



# **MODERN SCIENTIFIC CHALLENGES AND TRENDS**

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# **MODERN SCIENTIFIC CHALLENGES AND TRENDS**

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## SECTION: BIOLOGY SCIENCE

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### БИОЛОГИЯ МАЗМУНЫН ЦИФРЛЫҚ ТРАНСФОРМАЦИЯЛАУДЫҢ МАҢЫЗЫ

**Аннотация.** *Цифровая трансформация стала важным фактором в современном образовании, предоставляя новые возможности для усиления обучения и расширения знаний учащихся. Данная научная работа направлена на анализ данных с целью определения важности цифровой трансформации в образовании Казахстана с акцентом на содержание биологии.*

**Ключевые слова:** *Цифровые технологии, цифровая трансформация, содержание биологии, биологическое образование, природа, окружающая среда.*

Қазақстан Республикасының Президенті Қасым-Жомарт Тоқаевтың 2023 жылғы 1 қыркүйектегі «Әділетті Қазақстанның экономикалық бағдары» атты Қазақстан халқына Жолдауында көрсетілгендей [1], «Біздің маңызды стратегиялық міндетіміз – Қазақстанды IT-мемлекетке айналдыру. «Ғылым және технологиялық саясат туралы» қазір әзірленіп жатқан Заң жобасында экономикамызды ғылым мен инновацияға сүйене отырып дамыту логикасының көрініс табуы өте маңызды». Сондықтан бұл тұрғыда цифрландыруды жүзеге асырудың негізі – цифрлық трансформация. Себебі, цифрлық трансформация (digital transformation) дегеніміз – тиімділікті арттыру, қызмет сапасын жақсарту және жаңа мүмкіндіктерді қамтамасыз ету мақсатында цифрлық технологияларды білім берудің, денсаулық сақтаудың, мемлекеттік басқарудың және басқа да қызмет салаларының әр түрлі аспектілеріне біріктіру үдерісі [2].

Цифрлық трансформацияның негізгі аспектілері мыналарды қамтиды:

- жаңа технологияларды пайдалану;
- модельдерді өзгерту: цифрлық инновацияларды пайдалана отырып, өнімдер мен қызметтерді ұсынудың дәстүрлі әдістерін қайта қарау, бұл цифрлық платформаларды құруды және тағы басқаларын қамтиды.
- деректерді белсенді пайдалану;
- цифрлық мәдениет: цифрлық сауаттылыққа ие және тұрақты өзгерістерге дайын атмосфераны құру.

Бұл үдеріс, әсіресе білім беру саласында өнімділік пен бәсекеге қабілеттілікті жақсарту үшін цифрлық инновацияларды барынша пайдалануға бағытталған.

Қазақстанның білім беруіндегі цифрлық трансформация – оқыту сапасын жақсарту және білім беру жүйесін цифрлық ғасыр талаптарына бейімдеу үшін заманауи технологияларды енгізуге бағытталған шаралар мен стратегиялардың кешені. Қазақстанның білім беру секторындағы цифрлық трансформацияның ағымдағы жай-күйін көрсететін деректерді қарастырайық:

*а) Сандық сауаттылық деңгейі:* Қазақстан Республикасы Ұлттық статистика қызметінің деректері бойынша [3] орта және жоғары сынып оқушыларының 70%-дан астамы цифрлық технологияларға қол жеткізе алады, бұл оқушылар арасында цифрлық сауаттылықтың жоғары деңгейін көрсетеді.

*ә) Инфрақұрылым және жабдық:* Соңғы бес жылда, атап айтсақ 2019-2023 жылдар аралығында Қазақстан Үкіметі білім беру мекемелерінің инфрақұрылымын жаңартуға белсенді инвестиция салды. Мектептердің 80%-дан астамы компьютерлермен жабдықталған, ал мектептерде интернетке қолжетімділік 30%-ға артты.

*б) Интернеттегі ресурстарды пайдалану:* Қазақстан Республикасы Білім және ғылым министрлігінің деректері бойынша [3] елдегі мұғалімдердің 70%-дан астамы онлайн-ресурстарды оқу процесіне біріктіреді, бұл оқытуда цифрлық құралдардың кеңінен қолданылуын көрсетеді.

*в) Педагогтарды оқыту:* Мұғалімдерді оқыту статистикасына сәйкес, мұғалімдердің шамамен 60%-ы білім беру қызметінде цифрлық технологияларды тиімді пайдалануға бағытталған біліктілікті арттыру курстарына қатысты.

*г) Электрондық білім беру ресурстары:* электрондық білім беру ресурстарын құру мен таратуды мемлекет белсенді қолдауда. Өңірлердегі мектептердің 80%-дан астамы электронды оқулықтар мен білім беру платформаларын пайдаланады.

*д) Онлайн оқыту форматы:* COVID-19 пандемиясы кезінде білім беру мекемелерінің 90%-дан астамы онлайн оқыту форматын енгізді, бұл білім беру жүйесінің дағдарыс жағдайында цифрлық технологияларды қолдануға дайындығын көрсетті.

*е) Инновациялық жобалар:* Қазақстан Үкіметі инновациялық білім беру жобаларын белсенді қолдауда. Робототехниканы, виртуалды зертханаларды және бағдарламалауды енгізу бағдарламалары мектеп оқушылары арасында танымал бола бастады.

Осымен байланысты Қазақстанда білім берудің цифрлық трансформациясы белсенді дамып келеді, ал биология сияқты пәндердің мазмұнын жетілдіру мәселелері басты назарда. Технологиялық ортадағы жылдам өзгерістер білім алушылардың негізгі биологиялық тұжырымдамаларды тиімді меңгеруі үшін білім беру бағдарламаларын бейімдеуді талап етеді.

Қазақстандағы биология мазмұнын цифрлық трансформациялау оқушылардың ғылымға деген қызығушылығын қолдай отырып және оларды биология мен биотехнология саласына дайындай отырып, білім беру сапасын арттыру үшін бірқатар мүмкіндіктер береді. Осы орайда өзгермелі экожүйе мен биотехнологиялық жетістіктер жағдайында биологиялық білім беру мазмұнын жаңарту өте маңызды болып отыр. Цифрлық трансформация өзекті білімді жылдам енгізуге және биология ғылымындағы жаңа тенденцияларды бақылауға мүмкіндік береді.

Себебі, Қазақстанның Ұлттық статистика агенттігінің мәліметінше [4], соңғы жылдары студенттердің биологияны қоса алғанда, жаратылыстану ғылымдарына деген қызығушылығының төмендеуі байқалады. Биология мазмұнындағы цифрлық трансформация тақырыпты оқушылар үшін қызықты және қолжетімді ете алады.

Сондай-ақ, еліміздегі мектептердің аз ғана бөлігінде биологиялық эксперименттер жүргізуге арналған толыққанды зертханалар бар. Виртуалды зертханалар сияқты сандық құралдар биологиядағы практикалық оқыту мүмкіндіктерін айтарлықтай кеңейте алады.

Еңбек нарығын ескере келе, биология мамандары, әсіресе цифрлық дағдылары бар түлектер еңбек нарығында жоғары сұранысқа ие. Биология мазмұнындағы цифрлық трансформация студенттердің кәсіби нарықтың заманауи талаптарына дайындығын күшейте алады.

Ең бастысы, цифрлық трансформация жер аумағы үлкен Қазақстанның шалғай аймақтары үшін онлайн-ресурстар мен білім беру платформаларын қамтамасыз ету арқылы бұл алшақтықты азайтуға мүмкіндік береді.

Талданған деректер негізінде Қазақстанның білім беруіндегі цифрлық трансформация биологияны оқытуға *оң әсер етеді* деген қорытынды жасауға болады. Жоғарыда атап көрсетілгендей, жоғары сынып оқушыларының 70%-дан астамы цифрлық технологиялармен жұмыс істеудің базалық дағдыларына ие, бұл цифрлық ресурстарды биологияны оқытуға интеграциялау үшін тамаша негізді қамтамасыз етеді. Соңғы екі жылда онлайн биология курстарында оқитын студенттер саны айтарлықтай өскен. Бұл сандық форматта қосымша білім алуға деген қызығушылықтың артып келе жатқанын көрсетеді. Алайда, жетістіктерге қарамастан, цифрлық ресурстарға қолжетімділіктің біркелкі еместігі және бұл бағытта білім беретін мұғалімдерді қосымша даярлау қажеттілігі сияқты шешілуі тиіс мәселелер бар.

Қорыта келе, биология мазмұнын цифрлық трансформациялау білім беру процесін жақсарту үшін кең мүмкіндіктер береді. Инновациялық тәсілдерді одан әрі зерттеу және енгізу Қазақстанның цифрлық білім және ғылым саласындағы ұстанымын одан әрі нығайта алады.

### ПАЙДАЛАНЫЛҒАН ӘДЕБИЕТТЕР ТІЗІМІ

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## **SECTION: PEDAGOGY**

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### **DEBUNKING MYTHS: EVALUATING THE SOVIET EDUCATION SYSTEM**

**Abstract.** *The Soviet education system is a subject often encased in debate, with conflicting opinions on whether the commonly held beliefs about it are myths or factual realities. To disentangle these perceptions and evaluate the system objectively, a comprehensive research methodology was employed. The investigation began by questioning whether the myths surrounding the Soviet education system are indeed myths or truths. A substantial body of academic literature, including books, articles, and scholarly publications, was scrutinized to uncover the historical facts behind the myths.*

*Simultaneously, primary source materials and historical documents were examined to verify the policies and objectives of the Soviet education system. To provide a more balanced perspective, oral histories and testimonies from individuals with direct experience of the system were incorporated. The exploration also embraced open-access sources, encompassing government publications and academic papers, to provide a diverse range of information. This multifaceted methodology allowed for discernment of whether the Soviet education system was indeed a myth or reality, contributing to a more informed understanding of its intricacies and historical significance.*

### **INTRODUCTION**

*"To master science, to forge new cadres of Bolshevik specialists in all branches of knowledge, to study, study, study in the most persistent way – that is now the task"  
(I.V. Stalin, Speech at the VIII Congress of the Komsomol, 1928)*

The Soviet Union, throughout its existence, cultivated a reputation for its robust education system. While the Soviet state prioritized education and saw itself as a torchbearer of knowledge, over time, a number of myths and misconceptions about the system's successes and failures emerged. In this exploration, we aim to unravel these myths and critically evaluate the Soviet education system, shedding light on both its strengths and shortcomings.

The education system of the Soviet Union played a significant role in shaping the nation's culture, values, and, perhaps most importantly, its workforce. With a focus on mass education, free access to schools, and an emphasis on science and technology, the Soviet model became an example for many countries worldwide. However, as we delve into this analysis, it becomes evident that the reality of Soviet education was far more complex than its idealized



image.

From the formidable emphasis on ideological indoctrination to the challenges posed by a one-size-fits-all approach, the Soviet education system had its share of flaws. Furthermore, the era's historical and political context had a profound impact on what Soviet students were taught and how they were taught.

### **LITERATURE REVIEW**

The Soviet education system, as described by various sources, had both strengths and weaknesses. According to the Indian political journal "Revolutionary Democracy", before the Soviet regime, there was no universal education, and many children did not attend school at all. However, the advent of Soviet power made knowledge and education available to all.

The Bolshaya Sovetskaya Encyclopedia describes the Soviet education system as one that sought to mold students according to the ideals of the "Soviet patriot," which implied unconditional service and working in the interests of the system. However, this system had shortcomings, such as limited foreign language instruction and uneven student performance.

Uri Bronfenbrenner's study in *Two Worlds of Childhood: The United States and the USSR* provides a comparative analysis of socialization processes in the Soviet Union and the United States. He notes that the Soviet approach may be relevant to understanding educational issues. The pedagogical journal *Sunshine* highlights the positive aspects of the Soviet education system, such as diverse learning and equal conditions for all students. However, it also points out disadvantages, such as a lack of attention to practical skills and limited access to foreign literature.

Alexei Anatolievich Soinikov, professor of Russian history, in his work "Documents on the History of Secondary Specialized Education" points out the lack of a scientifically based concept for technical schools and other secondary educational institutions. He notes that these educational institutions were linked to higher educational institutes and, in fact, served only as an intermediate stage to specialized training. Despite the reforms that began in 1987, by 1991 these issues had become less relevant and faded into the background.

Postgraduate student Mnekina I.A. in "Saratov State Agrarian University named after N.I. Vavilov" in her work "The system of public education in the USSR" writes that the USSR implemented a policy of wide and accessible development of all types of education, in compliance with the principles of a unified educational system. Education was free at all levels, was taught in the native language, and was separated from the church. The state also provided scholarships to students of vocational schools and higher and specialized secondary educational institutions.

RBC-Ukraine magazine points out, that this education system suffered from shortcomings, such as limited foreign language instruction and uneven student performance, which often led to the division of students into honors students and those who were sent to "special" classes.

The Information and Analytical Center (IAC) also published an article about the advantages and disadvantages of Soviet education. According to this source, Western countries, such as the USA and others, saw an example of what the technical education of youth should be like, as they lost in the race to launch a man into space, which was achieved by Yuri Gagarin. However, other aspects of education, such as the questions "Why do we learn?"

and “Why do we learn this specifically?”, were not based on a philosophical understanding of the learning process itself.

### **METHODOLOGY**

This paper uses a comprehensive methodology to analyze open Internet sources, including journals, news articles, and historical documents, in order to ascertain the veracity of common perceptions about the quality of education in the former Soviet Union (USSR). The research topic is related to assessing whether the education system in the USSR was as good as it is often said to be.

First, various open internet sources that discuss the education system in the USSR are collected. This includes searching scholarly journals, news articles, and historical documents in reputable online repositories, libraries, and electronic archives. Data collection emphasizes obtaining a representative sample of information covering different periods of the Soviet Union. Natural language processing techniques are used to analyze the collected documents. These include sentiment analysis, keyword extraction, and topic modeling. The study of the language used in these sources reveals common perceptions, criticisms, and evaluations of the USSR education system. In the final stage, a comparative analysis of the collected information is carried out. Based on the data obtained, the quality of education in the USSR is assessed, taking into account both positive and negative aspects. This comprehensive assessment allows us to determine whether the education system in the USSR corresponded to the positive perceptions that are often associated with it.

### **EDUCATION SYSTEM IN THE USSR: RESEARCH**

The Soviet education system emerged in the wake of the 1917 Bolshevik Revolution, born out of the vision to provide accessible education for all citizens. It was built on the principles of eradicating illiteracy and cultivating a highly educated population. Recognizing that their system's success was contingent on an educated populace, the Soviets emphasized not just basic education but also the broader fields of engineering, natural sciences, life sciences, and social sciences. The Soviet education system played a pivotal role in propelling the USSR to the forefront of the world's most educated nations during the 1960s. This achievement positioned the country as a global leader in harnessing the knowledge, experience, and skills of its citizens for the betterment of the nation. The demand for individuals equipped with such valuable attributes remained consistently high, as the nation greatly valued their contributions.

#### **Historical Challenges and Transformations**

The roots of the Soviet education system traced back to Imperial Russia, a period characterized by shockingly low literacy rates. In the pre-revolution era, a mere 28.4% of the population could lay claim to being literate, with a particularly stark gender disparity, as only 13% of women were included in this minority. The aftermath of the Bolshevik revolution ushered in a tumultuous phase marked by civil war and ideological transformation.

During these early post-revolution years, the education landscape underwent a radical shift. The Soviet government, led by Vladimir Lenin, turned its attention toward the infusion of political propaganda into the educational curriculum while simultaneously clamping down on religious instruction.

A pivotal moment in the development of the Soviet education system occurred in 1919

with the launch of the "liquidation of illiteracy" campaign, known as "ликбез" (likbez). This campaign set the stage for universal compulsory education. It not only focused on the young but also initiated an unprecedented effort to educate millions of previously illiterate adults throughout the vast expanse of the country. The drive to eradicate illiteracy remained active until 1939, and its effects were profound. By 1937, literacy rates had surged significantly, with 86% of men and 65% of women achieving literacy.

This remarkable transformation, rooted in education accessibility and focused on ending illiteracy, laid the groundwork for the more complex layers of the Soviet education system. It reflects the system's commitment to bringing enlightenment and knowledge to the masses.

The Soviet education system made significant progress in eradicating illiteracy and providing universal secondary education. Let's look at the change in literacy rates in the Soviet Union over time (see Table 1). The table shows how the education system effectively combated the problem of illiteracy and contributed to improving the education of the population.

Table 1: Literacy Rate in the Soviet Union Over Time

Year	Literacy Rate(%)	
1897	21.1%	
1917	27%	
1920	33%	
1926	40.7%	
1937	men	women
	86%	65%
1939	90%	

This table illustrates how the literacy rate in the Soviet Union gradually increased, achieving impressive results by the end of the system's existence.

The Soviet education system's success in eradicating illiteracy and promoting education extended beyond terrestrial matters and had a significant impact on the cosmic race to space exploration. During the mid-20th century, the USSR emerged as a global leader in space technology, and this feat can be attributed, in part, to its emphasis on education. Soviet authorities recognized that to compete on the international stage and achieve milestones in the field of space exploration, they needed a highly educated and skilled workforce. Therefore, the Soviet government invested heavily in scientific and technical education, fostering the development of experts in engineering, natural sciences, life sciences, and social sciences.

This educational focus led to the famous Soviet space achievements. In 1957, the USSR launched Sputnik, the world's first artificial satellite, marking the beginning of the space age. Following this, Yuri Gagarin, a Soviet cosmonaut, became the first human to journey into space in 1961. The Soviets' dedication to education and their expertise in science and technology allowed them to reach these significant milestones in the cosmic race. The Soviet education system served as a critical foundation for the nation's dominance in space exploration during the mid-20th century. It is a testament to the power of education in advancing not only individuals but also entire nations in the pursuit of knowledge and progress.

President John F. Kennedy, on October 4, 1957, the day the USSR launched the first

artificial Earth satellite, Sputnik, said, "We lost the space race to the Russians behind the school desk." The Soviet education system had prepared a vast number of young individuals who could quickly master complex military technology, complete accelerated courses in military academies, and become well-prepared commanders of the Red Army, all while remaining staunch patriots of their socialist homeland.

### **School Education**

The education system was divided into two levels: the first for children from 8 to 13, and the second for children from 14 to 17. This entailed four years of primary school, each year with its own teacher. This was then followed by three years of secondary school with teachers for each subject. From this, students could remain for two years to complete school, however, some simply left for work.

In accordance with the Sovnarkom decree of 26 December 1919, signed by its chairman Vladimir Lenin, the new policy of *likbez* (Russian: ликвидация безграмотности, romanized: *likvidatsiya bezgramotnosti*, lit. 'liquidation of illiteracy'), was introduced. A new system of universal compulsory education was established for children. Moreover, millions of illiterate adult people all over the country, including residents of small towns and villages, were enrolled in special literacy schools.

### **Higher Education**

According to Revolutionary Democracy magazine, before 1917, university education was available mainly to the nobility and professional classes. The construction of universities in the USSR began vigorously after the revolution, and in 1940 there were already 700 universities in the country with 650,000 students. The expansion of universities was particularly significant in backward regions such as Belarus, Azerbaijan, and Uzbekistan, where the number of universities increased significantly.

Access to universities was based on merit and, according to a 1940 decree, a small tuition fee was introduced. However, merit students received scholarships that allowed them to pay for their education. Those who could not afford the tuition fees were entitled to free education.

Soviet students also enjoyed financial support in various forms, including reduced railroad fares and campuses that provided services from libraries to affordable restaurants and laundry facilities.

Universities in the USSR did not teach religion, and there were no religious practices. Education in the USSR was centered on a materialistic worldview. Education in Soviet universities strived to be comprehensive and connected to real life. Even specialized courses included lectures on Marxism-Leninism, and great emphasis was placed on discussion classes and practical work.

Getting a job after graduation in the USSR was usually facilitated by the high demand for highly qualified specialists in various fields. Universities also provided facilities for student marriages, families with children, and medical and recreational facilities. In addition to regular universities, the USSR had correspondence courses in higher education, evening institutes, and courses for part-time students

Soviet university education was comprehensive and relevant to real life. Even specialized courses incorporated lectures on Marxism-Leninism, which encompassed history,

economics, and political theory. Lectures accounted for less than half of the educational time, with the remainder allocated to discussion classes and practical experience. Religious instruction was entirely absent from schools and colleges in the Soviet Union. Six months before graduation, Soviet students were virtually guaranteed employment. The rapid expansion of the nation's economic sectors generated a higher demand for trained technical experts, teachers, and various other professionals than the supply. Cultural needs also ensured that students pursuing arts, writing, acting, and related fields enjoyed secure career prospects. In addition to traditional universities, there were also correspondence courses offering the equivalent of a university-level education, evening institutes, and part-time programs at universities.

### **The Pedagogy in USSR**

In the Soviet Union, pedagogy played a multifaceted role that encompassed not only ideological components but also several positive aspects that contributed to the education system. Here are key facets of the role of pedagogy in the USSR, including both its positive and negative dimensions:

1. **Universal Education:** Soviet pedagogy promoted the idea of universal, compulsory education. This commitment to ensuring that every child received an education contributed to a significant reduction in illiteracy rates, especially in the early years of the Soviet Union.

2. **Teacher Training:** Pedagogical institutes were established to provide comprehensive training to teachers. These institutions equipped educators with the necessary skills and knowledge to deliver effective instruction. Well-trained teachers played a crucial role in the quality of education provided to students.

3. **Special Education:** Education emphasized inclusive education. Special schools and programs were established to support students with disabilities, ensuring that they had access to education. This commitment to inclusivity was a commendable aspect of the education system.

4. **Curriculum Development:** Pedagogy contributed to the development of a curriculum that extended beyond academic subjects. It included practical training, vocational education, and hands-on skills, ensuring that students were well-prepared for various career opportunities.

5. **Emphasis on Physical Education:** Physical education was a significant focus in Soviet pedagogy. Promoting physical fitness and healthy lifestyles among students was a commendable goal. Mass physical education programs, sports clubs, and youth organizations encouraged physical activity and teamwork.

6. **Early Childhood Education:** The influence of Soviet pedagogy extended to early childhood education. Preschool programs were introduced to facilitate children's social and cognitive development from a young age, providing a foundation for future learning.

7. **Scientific Contributions:** Soviet pedagogy led to significant contributions to educational theory and pedagogical research. The works of renowned Soviet pedagogues like Lev Vygotsky have had a lasting impact on educational practices and child development worldwide.

### **Cons of Soviet education**

However, despite the positive aspects of education in the Soviet Union, it's important

to acknowledge that no system is without its flaws. Here, we'll explore some of the significant shortcomings and challenges that were inherent in the Soviet education system.

### **Excellent students and "special classes"**

According to RBC-Ukraine magazine in the Soviet education system, there was a practice of dividing students into two main categories: excellent students and "special classes". Alexander Peleshok, the founder of the small-circulation publishing house "Litvir", believes that when initially comparing the amount of educational material provided in Soviet times and in Western schools, it may seem that the Soviet education system was more intensive and richer.

However, he also points out an important aspect: quantity does not always mean quality. The huge amounts of material to be mastered in Soviet schools proved to be too much for most children. Thinking back to those times, many people of the older generation remember the huge gaps in pupils' performance: classes of excellent pupils contained only 1-2 people, classes with average performance - 5-6 pupils, while the bulk of pupils had low results.

In order to maintain the overall average level of achievement, school administrators sometimes resorted to tricks, creating classes with different levels of difficulty. For example, average-performing students were grouped in one class and then evenly distributed among high-performing students, while low-performing students were placed in "special classes," where the curriculum was simplified and the requirements were less rigorous than in regular classes.

### **Lack of wide access to foreign literature**

Because of the Iron Curtain, the situation was such that it became unacceptable and even dangerous to refer to foreign scholars in student and scientific papers in the USSR. This led to limited availability of up-to-date information and caused a stagnation in teaching methods. Therefore, when Western sources became available in 1992, the school system seemed outdated and required serious reform.

### **Censorship in the USSR**

In the late USSR, ideological censorship, the desire for autarky, and stagnation in art education became prominent phenomena. At the beginning of the 20th century and in the early period of the USSR, Russia occupied a prominent place in world art culture and made a significant contribution to the development of fashionable art movements. Avant-garde painting, constructivism, futurism, Russian ballet, Stanislavsky's methods, and the art of movie editing - all aroused respect and interest throughout the world.

By the late 1930s, however, the diversity of styles and artistic movements gave way to the dominance of socialist realism, a style that was significant and interesting in its own right, but the problem was its forced imposition and suppression of alternative currents. Support for one's own artistic traditions was advocated, and many attempts at innovation were condemned (as in the case of the notion of "Mud instead of music"). Borrowing elements of Western culture, such as jazz, and later rock music, was subjected to restrictions and repression. While not all experimentation and borrowing was successful, the scale of criticism and restrictions was disproportionately large, resulting in the suppression of innovation in the arts and the loss of the Soviet Union's global cultural influence. It also contributed to the formation of an "underground culture" in the USSR.

### **“Unnecessary” Education**

Alexei Anatolievich Soinikov, professor of Russian history, in his work "Documents on the History of Secondary Specialized Education" points out the lack of a scientifically grounded concept for technical schools and other secondary educational institutions. He notes that these educational institutions were linked to higher educational institutes and, in fact, served only as an intermediate stage to specialized training. Despite the reforms that began in 1987, by 1991 these issues had become less relevant and had faded into the background.

### **Low level of foreign language teaching**

Due to the lack of opportunity to interact with native speakers of a foreign language, language teaching in the USSR was often based on standardized methods that changed little over time. Soviet schoolchildren going through 6 years of foreign language instruction often found that, despite having a good understanding of grammar, they were unable to speak the language fluently, even on everyday topics. This was due to limited access to educational literature in foreign languages, as well as the lack of audio and video materials. Moreover, there was no need to communicate with native speakers of the foreign language, which made learning foreign languages less of a priority.

### **Architectural Degradation in the USSR**

The field of architecture, design, and urban planning suffered serious degradation during Khrushchev's "fight against architectural excesses". At that time, the entire system of architectural education, design, and construction suffered. In 1956 the USSR Academy of Architecture was renamed and reorganized into the USSR Academy of Construction and Architecture, and in 1963 it was completely closed, and this state lasted until 1989. As a result, the late USSR saw a decline in design and a growing crisis in the field of architecture and urban environment. The architectural tradition was interrupted, and its place was often taken by the soulless construction of neighborhoods that did not always meet comfortable standards of living.

### **Loss of Logic Education**

The abolition of the teaching of fundamental classical disciplines in the Soviet Union, including logic, which had previously been excluded from school curricula, posed a serious problem. Although logic was temporarily returned to the curricula and textbooks were issued in 1947, it was again excluded in 1955, except for some elite schools. To this day, logic is still not taught to students in schools in the former USSR, despite its importance as the foundation of the scientific method and the ability to distinguish truth from falsehood, engage in debate, and resist manipulation.

A short list of the above and other disadvantages of the education system in the USSR:

1. **Inflexibility and Repetition:** The inflexibility of the Soviet education system was evident in the high repetition rates, particularly in the early grades. Students often had to repeat a year of schooling, which could be demoralizing and hinder their progress. This inflexibility was partly due to the pedagogical style of teachers and the prevalence of disabilities among students that impeded their performance. It was only in the late 1970s that repetition rates decreased to less than 1%. While repetition can be beneficial for some students, its overuse indicated a lack of adaptability in the system.

2. Indigenization and Russification: The policy of "indigenization" (korenizatsiya) aimed to promote non-Russian local languages and counter Russification. While this policy initially aimed to preserve indigenous languages and cultures, it eventually shifted toward the dominance of Russian as the main medium of instruction. This shift had consequences for minority languages and cultures, and the rapid change in language policy influenced the system's flexibility and effectiveness.

3. Overemphasis on Ideology: The Soviet education system was heavily influenced by Marxist-Leninist ideology. This ideological dominance was particularly evident in the suppression of certain academic disciplines, like genetics, and the inclusion of subjects such as Marxism-Leninism in the curriculum. The ideological pressure affected the quality and diversity of academic content, as scholars who didn't conform were often purged.

4. Historical Manipulation: History education in the USSR was marked by the distortion and denigration of the pre-revolutionary period. This manipulation of history aimed to advance the narrative of the 1917 revolution and the building of a communist society. It led to the disappearance of many historical figures from the curriculum and created a fragmented view of history for generations.

5. Restrictions on Higher Education: The Soviet Union imposed restrictions on various groups when it came to higher education. The so-called "dispossessed" and individuals from non-privileged backgrounds, like private merchants, entrepreneurs, and clergy, often faced obstacles in accessing higher education. Additionally, the post-war period introduced unofficial quotas for admission to prestigious universities, favoring specific ethnic groups.

6. Isolation from the Global Scientific Community: The USSR's limited access to foreign scientific literature and communication with international scholars stifled scientific progress. The ideological campaigns and the fear of espionage led to restrictions on international exchanges and collaboration, causing a disconnect between Soviet scientists and the global scientific community.

7. Low-Quality Foreign Language Instruction: Soviet foreign language instruction was subpar due to limited access to native speakers and foreign materials. Censorship hindered the flow of foreign literature, films, and music, making it challenging for students to gain practical language skills or exposure to other cultures.

8. Artistic Stagnation: The dominance of socialist realism in the arts and the suppression of alternative artistic styles stifled creativity and innovation in the field. It discouraged experimentation and artistic expression, leading to a decline in cultural diversity.

These limitations and challenges illustrate the multifaceted nature of the Soviet education system's drawbacks, encompassing issues of pedagogy, ideology, access, and quality in various fields of education.

**Comparative analysis of Soviet and Modern Educational systems**

Table 2: Key characteristics of the Soviet and Modern Educational systems

<b>Characteristic</b>	<b>Soviet system</b>	<b>Modern system</b>
Literacy Rate	High	Variable, depends on the region
Degree of Specialization	General Education	Narrow Specialized Programs
Accessibility of Education	Mandatory and Free	Diverse Forms and Cost



Teaching Methods	Centralized and Standardized	Decentralized and Individualized
International Recognition	Limited	High

Data analysis:

Literacy rate:

Soviet system: Achieved a high literacy rate, a notable achievement of the Soviet system through programs like "Likbez" that successfully eradicated illiteracy.

Modern system: Literacy rates today vary and are region-dependent. Some regions may maintain high literacy standards, while others may face challenges.

Degree of specialization:

Soviet system: Provided general education, contributing to a broad education for graduates.

Modern system: The predominant trend is narrow specialization. This can be an advantage or a drawback, depending on labor market needs and student interests.

Accessibility of Education:

Soviet system: Mandatory and free education was available to all citizens, promoting widespread access to education.

Modern system: Various forms of education and associated costs create different barriers to access. The financial component can be a hindrance for certain population groups.

Teaching Methods:

Soviet system: Centralized and standardized teaching methods fostered uniform knowledge.

Modern system: Decentralized and individualized methods support education adaptation to individual student needs but can lead to diversity in knowledge levels.

International recognition:

Soviet system: Limited international recognition.

Modern system: Higher standards and international recognition have become more common, providing an advantage for graduates seeking employment abroad.

## **DISCUSSION**

The comprehensive exploration of the Soviet education system presented in this research sheds light on its nuanced legacy, bringing forth a discussion that navigates through the intricacies of its strengths and shortcomings.

### **Eradication of Illiteracy and Universal Education**

The Soviet commitment to eradicating illiteracy and providing universal education emerges as a commendable achievement. The "liquidation of illiteracy" campaign marked a transformative period, significantly increasing literacy rates and democratizing access to education. This accomplishment laid a strong foundation for the nation's future intellectual and technological prowess.

### **Technical and Natural Sciences Leadership**

The Soviet emphasis on technical and natural sciences catapulted the nation to global leadership, particularly evident in the remarkable achievements of the space race. The

correlation between a robust education system and advancements in science and technology is undeniable. The education-focused approach bore fruit with the launch of Sputnik and Yuri Gagarin's historic space journey, showcasing the tangible outcomes of a well-developed education system.

### **Challenges and Shortcomings**

Despite these successes, the Soviet education system grappled with significant challenges. The overemphasis on ideological conformity led to the suppression of certain academic disciplines and distorted historical narratives. The ideological dominance not only stifled academic diversity but also impacted the quality of education by narrowing the scope of intellectual exploration.

### **Humanities and Social Sciences Deficiencies**

The limitations in humanities education, including history, economics, and foreign languages, reflect the ideological constraints imposed on the curriculum. This deficiency underscores the delicate balance needed in educational systems, highlighting the importance of fostering a broad understanding of various disciplines to cultivate well-rounded individuals.

### **Isolation and Lack of Global Collaboration**

The restrictions on international exchanges and limited access to foreign scientific literature created a form of intellectual isolation. While the Soviet Union excelled in certain scientific fields, the lack of collaboration with the global scientific community hindered the exchange of ideas and inhibited progress in specific disciplines.

### **Artistic Stagnation and Censorship**

The suppression of alternative artistic styles and the dominance of socialist realism stifled creativity and innovation in the arts. This aspect of the education system's legacy emphasizes the broader societal impact of ideological control, influencing cultural diversity and artistic expression.

### **Societal Impact**

The discussion extends beyond academia, touching on societal repercussions. The degradation of family values, declining moral standards, and the emphasis on manual labor as part of education point to the broader impact of the education system on the fabric of Soviet society.

### **Legacy and Complexity**

In the end, the Soviet education system leaves a complex legacy, marked by both commendable achievements and significant deficiencies. The multifaceted nature of its impact necessitates a nuanced understanding, recognizing the interconnectedness of educational, societal, and political factors.

### **Implications for Contemporary Education**

Examining the strengths and weaknesses of the Soviet education system provides valuable insights for contemporary educational practices. The need for a balanced curriculum, emphasis on critical thinking, and fostering a global perspective are critical takeaways that resonate with current discussions on educational reform.

### **Future Research Directions**

The research prompts contemplation on avenues for future inquiry. Exploring the long-term effects of the Soviet education system on individuals, the generational impact on societal

values, and the role of education in shaping political ideologies present intriguing possibilities for further research.

### **CONCLUSION**

In conclusion, the Soviet education system had a complex legacy with both positive and negative aspects. On the positive side, it achieved the complete eradication of illiteracy and provided universal secondary education. The system excelled in the realm of technical and natural sciences, leading to the Soviet Union's leadership in these fields and contributing significantly to industrialization, the victory in World War II, and post-war scientific achievements. The teaching profession was highly respected, and sports education was strongly encouraged. The focus on technical education addressed critical national challenges.

However, the system faced substantial challenges and negative consequences. It fell behind in the humanities due to ideological influences and the international political climate, particularly impacting subjects like history, economics, and foreign languages. Excessive centralization and isolation resulted in the loss of pre-revolutionary practices and hindered progress in certain scientific disciplines. The degradation of family values and declining moral standards had lasting effects on demographics and societal relationships. Moreover, the system failed to prioritize the development of critical thinking skills, making society susceptible to manipulative information campaigns. The arts and creative fields suffered from censorship and an overly ideological approach, leading to a decline in areas like design, architecture, and urban planning.

Despite its impressive achievements in natural sciences and the arts, the Soviet education system struggled with these challenges, which had repercussions on the moral, demographic, and intellectual fabric of the nation. Additionally, the incorporation of manual labor as part of education aimed to instill a work ethic but sometimes diverted attention from academic pursuits.

In sum, the Soviet education system's impact on the nation was multifaceted, leaving a complex legacy that included notable accomplishments and significant shortcomings.

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## **SECTION: POLITICAL SCIENCE**

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### **THE ROLE OF INTERNATIONAL ORGANIZATIONS IN REGULATING THE GLOBAL ORDER**

**Abstract.** *International organizations and modern society are actively involved in conflict management and its prevention.*

**Key words:** *international organizations, European Union, North Atlantic Treaty Organization, conflict resolution, international peace and security*

**Introduction.** Universal peace, international security, reaching an agreement - these are the main aspects that international organizations (NATO, UN, EU) have and which is a regular point of contention. These organizations are quite effective because they were created by the will of powerful nations. Other member states are trying to save themselves, so they could expect the help of big powers for small countries. International organizations are vital because they are called upon to take care of the development of peace and stability among nations. Second, they possess valuable information that is a major factor in relations between the countries.

One of the characteristic features of the modern world is the increasing role of international organizations in modern relations, because their role in the protection and preservation of peace is increasing every day. My goal is to show you their importance and necessity, despite the fact that today public opinion is divided. Some people believe that the creation of international organizations and membership in them will significantly contribute to the social, economic, cultural, and political development of the country. The second category thinks that relations with international organizations as if restrict their rights. International organizations represent the most developed and orderly mechanism of international life in the modern world. One of the main characteristics of the development of international cooperation is a dramatic increase in the number and activity of international organizations. Let us also take a look at the critical opinions of the organizations. For example, UN peacekeeping missions were not always successful. An international organization like NATO, created after the Second World War, plays an important role in the international arena with a history of a number of successful operations and missions. NATO, as a regional organization, is a subject of international law. It has international legal rights and duties and accordingly, the right to implement them in accordance with international requirements. This organization, like other international organizations, is financed by member states that attribute to these organizations certain competences. Today, I believe that territorial integrity is a very important part of the

NATO accession process, even though it would not be an obstacle on the way to NATO membership. This view is based on several arguments particularly concerning Georgia. NATO's aim is to bring peace and security for the Alliance as a whole, and therefore, a new member state should strengthen peace and security for the Alliance and not vice versa. Strengthening regional cooperation in the South Caucasus and the Black Sea and external security are two sides of the same coin. In order to combat terrorism and organized crime, it is necessary that the police forces of all EU countries actively and closely cooperate. The transformation of the European Union into a space where freedom, security, and justice would reign for everyone to have equal access to a system of justice to be equally protected by the law, is a new challenge that requires close cooperation between governments. Since 1989, NATO has participated in the settlement of the Balkan crisis, conflict management in the post-Cold War period, and actively fought against terrorism. During its existence, NATO has conducted many operations in the Mediterranean area, North America, Central Asia, Africa, and the Balkans. It plays an important role in crisis management and peace-building, and in legal operations, as well as actively cooperating in military operations with the United Nations, the European Union, and Western Europe. Its role in the fight against terrorism is also important; in this regard, it does not spare resources, and a clear example of this is the operation carried out by NATO to detect and prevent terrorism in the Mediterranean Sea, which is being carried out by the United Forces. However, we have examples when the intervention of international organizations intensified the course of the conflict, for example, the intervention of NATO in Yugoslavia in 1998-1999. It was an operation full of big mistakes and failures because the Alliance's operation in Kosovo was conducted in violation of the UN Charter. No regional international organization has the right to use force without the permission of the UN Security Council, and the armed forces of the Alliance mistakenly bombed the Chinese embassy, which cost the lives of people directly and provoked a confrontation with China. This war and the operations conducted with the participation of the UN, NATO, and the OSCE did not bring any results. On the contrary, the number of victims of aggression in Yugoslavia has increased. Some scholars focus on NATO's ineffectiveness and ask where NATO, the United Nations, the European Union, and other international organizations were when the terrorists bombed the Twin Towers in New York in 2001, the London subway in 2005, and the train in Madrid in 2004, and in 2005, when they also carried out a terrorist attack in the Tokyo subway?!

As for the United Nations, it has acquired a special importance in the work of supporting peace, not only occupying a central place in the system of organizations between states but also playing a special role in the modern international political union. Although the United Nations was created to solve economic, social, cultural, and humanitarian international problems after the Second World War, it has been focused on maintaining peace worldwide. We can recall the year 1988, when 33 peacekeeping activities were conducted, and in 1995, the number of personnel involved in the UN peacekeeping operation reached 70,000 from more than 70 countries. At the same time, the Security Council used such instruments as sanctions and forced disarmament. Megan Shannon highlights the role of the UN in reducing the occurrence of conflicts and brings the empirical analysis: the 1998-2000 conflict between Ethiopia and Eritrea, in which the main international organization involved was the UN, and its main objective was to resolve the conflict and establish a ceasefire between the two parties,

and it was also acting as an intermediary. Hostilities ceased after the intervention of the UN peacekeeping mission.

Today, one of the important actors in the international arena is the European Union. It is a unique phenomenon in the history of the world, especially because it unites states that had intense battles with each other throughout history, but it is interesting what caused the peaceful coexistence of these states. The answer to this main question is the democracy and solid institutionalism of the European Union.

It is a political and economic union of 27 states which aims to ensure peace, justice, prosperity, and freedom. The main directions of its policy are: human rights, humanitarian aid, energy resources, enlargement, climate, regions, crisis management, and trade. In cases of conflict, the European Union can respond politically and legally. Diplomatically, economically, financially and militarily. The European Union has been pursuing activities to reform security sector at three interrelated levels: at the Commonwealth level, at the level of member states, and in cooperation with international organizations. At the first level, activities are mostly carried out by the Council and the Commission. The activities of the Commission are primarily of a civil nature, while the Council implements civil, military, and mixed activities. At the level of the member states, the EU member states follow the agenda and policies of the EU in the field of security sector reform and carry out their activities in the third country. The European Union as an organization is widely represented in the arena of the security sector, which is created by international organizations, and the member states are involved on a membership basis, or they participate in many activities related to the reform of the security sector on their own initiative that are carried out in cooperation with international organizations.

Conclusion. The role of international organizations in settling conflicts has sparked controversy among experts, academics, and political scientists. On this issue, the views were divided between two groups: some think that international organizations are actively functioning, while others think that the actions of international organizations are not so effective and do not guarantee security at all. In relation to the issue, I should mention the League of Nations, the first international organization that aimed to ensure international peace after the First World War. The necessity of creating the League of Nations is described quite well in Davis's book. After the war, many human deaths and economic losses led to the creation of organizations that would ensure future peace. But in reality, the establishment and operation of the League of Nations only strengthened the hegemony of Great Britain and France in Europe. The League of Nations did not have enough resources to regulate conflicts, so it was necessary to form another, stronger organization. One of its weaknesses was inconsistency. The states did not act for the common welfare but to ensure their own interests. It is important that the active growth of the number of international organizations is observed in the modern world. For example, by 1998, there were 6,000 international organizations; their number has doubled over the last quarter of a century. Therefore, international organizations have become more actively involved in conflict management and prevention. Moreover, in modern society, there is a growing demand for their involvement.

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### **THE SECURITY SERVICES AND FEATURES OF AMIR TEMUR'S STATE**

It is well known from the experience of world statecraft that in the transformation of any country into a powerful empire, its security forces institutions are the main players. Therefore, Amir Temur tried to comprehensively develop security service institutions in state building.

Amir Temur created the strongest and most powerful country in the management of which he took advantage of many institutions of governance. He represented his state in the form of the building and keep it divided into 12 columns of society. Among these columns there and place the security service.

Political and philosophical study show that each state which rules Amir Temur, he gave special importance to its security. In the book «Tuzuklar» in the chapter «The rules of being aware of the condition of the property, the state, and the people» about says: «Each province is proud, and city clerks in the army or security service, to record every situation hokims, the people, the soldiers provided me with information about their own and other troops.

Obviously, Amir Temur instructed his subordinates to their safety of particular importance: 1. - From khokims, 2.-ie from people from 3.- warrior, 4.-ie from foreign troops subordinates must notify their position. And it is not casual, as in the first-ruler must know what is happening in his country, with the help of which he can safely rule them, and secondly, should learn military situation in countries located near the land if need to apply the necessary precautions. Thanks to information and research work of Ibn Arabshah «History Amir Temur», you can learn about the work performance of security Amir Temur. In this work, Amir Temur described black paint, but the rest of them mixing with historical perspective - priceless. That Ibn Arabshah, as a historian, was able to describe in detail the appearance of the great commander. In this century by the religion of Islam, description and drawing of the appearance of man on the paper was not religious. Ensuring security in the mighty Lord, it was specifically the description of the Arab historian Ibn Arabshah not talks about gratitude Amir Temur in the East. Therefore, he described only the bitter truth about the construction and the state government «has an incomparable Amir Temur temper and is deep thinker. He sent all his lands his spies, and the remaining possessions were spies. If one were in Cairo, Louise, and others went to Damaske, Shamiysonii, who were among the Sufis. They were small and large traders, strong men heinous nature tormentors or artisans, astrologers, hermits, explorers and travelers, shoemakers, witches, crooks, but they could combine the two nasty side and were able to deftly peacefully resolve the situation. It turns out, from a political-philosophical studies, that the strength and power of Amir Temur, as the Lord, in his precautions to ensure the security of their land. To do this, he introduced a strong security system overhead in the face of messengers and clerks. 2 most important pillars official state security Amir Temur are: First - Inside the empire, ie within the country, how it feels to people (always been notified). In this

service, the official Amir Otlamish was the most prominent «Khabargir», but nothing about him historians do not tell. Second - foreign intelligence. This service notifies Amir Temur and sofas of the external position of the empire. Mainly in the service was fakih Masud al-Kuhjony. About him Ibn Arabshah wrote: «... he was outside eyes Amir Temur couch.»

Value information Ibn Arabshah that he gave only the correct information despite that described Lord Samarkand black paints. As Amir Timur created his official security system? Creeps into the question of what factors were the basis?

First - Release of Amir Temur the historical arena comes after the murder of Amir Kazagon and dispersion Movoraunnahra (he was a Turkish Emir, that the descendants of Genghis Khan and killing all mongolskih khans, put on the throne of puppet khans and 1346-1358g Movoraunnahrom all rules). In alliance with Amir Hussein in the fight against the Mongols Lord tempered the will and from that time he formed his official security system. It is these fierce wars have insight deliberately to solve all problems, so he was able to gather a loyal people.

Secondly – Amir Temur about experienced events in their work «Tuzuklar» says the news came that Tugluk Temurkhan of [warrior] Bikijak, Hojibek Erkin Ulug Tuktemur kerayit and emir's Geta creating three battalions went to Movoraunnahra defeated and the three battalions stopped at a place called Huzor. Before you visit Tugluk Temurkhsn I lured him wealth these greedy emirs, decided to defend Movarounnahr region of executions. Amir Temur at this time was not yet led government, but had his own special reconnaissance. It is this special service inside Amir Temur follow mongols more effective than external pursuit. Amir Temur was sure of honesty and devotion Tugluk Temur so much so, as he knows from his scouts. At this time, comes the news of the revolt of the emir's Tugluk Temurkhan Dashti Kipchak Khan Mugul before leaving reserves Amir Temur label on the government over all Movarounnahr. But after a few time Geta khan returns and puts on the throne of his son Ileskhodja.

Emir's Ileskhodzhi afraid Amir Temur glorification among the local population, accuse him of rebellion and picked tell Tugluk Temur. Mogul khan sends the label of the execution of Amir Temur, but the document falls into the hands of devotees Amir Temur. It is known that from the time Amir Temur set the foundation for the creation of «**special service system**» and they protected it from the various intrigues.

After the incident in Seyistone Amir Temur went to Balkh and precaution put their guard ahead. He made this in his «Tuzuklar» says, «Going to such a position, I noticed back in the top people as we move forward, hour after hour increased their number. Stopped and asked: «Who are they?» and sent him to his guards. They brought the news that this former army Kazanchi bold, separated from the troops Geta, with 100 riders and wandered looking for Amir. «We are well aware that the protection of the whole army and guarded convoy. Usually they can be in the center of the regiment, wing, rear or front, which served as scouts work. While Amir Temur suffered a very severe test and inspection. In a study of «Tuzuklar» and both «Zafarnoma» became apparent, as it was difficult to carry out, although small but ferocious fights. Because it is such seemingly small fights were filling fierce intrigues and betrayals. but in such moments Amir Temur, thanks to his talent, was able to get out of complicated situations and he fruitfully used his intelligence.

In necessary situations even the Amir Temur was to explore and his courage was a model for its soldiers. «... From a distance could be seen a few people, they passed through the top to find out who they are, I followed them. And saw that it was only 70 horsemen warriors, I asked: «Heroes who are you?» They replied, «We are the army of Amir Temur, we are looking for and can not find them.» I replied: «I'm also one of the soldiers Amir, come with me I'll take you to him». We do not knowingly give this example. On the path of the great Lord of the State, a young Temur was brave, agile, nimble man who came out of any situation. This factor brought Temur, respect and a great value among ordinary soldiers. Naturally, it shows how he is a strong leader. Nizomiddin Shomy in his work «Zafarnoma» about what is happening with Amir Temur and said: «Where and when they would not have stayed, he immediately applied the precautionary measures.»

«Standing here, I added three riders in the military Tamuki army and sent them across the river to the troops Termez Geta. Ordered them to bring news of their situation and plans. Tamuka four days later owe me that the army arrived at Geta Termez and began to plunder and kill innocent people. Hearing, I decided to go to a place Daragez. Then finding a good opportunity to attack on the army Geta. «- Lord writes in his» Tuzuklar». Obviously Amir Temur fruitfully used his military intelligence. He never did business «slipshod» before every thing he thought about the situation carefully from the beginning to the end and came in one solution. «Authority Amir Temur population every day increased. Former army that were in the ranks of the army of Geta, several groups of Turkish emirs: Sulaimon Barlos Amir, Amir Moussa Barlos, Amir Zhoku Barlos, Jaloliddin Amir, Amir Xinduka Barlos, renouncing Geta troops arrived in Termez. Learning about this Amir Temur immediately arrive. These emirs from thousands of military riders announce their desire to join the troops Amir Temur. «And here a special system of Intelligence Amir Temur has an impressive role. So he was able to bring back those emirs and attach them to yourself. For independence of his country, he conducted cruel and difficult fights and along with it, he paid more attention to its special security service.

Each held the day, in every moment he thought about the safety and put it in the first place, so he was able to solve intricate situations difficult stages of his life. Despite the time when life was cruelly for property and wealth ibivali brothers each other, local, major emirs and ulus was dishonesty and injustice Lord could gather a loyal and dedicated people.

Continuing the battle against mugul Amir Temur beware of strong fights, did not want to shed a lot of blood and basically tried to resolve the situation diplomatically. Euphony translated to his side enemies. And in this case, he turned to his special intelligence service. He sought an ally inside the enemy if need at odds their enemies and take advantage of this opportunity.

I must say that in this work using a special Amir Temur Safety Service raised its credibility among the common people. Hence, the system introduced prudent work. Ibn Arabshah claims that Lord could reasonably use Darwesh, qalandars, traders, and other figures of various trades for their own propaganda. Seen how much special intelligence service conducted its work for many years to protecting life and the Lord of all egogosudarstvo. But the economic aspect of the system was on the main level. Ie Amir Temur've spared no expense to learn the secrets of opponents. And in this he sklonivalsya to quote: «If you are alert, you check».

In the work «Tuzuklar» in the «Tenth Meeting to create imperia» Amir Temur to further strengthen and consolidate its power in the region is gone Badakhshan. There he meet with her grandson and brother (in-law) by Emir Hussein Kazagana where they discussed, met with checks Badakhshan. We have to consider that and Badakhshan were already aware of the great victories of the Lord, and believed that the need to please him. It is clear that the special intelligence Amir Temur was very cautious and kept right taktiku.oni spread ancient Turkish proverb, «Will the people who said to each other - the brave.»

«After joining Badakhshan shahs to my subordinates, I went in Khatlon. Here due to abuse brother Amir Hussein Pulod Bug Cher Bahram separated from him and were in his encampments. Leaving there, I stopped at a small mountain brook Dashti Fist. From there, I sent his scouts to the troops and Geta Ileskhodzha to learn about their situation. The scouts returned ten days later and said: Amira Geta: first-Kuch Temir Bekchik coals second-Temur Nubkon third-Shankum fourth sibling Hozhibeka Tugrulhodzha with twenty vsadnymi voyskomi fighting in areas Haloty Bullets and Sangin. They wanted to know where I am and how many troops were sent to me a messenger. (To divert messenger), I ordered his soldiers to go in front of him twice, and then let him go. Here it should be noted that for the sake of freedom of the motherland Amir Temur introduced a very fierce fighting with the enemy, in which he did not always find a clean, true to yourselves friends.

«I kept them all in hope and terror» - writes Lord in his work «Tuzuklar.» This factor comes to the cruel laws of the time, and as the soldiers knew that sweet temper to achieve its goal will be impossible. Even in our days in the problem of security can not be handiness. If this system is weak, it can destroy a huge state. When you create a state Amir Temura and gaining his power serves as a special security service.

One thing is clear, from the Lord of the experiments that he used in many moments of the Islamic religion and even managed to cope with is not an easy task. For example, in the chapter «Bakara» of the holy book «Quran» verse 249 says: «Thanks Allohu many small groups defeat large groups of troops». Several times he remembers this verse and tells his men. It is this verse in the great Lord of the security of the country was the main precept, as the army and Geta in both quality and quantity was much larger than in decayed Movorannahre Turkish emirs. But despite this, people were Amir Temura devotees and they became more and more. «Once I found the prophecy, then immediately put in order his army» says Amir Temur. This prophecy has served to unite the scattered people, the most important thing for establishing a great state. Love of country, devotion to the homeland predovat Amir Temuru strength, power, and in whatever way was not to achieve their goal.

«I sent a letter to a friend in subjection Amir Hussein and asked me to inform about plans Emir». Be aware of all the plans of the enemy, he believed Lord – It is half the battle.

«Whatever money, property, people, caravans, khans from neighboring countries, their gossip, activity, did not come into the country, all information should be up to me». On the shoulders of security laid down as surveillance of people who came in and out of the country. Such tracking lyumi there and modern states. This system was supposed to notify visitors about Lord caravans from abroad, from which country, why and with what products came on the part of traders, what news and data they own. Security Service was not only to know the secrets of others, but also about the power rassprostranit Amir Temura other countries.

Amir Temur on the shoulders of the security services had offered great responsibility every information. If the information was false, they can get the most severe punishment. State Security Amir Temur was treated responsibly every Assignments Lord. Hence, the security services had to treat everyone with instructions Amir Temura huge responsibility.

«I order you to camel riders in 1000, 1000 riders on horseback and 1000 runners traveled to different countries, learned about the intentions and plans of their masters, so we were always on the ready». «If you are vigilant, you check» - wrote a great thinker Alisher Navoi. To build a great country and great grand master rule this great country first and foremost need to be vigilant. As part of the security Amir Temura were not only intelligent, educated, smart, but also very cunning people. So, as a special security is not the work of one person and one person can not handle himself with the task.

In his work «Tuzuklar» Lord writes: «As it brought the news of the defeat Tuhtamyshhana Uruskhana. And I knew that he would come to me asking for help. I began preparing to battle against Uruskhana helping Tuhtamysh. «Genghis Amir Temur were the main opponents, even in a situation with Dashti Kipchak Lord through his scouts brought not trust the two allies. For Amir Temur unity chenghisides each other was the biggest obstacle to independence Movoraunnahr. Scouts bringing news of the security service Uruskhana also brought news about the military capabilities of his army. Amir Temura scouts have done their best to ignite the flame again situation Dashti Kipchak. At a young age Tuhtamyshhan, Uruskhana kills his father, and thanks Tuhtamyshhan «invisible hands» comes to ask for help from Amir Temur. In Dashti Kipchak were small - small Khanate, which were influenced by Amir Temur as Lord did not want their unity and did his best. Here, in the face of Amir Temur, we see the strategic policy that looks deeply at what is happening....

Amir Temur before starting military movement is always based on reliable information of their scouts. For example, to remove people from the fortress Amir Hussein Karshi Amir Temuru needed with only 243 soldier. He decided to cheat, and ostensibly with all his army went to Hurosana even crossed the Amu Darya river. Caravans returning from Hurosana in Mavoraunnahr using scouts thought so too, ie contemporary language they used misinformation. They sent a caravan of their rights. This misinformation has led to a relaxation of Amir Hussein Amir Moussa. As a result, we reported earlier, Amir Temur and his 243 soldier sent in Karshi and captures the fortress.

Security in the country and each time has been and is the most important problem to solve. Amir Timur always read about the history of the former masters, carefully studied their fate and removed the necessary lessons. In building their independent state, he always began his deliberate actions, we know its introduction of its policy. Key to success was specifically planned action. Especially she was a leading position in a special security service.

First, the inside of the empire, ie domestically scouts lived in all lands, subordinate the empire, local rulers were not aware of their existence. They notify the Master of the economic, social and political activities of the local rulers, which gave positive results in the just rule of Lord. At the same time, the scouts spread the glory of the victories of the people and for the benefit of charity Lord religion.

Hurt very well enjoyed by dervishes, traders and religious ulema. Received the highest respect and among religious people; Ulema, sheikhs, praying and madrassa students. Was the

foundation of society, the Islamic religion. He always watched over their activities, justice and tried to reward them, as they could introduce the Lord every success in the hearts and minds of the people. Login to the throne took Amir Temur Islam as a means to further strengthen their power.

Second – foreign intelligence. It used borderless darwesh, traders. We know that at this time qalandar were all areas of Muslim countries, since they were poor and they had not been touched. Traders were also free to people who could trade all. Historians claim that the caravans were Amir Temura from China to Rome, with the Golden Horde to Egypt, covering major cities, as well as trade and work in the «intelligence»

Amir Temur competently able to use people from other religions and castes, such as Christians and Catholics. He sent as ambassador, Christian leaders in Europe. Ambassador and was a scout Amir Temur that still exists in our days. The country conducted its activities Amir Temur arhieskop cities such as Francisco Francisco Sadr Sultoni Ionn. For example, in 1402 a letter to Master Ionn brought the kings of France and England. Muslim diplomats in Europe was only Muxammad Keshy, who knew several European languages. Amir Temur enjoyed not only religion and sects, he used and foreigners, as their intelligence. Of these great empires and large countries as the Golden Horde, Syria, Egypt, Turkey, China Amir Temur scouts brought him a new lead. That's why the country who knew a lot of information will always be carefully to pay attention to their own safety. Third, the main appeal for discipline within the army, which played a big role in the fate of the state. And security service played no small role in the formation of such an army. Military intelligence, strict discipline in its activities and loyalty Overlord provided further success. Control over the activities of the intelligence services was only the central sofa and personally dedicated people Lord. This provided an increase in the result and classified information.

It should be noted that the forces of intelligence Amir Temura were very ambitious, even feast Zainuddin Abubakr Toybody prominent scientist of his time also alerted about the situation in Hurosane.

The battle for the throne between the years 1365-1370 Turon Amir Temur Amir Huseinom and lasted until the complete defeat Amir Huseina. Of course, the fight has not been easy for Amir Temur. Because Amir Hussain was also a Turk and some emirs quickly passed, then one or the other side of that very weakened the strength of all. Amir Temur finally able to move to his side many influential emirs and carelessness Amir Husayn weakened forces and led to his defeat. This did well his special system security. Because these forces have played a major role in the transition of the emirs in his direction. These factors show that Amir Temur was very strong politician. So, how to translate the emirs who have their ulus and his army had to be smart and piercing diplomats. Every word Amir Temura should pierce the soul and Amir Ullamov if necessary decorate promises and people using the Special Security Service.

In conclusion, I must say that on the day today's increased Amir Temura interest in the personality. Attracts the attention of the world's scientists built state Amir Temur their strength and power.

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**КУЛЬТУРНАЯ ПОЛИТИКА В РАЗВИТИИ ГОСУДАРСТВА И ОБЩЕСТВА  
(Культурная политика в период Амира Темура и Тимуридов)**

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**CULTURAL POLICY IN STATE AND SOCIETY DEVELOPMENT  
(In the case of Amir Temur and the culture of the Timurid period)**

Ҳамма замонларда ҳам маданият масаласи сиёсатнинг муҳим услубларидан бири бўлиб келган. Бунга тарихдан юзлаб мисоллар келтириш мумкин. Лекин, биз ушбу тадқиқотимизда жаҳон давлатчилиги тарихида муҳим ўрин тутган Амир Темури ва Темурийлар даври юзасидан айрим фикрларни илгари сурамиз. Биз яхши биламизки, Амир Темури қурган давлат ва унинг ворислари давом эттирган ижтимоий-сиёсий ислохотлар ҳозирги Марказий Осиё минтақаси халқларининг маданияти тарихида алоҳида ўрин тутади. Таъкидлаш керакки, бу даврдаги маданий ютуқлар умумбашарий цивилизацияси даражасида бўлган.

Демак, маданият тарихидаги ушбу мумтоз даврда ўзбек маданиятининг шаклланиши бу даврдаги сиёсий, ижтимоий-иқтисодий тараққиёт билан боғлиқдир. Хусусан, меъморчилик, илм-фан, адабиёт, санъат, хунармандчилик сингари соҳаларнинг равнақ топгани, таъсир доирасига кўра бутун мусулмон Шарқиға ёйилгани бунинг ёрқин мисолидир. Туроннинг йирик шаҳарлари - Самарқанд, Шаҳрисабз, Бухоро, Термиз, Туркистон, Тошкент ва Ҳиротнинг ободончилиги, маданий равнақи йўлида Мовароуннаҳр ва Ўрта Шарқ мамлакатларидан, Ҳиндистондан кўплаб фан ва санъат аҳллари, хунармандлар, меъмор ва мусаввирлар жам бўлган.



Самарқандда - Шоҳизиндадаги бир гуруҳ меъморий ёдгорликлар, Бибихоним масжиди, Шаҳрисабздаги Дор ус-саодат, Туркистондаги Аҳмад Яссавий мақбараси каби обидалар барпо этилди. Шуни алоҳида таъкидлаш жоизки, Амир Темурандан сўнг унинг авлодлари - Шоҳруҳ Мирзо, Мирзо Улуғбек, Бойсунғур Мирзо, Абу Саид Мирзо ва бошқалар маданият, адабиёт, наққошлик, меъморлик ривожига катта эътибор бердилар ва уларга ҳомийлик қилдилар.

Ибн Арабшоҳга кўра, Амир Темурандан нафақат Турон тупроғида, балки, салтанатга қарашли шаҳару қишлоқларда ҳам жуда катта ободончилик ишлари олиб борилган. Бунга Самарқанд, Шаҳрисабз ва бошқа жойларда қурилган меъморий мажмуалар, Самарқанд атрофидаги дунёнинг йирик шаҳарлари номи билан аталган Дамашқ, Миср, Бағдод, Султония, Фориш, Шероз каби қишлоқларни кўрсатиб ўтиш жоиздир. Шунингдек, Ироқнинг Боғдодиди, Озарбайжоннинг Бойлақониди олиб борилган ободончилик ва қурилиш ишлари бунга ёрқин мисол бўла олади.

Ободончилик, суғорма деҳқончиликнинг ривожланиши иқтисодий ҳаётда муҳим соҳа – ҳунармандчилик, савдо ва товар-пул муносабатларининг тараққиётига ижобий таъсир кўрсатди. Амир Темурандан Мирзо Улуғбек даврида тоғ-кон ишлари йўлга қўйилиб, турли маъданлар қазиб олинди туфайли ҳунармандчилик юксак даражада ривожланди. Ҳунармандчилик катта эътибор туфайли шаҳарларда махсус гиламдўзлар, сандиқчилар, шишасозлар, эгарчилар, заргарлар маҳаллалари кўпайди, янги бозор расталари, тим ва тоқлар қурилди. Тўқимачилик, кулолчилик, чилангарлик, темирчилик ва бинокорлик, меъморчилик соҳалари асосий ўрин тутди. Самарқанд, Бухоро, Тошкент, Шоҳруҳия, Термиз, Шаҳрисабз, Қарши шаҳарларида янги ҳунармандчилик маҳаллалари вужудга келиб, бу шаҳарлар савдо ва маданият марказларига айланди. Ип, жун, каноп толасидан газмоллар тўқилган. Ипакдан шойи газламалар – атлас, кимхоб, банорас, духоба, ҳоро, дебо каби газмоллар тўқилган бўлиб, улар маҳаллий ва хорижий савдогарлар томонидан харид қилинади.

XIV-XV асрда металл буюмлар, уй-рўзғор буюмлари, асбоб-ускуна ва қурол-яроғлар кўпайиб ишлаб чиқарилган. Амир Темурандан Самарқанд, Тошкент ва Қарши шаҳарларида қуролсозликка ихтисослашган ўнлаб маҳаллалар, атрофларида эса йирик аҳоли пунктлари - қишлоқларда махсус совутлар, ўқ, ёй, қилич, оловли шар отувчи махсус қуроллар ишлаб чиқарилган. Самарқанд, Қарши каби марказий шаҳарларда мис ва жездан хазинага оид буюмлар ва танга пуллар зарб қилинган.

Амир Темурандан фармони билан уста Иззиддин бин Тождиддин Исфажоний Аҳмад Яссавий мақбараси учун ясаган шамдон, Абдулазиз бин Шарофуддин Табризий қуйган улкан жез қозон ҳозиргача сақланиб қолган. Мисгар ва чилангарлар металлни тоблаш, қуйиш, сиртига нақш солиш, олтин ва кумуш суви юритиш каби мураккаб ишларни бажарганлар.

Самарқанддаги Бибихоним масжиди эшиклари етти хил металл қотишма (ҳафтжўш)дан тайёрланган. Заргарлар олтин, кумуш ва жез қотишмаларидан нафис зеб-зийнат буюмлари ясаганлар. Олтин ва кумуш гардишли, қимматбаҳо тошлар қадалган идишлар сиртига нақш ва ёзувлар ишланган.

Кулолчилик сиртармоқ соҳа бўлган. XIV-XV асрларда сирли сопол буюмлар юксак бадий ранг-баранг шакли ва сифати билан ажралиб турган. Тоштарошликда нақш,

ҳаттотлик кенг қўлланила бошланган. Биноқорликда ғишт терувчилар «панно», пештоқ, равоқ ҳамда тоқларга парчин ва чироқ қопловчи пардозчилар «устод» деб аталган.

Самарқандда шишасозлик ривожланиб турли идиш ва буюмлар ясалган. Қурилишда рангли ойналардан фойдаланилган. Ёғоч ўймакорлигида нақшинкор эшиклар, панжаралар, устунлар, дарвозалар қурилган ва турли буюм, жиҳозлар ясалган. Самарқанд қоғози ҳатто олис чет ўлкаларда ҳам машҳур бўлган. Тарихчи Ибн Арабшоҳ, Шамсиддин Муншийнинг хат ёзишдаги маҳоратини Амир Темур найзаси тиғининг ўткирлиги билан тенглаштирган.

Бу даврда ҳунармандчилик моллари ишлаб чиқарадиган корхона бошлиғи «уста», ёрдамчи ва шогирдни «ҳалфа» деб юритилган. Ҳунармандлар шаҳарнинг маданиятли табақасига мансуб ҳисобланган.

Темурийлар давлати Хитой, Тибет, Ҳиндистон, Эрон, Русия, Волга бўйи, Сибирия билан мунтазам савдо-сотик алоқалари олиб борган. Чет давлатлар билан савдо алоқаларини кенгайтиришда Темурийларнинг элчилик алоқалари муҳим аҳамият касб этган. Амир Темур йирик шаҳарларда савдо расталари, бозор ва йўллар қурдирди, савдо йўлларида карвонсаройларни кўпайтирди. Айниқса, Самарқанд ва Бухорода бозор, чорсу, тим, тоқ, каппон каби савдо- ҳунармандчилик иншоотлари қад ростлади. Самарқанднинг марказий қисми бўйлаб ўтган кенг кўчанинг икки томонига савдо дўконлари (растаси) жойлаштирилган. Самарқанд, Қарши, Бухоро ва Термиз савдо майдонларининг кенглиги ва ихтисослаштирилган бозорларга эгаллиги билан ажралиб турган. Бозор савдо маркази бўлиши билан бирга ҳунармандчилик ишлаб чиқариши жойи ҳам бўлган. Шунингдек, бозорларда қўлёзма китоблар, ёзув қоғози сотилган, ариза ёки мактуб ёзувчи мирзалар ҳам ўтирган. Савдо растаси унда сотилувчи товар номи билан аталган (Тоқи заргарон, Тоқи телпақфурушон каби). Бозорларда адабиёт, шеърят, илм-фан ҳақида суҳбатлар ташкил этилган, фармонлар эълон қилинган ва айбдорлар жазоланган. Турли томошалар шу жойда кўрсатилган, масжид, мадраса, ҳаммом бозорга яқин жойга қурилган.

XV аср охирида Мовароуннаҳр кўп мамлакатлар билан ижтимоий- иқтисодий, баъзан сиёсий ва ҳарбий аҳамиятга эга бўлган карвон йўллари билан боғланган эди. Бу йўллар халқ турмуш тарзи, диний, иқтисодий, маънавий ва моддий маданияти жиҳатидан бир-бирдан фарқланувчи мамлакатларнинг ўзаро алоқасини ривожлантиришга имкон яратди. Карвон йўллари савдо, дипломатик муносабатлар борасидаги амалий вазифасидан ташқари, айтилиши вақтда мамлакатлар ва халқларнинг ўзаро иқтисодий ва маданий алоқаларини мустаҳкамлашга ҳам хизмат қилди. Бу даврда Буюк Ипак йўли тикланиб, минтақаларнинг маданий тараққиёти учун хизмат қилди.

Ўрта Осиё заминиде Темурийлар даврида меъморчилик, илм-фан, адабиёт, санъат соҳалари камолот босқичига кўтарилди. Темурийлар давлатининг қудрати айтилиши меъморчиликда намоён бўлди. Оқсарой пештоқида битилган «Агар бизнинг қувват ва қудратимизга ишонмасанг, иморатларимизга боқ!» деган ёзув Амир Темур салтанатининг сиёсий мақсадини ҳам аниқлар эди. Чунки барпо этилаётган иншоотларнинг улуғворлиги маданият сиёсати вазифалардан бири эди. Бу даврда Мовароуннаҳр шаҳарлари қурилишида мушофаа деворлари, шоҳ кўчаларни тартибга солиш, меъморий мажмуаларни қуриш авж олган. Илк ўрта асрлардаги шаҳарнинг

асосий қисми бўлган «шаҳристон»дан бирмунча фарқ қилувчи «ҳисор» қурилишини Самарқанд ва Шаҳрисабзда кузатиш мумкин. Амир Темур даврида Кеш (Шаҳрисабз) шаҳар қурилиши якунланди. Ҳисорнинг жануби – ғарбида ҳукумат саройи – Оқсарой ва атрофида рабоблар қурилди, боғ-роғлар барпо этилди.

Салтанат пойтахти Самарқандни безатишга Амир Темур алоҳида эътибор берди. Унинг фармони билан ҳисор, қалъа, улуғвор иншоотлар ва тиллакор саройлар бунёд этилган. Самарқандга кираверишдаги Кўҳак тепалигидаги Чўпон ота мақбараси Мирзо Улуғбек даврида қурилган бўлиб, бу иншоотдаги ажойиб мутаносиблик, умумий шакл нафислиги, безаклар уйғунлашиб кетган. АмурТемур даврида Самарқанд Афросиёбдан жанубда, мўғуллар давридаги ички ва ташқи шаҳар ўрнида қурилади бошлади ҳамда бу майдон қалъа девори ва хандақ билан ўралиб (1371 й), ҳисор деб аталди. Ҳисор 500 гектар бўлиб, девор билан ўралган. Шаҳарга олти дарвозадан қирилган.

Шаҳар маҳаллалардан иборат бўлиб, бир қанчаси гузарларга бирлашган. Шаҳарда меъморий мажмуалар шаклланиши Темурийлар даврининг энг катта ютуғи бўлди. Меъмorchилик тараққиётнинг янги босқичига кўтарилди. Бу жараён муҳандис, меъмор ва наққошлар зиммасига янги вазифаларни қўйди. Амир Темур даврида гумбазлар тузилишида қирралар оралиги кенгайди. Икки қаватли гумбазлар қуришда ичкаридан ёйсимон қовурғаларга таянган ташқи гумбазни кўтариб турувчи пойгумбазнинг баландлиги ошди. Мирзо Улуғбек даврида гумбаз ости тузилмаларнинг янги хиллари ишлаб чиқилди. Аниқ фанлардаги ютуқлар меъмorchилик ёдгорликларида ҳам яққол намоён бўлди (Шоҳизинда, Аҳмад Яссавий, Ёри Амир мақбаралари, Бибиҳоним масжиди, Улуғбек мадрасаси). Уларнинг олди томони ва ички қиёфаси режаларини тузишда меъморий шаклларнинг умумий уйғунлигини белгилувчи хандасавий тузилмаларнинг аниқ ўзаро мутаносиблиги бўлган. Безак ва сайқал ишлари ҳам бино қурилиши жараёнида барабар амалга оширилган.

Темурийлар давридаги ва ундан кейин ҳам Мовароуннаҳр ҳамда Хуросон меъмorchилигида безак ва нақш бу қадар юксалмаган эди. Амир Темур ва Мирзо Улуғбек даври меъмorchилигида безакда кўп ранглилик ва нақшлар хилма-хиллиги кузатилади. Эпиграфик битикларни ҳаттотлик санъатини мукаммал эгаллаган усталар бинонинг махсус жойларига олти хил ёзувда ёзганлар.

Кошин қопламаларда тасвирий мавзулар кам учрайди. Оқсарой пештоқларида шер билан қуёшнинг жуфт тасвири мавжудки, бу рамзий маънога эга. Бу даврдаги бино ичининг беағи ҳам хилма-хил бўлган. Девор ва шифт, ҳатто гумбаз ҳам нақш билан зийнатланган. Амир Темур даврида қурилган биноларда кўк ва зарҳал ранглар устун бўлиб, дабдабали нақшлар ишланган. Мирзо Улуғбек даврида эса, Хитой чиннисига ўхшаш оқ заминдаги кўк нақшлар кўп учрайди. Бу даврда масжид, мақбаралар кўплаб қурилди. Амир Темур Ҳиндистон юришидан сўнг (1399 й.), Самарқандда жомеъ масжидини қурдирди. Унинг рўпарасида Бибиҳоним мадрасаси ва мақбара бунёд этилди. Мирзо Улуғбек Бухоро жомеъ масжиди (Масжиди Калон)ни кенгайтириб, қайта қуриш ишларини бошлаган эди.

Амир Темур даврида Сароймулкхоним (Бибиҳоним) мадрасаси ва Ёри Амир мажмуасидаги мадраса қурилган. Мирзо Улуғбек Самарқанд, Бухоро ва Ғиждувонда мадрасалар бунёд этилди. Бухородаги мадрасада «Билим олмаққа интилиш – ҳар бир

муслим ва муслима учун фарзидир» деган ҳадис битилган. XV асрда Мадраса меъмортилиги ўзининг узил-кесил шаклланган қиёфасига эга бўлди. Мадраса қурилиши ягона тизим бўйича режалаштирилса ҳам, асосий шакллари, уларнинг ўзаро нисбатлари ва безаклариға кўра ҳар бири ўз қиёфасига эга эди. Темурийларнинг икки санъат дурдонаси – Самарқанддаги Улуғбек ва Ҳиротдаги Гавҳаршодбегим мадрасалари ягона тизим режаси бўйича қурилганиға қарамай, бир-биридан фарқ қилади.

Темурийлар даврида яратилган мақбара, дин арбоби ва руҳонийлар қабрини ўз ичига олувчи панжара-ҳазира, авлиёлар қадамжолари, даҳмалар алоҳида гуруҳни ташкил қилади. Самарқандда Амир Темури даврида шайх Бурхониддин Соғаржий хилхонаси – Руҳобод мақбараси ва Темурийлар хилхонаси – Гўри Амир мақбараси, шунингдек, Шоҳизинда мажмуасида пештоқли мақбаралар гуруҳи қурилди. Мирзо Улуғбек даврида ижодий изланишлар самараси даҳмаларнинг меъморий кўринишиға ҳам таъсир ўтказди. Шоҳизинда мажмуасида саккиз қиррали мақбара ва ҳозирғача Қозизода Румий мақбараси деб келинаётган («Султоннинг онаси» учун қурилган, кимлиги номаълум) мақбара қурилади. Мирзо Улуғбек Бухоро, Ғиждувон, Шаҳрисабз, Термиз, Тошкентда ҳам ноёб иморатлар қурдирган. Аммо қурилиш миқёси ва безаклар бўйича Самарқанддаги обидалар устунлик қиларди. Тошкентда Занги ота мақбараси ва Шайхонтохур мажмуаси бўлиб, унинг таркибидаги Қалдиғочбий мақбараси XV асрнинг биринчи ярмиға мансуб.

Амир Темури даврида тузилиши ва миқёси бўйича улкан иншоот – Туркистон шаҳрида Аҳмад Яссавий мақбараси барпо қилинди. Бу мақбара мусулмон Шарқининг меъморий ёдгорликлари орасида энг ноёбидир. Қадамжолар меъмортилиги ҳам ўзига хос тузилишға эга. Амир Темури Бухорода Чашмаи Айюб ёдгорлигини қурдиради (1380 й.) Шунингдек, Соҳибқирон Шаҳрисабзда зиёрат ва дафн маросимлари учун ҳазира- «Дор ул- Саодат» (1379-80 йй.) хилхонасини, ўғли Жаҳонгир вафот этгач, Шаҳрисабзда Жаҳонгир Мирзо мақбарасини (Ҳазрати Имом мақбараси) қурдирган. Унда Хоразм меъмортилиги анъаналарини кўриш мумкин. Чунки, Амир Темури Хоразмни Мовароуннаҳр ҳудудиға қайта қўшиб олгач, у ердаги меъмори ва усталарни аввал Шаҳрисабзға сўнгра Самарқандға кўчиртирган.

Самарқанддаги Улуғбек расадхонаси меъморий санъатнинг ноёб ёдгорлигидир. Расадхона диаметри 48 метрли айлана шаклда бўлиб, уч қаватлидир. Расадхонада Улуғбек билан бирға Жамшид Коший, Қозизода Румий, Али Қушчи ва бошқа алломалар астрономия илмиға ривож бердилар.

Темурийлар даврида қурилган саройлар икки хил бўлган. Биринчиси - маъмурий-сиёсий вазифани бажарган бўлиб, қалъа ёки ҳисор ичига қурилган. Иккинчиси – шаҳар ташқарисидаги қароргоҳлар бўлиб, қабул маросими, мажлислар ўтказилган ва ҳордиқ чиқарилган. Шаҳрисабздаги Оқсарой гумбазининг диаметри 22 метр бўлиб, тоқи ва равоқлари беқиёс даражада катта бўлган. Амир Темури ва Мирзо Улуғбекнинг асосий қароргоҳи Самарқанддаги Кўксарой ва Бўстонсаройда бўлган. Шунингдек, шаҳар ташқарисида Амир Темури ўн иккита боғ бунёд эттирган бўлиб, уларнинг ҳар бири ўз номи, катта-кичиклиги, вазифаси, ободонлаштирилганлиги билан алоҳида ажралиб турган. Бу боғларда уюштирилган қабул маросимлари ва тўйлар Р.Ғ. Клавиҳо ва Шарафиддин Али Яздийлар томонидан ёзиб қолдирилган.

Мирзо Улуғбек даврида Самарқанднинг Регистон майдони шаклланди, Масжиди муқаттаъ, 210 гумбазли Алика Кўкалдош жоме масжиди қад кўтарди. Шоҳизиндадаги айрим мақбаралар, Чилустун ва Чиннихона саройлари, Шаҳрисабзда Кўкгумбаз масжиди унинг даврида қурилди. XV асрнинг иккинчи ярмида Самарқандда Хожа Аҳрор мадрасаси, Ишратхона, Оқсарой мақбаралари бунёд қилинди.

Темурийлар даврида тасвирий санъат турли йўналишлар бўйича юксалди. Ўрта Осиёдаги қадимги деворий суратлар ва умуман тасвирий санъат анъаналари Амир Темур даврида янги шакл ва мазмунда тикланди. Миниатюра санъатига ҳам аввало нақш сифатида қаралган. Самарқанддаги Темурийларнинг сарой, қароргоҳларида қабул маросими, жанг воқеалари, ов манзаралари, халқ байрамлари тасвири туширилган деворий суратлар бўлган. Уларда Амир Темур, ўғиллари, набиралари, аёллари ва канизаклари тасвири акс эттирилган. Мирзо Улуғбек расадхонаси деворида ҳам деворий суратлар мавзу жиҳатдан ранг-баранг бўлиб, услубий жиҳатдан миниатюра жанрига яқин бўлган. Абдурахмон ас-Суфийнинг фалакиётга оид асарига ишланган бир суратда Андромеда юлдузлар туркуми аёл қиёфасида тасвирланади. Расадхонада эса, тўққиз фалак кўриниши, етти гардиш, етти ёритқич юлдуз даража, вақт бўлимлари, Ер юзининг етти иқлими тасвирланган.

Амир Темур даврида қурилган Ширинбека оға, Бибихоним, Туман оқа иншоатларида наққошлик ва ҳаттотлик билан бирга, тасвирий лавҳалар ҳам мавжуддир. Ширинбека оға мақбарасида рангли тасвир кўп бўлса, қолган икки бино деворларида оқ ва мовий рангдаги ислимий нақшлар тасвирланади.

Ҳаттотлик санъати тараққий этди, XV асрда ананавий куфий, насъх, девоний хатлари қаторида пештоқларни безовчи сулс ва тезкор-настаълиқ услублари ривожланди. Ноёб қўлёзма асарлар кўчириладиган махсус устахона китобатчиликнинг равнақига ижобий таъсир кўрсатди.

Амир Темур даврида Самарқандда миниатюра мактаби ташкил топди. Бу даврдаги етакчи мусаввир Хожа Абдулҳай Наққошдир. Ҳозир Туркия ва Берлин кутубхоналарида сақланаётган хомаки миниатюра нусхалари ХИВ - XV асрларга оид бўлиб, улар алоҳида шахслар, дарахтлар, гйллап, кичик композитсиялар, нақшларда чизиқлар уйғунлиги, ҳаракатлар аниқлиги, қиёфаларнинг ўз ўрнида жойлаштирилиши билан ажралиб туради.

Тарихий шахсларнинг қиёфалари ҳам миниатюраларда акс этган. Амир Темур ҳаётлик вақтида қиёфаси акс этган миниатюралар ҳали топилмаган. Асл ҳолатига яқин суратлар «Зафарнома»нинг дастлабки кўчирилган нусхаларида учрайди. Унинг бир мунча ёрқинроқ қиёфаси Ҳиротда (1467 й.) кўчирилган «Зафарнома»да келтирилади. Дастлаб Мирак Наққош бошлаган ва Камолиддин Беҳзод яқунлаган ушбу миниатюралар тархнинг мураккаблиги ва сержило рангларнинг уйғунлиги билан ажралиб туради.

Шарқ миниатюрасининг тараққиёти бадий адабиётнинг ривожини билан боғлиқ бўлган. Мусаввирлар кўпинча Фирдавсий, Низомий, Хусрав Деҳлавий, сўнгра Жомий ва Навоий асарларига расмлар ишлашган. XIV асрда Рашидиддин Фазлуллоҳ Ҳамадонийнинг «Жомеъ ут-таворих» тарихий асарига ҳам миниатюралар ишланган. Бу анъана Темурийлар даврида ҳам давом эттирилиб, Шарафуддин Али Яздийнинг «Зафарнома», Хотифийнинг «Темурнома» каби асарларида жанг лавҳалари

тасвирланади. Айрим ҳолларда диний асарларга ҳам Макка ва Мадина каби муқаддас жойлар тасвири туширилган. Бадиий асарларнинг баъзиларида Муҳаммад пайғамбарнинг (муборак юзлари ниқоб билан тўсилган холда) одамлар орасида турган ҳолатлари ва меърожга чиқишларига оид лавҳалар учрайди.

XV аср миниатюраларининг аксариятида Шарқ шеърятининг қаҳрамонлари Лайли ва Мажнун, Хусрав ва Ширин, Рустам, Искандар, Баҳром билан боғлиқ жанг лавҳалари тасвирланади. Умуман миниатюра санъати мусулмон Шарқининг Ироқ, Эрон, Хуросон, Мовароуннаҳр ва Ҳиндистонгача бўлган ҳудудида муайян бир даврнинг ўзига хос бадиий – эстетик ҳодисаси эди. Бу санъат Темурийларнинг ҳомийлик фаолияти билан боғлиқ бўлиб, Исфохон, Шероз, Табриз, Ҳирот, Самарқанд, Деҳли каби марказий шаҳарларда илғор миниатюра мактаблари вужудга келди.

Мирзо Улуғбек даврида машҳур бўлган хаттот ва мусаввир, обивардлик Султон Али Бовардий миниатюралари чизиқларнинг кескинлиги, рангларнинг ёрқинлиги билан ўзига хосдир. Самарқанд мактабига хос бўлган 18 та миниатюра Низомийнинг «Ҳамса» асарига ва 49 та миниатюра «Шоҳнома» асарига ишланган бўлиб, улар ҳозир Туркиянинг Тўпқопу сарой кутубхонасида сақланади. Абдурахмон ас-Суфийнинг «Силжимас юлдузлар рўйхати» асарига ишланган миниатюраларда ҳариталар қизил ва қора доиралар билан, катта ва кичик юлдузларнинг ўринлари кўрсатилган бўлиб, ранг бермай, қора сиёҳда график тарзда чизилган. Юлдуз туркуми оддий халқ вакили қиёфасида тасвир этилади. Шарқ миниатюрачилигида оддий халқ ҳаёти мавзуи айнан темурийлар даврида пайдо бўлган. Масалан, «Самарқанд масжидини қуриш», «Искандар деворини бунёд этиш», «Кўчманчилар турмуши», «Жамшиднинг оддий халққа хунар ўргатиши» мавзуидаги миниатюралар бунга мисолдир.

Темурийлар даврида маданиятнинг юксалиши бадиий ҳунармандчиликнинг турли шаклларида ҳам намоён бўлди. Уларнинг айримлари меъморчилик билан, баъзилари кошинкорлик, ёғоч ва тош ўймакорлиги билан ҳам боғлиқ эди. Қабртошларга қисман ислимий ўсимликсимон, асосан геометрик нақшларда хаттотлик намуналари билан сўзлар битилган. Бу ёзувлар чуқур, қуйма ўйиқларда битилган. Қабртошлар сағана ёки супа шаклида бўлиб, маҳаллий хом ашё – бўз рангли мармардан, айрим ҳолларда ўта ноёб тошлардан ишланган. Ёғоч ўймакорлигида Гўри Амир, Шоҳизинда, Яссавий мақбаралари эшиклари, шунингдек, XV асрга оид уй устунлари ўймакор нақшлар билан ишланган. Бу даврда металл ўймакорлиги (кандакорлик) тараққий этади. Буюм ва идишлар зарҳал бронза, латун, қизил мисдан ишланган. Нақшлар ўйиқ ва бўртма усулда, қимматбаҳо тошлар қадалиб тайёрланган. Яссавий мақбарасидаги улкан шамдонлар, айниқса, икки тонналик қозон бронза қуйиш санъатининг энг юксак намунаси дир.

Амалий санъатнинг кулолчилик тури учун яшил, зангори тусдаги ёрқин сир устига содда ўсимликсимон нақшларни қора бўёқлар билан тушириш ёки уюрма гуллар ишланиши, бу даврда пайдо бўлган оппоқ садафдек идишларга шаффоф сир устидан кобалт ёрдамида нақш берилиши янгилик бўлди. Сопол буюмлардаги нақшлар мўйқаламда чизилган. Олдинги асрларда сопол буюмларига нақшлар чизишган, темурийлар даврига мансуб чиннисимон сопол буюмларда кулол-рассом турли услубда оч ҳаворангдан то ложувардга қадар рангларни қўллайди. Бу даврнинг амалий санъат турларидан тўқимачилик, гиламдўзлик, каштачилик юксак санъат даражасига кўтарилди.

Илм-фан ва маданиятнинг бутун мусулмон оламида янгидан гуркираб ривожланиши Амир Темур номи ва фаолияти билан узвий боғлиқдир. Амир Темурнинг илм-фан ривожига ғамхўрлиги туфайли Самарқанд дунёнинг илмий – маърифий марказларидан бирига айланди. Соҳибқироннинг саъй- ҳаракатлари билан машҳур олимлар Самарқандда жам бўлган. Чунончи, Саййид Шариф Журжоний, Масъуд Тафтазоний, Жамшид Коший, Али Қушчи, Қозизода Румий, табиб Хусомиддин Кермоний, фалакиётшунос Мавлоно Аҳмад, шунингдек, Улуғбек даврида маҳаллий ва турли мамлакатлардан келган 200 дан ортиқ олимлар илмий – ижодий фаолият кўрсатган. Темурийлар замонида табиий ва гуманитар фанлар соҳасида буюк олимлар етишиб чикди ва улар жаҳон фани ривожига муносиб ҳисса қўшдилар. Фалакиётшунослик фанида Мирзо Улуғбек, Қозизода Румий, Ғиёсиддин Жамшид ва Али Қушчилар кашфиётлар қилди. Тарих илмида Ҳофиз Абрў, Шарафиддин Али Яздий, Абдураззоқ Самарқандий, Мирхонд, Хондамир, Зайниддин Восифий ва бошқалар қимматли асарлар яратдилар. Бадий ижод ва тилшуносликда Давлатшоҳ Самарқандий, Жомий, Алишер Навоий, Атоулло Ҳусайний, Ҳусайн Воиз Кошифий сингари ижодкорлар юксак санъат асарлари билан машҳур бўлдилар.

Мирзо Улуғбек даврида Самарқандда ўзига хос илмий академия шаклланди. Ер куррасини ўлчаш ва фалакиётшунослик жадвалларини тузиш ишлари амалга оширилди. Самарқанд расадхонасининг қурилиши улкан маданий воқеа бўлиб, жиҳози ва илмий ютуқлари жиҳатидан ўша вақтда дунёда тенги йўқ эди. Мирзо Улуғбек математика, геометрия, фалакиётшуносликда чуқур билимлар соҳиби эди. Расадхонада ижод этган Али Қушчи, Муҳаммад Хавофийлар унинг сеvimли шогирдлари бўлган.

Мовароуннаҳр ва Хуросонда ўзбек тили, адабиёти ва маданиятининг мавқеи орта борди. Хуросондаги туркийзабон халқлар ва уларнинг зиёлилари Самарқанд, Бухоро, Туркистон ва бошқа шаҳарлардаги олимлар, шоирлар ва санъаткорлар билан ўзаро яқин муносабатда бўла бошладилар. Қайси ижодкор ўзига қайси мамлакат ёки шаҳарни қулай деб билса, ўша ерда яшаб ижод қилди. Масалан, хоразмлик шоирлар Ҳайдар Хоразмий Шерозга, Исмоил Ота авлодларидан бўлган шоир Шайх Атоий Турбатдан (Тошкент яқинидан) Балхга, Мавлоно Лутфий ҳам асли Тошкентдан бўлиб, Ҳирот яқинига бориб яшаб қолганлар.

Хуросон ва Мовароуннаҳрда форсий ва туркийда ижод қилувчи шоирлар кўп бўлиб, адабий ҳаёт юксалган. Шарқ мумтоз адабиёти таржималарига ҳам эътибор кучаяди. Бадий ижоднинг ғазал, рубоий, туюқ каби турлари ривож топди. Адабий жараёнда шоҳлар ҳам, оддий косиб ва ҳунармандлар ҳам, олим ва фозиллар ҳам қатнашган.

Хуросондаги адабий ҳаётнинг ривожидан Бойсунғур Мирзо (Шоҳруҳнинг ўғли)нинг ўрни беқиёс бўлиб, у ўз ташаббуси билан фанларнинг барча соҳаларига ва санъат ривожига катта ҳисса қўшган. Унинг раҳбарлигида Фирдавсий «Шоҳнома»сининг кўп қўлёзмаларини қиёслаш асосида асар ишончли илмий матни яратилди. Бойсунғурнинг ўзи ҳам форсий ва туркийда шеърлар ёзган. Ҳаттотлик ва наққошлик санъатини мукамал эгаллаган. Ҳиротдаги Гавҳаршодбегим масжиди безаклари ва китобларини шахсан Бойсунғур Мирзонинг ўзи бажарган. Унинг кутубхонасида қирқта ҳаттот, етмишта рассом ижод этган. Алишер Навоийнинг ёзишича, ҳеч ким Бойсунғур

Мирзочалик созанда ва наққош, ҳаттот аҳлига ҳомийлик қилмаган.

Мовароуннаҳрда Мирзо Улуғбек даврида кўплаб форсий ва туркий тилли ижодкорлар тўпланди. Адабий муҳитни бевосита Улуғбекнинг ўзи бошқарар, Самарқандда ўша даврнинг энг яхши шоирлари йиғилган эдилар. Шоирларнинг сардори («Малик ул-калом») қилиб Мавлоно Камол Бадахший тайинланган эди. Саккокий ўз қасидаларидан бирида Мирзо Улуғбекнинг шеър ёзишини ва унинг шеър ҳақидаги тушунчаси юқори бўлганлигини таъкидлаб ўтган. Мирзо Улуғбек Мавлоно Лутфий шеърларини XV асрнинг машҳур шоири Салмон Соважий асарлари билан тенг кўрган. Ўзбек мумтоз адабиёти вакили Мавлоно Лутфий аслида сўфиёна шеърятда Салмондан устун эканлигини айтиш адолатлидир. Чунки Салмон асосан қасидалар ёзган.

Темурийлар даври адабиёти ўзбек адабиёти ривожига ўзига хос алоҳида бир босқични ташкил этади. Ундаги инсонпарварлик ва халқчиллик, адолатпарварлик ва маърифатпарварлик ғоялари ҳамон ўз тароватини йўқотгани йўқ. Бу адабий мерос Ўзбекистонда ҳали асрлар давомида ўзининг бой мазмуни билан, ғоявий-мафкуравий теранлиги ва илоҳийлиги билан комил инсонни тарбиялашда катта аҳамият касб этади.

Хулоса ўрнида шуни айтиш мумкинки, Мовароуннаҳр ва Хуросонда XIV асрнинг иккинчи ярми ва XV асрда рўй берган маданий юксаклик бутун мусулмон Шарқидагина эмас, Европа мамлакатларини ҳам ҳайратга солди. Бу юксаклик Марказий Осиёнинг сўнгги маданий-маънавий ривожинигина белгилаб бермай, кўшни мамлакатлардаги маданий тараққиётга ҳам катта таъсир кўрсатди. Бу даврдаги маданий юксалишнинг умумий омилларини аниқлаш шуни кўрсатадики, улар ўзаро узвий боғланган ва яхлит бир бутун ҳолдагина қисқа вақт ичидаги маданий-маънавий юксакликни юзага келтира олди.

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## **SECTION: PSYCHOLOGY SCIENCE**

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### **ОСНОВНІ ПІДХОДИ ПСИХОЛОГІЇ У ВИВЧЕННІ СПІЛКУВАННЯ**

**Анотація.** У статті досліджено основні підходи психології у вивченні спілкування. Визначено, що всі сторони існування людини в суспільстві пов'язані з процесом спілкування. Таким чином, спілкування як сукупність мовленнєвих дій може бути спрямоване на розв'язання конкретної проблеми або досягнення необхідного результату, виходячи зі спільності інтересів і цілей комунікантів. Таке спілкування є основою ділових відносин як у бізнесі, так і в повсякденному житті і називається діловим.

**Ключові слова:** Психологія, людина, спілкування, поведінка, ставлення, спосіб

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### **BASIC APPROACHES OF PSYCHOLOGY IN THE STUDY OF COMMUNICATION**

**Abstract.** In the article, the main approaches of psychology in the study of communication were studied. It has been determined that all aspects of a person's existence in society are related to the communication process. Thus, communication as a set of speech acts can be directed to solving a specific problem or achieving the required result based on the common interests and goals of communicators. Such communication is the basis of business relations both in business and in everyday life and is called business.

**Key words:** Psychology, human, communication, behavior, attitude, way

Всі ми постійно перебуваємо в стані спілкування - вдома, на роботі, на вулиці, в транспорті, з близькими і зовсім незнайомими людьми. Звичайно, багато стосунків, у які людина вступає щодня, вимагають від неї виконання ряду умов і правил, які дозволяють їй спілкуватися, зберігаючи особисту гідність і дистанцію від інших людей. Загалом, сьогодні взаємодія з суспільством має базуватися на глибокому аналізі та розумінні всіх факторів, які можуть впливати на людей та їхнє ставлення до компанії, її продуктів чи послуг.

В останні роки багато підприємств і організацій отримали право безпосереднього виходу на зовнішній ринок, що змушує звернути увагу на особливості спілкування, пов'язані з етнічними особливостями. Зараз відбувається постійне розширення контактів на всіх рівнях, що означає велику соціальну мобільність. Багато фахівців стверджують, що для того, щоб не помилитися, необхідно вивчати психологічні особливості партнерів, колег, підлеглих і конкурентів. Тому актуальність обраної нами теми не викликає сумнівів. Його учасники діють на офіційних посадах і орієнтовані на досягнення цілей і конкретних завдань. Особливістю зазначеного процесу є регламентованість, тобто дотримання певних обмежень, зумовлених національно-культурними традиціями, професійно-етичними принципами. Доброзичливе і уважне ставлення до всіх колег і партнерів по роботі, незалежно від їхніх особистих симпатій і антипатій, вважається загальною вимогою.

Закономірність ділової взаємодії виражається і в увазі до мови. Ці довговічні конструкції підбираються з урахуванням соціальних, вікових і психологічних особливостей. Зрозуміло, що правильна мова відіграє важливу роль у діловому спілкуванні [1, с. 78].

Правильне мовлення – це спосіб мовлення, що складається з правильного тону, артикуляції, вимови, гучності й точного підбору слів. Мова є центральним елементом іміджу ділової людини, оскільки вона сприймається разом із манерою одягатися, і це єдиний канал, за допомогою якого можна вселити співрозмовнику уявлення про себе в телефонній розмові. Використовувати голос і вирази є ще однією складовою професійного іміджу бізнесмена. Спілкування, як взаємодія, передбачає спілкування людей між собою, обмін певною інформацією з метою налагодження спільної діяльності та співпраці.

Сервісні відносини повинні будуватися на основі партнерства, на основі взаємних вимог і потреб, на основі ділових інтересів. Безумовно, така співпраця підвищує трудову і творчу активність і є важливим чинником технологічного процесу виробництва і бізнесу.

Оскільки психологія ділового спілкування є частиною комплексу психологічних наук, то вона базується на основних категоріях і принципах, розроблених загальною психологією [3, с. 97].

Спілкування можна розглядати у двох основних аспектах, а саме: засвоєння людиною соціокультурних цінностей та усвідомлення себе як творчої, унікальної особистості під час соціальної взаємодії з іншими людьми. Розгляд проблем комунікації ускладнюється розбіжностями в трактуванні поняття «спілкування».

Таким чином, психологи розуміли спілкування як соціальний та індивідуально-орієнтований процес, у якому реалізуються не тільки особистісні стосунки, а й ставлення до соціальних норм. Комунікацію він розглядав як процес передачі нормативних цінностей. У той же час він представляв «спілкування» як антисоціальний процес, через який проходить суспільство і впливає на людей» [3, с. 63]. Якщо поєднати ці два положення, то можна побачити, що для нього спілкування було комунікативним - регулятивний процес, де це не тільки набір соціальних цінностей., а й регулюється його прийняття соціальною системою. Психологи пропонують розглядати спілкування як «людську взаємодію», змістом якої є обмін інформацією за допомогою різних засобів. спілкування для встановлення стосунків між людьми [2, с. 15].

Філософи також досліджували проблему спілкування. Так, психологи вважають, що «спілкування є необхідною умовою існування та соціалізації особистості» [4, с. 96]. Психологи відзначають, що через спілкування людина засвоює форми поведінки. Психологи вважають спілкування «видом комунікативної діяльності» - «виражає практичну діяльність суб'єкта [4, с. 52].

Його утворюють мовленнєві акти, що беруть участь у процесі передачі інформації та діяльнісного обміну.

Якщо виходити з цього поняття «ділової» ситуації, то ми побачимо, що воно охоплює широкий спектр ситуацій як у професійному спілкуванні, так і в повсякденному житті. Незважаючи на це, виявляється, що він сумісний із сучасним розумінням ділового спілкування.

Останнім часом у зв'язку з розвитком інформаційних технологій і розширенням меж комунікаційного простору, а також підвищенням ролі бізнесу в суспільному житті кожної країни, діловий стиль постійно і з ентузіазмом розширює сферу своєї діяльності.

Перш ніж перейти до аналізу комунікативних бар'єрів і конфліктів у спілкуванні, необхідно акцентувати увагу на понятійному апараті форм ділового спілкування [2, с. 71].

Спілкування - це складний процес взаємодії між людьми, який складається з обміну інформацією, а також взаємосприйняття і розуміння партнерами. Суб'єктами спілкування є живі істоти, люди. В принципі, комунікація властива кожній живій істоті, але тільки на рівні людини процес спілкування стає усвідомленим по відношенню до вербальних і невербальних дій. Людина, яка передає інформацію, називається комунікатором, а особа, яка її приймає, – приймачем.

Спілкування - це навмисний вплив і вплив на поведінку, ситуацію і ставлення партнера. При спілкуванні відбувається обмін інформацією, взаємовплив, взаємооцінка, співпереживання, формування переконань, поглядів, характеру, інтелекту [4, с. 85].

Основними вимогами культури спілкування по телефону є стислість (лаконізм), ясність і ясність не тільки в думках, але і в їх викладі. Розмова повинна вестися без тривалих пауз, зайвих слів, поворотів і емоцій [3, с. 71]. Він висуває до користувача телефону ряд інших вимог. Ваш співрозмовник не може оцінити те, у що ви одягнені, ваш вираз обличчя, інтер'єр кімнати, в якій ви перебуваєте, або інші невербальні аспекти, які допомагають судити про характер спілкування. Проте є невербальні стимули, якими можна маніпулювати під час телефонного спілкування. Велике значення має те, як швидко людина бере трубку - це дозволяє судити про те, наскільки він зайнятий, наскільки йому цікаво йому подзвонити. Важливу роль відіграють політична, підприємницька, комерційна та інші сфери діяльності, ділові бесіди та переговори. Вивченням етики і психології переговорних процесів займаються не тільки окремі дослідники, а й спеціальні центри, а методика переговорів включена в програми підготовки фахівців різного профілю.

Насамкінець зазначимо, що комунікативна сторона спілкування (або спілкування у вузькому сенсі слова) полягає в обміні інформацією між особами, що спілкуються. Інтерактивна сторона полягає в організації взаємодії (обміну діями) між особами, що спілкуються. Під перцептивною стороною спілкування розуміється процес сприйняття і

пізнання партнерами по спілкуванню один одного і побудова на цій основі взаєморозуміння.

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## **SECTION: MEDICAL SCIENCE**

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### **VR TECHNOLOGY IN PERSONNEL MANAGEMENT**

**Abstract.** *This article explores the impact of virtual reality (VR) technology on personnel management, focusing on HR managers and employees. It delves into the technology's influence on motivation, engagement, and retention, as well as the ethical and legal considerations it raises. Additionally, it compares VR with traditional training methods, assesses its potential in global personnel management, and examines its role in developing leadership and teamwork skills.*

*Methodologically, this study combines a survey approach with a thorough review of open sources and scholarly journals. VR's impact on personnel management is assessed through insights gathered from both primary and secondary sources. The survey component involves data collection from HR students and professionals, offering valuable firsthand perspectives. The comprehensive literature review encompasses academic journals, conference papers, industry reports, and reputable online publications, facilitating a well-rounded examination of the subject.*

*VR has the potential to increase motivation and engagement by offering immersive training experiences that enhance job satisfaction and skills development. However, its adoption also introduces ethical and legal complexities, necessitating data privacy and compliance considerations. When compared to traditional training methods, VR stands out for its interactive and hands-on nature, making it more effective and adaptable for diverse learning needs. In the context of global personnel management, VR can bridge cultural gaps, foster collaboration, and improve cross-cultural communication. Moreover, VR simulations offer a controlled environment for leadership and teamwork skill development, providing valuable training opportunities.*

*As organizations continue to leverage VR technology in personnel management, they can improve employee well-being, satisfaction, and performance while staying attuned to the associated challenges and ethical concerns. This mixed-method approach combining surveys and literature review ensures a holistic understanding of VR's impact in this domain.*

### **INTRODUCTION**

Personnel management, also known as human resource (HR) management, is the process of managing the people who work in an organization, including their recruitment, training, development, performance, and retention. Personnel management is essential for achieving the strategic goals of an organization, as well as ensuring the well-being and satisfaction of its employees. Personnel management involves various functions, such as

planning, organizing, leading, and controlling, as well as various skills, such as communication, leadership, decision-making, and problem-solving.

However, personnel management also faces various challenges and opportunities in the contemporary business environment, such as globalization, digitalization, diversity, and innovation. One of the emerging technologies that can potentially transform personnel management is virtual reality (VR). VR is a technology that allows creating and interacting with simulated environments using special equipment, such as glasses or helmets. VR can offer immersive and engaging experiences for HR managers and employees.

VR technology can have multiple benefits for personnel management, such as improving the skills, motivation, and performance of HR managers and employees; facilitating the recruitment, training, and evaluation of diverse talent; fostering collaboration and teamwork across different locations; and addressing various issues in pedagogy by reducing biases and stereotypes, and promoting empathy and respect. However, VR technology also poses some challenges and limitations for personnel management, such as requiring high costs and technical expertise; causing negative effects on users' health and well-being; raising ethical and legal concerns about privacy, security, and consent; and failing to fully replicate the human touch or the real-world interactions that are vital for building trust and rapport among employees.

Therefore, it is important to examine how VR technology can be designed and used in a way that is effective and appropriate for personnel management. This paper aims to conduct a systematic literature review on this topic, by answering the following research question:

1. How does VR technology affect the motivation, engagement, and retention of HR managers and employees?;
2. What are the ethical and legal implications of using VR technology for personnel management?;
3. What are the challenges and opportunities of using VR technology for cross-cultural and global personnel management?;
4. How does VR technology support the development of leadership and teamwork skills in personnel management?;

The objective of this paper is to provide a comprehensive overview of the existing literature on VR technology in personnel management. To identify the best practices and recommendations for designing and developing VR applications that are suitable for personnel management. To suggest directions for future research and practice on this topic.

#### **LITERATURE REVIEW**

Ellyse Dick in his analysis "Current and Potential Uses of AR/VR for Equity and Inclusion" argues that digital technologies, including AR/VR, have played a significant role in reducing opportunity gaps for underserved and disadvantaged communities. AR/VR has the potential to make important contributions to equity and inclusion if designed with these goals in mind. AR/VR devices and applications are uniquely positioned to enhance equity and inclusion efforts because they use a diverse set of sensors and inputs as well as digital outputs, which makes them highly adaptable and customizable to individual users and specific use cases, while minimizing physical barriers. Immersive experiences offered by AR/VR can manipulate and tailor virtual environments to individual needs, making these technologies more

inclusive for a wider set of users. Additionally, immersive experiences offer more engaging and realistic interpersonal and sensory experiences than their two-dimensional counterparts, creating new opportunities for digital communication and allowing virtual experiences to mirror the physical world.

Another article made by Jeanne C. Meister [How Companies Are Using VR to Develop Employees' Soft Skills](#) mentions about soft skill differences between employees in their companies.

The text highlights the growing soft skills gap that companies are facing. According to recent studies, 59% of surveyed hiring managers and 89% of executives reported difficulty recruiting candidates with the requisite soft skills, such as communication, teamwork, and leadership. The pandemic has made these skills even more essential and difficult to develop as remote work becomes more prevalent. To address this challenge, virtual reality (VR) tools offer a promising solution. Unlike traditional e-learning solutions, VR tools offer learners a truly immersive experience that can run on VR headsets or on standard mobile or desktop devices. These tools allow employees to interact and role-play with avatars designed to mimic customers or other key stakeholders. According to Christopher Dede, a Harvard School of Education professor whose work focuses on applications of VR for education, "The future of VR is being immersed into an environment blending physical and digital worlds, where users interact via a headset, their computer, or their mobile device to role-play with an avatar or learn a new skill." Immersive VR training creates highly memorable and impactful experiences without the potential risk of real-world consequences. The video illustrates a sample VR training simulation in which an employee interacts with an avatar to practice leadership development and conflict resolution skills.

This article [Influence of the Development of VR Technology on Enterprise Human Resource Management in the Era of Artificial Intelligence](#) explores the impact of Virtual Reality (VR) technology on human resource management within the context of the rise of artificial intelligence (AI). The authors delve into how the advancement of VR, coupled with AI, affects various aspects of HR management. The authors discuss how VR can transform HR processes. They note that VR technology can enhance recruitment and onboarding by creating immersive virtual experiences for potential candidates, allowing them to understand the work environment and culture. Additionally, VR can be used for training and development, creating realistic simulations for employees to practice skills and scenarios. VR-based meetings and collaborations are also discussed as a means of fostering remote teamwork and communication. The integration of AI is a central theme of this work. The authors argue that AI can enhance HR analytics and decision-making by processing vast amounts of data, which is further complemented by VR's data visualization capabilities. They also highlight AI's role in chatbots and automated HR services, making administrative tasks more efficient and personalized for employees.

In "[The Growing Impact of Virtual Reality Training](#)," published on March 8, 2021, Dave Zielinski discusses the increasing influence of virtual reality (VR) in the realm of training. The article explores how VR technology is transforming training programs across various industries, emphasizing its advantages in creating immersive and effective learning experiences.

The article delves into the numerous applications of VR training, including its use in healthcare, aviation, manufacturing, and customer service sectors. It highlights the interactive and engaging nature of VR training, which allows learners to simulate real-world scenarios and acquire practical skills

**Critical Analysis:**

**Real-World Applications:** The article effectively illustrates the practical applications of VR training across diverse industries. It demonstrates how VR is not limited to a single domain but can be adapted to meet the specific needs of various sectors.

**Immersive Learning:** The article rightly underscores the immersive nature of VR training, which provides a compelling and engaging learning experience. This can lead to better knowledge retention and skill development.

**Challenges:** While the article focuses on the positive aspects of VR training, it lacks discussion about potential challenges, such as the cost of VR equipment and content development, which can be significant barriers for smaller organizations.

**Up-to-Date Information:** As of my last knowledge update in September 2021, the article was published in March 2021. It's essential to consider that the field of VR technology is continuously evolving. Therefore, the article might not reflect the most recent developments in the field.

**Citation and Author Background:** The critical analysis would be strengthened by providing information about the author's expertise and credentials in the subject matter and checking the citation quality and sources of information in the article.

### **METHODOLOGY**

In this study, a mixed-method approach is utilized to investigate the impact of virtual reality (VR) technology on personnel management, with a focus on HR managers and employees' motivation, engagement, and retention, as well as ethical and legal considerations, comparisons with other training methods, challenges and opportunities in global personnel management, and the development of leadership and teamwork skills.

**Data Collection:**

a. **Literature Review:** An extensive literature review was conducted by systematically searching open internet sources, including academic journals, conference papers, industry reports, and reputable online publications. Keyword searches related to VR technology, personnel management, and related topics were employed to gather relevant literature.

b. **Surveys:** Surveys were administered to both students studying HR and professionals working in HR roles to supplement the existing literature. The surveys aimed to collect insights, opinions, and experiences regarding the use of VR technology in personnel management.

**Sample Selection:**

A diverse group of participants was chosen for the surveys to ensure a broad range of perspectives. This included students pursuing HR studies and active HR professionals. The surveys were distributed online to reach a geographically and demographically varied audience.

**Data Analysis:**

a. **Literature Synthesis:** Findings from the literature review were synthesized to identify common themes, trends, and insights concerning the impact of VR in personnel management. These findings were categorized into the research questions mentioned in the introduction.



b. Survey Analysis: The survey responses were subjected to quantitative and qualitative analysis to gain a deeper understanding of participants' opinions regarding the use of VR technology in personnel management. This analysis involved identifying patterns, preferences, and potential concerns.

By combining insights gathered from open sources and survey participants, this study aims to provide valuable insights into the role of VR technology in personnel management and contribute to best practices in its implementation within organizations.

### **VR IN PERSONNEL MANAGEMENT: OPPORTUNITIES AND CHALLENGES**

#### **VR technology affect the motivation, engagement, and retention of HR managers and employees**

Current research, according to "HR-Russian" (HR-по русский), confirms that virtual reality training can lead to a significant increase in the assimilation of new information on the first try, reaching levels of up to 70-75%. This effect is partly due to the total immersion in an immersive environment where there are no distractions and trainees are able to immediately apply what they have learned, as well as encounter situations that would be difficult to recreate in real life.

The main task of the HR department is to recruit qualified personnel. However, traditional methods such as testing and personal interviews cannot always provide an accurate picture of whether an applicant has the right skills. It is also difficult to predict how a person behaves in critical situations, his attitude to customers and colleagues. In this context, VR-technology provides a unique opportunity to test potential employees in realistic life scenarios that they may encounter in the workplace. In addition, the use of immersive solutions avoids formality in the candidate assessment process and reduces subjectivity at the interview stage.

An example of effective virtual hiring testing is Jaguar's partnership with musicians Gorillaz. Using a VR game, job seekers were able to demonstrate their skills in a hands-on environment. This experience allowed Jaguar to successfully hire over a thousand engineers and electronics specialists by first assessing their abilities in virtual reality. Metacompetency games can also be useful in candidate selection and assessment. In this case, the games can be designed in such a way that the employee does not know completely what skills and qualities are being assessed, making it harder to fake. However, it should be noted that the development of such games is costly and time-consuming, and they may be most appropriate in the case of large volumes of recruitment.

In her article, "How Companies Are Using VR to Develop Employees' Soft Skills," Jeanne C. Meister highlights a critical issue in the corporate world—the widening gap in employees' soft skills. Recent studies have shown that 59% of hiring managers and a staggering 89% of executives struggle to find candidates who possess the necessary soft skills, including communication, teamwork, and leadership. The shift to remote work prompted by the pandemic has only exacerbated the importance of these skills and the challenges in cultivating them.

To tackle this predicament, virtual reality (VR) tools emerge as a promising solution. Unlike conventional e-learning methods, VR tools provide learners with a truly immersive experience that can be utilized on VR headsets, standard mobile devices, or desktop computers. These tools enable employees to engage in interactive role-play with avatars specifically designed to simulate customers or other key stakeholders. As Christopher Dede, a professor at

the Harvard School of Education who specializes in VR applications for education, notes, "The future of VR lies in immersing individuals in an environment that seamlessly blends the physical and digital worlds. Users can interact via a headset, a computer, or a mobile device to engage in role-playing with avatars or acquire new skills."

Immersive VR training delivers highly memorable and impactful experiences, all without the potential real-world consequences. As illustrated in the accompanying video, a sample VR training simulation allows an employee to engage with an avatar, honing their leadership development and conflict resolution skills through practical interaction.

Ellis Dick, in an analysis of "Current and Potential Uses of AR/VR for Equity and Inclusion," argues conversely that digital technologies, including AR/VR, play a key role in narrowing the opportunity gap for marginalized communities. The adaptability of AR/VR and immersive experiences can promote equality and inclusion by offering a customizable, engaging and sensory-rich virtual environment that mirrors the physical world.

In a survey that was made among students and employees the following result was obtained and the majority voted in favor as I think everyone has an interest in VR (Figure 2.1) and its use in personnel management (Figure 2.2):



Figure 2.1 - Diagram of people's answers about their attitude to VR technologies.



Figure 2.2 - Diagram of people's answers about their attitude to BP technologies in personnel management.

More than 90% of people agree that VR technologies allow to improve personnel management as it is both visual and practical training.

### **Ethical and legal implications of using VR technology for personnel management**

The use of VR technology in personnel management raises important ethical and legal considerations:

1 Privacy: VR may capture and store personal data and behaviors during training or assessment. Companies must handle this data responsibly, ensuring the privacy and consent of employees. Compliance with data protection regulations, such as GDPR, is essential.

2 Bias and Discrimination: VR content and scenarios should be carefully designed to avoid perpetuating biases or stereotypes. Unconscious bias in VR training or assessment can lead to unfair outcomes and potential legal issues.

3 Accessibility: Employers must ensure that VR training is accessible to all employees, including those with disabilities. Failure to do so could result in legal challenges related to discrimination or violations of accessibility laws.

4 Informed Consent: Employees should be fully informed about the nature and purpose of VR training or assessment and provide their informed consent. Coercion or inadequate disclosure could lead to ethical and legal issues.

5 Data Security: Protecting the VR training data from cybersecurity threats is crucial. Data breaches can have serious legal and ethical repercussions, particularly if sensitive employee information is compromised.

6 Fair Evaluation: VR assessment tools should be designed to provide fair and unbiased evaluations of employees. If employees believe they have been unfairly treated based on VR assessments, legal actions may follow.

7 Licensing and Intellectual Property: Using VR content from external sources may involve licensing and intellectual property rights. Violating these rights can result in legal consequences.

8 Health and Safety: Ensuring that VR equipment is safe for employees to use is essential. Neglecting health and safety considerations may lead to legal liabilities in case of injuries or health issues.

9 Employee Rights: Employee rights in terms of how their VR data is used and stored must be protected. Failure to respect these rights can lead to legal disputes.

“Znanye | Changing the Way You Imagine Life”, a VR technology and gaming company, wrote a post about ethical issues in VR technology. The ethical issues surrounding VR technologies cover a number of complex issues. One of them relates to addiction, as users can become overly engrossed in the virtual world, posing a threat to mental health. There is also the fear of a surge in virtual crime, which raises the question of distinguishing real crimes from virtual ones. In addition, exposure to simulated violence in VR can lead to desensitization of the individual and normalization of real life violence.

The use of VR technology in various industries, such as the military, healthcare, and entertainment industries, has a range of ethical implications. These range from the benefits of creating more realistic training scenarios to the potential for exploitation or disclosure of confidential information in vulnerable populations.

Privacy is one of the most important concerns associated with VR technology. As users immerse themselves in virtual reality, data about their actions, preferences, and behaviors are collected and stored. This personal data can be used to manipulate users, which is evident in targeted advertising. In addition, identity theft and fraud are potential risks as personal information is exchanged in virtual environments.

In conclusion, the growing popularity of VR technology emphasizes the need to address ethical and privacy concerns. As the industry evolves, it becomes necessary to address these issues to ensure that VR technologies are used responsibly and ethically. In the following sections, we examine the moral and privacy issues associated with VR technologies and possible solutions to mitigate them.

However, using VR technology in personnel management has several ethical and legal advantages:

1 **Enhanced Privacy Controls:** VR systems can be designed with advanced privacy features, allowing individuals to have greater control over their personal data and interactions. This empowers employees and can lead to improved data protection.

2 **Bias Mitigation:** By carefully crafting VR content and scenarios, organizations can proactively reduce bias and discrimination risks. VR can be a tool for promoting inclusive and unbiased experiences in training and assessments.

3 **Inclusivity and Accessibility:** VR can be adapted to cater to employees with disabilities, thereby promoting inclusivity and compliance with accessibility laws. This can lead to a more diverse and equitable workplace.

4 **Transparency and Informed Consent:** Organizations can use VR technology to provide clear and transparent information to employees about the purposes and processes of VR training or assessment, ensuring informed consent and trust.

5 **Data Security:** While VR poses data security challenges, it also allows for the implementation of robust cybersecurity measures, potentially making it more secure compared to traditional methods.

6 **Objective Evaluation:** VR assessment tools, when designed and used correctly, can provide more objective and fair evaluations of employees, potentially reducing legal disputes related to unfair treatment.

7 **Employee Engagement:** VR can enhance employee engagement and satisfaction, which can indirectly lead to improved compliance with ethical standards and legal requirements.

8 **Employee Empowerment:** VR can empower employees to actively participate in their training and development, which can positively impact their career growth and job satisfaction.

In the survey (Figure 2.3), one particular question addressed people's willingness to share their data, and the results revealed an interesting trend. While there were individuals who expressed reservations, it was quite understandable, given the uncertainties surrounding data handling. However, the majority, a substantial 80% of respondents, demonstrated a high level of trust and a willingness to embrace VR technology with enthusiasm.



Figure 2.3 - Diagram of people's responses about their attitudes towards providing data for VR technologies

**The challenges and opportunities of using VR technology for cross-cultural and global personnel management.**

According to "Frontiers" the 3rd most-cited and 6th largest research publisher and open science platform, in recent years, with the development of AR/VR technologies, the world has become closer and more accessible. VR allows us to immerse ourselves in completely new worlds and experience other people's experiences as if we were physically there. On the other hand, AR expands our reality by enriching it with information about the world around us derived from computer graphics.

These technologies offer us opportunities to explore and understand different aspects of life and cultures. They allow us to immerse ourselves in historical events or fictional worlds, as well as visualize complex scientific concepts that previously seemed unfathomable.

VR and AR help bring people together and understand other cultures and groups. They allow you to see the world through the eyes of others, which helps break down stereotypes and prejudices. For example, these technologies can help migrants better adapt to their new environment by maintaining a connection to their home country and understanding the culture and customs of the host society.

The use of Virtual Reality (VR) technology for cross-cultural and global personnel management presents both challenges and opportunities:

**Challenges:**

1. **Geographical Distance:** VR technology can help bridge the geographical gap in global teams, but it cannot completely eliminate the challenges associated with different time zones and physical distances.

2. **Perceived Distance:** Even in a virtual environment, perceived distance or the feeling of being separated can still exist, which can affect team dynamics and collaboration.

3. **Diversity of Workers:** Managing a diverse workforce in a virtual environment can be challenging due to differences in cultural norms, communication styles, and expectations.

**Opportunities:**

1. **Enhanced Cross-Cultural Understanding:** VR can facilitate cross-cultural understanding by providing an immersive experience of a foreign culture. This can help global teams work more effectively together.

2. **Improved Soft Skills:** VR can be used to develop soft skills, such as communication and teamwork, which are crucial for managing and working in global teams.

3. **Sense of Presence:** VR can provide a sense of presence, making users feel like they are physically present in the virtual environment. This can enhance engagement and collaboration in virtual teams.

4. **Acceptance of VR Technology:** The use of VR for cross-cultural learning and global personnel management has been generally well-received, with users acknowledging its usefulness and ease of use.

In conclusion, while there are challenges to using VR for cross-cultural and global personnel management, the opportunities it presents make it a promising tool for enhancing global collaboration and understanding.

**Leadership and teamwork skills in personnel management by VR/AR**

Virtual Reality (VR) has emerged as a powerful tool for improving team building and fostering high-performance teams in various industries. According to VRE International, company that delivering VR Training, Team Building and Assessment to Companies All Over the World, studies have shown that virtual reality is effective in enhancing a sense of self-competence and developing important professional skills. This, in turn, can reduce work-related anxiety. In addition, it is critical for managers to understand the dynamics of working in teams in order to more accurately identify the characteristics of the groups they interact with.

The remote work landscape has undergone a dramatic shift, increasing from 5.7% before the COVID-19 pandemic (The Home Office Life, 2022) to an impressive 36% by January 2022 (Probert, 2022). This earth shift dictates the need to find innovative and original methods of team building. Traditional team-building meetings are becoming increasingly impossible organizationally and financially, especially in the context of the cost-of-living crisis.

From the above, there is an urgent need to utilize inventive and economically sound strategies to facilitate team building. Virtual Reality (VR) team building techniques provide a safe virtual space for employees to work together. The immersive nature of VR, with its "game-like" style, causes a change in the usual perception of team building activities, making them more immersive and engaging. As a result, this method facilitates natural communication within the team and helps to identify potential leaders among the staff. In this way, a favorable ground is created for developing mutual respect and understanding among team members.

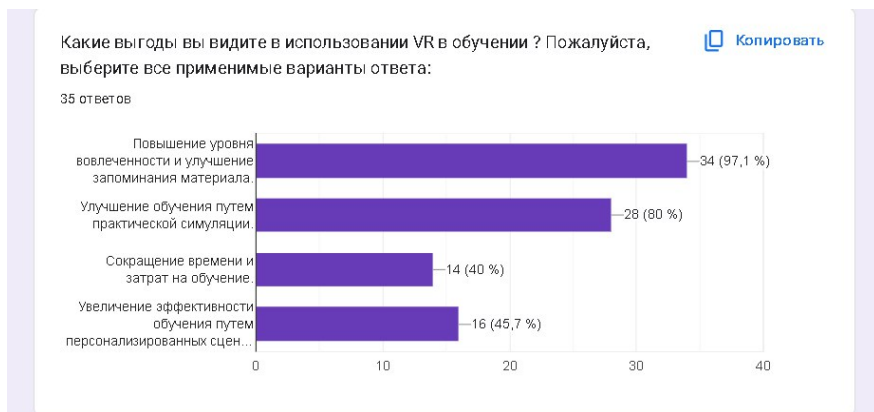


Figure 2.4 - Diagram of people's answers about the use of VR in personnel management.

In the survey (Figure 2.4), most people who answered chose the first option, i.e. engagement and memorization. And it's true, according to VRE International virtual reality is effective for increasing a sense of competence and developing important professional skills, as well as team building techniques that provide a safe virtual space for employees to work together.

## DISCUSSION

### The Effectiveness of VR Training in Personnel Management

The use of virtual reality (VR) in personnel management has gained significant attention in recent years. The research that was mentioned and cited from "HR-Russian" suggests that VR training can lead to a remarkable increase in information assimilation on the first try, with levels reaching up to 70-75%. This is attributed to the immersive environment that eliminates distractions and enables immediate application of knowledge. Additionally, VR technology allows for realistic job scenario testing, potentially revolutionizing the recruitment process by providing a more accurate assessment of candidates' skills and behaviors, especially in critical situations.

### Addressing Soft Skills Challenges with VR

The paper highlights the growing importance of soft skills in the corporate world, especially in the context of remote work brought about by the pandemic. VR tools offer a promising solution for developing these skills. Unlike traditional e-learning, VR provides a truly immersive experience that can be applied to various devices. By engaging in interactive role-play with avatars, employees can enhance their communication, teamwork, and leadership abilities, addressing the challenge of cultivating these essential soft skills.

### Ethical and Legal Implications

The integration of Virtual Reality (VR) technology in personnel management introduces a host of ethical and legal considerations. Privacy concerns arise as the immersive nature of VR may encroach on personal boundaries. Avoiding bias in content and scenarios becomes crucial, as human developers may inadvertently introduce prejudices into virtual experiences. Ensuring accessibility for all employees, regardless of disabilities or equipment constraints, is an ethical

imperative. Informed consent is foundational, demanding transparent communication about the purpose and impact of VR initiatives.

Data security is paramount to protect sensitive employee information from unauthorized access. Fair evaluation is essential, with organizations needing to eliminate biases in VR-driven assessments. Licensing agreements for VR content must be navigated carefully to ensure legal compliance. Health and safety considerations are vital, requiring guidelines to mitigate potential risks from prolonged exposure.

Respecting employee rights, including data control and the right to refuse participation, is central to ethical VR deployment. Despite these challenges, acknowledging the potential of VR to revolutionize personnel management fosters optimism. By proactively addressing privacy, bias, accessibility, informed consent, data security, fair evaluation, licensing, health and safety, and employee rights, organizations can harness the transformative power of VR while upholding ethical standards and legal obligations. Striking this balance allows for a more engaging, effective, and personalized approach to employee development.

#### **User Trust and Willingness to Share Data**

A significant finding in this survey reveals that a majority of respondents are willing to embrace VR technology with enthusiasm, showing a high level of trust in the technology. This indicates that people recognize the potential benefits of VR in personnel management.

#### **Cross-Cultural and Global Personnel Management**

VR and AR technologies offer opportunities to bridge gaps in global teams, enhance cross-cultural understanding, and improve soft skills. Despite challenges like geographical and perceived distance and diversity, the immersive nature of VR can help teams work effectively across borders, promoting a more diverse and equitable workplace.

#### **Leadership and Teamwork Skills in Personnel Management**

VR is proven to be effective in improving team building and fostering high-performance teams. With the dramatic increase in remote work, innovative methods like VR team building can provide a cost-effective and immersive solution. VR's "game-like" style enhances communication within teams and helps identify potential leaders, creating a conducive environment for mutual respect and understanding.

### **CONCLUSION**

In the fast-evolving landscape of personnel management, the integration of Virtual Reality (VR) technology emerges as a beacon of innovation and transformative potential. As highlighted in our article, the use of VR in personnel management brings forth a spectrum of opportunities and challenges that warrant careful consideration.

Our investigation into the effectiveness of VR training underscores its impact on information assimilation, revolutionizing recruitment processes. The immersive nature of VR not only addresses the challenges posed by the remote work surge but also provides a dynamic solution for enhancing professional skills and reducing work-related anxiety.

Soft skills, increasingly vital in the contemporary corporate environment, find a promising ally in VR. By offering immersive experiences that transcend traditional e-learning, VR tools empower employees to hone communication, teamwork, and leadership abilities. This shift becomes particularly significant in the context of the global shift towards remote work, where effective virtual collaboration is essential.



However, the integration of VR in personnel management is not without ethical and legal considerations. Our examination underscores the critical importance of addressing privacy concerns, avoiding bias, ensuring accessibility, obtaining informed consent, securing data, and upholding fair evaluation practices. These ethical imperatives serve as guideposts for responsible and conscientious deployment of VR technology in the workplace.

The trust exhibited by survey respondents and their willingness to embrace VR technology reflects a recognition of its potential benefits. This positive outlook positions VR as a tool that, when employed judiciously, can redefine personnel management practices.

In the realm of global personnel management, VR and Augmented Reality (AR) technologies present avenues for bridging geographical gaps, enhancing cross-cultural understanding, and fostering a diverse and equitable workplace. VR's efficacy in team building, especially in the context of the rising prevalence of remote work, opens doors to inventive and cost-effective solutions.

As we conclude our exploration into the multifaceted impact of VR in personnel management, it becomes evident that this technology has the potential to reshape the future of work. Striking a balance between the opportunities presented by VR and the ethical considerations it entails is paramount. By doing so, organizations can harness the full spectrum of benefits offered by VR, creating a workplace that is not only technologically advanced but also ethically sound and inclusive. The journey into the future of personnel management is paved with challenges, but with the judicious integration of VR technology, it is a journey full of promise and innovation.

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## SECTION: SCIENCE OF LAW

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### STRUCTURE AND CONTENT OF PROFESSIONAL COMPETENCE OF FUTURE LAWYERS

**Abstract.** *The current social reality requires the legal education system to train a universal lawyer who is equally proficient in all branches of law and legislation; equally proficient in the entire set of legal instruments; able to timely and efficiently respond to the needs of the legal services market; and ready to change the profile of his/her law enforcement activities. At the same time, the labour market is increasingly demanding lawyers with in-depth experience in any narrow or rare area of law, as well as specialists with a limited range of professional skills. The unity of these trends increases the importance of the problem of transition of legal education to a competence-based model of training, where the formation of general cultural, general professional theoretical and general professional practical competences is of equal importance.*

**Key words:** *future lawyers, methodological competence, ethical competence, communicative competence, information competence, social competence, higher education institution.*

The Strategy of Higher Education Development in Ukraine for 2022-2032 directs higher education to respond flexibly and promptly to the requirements of the labour market and to actively participate in the formation of the social order for the training of qualified personnel [1]. Higher education also assumes considerable obligations in connection with the signing of the Bologna Declaration, where one of the key areas is the development of common European standards of vocational education [2].

In line with these trends, domestic higher education institutions are stepping up efforts to implement the ideas of a competency-based approach to training: a new generation of higher education standards is being developed; requirements for educational outcomes and the content of basic educational programmes are described in the format of competencies; the tasks and prospects of the competency-based approach are discussed at methodological seminars. The competence-based approach is now going through a new stage, which will require some return to its original provisions, which are different from those of the

qualification-based approach. The point of such a step is to increase the role and complicate the task of personal development of future specialists.

However, despite many years of experience in studying the competence approach and strengthening its role in modern vocational education, researchers have not come to a generally accepted definition of competences, nor have they reached unity in understanding the essence of key competences. In the field of scientific research on higher professional education, the concepts of «competence» and «competence» are still used as identical, and the attributive and object support of competences is also extremely wide: «professional communicative competence», «professional and technological competence», «academic competence», «intercultural competence», etc. All this complicates the implementation of a competence-based approach to the training of future lawyers in higher education institutions [2, 3, 4].

As we can see, the problem of competence-based training and education of future lawyers is quite acute. A new view of the results of professional education requires a revision of the educational functions of lawyers' training, as well as consideration of situational, unregulated factors of their professional development. In accordance with the European Classification of Education, the results of training of future lawyers should include a significant place for ethical values and individual behavioural characteristics that activate modern ideas of «educational training». Thus, it is necessary to organise the process of forming the key competences of future lawyers in such a way that the deep origins of legal activity, its moral and ethical components and its utilitarian purpose are equally inherent in the professional consciousness of students [2].

O. Fedorenko gives the following definition of a lawyer's professional competence: «it is an integral quality of a specialist's personality that combines legal knowledge and skills in various branches of law, professionally important qualities for the effective performance of professional activities to ensure the observance of human rights and freedoms» [5, p. 91].

The source of the content of future lawyers' professional competences is the conditionality of legal activity by the phenomenon of law, the high level of social responsibility of lawyers, the specificity of the communicative and informational components of legal activity.

According to V. O. Tyurina, «the professional competence of a lawyer includes the following main components: special, subject, methodological, psychological, communicative, organisational and managerial, and informational. These components of a lawyer's professional competence are of a general nature, i.e. they are relevant for legal professionals of different departments» [6, p. 224].

In particular, I. Ivashkevych also singled out the competences that belong to the social component of professional competence and characterise a legal professional. Such competences are: social and personal competences; general scientific competences; general professional competences; special competences [7].

Let us analyse the definition and content of the components of professional competence of future lawyers in the scientific research of domestic scholars.

Special competences – the ability and willingness to apply the skills of professional ethics, general (literacy and benevolence) legal and psychological culture, to show deep respect for the law and careful attitude to the social values of the rule of law, understanding of the essence and social significance of one's own profession; the ability to cooperate with people,

to organise the workplace and organise legal activities in accordance with the profile of the organisation; to work clearly with legislation and information and reference systems, to systematically improve

Academic competence – a student seeks to provide an educational foundation for his or her professional actions, has experience in law-making, and has developed a critical style of legal thinking [8].

The psychological and pedagogical competence of a lawyer is an integrated quality that ensures the effectiveness of the psychological and pedagogical spectrum of interaction between a lawyer and other subjects in everyday life and professional activities. In professional activity, such competence is determined by the range of professional and legal powers and professional specialisation [9, p. 200].

Methodological competence is based on students' ability to analyse and synthesise legal phenomena.

Communicative competence reflects the special forms of social practice of lawyers that contribute to the stabilisation of legal relations and are based on various methods of verbal and non-verbal communication [10].

Social competence - the student understands the importance of his/her own social position in professional activity, has a system of knowledge, skills, attitudes, value orientations and behavioural components in society, knows how to self-realise in it [8, p. 225].

Ethical competence – the student understands the importance of future professional functions in terms of moral and ethical norms of the social order, uses the norms of the Code of Lawyer Student in his/her practical activity, strives for a balance of all functions of legal relations [8, p. 225].

Information competence reflects the current state of the society in which the future lawyer will work. Lawyers should strive to ensure optimal conditions for the full satisfaction of information and legal needs of state and public structures, enterprises, organisations, institutions and citizens on the basis of effective organisation and use of information resources with the use of advanced technologies [8, p. 224].

According to G.H. Yavorska, the specifics of the formation of basic competencies in future lawyers are primarily due to the role and place of legal relations in the system of social order, as well as the high status of jurisprudence among other branches of science [8].

In this regard, the activity-based approach to the formation of key competencies of future lawyers is enhanced by the hermeneutic approach, which integrates the motivational and operational potential of students' professional development and pays due attention to the skills of interpreting legal texts. The direct impact on the motivational factor of the formation of key competences in future lawyers is, in turn, carried out through a personality-oriented approach, which involves the activation of individual attitudes and preferences of students in the field of legal work. An important role is given to the dialogue approach, which fosters in future lawyers the ability to make ethical choices, moral action and gives students' professional thinking a humanistic character.

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АО «Академия гражданской авиации»  
(Алматы, Казахстан)****СОВРЕМЕННЫЕ МЕТОДЫ ПРОТИВОДЕЙСТВИЯ КОРРУПЦИИ**

**Аннотация.** В данной статье рассматривается антикоррупционная политика Казахстана. Обсуждение опыта страны, приобретенного в области антикоррупционного законодательства и формирования культуры нетерпимости, антикоррупционного института. Изучаются методы, статистические данные и официальная информация.

**Ключевые слова:** коррупция, закон, государство, антикоррупционная культура, государственная служба, антикоррупционная стратегия.

**Андатпа.** Бұл мақалада Қазақстанның сыбайлас жемқорлыққа қарсы күрестегі саясаты қарастырылады. Сыбайлас жемқорлыққа қарсы заңнама және нөлдік төзбеушілік мәдениетін қалыптастыру, сыбайлас жемқорлыққа қарсы институт саласында елдің тәжірибесін талқылау. Әдістер, статистика және ресми ақпарат зерттелуде.

**Түйін сөздер:** сыбайлас жемқорлық, заң, мемлекет, сыбайлас жемқорлыққа қарсы мәдениет, мемлекеттік қызмет, сыбайлас жемқорлыққа қарсы стратегия.

**Annotation.** This article examines the activities of Kazakhstan in the fight against corruption. Discussion of the country's experience gained in the field of anti-corruption legislation and the formation of a culture of intolerance, an anti-corruption institution. Methods, statistical data and official information are being studied.

**Keywords:** corruption, law, state, anti-corruption culture, public service, anti-corruption strategy.

Коррупция – незаконное использование лицами, занимающими ответственную государственную должность, лицами, уполномоченными на выполнение государственных функций, лицами, приравненными к лицам, уполномоченным на выполнение государственных функций, должностными лицами своих должностных (служебных) полномочий и связанных с ними возможностей в целях получения или извлечения лично или через посредников имущественных (неимущественных) благ и преимуществ для себя либо третьих лиц, а равно подкуп данных лиц путем предоставления благ и преимуществ.

Коррупция как социальное явление продолжает существовать в настоящее время практически во всех странах мира независимо от политического развития, в том числе и в Казахстане, различается лишь масштабами. Коррупция тормозит процесс социально экономического развития, строительства рыночной экономики, привлечения инвестиций. Негативно воздействует на политические и общественные институты демократического государства, представляет собой серьезную угрозу будущему

развитию страны. Борьба с коррупцией определена в качестве одного из основных приоритетов государственной политики в Казахстане.

Термин Коррупция происходит от латинского слово «согитреге» по смыслу означает «разрушение организма государства, общественных отношений», как значение термина «подкуп» - термин, обозначающий обычно использование должностным лицом своих властных полномочий и доверенных ему прав в целях личной выгоды, путём обмана, вымогательства, волокиты, противоречащие законодательству и моральным нормам. Наиболее часто термин применяется по отношению к бюрократическому аппарату и политической элите. Соответствующий термин обычно имеет более широкую семантику, вытекающую из первичного значения исходного латинского слова, а также неэтическое поведение.

Президент Казахстана, говоря о борьбе с коррупцией, неоднократно подчеркивал, что без участия общества нельзя победить коррупцию.

Актуальность борьбы с этим социально опасным явлением обусловлена рядом обстоятельств:

- коррупция ведет к серьезным нарушениям конституционных прав и свобод граждан;
- субъекты коррупционных преступлений, как правило, занимают высокое общественное положение;
- изощренно-интеллектуальные способы совершения; это явление приспосабливается к различным условиям, непрерывно видоизменяясь и совершенствуясь;
- огромный материальный и моральный ущерб, причиняемый этим деянием;
- исключительная латентность - отсутствуют полные данные, или хотя бы репрезентативные доказательства об этом явлении, еще меньше виновных лиц, предстающих перед уголовным судом, и лишь единицам из них назначается реальное уголовное наказание;
- коррупция имеет не только скрытый, но и согласительный характер совершения, она, как правило, не влечет за собой жалоб, так как виновные стороны получают взаимную выгоду от незаконной сделки;
- коррупционные действия обычно совершаются в сложных специфических и конфиденциальных видах государственной деятельности, где разобраться непрофессионалу трудно;
- коррупция серьезно дискредитирует государственный аппарат, подрывает его авторитет;
- указанное явление быстро распространяется в государственновластных структурах;
- по существу, все охраняемые законом общественные отношения могут стать объектом преступной деятельности коррумпированных должностных лиц.

Вышеизложенный перечень не является исчерпывающим, но даже он свидетельствует о том, что именно сейчас назрела острая необходимость как в разработке теоретических положений, так и в повседневной, практической работе по



борьбе с коррупцией. Но прежде чем призывать к противостоянию какому-либо негативному явлению, последнее необходимо четко и конкретно определить, разобраться в причинах и механизме этого зла.

В современном мире работа по усилению борьбы с коррупцией ведется непрерывно и постоянно совершенствуется. В мире нет уникального набора механизмов борьбы с коррупцией, который оптимален для всех стран. Специфика наборов методов по борьбе с коррупцией, принимаемых каждой страной, уникальна и зависит не только от политической и экономической стабильности, но и от обычаев и традиций, религиозных особенностей и уровня правовой культуры, а также от площади занимаемой территории, плотности, численности населения.

Стоит отметить, что в 2022 года утверждена Концепция антикоррупционной политики Республики Казахстан на 2022-2026 годы. С момента принятия Антикоррупционной стратегии Республики Казахстан на 2015-2025 годы, проведена колоссальная работа по минимизации коррупции в нашем государстве. Так, законом «О государственной службе Республики Казахстан» обеспечен переход к «карьерной» модели государственной службы, внедрены принципы меритократии через механизмы открытого конкурсного отбора, продвижения на основе компетентности. Сокращены условия для командных перемещений, фундаментально пересмотрена система оценки эффективности государственных служащих, проведено апробирование новой системы оплаты труда в зависимости от результатов работы. Благодаря данным нововведениям у «простого» гражданина есть возможность занять желаемую должность вне зависимости от его материального, социального положения и статуса; наличие родственных связей и знакомств в верхних эшелонах власти также не влияет на его трудоустройство. То же самое касается и действующих государственных служащих при продвижении их по службе. Введение новой системы оплаты труда для государственных служащих весьма положительно сказывается на формировании нулевой терпимости к коррупционным правонарушениям.

Стоит отметить, что для противодействия коррупции активно используется потенциал общественности, усилен общественный контроль, представленный целым рядом неправительственных организаций. При Агентстве по противодействию коррупции созданы Специальные мониторинговые группы, которые состоят из представителей общественности, главная их цель - оценка реализации Антикоррупционной стратегии.

Одним из важнейших факторов противодействия коррупции является автоматизация бизнес-процессов. Государственная программа «Цифровой Казахстан» призвана создать удобства для получения государственных услуг казахстанцев, а также исключить прямой контакт при обращении в государственные органы.

По итогам 2020 года Казахстан занял 29-е место среди 193 стран-членов ООН в рейтинге по уровню развития «электронного правительства» (в 2018 г. - 39), среди стран СНГ - 1-е место, среди стран Азии - 6-е место.

На сегодняшний день получить государственную услугу можно по принципу «одного окна», достаточно обратиться в центры обслуживания населения. Помимо профилактических мер, также усилена ответственность за коррупцию и обеспечение

неотвратимости наказания. Введен пожизненный запрет на трудоустройство на государственную службу и в субъекты квазигосударственного сектора для лиц, совершивших коррупционные преступления. К примеру, лицо, которое ранее привлекалось к уголовной ответственности за коррупционное правонарушение, в дальнейшем не сможет трудоустроиться в государственные учреждения не только на руководящую должность, но и на должность административного персонала.

Помимо всего прочего, для осужденных за тяжкие и особо тяжкие коррупционные преступления исключена возможность применения условно-досрочного освобождения.

Данное нововведение является правильным и точным, поскольку имели место быть факты, когда нерадивый чиновник получал взятку, затем его приговаривали к лишению свободы; отбыв лишь часть назначенного срока, он выходил на свободу.

Введен институт персональной ответственности руководителей государственных органов, организаций, субъектов квазигосударственного сектора за коррупцию подчиненных. Руководитель несет ответственность за действия своих подчиненных; зарегистрированные факты совершения ими коррупционных правонарушений свидетельствуют о слабой профилактической работе и отсутствия контроля со стороны руководства.

Анализ нормативной базы и практики ее реализации в сфере борьбы с коррупцией в нашей стране позволяет выделить ряд признаков антикоррупционной политики Республики Казахстан. Во-первых, солидарность народа и государственных органов в избранном пути борьбы с коррупцией. Большим плюсом в развивающемся государстве является взаимопонимание общественных и государственных институтов в решении самых острых и важных проблем; во-вторых, казахстанские законодатели стремятся к принятию более четких и точных правовых норм, регулирующих общественные отношения в сфере противодействия коррупции. На постоянной основе проводится мониторинг законодательства и фиксируется отчетность по данному направлению государственной политики на всех уровнях управления; в-третьих, политика Казахстана в сфере борьбы с коррупцией отличается профессиональной последовательностью и целенаправленностью.

Коррупция – одна из важнейших угроз национальной безопасности государства, наряду с терроризмом и снижением уровня обороноспособности страны. Искоренение коррупции в государстве положительно сказывается на всех сферах жизнедеятельности: здравоохранение, образование, социальное обеспечение и т.д.

...Без наличия у граждан антикоррупционной культуры, стойкого иммунитета к коррупции, ее публичного порицания невозможно достижение желаемого результата. Каждый казахстанец, каждая семья должны понимать, что борьба с коррупцией – дело всего общества, каждого гражданина.

За годы Независимости в Казахстане проделали огромную работу по борьбе с коррупцией, разрабатываются антикоррупционные стратегии, улучшается законодательная база Республики Казахстан, среди граждан развиваются принципы добропорядочности и нетерпимости к коррупции. Казахстан медленно, но верно улучшает свою позицию.

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УДК 347.78

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### КОРРУПЦИЯ КАК СОЦИАЛЬНО НЕГАТИВНОЕ ЯВЛЕНИЕ

**Аннотация.** Коррупция тормозит процесс социально экономического развития, строительства рыночной экономики, привлечения инвестиций. Негативно воздействует на политические и общественные институты демократического государства, представляет собой серьезную угрозу будущему развитию страны.

**Ключевые слова:** государство, государственная служба, коррупция, коррупционные риски, противодействие коррупции, антикоррупционное законодательство.

**Андатпа.** Сыбайлас жемқорлық әлеуметтік-экономикалық даму, нарықтық экономика құру, инвестициялар тарту процесін тежейгі. Демократиялық мемлекеттің саяси және қоғамдық институттарына теріс әсер етеді, елдің болашақ дамуына елеулі қауіп төндіреді.

**Түйін сөздер:** мемлекет, мемлекетік қызмет, сыбайлас жемқорлық, сыбайлас жемқорлық тәуекелдері, сыбайлас жемқорлыққа қарсы іс-қимыл, сыбайлас жемқорлыққа қарсы заңнама.

**Annotation.** Corruption slows down the process of socio-economic development, building a market economy, and attracting investment. It has a negative impact on the political and public institutions of a democratic state, and poses a serious threat to the future development of the country.

**Keywords:** government, public service, corruption, corruption risks, anti-corruption, anti-corruption legislation.

На сегодняшний день слово коррупция широко распространено и рассматривается, как глобальная проблема нашего государства.

«Коррупция» (лат. Corruptio) означает подкуп; продажность общественных и политических деятелей, государственных чиновников и иных должностных лиц. Определение «corruptio» в Римском праве понималось самым общим образом, как разламывать, портить, разрушать, повреждать, фальсифицировать, подкупать и обозначало противоправное действие, например в отношении судьи. Это понятие произошло от сочетания латинских слов «correi» несколько участников в одной из сторон обязательственного отношения по поводу единственного предмета и «rupture» ломать, повреждать, нарушать, отменять. В результате образовался самостоятельный термин, который предполагал участие в деятельности нескольких (не менее двух) лиц, целью которых является «порча», «повреждение» нормального процесса управления делами общества.

Коррупция является негативным явлением современного общества, требующим постоянного тщательного изучения, системного подхода, комплексного и оперативного противодействия. Уровень и масштабы существующей в стране коррупции сдерживают экономическое развитие, негативно отражаются на инвестиционном климате, снижают имидж страны, международную заинтересованность в сотрудничестве с Республикой Казахстан. В этой связи борьба с коррупцией является основным приоритетом государственной политики Казахстана. Коррупция является не только проблемой нашего государства, но и проблемой всего Мира. Сейчас все страны, включая самые передовые, пересматривают свои модели борьбы с коррупцией с учетом новых вызовов, принимают новые законы и нормы об ужесточении ответственности за коррупцию.

Коррупция - незаконное использование лицами, занимающими ответственную государственную должность, лицами, уполномоченными на выполнение государственных функций, лицами, приравненными к лицам, уполномоченным на выполнение государственных функций, должностными лицами своих должностных (служебных) полномочий и связанных с ними возможностей в целях получения или извлечения лично или через посредников имущественных (неимущественных) благ и преимуществ для себя либо третьих лиц, а равно подкуп данных лиц путем предоставления благ и преимуществ.

Основными нормативно-правовыми актами антикоррупционного законодательства в Республике Казахстан являются: Закон РК от 18.11.2015 года «О противодействии коррупции», Закон РК от 23.11.2015 года «О государственной службе в Республике Казахстан», Указ Президента РК от 23.12.2015 года «О мерах по дальнейшему совершенствованию этических норм и правил поведения государственных служащих Республики Казахстан», Уголовный кодекс РК от 03.07.2014 года. Эти нормативно-правовые акты являются действенным средством борьбы с коррупцией и определяют статус, права и обязанности государственных служащих, требования к их морально-нравственному облику и деловым качествам.

Всеми государственными органами принимаются ведомственные Программы и планы по борьбе с коррупцией, в которых заложены различные антикоррупционные мероприятия. Противодействие коррупции осуществляется на основе следующих принципов: законности; приоритета защиты прав, свобод и законных интересов человека и гражданина; гласности и прозрачности; взаимодействия государства и гражданского общества; системного и комплексного использования мер противодействия коррупции; приоритетного применения мер предупреждения коррупции; поощрения лиц,

оказывающих содействие в противодействии коррупции; неотвратимости наказания за совершение коррупционных правонарушений. Целью противодействия коррупции является устранение коррупции в обществе. Достижение цели противодействия коррупции реализуется посредством решения следующих задач: 1) формирования в обществе атмосферы нетерпимости к коррупции; 2) выявления условий и причин, способствующих совершению коррупционных правонарушений, и устранения их последствий; 3) укрепления взаимодействия субъектов противодействия коррупции; 4) развития международного сотрудничества по противодействию коррупции; 5) выявления, пресечения, раскрытия и расследования коррупционных

правонарушений. Выявление, пресечение, предупреждение коррупционных правонарушений и привлечение лиц, виновных в их совершении, к ответственности в пределах своей компетенции осуществляется органами прокуратуры, национальной безопасности, внутренних дел, департаментом государственных доходов.

Не стоит забывать, что введен пожизненный запрет на занятие любых должностей в государственных органах и организациях для лиц, ранее уволенных с работы за совершение коррупционного правонарушения. Все должны помнить, что совершившие какое-либо противоправное действие полностью лишаются всех привилегий. Коррупция может быть отнесена к одному из самых опасных и всепроникающих социальных негативных явлений, представляющих угрозу национальной безопасности, ее пагубное воздействие ощущается в любой стране, независимо от государственного устройства и традиций. Полностью искоренить коррупцию не удалось ни одному государству, но снижение порога коррупционности общества, возможно.

За годы Независимости в Казахстане проделали огромную работу по борьбе с коррупцией, разрабатываются антикоррупционные стратегии, улучшается законодательная база Республики Казахстан, среди граждан развиваются принципы добропорядочности и нетерпимости к коррупции. Казахстан медленно, но, верно, улучшает свою позицию. Самый низкий результат был в 2013 – тогда страна заняла 140 строчку с 26 баллами. В 2019 году цифры были 124 и 31 соответственно. В 2020 году Казахстан набрал 38 баллов и занял 94 позицию в рейтинге стран мира по индексу восприятия коррупции, подсчитали в Transparency International.

На наш взгляд, продолжение активной политики противодействия коррупции следует осуществлять, исходя из следующих проблем: 1) правоохранительные, специальные государственные и иные органы, осуществляющие борьбу с коррупцией, занимаются расследованием уже совершенных коррупционных преступлений. Такой односторонний подход не приводит к устранению причин и условий, порождающих коррупцию; 2) государственные органы не проводят анализ повышения квалификации государственных служащих. тогда как на указанное мероприятие государство тратит огромные деньги; 3) нет постоянного мониторинга и оценки мероприятий по противодействию коррупции со стороны общества. И это не весь спектр нерешенных проблем.

Специальное внимание со стороны государства уделяется активизации участия общественных сил в борьбе с коррупцией. Комитетом по правовой статистике и специальным учетам Генеральной прокуратуры Республики Казахстан разработан проект «Айкын», предусматривающий прозрачность процедуры прохождения обращений, а также исключение личного контакта чиновников и граждан как предпосылки к коррупционным действиям.

Анализ нормативной базы и практики ее реализации в сфере борьбы с коррупцией в нашей стране позволяет выделить ряд признаков антикоррупционной политики Республики Казахстан. Во-первых, солидарность народа и государственных органов в избранном пути борьбы с коррупцией. Большим плюсом в развивающемся государстве является взаимопонимание общественных и государственных институтов в

решении самых острых и важных проблем; во-вторых, казахстанские законодатели стремятся к принятию более четких и точных правовых норм, регулирующих общественные отношения в сфере противодействия коррупции. На постоянной основе проводится мониторинг законодательства и фиксируется отчетность по данному направлению государственной политики на всех уровнях управления; в-третьих, политика Казахстана в сфере борьбы с коррупцией отличается профессиональной последовательностью и целенаправленностью. Государственные программы и иные стратегические документы в целом соответствуют друг другу и не дублируются. Поскольку Казахстан является транзитным государством, а также активным участником международных отношений, то всегда будет крайне актуальным вопрос выстраивания профессиональных отношений в рамках таможенного Союза и других международных институтов; в-пятых, борьба с коррупцией в Казахстане не является разовой фанатичной акцией. Противодействие коррупции осуществляется на основе принципов системности, непрерывности, законности, справедливости и неотвратимости наказания; в-шестых, максимальное использование новых технологий в деле выстраивания отношений между гражданами и государственными органами.

Данные признаки антикоррупционной политики Казахстана представлены в общем виде. В любом случае приветствуются дискуссии по данным положениям. Таким образом, в Казахстане сложился профессиональный фундамент антикоррупционной политики. Это дает возможность гражданам и должностным лицам продолжать консолидацию усилий в глобальном движении по оздоровлению человеческих отношений, свободных от невежества и корысти.

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