.07. Ekaterinburg, 2015. - 24 p.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Ашурбаева Гуёхон Абдумажитовна
(Коканд, Узбекистан)

ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. ן ⊙ ⊐ ⊙ tc ts ⊙ R dz ts tc dʒ ⊙ ц ⊐ ts ⊙ ls ⊙ .
2. R ɕ dz ⊙ ls ʲ ⊙ ɐ . ⊙ . ts tc ts dz ɐ ⊙ ts в tc ⊙ ʟ ts ɐ ⊙ ls ⊙ dz ʲ dz ʳ ⊙ fŋ tc ⊙ н ʳ / / ן ⊙ н ⊙ ɕ ts ɕ ɕ ц ⊙ fŋ ⊙ w
3. ן ɕ dz ɐ ɕ ⊙ ts ⊙ ɕ ⊙ н dz ts ɕ ts ɕ ts fŋ ts в ɕ dz ls ⊙ tc ⊙ ls ɕ ɐ dz ʳ ⊐ dʒ ls ⊙ . / / ч ⊙ tc ɕ w
4. ⊙ tc н ts dz ts ɐ ɕ . ⊙ ɕ . ʊ ⊙ dz н ⊙ dz ц ɕ ɕ tc ⊙ ʟ ɐ ɕ ls ⊙ ls ⊙ dz ʲ dz ʳ ⊐ ð ⊙ ц tc ⊙ ls ⊙ 2014.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Бегалиева Елена, Муртазаева Баян
(Тараз, Казахстан)

СТАНДАРТЫ ТЕХНОЛОГИИ УЧЕБНОЙ ПРЕЗЕНТАЦИИ

Аннотация*. В статье представлены материалы семинара-тренинга по созданию эффективного флипчарта – учебного продукта для интерактивной доски. Стандарты тежнологии презентации представлены в методическом и практическом аспектах.*

Ключевые слова*: presentation technology, interactive board, flipchart, innovative lesson, educational process, teacher-presenter, students, information, infographics, block.*

ч ts ə tɕ ʝ dʒ ʝ dzdzʳ ɔ ʧ tɕ ʝ dʧdzts ч ɕ ʦ ʷ dzsdʒ ɕ dzɻ ɑ ts dzʘ ʦ dzʝ ɕ dzɔ dzɑ ʃ ʘ ʦ ts tɕ ʓ в dzts ɕ ts ʧ tɕ ts ɻ ʝ fɳ fɳ ʘ , tɕ ʝ ɕ ʓ dzʷ ʦ ts tɕ ʧ tɕ ts ɻ ʝ fɳ fɳ ʘ , dzʘ ə ɔ ts dzfɳ ʓ dzʲ ʦ ʘ dzʦ , ɻ ɔ fɳ ʧ ʝ tɕ ʦ ʧ tɕ ʝ н ts fɳ ʦ ʘ ə dzʷ ʝ dʒ ts ɕ ts ʦ в ʓ ɻ ʓ в dzts ɕ ts ʧ tɕ ts ɻ ʝ fɳ fɳ ʘ . ч ts ə tɕ ʝ dʒ ʝ dzdzʳ ʝ ɑ dzʷ ts tɕ dʒ ʘ ɻ ɑ ts dz ɔ ɻ ʦ ɔ dʒ ʦ ɕ ts ʷ ʓ dzɔ ʓ ɑ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ʦ ts tɕ ʓ в dzts ɕ ts dʒ ʘ ʦ ʝ dzʲ ʦ ts ɕ ɔ ʘ dzɑ ʦ ts tɕ ɕ ʘ dzɑ ɔ ʘ ʦ ts tɕ ʓ ʟ ʝ dzʦ ʘ ɻ ɑ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ɻ ɑ ʷ ɑ dzʷ ʦ tɕ dʒ ʘ ɻ ɑ ɑ ʦ в ʓ ɻ ʘ ʰ ɑ dʒ fɳ ʷ : ə ʧ tɕ ʘ ɔ ʦ ɑ ɻ ʝ fɳ ɔ ʦ dʒ в dzts ɔ ʓ ɕ ts dzʦ ɕ ʓ ʲ dzʲ dzts dʒ в ɻ ʘ fɳ ʦ ts ʷ ʰ ʘ ʷ fɳ ʦ ʘ ʦ ʲ ʷ ʧ tɕ ʝ н fɳ ʦ ʘ ə dzʷ ʝ ʦ dʒ ʘ ʦ ʝ tɕ ɑ ʘ dzʳ ts в ʓ ɻ ʘ ʰ ʝ ɕ ts -ʃɳ ʓ ʝ dʒ ɑ dzɑ dz ʘ ç ʊ ʝ ⊐ dzts dzts ɕ ɑ ʷ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ɻ ɑ ɑ dzʦ ʝ tɕ ʘ ɔ ʦ ɑ ə dzts ɔ н ts fɳ ɔ ɑ) .

ʃ ʳ dzʘ ɻ ɑ dzʘ ʝ dʒ fɳ ʓ ʦ ə ʝ tɕ ʞ н ʝ dzɑ ʷ tɕ ʘ ə ʝ dzfɳ ʦ ə ʘ d ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ʦ ts tɕ ts dʒ , fɳ ts ʧ ʦ ɕ ɑ ʦ ʞ н dʒ ʘ ʝ dʒ ts ʝ ʘ dʒ fɳ ɔ ʦ ʝ ts ʧ dzʲ ɔ ɕ ts ɔ ʘ ʞ ʓ dʒ ʝ ʝ ʦ ʝ é è , ʦ ʘ ɔ ɔ ʘ ɔ dzʘ fɳ ʝ ɕ ts н dzʷ ʰ dzɑ ʃ ɔ н ʝ dzʲ fɳ ɕ н ts fɳ ʦ ʓ ʓ ʧ dzts fɳ ʦ ɑ ɑ dzʷ ɕ ts ɕ dʒ ɔ ʘ dzɑ ɑ ɕ ts dzʦ ɕ ʓ ʲ ⊐ ʦ ʝ ⊐ dzts dzts ɕ ɑ fɳ ʦ ʘ dzн ʘ tɕ ʦ ʘ ⊐ ʦ ʝ ⊐ dzts dzts ɕ ɑ ɑ ʝ ⊐ ʝ dzʦ ʞ ʘ ɑ ɑ ʦ fɳ dzts ɕ ɑ ʝ ï . ʓ dʒ ʝ ʰʁ ʝ ʦ . dʒ ʝ dzʲ dʒ ʝ dzʷ ʁ ʰ ɑ ⊐ fɳ ʷ ɔ ʘ ʞ ʦ ɔ ɑ ʘ dzʘ ʦ ʝ dzʲ ʦ ɑ ʝ ï . ʓ dʒ ʝ ʰʁ ʝ ʦ . dʒ ʝ dzʲ

Часть 1. Ошибки презентации. ч ʝ dʒ ɑ ʦ ɑ ʘ ɑ dzɕ fɳ ʦ ʘ ɔ ɑ ʦ ʘ ʦ ts ɕ , ɔ ʦ ts fɳ ʦ tɕ ʝ dʒ ɑ ʦ ʘ ʦ ʲ ɕ tɕ ʘ dʒ ʦ ʦ ʘ dzʳ dʒ ʧ tɕ ʝ ʟ ʝ ʰ ʘ ɕ ʘ ç ʊ ɻ ɑ fɳ ʲ è ɑ ç ʊ tɕ ʝ dzɑ ʦ tɕ ʓ ɔ fɳ ʷ è ʧ ʦ ʟ ə ʦ ɔ dzʷ ɑ ʦ ʝ ʁ ʟ è ʘ ɔ ʦ tɕ ʝ ʃ в tɕ ʘ ʝ dʒ ʦ fɳ ʦ ʦ ʦ ʦ ʝ dʒ ʘ dzɑ ʝ dzʘ ʦ ʦ , ɻ ʦ ʦ ʦ tɕ ʝ dzɑ ʦ dzɑ ʦ в dzʘ ɑ ʦ ɻ ɑ ʦ ʓ ʳ dʒ ⊐ ə ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ɻ ɑ ɑ :

1) ʦ ʰ ɑ в ɔ ɑ ʦ tɕ ɕ ʘ dzɑ ʟ ʘ ɻ ɑ ɑ dʒ ʘ ʦ ʝ tɕ ɑ ʘ dzʘ ə ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ɻ ɑ ɑ .

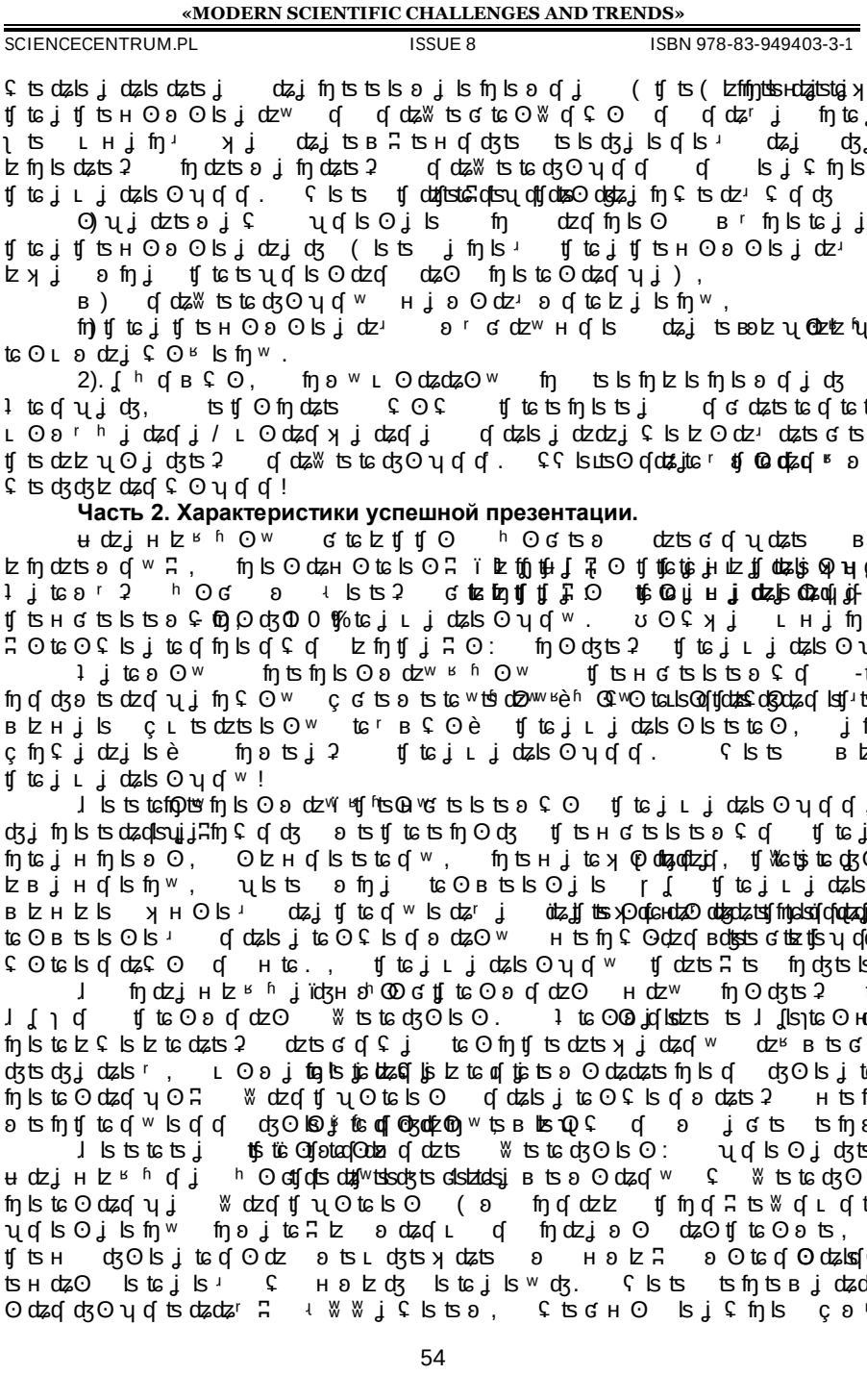
2) ʦ ʰ ɑ в ɔ ɑ fɳ ʘ dʒ ʦ ɕ ʦ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ʦ ʦ tɕ ʘ .

ɻ ʦ ə dzʝ ʰ dzʝ ɔ ɔ ʦ dzfɳ ʦ ʘ ʦ ʘ ɻ ɑ ʝ ɔ ʦ ʰ ɑ в ʦ ɔ ʦ ɕ tɕ ʘ dzɑ ʦ ʦ ʦ ə ʘ ʷ ɻ ʘ fɳ ʦ ʦ ʦ ʧ ʘ dʒ ɕ ʦ ɕ ʦ ʘ ʦ ʝ dzʲ dzɑ z ʁ tɕ ʘ в ʦ ʦ ʦ ʦ ʝ tɕ ɑ fɳ dzʝ н ʟ z ʁ ʰ ʝ dʒ ʰ ʘ ɕ ʝ tɕ ʘ fɳ ʰ ɑ ʧ tɕ ʷ ʝ ʦ fɳ ʷ ʧ tɕ ʝ н fɳ ʦ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ɻ ɑ ɑ fɳ ʘ dʒ ʦ ɕ ʦ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ ʦ ʦ tɕ ʘ : ɑ dzʷ ʦ tɕ dʒ ʘ ɻ ɑ ʊ ʘ ɔ ʟ ʘ ɔ tɕ ʝ ʧ dzʷ ʝ ʦ fɳ ʷ ʟ dzʘ dzɑ ʝ ə ʘ ʷ ɻ ʘ fɳ ʦ ʲ ɑ tɕ ʝ ʧ tɕ ʦ н ə ɑ ʞ ʝ dzɑ ʝ ɔ ɑ ɑ dzʷ ʦ tɕ dʒ ʘ ɻ

ɻ ʘ ʦ ʝ dʒ ɔ н ə ʟ z dʒ ɕ ʦ tɕ z ʧ ʧ ʘ dʒ ʦ ʰ ɑ в ʦ ɔ н ʦ в ʘ ə dzʷ ʁ ʦ fɳ ʷ

1) . ɻ ʝ fɳ ʦ ʦ ʦ ə ʝ ʦ fɳ ʦ ə ɑ ʝ ɑ ɑ dzʷ ʦ tɕ dʒ ʘ ɻ ɑ ɑ dzʘ fɳ ʦ tɕ ʘ dzɑ ɑ dzʷ ʦ tɕ dʒ ʘ ɻ ɑ ïɑ ʦ н dzʘ ʦ ɑ ʟ ɔ ɕ dzʁ ɻ ʝ ə ʳ ⊐ ʦ ʰ ɑ в ʦ ɔ ʧ tɕ ʝ ʟ ʝ dzʦ ʘ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1



SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: PSYCHOLOGY SCIENCE

УДК 81’271.1+811.111+37.062.3

Tasheva Nafisa Zaynitdinovna,
Ramazonova Shoxibonu Shoyim qizi
(Bukhara, Uzbekistan)

THE IMPORTANCE OF DEVELOPING SELF-CONFIDENCE IN EFL CLASSES

Abstract. *Self-confidence is extremely important in almost every aspect of our lives, yet so many people struggle to find it. Sadly, this can be a vicious circle: people who lack self-confidence can find it difficult to become successful. Confident people inspire confidence in others: their audience, their peers, their customers, and their friends. Gaining the confidence of others is one of the key ways in which a self-confident person finds success.*

Key words: *Self-confidence, speaking skills, motivation, model, language ability, aspect, language anxiety*

Self-confidence is also very important in language learning. Researches in language teaching have revealed that foreign language learners often seem passive and reticent in language classrooms. In the age of globalization, however, there is an urgent need for English as a Foreign Language (EFL) teachers to enhance their reticent students' confidence to help them take part more actively in classroom oral activities. Some researchers believe that speaking skills are an important part of the curriculum in language teaching, and the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language.[2,p.15] This importance relies on two aspects. First, our personality, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many L2 learners.[8,p.24] Second, the linkage between students' classroom participation and their academic achievement is undeniable. Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class. Krupa-Kwiatkowskin summarized in her study that "interaction involves participation, personal engagement, and the taking of initiative in some way, activities that in turn are hypothesized to trigger cognitive processes conducive to language learning".[7,p.135]The importance of the ability or perception of ability to speak should not therefore be underestimated by either teacher or pupil.

In our teaching experience, we have come such situations when some of the students keep silent all the time in class. They don't want to speak English. Even when they know the answer to a simple question, they hesitate to open their mouths. Or, they have inhibition to speak out their ideas. Encouraging students to

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

talk in a language classroom is thus a problem that most language teachers face. Thus, although not extensively researched, reticence has been receiving increasing attention in the last decade due to the growing importance of oral proficiency in L2 learning situations. As researches show, there are many reasons for this reluctance of students' to speak in English classes:

- fear of losing face (e.g., being laughed at);
- low proficiency in the target language; previous negative experiences with speaking in class;
- cultural beliefs about appropriate behavior in classroom contexts (e.g., showing respect to the teacher by being quiet);
-habits (e.g., becoming used to a passive role in the classroom);
-personality (e.g., introversion);
- lack of confidence.

Confidence, motivation, and language ability are often treated as distinct but related learning dimensions in the field of second language. Clement & Kruidenier states that these concepts are directly related and impact each other, and that if one of the factors increases or decreases, the others will follow in a direct relationship.[3,p.25]

Many previous studies have shown that there is a direct relationship between students' confidence and their speaking behavior in L2. For example, Lai attempted to identify Hong Kong secondary students' level of confidence in using English and the factors leading to different confidence levels in oral participation in classrooms. The findings show that most of the subjects "felt a lack of confidence in using English as a means of communication in the classroom"[9,p.100]. In another study, Mac Intyre et al. suggest that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate, and self-confidence underlie willingness to communicate, and the factor of self-confidence-including overall self-confidence in L2 and situational self-confidence in communication-play an important role in determining the learner's willingness to communicate.[10,p.255]

Another main actor which influence to students' unwillingness to speak is language anxiety. Various studies comparing students' levels of anxiety in their foreign language class to their other classes indicate that students experience considerably more anxiety in their foreign language classes.[4,p.2] The concept of ó f o r e i g n l a n g u a g e a n x i e t y ' i s s t i l l i n i t has not yet adequately defined it in precise terms.

Many other factors such as motivation, personality, experience, and self-confidence may also play a role. Researchers have developed models to account for some of these factors.

MacIntyre and Gardner's model

MacIntyre and Gardner propose a model in which the relationship between anxiety and learning is moderated by the learners' stage of development and their learning experiences. In this model, language anxiety is seen as a learned emotional response. Language anxiety develops as the result of repeated negative experiences with the L2, whereas positive experiences are thought to erode the negative effects of language anxiety, which would be expected to

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

decrease as proficiency increases. This assertion is consistent with my own observations in the classroom and has been supported by a great amount of research.[5,p.243]

Clément's model

Another model receiving empirical suppo Cl®ment's model does not acknowledge anxiety as an independent factor but rather as a subordinate construct of self-confidence. Cl®ment co confidence to encompass both a lack of anxiety and positive self-ratings. The premise here is that the more confident the learner is, the more frequently he/she will engage in practicing the L2, thus re model describes two motivational processes present in multicultural settings. The primary motivation is determined by the interplay between learners' desire to affiliate with the target language community and fear of losing their cultural identity.

Thus, MacIntyre & Gardner and Cl®ment supporting them have provided us with a greater understanding of language anxiety. They have shown language anxiety to be associated with experiences in the L2, and they have shown that the relationship between language anxiety and achievement is probably not a linear one, consisting of other possible factors such as motivation, self-confidence, and personality.[3,p.21]

A researcher Pino Cutrone has conducted a research on overcoming Japanese EFL learners' fear of speaking. In this research he states the following criteria that cause language anxiety to Japanese students.

1.Inexperience and cultural inhibitions in dealing with Western teaching methods. Japanese learners are likely to experience language anxiety in oral EFL classes because they are simply not prepared to deal with the social components of Western-style teaching practices, where a great emphasis is put on individualism, challenging the teacher, and original opinions.Traditionally, the method of teaching in Japan is teacher-fronted, and unlike western classrooms, little input is solicited from the student. The same behavior can be noticed in Uzbek students as well. According to our tradition, not speaking or keeping silence can be defined as a good trait. This can be observed especially in girls more than boys. It is not always easy to make students express their ideas or tell what they think.

2.Interactional domains. Some of the anxiety occurring in language classrooms in Japan can be attributed to the stigmatization of the conventional classroom as a ritualistic domain. Most of a Japanese person's educational interactions will occur in what Lebra terms the órituál domain'. T characterized by conventional rules, formalities, and highly-guarded behavior.

3.Teacher's demeanor and attitude. Teachers showing a negative or disappointed reaction to learners' behavior can also cause language anxiety. The evidence has shown that the teacher's demeanor and attitude may be one of the greatest factors in shaping Japanese learners' attitudes.

4.Shyness: a positive quality? In one of the only studies of its kind, Zimbardo, a psychologist at Stanford University who pioneered research into shyness in the U.S., compared shyness in various cultural contexts and found evidence to suggest that Japanese people may be shyer and more sensitive by

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

nature than other cultures. While shyness may impede learners' chances of success in anoral EFL class, it is often considered an admirable trait in Japanese society. In Uzbek culture we also come across this factor. Most students, particularly, girls have a strong sense of shyness. Many parents try to bring up their children (daughters) being very shy without thinking that it can influence to their future development. Later, this may cause them to be a good public speaker, or to express their ideas in class.

The idea of teachers' acceptance of the cultural differences that exist in ELT is central to any serious discussion about attempting to reduce language anxiety in the classroom. While this principle may seem fundamental, it has been proven that it is one of the most difficult concepts for some teachers to embrace. That is, teachers may have ethnocentric ideas about what rudeness is, and how students should behave in the classroom. It is thus advisable for teachers to consider the possibility such as apparent aloofness, avoidance, and introversion in learners' behavior may be due to anxiety. Teachers' negative reactions to this type of behavior most likely only serve to exacerbate their learners' anxiety. In efforts to encourage speaking in EFL classes, teachers would be well advised to consider what situations their learners are inclined to speak in and why and how these situations are different from those in their culture. As mentioned above, Uzbek learners are reluctant to talk in situations where they will stand out in front of their peers. The notion that language learning can only take place with aggressive students volunteering individually is merely a reflection of Western ethnocentrism. Nevertheless, many students will expect their English classes taught by foreigners to be different, and some will, in fact, welcome the new experience. However, as Anderson suggests, too different too soon may alienate students.[1,p.101] A better approach seems to be a combination of techniques that draw on the dynamics of the Japanese classroom, with strategies that promote a Western style of interaction. Group-work activities have proven to be especially effective in getting my students to speak more. Also, teachers should attempt to move away from the ritual domain commonly found in conventional classrooms, and aim for a more intimate domain commonly associated with family, friends, and coworkers. There are some situations, where people of Easter culture appear more relaxed because they are released from cultural and institutional restraints, and thus in intimate classrooms learners are free to explore the target language and feel more comfortable speaking in front of others. One of the ways teachers can create intimacy between students is to choose topics relating to learners' personal experiences and backgrounds and have learners share this information in group activities. Williams argues that the more students know about each other and have in common, the more comfortable they are likely to be.[11,p.10] Similarly, teachers showing a personal interest in their students' lives from time to time can also help in creating an intimate classroom. Stevick calls this the *removal of the teacher's mask,* and some of the strategies his research suggests include being friendly with students, engaging them in conversations, mixing in small talk from time to time, and speaking to them on a one to one basis more often.

Another way for teachers to create intimacy in the language classroom is to move away from the evaluation paradigm, which includes less positive

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

evaluation as well as negative evaluation. According to Stevick (1980), it is the evaluative environment that causes stress, not the content. In a review of research on feedback, Williams and Burden (1997) report that students really need to feel that the teacher has a genuine interest in them as people, and not merely in evaluating the L2 they produce. Thus, the challenging part for teachers seems to be having students feel good about themselves without feeling as if they were being evaluated. One of the ways teachers can move further away from the evaluation paradigm in language classrooms is by carefully controlling their use of error correction. While students may say on a conscious level that they would like to be corrected strictly, their anxious reactions indicate otherwise. In my experience, overt error correction often inhibits students from expressing themselves freely and can lead to high levels of anxiety. Seemingly, teachers would be well served in taking less obtrusive methods in their error correction practices and waiting until acertain level of trust has been established between themselves and the student.

There are some other ways teachers can help reduce language anxiety in the classroom. First, they can employ activity types that cause lower levels of anxiety (such as pair work) and gradually introduce activity types that cause higher levels of anxiety (such as speech giving). Moreover, teachers can help students to better cope with anxiety-provoking situations themselves: Horwitz et al. suggest techniques such as giving advice on effective language learning strategies, journal keeping, and behavioral contracting (a simple positive reinforcement tool that is widely used by teachers to change student behavior).[6,p.125]

To conclude the issues we discussed in this chapter, the problem of learners' language anxiety remains one of the greatest obstacles teachers have to overcome in language classrooms. We have shed some light on this complex phenomenon, which teachers can only deal with successfully if they are properly informed. The research to date has contributed to our understanding of language anxiety, and provides useful insights to teachers as they consider classroom methods and practices.

REFERENCES

1. Anderson, F. (1993). The enigma of the college classroom: nails that don't stick up. In Wadden, P. (ed.) A Handbook for Teaching English at Japanese Colleges and Universities. New York: Oxford University Press,101-110.
2. Biggs, J., & Moore, P. J. The process of learning. Sydney, Australia: Prentice Hall of Australia.1993
3. Cl ®ment, R., & Kruidenier, B. (1985). A second language proficiency: a test of Cl and Social Psychology 4, 21-37.
4. Gardner, R., & MacIntyre, P. (1993). A student's contribution to second language learning. Part II: affectvariables. Language Teaching 26, 1-11.
5. Gardner, R., Smythe, P., & Brunet, G. (1977). Intensive second language studies: effects on attitudes,motivation and French proficiency. Language Learning 27, 243-261.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

6. Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. Modern Language Journal26, 125-132.
7. Krupa-Kwiatkowski, M. "You shouldn't have brought me here!": Interaction strategies in the silent period of an inner-direct second language learner. Research on Language and Social Interaction, 31(2), 1998. 133-175.
8. Luoma, S. Assessing speaking. Cambridge, England: Cambridge University Press. 2004
9. Lai, C. Communication failure in the language classroom: An exploration of causes. RELC Journal, 25, 1994. P. 99-129.
10. MacIntyre, P., & Gardner, R (1989). Anxiety and second language learning: toward a theoretical clarification.Language Learning 39, 251-275.
11. Williams, C. (1994). Situational behavior in the language classroom. The Language Teacher 18, 10-11.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: PHILOLOGY AND LINGUISTICS

Kurkimbayeva Aizhan
(Almaty, Kazakhstan)

BACKGROUND OF STUDYING BLOGS IN THE PHILOLOGICAL SCIENCES

Abstract. *The article is devoted to the background of blogging in Kazakhstan. Blogging is related to new media. It consists of an overview of Russian and foreign research activities on the nature and characteristics of internet linguistics.*

Key words: *blogging, new media, communicative aspect, bloggers, internet linguistics.*

Modern linguists are actively engaged in the study of the functioning of the language on the Internet, speaking of the emergence of a special language of the Internet, network, electronic or cyber language. In the English language practice there are synonymous terms netspeak, geekspeak, e-language, Internet language, computerspeak, cyberlanguage, usertalk and others. If in the late nineties and early twenties the researchers spoke of the Internet language as jargon, as the language of the computer subculture, the language of the countercultural community, then they began to point to the formation of a new style in Russian - the style of Internet communication [Chernyakhovskaya 2009; Ivanova 2011], a new sphere of Russian-speaking speech etiquette - "netiquette" (from English "Net") [Kudryashov, Kalashnikova 2015]. Today authoritative linguists (D. Kristall, E. I. Goroshko, E. F Kompantseva, N. A. Akhrenova) insist on singling out a separate direction in linguistics - "Internet linguistics". N.A. Akhrenova, for example, defines Internet linguistics as "a direction in linguistics that studies the features of the functioning and development of a natural language in the global Internet space, the study of the linguistic behavior of a virtual linguistic personality in the course of communication in a natural language in the electronic (digital) environment" [Akhrenova 2016: 13].

In 2000-2007, the real world of the Internet world began in Kazakhstan. People began to understand the Internet and learn how to use it. Every newcomer thought that information would be available only the Russian and English languages. At that time nobody thought that the idea of introducing Kazakh-language information to the Internet world would start with themselves.

The site for the first Kazakh-language youth was created as the "kerek info(required information)" site. It worked as a forum and stopped working. Later, the largest Kazakh-language portal - "Massagan" was created and made a great contribution to the development of the Kazakh Internet. Both sites were created by students studying abroad who, missed their country and wanted to communicate in Kazakh language. Subsequently, from 2006 to 2007, a large number of Kazakh-language forum sites were created. In particular, such sites as "Solai de", "Zhastar biz" and "Kazakh.ru" started to work. However, most of their information was brief

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

and not clarified.

In 2006, many young people studying abroad began writing about their own country, blogging in the Kazakh language. The enthusiastic young people started writing a blog. The sites "blogpost" and "wordspress.com" were used as the first blogging platforms. The young people who used blogging platforms understood the need for Kazakh information in Kazakh language and began to distribute the existing information in Kazakh. They translated the important information to the population from other languages and began to contribute to the development of the Kazakh language in the Internet. First who wrote about blogs is Askhat Erkimbai.In his blogs he explained to bloggers about the purpose of the blog, how to use it and contributed to the development of Kazakh Internet.

2008-2011 was the most promising period of the Kazakh-language blogs. The number of blogs registered on Wordtpheskom's website reached 500, with about 300 bloggers who regularly updated their blogs and shared Kazakh content with any information. Each of their materials showed that the Kazakh language was available on the Internet, and increased the information in the Kazakh language. Even information centers, publishers have started to use the information of Kazakh bloggers. In 2011 Kazakh-speaking bloggers gathered and held their first conference "BlogCamp". BlogCamp also translates from English as well as blogs, the "Camp" is a community of people who are interested in one thing. In this constitutive Internet world, most of the information in Kazakh language belonged to these bloggers. According to the Law of the Republic of Kazakhstan dated July 23, 1999 No. 451-1about Mass Media blogging is acknowledged and legally protected as a tool distributing information (as amended and supplemented in October 2009). Also, the blogger is responsible for the authenticity of the information he / she has written.

In 2011, the closure of the site wordspress.com in Kazakhstan caused many Kazakh-language sites to be opened. Nowadays, any information can be found in Kazakh language. At the moment, the demand for special themes in the Kazakh language is very high. The digitization process is constantly widening.

Although new media in Kazakhstan are successful, the social media market in Kazakhstan is dominated by Russian or foreign media. The significant challenge for Kazakh new media is to develop a uniquely Kazakh character that can promote Kazakh language and culture, and successfully attract a Kazakh audience.

The communicative aspects of bloggings have not been investigated in Kazakh language. Therefore, new findings will be the target of my further researches.

REFERENCES:

1. ʏ ɻ tɕ dʑʷ ə fŋ ʃ Ɵʷ ʃ ɬ dʑɕ ə ɑ fŋ ls ɑ ʕ Ɵ ls ɻ ʕ fŋ ls Ɵ : ʧ ts dzɑ ʕ ts н ts ə ts f
ɑ dʑls ɻ tɕ н ɸ fŋ ɸ ɷ ɬ dʑ ts fŋ ls ʲ : ɮ ʮ ɻ в . ʧ ts fŋ ts в ɑ ɻ . ʃ . : ʃ ɑ в tɕ ts ʕ
2. ʀ ə Ɵ dʑ ts ə Ɵ ʉ . ʊ . ʅ ɻ ʮ ɻ ə ts ɻ ʧ ts ə ɻ н ɻ s ɬ dʑ ɑ ɻ ɻ dʑ ɑ ɑʷ dʑls ɻ tɕ dʑ ɻ ls ɻ fŋ
ɸ н ʳ ɕ ɻ ʔ fɷ ʕ ts fŋ ʑ ɬ dʑ ɬ в Ɵ tɕ fŋ ls ə ɻ dʑ dʑ ts ɕ ts ɮ dʑ ɑ ə ɻ tɕ f ɬ ʃ . ls ɻ ls Ɵ . 2 0 1 1
3. ʂ ɮ н tɕʷ ʰ ts ə ɸ . ʁ . ʂ Ɵ dʑ Ɵʰ dʑ ɑ ɑ . ts ə Ɵ dʑ ts ɸ ɕ . ʕ Ɵ ʕ fŋ ʷ ɻ tɕ Ɵ tɕ
fŋ ts ʮ ɑ ts ʕ ɮ dʑʲ ls ɮ tɕ dʑʳ ⸗ fŋ ls ɻ tɕ ɻ ts ls ɑ ʧ ts ə / / ɸ ʕ ls ɮ Ɵ dʑʲ dʑ
ʧ ɻ н Ɵ ɕ ts ɕ ɑ ʮ ɻ fŋ ʕ ts ʔ dʑ ɑ dʑ ɕ ə ɑ fŋ ls ɑ ɸ 48 ɑ . 2 0 1 5 . ¯ 2 (1 8

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

4. Crystal D. Language and the I n t e r n e t [ʊ ʝ ʕ ɱ ls] / D . C r y s t a ed., 2011. 316 p.
5. ɻ ʦ ʦ ɕ ʰ ʕ ʦ ɤ ʘ ɻ ʤ ʣ ʦ ɠ ʕ ʘ ʕ -ɓ ʧ ɛ ʒ ʤ ʢ ʤ ɬ ʕ ʧ ʘ ʤ ɠ ʧ : .ʘ ɤ ls ʦ ɕ ʤ ɻ ʷ . ʷ ɖ ʣ ʦ ʣ . ʣ ɬ ʘ ɭ ʒ ʕ . ʜ ɻ ʙ , 2 0 1 3 . 2 3 ɱ
6. ɸ ɲ ɕ ʝ ʣ ʦ ɤ ʘ ʅ ʀ . ʣ ɬ ls - ʝ ʣ ʧ ʣ ɬ ɤ ʝ ɤ ɤ ɤ ɬ ɤ ɖ ɱ ls ɖ ʕ ʘ : ʣ ɬ ʦ ɤ ʘ ʷ ʧ ʘ ɕ ʘ ʜ ɖ ɠ ʣ ʒ ʘ ɖ ʣ ɬ ls ʝ ɕ ʣ ɬ ls ʘ ʝ ɱ ls / ʣ ɖ ɖ ʕ ʒ ʦ ɱ ʕ ʦ ɤ ʦ ɠ ʦ ʦ ɱ lz ʜ ʘ ɕ ɱ ls ɤ ʣ ɬ ɖ ɖ ɤ ʝ ɕ ɱ ɖ ls ʝ ls ʘ . ʜ ʝ ɕ ɖ ʷ : ʃ ɖ ʣ ɬ 14 ɤ ɖ ɱ ls ɖ ʕ ʘ . 2 0 1 6 .

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Смаилбекова Ш. Дж., Кадрина Б. Ш.
(Астана, Казахстан)

ОТПРАВИТЬСЯ В СТРАНУ ВЕЧНОЙ ОХОТЫ ИЛИ СЫГРАТЬ В ЯЩИК? ИДИОМЫ, ОБОЗНАЧАЮЩИЕ КОНЧИНУ В АНГЛИЙСКОМ И РУССКОМ ЯЗЫКАХ

В продолжение предыдущих статей, позвольте предоставить вашему вниманию подборку идиом, так сказать, неразрывно связанных с понятием жизнь. А именно: аналоги русских выражений «сыграть в ящик», «дать дуба», «отдать концы» и т.п. В американском английском существует также интересное заимствование из языка индейцев племени Дакота: «Отправиться в страну вечной охоты». Итак, предлагаем вашему вниманию разнообразную подборку английских (американских и британских) выражений, обозначающих кончину, иногда ироничных, иногда серьезных, иногда даже циничных. (на материале английской и американской классической литературы):

***Resume**: The present article narrates on comparison of the English and Russian expressions specifying the end of life in various scenarios. It will help the readers to orient in the phraseology of the English and Russian set expressions about the death.*

***Key words**: go off the hooks, hand in one's checks, join the majority, Go to glory, go west, hand in one's dinner pail.*

Breath oneôs last ɑ fŋ tʃ lz fŋ ls ɑ ls ɹ tʃ ts fŋ dz j н dz ɑ ʔ ɘ ʟ н ts ⁊

The bank manager had said to the man in whose arms he breathed his last: ñ T h e l i t t l e m a n w i t h t h e l i m p f i r e d t h e s h

It had breathed its last doing its master service. (Dix.)

G o d o w n t g r a v e ï o f ŋ t s ʔ ô l s ɑ ɘ dʒ ts ɕ ɑ dz lz

ñ I s w e a r o n m y s a l v a t i o n , h e ô s g o i n g t s a v e h i m ! ò (E . B r .)

He appeared to have had the prospect of a long life, and of going down to his grave full of years and honour. (W.God.)

G o t o o n e ô e s t l . ï o f ŋ t s ʔ l s h ɑ p m ɘ dʒ ts ɕ ɑ dz lz

Therefore we being in London, in the present private way, before going to the South of Italy, there to establish ourselves, in point of fact, until we go to our long homes, which is a devilish disgraceable reflection for a man, I applied myself to t h e d i s c o v e r y o f m y f r i e n d G r e y é (D i c k .)

One more old Forsyte going to his long rest ï wonderful, they were! ï wonderful how he had held on! (Galsw.)

Go the way of all flesh - ɑ fŋ tʃ ɾ ls ts Ɵ ls ʰɻ ɑ ʔ lz н j dz, ɑ н ls ɑ ls lz н Ɵ, ɕ ʞ ɑ ɘ ts j

But speaking of old time, howôs the mille way of all flesh, said Susie Mash, thereôs

Go to oneôs - tʃ ts ɕ ts dz ɑ ɑ ls ɹ o u f ŋ t j ls ɾ fŋ ʞ ɑ ʟ dz ʱ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Whereas the world would do well to reflect that injustice is in itself.. an injury é the most hard to bear: and that man last account elsewhere, and many sound hearts have broken, because of this very reason. (Dick.)

Pass beyond the veil

é the and shadowy moving which came to her from out the cloudy pillar of inspiration have each one echoes and answers in her own expecting nature. Its mystic imagery are so many talismans and gems inscribed with unknown hieroglyphics: she folds them in her bosom, and expects to read them when she passes beyond the veil. (H.St.)

Be gathered

Enoch Wilson.. died and was gathered to his fathers without having the faintest notion of determining part which he played in the dark events of that night. (Ch.)

To shuffle off this mortal coil

They were compelled by some devilish accident of birth, or lack of force or resourcefulness to stew in their own juice of wretchedness, or to shuffle off this mortal coil é via the rope, the knife the b

Give up the ghost

John Kirby.. was twenty three years old when the old man gave up the ghost and bequeathed him little besides a lawsuit in the Austrian Government. (G.M.)

Take the ferry

I certainly never thought the old Forsyte would take the ferry before me. He looked permanent, but its an ironical world. (Galsw.)

Go to one

Bob Harden went to his last resting place in a coffin made of packing cases é (K. P.)

Pay the debt of nature

Coleridge is just dead, having lived just long enough to close the eyes of Wordworth, who paid the debt of nature but a week or two before. (Dix.)

Join the great majority

I think that well bankruptcy would be a most satisfactory solution.. to be quite frank, we don't see any, we're for the opposite. Think I'm going to join the grea

Yield one

He yielded his last breath as Gower Woodseer was lowering him to his pillow. (G.M.)

Go to glory

Well, thank heaven there's no front to a revol this time. (Galsw.)

Go off the hooks

Old Timothy, he might go off the hooks his (Galsw). ò

Hand in one's checks ( )

Beneath this tree lies the body of J.O. who handed in his checks on the 7th of

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

December 1850. (B.H.)

Go west ï ts ls tʃ tɕ Ɵ ə ɖ ls ɻ fŋ w ʂ tʃ tɕ Ɵ ts ls ɥ Ɵ ʤ

ñ You see, he ï mo a suite af the best period, but he must have gone West five years ago at least. (Galsw.)

Kick the bucket ï tʃ tɕ ts ls w ʣ ʣ ls ɻ ʣ ts ɕ ɖ , fŋ r ɕ tɕ Ɵ ls ɻ ə w ɦ ɖ ʂ

P o o r o l d B a r n e y , h e c o u l d n ô t s t a n d m u c h the bucket. (K.P.)

H a n d i n o n e ô s d i n n e r p a i l (Ɵ ʤ ɻ tɕ . fŋ ʣ ɻ ʣ ɕ)

I forgot to tell you the cove had to be operated on immediately or he would hand in his dinner-pail. (P.Wood.)

T u r n u p o n e ô s t o e s (ɥ t Ɵ ɔ ɕ ʣ ʣ l h l s e ɻ fŋ w a , i s tʃ i t æ ts ls) w ɑ ʣ l ʣ l s ʣ

ɻ Ɵ н ɻ ɻ ʤ fŋ w , ɥ ls ts ʣ ʂ fŋ ls ts w ɦ Ɵ w ə r в ts tɕ ʂ Ɵ ɖ н ɖ ts ɑ tɕ Ɵ fŋ h ɖ tɕ ɖ ls ɻ fŋ ʣ ts ə Ɵ tɕ ʣ r ʔ ʟ Ɵ tʃ Ɵ fŋ ɥ ɖ ls Ɵ ls ɻ ʣ ɻ ʔ , fŋ ls ɻ ɖ н ɻ ls tɕ ɻ ɥ ɻ , ʂ ts ɕ н Ɵ fŋ ls ts ʣ z ʂ ʣ ʣ l ls fŋ w fŋ tʃ ts н ts в ʣ r ʤ ɖ ʣ ʂ fŋ ɖ ls ɻ ʣ w ʤ ɖ w ɭ r ʂ Ɵ .

ʉ ts ʂ tɕ Ɵ ɦ ɻ ʣ ɖ w :

G.M. ï Maridith G. Amazing Marriage

P.Wood ï Woodhose P. My Man Jeeves

Galsw. ï G a l s w o r t h y , t h e F o r s y t e ô s S a g e

K.P. ï Prichard K.S. Roaring nineties

Th. Dr. ï Theodor Dreiser Sister Karry

B.H. Harte B. Sally Dows and other stories

Dix. ï Dickens Charles, The Adventures of Oliver Twist

Ch. ï Chesterton, The Poet and the Lunatic

F.H. ï Hardy F. Power without Glory

W.God.- -Godwin W. Caleb Williams

G.M. ï Maridith G. Amazing Marriage

P.Wood ï Woodhose P. My Man Jeeves

Galsw. ï G a l s w o r t h y , t h e F o r s y t e ô s S a g e

K.P. ï Prichard K.S. Roaring nineties

Th. Dr. ï Theodor Dreiser Sister Karry

B.H. Harte B. Sally Dows and other stories

Dix. ï Dickens Charles, The Adventures of Oliver Twist

Ch. ï Chesterton, The Poet and the Lunatic

F.H. ï Hardy F. Power without Glory

W.God.- -Godwin W. Caleb Williams

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. M a r i d i t h G . A m a z i n g M a r r i a g e ʃ . 1 9 7 0
2. W o o d h o u s e P . M y M a n J e e v e s ʃ . 1 9 7 0
3. G a l s w o r t h y , t h e F o r s y t e ô s S a g e ʃ . 1 9 7 0
4. P r i c h a r d K . S . R o a r i n g n i n e t i e s ʃ . 1 9 7 0
5. T h e o d o r D r e i s e r S i s t e r K a r r y ʃ . 1 9 7 0
6. H a r t e B . S a l l y D o w s a n d o t h e r s t o r i e s ʃ . 1 9 7 0
7. D i c k e n s C h a r l e s , T h e A d v e n t u r e s o f O l i v e r
8. C h e s t e r t o n , T h e P o e t a n d t h e L u n a t i c ʃ . 1
9. H a r d y F . P o w e r w i t h o u t G l o r y ʃ . 1 9 7 0
10. Godwin W. Caleb Williams ʃ . 1 9 7 0

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Смаилбекова Ш. Дж., Кадрина Б. Ш.
(Астана, Казахстан)

ЕДИНОРОГИ В ПОДСОЗНАНИИ, ИЛИ ОЧЕРК ОБ ИЗБРАННЫХ ПРОИЗВЕДЕНИЯХ ХАРУКИ МУРАКАМИ

Resume: *The article narrates on the literature legacy of a prominent Japanese writer and novelist, essayist Haruki Murakami, on material of his books Tokyo Legends, Men without Women, and country of Miracles without break and End of the World. The authors of the article discover interesting features in relationship of Murakami's biography and his literature legacy, as well as manner of writing.*

В настоящей статье мы предлагаем вашему вниманию обзор избранных произведений знаменитого японского новеллиста и прозаика Харуки Мураками (род. 12 января 1949 года,). Наследие Мураками огромно, и он имеет бешенную популярность не только в Японии, но и во всем мире. Для сведения, мы дадим краткий обзор таких произведений писателя, как Мужчины без женщин (2014), Токийские легенды (2005), Страна Чудес без тормозов и Конец Света (1985).

Ключевые слова*: Харуки Мураками, Мужчины без женщин, Страна Чудес без Тормозов и Конец Света, Токийские Легенды, Премия Иерусалима 2009, единороги, подсознание, сознание.*

г dzw dzʘцʘdzʘ dzʝj fŋʢ tsdzʲ ʢ ts fŋdztsə ts мʘtɕlzʢ ɑ ʃ lztɕʘ

Харуки Мураками (w 村上 春樹 *Мураками Харуки*, w tʃ tsdzfŋʢ ɑ ʃ lzʝ dzʲ ɑ tʃ j tɕj ə tsнцɑʢ .

г ɢts ʢ dzɑɑ ɢ ɑ tʃ j tɕj ə j н j dzw ə dzʝʘ ʁsʒfŋʃ ls fŋj dzʒʒʃsʒʢʘ dʒɑ ʢ tʃ tsdzɑɑ ɑ , ls ʘʢ ɑ ʟ ʘ tʃ tɕj н j dzʘdʒɑ j ɢts tɕtsн dztsʔ fŋ цɑ ls ʘls j dzj ʔ j ɢts ⊓ lzн ts ʞ j fŋls ə j dzʝdztsʔ ɑ dzʘlz цdztsʔ dʒdztsʞ j fŋls ə ts dzʘɢtɕʘн ə ʢ tʃ tsdzɑɑ ɑ ɑ dzʝʘ dʒj ʞ н lz dzʝʘ ɑ ʟ ə j fŋls dzr dʒɑ tɕʘв ts ls ʘdʒɑ tʃ fŋ ʁz tɕʘ'ʢ j ʒ ts ls ʘ w ə dzʝʘ ʁ lsts ə j ц " " ц ts tɕə j ʞ fŋʢ ɑ ʔ dzj fŋ " (1 9 8 7) , " мtɕts9ʒʢ ɑ "ʟ sʘə ʁsʢнʘdztsʔ tʃ dzw ʞ j " (2 0 0 2) -1[0)' 1 Q ʃ ʝ dzʔ ls ʘʢ ɑ ⊓ tʃ ɑ fŋʘls tj dzʒj dʒts dzнʢ ɑ ʘʃ ʃ ʘ xj j tj ts dʒ н ɬ dzɑ dzнʞ j tɕ . ɻ ʃ lztɕʘʢ ʘdʒɑ ts fŋls ə dzɑ w dzɑ j ʟ ʘtʃ ʘн dzr ⊓ tʃ tʃ fŋ ʘ ʢ ʘ tj ə dzj ʔ ɻ tɕts ls ɑ ɢ ʘ dzʝ ls . ɬ ts ɬ ls ts ʔ tʃ tɕ ɑ цɑ lz цtɕ j ʞ н j dzɑ j ʢ tʃ tsdzɑ ɑ нts fŋ ɑ ⊓ tʃ tstɕ fŋцɑ ls ʘ j ls j ɢts ʃ lztɕʘʢ ʘdʒɑ ə в ts dzʲ h fŋ dzʝʘ ts j ʘ dzɑ fŋ ʃ ʃ ʘ ʃ ʃ ʘ ʃ ʃ ʘ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

ɵ tsʰ ʤʣɖ ɵ ɖ ɱʝ ls ts tɕ ɖ ʁ ʤʒɖ tɕ ts ɵ ts ʔ ʤʣɖ ls ɻ tɕ Ʌ ls ɮ tɕʳ . ʃ ʳ
ʧ tɕ ɻ ʧ ts н Ʌ ɵ Ʌ ls ɻ ʤʷ ʤʒ ɖ ɱʝ ls ɮ н ɻ ʤɬls Ʌ ʤʒ ts ls ʕ tɕʳ ls ʲ н ʤʷ ɱʝ ɻ в

СПИСОК СПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. ʃ ɮ ʞ ɥ ɖ ʤʳ в ɻ ʟ ʞ ɻ ʤʰ ɖ ʤ (2 0 1 4)
2. ʊ ts ʕ ɖ ʔ ɱʝ ʕ ɖ ɻ ʣɻ ɕ ɻ ʤнʳ (2 0 0 5)
3. ʉ ls tɕ Ʌ ʤɅ ʏ ɮ н ɻ ɱʝ в ɻ ʟ ls ts tɕ ʒts ʟ ts ɵ ɖ ʂ ts ʤɻ ɥ ʉ ɵ ɻ ls Ʌ (
4. Wikipedia, Haruki Murakami. Free Encyclopedia

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: PHYSICAL CULTURE

УДК 796

Azhibaeva Salima Zholdasovna,
Bekbergenova Ryskul Shyngysbaykzyzy, Siroka Larisa Anatolyena,
Rakhimova Bayan Askarbekovna, Gorbunova Tamara Yurevna
(Almaty, Kazakhstan)

BIOMECHANICAL BASES OT TRAINING IN THE TECHNIQUE OF WRESTLING

Annotation: *The article studies the biochemical basis of training in the technique of wrestling, gives practical recommendations to the mentors of wrestling athletes.*

Key words*: wrestling kures, biomechanics, training basics, techniques, technical actions*

Ажибаева Салима Жолдасовна,
Бекбергенова Рыскуль Шынгысбайкызы, Сирока Лариса Анатольевна,
Рахимова Баян Аскарбековна, Горбунова Тамара Юрьевна
(Алматы, Казахстан)

БИОМЕХАНИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ ТЕХНИКЕ СПОРТИВНОЙ БОРЬБЫ

Аннотация*:В статье исследуются биохимические основы обучения технике спортивной борьбы, даются практические рекомендации наставникам спортсменов-борцов.*

Ключевые слова*: борьба казахша курес, биомеханика,основы обучения, технические приемы,технические действия.*

The article explores the biochemical basis of training in the technique of wrestling, gives practical recommendations to the mentors of wrestling athletes.

In wrestling kures in addition to the private receptions of the stance and the stalls, there is a wide range of situations in which athletes need to orient themselves and make the right decisions from a biomechanical point of view.

From the standpoint of biomechanics and cybernetics, any arbitrary movement is preceded by the formation in the brain of a "model of the needful future" (according to A. N. Bernstein) or an "acceptor of action" (according to P.K. Anokhin). Therefore, it is necessary to first assess the initial situation, set tasks in the direction of movement and determine the mode of action. After that, the biodynamic structure is formed on the sensory levels, which allows realizing the put-up plan.

In order to cover all possible positions and situations in wrestling kazakhsha kures, it is necessary to analyze them according to the most characteristic biomechanical characteristics and to distribute them in significance.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

The wrestling kazakhsha kures refers to one of the types of sport wrestling. In situations during the bout, a certain set of movements is used, connected with the transfer of the body (or part of the body) of the opposing opponent from some position to the given end position. It can be implemented in various ways, allowed by the rules. The rules of the competition are constantly changing, but the general principles of the wrestling (tasks, solutions at the general level) are permanent. There is an opponent, he must be transferred from the vertical to the horizontal position; for this there are certain ways that can solve this task in whole or partly.

To synthesize the technical methods of the stance and the stalls, which are available in the wrestling kazakhsha kures, it is necessary to revise some of the stereotyped positions that currently dominate the initial stage of technical training.

It is necessary to consider the wrestlers of the kureshists in indissoluble connection, taking into account their initial postures and mutual capture, without which it is impossible to make efforts to the opponent. These factors cause biokinematic chain of features that depend on the possible kinematic and correspondingly dynamic parameters of the movements necessary to achieve the goal:

1. Initial technical actions associated with the adoption, retention or change of its original position relative to the opponent: postures formed by the mutual position of both kureshists - the basis, in the initial positions before the targeted attacker; protective, counter-attacking action; captures, forming a biokinematic connection, which ensures the transfer of the necessary speed-force impact on the enemy; Movement to change the starting position.

2. The main technical actions that involve the movement of the opponent's body from the initial position to the predetermined one and the impact on a part of his body that leads to victory.

3. Supporting technical actions caused by protection from attacking opponent's actions, preparatory actions creating comfortable dynamic situations.

Taking into account the basic mutual positions of kureshists, the kuresh technique is differentiated into sections: in the position; semi-standing; half-bridge. Perhaps the problem of merging training was indicated long ago. So, in the Manas epos, there are varieties of positions and interposition of wrestlers, receptions with different grips, with the influence of feet on the opponent's legs, which are still successfully used by wrestlers.

In a standing fight, a duel can be conducted without a one-handed grip, when the opponents move relative to each other in various positions. In the process of fights, a mutually frontal, opposite or the same position is formed.

In the sagittal plane, the fight can be conducted in a straight, bent, low and low-bent position. In this case, different combinations of mutual positions are possible, which leaves an imprint on the compilation of sets of techniques and the variability of their implementation. Contractions take place in conditions of direct contact of rivals, where possible impacts are necessary with the help of hands, feet, body or head, in order to introduce an equilibrium of the opponent, and maintain his own balance.

The analysis of literature sources on biomechanics confirmed our opinion on the need to develop skills for creating a favorable dynamic situation for the overturning moment and for conducting effective (integrated) technical actions at

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

the time of transition from the stance to the stalls, and showed that the problem of maintaining stability in various battle situations was studied fairly well, but in practice the wrestling kuresh is given insufficient attention.

In the wrestling kazakhsha kures athletes often have to balance, losing their balance and then restore it. You can balance, returning the body to its former position under the support or bringing the support under the displaced position. At the initial stage of training, it is necessary to select special exercises to quickly change positions, so that young kureshists are aware of the need for rapid passage of unsupported positions.

One of the important foundations of effective sports equipment is "mastering" the weight, inertia of one's own body and body of an opponent. The biomechanical characteristics of any technical action obtained with an isolated performance of reception can significantly change under the influence of previous motor actions when this technique is "Built-in" A.A. Ukhtomsky introduced the concept of "motor ensemble" by analogy with the ensemble of architecture, wishing to emphasize the unity of the structure of purposeful motion tion activities, interdependence and interaction of its elements. High sportsmanship distinguishes the integrity of the whole motor act. All parts of this action, interconnected, influencing each other, bring something new at the expense of their connection. There are new characteristics, due precisely to the integrity of the whole action. As the skill grows, the disorganization of the entire movement disappears and unity appears [3].

This unity is based on structure. Any, even simple movement consists of many simpler parts. These parts are grouped together by connections. Groups of movements being subordinate to each other unite. With the growth of sportsmanship, the dismemberment and orderliness of the movement is becoming more distinct. You can clearly notice the moments when one movement is replaced by another or moves to another. There are differences between the movements and at the same time the connection between them in a single whole. Increasingly improves the fusion of motion. Each joint movement gives an arcuate or trajectory of any shape. In skilled kureshists, these trajectories are harmonious, harmonious. On the trajectory of body points in space there are no sharp "excesses", "angles". the movement of recurrent nature has a consistent form. In time there is continuity of movement. Acceleration of the speed goes without breaks and jumps. The muscles are switched on and off from work in the best consistent way, in a timely manner and therefore do not give sharp snatch. movements in many joints merge as if into a common flow [5].

Mutual positions of the kureshists during the transition from the stance to the stalls, first of all, are viewed in the projection to the horizontal plane. Concerning the attacked, the attacker can be in the position from the side of the head, from the side (face to head from the side of the face to the legs), from behind. There are other possible positions modeled in the study-training work.

REFERENCE

1. A g u s h k i n F. K. ñ B i o m e c h a n i c a l M a t e r i a l s f r o m 1 s t e o f All-Union Conference on Biomechanics of Sport - M.VNIIFK, - 1974;
2. Anarkulov Kh. F., Jamangulov K. D. Research of technical readiness of kureshists in competitive fights. // Questions of the development of Kittriz

physical culture of physical culture. Collection of proceedings, -Bishkek: KGIFK. - 1995. - P. 45-52.;
3. Donsky D., Zatsiorsky V. J. Biomechanics. Moscow: Physical training and sports. - 1979. - p. 60-65.;
4. Ivankov Ch.T Biomechanical analysis and its role in enhancing the tactical and technical skill of wrestlers. // Combat struggle: Yearbook. - M.;
5. Physical Education and Sport. - 1983. - P. 53-55 Bernshtein N.A. New lines of development in physiology and their relation to cybernetics. // Problems of Philosophy. - M. - 162. - P. 77-78.;
6. Zhukov EK, Kotelnikov EN, Semenov DA Biomechanics of physical exercises. - Moscow: Physical training and sports. - 1963. - 250 p.;

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Қутлымуратов Мухаммеддин Амангелдиевич
(Нукус, Ўзбекистон)

ТЕЗКОР – КУЧ СИФАТЛАРИНИ РИВОЖЛАНТИРИШДА ҲАРАКАТЛИ ЎЙИНЛАРНИНГ ЎРНИ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

ł tc ł ts ч(.ш fn dz ts dz ^ к O j ə , 1 9 9 0) .

œ tc ls O dz O ς ls O в y h d н O ɕ d ^ γ lz ə ч d dz O tc в d dz O dz

″ O tc O ς O ls dz d dz dz O tc к d fn dz ts dz d ʔ ls O tc в d w dz d dz ɕ в ts h γ O ə в ts h dz O ʔ н d . ф dz dz ts O dz O h lz y h н O ɕ d в ts dz O dz O tc ɕ O ″ O lz ʁ h ls d tc d в ls lz tc d dz O н d .

œ γ d ls lz ə ″ ч O d tc O ς O ls dz d dz O tc dz d ^ ls ς O ł d -V н O fn d dz dz

^ γ lz ə ч d dz O tc d dz d dz ɕ y h ⊓ lz fn lz fn d w ls dz O tc d lz dz O tc dz d dz ɕ ts d W ts н O dz O dz d h d dz d lz dz lz ls dz O fn dz d ɕ d dz d ə O h lz dz d dz ɕ lz ч l dz O h ʊ lz dz ts ls dz O tc ə O γ ls d н O lz ʁ h ls d tc d dz O н efn s j O d dz ^ dz lz tc O ς ς O в dz O dz O s y d fn tc O н в ɕ , O dz lz ə ts W d γ dz O h ls d tc d в в j tc d h d d

œ ʔ d dz к O tc O y dz d н O dz O ł ς lz tc y h н O ɕ d ^ γ lz ə ч d dz O к d fn dz ts dz d ʔ ″ O tc O ς O ls γ d dz dz O fn dz d ɕ d ə O ^ γ d ls lz ə ч d lz dz lz dz ts fn O в O ls н O в ^ dz d h d ł O tc lz tc .

V-V I I fn d dz W dz O tc н O W ts ʔ н O dz O dz d dz O н d ɕ O dz ″ O tc O ς O ł ς O dz в ^ dz d в , lz dz O tc dz d dz ɕ dz O ls j tc s O tc dz d O tc s d ʔ ″ O к O dz d W ls O ς j dz d в ч d γ O н d .

ʃ O ł ς lz tc fn d dz W dz O tc н O ^ ls ς O ł d dz O н d ɕ O dz ″ O tc O ς O к d ″ O ls н O dz ″ O dz , ″ O tc O ς O ls dz O tc dz d dz ɕ dz O ł dz lz dz d к d ″ O ls в ^ dz O н d . ɻ lz dz н O fn tf ts tc ls ɻ dz j ts dz g c dz ls dz O tc ʔ d dz d O tc ɕ O d ч d h d fn tf ts tc ls ^ ʔ d dz dz O tc d ɕ O ς j dz ɕ tc ts γ ^ tc d dz в j tc d dz O н d .

V-V I I fn d dz W dz O tc н O ″ O tc O ς O ls dz d ^ ʔ d dz dz O tc dz d н O t γ d fn dz dz O tc d н O ^ ls ς O ł d h ls O ə fn d w ɻ ls d dz O н d . ɼ O tc fn dz d в d tc ts tc ls O dz lz tc O ς ς O в fn tf ts tc ls ^ ʔ d dz dz d dz ɕ ^ tc dz O dz O fn dz d dz ɕ ls O ʔ y tc ɕ O tc dz d ς γ d fn dz d ɕ O в O j l d ^ ʔ d dz dz O tc dz d ς d tc d ls d ′ O tc O ς O ls dz d dz dz O tc н O dz ς ^ l н O ls lz ls d dz O н d ɕ O dz O fn ts fn fn tf ts tc ls ^ ʔ d dz dz O tc d ɕ O ls O ʔ y tc dz O h н d tc . ɻ lz dz н O ʔ ^ ʔ d d ls j ⊓ dz d ς O fn d ə O ls O ς ls d ς O fn d dz d dz ɕ ɻ dz j dz j dz ls dz O tc d ls O ς R h dz O в ч d γ d dz ɕ O dz dz j ls ts н d ς O ɕ O O fn ts fn O dz ″ W ts ʔ н O dz O dz d dz O н d ɕ O dz н O tc fn dz O tc ч ts tc O ς ts ⊓ d tc d н O , dz ts tc dz O ls d ə dz O tc d ɕ O в O ″ ts γ ^ ʔ d dz ɕ O dz d н O dz ς j ʔ d dz ^ l в ^ dz h d ɕ O ɻ tc d h d fn , h lz dz d dz ɕ н j ς , ts tc ls ls d tc d dz ɕ O dz ς ^ l ʁ ə ч d dz O tc ɕ O в j tc d dz O н d ɕ O dz dz O ɕ tc lz l ς O dz d ts h d tc d h d O fn ts fn d ʔ γ d fn dz d fn ^ dz ɕ d н O W ts ʔ н O dz O dz d h dz lz dz ς d dz .

œ γ lz ə н O fn ls lz tc dz O tc d dz d dz ɕ ls O dz O в dz O tc d ʁ γ ts tc d fn d dz dz O γ fn O н ə O ə O ł d W O dz O ʁ dz fn d dz W w ^ d lz ə ч d dz O tc d d к ls d dz ч d γ O tc d tc O ς ⊓ s G tc d н O ɕ d d h dz O tc в d dz O dz h lz ⊃ lz dz dz O dz O н d ^ ʔ d dz dz O tc lz ч lz dz O к tc O ls d dz ɕ O dz ə O γ ls н O dz lz dz lz dz dz d W ts ʔ γ d dz O н d .

ɻ lz dz н O ʔ h O tc ts d ls н O ″ O tc O ς O ls dz d ^ ʔ d dz dz O tc dz d dz ɕ к ə O к d fn dz ts dz d ʔ ls O tc в d w в ^ ʔ d ч O ^ ls ς O tc н d dz O j н ls ɕ O tc dz d в ^ ts dz d h d ls O в d d ʔ н d tc .

ʂ O ls ls O dz O ς ls O в y h d н O ɕ d ^ γ lz ə ч d dz O tc W O ts dz d w fn O dz dz ts γ dz d ^ tc d dz ls lz ls dz ts γ н O . ʏ lz dz ς d lz dz O tc O fn ts fn O ls j ⊓ dz d ς O fn d ə O ls O ς ls d ς O fn d dz d dz ɕ O fn ts fn d ʔ ɻ dz j dz j dz ls dz ɻ O tc ч d ″ O tc O ς O ls dz d h O dz ʔ dz d dz dz O tc ɕ O dz O ς d tc d ls d dz fn O fn tf ts tc ls dz d dz ɕ ″ O tc ⊓ d dz ls lz tc dz O tc d в ^ ʔ d ч O ts tc ls ls d tc d ls O ς ts dz d dz dz O h ls d tc d h ə O dz lz fn ls O ″ ς O dz dz O h dz O ł O tc н O ls lz

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

[j dzO Ç , ^ Y lz ə ч q ^ ? q dzdzq ^ ls Ç O L q h ќ O tc O y dzq н
в O ќ O tc q dzq h q dzq O dz ts " q н O ‹ j ls dz ts tc dz. в q dz O dz Ç lz L O ls q h
[O L Ç lz tc y h н O G q ^ Y lz ə ч q dz O tc lz ч lz dz ls lz L q dz G O dz
ə O fn tf ts tc ls dz q dz G в ts h Y O ls lz tc dz O tc q G O ^ ? q dz dz O tc " O tc O Ç O ls dz O tc dz q
н O tc fn G O Ç q tc q ls q dz O н q G O dz ^ ? q dz dz O tc " O tc O Ç O ls dz O tc dz q
^ L dz O h ls q tc q h G O y tc н O dz в j tc O н q G O dz dz O h q Y dz O tc O dz
ф G O tc н O tc fn dz q dz G O fn ts fn q ? Y q fn dz q G O fn tf ts tc ls ^ ? q dz
в ^ dz fn O, lz dz q dz G Ç q tc q h Y q fn dz q н O ^ L q dz q dz G O ? tc q dz
^ ? q dz dz q dz G ls O Ç ls q Ç O fn q G O dz ts fn Ç j dz O н q G O dz " O tc O Ç O ls
ќ lz н O W ts ? н O dz q н q tc .
[O tc fn dz q dz G ts ə w ч Q q lz dz dz fn dz q н O ^ ls Ç O L q dz O н q G O dz " O tc
ə O L q W O fn q w h q н O dz ts dz q h ə O Ç O ? W q w ls dz q w h q
в j tc q h dz q Ç O dz O ? ls q tc q h , dz O W O fn ts dz q h ts tc G O dz dz O tc q
ls q dz ч dz O dz ls q tc q h н O dz q в ts tc O ls н q tc . ñ œ ? dz O в ls ts tf ò , ñ
^ ? dz dz O tc , н q Y Y O ls dz q fn q dz O h lz ч lz dz ^ ls Ç O L q dz O н q G O dz
Y q fn dz q н O G q ə O L q W O dz O tc dz q O dz O dz G O ts h j q ц tc q dz j н j O ə O ў tc ц
R .ч .ş ts tc ts ls Ç ts ə , 1982).

ФОЙДАЛАНГАН АДАБИЁТЛАР

1. ɹ j tc G j ʁ tc . ,ɻ . ɹ j tc G j tc ɔ . ɻ . 2003 Ç ts dz fn tf j Ç ls r lz tc ts Ç ts // υ tc ts Ç W q L Ç lz dz ɻ ls lz tc r : ʉ tf ts tc ls q ə dz r j q G tc O , dz r ќ q G tc r . ʃ . : J dz O н ts 25 , 2003 , ʉ . 108
2. ɹ ts dz н O tc ʁ ɻ . ϕυ . ч q fn ɻ q G tc O ls ɻ ə в O fn Ç j ls в its 1 dz 1 ʃ fn ʃ . dz fn Ç ,
3. ɹ tc q dz ɻ ʉ . ʃ . ʃ ls в ts tc ə fn tf ts tc ls q ə dz r ? q G tc O ? . ïʃ . : ^ q L 128 fn .
4. ɹ r dz j O j ə ʃJ .. , ş ts tc ts ʃJ ls . Ç ts ə ts н ʁ ə q ќ dz r j q G tc r . / / υ ч j в dz R ^ ş . ʃ . : ^ q L Ç lz dz ɻ ls lz t 2 2 fn q fn tf ts tc ls . 1982 .

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Утепбергенов Амангелди Қутлымуратович,
Қутлымуратов Мухаммеддин Амангелдиевич
(Нукус, Ўзбекистон)

КУПКАРИ - ТРАДИЦИОННАЯ ИГРА КАРАКАЛПАКСКИХ ДЖИГИТОВ

Купкари, **Узгаши**, **"Козлодрание"**

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. ɹ ʳ dzȷ ȷ ɵȷʘ. ,ʃ . ʂ ts tɕ tʃ ʃ ʂ ʈ tʂ ɕ ʈ tsʁ ɵ ɻdzȷ ɵ ç ɻl ts н ɑɑʃɑʃ ʿ ɬɕɑdzʳè ȷ 1 9 9 2
2. ɹ ʘ fŋ ɑ dzʲ ʠɸ ts ɵ ɹ ɻʘ.fŋ ɑ dzɻʲ .ʈ tsɕɵʃ ɬsl . ɑ ɕ tɕ ʳ ʂ fŋ tʃ ts tɕ ls lz è 1 9 9 0
3. ʂ ȷ dzȷ dʒʘldzˈ ɸç. ɾ ȷ ls fŋ ʂ ɑ ȷ tʃ ts н ɵ ɑ ʿ ɬ dzʳ ȷ ɑ ɕ tɕ ʳ dzˈʘ tɕ ts н ts ɵ è
4. fŋ ʘ ʔ ls ʳ fŋ ȷ ls ɑ ʁ dzˈls ȷ tɕ dzȷ ls : z i y o n e t . u z , h t t p : / / u

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Утепбергенов Амангелди Қутлымуратович
(Нукус, Ўзбекистон)

ВЛИЯНИЕ СПОРТИВНЫХ ТРЕНИРОВОК НА ДИНАМИКУ РАЗВИТИЯ РАБОТОСПОСОБНОСТИ У ОРИЕНТИРОВЩИЦ РАЗНОГО УРОВНЯ ПОДГОТОВЛЕННОСТИ

Младший школьный возраст. [illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

88

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Ʌ ɑʃ ɒzɑʃ ɒzʍ ɹ . ɬ . , Ʌ ʦs ɔʒɑʃ ɒzʍ ɻ . ɸ . ʃðɱɲʃɒzʦs ɘ ʳ ʌ ɐɬ ɯɒzʕs ɒz ɒzʃɱɲ ʃɱɲʃɬɑʦs , 1ï 9ч 8ï 0 2 0 ï 3 2 . , ɑʃ ɒz.
2. ч ls ɻ ʦɑ ɒzʕ ʦs ɘ ɹ . ɹ , ɻ ɻ ʦɑ Ȯ ɱɲ ɑʃ ɔʒɻ ɒzʕ ʦs ɹ . ɻ . , ɼ ɭz ʦɑ н Ȯ ɻ ʦɑ Ȯ в ʦs ls ʦs ɱɲ ʃɬ ʦs ɱɲ ʦs в ɒzʦs ɱɲ ls ï 1 1 ʕ ɒz ʃɒz ʦs ɒzʕ ʃ ʕ ʦs ɘ ʕ ʃ ɒz ɹ ls ɭz ʦɑ Ȯ ɑʃ ɱɲ ʃ ï ч . ï 27
3. ч ʦs ɒzʦs н ʕ ʦs ɘ ɸ . ч . ɹ , . ч l ʦs ʃ ɒz ʦs ɑ Ȯ ɭz ɱɲ ls ɒzʕ Ȯ . w ɯ ɑʃ ɭ ɑʃ ʦs ɒz ʦs ɑ ʃ ɑʃ w : b ч ɬ ʁ ɸ ʌ ʂ ɑʃ ɔʒ ɬ . ʌ . ʃ ɻ ɱɲ ɑ Ȯ ɯ ls ʃ 5 7 ï ч 6 3 . в . , 2 0 0 1 .
4. Ʌ ɑʃ ɒzɑʃ ɒzʍ ɹ . ɬ . , Ʌ ʦs ɔʒɑʃ ɒzʍ ɻ . ɸ . ʃðɱɲʃɒzʦs ɘ ʳ ʌ ɐɬ ɯɒzʕs ɒz ɒzʃɱɲ ʃɱɲʃɬɑʦs , ï ч 1 . 9 2 8 0 0 1 . 3 2 . , ɑʃ ɒz.
5. ʂ ɒzɑʃ ɔʒɻ ɒzʕ ʦs ʊ . ɬ ʦs ʕ Ȯ ɭ Ȯ ls ɻ ɒzɑʃ ɯ ɑʃ ɭ ɑʃ ч ɻ ɱɲ ʕ ʦs ʔ ʦɑ Ȯ в ʦs ls ʦs ʕ ʦs ʦs ɑ н ɑʃ ɒz Ȯ ч ɑʃ ɑʃ ɘ ɭz ʃ ʦɑ Ȯ ɸ ɒzɻ ɒzɑʃ ʕ ɑʃ ɱɲ ʃ ɑʃ ɱɲ ʃ ʦs ʦɑ ls ɯ ɱɲ ʃ ɑʃ ɱɲ ʃ ɑʃ ɱɲ ʃ ɑʃ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SECTION: SCIENCE OF LAW

Brînza Sergiu Mihail, Stati Vitalie Anatol, Reniță Gheorghe Loghin
(Chișinău, Moldova)

REFLECȚII PRIVIND POSIBILA NECONSTITUȚIONALITATE A ALIN. (2) ART. 315 DIN CODUL PENAL AL REPUBLICII MOLDOVA

Adnotare. *Alineatul (2) art. 315 din Codul penal al Republicii Moldova stabilește răspunderea pentru divulgarea intenţionată a datelor urmăririi penale de către persoana care efectuează urmărirea penală sau de către persoana abilitată cu controlul asupra desfăşurării urmăririi penale, dacă această acţiune a cauzat daune morale sau materiale bănuitului, învinuitului, martorului, părţii vătămate sau reprezentanţilor acestora ori dacă l-a făcut pe vinovat să se eschiveze de la răspundere. În opinia autorilor, sintagma „această acţiune a cauzat daune morale sau materiale bănuitului, învinuitului, martorului, părţii vătămate sau reprezentanţilor acestora", utilizată în alin. (2) art. 315 din Codul penal al Republicii Moldova, nu corespunde rigorilor stabilite de alin. (2) art. 23 al Constituției Republicii Moldova. În vederea soluționării problemelor de calitate juridică a dispoziției alin. (2) art. 315 din Codul penal al Republicii Moldova, este recomandabilă formularea de către Curtea Constituțională a unei adrese către Parlament. O astfel de adresă ar fi potrivită pentru a-i aminti legiuitorului moldovean despre sarcina care-i revine de a reglementa gravitatea vătămării rezultate din comiterea unei fapte penale și valoarea pagubei. Pe această cale se va putea asigura respectarea principiului legalităţii incriminării şi al pedepsei (nullum crimen, nulla poena sine lege), garantat de art. 22 din Constituția Republicii Moldova și de art. 7 din Convenția Europeană a Drepturilor Omului.*

Cuvinte-cheie: *divulgarea datelor urmăririi penale; daune morale sau materiale; victima infracțiunii; previzibilitatea legii; dreptul la informaţie; dreptul de acces liber la justiţie; accesul la materialele cauzei penale; Constituția Republicii Moldova; Convenția Europeană a Drepturilor Omului; Curtea Europeană pentru Drepturile Omului.*

Brinza Sergiu M., Stati Vitalie A., Renita Gheorghe L.
(Chisinau, Republic of Moldova)

SOME COMMENTS ON THE POSSIBLE UNCONSTITUTIONALITY OF PAR. (2) ART. 315 OF THE PENAL CODE OF THE REPUBLIC OF MOLDOVA

Abstraction. *Paragraph (2) art. 315 of the Penal Code of the Republic of Moldova establishes the penal liability for intentional disclosure of criminal prosecution data by the person conducting the criminal investigation or by the person charged with conducting the criminal prosecution if their action has caused moral or material damage to the suspect, defendant, witness, to the injured party or their representatives, or if it made possible for the culprit to evade criminal liability. In the authors opinion, the phrase „their action has caused moral or material*

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

damage to the suspect, defendant, witness, to the injured party or their representatives", used in par. (2) art. 315 of the Penal Code of the Republic of Moldova does not correspond to the rigors set out in par. (2) art. 23 of the Constitution of the Republic of Moldova. In order to solve the problems of legal quality of the provision of par. (2) art. 315 of the Penal Code of the Republic of Moldova, we advise the Constitutional Court to write an address to the Parliament. Such an address would be appropriate to remind the Moldovan legislator of its task of regulating the seriousness of the injury resulting from the commission of an offence and the level of damage produced. This way, there will be achieved the principle of lawfulness of the infringement and punishment (nullum crimen, nulla poena sine lege), guaranteed by art. 22 of the Constitution of the Republic of Moldova and art. 7 of the European Convention on Human Rights.

Keywords: *disclosure of criminal prosecution data; moral or material damage; the victim of the offence; predictability of the law; the right to information; the right to free access to justice; access to criminal case materials; The Constitution of the Republic of Moldova; The European Convention on Human Rights; The European Court of Human Rights.*

La 09.08.2018 la Curtea Constitu"Hional ł
din 09.08.2018 privind excep"Hia de neconst
212 alin. (1) "Hi (3), art. 62 alin. (1) pc
16), 22) "Hi 20), art. 74 alin. (1) pct. 8)
alin. (2) din Codul Sesizarea nr. 113g/2018). Cîntiancuarse ł
sesizare se solicitł sł fie declarate neco
(2) art. 315 din Codul penal, Ăav©nd ´
repercusiunile pe care le au asupra laacces
materialele urmłririi penaleò. Cu toate ac
´ncłlcarea alin. (2) art. 23 al Constitu"Hi
de suveran ´n materie de[1] "Hi con´ntr-o li ra lu *jure* an spr ii
novit curia consider łm cł instan"Ha de contencios
se limiteze doar la normele din Constitu"H
poate decide sł examineze nsaeatr-zaarticole din inc
Constitu"Hie [1]. Astfel, suntem de płrere
prevederilor din Constitu"Hie, Curtea Const
23 al Constitu"Hiei.

Lu©nd ´n considerare sc,elexpcroinsłemnuatmłtmo
de vedere:

Sesizarea nr. 113g/2018 oferł o bunł o
pronun"He asupra urmłtoarerie pvriocbtlieme idnefrdarce

[1] A se vedea, *mutatis mutandis*, pct. 21 ("Hi jurispruden"Ha cit
Constitu"Hionale nr. 100 din 6 septembrie 201
118g/2018 privind excepŞia de neconstituŞionali
articolul 103 alin. (1) pct. 10 din Codul fiscal (scutirea de T.V.A.). Disponibil:
http://www.constcourt.md/ccdocview.php?tip=decizii&docid=519&l=ro

[2] De"Hi autorul sełsii zCoonmsitstoul"Hicoinał eCurtł se pronun"H
ce "Hine de accesul błnuitului, ´nvinuitului, in
urmłririi penale, este de remarcat cł, ´nstcauza

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

acces la materialele urmŁririi fi limitate? Da exercitare a acestui drept?

Ċn aceastŁ cauzŁ urmŁrirea penalŁ[1] din Codul fos penal, articol care stabile"Hte rŁspundere degradant. Astfel, devine ni"Hi cai Eur to pe ratnŁ 2a Omului (´nï CEDO) nu"Ha, respectiv, art. 24 d problema analizatŁ trebuie raportatŁ la j pentru Drepturile ïOmuEDuO) (´nmcaomnte ixn2uu"Hie 3 d (´n subs-ecvpoutpeasre"Hine "Hi jurispruden"Ha ´ cum s-a ´nt©mplat, spre*M.Ge Cxve Romania [2]*). ´n cauza

FŁrŁ a face o incursiune ´n jurisprude (care, de altfel, este destul de bogatŁ ´n art. 3 din CEDO ("Hi nu doar) le impune st proceduvi.aleŁ,a desfŁ"Hura o Ăanchetă efectiv susŞine cŁ a fost victima unor acŞiuni de (adicŁ ac"Hiuni contrare art. 3 din CEDO "Hi

Prin definiT.Mi şeC.*M. v. Republica Moldova* CtEDO a subliniat: Ă38. [é] [p]entru ca o investiga"Hie sŁ fie principiu, sŁ fie de naturŁ sŁ conducŁ l identificarea "Hi pedepsirea vinovaţilor prin mijloace. Ċn cauzele ´n care eficacitatea investiga"Hiilor ofic apreciat dacŁ autoritŁ"Hile au reacţionat "Hi au fost luate ´n considerare ´nceperea invest perioada de timp necesarŁ pentru investiga

---

ridicatŁ excep"Hia de neconstitu"Hionalitate se posibilitatea acordŁrii accesului la materiale prevederile ce vizeazŁ a[1] incul*patului sau avocatului acestuia* ´nvi materialele urmŁririi penale nu sunt aplicabi neconstituŞionalitŁŞii unei norme prin intermedi preventivŁ, actiorkiie,unpaenrterpuarcŁea privekte ´n pri lezate ´n drepturile sale prin norma critic neconstituŞionalitate trebuie sŁ profite, ´n pr instrument riscŁ sŁ devi*ant popularis* | pi ns ţ n d uno aceste c caracterul concret ki efectiv al excepŞiei*. Constitu"Hională nu va examina, cu aceastŁ ocaz ´nvinuitului, inculpatului sau a avocatului ac precizŁm cŁ, ´n continuare, va rŁm©ne deschisŁ acestei probleme.

* Decizia Cur"Hii Consti2t0u1ţ9io.n1a0l.e2 0nr1.8 admisibilitate 121g/2018 privind excep"Hia de neconstitu"Hionalit "Hi a articolului 313 alin. (4) din Codul http://www.constcourt.md/ccdocview.php?tip=decizii&docid=515&l=ro

[2] Chiar "Hi ´n cele mai dificile situa"Hii, cum a organizate, art. 3 din CEDO interzice ´n terme inumane sau degradante. Interzicerea torturii "Hi a pedepselor sau trat degradante este absolutŁ, indiferent de *Affaire Rupa c. Roumanie (no. 1)*, no. 58478/00, 16 d®cembre 2008, http://hudoc.echr.coe.int/eng?i=001-90222

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

fost reluat Ł. *Dorean v. Republica Moldova* [4].

Totodat Ł, *lórga şi cati v. România* CtEDO a remarca eficacitatea anchetei pe care statul este diligenŞ Ł rezonabil Ł. O astfel de cerinŞ Ł mod co respunz Ł tor *ra tiori* l e'Hi v i at iv imez tii s(ree, i ap truonpcrii este posibil) cu privire la rezultatul anc atac disponibile ´n dreptul intern κi, mai respectarea principiului legalit ŁŞi i κi a tolerant Ł privind anumite acte ilegale [5].

Desigur, obligaŞia de a informa victi subzist Ł nu doar la fi nparcursul acesteia. Ora semenea pena concluzie derivŁ, spre exemplu, din hot Łr© cauza *Mătăsaru şi Saviţchi v. Republica Moldova*, ´n -a arre'Hi nut c Ł procurorul a refuzat s Ł permit tr ialele cauzei, ul p *inclusiv la cele care nu puteau fi considerate ca fiind confidenţiale* din moment ce ele priveau probele ob Şinute de la primul

De asemenea, CtEDO a notat ´n hot Łr©[Republi cii Moldova] a comentat -l informeze pe primul cere reclamant despre astfel de decizii [ce pri urmŁririi penale κi c Ł nu era clar din obs sau nu. Ċn or *acces ul la materiale [de urmărire penală] putea fi acordat numai în baza cererilor scrise*, iar primul reclamant nu a ´ ns.]. Oare s Ł fie chiar a'Ha (de simplu)?

La r©ndul s Ł u, analiz©nd a'Hes tat a (l a punct de analiz Ł din hot Łr©re) c Ł Ă[...] G dovezi c Ł primul reclamant a fost informat deciziile importante adoptate, ©n´ gner tiilnep or reclamant sugereaz Ł c Ł el n *trebuie s ublinia t faptul* ***că primul reclamant a fost victima pretinsei infracţiuni. Prin urmare, el trebuia să fie informat cu privire la cursul evenimentelor şi nu poate fi considerat responsabil pentru solicitările făcute organelor de urmărire penală de a-l informa ocazional şi nu în mod constant*** [é] ò [6] [evids.ns.]. Ċn aceast Ł Moldova a recunoscut explicit pe nalc ces ut e acordat victimei infrac'Hiunii. O asemene jurisprudent'Ha CtEDO. Ast f *Rupa v. România (no. 1)* empl u CtEDO a stabilit: Ă[c]u privire la anchet reclamant (a se citi ï victima iï n.a.) ac'Hi n t ir iu a fi consi aceasta ar f i *să permită* ac est *efectiv al* [ré]*clamantului* (a se citi ï victima iï n.a.) la *procedura de anchetă* [é] ò [7].

Ċn ciuda ace ´ st ei pr act ici n m a, 'Hi i, n clusiv 'Hi ´ depus Ł Sesizarea nr. 113g/2018 procurorii privind informarea despre cursul urmŁririi penale, -s e a, z©´ n d t u r e æ l d t e r l i d , e p a e l i n r . e v (1) a r t . 2 urmŁririi penale ò din Codul de procedur ´ jurisprudent'Ha CtEDO, care, de altfel, este

Oare alin. (1) art. 212 din Codul de victimei (ori rudelor acesteia) sau, dup Ł caz,

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

urmŁririi penale? RŁspunz©nd la aceastŁ ´ prevede: Ă[m]aterialele *nu pot fi date publicităţii* ´ indierci©it pc un aaluet or persoanei care efectueazŁ urmŁrirea penalŁ κi nu considerŁ cŁ aceasta este posibil, cu resp sŁ nu fie afectate interesele altor perso condiŞiile L8egiiuliner .2011313 pdriinvind protecŞia [evids. ns.]. TotodatŁ, alin. (2) al acelu pŁstra confidenŞialitatea, persoana care martorii, *partea vătămată*, partea civilŁ, partea civilm reprezentanŞii lor, apŁrŁtorul, expertul, persoane care asistŁ la efectuarea acŞiuni au voie sŁ divulge informaŞia privind urmŁrirea penalŁ. Ace declaraŞie ´n scris cŁ au fost prevenite conform art. 315 din Codul penalò [evids.

Din analiza coroboratŁ a acestor preved la alin. (1) art. 212 din Codul de procedur (corespunzŁtor, la partea vŁtŁmatŁ), ci la (1) al articolului menŢionat care prevede date publicităţii. Respectiv, poate fi materialele urmŁririi penale.

Pentru asigurarea nedivulgŁrii cŁtre t penalŁ, ´n baza alin. (2) art. 291 Codul de procedură penală, procurorul sau, dupŁ caz, avocatul acesteia poate fi fost prevenitŁ despre rŁspunderea pe care penal. Este un mijloc al statului prin care se vor fi date publicităţii fŁrŁ autorizaŞia ĆnsŁ, aceasta nu are sŁ ´nsemne cŁ victima putea folosi materialele urmŁririi în context penale formulŁrii unei acŢiuni civile sau a unei

AŢadar, reiterŁm cŁ alin. (1) art. 212 interzice victimei accesul la materialele (de cŁtre învinuit) mai înainte de audierea martorilor urmŁririi drepturile altor persoane poate fi aplicat din Codul de procedurŁ penalŁ se referŁ rezultŁ Ţi din jurisprudenţa CEDO. Astfel, în Hotărârea Curţii Constituţionale inadmisibilitate a sesizŁrii nr. 102g/2018 unor prevederi din articolul 212 alin. (2)

Astfel, este neîntemeiată invocarea de către alin. (1) art. 212 din penalŁ pentru a nu acorda victimei infra penale.

Totuţi, ´n conformitate cu alin. (1) a Ăr]eprezentantul legal al victimei, *părţii vătămate*, pŁrŞii civile, bŁnu inculpatului admis ´n procesul [pé12] *după dispu terminarea urmăririi penale*, precum κi ´n caz de ´ncetare penal, sŁ ia cunoκtinŞă de dosar, sŁ solicite efectuarea urmăririi necesare; [é] ò [evids. ns.]. DupŁ cum se poate conferŁ, ´ntre altele, pŁrŢii îi este asigurată posibilitatea de a

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

urmŁririi penale abia dupŁ momentul pronunŢŁrii sau clasare a procesului penal. Din opinia noastrŁ, o astfel nejustificatŁ Şi, prin urmare, contravine

SŁ fim mai expliciŢi.

Victima infracŢiunii nu este ioproun element al pe poziŢii antagoniste. Din contra, aport urmŁrire penalŁ poate fi, uneori, pedreiciosa v. ´ndelungatŁ Şi de lustiiimpdatoritŁ. ĂpasivitatŁŢiiÒ Această situaŢie ´i poate insufla victimei penalŁ Şi nuconcentreazŁ eforturile spre eluc descoperirea adevŁrului, ci, dimpotrivŁ, s condiŢii, ´ncrederea ´n respectarea de cŁtre legalitŁŢii este Ştirbitor. Mai mult, int penale atŁt cŁt dureazŁ urmŁrirea penalŁ incertitudine pentru victima infracŢiunii sau durata urmŁrii penale) privind investigaŢia penalŁ Şi ´mpiedicŁ exercitarea ´n mod efe

Din cauza excelor elucidarea *Enukidze şi Girgvliani v. Georgia*

CtEDO a opiniat cŁ este regretabil faptul interne relevante [ale Georgiei], reclaman relevante anchetei (a semnificaŢiei urmŁririi *n.a.*) [9]. Şi, inclusiv din acest motiv, CtEDO a constatat o ´ncŁlcare a art

Din acelaşi *Huseynova v. Azerbaidjan* CtEDO nu a acceptat invocarea dreptului intern de cŁtre autor accesului la materialele urmŁririi penale, conformitate cu legea naŢionalŁ, materialele relevante în urmŁririi *n.a.*) [10]. de data acesta s-a constatat o ´ncŁlcare a art. 2 di

Din aceastŁ perspectivŁ, considerŁm c accesului victimei infracŢiunii la materialele urmŁrir (1) art. 78 din Codul de *procedură* penală, ´ncŁlcarea art. 2 Şi 3 din CEDO.

În concluzie, de Şi obligaŢia poziŢiei revine autoritŁŢilor, mai exact organului juridic ´n raport cu victima infracŢiunii despre cursul urmŁririi penale Şi sale aibŁ urmŁririi penale[4].

Cu privire la limitele dreptului de a considerŁm -aŢi putea fi refuzat accesul la constituie secret de stat, a cauzei Şi securitate. To-uşi, menŢia Şi ´nţr victimei

[4] În schimb, amintim cŁ niciun articol din CEDO agresiuni de a impune autoritŁŢilor interne opŞ *Apud: Affaire Macovei et autres c. Roumanie*, no. 5048/02, 21 juin 2007, Disponibil: http://hudoc.echr.coe.int/eng?i=001-81214

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

caz, a avocatului acesteia trebuie să[5], i s astfel încât părțile să fie puse în poziția de.

În afară de dreptul de a fi informat, în fracțiunii trebuie materialele urmăririi penale și să fie pus la dispoziție pentru participa în mod efectiv la proces. O as interpretarea *per a contrario*) din hotărârea CtEDO din 04.09.2018 cauza *Yirdem și alții v. Turcia [11]*. Totuși, CtEDO nu a expl accesul la materialele dosarului și să fie pus la dispoziție decide de la caz la caz, ofițierul de urmărire penală de o

Anumite detalii privind suficiența accesul la materialele urmăririi penale, r 11.05.2000 privind accesul la Legii nr. 982/2000 (care, apropo, este o lege organică): „Nu se vor dezvăluite dacă furnizorul de informații poate prin lege organică să dicteze care să fie conținutul drepturilor și intereselor legitime ale pe cât prejudiciul adus acestor drepturi și în cunoașterea informației” [12].

În disonanță cu aceasta (1) art. 212 din Codul de procedură penală nu stabilește obligația penală, de a demonstra că restricția de a necesară într-o societate democratică pentru legitime ale persoanei sau protecția secr acestor drepturi și interese ar fi mai ma informației.

Mai mult, interpretarea *in malam partem* a alin. (1) art. 212 din Codul de procedură penală, precum și conținutul al penală are ca efect imposibilitatea exercit de acces liber la justiție, garantat de art. 20 Constituției.

În opinia noastră, restrângerea, stabil procedură penală, nu este proporțională c atingere existență. Dacă în cazul în care urmărește concluziile CtEDO, formulat pronunță *Oleksiy Mykhaylovych Zakharkin v. Ucraina [13]*: „[...]

[5] În Hotărârea nr. 38 din 14.12.2017* Curtea Co context, că: „109. [...] necesitatea dreptului persoanei de a cunoaște informații, cel puțin în sumare, ca drept refuz de a acorda dreptul de acces la secr compatibil cu păstrarea caracterului democratic al Dietei, în Europeană a menționat că, în cazul în care ar națională, autoritățile ar fi trebuit să excludă elementelor de fapt relevante (*Davydov și alții v. Ucraina*, hotărârea din 1 iul *Nolan și K. v. Federația Rusă*, hotărârea din 12 februarie 2009 *Federația Rusă*, [MC], hotărârea din 21 octombrie 2013 acest raționament *mutatis mutandis* se aplică și în contextul Sesiz

* *Monitorul Oficial al Republicii Moldova*, 2018, nr. 77-83.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Restrângerea accesului la dosarul cauzei în procedurile de urmărire penală, poate fi justificată, de exemplu, de confidențialitatea datelor de natură personală ale altor persoane. Cu toate acestea, un astfel de echilibru echitabil între interesele persoanei suspectate sau acuzate și cele ale reclamantului de a participa efectiv la procedurile legislația internă nu prevede în mod expres dreptul la accesul la etapele procesuale anterioare judecății în care se discută mai sus temeiurile pentru refuzarea accesului sau în care solicitantul poate accesa materialele cauzei, nici termenele de examinare a solicitării corespunzătoare și de acordare a capacității reclamantului de a participa efectiv în perioada examinată. [...]». În consecință, astfel de restrângere a dreptului reclamantului la accesul la materialele cauzei, constatând o încălcare a art. 3 din Convenție.

Este de menționat că anumite detalii privind procedurile penale, a căror divulgare ar putea prejudicia grav securitatea internă a statului membru, sunt reglementate în Legea nr. 982/2000, dar și în alin. (4) art. 7 din Directiva Parlamentului European și a Consiliului din 22 mai 2012 privind dreptul la informare în procedurile penale [14] (Directiva 2012/13/UE)[6] care prevede următoarele:

Potrivit acestei norme, „prin derogare de la obligația ca aceasta să nu aducă prejudicii dreptului la un proces echitabil în ansamblul său, anumite materiale ale dosarului pot fi refuzate, în cazul în care există riscul ca prin accesul la acestea să fie periclitată în mod grav viața, libertățile sau drepturile fundamentale ale unei alte persoane sau dacă refuzul este strict necesar pentru a proteja un interes public important, cum ar fi, de exemplu, în cazurile în care accesul la anumite materiale ale dosarului ar putea afecta grav securitatea internă a statului membru în care se desfășoară procedurile penale. Statele membre se asigură că, în conformitate cu procedurile din dreptul intern, decizia prin care se refuză accesul în conformitate cu prezentul alineat este luată de o autoritate judiciară sau cel puțin, obiectul controlului judiciar». se menționează: „Nicio dispoziție a prezentei directive nu trebuie interpretată în sensul limitare sau ca o derogare de la oricare dintre drepturile sau garanțiile procedurale care sunt asigurate în temeiul Cartei, în Convenție sau în alte dispoziții relevante de drept internațional sau în legislația oricărui stat membru care asigură un nivel de protecție mai ridicat decât cel prevăzut în prezenta directivă».

Așadar, accesul la materialele urmăririi penale este o manieră de a-l ține pe suspect în întuneric. Victima infracțiunii, în cadrul urmăririi penale, ea trebuie să fie asigurată cu informații privind accesul la materialele urmăririi penale, în cazul în care, în

[6] Concretizăm: din art. 1 al Directivei 2012/13/UE *privind dreptul la informare al persoanelor suspectate sau acuzate* cu privire la dreptul la informare în cadrul procedurilor penale și la acuzarea care, asemenea, norme privind dreptul la informare al persoanelor vizate de un mandat european de arestare cu privire la drepturile lor» [evidențiem] este aplicabilă în raport cu victima infracțiunii în calitate de indicii în privința faptului că accesul la materialele urmăririi penale în raport cu victima

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

poatł pregłti "Hi sus"Hi ne cauza ´n mod efec
apari "Hi ei necesitł "Hi i ´n-an proces civil sunpeair aat c, "Hif
cadrul procesului penal).

Ċn alt registru, ´n pct. 11 din Sec "Hi ur
inter alia: ĂOferirea accesului face ofi "He rul
susceptibili de urmłrire t. 2 12 din 3 CP, Adestpisc cum
este destul de mare, av©nd in vedere cł
Ăaceastł ac "Hi une a cauzat daune morale sau
reprezentan "Hi lor acestora sau maalpłròe.j uĊn icti e
practici, aceastł sintagmł poate ´nsemna o
nivel de daune cauzate victimei sau la un
penaleò.

Suntem de acord cu autorul Ses Ăiazcłeraisit łn
acŞiune a cauzat daune morale sau materia
płrŞii vłtłmate sau reprezentanŞilor acest
penal, nu este suficient de previpziobniulnłŞ.at 0
´n *Cauza Rotaru v. România*, Ct EDO reamintekte cł Ăo no
numai atunci c©nd este redactatł cu sufici
oricłrei persoane sł ´ki corecteze conduit
1979 pronu*Cauza Sunday Times v. Regatul Unit*, Ct EDO a deci
Ăcetł Şeanul trebuie sł dispunł de informa
aplicabuinl ecá´ntdrat ki sł fie-ocampabirł sł ezpom
consecinŞe lte apa ruema adcitntdreterminat. Pe scurt
´n acelaki timp, accesibilł ki previzibilł

Ċn alin. (2) art. 315 din Codul penal
daunelor morale sau materiale cauzate "He
reprezentan "Hi lor acestora. De asemenea, ´n
młsura ´n care, ´n rezultatul comiterii ir
Codul, ar trebui sł fie prejudicia Deciziei roces
nr. 121 din 15.12.2017 de inadmisibilitate
de neconstitu "Hionalitate a articolului 32
abuzul de serviciu), Curtea Constincipiul "Hi onal
„ultima ratio” ´n materie penalł, nu este suficie
incriminate aduc atingere valorii sociale
prezinte un anumit grad de intensitate, d
penalł ò [17]. Totodatł, ´n pct. 84 al Hotłr
constituŞionalitłŞii art. II al Legii nr.
articolului 60 din Codul penal al Repub
płrspundeenraelł) (Sesizarea nr. 27a/2014), Cu
Ăformulłrile gene-uralœazkicabosntactpoet ´nfecta
penale, aplicarea ei coerentł ki sistemic
legii ò [18]

Din considerentele men "Hionate mai sus,
acŞiune a cauzat daune morale sau materia
płrŞii vłtłmate sau reprezentanŞilor acest

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

penal[7], nu cores p u n d e r i g o r i l o r s t a b i l i t e d e a l i n .

Ċn v e d e r e a s o l u "Hi o nŁ r i i p r o b l e m e l o r d e art. 315 din Codul penal, c o n s i d e r Ł m r e c o Constitu"Hional Ł t a e u n Pa i l a n d e r e t s . e C o Ł a s t f e l d e pentru a-i aminti legiuitorului despre sarcina care-i revine de a reglementa g r a v i t a t e a v Ł t Ł m Ł r i i r e z u l t a t e d i n c o m i t e r f i i n d a s t f e l ´ n s p i r e i n t t u , l f A c d r r m e u s l e a i t e c Ł ´ t m r e H o Constitu"Hionale nr. 22 din 27.06.2017 p r i unor prevederi ale articolului 328 alin. (1) din Codul penal (excesul de putere sau d e p Ł "Hi r e a a t r i b u "Hi i l o r g d / e 2 0 s 1 e 6 r v "Hi l i c i n u r) . (8 s g e / s 2 1 0 z 1

P e a c e a s t Ł c a l e s e v a p u t e a a s i g u r a r i n c r i m i n Ł r i i *(nullum crimen, nulla poena sine lege)*, garantat de art. 22 din Constitu"Hie "Hi de art. 7 din CEDO.

BIBLIOGRAFIE:

1. Case of Radomilja and Others v. Croatia [GC], nos. 37685/10 and 22768/12, 20 M a r c h 2 0 1 8 , E C Ä H R . D i s p o n i b i l : h t t p : / / h u d o c . e c h r . c o e . i n t / e n g ? i = 0 0 1 - 181591
2. Case of M.G.C. v. Romania, no. 61495/11, 15 March 2016, ECHR. Disponibil: http://hudoc.echr.coe.int/eng?i=001-161380
3. Case of T.M. and C.M. v. the Republic of Moldova, no. 26608/11, 28 January 2014, ECHR. Disponibil: http://hudoc.echr.coe.int/eng?i=001-140240
4. C a s e o f D o r n e a n v . t h e R e p u b l i c o f M o l d o v ECHR. Disponibil: http://hudoc.echr.coe.int/eng?i=001-183203
5. A f f a i r e l o r g a e t a u t r e s c . R o u m a n i e , n o CEDH. Disponibil: http://hudoc.echr.coe.int/eng?i=001-103001
6. C a s e o f M Ł t Ł s a r u a n d S a v i Ş c h i v . t h e R e November 2010, Ä 91, ECHR. Disponibil: -http: 101564
7. A f f a i r e R u p a c . R o u m a n i e (n o . 1) , n o . 5 CEDH. Disponibil: http://hudoc.echr.coe.int/eng?i=001-90222
8. D e c i z i a C u r "Hi i C o n s t 2 4 . 0 7 . 2 0 1 8 d e n a d m i s i b i l i t a t e a 8 8 d e s e s i z Ł r i i n r . 1 0 2 g / 2 0 1 8 p r i v i n d e x c e p "Hi a d i n a r t i c o l u l 2 1 2 a l i n . (2) d i n C o d u l http://www.constcourt.md/ccdocview.php?tip=decizii&docid=513&l=ro
9. Case of Enukidze and Girgvliani v. Georgia ECHR. Disponibil: http://hudoc.echr.coe.int/eng?i=001-104636
10. C a s e o f H u s e y n o v a v . A z e r b a i j a n , n o . 1 0 6 Disponibil: http://hudoc.echr.coe.int/eng?i=001-172661

[7] T o t u "Hi , r e "Hi n e m c Ł ´ n c a u z a ´ n c a r e a f o s t r e x a m i n e a z Ł o p l © n g e r e ´ n o r d i n e a a r t . 3 1 3 d i n C a c e s t e n e i g e n p i l © v i z e a z Ł p o s i b i l i t a t e a a c o r d Ł r i i a c c e victimei infrac"Hiunii. Astfel, deducem cŁ alin. (2) s p e "Hei. Din acest motiv, sesizarea instanŁei de judecată cu Ă a c e a s t Ł a c Ş i u n e a c a u z a t d a u ń e v i n m o n u a i t e u l u i u i , m a t r e v Ł t Ł m a t e s a u r e p r e z e n t a n Ş i 3 1 5 d i n p e n a l s t o r m e a z d i n a f l i i n a d m i s i b i l Ł .

11. Affaire Yirdem et autres c. Turquie, no. 72781/12, 4 septembre 2018, CEDH. Disponibil: http://hudoc.echr.coe.int/eng?i=001-185331
12. Legea nr. 982 din 11.05.2000 privind acc Republicii Moldova, 2000, nr. 88-90.
13. Case of Oleksiy Mykhaylovych Zakharkin v. Ukraine, no. 1727/04, 24 June 2010, ECHR. Disponibil: http://hudoc.echr.coe.int/eng?i=001-99626
14. Directiva 2012/13/UE a Parlamentului Eur privind dreptul la informare în cadrul procedurilor penale. Disponibil: https://eur-lex.europa.eu/legal-content/RO/TXT/?uri=celex%3A32012L0013
15. Affaire Rotaru c. Roumanie, no. 28341/95, CEDH. Disponibil: http://hudoc.echr.coe.int/eng?i=001-63075
16. Affaire Sunday Times c. Royaume-uni, no. 6538/74, 26 avril 1979, CEDH. Disponibil: http://hudoc.echr.coe.int/eng?i=001-62140
17. Decizia nr. 121 din 15.12.2017 de inadm privind excepŢia de neconstituŢionalitat (abuzul de putere sau abuzul de serviciu) // Monitorul Oficial al Republicii Moldova, 2018, nr. 95-104.
18. Hot Ł r ©rea nr. 14 din 27.05.2014 pentru c nr. 56 din 4 aprilie 2014 pentru completarea articolului 60 din Codul penal al Republici i Moldova (prescripŞia tragerii la 27a/2014) // Monitorul Oficial al Republicii Moldova, 2014, nr. 364-365.
19. Hot Ł r ©rea Cur ŢI i Constitu ŢIonale nr. 22 neconstitu Şionalitatea articolului 328 alin. (1) din Codul penal (excesul de putere sau depŁ Ţirea atri nr. 113g/2016 ŢIi nr. 8g/2017) // Monitor nr. 352-355.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

УДК 349.2.5(100)

Saktaganova I. S., Ayabekova Marzhan Nurlybekkyzy
(Astana, Kazakhstan)

THE LEGAL ASPECTS OF SOCIAL SECURITY FOR DISABLED PEOPLE IN THE REPUBLIC OF KAZAKHSTAN

Abstract.*The article analyzes the theoretical characterization of legal relations arising in the field of social security.In addition, based on the constitution of the Republic of Kazakhstan were compared important issues.The relevance and practical importance of the topic has a number of reasons, not only scientific but also practical significance. Legal relations in social security arise, modified or terminated in connection with certain events and actions, which are called legal facts.It provides an overview of the accessibility of information and the surrounding area for people with disabilities, the degree of respect for their rights and freedoms in the field of social services, the integration of disabled people into the structure of education. The work focuses on the peculiarities of the realization of electoral rights of disabled people so that they become full participants in the electoral process. The history of the legal regulation of the electoral rights of disabled people is examined, the current electoral legislation is analyzed and, first of all, the instructions of Kazakhstan, concrete examples of violation of the electoral rights of disabled people are analyzed on the basis of Internet portals, media reports and other sources. The object of the study are public relations with the participation of disabled people and persons with disabilities. The subject of the study was the legal norms on the realization of the rights of persons with disabilities in international and national labor law and the law of social security.*

Key words: *social welfare, legal relationship, pension, aid, disability,capacity, legal facts.*

Аннотация. *В статье анализируется теоретическая характеристика правоотношений, возникающих в сфере социального обеспечения. К тому же, основываясь на конституцию РК были сравнены важные проблемы. Актуальность и практическая значимость исследуемой темы обусловлена рядом причин и имеет не только научное, но и практическое значение. Правоотношения в социальном обеспечении возникают, изменяются или прекращаются в связи с определенными событиями и действиями, которые принято называть юридическими фактами. Дается обзор доступности информации и окружающего пространства для инвалидов, степени соблюдения их прав и свобод в сфере социального обслуживания, интеграции инвалидов в структуру образования. В работе сосредоточено внимание на особенностях реализации избирательных прав инвалидов с тем, чтобы они стали полноправными участниками избирательного процесса. Рассматривается история правового регулирования избирательных прав инвалидов, анализируется действующее в настоящее время избирательное законодательство и, в первую очередь, инструкции Казахстана, рассмотрены конкретные примеры нарушения избирательных прав*

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

инвалидов на основе интернет-порталов, сообщений СМИ и других источников. Объектом исследования являются общественные отношения с участием инвалидов и лиц с ограниченными возможностями здоровья. Предметом исследования стали правовые нормы по реализации прав инвалидов в международном и национальном трудовом праве и праве социального обеспечения.

Ключевые слова: *социальное обеспечение, правоотношения, субъекты, пенсии, пособия, инвалидность, дееспособность, юридические факты.*

Аннотация. *Мақалада әлеуметтік қамтамасыздандыру аясындағы қалыптасқан мемлекеттік-құқықтық қатынастардың теоретикалық сипаттамасы қарастырылды.Сонымен қатар, Қазақстан Республикасының Конституциясына негізделе отырып маңызды мәселелер салыстырылды. Зерттелген тақырыптың өзектілігі мен маңыздылығы бүгінгі таңдағы өзгерістерімен тікелей байланысты және оның ғылыми-тәжірибелік маңызы айқын. Әлеуметтік қамтамасыздандыру аясындағы қалыптасқан құқықтық қатынастардың пайда болуы, өзгерілуі және аяқталуы юридикалық фактілері мен тікелей байланысты. Сонымен қатар, мүмкіндігі шектеулі жандар үшін әлеуметтік қызмет көрсету саласындағы өз құқықтары мен бостандықтарын дәрежесін, білім құрылымы мүгедектердің біріктіруді қамтамасыз етеді. Олардың сайлау процесіне толыққанды қатысуға сайлау құқықтарын жүзеге асыру ерекшеліктері туралы құқықтарды қарастырады. Мүгедек адамдардың сайлау ережелерімен толықтай танысып, оны құқықтық реттеуді және талдауды сайлау заңнамасына сүйеніп жүзеге асыра алады. Ең алдымен, Қазақстан нұсқаулары бар Интернет порталдардың, БАҚ баяндамалар мен басқа да көздер негізінде мүгедектігі бар адамдардың сайлау құқықтарын пайдалана алу жөніндегі мәселелер қарастырылады. Зерттеу объектісі мүгедектер мен мүмкіндіктері шектеулі адамдардың қатысуымен қоғамдық қатынастар болып табылады. Мақала ғылыми-зерттеу, халықаралық және ұлттық еңбек заңнамасын және әлеуметтік қауіпсіздік құқықтық ережелерін мүгедектердің құқықтарын іске асыруға бағытталған.*

Түйін сөздер*: Әлеуметтік қамтамасыздандыру, құқықтық қатынастар, субъектілер, зейнетақы, көмек мөлшерлері, мүгедектілік, құқықтық қабілеттілік, юридикалық фактілер.*

For over two decades the Kazakh president Nursultan Nazarbayev has been claiming that Kazakhstan is developing as a socially oriented state, çwhich provides high quality and advanced social standards of life for all strata of the population [1]è According to the Kazakhstan-2050 Strategy the country aims to become one of the thirty most developed states in the world [2]. The Strategy directs the course of development of the country for nearly forty years. However, among ninety-eight activities detailed in the Strategy implementation plan only one mentions persons with disabilities (PWD) [3], whereas, they comprise 3.4% of the whole body of citizens of Kazakhstan [4]. Given a population over 17 million, this translates to nearly 600,000 PWD ï quite a considerable stratum of the country. At

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

the same time the Constitution of the Republic of Kazakhstan, the Law on Social Protection of Persons with Disabilities, the Law on Support of Children with Disabilities, among other documents, promote and legally guarantee the rights of PWD. Despite all this legislation there is obvious inconsistency between what is stated on paper and what is implemented, with a large degree excluded from full participation in the society, including employment, education and entertainment opportunities. Thus, the puzzle is why is the gap between policies and reality of the status of PWD in Kazakhstan persisting?

Inspired by the study of Mario-Riitta Reinikainen [5], a Finnish researcher who believes that ideas people have about disability are directly related to creation and elaboration of state policies, this paper intends to see if this is so in Kazakhstan. The assumption is that non-disabled population fails to consider PWD as equal. People tend to regard PWD as ó o t h e r ó and this, according to Susan Wendell, a scholar and a physically disabled person, çis the biggest obstacle in the deconstruction of disabling social restrictions and barriersè [6]. By ó o t h e r i n g Wendell means perceiving PWD ças distinct and apart from the assumed n o r m a l i t y as well as apart from e a c h o t h e r ó [7]. *Assumed* is the key word here because this paper holds that Kazakhstani disability policies lack efficiency due to being built on socially constructed divisions that prevent PWD from integration into society. Therefore, to explain the inconsistency between what is pursued by the disability policies and what is implemented in reality I look at everyday public discourses regarding disability, as I believe that such discourses construct the reality for PWD. Within the framework of this thesis a discourse is understood as ça particular way of talking about and understanding the world (or an aspect of the world)è [8]. Moreover, the current work assumes that the ways people speak do not just display the çworld, identities and social relationsè ,but they take active part in çcreating and changing themè [9]. The questions to be answered in this study are the following: *What are the everyday public discourses of non-disabled people about persons with disabilities? What effect do these discourses and state policies on disability in Kazakhstan have on each other?* Disability has not been studied systematically in Kazakhstan. Studies available vary in their focuses and purposes. Usually it is a non-governmental organization that conducts a research to prepare a report on the state of affairs of PWD: their number, types of disability, employment, education, legal statuses, etc. The literature found for the review is somewhat chaotic and reflects the meagreness of development of this field of studies in Kazakhstan. *Legislation of Central Asian Countries Regarding Persons with Disabilities and the UN Convention on the Rights of Persons with Disabilities* comprises national laws of Kazakhstan, Kyrgyzstan and Tajikistan regarding persons with disabilities reviewed in the light of the Convention that all three countries signed [10]. The document shows in which aspects national legislations of the three Central Asian republics, because of being developed and adopted much earlier than the Convention, fail to correspond to international laws and standards. Moreover, it reflects which statutes are not implemented in reality and provides comprehensive information about the legal rights of PWD, the extent of their access to justice and socio-economic rights, the degree to which the status of PWD changed compared to the USSR legislation, the flaws of current legislation and how it should be

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

improved. Besides the fact that this source helps to see a more complete picture of the legal situation of PWD in Kazakhstan, it was useful for the analysis of the Kazakh law regarding PWD presented in the next chapter. One of the most recent works about PWD is *Promoting the Rights of Persons with Disabilities in Central Asia: Institutional Experiences and the way Forward* prepared by the UNDP Regional Centre for Europe and the CIS in 2013 [11]. The paper looks at the violation of human rights of PWD employing five dimensions of the principle of accessibility: first, physical or architectural dimension çensuring that mobility impaired persons é haveè , second, social dimension l pr characterized by avoidance of çpaternalistic behaviorè and çstereotypical portrayalsè in çthe planning and design of programs and policiesè , third, the dimension based on the human rights approach regarding opportunities for education and çpossibilities to earn sufficient incomeè , forth, institutional accessibility to opportunities for participation çon equal basis with othersè ;fifth, access to communication dimension related to persons with hearing and visual impairments [12]. The first part of the document focuses on the role of national human rights institutions in increasing the social visibility of PWD and emphasizes the importance of inclusion of marginalized groups in mainstream societies. The second part of the document underlines the significance and the potential of inclusive initiatives and policies, supported by examples in education, employment and social policies. It is a valuable up-to-date report on PWD's human rights violations that suggests techniques of overcoming those harming practices. However, this work completely overlooks the role of theoretical debate on disability that could benefit the general human rights situation of PWD. The National Human Development Report for the year 2009 named *From Exclusion to Equality: Realising the Rights of Persons with Disabilities in Kazakhstan* is the result of collaboration of the United Nations Development Program in Kazakhstan project, the British Embassy to Kazakhstan and Kyrgyzstan and the Ministry of Foreign Affairs of the Republic of Kazakhstan. It represents a comprehensive study of the situation of PWD in Kazakhstan in general. It is constituted of three chapters: Legal Component, Economic Component and Social Component. The first chapter analyzes international and national Kazakhstan legislation and laws of other countries regarding the issue. It further provides a set of recommendations on implementation of the Convention in Kazakhstan. Chapter II concentrates on economic and financial issues of Convention implementation. It shows the areas of social support of PWD that demand financing in order to comply with the Convention requirements. Chapter III reflects the lack of research in the area of PWD in Kazakhstan and compares their status with that of PWD in western countries. In this section of the report the researchers provide five steps, which could transform the present rehabilitation system for PWD in order for it to be in line with the Convention standards. The criticism to this report is that it aims at rehabilitation of PWD, while this according to the Western literature reviewed above is not always the right way to deal with disability problems.

The research paper by Ai-Gul Seitenova and Charles M. Becker is focused on the issue of social security of PWD in the conditions of transition economy of Kazakhstan. On the basis of state statistics on population the research explains historical development of disability determination throughout the period when the

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

term firstly appeared in the Soviet Union legislation till its status in the modern Kazakh legislation. The researchers attempt to find out whether disability incidence has an increasing, or a decreasing trend and in what ways life expectancy of disabled people is related to their physical condition. The paper shows examples of how inaccurate, too optimistic official data misrepresents the real situation. Being one of very few critical studies on disability in Kazakhstan this work might be viewed as drawing on Foucault's conception

A wide-scale study on the topic of integration of PWD into the society started in the end of 2013 and completed in the middle of 2014 seems to be the most relevant to the problem of this thesis. The uniqueness of the research is that it is the first attempt to evaluate the readiness of the general population for PWD to be integrated into the society on the one hand, and the readiness of PWD themselves to be integrated on the other hand. For this purpose two separate surveys were conducted. The results indicate that the majority of people perceive PWD either as heroes, or as victims that should be pitied. Such attitudes lead to development of dependency trends among PWD, who expect to be taken care of and feel reluctant to interact with non-disabled population. Among other issues revealed by the study is negative representation of PWD in mass media and inaccessible environment including transport, buildings, educational and other public institutions, etc. Similarly to Western scientists this work sees attitudes as the basic reasons for slow process of PWD integration, and changing those attitudes ï as the key to improvement. In addition to the surveys Kazakhstan state policies regarding PWD were compared to the Convention and major conceptual differences were identified. The study is a significant contribution to the development of disability studies in Kazakhstan and was used when analyzing the empirical data obtained for the current thesis.The limitation of the reviewed literature is nearly total absence of theoretical discussions of disability in Kazakhstan. What has been done so far is predominantly of quantitative character. Moreover, little information can be found regarding the accessibility of built urban areas, which directly relates to inclusion of PWD into society. This small research aims to contribute to narrowing these gaps.

The final objective of this paper is to explain, why state policies promoting the need for integration of PWD and provision of opportunities equal to those available to the rest of the population, persistently fail. To empirically support the argument of the thesis varied qualitative methods were employed. First, some evidence of the inefficiency of state policies had to be collected. To do this an evidence-based testing was conducted. Next, I interviewed the heads of two associations of PWD in Almaty to learn what was the problem in their opinion. Further, I looked at the everyday public discourses regarding disability. A unique technique has been employed for this purpose ï the five words writing task. According to the assumption of the thesis the data obtained with this method reflect the general ideas of policy-makers about disability, PWD and their needs. To substantiate this premise the wording of the Kazakhstani law about social protection of PWD was analyzed.

Accessibility of built areas and infrastructure seems to be a fair indicator of whether state policies in Kazakhstan are being implemented effectively. In order to get a clear- cut picture, and understand if it is possible for a PWD to move in the

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

city without external assistance I decided to try it myself ï move in a wheelchair in the city. I used the maximum variation sampling when determining the route for the experiment. Originally the route was from an apartment in a residential building in the city of Almaty to a park and, from there to an entertainment center using public transport.

The testing was held in Almaty because it is the biggest city in Kazakhstan with the largest population of PWD in the country - 7.2% [12]. It had been the capital city for sixty-one successive years during the Soviet and post-independent periods and, thus, could be demonstrative of the infrastructure in other large cities of Kazakhstan, possibly, with the exception of the current capital Astana. First of all it should be mentioned that the route chosen for the testing turned out to be very ambitious. Accompanied by a friend who was there only to observe I tried to get outside of the residential building. There was an elevator in the building and, though the apartment was on the ground floor, just for the sake of the testing I wanted to use it. Availability of an elevator seemed to be very convenient for a wheelchair user, however, it appeared that its door was too narrow and a standard-sized adult wheelchair did not fit there. Reaching the entry door became challenging as well because of a short staircase leading to the door. Those five steps looked quite harmless for a person able to walk without any assistive devices but not for a person in a wheelchair. Thus, the first conclusion was that despite the location of the building in one of the most comfortable and safe residential areas in the city it would be quite difficult for a PWD to access it, even if he or she lived in the apartment on the ground floor. Having left the building I started moving in the direction of a nearby park named after the first president of Kazakhstan Nursultan Nazarbayev and opened in 2010[13]. It should be mentioned that using a wheelchair without an electric drive requires considerable physical efforts. To get to the park I needed to cross a wide and very busy Al Farabi Street. This turned out to be quite a difficult task as I was going up and down a pedestrian overpass. Though the overpass was built only in 2012, after the Al Farabi Street was broadened and all pedestrian crossings were removed, it was not equipped with any lifting devices or elevators. Staircases represented an insurmountable barrier and I had to carry the wheelchair. The entry to the park itself was hardly accessible as the wheelchair ramps neighbouring the stairs were very steep and unfit to use. It was clear that even a strong man would not be able to push a wheelchair with an adult in it up the ramp. Riding down the ramp would definitely create danger for both the wheelchair user and people around the ramp. Due to this inconvenience wheelchair users have to take a long way and enter the park from the side where there are no barriers. I followed that route. The total time from the moment I left the apartment and entered the park was fifty- seven minutes taking into account that a part of the way, where I had to carry the wheelchair. Usually this route takes approximately ten minutes. This small testing led to a conclusion that despite the official statements of president Nazarbayev about Kazakhstan's free democratic choice, the accessibility level of built areas and city infrastructure is still very low [14]. New urban planning projects often overlook the barrier-free principle, or fail to follow the requirements and provide access just for the sake of appearance. Almaty metro opened in 2011 with its too steep wheelchair ramps is a good example of such

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

practices [15]. This leads to the main assumption of the thesis that a part of the problem are individualizing everyday discourses, which circulate continuously in the society and prevent people from perceiving PWD as equal and taking into account their needs during the planning and construction works diligently.

Conclusion

The main goal of the thesis is to contribute to theorization of disability studies in Kazakhstan and to understand why state policies protecting and promoting the rights of PWD in Kazakhstan do not seem to be effective. In search of an answer this work looks at everyday public discourses regarding disability and disabled people in the country. Many Western researchers have come to a conclusion that hegemonic ideas prevalent in the society formulate perceptions and attitudes of the population regarding PWD. The assumption of the thesis is that *hegemonic ideas* and *discourses* on disability existing in the society and in the state policies reflect and reproduce each other. The question is what does it mean for PWD? Several research methods were employed to learn everyday discourses regarding PWD and, consequently, public attitudes. The collection of empirical data and the analysis thereof showed the following results.

First, what to some may have seemed obvious has been confirmed by an evidence- based observation. Accessibility of built areas in Almaty, the biggest city of Kazakhstan, was tested and proved to be very low despite the efforts of the state to improve it. The state requirements to take into account accessibility for PWD when designing and constructing new buildings and objects of city infrastructure often seem to be fulfilled nominally: many buildings in Almaty are equipped with wheelchair ramps that turn out to be unusable.

Second, according to the heads of two non-governmental organizations of PWD the main reason of policy ineffectiveness is the attitudes of the society. Members of non-disabled population are ready to take care but do not perceive PWD as equal. On the other hand, the interviewees are convinced that the dependency attitudes of PWD also play a negative role in the process of their integration, as many PWD are reluctant to interact with non-disabled society on an equal basis. Presence of these two types of attitudes is confirmed by a large study conducted recently in the country and described in the literature review [16].

Third, the Five Words writing task revealed that the population has a medical perspective on disability, which means that disability is perceived only as a health- related problem, not as a societal. The everyday public discourses are individualizing and othering. Individualizing discourses hold that disabled persons have to deal with their *personal problem*, i.e. disability, on their own and the role of the society is to provide *help* majorly in the form of pity, advice and cheering. The word *othering* is self-explanatory. Othering discourses separate PWD from the rest of the society and represent them as other, inferior to *normal* people and not having *normal* needs and interests like entertainment, socialization, vacations or any others.

Forth, the same individualizing and othering discourses were discovered in the Law on Social Protection of Persons with Disabilities. The document is based on the medical perspective of disability and, thus, predominantly concerns about

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

the physical conditions of the body paying almost no attention to societal issues. Disability is represented as an inevitable consequence of damaged health which, given the required rehabilitation procedures followed, can and should be eliminated. It is interesting that in the Kazakh language version of the Law rehabilitation is designated as «sauyqtyru» which means improving. One of the interviewees Mr. Amanbayev rightly wo cannot make the person recover [from impairment]?" This is a brilliant illustration of the state's vision of disability as a defect that should be fixed. It is deemed by the Law that it is the PWD who need to accommodate to the existing society. Othering discourse can be seen in many articles of the Law including the one stipulating education of children with disabilities in special institutions separately from other children.

The superficial language of the Law does not distinguish between persons with mental disabilities and persons with physical disabilities collectively identifying them as «invalids». Negative this term, however, comply with the way the Law objectifies PWD by assigning them to regular medico-social examinations, which «faultlessly» d life activities», and stipulate treatment. One of the major proce questions that this paper aimed to answer was why state policies lack effective implementation. The analysis of the Law showed that the very formulations within the Law are at the core of the problem. With the support of the empirical evidence the thesis asserts that everyday public discourses regarding disability reflect the discourses circulating in the Law. It is not possible to determine which of the discourses appeared first but the thesis seeks to claim that they reproduce each other. Therefore, diverging one of them towards recognition by the society of the need to change and equally accommodate everyone irrespective of physical, or mental conditions would naturally lead to a similar positive change in the other. In any case the ultimate goal should be a society free from attitudinal and physical barriers. The first decisive step in changing the discourses produced by the state could be revision of the state policies and elimination of othering and individualizing formulations from the text. One way to discard othering everyday public discourses could be, as Mr. Amanbayev suggests, to allow disabled and non-disabled children study together and let young members of the society learn to interact with each other on an equal basis from the early day.

REFERENCES:

1. LAW REPUBLIC OF KAZAKHSTAN/On the social protection of disabled people in the Republic of Kazakhstan (With amendments and additions as of December 3, 2015) https://online.zakon.kz/Document/?doc_id=30008935
2. Nursultan Nazarbayev, «Address of President Nursultan Nazarbayev to the Nation of the Republic of Kazakhstan (March 1, 2006), http://www.kazakhembus.com/document/presidents-2006-address (accessed June 1, 2014).
3. Nursultan Nazarbayev, «On Measures for Further Improvement of the People of Kazakhstan on December 2014», 2014: A New Policy Established State», The Gener

of Kazakhstan (December 14, 2012), http://prokuror.gov.kz/eng/state/measures-implement-presidents-address-people-kazakhstan (accessed June 1, 2014).
4. In this study only people with physical disabilities that use wheelchairs are referred to as persons with disabilities (PWD).
5. ñChislo Invalidov Sostavliayet 3,4% ot Novosti-Kazakhstan, http://www.newskaz.ru/society/20111118/2139980.html (accessed November 24, 2013).
6. Marjo-Riitta Reinikainen, ñEveryday Discour Successful Disability Policy?ò Nordisk So
7. Eeva Tupi and Pamela West, Legislation of Central Asian Countries regarding Persons with Disabilities and the UN Convention on the Rights of Persons with Disabilities, (Bishkek: EBL, 2012).
8. Marianne Schulze and A.H. Monjurul Kabir, Promoting the Rights of Persons with Disabilities in Central Asia: Institutional Experiences and the Way Forward (Bratislava: UNDP Regional Centre for Europe and the CIS, 2013).
9. Amankul Serikbayev et al., National Human Development Report 2009. From Exclusion to Equality: Realising the Rights of Persons with Disabilities in Kazakhstan (Astana: Agroizdat Ltd., 2009)
10. Ai-Gul S. Seitenova and Charles M. Becker Evaluation of Official Data,ò (working p University, Washington, DC, 2008), http://documents.worldbank.org/curated/en/2008/02/9006771/disability-kazakhstan-evaluation-official- data.
11. Jamila Asanova and Askar Kaliyev, Integration of People with Disabilities into Society (Almaty: ARGO Civil Society Development Association, 2014).
12. Amanbayev, Ali. Interview by author. Personal interview. Almaty, May 6, 2014.
13. Asanova, Jamila and Askar Kaliyev. Integration of People with Disabilities into Society. Almaty: ARGO Civil Society Development Association, 2014
14. ñConvention on the Rights of Persons with Disa Rights: Office of the High Commissioner for Human Rights, http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx (accessed April 15, 2014).
15. Corker, Mairian. ñDisability Politics, Language Policy.ò Disability & Society 15, no. 3 (
16. Reinikainen, Marjo-Riitta. ñEveryday Discourses on Successful Disability Policy.ò Nordic Journal of Disability Studies 1, no. 3 (2006): 194-206.

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Нурмагамбетов А. М.
(Астана, Казахстан)

КОНСТИТУЦИОННЫЙ ПРИНЦИП СВОБОДЫ ТРУДА И ЗАЕМНЫЙ ТРУД

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. [illegible]
2. [illegible]
3. [illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

Нурмагамбетов А. М.
(Астана, Казахстан)

О СОВЕРШЕНСТВОВАНИИ ЗАКОНОДАТЕЛЬСТВА РЕСПУБЛИКИ КАЗАХСТАН В СФЕРЕ ПРЕДПРИНИМАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ

[illegible]

[illegible]

[illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

[10]

[11]

[12]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

[illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

[15] [illegible]

[16] [illegible]

[17] [illegible]

[18] [illegible]

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

[19].

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

ʟ ʘ ʕ ʦ ʣ ʦ ʜ ʘ ʃ ʝ ʣ ʃ ʅ ʃ ʂ ʊ ʦ ʧ ʦ ʃ ʅ ʃ ʦ ʷ ʣ ʣ ʦ ʦ ʙ ʣ ʦ ʊ ʣ ʷ ʝ ʃ ʂ ʃ ʅ ʷ
ʜ ʦ ʕ ʘ ʟ ʘ ʃ ʝ ʣ ʃ ʅ ʃ ʂ ʊ ʦ ʤ ʃ ʅ ʂ ʣ ʐ ʞ ʠ ʃ ʂ ʇ ʦ ʝ ʜ ʧ ʦ ʠ ʣ ʠ ʤ ʘ ʃ ʝ ʣ ʃ ʅ ʕ ʠ
ʐ ʕ ʘ ʟ ʘ ʣ ʦ ʊ ʂ ʦ ʣ ʐ ʞ ʝ ʧ ʞ ʠ ʠ , ʅ ʃ ʂ ʘ ʃ ʅ ʇ ʘ ʦ ʘ ʣ ʃ ʂ ʦ ʦ ʤ ʦ ʙ ʝ ʅ ʃ ʞ
ʞ ʘ ʅ ʃ ʂ ʣ ʐ ʳ ʢ ʠ ʣ ʦ ʝ ʣ ʦ ʝ ʧ ʦ ʦ ʅ ʃ ʅ ʅ ʃ ʂ ʊ ʦ ʝ ʠ ʣ ʦ ʝ ʧ ʦ ʠ ʣ ʠ ʤ ʘ ʃ ʝ ʣ ʃ ʅ ʕ ʠ ʳ

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

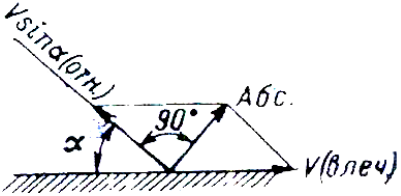
SECTION: TECHNICAL SCIENCE. TRANSPORT

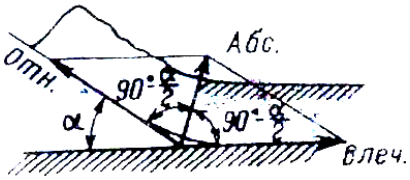
Kuchkarov J. J., Turaev B. M., Muradov M. M.
(Bukhara, Uzbekistan)

ABOUT MOVEMENT OF SOIL ON SPHERICAL DISK

The movement of soil along flat wedge can be very different:

1) When the soil is compacted, absolute displacement of the point is perpendicular to cheek of the wedge (Figure 1),





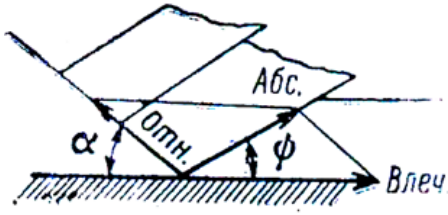
2) When the layer is raised by wedge, the absolute displacement divides the outer corner of the wedge 180 ï Ŭ i n h 2)| f (F i g .

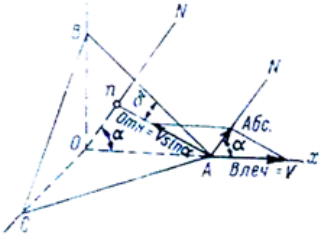
3) W h e n t h e s o i l i s c u t a t a n a n g l e o f C same can be said for the grooved wedge (Figure 4), for which the velocity of r e l a t i v e m o t i o n a l o n g t h e w e d g e i s e q u a l t a n d Ŭe angle oftthe normal N with the axis of inclination OX.

M o r e o v e r , t h e r e l a t i v e m o t i o n m a k e s a n wedge; this angle is defined as the angle between AB and the plane drawn through the axis OX and the normal N to the edge of ABC.

Let (Fig. 5) OAB is disk, OC is the horizontal axis of rotation of disks, BD is direction of drive motion of disks, which makes with angle of disks of OC the angle Ŭ .

T h e p o s i t i o n o f a n y p o i n t B o n t h e d i between the vertical r a d i u s OA a n d t h e r a d i u s OB, a between axis OC of disks and the radius CB.

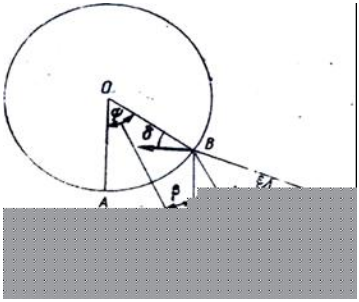




We draw BE parallel to OC and BD parallel to the attraction of disks. The BED plane is horizontal. The relative movement of the soil particle lies in the plane

SCIENCECENTRUM.PL ISSUE 8 ISBN 978-83-949403-3-1

BCD passing through the normal CB to the disk at point B and the displacement of the drive BD as in the flat wedges (3) Therefore, the relative movement of the soil is determined either by the linear angle E of the dihedral angle



between the planes CBD and the horizontal plane EBD or nonlinear angle b of the dihedral angle between the planes OBEC and the plane CBD. In addition, it is necessary to determine the angle between the normal to the disk and the direction of the drive BD, since the horizontal force P of the pull in the absence of friction is P = Ncos (N = drive) = Ncosx.

In the case of friction, the real radius r of the sphere can be replaced (fig.6) by the radius rcosű, where ű is the friction ű. In the spherical triangle CDE (fig.7) S is found by the angle ŭ and the side z.

Consequently,

Cos X = Cosαcos β +sinα βcos (90+ Ψ) *(1)*

Ctgɔsin(90+ Ψ)=ctg βsinα – cosα cos (90+ Ψ) *(2)*

Ctgδsin(90+ Ψ)=ctgαβsinβ – cosβ cos (90+ Ψ) *(3)*

In these formulas, the angle a remains constant for some particular setting of the disks, the angles ƀ and Ɋ change together with respect to the angle ŭ, o tive motion of the soil (by an i sealing it) along the disk at the point B of the disk along the circle its AB (Figure 5) [2]. If, in this case, the angl displacement is equal to and cos x, where v is the speed of the drive. This happens if the disc is fixed tightly and does not rotate. When rotating the disk, the velocity v

ISBN 978-83-949403-3-1