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METHODS OF DEVELOPMENT OF CREATIVE ABILITIES OF STUDENTS

Annotation: This article presents the relevance of the problem of development of creative abilities of students in their educational activities; shows the relationship of the concepts of "creativity". Conditions of step-by-step development of creative abilities connected with development at students of aspiration to manifestation of own initiative, readiness to work in non-standard situations, to fill with personal meanings of knowledge and abilities are considered.

Key words: development of creative abilities, pedagogical conditions, creativity, levels of development of creative abilities, practical activity, interest in creativity.

The relevance of the study of creative abilities is associated with the characteristics of the current stage of development of the higher education system, when the main task is to improve the quality of professional training of graduates, ensuring their effectiveness in future work. The problem of search of new approaches to the organization of educational process which promote creative development of the students ready to apply non-standard knowledge, abilities in non-standard situations, to find own, optimum way of the solution of various professional and daily questions is put forward to the fore. We define the relationship between the concepts of "creativity" and "creativity", as well as pedagogical conditions aimed at the development of creative abilities of students.

The problem of creativity reflected in their works Plato, Aristotle, Augustine, John. Bruno, B. Spinoza, I. Kant, S. Rubinstein, G. Wallace, etc. From the point of view of psychology, creativity is purposeful, persistent and intense work. It requires mental activity, intellectual abilities, strong-willed, emotional traits and high performance. D. B. Elkonin argued that creativity is an ability that incorporates a whole system of interrelated abilities of elements: imagination, associativity, fantasy, dreaminess [1]. As the highest form of personal activity, creativity requires a long preparation, erudition and is the basis of human life, the source of all material and spiritual benefits. Creativity in pedagogy is one of the most natural forms of realization of the need to search for true knowledge, which is expressed in the manifestation of human ability to make alternative decisions, generation of non-standard ideas. The ability of a person to integrate their skills into practice is a manifestation of creativity. Scholars (A. V. Zaporozhets, N. A. Vetlugina, T. G. Kazakova and others) recognize the intuitiveness and originality of creativity, but I believe you need a reasonable influence of the teacher [2-4]. In the first approximation, creativity is the individual qualities of a person related to the successful implementation of any activity, the result of which is a new product that is important either for the subject or for society. The development of creative abilities is associated with the development of the individual's desire to display their own initiative, talent, willingness to act in unusual situations, to fill the personal meanings of knowledge and skills. Development of creative abilities of the student occurs in his interaction with direct participants of pedagogical process constructed as humanitarian practice. The essence of humanitarian practice is the joint movement of "teacher-student" from explaining information to creating situations of understanding, meaningful construction of "living" knowledge at the level of personal attitude to the "become" culture and to oneself [5]. It is the meanings (not so much needs as psychologists believe) that allow you to develop and show high-level creative abilities. Among the meanings of the direct participants of the pedagogical process can be:

- ✓ cognitive meanings in the opening of a new, "living" knowledge;
- ✓ intellectual challenge: the meaning in the solution of high complexity tasks, a new method of activity, answer yourself the question;
- ✓ creative: meanings in the creation of original products, activities, images;
- ✓ self-expansion, self-realization: meanings in the development of themselves, their abilities, the desire to be meaningful for themselves and others, to implement their ideas.

The development of creative abilities of the student can be presented in the form of a list of conditions, compliance with which subsequently develops originality of thought, the ability to act outside the box in different situations, generate innovative ideas [7,8].

1. Identification of personal interests of students is the first stage in the system of development of creative abilities, closely related to the further planning and organization of the educational process. Reliance on the life experience of the student and his academic interest in the subject develops initiative, attentiveness, stimulates the presentation of the student's own vision of solving the problem.
2. Free choice of tasks and projects – it is important to create a situation of detection of educational or production tasks, to formulate a question that needs to be addressed. It is necessary to select problem material that correlates with the unique interests and preferences of each student. Despite the fact that due to the limited training time individual approach is not always possible, it can be replaced by group work, which will be indispensable method of free choice, in which it is possible to choose a group with a suitable team and tasks.
3. Creating a creative environment-stage forms the maximum understanding of the subject of study. It is necessary, as far as possible, to immerse students in an environment and a system of relationships that would stimulate his most diverse creative activities.
4. The situation of motivation-this stage is characterized by special conditions under which students form the maximum interest not only to the result, but also to the process of achieving these results. Without interest in their own actions reduced motivation, which can not be replaced by any negative or positive reinforcement. From the choice of

methods and techniques at this stage of development of creative abilities depends on the final result of the plan.

5. The inclusion of students in the creative process – the participants need the maximum effort (the ability to develop the more successful, the more often in their activities a person gets to the "ceiling" of their capabilities and gradually raises the ceiling higher and higher). It is important to create conditions for the integration of personal interests into collective ones. The acquired knowledge in conjunction with the overall initiative is important to implement not only in training activities, but also in real production and everyday life.

6. Demonstration of results-this final stage will serve as a demonstration of the completion of the process, as well as an understanding of the importance of what has been achieved and a keen interest in continuing further creative path.

Implementation of the above conditions for the development of creative abilities of students should occur in stages. Because of the presence of levels of development of creative abilities, steps of which "do not cross", developed this multistage system, each stage of which generates understanding of the subject of study and the opportunity to advance to the next level of development of creative abilities of the individual.

When the theme of common projects is defined, the problem is formulated, a plan of work on the project and the distribution of roles of performers taking into account the interests of the participants is drawn up. The project participant feels like a part of a single mechanism striving to achieve a common goal. The groups had to distribute the roles of each participant, his duties and rights, to elect a leader. During the task, the participants thought about their tasks, paid attention to the reaction of others, showed a clear interest.

Creative environment contributed to the maximum understanding of the subject of study, building effective feedback (teacher-student), full immersion in the process of learning activities, achieving results. The teacher in this case acts as a moderator, uses methods of modeling production processes, includes students in professional activities, which allows the creative level to consolidate the material in practice.

For the development of creative abilities is appropriate and excursions to the production, the invitation of innovators, advanced workers. Students have the opportunity to observe the work of the team, performed in a well-organized rhythm, which contributes to the education of work culture. Direct communication of students with innovators of production, advanced workers awakens the desire to become like professionals. Students begin to realize that the poor performance of one reflects on the results of the whole team.

The next step is to develop maximum interest not only in the outcome, but also in the process of activity. The learning process gradually flow to self-education and self-improvement, the results achieved can be called "perfection". The groups formed teams, there were projects.

At the final stage of development of creative abilities, the needs of project participants in the presentation of their results are realized. This happens in the course of public speaking: presentations, reports, workshops, creative workshops. Students discover the meanings of both theoretical knowledge and practical experience. There is self-observation, self-knowledge, self-awareness, self-evaluation (of what can be called "thinking about thinking"). The tendency to reflection, analysis and introspection of the activity and further results of creative activity is developed. These processes of personal growth of project participants can rightly be called "reflection of creativity."

Thus, the conditions for the development of creative abilities are a phased set of pedagogical conditions. That each stage of conditions develops creativity to a certain level.

Conclusion. Creativity is the process of human activity that creates qualitatively new material and spiritual values or the result of creating subjectively new. Creativity - is the individual qualities of a person, which are manifested in the ability to apply knowledge and skills in a non-standard situation. Conditions of development of creative abilities which gradually develop creativity of the person are revealed, results of introduction of conditions positively influence any educational processes. Further integration of creative abilities into professional activities of students will significantly increase their competitiveness in the labor market.

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THE PROBLEM OF IRON DEFICIENCY ANEMIA IN CHILDREN AND ADOLESCENTS

Annotation: Chronic lack of sleep, violation of the work regime, nutrition and other factors related to the lifestyle, lead to the development of neuropsychiatric diseases, disruption of the processes of immunogenesis. Information overload of the brain due to emotional and intellectual disorders leads to information neurosis]. These pathological conditions due to mental, physical, nervous overstrain cause somatic and autonomic changes. Not the last place in this link belongs to iron deficiency anemia (IDA), which can lead to a pronounced violation of the patient's quality of life. At the appointment with the hematologist, you can hear repeatedly from the parents of the patient with IDA that this disease is family-like and is considered as a familiar condition that does not require treatment, as a "hereditary" one. Therefore, children with IDA often describe their history as long-term (this applies to older children) and consult a doctor when anemia is already moderate and severe. Parents are not afraid of long-term poor health (since anemia will debut with sideropenic syndrome in older children), but low hemoglobin numbers. The problem lies in the fact that IDA is a disease that leads to a pronounced violation of the patient's quality of life.

Key words: infants, premature infants, iron deficiency conditions, iron deficiency anemia, pregnant women, iron sulfate, iron (III) preparations based on polymaltose hydroxide complex.

Introduction An important part of preventing iron deficiency anemia in children is regular medical examinations and blood tests. Iron deficiency is easily detected even in the very early stages, when it is easiest to eliminate [2,4,7]. Particular attention is required to children born prematurely or with a lack of body weight, as well as children of mothers suffering from anemia during pregnancy. To avoid the development of anemia, you need to strictly monitor the nutrition of the child, including iron-containing products on the menu, as well as fruits and vegetables. The more diverse the diet, the less likely that the child will lack a particular vitamin or mineral [3,5,6]. Whether your children have faced such a problem as anemia or not, in any case, for the full development of the child, it is necessary to encourage active games and physical activity, even if for this you have to be strict and restrict the baby's access to TV, game consoles and the Internet. For many parents, cartoons or video games seem like a simple way to keep their child busy, however, thanks to the development of technology, about 30% of modern children lead a sedentary lifestyle. This is fraught not only with anemia, but also with gaining excess weight, slowing down physical development, problems with the spine, eyesight and blood circulation [1,7,8].

The aim of the study was to optimize the treatment of IDA in children and adolescents by choosing the most effective therapeutic plan based on evidence-based medicine methods.

Materials and research methods: Under observation were 94 children with IDA aged 5 months to 17 years, including: up to 1 year - 16 children (17.0%), 1-3 years - 64 children (68.1%), 4-12 years old - 4 people (4.3%) and over 12 years old - 10 adolescents (10.6%).

The results of the study. When analyzing the ante and the in-natal causes of IDA in the observed children, it was revealed that pregnant hyposiderosis and gestosis were observed in 51.6 and 59.4%, respectively, the threat of termination of pregnancy - in 48.4%, cesarean section - in 31.3%, plentiful menstruation - in 23.4%, the presence of a mother with more than 5 pregnancies -14.1%, a break between pregnancies of less than 3 years - 20.3%, sports - 12.5%, chronic infections - 10.9%, multiple pregnancy 6.3%, vegetarianism 6.3% and donation 6.3%.

31.0% of children were born prematurely, who subsequently observed excessive weight gain, leading to an increased need for iron in the body. 24.1% of children had a large birth weight Alimentary iron deficiency as a result of unbalanced nutrition (early artificial feeding, including unadapted milk mixtures, late introduction or lack of meat products in the diet) was detected in 39.1% of children. More than 1/3 of the children were from prosperous families with a low material income. Menstrual irregularities were detected in 100% of girls.

Intensive growth was observed in 40% of adolescents, exercise in 20%, nutritional factor in 20%. All patients with IDA showed a combination of several of the above reasons.

The study suggests that IDA in young children is caused by a complex of reasons, including both an unfavorable course of pregnancy and childbirth, a burdened obstetric and gynecological and social history, as well as an alimentary factor and increased iron needs of the child during periods of intensive growth.

Feeding defects were observed in less than half of children, which allows us to join the opinion of many domestic researchers about the more significant role of maternal health, the pathological course of pregnancy and pregnant anemia in the development of IDA in infants and young children than nutritional failure. In adolescents, the causes of IDA are high growth rates, sports, and menstrual irregularities in girls.

Analysis of the clinical manifestations of IDA showed that children have a variety of anemic and sidropenic symptoms, the frequency and severity of which depends on the age of the patients, the severity and duration of anemia.

The only symptom we observed in the clinical picture of all the children examined was pale skin and mucous membranes. Another symptom identified in most patients was lethargy or weakness. These anemic symptoms are associated with insufficient oxygen supply to the tissues. Sleep disturbance and emotional lability occurred in about half of children, regardless of age. The child’s brain is very sensitive to iron deficiency and identified behavioral disorders are primarily due to sideropenia. Physical development was below average in 10 children.

Typical manifestations of sideropenia in children of the first three years of life were a decrease and / or distortion of appetite, tachycardia and functional systolic murmur, intestinal dyspepsia, muscle hypotension, including hypotension of the muscles of the abdominal sphincter and diaphragm. The latter led to a relatively low location of the liver and spleen and in some cases created a false impression of their increase. Hepatomegaly and splenomegaly, which we identified in more than half of the children, were characteristic signs of this age.

Half of the patients had dry skin, hair, their fragility and loss, less often - angular stomatitis and glossitis. Trophic changes in the gastrointestinal tract, skin, its appendages, as well as muscle weakness, including myocardial, are due to tissue deficiency of iron, leading to metabolic disorders in the cells.

Conclusions. The leading significance of nutritional factor was observed in less than half of children. In adolescents, the causes of IDA are high growth rates, sports, as well as menstrual irregularities in girls.

In young children in modern conditions, an important role as risk factors for the development of IDA is played by the state of maternal health, the pathological course of pregnancy, anemia during pregnancy and a burdened social history.

In young children with IDA, the concentration of zinc in the blood serum was normal (in 46.7%) or increased (in 50.0%). The serum copper content in 70.0% of patients did not differ from healthy children, was significantly reduced in 16.7% and increased in 13.3% of patients. No significant difference was found in the content of zinc and copper in children with mild to moderate anemia.

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TAJRIBA MASHG'ULOTLARI SAMARADORLIGINI OSHIRISHDA MULTIMEDIADAN FOYDALANISHNING AYRIM MASALALARI

Annotatsiya: Ushbu maqolada o'quv jarayoniga multimedia vositalari Kimyo fani bo'yicha tajriba ishlariga tadbiqi ko'rib chiqilib. Unda moddalarning hidini sezish jarayoni qanday kechishini Eymur konsepsiyasi misolida ko'rib chiqilgan

Kalit so'zlar: tajriba ishlari, multimedia vositalari, eymur konsepsiyasi, jarayonni kompyuterlashtirish, taqdimot, kimyoviy tajriba.

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EFFICIENCY OF EXPERIMENTAL PREPARATION USE MULTIMEDIA TO ENLARGE SOME QUESTIONS

Annotation: This article discusses the use of multimedia tools in the educational process for laboratory work in chemistry. In it, the process of sensing the smell of substances is considered on the example of the concept of eymour

Key words: experimental work, multimedia tools, eymour concept, computerization of the process, presentation, chemical experiment.

Bugungi kunda tashkil qilinayotgan ta`limga xos muhim xususiyatlardan biri – unga axborot texnologiyalari yutuqlarining keng ko'lamda jalb etilayotganligidadir. Bu narsa o'quv jarayoniga multimedia vositalari tadbiq etilayotgan joylarda, ayniqsa, ko'zga yaqqol tashlanadi. Multimedia o'qitishda qo'llaniladigan taqdimotning shunday ko'rinishiki, unda ovoz, musiqa, harakatsiz yoki harakatdagi tasvir kabi ta`sir vositalari ta`lim oluvchilar e`tiboriga ma`lum tartibda havola qilinadi. Ta`sir kanallarining bir nechta turda ekanligidan taqdimot materialining ta`sir etish kuchi materialning og'zaki usulda yetkazilishiga nisbatan bir necha barobar ortiq bo'ladi. Bunday hol multimedia vositsida o'tkazilgan o'quv mashg'ulotlarining an`anaviy usulda o'tkazilgan o'quv mashg'ulotlariga nisbatan anchagina samrador bo'lishligini ta`minlaydi.

Mazkur ilmiy maqolada kimyo fani bo'yicha tajriba mashg'ulotlarini o'tkazishda multimedia vositalaridan foydalanishning ayrim jihatlari va shu yo'lda qad ko’tarayotgan ayrim muammolar haqida to’xtalib o’tishni o’z oldimizga vazifa qilib qo’ymoqdamiz.

Ma`lumki, tajriba, ya`ni laboratoriya mashg’ulotlarida talabalar mustaqil ravishda vazifa bajaradilar yoki eksperiament o’tkazadilar. Tajriba ishlari talabaga nazariy bilimlarni qo’llash mexanizmini chuqur va ko’rgazmali o’rganish imkonini beradi. Kimyo fani bo’yicha tajriba ishlari odatda o’qituvchi tomonidan avvaldan tayyorlab qo’yilgan yo’riqnoma asosida o’tkaziladi. Keyingi yillarda tajriba ishini o’tkazish yo’riqnomasi o’qitishning multimedia vositasi ko’rinishida tayyorlanmoqda.

Yuqorida aytib o’tilganidek, taqdim etilayotgan ma`lumotga oid to-vush yoki ovoz bilan, rang bilan, tasvir bilan va harakat bilan bog’liq xu-susiyatlar alohida qiyinchiliklarsiz multimedialashtirilaverilishi mumkin. SHuningdek, kimyo fani bo’yicha tajribalar o’tkazishda tajribaga oid yuqoridagidek xususiyatlar bilan birga reaksiya jarayonida yoki natijasida paydo bo’luvchi hid va ta`m, ayniqsa ularning zararsiz yoki zararliligi to’g’risidagi ma`lumotlar ham multimedia tarkibidan o’rin olgan bo’lishi kerak.

Shu munosabat bilan biz o’z oldimizga kimyo fani bo’yicha o’tkazila-digan tajribalar uchun multimedia ko’rinishida tayyorlanadigan yo’riqnomalarda, masalan, hid haqidagi ma`lumotni aynan qanday tarzda qayd etish mumkinligi masalasini qo’ydik.

Ma`lumki, u yoki bu jarayonni kompyuterlashtirish har doim ham o’sha jaryonning asl sharoitda qay tarzda kechishini modellashtirish asosida amalga oshiriladi. Inson tomonidan moddalarning hidini sezish jarayoni qanday kechishini olimlar azaldan tadqiq qilib keladilar. Bu masalada turli tuman yondashuvlar mavjud. Ular orasida e`tiborga sazovori, bizningcha XX asrning 2-yarmida barakali ijod qilgan olim Eymur konsepsiyasidir.

Eymur yuzlab xil hidlarni tahlil qilib, ularni yagona tizimda ifodalash g’oyasi bilan shug’ullangan. Eymur g’oyasga ko’ra hid uni tarqatayotgan modda molekulalarining shakli va xajmiga bog’liq bo’ladi. Eymur bo’yicha quyidagi 7 xil hid boshlang’ich hidlar deb hisoblanadi:

1. Kamfora hidi (kamfora).
2. Mushk hidi (pentadekanolakton).
3. Gul hidi (fenilmetiletilkarbinol).
4. Yalpiz hidi (mentol).
5. Efir hidi (dixloetilen).
6. yemiruvchi, o’tkir hid (chumoli kislotasi).
7. Qo’lansa hid (butilmerkaptan).

Kamfora hidini tarqatuvchi moddalarning molekulalari sferik shaklga ega bo’lib, bu sferaning diametri 7A (amstrong) ga teng. Bu guruhga har xil kimyoviy tuzilishga ega, lekin umumiy tebranish chastotasiga ega bo’lmagan molekulalar to’g’ri keladi: kamfora $S_{10}N_{16}O$, geksaxloretan S_2S_{16}, siklooktan S_8N_{16}, dixloretilamid tiofosfor kislotasi $S_2N_6NC1_2SP$. Hidlarning dastlabki beshta turi xuddi shunga o’xshab, molekulyar strukturalar tuzilishi bilan xarakterlanadi. yemiruvchi va qo’lansa hidlar ularni tarqatayotgan moddalar molekulalarinig zaryadlariga ham bog’liq bo’ladi.

Aytib o'tilgan holatlar kimyoviy tajribani o'tkazish uchun multimedia taxlitida tayyorlangan yo'riqnoma takrkibiga kiritilsa, tajribaning hidlar bilan bog'liq bo'lgan qismi ham o'z taqdimotiga ega bo'ladi.

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IMPROVING MOTIVATION OF STUDENTS WHEN LEARNING A FOREIGN LANGUAGE IN NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

Annotation: This article is devoted to the development of student motivation non-linguistic specialties for learning a foreign language. Disclosed concept "motivation". A significant place is given to the methods of developing motivation for students of non-linguistic specialties to study a foreign language.

Key words: motivation, foreign languages, preparatory stage.

Knowledge of foreign languages has become one of the main factors in the cultural and social development of modern society. A foreign language plays an important role in personality development and education.

With the help of knowledge of foreign languages, a person learns the culture of another nation (its traditions and customs), its intonation and speech culture (intonation, facial expressions, gestures), has the ability to communicate with native speakers of another language. At present, without knowledge of a foreign language, it is impossible to get a successful job and build a good career.

The development of international companies today requires good knowledge of a foreign language. A thorough knowledge of a foreign language is a necessity in the modern world, but unfortunately not all students of non-linguistic universities consider it an important subject for study, considering that in the future they will not have the opportunity to use it. In this regard, the motivation for learning a foreign language is reduced.

Before making any conclusions or proceeding with any actions, we consider the very concept of "motivation".

"Motivation is an internal impulse to action, which determines the subjective and personal interest of an individual in its fulfillment".

Intrinsic motivation is considered to be the driving force of amateur activity, Intrinsic motivation is considered to be the main condition for successful activity. Four characteristic manifestations of internal motivation of activity are distinguished:

- the desire for novelty. In classes on a foreign language in non-linguistic universities, students enter new information on their profile in the studied foreign language;

- the desire for effective development of the world. A sense of satisfaction from doing a good job. This can only be achieved through training. Students should understand and realize that they are learning something new and useful ; they must feel intellectual development while learning new material;

- self-realization. Self-realization is the main stimulating activity of the personality, as a result of which a sense of competence, efficiency is revealed .

External motivation can be a distant motivation, designed to achieve the final result of learning. Intrinsic motivation is close and relevant.

Education should be structured in such a way that students should experience a sense of satisfaction from the subject studied . For the development of motivation, students should set an exact goal for students to work on achieving it. It is very useful to focus on small tasks that can be easily completed. That is, in each lesson, when studying a topic, there should be a desire to achieve a result that will allow students to achieve success in their activities . To increase the motivation of students to learn a foreign language, in addition to traditional methods, G. Karnilova offers:

- use of additional sources of information (media, TCO, ICT, Internet);
- introduction of student project activities in the classroom;
- Introduction of a student rating system;
- Introduction of a system for publishing student successes and rewards for their in a hurry.

In order to motivate students to motivate learning, it is necessary to create a favorable psychological atmosphere in the classroom, mutual cooperation between students and the teacher, to attract and intensify their attention, to arouse interest, to form free activity and creativity of students. Motives and motivation are the driving force of the learning process and the assimilation of information and material. It offers the following pedagogical conditions for students of non-linguistic specialties that have a positive impact on the motivation for learning a foreign language:

a) the conditions affecting the formation of internal motivation - professional interest and, accordingly, awareness of the practical and theoretical significance of the knowledge gained for future professional activities (use in class of elements that mimic future professional activity, selection of informative and interesting texts / articles); taking into account the features of professional - psychological activity, the formation of research skills through the individualization of training;

b) the teacher (his personality , methodological literacy, orientation in the specialty that students receive, the teacher's awareness of the goals that students set for themselves , studying a foreign language, sociability, openness, empathy, and non-directivity of the organization of the process training); the emotional richness of classes, which contributes to a better assimilation of knowledge and is carried out through active teaching methods);

c) the conditions affecting the formation of external motivation: the creation of a situation of success, or the recognition of failure and its causes, the competitiveness of classes, the communicative orientation of classes.

The conditions discussed above can be created using various approaches that exist in the didactics of higher education.

Having made a conclusion, it can be concluded that in order to increase the motivation of students of non-linguistic universities when studying a foreign language, it is necessary to create conditions under which students will have a personal interest and need to learn a foreign language.

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ABOUT SOME METHODS OF TEACHING ENGLISH LANGUAGE

Annotation: The article discusses some methods of teaching foreign languages in higher education. Special attention is paid to grammar and translation, audio-visual, audio-lingual and communicative methods of teaching students in the higher education.

Key words: English language, innovation method, student - teacher.

More and more active learning of English in educational institutions is a factor of not only active interest in English, but also the acquisition of better knowledge of this language. Because in the modern world, English is very popular. Moreover, this language is the language of international communication. Today, there are a huge variety of methods for effective teaching of English in higher educational institutions. Each of the methods has certain features, some of them are more popular and in demand, and some are less. In addition, new methods of teaching a foreign language are regularly developed, so now every Higher education teacher can choose the optimal method of work. When teaching a foreign language in higher education institutions, classical methods are most often used. These include:

- direct method,
- grammar-translation method of teaching,
- audio-visual method,
- audio-lingual method,
- communicative method.

The direct method of teaching a foreign language is that the teacher pays more attention to learning the spoken language directly, which is used in everyday life. When teaching English using this method, the role of the teacher in the successful acquisition of knowledge by students is key. That is, his speech should be absolutely clear and correct, and the pronunciation should be perfect, since the students will constantly repeat the words exactly for the teacher.

This means that the ideal option for the direct method of teaching is the teacher as a native English speaker.

The grammar-translation method is one of the main methods in the modern system of continuing education. This is a so-called classic method that has been used in teaching foreign languages for decades. This prevalence is also due to the fact that most of the teachers themselves were trained using this method. The goal of this method is to learn to read and translate using grammatical rules. The disadvantages of this method are that not enough attention is paid to the lexical part. Learning vocabulary is reduced to mechanical memorization of words. Reading and translation are performed in strict form. In addition, the texts offered for reading are usually related to complex fiction, therefore, the student only studies the literary language. Once in the language environment, it will be very difficult for him to understand the people around him, even with a good knowledge of the literary language itself. The essence of audio-visual and audio-lingual methods is to convey language through clear structures. Here learning takes place using audio and video recordings. For example, the audio-visual method involves illustrating speech with appropriate pictures, that is, students are shown videos, art and documentaries in English. In this case, they work simultaneously with two channels of perception - visual and auditory, resulting in associations in the head of students, which allows them to better remember the language.

The purpose of the methods is to master a live, spoken language. Both methods are based on induction, when the training goes from a rule to an example. Currently, more and more teachers are turning to the communicative method of learning English. The object of this method is speech itself. As a result, this technique allows you to learn how to communicate. Also, when using the communicative method, students are more active in teaching.

The task of the teacher in this case becomes the ability to engage in a conversation with all those present in the audience. To better remember the language, you need to download all the channels of perception. Before the teacher task – to teach students both individually and as a group:

· Analyze the information,

· Sort it for solving a given problem,

· Identify key issues

· Generating alternative solutions and evaluate them,

· Choose the best solution and form a program of action, etc. In addition, the students:

· Prepared communication skills

· Develop presentation skills

· Generate interactive skills to effectively interact and take collective decisions

· Acquire expertise and skills

· Learn to learn, self-seeking the necessary knowledge to solve situational problems

· Change the motivation to learn.

Thus, the active participants of the situational training analysis are presented facts (events) associated with a situation in its state at a particular time. The task of students is to take a rational decision, acting in the framework of collective discussion of possible solutions, game interaction.

The essence of this method is to create real situations of communication. When recreating the dialogue, the student has the opportunity to put all the knowledge they have gained into practice. An important advantage of the method is that it has a variety of exercises: role-playing games, dialogues. Due to this, today the communicative method occupies a leading position in teaching English, along with the traditional grammatical and translation method.

It is fair to say that every qualified teacher of a foreign language has its own original approach and teaching methodology. Nevertheless, each teacher uses the techniques of these methods in their work, which are chosen in different combinations and, being used in the context of different forms, conditions and other pedagogical factors, make the activity of each teacher original. However, it seems that the activity of a foreign language teacher in a non-linguistic higher education should be based on one method that can organically complement the techniques of other methods. The fact is that in conditions of lack of time, using different methods in turn can only harm, since none of them will be fully disclosed.

If a student is motivated to communicate in a foreign language, but does it according to a template, does not use a new word that expresses an original idea, then we should talk about educational, and not about communicative motivation. When learning a foreign language, typical "communicative" structures and phrases are used, speech itself is a creative process, and in real communication (with the exception of the simplest communicative situations such as greetings, apologies, requests, etc.), it is necessary to move away from the template, forming your own communication style. If this is not evident in the classroom, communication is formal.

The presented material is related to the practical activity of the teacher and is suitable for describing the process of linguistic training in a non-linguistic higher education. Understanding the pros and cons of each method and an objective assessment of the feasibility of its application in the existing conditions is one of the signs of professionalism, high qualification of the teacher and methodological flexibility, which is a mandatory and basic requirement for a modern foreign language teacher.

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THE MAIN IDEAS OF SPECIALISTS ON NLP IN TEACHING FOREIGN LANGUAGES

Annotation: Most people are able to perceive the information coming conductive via different channels. The best should be considered a text in which there are linguistic elements related to all channels of perception. Previous believed that it was such a text, have an impact on all channels of perception, will have an impact on the person as a whole.

Key words: foreign language, programming, independent work, project activity, research, tasks.

The teacher must understand that there may be a discrepancy between the linguistic personality of the student and the linguistic personality of the teacher. And he should be able to smooth out a possible conflict due to the flexible application and change of training tactics.

Project Name T.A. Baitukalova – "Model" - speaks for itself. In order to quickly and efficiently reach the floor fledged language skills need to model speakers. The idea is to simulate as much as possible accurately copies and its action of native speakers: seen and heard - repeated. Two points are important in this process:

1) the state in which the simulator is in the simulation;
2) 2) the absence of attempts to analyze the actions of the modeled and the actions of the modeler.

In the understanding of DB Nikulicheva NLP - a constructive psychology of the resource, which is the basis of the expert modeling. Expert modeling is one of the key points of NLP.

E.A. Umin said that the main drawback of many used to study a foreign language methods is as follows: the IU Toda are based on conscious memorizing rules of grammatical structure tour and the words of a foreign language without the prior formation of SLE and motor memory trace - engrams, providing automatical perception and production (speaking) in a foreign language. As well as A.A. Pligin E.A. Umino said that we should not be afraid of that relate to their own mistakes must be so: if you de barks error - neutral emotions, if you are right - positive emotions.

In terms of analyzing the use of NLP - the technician in training strange language interesting article V.P. Belyanin “Neuro Linguistic Programming and teaching of foreign languages”. The article gives an idea of the common views of Neuro Linguistic Programming and made interesting findings from wearing the possible use of these views in the practice of teaching a foreign language. Interesting ideas are expressed that students differ in strategies for learning material. Like previous authors, V.P. Belyanin believes that the educational process must be built multi-sensor, using all the modalities.

Constructive Psychology Resource is aimed at people to learn to explore their own sensory experience successfully of behavior. This experience is for each person, and it is connected with his states success, which means that high resource.

Learn how to add to the experience of the expert behavior of other people, anyone is able to simulate the most efficient behavior in different life situations, or replace their previous ineffective behavioral strategies to more effectiveness.

With regard to learning foreign languages can also certain stereotypes that then unconsciously reproduced again and again as some “mental programs”, while leading to unsuccessful results. D.B. Nikulicheva teaches how by just personal exercise to remove the typical psychological, language barriers and complexes, to develop a profoundly positive attitude to learning language of the country logical characteristics of a specific person.

Thus, we can say that there are several NLP new ideas that seem to be very useful for improving the quality of students' knowledge, as well as to optimize the relationship between teachers and students. It:

• the use of affective, social, cognitive strategies for learning a foreign language;

• recognition of the student’s cognitive style and the use of methods that are most suitable for the student or for this group of students;

• identification of students with a penchant for different methods of language acquisition;

• taking into account the characteristics of each student (modality and the leading hemisphere);

• impact on all channels of perception and processing of information, the implementation of multi training for presentation of informations in all three modalities;

• offering students different - for each type of student their own tasks that are suitable for each individual student type (visuals, audial, digital);

• elimination of the conflict between the teacher’s teaching style and the student’s teaching style;

• increasing the independence of the student in the process of mastering a foreign language through the use of NLP techniques.

Priority pedagogical goals of the individual approach to each student, create individual strategies based on the personal identity of each student.

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THE USE OF NEURO LINGUISTIC PROGRAMMING IN THE PROCES OF LEARNING FOREIGN LANGUAGES

Annotation: The article analyzes the most popular Neuro-Linguistic Programming teaching methods of foreign languages. The possibilities of the use of positive aspects of Neuro-Linguistic Programming practice in teaching foreign languages.

Key words: Neuro-Linguistic Programming techniques, training, foreign language, information processing, personal oriented process.

Neuro-Linguistic Programming - an area of practical psychology that studies the structure of the subjective experience of people dedicated to the design language of its description, disclosure mechanisms and methods of modeling experience to improve and transfer of identified models to others.

As the name of this concept implies, there are three parts to it. The first of these concerns the psychophysiological aspects of speaking. The title of “NLP” part of “Neuro” refers to the fact that to describe ops that a person needs to know and understand the “language of the brain” - those neurological processes that are responsible for storing, processing and transmission of information, i.e., “Neuro..” says the attitude towards the thinking or governmental perception, the processes occurring in the nervous system and plays an important role in shaping human behavior, as well as to the neurological processes in the field of perception - sight, hearing, so threshing sensations of taste and smell.

The second part is connected with the linguistic aspect of speech activity itself. “Linguistic” emphasizes the importance of language in describing the characteristics of the mechanisms of thinking and behavior.

Communication-organization processes, ie. e. refers to linguistic fashion lam, which plays an important role in the achievement of mutual understanding between the people on what, in fact, kept all communication process.

The Third aims to study the impact on people in the pro cession of verbal communication and even to regulate their behavior. “About reprogrammed” defines the systematic thinking and behavioral processes, “program” in Greek means “clear after sequence of steps to achieve the results”. “Programming” refers to the way in which we organize our thinking, including the feelings and beliefs that would eventually reach our goals.

As part of the neurophysiological concepts it is assumed that each person has his own perception of the main channel and storage information, its so-called “representational system”. It is believed that through the channel leading man enters the main stream of Ying formation. Of course, a person thinks more complex and diverse than within the framework of only one representative system. But admits an existing member -existence preferred representational system.

Neuro-Linguistic Programming postulates a distinction of people by type, depending on which channel of perception of the world in them is dominant. People, which is characterized by the preferential treatment, can be combined into groups - psycho. In particular, the brow century, which dominates the visual channel of perception, called visual, auditory - audial, sensual.

In teaching foreign languages, attempts to use the theory of NLP have appeared relatively recently. Neuro-linguistic programs provides a huge variety of effective techniques can be used in teaching a foreign language.

In light of the dominance of personality-oriented model is trained Nia currently relevant approach to teaching a foreign language, which is based on the development of neuro-linguistic about programming.

In this regard, a very interesting study on the different strategies of development of foreign language as for example. development A.A. Pligina, candidate teachers Physical Sciences, Doctor of Psychology, one of the brightest and most of generally recognized leaders of Russian NLP , the founder of “NLP Center in Education”.

In his research in the field of personality - oriented educational technologies AA Pligin used the common approaches her Neuro-linguistic programming in the author’s reading.

E.A. Umin, Doctor of Biological Sciences, Professor and author of model of the brain: learning, memory, creative intelligence "also believes that optionally go to take into account the individual characteristics of a person, learn a foreign language. The speed of learning the language, scope and duration to occupy and should be adapted to the individual characteristics of language learners. The UMIN method provides for explicit accounting of several important individual characteristics of a person studying a foreign language. The most important of these characteristics is related to the properties of E memory: the volume of material that a person can easily stores, as well as with the individual rate of forgetting the learned material. This method takes into account the principles of the brain that are known to modern science, on the basis of which learning is fast and efficient.

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CATEGORY OF PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

Annotation: We commonly attribute students' success to their widely observed tendency to acquire language subconsciously, that is, without overtly analyzing the forms of language themselves. Through an inductive progress of exposure to language input and opportunity to experiment with output, they appear to learn languages without "thinking" about them. This childlike, subconscious processing is similar to automatic processing with peripheral attention to language forms. That is, in order simply to manage the incredible complexity of language – the vast numbers of bits information- both adults and students must sooner or later move away from processing language unit, piece, focusing closely on each, and "graduate" to a form of high- speed, automatic processing in which language forms (affixes, words, word-order, rules etc.) are only on the periphery of attention.

Key words: principles, teaching, cognitive, linguistic, affective, learning.

Students usually make the transition faster than children, who tend to linger in analytical, controlled modes, on the bits and pieces of language, resisting putting those bits and pieces into the "hard drive" of our minds. We will the first principle of language learning and teaching the principle of automaticity and include under this rubric the importance of:

- Subconscious absorption of language through meaningful use;
- Efficient and rapid movement away from a focus on the forms of language to a focus on the purposes to which language is put;
- Efficient and rapid movement away from a capacity-limited-control of a few bits and pieces to a relatively unlimited automatic mode of processing language forms;
- Resistance to the temptation to analyze language forms. The principle of automaticity may be stated as follows: efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all that this graduation to automaticity.

Notice that this principle does not say that conscious processing is necessarily, or always, harmful. In fact, adults especially can benefit greatly from certain conscious applications. What we principle does say is that adults can take a lesson from children here by speedily overcoming our propensity to pay too much conscious attention to the bits and pieces of language and to move on to the actual use of language for meaningful purposes.

Affective principles. We now turn our attention to principles that are more central to the emotional processing of human beings. Here, we look at feeling s about self, about relationships in a community of learners, and about the emotionalities between language and culture.

Language ago. This principle can be summarized in a well- recognized claim: as human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting- a second identity. The new “language ago” intertwined with second language, can easily create within the learner a sense of fragility, a defensiveness, and a rising of inhabitions.

The language ago principle might also be affectionately called the “warm fuzzy” principle: all second language learners need to be treated within affective tender loving care. Language-based egos, which are normally well developed attack, are suddenly in the perception of the learner-obsolete. Now they must fend for their emotional selves with a paltry linguistic battery that leaves them with a feeling of total defenselessness.

Linguistic principles. The last category of principles of language learning and teaching center on language itself and on how learners deal with this complex linguistic system. It almost goes without saying that the native language of every learner is an extremely significant factor in the acquisition of a new language. Most of the time, we think of the native language as exercising an interfering effect on the target language, and indeed the most salient, observable effect does appear to be one of interference. The majority of a learner’s errors in produsing the second language, especially in the beginning levels, stem from the learner’s assumption that the target language operates like the native language.

The principle of the native language effect stresses importance of that native system in the linguistic attempts of the second language learner:

The native language of learners will be a highly significant system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language; the interfering effects in the classroom, interference are likely to be the most salient. In dealing with the native language effect in the classroom, interference will most often be the focus of your feedback in the classroom. That’s perfectly sound pedagogy. Learner’s errors stand out like the tips of icebergs giving us salient signals of an underlying system at work. Errors are, in fact, windows to a learner’s internalized understanding of the second language, and therefore they give us teachers something observable to react to. Their non-errors- the facilitating effects-certainly do not need to be treated. Don’t try to fix something that isn’t broken.

In principles of language learning and teaching, which perhaps you have read or are reading, that these are “the best of times and the worst time of times” in the language teaching profession. Best, because we have learnt a great deal about language acquisition in the last two or three decades. But worst, our information is still so slippery that just as we are about to pin down a generalization about second language acquisition, the phenomenon often eludes our grasp. By now you have perhaps already come to an appreciation of the complexity and mystery of this field.

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THE WAYS OF INCREASING STUDENTS' MOTIVATION IN LEARNING THE ENGLISH LANGUAGE

Annotation: The article is devoted to the main means and ways which let increase students' motivation in learning the English language. The problem of motivation in the teaching exists in each subject. Teachers of higher education ask themselves a question how to increase students' motivation to learning.

Key words: foreign language, foreign language training, communicative competence, motivation, organization of training activity.

Problems of motivation in teaching arise in each subject. High school teachers are asking how to increase students ' motivation to learn. The problem of motivation to learn foreign languages is particularly acute. Considering motivation as a side of the subjective world of the student, formed by his own motives and needs, it is necessary to understand that the teacher can only indirectly influence it, creating prerequisites and conditions on the basis of which there is a personal interest in the work. Among the main ways that can increase students ' interest in a foreign language and thus increase their motivation to study this subject, we highlight the content component of training, namely the content value of educational material, and such ways of organizing educational activities that would cause high motivation and ensure activity in the classroom. Among the main forms, methods and tools that meet these requirements, we consider active learning methods, collective forms of work in the classroom, as well as the widespread use of computer and information technologies, including electronic network training.

Statement of the problem in General and its connection with important scientific and practical tasks. Questions related to the search for effective ways and ways to increase students ' motivation. On the one hand, students are aware that a specialist of any profile who is fluent in at least one foreign language has a better chance of finding a job and building a successful career, including abroad. On the other hand, the initial level of foreign language proficiency when entering a University is quite low for most students. In addition, very often students do not show much interest in this academic subject. Thus, the formation of positive motivation should be considered as a special task when teaching a foreign language in the higher education.

Analysis of recent studies and publications that have considered aspects of this problem and on which the author is based; identification of previously unresolved parts of the General problem. Before proceeding to the consideration of possible ways to increase the motivation of students of non-linguistic specialties to study

English, we consider it necessary to consider the essence of the concept of "motivation" in the context of our research.

In modern psychology, motivation is considered as a complex "triggering mechanism" of human activity, whether it is work, behavior, cognition and communication. Psychologists define motivation "as one specific motive, as a single system of motives, and as a special sphere that includes needs, motives, goals, and interests in their complex intertwining and interaction".

Among the varieties of internal motivation, there are communicative, instrumental, and linguistic-cognitive motivations. Communicative motivation is considered as the main part of internal motivation, since the acquisition of communicative competence is the primary need of students. Linguo-cognitive motivation consists in the positive attitude of students to the language itself, its structure and properties. Instrumental motivation implies a positive attitude and readiness of students to perform various exercises and tasks, a desire to master new forms and types of work, further improvement of previously mastered techniques of mastering a foreign language, and a willingness to engage in independent educational activities.

In a broad sense, motivation can be interpreted as a source of human activity, as a system of motivating forces of any activity and behavior. Motivation is considered as a system of factors that influence human behavior (this includes needs, motives, goals, intentions, aspirations, and more), and as a characteristic of the process that stimulates and supports the activity of the individual at a certain level.

Thus, one of the leading ways to increase motivation is the content value of the language material, its adequacy to the vital interests of students. Based on this, the selection and systematization of the content of educational material in English should be carried out in accordance with the following principles:

- communicative orientation: mastering the language material is aimed at solving speech problems, meeting the communicative needs of students;
- personal and professional orientation: future specialists are interested in the information aspect, which includes everything related to their future profession and the areas of science that they study, so in English classes, the educational material should be personally significant for students;
- interdisciplinary content consistency: in this case, the facts and events learned in the subjects of the professional cycle appear to students from the other side, in a new language shell;
- authenticity and openness: this principle involves the use of information taken from original sources, including Internet resources, mass media and telecommunications, in the learning process.

We have seen that educational material that is informative and personally significant for students, allowing them to expand their knowledge within the framework of their future profession and acquire skills in interpersonal and professional foreign language communication, contributes to increasing motivation to learn English. The next stage on the way to increase the level of motivation is the organization of educational activities, since the content of educational material is assimilated in the course of students' educational activities. In this regard, the question of choosing effective forms, methods and means of teaching a foreign language is very important.

In the context of the issue we are considering the process of teaching English must meet the following requirements: orientation to the student's personality, taking into account their individual characteristics and creating subject-subject relationships in the learning process; promoting their personal and professional development; providing conditions for active work of each student and involving students in joint activities; communicative orientation.

In accordance with the requirements of modern didactics, the pedagogical process must be built on the principles of a personality-oriented approach, which involves the establishment of subject-subject relations. Subject-subject dialogue relations recognize the student as a subject, a participant in the pedagogical process and assume the fullest realization of their potential by each of the students in interaction with the teacher, who directs this process in the most favorable direction. For example, the teacher should inform students about the tasks of the lesson, and first of all, the tasks associated with mastering speech activities should be named. Students ' understanding and understanding of why and why they need to study a particular material is the starting point for motivation and successful implementation of the task. In addition, it is important that the task is clear and appealing to students, opening them a clear speech perspective.

The next organizational point that helps to increase the motivation of students is the use of collective forms of work in English classes. Various forms of collective work allow differentiating educational activities, providing conditions for involving students in joint activities, taking into account individual characteristics and preferences of students, which contributes to the intensification of educational work, gives it an emotional appeal and also plays a role in the formation of appropriate motivation. Each student can perform a feasible part of the overall task, which will also play an important role in the development of positive motivation.

The most popular among the collective forms of work that are communicative and active in nature are active learning methods. The active methods of teaching a foreign language at the University are usually referred to as discussion, game and heuristic methods. Active learning methods are "methods that encourage students to engage in active thinking and practical activities in the process of mastering educational material." These methods have a multi-purpose orientation: they contribute to the improvement of language training and personal and professional development of students, provide an active character of learning knowledge and skills, and provide an opportunity for active interpersonal interaction. Active learning methods are designed to activate the learning process, make it more productive, and also form and further develop the motivation of learning. The most popular and widely used methods of teaching a foreign language are project methods, role-playing and business games, discussions, trainings, oral and written presentations, and case studies.

Learning tools are an integral part of the learning process. In our age of information and computer technologies, it is the means of ICT, multimedia technologies, Internet technologies, electronic educational resources that have a number of advantages over traditional means of teaching and have the greatest motivating effect in the process of learning a foreign language.

Conclusions of the study and prospects for further research in this area. In conclusion, it should be noted that the problem of increasing the motivation of students to learn English is not new, the appeal to it attracts psychologists, methodologists and practicing teachers. We dare to hope that the methods and ways described in this article, aimed at applying a variety of teaching methods, selecting the appropriate level of complexity of the material, appealing to the knowledge, experience and interests of students, creating a friendly atmosphere in the classroom, will really increase the motivation to support students ' interest in learning English.

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MODERN METHODS OF USING INFORMATION TECHNOLOGIES IN LESSONS

Annotation: In the work, it was found out that a teacher working in a modern school needs not only to know the nomenclature of available means and their didactic purpose. But also effectively use each of the funds. Since only fully using not only basic, but also auxiliary teaching tools can you achieve the goals of teaching a foreign language.

Key words: methods, ICT, tools, computer, educational process, students, teacher.

Foreign language teachers, like other subject teachers, face certain difficulties in their work. First of all, this is the growing inefficiency of traditional teaching methods, which do not allow the teacher to qualitatively solve the following tasks:

- involvement of students in the educational process;
- the success of each student in the lesson, regardless of the level of their abilities;
- formation of General academic skills and abilities;
- formation of ICT competencies;
- increasing students ' interest in the subject of a foreign language;
- involvement of the child's emotional sphere in the educational process.

When using information technologies in teaching a foreign language children acquire the following skills and abilities:

- search and highlight the necessary information;
- structuring of information;
- analysis and synthesis of information;
- integration of information from different branches of knowledge;
- ability to relate different types of information, such as text and graphics;
- ability to explore available information and apply it creatively;
- ability to work independently and organize yourself;
- ability to work in a team;
- ability to speak to an audience;
- computer skills;
- a sense of artistic taste, measure, knowledge of the basics of design art.

The role of the teacher can be very different, because information technologies make it possible to organize a variety of work options. The teacher can act as a

- a lecturer when explaining new material through a presentation;
- the organizer of group, pair or individual work;
- a consultant, and the consultation may be technical, scientific or creative in nature.

Use of ICT technologies, you need at least one computer on which you can show a presentation or other digital resource in front. It is better if you have a media projector and screen. It is even better if there are several computers with headphones for organizing group, pair or individual work of students. The ideal option is to have a special ICT room equipped with computer and multiplication equipment and access to the Internet. The teacher can always choose the appropriate form of work based on real technical capabilities.

If the teacher needs to print out abstracts of lectures or assignments for students, you will also need a multiplication technique.

In modern pedagogical practice, many methods of using information technologies in lessons have been developed. Practice shows that the most common and accepted by teachers is the use of presentations. And here usually the teacher uses only two methods:

• The teacher explains the topic frontally using a presentation.

• Students prepare a message on the topic using a presentation that is independently created or provided by the teacher.

The author offers various options for organizing activities with presentations:

1. Students use fragments of the presentation when repeating what they have learned.
2. Students receive a presentation in which the slides are mixed. Task: study the material and arrange the slides in the desired order.
3. Students receive a presentation and a question that addresses only a small part of the topic. Task: remove all the extra slides, and use the remaining slides to answer the question.
4. Students receive a presentation and a broader and more voluminous question. Task: complete the presentation using any sources and answer the question.
5. Task: from a large presentation, you need to isolate subthemes and create several small presentations for which to prepare messages.
6. Find additional information about historical figures, events, authors of paintings presented in the presentation, etc.

Another great opportunity is the use of video lectures, animations, audio and video clips, thematic sites, etc. They can be used to conduct virtual tours, see places of historical events, and access the largest libraries and materials available in them. The teacher has a real opportunity to choose different tasks (not only in terms of content, but also by type), taking into account the psychological characteristics of students. What does it mean? Usually in the lesson, the student works with text information, less often with illustrations. Moreover, the quality of illustrations in textbooks is extremely low. It is very rare for a student to work with audio or video. Using a computer gives you tremendous opportunities to create a variety of tasks:

- view a video segment and answer questions about it;

- self-study of the topic using educational flash animation;
- explore the topic using a "live", i.e. animated map;
- analysis of illustrations, portraits, paintings and other visual materials;
- writing questions for video clips, animations, and so on…

Creative teachers can always find their own ways of working with digital material, creating questions and tasks of various levels and directions – from reproductive to creative and research.

The proposed forms of work can be used at different stages of the lesson: when learning new material, fixing, repeating, organizing control and independent work, or in extracurricular work on the subject and in integration with other subjects.

The use of modern information and communication technologies allows us to significantly diversify the educational process and successfully solve emerging problems. Using a computer in lessons makes it possible to organize any form of work of children – front, group, pair, individual. This becomes especially valuable when organizing work on an individually oriented training system. The excessive amount of digital materials at the teacher's disposal makes it possible to choose individual tasks so that each student becomes successful. There are opportunities for students to choose the level of tasks and the pace of study.

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USE OF INFORMATION COMMUNICATION TECHNOLOGIES FOR FOREIGN LANGUAGE GRAMMAR

Annotation: The problem is that with all the variety of ICTs, it is possible to use a very small number of them to maximize the effect when teaching a foreign language grammar. Namely, educational films, electronic textbooks, diagrams, tables, and various types of testing. That's probably all.

Key words: educational films, electronic textbooks, diagrams, tables,

The 21stcentury is the age of high technologies. Teachers now have the opportunity to use various technical tools in the classroom, such as computers, video and audio equipment, satellite TV, the Internet, and much more. This makes it possible to make foreign language lessons more interesting and productive, and to increase students ' motivation to learn a foreign language. After all, using the latest technical tools, students not only learn a foreign language, but also can fully use it, for example, communicating with foreign peers both by email (which allows students to train in writing) and using a webcam (which allows students to train in speaking).

As for educational films, the technology of their creation is quite complex due to the fact that it is not enough to simply select and systematize working material, it requires the work of psychologists, who will determine the parameters that will achieve the maximum effect from viewing the film (color scheme, volume, duration, characters, images, quality, etc.). In Addition, the preparation of such a film requires specialists in the field of cinema (animation). Thus, it is simply impossible to create such a material with all the available equipment in the higher school. This is done by special educational centers. This is also the case with electronic textbooks.

But the use of diagrams, tables, graphs, diagrams, drawings and various ways of projecting them (smart-Board, screens of personal computers, creation using special programs and subsequent printing on a printer) is quite possible and to some extent implemented in ordinary schools.

In addition, testing as a method of final or intermediate verification is extremely common. Depending on the ability of the teacher, students are offered to take tests on printed forms, on personal computers in their home network or on the Internet. When working on a computer, it is possible to process the material using special software for composing tests (TestDesigner).

We offer the option of creating a computer-based test using slides (presentation program "MicrosoftPowerPoint») and test materials (in the computer version/ printout).

Theoretical material on the topic "Personal pronouns. Object case of personal pronouns»:

A pronoun is a part of speech that is used in a sentence instead of nouns or adjectives, or more rarely adverbs.

In English, the category of pronouns includes personal pronouns, possessive pronouns, demonstrative pronouns, interrogative pronouns, and others.

The personal pronouns I, you, he, she, it, we, they are part of the person.

The 1st person pronoun I is always capitalized.

There is no 2nd person singular pronoun corresponding to the Russian you in modern English.

Everyone says you when they speak to each other, so you can translate both you and you, depending on who they are talking to.

For the 3rd person singular, as in Russian, there are three pronouns (he, she, it), and in plural - one, common to the three genders-they.

The personal pronoun it replaces a noun denoting an inanimate object or animal, if we do not know and are not interested in its gender, and also replaces the noun child - a child, if we do not know or do not want to emphasize a boy or girl.

The book is on the shelf.

It is on the shelf. It's on the shelf.

Personal pronouns in the nominative and object cases.

Personal pronouns have two cases: nominative and object.

Personal pronouns in the nominative case perform the following functions:

1. subject: I see that picture. I see this picture.

2. the nominal part of the compound predicate: It is (he, she) It's me. The forms of English pronouns in the object case correspond to the forms of Russian pronouns in *объектном*all cases, except for the nominative, i.e. one form of the English pronoun transmits the meanings of several Russian forms in translation.

Forms of pronouns in the nominative case:	Forms of pronouns in the object case:
I - I like Ann.	Ann likes me.
We - We like Ann.	Ann likes us.
You - You like Ann.	Ann likes you.
He - He likes Ann.	Ann likes him.
She - She likes Ann.	Ann likes her.
They - They like Ann.	Ann likes them.

Practical task (test) on the topic "Personal pronouns. Object case of personal pronouns»:

1. Finish your sentences.

Use I /me /we /us /you /he /him/she /her/they /them. I /me /we /us /you /he /him/she /her/they /them.

1. I want to see her, but she doesn’t want to see me.
2. They want to see me but ....don’t want to see ....
3. We want to see them but ....don’t want to see ....
4. She wants to see him but .... don’t want to see ....
5. I want to see him but ....doesn’t want to see ....
6. They want to see her but .... doesn’t want to see ....

7. I want to see them but ....don’t want to see ....
8. He wants to see us but ....don’t want to see ....
9. You want to see her but ....doesn’t want to see ....

2. Finish sentences using me /us /him /her /it /them.

1. Who is that woman? Why are you looking at……….
2. Do you know that man? Yes, I work with ....
3. I’m talking to you. Please listen to ....
4. These photographs are nice. Do you want to look at ....
5. I like this camera. I’m going to buy ....
6. Where are the tickets? I can’t find ....
8. I don’t like dogs. I’m afraid of ....
9. Where is she? I want to talk to........................
10. Those apples are bad. Don’t eat..................

Thus, we can see that the use of ICT in the grammar lesson is possible when studying almost any topic. With the correct location, successful color design, the use of diagrams and tables, voice accompaniment (pronunciation of examples in a foreign language), the material will be perceived easier and faster by schoolchildren, since most of the receptors will be involved. The time spent in the lesson will also be reduced – there will be no need to write down material on the blackboard. And if all students have personal computers at home, the material can be saved on a digital media (floppy disks, CD-ROMs, DVDs, flashcards, etc.) and transferred to a PC-it will reduce the time due to the lack of need for students to write down the material. Quite often, the problem of "not knowing the spelling" of a word occurs. The student may be embarrassed to ask for its spelling, and with the use of ICT tools, this problem completely disappears.

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THE IMPORTANCE OF EXERCISES IN THE COMPREHENSIVE TRAINING IN ALL TYPES OF SPEECH ACTIVITY

Key words: exercises, vocabulary, speech activity, language, students, skills, training.

It is reasonable to use all of the above techniques for introducing new vocabulary, a combined version of the presentation of the text can be applied.

Since the training texts are diverse in form, structure, number of new language units and, most importantly, in terms of target settings, i.e. by the nature of those educational tasks for the solution of which a new text is compiled and presented , the method of introducing new vocabulary is selected each time taking into account these goals and objectives.

Techniques that facilitate the memorization of vocabulary.

1. Memorization of a word by repeated repetition.

2. Many words are very difficult to remember; even repeatability does not help. It is most strongly remembered if the word is entered at the time of acute need for it. Creating situations of need for a word, the teacher instantly imprints it in the memory of students. It is necessary that the need arose naturally.

3. A good result is the introduction of new words in an emotionally colored situation.

4. The presence of cognitive interest in the input material.

It is known that the higher the motivation, the better the learning outcome, and the turnover.

The purpose of the exercises is to form the skill and skills of using the entered lexical material (through actions and operations with it, which ensures its final assimilation and memorization). We have immediately raises two questions: the ratio of the time the process of introducing words and shape of the first block of exercises.

It is recommended that the first exercises be carried out immediately after the introduction of new vocabulary and in oral form, since it is necessary to form auditory motor images of new words and constructions, regardless of whether they are intended for productive or receptive possession. The aforementioned auditory and motor images (articulation) are necessary, without delay, to be supplemented by visual and motor images (writing). Therefore, both oral and written exercises should be given as homework.

Preparatory exercises of the productive type:

1) filling in the gaps in a minimal context;

2) the addition of the proposal within the meaning;

3) question and answer proposals;

4) exercises on the compatibility of words (for example, from two columns of words to make up all possible with a crap or to independently select words that are combined with a given list);

5) exercises for synonymy;

6) exercises on a group fishing on a thematic or situational as micro enterprises basis, which vividly performed in the form of commodities of tasks. The form of the competition game gives two more possibilities: to set topics, limiting the time, and organize an independent repetition, warning about the game in advance.

Preparatory exercises of the receptive type are similar to the above, but differ from the first ones in the nature of the performance. Their goal is to teach to recognize and understand the word in different contexts, and therefore, when filling in the blanks, the student will use a list of words or text , when answering the question - find the answer among the data, when doing exercises for grouping words, focus on the formal signs (root, prefix , suffix). Exercises for language conjecture are also important. There is no clear boundary between preparatory and speech exercises.

This is because the reception exercise m will be reading and understanding the text, and therefore any exercise based on a group of sentences or text is necessarily verbal.

Speech exercises of a productive type. The goal is to prepare students for monological or dialogical speech, which determines their communicative nature, i.e. maximum approximation to the conditions of real communication. And governmental words, the choice of lexical resources should be dictated not assignment, and linguistically and extra linguistic factors.

Although exercises are the main means of mastering lexical material, one should not minimize the role of memorizing words in the course of homework, not to mention working with the dictionary.

We will not dwell on the question of repeatability, since it is provided by the textbook. We only recall that the goal of repetition is not to fix a word in memory, but to maintain and improve skills in using a word for production or reception of speech.

Fixing new vocabulary would not be effective without a reliable and sufficient system of control and work on mistakes. Of particular importance is the ongoing monitoring of students' written work and error correction. For example: checking the written work, the teacher does not correct the errors, but only emphasizes them and puts on the fields with conventional designations. At the same time, it writes out errors in a notebook, indicating their repeatability. Upon completion of the test, the teacher will have a list of all errors indicating individual and general. Analyzed into errors, it is necessary to select the general and excessive for independent correction and conduct work on it in the classroom. The student himself is engaged in correcting the remaining errors, which makes him feel more attentive to them , accustoms him to independent work and partly self- control. It is more advisable to make references in the text of the work (without rewriting it), which saves the student time and facilitates a second check.

Control techniques give the teacher reliable information about the state of affairs in the group, the dynamics of the disappearance of errors, as well as the constantly accumulating material for ongoing and phased monitoring. All this makes it possible to individualize training and constantly forms the skill of independent work.

Some types of lexical exercises:

I. Exercises facilitating the recognition of lexical units by ear and visually.

1. Show subjects called by the teacher.

2. Perform single actions called a teacher.

3. Determine the number of words in the listened sentence.

4. Insert missing letters or combinations of letters in the word (with or without support for the picture).

5. Determine the meaning of words a based on known elements (root, prefix, suffix).

6. Choose from a series of words words related to the specified topic, and many others.

II. Exercises that contribute to the formation of receptive but productive speech skills of students.

1. To form words, a word of harassment, using the data below basics, suffixes, prefixes.

2. Choose from a row and write down words with one root, different prefixes and vice versa.

3. Name nouns that can be combined with this verb.

4. Replace phraseological combinations with single words.

5. Consecutively narrow the sentence, decreasing it every time by one word, and, conversely, sequentially expand the sentence.

6. Retell the text that has been read (according to plan, by questions, by keywords, by pictures).

III. Exercises facilitating the formation of productive speech skills of students.

1. Name the objects that are on the table.

2. Match the words to the picture.

3. Match the words to the proposed situation.

4. Describe the picture first using these words, then on your own.

Students must have a dictionary to write new words. It shows which words the student must know . The development of the correct method of writing words is a very important factor in the general work on vocabulary. The very process of writing out words and rewriting a dictionary already helps to remember them.

Writing new words is not only an introduction, but also the beginning of the consolidation of vocabulary.

Having written the word in the notebook, the student should note the gender of those nouns whose gender is not suggested by the ending, for example, nouns with a soft sound; Numbers indicate lo, if the noun is used only in the uniqueness Venn (furniture) or plural (glasses , scissors) number. It is also important to highlight the names that have been formed about these adjectives (dining room, wounded, scientist).

When writing verbs, you should indicate a species pair, control (which case this verb requires), the absence of a perfect or imperfect form, etc.

At the initial stage, such marks are introduced gradually, as students learn the appropriate categories.

So, in this section, we considered the main problems associated with the methodology of working on lexical material at the initial stage of training.

The above methodological recommendations should be correctly interpreted by the teacher and creatively applied to the conditions of a specific audience of students.

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MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE

Annotation: The article deals with the main problems and tasks in the process of teaching a foreign (English) language in non-linguistic universities. The main methods and principles of organizing the educational process are given. We also consider the issue of motivation, which, as we know, is directly related to the effectiveness of training, ways of forming students' motivation to master a foreign language both during the educational and extracurricular process, since any cognitive process is based on the desire to learn a foreign language culture.

Key words: tasks, methods, principles, motivation, learning process, foreign (English) language.

Modern society places high demands on specialists of any profile, including composting literacy and knowledge of a foreign language is necessary for a modern specialist. It is not reproductive skills that are important, but productive ones. It turns out that encyclopedic knowledge goes into the background, and the ability to apply knowledge, skills and abilities to solve tasks become primary. In addition, information technology and the Internet allows students of technical universities to serve professionally significant information in a foreign language. Thus, the requirements for a technical higher education graduate are high, but justified, since it allows them to be competitive in the labor market. Studying a foreign language in non-language faculties of institution is a professional training of a future specialist. A foreign language has a huge educational and educational potential, and successful knowledge of it contributes to the formation of competent, mobile, competitive professionals who are able to work at the level of world standards.

Priorities in the development of foreign languages as tools of globalization, integration, updating, and informatization. Current trends in the development of global potential are inseparable from the quality of people's knowledge of foreign languages. In recent years, foreign languages have become a means of achieving the goals and guidelines of human development. Simultaneously with the global landmarks of humanity, language is within the personal interests of each person: language is a way of self-development, implementation of plans and tasks, self-presentation, independent positioning in the surrounding space, and so on. Available foreign languages are variable in their content and fast due to virtualization and informatization of the educational space. In connection with the above, there was a rejection of uniform formats for teaching foreign languages. There was a need to change approaches to teaching them, taking into account pragmatic, geographical, personality-oriented and other reasons. In connection with the above-mentioned trends, scientists and teachers face a number of new challenges and questions.

Research conducted in technical universities to determine language training suggests that most graduates of technical universities do not have a sufficient level of foreign language necessary for professional written and oral communication. The implementation of the social order for training young specialists directly affects the system of higher professional education. The education system in our country is currently undergoing stages of reform - requirements for learning outcomes are changing, training programs are being improved, the experience of foreign higher education institutions is being adopted, and there is a convergence of domestic and foreign universities within the framework of the Bologna process. Currently, measures are being taken to develop and adopt state educational standards of higher professional education in a competence-based format, clarify the definitions and classification of competencies, as well as their content.

Teaching at faculties in the institution of higher education, in particular in the field of engineering education in the industry, we aim in this article some aspects of the specification of teaching foreign languages in a technical institution in connection with the development of the modern education system, new social requirements and modern conditions of development of society as a whole. Among the tasks and questions that teachers-practitioners of technical universities are looking for answers to are:

1. Which language to teach? What language will be more useful to know in certain conditions for a future bachelor or specialist?

2. How should the dialogue of cultures be built in modern foreign language teaching?

3. How to allocate resources and time in the difficult conditions of reducing hours for teaching disciplines, using modern new technologies and teaching methods in order to achieve results in teaching foreign languages as soon as possible?

We note that we take into account the work of teachers of technical universities, for example, teaching students related to the rocket and space direction directly or indirectly, specifically, such areas of training others. So, answering the first question, do not refuse to teach English as a comprehensive world language of business, science, culture and technology.

The importance of English in the modern world is difficult to overestimate. It is well known that more than 1 billion people use it. For half of them it is their mother tongue. About 600 million chose it as a foreign language. Of course, the range of distribution of English in the modern world is so great that this language cannot be identical in different areas. Despite the variety of its variants and the presence of specific features for each nationality, English remains the most popular language on our globe. However, teachers of modern universities will not be able to limit themselves only to teaching spoken language, and have the task to present students with different versions of it (discourses), linked to the fields of science that these students study. It is obvious that in such a situation, teachers develop special courses, think over possible convenient forms of their submission, forms of interaction with students, predict results, process and process their teaching methods, and orient them to students.

A certain difficulty in answering the second question is that traditional linguodidactics and methods have always been focused on favorable working conditions and interaction with participants in the educational process, which was previously more homogeneous and monocultural. Now, to interact with students, among whom there are representatives of different cultures, the teacher must have a lot of knowledge, ways to remove difficulties of misunderstanding, possess basic techniques of conflictology, overcome innovative strategies, quickly adapt other participants in the dialogue of cultures to the learning process.

Previously, we considered the issue of teaching a foreign language to students of different cultures. This issue requires a separate detailed study and will remain relevant for teachers of foreign languages for a long time. Currently, we are assisted by modern remote technologies that are widely available among technical higher education institutions.

We come to the conclusion that foreign language education is one of the main problems faced by students and teachers on a daily basis. This is not only teaching students foreign languages in the educational system, but also often independent student work outside the higher education institutions, which should have a decent accompaniment. We note that the need for teachers to be interested in the cultural component of their classes and the introduction of new technologies that are convenient for everyone in the educational process is long overdue. Overcoming the threshold of distrust of new methods and technologies, teachers master remote technologies, move to a new level of communication with students in the information world.

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SCIENCE AND TECHNICS IN THE HISTORY OF CIVILIZATION

Annotation: This article discusses the impact of science and technology on civilization

Key words: science, technology, method, term, phenomenon, system. revolution.

Science is a special kind of human activity aimed at understanding the world, as well as a knowledge system as a result of this activity.

Distinctive features of science as a kind of activity:

1) scientific activities are carried out by specially trained people - scientists;

2) scientists study the nature of the phenomena and objects of the world, establish stable links between them-laws;

3) scientists use special methods of cognition (experiments, experiments, etc.) special equipment, instruments;

4) scientists use a special language (terms, symbols, formulas, etc.);

5) scientists are guided by the norms of professional ethics, which prohibit theft of ideas, falsification of observations and experimental data, distortion or concealment of information contrary to his views.

Science as a system of knowledge differs from other types of knowledge alongside features:

1) the explanation of phenomena by means of logical arguments accessible to human understanding, refusal of explanation with the help of magic, mysticism, belief in miracles, etc .;

2) Strict evidence and verifiability of the data obtained. Any researcher, recreating the conditions in which any scientific result is obtained, should be able to verify its truth.

3) objectivity and impersonality - scientific knowledge is cleared of personal sympathies and antipathies, beliefs and prejudices, interests, emotions, etc .;

4) systematic - scientific knowledge is a collection of not isolated information, but a logically ordered system.

Science consists of many sciences. At present, there are several hundred sciences. Depending on the subject of the study, they can be grouped into three large groups: natural-study nature, socio-humanitarian-study the vital activity of man, technical-learn technique.

New scientific knowledge is produced by research institutes and laboratories, its storage and distribution is provided by libraries, museums, information centers, and printed publications.

The following periods can be distinguished in the history of science.

1. From the 1st millennium BC. up to the XVI century-the period of pre-science. At that time, there was a synthesis of philosophical and natural science knowledge. Representatives: Pythagoras, Euclid, Archimedes, Hippocrates and others.

2. XVII-XIX centuries.-Period of classical science. Science becomes independent of philosophy and religion. The foundations of modern natural science are laid, differentiation of sciences is taking place. Appear scientists-professionals, developing a system of university education for their preparation. There arises a scientific community with its own specific forms and rules of activity and communication (scientific academies, museums, libraries are created, scientific books and magazines are printed, etc.). Science studies the macro world. Representatives: Copernicus, Galileo, Newton, Lomonosov, Darwin, Mendeleev, and others.

3. XX century period of the non-classical science. Science began to study the microcosm and megamore. In the second half of the XX century, a scientific and technological revolution is taking place, the sign of which is the widespread introduction of scientific achievements into production and life in economically developed countries. The state and private firms are spending a lot of money to support the promising areas of scientific development. In developed countries up to 10% of the able-bodied population is involved in the work of scientific institutions. The modern world is largely formed by science. The reverse side of the great successes of science is that society was on the verge of self-destruction. Representatives: E.Resford (planetary model of the atom), A.Einstein (theory of relativity), N.Viner (cybernetics), S.Hocking (theory of "black holes"), etc.

4. The end of the 1990s - the XXI century. - the period of post-non-classical science. Science more and more is connected with philosophy, art, futurology. Scientists seek to find an answer to philosophical questions, what is a person, what is consciousness, what is life, draw parallels between physical theories and philosophical and religious teachings about the organization of the world and find common in them, are actively interested in eastern philosophy, more freely express original scientific hypotheses and projects.

During the pre-scientific period, scientists were distinguished by a disinterested desire to search for truth. Since the XVII century. science is increasingly oriented toward bringing practical benefits to society, to material production. The financing of science is constantly increasing. Accordingly, the whole system of science is put under the control of those who have power and money. Scientists insist on the autonomy of science, they defend their right to independently choose the problems of research and distribute the funds they release. They also believe that the scientist's business is to investigate, discover, design, and for the practical application of the results of scientific activity are the responsibility of politicians and production workers.

Opponents of the autonomy of science put forward the principle of social control over scientific activity. They argue that most scientists are narrow experts who are not able to assess public needs. The society must control how scientists spend the money they are giving away. It should prohibit inhuman and immoral means and methods of research, experiments whose consequences threaten the existence of mankind. The scientist should be responsible for the results and consequences of his activities, to ensure that scientific discoveries are not used for anti-human purposes. At present, the idea of social responsibility of scientists is universally recognized.

Since science causes double feelings in the public, two opposing approaches to its evaluation have been formed: scientism and antispecialism (scientism and antisessionism). Scientism is an ideological position expressed in a high appreciation of science and its role in society. It is believed that science should be the benchmark for other activities. Only the further development of science, first of all, of natural-mathematical and technical knowledge, can save mankind from the ills created by scientific and technological progress. Socio-humanitarian sciences are undermined or even denied.

Anti-centristism is an ideological position, whose supporters sharply criticize science and technology, which, in their opinion, is not able to provide social progress, improve people's lives. Modern science frightens people into engaging in militaristic projects, the possibility of calling such negative consequences of discoveries and inventions that threaten the continued existence of mankind (it means the creation of dangerous viruses and bacteria in laboratories, slavery under the power of machine intelligence, total "zombification" P.). Under the influence of anti-sentimentality in the cinema, a stereotype of a scientist-villain arose who, out of self-serving or misanthropic considerations, is ready to destroy the whole world. Anti-centristism believes that it is necessary to limit the further development of science, to develop the spiritual culture and morality of people.

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ACTUAL PROBLEMS OF TEACHING SOCIAL SCIENCES

Annotation: This article discusses current issues of teaching social sciences.
Key words: education, innovative education, social sciences, humanities

The main task of the development of any university is to train highly qualified specialists in demand on the modern labor market, and the construction of a new education strategy should contribute to the socialization of a person in the broadest sense. Socialization of students should be carried out not only in preparation for effective self-expression in professional activity, but also in social and social life. Despite the fact that the reform of higher education has led to a reduction in social and humanitarian disciplines and a reduction in teaching hours, the requirements enshrined in educational standards provide for the formation of a wide range of general cultural competencies among future specialists. In this regard, one of the urgent problems today is the search and implementation of a new concept of humanization of higher education.

We must understand that the active life position of students in solving questions of their own destiny and professional career is formed in the process of studying at universities not only special disciplines - this task can be helped in many ways by social and humanitarian disciplines. Therefore, universities are especially keen to increase the role of humanitarian education. Social and humanitarian disciplines should contribute to: raising the general cultural level of development; the formation of students' civil, moral and other professionally significant qualities due to the characteristics of professional activity; active public position, social and professional responsibility; professional and communicative competence; the need for a healthy lifestyle, readiness and ability to endure great psychological stress, etc. Humanitarian disciplines have a decisive influence on the development of the intellectual potential of the individual and the nation as a whole, contribute to the sustainable development of society. The transition to competent education requires changes in the entire pedagogical process, including the effective organization of the process of teaching social and humanitarian disciplines. Today, one may encounter the problem of motivation among students in the study of these disciplines; this is due to the fact that such items are not specialized and are perceived as "useless." And in this situation, a lot depends on how well the system of social and humanitarian education is organized, and teachers can show students the importance of obtaining humanitarian knowledge for their personal and professional life, as well as the demand not only in the present, but also in the future. It should be noted that the competency-based approach provides for the solution of this problem and contributes to the formation of students' ideas about the importance of all disciplines, the generality of their manifestation in professional and social laws, about the necessary values, and this is due to the active interaction between the disciplines taught by special and humanitarian departments.

At the same time, it is necessary to build such a concept of teaching disciplines that would allow, in addition to solving educational, special professional tasks, to also form holistic thinking and develop the personality of the student as a whole. Based on the tasks, in our opinion, in the theoretical and conceptual model of teaching disciplines it is necessary to take into account the following components:

1) ethical, aimed at the formation of ethical standards of behavior in professional activity, the implementation of which is possible through the knowledge of moral, legal, social problems in society;

2) historical, involving the consideration of historical ties and dependencies in various areas of society;

3) philosophical, contributing to the philosophical understanding of information on all disciplines and the formation of the foundations of a worldview;

4) systemic, involving the integration and systematization of interdisciplinary knowledge;

5) value-semantic, aimed at the value-semantic content of acquired knowledge;

6) a component of modernity, providing for the timeliness and relevance of obtaining all knowledge;

7) emotional, aimed at an emotionally-evaluative attitude to the information received;

8) developing, involving the formation of an independent, active subject of training.

The presented components can become the basis for building a general humanitarian basis for education, while teachers of social sciences and humanities face another problem: they need to “draw” students into a new social and professional space, help them discover the value of professional vocation, and form a motivational readiness for unconditional and high-quality performance of professional tasks. Also, teachers of humanitarian disciplines are faced with the task of increasing students' tolerance, preventing and preventing manifestations such as xenophobia, extremism among young people. Teachers need to create an opportunity for creative activity and realization of students, to captivate with their discipline, even if it is not always directly related to the profession. Based on the identified problems, it can be assumed that the contextual and personality-oriented approaches can be the methodological basis for teaching these disciplines. “In contextual education, along with the didactically transformed content of scientific disciplines, another source is used - future professional activity ... This allows us to design complexes of subject and social and personal competencies to be formed and developed in the educational process”. From the perspective of this approach, one of the important points used in teaching social and humanitarian disciplines may be the context of the profession, in which the content should be as close as possible to the actual realities of life. And the main forms of conducting classes can be methods of active and interactive learning.

According to Kirsty Lonka, a professor at the University of Helsinki, young people have increased their “exclusion zone” from education due to traditional approaches. Research data are also presented that show the productive influence of active and interactive learning methods on increasing student learning motivation. This is, first of all, case-study methods, problem and project training methods, game and communication technologies. Using the case study method in social and humanitarian disciplines allows you to reveal the content of disciplines through modeling professionally significant situations, and active work with these situations allows students to combine and demonstrate knowledge in many disciplines, master the norms of professional actions, interactions between people. Revealing the specifics of problem situations in the subject and social context of professional activity, a case is a personality-oriented tasks of a creative level, generating new knowledge, meanings and goals of professional development. In the process of contextual learning, due to the synthesis of educational and practical situations, the student develops competencies that allow him to act in the future taking into account professional and ethical standards.

I would also like to note that the teaching of these disciplines should not turn into the study of factual material at the level of concepts and knowledge; students need to demonstrate the significance of the information offered in terms of their professional “suitability” and compliance with personal goals and interests. Therefore, it is very important in the learning process to pay great attention not only to the formation of strong scientific and subject knowledge among students, but also to try so that they see the application of this knowledge in the future profession, since any information has important personal value if it is necessary not just as educational algorithm, and in the future may become a regulator of professional activity. It’s not a secret for anyone that something interesting and timely is remembered, and this, in turn, can increase the motivation of learning activities. Only knowledge passed through a sieve of one’s own experience has existential value and personal significance.

Thus, guided by the teaching of a personality-oriented approach, it can be noted that when studying the content of the social sciences and humanities, information is not only mastered by students, but there is also a semantic attitude, personal experience arising as a result of personally significant experiences in the study of discipline, which in general, has a great influence on the awareness of the tasks and significance of social and humanitarian disciplines. Another important problem is the ability to establish subject-collaborative relationships between teachers and students, as this largely affects the appearance of new qualitative positive changes in the psyche of students. Cooperation puts at a more trusting level the relationship between the teacher and students, involves students more deeply in the educational process, helps them develop teamwork skills, while forming the understanding that cooperation is not only the creative interdependence of all members of the team, but also personal participation , as well as the responsibility of everyone for the success of teamwork.

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PERSONALITY OF AMIR TEMUR IN WORLD HISTORIOGRAPHY

Annotation: This article reveals the coverage of the personality of Amir Temur in world historiography. The main works on Amir Temur were discussed.

Key words: Amir Temur, historical battles, historical works.

Studies devoted to the era of Amir Temur, expanding from century to century, formed a special branch in world historical literature.

Publications of the English historian Edward Gibbon (1737–1794) of the author of the universally recognized work on the history of the Roman Empire. In this work, Gibbon made excursions into the history of the West European and Eastern Middle Ages, paying attention to the personality of Amir Temur. In particular, he wrote that “living in memory and respect for posterity” was the desire of his noble soul ... His covenants (obviously, referring to “Temur’s Provisions”) remained unfamiliar to Europe ”. Gibbon was impressed by "the rise of Amir Temur from a simple title to dominion over Asia."

Amir Temur also appears in the capital “General History” of Friedrich Schlosser (1776-1861). In his work, imbued with the spirit of democracy and moral enlightenment, Amir Temur is described as the largest personality, combining “tactical and strategic knowledge”. According to Schlosser, Amir Temur "gave his new state" Regulations and laws". The well-known author of Universal History, Georg Weber, emphasized that having “the great talents of a commander, ruler and legislator”, Amir Temur was not deprived of a love of knowledge, he patronized scientists and artists and in a calm mood was a fair judge. From this angle, Weber comes to the conclusion that Amir Temur “both as a man and as a ruler stood above Bayazed (the Sultan of the Ottoman Empire)”, who only thought about conquests and neglected the government, giving everything up greedy, depraved and greedy judges.

In the first half of the 19th century, the French orientalist M. Sharmois, who served in St. Petersburg, prepared and published an extensive work detailing the Amir Temur’s campaign against Tokhtamysh in 1391. Sharmoua relied on a circle of sources of the question (except for the then-unknown composition of Nizam ad-Din Shami), translated into French by him and accompanied by their brief review. The work of Charmois even after has not lost its significance in the study of the history of the campaign of 1391.Many Russian scientists, including T. M. Granovsky (1813–1855), professor at Moscow University, were also interested in the personality of Amir Temur.

He correctly noticed Amir Temur’s characteristic, as one of the great figures in world history, “an insatiable thirst for activity”, but just as wrongly believed that

Amir Temur, allegedly, “did not have a definite and clearly conscious political goal”, which did not correspond to his real facts biographies. In the historical literature, the very detailed work of the historian M.I. Ivanin, which aimed at special consideration on the basis of sources and manuals of the basics of general art of Amir Temur (organization of the rear and the army, tactics, strategy and the course of military operations), is highlighted for their time.In historiographic terms, first of all, it should be noted the works of V.V. Bartold, replete with information about Amir Temur and his time.

The conclusion of V.V. Bartold that Amir Temur “externally honored theologians ..., did not intervene in the management of the property of the clergy, was concerned about the observance by his subjects of the precepts of religion ... But the military and civilian management was determined almost exclusively by laws. ” V.V. Bartold emphasized that Amir Temur also appeared “as the representative of the idea of the state order, necessary for the benefit of the population (Central Asia) and impossible when there are a number of hostile minor owners”. V.V. Bartold repeatedly noted that Amir Temur was “a zealous builder; they erected magnificent buildings with magnificent gardens, restored cities and settlements, arranged and corrected irrigation systems; in the words of the official history (Sharaf al-Din Yazdi), he did not allow plots of land where culture was possible at all to be lost. ”In historiographical terms, publications about Amir Temur, the historian-orientalist A. Yu. Yakubovsky (1886-1953), are important. He noted such qualities of Amir Temur as personal courage, generosity, the ability to understand people and choose his assistants, to act as a leader.

The historiographic standpoint also distinguishes the opinion of the famous orientalist A. E. Snesarev (1865-1937) who, as early as 1921, in one of his works on Central Asia strongly opposed the simplified and vulgar approach of many European researchers to contrast the great and illustrious commanders of the West (Alexander the Great, Hannibal, Caesar and others) Asian "crushers of peoples." Original point N.I. Conrad is that the spirit of Iskander (Alexander of Macedon) and the Kushan king Kanishka manifested itself in Amir Temur. “I did not make a reservation, wrote N.I. Konrad, the spirit of Iskander and Kanishka, "as a local expression of that truly universal idea, which first took shape in this central zone of the Old World for the first time in the age of its antiquity and ascended with particular force in its Middle Ages. It was difficult to understand whether Temur understood it or didn’t understand it, but the fact that he grew up where this great idea was born could not affect his ideals. ”In the journal Voprosy istorii, under the heading “Against the Idealization of Temur,” a lengthy article was published, written by A. No Novoseltsev, a specialist on feudalism in the Trans-Caucasus, Iran, and Russia. As for foreign scientific literature, interest in the personality of Amir Temur and his deeds arose from European scientists over 400 years ago. In 1553, the work of the Italian scientist Perondino, The Greatness of Tamerlane of Scythia, was published in Florence. Perhaps this is the first scientific study of European scientists about Amir Temur. Among the summarizing works, it should be noted the monographs of French scientists R. Grousse “The Vanquisher of the World” (Paris, 1953) and “Empire of the Steppes” (Paris, 1980); L. Kerena “Tamerlane” (Neuchâtel, 1978; supplemented edition: Paris, 1980); L with Roux "Tamerlane" (Paris, 1991); English researchers E. Ross “Tamerlan and Bayazed in 1402” (London, 1940), H. Hookham “Ta-merlan the conqueror” (London, 1962; now this book has been translated into Russian by G. A. Khidoyadov and published in Tash ¬kent in 1996); American scientists L. Komarova "Golden Disk. Metal products from Temurid Iran ”(Costa Mesa and New York, 1992), F. Mants“ The rise and reign of Tamerlane ”(Cambridge, 1990); Canadian researcher L. Golombek “Temurid architecture of Iran and Turan” (in 2 volumes, Princeton, 1988); Romanian scientist Alexandrescu Derga "Campaign of Temur in Anatolia in 1402" (Bucharest, 1942) and many others. Other A large and important place in the science of that era was occupied by recent studies of French scientists. Thanks to the activities of L. Keren and F. Bressand, the special and only magazine in the world La Timuride is published in Paris. Mentally looking around the path followed by the historiography of Amir Temur, it can be stated that in world historical literature over time there has been an evolution from the initial, long-existing narrow, one-sided and single-line interpretations of the personality of Amir Temur to a gradual and deeper , its wide and multifaceted understanding.The above examples of “Temur” historiography confirm what was said. Modern authors, who dedicate their works to the history of Amir Temur and his era, express various views on one or another aspect of the problem under study. However, at the same time, there is already a clear desire in science for the most complete and comprehensive coverage of all aspects and features of Amir Temur’s ebullient and multifaceted activity as one of the brightest characters in world history.

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THE EDUCATIONAL SIGNIFICANCE OF STUDYING THE HERITAGE OF ALISHER NAVOI

Annotation: This article discusses the creative activity of the great Uzbek poet and writer Alisher Navoi.

Key words: Alisher Navoiy, poet, humanist, thinker, state.

Nizamaddin Mir Alisher Navoi (1441-1501) is an outstanding Uzbek poet, a convinced humanist, thinker, statesman.

Alisher Navoi was born on February 9, 1441 in the family of a well-known state official, Giyasaddin Kichkine in Herat. Alisher's father - a native of the famous Mongolian tribe Barlas, was friendly with other Timurid families, constituting the elite of power in the city.

Since childhood, the boy was surrounded by people of art, so one uncle of the future poet - Abu Said, was a writer, the second - Muhammad Ali - a famous musician and calligrapher. From a young age, Alisher was brought up with the children of power-holding families, his son-in-law and best childhood friend Sultan-Hussein Baikara subsequently became ruler of Khorasan.

Navoi received a good all-round education, his "universities" youth took place in Herat, Samarkand, Mashhad. One of the favorite teachers of the young Alisher was Jami - the famous poet and philosopher of the time who saw his artistic gift, and later remained a loyal friend and like-minded person.

As a poet, Navoi showed himself at the age of 15, and he wrote equally well both in Farsi and in Turkic.

When Hussein Baikar came to power, the poet and adherent of the arts, Navoi was urgently called to the court by the mulazim (approximate) ruler, and in 1469 received the first post-keeper of the press. In 1472, Alisher received promotion and was appointed vizier (advisor), was awarded the title of Emir.

At his post, Alisher Navoi rendered great assistance to musicians, poets, artists, and caligraphs, and enjoyed immense popularity among the people.

Biography of Alisher Navoi. Poems by Alisher Navoi. At the initiative of Navoi, large-scale construction was launched in Herat. On the bank of the city channel, Injil built a public scientific and educational complex: a library, a madrasah, a khanaka, a hospital.

Alisher Navoi lived in a surprising, very modest manner. Being an adherent of the Sufi order of Naqshbandi, he led an ascetic existence, never was married and had no concubines.

The adherent of the ideas of humanism, the poet and the court fought against medieval despotism and arbitrariness, denounced the abuses of the nobility, self-interest and bribery, defended the interests of the indigent class, often solving cases in favor of the unjustly offended.

Enraged to know, more and more often raised her voice in favor of his punishment, and that would not foment an atmosphere, Hussein Baikar sent a friend to the distant province of Astrabad, as ruler.

Crushed all the hopes of the exile to a fair reconstruction of the country, torn apart by the struggle for power by the dynasty of the Timurids. And in 1488, Navoi decides to leave the service and return to Herat.

After returning home, the poet completely immersed in creative activity - the only thing that gave him real pleasure, and died January 3, 1501 at 61 years of life.

The literary heritage of the famous poet that survived to us is great and multifaceted, it is about 30 collections of poems, poems, scientific works and poetic treatises that fully reveal the spiritual life in Central Asia of the end of the XV century.

The top of the Navoi creativity is considered to be the famous "Hamsu" ("pyateritsu"), a collection of five poems based on the folk epic - popular in those days form of presentation of the philosophical and artistic worldview. His interpretation is considered one of the best in this genre, from ancient times to our days.

Another undoubted contribution of Alisher Navoi to the literary activity of his time was the introduction of the Old Uzbek language, along with Farsi, into the work of writers. Before him, no one wrote to the Turks, considering him too rude for versification.

Thus, the poet's work had an undeniable impact on the development of not only Uzbek, but also other Turkic-speaking literatures.

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ABDOMINAL TUBERCULOSIS: DIAGNOSTIC DIFFICULTIES

Annotation: With various manifestations of abdominal tuberculosis, there are no specific clinical signs of tuberculous lesions of the abdominal organs. In recent years, abdominal tuberculosis is found more and more often in the practical work of TB doctors, gastroenterologists, surgeons, infectious disease specialists, and doctors of other specialties. The ambiguity of the initial signs of the disease leads to the late diagnosis of advanced forms of extrapulmonary tuberculosis and to the disability of patients.

Key words: abdominal tuberculosis, concomitant non-specific diseases, diagnostic methods.

Relevance. Abdominal tuberculosis is a specific lesion of the digestive system, peritoneum, lymph nodes of the mesentery of the small intestine and retroperitoneal space. Among other localizations of tuberculosis, abdominal occupies a special place and is one of the most difficult sections of phthisiology [2,8]. The clinical picture of abdominal tuberculosis is polymorphic, pathognomonic symptoms and clear diagnostic criteria are absent, therefore, as a rule, it proceeds under the guise of other diseases of the abdominal cavity and is detected only in a small part of patients, while the majority remains undiagnosed [1,4,7].

According to statistics, in the structure of extrapulmonary tuberculosis, abdominal is only 2-3%. The frequency of tuberculosis of the abdominal cavity is different. More often (in 70% of the ballroom), mesenteric lymph nodes are affected, less often - the peritoneum (12%). The isolated position of one organ is rare, more often several anatomical structures are involved in a specific process at the same time [2,5,9].

The most recognized classification of tuberculous mesadenitis, proposed by V. G. Shtefko (1937), according to which distinguish caseous, fibro-productive and inductive forms of the disease. The most successful systematization of intestinal tuberculosis is the classification developed by M. M. Alperin (1950), in which asymptomatic, diarrheal, algic, dyspeptic and general intoxication forms of the disease are distinguished. Clinical and morphological classification of tuberculous peritonitis, including tubercular, exudative, adhesive, exudative-adhesive and caseous-ulcerative forms, is generally recognized.

Abdominal tuberculosis has no pathognomonic symptoms. Many symptoms are often found in various somatic diseases. Therefore, the bulk of patients with tuberculosis of the abdominal cavity organs are examined and undergo treatment in the general medical network under various diagnoses, many are operated on according to emergency indications [2,4].

Acute forms of abdominal tuberculosis occur under the guise of acute nonspecific mesadenitis, appendicitis, pancreatitis, intestinal obstruction, Crohn's disease, adnexitis. Chronic forms of tuberculosis of the abdominal cavity organs are often treated for a long time as chronic nonspecific mesadenitis, peptic ulcer disease, chronic enterocolitis, cholecystitis, gynecological diseases [3,6].

Objective: to study the frequency and clinical manifestations of abdominal tuberculosis in patients under conditions of a phthisiopulmonological hospital and to propose an algorithm for its timely diagnosis.

Materials and research methods. For 2016 - 2019 22 patients with newly diagnosed abdominal tuberculosis were treated at the hospital. There were 11 women, men 11. The average age of women was 33.7 years, men - 45 years.

The results of the study. The diagnosis of abdominal tuberculosis was established in most patients on the basis of histological examination after surgery in the general treatment network - 17 (77.3%) people. Surgical treatment was carried out according to emergency indications in 10 people. 6 patients underwent diagnostic procedures (laparotomy or laparoscopy) for increasing ascites. One patient was operated on with a preoperative diagnosis: a uterine tumor.

In 4 patients, the diagnosis of abdominal tuberculosis was established during examination in a specialized tuberculosis hospital: in 2, by the bacteriological method (growth of the MBT in the separated fistula and intestinal mucus), and in 2 others, clinically and radiologically. These patients were in the hospital under treatment for tuberculosis of other localizations.

The time from the onset of the primary clinical manifestations of the disease to verification of the diagnosis of abdominal tuberculosis was highly variable. According to the clinical course of patients can be divided into 2 groups. The 1st group included patients with a long course of the disease with periods of exacerbations and remissions - only 18 people. The average duration of the disease was 12 months; in 2 patients with the development of the disease in a short period (up to 2 weeks) or with a clinic of an acute abdomen against the background of complete well-being (4 people).

The leading complaint upon admission in 16 patients with abdominal tuberculosis was abdominal pain, 10 - symptoms of intoxication were observed (general weakness, severe fatigue, hyperthermia, significant weight loss), 6 patients noted an increase in the abdomen, 3 - pain in the anus, frequent painful stool disturbed 2 patients.

Of the concomitant diseases in patients with tuberculosis of the abdominal cavity organs, one can distinguish chronic hepatitis with transformation into cirrhosis - 2; chronic hepatitis - 1 (4.5%); arterial hypertension - 3 (13.6%); chronic viral hepatitis - 2 (9.5%); peptic ulcer of the stomach - 1 (4.5%); HIV infection - 1 (4.5%); chronic alcoholism - 1 (4.5%).

In almost all patients, several localizations of abdominal tuberculosis were observed. The diagnoses were distributed as follows: tuberculosis of mesenteric lymph nodes - 12 (54.5%), peritoneum - 9 (40.9%), small intestine - 7 (31.8%), large intestine - 4 (18.1%), rectum - 3 (13.6%), omentum - 3 (13.6%), liver - 3 (13.6%), spleen - 1 (4.5%).

Patients noted complications of abdominal tuberculosis such as ascites in 8 people, pararectal fistulas in 2, abdominal abscesses, colonic fistulas, liver abscesses, perforation of a tuberculous ulcer, bleeding from tuberculous ulcers, small intestinal fistula, mesenteric calcification abdominal disease.

In patients with tuberculosis of the abdominal organs operated on in the general treatment network, a significant number of postoperative complications were observed, which was a direct result of the lack of preoperative anti-tuberculosis therapy and led to repeated surgical interventions in 7 people.

Conclusions. The time interval from the onset of symptoms to verification of the diagnosis in patients with abdominal tuberculosis varies significantly and varies from several hours to 7 years.

In the vast majority of patients, the diagnosis was established after surgery in the general medical network.

At present, prevalent forms of abdominal tuberculosis with several localizations prevail.

Abdominal tuberculosis continues to present great diagnostic difficulties for specialists in the general treatment network. Late diagnosis leads to a large number of complications of both the disease itself and the operations carried out for it.

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MULTIMEDIA TECHNOLOGIES AS A MEANS OF LEARNING

Annotation: The use of multimedia in computer applications has been made possible by advances in the development and production of new microprocessors and data storage systems.

Key words: multimedia technologies, innovation, innovative activity, computer, Internet.

Education based on multimedia learning tools is the process of forming a media culture of a person who has a developed ability to perceive and assimilate basic knowledge, skills, to create, analyze, evaluate media texts, to understand the socio-cultural and political context of multimedia functioning in the modern world.

Thus, most teachers and psychologists note that modern information technologies, including multimedia, provide students with access to non-traditional sources of information, allow them to implement fundamentally new forms and methods of teaching using the means of conceptual and mathematical modeling of phenomena and processes that can improve the effectiveness of learning.

Multimedia learning tools are learning tools created on the basis of multimedia technologies that allow you to effectively organize the educational process in an interactive mode. Multimedia tools are an innovation in the educational process. The use of multimedia teaching tools built on the basis of a personal multimedia computer in the educational process is an innovation in the training of modern specialists. The concept of "multimedia" includes the following technologies:

- a technology that describes the development, operation, and application of various types of information processing tools;
- information resource based on various types of information processing and presentation technologies;
- computer software, the operation of which is associated with the processing and presentation of various types of information;
- computer hardware that makes it possible to work with various types of information;
- a special generalizing type of information that combines both traditional statistical visual (text, graphics) and dynamic information of various types (speech, music, video clips, animation, etc.).

When working with computer technologies, the role of the teacher also changes, whose main task is to support and guide the development of students' personality and their creative search. Relationships with students are based on the principles of cooperation and joint creativity. In these conditions, it is inevitable to revise the existing organizational forms of educational work: an increase in independent individual and group work of students, a departure from the traditional lesson with the predominance of explanatory and illustrative teaching methods, an increase in the volume of practical and creative works of a search and research nature.

Practical implementation of a person-centered approach using multimedia tools will require the creation and use of modern multifunctional subject-oriented multimedia teaching tools that contain extensive databases, knowledge bases for educational purposes, artificial intelligence systems, expert training systems, laboratory workshop with the ability to set a mathematical model of the phenomena and processes being studied. Training multimedia programs contribute to the integrated structuring of the content component of the educational material, independent choice and passage of the full or abbreviated training options for students.

To date, there are a number of programs that are used to create multimedia training resources. And among them, we can distinguish some applications used in education when creating educational multimedia resources, such as Power Point, Swish max, Macromedia Flash, Camtasia Studio and AutoPlay Media Studio 8.0.

As an example, we can say that the introduction of information technologies, namely multimedia technologies in the learning process was carried out in our University, in the Samarkand branch of the Tashkent University of information technologies.

Our and other higher educations are implementing quality management systems for education. The practical experience of many educational institutions shows that ensuring an effective quality management system of higher education is a certain difficulty, since any educational organization is, first of all, a pedagogical system in which the establishment of processes and documentation of procedures cannot fully ensure the quality of its life. The effectiveness of a higher education institution depends on the solution of many tasks, the significance and level of complexity of which are different. The totality of such tasks and their solution make up a system that ensures the development and dynamics of the University. All elements of the University's functioning system make up a set of management methods that ensure coverage of all aspects of its activities to achieve efficiency.

Recent years, educators use terms such as cloud technology, e-learning and distance learning, open educational resources, blended learning and micro-learning, massive open online courses (MOOC), content curator and many others.

The system for managing students' knowledge and teaching process is the MOODLE system. Moodle is a course management system (e-learning), also known as a learning management system or virtual learning environment. This system has the ability to control students' knowledge, independent training of students, non-traditional learning through interactive services and self-control of knowledge.

The development of organization models to enhance online and blended program’s effectiveness with the help of organizational activities employs the analysis of human behavior and methodical experimentation to achieve justifiable conclusions. The efficiency of online learning is conditioned by executive and operational success and implies the following factors: reasonable costs of hardware and software, development of content or licensing of digital materials, and ongoing support of the system. Scholars examine organizational aspects of online and blended learning describing models and stages of the learning process. The basic stages of online experience consist of design, implementation and reflection. Then, the learning activity could embrace preparation with motivation and goal-setting for students, project design, self-assessment, programming, implementation of the individual plan and wrapping up or evaluation.

In conclusion, we can say that the use of modern information technologies, multimedia technologies in education allows active - activity forms of training and improves the efficiency of learning and quality of knowledge of pupils, development of cognitive activity, increase interest to the subject, the development of analytical thinking, formation of skills computer skills teamwork skills self-study. I believe that subject-oriented pedagogical and information technologies in education are a necessary condition for the training of highly qualified specialists.

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OPTIMIZING THE PROCESS OF TEACHING ENGLISH

Annotation: In this article highlights of optimizing the process of teaching English language.

Key words: teaching English, innovation, innovative activity, word.

There is a huge variety of English language textbooks in the world, and each of them has its own approach to learning it, which indicates that there is no single systematic approach to solving this problem. In our country, English is studied at school and then at University, but in the end only a small part of them speak it at the conversational level. To build the simplest correct sentence, you need to know the grammar.

At the initial stage of learning any language, you first need to familiarize yourself with the alphabet to understand the system of letters that denote the sounds of this language. Given the peculiarities of the English language, where several letters can represent one sound or one letter can represent several different sounds depending on its position in the word, it is necessary to know the transcription, that is, phonetic writing.

The analysis of the structure of the English language allowed us to identify a pattern of complexity of the English predicate and, based on this pattern, to develop an optimal sequence of step-by-step learning of the English language, which is presented in the work as a diagram. The basis of learning English is the development of its grammar while simultaneously fixing all grammatical nuances in spoken speech. First, the basic grammar is studied based on the verbs to be and to have, then modal verbs and only after that, the form of the English verb. Practical use of this sequence has shown a significant reduction in the duration of training among students.

English is now the recognized language of international communication. It is used on all national airlines and is spoken and written by hundreds of millions of people of different nationalities (for example, up to three thousand Newspapers are published in English in India alone). This is the language of modern business, science, office management, information technology and, of course, communication.

Now more than a billion people on earth speak and strive to speak English, English is the most studied language in the world, whose influence is so huge that it can affect not only the vocabulary, but also the linguistic structure of other languages. The widespread use of English in the modern world provokes anglocentrism.

One of the possible reasons for the spread of English is the richness of the dictionary (about 600,000 words, according to the Oxford dictionary, not counting special technical vocabulary) and a large percentage of international concepts (up to

200,000 words). Here you should add a wealth of synonymic series, which allows native English speakers to distinguish shades of meaning.

The American version of English proved to be a more successful competitor to the British language, and there were several reasons for this. One of them is that American English was particularly pure and correct in terms of language, since the settlers, people from different corners of Britain, found themselves together in new and risky conditions, were forced to discard dialect differences and keep in speech only what was common to them all. It is interesting that, being a modernized version of English, the language of Americans at the same time retains the obvious features of the English "Elizabethan" language of the 17th and even 16th centuries, which for modern Britons are quite archaic, disappeared in the 18th century. The discrepancy between the American and English versions was much more significant at the beginning of this century (in the early 20s, Sinclair Lewis's novel Babbit was published in England with a dictionary), but later, thanks to the media, especially television, this discrepancy was somewhat smoothed.

"In a number of areas of human life and activity - in the field of material culture, Economics and Finance, education and health, and many other areas - the American version is increasingly spreading throughout the world and tends to displace...". the United States currently has the largest number of native English speakers (in 1995, the population of the United States was 263057 thousand people.). it was America in the twentieth century that most contributed to the spread of the English language.

The differences between English in America (American English, hereinafter A. E.) and English in Great Britain (British English.) have been discussed for a long time in both special linguistic and popular literature. Disputes over which version of English should be considered "exemplary" and whether A. E. should be considered an independent language, finally separated from V. E., continue to this day.

The authors of this article decided to try to optimize the teaching of English, likening it to technological processes. Simply put, when optimizing technological processes, it is determined what the minimum number of ingredients and in what sequence you need to put in order to get the best quality product. In accordance with this rule goal: to determine the minimum number of words and a minimum grammar of the English language you need to know to "speak", and in what sequence should the complexity of grammar to learn to speak more and more high level.

The study of the structure of English grammar and the use of methods to optimize the process of its complication for language learners have revealed a pattern that is originally inherent in the grammatical system of the English language.

Let's first consider the structure of any natural language. Since oral speech is primary, language primarily consists of sounds that form words. A set of words arranged in a certain sequence is a sentence. As a rule, in an English sentence, the subject always precedes the predicate, and in such a sentence, the presence of both the subject and the predicate is mandatory. Thus, the minimum English sentence consists of two words - a subject and a predicate.

The simplest subject is a noun. The English noun must be formed by the article. A noun can have a definition expressed by another noun, adjective, pronoun, numeral, or participle. The English noun does not change by gender or case, so if it serves as a secondary member of a sentence, it is governed by the prepositions of place, direction, belonging (of), and producer of action (by).

Based on the revealed regularity, we suggest the following sequence of studying English grammar.

Since the subject is most often a noun, the noun in the singular is studied first. The article concept is introduced. The definition is given for the subject in the form of an adjective, demonstrative pronouns this and that. Prepositions of place are considered.

The considered regularity of English grammar complexity is revealed based on the features of the English language itself, so we believe that in any language of the world, the grammar of English as a foreign language should be studied in this optimal, scientifically based sequence.

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METHODS OF USING COMPUTER TECHNOLOGY IN THE PROCESS OF TEACHING ENGLISH

Annotation: In the modern educational space, it is becoming familiar to hold teleconferences, forums, participation in which allows monitoring the learning of written writing skills of students, the ability to reasonably express their point of view on the issue under discussion, in the form of written statements, etc.

Key words: ICT, foreign languages, learning process, students, classroom, abilities, interactive.

Using ICTs for teaching foreign languages is very convenient, fruitful and promising. In the classroom, the learning process becomes more attractive for students, as they gain unlimited access to interesting regional geographic materials, comparing favorably with the static obsolete texts in the textbook. Finally, thanks to ICT, we have access to an unlimited amount of authentic information in a foreign language, which was obviously not enough before, since not everyone had access even to foreign newspapers and magazines. In addition, ICT is a variety of communications: e-mail, all kinds of conferences, forums, chats, audio chats and more. All this can and should be used, since ICT creates a strong motivation for learning foreign languages.

It should be especially noted that in traditional teaching of the English language, written language is not used enough, because the use of written communication requires the subjects of the educational process - students - to pay attention to improving written literacy and improving the style of speech.

On the basis of electronic manuals, network resources, such an innovation in network interaction becomes possible as the use of remote control over the course of educational activity. For example, according to the log files of the web server, the teacher and the administration of the educational institution have the opportunity to learn about the amount of time spent by the student in order to study a certain thematic content of the discipline, to analyze the features of educational activity, the cognitive style of the subject, which allows to improve the quality of education. In addition, in the construction of electronic manuals, the possibilities of recording the navigation image of a student with an information resource can be implemented.

c) correspondence of information support to individual characteristics of students, their level of training, professional specialization. So, when studying the topic "Food" (in English), an interactive direct projection board is used, which allows you to control all applications, write and draw electronic ink on it, and also save entries in a single file or in MicrosoftOffice applications.

d) the construction of educational information on the basis of intersubject communications in large problem-thematic cycles, combining related courses and disciplines in a single educational field;

e) regular updating of educational communications in the aspect of correction, supplementing existing educational information, as well as changing the ways of its demonstration;

f) compliance with the principle of interactivity, exchange of views, actions. For example, the use of video conferencing, teleconferencing as a collective form of communication in the current time mode provides feedback to students.

Thus, the use of information and communicative teaching technologies both significantly expands the possibilities for presenting educational information and teaches children self-monitoring of educational activities at the initial stage, and helps students to formulate their own work reflection.

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THE ACCOUNT OF INDIVIDUAL FEATURES OF STUDENTS IN THE PROCESS TEACHING ENGLISH LANGUAGE

Annotation: The problem of taking into account the individual characteristics of students in teaching them the Russian language was not reflected in the works of scientists. The problem of individual differences is a problem of abilities. Ability is an individual's properties, the complex of which determines the success of a certain activity.

Key words: ability, master, phonetics, vocabulary, grammar, oral and written speech, complex formation.

A certain set of individual characteristics is more effective in this particular activity, in other activities it is less effective. Like any ability, the ability to master the language manifests itself in activity.

Linguistic ability is a combination of different properties. This is the ability to master phonetics, vocabulary, grammar, to master the skills of oral and written speech. Each of these abilities is a complex formation and consists of several simpler properties. What are the properties that determine a person's ability to master the language?

They are:

1) well-developed memory;

2) certain level of thinking processes;

3) with the warmth of the development of speech skills developed on the material of the native language. Individual differences are found in the qualities of memory, which are characterized by speed and strength for memory , accuracy and ease of reproduction. In order to remember the same material, different students need different times and different numbers of repetitions.

The strength of memory is determined by the degree of preservation of the learned material and the speed of its forgetting. A very important feature of memory is its reliability, which is expressed in the speed and ease of reproducing the material needed at a given moment. Memory deficiencies can be overcome by properly organizing memorization and repetition processes.

Some types of memory are directly related to the problems of language acquisition:

- mechanical and logical;
- arbitrary and involuntary memory;
- short-term and long-term memory.

An important place in mastering the Russian language is logical memory, when remembered from the thought of the phenomenon being studied. However, sometimes only meaningful memorization is not enough . Some linguistic phenomena must be remembered in exact images (words, models, etc.). In such cases , mechanical is connected to meaningful memorization . In the practice of work, it is very important to know the capabilities of each student, the amount of his memory and the type of memory. The amount of memory is the amount of material that can be reproduced immediately after a single perception of it. Equally important for mastering the language is the consideration of patterns for short-term and long-term memory. Short-term memory acts at the very initial stage of memorization and is characterized by a very brief storage of information obtained after a single, very short perception, and, therefore, the possibility of only immediate reproduction. Practice has shown that the greater the amount of short-term memory, the faster the student learns the phonetic structure of the language, its lexical and grammatical base. In the long-term memory, the received information is stored. It is equally important to keep in mind yet another feature of memory - the phenomenon of interference, in which, under certain conditions, it is as if crowding out old knowledge with new ones. The degree of displacement can be different and depends on what type of activity and under what conditions the students were engaged in: the more similarities the new material has to the old, the stronger the old material in memory. When students are engaged in the classroom for a few hours only River ENGLISH language is necessary to organize material to at escaping the phenomenon of interference. In teaching the Russian language, it is important to take into account the patterns of arbitrary and involuntary memory. Involuntary memorization is developed in children. With age, they drop sharply. Meanwhile, practice has shown that a person has hidden reserves of memory. Not all the information that comes to a person is recorded by his consciousness. Some of this information remains on the periphery of consciousness. The patterns of mechanical and logical work, arbitrary and non- arbitrary, short-term and long-term memory, as well as its typological differences characterize the individual characteristics of students. The ability to speak language is associated with thinking processes. If we talk about mental activity in the most general sense, then it acts as a process of solving problems. A task arises before a person if there is a definite goal and conditions for the realization of this goal, but specific ways and means of achieving it are still unknown. Where there is no question, task, or problem, there is no purposeful thought activity. In order for the learning process to be carried out more successfully, it is necessary to establish what type of mental activity a particular student has. Thus, when automating a skill, one group of students has a tendency to “curtail” operations, although the skill has not yet been developed. Students of the other group show too timid attempts to implement the acquired knowledge, which delays the skill process. However, the curriculum requires further study of the material, and students are forced to go further without having formed a skill on the previous material. For the successful mastery of the language, the quality of cognitive activity such as the creative character of thinking, which manifested in the ability to see and pose a new question , a new problem and then solve them. Possession of a foreign speech is a creative process, since in the process of speech it is necessary to combine the available speech forms in memory to express the content of thought. Consistency and consistency of thoughts is a prerequisite for the development of speech skills. One of the factors contributing constituents mastering a foreign language is the level of speech abilities elaborated to the material of the native language. It is necessary to know this level, since students in the process of teaching English language use to a certain extent the speech skills and abilities that they developed on the material of their native language. This phenomenon is based on the general pattern of transfer of skills. So, in the process of teaching students English language, it is very important to consider both the general laws of memory and thinking, as well as the individual characteristics of students.

1. It is useful for students with various typological features of memory to give individual tasks to consolidate new material and transfer it to long-term memory in accordance with the strengths of their memory. It was only when a material is sufficiently digested, give exercises to develop other types of memory.

2. The teacher needs to remember that the similarity of new information with old, as well as the difficulty of follow-up activities are a significant obstacle in the learning process. Each lesson should have an integral, complete structure, carry certain information.

3. The clear structure of each lesson, dividing it into heaven is the largest, but independent parts, will help the teacher keep the students' attention on more material, since the beginning and end of the information received inspire the most attention from students. For students with an unstable understanding, it is useful to give assignments to divide the digestible material into smaller parts so that they do not miss the necessary information.

4. The definition of forms of accounting for involuntary memorization and its use in the process of teaching English language can give significant results.

5. The practice of teaching English language showed that the process of developing speech skills in different students requires a different amount of exercise and time.

Therefore, in order to achieve positive results , it is necessary to develop a specific system of exercises for each typological group that will contribute to the individual characteristics of students' mental activity.

6. Based on the foregoing, we can assume that it is more expedient to take into account not only the future specialty of students, but also the individual characteristics of students, which determine their ability to learn the Russian language, when forming groups.

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SOME QUESTIONS OF TEACHING STUDENTS TO ENGLISH VOCABULARY

Annotation: Teaching English language vocabulary includes a fairly wide range of questions, general and private, each of which could serve as the topic of a separate work or subject of scientific research.
Key words: vocabulary, question, lexical, assimilation, correspondence, speech, education, skills.

In teaching English vocabulary, as well as other aspects of the language, two sides stand out: the assimilation of lexical units and their purposeful use. The mastery of English speech has a definite structure: first, perception, assimilation, memorization of linguistic material occurs, then this material is reproduced as necessary. The stage of perception, assimilation, memorization and the stage of subsequent reproduction are interconnected in such a way that the levels of depth, clarity, completeness of assimilation are determined by the level of reproduction, as well. the level of reproduction, in turn, depends on the nature of the use of the acquired material . Thus, the level of reproduction and the level of perception and self are in a certain correspondence. Both aspects must be dealt with on the basis of one and the same.

As long as the learning objectives are such that they require profound mastery of the language material, the level of performance should be high in all parts of the process of mastering lexical units. Its decrease in one of the links can disrupt the whole process and lead to the inability for the student to engage in speech activity based on the use of this vocabulary. The purpose of practical classes in English is the development of speech, i.e. development of speaking, reading, listening and writing skills. At all levels of education, the development of speaking and speaking skills remains one of the urgent, but still insufficiently developed issues. It is undoubted that the foundation is created at the initial and middle stages, and the success of practical mastery of the language at the next stages depends on how it is correctly and firmly created. We note that the creation of the correct framework presupposes, along with other factors, the selection and use of such forms and methods of working on vocabulary that would correspond to teaching both a certain type of speech activity and the actualization of a certain language material. Consider this situation in relation to the practice of teaching Russian to students in higher educational institutions. Mastering one or another type of speech activity with students is carried out in two directions: on the material of the general literary language and on the material of the scientific style of speech, i.e. taking into account the specific language of the future specialty of students. The members of the s academic language material on stylistic grounds due to practical tasks and emanating from them methodological expressions. To develop speaking skills on specialty topics, it is necessary to develop the skills of reproducing the read text and the ability, by analogy with the read text, to generate one's own statement. It can be assumed that the text is the source of replenishment of the vocabulary of students with a lexical scientific style. The development of speaking skills on the topics of everyday communication, the ability to independently express thoughts and feelings by means of a non-native language represents the highest level of learning difficulties. To teach active oral speech, we recommend that students give not text, but building material from which they can build themselves, or, as they say now, generate speech. The teacher should give a set of constructions and a specific list of lexical material. Substituting all these words into the construction data, one can obtain an infinite number of variants representing logically related speech products. Students studying with creative teachers who work on limited language material can speak non-stop for 10-15 minutes on one of the topics of everyday communication provided for in the program, it is possible to speak a lot with the help of small language means thanks to the developed ability to mobilize and combine the studied vocabulary grammatical material. From what has been said, it follows that thematic lists, which include not only thematically fixed words, but words with widespread use, necessary for constructing a sentence, can also be a source of replenishing the vocabulary of students with everyday vocabulary . Based on these words, students create their texts on the educational conversational topic. There is no need to prove how much this form of work on the development of speech, and at the same time on developing skills in the correct use of words, is more effective than the uniform retelling of text from a textbook on the same topic by all or several students. Consequently, the topics of everyday speech communication are numerous and diverse, and everyday topics themselves occupy a very modest place among them . However, as the analysis of textbooks, manuals, and observation of the educational process over a long time shows , in the practice of teaching foreign languages, including Russian as a foreign language, much more attention is paid to household vocabulary than necessary. This happens completely involuntarily, not purposefully and is explained, in our opinion, by the following circumstance. Teaching foreign language speech in a typical case, as a rule, begins with everyday topics, with specific vocabulary denoting subjects surrounding students. Concrete vocabulary is easier to remember, which makes it easier on the basis of this particular vocabulary to introduce language material of other levels - phonetics, morphology, syntax. It is noted that later, as one progresses in mastering languages and expanding vocabulary, when introducing, fixing and even repeating a grammatical phenomenon, preference is given to everyday vocabulary. For teaching English vocabulary of students to be truly effective, it is necessary to take into account certain objectively existing laws of the learning process, the rules governing this process, and to build a methodological system on their basis . The patterns of learning vocabulary, methodological rules, and recommendations are derived from long-term practice of language teaching, and scientist methodologists based on the achievements of related sciences and experimental studies. In the indefatigable comprehension by teachers of general laws and particular methodological rules, in the enrichment of the arsenal of methodological techniques - the key to the success of training. Systematic and focused work on vocabulary is built according to a certain scheme. The process of assimilation of lexical units goes through several stages, or steps, on each of which its own tasks are solved. Possession of English language is characterized by a highly developed speech skills. The development of speech skills can be realized if speech skills have already been developed. To increase the effectiveness of learning, it is necessary to create such conditions for the perception of linguistic material that would most fully take into account both the motivational and informational aspects of human activity. One of the main tasks of teaching Russian to students is the communication of pedagogically significant, essential information of both educational and educational content through the studied language material. A necessary condition for the purposeful perception of educational language material is the interest in these messages. The problem can be considered quite developed. As for the translation, its role and place in the general system of teaching languages and in relation to the explanation of the meaning of a foreign word, the most contradictory opinions are expressed. A positive or negative attitude towards translation is determined by the basic methodological concepts of the teacher. Extreme positions - a passion for translation or a complete rejection of it - did not lead to positive results.

Sometimes a translation is needed - explanation, that is, description, interpretation of the meaning of the Russian word in the native language of students. This technique applies to those words that do not have an exact translation, and also in the case when the concept conveyed by a new word is unknown to them. The methodology of teaching vocabulary is essentially a limitless section of the general methodology of teaching Russian as a foreign language.

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THE USE OF MULTIMEDIA SOFTWARE IN LEARNING FOREIGN LANGUAGE WHEN FORMING PROFESSIONAL ACTIVITIES

Annotation: This article refers to the use of computer program when learning a foreign language in not language high school, reveals the possibility of the use of multimedia software in the formation of professional activities.

Key words: higher education, information technology, interactive learning, multimedia, language.

Much has changed in the system of higher education in the past of rows. There was a transition to a two-tier education: Bachelor's and Master's. Educational standards have changed, changed requirements on the level and quality of training. Now it is impossible to imagine a specialist who does not work with a computer. Professional activities and professional communication more and more connected with the computer, hence the use of computer technologies in educational process becomes necessary.

A modern specialist must possess information not only in his native language. It is important to keep abreast of the development of their professional activities in the world. In this regard, UNESCO showed to the next century a century polyglot. Hence increasing teaching foreign languages. The process of teaching English is a complex, constantly evolving system. Informational technologies contribute in the first place, increase student interest in the subject, as well as speed up the learning process and improve honors mastery of the material, they make the educational process perspicuity, interactive, make it possible to effectively organize control trainees. Using computer in teaching a foreign language helps to facilitate access to information and reduce the time of the study language. The teacher needs to possess skills that will effectively integrate information technology into the structure of the lesson. And also to find the optimal combination of traditional and innovative teaching methods.

Many universities use computer technology and software for learning a foreign language, which offers knock.

At the moment, there is a huge range of multimedia products containing the information necessary for the study of foreign Foot language of e-books, databases with thematic text E and exercises.

Modern communicatively-oriented training prepares students for the use of a foreign language in real life. Is the use of interactive multimedia technology in communicative learning a foreign language significantly improves the quality of the material classes and the efficiency of absorption of this material residents. The main goals of using ICT in foreign language classes are:

- Increasing motivation to learn the language;
- the development of speech competence: the ability to understand authentic lingual texts, as well as the ability to transmit information to the argument coherent mental type statements;
- increase in the volume of linguistic knowledge;
- expanding the volume of knowledge about the sociocultural specifics of the country of the language being studied;
- development of the ability and readiness for independent study of the English language.

There are a number of didactic problems which are solved in the pro cession of teaching foreign languages with the help of ICT:

- the formation and improvement of language skills and reading, writing, speaking, listening skills;
- expansion of active and passive dictionaries;
- the acquisition of cultural knowledge;
- the formation of a culture of communication;
- the formation of elements of global thinking;
- the formation of sustainable motivation for cognitive activity, the need to use a foreign language for the purpose of genuine communication;
- the formation of skills in the group.

Multimedia technologies involve the use of such audiovisual and interactive teaching aids as:

1) software (multimedia CDs, presentations, vie deo-, audio, videos, Internet resources);

2) equipment

(PC, audio, video equipment, multimedia projector, interactive whiteboard).

Most students can no longer imagine their life without a computer. And this is also a double-edged sword! On the one hand, a student in the process of learning a foreign language with the help of information technology learning to work with the text, create a database, use the electronic table to simulate a situation, to improve communicative skills. On the other hand, students simply do not know how to translate text using a regular dictionary or cannot use this dictionary quickly enough. They use an electronic dictionary.

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THE USE OF MODERN IT IN TEACHING GRAMMAR SKILLS

Annotation: This article addresses some advantages of the use of information technology. The personal computer and related information technology (IT) have become a powerful tool for education. However, this does not mean that the computer taking over some of the functions of the teacher, the teacher is able to displace from the process are trained. On the contrary, the skillful cooperation of man and machine in the learning process will make it more effective. Computer, as well as other media, must fulfill a purely auxiliary negative function of presentation of educational information, which should not deviate from the aims and values of education, to help quickly achieve these goals.

Key words: information technology, motivation, the use of information technology at different stages of training.

Computer, as well as other media, must fulfill a purely auxiliary negative function of presentation of educational information, which should not deviate from the aims and values of education, to help quickly achieve these goals.

The main objective of foreign language teaching is forming of communicative culture and development, practical knowledge of strange language. Modern educational technology, such as cooperative learning, project methodology, the use of new information technologies and Internet resources to help implement the student-centered approach to learning, providing individualization and differentiation of training given abilities and students' level of training, inclinations.

Any educational technologies, including information should be checked for their pedagogical appropriateness, kind of examination, taking into account all the value criteria, characteristic of modern education. The very idea of information is the pedagogical process, and after that euphoria about everything more efficient information technology has a number of SLN teas resulted in negative consequences.

At the moment, there comes a situation when information tech- nologies are becoming an integral part of the educational activity.

There are many multimedia learning tools available today, such as the more interactive course .

The interactive English course up, use being operated in accordance with the learning objectives. It is designed for training activity: reading, writing, listening, speaking; repetition of the different grammatical material Correspondingly with tasks and exercises for self-trained and group work. If the teacher can correct likeness army required him material and use it in an accessible form for students, the benefit at the same time, and the teacher and the students.

The training course is divided into 3 difficulty levels: elementary, intermediate and advanced. This course contains a large number of exercises that allow you to practice different types of speech activity STI: writing and speaking, pronunciation, listening comprehension, as well as to learn and consolidate the rules of grammar. Visualization pro wear can record and compare your pronunciation with a pro student wearing a native speaker. Pronunciation training is made by means of the impact on hearing and vision. Such training effectiveness as involving additional organs of perception.

The program as a reference includes guide to grammar, which contains grammar on copyright and pictures to help you better understand and remember.

With its help, the student can solve the difficulties encountered with grammatical constructions. Also work with the reference of Materia scrap imparts the skills of independent work with educational literature.

As is known, there are 3 stages for forming grammatical: 1) to introduce primary and fixing; 2) training.

The first stage: familiarization and initial consolidation. The program grammar rules are given in English. We explain that is suitable for securing the primary material, i.e., It helps to secure it as it contains John formation of meaning, shaping and use grammar structures using pictures with audio.

The next step is training. Formation of the speech grammar skills involves the development of skill accurate playback of conducting the phenomenon under study. For this purpose, simulation, substitution, transformational exercises are used. The program has these types of exercises.

Imitation - when they listen to and repeat phrases (although the vocabulary, but contain different grammatical structures: listen and write down the phrase).

Wildcard - for fixing grammatical material, used grammatical structures analogical situations (make a proposal of specific words, insert the desired word).

Transformation - make it possible to develop the skills com binning, replacement, reduction or expansion set grammar structures in question (Give your answer in the dialogue).

And the final stage is the application. The transition from skill to skill pits provided exercises in which the grammatical-activated phenomenon it is necessary to use without linguistic clues in accordance with the circumstances of speech. Exercise of this stage can be carried out on the basis of oral topics, home reading, films. This program have a video fragments with which we can use of grammatical phenomena.

All grammar material is divided into 3 difficulty levels. This grammatical phenomena can work in different exercises:

a) listen and repeat

b) dialogues (also contain grammatical structures)

c) insert the words

d) ask a question

This program is a great addition to the content of the lesson; it shows sociocultural realities: facial expressions and gestures, clothing, and the environment.

In addition, this program promotes better assimilation and retention traveled Lex iCal, and grammatical material.

As shown, the use and application of modern technology, multimedia equipment makes it possible to enrich contains educational process, increase motivation for studying English language on the part of students and there is close cooperation between teacher and students.

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CREATING A SYSTEM FOR MONITORING AND EVALUATING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS AT DIFFERENT STAGES OF ESP TRAINING

Annotation: The article analyzes the main trends, content and nature of work carried out by teachers of the department of foreign languages for the design of the educational context in which English language training of law students.

Key words: English for Specific Purposes (ESP), of information and communication technologies, construction of detention trained the design of learning environments.

Continuous changes in the regulatory framework of higher education, which occur from the date of transition to two-level -hand system will inevitably involve the need for continuous development and improvement of curricula and programs under study by direct in high school subjects. This situation, on the one hand, the demands of high school teachers, including by teachers ino strange language, mobility, adaptability and flexibility, and on the other hand, creates favorable conditions for active and direct participation of teachers themselves in the construction of holding and learning environments. This article provides a brief overview of how data is prerequisite not only taken into account in the work of the teacher ers of the English language department of foreign languages of the Orenburg Institute (branch) of the name OE University Kutafin (Moscow State Law Academy), but also a factor of a positive self-realization and professional of growth.

Learning English for Specific Purposes (ESP) at our institution involves the assimilation of law students of the English language in three different stages: basic level (undergraduate), deepened by course and a graduate. The goals and objectives of teaching ESP:

- in the creation and systematization of educational texts ESP; defined in the division structure and algorithm of joint activities with the students within the studied clusters;
- in the design and organization of independent work of students in the study of ESP;
- in designing the ESP learning environment (conditions, methods and means of organizing joint activities with students) based on a combination of traditional and information technologies;
- in creating a system for monitoring and evaluating the effectiveness of the educational process at different stages of ESP training .

Design and organization of independent work of students. The main types of jobs offered to students for self work can be divided into four types:

- Independent operation of a typical character associated with the assignments educational complex; these tasks is recommended are for all members of the study group; performance results in one form or another are discussed with the teacher in the classroom, or - in the case of purely training exercises - checked by the students over the keys.

- Additional independent work aimed at eliminating of certain gaps in student knowledge. Appropriate assignments are not offered to all members of the group, but only to individual students for whom they are mandatory.

- Independent work on their own initiative. The student is not required to report in any way, although during its implementation he can use the advice of the teacher.

- Participation of students who wish to further engage in educational research activities in the field of ESP, the student circle in a foreign language.

The most popular in the department uses of information and communication technologies are:

- Institute website, which are placed electronic versions of textbooks and educational texts, developed teachers of the department for students of day;

- English-language sites and portals, professional orientation: 1) the sites of various government agencies and departments, national and regional professional associations of lawyers; 2) Websites of legal institutions and various universities in various parts of the world with the Institute formation about the content of the course and the texts of lectures and tutorials on legal subjects; 3) The site of the National Library, the major educational associations, individual foreign academic legal journals and other periodicals on law, as well as sites with electronic versions of scientific and educational;

- information and reference resources on the Internet, which according to the power of mobile applications of Internet browsers available to all student users of mobile devices (electronic dictionaries, network encyclopedia, directories, online media, virtual education tours, etc.);

- podcasts, audio or video, which are created using a computer or mobile device, men who were related to the legal reality of the country the language is spoken, and who are camping in the public domain for listening or viewing on the Internet.

It should be noted that the undoubted advantages of using information and communication technologies in the construction of contents and learning environment ESP are:

- accessibility, variability and visibility of information (text, sound, graphic and multimedia);

- prompt updates and changes to educational texts and the non-linearity of the information that provides the learning process a constantly growing resource base of materials times of personal difficulty and thematic focus;

- the presence of feedback, which allows you to not only manage the learning process.

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NON-TRADITIONAL FORMS OF FOREIGN LANGUAGE LESSONS

Annotation: In this article highlights of non-traditional forms of foreign language lessons.

Key words: foreign language, innovation lesson, innovative activity.

Modern information technologies are widely used in many fields of science, technology, Economics, art and education. New information technologies have huge opportunities for improving the educational process and the education system as a whole. One of these technologies is multimedia technology. The use of multimedia in computer applications has been made possible by advances in the development and production of new microprocessors and data storage systems.

Non-traditional forms of foreign language lessons can be conducted using information and communication technologies (ICT), which allows: to stimulate students ' interest in learning a foreign language in a non-traditional form of the lesson, to promote the development of cognitive and communicative interest, the desire for independent work on mastering a foreign language both in a non-traditional form of the lesson, and in extracurricular time; it allows you to differentiate learning and serves one student to eliminate gaps in knowledge, and others to expand their knowledge, contributes to a deeper and more conscious perception of new material, forms the skills of integrated application of knowledge of a foreign language and computer science. Types of non-traditional forms of English lessons: video lesson, lesson-project, lesson-excursion, lesson-game.

Video lesson as a non-traditional form of English lesson to master the communicative competence in English, without being in the country of the language being studied is very difficult. Therefore, an important task of the teacher the goal is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. The use of video on non-traditional forms of the English language lesson helps to realize the most important requirements of a communicative technique - to present process of mastering by language as comprehension of live foreign-language culture. Another advantage of the video lesson as a non-traditional form of English lesson is that the video has a great emotional impact on students.

Therefore, attention should be directed to the formation of students' personal attitude to what they see. The use of video also helps to develop various aspects of students' mental activity, especially attention and memory. While watching in the classroom, there is an atmosphere of joint cognitive activity. The use of various channels for receiving information in the video lesson has a positive effect on the strength of capturing country studies and language material. There are, of course, many non-standard forms of teacher's work that activate attention in the lesson, and hence the interest of students in a foreign language. One of them is considered to be working on a film in a video lesson. This is an effective form of non-traditional lesson, which not only activates the attention of children, but also helps to improve their listening and speaking skills. Interest in the film increases children's interest in the English language, which confirms their obvious desire to become active participants in conditional speech situations modeled by the teacher, aimed at performing various grammatical exercises of communicative orientation for working out the studied phenomena of the English language in the speech of students.

Project methodology-as an unconventional form of the lesson, differs the cooperative nature of performing tasks when working on a project, the activities that are carried out in this case are inherently creative and focused on the student's personality. It assumes a high level of individual and collective responsibility for each project development task. When selecting a project topic, the teacher should focus on the interests and needs of students, their capabilities and personal significance of the upcoming work, the practical significance of the result of work on the project. The completed project can be presented in a variety of forms: an article, recommendations, album, collage, and many others. Various forms of project presentation are also available: report, conference, competition, celebration, performance. The main result of working with the non-traditional form of the lesson on the project will be updating existing and acquiring new knowledge, skills and abilities and their creative application in new conditions.

In the non-traditional form of the lesson, work on the project is carried out in several stages and usually goes beyond the scope of educational activities in the classroom: choosing the topic or problem of the project; forming a group of performers; developing a plan for working on the project, determining deadlines; distributing tasks among students; completing tasks, discussing the results of each task in a group; design of the joint result; project report; project performance evaluation.

So, the main idea of the project method as one of the types of non-traditional forms of the lesson is to shift the focus from various types of exercises to active mental activity of students in the course of joint creative work. Non-traditional lesson-the project forms the skills of independent work. The main feature of the non-traditional form of the lesson is the availability of the topic and the ability to vary it.

In our time, when more and more developing the connection between different

the introduction to the Russian national culture becomes a necessary element of the process of learning a foreign language. The student should be able to conduct a tour of the city, village, tell foreign guests about the identity of Russian culture, etc. The principle of dialogue of cultures involves the use of cultural material on the native country, which allows to develop a culture of submission of their native country, as well as forming ideas about the culture of the target language. Being aware of the stimulating power of regional and cultural motivation, stremp is trying to develop students ' cognitive needs through non-traditional conducting of the lesson. An unconventional form of English language lesson, a lesson-tour using information and communication technologies, will help you get acquainted with beautiful landscapes, historical and cultural traditions, and attractions.

Structure of the non-traditional form of the lesson in the form of a lesson-excursions: Students are informed about the topic of the tour and are asked to guess its content. Then a new vocabulary is introduced, which is necessary for understanding the presentation that is the basis of the lesson. New vocabulary is introduced before the start of the non-traditional form of the lesson. There are also questions that students will have to answer at the end of the tour.

A very interesting and fruitful type of non-traditional organization the form of an English lesson is a lesson-game. This non-traditional form of lesson expands students ' knowledge of the customs that exist in English-speaking countries.

It develops students ' ability to communicate in a foreign language, allowing them to participate in various situations of intercultural communication. Non-traditional forms of the English language lesson as a game can be in the form of the following games: business game, which can take an entire lesson or a few lessons, didactic game, logic game, role games in the classroom (presentation), games organization of educational process with the use of game tasks (tutorial-contest lesson contest, lesson-journey-lesson), games organization of educational process with the use of tasks, which are usually offered in a traditional lesson.

The considered non-traditional forms of the lesson can be applied to lessons in other subjects with appropriate content adjustments.

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NEW WAYS TO ATTRACT STUDENTS TO INFORMATICS LESSONS

Annotation: This article discusses new ways to attract students to computer science lessons. Based on the fact that the use of modern teaching methods is a requirement of the time.

Key words: computer science, computer, innovative method, modern teacher, information technology.

An important problem that determines the essence of personality formation is activity, its place in public life, its influence on the development of new generations. The problem of activity is the subject of study of all sciences of human society. This is the most important basis for the development of man, the formation of him as a person. It is important that the determining motive is an internal motive that is directly related to the content of this activity. Hence, it is necessary that the activities of students have the character of an initiative.

Active teaching methods allow you to use all levels of assimilation of knowledge: from reproducing activity through transforming to the main goal - creative search activity. Creative search activity is more effective if it is preceded by a reproducing and transforming activity, during which students learn teaching methods. Information technologies make it possible to reuse text, sound, graphic and video information in the lessons, which allows teachers and students to use various sources of information in their creative activities.In modern conditions of education, the main task of education is not only the acquisition by students of certain knowledge and competencies, but also the formation of independent work skills. Therefore, the role of the teacher in unlocking the capabilities of new computer technologies is very important. Practice has shown that students who actively use computer skills use a higher level of orientation in a rapid flow of information in their independent work, highlight the main thing, systematize and generalize it.

Factors of activation of cognitive activity of students when working with a computer in a lesson:

1. Visibility (not passive, but active) ie ability to manage the demonstration process.
2. Work with the keyboard, which increases the relationship of motor reactions and processes of perception.
3. Ample opportunities for self-control.
4. Opportunities to visualize processes that previously could not be observed.

5. Opportunities for individualization of learning.

6. Modeling.

7. Solving problems using software.

You can activate the cognitive activity of students using the following methods: • project development.

It consists in the following: after studying the topic, students prepare appropriate presentations. This work can take a long time, which allows students to successfully solve search, research problems.

• Internet resources, which allows you to expand the amount of information received for independent work, allows you to use in creating various projects not only illustrations, maps, diagrams, photographs, but also to search and systematize various reference material.

• business games

• virtual tours

• interactive programs, tests, electronic textbooks.

• graphic demonstration materials.

One such tool is Power Point. In this program, teachers and students create presentations to illustrate the material being studied.

• videos or animated films.

• creative work of students.

Compiling and solving crossword puzzles, computer science puzzles, creating situational tasks, participating in competitions. The creative nature of the activity is determined in the process of constant monitoring of the performance of tasks by each student or by the students themselves from the following positions:

 student motivation level;

 originality of the method of solution and design;

 creative imagination and originality;

 use of inter subject communications;

 the ability to self-analyze their activities, identifying the methods used and evaluating the results. In the complex of pedagogical conditions and means of enhancing the cognitive activity of students, the content of the material studied is decisive.

The content of the subject is one of the leading motives for the development of cognitive interest among schoolchildren. The selection of the content of educational material should be made taking into account the interests of students. When selecting the content of the material, it is necessary to take into account its prospects, practical and personal significance for students, relevance. To solve the problem of enhancing the cognitive activity of students, it is important to apply active teaching methods that are adequate to the content of the material. In this case, it is possible to teach students to apply their knowledge in new and unusual situations, that is, to develop elements of creative thinking. Success in solving the problem of enhancing the cognitive activity of students lies in the optimal combination of innovative and traditional teaching methods.

New information technologies affect all components of the training system: goals, content, methods and organizational forms of training, teaching aids, which makes it possible to solve complex and urgent tasks of pedagogy, namely: the development of intellectual, creative potential, analytical thinking and individual independence.

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INTERFERENZBEDINGTE FEHLER BEIM ERWERB VON FREMDSPRACHEN BEI DEN STUDIERENDEN MIT TADSCHIKISCHER MUTTERSPRACHE. AM BEISPIEL VON DEUTSCH ALS FREMDSPRACHE

Annotation: Der folgende Artikel behandelt Fehler im Zusammenhang mit dem Phänomen der Interferenz beim erlernen der deutschen Sprache als Fremdsprache unter Schülern mit der tadschikischen Muttersprache. Um die häufigsten Fehler zu identifizieren und zu analysieren, wird die Methode der Befragung unter den Studenten sowie das mündliche Interview der jeweiligen Dozenten verwendet.

Key words: interferenz, Umsetzung, Interview, Umfrage, Fehler, Muttersprache, erste oder Muttersprache, zweite oder Fremdsprache, Tadschikisch, Deutsch als Fremdsprache, Fremdsprache, Analyse.

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MISTAKES CAUSED BY INTERFERENCE IN LEARNING FOREIGN LANGUAGES AMONG STUDENTS WITH TAJIK NATIVE LANGUAGE. ON THE EXAMPLE OF GERMAN AS A FOREIGN LANGUAGE

Annotation: The following article discusses the mistakes associated with the phenomenon of interference when learning German as a foreign language among students with a Tajik native language. To identify and analyze the most common mistakes, the method of interviewing students is used, as well as an oral interview of the corresponding lecturers.

Key words: interference, transposition, interview, survey, mistake, mother tongue, first or mother tongue, second or foreign language, Tajik, German as a foreign language, foreign language, analysis.

Der folgende Artikel behandelt das Phänomen Interferenzbedingte Fehler beim Erlernen von Deutsch als Fremdsprache bei den Lernenden mit tadschikischer Muttersprache.

Zunächst einmal werden die Begriffe „Muttersprache“ und „Interferenz“ näher geklärt um im weiteren Verlauf des Artikels die Missverständnisse zu vermeiden.

In der Spracherwerbsforschung unterscheidet man zwischen *Language 1(L1)* und *Language 2(L2)*. Nach Hufeisen und Riemer handelt es sich beim L1 vor allem um die Muttersprache, „wobei Erstsprachenerwerb auch doppelter oder dreifacher Erstspracherwerb sein kann, wenn ein Kind z. B. im Rahmen bilingualer oder mehrsprachiger Familien oder in mehrsprachiger Umgebung zwei oder drei Erstsprachen simultan erwirbt [3, S. 739]. Es wird von Fremdsprachen erst dann gesprochen, wenn die Rede über L2 geht. Unter L2 versteht man Erwerb einer oder mehreren Sprachen in späten Jahren. Wobei wird es nicht unterschieden, wievielte Fremdsprache man lernt [Vgl. 3, S. 738]. Des Weiteren wird auch L2 unterschieden in Fremdsprache bzw. Zweitsprache. Man spricht vom Begriff *Fremdsprache* dann, „… wenn die lernende Sprache nicht im Zielsprachenland, d.h. Englisch außerhalb der englischsprachigen Länder, gelernt wird. Und von der *Zweitsprache* spricht man wenn die Sprache im zielsprachigen Land selbst, d.h. innerhalb von englischsprachigen Länder, gelernt wird [3, S. 738].

In den einsprachigen deutschen Wörterbüchern kommt der Begriff unter den Namen *Interferenz bzw. Interferenzerscheinung* vor. Laut dem Wörterbuch Langenscheidt Großwörterbuch Deutsch als Fremdsprache steht unter dem Begriff *Interferenzerscheinung: „die Einwirkung der Muttersprache beim Erlernen einer Fremdsprache“* [9, S. 598]. Auch in anderen einsprachigen deutschen Wörterbüchern kann man für den Begriff *Interferenz* ähnliche Definitionen beobachten [Vgl. 1, S. 925].

Auch in den einschlägigen usbekischen Fachbüchern stehen über das Phänomen Interferenz ähnliche Definitionen. Bekannte usbekische Wissenschaftler und Methodist J.Jalolov führt aus, dass die sprachliche Fertigkeiten in der Muttersprache können beim Spracherwerb einerseits stören (Interferenz), andererseits aber auch helfen (Transposition). Nach der Herkunft der Interferenz unterscheidet er interlinguale und intralinguale Interferenz. Nach seiner Meinung kommt dabei auf die Lehrende die Schlüsselrolle zu, in dem sich die Lehrenden sowohl in der Muttersprache der Lerner, als auch in der Fremdsprache sehr gut auskennen sollen [Vgl. 6, S. 5 ff.].

In der tadschikischen Abteilung der Termeser Staatlicher Universität studieren mehr als 100 Studierende, von denen alle Tadschikisch als Muttersprache bzw. als Language 1 sprechen. Wobei ist es zu betonen, dass alle Studierende doppelter L1, also neben Tadschikisch auch Usbekisch sprechen, da sie bilingual aufgewachsen sind. Allerdings es ist anzumerken, dass alle Studierende als Hauptfach Tadschikische Sprache und Literatur studieren und in akademischer Hinsicht in Tadschikisch weitaus fortgeschritten sind, als in Usbekisch. Die Altersgrenze der Studierenden betragen zwischen 18 und 27 Jahren.

Bei allen Lernenden gilt Englisch laut Jalolov als Zweite Sprache bzw. als L2 [Vgl. 6, 318/ 3, S. 739]. Beim Erwerb der *L1* erwirbt das Kind zugleich auch L1-spezifisches kulturelles Wissen und Weltwissen. Und beim *L2* Erwerb greifen die Lernenden auf ihre *L1* spezifischer kultureller (Welt)Wissen. Diese Tatsache kann das Lernen von Fremd- Zweitsprache beschleunigen oder behindern [Vgl. 3, S. 739]. Auch bekannte usbekische Wissenschaftler J.Jalolov bezeichnet alle Sprachen, die nach der Muttersprache gelernt werden als zweite Sprache. Laut Jalolov kann dabei die Muttersprache bzw. erste Sprache entweder den Zweitspracherwerb beschleunigen oder verhindern. Er bezeichnet den ersteren Fall als Transposition und den letzteren als Interferenz. Andererseits kann auch die zweite Sprache auf die erste Sprache positiv oder negativ Einfluss nehmen. [Vgl. 6, 318].

Wenn man einschlägige wissenschaftliche und methodische Bücher nachschlägt, da werden die Fehler in der Fremdsprache nach den verschiedenen Ursachen analysiert. Es werden unter anderem einerseits die Einflüsse von Elementen der Fremdsprache selbst, von Kommunikationsstrategien, von Lernstrategien, von Fremdsprachenunterricht, Einfluss durch persönliche und soziokulturelle Faktoren unterschieden. Andererseits werden die Fehlerursachen nach Performanz- und Kompetenzfehler, nach Sprachebenen und nach anderen Kriterien klassifiziert [Vgl. 8, S. 14 ff.]. Nach der Fehlertypologie unterscheidet man:

- Interferenzfehler: Entsteht durch falsche Obertragungen von der Muttersprache auf die Fremdsprache (Wortschatz, Aussprache, Strukturen usw.).
- Kompetenzfehler Immer wieder auftauchender hartnackiger Fehler, der vom Lernenden nicht selbst erkannt werden kann.
- Performanzfehler "Flüchtigkeitsfehler", der vom Lernenden selbst erkannt und eventuell korrigiert werden kann [Vgl. 7, 168 ff.].

Für diesen Artikel kommt dennoch nur muttersprachlich bedingte Fehler, die Interferenz in Frage. Auch innerhalb der Interferenzfehler werden zwischen phonetischen, grammatischen und lexikalischen Interferenz unterschieden. [Vgl. 2, S. 40 f./ 6, S. 25 f.].

Für die Identifizierung und Feststellung häufig vorkommenden Fehler bei der Zielgruppe wurden die Erfahrungen von Englischdozenten an der Universität Termes, die ausschließlich in der Fachrichtung Tadschikische Sprache und Literatur Deutsch als Fremdsprache unterrichtet hatten sowie die Meinungen der Studierenden berücksichtigt. Die Befragung erfolgte als Interview. Unten werden wichtigste genannte Fehler zusammengefasst:

- Übersetzungsprobleme ins Tadschikische
- Flexion
- Genus
- Die Wortfolge im Satz und Satzbau
- Intonation

Es wurde beobachtet, dass die Studierende mit tadschikischer Muttersprache besonders oft interferenzbedingte Fehler bei der Übersetzung und bei der Formulierung von Sätzen machen. In einfachen Sätzen ist das nicht zu bemerken. Sobald aber die Rede über die erweiterte attributive Syntagmen geht, bekommt man das deutlich zu spüren.

Das Tadschikische gehört zur persischen Sprache, auch Farsi, das am weitesten verbreitete Mitglied des iranischen Zweiges der indoiranischen Sprachen, einer Unterfamilie der indogermanischen Sprachen. Im Tadschikischen gibt es wenig Flexionssystem, beispielsweise besitzt es keine Kasusflexion. Zudem besitzt Tadschikisch kein grammatisches Geschlecht [Vgl. 13].

Für das grammatisches Phänomen Genus bzw. Genus Zuweisung für Substantive gibt es in der tadschikischen Sprache keine entsprechende Strukturen. [Vgl. 12, S. 277 ff.]. Des Weiteren kommen oft Fehler bei der Personalpronomen in der dritten Person. z.B.:

Er spricht Deutsch –Ӯ олмон ҳарф мезанад

Sie spricht Deutsch –Ӯ олмон ҳарф мезанад

Die Lernenden machen oft Fehler bei der Wortfolge im Satz und Satzbau. Während das Prädikat in der englischen Sprache einen festen Platz gleich in der Position zwei nach Subjekt hat, kommt das Prädikat in der tadschikischen Sprache immer ganz am Ende des Satzes. z.B.:

Er Russisch gut spricht *statt Er spricht gut Russisch*

Ӯ русиро хуб медонад

Auch bei der Intonation gibt es viele phonetische Interferenzfehler aufgrund des Nicht-Vorhandenseins von Phonemen. So zum Beispiel können die tadschikischen Lernenden bei der Aussprache von langen und kurzen „*I*“- Phonems keinen Unterschied, weil in der tadschikischen Sprache nur kurzen *„I“* gibt [Vgl. 11, S. 384].

Da das Tadschikische zur gleichen Sprachfamilie gehört, wie das Deutsche, weisen beide Sprachen auch Gemeinsamkeiten wie zum Beispiel Präpositionen [Vgl. 10, S. 4 ff.].

Zusammenfassend lässt sich sagen, dass beim Erwerb der Fremdsprachen die Ausgangssprache und die Zielsprache analysiert und miteinander kontrastiert werden sollten. Die Lehrenden sollen den Lernenden die Unterschiede zwischen Muttersprache und Fremdsprache erklären und sie sollen immer auf der Suche sein diese Fehler zu vermeiden. Die Interferenzfehler können mit gezielten Übungen geübt und aufgehoben werden [Vgl. 2, S. 51 ff.]. Denn es gilt die Auffassung, dass man Fehler voraussagen und vermeiden konnte, wenn man die Unterschiede zwischen den einzelnen Sprachen erkennen konnte. Denn je ähnlicher die Sprachen sind, desto leichter lassen sich die Fremdsprachen lernen und vice versa [Vgl. 5, S. 622 f.]. Des Weiteren kann unterschiedliche Formen des Unterrichtens wie Projektunterricht angewendet werden, damit den Studierenden mehr Autonomie und Freiheit gegeben wird [Vgl. 4, S. 95 ff.]. Ferner können diese Interferenzerscheinungen auch mit besseren technologischen Organisation des pädagogischen Unterrichtsprozesses durch Planung, Analyse und Prognose auch vermieden werden

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COMMUNICATIVE PARADIGM AND ITS CHARACTERISTICS IN THEORETICAL STUDIES BY THE METHOD OF TEACHING ENGLISH

Annotation: Considering the fact that learning another language improves students' understanding and perception of the world, the general idea is to combine communicative and cognitive approaches and get an approach that includes both communication and cognition. The incentive and rationale for this is the changing educational realities in the world, which involve a shift from an emphasis on a teacher-oriented class to an emphasis on student-oriented classes and from a transmission oriented to the participation or development of constructivist knowledge.

Key words: communicative and cognitive approaches, educational realities, emphasis, student, class, development, knowledge.

In the teaching methodology, it is customary to distinguish the following principles that correspond to the intentions of teaching foreign languages, and also from the point of view of which the effectiveness of a particular approach to teaching foreign languages can be assessed:

- Functional or communicative language acquisition i.e. focused on the use of natural strategies for mastering the language in real communication;
- Conscious or analyzed mastery, that is, focus on understanding information and concepts. If it is possible to understand the relationships between concepts, break down information and reconstruct using logical connections, then the attitude towards material and understanding will increase;
- Teachers pay a lot of attention to students' feelings and are aimed at finding ways to remove some barriers during language learning. The focus is on making students feel comfortable and calm down;
- Concentric mastery of the tongue. Pupils should not memorize all the educational material by heart, because part of the educational material is repeated, but with varying degrees of deepening, it is studied at several levels of education;
- Integrated mastery of all types of speech activity, that is, the simultaneous mastery of listening, speaking, reading and writing;
- The system sequence of the introduction of the material. With this sequence of presentation of the material, a specially developed plan for the deployment of the language system is followed;

- The specific content, which is determined, in addition to general goals and objectives, the need to know the system of formal means of expression, as well as the communicative needs of students.

For the question under study, it is necessary to dwell on communicative and conscious methods and consider them in more detail. Within the framework of the communicative paradigm, language and its analysis are mainly associated with the acquisition of speech activity. The basis of this approach is conditional speech and speech exercises; in the framework of the cognitive paradigm, language is associated with cognition and related processes. To solve a number of methodological problems, a synthesis of the above paradigms is necessary. That is why, considering the modern learning strategy, it is necessary to consider the basic principles of both communicative and cognitive approaches. The main problem of the communicative approach is that the process of mastering the language should be organized as a process of real communication in a situational environment. Within the framework of this approach, the main goal of language teaching is communicative competence.

The fundamental idea of the cognitive approach is that the learning process should be aimed at acquiring knowledge, structuring and systematically organizing their units, storing and applying them when adapting to reality.

The main purpose of communicative-cognitive teaching of a foreign language is communicative-cognitive competence as a developed ability to carry out speech and mental activity in solving real and mental problems through language. To observe how to achieve this goal, we consider the basic principles of a communicative-cognitive approach.

The first principle means that the mastery of a foreign language should be carried out through speech activity, which is specifically human. Speech activity is considered as purposeful, determined by the language and due to the situational process of perception and production of speech in human interaction.

The second principle relates to conditions conducive to communicative and cognitive learning. These conditions imply stimulation of students' mental and speech activity. This can be done by modeling problem situations, which include intellectual obstacles that students must overcome. Overcoming these obstacles requires the implementation of cognitive operations such as analysis, synthesis, comparison, generalization, inference, etc., which lead to cognitive development.

The third principle involves the creation of authentic situations of socialization, providing and clarifying its motivational and natural character. Authentic situations are created through the use of verbal and non-verbal means of communication.

The fourth principle determines the importance of taking into account the epistemological styles of students (empirical, rational and metaphorical). These are mainly the ways in which a person cognizes the world and acquires knowledge. [7] In the learning process, these styles can be correlated with the corresponding types of educational information, such as models, diagrams, algorithms, rules, cognitive metaphors, etc., which are most favorable for obtaining knowledge for each particular student.

The fifth principle relates to the linguistic development of the personality of students. We support the idea that through language a person becomes a part of social consciousness, and only thanks to this does his individual consciousness develop. Since language is a means of collective consciousness, we can talk about a person as such, which is part of social consciousness, has linguistic capabilities and manifests itself in speech behavior, thus becoming a linguistic personality. The model of linguistic development of a personality includes semantic, cognitive and pragmatic levels.

The sixth principle emphasizes the assumption that the study of a foreign language contributes to the formation of the worldview of students and contributes to its formation. It emphasizes the idea that the processes of learning foreign languages and developing a worldview are interconnected. Cognitive activity is considered as a triad consisting of three overlapping stages: obtaining information, its inclusion in the mind and its action in speech.

The goal of developing students' worldview involves the creation of a model of acculturation in their minds - an abstract scheme aimed at successfully adapting a person to an alien culture. The model assumes two manifestations:

1) an ethnocentric manifestation based on the recognition of the priority of one's own culture;

2) 2) ethno-relative manifestation based on the recognition of equality of both native and foreign cultures. It emphasizes the idea that in the process of mastering the English language, students should focus on ethno-relational interaction with an alien culture.

The seventh principle emphasizes the need to develop students' knowledge space. The knowledge space is defined as a combination of structured units of knowledge - frames, scenarios, schemes, etc. that are interconnected and connected to support the functioning of the human cognitive system. It is assumed that the units of knowledge are concepts of different levels of abstraction and complexity. It is believed that concepts are the result of knowledge. This means that, by analyzing, comparing and integrating different concepts in the process of cognition, a person forms new concepts in his mind.

The eighth principle supports the idea that in the process of mastering the English language, the multiple intellect of students is developed and applied. In the study of a foreign language, we mainly emphasize the role of linguistic and logical-mathematical intelligence, although other types of intelligence are nonetheless involved in this process.

Given the foregoing, we conclude that in the process of mastering a foreign language, both the communicative and cognitive paradigms are combined. The combination of these paradigms leads to a communicative and cognitive approach to language teaching. This approach is based on basic principles that emphasize the need to develop not only communicative, but also cognitive skills and abilities of students, which will be reflected in the relevant competencies.

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MODERN PEDAGOGICAL TECHNOLOGIES IN A MULTIDISCIPLINARY INSTITUTION OF CONTINUING EDUCATION

Annotation: Additional education as a special educational institution has its own pedagogical technologies for the development of the student's creative activity, for self-development and self-realization.

Key words: special educational institution, pedagogical technology, development, creative activity, self-development and self-realization.

The role of the teacher in further education should be to organize the natural activities of students and the ability to pedagogically competently manage the relationship system in these activities, teach the child to work independently, communicate with students, predict and evaluate the results of his work, look for the causes of difficulties and be able to overcome them.

The relevance of the chosen topic is determined by the fact that a modern teacher must be able to work with modern teaching aids in order to ensure one of the main rights of students - the right to affordable and quality education. Technologies that need to be used in their activities should be aimed at the formation and development of a personality that meets the needs of society and contribute to ensuring a decent level and continuous improvement of the quality of education.

A condition for the effectiveness of mastering any curriculum in continuing education is the student's dedication to the activity that he chooses. You can't impose a desire for creativity on students, make him think, but you can offer him different ways to achieve a goal and help him achieve it.

In additional education, pedagogical technology is the choice of the most rational, effective methods, techniques, methods of educational activity, and the thoughtfulness of each step in the implementation of the program.

The word “technology” comes from the Greek techno - it means art, skill, skill and logos - science, law. Literally, “technology” is the science of mastery. The concepts of “pedagogical technology” are most often interpreted as follows:

Pedagogical technology means a system of totality and functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals.

Pedagogical technology is a well-thought-out model of joint pedagogical activity in the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and the teacher.

A set of interconnected tools, methods and processes necessary for organizing a targeted impact on the formation of personality with predetermined qualities.

Pedagogical technology is a systematic method for creating, applying and defining the whole process of teaching and mastering knowledge, taking into account technical and human resources and their interaction, which aims at optimizing forms of education (UNESCO).

Today, pedagogical technologies are becoming a part of the modern educational process, helping the teacher to increase students' motivation to work, diversify the forms of learning and, most importantly, develop the necessary competencies in students.

The vast majority of pedagogical technologies (project technology, case technologies, various types of debates) are based on the active, often independent, work of students.

Some pedagogical technologies require certain technical equipment of the office: a computer, a camera, a scanner, a video projector, etc. The use of such pedagogical technologies directly depends on the level of material equipment of the institution.

The teacher himself determines which technologies are effective, and in the view of students with which technologies it is interesting to gain knowledge: whether it is developing learning, problem-based learning, a collective learning system, technology for studying inventive problems, research methods in teaching, design teaching methods, game technologies, training in collaboration.

ICT technologies, health-saving technologies, modular technologies class-lesson teaching technology, Portfolio technology differentiated learning technology, personality-oriented technologies.

The essential features inherent precisely in pedagogical technology are: guaranteed achievement of the goals and effectiveness of the learning process; the economy of the reserve of study time, optimization of the teacher's work and achievement of the planned learning outcomes at short intervals; the use of various audiovisual and electronic computing equipment, as well as the design and use of a variety of didactic materials and original visual aids.

Pedagogical technologies are oriented: to the formation of a positive motivation for educational work, the intensification of the communicative environment, the development of a personality capable of educational and research activities, further continuing education, professional choice, and protecting the health of students.

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MODERN PEDAGOGICAL TECHNOLOGIES AS A RESOURCE OF THE MODERN LESSON, ENSURING THE DEVELOPMENT OF EDUCATIONAL STANDARDS

Annotation: The current stage of social development imposes new requirements on higher education. At present, the task of education is aimed at the development of the individual, at the formation of students' qualities and skills that in the future should allow them to independently study something, master new types of activities and, as a result, be successful in life.

Key words: higher education, development, teacher, student, lesson, teaching tools.

Modernization of the education system implies a transition to competence-based education, in which the leading and dominating idea is the quality of education.

But the main resource and factor that ensures the quality of education is the lesson. The lesson as a form of organizing educational activities appeared a long time ago. Scientists believe that the lesson is approximately 350 years old. And all these years, the best, thinking teachers have tried to maximize the lesson to solve educational, educational and developmental problems that are relevant for their time. The goals and content of education are changing, and new teaching tools and technologies are emerging. But no matter what reforms and transformations were made, the main resource for the development of the lesson at any time became the teacher himself.

Therefore, in the modern period, there is an active search for resources for the development of a modern lesson.

Educational resources are material, spiritual, temporary and other means of developing human potential, the environment and human activities.

Understanding the resources of a modern lesson by teachers is one of the conditions for achieving a new quality of education that ensures sustainable development of society.

An innovative approach to learning allows you to organize the learning process in such a way that the lesson is both fun and useful for the child. And perhaps it is in such a lesson, as Cicero said, that "the eyes of the hearer will light up against the eyes of the speaker."

What is the modern lesson?

This is, first of all, a lesson in which the teacher uses all the opportunities for the development of the student's personality, its active mental growth, meaningful assimilation of knowledge, for the formation of its moral foundations.

Three postulates of the modern lesson say:

- the lesson is the discovery of the truth and understanding of the truth in the joint activity of children and teachers;
- the lesson is a part of the child's life and the living of this life should be performed at the level of a high universal culture;
- a person as an object of understanding the truth and as a subject of life in the lesson is always the highest value, acting as an end and never acting as a means.

Educational, methodological and informational resources are an essential component of school education, instrumental support of education, in General, ensuring the effectiveness of the modern process of education and upbringing. These are resources for printing products, as well as demonstration, audio manuals and digital educational resources. The information challenge involves the use of computer technology, a culture of working with information. This is the application of presentations, quick checking of homework, quick computer testing of students, explaining new material using sample sentences on a slide, etc.

The use of information technologies, Internet resources and interactive forms of learning helps the teacher to realize the main goal of learning a foreign language – the formation of a student's communicative competence. All the others (educational, educational, developmental) are implemented in the process of implementing this main goal.

The task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The teacher should activate the cognitive activity of the student in the process of teaching foreign languages. New pedagogical technologies, such as collaborative learning, project learning, the use of new information technologies, and Internet resources, which also help to implement a person-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of knowledge, help the teacher in this process.

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THE FORMS OF WORKING WITH COMPUTER TRAINING PROGRAMS IN FOREIGN LANGUAGE LESSONS

Annotation: The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country studies material, news from the lives of young people, articles from Newspapers and magazines, etc.

Key words: higher education, development, teacher, student, lesson, teaching tools.

In English lessons, using the Internet, you can solve a number of didactic tasks:

- to form reading skills and skills using the materials of the global network;
- to improve the writing skills of students;
- to replenish the vocabulary of students;
- to form students ' motivation to learn English. In addition, the work is aimed at exploring opportunities.

And technologies for expanding the horizons of students, establishing and maintaining business contacts and contacts with their peers in English-speaking countries.

Students can take part in tests, quizzes, competitions, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, videoconferences, etc.

Skilled organization of training increases the desire of students to listen to the teacher, read the textbook, solve problems, and generally come to the teacher for a lesson. From a poor assessment of knowledge will not add. What is more effective? The issue is still debatable.

The forms of working with computer training programs in foreign language lessons include: studying vocabulary; practicing pronunciation; teaching Dialogic and monologic speech; teaching writing; practicing grammatical phenomena.

What are the resources of a modern lesson?

Can a lesson be called modern if such lesson resources as visual and technical teaching tools are not involved? Of course not. With them, a lesson richer, brighter, figurative. With their help, students have an emotional impact, they contribute to better memorization of the material, increase interest in the subject, ensure the strength of knowledge. Without well-thought-out methods and forms of teaching that help involve students in cognitive search, in the work of teaching: they help teach students to actively, independently acquire knowledge, excite their thoughts and develop interest in the subject, a modern lesson is impossible.

Consider the following resources of a modern lesson.

1st place-health saving and developing technologies;

2nd place-designing the educational environment of the lesson using modern pedagogical teaching technologies;

3rd place-design of a comfortable adapted environment (more freedom, emancipation, creativity of students in the lesson);

4th place – material and technical, financial.

If in traditional teaching the combined lesson prevailed, then in the modern system of teaching the teacher uses different types of lesson:

-lesson of consolidation of knowledge;

- lesson of complex application of knowledge and skills;
- lesson of generalization and systematization of knowledge and skills;
- lesson of control assessment and correction of knowledge and skills;
- models of non-traditional lessons.

Highly effective in my practice are such forms of lesson as:

- contests;

-journeys;

- integrated lesson.

A modern lesson should form students ' core 21st-century competencies:

- communication skills – understanding the other, communicating and creating various effective forms and contexts of oral, written, multimedia and network communication;
- creativity and curiosity;
- critical and systematic thinking
- information and media literacy-ability to find, analyze, process, create information in different forms and different types of media equipment;
- interpersonal interaction and collaboration – ability to work in a team, be a leader, perform different roles and responsibilities, be able to empathize, respect different opinions;

The goals and content of education change, new tools and technologies of teaching appear, but with all the diversity – the lesson remains the main form of organizing the educational process. And in order to meet the requirements of the new generation of standards, the lesson must become new and modern!

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THEORETICAL ISSUES OF APPLICATION OF NEW PEDAGOGICAL TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE AND LITERATURE

Annotation: This article discusses the theoretical issues of the application of new pedagogical technologies in the lessons of the Russian language and literature.
Key words: Russian language, education, upbringing, methodology, pedagogy.

In the modern world there are negative factors (social, economic, environmental conditions) that adversely affect people's health. The number of children who need medical and psychological help, the skillful organization of the educational process is growing. Thus, in the educational process it is necessary to take into account the psychological and psychophysical characteristics of age, rely on the zone of actual development. The purpose of modern education is to form in students the ability and desire for self-improvement and self-education. I see the achievement of this goal possible through the effective construction of the educational process, the creation of a favorable psychological climate, and the rational organization of the educational process.

The purpose of my teaching activity is to create conditions for the formation of key and subject competencies of students through the improvement of methods, forms of teaching the Russian language and literature by means of various types of art, through a combination of lesson and extracurricular activities. I see my mission as a teacher of Russian language and literature in the formation and development of a creative personality capable of self-determination, self-expression, self-development and self-realization, since it is primarily philological subjects that are called upon to realize the strategy and goals of school education. To show the practical value and the need for further life, to form a system of value orientations, including in a state of health. School graduates must be able to protect and strengthen their health.

Human health is an important indicator of his personal success. ”My task is to use the health-saving technologies to awaken in children a desire to take care of their health, based on their interest in learning. School life will be an essential condition for maintaining and promoting health. The novelty of the proposed experience lies in the fact that the use of health-saving technologies can increase students' interest in learning activities, provides for various forms of presentation and assimilation of program material, and includes great educational, developmental and educational potential. The practical significance of this problem lies in the fact that the use of health-saving technologies meets the modern requirements facing the school in the preparation of competitive, healthy citizens.

Russian is a serious and complex subject. Students have to write a lot, and therefore a vocabulary teacher should pay special attention to health-saving technologies. The Russian language is a rich language; it embodies all the wisdom and all historical experience of the people. In it there are winged expressions and sayings for all occasions. They can be combined into the Dictionary of Wise Thoughts. It is advisable that students start such a “Dictionary ...” and make notes in it:

“Healthy and sorrow is not grief, and misfortune is not a vow.”

“A apple a day - and the doctor is not needed”

“Eat simply - you will live up to a hundred years.”

“Healthy for food, but sick for work.”

“The patient is not tasty with honey, but healthy and he eats stone.”

“There is no price to health.”

“Health cannot be bought for money.”

You can’t do without the use of health-saving technologies in the lessons of the Russian language, because they, in turn, “work” on the assimilation of educational material and affect the quality of education. This issue must be considered in conjunction. The organization of the lesson is of great importance. The teacher builds the lesson in accordance with the dynamics of students' attention, takes into account the time for each task, and alternates types of work. So, for example, during an explanatory dictation it is advisable not only to explain spelling, punctograms, but also to conduct a morphemic, phonetic, lexical analysis.

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GENERAL PROBLEMS OF ALL ECONOMIC SYSTEMS

Annotation: This article discusses the general problems of all economic systems.

Key words: market, economy, economic laws, economic system, social relations.

In any moment of time, in any economic system, in order to live, a person must have food, clothing, shoes, other tangible and intangible goods. But these benefits must be produced. Industrial relations form the basis of the economic organization of society. Consumption of goods - the process of using production results to meet needs. The most important task and goal of the development of any economic system is to satisfy the needs of society.

The vital activity of society is based on economic, political, legal, social, ethical and other relations arising between people. Economic science studies the economic relations of human society that arise between individuals, groups, parties, countries. Economic relations are certain relations and relations into which, regardless of the will and consciousness, people enter in the process of social production. In economic relations, one should distinguish between production, socio-economic (property) and organizational-economic relations.

Socio-economic relations are formed between social classes, social groups, individual collectives and members of society. The decisive role in these relations is played by the ownership of the means of production. Organizational and economic relations arise because social production, distribution and exchange are impossible without a definite organization. Organizational and economic relations, reflecting the forms of organizational ties, accompany any joint activity of workers. This, for example, the division of labor, its specialization and co-operation. The social division of labor is the isolation of individual types of labor activity. The first stage of the social division of labor was the separation of livestock from agriculture. A prerequisite for the social division of labor is the presence of a certain amount and quality of economic resources and the peculiarities of their combination that provide greater or lesser efficiency in the use of these resources. The division of labor in modern production requires a narrow specialization of workers in separate production operations. Specialization is a form of division of labor in which an economic entity concentrates its production efforts on one or a limited number of activities. The flip side of the social division of labor is its cooperation. Labor cooperation - based on the division of labor, a stable exchange between economic entities of products produced by them with the greatest economic efficiency.

Industrial relations form the basis of the economic organization of society. Industrial relations - the interaction of people among themselves in the process of their economic activity. Production is the basis of the economy, the basis of the existence of the entire human society. Considering production as a process, economic theory distinguishes the following stages in it: production, distribution, exchange and consumption. Production - the creation of a product necessary for the existence and development of man. It is clear that before distributing, exchanging and consuming something, this “something” must be produced. Distribution - the determination of the share and volume of the product entering into consumption by participants of economic activity. Distinguish between distribution in the narrow sense (distribution of the product) and in the broad sense (distribution of the conditions and factors of production). Distribution in the broad sense relies on the division of labor and the allocation of economic resources for different types of economic activity. Distribution in the narrow sense implies the determination of the share of each participant in economic relations in the created wealth. The size of the share depends on the right of ownership and on the volume of production. Exchange is the stage of movement of a social product at which manufactured products are delivered to economic entities. Since production is carried out on the basis of the division of labor and specialization, exchange becomes a way of obtaining the necessary products by transferring the results of their labor for them. Money is the intermediary in such an exchange.

Consumption is the process of using production results to meet needs. This is the final stage of product movement. As a result of consumption, the created goods disappear, after which they should be re-produced, that is, reproduced. By purpose, consumption is divided into personal, that is, aimed at meeting the individual needs of people, and production, aimed at using the product to resume and expand the process of production of material goods.

It should be noted that production is a social process, as it is carried out not by isolated economic entities, but by society. In addition, production is an ongoing process. Society cannot stop consuming, which means that a constant repetition of production, distribution, exchange and consumption, or reproduction is inevitable. Moreover, all four phases are implemented simultaneously. The continuity of the production process and its repeatability characterize social reproduction. Social reproduction is the process of production, distribution, exchange and consumption of material goods and services that is constantly repeating in society. Schematically, the reproduction process is represented in the figure.

Public reproduction can be carried out in simple, expanded and narrowed versions. Simple reproduction takes place if the volume of output is unchanged during each turn. Moreover, it is believed that both the quantity and quality of the economic resources used in the process of social production do not change. Enhanced reproduction suggests that the volume of material goods produced is constantly growing, increasing from year to year. The condition for expanded reproduction is to increase the quantity and quality of economic resources. Reduced reproduction is a reduction in production at each subsequent stage of the process of social reproduction.

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FEATURES OF MODERN APPROACHES TO TEACHING MEDICAL SCIENCES

Annotation: This article discusses the features of modern approaches to the teaching of medical sciences.
Key words: medicine, medical sciences, methodology, methodology, information technology, educational process.

The modern development of information and communication technologies has had a significant impact on the formation of the pedagogical process at the university. The pedagogical process of a medical university has special specifics. The use of active forms of training in the teaching of medical disciplines is due to the fact that students should not only receive certain knowledge, but also be able to apply them in a specific practical situation. Electronic technologies are, first of all, active forms of training, which are now widely introduced into the learning process. Of great importance in enhancing the learning processes is the comprehensive and purposeful use of technical means, but the main thing in the educational process is the student's activity, the desire to become a professional. Active methods cover all types of classroom activities with students.

Purpose: to summarize the experience of using modern interactive teaching methods at the Kursk State Medical University to build students' professional competence, with which it is possible to achieve a higher level of the educational process.

Tasks: training of modern specialists capable of skillfully applying knowledge in practical conditions. Material and research methods. In the course of the research work, theoretical and empirical methods were used, i.e. analysis and synthesis of the content of scientific sources corresponding to the topic and problems of research, methods of graphical presentation of information, as well as analysis of the effectiveness of classroom and extracurricular interactive forms of training used in the learning process of students of Kursk State Medical University.

Research results and discussion. The current trend in the strategy of vocational education is, first of all, the widespread introduction of active forms of training into the educational process, which cover all types of classroom and extracurricular activities with students. The semantic load of modern pedagogical training is mainly aimed at independent students' mastery of knowledge and skills in the process of active mental and practical activity .

In the classical version of training during lectures, practical and seminars, the main character was the teacher who builds the course of studying the topic, i.e. the topic of the lesson. The student is a passive listener. To monitor the level of knowledge in the classical form of training, such assessment tools as a theoretical survey, testing, solving situational problems, and individual tasks were used. The teacher had time constraints, i.e. for a certain time to consider the largest possible amount of training material. Currently, the task of higher education is not just the training of a specialist, but a highly qualified professional who is able to make decisions quickly and adequately in an unusual situation, combining practical activities with research work. The maximum achievement of the goal requires solving problems with the introduction of modern, latest forms of training at a medical university. A promising task of the university is the development and implementation of high technologies in scientific, pedagogical and clinical activities at all stages of professional education of doctors.

Modern electronic teaching methods in a medical university can improve the quality of education, since the use of active types of training, the latest educational technologies increases the activity and independence of the student in the study of the material. Interactive interaction promotes a personality-oriented approach in education, suggesting self-learning (collective, learning in collaboration), and both the teacher and the learner are subjects of the educational process. Various kinds of electronic technologies are included in the learning process. Today, a lesson in a medical university is structured as follows: along with the academic basic form, interactive options for submitting knowledge are used, such as electronic directories, electronic dictionaries, and electronic libraries. Both faculty and students use various search engines in preparation for classes. In the process of updating the material studied, the following interactive technologies are used: electronic presentations, online magazines, online resources on obstetrics and gynecology, obstetric and gynecological websites.

The widespread use of electronic educational resources in the educational process is an important segment of the medical university. For example, video and audio materials, multimedia technologies make it possible to more clearly reflect the content of sections of the material being studied. An in-depth study of thematic material at a medical university necessitates the use of modern electronic technologies to provide students with complete and free contact with extensive volumes of reference data, monitoring changes in the content of the material in accordance with new scientific achievements on a global scale.

Analyzing scientific sources, we can say that the development of innovative activity is an important area of modern world education. The innovative activity of the university is the introduction of new forms and methods of educational technology.

Electronic technologies used in distance learning are divided into three broad categories: non-interactive (printed materials or paper, audio, video), computer aids (electronic textbooks, computer testing and knowledge control, the latest multimedia), video conferencing - advanced tools telecommunications via audio channels, video channels and computer networks [14]. In the period from 2016 to 2018, presentations, testing are widely used in teaching, the percentage of organization of forums and newsgroups has increased (chart 2). There are several forms of distance learning through computer telecommunications: web classes (web forums, distance learning, conferences, seminars, business games, laboratory works, workshops); chat classes (use of chat technologies); newsgroups (using email) [15].In a medical university, distance learning has become increasingly widespread. So, at the Department of Obstetrics and Gynecology of the FPO, it is practiced to study part of the lecture material, and even the whole course in the form of distance learning. This form stimulates the independent work of students, forms the skills of self-education, develops mobility and responsibility, which are necessary for modern specialists. Electronic technology enhances the student's creativity. Distance learning is an opportunity to make the learning process more vivid and dynamic, it allows the formation of deeper knowledge. This type of training contributes to the creation of a single information and educational space through Internet technologies, direct and feedback of the teacher and student. Distance learning at a medical university is part of full-time education and refers to the type of independent work of students.At Kursk State Medical University, it has become traditional to use test computer control, which allows for an accessible form to provide a screening assessment of students' knowledge. To determine the digestibility of the studied material in the practical classes of the department, testing is proposed to determine the initial level of knowledge on this topic and at the end of the study. The results speak for themselves - the use of interactive forms of learning improves the quality and performance of students, which is reflected in the student ratings.

A characteristic feature of modern education is an individual approach to learning, motivation, activity, student independence. Features of modern medical education are an increase in the percentage of independent work in the learning process, the widespread use of interactive forms of training. One of the forms of independent work of a medical university can be simulation training - an important segment of education at a medical university. This teaching option is as close as possible to real practical situations, it is necessary for in-depth application of students' theoretical knowledge in practice. The use of these interactive methods along with the traditional form of training helps to improve the professional level on the basis of a constant expansion in the number of clinical situations, and develops logical and imaginative thinking.

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THE COGNITIVE ASPECT OF USING PHRASEOLOGICAL UNITS IN TEACHING TRANSLATION

Annotation: The connection of the communicative approach with the cognitive (cognitive) approach in teaching competencies, especially in the aspect of speech activity, has recently been considered a priority direction. Zones of intersection of cognitive spaces, according to the psycholinguistic theory of intercultural communication, provide the presence of "zones of understanding" for potential participants in communication.

Key words: translation, selection, linguistics, language, training, development.

The verbal equivalent of national consciousness - language consciousness- exists in the form of language and texts.

National languages, especially texts created by native speakers, can be considered as forms of existence not only of linguistic consciousness, but also of the corresponding national culture.

The content of training, which represents the professional culture, requires a special approach to the selection of key concepts in the texts. Professionalization of the language personality begins with familiarization with the specialty and can continue throughout the entire working life.

In the course of teaching students in the field of Linguistics, much attention is paid to translating texts from one language to another. As part of their professional orientation, students are introduced to a combination of words in texts, the translation of which requires the inclusion of additional information. So, the concept of a key the concept is specified or varies depending on the author's presentation of the text. Phraseologisms that occur in texts of various professional orientation can be interpreted in different ways.

All phraseological units denoting a person indicate the possibility of forming a cognitive space for communication participants, a common professional consciousness, a model of consciousness, and help to fix the picture of the world, features of mentality, etc.in the course of teaching students the elements of translation and analysis of phraseological units.

Translation training. In the article we will focus on translation training on the automation of skill of interpretation. The ability to translate legal documents is a special activity that, in addition to language skills, requires both knowledge of translation theory and practical skills. Acquired skills to transfer only the result of long training, based on the methodological system taking into account the synthetic nature of all types of verbal activities: reading to extract information, making translation decisions, the playback of the translated text or its parts, the ability to perceive simultaneously and at the same time to produce the translation, the ability to allocate attention.

Teaching lexical material requires the development of students' receptive (recognition and understanding) and expressive (intuitively correct use and word formation) lexical skills. The acquisition of these skills is based on the creation of lexical automated dynamic connections (unity of auditory - grapheme-phonemic and semantic images of words and phrases). It requires speech practice that creates flexible and strong lexical skills. However, to achieve a high level of assimilation, the lexical minimum must be carefully selected and dosed.

There are generally accepted principles for selecting an active dictionary – semantic, the principle of compatibility, the principle of stylistic limitlessness, the principle of frequency, the principle of word formation value, the principle of excluding international words, etc. Although this list should be slightly adjusted to take into account the specifics of the specialty language.

The training procedure consists of the following stages:

1. Read and translate the text in which the cliched lexical and grammatical structures (hereinafter referred to as CLGS) are graphically highlighted.

It is allowed to use hints in the form of a translation of the CLGS given below the text, or a full translation of this text.

2. Give students time to repeat the graphically highlighted CLGS on their own for 2-3 minutes.

3. Students in pairs verbally check each other's comprehension of the CLGS.

4. perform a front-end review of the completed task with closed textbooks. If there are any errors, students should work out the correct pronunciation in a chorus.

5. Conduct a translation dictation on the studied CLGS.

6. Students record the number of correctly translated CLGS. Collect the work and check whether it is correct.

7. Homework assignment-translate the text learned in the lesson from Russian to English.

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ASPECTS OF DISTANCE LEARNING

Annotation: This research paper reflects teaching students at a distance allows you not to miss classes for one reason or another. For example, if a student falls ill. Just turn on the computer, join the virtual conference - and you can attend the lesson. And it is without harm to health. It turns out truancy can be minimized. Therefore, it is distance learning that helps even during a long illness or inability to attend school to stay in the general flow and keep up with other students.

Key words: distance technologies, distance learning, online consultations, online conferences, computer, virtual conference.

Distance learning is a process of interaction between a student and a teacher at a distance with the preservation of all methods, organizational forms, teaching aids, using Internet technologies or other interactive environments. Distance learning involves a more independent form of training involving information technology.

To take a distance learning course, it is not necessary to go to another city, to rent a house, it is enough to have remote technologies (a computer with Internet access, software). Today, mothers with young children, people with disabilities, serving sentences in places of deprivation of liberty, who are in remote places and many others are undergoing distance learning.

There are many advantages in distance learning: engaging with any number of people, improving the quality of training, calm comfortable environment, individual approach, access to educational materials, etc. But there are also disadvantages to this training: communication skills do not develop, there is no live communication, there are no practical skills, there is no way to check who is undergoing online testing, an online exam, performing work. You can talk a lot about the pros and cons of distance learning, but at this time there is no choice.

A sore subject of our time is distance learning. How to adapt to it? How to find the pros in this unusual teaching format? Are there any positive aspects to such an education?

I am a higher school teacher who had to deal with distance learning of students due to quarantine. I would like to share my experience and discussions on this topic.

I believe that distance learning is not suitable for basic education. But how additional education is wonderful. During the training period, all families acquired gadgets that help them access online conferences.

Some extracurricular activities are suitable for remote activities. For example, classes with computers or the development of cognitive abilities (online tests are more suitable than written work).

Students learned **useful sites.** For example, on-line simulators, on-line lessons to increase attention, memory, thinking and much more. To refine the material, we will contact them, and similar sites will **diversify homework.**

And the main plus that I see in distance learning is that **all people have become much closer.** Parents realized the important role school plays in the life of their children.

I can’t say that I am delighted with distance education. But you can find the pros. This is a new experience that I am glad about.

At any time, the schoolchild or student will be able to do his own education. The student is not bound by time frames, he can distribute time as required for himself. After all, the main thing in modern education is the result. Mastering the material can take place at different times: from several hours to several days.

Feedback from teachers, parents and students indicates that with this form of education, self-education plays a huge role. That is, no teachers behind, no pressure and mentor tone. This is a plus - you can learn to rationally use time, it is better to absorb material. There are people who are easier to learn when no one is following the process.

Learning in a comfortable environment is also important. Often, children just do not want to go to school. They are uncomfortable, unpleasant. It's no secret that children often do not find a common language with classmates. The emergence of conflict leads to disastrous results. In this case, there can be no talk of any learning outcomes.

Cons of distance learning:

- Lack of personal communication with the teacher, which excludes the possibility of applying a personal approach to each student in the learning process, if there is such a need.

- Difficulties with self-organization and self-motivation. Lack of psychological motivation and possible difficulties in the event that it is difficult to motivate yourself independently.

- Possible lack of technical capabilities, such as access to the Internet, computer, software.

- The requirements for computer literacy also narrows the circle of those who can study remotely.

- The difficulties of training in areas where the development of practical skills is required. In some areas, for example, driving training, distance learning is difficult to implement in principle.

- This type of training is difficult to implement with preschoolers and primary school students. Young children usually require a more lively approach.

- Lack of tight control over the learning process, which is necessary for some students so that they can gain knowledge.

- Restriction on the form of education, which sometimes happens only in writing. This can be a significant drawback, given that only one type of memory is involved.

It is more expedient to receive basic education in this way only if, for some reason, the traditional educational option is not available to students.

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COMMUNICATION ITS MEANING AND CONTENT

Annotation: The article deals with the meaning and Content of the word "Comunication "Its wide meaning and usage in human life communication.

Key words: meaning, content, usage, culture, massage, signal, transmitting, sending, sentences, express, thoughts, combination, language, body jests, etc.

Communication – It is known from the history that in the early perived of human formation People could not talk to express their thoughts as we do at present. They might talk in different jests, mimes and other bodies. If to look back to the history of communication. Human beings first began to pronounce, sounds, words combination sof words and sentences, of couse step by step. First sounds, then words word combination phrases and short sentences. Untill the formation of sentences thousands of years might pass. Below, it is given some thoughts about English Language communication.

Defination: 1 an act or instance of transmitting communication of disase.

2. a: information communicated: information transmitted or conveyd;

b; a verbul or written message. The captain received an important communication.

3 a: process by which information is exchanged between individuals through a common system of symbols, sings, or behavior. The function of pheromones in insect communication;

Also: exchange of information.

B: personal rapport a lack of communication between old and young persons.

4.Communcation plural.

A: a system (as of telephones, or computers) for transmitting or exchanging information. Wireless electronice communications.

B: personel engaged in communicating: personnel in transmitting or exchanang information.

5.Communications –plural in form batsingular. Or plural in construction.

A; a technique of the transmission of information (as in speech)

b) the technology of the transmission of information (as by print or telecommunication).

Examples. He is studing insect communication. Ther was breakdown in communication between members of the group. Television and other means of mass coumunication.

First known use; 14the century.

In educational process communication has lots of meanings and usages foe example teachers and educairs ‘comunication with children, students teachers, members of estatlishments, and other upbringing and educational institutions, etc.

Communication may be devided into has types- with and without words.

Comunication with words. For this “The story of Yanguages” may be a good example: “If you were to take a tour of the United Nations buildingin New York City, you would see people from many countries and hear them talking in languages that would sound strange to your ears. You would probly wonder how these people from so many places are able to understand what is being said and how they communicate with each other.

Every speech at the United Nations is made in one of the the six official languages and is simultaneously translated into each of the other official languages of this intarnatinal organithation: English, Franch Russian, Spanish, Chinese and Arabic. An interpreter for each language sits in a soundproof booth. As he hears the speaker though earphones he translates the message to those who are listening. Many of the major languages of the world rezeble each other.

Languages that are similar are grouped into families. One of the most import ant of these groups is the Into–European family. A language familyis often represented as a tree with many branches, in the same way that relationships in a human family can be shown. Two major branches of this tree are the Gramanic and Romance Languages (pp.9-11).

Communication without words. People communicate with each other in many different ways. You may think that you can talk any with your mouth, but many other parts of your body can express by the way that you stand?

Gestures–are some of the most important ways that you can communicate without words. As you read the following story, see the effect that gestures had on the communication between two geoups of people.

A group of people decided to take a trip to anather village. When they finally reached the village, the smiled at the people who came out to meet them. Smiled meant friendliness to the trevelers. Much to the people of the village returned their smiles with growns. At the villagers came closer to the travelers, their frowns changed to smiles, and they immediately attacked the travelers, their frowns changed to smiles and they immediately attacked the travelers.

Signals-before the first settlers came to North Amarica, Indians of different tribes developed a meansof communication that used no words. They communicated in a sign language, using facial expessions, hand gestures, and body movements. Through sign language members of on trible could communicate with members of many different tribes (pp.54-55)

Sound and Sign Signals When primitive people had to send messeges over long distance, they often used sound Sign Signals when primitive people had to send messages long distance, they often used sound signals. The sending of messages by sound become highly developed skill. When the people had warnings to give or news to sshare, one drummer would start the messege on its way. Anather drummer father along would hear the sounds and relay them to the next .People in the villages would hear the sounds and understand their meanings. What the people would hearto know before they could interpret the messege? Many tribes also used sights –signals to send messages. They invented a smake–signal system, using large and small puffs of smoke. They used shiny objects to reflect sunlights in long and short flashes. The shiny objects were also used at night to reflect firelight. A flaning arrow shot hign into the ninght sky warned the people of possible danger (pp.56-57).

Robe Languages–on group of Indians in the South had a comlex system of communication done entirely with robes. They way the person wore, carried or held his robe indicated his intensions. If an Indian wanted to join a conversation or just listen to it the other people in the group could tell what he wanted to do by the way he held his robe. You would probably raise your hand to show you are ready to speak. In robe language, you would uncover one shoulder to show you were ready to talk.

A young brave, planning to pay a vist to a girl he admired, would cover his whole body, exept for one eye, with hisrobe. Then if the girl refused his visited, he could not be teased by other members of his trible (ppd58-59)

Whithin this article it has been given the meaning and content of the word "communication " In this investigation the meaning of this word should be described more in detail, because, the meaning and the usage are used very widely in human life. As it has been showen the types of communication in the history of human life, the exact usage of this word in the educational processneeds to be carefully explained with examples in teaching processes too.

A very simple example, today morden technology is widely used in defferent fields of human education. Online system is on of them.Without this means of communication it is imposible to organize educational processinour country as well as in foregin countries, too. Most in the word today oline system is working fruitifully.

Communication and its types are widely known today .In teaching process communication is the main means of teaching process. In teaching processit it is distinguished types of speech. They are hearing (listening)peaking ,reading and writing. Modern development of science and education can not exist without the means of communication In morden education system there is a term or phrase intercultural communication. This article deals with the content and meaning of intercultural communication. Above it has been given descriptionsof the term communication. The meaning of the word wide usage of it, and the place of the word. Ditailed diseription of the phrase interculture communication will be the object nad the task of the further investigations.

Summary the content and the meaning of the phrase "Intercuktural communication" has been surfacely described within this article. It has been given the meanings of the word "Communication". This word has a lot of meanings in human life and in educational process. Above it has been given very wide types of communication in human history. They all have been given with necessary examples, explanations, stories and other means of transmitting indormation in all period human life style. To be continued.

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ANALYSIS OF DRAINAGE AND RAIN INTENSITY TO SOLVE THE FLOOD PROBLEM IN TASHKENT

Annotation: This article focuses on the geographical location, climate, precipitation, floods, and drainage problems of Tashkent and develops recommendations for their solution.

Key words: flooding cities; intensity of rainfall; drainage analysis; flood risk map; Hyetograph; 3-phase drainage; sustainable development.

Introduction. Tashkent is one of the largest ancient cities in Central Asia and the capital of the Republic of Uzbekistan, as well. It is one of the largest industrial-transport crossroads and cultural centers of Central Asia. The city is located in the middle of the Chirchik River Valley, which flows between the Korjantov, Ugom, Piskom, Koksuv, and Chatkal ridges of Western Tianshan, in the low-lying foothills on the right bank of the river, 41° north latitude, 69° east. With an area of 0.34 thousand km^2, the population as of October 1, 2018, is 2497.9 thousand people [2]. The city is developing a strong infrastructure and human activity in the area is increasing. As floods have become more frequent in recent times, this situation is of concern to the public. The floods caused by heavy rains in April 2019 clearly showed that there were problems with the drainage system in Tashkent. Prompt resolution of problems in the drainage system is an urgent issue facing the city administration. The Decree of the President of the Republic of Uzbekistan, dated 01.06.2017, PF-5066 "On measures to radically increase the effectiveness of the system of prevention and response to emergencies." also mentions this issue.

Literature review. Heavy rains on April 23-25 this year caused flooding on several streets in Tashkent and obstructed the movement of public transport and cars. In many areas, water has seeped into the basements of apartment buildings. Here, the question arises: why did rainwater overflow on the road instead of leaking through special drainage systems, causing various difficulties to the population? Why aren't these aspects taken into account when building roads? In general, what is the state of drainage and collector system of the capital's roads today?

In Tashkent, for example, April 2002 and April 2009 were similarly rainy. The wettest April was observed in 1990 in Tashkent. At that time, the average monthly rainfall was almost 3 months. The average monthly rainfall was in a day. It can be seen that the floods occurred around the ditches and canals connected to the drainage complexes. These canals are the Zakh, Khanum, Bozsuv, Anhor, Karakamysh, and

Borijar canals in the pre-Tashkent area and crossing the area of Tashkent city [3]. The absorption of water in the city is often greatly influenced by the voids created by the habitat of plants and animals (rodents). The tubular, sometimes circular, cavities that run down the surface of the earth are enlarged by rain and surface water infiltrating and leaking from a low point, followed by long-term runoff of fine soil particles. Such gaps are located in the pre-Tashkent regions of Uzbekistan [3]. Absorption is low. Drainage systems are used in urban construction to prevent rainwater from flooding the roads. It should be noted that most of the buildings and roads in the city were built 40-50 years ago, and drainage systems were designed to suit the climate of that time. However, it should be admitted that most of the buildings built in Tashkent in recent years as well did not take into account these systems [1]. Besides, raising the environmental awareness of the population will help prevent such floods, said Nomonjon Shokirov, head of the State Committee for Ecology and Environmental Protection. A 30-year waste strategy was recently approved. According to it, the work is aimed at raising the environmental awareness of citizens, their attitude to waste, and its recycling. Besides, this year, Article 91 of the Code of Administrative Offenses was amended to increase fines for waste disposal. It should be noted that in this process it is difficult to achieve any result without public control. In particular, during the cleaning of irrigation canals in Tashkent last year, 1471 illegal objects were found. They were all demolished. If those facilities had not been demolished and cleaned up, the situation could have been even worse after April rains. There was even the possibility of flooding people’s homes.

Research methodology. The methodological basis of this analysis is the use of general methods such as theoretical logic and systematic analysis, historical and comparative analysis. During the continuous rains in Tashkent, the daily rainfall is set at 50 millimeters. But even in 2014, when the floods were the strongest, the figure reached 30 millimeters, only. The flood itself caused so many disasters. It's hard to imagine what would happen if the normal amount of water accumulated.

Analysis and results. The situation in Tashkent is aggravated by the deterioration of drainage systems on city streets. It is known that most of the streets in the city were built to the standards of 50 years ago. Their asphalt has been renewed, but the drainage systems are still the same. Also, irrigation ditches along the streets were clogged with debris from citizens, causing the road to leak without reaching the collectors [1].

Table 1

Climate data of Tashkent city
(1981-2010)

Month	Average monthly temperature		Average monthly rainfall in mm	Average daily rainfall
	Max	**Min**		
January	+6.9	-1.5	57.8	11.1
February	+9.4	0.0	57.2	9.6
March	+15.2	+4.8	64.8	11.4
April	+22.0	+9.8	59.8	9.5
May	+27.5	+13.7	40.9	7.0
June	+33.4	+18.1	10.8	3.2

July	+35.6	+19.7	3.5	1.3
August	+34.7	+18.1	1.9	0.7
September	+29.3	+13.0	5.9	1.5
October	+21.8	+7.8	29.3	4.8
November	+14.9	+4.1	41.3	7.3
December	+8.8	0.0	53.6	9.5

In this regard, the analysis of climatic data in Tashkent for 1981-2010 shows that in the months with low temperatures, the amount of precipitation is high. Precipitation is highest, especially in March and April. Currently, there is more than 100 km of collectors in the capital. The water collected in them is discharged into large canals. The collectors are built according to the established norms for each street. There should be no such floods, but the roads are blocked due to the constructions arbitrarily built on drainage systems and irrigation ditches by the population. As a result, rainwater flows into the city streets. There were reports of floods, damaged water pipes, and fallen trees in the following areas as a result of the rains.

As a result of heavy rains in Yakkasaray, Sergeli, Mirzo Ulugbek, Almazar, Yunusabad, Yashnabad, Mirabad, Shayhantahur, Uchtepa Chilanzar districts, 1 car was damaged on Bagidil Street. Also, the sewer pipes around the 1st and 3rd narrow streets of Ok Oltin, Kumushkon Street, Kibray Street, Karabulak Street, Dombirabad Street were damaged. Besides, Shoshli 1st Street, Badriddin Hiloliy 3rd Street, Askiya Street, "South Station", International Airport named after I. Karimov, 4 apartments on Kumarik Street, Koshkurg 'on street, home 74, Choshtepa street, Nemat street, Buyuk ipak yoli street, Darkhontepa 2-narrow street, Usta Shirin street floods were registered in the areas.

Water pipes along Amir Temur Shah Street, along the road from Toshkentland Park to Radisson Hotel and along Mirzo Ulugbek Shah street, in the area from Parkent Street to Baykorgon narrow Street 2 have been updated.

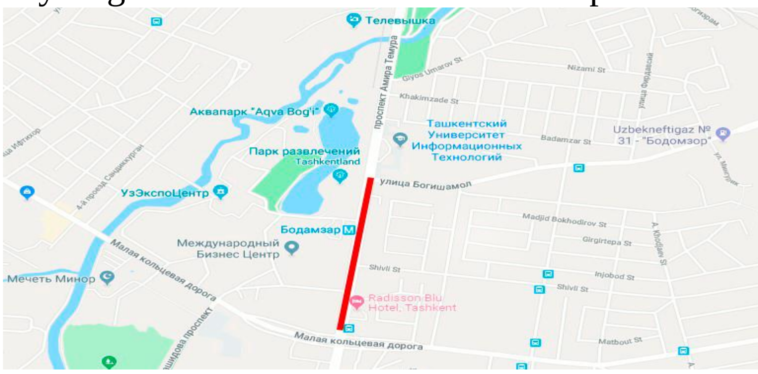

Figure 2. Source: htths: //t.me/poytaxt_uz

Conclusions and suggestions. The city of Tashkent is getting a new look. Along with the construction of new high-rise buildings in the city, special attention is paid to landscape design. Such renewal and development will also require changes in the city's drainage system and systematic restructuring. The network should include several drainage collector channels as a drainage phase. Channel 1 of this phase is the surface-shaped channels That is, they are roadside ditches. The second phase passes under the main roads, absorbs the water collected in the first phase, and directs it to the third phase. These main city roads and adjacent streets are connected to the drainage network.

In the construction of drainage in the city, builders need to form a three-phase drainage system, that is connecting the first phase of the concrete tray system located on the sidewalks to the second drainage system in every hundred meters and the second system to the third drainage system in every thousand meters.

- Dispose of household waste in the designated area so that drainage canals or garbage channels do not become clogged and cause flooding in the urban area. It is necessary to organize a series of measures to remove waste from the city.
- Laws on the cementation of cities need to be developed and implemented.

Separate areas should be allocated for natural infiltration in cities. They should be conveniently located in an urban setting. Then the floods in Tashkent in 2019 will be a thing of the past.

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PRONUNCIATION TRAINING IS BASED ON METHODOLOGICAL PRINCIPLES

Annotation: The problem of organizing instruction in foreign pronunciation has always been relevant. The well-developed pronunciation side of students' statements prepares them for speaking as a type of speech activity. Knowledge of phonetic skills will allow students to normatively pronounce all the sounds of English; learn the differential features of sounds (publicity and consensus).

Key words: phonetic skills, research, sounds, communication, knowledge, learning, principles.

English is the most famous communication language in our world. More than one million people own it. In many countries it is as a state, along with national languages. In the modern world, English is a means of communication in various fields of knowledge. Language as a means of communication arose and exists, first of all, as a sound language and possession of its sound system (the presence of phonetic skills) is a prerequisite for communication in any form. Speech will be perceived by the listener with difficulty, distorted or not understood at all if the speaker violates the phonetic norms of the language. The listener will not understand or will hardly understand the speech addressed to him if he does not speak phonetic skill.

Phonetic skill - the ability to pronounce sounds correctly, to emphasize where necessary; pronounce everything intonationally correctly, etc.

Many modern researchers believe that phonetics (the study of the sound side of speech) is the basic characteristic of speech, the basis for the development and improvement of all other skills of speaking foreign language, since a violation of the phonetic correctness of speech, incorrect intonation of the speaker leads to misunderstandings and misunderstanding on the part of the listener. Phonetic skills will help students learn the rhythm (alternation of stressed and non-stressed syllables) of the English phrase, the logical stress of significant words, the stress of service words (auxiliary verbs in negative form). Errors in pronunciation interfere with the implementation of the main goal of the language - communication, i.e. mutual understanding.

The creation of the auditory-pronunciation base of the language being studied is possible due to the potential abilities of the human ear and the mobility of the organs of articulation. In this case, student data should be different: some have good auditory and articulatory sensitivity, while others have good auditory sensitivity combined with poor articulation.

At present, methodologists believe that pronunciation training should be conducted throughout the entire period of language learning, although the role of this work and its nature should change at different stages of training.

This explains the importance attached to the work on phonetics at school.

The formation of phonetic skills is an indispensable condition for an adequate understanding of the speech message, the accuracy of the expression of thought and the fulfillment by the language of any communicative function.

All analyzers participate in pronunciation training: speech-motor, auditory and visual. Psychologists say that, of course, we correctly hear only those sounds that we can play. Pronunciation is the basic characteristic of speech, the basis for the development and improvement of all other foreign speaking skills. Pronunciation as the material side of the language is the basis of all types of foreign speech activity - listening, speaking, reading and writing. The main purpose of teaching phonetics at school is the formation of phonetic or auditory-pronunciation skills.

Pronunciation training is based on three methodological principles.

1. The principle of approximation. Expresses a general requirement, covering all aspects of the sound system of the language. Approximate pronunciation of phonetic phenomena is allowed, which does not violate the communication process.

2. The principle of imitation extends mainly to coinciding phenomena in two languages: listening to a sample and repeating it. Repeated repetition allows students to free themselves from mistakes.

3. The principle of combining analysis and simulation. This principle involves an explanation of articulation methods and analysis of sounding speech patterns and applies to similar and absent phonetic phenomena.

At present, methodologists believe that pronunciation training should be conducted throughout the entire period of language learning, although the role of this work and its nature should change at different stages of training.

At the initial stage, the foundations of speaking, listening and reading are laid. Work on pronunciation is an essential element in teaching a foreign language and is intensive. The development of auditory and pronunciation skills should occur along with the assimilation of language material.

The task of the middle stage is to prevent the deautomatization of auditory-pronunciation skills, to maintain the achieved level of their formation. To do this, when working on linguistic material, you need to concentrate students on the phonetic side of speech.

Phonetics assigned to the individual stages of the lesson, which is conducted phonetic training or phonetic exercises . It does not have a fixed place in the lesson, it depends on the sequence of those tasks where students may encounter phonetic difficulties that the teacher should anticipate and help students avoid. The purpose of phonetic charging:

- anticipation and removal of possible phonetic difficulties: auditory, pronunciation, rhythmic-intonation;
- development of phonetic skills that turned out to be insufficiently formed.

The contents of phonetic charging can be:

- reading words, sentences, microtexts, poems, proverbs, tongue twisters.
- reading the complex parts of sentences, phrases from the beginning or from the end.
- listening to identify errors.
- recognition of dialects.
- determination of the relationship to someone or something by intonation.
- pronouncing the same phrase with different intonation.
- repetition after the announcer in pauses.
- repetition synchronously with the announcer.
- hearing words.
- recitation of verses, dramatization of dialogues.

Since the volume of reading to oneself increases at the middle stage, one should regularly read small passages of texts aloud, and if necessary, work out the most complex and important phonetic phenomena at the pre-text stage, paying attention to rhythmic-intonational models.

The task of the senior stage is to maintain and improve skills. Without reducing the requirements for the pronunciation of students, the teacher must conduct intensive phonetic testing of individual small fragments of oral speech and reading.

The teacher, with the help of special exercises, must ensure that the articulatory structure of a foreign language becomes familiar to students over time, and they might not even notice the moment of restructuring from one articulatory structure to another.

In order for students to form a good pronunciation, there are many different methods for working out the phonetic features of the English language.

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UDC 378

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THE USE OF THE PHONETIC EXERCISES TO DEVELOP OF SPEECH SKILLS IN ENGLISH LESSONS

Annotation: Phonetic exercises contribute not only to the development of auditory-pronunciation skills, but also to the memorization and training of lexical units and grammatical structures.

Key words: phonetic exercises, sounds, rhymes, tongue twisters, proverbs, sayings, puzzles.

Most often, especially at the initial stage of learning English, counters, rhymes, tongue twisters, proverbs, sayings, puzzles, etc. are used.

Depending on what they are aimed at, there are several types of phonetic exercises: phonemic, lexico-phonetic, grammar-phonetic, aimed at rhythm, melody and stress.

Several types of phonetic exercises were presented, which are aimed at the formation and development of the pronunciation and intonation skills of students, as well as facilitating the repetition and consolidation of lexical and grammatical material not only at the initial, but also at the subsequent stages of training. The use of phonetic exercises has several advantages:

- regular phonetic exercises improves students' articulation skills;
- students can hear by hearing long and short English sounds, Russian and English sounds;
- students get acquainted with different models of intonation, types of stress and with the English rhythm;

Below, the material for phonetic exercises is selected in accordance with the objectives of communication.

1. Phonemic phono - charging is the training of pronouncing a specific sound in different environments. First, the sound is presented in isolation, the teacher using gestures explains or resembles his articulation, and then the sound begins to be worked out in a different environment in the following sequence: in isolation - in a word - in a phrase - in a phrase. For example, the sound.

right - That's right!	Is it right? Is it wrong?
wrong - That's wrong!	It is right! It is wrong!

2. Grammar-phonetic exercises. The next type of phonetic charging allows you to work out various grammatical structures and phenomena. As a rule, these phenomena are already familiar to students and additional explanations from the

teacher are not required. However, you need to make sure that students learn the structure they are working on and can correctly translate it into Russian.

For example, the grammar-phonetic exercise: There is a sofa. Is there a sofa?

There is a chair. Is there a chair?

There is a book on the desk. Is there a book on the desk?

Based on the model, you can ask students to come up with such rhymes themselves and check how well they have mastered the worked out grammatical structure.

3. You can use exercises with theatrical elements:

- Learners make a sound, pretending that they warm their hands.

- Learners practice sounds, sing them.

- The learners make a sound, imagining that they are in the forest. The number of exercises in the reproduction should be more. These exercises are a deliberate imitation of the standard of sound, they mobilize all the efforts of students and direct them to high-quality reproduction of a new sound. Regular exercises in conscious imitation help to overcome inter-lingual interference, in particular the substitution of a foreign language with the sound of the native language. A simple imitation without realizing the peculiarities of a foreign language sound is not effective enough, since students tend to perceive foreign sounds through the prism of the pronunciation base of their native language. For some sounds, this is safe, but due to idiomatic sounds, such a substitution is unacceptable, as this is fraught with a violation of communication.

To create a real atmosphere in the lesson, to introduce an element of the game into the process of mastering the sound side of foreign speech will help rhyming. In addition, they (rhymes) are firmly laid in memory. Their memorization is facilitated by different harmonies, rhymes and rhythms.

Rhymes can be used when introducing new phonetic material and when repeating it, as well as during phonetic exercises. They serve as a kind of rest for children. Rhymes help put the pronunciation of individual difficult consonants, especially those that are not in the Russian language. Instead of individual words and phrases containing one or another sound, you can offer the class specially selected rhymes. Then, during two or three lessons, the rhyme is repeated, the pronunciation of the sound is adjusted. This type of work can be included in the lesson at its various stages; it serves as a kind of discharge for students. Rhymes are selected depending on what kind of sound is being worked out.

You can offer, for example, such rhymes for sound processing [ð]:

This is my mother, This is my sister,
This is my father, This is my brother.

For example, rhyme to work with sounds [w], [v]:

William always wears a very warm woolen vest in winter, Victor however will never wear woolen underwear even in the wild west.

Rhymes are also used instead of individual words and phrases that contain the studied phonetic material:

[ai]

3. My kite is white;
My kite is light,
And it can fly
High in the sky

[f], [s]

She sells seashells on the seashore.
The shells she sells are seashells, I am sure.

So, rhyming is one of the methodological techniques for better memorizing lexical units and grammatical structures. Rhymes help students learn a foreign language quickly and learn new material more deeply.

Work with audio recordings goes in several stages, namely:

1. Pupils 2 times listen to the audio file, do not look at the source text located on the interactive whiteboard, which is closed from the students.

2. Students should try to understand what is at stake. In strong classes, they must tell in English what they heard from the dialogue. In weak classes (or weak students) can provide information about what they heard in Russian.

3. Then the students choose the correct words hidden in the text with gaps (the text opens on an interactive whiteboard, which was hidden from the students).

4. There are as many tasks as there are hidden words in the text. Each task should have 4 answer options, where one is correct. Students using the remote control choose the right answer, in their opinion. Variants should be matched to the choice of lexical meaning and spelling.

5. Now the teacher opens the source text, and the students verify the correctness of their choice of answer. They carefully look at what words were hard to hear and whether they were spelled correctly.

6. Pupils listen to the audio recording again, but already rely on the proposed text.

7. Students read aloud a dialogue without sound recording. Perform this exercise no more than 2-3 times. Then they try to reproduce the pronunciation, rhythm and tone of the English language.

8. The teacher allows students to listen to the audio recording and read the dialogue at the same time, i.e. repeat after the speaker. Repeat 2-3 times to reproduce the tone and rhythm of the English speaker on the audio file. To do this, you need to pay great attention to pronunciation, rhythm, timbre and speed. With this operation, audio recording can be turned on in slow motion, if the technique allows it. Using such a record will allow you to link the words together more naturally. You can also record students' speech and then compare their voice with a native speaker on an audio file.

9. And the final stage is the recording of new words in a notebook with a translation.

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AUDIO COMPLEX AS ONE OF THE MOST IMPORTANT REQUIREMENTS OF A COMMUNICATIVE TECHNIQUE

Annotation: The use of audio materials contributes to the implementation of the most important requirements of a communicative technique - to show the process of mastering the language as an understanding of a living foreign language culture; individualization of learning and the formation of motivation of speech activity of students.

Key words: audio material, phonetic, vocabulary, communication, scientific, learning, process.

Despite technological progress (using the Internet, various programs, etc.), one of the difficulties of teaching a foreign language is the very limited ability to communicate with native speakers and use speaking skills. Therefore, the main task of a teacher is to develop phonetic skills in a foreign language lesson using modern techniques of working with various audio systems.

From the point of view of the methodology, the educational audio complex is an audiovisual training tool specially prepared in terms of methodology, which is designed to create natural situations of verbal communication and has great emotional impact on students through the synthesis of the main types of visualization (auditory, motor, figurative, extralinguistic and etc.).

It can be noted that the introduction of the audio complex of phonetic exercises in the learning process changes the nature of the traditional lesson, makes it more lively and interesting. Also, the use of this complex in the lessons contributes to the expansion of the general horizons of students, enrichment of their language reserve and regional knowledge. In addition to the content side of speech, the audio text carries the musical information of what you hear, you can find out about whom or what is said.

Using audio gives the ability to develop not only phonetic skills, but also various aspects of the mental activity of schoolchildren, and above all, attention and auditory memory [Panfilova, 2010: 26]. While listening to the phonetic charge in the classroom, an atmosphere of joint cognitive activity appears. Under these conditions, even an inattentive student becomes attentive, because to understand the contents of the phonetic charge, students need to make some efforts.

Available at all stages of teaching English are considered educational audio systems. They consist of small texts and have additional didactic material. According to B. Tomalin, there are 2 types of educational audio recordings:

- directly teaching the language (direct teaching video);
- acting as an additional source for training
language (resource video).

The teaching material of the first type is characterized by learning directly with each topic of instruction, where students listen to the audio recording on their own, and the role of the teacher is assigned in order to help form the learners' skills with the help of a book for the teacher and assistive devices.

Audio recordings of the second type contain a lot of informative information showing how the language is used at various levels. These are usually episodes unrelated in content that take into account the degree of complexity and speech functions, this includes phonetic charging.

Practice shows that a student remembers what he hears five times better than what he only reads. In order for the process of teaching foreign languages with the help of audio recordings to be effective, a systematic and reasonable use of audio systems in the lessons is necessary. You should also determine the place of audio recordings in the training system and the frequency of presentation. Preference is given to short-duration audio recordings (phonetic charging): from 30 seconds to 5-10 minutes, while it is believed that 4-5 minutes, listening to audio recordings can be used at each lesson. Due to this feature, it is advisable to use a short passage for intensive study, rather than a longer one for extensive study.

Audio helps shape and improve your listening and speaking skills. While listening to audio recordings, phonetic norms are memorized at a subconscious level, and attention is also focused on differences in pronunciation norms of English and American language variants, regional accents and dialects.

The presentation of speech functions and their means of expression are carried out in an understandable context, in various communication situations and are accompanied by the following exercises:

- repetition of different speech patterns, allowing to realize this function in pauses for the speaker;
- selection of the proposed list of those language means of expressing functions that are found in audio recordings.

Activation of grammar material will occur in speaking after listening to audio recordings. This can be commenting on audio recordings, complementing situations (text recovery), voicing replicas, drawing up questions of various kinds to the content of audio recordings.

When familiarizing yourself with phonetic phenomena, the explanation must necessarily be accompanied by a demonstration of sound standards that students hear from the teacher or in the phonorecording, and use an analytical-imitative approach in which the sounds to be specially processed are singled out from a connected whole and explained on the basis of the articulation rule; this is the analytical part of the work. Then these sounds are again included in the whole, which is organized gradually: syllables, words, phrases, phrases, and are spoken by the students after the sample, imitated.

Active listening is guaranteed by pre-assignments that help draw attention to the right sound quality. This is followed by intensive training of students in pronunciation. Training includes two types of exercises: active listening to the sample and deliberate imitation of the word flow of a specific sound to be learned. By raising his hand or a signal card, the student shows the teacher how he heard the sound.

At the initial stage of training, exercises aimed at the formation of auditory-pronunciation skills are used.

1. Exercises for active listening and recognition of sounds and inonemes, aimed at the development of phonetic hearing and the establishment of differential signs of the studied phonemes and intones. These exercises can be performed by ear and using graphic support, with the voice of a teacher or with a tape recorder. For instance:

- listen to a number of sounds / words, raise your hand / signal card or clap your hands when you hear a sound;
- listen to sentences, raise your hand when you hear a question (narrative) sentence;
- listen to the sentence and mark the stressed words / number of syntagmas, etc.

2. Exercises for reproduction aimed at actively speaking (imitation) of sounds, syllables, phrases, sentences following the pattern - teacher or announcer - choir and individually.

It is very effective to pronounce syllables complex from the phonetic point of view in syllables, starting with the last word. Besides the fact that a word uttered from the end psychologically ceases to seem complex, the desired intonation effect is achieved: when pronouncing a word or phrase from the end to the beginning, the correct intonation pattern is preserved.

It is also useful to use poem reading with the use of various intonational shades to form strong pronunciation skills. As experience shows, the pronunciation skill cannot be preserved without changes, therefore it is important not only to maintain the formed skills, but also to continue to improve them at the middle and senior stages of training.

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TREATMENT OF PATIENTS WITH PRIMARY OPEN-ANGLE GLAUCAM

Annotation: Glaucoma is one of the most serious diseases in ophthalmology. Currently, about 10-15% of patients with glaucoma, even with adequate treatment, are doomed to blindness. According to national guidelines, it represents a large group of chronic diseases of various origins, characterized by an increase in intraocular pressure beyond the tolerant level, the development of glaucoma optical neuropathy and a decrease in visual functions with the occurrence of typical visual field defects. Despite the significant successes achieved in medical and surgical treatment, glaucoma still remains one of the causes of incurable blindness.

Key words: glaucoma, blindness, complex therapy, optical neuropathy.

Relevance. Glaucoma is one of the severe forms of ophthalmic pathology, and, despite the significant success achieved in surgical, laser and drug treatment, the disease remains one of the causes of incurable blindness.

Multivariate analysis conducted by Kiseleva O.A. et al. (2015) showed that in the nosological structure of blindness and low vision in Russia among the adult population, glaucoma occupies a leading place and amounts to 29%. This is confirmed by the literature data of recent years [1,4].

Currently, most researchers share the view of A. Nesterov. (2003) on glaucoma as a multifactorial disease with a threshold effect. The general principle of the treatment of multifactorial diseases is, first of all, in the correction of pathogenetic factors. Based on the study of the pathogenesis of primary glaucoma, treatment methods have been developed aimed at reducing intraocular pressure, improving blood supply and metabolic processes in the ganglion cells of the retina and optic nerve. To this end, in recent years, antioxidant drugs have been widely used that improve blood supply, metabolism and tissue trophism, and neuroprotectors [3,7]. Considering that despite the normalization of intraocular pressure, glaucoma continues to progress [2,3,5], publications began to appear more and more often, in which glaucoma is identified with neurodegenerative diseases such as Alzheimer's disease and others [8] . The death of ganglion cells of the retina and axons of the optic nerve in glaucoma, as in all neurodegenerative diseases, develops as a result of physiologically programmed apoptosis [4,6]. Neurodegenerative diseases are diseases that arise as a result of progressive degeneration and death of neurons that are part of certain structures of the central nervous system (CNS), leading to a break in the connection between the central nervous system and an imbalance in the synthesis and isolation of the corresponding neurotransmitters, and, as a result, causing memory impairment , mental abilities of a person, coordination of movements, etc. [1.7].

Based on new views on the pathogenesis of glaucoma, in order to stabilize the glaucomatous process, a neurotransmitter drug was used in the study. It should be noted that in the 70s of the XX century neurotransmitters (eserin, proserin, and other anticholinesterase drugs) [4] were widely used in the treatment of glaucoma patients, but they were abandoned due to pronounced side effects. There are few reports in the literature on the effectiveness of ceraxon [1] in the complex treatment of glaucoma patients with a neuroprotective neurotransmitter effect.

Our attention was drawn to the drug neuromidine (ipidacrine), which, by blocking cholinesterase, has a direct stimulating effect on the conduction of an impulse along nerve fibers, interneuronal and neuromuscular synapses of the peripheral and central nervous system. By enhancing the energy potential of the cell, it has a positive effect on cognitive functions, improving memory and inhibiting the progressive course of dementia.

Given the pharmacological effect of neuromidine, we decided to study the possibility of using it both in combination with well-known drugs, and as monotherapy for patients with primary glaucoma with compensated intraocular pressure.

Purpose of the study. Clinical evaluation of the effectiveness of the complex treatment of patients with primary glaucoma with compensated intraocular pressure.

Material and research methods. 65 patients were treated, of which 52 patients received neuromidin the day after surgery, and the rest in the period from 1 to 6 months after surgery. It is shown that the effectiveness of the drug on the organ of vision does not depend on the time of surgery.

The results of the study. An analysis of the results showed that upon discharge from the hospital, visual acuity and visual field improved in both groups, but with conservative treatment, an increase in visual acuity of 0.1 was observed in 42 of 76 eyes and 0.2 in 8 eyes, and in the control group - by 0.1 in 22 eyes, by 0.2 - in 3 eyes.

The number of cattle at standard points decreased 3 times in the main group, and 4 times in 30 eyes, and 1.5 times in the control group.

HRT indicators at discharge from the hospital almost completely coincided with those at admission in both groups.

After 1 month after treatment, the achieved effect was maintained in both groups, and on HRT there was a slight decrease in the excavation area and expansion of the neuroretinal girdle in 25 eyes in patients treated with conservative treatment.

After 3 months in the control group, a decrease in performance was noted in all patients, in 3 eyes below the performance before treatment due to progression of cataracts. In the treatment of modern drugs, visual acuity indicators decreased in 4 eyes (3 - due to the progression of cataracts, and 1 - as a result of the development of central retinal vein thrombosis against the background of a hypertensive crisis), while the rest remained stable.

After 6 months in 60% of cases there was a decrease in the effect obtained. HRT indicators did not significantly change.

After 9 months, the effect was preserved in 11 of 76 eyes.

The results can be explained by the fact that by blocking cholinesterase, neuromidine has an indirect vasodilating effect on peripheral vessels. The decrease in IOP is associated with activation of the outflow of intraocular fluid as a result of flattening of the iris and widening of the anterior chamber angle due to the miotic effect, but since our patients did not exhibit pronounced myosis, it can be assumed that some other mechanisms are involved, including central regulation of ophthalmotonus .

Strengthening the contractility of smooth muscle fibers under the influence of acetylcholine receptor agonists, the drug helps to reduce the ciliary muscle and activate the outflow through the drainage system of the eye.

Since elderly and senile people suffer from glaucoma, neuromidin is useful to them in the sense that it has a positive effect on cognitive functions, improving memory and inhibiting the progressive course of dementia.

Conclusion. The results indicate a positive effect of neuromidine on visual functions and the state of hydrodynamics and stereometric parameters of the disk, which allows us to recommend it in the complex treatment of patients with glaucoma.

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THE IMPACT OF DIGITAL ECONOMY ON TAXATION

Annotation: The main problems of taxation in the digital economy in the republic are revealed. The concept of the digital economy has been clarified. Proposals are proposed to improve the payment system and the efficiency of taxation and tax control in the transition to the digital economy.

Key words: digital economy, tax, taxation, e-commerce, e-business.

The modern business subejects have tendency to perform their business activities not only on traditional commerce, as in the past, but also directly with information and digital technologies that facilitate the provision of services and expand the market. Rapidly developing information and communication technologies (ICTs) have already become an integral part of government policy and companies in addition to people's daily lives. Thus, the tax system has rising demand to develop tax adjustment to new changes and to respond new tax challenges properly.

Global Internet Protocol (IP) traffic, a proxy for data flows, grew from about 100 gigabytes (GB) per day in 1992 to more than 45,000 GB per second in 2017 (figure). And yet the world is only in the early days of the data-driven economy; by 2022 global IP traffic is projected to reach 150,700 GB per second, fuelled by more and more people coming online for the first time and by the expansion of the Internet of Things (IoT). … Depending on the definition, estimates of the size of the digital economy range from 4.5 to 5.5 per cent of world GDP. [1]

Nowadays, the government is taking measures to transform the national economy into a digital economy in Uzbekistan, and important tasks have been assigned for the next years to provide many areas with digital technologies and programs.

President Shavkat Mirziyoyev to address the Oliy Majlis have proposed to declare the year 2020 in our country as the Year of Science, Education and Digital Economy. President said that in order to cardinally reform and develop the sectors identified in the name of the year, we have to carry out large-scale work. In 2020, we must take a radical turn in the development of digital economy. First and foremost, it is essential to fully digitalize a number of spheres, including construction and energy industries, agriculture and water management, transport, geology, cadaster, healthcare, education, archiving. In the meantime, the e-government system, the programs and projects implemented within its framework should be critically reviewed, and all organizational and institutional issues be comprehensively addressed. [2]

To date, there is no generally accepted definition of a digital economy in the literature. Measuring the digital economy and related value creation and capture is fraught with difficulties. There is no widely accepted definition of the digital economy. Although several initiatives are under way to improve the situation, they remain insufficient, and are struggling to cope with the rapid pace of evolution of the digital economy. [1]

The professor of the Russian Academy of Sciences, R.V. Meshcheryakov, identifies two approaches. The first approach is class the digital, according to which the digital economy is understood as the economy based on digital technologies (directly, electronic goods and services: telemedicine, sales of media content - that, etc.), and the second - advanced: digital economy - economic production using with digital technology. [3]

The efficiency of achievement in new technologies and their integration in the business activity requires new approach from government in the field of taxation.The evolution of business models in general, and the growth of the digital economy in particular, have resulted in non-resident companies operating in a market jurisdiction in a fundamentally different manner today than at the time international tax rules were designed. Advances in business practices, coupled with advances in ICT and liberalisation of trade policy, have allowed businesses to centrally manage many functions that previously required local presence, rendering the traditional model of doing business in market economies obsolete. The fact that existing thresholds for taxation rely on physical presence is partly due to the need in many traditional businesses for a local physical presence in order to conduct substantial sales of goods and services into a market jurisdiction formed. It is also due in part to the need to ensure that the source country has the administrative capability of enforcing its taxing rights over a non-resident enterprise. The fact that less physical presence is required in market economies in typical business structures today – an effect that can be amplified in certain types of businesses in the ICT sector – therefore raises challenges for international taxation. [4]

The advent of fast-paced digital technologies creates the pros and cons of taxation. Firstly, we research the relationship between business entities. Financial and commercial operations in the virtual zone may reduce the oversight function of the tax authorities. According to the Civil Code of Uzbekistan, part 790, [5] settlements between legal entities, as well as settlements with the participation of citizens related to their entrepreneurial activities, are made by bank transfer.

Settlements between these persons may also be made in cash, unless otherwise provided by law. Cashless payments are made through the bank and other credit organizations in which those involved in settlements are open, unless otherwise provided by law and is not connected with the form of settlements used. [6] The act means that the financial transfers between sides must move in the first or secondary bank account. This circulation prevent from expanding tax infractions and black economy. Thus, the activities of organizations related to production and services are fully included in the tax vase, which makes it possible to correctly calculate the amount of tax. The development of the digital economy can lead to the creation of new fund channels that can transfer money illegally and cannot be controlled by tax authorities. In turn, the digital economy challenges the national tax system. It is known that in the past tax offenses were carried out in cash by moving funds without indicating ATMs. In the developed digital economy, various programs and mobile applications are based on financial services that facilitate the movement of funds. Consequently, electronic funds acquire ready-made money with their liquidity, regardless of the differences between business partners. For example, two business entities verbally agree to trade in goods in the millionth amount (sum). The payer sends money to the seller’s individual card issued to an individual using a mobile application, in the form of common electronic money or a wallet. Receiving funds without registering in any legal documents, the seller sends the ordered goods without having to complete any accounts. Consequently, a bank account circulates from this fund, which is not economically dependent on a legitimate bank account and tax vase. Every day, such financial transactions for a small amount of money can occur many times between business entities and create obstacles to control by the tax authorities. Electronic money and wallet payments occur frequently, and it is almost impossible to control the reason these funds are sent. In financial relations between consumers and producers, there are serious problems associated with taxation. In the past, tax violations, such as the lack of registration of daily cash income at an ATM, often used to be committed, but today these violations are getting a little older in the digital economy. However, new violations, as in the past, appear step by step. For example, a shirt is bought for 200,000 SWM in a store. the buyer must send the trust fund from his individual plastic card to the seller’s plastic card, which is issued to individuals. Therefore, this leads to a decrease in the tax vase. Such situations occur in our modern economy. Thus, we came to the conclusion that this requires an improvement in our tax system. To solve the matters which are noted above, we propose these measures:

- in the all mobile applications based on financial services To include the legal bank account of all enterprisers in Uzbekistan regardless of resident or non-resident and to create opportunity for consumers to pay without terminals;
- To introduce the additional responsibility in the Civil Code of Uzbekistan which requires people contribute to insert the funds into the legal bank accounts;
- To propaganda the importance of budget funds in the community. Because in the developed countries the people observe incentive to pay tax on time.

We believe that these proposes can improve our tax system and take effect on profitable

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IMPORTANCE OF USING INNOVATIVE METHODS IN PRIMARY EDUCATION

Annotation: This article explains the importance of using innovative methods in primary education.

Key words: primary education, innovative education, methodology, methodology, interests, skills.

The essence and purpose of the new education is the actual development of the general, generic abilities of a person, the development of universal methods of activity and thinking. A person of the 21st century should be able to:

- focus on knowledge and use new technologies;
- actively strive to expand their life horizon;
- rationally use your time and be able to design your future;-to be financially literate;
- lead a healthy and safe lifestyle.

Currently, Uzbekistan is developing a new education system aimed at entering the global educational space. Education must ensure the formation of the political culture of a democratic state - the training of a generation of free, wealthy, critical-thinking, self-confident people.

The new standard of general education today has changed approaches:

- to the goal of education;
- to teaching aids (how to teach?);
- to training technologies;
- to the content of education (what to teach?);
- to goal setting for teachers and pupils (for what to teach?);
- to the requirements of teacher training.

The new goal of education is education, social and pedagogical support for the formation and development of a highly moral, responsible, creative, proactive, competent citizen of Uzbekistan.

The educational system is being modernized - educational practice is beginning to require teachers to update the entire educational process, its style, and change the work of the teacher and pupil. Today it is impossible to be a pedagogically competent specialist without studying the entire vast spectrum of educational technologies. Modern pedagogical technologies can be implemented only in an innovative school. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation.

Innovations per se do not arise; they are the result of scientific research, the advanced pedagogical experience of individual teachers and entire collectives.

The concept of "innovation" means innovation, novelty, change; innovation as a means and process involves the introduction of something new. With regard to the pedagogical process, innovation means the introduction of a new goal, content, methods and forms of training and education, the organization of joint activities of a teacher and pupil. Educational innovations are the result of a creative search for teachers and scientists: new ideas, technologies, approaches, teaching methods, as well as individual elements of the educational process.

Pedagogical innovations in modern school education1. Information and communication technologies (ICT) in subject teaching. Experience in the use of ICT in schools has shown that:

a) children are motivated to study subject disciplines, especially using the project method;

b) the psychological tension of school communication is removed by moving from subjective teacher-pupil relations to the most objective pupil-computer-teacher relations, the efficiency of pupil work is increased, the proportion of creative work is increased, the opportunity for additional education in the subject within the walls of the school is expanded , and in the future, the deliberate choice of the university, prestigious work is realized;

c) increased productivity and information culture of the teacher himself.

In general, the use of ICTs enhances the quality of pupils' knowledge and skills.

2. Person-oriented technologies in teaching a subject. Personality-oriented technologies put the child’s personality at the center of the entire school educational system, providing comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. The child’s personality in this technology is not only a subject, but also a priority subject. The main result of the standards is the development of a child’s personality based on educational activities.

3. Information and analytical support of the educational process and quality management of schoolchildren. The use of such innovative technology makes it possible to objectively, impartially trace the development in time of each child individually, class, parallel, school as a whole.

4. Monitoring of intellectual development. Analysis and diagnosis of the quality of education of each pupil through testing and graphing the dynamics of academic performance.

5. Educational technologies as a leading mechanism for the formation of a modern pupil. Educational technologies are implemented in the form of involving pupils in additional forms of personality development: participation in cultural events, the theater, centers of children's creativity, etc.

6. Didactic technology as a condition for the development of the educational process of educational institutions.

Here both well-known and proven techniques can be implemented, as well as new ones. This is an independent work with the help of a training book, a game, design and defense of projects, training using audio-visual technical means, a “consultant” system, group, differentiated teaching methods - a system of “small groups”, etc. Various combinations of these techniques are usually used in practice .

7. Psychological and pedagogical support of the introduction of innovative technologies in the educational process of the school.Thus, the experience of the modern Uzbekistan school has a wide arsenal of the use of pedagogical innovations in the learning process. The task of any school is to create conditions for the development and improvement of the child, based on his inclinations, interests, needs and his own life goals. Primary school is the first and most important step in the general educational process. In primary school age, there is an intensive development of personality traits such as thinking, attention, memory and imagination. Already in elementary school, children need to be taught: algorithmic thinking in all areas of life, independent task setting, choosing effective tools, assessing the quality of one’s own work, the ability to work with literature and generally self-education skills, the ability to work in a team. At this age, begins the social and personal development of the child, his entry into society. Based on the theory of L. S. Vygotsky, the development of a younger pupil as a person is determined by the learning process. The modernization of primary education is associated with the new status of a primary school pupil as a subject of educational activity. Innovations in education should carry, first of all, the process of developing the confidence of a small person in himself, his strengths. It is necessary to reverse the authoritarianism of education in the minds of teachers so that they can put the child on an equal level with themselves and give the child the opportunity to adequately manage himself and the world around him. At the same time, it is important to note that innovations in education, first of all, should be aimed at creating a personality that is set up for success in any area of application of its capabilities. Primary school teachers are called upon to teach children creativity, to educate in each child an independent person who owns the tools of self-development and self-improvement, is able to find effective ways to solve the problem, search for the right information, think critically, enter into discussion, communication. The main results of the Second Generation Standards are:- the formation of a support system of knowledge, subject and universal methods of action, providing the possibility of continuing education in a primary school;-Education of "learning" - the ability to self-organize in order to solve educational problems;-individual progress in the main areas of personal development - emotional, cognitive, self-regulation.

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THE TRANSLATION OF PASSIVE VOICE FROM ENGLISH INTO UZBEK

Annotation: The actuality of the article is directed to define the necessity of studying of passive voice in the English language and its translation from English into Uzbek and Russian. The aim of article is to show the general classification of the parts of speech ,the usage of Passive Voice and its translating into Uzbek and Russian.

Key words: texts, teaching, passive voice, characteristics, reader, grammar, structure.

Most people first encounter grammar in connection with the study of their own or of a second language at school. This kind of grammar is called normative, or prescriptive ,because it defines the role of the various parts of speech and purports to tell what is the norm, or rule of "correct" usage. Prescriptive grammar state how words and sentences are to be put together in a language so that the speaker will be perceived as having good grammar. When people are said to have good or bad grammar, the inference is that they obey or ignore the rules of accepted usage associated with the language they speak.

Language -prescriptive specific grammar is only one way to look at word and sentence formation in language. Other grammarians are interested primarily in the changes in word and sentence construction in a language over the years for example , how Old English, Middle English, and Modern English differ from one another; this approach is known as historical grammar. Some grammarians seek to establish the differences or similarities in words and word order in various languages. Thus, specialists in comparative grammar study sound and meaning correspondences among languages to determine their relationship to one another. By looking at similar forms in related languages, grammarians can discover how different languages may have influenced one another .Still other grammarians investigate how words and word order are used in social contexts to get messages across; this is called functional grammar.

During this investigation while translating the Passive Voice from English into Uzbek and Russian we come across with the following grammatical difficulties:

1) Complete correspondence:

By complete syntactic correspondence is understood the conformity in structure and sequence of words in word combinations and sentences .

New school was built in 1992.

Yangi maktab 1992 yilda qurilgan.

Новая школа была построена в 1992 году**.**

2) Partial correspondence:

By partial syntactic correspondence in sentences is understood the divergence in the order of words, omissions or partial substitution of parts of sentences.

It's forbidden to smoke here.

Bu yerda chekish man qilingan.

Курить здесь запрещено.

3) Absence of correspondence:

In the absence of correspondence the constructions have no formal grammatical connection with the main parts of sentence, though these are always a conformity between them. The degree of attendance of action or conditions in predicative constructions determines the choice of complex compound or simple sentences in translation.

In the English sentences the predicative construction which function as an object is composed of a noun in the common case and an infinitive. In Uzbek this construction corresponds to the word combination " Eshik ochilganini va doktorni xonaga boshlab kirishganini" which carries out the same function though there is neither structural nor morphological conformity; it is a word combination expressed by a noun and participle. thus, an English predicative construction when translated into Uzbek gets nominalized. In Russian this construction is expressed by a complex sentence with a subordinate object clause.

Besides, while translating them we used the following ways of translation:

1) Grammatical substitution

By substitution we understood the substitution we understood the substitution of one part of speech by another.

"was done"- passive voice is translated by the way substitution (Passive voice - Active voice).

2) Grammatical transposition.

Transposition is understood to be the change of position of linguistic elements in the language.

The next we heard was that he was married there. Keyingi eshitganimiz bo'yicha u u yerda uylangan ekan. Следующее то что мы услышали о нем он женился там.

The passive voice "was married" is translated into Russian by the verb "ся" and into Uzbek by "sifatdosh".

a). by the verb "быть+ краткая форма причастия страдательного залога. In the present the verb is not used. in Uzbek it is translated as a " sifatdosh".

The house was built in 1932. Uy 1932 yilda qurilgan. Дом был построен в 1932 году.

b). By the verb - "ся". In uzbek by "majhul nisbat".

Houses are built of stone. Uylar toshdan qurilyapti. Дома строятся из комня.

In Russian and Uzbek Passive voice is translated as an active voice.

There are a number of transitive verbs in English which correspond to intransitive verbs in Russian: to affect, to answer, to assist, to attend, to follow, to help, to influence, to join, to watch. These verbs naturally admit of the passive construction while their Russian equivalents cannot be used in the Passive voice.

Such sentences are rendered in Russian by indefinite- personal sentences (неопределенно - личные предложения) unless the doer of the action is mentioned. In the latter case either the Active Voice is used which occurs rather seldom, or the Passive Voice (consisting of the verb быть + краткая форма причастия страдатвльного залога).

He was granted ten day's leave.

It is important to explain what voice means. The term voice is a grammatical category of verbs and it can often be found in connection with transitive verbs. The term voice in the collocation with the terms active and passive means something slightly different. The active voice is used in active sentence structures. The subject in such structures is typically the agent. The subject in passive sentence structures is typically the object of active sentence structures and has a passive role, which means that it does not cause the action, but is typically the "receiver" of it.

Example:

A)Mack attacked John. [active] Mack Johnga hujum qildi.

b) John was attacked by Mack. [passive] Johnga hujum (David tomonidan) qilindi

Example (a) is in the active because the subject, Mackis in relation with an active role (the role of the agent). John is the one who performed the action.

Example (b) is called "passive" because the subject, John, is associated with a passive role (the role of a "patient"), because John was the one on whom the action was performed.

The active and the passive voice and their occurrence. With respect to the English voice, there are two types, as was already mentioned. The passive voice consists of the auxiliary verb "be" and the past participle of a lexical verb. The past participle can also be referred to as the "passive participle". The occurrence of the passive will be considered in connection with tense and the type of sentence (question and negative statement).

E.g.- Butter is made from milk.

-When was the telephone invented?

Active voice and Passive voice.

They will fix the car tommorow.

Ular mashinani ertaga tuzatishadi.

The car will be fixed (by them).

Mashina (ular tomonidan) tuzatiladi.

He would invite Ann for the party.

U Anni kechaga taklif qildi.

Ann would be invited (by him) for the party.

Ann kechaga(u tomonidan) taklif qilindi.

Voice is the form of the verb which shows the relation between the subject, the object and the doer of the action. We have compared voices in three languages.

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ESSENCE, ASPECTS, METHODS AND FORMS OF TRANSLATION

Annotation: Some grammarians are more concerned, however, with determining how the meaningful arrangement of the basic word-building units (morphemes) and sentence-building units (constituents) can best be described, This approach is called descriptive grammar . Descriptive grammars contain actual speech form recorded from native speakers of a particular language and represented by means of written symbols.

Key words: texts, grammarians, translation, characteristics, speech, grammar, structure, linguistics, function.

These approaches to grammar(prescriptive),(historical, comparative, functional , and descriptive) focus on word building and word order; they are concerned only with those aspects of language that have structure. These types of grammar constitute a part of linguistics that is distinct from phonology (the linguistic study of sound) and semantics (the linguistic study of meaning or content).Grammar to the prescriptivism, historian , comparatives, functionalist and descriptivist is then the organizational part of language -how speech is put together, how words and sentences are formed , and how messages are communicated.

Translation theory's main concern is to determine appropriate translation methods for the widest possible range of texts or text-categories. Further, it provides a framework of principles, restricted rules and hints for translating texts and criticizing translations a background for problem-solving

Formal Types of translation : Oral and Written Translation, Mixed Translation, Concept, essence, aspects, methods and forms of oral translation. Current machine translation software, his significance, types and examples. The nature of translation and human language. The visibility of audiovisual translation subtitling and dubbing.

1). Translation Definitions Oral Translation is a translation performed orally, irrespectively of the form of the text-source, either consecutively or simultaneously. Written translation is a translation performed in writing, irrespectively of the form of the text-source, either consecutively or simultaneously.

2). According to the levels of analysis and synthesis According to the unit of translation, it can be: sound translation; word translation; word-combination, idioms or phraseological units translation; sentence translation; paragraph translation; text translation; intertextual translation. According to the aim of translation, it can be:

literal translation; summative translation, when the main ideas are rendered in the translated version.

3). According to the levels of analysis and synthesis According to tasks and objectives of translation, it can be: literary translation; informative translation; semantic translation. According to number of translators, translation can be: individual translation; committee translation.

Back Translation(BT). A back translation helps a translation consultant determine if the original meaning has been preserved in the target language. E.g. Back translation of the Cheyenne proverb would be : Don't race in craziness, try to stop your mounts, try to come in last in terms of craziness! An idiomatic translation of the Cheyenne would be: Don't live foolishly. Slow down. Don't live a rushed life.

Committee translation(CT). Translation done by a group, rather than a single individual. Committee translation has distinct advantages, especially in increased accuracy that comes from the checks and balances process of committee work.

Common language translation (CLT). A common language translation is a version of the source text which is in the plain ordinary language of the average speaker. It follows an idiomatic translation approach. The vocabulary and grammatical constructions are chosen carefully to ensure that they are in common usage by ordinary speakers of the language.

Dynamic translation (DT). If a translation is dynamic we mean that the original meaning is communicated naturally in it, as well as accurately. A dynamic (idiomatic) translation pays careful attention to the natural features of the target language. A dynamic translation attempts to speak in the language of the average fluent speaker of the language.

Essentially literal translation(ELT). The translators promote it as: an “essentially literal” translation that seeks as far as possible to capture the precise wording of the original text and the personal style of each writer. Its emphasis is on “word-for-word” correspondence, differences of grammar, syntax, and idiom between current literary English and the original languages. It seeks to be transparent to the original text, letting the reader see as directly as possible the structure and meaning of the original.

Formal equivalence translation (FE)

This refers to a translation approach which attempts to retain the language forms of the original as much as possible in the translation, regardless of whether or not they are the most natural way to express the original meaning. Same as Form-equivalent translation.

Free translation. A free translation is one which preserves the meaning of the original but uses natural forms of the target language, including normal word order and syntax, so that the translation can be naturally understood. Free translation is a kind of idiomatic translation.

Front translation. A front translation is designed to assist a native translator. It is prepared by an advisor for a specific translation project for the mother tongue translators under his supervision. The advisor creates a front translation with the goal of making the meaning explicit and as easy as possible for the mother tongue translator, whose ability in English (or another national language, such as Spanish, French, or Indonesian) is limited, to use. The advisor studies a passage of the source text, then writes up an accurate front translation based on this study. The front translation contains all the meaning of the original, including implicit information which may need to be made explicit in the translation. [1]

Interlinear translation. An interlinear translation presents each line of the source text with a line directly beneath it giving a word by word literal translation in a target language. An interlinear translation is useful for technical study of the forms of the source text.

Interpretive translation. A translation which he considers to include " interpretation quot; of the meaning of the source text, rather than simply the " translation quot; of that text. The term interpretive translation, for such critics, would essentially be synonymous with their use of the similarly problematical term, paraphrase . One logically legitimate use of this term would be for instances where a translator inserts information which is extraneous to the particular passage being translated. Such information, if relevant to study of the implications of that passage, belongs elsewhere, such as in a commentary, rather than in the translation itself.

Word-for-word translation. A form of literal translation which seeks to match the individual words of the original as closely as possible to individual words of the target language. The translator seeks to translate an original word by the same target word as much as possible (this is technically called concordance). In addition, the order of words of the original language will be followed as closely as possible. No English translation, except for some interlinear translations, is a true word-for-word translation, but those who prefer this form of translation typically promote formally literal versions.

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STRUCTURAL AND CONTENT CHARACTERISTICS OF TEXTS AND INCREASING THE VARIOUS TYPES OF ORAL WORK

Annotation: In this paper, we propose the development of an experimental material on the development of reading skills. Approbation of this the type of work has shown that as a result of its regular use, even less prepared students acquire certain skills understanding of the essence of the text being studied, and those who did not have a taste for serious read, begin to show interest in him. Based on the study species reading is stimulated by active speech activity of students.

Key words: texts, teaching, reading, students, characteristics, reader, speech, conversation.

Speech is always addressed to a specific participant in the conversation. Speech circulation is helped by various treatments, steady turn over, which are used in speech.

Introduction helps the reader to prepare for perception main content, see the main thesis that will be text.

The main part outlines the main content. Wherein strict logical organization of the material, sequence in the development of thought, the proof of the propositions, the coherence of all statements into a single semantic whole. Particular importance for the main part acquire a thesis, argument, demonstration, illustration.

In addition to defining the concept, which in the texts very often corresponds to an explanation of the concept, which has a complicated structure and more extensive description of the concept, the most common, similar means of disclosing the content of concepts is:

- indication - explanation of the word by transfer of objects, phenomena called this word;
- description - the selection of external features of the object, phenomenon, developments;
- characteristic - the disclosure of the most prominent features, phenomena;
- explanation - the disclosure of any part of the concept with a certain purpose;
- comparison - an explanation of one concept to another, more familiar, clear.

In the narrative, phrases are combined in a whole the general theme and follow one after another in the order of time the sequence of complex events reflected in speech, their parts.

Description - the deployment of the main idea, the main thesis. AT phrases are united by a common theme and follow one after another in order of structural links between the parties, parts, elements reflected in the speech of an object, object, phenomenon, or repetitive object.

Reasoning assumes a strictly logical deployment main content in the text statement. In the reasoning of the phrase are united in a whole by a common theme and follow one after another in a logical the sequence of movement of thought to a conclusion. It is important to learn the following structural elements of reasoning:

- proof or refutation: a) from the premises, facts to the conclusion; b) from the thesis to the arguments and from them to the conclusion;
- cognitive movement: a)from the phenomenon to the essence; b)from recording changes to an analysis of their causes; c)from consideration of the qualitative characteristics of the object or phenomena to the study of its quantitative parameters; d)from the elements to their connections; e)from the establishment of the law of its content to the disclosure of forms its manifestation in various conditions;
- movement from concrete to abstract and vice versa.

In the text it is often possible to find a combination of different types basic thought: definition (explanation), description (characteristics), narration (messages) and reasoning. In descriptive texts there are arguments, in reasoning - description.

The text contains a system of language facilities functioning in related proposals of the text.

A) extracts - the most common type of work on the training, scientific literature. They fix for future use important places from a textbook, a book, a journal article, a brochure, text. Usually write out individual provisions, facts, digital, other actual and illustrated material.

B) abstracts - the type of record at reading, which allows to generalize material, will spell out its essence in short formulations, revealing all composition. The abstracts can be simple and concise (include only basic provisions), as well as complex and complete basic, secondary provisions). They must flow out one from the other. Some texts can be written in the form of quotes. The basis for the compilation of texts is the logical structure of the text.

C) Inference is the conclusions derived from one or more judgments, that is, logical actions on individual thoughts. In its pure form, the conclusions are extremely rare in the text. Reading, we constantly come to conclusions - the conclusions of various species that are products of this type of activity [2; 308].

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EFFECTIVE METHODS OF TEACHING ENGLISH IN PRIMARY SCHOOL

Annotation: Teaching a foreign language is a complex process of transferring knowledge about a foreign culture. It can be noted that throughout the whole time, scientists have not come to a common opinion when choosing a universal method for learning a foreign language.

Key words: methods, teaching, foreign language, process, culture, knowledge, scientists.

In the modern world, there are an infinite number of developed methods of teaching a foreign language to children aged 7-11 years.

Teaching a foreign language is a complex process of transferring knowledge about a foreign culture. It can be noted that throughout the whole time, scientists have not come to a common opinion when choosing a universal method for learning a foreign language.

At the moment, there are several, in our opinion, effective and efficient methods.

1. Game method is suitable for children of preschool and primary school age. The essence is simple: the teacher conducts games during which children improve their knowledge of the language. The method is based on creating an imaginary situation and accepting a particular role by the child or teacher. Educational games are divided into situational, competitive, rhythmic-musical and artistic.

Situational games are role-playing games that simulate situations of communication about a particular occasion. They are divided into games of a reproductive nature, when children reproduce a typical dialogue, applying it to a particular situation, and improvisational games that require modifications of various models.

Most games that promote vocabulary and grammar acquisition are considered competitive. They are won by the one who has the best command of the language material. These are all sorts of crosswords, auctions, Lotto, Board games, executing commands, etc.

Rhythmic-musical games are all kinds of traditional games such as round dances, songs and dances with the choice of partners, which contribute not so much to mastering communicative skills, but to improving the phonetic and rhythmic-melodic sides of speech and immersion in the spirit of the language.

Artistic, or creative, games are a type of activity that stands on the border of play and artistic creativity, the path to which lies for the child through play. They, in turn, can be divided into dramatizations (staging small scenes in English), pictorial games (graphic dictation, coloring pictures) and word-creative (collective composition of small tales, selection of rhymes).

The main advantage of the game method is that it is adaptable for children of any age, with its help you can develop both oral speech, and knowledge of grammar, spelling, etc.

2. Communicative method, the purpose of which is speech activity, is more suitable for school-age children. This method makes it possible to obtain a coherent and stable knowledge, since the emphasis is on teaching students to actively communicate in the language and the development of four language skills: listening, speaking, reading, and writing. Within the framework of the communicative method, a wide range of educational tools and techniques is used: communication of children with a native teacher and with each other, game elements, audio and video materials, etc.

The project methodology is suitable for children from 4-5 years old. The teacher chooses a topic and devotes a series of classes to it. It offers various activities that help children learn something interesting about the topic of the project, gives tasks for independent work (or with their parents, depending on their age). At the final lesson, children bring creative, large-scale works on a given topic for their age.

3. Learning through video involves the use of only video-materials for learning English. These may include films, cartoons in a foreign language, documentaries, or educational video courses. This technique can be used for teaching children of any age, since it is aimed at forming skills for recognizing foreign speech and involuntarily memorizing it.

4. Mixed method – in which you combine other methods at your own discretion, play games with the child, learn songs, develop projects, etc.the Main advantage of the method is variety. It will be easier for you to interest your child, he will never know in advance what you will do today.

In each of these methods, as a rule, a number of methodological principles must be observed.

Training is conducted in situations that are natural for communication. All situations are taken from the child's life and are interesting to him: say hello (greeting), let's play (let's play), let's run and have fun (let's run and have fun). A child of preschool age gets used to English speech, learns to distinguish words in the flow of speech, perform tasks, commands and requests, and tries to become a participant in the communicative process himself, using English.

The founder of the principle, G. Palmer, who argued that the language should be mastered through oral communication. For preschool age, this principle is the main one, since children do not yet know how to read and write in their native language (younger and middle preschool age).

Learning English, children at this age, first of all, get acquainted and master the sound side of speech, rhythm, intonation, learn to understand English-language speech by ear. All these skills and abilities children will use in the older preschool age when they learn to read and write.

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ZONING FOR THE PROTECTION OF NATURE OF NORTHERN FERGANA (ON THE EXAMPLE OF NAMANGAN REGION)

Annotation: This article focuses on natural zoning in order to protect the nature of Northern Fergana on the example of Namangan region, during which sharp differences in the landscape structure, dynamic status, nature management, and nature conservation complex are scientifically substantiated.

Key words: nature of Northern Fergana, zoning, Namangan region, nature conservation, Chatkal-Kurama mountains, Chust-Pap and Namangan adyrs (foothills), Central Fergana plains, pastures, meadows, water, wild animals, medicinal plants, trees and shrubs, terraces - I-II, Northern Baghdad and Achchikkul, environmental protection.

For nature protection and rational use of resources, it is advisable to divide the territory into separate parts based on landscape contours and develop a complex economy in them based on the principle of using the same type of nature. The use of natural resources, the fight against natural and anthropogenic processes, and the protection of the environment are in fact a complex, interconnected and unified process going in one direction. Therefore, it is important that this process takes place in the landscape or in the territories of their specific groups. The environmental part of this system is of particular importance and requires special research. Nature protection has a multidisciplinary, broad and deep aspect, depending on the structural dynamic features of landscapes, the process of using nature and the activity of natural phenomena (Akramov, Zolotorev, 1975; Kadyrov and others, 1999). From this point of view, it is desirable that this practical task be developed on the territory of a landscape contour or a group of them, a nature protection zone. Zoning should be based on the map of natural geographical zoning and landscapes. L. N. Bebushkin and N. A. kogay (1964) divided two natural-geographical areas (Govasoy and Chatkal) on the territory of Namangan region [1]. Using these areas, we divided the conservation areas into 4 in a scientific article prepared as part of the study:

- Chatkal-Kurama Mountains;
- Chust-Pap and Namangan adyrs (hilly terrain);
- Banks Of The Syrdarya River;
- Central Fergana Plains

These territories differ significantly in their landscape structure, dynamic status, nature use, and nature protection complex.We will focus on the issues of nature protection in the process of nature management the following nature protection zones.

Chatkalo-Kurama nature conservation area is located in the northwestern part of the region, occupying the mountain ranges of the same name. Mountain landscapes are used in the field of grazing, forestry, hunting, partial farming, forage production, beekeeping, recreation, harvesting of medicinal herbs and other areas. Due to the relatively high amount of precipitation on the mountain slopes, they also perform the function of collecting moisture. Consequently, a large amount of moisture is obtained through the river (Ahangaran) and small rivers (Chodaksai, Sarvaksai, Gavasai, Rezaksai) for irrigation; water resources in reservoirs (Kengkulsai, Gavasai) are collected for agricultural irrigation systems. In the mountainous region, pastures, hayfields, water, hunting for wild animals, collecting medicinal plants, trees and shrubs are widely and frequently used. Because of such use, the receipt of the product rationally and according to need, or in other words, the order of rational use is violated. On the other hand, quality violations, wastefulness are occurred. In this regard, due to gross errors in the use of pastures, their local productivity decreases. Pasture degradation occurs over large areas. Due to the development of erosion and landslides, the area of pastures decreases, and the depth of bumpy terrain increases. This condition prevails on moderately elevated mountain slopes. Due to the continuous collection of medicinal herbs on the slopes, sections of surface erosion areas are formed. This is especially common near places of population. The results of deepening and erosion of ravines can be found in many areas where woody and shrubby vegetation is cut down, as well as in areas where pastures are used more intensively. From the foregoing, it is clear that degradation in mountainous regions, in particular, land degradation, occurs as a result of deforestation, soil erosion and landslides, improper use of pastures and hayfields, and tree felling. As a result of the "tourist" activities of short-term and multi-day travelers (Akhangaron plateau, Kengkulsay, the upper Kuidaksay), various incidents occur in small areas. In particular, because of bonfire fires, forest fires, destruction of shrubs and trees occur, and indiscriminate hunting of wild animals takes place.

In mountainous areas it is necessary to protect nature, first of all, to use pastures correctly, completely abandon the practice of chaotic haying, do not pasture cattle in one place for a long time, change pastures in certain areas depending on ripening. It is necessary to stop the felling of trees and shrubs, to carry out the procedure of felling dry trees. Trees and shrubs regulate the water regime, prevent the formation of erosion and landslides, and significantly reduce the occurrence of floods. For this purpose, it is of practical importance that both sides of the main road leading to the Kamchik pass were fenced off with protective forest stands. The southwestern slopes of the Sattortov mountains, as well as the area around the villages of Chorkesar, Madaniyat, Parda Tursun, should be surrounded by protective forest stands. Also, the mountain slope of the route leading to the pass should be developed by forest melioration on the basis of a special program and project, and engineering structures should be built against erosion and avalanches [2].

The conservation area of Chust-Pap and Namangan adyrs occupy the hilly area of the region. In hilly areas, the gap between the adyrs and the plains beyond the adyrs, where nature changed the most, is actively used in irrigated agriculture. Now adyrs themselves are developed in convenient places and used for agricultural purposes. The western part of the region consists of pastures undeveloped due to lack of water. There are many settlements in the adyr region, which are also considered residential complexes and are an integral part of the region. According to the relief features of the region, in conditions of irrigated agriculture, taking into account meteorological factors, one can feel the widespread development of floods, hail, and erosion in the area. In other words, the Adyr region is a place of formation and development of the erosion process. According to A. Kazakov and others (2001), 36.7 percent of the slope of the region corresponds to plains with 0-1 degrees, this region does not need anti-erosion measures, and the area with a slope of 1-3 degrees is 10.7 percent. These lands correspond to irrigated arable lands [3]. Anti-erosion measures are required: the slope of the remaining land exceeds 7 degrees and is typical of hills and mountains. In this case, first of all, it is necessary to conduct regular irrigation practices using anti-erosion measures. G. M. Makhsudov (1989) proposes the following to prevent soil erosion: 1) reduce the transverse slope of the slopes; 2) increase soil resistance to erosion and the fertility of washed soils; 3) the choice of soil protection methods and the use of irrigation equipment.

Deepening, erosion of ravines are typical for this region. A small ravine, which begins as a result of water discharge, is completely formed during the flood process, becomes complex and enters the phase of degradation. Ravines are more common in the valleys of Podshota, Chartaksay, Kasansay. Dry streams and ravines of various sizes in the west were formed as a result of the activities of temporary streams (the area between Chodaksai and Uygursai), starting from the slopes of the Kurama mountain range. Because of erosion of undeveloped adyrs, bumpiness and depth, as well as density on an area of 1 ha, are very large, which is completely unsuitable for agriculture. Given the current situation, it is important to apply a set of measures against erosion, erosion of ravines, mudflows and floods in the area. Artificial recesses are available to discharge mudflows, but more special water collection facilities will be required. In connection with the development of adyrs, the level of groundwater in the lands behind adyrs increases, in some places soil salinization occurs, therefore, it is necessary to optimally use water during irrigation. During watering on adyrs, a lot of water is absorbed into the soil, and in other places, especially behind adyrs, water accumulates and affects the salinization of the soil. Currently, the process of soil salinization is developing and is entering the stage of formation. Therefore, it is necessary to identify regional causes on the ground and take special measures. In this conservation area, in the valleys of large and small rivers, there are settlements and cities (Yangikurgan, Kasansay, Chust, Olmos, Gova, Varzik, Iskovat, etc.). In the irrigated part of this region, they, in this respect, in appearance and form, merge with the surrounding oasis. In the west, in the desert, settlements form oases of different sizes and shapes, and this feature is radically different from the surrounding steppe. Due to pastoralism, residential landscapes are small and scattered, and the development of erosion processes requires the study of this territory within this region.

The coastal conservation area on the Syrdarya banks occupies the current river valley. The valley is engaged in irrigated agriculture, animal husbandry, hunting and other industries, oil and construction materials are extracted. As a result of the economic activity of the population, the processes of erosion, deflation, suffusion, landslides, and waterlogging developed on a regional scale. Heavy rains often cause flooding and hail in the spring**.** Regular disappearing and erosion of the riverbank is a natural phenomenon that allows us to study the Syrdarya valley as a conservation area. The proper use of water and land in the valley can solve many problems. Since the groundwater level lies on the surface, hydromorphic irrigation when applying the reclamation regime and establishing water standards for irrigation of crops requires special care. Excessive irrigation with water in this mode further enhances the hydromorphic properties of the soil. Even if saline does not accumulate, the physicochemical quality of the soil is deteriorated. Erosion along the banks of the Syrdarya is strong. Starting from the Namangan meridian, the riverbed takes a curved shape, which enhances the process of washing out the banks on steep lines, accelerating landslides and erosion on steep slopes. This process intensified because of the destruction of tugai thickets. The main goal is the restoration of ancient shrub groves 1000-2000 m wide. The main object of erosion is the confluence of terraces I and II, the most acute of which is the steep slope from terrace II to terrace III. Water discharges formed ravines of various sizes during leaching on sharply defined slopes. Covering such areas with trees 25-50 m wide prevents erosion, and leaching stops.

In the valley, there are large settlements, towns, regional centers, villages. They occupy cone-shaped branches of large and small rivers, for example, Namangan, Uchkurgan, Chartak, Turakurgan, Pap, etc. In connection with the conical distribution of rivers and streams flowing from the north of the Syrdarya and crossing the III terrace, their reclamation state is somewhat better. The shape of the intersection is well defined. The reclamation state of the conical floods of the rivers formed on the II terrace of the valley is also not bad. They do not observe a natural pattern during the conical spill in Kokand, so salinization of the soil does not occur. The regular use of a set of measures against erosion and deflation, floods and other dynamic processes in the environmental zone leads to their optimization. Consequently, the preservation of the natural environment and increased crop yields were achieved.

The conservation area of the Central Fergana Plain is part of the gigantic III terrace of the Syrdarya alluvial-proluvial plain in Namangan region. The relief consists of sandy plains, dominated by mounds of sand and dunes. The territory is part of the Karakalpak desert. Livestock husbandry and, partly, irrigated agriculture are conducted. Due to the location between northern Baghdad and Achchikkul, drainage networks were carried out. Deflation prevails in the region from natural processes. Sand reliefs were formed long ago and are now strengthened by psammophytes as a result of land melioration**.** Further irrigation should be included in the agricultural cycle. The focus in this area should be on strengthening sand. It is very important to intensify land reclamation involving psammophytes. It will be good if they are planted on the basis of a specific project. Growth under shrubs and trees (aksaksavul, cherkez, kandym, etc.) of ephemerals and ephemeroids helps to further strengthen the sand. In the process of cattle grazing, one of the main tasks is also the preservation of sand from destruction and decay.

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MODERN METHODS FOR EARLY DIAGNOSTICS OF HYPERPLASTIC ENDOMETRY PROCESSES

Annotation: At present, for practical healthcare, the issues of diagnosis and treatment of endometrial hyperplastic processes remain relevant. The emergence of new drugs, the widespread introduction of modern diagnostic technologies and minimally invasive surgery require the development of new approaches to the management of such patients.

Key words: endometrium, hyperplastic processes, chronic somatic diseases.

Relevance. The most typical symptom of benign and malignant proliferative processes of the endometrium is uterine bleeding (meno- and / or metrorrhagia).

The source of bleeding, as a rule, is constituted by sections of the hyperplastic endometrium with pronounced dystrophic changes and foci of necrosis. Typical violations of menstrual function in endometrial pathology are: menorrhagia, metrorrhagia, menometorrhagia, oligomenorrhea. Endometrial hyperplasia in some cases can occur against the background of amenorrhea. The most important clinical manifestation of the disease is chronic anovulation.

Complaints caused by metabolic and endocrine disorders occur with any variant of endometrial hyperplasia. The most characteristic complaints: headaches, excessive weight gain, pathological hair growth, sleep disturbances, intermittent thirst, pink striae, decreased performance, irritability [1, 2, 4, 10].

One of the most important links in the prevention of cancer of the uterus (RTM) is the timely diagnosis and adequate treatment of background and precancerous endometrial processes [5, 8, 9, 10].

The set of methods used to diagnose proliferative processes of the endometrium (PES) is significant. The main methods for studying the uterine cavity of the first stage are: aspiration biopsy, 32P isotope radiometry, ultrasound, dopplerometry, hysteroscopy, diagnostic curettage. To clarify the diagnosis and determine the therapeutic tactics, hysterosalpingography, hysterosalpingoultrasonography are used; computer transmission and magnetic resonance imaging; lympho-, arterio-, phleboangiography; a number of special laboratory tests: immunological, immunohistochemical, endocrinological studies, the study of hormonal receptors. Discussions about the diagnostic value of each of these methods individually, their rational combination, the sequence of application continues [1, 3, 4, 7, 9].

When conducting a screening examination, the method of cytological and histological study of aspirate from the uterine cavity is mandatory. The diagnostic effectiveness of cytological studies is from 58.3 to 94% [4, 6].

Among non-invasive research methods, ultrasound, which is effective in the preclinical stage of the disease, deserves attention. The introduction of ultrasound into gynecological practice made it possible to indirectly judge the condition of the endometrium by the thickness and structure of the median M-echo. Endometrial hyperplasia significantly increases these indicators. The thickness of the hyperplastic endometrium rarely exceeds 2 cm, but in some cases reaches 2.5–3 cm [4, 6, 10].

Ultrasound diagnostics for pathological processes of the endometrium has a number of restrictive criteria:

in the reproductive and perimenopausal periods, the study should be performed in the early 1st phase of the menstrual cycle;

while the median uterine structures (M-echo) of the “normal” endometrium should not exceed 6 mm;

in postmenopausal women, the main ultrasound symptom of atrophy corresponds to the thickness of the median uterine structures not exceeding 4 mm.

In a multicenter study that covered 930 postmenopausal patients in 18 clinics in Italy, endometrial cancer (ER) was diagnosed in 107 women. Its frequency with an endometrial thickness of up to 4 mm was 0.6%; 5-8 mm - 5.4%; 9–11 mm - 12.5%; more than 11 mm - 33.5% [2, 8].

An important diagnostic criterion for ER is an increase in the thickness of the median M-echo. The generalized literature data indicate that, as a threshold criterion for PES in postmenopausal women, most researchers choose the thickness of the M-echo 4 or 5 mm [2, 5, 9].

To improve the echographic diagnosis of neoplastic processes, one should focus not only on the thickness, but also on the structure of the endometrium. In most cases, the echogenicity of the tumor is either increased (45%) or medium (45%). Reduced echogenicity of ER was detected only in 10% [2, 5].

Materials and research methods: To solve the tasks, we examined 60 women with a diagnosis of endometrial hyperplastic processes.

Results and discussion: With the development of modern diagnostic equipment, Dopplerographic and Dopplerometric studies have become widely available. For a quantitative assessment of blood supply, it is advisable to use ultrasound with the calculation of volume and three-dimensional Dopplerometric indices, namely: vascularization index (vascularization index, VI - displays the saturation of the tissue with vessels, expressed in%), blood flow index (flow index, FI - displays the average blood flow intensity, expressed as an integer from 0 to 100) and the relationship of vascularization to blood flow (vascularization-flow index, VFI - characterizes both vascularization and blood flow, and expressed as an integer, from 0 to 100).

This was confirmed by a study conducted in 2019, in which it was proved that underdiagnosis of the cancer with an aspiration biopsy occurred in 45% of cases, while with RDD in 30% of cases, that is, almost a third of cases of endometrial cancer were missed during complete curettage of the cervical canal and uterine cavity

Conclusion. Thus, the possibilities of modern diagnosis and treatment of endometrial hyperplastic processes are constantly improving, opening up new prospects for their treatment.

Summarizing the foregoing, we can conclude that the key to success in the treatment of endometrial hyperproliferative processes is the correct interpretation of the results of histological examination and understanding of the etiology and pathogenesis of the revealed changes. Important stages of the diagnostic process are transvaginal ultrasound, dopplerometry, hysteroscopy, as well as the use of unified modern classifications of HE. In the near future, the use of genetic diagnostic techniques is also possible, allowing to some extent to predict the course of the process and the response to therapy, which can be of help in choosing treatment tactics.

The proven possibility of developing iatrogenic changes in the endometrium necessitates a balanced approach and careful prescription of any hormonal drugs. With the development of modern pharmacology and the introduction of the method of creating artificial menopause with the help of gonadotropin releasing hormone agonists, the possibilities of effective organ-preserving treatment of complex types of hyperplasia amid a decrease in the total hormonal load have significantly expanded.

Thus, at present, there are a sufficient number of informative methods for early diagnosis and timely prophylaxis of PES, which helps to prevent the development of oncopathology with the correct system of medical and organizational measures.

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THE MAIN FEATURES OF THE RELATIONSHIP BETWEEN STATE AND LAW

Annotation: In this article, we reflect on the model of the relationship between state and law, analyzes the totalitarian, liberal, pragmatic approach of the correlation between state and law

Key words: totalitarian, liberal, pragmatist, states, rights, model.

In the modern literature, three models (approaches) of relations between the state and law are indicated:

Totalitarian (the state is above the law and is not related to them);

Liberal (right above the state);

Pragmatic (the state supports and strengthens the power of law, but is bound by it).

The totalitarian model suggests that law is a product of state activity, a consequence of the state. In the domestic legal literature, until recently it was believed that the law is in a subordinate relation to the state. The actual condition for this etatist approach was our political practice of seeing in law a certain appendage of the state. The theoretical prerequisite for this was a formal dogmatic attitude to the concept of law as a set of norms issued by the state. However, for modern Russia, this approach is no longer appropriate.

A pragmatic approach to the problem under consideration allows to some extent integrate etatist and liberal views and at the same time avoid extremes in assessing the relationship between law and the state. According to this approach, the link between law and the state does not have such an unambiguous cause-effect character (the state generates the right, or vice versa). Communication seems to be more complicated, having the character of bilateral dependence: the right and the state without each other can not exist, and therefore there is a functional connection between them. This approach allows us to reveal the deep links between morality and the state, to avoid one-sidedness, to understand what gives the right to the state, to find out the true role of the state in securing the right. He currently dominates our legal science. In addition, the analysis of such dependencies is of fundamental importance for the entire Russian social practice.

Based on the pragmatic (third) model of the relationship between state and law, we can focus on the following three main aspects: unity, difference, interaction.

Unity is expressed in their simultaneous origin for the same reasons; a similar typology; the same to a certain extent due to economic, cultural and other conditions; common historical destiny; finally, in that they act as a means of social regulation and regulation, accumulate and balance common and individual interests, guarantee the rights of the individual. This does not mean that everything inherent in the state is inherent in law and vice versa. They remain quite autonomous and original entities. According to the figurative expression of one author, the state and law do not remain alone for a minute, face to face. Each of them has its own life, its goals, tasks, methods. Interaction the differences follow from the definitions of these concepts. The state is a special political-territorial organization of public power, which is a form of society. The law can be characterized as a set of rules of conduct that define the boundaries of freedom and equality of people in the implementation and protection of their interests, which are fixed by the state in official sources and whose enforcement is provided by the compulsory power of the state. The state exercises its power, and the law exercises the will. They do not coincide in form, structure, elemental composition, or content; They belong to different spheres of social life. They (each in its own way) reflect reality, mature needs, differently perceived and evaluated by social consciousness. Under certain circumstances, the state and law can act in opposite directions. The interaction of the state and law is expressed in their diverse influence on each other.

The impact of the state on the right The impact of the state on law is primarily that the former creates a second, modifies it, improves, protects from violators, and puts it into practice. Therefore, we can say that the state's influence on the law is carried out continuously - from the creation of law to its implementation in public relations. The state, therefore, promotes the dissemination of law in the social space, obliges the participants of public relations to act in accordance with the law, to exclude unlawful approaches in achieving socially significant results. There are objective limits of the state's influence on the law. They are due to the regulatory potential of the law itself, the ability of the state to ensure the operation of law in these social conditions. The possibilities of the state should not be overestimated, as this always leads to the idealization of legal means, and ultimately reduces the social value of law. The state can not use the law in contradiction with its true purpose. We need a scientifically sound, effective legal policy of the state, which allows the most rational and in the interests of society to use legal tools.

No less creatures Equally significantly the opposite effect of the right to the state. Historical experience shows that for its existence the state as an organization needs the right not less than the law in the state. Dependence of the state on the law is manifested: In the internal organization of the state, In his activity.

With the help of law, the internal organization of the state, its form, structure, apparatus (mechanism) of management, status and competence of various bodies and officials, the principle of separation of powers are fixed. The fundamental importance of law in the internal organization of the state is manifested in the fact that the law will create legal guarantees against the possibility of usurping the entire power of one of its branches. Thus, the internal functioning of the state is put on a legal basis, legal prerequisites are created for the effective operation of all parts of the state machine.

In the activity plan, through the law, the state's goals, tasks and functions are carried out, its domestic and foreign policies are carried out, the constitutional order and the position of the individual in the society are legislatively determined and consolidated. Without the right, the will of the state can not become universally binding. Figuratively speaking, the main language, on the Cahors, the state talks with its citizens and maintains relations with legal entities, is the language of law. Consequently, a democratic modern state can not act outside and in addition to law. The right is "imposed" on the state by necessity, therefore it can not in principle neglect the legal form. The state, without prejudice to the society, can not manipulate the law or get rid of it. We can say that the right ennobles the statehood, makes it mature and full. In modern conditions, the binding role of law in relation to the state is growing. The following regularity is observed: the more accurately the law reflects the objective needs of social development, the more it connects the state. The activity of the state in this case is not suppressed, on the contrary, it is spent efficiently and exclusively in the interests of society and the individual. Only by being bound by law, the state can act freely, and therefore corresponds to historical destination.

The unending common principle of any legal state is its coherence by law. In its principles, norms and regulations, law expresses interaction in the system "individual - society - state". Mutual balance of these elements is the necessary balance of freedom, the condition for ensuring legal justice, in which law is possible, is a state structure that meets its purpose. Kant also substantiated the idea of a state of law as a state power whose purpose is law. From the standpoint of modern analysis, this means that, only being bound by law, the state can act freely. Proceeding from this position, some domestic jurists come to the conclusion that the legal statehood in general is characterized by a special nature of the relationship between the state and law, since the main thing in a state of law is the recognition of the rule of law over the state, unconditional subordination of all its bodies to law. Indeed, in a state governed by law, state bodies and officials are connected by nature. But we must not forget that the "state-right" attitude is the attitude of people. And in the rule of law at the center of this connection is a person in his social aspect. The lack of a right in the relations between the state and the individual turns against the person himself, ultimately affecting the person and his freedom. The main thing in the right-state system is not the rule of law in itself, but the extent to which the interrelation between the state and law ensures the harmonious and progressive development of the individual, the expansion of her freedom. If the value of the right is due to the connection with the state, this is only to the extent that the state itself is put in the service of a person.

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USE OF MODERN INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

Annotation: This article highlights the importance given to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them.

Key words: foreign language, game, innovative technology, technological tools, methods, techniques.

After the independence of our country, the interest in teaching foreign languages has grown and many opportunities have been created for young people. As the first President Islam Karimov said, “Currently, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. There is no need to overestimate the importance of perfect knowledge of foreign languages for our countries, which today are striving to take their rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners. " As a logical continuation of these ideas, the Presidential Decree of December 10, 2012 “On Measures to Further Improve the System of Teaching Foreign Languages” expanded the opportunities for learning foreign languages.

New methods and requirements for foreign language teaching in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which is given a separate concept and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in the educational process is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways.

In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language;

- It is possible to listen and watch radio broadcasts in foreign languages and TV programs;

- use of tape recorders and cassettes, which are more traditional methods;

- CD players are available. The use of these techniques makes the process of learning a foreign language more interesting and effective for students [1].

Today, interactive games are becoming a tradition in schools. It is well-known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger.

The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write English.

We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, drawing on the experience of educators in the United States and the United Kingdom:

• “Creative Problem Solving” To use this method, the beginning of the story is read and the conclusion is left to the discretion of the students;

• Merry Riddles is an important part of teaching English to students, where they learn words they are unfamiliar with and find the answer to a riddle;

• Quick answers help to increase the effectiveness of the lesson;

• “Warm-up exercises” using a variety of games in the classroom to engage students in the lesson [3];

• Pantomime can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises;

• A chain story method helps to develop students' oral skills;

• Acting characters This method can be used in all types of lessons. Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students;

• “Thinkers meeting” Poets and writers such as W. Shakespeare, A. Navoi, R. Burns can be “invited”. At such times, the use of the wise sayings they utter in the classroom will help young people to become perfect human beings;

• The “When pictures speak” method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures;

• Quiz cards are distributed according to the number of students and allow all students to attend class at the same time, which saves time [4].

As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [5].

In short, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's desire for knowledge. The student strives to prepare well for the lessons. This makes students active participants in the learning process.

As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we will contribute to the further development of effective ways for future teachers to effectively use innovative technologies. possible.

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LESSON STRUCTURE AND ITS COMPONENTS

Annotation: There are constant, invariant components of the lesson structure, and there are components that can vary. The main traditional stages of the lesson and evaluate them in terms of whether they are mandatory or optional.

Key words: lesson structure, beginning, checking homework, material, error, training, speech skills.

How should the lesson be structured? Should all classes have a single construction scheme, or should the lesson scheme vary? There is no clear answer here. The structure of a lesson is determined by its content, material, and place in the lesson cycle.

The beginning of the lesson is the “organizational moment”. The purpose of this part is to create an atmosphere of communication. The teacher must make the students want to speak, and the teacher and students in the Russian language lesson are speech partners. It is very good if at the beginning of the lesson the teacher tells students his “program”: what they should learn in the given lesson, what speech skill or skill they will master by the end of the lesson. Starting the lesson in this way will help you make the whole lesson more effective.

Checking homework, repeating the material of the previous lesson. Does it have to be this stage? The purpose of the subject “foreign language” is to formalize students’ practical skills, skills in various types of speech activity. Under the condition of “knowledge, repetition and control” are a mandatory, specially allocated stage of training. But when forming skills and abilities, “repetition” is included in the fabric of the lesson constantly, without this, the development of skills is impossible. The same can be said about control.

Training activities with language material. The main component of the English language lesson, its main content are exercises. They serve for the formation, development and improvement of skills and abilities in four types of speech activity – reading, speaking, listening, and writing. This component is mandatory, its content – types of exercises, their sequence-is variable.

Explanation of the homework. This is a very important stage of work. The teacher should give clear instructions to students about what they should do at home and how to do it, and write their homework on the blackboard. You can give the house the exercises that are manageable for the students, did not introduce new difficulties. When completing homework, students must repeat the same language learning activities that they performed in the classroom.

Summarizing. This is the final stage of the lesson. Each lesson should be a "step" for students to master the English language, and the teacher's task is to show them this "step" so that students understand that they are successfully overcoming new and new difficulties. When evaluating the work of students, the teacher should try to emphasize the positive aspects.

Creating an atmosphere of positive emotions in the classroom is a very important task of the teacher.

The speech of the teacher. How long the teacher should talk depends on the purpose of the lesson. When introducing new material, the teacher speaks more, while the students mostly speak during training.

The teacher's speech should be exemplary. If it is difficult to formulate your idea in Russian, it is better to pause, think over the phrase, so that it sounds in a clear language design. From the very beginning of training, students should perceive the teacher's speech sounding at a normal pace; first uses the lower bounds of the normal pace, then proceeds to the average pace. Each teacher should determine the tempo of their slow, normal, and accelerated speech in order to vary it for educational purposes.

Instructions for completing tasks. Tasks for students should be feasible and have only one difficulty. Familiarity of phrasing facilitates the work of students, saves time in the lesson.

Correction of mistakes. Whether to interrupt the statement of the students for the correction of various speech disorders? It is difficult to give unambiguous answers to these questions. Only one thing is certain-correcting mistakes should not be a source of negative emotions for students. Students should not be afraid to speak with mistakes. Some errors in students' speech, if they are not very significant, the teacher can leave without correction, but will definitely fix them for themselves. Recording student errors is an extremely important aspect of a teacher's job. Classification of student errors helps the teacher correctly determine the direction of further work, adjust his plans, pay attention to work on the material that was not learned by students.

There are two things you should consider when working on errors:

1) the teacher should not repeat the mistakes of students. In the speech of the teacher, only the correct constructions of the English language should sound, so that they are stored in the memory of students;

2) when working on correcting mistakes, the teacher should not personalize them. Personification of mistakes is again a source of negative emotions, which should be avoided by all means in the lesson. And the teacher works on mistakes not because the student made them, but because these mistakes are typical and can be made by any student.

When preparing for a lesson, the teacher should always be very clear about what he will teach his students in this particular lesson.

You can perfectly provide the content side of the lesson, but lose sight of the language aspect. At each lesson, students should learn something, and not just get information in English.

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THE IMPORTANCE OF PERFECT KNOWLEDGE OF THE LANGUAGE (ON THE EXAMPLE OF IMMIGRANTS)

Annotation: This article discusses the milestones of immigration in Germany and related problems of integration of foreigners, which often depend on their mastery of the state language.

Key words: immigration; migration and integration policy; integration language courses; National Integration Plan; Language stems tests.

More and more people are eager to learn a foreign language. Without sufficient governmental knowledge of language is not immigration. Language is main part of the integration. This is a basic prerequisite for social adaptation. One who speaks the language can become successful, get an education and take advantage of the opportunities of the labor market. Language provides access to the cultural processes of society. The important point is that the knowledge of each course participant can be measured by means of tests, in addition, everyone can choose courses that meet their individual needs.

Language is not everything, but without language there is nothing. The problem of language integration in modern German society. We are all witnessing in for Latter-time for the new German phenomenon - a peaceful demonstration of thousands of citizens of the country against its Islamization. This movement is called PEGIDA, which contrasts two concepts: Western Europe and the countries of the Eastern region. This article made of torture analyze the actions of the Federated German authorities on the integration of immigrants in their country on the basis of publications in journal “the Focus”.

The focus of the discussion on German migration and integration policy in the XXI century. the political and media debates on the on the water of the Federal Government of the law “On immigrants”, which entered into force and was amended in 2007 for the first time legislators have come to integrate as a problem to be solved with by means of various support measures, particularly turn of language courses and general information. At the invitation of the Federal Chancellor in Germany in 2006 and 2007, two integration summits took place. The summit in July 2007, was submitted to the National Plan for integration. This concept includes about 400 individual measures cos Denmark new chance for the integration of immigrants. The implementation of the plan involves not only the policy of the federal, land and whom use the municipal level, but also representatives of science, media, culture, economy Miki, sport, trade unions and religious communities - including those of the migrants themselves. The most important tasks include the integration course to support the teaching of the German language, support for children and adolescents through the network of "Educational Assistants", improving educational opportunities for young immigrants. The earth have committed themselves to increase their support of the German language in kindergartens and attracts more immigrants as care givers and teachers. Workers union is working with parents in preparation for the media attract more journalists and foreign actors, sports clubs purposefully select children from migrant families in school sports. The National Integration Plan presupposes already at preschool age to conduct language tests and lessons in German language, which are designed by experts in all federal states. To support the German language in schools and in vocational schools is optionally go qualified teachers and educators and successfully carried out vocational training courses. Noteworthy event "Growing Together" - a federal chain partnership projects that support children and undergrowth Cove in school and in vocational schools. Federal provides guarantees equal participation in public life for all members of society. Here are just a few examples:

- migrant from Turkish or Arab families in Berlin created an exist "District mothers" and advise their tribeswoman at times personal social issues where you can not do social workers;
- Hamburg live people from more than 180 nations, so there exists the project "Bridge of Cultures" - ethnic family one day exchange of children. The only condition - children should not possess language;
- Hessen offers students from families immigrants scholarship to prepare for the exams for school-leaving certificate for admission to higher education. As support, they receive a monthly scholarship of 100 euros, a laptop with an Internet connection and 700 euros annually to pay for language courses.

On receipt of German nationality integration process is completed, immigrants receive all the rights and duties of a citizen: select and be selected to choose a trade freely enjoying freedom of movement within the European Union. One of the mustache obtain these rights is a good knowledge of German. A fundamental reform of the right to citizenship took place in 2000. The so-called principle of origin was supplemented by elements of the principle of place of birth. This means that the children of migrants born in German Research Institute, in addition to the citizenship of the parents are automatically granted German citizenship. One of the conditions is that at least one parent at the time of birth of the child has lived in Germany for 8 years on a legal basis or for 3 years has a residence permit from the Neogene boundedness valid. Immigrants who have lived in Germany for a long time have the opportunity to become German citizens. They must pass a language test and take courses for citizens Properties. On September 1, 2008 introduced citizenship test and must pass everyone who wants to get a German passport, without a German school leaving certificate. Test questions have several answers. You must correctly answer 17 of 33 questions on the topics of "life in a democracy", "man and society". The exam can be prepared to special courses that provide knowledge of the German language. To this end, the federal government is using all possible re LAS, including posting on the Internet of tests to determine German language knowledge. Most of the tests were developed by the Goethe Institute with the support of the Ministry of Internal Affairs, it is enough to make a request in three Latin letters - dtz - Deutsch Test fur Zuwanderer. Specially designed for immigrants and manual tests, where German is declared as a second language and studied with a view of the particular Nosta native language, for example, Turkish. These training materials are times to work with the support of the German Interior Ministry and the Federal Migration Service. Further teaching materials and test this manual contains also useful mass of information tion for immigrants. It incrementally painted behavior and necessary action foreigner in Germany, addresses and tasks of all services, which are called Integrational courses are divided into levels, depending on the goals and objectives of the participants, their level of knowledge of the language. In addition, it is the respect of the offered courses for illiterate people of all ages. Av tori benefits take into account peculiarities of mentality of new citizens of the country, because there is a separate training course for immigrants. To this must be added the active introduction of the federal authorities strategy of multicultural policy and ethnic identity: the establishment of national centers for immigrants, support in the conduct of ethnic festivals, publication of literature for immigrants in their own language.

Allocated article problem is relevant and can be illuminated in the following publications a different angle (e.g., consider of such phenomena in society as integration, assimilation and marginalization tion).

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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS IN THE FRAMEWORK OF MODULAR PROGRAMM

Annotation: The article is devoted to the formation of foreign language communicative competence as part of the professional competence of students - philologists in the framework of modular programs in the process of learning German.

Key words: foreign language communicative competence, the potency of al foreign language, a common-mode principle of the maintenance of discipline, modular program.

Under the foreign language communicative competence we offer to realize the integrative quality of personality that determines the ability and willingness of the future expert of any type to carry out inter-cultural interaction in professional activities of foreign language and value systems, taking into account differences in mentalities, traditions, cultural differences between the communicants. The structure of foreign language communicative competence is presented as following components: motivational-value, cognitive, actively reflexive. In accordance with the structure of the foreign language communication competence, we developed a modular program German language «Arbeitsrecht und Sozialversiche rung», with the following binding conditions forming foreign communicative competence:

A) enriching the content of discipline "Foreign language" about professionally and culturally meaningful sense by creating a bank of authentic materials that reflect the relationship of a foreign language with vocational training and ensuring dialogue;

B) the use of communication technologies in teaching foreign language of the country as a leading, allowing to realize and adequate feedback, implies Institute Intellectual and activity reflection.

It is necessary to emphasize the role of the in-phase with the formation of the future specialist of the principle of alignment of content integrated into a single block of training modules in a foreign language, great labor Wu, social security law in motivating how to master the profession and language learning, and to further intercultural dialogue in Nome professional field. A foreign language is open for use by content from various fields of knowledge. Integrating allows one student to transfer knowledge from profiling skills boiling subjects in a foreign language and vice versa, in the future to use a foreign language in professional activity to acquire knowledge. Potential foreign language as well as educational discipline is of value and meaning making communication with the communication to the foreign language culture and identification of the native culture, while gaining student communication skills and experience of intersubjective and professional communication.

Actions of students in the educational, professional and professional situations enrich the experience, becoming the basis for a more efficient formation of foreign language communicative competence of students. Thus, knowledge is not digestible for the sake of assimilation, passing examinations, and are quite certain semantic feature, which is linked to the complex cognitive and professional motives and interests of students. In the context of the transition training curriculum for professional work provided by the gradual transformation of her motifs from training to professional.

The new trend of language education needs to take into account temperature specifics of professional communication experts of their country and the country of studied language.

Formation of a foreign language communicative competence of the future specialist it is advisable to carry out through the dialogue of cultures that Island children to an understanding of foreign language in professional activity at the expense of understanding and awareness of the similarities and differences in mentality, social norms and occupation of other peoples. Most often, the dialogue of cultures is understood as a communion of students to the cultural values of the people studied hoped-language. But the mere introduction to the world culture and the values of the people of the studied language does not turn the learning process into a dialogue of cultures, since students have no idea about the values of their native culture. So about once a dialogue of cultures - a comparative foreign language and foreign language culture, combined with in-depth study of the native language and culture, as professionally and culturally significant features of the language are revealed when comparing the native and foreign culture.

Thus, the orientation of the subject learning plan foreign Nome language, its form and content in the future student culturally appropriate representatives studied the hoped-language designed to provide motivational basis of the educational process.

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THE USE OF MULTIMEDIA PRESENTATIONS WHEN LEARNING ENGLISH

Annotation: Multimedia presentations are a powerful source of information when learning English to motivate students, expand their horizons, develop independent work skills, and hence improve academic performance and the quality of knowledge. For example, in 1st course, when studying the topics "My house", "Favorite food", "Clothes", "human Body", "Weather", etc., I use computer presentations to enter lexical units and activate them in the speech of students.

Key words: presentation, students, performance, motivation, information, independent work skills, method, necessary.

The use of multimedia applications forms communicative skills in listening, speaking and reading in English, increasing motivation, developing speech abilities, memory, thinking, imagination.

Without play, there is no and cannot be a full-fledged mental development.

The game is a spark that ignites the flame of inquisitiveness and curiosity.

The game is one of the techniques used in teaching a foreign language. The game creates a natural communicative game that arouses the interest and activity of learners, and the constantly present element of competition in the game, the desire to win, mobilizes the attention of students, trains their memory. All this contributes to a more solid assimilation of the studied material.

Role-playing is an activity in which children assume the roles of adults and reproduce the activities of adults and the relationships between them in a generalized form, in game conditions. The child, when choosing and performing a certain role, has an appropriate image - a mother, a doctor, a driver - and patterns of his actions.

I pay special attention to role-playing games in my work, especially in primary classes. The English lesson uses organized role-playing communication. It allows students to form communicative skills in a certain number of specially selected "life" situations. Role-based communication is implemented in a role-playing game - a form of educational communication.

- ✓ line-up (students strive to line up as quickly as possible in accordance with the proposed feature);
- ✓ strip-story (each student receives a different phrase and tries to quickly take the appropriate place in the " story");
- ✓ smile (students approach each other and exchange remarks with a mandatory smile);

- ✓ merry-go-round (students form an outer and inner circle and, moving in a circle, exchange cues);

In the story the game develops the ability of imagination and creative thinking. Later, the role-playing game is distinguished by games with rules, in which the role recedes into the background and the main thing is a clear implementation of the rules. In contrast to the story game, which allows for both individual and joint forms, a game with rules is always a joint activity, assuming the presence of at least two players.

Didactic games are aimed at solving specific tasks in children's education, but at the same time they have an educational and developmental influence of play activity.

All games that are used for didactic purposes, suggests dividing into two types depending on the main content of the game actions.

With the advent of the computer, this work has become even more attractive for students. Using the Internet, they perform informative and searchable country studies tasks, work with reference literature, learn to use English as a means of education and self-education.

Project activity can make the educational process for the student personally significant, in which he will be able to fully develop his creative potential, show his research abilities, imagination, creativity, activity, independence. Working on a project, presentation reveals the creative potential of the student, develops his imagination, imagination, thinking.

As a result of using the above creative methods and forms in learning English, it is possible to: reveal the comprehensive abilities of students; increase children's interest and enthusiasm for the subject; teach students to be more confident in themselves; teach students to use their knowledge in various situations. Systematic and purposeful work on creating creative conditions in English lessons has allowed us to achieve positive results.

The work carried out allows to increase students' interest in the subject, allows to obtain certain results of training students, develops students' creative abilities, increases independence in the learning process, increases the level of education and culture, develops speech; gives the opportunity to participate in various competitions, quizzes, Olympiads, projects.

By solving new methodological problems and deepening knowledge of the subject, the teacher increases his professional level.

The teacher's talent as a master is revealed when at each lesson he manages to draw the child into the world of the unknown, to interest him so much that he himself wants to learn something new, to solve the problem put before him himself. So that the child's eyes burn, so that he feels confident, strong and willing to create.

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USE OF AN INTERACTIVE BOARDS FOR TEACHING STUDENTS IN ENGLISH LESSON

Annotation: The article considers some of the issues of modern university teaching methods. Particular attention is paid to certain methodological aspects of teaching English when working with an interactive whiteboard.

Key words: information and communication technology, technical means of interactive whiteboard.

According to the Concept of modern education conductive priority is to prepare the younger generation for life in a rapidly changing information society, in a world where there is a constant need for new professions in the continuous professional development. Therefore, modern education process should be used not only to new technical tools used for the creation, transmission and dissemination of information and provision of services (computer hardware, software, telephone whether SRI, cellular communications, e-mail, cellular and satellite Technology, wireless and cable networks communication, multimedia, and Internet), but also new forms and methods of teaching, new under the course of the process of learning, in which students are not simply passed no cue luggage ready knowledge and skills, and the ability to grafted self education. In this case, the work of students in the lab but the sieve nature of communication with the teacher, mediated via John interactive computer programs and audiovisual media. [1]

According to B.P. Saykova, means of information - communication technologies - this software, firmware, and technical means and devices operating on the basis of a microprocessor hydrochloric, computing, as well as modern means and broadcast information systems, information exchange to ensure the operation of collecting, the production, accumulation, storage, processing, communication and access to information RESOURCES own local and global computer networks.

By modern means of ICT it is customary to include:

• electronic textbooks and manuals demonstrated using a computer and a multimedia projector,

• electronic encyclopedias and reference books,

• simulators and testing programs,

• educational resources of the Internet,

• DVD and CD discs with pictures and illustrations,

• video and audio equipment,

• research and development projects. [2]

Numerous scientific studies suggest a link between student interest and the learning process itself. Attention, focus and a sense of the new, excitement and satisfaction - these are indicators of a student’s interest in learning. The use of technical means increases the interest and curiosity of students.

Many schools began to think about how to get more impact from the use of ICT (information and communication technologies), to stimulate the learning process, "network generation". One of such tools is interactive (projection) boards (smart boards, white boards). They appeared relatively recently, were developed in 1991 by SMART Technologies. This technical tool is an interactive whiteboard that displays images from a projector to a computer or to a whiteboard. In other words, the whiteboard becomes interactive because it is connected to a computer that is equipped with special software. Such boards are accompanied by a demonstration package of images, videos and assignments, which greatly facilitates the task of the teacher in planning and preparing for classes. However, you must “download” this demo package before use. Each interactive whiteboard has Internet access, so the teacher and students can freely download various types of programs directly to the whiteboard from numerous websites.

Students really like to use such a technical tool, since it is easily controllable: just touching the screen allows you to freely move objects, draw, paint, make various objects “make sounds”, etc. In addition, an interactive whiteboard can be used to track attendance and control class schedules.

Some students have better visual perception, while others have auditory. Interactive whiteboards are suitable for all groups of students.

To operate the whiteboard need 3 components: the board itself, a computer with appropriate software and a projector, which is about projected onto a computer screen image on a board. From the interactive board characterized in that the teacher uses a special marker (or even a finger for some models of boards), to manage the content on the board, and does not use the mouse to control the image on the monitor, which is also possible in principle.

Interactive whiteboards come in many sizes. Such boards can be both stationary mi and mobile (repositioned as necessary). However, the disadvantage of a mobile board is that it requires adjustment every time you move it, and it takes a certain amount of time. Some interactive boards provided with illumination.

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ADVENTAGE OF USING AN INTERACTIVE WHITEBOARD FOR DEVELOPMENT OF SPEECH ACTIVITIES

Annotation: Experience with interactive whiteboard shows increasing students motivation to study a foreign language and confirms the effectiveness positive impact combination of its capabilities and the implementation of teaching the principles of innovation, clarity, communication.

Key words: whiteboard, innovation, blackboard, software, method, necessary.

The main advantage of interactive whiteboard used with the computer's serial ports and the projector over a computer and a projector used by separately, is that on the interactive whiteboard, you can write the brand rum or finger and interact with what's on the screen, at the blackboard, not behind the monitor screen.

Work in a foreign language lesson using the interactive hydrochloric board can be divided into three stages:

1) preparatory - necessary for a preliminary study of technical features, capabilities, software, methods of working with an interactive whiteboard;

2) the stage of practical implementation - the direct creation of interactive tasks, the analysis of their effectiveness and efficiency at various stages of the lesson;

3) step Lessons Learned - involves the development of software methodical complexes for the interactive whiteboard, workshops etc.

Typically, SMART Notebook software comes with the SMART Board. The Lynx 4 program is also noteworthy. This software allows you to prepare and import texts, photographs, drawings, diagrams, diagrams, and also to use various training materials with the help of the Collection program in advance during training in the structure of file pages. In addition, this software allows you to simultaneously work with text, graphic images, video and audio materials, controlling the process of work, moving your hand on the touch surface of the board.

Using the interactive whiteboard, you can perform various types of tasks for the development of all types of speech activity (listening, speaking, reading, writing). It can be used at all stages of a practical lesson (preparatory, main, final), for phonetic charging, introduction, training and consolidation of grammatical and lexical material, for performing productive exercises for the development of oral and written skills: discussions and preparatory exercises for writing.

Thus, dynamic assignment performed by the teacher and the studio Tammy board on field, are effective in step presenting a new primary material and updating the knowledge gained. Such tasks can be linguistic in nature, when the focus is on working with vocabulary and grammar structures. An example of a task for law students to test their learning of new vocabulary is an exercise to correlate a word or expression with its definition on the topic “Property”:

Match the words with their definitions:

a. The right to possess and use immovable property pursuant to the terms of a lease

b. The interest that provides the owner the right to use the real estate for any lawful purpose and sell the interest;

c. The ownership of an interest in immovable proper ty by more than one party;

d. In interest in immovable property which is granted to a life tenant until that person dies;

e. a tenant's interest in immovable property for a specified number of years.

This kind of training and test tasks contribute to reflection both language skills and the skills of speech activity. They can also be used to control assimilated material. These tasks can be equipped with the function of automatically checking the correctness of the answers received as a result of the collective activity of students.

A very effective type of activity in the lesson is analytical tasks designed to work with text: Fill in the gaps; Finish the sentences; Agree or disagree with the statements; Answer the questions.

These tasks can be performed individually when students go on line and marker a word in a sentence. You can offer students to split into teams and hold a competition. You can use the two-page slide show mode for this. Tasks can be equipped with a timer that starts before the start of the competition.

Similarly, you can use your interactive whiteboard productively when working with grammar material.

The interactive whiteboard provides great opportunities for the manifestation of the creative abilities of both the teacher and students. Creative or productive tasks consist of a set of fields to create variables and visual components associated with socio-cultural orientation. Teacher with students can use the job simulation of authentic situations, such as hearings, witness interviews.

Direct access to the Internet allows students direct contact with native speakers and participate in various international. Educational projects, asynchronous chat conferences, and the teacher can access the EFL materials and display them on the screen for IC use directly in class. Another widely using my program for the interactive whiteboard is a Power Point, slops which students and teachers demonstrate prepared presentation.

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CREATIVE FORMS AND METHODS OF TEACHING ENGLISH

Annotation: Is it really possible to create appropriate conditions in a modern education so that every child can be successful, have the right and be able to make a choice, and become a creative person? The question is, of course, an important one, and there may be a great many answers to it.

Key words: whiteboard, innovation, blackboard, software, method, necessary.

Creative (Creative or Creative)-this is a definition that characterizes a product of human activity created in a way that differs from similar ones, by the novelty of the approach, or by a creative solution.

In English, “creative” is translated directly as “creative”. At present, the teacher’s Arsenal includes not only new organizational forms, but also new modern tools: an interactive whiteboard, electronic textbooks, and digital educational resources. The entire Arsenal of ICT tools is aimed at helping the student build a system of self-education, to help in the search, creative, cognitive activities of students.

Relevance and prospects of the experience. Today, the student’s personality and inner world are the center of attention, and the main task of a modern teacher is to choose methods and forms of organizing students’ learning activities that optimally develop the student's personality. The teacher must activate the cognitive activity of the student in the process of teaching foreign languages, create conditions for practical language acquisition for each student, choose such teaching methods that would allow each student to show their activity, their creativity.

Creating a creative situation for the development of cognitive motives and internal motivation of students, ensuring a solid assimilation of the program material.

To achieve this goal, I have defined the following tasks:

1. Create conditions for successful activity of students in the classroom, an atmosphere of cooperation, mutual trust between children, between adults and children.

2. Forming the personal attitude of students to knowledge, their desire to achieve success with their foreign-language educational work in General and at the moment.

3. Plan the types of educational activities for practical application of software knowledge in the learning process.

4. Simulate pedagogical situations for the development of creativity of students in the lesson.

5. Training should be built in such a way that students themselves naturally and organically come to the need to engage in creative activities.

Theoretical basis of experience. Creative forms of learning can help you solve these problems:

- Presentation of presentations in the lesson.
- Educational game:
- Poems, songs, rhymes.
- Role play.
- Didactic game.
- Project activity.

In the course of my work I use creative teaching methods:

- discussions;
- creative learning tasks for the development of speaking, reading, listening and writing skills;
- test tasks that help control the acquisition of skills, simulators, thematic presentations used for the development of independent search activity of students, in the preparation of which students use tables, posters and other illustrative material.

Experience technology. To keep up with the times and keep up with life, a foreign language teacher simply has to apply new teaching methods in their work. I believe that to come to a lesson simply with a textbook is to your lesson to failure. A teacher's noble goal is to spark a light in the students' eyes, but how? Of course, in my work I use many modern approaches to learning, but not to embrace the vast!

When preparing for lessons, I remember that educational work is interesting if it is diverse. Nothing is more tedious than monotony. Therefore, I use various methods in my lessons creative forms and methods using a differentiated approach. For successful learning of the material, I conduct various types of lessons:

- lessons for learning new educational material;
- lessons for improving knowledge, skills and abilities;
- lessons of generalization and systematization
- combined lessons;
- the lessons of control and correction as well as non-traditional forms of the lesson:
- role play;
- lesson-credit;
- round table or conference;
- lesson competition or game lessons;
- music lessons.

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SOME QUESTIONS OF EXPANSION OF YOUTH WORLDWIDE

Annotation: This article discusses some issues of expanding the worldview of youth.

Key words: worldview, youth, philosophical worldview, innovative worldview.

During the formation and development of a nationwide youth policy, the main issue is the possibility of using the innovative potential of the development of society, the bearer of which is the young generation. The current state of society is in a state of recovery from complete socio-economic decline. The collapse of the ideological guidelines of the community caused a worldview disorientation, which undoubtedly affects the search for vectors for the development of a new worldview, taking into account today's socio-political and economic processes in the world. The search and creation of such vectors is urgently needed by modern Uzbek society, but mainly by the younger generation as an actualized upcoming community and direct performer of such vectors. That is why this article will discuss such concepts as worldview, innovation, as well as the search for mechanisms that contribute to the formation of an innovative worldview of young people in the modern sociocultural space.

A worldview is understood as the concept of ideas about the world and the location of a person in it, including also the relation of the person to the reality around him and his own “I”, as well as the basic life guidelines predetermined by these ideas. Worldview takes a leading place in the creation of relationships of individuals with society and the world. The main factor shaping the worldview is not the availability of knowledge per se, but their systematization, the development of a knowledge base for understanding the world, and forming an attitude towards it. The depth of such knowledge characterizes a meaningful scientific or philosophical worldview, their absence - the everyday worldview, its narrow focus or insufficiency. Based on the foregoing, we can conclude that the worldview is one of the integral components of the value attitude to the world around us, as a concept of the foundations of this relationship.

An innovative worldview plays an important role in the formation of personality and is formed at different stages of its development, however, special attention is paid to it in the process of obtaining higher education. To give its definition, we consider the concept of "innovation". As for the concept of “innovation”, it can be described as the acquisition of new knowledge that improves or completely changes for the better people's lives, which brings additional value (as a rule, this is profit, advantage, leadership, progress).

Innovation is an instrument of change that brings additional value, in most cases economic .Thus, the concept of “innovative worldview” can be defined as a system of views on the world around itself and through means of obtaining new knowledge in order to change life and life guidelines for the better, to progress.

The formation and development of a scientific and innovative worldview of youth is a long and complex process, which includes a combination of components of the individual’s inner world, as well as external conditions that affect a person. The problem of education is also included in the totality of problems that form the innovative worldview of youth. In accordance with this Strategy, significant forces are focused on promoting research and development of innovations in higher education. At the same time, solving the difficulties of the young generation is not only financial assistance to the education system. Young people are also affected by global social problems, rapidly changing social orientations and values, the unification and confrontation of cultures, the division and struggle of developed and developing states and people living inside them. The combination of such problems associated with the life of a person unequivocally raises the question of a change in the main positions in the relationship of man, nature and society. One cannot but turn to such a significant phenomenon as the sociocultural space. Sociocultural space is not just a neutral atmosphere in which the interconnection and communication of people coexisting in the same sociocultural world takes place. This is a systemic characteristic of the social and internal state of society: it reflects the main priorities shared by different cultures, the attitude to the world and its understanding by individuals in society.

The sociocultural space is an integrating mechanism that includes a significant number of areas of society in which the individual carries out his activities and is in constant socialization. One of these areas is the sphere of culture.

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FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AND ITS FEATURES OF FORMATION IN A NON-LINGUISTIC UNIVERSITY

Annotation: The article concerns the concept of communicative competence in foreign language and peculiarities of its developing in non-linguistic departments. It aims to draw attention to the problems of developing communicative competence in foreign language in non-linguistic departments.

Key words: communicative competence in foreign language, non-linguistic departments, aims and content of foreign language teaching and learning, peculiarities of teaching foreign language, different level of foreign language proficiency, teaching materials, self-directed autonomous language learning.

Existing programs in foreign languages as a practical learning objective determine the formation of students' ability and readiness for intercultural communication. This goal involves the achievement by students of a certain level of foreign language communicative competence in the field of oral and written communication. Foreign language communicative competence is considered as the ability and willingness of a non-native speaker to carry out effective foreign-language communication; at the same time, ability and readiness are formed on the basis of a specific set of competencies that make up the structure of foreign language communicative competence.

At present, unfortunately, many graduates of universities of a non-linguistic profile have an insufficient level of formation of a foreign-language communicative competence. This is primarily due to the peculiarities of teaching a foreign language in a non-linguistic university, as many researchers rightly pointed out dealing with the problems of teaching a foreign language in non-linguistic universities. The most significant of them are the following:

1. The goals and content of teaching a foreign language in a non-linguistic university.

Typically, the practical orientation of teaching a foreign language in not language high school is to obtain additional information about spetsial no STI, which involves the study of general scientific and specialized terminology, close to the future specialty. For this purpose, texts of a general scientific, general technical and popular scientific character are included in the system of classes. Accordingly, the leading type of speech activity, as a rule, is reading. However, the use of reading as the main type of speech activity is absolutely insufficient. Without a large amount of materials for listening, speaking and writing, it is impossible to effectively develop the communicative competence of students, especially in a foreign language.

2. The quality of teaching aids. In most non-linguistic universities, the main means of organizing teaching a foreign language and the source of textual material is a traditional textbook, which is rarely provided with audio material, containing popular science texts of a descriptive nature, adapted texts of scientific articles, exercises with words and phrases with a translation , grammar commentary . Such a textbook does not provide the student with information about the success of his advancement in the process of forming skills and abilities, does not take into account the individual psychological characteristics of students, and does not provide the necessary flexibility to control the learning process. It is quite obvious that at present there is a need to create an educational and methodological complex that meets modern requirements for the formation of communicative foreign language competence, including textbooks, teaching aids, video and audio training sources, and computer programs. A modern foreign language textbook for a non-linguistic university should reflect the needs of a specific student population , contain a sufficient number of exercises that ensure the formation of strong skills in various types of speech activity and include means for implementing current, intermediate and final control and self- control.

3. Training conditions. If we take into account modern requirements, it becomes obvious that the number of hours devoted to classroom instruction in a non-linguistic university is clearly insufficient. The state educational standard provides for 170 academic hours and the same amount for extracurricular independent work of students, which must be used as efficiently as possible, considering it as an opportunity to optimize the educational process.

The modern student audience is far from homogeneous. Firstly, students of non-linguistic universities have different initial levels of language and speech training. In most cases, the initial level of proficiency in a foreign language with which applicants come to the university after graduating from high school is not sufficient to form a solid foundation for achieving the program goals of education. Secondly, students of non-linguistic universities differ in their attitude to the study of a foreign language. At present, in study groups one can observe both students who are clearly enthusiastic about learning a foreign language, and students who are willing and ready to master it perfectly. In our opinion, this is due to the specifics of the professional activity that they are guided by in the future, and the needs of using a foreign language in it. Thirdly, in a group of students of a non-linguistic university, as a rule, there is no uniformity either in psychological or in intellectual relations from the point of view of teaching this group a foreign language. In addition, students who come to a non-linguistic university are characterized, as a rule, by two established educational types: communicative and non-communicative. Representatives of these types require different approaches, which must be taken into account for the successful formation of foreign language communicative competence.

The limited number of hours allocated to classroom activities increases the role of independent work on the language. The effectiveness of independent work largely depends not only on the ability of the teacher to organize it competently and to carry out its systematic control, but also on the availability of the necessary information and language environment. The lack of computer literacy of many teachers of a foreign language and the absence in most non-linguistic universities of the educational library, specially equipped classrooms (language laboratories), and computer classes with Internet access do not allow successfully organize independent extracurricular work of students and optimize the process of monitoring and control.

Thus, the following directions can be considered promising directions in solving the problem of developing foreign language communicative competence in a non-linguistic university:

- focus on teaching students written and oral communication, the development of all types of speech activity in the domestic, sociocultural and professional fields of communication;
- the creation of an educational and methodological complex that meets modern requirements for the formation of foreign language communicative competence;
- the formation of language groups based on a combination of such parameters as the levels of initial language and speech training of students and their motivation in learning a foreign language; 5) the creation of the necessary information and language environment for the organization of independent work and the methods of its control and monitoring.

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THE USE OFINFORMATION-SIMULATION TECHNOLOGIES IN THE LESSONS FOR FOREIGN LANGUAGE IN THE AGRARIAN UNIVERSITY IN THE UNIVERSAL HIGH SCHOOLS

Annotation: The article considers the problem of relevance and lane a prospective use of information and simulation technology in the classroom for foreign language in medical school. Active use of information technologies, including simulations, helps professionally oriented language training of future physicians whose.

Key words: information and simulation technologies, medical students, professional and linguistic training, axiology thrusts, foreign language.

The situation in the agricultural system now updates the need for training, the way governmental successfully and efficiently realize itself in a rapidly changing high-tech world. Before the higher medical school should first priority to ensure the development of new educational technologies (from the Greek. *Techm* - art, skill + *logos* - the concept, doctrine) and innovative approaches aimed at developing each student's ability to develop its line of professional behavior relying on moral beliefs, value orientations and professional skills to preserve people's health and life.

It should be noted that a foreign language occupies a special niche in the training of future doctors. Language, as a cultural phenomenon, performs not only cognitive, but also developmental, as well as educational functions of instruction. The whole process of professional no-linguistic learning takes place through individual student, his irreplaceable and goals, values, interests, perspectives, life plans and projects. The degree of involvement of the student in educational and professional activities are largely determined by the possibility offered to him for personal activity ne pedagogically system. Personal meaning of activity-activity of the student is not ready to assimilate knowledge systems, the whole structure of the future about the occupational activities.

A special place in the system of vocational and linguistic homeworks future experts in the field of medicine given to activation of creative activity of students on the mastery of knowledge through the use of the classroom for foreign language information and simulation technologies.

We refer to information technology:

1. Computer training programs, including electronic textbooks, exercise equipment, laboratory workshops, test SIS topics;

2. Educational systems based on multimedia technologies;

3. Distributed databases by branches of knowledge;

4. means of telecommunication, including e-mail, those local and regional communication networks, network sharing is given governmental;

5. Electronic Library of distributed and centralized detail system;

6. Testing and knowledge control systems;

7. The round tables, debates, group training.

8. Expert and training systems, which enable student receive (during the academic studies) knowledge of the subject area being studied.

Thus, the use of information technology effectiveness t at all stages of the educational process:

- at the stage of presentation of educational information;
- at the stage of mastering of educational material for the interactive interaction of the student with the computer operation;
- at the stage of consolidation and repetition of acquired knowledge, skills;
- at the stage of intermediate and final control and self-monitoring of the achieved results;
- at the stage of correction of the learning process by improving the dosage of educational material, its classification and systematization, etc.

It is worth noting that the modern system of higher agricultural aimed at training specialists with not only a high level of theoretical knowledge but also practical skills, are able to efficiently and quickly respond to recent advances in medical science, ready to introduce new technologies into practical healthcare. The doctor needs to confidently navigate the many manifold clinical information, with lightning speed to take the right decisions in critical situations and hold precision The practical Skim skills.

Therefore, it is vital at present represented wish to set up the implementation in practice of training future medical simulation teaching methods (simulation - from the Latin). The introduction of high-tech medical aid program calls for a mandatory preliminary training and simulators. Advantages implementation phantom simulation training in educational space of the agricultural institute because they allow students to successfully pass the necessary theoretical background, to acquire practical skills gained in. Multiple repetition of the same situation gives the opportunity to bring practical skills to automate. Work on models, phantoms and simulators allows students faiths to the starting point in the case of a student error. Virtual simulators allow students to work out all the necessary manipulations and bring them to automatism. Students have at their disposal simple simulators for practicing practical skills, as well as deeply specialized simulators with computer providing. There is a merger of information and simulation technologies. One of the tools of professional and linguistic training of students are conferences broadcast, materials under existing working from presenting students.

Using information and simulation technologies in the foreign language classes, students are given the opportunity to develop skills to work with patients in conditions as close to real as possible; the basic principles of programming laboratory instrumental examination. Noteworthy is the possibility of students improving their communication skills, relying on the aspects of working with plants. In the process of communication with the patient student receives possibility the skills of the plants survey in the collection history, various laboratory and instrumental data and results of survey; future experts in the field of agriculture studying local efficient flow of information.

Working with the use of information and simulation technologies in classes in a foreign language allows you to:

- ensure consistency and continuity in the development of practical skills when working on mannequins, models using simulated training and diagnostic procedures and therapeutic procedures;
- consolidate the basics of clinical thinking;
- improve monitoring the quality of students' knowledge;
- conduct independent work of students of a agricultural university;
- contribute to the development of communicative skills;
- to carry out quality control of the formation, development and improvement students practical skills.

Acquired in the process of knowledge and skills contribute to understanding life's priorities.

The educational activities of students using information and simulation technologies can be considered in three aspects:

- reception and processing of information;
- decision making;
- the formation and development of gnostic abilities, skills and actions of cognitive value.
- abilities, skills and actions aimed at the subject area of professional activity (executive aspect);
- skills, organizational skills;
- communicative skills of professional communication;
- information skills (executive aspect);
- abilities, skills and actions of self-regulation [3].
- his attitude to the world, people, objective activity;
- self-regulation and the student's attitude toward himself as a subject of professional activities;
- understanding and awareness of the formed professionally significant qualities;
- Assignment of values to the agrarian profession.

The study shows that the use of an Information and simulation technology in the classroom for foreign language in medical school contributes to the creation of a real model professionally oriented communication in an atmosphere of feeling students the need and the desire to use a foreign language as a position of professional communication. As can be seen from the above, in the process of information and simulation work future opportunity when learning a whole set of practical mind and skills to develop its own line of professional behavior with reliance on a foreign language.

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THE ROLE OF THE COMPETENCY FORMAT FOR PRESENTING THE RESULTS OF PROFESSIONAL EDUCATION

Annotation: Within the framework of the competence approach, some pedagogical, methodological, psychological and physiological aspects of activating the activity of the right hemisphere of the brain and its role in the development of creative thinking are considered in the article.

Key words: competence approach, thinking, creativity, creative thinking, left hemisphere of the brain, right brain, analysis, synthesis, algorithmic thinking, heuristic thinking, deduction, induction, educational technologies.

Improving the quality of education is today one of the urgent problems for the entire world community. In the sphere of professional education in the framework of the Bologna and Copenhagen processes, our country assumed the obligations of joining the basic principles of organizing a single European space, including the competency format for presenting the results of professional education. [1]

The introduction of a competence approach to the system of higher professional education is aimed at improving interaction with the labor market, increasing the competitiveness of specialists, updating the content, methodology and the relevant learning environment.

The main goal of vocational education is the preparation of a qualified specialist of the appropriate level and profile, competitively in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for constant professional growth, social and professional mobility.

The analysis of numerous publications shows that the competence approach is an attempt to align professional education and labor market needs, since the competence approach is associated with the fulfillment of a special order for a competent specialist by employers.

Competence approach first emerged in the 80 years of the last century. In the beginning, it was about the competence of the individual and about the competencies that were to become the goal and result of education. Under the concept of "understanding of knowledge," "learning skills" and "ability to use skills." Later the concept expanded, and now they are talking about a holistic approach.

Let's take a closer look at the competence approach in modern professional education, its goals and content. Now to the modern specialist there are absolutely different requirements, which were not taken into account in the previous training programs for specialists. These requirements are not rigidly related to any specific discipline. They are distinguished by their universality, the "above-subject" character of semi-knowledge. For their formation, new pedagogical technologies are required rather than new programs. Such requirements in one literature are called "overprofessional", basic qualifications, in the other - key competencies. Core competencies can be very diverse. Their life is advanced by life itself. This can be "cross-cutting" skills: working on a computer, the ability to search for information, knowledge of the basics of legal knowledge and skills in marketing.

These key competences constitute, conditionally, the first of two directions, which emphasizes the competence approach. It is regarded as the education of the personal qualities of specialists needed for activities in a number of different professions. [2]

Another direction implies the presence of professional skills and abilities that have the property of broad transfer. In both cases, these competencies must meet two basic criteria - generality and functionality.

Competent approach in higher education in the mandatory order implies the formation of specialists:

- knowledge of the basic principles of the functioning of enterprises;
- readiness to change the profession, and, if necessary, the sphere of activity;
- creativity of thinking;
- experience in the team.

If considerable attention is paid to theoretical knowledge and the formation of skills, then the development of creativity / creative thinking is given a secondary role. It is important to understand that creative thinking or creativity is precisely the way to think, a certain process that leads to the creation of a new one. Creative thinking is associated not so much with logical schemes, as with the developed associative thinking and imagination of man.

In fact, creative thinking is one of the important competitive advantages in any activity and in life. To develop creative thinking and creativity is relevant to virtually everyone, company managers, businessmen, managers, representatives of all creative and creative industries, for all those who want to solve their problems. Where are the brilliant ideas and non-standard solutions hidden? We understand that the right hemisphere of the brain plays an important role here, which we do not use properly. At the present time, more emphasis is placed on the work of the mechanisms of the left hemisphere, while weakening the involvement of the right hemisphere. The French scientist I. Saunière claimed: "By teaching the left hemisphere, you are teaching only the left hemisphere.Working the right hemisphere, you are training the entire brain." We live in a society in which logical thinking is more valued. A child with a dominant left hemisphere who successfully performs arithmetic operations, diligently teaches homework, receives excellent grades. A child with a dominant right hemisphere who prefers to dream, looking at clouds, or compose different stories instead of teaching lessons, is considered a bad student, because his aspirations are not encouraged by society. In order to properly develop creative thinking, it is necessary to imagine, at least, in the main features psychological mechanisms and possible directions of the development of thinking. Therefore, we begin to take a closer look at the different functions of the two human brain's hemispheres. Why do we need two hemispheres of the brain? Until recently, it was assumed that a significant part of the functions of one hemisphere fully corresponds to the functions of the other. Indeed, the left hemisphere is responsible for the movement of the right limbs and for the sensitivity of the right half of the body, and the right one for the motion of the left extremities and all kinds of sensitivity on the left. The only exception was the ability to speech communication, to understanding and producing speech - this function was related to the left hemisphere. The discovery of the inter-hemispheric functional asymmetry of the brain was a revolution in psychology and physiology. It turned out that the left hemisphere completely retains the ability to communicate with others and to manipulate other formaldehyde signs. His work allows a person to understand the speech addressed to him, both oral and written, and give grammatically correct answers. The work of the left hemisphere allows a person to operate freely with numbers and mathematical formulas within the framework of formal logic and previously learned rules. But the activity of the left pantograph, unlike the right one, does not contribute to distinguishing between intonations of speech and voice modulations. In addition, the left hemisphere does a poor job of recognizing complex images that can not be decomposed into simple composite elements. The left hemisphere builds causal relations, consistently looking through all the details that fall into the sphere of its perception. This takes a long time. Therefore, the left hemisphere is relatively slow. The right hemisphere grasps everything on the fly. It studies the whole reality holistically, and not parts of it. It can see the situation from different angles.

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THE ROLE OF SCIENCE IN MODERN SOCIETY

Annotation: This article discusses the role of science in modern society.

Key words: science, society, technology, development, social sciences, development.

What is science? What is it for humanity? Everyone at least once in his life asks himself such questions. Alexander Herzen said: "Science is power, it reveals the relations of things, their laws and interactions." But how strong is modern science? What are its capabilities? Today we can say that science in modern society plays an important role in many industries and spheres of human life. The level of development of science is one of the main indicators of the development of society, and it is also an indicator of the modern development of the state. Everything around man is the achievement of science.

Modern science has amazing capabilities. Back in 1904, Nikola Tesla claimed that once a person will be able to send his thoughts to the farthest distances. A century later, this became possible. The computerization of society has reached such a high level that now almost any information a person can find on the Internet. In every house and office now there is already a computer and the Internet. They have become so commonplace that people forget about the dangers associated with their use. A computer is the source of several types of radiation and fields. The cathode ray tube of monitors for stationary computers and laptops creates ionizing radiation. Like any other electrical appliance, a computer generates electromagnetic radiation. All devices included in the computer and auxiliary electrical equipment form a complex electromagnetic field. Most modern studies on the effects of electromagnetic radiation speak of its harmful effects on health. However, science at the present stage is trying to solve such problems, creating new industries within the structure of the scientific community. Ergonomics science - a science that studies a person in interaction with a computer and other machines, explores these problems. Ergonomics is engaged in a comprehensive study of human labor activity and therefore combines many scientific disciplines: physiology, occupational health, psychology, etc. Scientists strive to find ways to reduce the load on the human body associated with working on a computer, take part in creating perfect and safe equipment. Thanks to the development of medicine, biology, genetics, embryology, mankind was able to find an "antidote" from many ailments.

Our ancestors could not imagine that in the 21st century it will be possible to grow new human organs to replace them with non-functioning patients in the body. Chemistry and physics do not stand still. These sciences are developing in two directions - as fundamental sciences (creation and study of the theoretical foundations of physical and chemical knowledge) and as applied sciences (solving practical problems of application in various spheres of human life).

In the XXI century, mankind has occupied almost the entire space of the globe. We live in different countries, at different latitudes, in different locations, and as a result, each country has its own characteristics of natural conditions, climate. Many countries are constantly in danger from the elements. Unfortunately, the limited natural resources are becoming stronger and stronger.

Therefore, such sciences as geography, geology, energy and soil science are of particular importance. These sciences from different branches of knowledge are trying to warn society from natural disasters, to find alternative sources of energy and minerals that humanity needs daily. In modern times, the welfare of countries directly depends on the state of their sphere of science. In my opinion, only those countries that pay serious attention to scientific research, successfully master the latest high-tech technologies, provide for this reasonably powerful financial, information, production, and intellectual means, they are leaders in the modern political and economic race and occupy leading positions on the world stage.

Management of modern society without science is impossible. At the present stage of development, science is changing the social structure of society. All over the world there is a tendency to increase the number of people engaged in mental labor and a decrease in the number of people employed in unskilled physical labor. Science affects a person directly through education. Science, carrying out directed influence on the educational process and on changing the structure of education, extends to all its components: goals, objectives, principles, forms and methods, means, results. The formation of a scientific worldview is also due to the educational system, which plays a significant role in the formation of personality. Modern policy in the field of education and science is aimed at preparing and using the huge potential of specialists and bachelors with higher education. This is evidenced by the fact that the volume of scientific activity, the growth of scientific information, discoveries, the number of scientists, graduate students, associate professors doubles on average approximately every 5-10 years.

Today, teachers are trying to bring the basics of science to children through the global network - the Internet. They begin to give preference to “invisible colleges”, distance learning, virtual institutions. The lively direct communication of the teacher and student is lost. The role of the teacher is decreasing, there is no upbringing of children on a living example, and in this I see only negative consequences for future generations. XX century was outstanding in the field of technical development. Without any exaggeration, we can say that in 100 years discoveries have been made no less than in the entire previous history of mankind. The contribution that science made in the twentieth century to the development of mankind is enormous. But if you add up the funds that mankind spent on basic scientific research throughout its history, the amount will be incomparable with any budget of any developed country. States are losing a huge amount of funds that could be directed to the fight against hunger and disease, and other problems facing the heads of state.

The latest scientific developments, apart from the undoubted benefits, also carry a potential danger. Generating a huge amount of energy, thermal power plants emit into the atmosphere millions of tons of ash and gases that pollute the environment and destroy the ozone layer of the planet. Accidents at nuclear power plants and enterprises using radioactive materials lead to disastrous consequences. One such example is the disaster at the Chernobyl nuclear power plant.

Genomically modified products, which are increasingly being sold on store shelves, in principle, can be dangerous to humans. Harmoniously integrating technology and scientific achievements into natural processes is one of the urgent tasks of scientists of the new century. Only by solving this difficult task can we ensure not just survival, but a decent life for future generations. It is customary to consider science as a highly specialized activity in the production of objective knowledge about the world, including man himself. But is it ethical to conduct scientific research, even extremely interesting ones, the fruits of which can become dangerous for people? Of course, science is one of the most important forms of society's culture, and its development is the most important factor in updating all spheres of human activity. Modern science forms the worldview of a person, is closely connected with technical progress, helps to create forecasts for the development of society and develop programs, solve problems facing humanity. But is science always safe for humanity? I believe that this issue will forever remain unresolved.

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USING THE CASCADING STYLE SHEETS FEATURE

Annotation: Research and study of cascading style sheets, creation of styles and work off. CSS is a language that describes the style of an HTML document. CSS describes how HTML elements should be displayed.

Key words: a personal computer, among the creatures of web applications master, the text editor MS Word.

CSS is designed primarily to enable the separation of presentation and content, including aspects such as the layout, colors, and fonts. This separation can improve content accessibility, provide more flexibility and control in the specification of presentation characteristics, enable multiple HTML pages to share formatting by specifying the relevant CSS in a separate .css file, and reduce complexity and repetition in the structural content.

Cascading Style Sheets (CSS) is a style sheet language used for describing the presentation of a document written in a markup language. Although most often used to set the visual style of web pages and user interfaces written in HTML and XHTML, the language can be applied to any XML document, including plain XML, SVG and XUL, and is applicable to rendering in speech, or on other media. Along with HTML and JavaScript, CSS is a cornerstone technology used by most websites to create visually engaging webpages, user interfaces for web applications, and user interfaces for many mobile applications.

CSS has a simple syntax and uses a number of English keywords to specify the names of various style properties.

A style sheet consists of a list of *rules*. Each rule or rule-set consists of one or more *selectors*, and a *declaration block*.

In CSS, *selectors* declare which part of the markup a style applies to by matching tags and attributes in the markup itself.

Selectors may apply to:

- all elements of a specific type, e.g. the second-level headers h2;
- elements specified by attribute, in particular;
- *id*: an identifier unique within the document;
- *class*: an identifier that can annotate multiple elements in a document elements depending on how they are placed relative to others in the document tree.

Classes and IDs are case-sensitive, start with letters, and can include alphanumeric characters and underscores. A class may apply to any number of instances of any elements. An ID may only be applied to a single element.

Pseudo-classes are used in CSS selectors to permit formatting based on information that is not contained in the document tree. One example of a widely used pseudo-class is :hover, which identifies content only when the user "points to" the visible element, usually by holding the mouse cursor over it. It is appended to a selector as in a:hover or #elementid:hover. A pseudo-class classifies document elements, such as :link or :visited, whereas a *pseudo-element* makes a selection that may consist of partial elements, such as ::first-line or ::first-letter.

The 3 ways to insert CSS into your web pages. The wise people who created CSS came up with 3 basic ways for you to use CSS in your web pages.

So some of you may be asking why have the 3 methods of including the CSS in a web page? The answer is: flexibility and laziness! Ok I'm kidding about the laziness, replace it with 'precision'. So what the heck does that mean?

I think the easiest way to explain to you what's going on, is by giving you real examples that demonstrate the differences. Wait a second, don't fall asleep … the examples are short and I think that once you finish, you will see how easy it really is!

Another reason that you want to continue reading this article is that you will gain a good understanding of some fundamental (and practical) CSS principles – remember that the difference between people who are really good at what they do, and those who are not so good, is in the mastery of the basics.

The heading for this part of the article hints at why you would want to go through the trouble of creating a separate CSS file instead of just typing in the CSS code in the web page itself. Can you guess? Keep trying … times up! Did you get it? I could quote you some nerd centric description that describes the advantage; the problem is that only nerds who already know would understand!

In a nutshell: by keeping the CSS code in its own file, you can link that CSS file to as many web pages as you want. This has two major advantages:

1. You will have much less code in all your HTML pages – makes the pages neater and easier to manage and makes the web pages a little faster on the download. (Although this point is really minor in most cases, and is really over blown in my opinion by some people)

2. It can potentially reduce the amount of work you have to do in a big way. Why you ask? Simple; lets say you have 50 web pages where you've set the text to be black and the headline text (text in between the <h3> tags for example) to blue. Then one day you decide you want to change the color of the text. Since the CSS that controls the text color for the 50 pages is in one CSS file, you can easily change the color of your text in all 50 pages by changing one line in the CSS file!

If on the other hand you had decided to include all your font color information in each page, you would have had to change all 50 pages. This would have been even worse if you had been using font tags.

If you are going to have more than one web page with the same stylistic properties (that look the same in some way) you should create a separate CSS file and link your web pages to it.

Method 2: Create a CSS block in the web page itself.

Use this method if you want to override the CSS you have in a linked CSS file or if you only have a one-page web site.

Now that we covered the first method of putting all your CSS code in a separate file and linking to it, the other methods are easy to describe.

CSS stands for (is the acronym for): ‘‘Cascading Style Sheets.’ I think the words ‘style sheets’ in CSS are self-describing … we know what ‘style’ in style sheets mean. But what is the meaning of ‘cascading’ in CSS?

The cascading effect in CSS. The word ‘cascading’ in CSS describes a cascading mechanism; that is to say that the CSS code on the page itself will override the CSS code in a separate linked file. And subsequently, CSS declared ‘inline’ on the tag itself would override all other CSS.

So let’s look a practical example; let’s say you have a web site with 50 pages where the layout and fonts are the same on all 50 pages. Wisely you put the CSS information that sets the layout and font choices in a separate style sheet, but for a particular page you need to change the color of some of the text and add a border around a paragraph. This is a perfect example where you might want to place a little CSS in the page itself since the color and border will be unique to that page. Is this all sinking in?

Method 3: Embed the CSS right on the tags themselves (called inline CSS)

The Rule: Use this method on a unique element/tag that you want to affect with CSS.

An example can be with a special heading on the page where you want to have a little more padding than you typically do for a heading. Instead of creating a class elsewhere that will only be used on this one occasion, it makes sense to me to just include the CSS inline. I have to stress that inline CSS is something you should rarely if ever use because it can get messy quick.

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INSTALLING THE WEB APPLICATION CREATION ENVIRONMENT

Annotation: In this article, you need to master the basic structural tags and use the HTML language to create a web page layout. Exploring the installation environment for creating web applications on a personal computer. In computing, a web application or web app is a client–server computer program in which the client (including the user interface and client-side logic) runs in a web browser.

Key words: web application, computer program, web sites, webmail, online, function.

Common web applications include webmail, online retail sales, online auctions, wikis, instant messaging services and many other functions.

The general distinction between a dynamic web page of any kind and a “web application” is unclear. Web sites most likely to be referred to as “web applications” are those which have similar functionality to a desktop software application, or to a mobile app. HTML5 introduced explicit language support for making applications that are loaded as web pages, but can store data locally and continue to function while offline.

Single-page applications are more application-like because they reject the more typical web paradigm of moving between distinct pages with different URLs. Single-page frameworks like Sencha Touch and AngularJS might be used to speed development of such a web app for a mobile platform.

In earlier computing models like client–server, the processing load for the application was shared between code on the server and code installed on each client locally. In other words, an application had its own pre-compiled client program which served as its user interface and had to be separately installed on each user's personal computer. An upgrade to the server-side code of the application would typically also require an upgrade to the client-side code installed on each user workstation, adding to the support cost and decreasing productivity. In addition, both the client and server components of the application were usually tightly bound to a particular computer architecture and operating system and porting them to others was often prohibitively expensive for all but the largest applications.

In contrast, web applications use web documents written in a standard format such as HTML and JavaScript, which are supported by a variety of web browsers. Web applications can be considered as a specific variant of client–server software where the client software is downloaded to the client machine when visiting the relevant web page, using standard procedures such as HTTP. Client web software updates may happen each time the web page is visited. During the session, the web browser interprets and displays the pages, and acts as the universal client for any web application.

In the early days of the Web, each individual web page was delivered to the client as a static document, but the sequence of pages could still provide an interactive experience, as user input was returned through web form elements embedded in the page markup. However, every significant change to the web page required a round trip back to the server to refresh the entire page.

Applications are usually broken into logical chunks called “tiers”, where every tier is assigned a role. Traditional applications consist only of 1 tier, which resides on the client machine, but web applications lend themselves to an n-tiered approach by nature. Though many variations are possible, the most common structure is the three-tiered application. In its most common form, the three tiers are called presentation, application and storage, in this order. The web browser sends requests to the middle tier, which services them by making queries and updates against the database and generates a user interface.

For more complex applications, a 3-tier solution may fall short, and it may be beneficial to use an n-tiered approach, where the greatest benefit is breaking the business logic, which resides on the application tier, into a more fine-grained model. Another benefit may be adding an integration tier that separates the data tier from the rest of tiers by providing an easy-to-use interface to access the data.

There are some who view a web application as a two-tier architecture. This can be a “smart” client that performs all the work and queries a “dumb” server, or a “dumb” client that relies on a “smart” server. The client would handle the presentation tier, the server would have the database (storage tier), and the business logic (application tier) would be on one of them or on both. While this increases the scalability of the applications and separates the display and the database, it still doesn't allow for true specialization of layers, so most applications will outgrow this model.

An emerging strategy for application software companies is to provide web access to software previously distributed as local applications. Depending on the type of application, it may require the development of an entirely different browser-based interface, or merely adapting an existing application to use different presentation technology. These programs allow the user to pay a monthly or yearly fee for use of a software application without having to install it on a local hard drive. A company which follows this strategy is known as an application service provider (ASP), and ASPs are currently receiving much attention in the software industry.

Security breaches on these kinds of applications are a major concern because it can involve both enterprise information and private customer data. Protecting these assets is an important part of any web application and there are some key operational areas that must be included in the development process. This includes processes for authentication, authorization, asset handling, input, and logging and auditing. Building security into the applications from the beginning can be more effective and less disruptive in the long run.

Cloud Computing model web applications are software as a service (SaaS). There are business applications provided as SaaS for enterprises for fixed or usage dependent fee. Other web applications are offered free of charge, often generating income from advertisements shown in web application interface.

Writing a web application is often simplified by open source software such as Django, Ruby on Rails or Symphony called web application frameworks. These frameworks facilitate rapid application development by allowing a development team to focus on the parts of their application which are unique to their goals without having to resolve common development issues such as user management. While many of these frameworks are open source, this is by no means a requirement.

The use of web application frameworks can often reduce the number of errors in a program, both by making the code simpler, and by allowing one team to concentrate on the framework while another focuses on a specified use case. In applications which are exposed to constant hacking attempts on the Internet, security-related problems can be caused by errors in the program. Frameworks can also promote the use of best practices such as GET after POST.

In addition, there is potential for the development of applications on Internet operating systems, although currently there are not many viable platforms that fit this model.

Examples of browser applications are simple office software (word processors, online spreadsheets, and presentation tools), but can also include more advanced applications such as project management, computer-aided design, video editing and point-of-sale.

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THE USE OF INFORMATION AND NETWORK TECHNOLOGIES IN COMPUTER SCIENCE TRAINING ACCODRING TO THE MODERN EDUCATION SYSTEM

Annotation: In this paper, theoretical foundations of the methodology of teaching informatics and information technologies in higher education are presented. Here are the content of informatics and information technology courses, the analysis of the methodology of teaching informatics and information technologies in higher education, and the specific features of training courses in informatics and information technologies.

Key words: computer, methodology, teaching, education, students, informatics and information technologies.

Modern education require the widespread adoption of information and network technologies, which become not just a trend of the times, but a vital necessity, which is why their relevance is caused . The educational process using information and network technologies in the teaching of computer science and ICT is both a means of increasing the effectiveness of lessons and their effectiveness.

Therefore, the choice of relevance of the pedagogical concept is dictated both by the needs of society and the needs of children, who want to acquire new knowledge and apply them in the changing conditions of modern reality.

Most students find it difficult to maintain attention throughout the lesson process, which makes it difficult to remember.

Computer science and ICT - a subject where the traditional component - a textbook and an electronic component - a computer, which is a powerful means of helping people to comprehend many knowledge and laws, is inextricably linked.

The course of computer science and ICT is designed to:

- provide basic knowledge of students;
- develop logical thinking, which is a necessary part of the scientific worldview;
- to form ideas about the nature of information and information processes;
- introduce students to modern information technology; seek, analyze, critically evaluate, select and transmit information; design objects and processes, plan your actions. The teacher faces the problem of developing information literacy and thinking of students through the introduction of information and network technologies.

The purpose of pedagogical activity is the formation of an informational culture of students, the development of skills in organizing independent educational and cognitive activities, focused work with information, the education of an active, creative person who owns modern information and communication technologies; understanding of the nature of information processes and relationships.

To successfully achieve this goal, you must create the following tasks:

1. Create conditions for students to obtain strong knowledge of the subject, using modern educational technologies and effective organizational forms of educational activity.

2. Promote the development of information literacy, visual-figurative and logical thinking, attention and memory.

3. To nurture an information culture, instill a steady cognitive interest in the objects and processes of the world.

In computer science lessons, non-traditional forms should be used as widely as possible. Lessons using a computer network (not only local, but also global) are not traditional, which means they are interesting for children. In students' training, network interaction is manifested in such forms of training organization as testing, creation and participation in quests, game technologies in teaching computer science in elementary school via the network, receiving tasks in practical lessons, collecting information when working with groups on projects, network competitions, contests, quizzes. Very effective participation of children in modeling objects, creating project activities. In computer science lessons, telecommunications act as a subject of study, a learning tool, a form of control, a way of communication. The local network in the computer class allows all students to individually work with electronic tasks, to perform the proposed tasks.

First , basic theoretical knowledge is needed that aims at a common perception and understanding. For this, children can use electronic textbooks, which contain theoretical material on all topics, assignments for practical work and assignments for organizing the final testing.

Given the characteristics of students, with unstable attention, I present all the information of the theoretical lesson in the form of a media presentation. Using a multimedia projector and an interactive whiteboard, I demonstrate to students various educational elements of the content of the lesson, I introduce new technological methods. Using educational media presentations that add new colors to the story, dialogue, solution of problem situations. Presentations have clarity and expressiveness, it is an excellent didactic and motivational tool that contributes to better memorization of educational material. With their systematic use, the productivity of training increases.

The use of ICT tools makes it possible to change activities, which helps to relieve fatigue and stress, since the middle classes are characterized by disorganization and mobility. In addition, ICT allows you to expand the horizons of students, teaches you to think, increases interest in the subject, shows the importance of the science of computer science and ICT.

The use of an explanatory and illustrative method in teaching with visual support on slides gives the effect of better perception, memorization and logical alignment of educational material. Schemes and supporting notes contribute to the assimilation, understanding and systematization of the lesson material, which further helps in solving practical problems.

Of course, it is necessary to forget about the health-saving technologies of the Federal State Educational Standard, which includes the inclusion in the content of a healthy lifestyle of a child of the ability to regulate their leading activities - learning, communication, cognition, social practice - and formulates the requirements for the formation of students' means of its conscious self-regulation. The task of the modern educational is to develop students' self-learning, self-education, self-development skills as a tool for students to design individual learning paths. The students are expected to develop universal educational actions as a means of self-acquisition throughout life of knowledge about a healthy lifestyle, their updating and application in non-standard life situations.

It is very important to rely on the existing knowledge of students from their life experience, and the opportunity to show them their level and erudition in other subjects. This is how one of the didactic principles of teaching is realized - communication with life and establishes continuity in learning.

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NEW APPROACHES TO THE DEFINITION OF THE CONTENT, TECHNOLOGY IMPLEMENTATION, ASSESSMENT OF RESULTS

Annotation: The problem of monitoring the educational achievements of students, which is not at all new for the school, is currently becoming particularly relevant. To a certain extent, this is due to the processes of democratization in the General education system. The coexistence of different types of schools in our country, working on different programs and textbooks, creates a situation that is fraught with the danger of disintegration of the unified educational space in the past.

Key words: assessment, definition, examination, students, educational standard, training.

First of all, the state standard, which sets a single educational minimum for all types of schools, is intended to prevent an undesirable gap. The functions include establishing regular monitoring of the level of achievement by students of the requirements of the educational standard, ensuring a unified approach to assessing the quality of student training, tracking and equalizing the quality of teaching in all schools in the country.

In these conditions, it was necessary to clarify or re-solve a number of issues related to the organization of final control, the content of control and measuring materials, the technology of conducting control sections, the system for assessing the level of achievement of the state standard requirements.

Control is an important component of the learning process. In English language classes, as well as in other subjects, the control performs two functions - actually checking and diagnostic. In the first case, the purpose of the control is to determine the level of training of students in the Russian language, in the second-to identify insufficiently firmly learned topics, to find out the reasons that make it difficult to master the material.

In any case, the control provides feedback: it timely signals to the teacher about the success or gaps in students’ knowledge, about the need to return with the entire class to the previously passed and insufficiently mastered material of the majority of students, or to provide timely assistance to individual students who lag behind.

The teaching and educational role of control is also well known. Regularly conducted thematic and final control organizes the work of students and teachers, ensures a sufficiently high level of teaching of all sections of the course, contributes to the systematization of students ' knowledge, the development of their more solid skills, helps children objectively assess their success, generates incentives to learn, forms a responsible, respectful attitude to their own educational activities.

By place in the educational process, the current (thematic) and final control are allocated. The current control is carried out in the process of studying a particular topic and, as a rule, consists in checking the assimilation of new material. The final control, as the name implies, is held at the end of the study of the topic, section, or entire course of Russian language and checks the assimilation of all the main, basic concepts studied by the time of the test, and mastering the leading target skills.

As a measure of the level of training of the Russian language in the school traditionally uses the following activities: recitation, dictation, presentation, composition, various types of works related to the analysis of the text (questions on the content of text, formulation of the topic and main idea statements, plan text, thesis, etc.).

Recently, tests have been added to these measures.

None of these measures is universal, but when used in a complex, they make it possible to check the preparation of students with sufficient completeness.

The choice of the meter is determined by the object being checked and the verification conditions. Knowledge and learning skills are evaluated by oral questioning or testing; practice literacy (spelling, punctuation, culture and language) through the written work of a particular type (dictation, summaries, essays), receptive communicative skills through text analysis, effective communication skills - by creating a text (essay) or oral statements.

The meter selected for verification must match the verification goals and the object being checked.

To test practical literacy (skills), you should use other measures - dictation, presentation, or composition. Practice, including a three-year experience of conducting a Unified state exam, shows that the same students who performed well on spelling tests made many spelling mistakes in the composition.

Thus, when checking the spelling skills of students, you should distinguish between two levels of literacy -the level of spelling skills and the level of spelling skills. Each of them is checked by a "different" meter: the first by testing, the second by writing.

When choosing a meter, you should consider its potential capabilities. There are measures that are unidirectional and narrowly targeted (for example, dictation tests only spelling skills), and there are complex measures that allow you to simultaneously test different aspects of your native language training. These complex measures include presentations and essays.

With the help of presentation, for example, testing a number of skills in two kinds of speech activity - listening, and speaking: the ability to understand and remember the content of the statements, perceived aurally or visually, to understand the logic of the development of ideas, to keep in memory the most typical language means to create based heard more or less adequate secondary text on the basis of which it will be possible to draw a conclusion about how the student fluent speech, in particular the norms of the literary language, and what is its spelling and punctuation literacy.

When you use the integrated meter of the criterion-oriented should be the analysis of work and its assessment, i.e. to check and no need to assess the presentation (or essay) as a whole, and the skills that it tests. That is why in the current “norms of assessment...” it is recommended that each presentation and essay be evaluated with at least two marks.

For the current test of knowledge and skills, both an oral survey and testing are used. For final control, the test is the most convenient measure. Using a well-designed final test, you can check each student's preparation for all major sections of the course. The advantages of a test check over an oral interview in this case are obvious. For the same reason, testing seems to be the most convenient form of checking competencies - linguistic and linguistic. We should immediately note that the test control is not suitable for testing productive communication skills.

Testing provides:

- validity of the check, completeness of coverage of the controlled object-competence, section, or entire course;
- democratic procedure: all students are in equal conditions, performing the same (similar) tasks;

- cleanliness of the result: students sitting next to each other perform different versions of the same test;

- objective evaluation and significant savings in time spent on verification, especially if computers are used for processing results;
- the ability to certify a student on the basis of an integral assessment - - the sum of points gained by them for the performance of a work covering a full course of the Russian language.

These advantages of testing in total overlap with its weaknesses, such as the inability to ensure the depth of verification and avoid a certain percentage of answers-guesses.

Thus, training and monitoring are two parts of the same process. They are regulated by the same state documents, in particular the State educational standard. The content of the control is determined by the learning goals formulated in the standard in the language of competencies. The competence approach implemented in the control system assumes that the object of verification is not individual knowledge, skills and abilities, but three competencies - linguistic, linguistic and communicative. In this case, the final work completely controls the learning process.

When conducting such work, various test tasks are used as meters: with the choice of an answer, with a short answer, with a detailed answer (essay).

The system of work assessment is also changing: instead of a generalized, actually qualitative characteristic of work results by means of a five-point school scale, an analytical quantitative characteristic of all components is used, which is synthesized and allows a more accurate and objective assessment of a particular competence. This approach (combined with the possibility of using computer technology) provides much greater objectivity of results.

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THE DIDACTIC CONCEPT OF TEACHING BASED ON COMPUTER TECHNOLOGIES

Annotation: In modern conditions of the information society, its intensive development in social, business and cultural areas, the need for learning foreign languages is increasing. The need to learn a foreign language is also associated with a change in the world picture, the development of diversity in life and the spread of new requirements for managing all spheres of life. Knowledge of a foreign language makes it possible to join the world culture, use the potential of the vast resources of the global Internet in their activities.

Key words: computer technology, learning, teaching, knowledge, Internet, foreign language.

In recent years, the issue of using new information technologies has become more and more relevant. The use of new information technologies in teaching foreign languages is understood not only as the use of modern technical means and technologies, but also as the use of new forms and methods of teaching a foreign language and a new approach to the learning process as a whole.

Until recently, teaching a foreign language was based on the traditional approach, which consists of communicating the sum of theoretical knowledge by the teacher and developing students' skills in the discipline being studied. In the classroom, the teacher does not always have the opportunity to pay due attention to each student, so many of them lose motivation to learn, which leads to a significant decrease in the level of their knowledge, skills and abilities. Therefore, one of the main tasks of the teacher is to activate the activity of each student in the learning process, creating a situation for their creative activity. In this regard, the use of computers and multimedia tools helps to implement a personality-oriented approach to learning, provides individualization and differentiation, taking into account the characteristics of students, their level of knowledge.

Existing software, such as an electronic textbook, simulator, electronic testing program, computer models for analyzing and evaluating knowledge, allows you to display information on the computer screen in the form of text, sound, video images, games. Computer-assisted learning makes it possible to organize independent work for each student. The selection of training programs depends, first of all, on the current educational material, the level of training of trainees and their abilities.

The scope of application of the computer in teaching foreign languages is unusually wide, since the use of the computer provides students with the opportunity to work in an interactive learning environment, in addition, the computer can be effectively used for visual presentation of language material, expanding the vocabulary and getting acquainted with new patterns of utterances, visualizing and improving memorability of the studied language structures and the relationships between these structures, training certain skills and abilities. These features connect additional types of memory and feelings to the student's material study.

At the stage of training and at the stage of applying the formed knowledge, skills, and abilities, the computer can be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of the trainees. It can create optimal conditions for successful development of software material: at the same time, it provides a flexible, sufficient and feasible load of exercises for all students in the class. In addition, it is difficult to overestimate the role of the computer as a means of exercising control over the activities of students by the teacher, as well as as a means of forming and improving self-control.

From the earliest stages of the development of communication tools in interpersonal relationships, mediated communication with time-divided feedback is used. This is the Foundation of distance learning. It is obvious that the psychological and informational saturation of mediated communication depends on the level of technical means used in this process. But even with the most advanced means of communication, the use of traditional teaching methods based on the dialogue of "giver" and "taker" will not give the effect of direct communication, let alone the multiplying cost of such technology.

A different situation arises with the use of a computer in the educational process.

The computer is an indispensable assistant for preparing and conducting testing, monitoring the educational process, its own content of tool environments for developing computer lessons, preparing didactic materials, using Internet resources and services for classroom and independent work.

Thus, the computer takes over the lion's share of the routine work of the teacher, freeing him time for creative activities, which at the current level of technology development can not be given to the computer.

As you know, the suitability of technical teaching and control tools for use in foreign language classes is determined by the following criteria. They must:

- first, it should help to improve labor productivity and efficiency of the educational process,
- second, to provide immediate and constant reinforcement of the correctness of the learning activities of each student;
- third, increase awareness and interest in learning the language,
- fourth, provide prompt feedback and post-operative control of the actions of all trainees,
- fifth, be able to quickly enter responses without having to encode and encrypt them for a long time.

The use of computers significantly increases the intensity of the educational process. In computer-based learning, a much larger amount of material is learned than was done during the same time in traditional learning.

The computer also provides comprehensive (current, boundary, final) control of the educational process. Control, as we know, is an integral part of the educational process and performs the function of feedback between the student and the teacher. When using a computer to control the quality of students ' knowledge, greater objectivity of assessment is also achieved. In addition, computer control allows you to significantly save educational time, as it is carried out simultaneously to check the knowledge of all students of the study group. This allows the teacher to pay more attention to the creative aspects of working with students.

It should be noted that the computer removes such a negative psychological factor as fear of response. During traditional classroom classes, various factors (pronunciation defects, fear of making mistakes, inability to articulate their thoughts aloud, etc.) do not allow many students to show their real knowledge. Being left "alone" with the display, the student, as a rule, does not feel any constraint and tries to show the maximum of his knowledge.

Favorable opportunities are created by computers for organizing independent work of students. Students can use the computer both to study individual topics and to self-control their knowledge. Moreover, the computer is the most patient teacher, able to repeat any task as much as possible, achieving the correct answer and, ultimately, automating the skill being worked out.

Already at the first stage of training, in the process of setting goals and tasks for the upcoming cognitive activity of students, the teacher participates indirectly. Direct presentation of tasks to the student is carried out by the computer. Of course, the teacher should take an active part in the preparation of training programs that determine the sequence of actions of the student in solving a particular task. But the most important psycho-pedagogical functions of education - presentation and acceptance of students the goals and objectives of the educational-cognitive activity in conditions of computerization there is acute shortage of direct communication of teacher and student, the living word of the teacher. Therefore, learning is unthinkable without the educating influence of the educator's personality on the students, and for this purpose their direct contact is necessary.

The use of a computer makes it possible to implement the method of individual teaching of a foreign language in the best possible way, since the student studies the text at the pace available to him, having the opportunity to once again work out the difficult material.

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COMPUTER TOOLS IS THE USE OF INNOVATIVE TEACHING METHODS

Annotation: The computer may be able to help the school. Multimedia training programs allow you to set and practice pronunciation, learn grammar, and listen to "native speakers" without the participation of a teacher. School teachers who have mastered the computer have the opportunity to get a lot of useful materials from educational centers via the Internet. And the computer itself will be a powerful tool of motivation, because students themselves, consciously, will want to improve their knowledge.

Key words: computer tools, native speakers, teacher, student, learning, communicative competence.

The computer does not determine the methods and content of learning, it is only an effective learning tool that is adequately integrated into the learning process. Therefore, the development of methodological foundations for teaching foreign languages through a computer should be based on a deep analysis of didactic and methodological opportunities that contribute to the implementation of the main goal in teaching foreign languages - the formation of skills and skills of communicative competence. It follows that the computer allows you to:

- model the conditions of communicative activity;
- learn vocabulary and grammar skills;
- individualize and differentiate learning;
- increase motivation; increase the volume of language training
- training;
- contribute to the development of self-esteem of students;
- ensure the transfer of language material to other types of speech activity.

The experience of creating electronic textbooks allows us to talk about changing the ratio of teaching tools, methodological apparatus of the textbook, about the structure and selection of tasks of a new type, aimed at the perception of the content of information and the development of cognitive activity.

The main feature that distinguishes a computer from other technical tools is the ability to organize a dialogue between a person and a computer through interactive programs. If there is a telecommunications channel, the computer can both act as an intermediary between the two parties, and take over part of the educational process. To do this, the computer has the ability to store and quickly process information presented in multimedia form. To this should be added the ability to access remote databases (electronic libraries) via the Internet, the ability to communicate with any partners through electronic conferences, the ability to transfer information in any form and any volume. Thus, the computer can not only be used as a didactic tool in the traditional learning process, but also realize with it the possibility of learning at a distance.

Of course, the content of education and its goals do not depend on the form of training. However, the use of computer tools requires a different form of knowledge representation, the organization of cognitive activity of those receiving knowledge, and the choice of teaching methods.

First of all, this is due to the emergence of an opportunity to optimize the educational process by shifting its center of gravity to independent work, activating this activity and improving its efficiency and quality. The use of computer tools allows you to obtain primary information not only from the teacher, but also through interactive training programs that help with a certain degree of competence to master a particular discipline. The computer allows you to constantly exercise various forms of self-control, which increases the motivation of cognitive activity and the creative nature of learning.

The next important consequence of using computer tools is the use of innovative teaching methods that are of a collective research nature. These methods take an active form, aimed at finding and making decisions as a result of independent creative activity.

Training using computer tools is classified as intensive methods, but the use of hypertext structures of the educational material allows you to create an open system of intensive training, when there is an opportunity to choose a suitable program and technology of training, i.e. the system is adapted to the individual capabilities of each. Learning becomes flexible, not bound by a rigid curriculum and mandatory classroom activities.

The role of the teacher as technology improves is more and more reduced to managing the learning process, but this does not reduce its influence in cognitive activity and does not displace it from the educational process.

Thus, the form of training with the use of computer tools differs from the existing ones both in the organization of the educational process and in teaching methods.

Principles of the didactic concept when using computers in teaching foreign languages:

1. The structure of the learning process should be based on the independent cognitive activity of the student.

This principle determines the attitude of the subjects of the learning process and the role of the teacher in the learning process. Undoubtedly, personal communication between the two parties is an invaluable quality of full-time education, and it will never be replaced by communication with any, even the most intelligent machine.

However, in such a pedagogical situation, the determining factor is the teacher's talent, which in the conditions of mass learning does not have the same effect as in individualized training.

2. in order to achieve the maximum development of creative abilities, it is necessary to create an educational environment that is most conducive to this. And here, first of all, it is necessary to provide comprehensive access to educational information. Modern tools and technologies make it possible to do this. Now almost all educational institutions have information resources provided by means of remote access via the Internet. In this case, the main technical means of learning is the computer. Computer training functions are implemented through computer training programs (CPC). Having different purposes (theoretical material, simulators, controlling programs), these training programs have such an important common property as interactivity. The development of the CPC is quite a complex procedure, and the main element in it is the participation of the teacher. This allows the computer program to convey a pedagogical identity, that is, what in traditional pedagogy is the basis of a pedagogical school.

Creating computer training programs requires certain specific knowledge in the field of information technology, but the most important thing here is to understand that the CPC requires a different organization (structuring) of the training material.

The role of the teacher in the educational environment, which is a sea of information, means of access to it and training programs, is as follows.

The first is the management of the educational process, which includes consulting students at all stages of the curriculum and monitoring the quality of knowledge. In this case, the knowledge interpreter function, which in the traditional disciplinary model of teaching belongs to the teacher, passes in this (informational) model to the student himself.

Second, and no less important , is the teacher's educational function. Education is a complex and multifaceted process of developing professional and personal qualities, and “live” communication in the process of educating an individual is the basis for the existence of human society.

There are two ways to partially compensate for the absence or lack of direct (physical) communication.

The first is the organization of communication between the student and the teacher through network technologies (mail technologies, video and audio conferences), among which the most effective and most close to face-to-face is videoconferencing. But its implementation is hindered by technical factors.

Another possibility of organizing communication is a tutor as a system of support and support of the educational process through computers. It is important to understand that the regulation of these functions is quite conditional and is actually determined by the professional qualities of computers.

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THEORETICAL BASES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Annotation: In the process of article, the mechanisms of regulation and control of activity are reconstructed, its motivation is transformed. Their character is determined by the extent to which the programmer manages to put in the training program the possibility of individualization of the student's work, to take into account the regularities of educational activity.

Key words: motivation, program, machine, necessary, dialogue, topic, system.

It is necessary to emphasize the difference between such “dialogue” and dialogue as a way of communication between people. Dialogue is the development of a topic, position, or point of view through the joint efforts of two or more people. The trajectory of this joint exchange of thoughts is determined by the meanings that are generated during the dialogue itself.

It is obvious that the “dialogue” with the machine is not such in principle. In the machine program, the branches of the program along which the process initiated by the PC user moves are pre-defined. If the student falls on the wrong branch, the machine will issue a “replica” that he has fallen in the wrong place, where the program logic provides, and that it is necessary to try again or start with a different move.

Of course, the programmer does the right thing by providing a system of machine replicas that are issued at certain points in the program and simulate communication situations. But since there is no real dialogue, there is no communication, there is only the illusion of both. In principle, there can be no dialogue with the machine, or rather with an array of formalized information. From a didactic point of view, “dialog mode” is reduced only to varying either the sequence or the volume of information given out. This exhausts the possibilities of operating ready-made, fixed machine information in “memory”.

Dialogue is a dialectical contradiction of the subject realized in pedagogical communication, and even the most modern machine cannot master this contradiction in any way, it is fundamentally not adapted to this. It evaluates the introduction of contradictory information with a “two”.

This means that the computer, acting as a means of realizing human goals, does not replace the processes of creativity, does not take it away from students. Using machine models of certain subject situations reveals previously inaccessible properties of these situations, expands the search area for solutions and their level. There is an increase in the number of goals generated by the user, and the originality of their wording is noted.

Individualization is called one of the advantages of computer training. And this is true, although individualization is limited by the capabilities of a specific training program and requires a lot of time and effort of the programmer. However, the ideal of individualization, which is associated with the widespread introduction of personal computers, has its downside. Individualization reduces the already deficient dialogical communication in the educational process and offers its surrogate in the form of a “dialogue” with the PC. In fact, a child who is active in the speech plan after entering school mostly listens to the teacher, takes a “response position” and speaks in class with special permission of the teacher when he is called “to the blackboard”. It is estimated that for a full academic year, a student has the ability to speak for a few tens of minutes - mostly they silently perceive information. The means of forming a thought-speech-is actually turned off. Students do not have sufficient practice of dialogical communication in the language of the studied Sciences, and without this, as psychological research shows, independent thinking does not develop. Teaching will be more effective if the system of didactic and educational tools used in the lesson corresponds to the goals of the activity, the real cognitive capabilities of the class, individual students, and groups of students.

If we go along the path of universal individualization of learning with the help of personal computers, without caring about the predominant development of collective in its form and essence of training sessions with rich opportunities for dialogical communication and interaction, we can miss the very opportunity to form the thinking of students. Both the danger of curtailing social contacts and individualism in industrial and social life are real.

There is a serious multidimensional problem of choosing a strategy for implementing a computer in training, which would allow you to use all its advantages and avoid losses, because they will inevitably negatively affect the quality of the educational process, which not only enriches a person with knowledge and practical skills, but also shapes his moral image. Learning acts as an extremely individualized process of working with familiar information presented on the display screen.

The very possibility of computerization of the educational process arises when the functions performed by a person can be formalized and adequately reproduced using technical means. Therefore, before starting to design the educational process, the teacher should determine the ratio between the automated and non-automated parts of it.

When defining the goals, tasks and possibilities of using computer technologies in the lesson, the teacher can, first of all, keep in mind the following fundamental positions:

a) maintaining students ' mental and physical health;

b) the formation of basic user skills in the trainees;

c) assistance to students in mastering educational material on the basis of specially and competently created for this purpose computer applications for learning a foreign language.

These tasks, if the teacher is going to follow them, completely exclude such a structure of the learning process as one hundred percent sitting of students at the computer. We need a variety of forms of educational activity: front-line work to update knowledge, group or pair work of trainees to master specific educational skills, didactic games, and the work of a consulting service, and interesting oral and written tasks. All of them should be put together in such a way that the computer becomes not an end in itself, but only a logical and very effective addition to the educational process. My experience in this area is still small for an understandable reason: having received a computer class for a short period of time in his possession, the teacher hurries to “squeeze” out of this joyous event as much as possible, while ignoring, in particular, all the medical requirements for working time at the computer. The mental and physical health of students cannot be preserved even if the teacher has a passionate desire to turn the computer only into a means of control.

The intensification of educational work and stress are not components of success. Unfortunately, many computer applications contain the same methodological error: the last thing they do is direct the teacher to use them as an effective means of teaching: they have a lot of hard error counting and little real help for the student who finds himself in a difficult situation.

Moreover, the teacher should think over the forms of assistance to such students (making comments-tips to computer programs, the presence of appropriate reference books and textbooks in the office, the work of student consultants, pair work, etc.). the Teacher should hardly expect that the use of computer technology will significantly facilitate his own work.

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THE USE OF COMPUTERS TO IMPROVE THE PROFESSIONAL LEVEL OF TEACHING AND LEARNING

Annotation: Working with a computer not only increases the interest in learning, but also makes it possible to regulate the presentation of educational tasks by the degree of difficulty, encouraging correct solutions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude to learning-failure due to a lack of understanding of the material, as the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the task to the end, relying on the necessary help.

Key words: computer, educational purpose, network, cyberspace, foreign language, information.

Using a computer allows you not only to repeatedly increase the effectiveness of teaching, but also to encourage students to further study English.

Currently, there are a large number of training programs in foreign languages recorded on laser disks, and a large-scale popularization of the Internet is being carried out.

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the Internet, which literally means “international network” (eng. International net).

The use of cybernetic space (cyberspace) for educational purposes is an absolutely new direction of General didactics and private methods, since the changes that are taking place affect all aspects of the educational process, starting from the choice of techniques and work style, ending with changes in the requirements for the academic level of students.

The use of computers allows us to improve the professional level of teachers and teaching. The Internet provides access to remote information sources and international libraries. All this has a huge didactic and methodological potential for teachers of foreign languages.

The computer is loyal to a variety of student responses: it does not accompany the work of students with praise or blame comments, which develops their independence and creates a favorable socio-psychological atmosphere in the lesson, giving them self-confidence, which is an important factor for the development of their personality.

Computer training programs have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help you understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of independent work of the student.

Almost every section of the textbook can be selected material from one of the named programs and use its fragment in the lesson as an auxiliary tool for introducing new lexical or grammatical material, practicing pronunciation, teaching Dialogic speech, reading, writing, and testing.

As shown by a study conducted among students, there are three main forms in which a computer can be used when performing teaching functions:

a) the machine as a simulator;

b) a machine as a tutor performing certain functions for a teacher, and a machine can perform them better than a human;

c) a machine as a device that simulates certain subject situations (simulation modeling).

It is most appropriate to use training systems in higher schools to develop and consolidate skills and abilities. Here we use programs of the control and training type: step by step, the student receives metered information that leads to the correct answer when the next task is presented. Such programs can be attributed to the type inherent in traditional programmed learning. The task of the student is to perceive and respond to commands, repeat and memorize prepared material for the purpose of such training. When using the computer in this mode, the intellectual passivity of students is noted.

The difference between tutoring systems for higher schools is determined by the fact that when clearly defining the goals, tasks and content of training, controlling influences are used, coming from both the program and the student himself. Thus, tutoring systems provide a kind of dialogue between the student and the computer in real time. Feedback is provided not only during the control, but also during the learning process, which gives the student objective data about the progress of this process. In fact, tutoring systems are based on the same ideology of programmed learning (branched programs), but enhanced by the possibilities of dialogue with a personal computer (PC).

The use of a computer does not exclude traditional teaching methods at all, but is harmoniously combined with them at all stages of learning: familiarization, training, application, control. But the use of a computer allows not only to repeatedly increase the effectiveness of teaching, but also to encourage students to further study a foreign language independently.

The younger generation, growing up in the global information field, uses a computer for obtaining knowledge much more often and willingly than a textbook or reference book.

Until now, the computer and Internet are not perceived by many teachers as another tool of learning. The main obstacle is the teacher's fear of technology and inability to use new opportunities. It is necessary to train teachers, and not just to instill technical skills, but also to clearly show how information computer technologies can be made part of the school process. In order for the existing information and computer technologies to be used in teaching English today, great efforts are needed by teachers and methodologists to develop scripts for video programs, computer and text programs, and educational and informational databases.

Although new teaching tools dictate new forms and methods of teaching foreign languages, a personal computer cannot replace a teacher in the comprehensive acquisition of foreign languages. Thus, it is necessary to strictly define the goals of teaching English, based on the reality of their achievement, and competently select educational material.

The combination of various types of work in a foreign language lesson with the use of information and computer technologies is an important element of motivation of students, helps to maintain their interest in the subject throughout the entire period of study. In the presence of the latest technical means, it is easier for a teacher to implement a personality-oriented approach to teaching different-level students, it becomes possible to organize the entire educational process more rationally, to solve the problem of "weak-strong student".

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THE USAGE OF WRITTEN SPEECH IN THE PROCESS OF TEACHING ENGLISH GRAMMAR

Annotation: The article points out the possibility of using written speech in teaching English grammar. The author turns to studies of functional linguistics and believes that most grammatical rules are filled with context; therefore, we should not limit ourselves to studying grammar only at the level of individual sentences. The paper presents several context-dependent grammatical structures of English written speech. The examples of using authentic texts in teaching such grammatical structures are analyzed.

Key words: teaching grammar at the level of sentences, context, communicative competences, grammatical structures, written speech.

Teachers of English as a foreign language are not alone in their desire to limit the study of grammar to the level of sentences. Studies of morphology and syntax in modern linguistics are carried out mainly at the level of sentences. In addition, many formal linguists prefer to consider grammar as an autonomous and contextless system . In contrast, functional linguists object to this approach and argue that in fact a very small number of “grammar rules” are completely devoid of context . They even compiled a list of English grammar rules that are not burdened with context:

- agreement between subject and verb;
- agreement between qualifier and noun;
- the use of gerund after prepositions;
- return pronominalization at the level of the relative clause.

In contrast to this short list of harmonization rules, the vast majority of grammar rules depend on certain conditions related to the context of meaning, situation and / or speech context. Such tiki grammar rules are certainly filled with context. By the way, not only English, but all languages have such pragmatic rules that depend on the context .

So, what, in our opinion, are some contextually dependent grammatical structures in English written language?

First of all, I would like to dwell on demonstrative pronouns. How are English indicative pronouns represented in textbooks for learners of English? Basically, the presentation is based on the concept of “ near - far”, singular and plural forms, and the contrast of pronouns and forms used as adjectives. Therefore, students are offered suggestions for training about the following:

This is a hand book. Read this hand book.

That is a door. C lose that door .

These are pen cil s. Take these pen cil s.

Those are doors. Open those doors.

Most often, work with demonstrative pronouns ends here, which can be regretted because the norms for using demonstrative pronouns are different for written and oral speech. In informative writing, for example, using this / these assumes that the reader has access to the link object; its use signals that this topic will be continued or that the theme for the author seems important and significant. On the other hand, the use of that / those also assumes reader access to the link object and, but can signal the end of the topic / discussion (That's that!), Strict objectivity, reference to the past tense, etc. Almost all demonstrative pronouns in reviews had this / these form (and very few that / those cases). In addition, most demonstrative pronouns were used as adjectives and simply referred to the bibliographic data of the book under review. As for the brief essays, then in them demonstrative pronouns are used somewhat about according to a different model. They sent not only to core noun groups , but also entire subordinate clauses and subordinate groups. And although the forms of this / these accounted for most of the use cases, the essays note a much greater variety of functions and a large number of use cases of that / those.

Temporary forms. In the most part of the methodological literature, the temporary forms are taught and trained in one form at a time at the level of sentences:

Ann goes to school every day (simple present).

Ann went to school yesterday (simple past).

Reinforcing structures “it”. In English grammar textbooks, such sentences are presented very rarely, and if presented, the exercises are usually at the sentence level and are purely mechanical in nature:

The boy can play football .

It is the boy who can play football .

The most advanced textbooks provide a minimal context and highlight another contrasting function, most often inherent to reinforcing structures with “it”:

A: Are you concerned about the money?

B: No, it's the people that I'm concerned about.

But nothing is said about how this construction is used in written speech, in which it is used most often.

In conclusion, I would like to note that we do not urge to refuse to introduce grammar rules and training exercises with the help of separate sentences when teaching English grammar. You should probably take into account the level of language proficiency of our students. We believe that for a more advanced level of proficiency there is a need to teach them grammar rules that will contribute to a better understanding of English writing when reading texts and writing, because there is a clear idea of when and for what this or that construction can be used , very important. Ho to telos to textbooks on English grammar contain this kind of teaching authentic materials.

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METHODS FOR IMPROVEMENT OF TRAINING COMPETITIONS FOR CLASSIFICATIONS LEADING ON THE ORGANIZATION OF INDEPENDENT WORKS

Annotation: This article discusses the methods used to shape the learning competencies of elementary school students based on the organization of independent work, their types, methods of transfer.

Key words: memory, attention, operation, formation, activation, method, thinking, activity, problem, situation, control, self control, collective, personal, control, education, education, play, orientation, analysis, synthesis, Comparison, classification, technology, teamwork, global and more.

INTRODUCTION. In pedagogical practice there is a very rich heritage of teaching methods. Their selection takes into account various conditions, the nature of the subject taught, the age characteristics of students, the level of prior training.For example, if the same methods are used to describe new material, the second method is used to reinforce it, and the second method is used to generalize the topic. It is important to think carefully and apply effective techniques at different stages of the lesson [1].

Teaching methods can be divided into: methods that shape and activate specific operations of thinking, memory, attention and imagination; methods that create problematic and exploratory situations in thinking activities; methods that activate students' experiences and feelings related to the mastery of the learning material; methods of control and student self-control; methods of managing students' collective and individual interactions in the learning process. However, the new requirements for the educational process require further improvement of teaching methods.

REVIEW. In our opinion, the interest of primary school students in learning arises primarily in the classroom. Therefore, the teacher should strive to activate students' cognitive activity, increase interest in reading at each stage of the lesson, using different methods, forms and types of teaching. It is important that the teacher uses more basic diagrams, tables, cards, handouts, fun exercises in their lessons. They evoke a sense of wonder, novelty, surprise, develop alertness, initiative, create an atmosphere of kindness.

The teacher uses the following methods to help students decide on their interest in learning: to create a situation of success for all students by doing the best they can, to learn new material based on previous knowledge; creating a positive emotional mood, a bright and emotional speech of the teacher by creating an atmosphere of trust and cooperation in the classroom; evaluate the outcome of the activity by asking questions that require reflection, eop option answers (e.g., “why was it difficult?”, “what did you learn and discover in the lesson?”, etc.) by evaluating your own and others ’activities; of interest is the unique beginning of the lesson through musical fragments, playful and competitive forms [1].

In order to understand and implement the learning objectives, the teacher should use the following to teach the students: to determine the goals of the next activity independently, to create a situation of lack of knowledge, to create a learning environment, to develop the learning activity; giving the right to choose through assignments of different levels, co-planning activities in the classroom; React to the error using the method "Help the ignorant to find the mistake", determine the cause of the error, determine the next action; practical orientation by identifying the study material with a specific life situation, determining the relevance of the material being studied. (For example, in a math class, a teacher asks students to find the length of a wall, the area of land on which wheat is planted. The rule of finding the perimeter and area is used in solving).

RESULT AND ANALYSIS

It is important to be able to independently distinguish learning tasks (problems), to master new methods of learning, to master the methods of self-monitoring, self-assessment of learning activities using the following methods: organization of work in groups, games and competitions, peer review, team problem solving, mutual assistance, involvement of students in team activities through the "trial and error method"; specific form of material delivery; analysis, comparison of learning objects, organization of students' learning, creating a situation of lack of knowledge, creating problem situations by creating contradictions; problem solving together, conflict resolution, heuristic dialogue, educational discussion, distinguishing serious features of subjects, collaboration in class through classification, generalization, modeling; organization of reflection, involvement of students in assessment activities through assessment of intermediate results; stimulation of activity through assessment, gratitude, verbal encouragement, exhibition of the best works, insignificant help to teachers, complication of tasks [4].

DISCUSSION. In the formation of learning competencies of primary school students, it is important that the teacher has mastered the following modern technologies: problem-based learning: understanding of hypotheses, problem-solving, cognitive function; project-based learning: the ability to use subject knowledge to achieve goals, to find, process and express information, to formalize and express the results of research, to extract important information, to find it independently of educational materials; play activities; business and organizational-intellectual games - understanding of cognitive tasks, orientation to different methods of problem solving; creative play: analysis, synthesis, comparison, classification operations to solve learning tasks; theory of solving inventive problems; critical thinking development technology; group technologies - group work; teaching technology in a global information environment [3].

The following methods can be used in the acquisition of educational content in accordance with the cognitive activity of students: explanatory-illustrative (informative receptive), reproductive, problem statement, private research or heuristic and research. The process of organizing and implementing educational activities involves the transfer of knowledge, its reception, comprehension, memorization and application in practice. Oral methods of teaching: story, lecture, conversation, etc. In applying these techniques, the teacher narrates and explains the learning material through words, and the students receive it through listening and memorizing. It is necessary to use didactic methods that help to activate mastery in the process of storytelling.

1. Indicate the topic of the lesson. Before introducing a new topic, students are offered an issue, the solution of which is necessary for new knowledge, and it becomes the object of study in this lesson, that is, a problematic situation is created. It begins with learning new material or completing practical assignments, or putting in an experiment, or analyzing observations made in nature.

2. Notice the statement plan. This method not only activates the mastery process, but also teaches students to create a whole narrative system, thereby developing a logical sequence of thinking, identifying specific connections between the facts or events being studied, for example, writing the plan on the board possible: The geographical location of deserts on a map of natural zones. Characteristics of desert climate. Seasons in the desert and so on.

3. Asking questions that stimulate students' attention during the narration.

4. Comparisons that activate students ’cognitive activities (e.g., comparison of field, garden, melon, desert, steppe, and forest flora and fauna).

5. During the presentation of the new material to establish a connection with previous studies, life, practice (for example, the theme of "Skeleton" with the theme of "Muscles", the nature of the native land with the nature of different zones).

6. Include reading a proverb, interesting material, or book into the story. The use of additional material enriches and concretizes the teacher’s story. The use of proverbs, parables, and riddles throughout the story also enriches it and makes the material it narrates easier to accept.

7. Use of visual aids (pictures, tables, technical means). The use of various means of visualization throughout the story helps students to form clear ideas, to pay attention and interest to the material being studied, to master it consciously. Schematics and tables, pictures of experiments, blackboards and notebooks, as well as conclusions facilitate the mastery of the study material. However, the use of these didactic methods is not enough to maximize the mental capacity of students. This task is aided by a problem statement, which is based on the students ’independent work and consists of solving the problems and issues posed by the teacher.

The conversational method focuses on the relationship between teacher and student using well-thought-out questions, leading their independent thinking to acquire new concepts. It uses methods of asking questions, discussing students' answers, and drawing conclusions. During the interview, the teacher pays special attention to the students ’speech literacy. This is done with different explanations and their acceptance is clarified. The conversational method focuses on the relationship between teacher and student using well-thought-out questions, leading their independent thinking to acquire new concepts. It uses methods of asking questions, discussing students' answers, and drawing conclusions. During the interview, the teacher pays special attention to the students ’speech literacy. This is done with different explanations and their acceptance is clarified.

Depending on the role of the conversation in the learning process and the intended didactic purpose, the following types of conversation are distinguished: introductory conversation, repetitive conversation, descriptive conversation and concluding conversation. The introductory conversation is used before learning a new chapter or new topic. Its purpose is to identify or reconstruct students ’perceptions of the subject matter being studied in the lesson. For example, “Before starting to study a field topic, students should be asked these questions during the introductory interview. Who was in the field? What grows in the fields? What cultivated plants do you know? What technical plants do you know? Which grain plants do you know? Only then does the teacher begin to explain the new material [5]. Problem-solving and independent problem-solving serve to stimulate students' interest in learning, that is, their desire to acquire knowledge and learn to solve problems. [2]. The main time in solving the problem is occupied by practical work. For example, when studying the topics of "Autumn", "Winter", "Spring", students can be asked the following problematic questions: Why do birds fly to warmer countries in the fall? Why do some animals sleep in the winter? Why does it get cold in the fall? and others. When putting a problem in front of students, it is necessary to carefully calculate how much each of them comes from the content of the lesson, serves didactic and educational purposes. Putting problems that do not meet these requirements only hinders the determination of the nature of the issues covered in the lesson. It is also not possible to put a problem in front of students for a conscious solution if they do not have the necessary knowledge.

CONCLUSION. These situations imply a clear understanding of the problem by the student, and overcoming it requires the search for new knowledge, methods and actions. If a student lacks basic knowledge, he or she will not be able to accept problematic situations. If the existing knowledge is not enough for the student to understand something in a problematic situation; discrepancies between new requirements and existing knowledge in students (between old knowledge and new facts, between low and high levels of knowledge, between life and scientific knowledge); The need to use previously acquired knowledge in new practical situations occurs when there is a discrepancy between the theoretical possibilities of solving problems and the impossibility of practical application of the chosen method, and the lack of knowledge of students to theoretically justify it [6].

As noted above, the new requirements for the content of education require more and more equipping students with methods of logical thinking, logical operations. There are so many types of teaching methods that it is impossible to pinpoint their exact number. They are constantly enriched during the period of pedagogical practice. Methods are classified according to the logical aspects, components, and tasks of teaching.

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USAGE OF IT TOOLS AS A FACTOR OF INTEGRATION METHOD OF TEACHING FOREIGN LANGUAGE

Annotation: Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. In this paper, a literature review regarding the use of ICTs in education was provided. Effective use of ICT for Education, along with ICT use in the teaching learning process; quality and accessibility of education; learning motivation. Learning environment. Besides, an overview of the ICT and scholastic performance.

Key words: ICT integration, Education, Teaching and learning process, computing.

Information and Communications Technologies (ICTs) have become the most basic building block of modern industrial society in a very short time. Mastering information technology and understanding basic skills and concepts of ICT are now highly regarded by many countries. ICT has been increasing at an amazing rate in instruction among teachers.

The need for development of ICTs is a global resolution and has been a subject of great significance to all humankind [6]. These technologies have become central to contemporary societies. Whether one is talking on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, one is using ICTs. Information and communications technology is a shorthand for the computers, software, networks, satellite links and related systems that allow people to access, analyze, create, exchange and use data, information and knowledge in ways that were almost imaginable. The prevalence and rapid development of ICTs has transformed human society from the information technology age to the knowledge. Kitschner and Davis [4]identified the following competence required by lecturers in ICT utilization in instruction in education. These include: competence to make personal use of ICT in instruction, competence to master a range of educational paradigms that make use of ICT in instruction, sufficient competence to make use of ICTs as mind tools, competence to make use of ICT in instruction as a tool for teaching, competence in mastering a range of assessment paradigms which make use of ICT in instruction, competence in understanding the policy dimensions of ICT use in instruction for teaching and learning. The ICTs have the potentials not only in ensuring effectiveness and efficiency in these two areas of teaching and learning; but also in erasing the administrative duties. According to the Organization for Economic Co-operation and Development [7] and Gbenga [1], ICT can work in a number of general ways as follows:

- It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., wording processing, email communication etc.
- It can provide access to information and communication outside the classroom e.g., via the internet.
- It can be used to support teacher development via external networks.
- It can support and potentially transform the learning and teaching process.

Jones and Preece [3] reported that both students and teachers need to learn to trust the technology for technological performance as well as enhance the uptake and reduce resistance to technology. Teachers need to be confident and competent in using various ICT tools to build their trust in the technology. Without teachers' competency and mastery skills of ICT integration which is appropriate to their needs, ICT could not be put into good use for instructional delivery. In this regard, teachers should have a range of different technical and communication skills which include using chat rooms, word processing skills, web page authoring and using various kinds of ICT tools such as File Transfer Protocol (FTP), compress and decompress of files, e.g., Win zip and so forth. As Grabe and Grabe [2]suggested, before attempting to answer this question one must point out that in the current information society a country could choose to be an e-tiger (a country determined to take radical policy decisions to be a front runner), e-floater (a country trying to keep pace with the most dynamic countries), e-follower (a country that makes the best use of what reaches it in due course), or e-skeptic (a country which does not believe in the transformation and development potential of ICT and does not take any active step). So only the first two can stay networked. The best will receive residual e-fallout (willing in the case of e-follower and unwilling in the case of e-skeptic). Kozma and Anderson [5] claim that ICTs are transforming schools and classrooms by bringing in new curricula based on real world problems, providing scaffolds and 17 tools to enhance learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists, and other interested parties. Similarly, the roles ICTs play in the educational system can be pedagogical, cultural, social, professional and administrative.

Nevertheless, teachers are one of the important factors in students' high achievement. The teachers' beliefs will influence them to integrate ICT in their teaching practice. As found in this study, the knowledge and skills about ICT that teachers are equipped with will encourage teachers to integrate ICT into the teaching and learning process that will increase student learning outcomes.

Besides ICT skill and knowledge, the teachers' attitudes are also another key factor that plays a role in ICT integration in education. Many studies have found that the teachers' attitude toward ICT will affect ICT integration for teaching and learning purposes. Teachers' attitudes and skills will influence their perception on education and will determine their teaching style.

Professional training and development refers to many types of educational experiences to learn and apply new knowledge and skills that will improve teacher performance on the job related to the individual's work. No doubt training and professional development programs for teachers would allow them to have opportunities to learn more from time to time. Moreover, such programs will ensure teachers stay up-to-date on education information in certain research areas and the latest curriculum implemented and that teachers are engaging with new technology available and several resources that help to improve their teaching. The training provided by central office will provide a platform for teachers to upgrade their skills and knowledge, sharing knowledge with peers, and connecting to the latest changes in the education field.

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MODERN PROBLEMS OF LINGUISTICS AND METHODS OF TEACHING ENGLISH LANGUAGE

Annotation: In this article, we reflect on modern problems of linguistics and methods of teaching English.

Key words: background knowledge, foreign languages, linguistics, phonetics, grammar.

At present, the need to learn English in its actual functioning in various spheres of human activity has become generally accepted. The last year of training focuses on business English, where the main is the communicative method of teaching. However, here we are faced with a number of communicative problems of linguistics.

The well-known fact is that an indispensable condition for the implementation of any communicative act must be a mutual knowledge of realities by the speaker and the hearer, which is the basis of language communication. These values have received in linguistics the name of background knowledge. A word reflecting an object or phenomenon of the reality of a particular society not only means it, but also creates some background associated with this word.

The experience of teaching shows that even at advanced stages of education, students admit a significant number of errors both in the performance of exercises and when using substantive constructions in conversational practice.

Incorrect use of these structures in the composition of a complex sentence leads to a violation of the logic of the utterance and, as a consequence, to non-fulfillment of the tasks of communication.

The transition from cultural to individual is manifested in the projection of cultural significance through the prism of some of its own properties, attitudes. This is the barrier in communication, which is called psychological, and is the most difficult to overcome in communication between individuals, because For all people the mechanism of "encryption" and "decryption" is different and depends on various reasons, one of which is the different psychology of people. Therefore, the urgency of the communicative problem has now acquired an unprecedented poignancy. This problem is also connected with one of the problems of translation theory, namely with the ways of transferring the equivalent vocabulary, ie. Vocabulary, which has no analogues in a different culture. It, in turn, creates a great obstacle in communication between people of different cultures. The solution to this problem we see in the expansion of background knowledge of students. Background vocabulary are words or expressions that have additional content and accompanying semantic or stylistic nuances that overlap with its basic meaning, known to the speaker and listener belonging to a given language culture. Therefore, an important stage in teaching communication is to familiarize students with the realities, traditions and customs of English-speaking countries.

In our university in the course of teaching a foreign language much attention is paid to the elements of linguistics. The use of the linguistic and cultural aspect contributes to the formation of the motivation of the teaching, which is very important in the conditions of studying in the college because foreign language communication is not supported by the language environment.

When learning a language, simultaneously with the condition of each lexeme, the lexical concept associated with it is formed. If the lexeme is acquired and articulated correctly, this does not yet indicate that the lexical concept has been completed. In the educational process, it should be borne in mind that the word is simultaneously a sign of reality and a unit of language. Therefore, nonequivalent and background vocabulary needs comment, requires special attention of the teacher. Equivalent vocabulary is the property of culture. If we compare two national cultures, then we can conclude that they never completely coincide. This follows from the fact that each language consists of national and international elements, and for each culture the totality of these elements will be different.

Since there is parallelism between language and culture, it is necessary to talk about national and international elements not only in cultures, but also in the languages of their servants. The introduction of students to the culture of English-speaking countries is an integral part in teaching a foreign language. In our practice, we constantly draw the attention of students to the culturological aspect, namely, what traditions and customs exist in the culture of the country whose language they are studying. We introduce students to language units that most clearly reflect the national characteristics of the culture of the native speaker of the language and among its existence. In addition, the content of the national culture also includes the social component, on the basis of which knowledge about the realities and rights of the countries of the studied language, knowledge and skills of communicative behavior in acts of speech communication, skills and abilities of verbal and non-verbal behavior are formed.

Due to the fact that students do not have the opportunity to communicate directly with the native speaker of the language being studied, the teacher needs to explain and explain certain features of the culture of native speakers, we often face the problem of students' lack of understanding of the characteristics and culture of the native speaker. In this regard, we are trying to select the language material reflecting the culture of the country of the studied language, the so-called realities. In realities, the closeness between language and culture is most clearly manifested. A distinctive feature of reality from other words of the language is the nature of its substantive content, i.e. A close connection of the designated reality of an object or phenomenon with a national one, on the one hand, and a historical period of time, on the other. Reality as a linguistic phenomenon is most closely connected with the culture of the country of the studied language, since it has a national and historical color.

Following the communicative system - activity approach in the study of the English language, we in our practice try to implement such a method of instruction, in which an orderly, systematized and mutually related teaching is conducted to a foreign language as a means of communication in the context of the verbal activity modeled in the classroom, an integral and integral part of the overall (Extralinguistic) activity. Communicative system-activity approach implies complete and optimal systematization of the relationship between the components of the content of training. These include the system of general (for example, extralinguistic, pedagogical) activity, the system of speech activity, the system of speech communication (communication, interaction and mutual perception), the system of the foreign language being studied, the system correlation of native and foreign languages (their consciously comparative analysis) Speech mechanisms (speech generation, speech perception, speech interaction, etc.), text as a system of speech products, a system of structural speech formations (dialogue, monologue, monologue in dialogue, different Types of speech utterances and messages, etc.), the system (process) of mastering a foreign language, the system (structure) of speech behavior of a person. As a result of this approach, the system of foreign language mastering is formed, implemented and operates as a means of communication in the broad sense of the word.

So, the materials used in teaching must form the language competence (the possession of linguistic material for its use in the form of speech utterances), sociolinguistic competence (the ability to use linguistic units in accordance with communication situations), discursive competence (the ability to understand and achieve connectivity in perception and generation of individual Statements in the context of communicative meaningful speech formations), "strategic" competence (ability to compensate for verbal and non-verbal Shortcomings in language proficiency), socio-cultural competence (degree of familiarity with the social and cultural context of language functioning), social competence (ability and willingness to communicate with others).

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ENGLISH LANGUAGE WITH COMMUNICATIVE TECHNOLOGIES

Annotation: This article will discuss the basic techniques educational technology for students to learn in the education process.

Key words: education system, collective way of learning, presentations.

Modern manner of data and communication technologies make it feasible to enhance the performance and first-class of the educational process in its maximum diverse components, gambling a substantial function in shaping the new training machine, its dreams and content, the introduction of current instructional technologies. A collective way of getting to know is a generation in which all and sundry teaches each person. Children work in pairs, corporations, personally.

During the lesson on this generation, you want to interrupt the material into small separate finished passages. Pupils of a class can paintings each in a single organization, and in numerous, all of it relies upon on the range of college students in a class. The pleasant choice - in a group - 4-6 students. It is a fair wide variety of kids that makes it possible to completely paintings in pairs. Pre-newcomers are given new fabric close to the lesson, divided into small, whole, significant passages that scholars need to study. The variety of passages ought to correspond to the variety of students within the institution. In agencies, respectively, the passages are the identical.

At the first stage of the lesson, youngsters take a look at the fabric, replacing the information studied: they work in dynamic pairs, inform their fabric to each institution member, this is, if there are 6 participants inside the group, then the pupil must inform his fabric 5 times.

At this time, youngsters are allowed to transport freely across the workplace, flow from one location to every other so as to alternate the interlocutor. At the following stage of the lesson, students can be invited to work in a group and remedy some problem. Tasks may be very distinct: locate errors, discover a pair and so forth. The subsequent step is for college kids to paintings for my part: draw up a plan of action, select up substances, and many others., After which speak their options in a group and choose the nice one from all of the proposed options. Of course, an integral level of this lesson is the definition of the lesson's theme, its goals, reflection, self-evaluation and mutual assessment. To do this, an assessment sheet should be evolved inside the lesson, needs all the degrees of the lesson and the assessment criteria for every of them may be traced. Information and communique generation is used in the instructions of technology and brings to the lesson the brightness and originality.

Presentations and digital educational sources are nowadays an instantaneous assistant in engaging in a lesson. These are multimedia shows, movies, song, numerous Internet assets. All this turns on the cognitive hobby of college students, motivates to take a look at the challenge. Using a pc in a lesson, you can behavior checking out and questioning, broaden video games of diverse complexity and unique tasks for college students on the subject of the lesson the usage of numerous software program and Internet assets. The use of digital equipment in technology lessons presents the instructor with high schooling for the lesson, the rational use of time in the lecture room due to the mobile provision of new lesson cloth, gives excessive motivation of college students to observe inside the challenge, the ability of several students to paintings on one challenge, hassle. Students have the opportunity to demonstrate their work enjoy, their achievements, both personally and whilst working in a set.

Problem training - is the contemporary degree of improvement of didactics and advanced pedagogical exercise. Problem education is referred to as because the corporation of the instructional process is primarily based on the principle of problemness, and the systematic solution of tutorial issues is a feature characteristic of this schooling. Problem situation and studying trouble are the primary principles of trouble-based totally mastering. The academic problem is understood as a reflection of the logical-psychological contradiction of the assimilation manner, which determines the course of intellectual seek, awakens an interest in exploring the essence of the unknown and ends in the assimilation of a new concept or new mode of movement.

There are two main capabilities of a gaining knowledge of hassle:

1. Determining the route of intellectual seek, this is, the pupil's interest in locating a way to clear up the trouble.

2. Formation of cognitive abilities, interest, motives of the pupil's interest in gaining knowledge of new expertise. For the teacher, it's miles a way of: handling the pupil’s cognitive interest; the formation of his intellectual capabilities. In the pastime of the scholar, it serves as a stimulus for activating questioning, and the procedure of solving it's far a manner of turning expertise into perception. A problem state of affairs is a method of organizing problem-primarily based learning; it is the preliminary moment of wondering, which causes the cognitive need of the teaching and creates inner conditions for the energetic getting to know of new expertise and ways of working. The problem scenario may be exceptional. According to the contents of the unknown, hassle situations are divided into: an unknown goal; unknown item of hobby; unknown manner of activity; unknown conditions for the implementation of activities. By type of records discrepancy: surprises; war; assumptions; denials; inconsistencies; uncertainties.

The idea of “gaming pedagogical technologies” includes a instead vast institution of techniques and techniques for organizing the pedagogical method inside the form of diverse pedagogical video games. In contrast to games, in trendy, a pedagogical sport has an important characteristic - a truly stated goal of schooling and a pedagogical result corresponding to it, which may be substantiated, singled out explicitly and are characterized with the aid of a cognitive orientation. The sport form of training is created with the aid of recreation motivation, which acts as a method of motivating and encouraging children to examine sports.

The implementation of gaming techniques and situations in the classroom is executed within the following major areas: the didactic intention is set for youngsters inside the shape of a game venture; instructional sports are concern to the rules of the sport; academic cloth is used as its approach; an element of opposition is brought into the mastering activity that converts a didactic mission right into a play; successful execution of the didactic challenge is associated with the game end result. The proximity and position of the gaming generation within the instructional method, the mixture of the factors of the sport and studying largely rely on the instructor's expertise of the capabilities and the class of instructional video games. By the nature of the pedagogical procedure, the subsequent groups are distinguished: schooling, schooling, controlling and summarizing; cognitive, academic, developmental; reproductive, efficient, innovative; communicative, diagnostic, psycho technical, and many others. The gaming era specifics are largely determined through the gaming environment: there are games with gadgets and without items, computing device-printed; room, road, at the floor, laptop and with TSS, in addition to with numerous means of transportation. Psychological mechanisms of gaming activity are based on the essential wishes of the individual in self-expression, self-confirmation, self-regulation, self-cognizance. The content material of children's video games develops consistently: the challenge pastime, the connection between people, the implementation of the policies of social conduct. Gaming generation is widely used in preschool age, as the sport is the main pastime in this era. By a position-playing recreation, the kid takes possession of the 1/3 year of lifestyles, turns into familiar with human relationships, begins to differentiate among the outside and internal factors of phenomena, discovers the presence of reviews and starts off evolved to orient himself in them.

To sum up, every technology is utilized in its personal way; it'll absolutely be a very good end result. How to use era and while to use it depends at the pedagogical skills of the instructor.

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УДК 303

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PLACE OF SOCIOLOGY IN THE SYSTEM OF SOCIAL SCIENCES

Annotation: This article discusses the place of sociology in the system of social sciences.

Key words: science, social studies, sociology, society, civilization.

In the early stages of its development, sociology claimed the status of "science of all social sciences", i.e. universal science, the only one studying society as a whole, and therefore other sciences that study its individual segments should receive the status of "subdisciplines" in the system of sociological knowledge - this was called "sociological imperialism." With the development of sociological science, the enrichment of ideas about its methodology and theory, this approach has ceased to dominate. Modern sociological methodology proceeds from the fact that it is sociology that studies society as a system of social interaction, and therefore the sociological approach is valuable for any science about society, but this is not a reason to consider it a "section of sociology", i.e. sociology is an independent social science; it is in rather complicated interaction with other social sciences, quite often fulfilling methodological functions in relation to these sciences in the search for explanations of the social aspects of their problems.

Knowing the object, subject and methods of sociology research, we can determine its place in the system of social sciences. The social sciences include academic disciplines that study a person's being in the aspect of his social activities and use the scientific method and scientific standards. Both the natural sciences (nature sciences) and the social sciences, although they have different objects of cognition, use similar general scientific methods and means, therefore, the absolute distinction or opposition of these sciences is unlawful. However, there is a certain specificity in the study of social phenomena, which consists in the fact that social (social) sciences, to a greater extent than natural ones, relate to the needs and interests of people, therefore the problem of matching objective reality and the impartiality of research on social phenomena is more acute and difficult to solve. But it is solved in the same way as in scientific research of nature - by improving the means and methods of studying problems. Along with the natural and social sciences, there is also humanitarian knowledge (literary criticism, art history, and much more) that uses specific methods of cognition different from the social sciences. (Nevertheless, sometimes the social sciences are regarded as related to the humanities, which indicates their general difference from the natural sciences, which are aimed at studying the objective laws of nature.)

Humanitarian knowledge is distinguished by a variety of meanings, each of which acquires a peculiarity depending on the "context" (for example, a different reading of a literary work or interpretation of an event of the past under various concrete historical conditions, including political and ideological ones) is possible. Pitirim Sorokin, determining the difference between sociology and other sciences, pointed out that in the group of social and humanitarian disciplines, sociology fulfills its task and fulfills its functions in ways that are clearly distinct from other sciences. At the same time, he saw its difference from history and other individualizing sciences in the fact that sociology is a generalizing science.

From sciences, which, like sociology, are generalizing (economics, political science, law, etc.), sociology, according to P. Sorokin, is different in several respects. For starters, such branches of knowledge as economics, political science, law, etc., study only one area of public life (economics - economic relations, political science - political relations, law - legal, etc.). Sociology, on the other hand, is studying the “tribal” sign of social phenomena that occurs in almost all social processes, be they economic, political, creative, religious, philosophical processes in their interconnections with each other (P. Sorokin) [2].Another difference between sociology and these sciences is the significant differences in their interpretation of human nature and the relationship between various social phenomena. So, in contrast to the economy, which proclaims the existence of homo economicus as a purely economic being controlled only by economic interests, which implies that economic phenomena are isolated from other sociocultural phenomena (religious, legal, political, moral, etc.), sociology considers a person as a multifaceted creature - economic, political, religious, aesthetic, moral, i.e. characterized by the continuous interaction of all these aspects. Accordingly, each social phenomenon, as already noted, is studied by sociology in conjunction with other social phenomena and taking into account their interdependence.We note that sociology has always actively used and today uses in its research the achievements of other sciences about society and man, for example, such as demography, anthropology, psychology, statistics, political science, economic, legal sciences, etc. At the same time, the use of sociological research methods is becoming more common in these sciences, which indicates a peculiar "sociologization" of modern scientific, in particular social, knowledge. However, the dependence of sociology itself on these sciences is indisputable, since they make a significant contribution to its theoretical base. A close connection in sociology exists with social psychology and anthropology.

Social psychology is an interdisciplinary field of knowledge (at the intersection of sociology and psychology). The subject of social psychology is both the consciousness and behavior of the individual, due to both interaction with other people and the influence of a particular social group, as well as the characteristics of these groups themselves. This science considers society as a simple set of individual acts occurring in the psyche, behavior and activity (microsociological theories are essentially close to social psychology).Unlike sociologists who study societies with developed industrial cultures and institutional interactions, social anthropologists study local, relatively simple, pre-industrial cultures and societies (tribes, other communities of ancient people) that have been preserved among some peoples to this day.The close connection of sociology and political science is indisputable. This relationship is that the clarification of the laws of political life is effective only if the analysis of society as a social system. The interaction of sociology and political science contributed to the emergence and formation of a relatively new scientific branch - political sociology.Sociology actively collaborates with social statistics - the branch of statistics science, the subject of which is the social sphere of society, the sphere of social relations and processes. Social statistics provides sociology with an extensive information base for the analysis of changes in social relations and processes, for orientation in the behavior of representatives of various layers and groups, makes it possible to prepare scientifically sound national and regional social programs, current social policies, develop reliable forecasts and social development projects.Sociology, pretending to impartiality and "purity" of knowledge, trying not to take into account the casual and unique, can not do without history. And moreover, the historical approach is an integral part of sociological generalization (generalization), not a single sociological research is done without it, aimed at a deep and comprehensive analysis of social reality.

At the same time, modern historical knowledge is increasingly turning to sociology, using, in particular, its methods of cognition of society, both in retrospective and in modern contexts.There is a close connection between sociology and other empirical sciences about society, the subject of which often almost completely coincides with the subject of branch sociology. It is often difficult to distinguish between economics and economic sociology. To this day, there is a rather serious problem of distinguishing between the sociology of management, the sociology of management and social management.

So, sociology functions in close cooperation with the complex of social sciences and humanities, generating ideas, theories about a person, his place and role in the system of social connections, etc. Its significance for other sciences lies in the fact that it produces a scientifically based theory about society and its structures, equips with an understanding of the laws and laws of their interaction, since sociology always approaches the consideration of issues and problems from the point of view of their social meaning.

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CHARACTERISTIC FEATURES OF SYNONYMY OF NON-IDIOMATIC PHRASEOLOGIES ON THE MATERIAL OF ENGLISH AND RUSSIAN LANGUAGES

Annotation: Phraseology of each language shows to what extent its specificity. However, in addition to national specificity, there are general features in the phraseology , one of which is manifested in phraseological synonymy . The main thing is that the synonymy of phraseological units is of the same nature . What is this expressed in?

Key words: phraseological synonymy, English, Russian, special, semantic, idiomatic.

It is known that the nature of the meaning of phraseologism is determined by the nature of the relationship of the value of the whole to the value of its components. From this point of view, in the two languages we use for comparison (English and Russian) , phraseological units of the type clearly stand out on the one hand:

English. to give a look

Russian. дать ответ

In the first case, the nature of the meaning of phraseological units is that the whole is the sum of the values of the constituent parts, and in the second case, the whole is produced, resulting from the merger of the values of its constituent parts. The different nature of the relationship, the meaning of the whole to the meaning of the component parts is determined by the degree of motivation and cohesion of the lexical components of each phraseologism or, otherwise speaking, by the peculiarities of the internal structure of phraseological units . And since the internal structure of phraseological units determines the nature of their meaning, a question arises about its influence on the synonymy of phraseological units.

The study of this issue requires, first of all, a differentiated approach to phraseology, i.e., its division into types according to the peculiarities of the internal structure, phraseological units, followed by the study of the nature of synonymy within each type separately. The set goal is completely satisfied by dividing phraseological units into only two groups, which can be called “non-idiomatic” and “idiomatic”.

All verbal phraseological units of the “verb + noun” type are included here , in which the noun appears in a nominative sense and is the semantic core of phraseologism, and the verb has a phraseologically connected meaning that can be either figurative:

Eng. to give a look
Russian. дать ответ.

The meanings of verb phraseology are motivated by anno and represents the sum of the meanings of their semantically divisible components: the nominative meaning and the phraseologically related meaning of the verb component.

The synonymy of non-ideological phraseological units is formed due to the semantic convergence of the corresponding lexical components, each of which, in view of their semantic divisibility, a special role belongs to the synonymy of phraseological units of this type.

Since the nominal component is the carrier of the pivotal meaning of non - ideological phraseological unit, the synonymity of such phraseological units is mainly determined by the commonality in meaning and can be expressed either in the synonymy of nouns or in the fact that the nominal components of phraseological units are the same nouns.

Speaking directly in non-ideological phraseologisms, synonymous nouns preserve their inherent differences and introduce them into the synonymy of the corresponding phraseologisms.

In the Russian language, the word rabies differs from its synonym rage in that it expresses such anger in which the subject does not speak with reason. The same difference characterizes synonyms-phraseological units:

Russian to become furious - to become furious. The semantic relations between the verb components of non-idiomatic phraseological units are more figurative.

When comparing the semantic relations of verbs in their nominative meaning with the semantic relations of the same verbs in phrases of eologically related meanings (we are talking about those phraseologically related meanings that the verbs acquire in the formation of stable verbal phrases with synonymous or the same nouns) it is found that their semantic rapprochement is a natural phenomenon.

In accordance with the peculiarities of its nominative meaning, which simply coarsens through a phraseologically connected phrase, each verb brings a shade into the synonymy of non-idiomatic phraseological units, differentiating the concept common to synonyms.

In connection with the fact that ideographic glagoly- with inonimy in nominative meaning are semantic equivalents in the phrase ologicheski related, it is clear that the only different in their nominative zna cheniyu verbs are making a difference in the synonyms of phraseology. Consequently, the ideographic synonymy of non-idiomatic verbal phraseological units is formed:

1. Combinations of synonymous nouns:
a) with the same verb:
Eng. take a decision - take a resolution
Russian. держать в секрете - держать в тайне.
b) with synonymous verbs:
English. throw a look - cast a glance
Russian. потерпеть ущерб - понести убытки.
c) with different verbs:
English. make a bat - lay a wager

Russian. найти отклик – встретить сочувствие
2. The combination of the same nouns only with different meaning verbs:
Eng. give a look - throw a look
Russian. войти в доверие - втереться в доверие.

Differences between synonymous non-idiomatic verbal phraseological units are established similar to how the meaning of such phraseological unit is established: from the values from the corresponding components. They consist, firstly, in the differences that exist between synonymous nominal components, and secondly, in the differences introduced by the verb components.

Thus, the synonymy of non-idiomatic phraseological units is different: structural features and the ability to establish a distinction between the corresponding lexical components of phraseological units.

These distinctive features of synonymous and non-idiomatic phraseological units are determined by the nature of the meaning of the phraseologist of the isms of this type: semantic divisibility and motivation of their lexical components.

Some verbs that do not have a stylistic coloring in the nominative meaning can acquire it when certain phraseological-related meanings are formed.

For synonyms of idiomatic phraseological units, stylistic differences very often intertwine with semantic ones, as a result of which the synonymy of non-idiomatic verbal phraseological units is composed of three types of synonyms: ideographic , stylistic-ideographic and stylistic, which are the smallest.

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УДК 374

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AMIR TEMUR A GREAT COMMANDER AND STATESMAN

Annotation: In this scientific article, Amir Temur and his activities, virtues are considered

Key words: history, struggle, culture, national, europe.

Amir Temur is a historical figure who has a great place in world history. After achieving independence, as a result of the tremendous work to restore historical justice and national pride of our people, a rich historical heritage and names of many great ancestors were revived. A special place in their row is occupied by the symbol of courage, courage and wisdom, national pride of our people Sahibkiran Amir Temur.

A wide range of issues related to military campaigns, life and activities of Amir Temur, was reflected not only in the studies of representatives of the domestic oriental and historical schools, but also in foreign literature. That's what the researcher-themeologist Harold Lamb writes about him in his book “Temur is the lord of the world": "For Europeans, his greatness seemed unearthly ... Everything, for whatever he undertook, brought success, and his name was Temur.”

A lot of valuable works are written about Amir Temur and his contemporaries. These include Ruznomai Gazavaty Hinduston (Diary of a campaign to India) Giyasiddin Ali, Zafarname (The Book of Victories) Nizamuddin Shami and Sharafuddin Ali Yazdi, Azhayb al-Makdur fizarihi akhbori Temur (Miracles of Doom In the narrations about Temur ") Ibn Arabshah and others.

“Tuzuki Temuri” (“Temur's Code”) plays a special role in studying the life and socio-political activities of Sakhikbiran - a rare historical work that has come down to us, which describes the autobiography and socio-political views of this outstanding statesman and military strategist on state governance and Army.

Creating a powerful centralized state, Sahibkiran, without racial and religious prejudices, did not shut himself up in his system of values and traditions, called for friendship, and, unlike his predecessors, patronized those who were devoted to science, culture and art. During his reign, and later the Temurids, there was a notable breakthrough in the development of the state, which in the world aspect was called the Temurid Renaissance.

Leafing the pages of the “Code”, and today the reader admires the personal qualities and strong-willed character of Amir Temur. Here are just some of his sayings: “He reinforced his word with his deed and did not show any callousness to anyone, he did not show any sternness in any matter, so as not to be angry.” He treated favorably with friends and foes ... If any of friends or enemies came To me with a request, I treated my friends so much that their friendship grew even more, and to my enemies I had such an attitude that their enmity turned into friendship. " In "Ulozhenie" we also meet the well-known phrase of Amir Temur: "One enterprising, courageous, valiant, resolute and sensible person is better than a thousand careless and weak-willed ones, for one experienced commander commands thousands of people."

As the patron of science, culture and art, Amir Temur "honored scholars, sheikhs, sophisticated engineers and historians, considered them elected and worthy men, provided them with every kind of goodwill."

According to the testimony of his contemporaries - Ibn Khaldun, Hafizi Abru, Ibn Arabshah, Sharafuddin Ali Yazdi, he was a widely educated man and knew jurisprudence (al-fiqh), history, philosophy and poetry.

The historian Hafizi Abru also testifies that "Temur valued all knowledge that could bring practical benefit - medicine, astronomy and mathematics, but he paid special attention to architecture, well understanding the intricacies of building large structures, gave useful advice to builders." He made a great contribution to the restructuring of cities and the improvement of the country, which fell into decay as a result of many years of feudal disunity and internecine wars. In every possible way, he encouraged the initiative to revive the "dead lands" - at that time the abandoned sites were called. Persons who took up such a difficult and noble cause were granted certain privileges in the Temurids' state. In particular, the "Code" says: "... In the first year they were not charged anything, in the second year they were satisfied with what they were giving at their discretion, and only for the third year they were charged with kharaj (land tax) According to the norm established by law ".

Deserves attention and information about the support of the people in the era of Temur: "I still ordered: every merchant who has lost his capital, to issue from the treasury enough money to restore his position, a farmer and a citizen who do not have the opportunity and the power to engage in agriculture, And seeds for sowing .If someone has a house collapsed and he is not able to build a new one, provide the building material and the necessary help."

From "Ulozhenie" it is also known that Amir Temur "ordered that in every city and village mosques, madrassas and khanaks, hospitals for sick people be built and doctors assigned there." He ordered to build roads on the roads, and to bridge bridges over the rivers."

Of particular importance for Amir Temur and Temurids was the development of medical knowledge, the construction of sanative and hygienic purposes. Popular popular sports and folk games such as kurash, horse riding, goatskin - kupkari, snipe, archery, and much more have become widespread.

The memory of Amir Temur is a memory of our great ancestors. Every year Sakhibkiran's birthday is widely celebrated in the country. Translated and published literary sources, scientific and popular books. In Tashkent, Shakhrisabz, Samarkand, majestic monuments have been erected, a square, a prospectus and a metro station, institutions of culture and schools in different cities of the republic are named after him. The Amir Temur Order was established. A real business card and pride of our capital was the State Museum of History of the Temurids, built on the initiative of the head of state.

One of the greatest personalities in the history of mankind, the life and activities of the “Savior of Europe,” as Amir Temur is called in a number of European chronicles, attract more and more researchers, artists and culture outside of Uzbekistan. In the fifty-odd countries today, the scientists-topicologists are conducting research. Over the past 600 years, Amir Temur has published over 900 books in European and more than 1,000 books in Eastern languages. In Paris (1996, 2006), Brussels (2006), Madrid, the Spanish city of Alcala de Henares (2006), scientific conferences devoted to his anniversaries were held.

The words “Justice”, “Education”, “Honor” and “Friendliness” carved on the outer wall of the building of the State Museum of Temurids in Tashkent reflect today the essence and significance of the policy pursued by the head of our state, the noble goals of the people of Uzbekistan. In the heritage of our great ancestor, our courageous, generous, pure soul and industrious people draw strength and energy for building a state with a great future.

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UDK 33

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CONCEPT OF GUARANTEED DEVELOPMENT OF ENCLAVE TERRITORIES

Annotation: This article is about the concept of the territory of enclave. Also in the article, the role of enclave regions in achieving development, in particular the concept of guaranteed development of enclave territories, was studied on the basis of recommendations from a scientific, economic point of view.

Key words: innovation, modernization, economy, society, enclave, income, technology.

The territory of our country has been known and popular since ancient times as the quarries of its irrigated peasant culture, science. His high level of development corresponds, in particular, to the next, that is, to the years of independence. During this period, a new economic geography of Uzbekistan was formed, Oasis and valleys, roads connecting them were further developed, vast opportunities were opened for the use of Natural Resources in the vast steppe and Taiga foothills, the pole and centers of growth came into being.

Uzbekistan has a unique position on the world community and political map. He is one of the member states of the United Nations. The Republic of Uzbekistan was adopted by the UN on March 2, 1992.

Our country is located almost in the middle of Eurasia and Central Asia. The total length of the state borders is 6221 km, of which 2203 km or 1/3 part corresponds to the Republic of Kazakhstan, 1721 km to Turkmenistan, 1161 km to Tajikistan, 1069 km to Kyrgyzstan and 137 km to the Republic of Afghanistan[1].

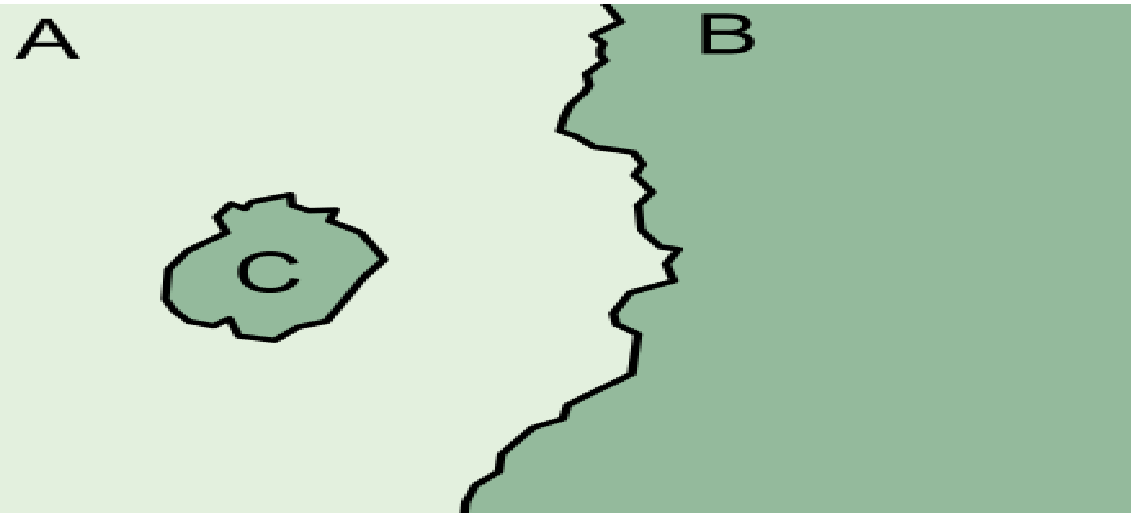
First of all, it should be noted that the geographical position of the territory of Uzbekistan "Central" in the past, especially in the Silk Road of international importance, was of great importance in its development as one of the main connecting joints. The impact of our country on the development of world culture, science and economy was high in this period.

In the socio-economic development of the country, its features, such as appearance, border lines, are also of particular importance. It is possible to give a different interpretation of the fact that the Republic of Uzbekistan at a long distance extends from the north-west to the South-East, "width" is narrow, at a short distance adjacent to the South. The appearance of the state border lines of our republic is also different: if they are simple, sometimes straight or somehow geometrical in the North and North-west (especially in the Navoi, Bukhara regions and the outer borders of the

Republic of Karakalpakstan), then in the Khorezm and Fergana valleys these border lines have a complex, curved appearance.

At the same time, it is worth noting that at the same time it is possible to take advantage of the opportunities for Economic Cooperation in the exit or entrance parts(gates) of the country. There are two important features of boundaries, namely their barer (barrier, divider, remote) and contact(connecting) functions.

There are also eksklav regions, which are almost "disconnected" from the main part of the Republic of Uzbekistan, and which are connected with it in a narrow sense, are separated by an enclave and which are located inside the Army state. For example, if the regions of the Fergana Valley have somewhat enclave characteristics, then the Soh District of the Fergana region or the settlement of Shohimardon is located in the eksklav state. Naturally, some problems arise in the socio-economic and political development of such geographically populated areas[2].



1-picture. C- A in the country of A country surrounded by the territory of a country of V enclave. It is a B eksklav to the country.

Enclave (frantically – enclave, Latin - inclavare – lockout) – part of the territory or territory of one state surrounded on all sides by the territory of another state (Picture 1).

In order to ensure guaranteed socio-economic development in the village of enclave Shohimardon and the district of Soh, the authorities of Fergana region began to restore the reserve of economic strength in these regions. As a reserve of consistency, a tree is selected, in which the simplest products are stored for a long time and a unique raw material for more than five industries. These trees have passed the tests of history, along with being able to withstand dehydration, moss, brine and other natural whims. To use them does not require special knowledge, sophisticated technologies, large capital.

These are local mulberry trees, which are planted in the spaces between the fruit and landscape trees. Low (60-80 CM.) tall mulberry trees grow even in the shade-cool. This tree leaf, which gives a lot of raw material for industrial branches, can be cut three times, in the enclave regions four times.

One Bush of mulberry tree, each time it is cut down for leaves and used to feed a silk worm, gives enough leaves to grow about a kilogram. The mulberry leaf is harvested when it is not used for piloting and is used in the preparation of tea (decoction experience).

With the help of press from the Tut branch, using Chinese technology, mebelbop materials are prepared(meme experience). Mulberry fruit is used to obtain healing juice, raisins and a medical remedy that heals blood pressure. The mulberry leaf is dried in unlimited quantities (1 kg) by European and American entrepreneurs for the preparation of medicines against sugar disease. 1.2 US dollars), purchased for cash on the territory of Uzbekistan and carried away(Quvasoy experience).

When we were in the village of Shohimardon Yordon, we witnessed that along the roads (Margilan experience), lands occupied by recreational facilities, mulberry seedlings were planted in school and kindergarten yards. Mulberry seedlings will become larger much faster if they are cut for 3-4 times a leaf in the future 2020 year. From 2021 year, it begins to bear fruit-leaves, mulberry branches, like an adult tree.

Many serdaromad jobs appear in the neighborhoods themselves. The village is entered by processing, weaving, sewing enterprises belonging to several areas of the industry. To grow a cocoon in 2020 year, it is possible to use the vacant premises of the recreation centers in the neighborhoods.

Based on the above points, we recommend using silkworm fattened Wormwood-Cechs throughout the year. Wormholes can be used as weaving cechi, sewing cechi, sawdust or Mulberry branch, mulberry leaf processing cechi in the post-season seasons.

It is necessary to create conditions for women who are engaged in household chores and children's upbringing to work in shortened 4 and 6-hour work shifts-worms-Cechs, which are located in areas close to residential settlements. So the silk worm is not fed in the apartments of the population. It is easy to cut a mulberry tree for a leaf. It is not necessary to transport Mulberry branches at long distances. The worm is installed in places close to the tat rows. Worms are fully used throughout the year.

Local entrepreneurs can build and install and rent a worm-Cechs. In the absence of applicants, it is possible to conduct a regional selection between the residents of enclave for the lease of the territories by installing these Cechs. It is supported by giving preferential credits to the winner of the competition. Scientists of the scientific research institute of natural fibers of Uzbekistan show the project "Kurdkhona-enterprise".

In conclusion, enclave guarantees the establishment of opportunities to increase the standard of living of the population in the regions, to develop industry there, to restore sports and wellness facilities, to acquaint young people with information and communication technologies, to widely promote reading, especially to attract women to profitable, interesting, collective work, to conduct the business of mulberry-step and the processing industry the mulberry-notch business serves as a solid reserve of the economy of the enclave regions.

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PROSPECTS FOR THE DEVELOPMENT OF FAMILY BUSINESS IN THE EMPLOYMENT OF REGIONAL LABOR RESOURCES

Annotation: The article shows ways to develop the activities of small businesses and private entrepreneurship through the development of theoretical and practical proposals to address employment problems through the creation of new jobs in the process of increasing their share.

Key words: labor resources, employment, income, living standards, capital, entrepreneurship, manufacturing, services.

The peculiarities of the development of family business in the employment of labor resources in the region are reflected in the following:

- It is a reliable source with great potential for increasing employment, income and living standards;
- stimulates human development and well-being;
- fills the consumer market with goods and services and increases their volume;
- has a significant impact on economic development;
- The development of production and services does not require large investments;
- has ample opportunities to use local material resources;
- As society develops, the population’s need for goods and services will grow.

In recent years, a lot of work has been done in the field of small business and private entrepreneurship. In this regard, we are talking about the implementation of the latest decisions and programs of great importance in our country. Including:

- on the creation of new micro-firms, the development of family businesses, small and private enterprises, the promotion of microcredit systems;

- about expanding opportunities for home collaboration with large industrial enterprises;

- on the rapid development of the labor-intensive sectors of the light and food industries, focused on the deep processing of local raw materials and the production of finished, competitive products;

- on the development of the services sector and the sector, primarily in rural areas, until 2011;

- about family matters;
- on encouraging increased livestock, especially cattle, in private areas, farms and ranches.

In 2012, it is planned to coordinate the targeted and targeted use of funds allocated by the Ministry of Labor and Social Protection for the development of home-based labor, crafts and crafts, as well as family business in densely populated and overpopulated areas.

It should be noted that most of these areas aimed at creating new jobs do not require large investments. It is important for us that the indicators set in them are fully implemented. Because it shows the possibility of employing tens of thousands of people, especially women, in rural areas, in order to significantly increase the incomes of the population, to increase the welfare of the population of the whole country.

Therefore, we believe that in order to ensure employment of labor resources in the Andijan region, it is necessary to introduce production in the household and develop a family business.

In Andijan region, much attention is paid to nationalism. For this reason, if we develop handicrafts, homework at home, we will take steps to ensure the employment of the unemployed in the region. The development of domestic work for women (embroidery, embroidery, jewelry, crafts) will create new jobs. Again, improving our handicrafts (crafts, blacksmithing, carpentry workshop, etc.). Promoting their development is a priority for local authorities.

Consistent continuation of work aimed at developing small businesses, farms, expanding cooperation between large and small producers, as well as working from home is an important factor in revenue growth. If the implementation of regional programs by type of employment of women is accelerated, employment of the unemployed layer of the workforce will be accelerated. When unemployed women work, it is advisable to create suitable jobs for them. For example, we consider it necessary to create small enterprises of national production, such as crafts, cooking, work at home, jewelry.

Given all this, real cash incomes of the population will grow.

Andijan region is a region with a high level of labor resources, therefore the use of labor resources is the basis for the growth of the region’s economy, the standard of living of the population, the growth of GRP in the economy. 60-70% of the population lives in rural areas. And we need to solve the problem of rural employment.

The activities of small enterprises are greatly influenced by various unpredictable risks, sudden changes in the situation, the inability of customers to pay, and natural disasters put them in a dangerous position. Therefore, the insurance system in developed countries is well developed. It is also necessary to establish insurance in our country. This system should guarantee favorable conditions for the development of small businesses (especially in areas with high commercial risks), create confidence and the necessary stability for entrepreneurs who start their own business with the risk of borrowed or borrowed capital.

Deepening economic reforms, the development of small business and private entrepreneurship is one of the main areas of economic reform in the country. Particular attention has been paid to the provision of soft loans to small enterprises and private entrepreneurs since 2012 at the expense of the Special Fund for Preferential Crediting, established in commercial banks, for small and private enterprises located in areas and cities with long and difficult journeys, as well as excessive labor resources.

This requires the development of economic competition, filling the consumer market with goods and services, as well as creating a wide range of private entrepreneurs. Given this, today the republic needs to solve the following issues:

- launching large segments of the population on the market, eliminating their dependence, consumer psychology, awakening the population's desire to actively engage in private entrepreneurship, small business;

- a radical renewal of economic ties in agriculture, further development and increase in the number of farmers and farms, the creation of small enterprises in the regions to provide additional jobs for temporarily unemployed;

- accelerating market relations and infrastructure in the region, creating conditions for the development of economic competition;

- creation of economic and social conditions that fully meet the growing needs of the population of the republic;

- dramatically expand the range and volume of services provided, ensure a high level of organization of banking, audit, consulting and various intermediary activities based on modern science and technology;

- improving the efficiency of enterprise management, creating conditions for their economic independence;

- introduction of small enterprises that can produce products for export, filling the consumer market with goods that can easily adapt the types and volumes of products produced locally to market requirements.

Financial support for small businesses and private entrepreneurship, in particular, their modernization and technological updating, the further expansion of modern banking services, the creation of new jobs and jobs, an increase in local production and an increase in the income of thousands of families reaches.

We recommend the following in the development of small and private enterprises:

1. The determination of quantitative real economic indicators that should be achieved with the development of small and private enterprises, means and opportunities for their implementation. For example, a further increase in the number of enterprises. The main result of such an event is that a reasonable number of small enterprises will be achieved, the regional economy will be able to evenly use the services of small businesses due to the fair geographical distribution of enterprises.

2. Identify ways to improve the quality of development of small and private enterprises.

3. Launch of economic mechanisms for managing small businesses. In particular, to increase the importance of such enterprises in budget policy, to consider

their role in generating budget revenues and to stimulate the development of private enterprises.

4. Implement a solution to the problem of employment, which is a very important condition for increasing incomes and living standards of the population, with the development of small business and private entrepreneurship. It is worth noting that the solution to this pressing problem is not only economic, but also of great socio-political importance and is directly related to improving the living standards and well-being of our people.

5. The solution of organizational and economic issues at various levels of government related to the development of entrepreneurship and its small enterprises in rural areas is also a priority.

6. State policy in the field of taxation and trade plays an important role in the development of entrepreneurship. Studies show that restrictions in this area cause most problems in the development of small businesses. Therefore, at the current stage of reform, it is important to analyze the factors that impede entrepreneurship in these areas and evaluate them in the context of market demand.

7. Improving the system of financial support for small businesses in Uzbekistan should be aimed at stimulating the activities of banks, funds, investment and insurance organizations that provide services to small businesses and private entrepreneurship. In the Republic of Uzbekistan, as well as in foreign countries, a company can receive preferential loans if it participates in a priority state program (creation of new equipment, development of remote territories, etc.). At the same time, the minimum interest rate and long-term repayment are the main conditions for lending. In our opinion, an important step in this direction has been the allocation of small businesses and private entrepreneurs since 2012 at the expense of the Special Fund for Concessional Lending, established in commercial banks.

8. Therefore, in order to ensure employment of labor resources in the Andijan region, it is necessary to introduce production in the household and develop a family business.

Employment of labor resources can be achieved through temporary employment in public works, vocational training, microcredit for individual family entrepreneurs.

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FEATURES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LSSONS

Annotation: The development of educational communications on the basis of information technologies used in the course of studying the discipline "English", allows you to actualize attention to a person-oriented learning. In this regard, the use of information and communication training technologies both expands the opportunities for presenting educational information, and contributes to improving self-control of educational activities, the formation of students' reflection of their own work.

Key words: information and communication training technologies, improving, system, experience.

In the context of educational communication, there is an interaction of subjects of educational activity (teachers and students) on the transfer and assimilation of social experience, carried out using language and other sign systems. In this case, communication is a process of exchanging thoughts, knowledge, feelings, behavior patterns, as well as organizing joint activities of communication participants (subjects of educational activity), during which a common view of things and actions with them is developed. The main goal of educational communication is the transfer of social experience and transformation of the developing personality of students.

The possibility of developing educational communications becomes obvious under the condition of Informatization of the educational process on the basis of the introduction of modern information and communication technologies. The Law on information, Informatization and information protection defines Informatization as " an organizational socio-economic, scientific and technical process of creating optimal conditions for meeting information needs and realizing the rights of citizens, state authorities, local governments, organizations, and public associations based on the formation and use of information resources". (According to the law on information, Informatization and information protection: http://www.maxcreative.ru/soft/law/06/)

To information technologies are a means of automated information systems and technologies - software, technical, linguistic, legal, organizational means (programs for electronic computers; computer equipment and communications; dictionaries, thesauri and classifications, instructions and methodologies; provisions, statutes, job descriptions; schemes and their descriptions, other operational and accompanying documentation) used or created in the design of information systems and ensuring their maintenance (According to the law on information, informatization and protection of information: http://www.maxcreative.ru/soft/law/06/)

When using linguistic tools in the information and educational field, real pedagogical communication functions against the background of interaction between teachers and students, who are subjects of the educational process.

In this regard, the application of information technology greatly enhances the presentation of educational information allows to enhance the motivation, to actively engage, to immerse students in the learning process, to expand the sets of applied learning tasks, increase self-learning activities, to form a reflection of own work and open new opportunities for the development of subject-subject (teacher - student) interaction in the educational process.

The main types of educational communication in information technologies include:

- implementation of educational communication carried out in the interaction of the subject of educational activity with the methods of fixing social information in the form of various conventional signs;
- implementation of interpersonal communication of subjects of educational activity (teachers, students) through information and technical channels.

In the first case, in the process of studying various disciplines of a humanitarian orientation (Foreign language, etc.), an expanded concept of the text is used, in the second - the use of information and technical channels. What is common to these types of communication in information technologies is the dependence of educational interaction on linguistic, linguistic and foreign studies features of information transmission. The inclusion of information technologies in the educational process allows the teacher to apply different forms of educational and cognitive activities in the classroom, to activate the independent work of students. In this regard, information technologies can be considered as a means of accessing educational information, providing opportunities to search, collect and work with the source, including on the Internet, as well as a means of delivering and storing information, which is a reflection of the epistemological function of the pedagogical process.

In the creation of e-textbooks in a foreign language, network resources, educational computer programmes, training and skills in telecommunication technologies (email, newsgroups, forums, etc.) are used so-called electronic written texts, which may be accompanied by diagrams, drawings, photographs, etc., resulting in abstract information is conceptual transfer and conceptual knowledge flexibly and developing the training function.

The development of educational communications based on information technologies provides access to the educational system of an educational institution to the design and implementation of personally oriented learning under a number of conditions:

a) accessibility of educational communications (the ability of each student to use all the information and educational opportunities and resources available at the educational institution);

b) open access to the use of various information and communication training technologies (electronic textbooks, manuals, journals, electronic libraries, search engines, educational websites and portals, interactive video, multimedia training systems, virtual simulators, conferences, etc.).

The information product stored in the library of an educational institution, a teaching and methodological office, or a specialized office is usually created and arranged in text form (printed or electronic) according to the rules of so-called “book” communication. Such communication forms as television or video messages are largely based on the patterns used in electronic media, where the main information carrier is the screen Communicator. However, in computer multimedia technologies, a new synthetic language based on expressive means of computer animation is gradually being formed. Therefore, it is necessary for teachers-developers of electronic textbooks, manuals, guidelines, educational programs, etc. - of the category “users with experience in Word or Excel programs” in the near future to master the basics of the language of various technological tools in creating training programs, which corresponds to the category “confident user”.

In the modern educational space, it is becoming customary to hold teleconferences and forums, participation in which allows monitoring the students ' mastering of writing skills, the ability to rationally Express their point of view on the issue under discussion, in the form of written statements, etc.

It should be noted that in traditional English language teaching written speech is not used enough, because the use of written communication requires the subjects of the educational process - students-to pay attention to improving written literacy, improving the style of speech.

On the basis of electronic manuals and network resources, such innovations in network interaction as the use of remote control over the course of educational activities become possible. For example, using the log files of a web server, a teacher or school administration can learn about the amount of time spent by a student in order to study a certain thematic content of a discipline, analyze the features of educational activities, and the subject's cognitive style, which allows improving the quality of learning. In addition, in the construction of electronic manuals, the possibility of recording the image of navigation of the subject of the student with an information resource can be implemented.

c) compliance of information provision with individual characteristics of trainees, their level of training, professional specialization. For example, when studying the topic "Food" (in English), an interactive direct projection Board is used, which allows you to control all applications, write and draw on it in electronic ink, as well as save records in a single file or in MicrosoftOffice applications.

d) construction of educational information on the basis of intersubject connections in large problem-thematic cycles that combine related courses and disciplines in a single educational area;

e) regular updating of educational communications in the aspect of correcting, supplementing already available educational information, as well as changing the ways of its demonstration;

f) compliance with the principle of interactivity, exchange of opinions, actions. For example, the use of videoconferencing and teleconference as collective forms of communication in the current time mode provides feedback to students.

Thus, the use of information and communication learning technologies both significantly expands the opportunities for presenting educational information, and teaches children self-control of educational activities at the initial stage, contributes to the formation of students ' reflection of their own work.

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TYPES OF EXERCISES BASED ON ELECTRONIC RESOURCES FOR USE AT THE INITIAL STAGE OF ENGLISH LANGUAGE TEACHING

Annotation: As noted above, the use of electronic resources in teaching a foreign language at the initial stage allows you to implement a person-oriented learning. Using this kind of resource is perfect not only for introducing the material, but also at the stage of its development and consolidation.

Key words: topics, activities, colorfulness, computer programs, independent, organize, students.

The variety of topics, activities, colorfulness, and fascination of computer programs aroused great interest among students. Existing CD-ROM drives allow you to display information in the form of text, sound, and video images. Computer-assisted learning makes it possible to organize independent actions of each student. When learning to listen, each student gets the opportunity to hear a foreign language speech, when learning to speak, each student can pronounce phrases in a foreign language into a microphone, when studying grammatical phenomena, each student can perform grammatical exercises, achieving correct answers, etc.

It can be noted that using electronic resources in English lessons, the teacher creates all the conditions for active activity of students, for their intellectual and mental development.

One of the main tasks at the initial stage of teaching students foreign languages is the formation of grammatical competence. At this stage, a significant amount of study time is devoted to the peculiarities of the grammatical system of the language being studied (if possible in comparison with the students ' native language), as well as training exercises aimed at mastering grammatical categories by students. At the same time, some categories are familiar to students and do not cause any special difficulties, while others require hard work of the student and the patience of the teacher. The explanation of grammatical rules concerning categories that do not exist in the students ' native language, especially when it is impossible to use an intermediary language, should be clear and accessible. When introducing new grammatical material, the role of clarity is great.

When performing grammatical exercises, the computer program allows you to directly control the correctness of the choice of form, which helps the student to correct their actions directly in the course of performing the exercise, and not delayed, after checking the work and evaluating it by the teacher. Therefore, when a teacher checks the work and finds that the grammatical material has not been mastered and all or almost all tasks have been completed incorrectly, it is simply impossible to work with a computer program.

The role of training computer programs at the stage of fixing grammatical material is significant. The program gives the student the opportunity to diversify the routine process of performing training and conditional speech exercises. Independent choice of the teaching strategy increases the motivation of students ' learning activities and contributes to greater efficiency in mastering the forms and structures of a foreign language. (see Appendix I" multiple choice Test performed in a computer testing environment AST-TEST")

When forming lexical skills, the use of computer graphics is especially important when learning new vocabulary, since the image on the monitor allows you to associate a phrase in a foreign language directly with an action, and not with a phrase in your native language.

With each lesson, the student purposefully replenishes their vocabulary. In the computer program "AST-TEST", new words appear not only as a text element, but also accompanied by an image. (see Annex II" compliance Test performed in a computer-based testing environment AST-TEST")

Today, learning a foreign language is an integral part of society. Without a foreign language, it is impossible to read the original book or understand the subtle humor of a foreign movie. The task of a teacher at the initial stage of training is not only to teach the basics of a foreign language, but also to teach you to understand the culture of the country of the language being studied, to understand all the subtleties of speech. According to the psychological laws of perception, the formation of the so-called foreign language base occurs in the first 3-4 years of study. That is why it is so important to make classes not only interesting, but also productive at the initial stage.

When choosing electronic resources it is important to consider the following requirements:

1. Ease and accessibility of the language
2. The ability to work not only individually, but also in a group.
3. Mastering the material being worked out
4. Productivity of work

Let's look at some resources that meet these requirements:

The task of the “Web Quest”.

The purpose of using tasks like “Web Quest”:

1. Introduction of new material, development of the material, consolidation of the material (at what stage will be used tasks of this type - decides the teacher himself).

These tasks are an Internet page where there are two possible ways to work: the page is prepared in advance by the teacher(the teacher invents and prescribes all the tasks himself) - this is perfect for the initial stage of training. You can also use this type of resource for project activities, such as a report on the completed topic (students prepare tasks themselves and check each other) - suitable for middle and high schools.

According to the task of the Web Quest, students are divided into 2 teams. Each team will have to do several exercises. The exercises can be aimed not only at practicing grammar and vocabulary, but also at expanding your horizons.

In the prepared task, the theme is "School" and serves to increase the overall level of development and knowledge of the student.

Tasks of the Criss – Cross type .

Goals for using the Criss - Cross task type:

1. Control of the assimilation of the passed vocabulary.

Tasks of this type are an Internet page where the teacher enters words with translation, and then the computer automatically generates a crossword puzzle, leaving the task in Russian. The student also needs to complete a crossword puzzle in English

As a variant of using this resource, the following strategy was developed (using a smart Board): the crossword puzzle and its task were located on the smart Board. Students were given exactly the same crossword puzzle. Their task was to solve the crossword puzzle as quickly and correctly as possible. As a control of the accuracy of the task, the teacher then together with the students analyzed the crossword puzzle, "solving" it on a smart Board.

The undoubted advantage of this type of task is its ease of preparation, the ability to work both individually and in groups, which is perfect for the lesson-summing up the results. But it should also be noted that there is one drawback to this type of resource: crosswords only allow you to check the vocabulary, but they do not allow you to check how correctly students use it in the speech stream.

The purpose of using the electronic module:

1. Explore the possibilities of using an electronic textbook as an alternative to a conventional textbook.

Today, our life is impossible to imagine without computers. And in connection with this trend, there was an attempt to use the computer as a source of an electronic textbook.

In the presented version of using this program, students are invited to familiarize themselves with the text about kobolds Tim and Tom, learn new vocabulary, perform exercises to practice this section (insert missing letters, fill in gaps in the dialog). The undoubted advantage of using this type of electronic tool is that it allows students to return at any time to a task that they had previously missed, or to consult a dictionary. It should also be noted that when completing a task, if the student doubts the correct answer, just hover the mouse cursor over the omission in a word or sentence, and the correct answer will appear. Another undeniable positive aspect can be called the fact that at the discretion of the teacher, the number of tasks for practicing a certain point can be increased, and this will not affect the weight of the textbook in any way. It should also be added to the above that this type of textbook allows you to always focus on the level of language proficiency in the group.

But, like everything positive in this tutorial, there are drawbacks. One of these disadvantages is that the teacher must invent an electronic textbook himself, focusing on specific learning conditions.

Multiple choice tests as well as lexical and grammatical tests performed in the computer testing environment AST-TEST

Goals of using tasks using the AST-TEST program:

1. Checking the skills of fixing lexical and grammatical skills
2. Checking the skills of assimilation of country-specific information

This program can be used in two versions: the first, as a simulator, for practicing any material (mainly grammar and vocabulary); the second version can serve as aprogram tool for monitoring and measuring the level of knowledge of students. In the variants of test tasks presented by me, one of the tests is a simulator test for working out vocabulary and grammar, the second test is a final test to test students ' knowledge of the country of the language being studied.

To date, it has been proven that the computer, when used correctly, is a powerful tool for optimizing the learning conditions for any subject, including a foreign language.

Communication in an authentic language environment on the Internet contributes to a more successful implementation of the communicative approach.

The use of the Internet contributes to the development of students ' independence, activity and interest. Thus, the process of teaching a foreign language becomes not only attractive for students, but also effective.

The computer allows students to work in a convenient mode for them. The development of educational technologies allows us to focus on person-oriented learning. In the conditions of such communication, the subjects of educational activity interact.

The main types of educational communication using information technologies are: implementation of educational communication implementation of interpersonal communication of subjects of educational activity (teachers, students) through information and technical channels.

In computer multimedia technologies, a large role is given to the means of computer animation, which is reflected in the organization of modern computer training programs.

At the initial stage of teaching a foreign language, a great role is played by visual acuity, which in computer-based teaching tools is implemented through animation, voice acting, interactivity, etc., which helps to increase the motivation of students to learn a foreign language.

Computer-based learning tools allow students to activate their thinking activity in the formation of basic competencies in almost all aspects of language and speech.

When choosing electronic resources, it is important to take into account such requirements as: ease and accessibility of the language; the ability to work both individually and in a group; assimilation of the material being worked out; productivity of work.

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THE PURPOSE OF USING THE ELECTRONIC MODULE

Annotation: The article considers the possibilities of using an electronic textbook as an alternative to a conventional textbook. The use of the Internet contributes to the development of students ' independence, activity and interest. Thus, the process of teaching a foreign language becomes not only attractive for students, but also effective.

Key words: topics, activities, colorfulness, computer programs, independent, organize, students.

Today, our life is impossible to imagine without computers. And in connection with this trend, there was an attempt to use the computer as a source of an electronic textbook.

In the presented version of using this program, students are invited to familiarize themselves with the text about kobolds Tim and Tom, learn new vocabulary, perform exercises to practice this section (insert missing letters, fill in gaps in the dialog). The undoubted advantage of using this type of electronic tool is that it allows students to return at any time to a task that they had previously missed, or to consult a dictionary. It should also be noted that when completing a task, if the student doubts the correct answer, just hover the mouse cursor over the omission in a word or sentence, and the correct answer will appear. Another undeniable positive aspect can be called the fact that at the discretion of the teacher, the number of tasks for practicing a certain point can be increased, and this will not affect the weight of the textbook in any way. It should also be added to the above that this type of textbook allows you to always focus on the level of language proficiency in the group.

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The computer allows students to work in a convenient mode for them. The development of educational technologies allows us to focus on person-oriented learning. In the conditions of such communication, the subjects of educational activity interact.

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THE NECESSARY TO DETERMINE THE STATUS OF THE NATIONAL - CULTURAL COMPONENT

Annotation: This article discusses the development of the meaning of the word is considered in the process of socialization and enculturation of the individual, in the process of appropriating the culture of a society- speaker of this language as a sign system. Comparison of the semantics of lexical units with the corresponding units of other languages or variants of one language is considered as a particular method of linguistic - cultural analysis.

Key words: foreign languages, cultural, necessary, comparison, scientific, method, linguistic, analyze.

Learning a foreign language is a possibility of transition to a new image of the world, similar to that possessed by a native speaker of a language and culture of interest. Understanding this image of the world and studying its constituent elements is necessary to ensure a successful and smooth flow of an act of communication between representatives of two cultures, to eliminate errors caused by cultural interference, to guarantee adequate understanding and fruitful cooperation.

Subject approach to studying lexical semantic features language units is determined as the most convenient, efficient and frequency, on the basis of which language realities transmitting valuable cultural information, combined in groups of maximum concentration denotative and Connotative basis, are compared with words or variants of one language, thus supplementing the theoretical foundations of linguistics, psycholinguistics, sociolinguistics, on the one hand, and confirming the practical significance of 9 for lexicography, translation studies, teaching methods of foreign language, communication practices, etc.

The term national cultural component is understood to mean the micro component of the word meaning, embodying the national specific features of the material and spiritual culture of a particular linguistic and cultural community. Regarding the status of this component, an analysis of the scientific literature devoted to this problem allows us to conclude that there is no clearly defined status for the national ion-cultural component in the semantics of lexical units. The generalized “ethnicity”, “locality”, and many others are distinguished, depending on the thematic group of a certain vocabulary, present separately or jointly in certain combinations in this semantic component.

To determine the status of the national - cultural component, it is necessary to turn to the consideration of the content structure of the word.

Linguists of all schools and directions agree that the word contains at least two types of information: in addition to the lexical concept (an indication of a designated subject, process, phenomenon or sign), it may include other components: emotional and stylistic coloring, correlation with other words of the same language.

Many scholars consider the expressive use of a linguistic unit to be ethnically specific and the connotative component of semantics is nationally determined, since in their opinion, the concept of connotation includes, first of all, those additional meanings that are cultural-historical , which reflect the national specificity of linguistic means (suffixes, introducing subjective words into semantics assessment, for example, diminutive suffixes).

The most interesting is considered lexical units with the national-cultural component in the denotations in the aspect of the dynamics of the national-cultural component of the semantics. As there is no doubt that over time, the semantic structure of verbal units is subject to time personal changes: the emergence of new, rearrangement of existing value components. The question arises, what happens with the national-cultural component with this kind of change.

The construction of a structural composition of cultural significance gives a real opportunity to reassess some theoretical definitions and postulates of linguoculturology, in particular, the semantics of linguistic units (in terms of the cultural component in the form of a semantic share) and their relations with cultural significance. The latter has an independent ontological status and characterizes the national culture of its people. There are many ways of expressing it, but one of the most effective is language as the primary modeling sign system.

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УДК 070

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ROLE AND SIGNIFICANCE OF MEDIA IN A MODERN SOCIETY

Annotation: This article discusses the role and importance of the media in modern society.

Key words: information, need for information, modern society, culture.

In a modern democratic society, the most important guarantees of its stability and effective management of society are the presence of developed, democratically organized mass media that objectively cover political events. Even a well-educated person without radio, television, newspapers, magazines, it is difficult to adequately perceive the conflicting social processes and build their behavior, activities, make responsible decisions. With the help of the media, a person is able to overcome the narrow horizon of his individual experience.

Constantly expanding its audience, mass media gain authority in society, involve citizens in participation in general sociological processes, and contribute to their awareness of their belonging to the state and the world of politics. The systematic direct communication of the media with citizens makes them the same primary institution of political socialization as the family and the educational system. Browsers of popular publications, television commentators, and leading reporters are perceived by the population and are often prominent representatives of public opinion, serving the majority. The modern world is characterized by the rapid development of information technology. Therefore, more and more attention is paid to the problems of mass communication processes. The sociology of mass communication in the twentieth century has developed quite actively in the countries of America and Europe. In recent years, information flows have received a powerful impetus for development due to the continuous increase in the number of databases, personal computers, human resources involved in the field of communication and mass communication technologies. Some researchers began to talk about the new era of "media democracy" - the power of the media, which not only reflect and interpret reality, but also construct it according to their own rules.

Even if the media try to be as impartial as possible in reporting on what is happening in the world, they still fail to achieve this goal. Guided by the interests of the target audience, which this or that publication is counting on, and, as a result, the policies of himself or his owners, the media form the agenda of various events, focusing on some and obscuring the others. At the same time, the note genre goes by the wayside, giving way to reporting, because today the factor of “inclusion”, direct presence and a kind of participation in the events is considered the most important.

Using various annotation elements, half-hints or direct text, the journalist either makes you think in the direction he needs, or makes it clear what point of view he adheres to. All of this can be done without giving false or unverified information, without damaging the message's heroes, without violating the restrictions imposed by law on the activities of a journalist and the media. Many consumers of information do not understand the significance of the choice of the media of a particular position. They often become objects of influence, manipulation, and as a result, a picture of the world is formed in their consciousness that is beneficial to some media or to those who control them. The term "communication" appeared in the scientific literature at the beginning of the 20th century.

Communication is a necessary element of the interaction of people, groups, peoples, states. In the process of communication, information, feelings, assessments, meanings, meanings, meanings, values are transmitted and interchange, therefore it occupies a leading position in the field of social processes. Communication is a specific form of interaction between people in the process of their life. On the basis of communication in society, individual and collective attitudes are formed. Communication takes place in various forms: linguistic and paralinguistic systems of interpersonal communication (facial expressions, gestures); in the field of culture - literature, art and mass media. The construction of social communities, systems, institutions, organizations, etc., the existence of society as such is impossible without communication. It permeates all aspects of the life of society, social groups and individuals. Without communication, the functioning and development of all social systems is impossible. It provides a connection between people, the division of labor and the organization of joint activities, management, translation of culture, allows you to accumulate and transmit social experience. Naturally, any study affects some form of communication.

In human society, communication is carried out between individuals, groups, organizations, states, cultures through sign systems (languages). Communication between people occurs in the process of communication as an exchange of integral iconic messages that reflect knowledge, thoughts, ideas, value relationships, emotional states and programs of activity of the communicating parties.

The content and forms of communication reflect public relations and historical experience of people. In its most general form, communication usually means an act of communication, a connection between two or more individuals based on mutual understanding; communication of information by one person to another or a number of persons through a common system of symbols (signs).Communication is a socially determined process in which individual and group attitudes of speech behavior are formed. Therefore, in the sociology of communication, along with interpersonal, mass communication is comprehensively studied.

Communication in all its parameters is social and is influenced by society. The increasing complexity and dynamism of social processes and the impact of events in society on a person's daily life make him more and more dependent on the flow of messages from the media. The range of information that a person needs for his social behavior and life in society and obtained from his own experience is narrowing more and more, and the amount of necessary social information received from television radio programs, periodicals is expanding, and the influence of mass communication and its means on a person is increasing. Mass communication is the process of communicating information using technical means - mass media (print, radio, cinema, television) - to large audiences in order to influence people's assessments, opinions and behavior. Communication is not spontaneous, but a purposeful process, guided by a specific program - political, ideological, educational, cultural.

The fundamental difference between mass communication and interpersonal communication, i.e. communication between social individuals is the communication of large social groups.

The specifics of mass communication are also public in nature and openness, limited and controlled access to the means of transmission, the mediation of contacts between the transmitting and receiving parties, the asymmetry (imbalance) of their relations, the significant predominance of the number of recipients, the influence of institutional regulations on the relations of the transmitting and receiving parties. Modern society is unthinkable without such an important institution as mass communication. A condition for the existence of society as a whole is the maintenance of a stable exchange of information between individuals and social groups. Mass media perform a wide variety of functions - education and socialization, advertising, entertainment, scientific and cultural enlightenment, etc. However, their main function is to influence broad social strata through the content of the transmitted information.

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KEY FEATURES OF A DEMOCRATIC SOCIETY

Annotation: This article analyzes the main features of a democratic society. The types and distinctive features of a democratic society are examined in detail.
Key words: democracy, society, parliament, development, law, state.

A democratic state is a state whose structure and activity corresponds to the will of the people, universally recognized rights and freedoms of man and citizen. A democratic state is an essential element of a civil society democracy based on people's freedom. The source of power and legitimacy of all organs of this state is the sovereignty of the people.

The sovereignty of the people means that:

• the subject of public authority, both state and non-state, is the people as the aggregate of the entire population of the country;

• the object of the sovereign power of the people can be all those social relations that are of public interest throughout the country.

This feature testifies to the fullness of the sovereign power of the people;

• supremacy is characteristic of the sovereignty of a people's power when a people acts as a single whole and is the sole bearer of public power and the spokesman of the supreme power in all its forms and specific manifestations.

The subjects of democracy can be:

• individual citizens, their associations;

• state bodies and public organizations;

• people as a whole.

In the modern sense, democracy should not be seen as the power of the people, but as the participation of citizens (people) and their associations in the exercise of power. The forms of this participation can be different (membership in a party, participation in a demonstration, participation in the election of the president, governor, deputies, complaints, statements, etc., etc.). If the subject of democracy can be both an individual person and a group of people, as well as the whole people, then the subject of democracy can be only the people as a whole. The concept of a democratic state is inextricably linked with the concepts of a constitutional and legal state; in a sense, we can talk about the synonymy of all three terms. A democratic state cannot but be both constitutional and legal.

The state can correspond to the characteristic of a democratic only in the conditions of an established civil society. This state should not strive for states, it should strictly adhere to the established limits of intervention in economic and spiritual life, which ensure freedom of enterprise and culture. The functions of a democratic state include ensuring the common interests of the people, but with the unconditional observance and protection of the rights and freedoms of man and citizen. Such a state is the antipode of a totalitarian state; these two concepts are mutually exclusive.

The most important features of a democratic state are:

1. real representative democracy;
2. ensuring the rights and freedoms of man and citizen.

Principles of a Democratic State. The basic principles of a democratic state are:

1. recognition of the people as a source of power, a sovereign in the state;
2. the existence of the rule of law;
3. Submission of the minority to the majority in decision-making and implementation;
4. separation of powers;
5. electivity and turnover of the main organs of the state;
6. control of society over law enforcement agencies;
7. political pluralism;
8. publicity.

The principles of a democratic state (in relation to the Russian Federation):

• The principle of respect for human rights, their priority over state rights.
• The rule of law.
• The principle of democracy.
• The principle of federalism.
• The principle of separation of powers.
• Principles of ideological and political pluralism.
• The principle of the diversity of forms of economic activity.

More detailsForms of Democracy. The sovereign will of the people can be expressed in two main forms:

• directly:1. by referendum; 2. through free elections of state authorities.
• in representative forms.

Representative democracy - the exercise by the people of power through elective institutions that represent citizens and are vested with the exclusive right to pass laws. Representative bodies (parliaments, elected local governments) are vested with the right to resolve the most important issues of people's life (declaring war, adopting a budget, imposing a state of emergency and martial law, resolving territorial disputes, etc.). Constitutions in various countries give representative bodies various powers, but the mandatory and most important among them are the functions of the legislature and the adoption of the budget.

Representative bodies are not necessarily called upon to directly control executive power - this is recognized only in states with a parliamentary form of government, but under any system these bodies are still vested with separate constitutional powers in this area. The effectiveness of representative bodies in a huge, if not decisive, degree depends on cooperation with the executive branch. Another no less important condition is the independence of the representative institution within its powers, the absence of a competing legislative power, the non-interference of the executive power in the prerogatives of representative institutions.

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BASIC COMPONENTS OF PEDAGOGICAL ACTIVITY

Annotation: This article discusses the main components of pedagogical activity.

Key words: pedagogy, pedagogue, component, constructive, organizational, communicative.

A great place in the work of a teacher belongs to the design of a lesson, extra-curricular activities, the selection of educational material in accordance with school curricula, textbooks, various methodological developments and its processing for presentation to students. All this work ultimately translates into a detailed summary of the lesson. The search for ways to intensify and intensify the learning process is also an integral part of constructive activity. Organizational component. An important place in the structure of pedagogical activity is occupied by organizational activity, which is a single whole with a constructive one. Everything that the teacher plans to carry out during the lesson should be combined with his ability to organize the entire educational process. Only in this case will the students arm themselves with knowledge. The organizational component includes three areas: organization of its presentation; organization of their behavior in the lesson; organization of children's activities; constant activation of their cognitive sphere. If a teacher shows mastery in only one aspect of organizational activity, for example, he organized the presentation well (skillfully picked up teaching material, verbal, substantive visualization), but did not attract children to active mental activity, then the lesson can only be entertaining, and full learning will be. The same applies to other areas of the organizational component of the structure.

Communicative component. It includes establishing and maintaining relationships with students, parents, administration, and teachers. It is the teacher’s attitude toward students that determines the success of his constructive and organizational activities and the emotional well-being of the student in the learning process. There are five types of emotional relations between teachers and students: emotionally positive active, emotionally positive passive, emotionally negative active, emotionally negative passive, unbalanced. It turns out that the relationship between children in the class in most cases corresponds to one or another emotional style that characterizes the behavior of the teacher. So, for a teacher who is emotionally unbalanced, who is sometimes suspicious and negatively inclined towards students, then sentimental and unreasonably encouraging students, the class is nervous, uneven in relation to each other.

The communicative side of pedagogical activity is manifested in the entire pedagogical process. The implementation of an individual approach, as one of the aspects of a person's communicative activity, also determines the success of his work. The teacher should notice and take into account the characteristics of the student, which interfere or help him, and accordingly respond to them. So, the slowness of the student, associated with his temperament, requires patience and tact of the teacher. It must be remembered that it is the communicative components of the teacher's activity in most cases that cause deviations in the learning outcomes.

A.I. Shcherbakov, in addition to the above components, identifies the psychological functions of pedagogical activity. This is an information function (possession of the material and the art of its presentation); developing (management of the development of the personality of the student as a whole); orientation (personality orientation, its motives, ideals); mobilization (activation of students' mental activity, development of their independence); research (creative search in the pedagogical process, the ability to conduct an experiment, generalize experience and constantly improve your skills).Teacher (teacher, teacher, mentor, master) - a person with special training and professionally engaged in teaching activities. The pedagogical function is the direction prescribed by the teacher for applying professional knowledge and skills. main directions of the application of pedagogical efforts are training, education, upbringing, development and formation of students.

The main function of a teacher is to manage the processes of training, education, development, and formation.

1. Pedagogical functions performed by teachers at the preparatory stage of each project (cycle) of educational activities. Goal setting. The goal is a key result of pedagogical activity, it ideally anticipates and directs the movement of the common work of the teacher and his students to their common result. Diagnostic function. Management of the learning process is based primarily on the knowledge of students. Without knowledge of the characteristics of the physical and mental development of schoolchildren, the level of their mental and moral education, the conditions of class and other education, etc., it is impossible to carry out the correct goal setting or choose the means to achieve it. The teacher must be fluent in prognostic methods for the analysis of pedagogical situations. Predictive function. It is expressed in the teacher's ability to anticipate the results of their activities in the existing specific conditions and, based on this, determine the strategy of their activities, evaluate the possibilities of obtaining a pedagogical product of a given quantity and quality.

The projective (design) function consists in constructing a model of the upcoming activity, choosing methods and means to achieve the goal in the given conditions and at the set time, highlighting specific stages of achieving the goal, forming specific tasks for each of them, determining the types and forms of evaluating the results and etc. Scheduling function. Diagnosis, prognosis, project are the basis for developing a plan of educational activities, the preparation of which completes the preparatory phase of the pedagogical process.

2. At the stage of implementation of intentions, the teacher performs informational, organizational, evaluation, control and corrective functions. Organizational (organizational) activity of a teacher is mainly associated with

involving students in the intended work, and collaborating with them in achieving the intended goal. Information function. The teacher is the main source of information for students. The control, evaluation and correction functions, sometimes combined in one, are necessary for the teacher, first of all, to create effective incentives, thanks to which the process will develop, and the planned changes will occur in it. The collected information allows you to adjust the process, introduce effective incentives, use effective tools.

3. At the final stage of the pedagogical process, the teacher performs an analytical function, the main content of which is the analysis of the completed case. In addition to his immediate professional functions, the teacher performs the functions of public, civil, family.

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BASIC ELEMENTS OF PEDAGOGICAL ACTIVITY

Annotation: This article discusses the basic elements of pedagogical activity.
Key words: pedagogy, pedagogical activity, method, competence, worldview.

The initial element of the system are its goals. They reflect a social order and are basically set by society. In other words, the leader, the teacher are not free to choose the final pedagogical results and diversify the personality of the schoolchild, student, student, employee, citizen, prepare for life in society. Systematic pedagogical activity contributes to the implementation of social continuity of generations, the realization of the possibilities of people in mastering public experience. But the teacher, the leader determines the specific tasks proceeding from the goals himself, in accordance with the characteristics of the people with whom he works, with the conditions of activity.

This requires the adoption of creative decisions, the ability to compare pedagogical goals with a specific environment. In addition, focused pedagogical activity is inevitably an activity of labor management, study of an individual, group, which implies the inclusion in the work to achieve the goal of all participants in the pedagogical process. Pedagogical activity sets as its task the real achievement of unity of goals, which is associated with certain difficulties. For the teacher, the leader, the goal is close and clear: to ensure that a person assimilates the knowledge system, instill in him the necessary skills and abilities, form and develop personal qualities, psychologically prepare for life, work, and professional activity. The student, employee, meanwhile, usually lives today, the future for him seems very distant. Therefore, one should take into account the urgent needs of the wards, their activity plans.

The object of pedagogical activity can be a preschool child, a student of an educational school of any age, a student, a cadet, a student of a higher educational institution, an employee, an industrial specialist, etc. Since this textbook is mainly aimed at pedagogical work with adults in the law enforcement system, it is advisable consider first of all the features of this category of people, given that the specifics of working with children is reflected in detail in numerous pedagogical sources.An adult is a person who has a supply of life and often professional experience (people who improve their professional qualifications), who have established, relatively stable characteristics: self-awareness as an independent, self-governing personality; the desire with the help of study to solve their vital issues and achieve specific goals. From the point of view of acmeology, an adult is a fairly mature, but actively growing and constantly changing personality with unique individual traits, his own understanding and assessment of current events, and a system of relations to them. He is an active accomplice in the pedagogical process, having his own goals and motives of activity, and therefore being his subject, perceiving pedagogical influences through his inner world and treating them differently. That is why template approaches, stereotypical actions are not applicable to him, and a constant creative search is needed.

It should be borne in mind that in addition to the leader, the teacher, a person is strongly and far from unambiguously influenced by the surrounding life and environment. Correction and pedagogization of these influences, including those proceeding from himself, is also necessary. the implementation of not only education, upbringing, training, development, but also self-education, self-education, self-training, self-development. Features of adults determine the attitude of managers and teachers towards them as partners in pedagogical communication and interaction.

From the point of view of the personal-activity approach, an adult is an active, self-organizing subject of pedagogical interaction. Therefore, the pedagogical effects on him should be correlated with the interests of his individual life independence, economic independence, tasks, family support, etc. Therefore, even small troubles with the payment of wages, money, scholarships, with the receipt of property, etc. . cause a painful reaction in a person, violate a clear regime of labor activity and personality changes. The experience accumulated by an adult during the period of official, industrial, educational activity must certainly be taken into account by the teacher, leader in the content, problems and organization of pedagogical influences.The subject in the pedagogical system is one who pedagogically purposefully acts on a person who realizes himself responsible for his future, for the results of his pedagogical influences. The main conditions for the success of the effects of the subject are an example of a person, life and activity, his authority, the pedagogical significance of individual characteristics, as well as the quality of his pedagogical knowledge, skills, abilities and experience.

One of the goals of studying pedagogy with students, students, cadets and students is to equip them with knowledge and beliefs in the need to turn themselves into a subject of self-improvement, as an accomplice in the efforts of teachers and leaders in this direction. The next important element of the pedagogical system are methods, i.e. ways and methods of pedagogical work. We can say that the pedagogical system is the process of solving pedagogical problems through the creative application of all kinds of methods and means to successfully achieve pedagogical goals. The methods are varied. So, only educational methods form a complex interconnected complex:

a) methods for studying subjects and objects of upbringing, their features and characteristics: observation, study of accounting records, a biographical method, analysis of performance, generalization of independent characteristics, testing, surveys, interviews (interviews, etc.);

b) methods of educational influences and interactions: persuasion, example, exercise, inclusion of students in various activities, promotion, coercive measures, etc .;

c) methods of prevention and re-education: retraining, persuasion, "reconstruction of character", "breaking unwanted contacts", self-correction, etc.

The grouping of teaching methods includes:

a) verbal - a story, explanation, conversation, discussion, briefing;

b) visual - illustration, display, demonstration of the studied objects and phenomena;

c) training activities - exercise, laboratory work, test work, educational observation, analysis and evaluation of completed actions, correction of actions and techniques, training in practical activities, etc .;

d) training modeling of real actions: verbal, psychological modeling, imitation, modeling of confrontation and game situations, mental and physical stress, etc.

A significant role in the system belongs to pedagogical means: types of labor and study, moral and material stimulation, technical means, visual aids, mass media, pedagogical environment, etc. Separate components of the system are the management and evaluation of the results, which will be discussed in detail in the next section. It is important to emphasize that the considered basic elements of the pedagogical system and their general characteristics convince that only a systematic approach, i.e. the correct set of all elements of the system of pedagogical work, giving them certain qualitative characteristics, ensuring their consistency with each other, achieving coordinated interaction in the dynamics of functioning, subordinating everything and everything in the system to achieving the pedagogical goal for which the system is created and functions, gives confidence in pedagogical success.

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ROLE OF PHYSICAL EDUCATION AND SPORTS IN ORGANIZING A HEALTHY LIFESTYLE

Annotation: This article discusses the role of physical education and sport in promoting a healthy lifestyle.

Key words: healthy lifestyle, sport, daily routine, physical education.

In the XXI century, mankind has entered a radically changed geopolitical environment. Over the past ten years, the bipolar system of international relations has collapsed, which maintained a certain balance of power, which allowed maintaining general international security. Two mutually exclusive trends prevailed in world development: the first tendency is manifested in the strengthening of the economic and political positions of a significant number of states and their integration associations, in improving the mechanisms of multilateral management of international processes, in the formation of a multipolar world; the second tendency is manifested through attempts to create a structure of international relations based on the dominance in the international community of developed Western countries under US leadership and designed for unilateral, primarily military-force, solutions to world politics bypassing the fundamental norms of international law, the formation of a unipolar world that ensures survival "Golden billion" due to natural resources and the population of other countries.

Sports are characterized by health, educational, cultural, spiritual, law enforcement and defense functions. The physical development of the population contributes to the improvement of production, as a result, the economic potential of the state increases. More and more important is his role in the socialization and education of the younger generation, the formation of the image and lifestyle. It "also affects such seemingly disparate phenomena as social status, racial and national relations, business life, car models, fashion, the concept of heroism and ethical values. The formation of a healthy image of a nation is a paramount task that every state seeks to achieve. The determining factor in this is the social way of life, the affordable standards of human life provided by society and the state to every citizen, which determines the level and quality of life of the country's population. For this, society mobilizes various means that it really has, and first of all, the possibilities of the human factor - the size of the population, demographic dynamics and the state of health of the population. An important role in ensuring the foundations of a decent life for all members of society is played by industrial and agricultural production, education and culture, in particular physical education, sports and sports and recreational tourism, which are structurally functional components of the national security system.

In the modern world, sport is a phenomenon that affects the interests of large groups of people. Sport performs a number of social and political functions, first of all, cultivates a healthy lifestyle, which is very important for the economy and for the defense of any country. That is why the state exercises control over sports through the publication of relevant regulatory legal acts, state programs and the allocation of funding. The relevance of the study is the study of human health as a social value, which makes it possible to find out its political, economic, aesthetic, moral and psychophysiological content. The priorities of the sociocultural policy of the state are considered. A person is a leading subject and a priority object of the national security system, strengthening the state and ensuring the dignified existence and functioning of society. At the same time, it is people who constitute the fundamental resource of physical culture, sports and tourism: the socio-economic and sociocultural effect of the physical culture and sports movement, the physical education system of the population and tourist sports, health-improving activities appear and materialize only when people are actively engaged in physical education and sports and tourism. There was an urgent need for the introduction of comprehensive innovative technologies based on modern educational and information methods, advanced technical training tools, as well as scientific and technological achievements, where the main goal should be to improve the quality of life and health, increase the life expectancy of the population. Due to the difficult socio-economic situation and a number of social problems in our country: child neglect, drug addiction and crime among young people, the situation is now ripe in the Russian Federation and the adoption of drastic measures to qualitatively improve the health status of the population. The formation of new values of youth (including the rejection of bad habits), a high level of citizenship and patriotism. Oral, print and visual propaganda is one of the most powerful “engines” of mass sports; these are documentary, educational, popular science and feature films aimed at the development of physical culture and the promotion of mass sports. Massive sporting events have a significant impact as a means of propaganda. Attention to mass sport, which becomes the basis for the development of student sports, and subsequently the sport of higher achievements, has become one of the most important conditions for the physical improvement and education of the moral qualities of millions of citizens of our country. One of the main directions in the development of physical culture and sports at present is the physical education of children, adolescents, and youth, which contributes to the solution of many important problems such as improving public health, increasing life expectancy and quality, and preventing crime.

Summing up, we can derive a formula for the health of the nation and world well-being, the most important component of which will be physical education and sport. The desire to engage in should be cultivated in a person in any society from a very early age. The role of a person’s physical activity in the socialization and upbringing of the younger generation, the formation of an image and lifestyle is becoming increasingly important. The sphere of sports activity "also affects such seemingly incomparable phenomena as social position, racial and national relations, business life, car models, fashion, the concept of heroism and ethical values".

Therefore, the study of human health as a social value, which makes it possible to find out its political, economic, aesthetic, moral and psychophysiological content, is of undoubted relevance. Identify the priorities of sociocultural policies of states.

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5 COMMON MISTAKES OF ECOMMERCE START-UPS

Annotation: Running a business is like climbing a mountain. Sometimes you are on the up-and-up, and other times you hit obstacles that hinder your progress. Like a rock climber, you need the right tools, expertise, and determination to reach the top.

That is why it is important to prepare yourself for success by avoiding common mistakes that other entrepreneurs make on their e-commerce journey.

From choosing the wrong e-commerce platform to not considering user experience, in this blog you'll learn what mistakes to avoid — and how to set yourself up for ecommerce success.

If you have big dreams to grow your e-commerce business, check out these FIVE critical e-commerce mistakes to avoid when selling online.

Key words: platform, customers, convenience of social media usage.

CHOOSING THE WRONG PLATFORM

The biggest e-commerce mistake is choosing the wrong platform to sell on. Just because a platform has the most users, or is the most popular, that does not mean that it is right for you. It is super important to understand your own requirements and your user's needs before you choose a platform for your online store. Here are some of the top e-commerce platforms: 1. Big Commerce - Ideal platform for startups because of its affordable price 2. Woo Commerce - Adds flexibility to your store with the help of additional add-ons and themes 3. Magento - Allows you to select any hosting company of your choice 4. Shopify - Includes marketing tools that help with SEO and social media

IGNORING ANALYTICS

Analytics tools are the most powerful tools for your business. They give you data about your audience - their interests, demographics, and behavior on your store. You can use this data to your advantage for email segmentation campaigns, A/B testing, and for implementing dynamic content for your website. The easiest way to implement analytics is by using Google Analytics to understand your audience and track their behavior in your store. You can also select analytics plugins depending on the e-commerce platform that you are working with.

NO STRONG BRAND MESSAGE OR IDENTITY

While Nike may be known for its shoes, they have put in the work to create a strong brand identity, logo, and message. The Nike "swoosh" is recognized across the world and their tagline "Just Do It" is simple, iconic, and motivating.

Do not make the mistake of thinking that your products are good enough to sell themselves. In order to create a thriving business, you will need to cultivate a strong brand identity that will relatable to your audience and will be conducive to viral brand awareness.

Be Authentic, Be Consistent

If you have done your market research, you should have a solid idea of what your audience is looking for, and what type of language speaks to them. Then it is just a matter of being consistent and unwavering in your messaging.

If your brand represents high quality, trustworthiness, fun, affordability, etc., then these values should be evident in all of your content, branding, and marketing.

Having a strong brand identity increases customer loyalty and increases your potential for widespread brand awareness.

POOR CUSTOMER SERVICE

Customer service includes a lot of different things.

It includes how you respond to user messages through your website. It is how you respond to questions and comments on social media. It is how you address customer's complaints over the phone and via email. You interact with a customer that requires your attention and support.

Poor customer support (including slow response time, showing impatience, not offering refunds, etc.) is the surest way to lose existing customers and hinder getting new ones.

Be There When They Need You

You should be accessible to your users and customers at every step of your sales process — from acquiring information, to checking out, to follow-up. This ensures that they do not have any issues, or if they do, you are able to resolve them quickly and professionally.

If you take forever to respond, rely on automated responses, only send one-word answers, or have a "tough luck" attitude, you will create a long trail of unhappy customers.

Your customers are the lifeblood of your business. Not only is it easier to and more profitable to keep an existing customer, but the likelihood of them sending more business to you is increased when you offer amazing customer service.

NOT FOCUSING ON THE USER EXPERIENCE

Creating a stellar user experience is the best thing you can do for your ecommerce store. Here are various mistakes you might be making that affect the customer's journey negatively: Don't use low-quality images People hate browsing a site that looks unprofessional. Make sure you have good looking images and elements on every single page of your site. Don't be stingy with design. Describe your products well Having a proper description is as important as having high-quality images. 69% of shoppers want to read your product description. Write a complete description mentioning every detail about the product. Include the size, fit, shape, color, and any other information that your users might be looking for. This is also good for SEO. The longer your description is the more keywords you can use. Remember to always focus on the user; do not write descriptions for search engines. Offer free shipping If you are in the ecommerce industry, you know that buyers hate paying for shipping. capability on an e-commerce store is probably the worst UX mistake you could ever make. Up to 30% of visitors use the website's search box to search for products. On top of that, research shows that visitors using search contribute to 13.8% of annual revenue. This is why site search is important for your e-commerce store. You can stay ahead of the curve by: 1. Using auto-complete feature on your site search. 2. Improve search results page. 3. Make it easy to find the search box. Provide an option to search for products on your store and include filters to help users further refine their search results.

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5 TECHNOLOGIES THAT IMPROVES MARKETING

Annotation: Your sales and marketing teams should work together like a well-oiled machine, passing leads from marketing to sales for them to close the deal with, but that doesn't always happen, does it? Sometimes things get missed, or left behind, or misdirected.

Wouldn't it be nice if you could wave a magic wand and make things work the way you wanted? Well, you may have heard Arthur C. Clarke's law that goes "Any sufficiently advanced technology is indistinguishable from magic." Here's some tech that might give you some magical results.

Key words: Marketing, technologies, media, search engine.

What is marketing technology?

Marketing technology is a general term for tech used to assist marketing teams in their work. The technology is mostly used in the sphere of digital marketing, and also for the optimization of offline marketing channels.

Knowing this; we can look at some techs that can help improve marketing

PAID MEDIA

By picking the right platform and targeting the right demographic, paid media can ensure your message reaches the right audience. However, to do this you need the correct tools to track your campaigns. There are also great tools to help you develop a competitive strategy.

What tools to use and why?

There's also a great tool called SpyFu, which enables you to carry out PPC competitor research. Whether it's a competitor estimated monthly spend, the keywords that they are targeting or how well their ads are ranking, SpyFu gives you insights to help put together a campaign strategy that is highly competitive.

Aidan Danaher, Account Director, says:

"*Before starting any paid media campaign, it's extremely important to check out the competition. Who's targeting the same search terms as you? How much are they spending? Where do they rank? In order to get the results you want, you need to be creative. SpyFu offers a ton of value, particularly in understanding the competition***."**

SEO

Search engine optimization (SEO) is all about becoming visible and searchable online. It can be tricky, as Google is forever changing its algorithms. Staying on top of these changes is hard enough but being able to adapt your SEO to these changes to remain competitive is the real challenge.

What tools to use and why?

Moz is your best bet for continued SEO success. Not only does Moz offer great educational resources to keep on top of SEO best practice, but the Moz all-in-one SEO toolset provides the full range of capabilities that you need. It tracks desktop and mobile keyword ranking, allowing users to easily keep tabs on any and all active keywords. This intelligent keyword analysis is supported by other features like link building and opportunities, site audits, search visibility score and page insights.

Laura Lopez, Marketing Executive, says:

“*What I love about Moz is that it keeps up to date with Google algorithm changes, which is incredibly useful. If I ever see an unusual change in site traffic, I quickly go to Moz’s dashboard and check the cause – like any recent updates from Google. Another useful feature is Moz’s live chat because I can ask them anything and they’re always prompt in providing me with the information I need***.”**

AI: INTERACT & LEARN

While around since the 50’s, brands have only started to use AI effectively for core consumer services. Evolving all the time, AI has huge potential as it helps improve customer self-service, enhance personalization and cater to individual customer requests and needs in a unique way.

Take the Hilton hotel chain as an example. Keen to make AI a part of their customer experience, the brand worked with IBM to create the hospitality industry’s first Watson-enabled robot concierge, Connie to cater to guests’ queries. Through cognitive reasoning and robotics, the robot provides a unique interaction for consumers and the more she interacts with, the more she learns about how to provide assistance.

While creating a robot may seem like an extreme example of the technology, it demonstrates the potential of AI to provide a customer experience like no other. A technology not to be ignored, it has the potential to interact and learn, making it a useful technology to enhance customer experience

PROGRAMMATIC ADVERTISING: SUPERIOR TARGETING

With spending on programmatic advertising on the up brands are investing in using data to ensure the right ad gets to the right person at the right time.

The key to programmatic is that it uses technology and the resulting analytics to help brands understand as much as possible about the person viewing an advert before space is actually bought. In addition, as customers access content through multiple devices programmatic enables a customer to be tracked and targeted across them effectively.

An excellent example of programmatic marketing can be found in a recent campaign from The Economist. Taking a provocative approach based on the rationale 'There is nothing more provocative than the truth,' the brand invested heavily in advertising and designed a series of unique, highly targeted ads which were catered to their target demographic - well-educated, middle-class readers.

More than 60 ads were created, most in near real-time highlighting topics such as the CIA's use of torture within hours of the story breaking.

The campaign was rolled out across a variety of platforms, and resulted in:

- Achieving 50% of target in just 9 days

- The ads resulted in over 3.6m new people responding to calls-to-action, sampling The Economist or becoming re-targetable contacts.

For brands, programmatic will only continue to grow for improving customer experience as it is real-time, scalable, cost-effective, efficient and omnichannel.

Knowledge is power when it comes to selling a product or service. These new and constantly evolving technologies can not only help expand an organization's customer base but also help them gain insight into their customers on a macro-level.

Learning how to make the most of these technologies will help organizations - big and small - enhance customer experience to a level that would never have been thought possible a few years ago.

MOBILE APPLICATION & M-WALLET

Optimization of a mobile is a primary concern for the eCommerce business, which is moving forward, but it is not enough anymore. You have to implement the functionality of the mobile wallet. You should also consider it as a launch of the mobile app. The mobile platform is one of the eCommerce technologies trends in 2019.

As many of the clients shop online, we understand the advantages and will add the security of using the mobile wallet. Mobile customers will accept the use of the mobile wallet to finalize a purchase. Mobile wallet functionality will help you to increase sales and boost your rate of conversion.

Shopping with the help of the App is more convenient for the customers and will give a more immersive environment for marketing. Your app will work as a pop-up, and you will have a feel as a physical store.

As the apps are immersive, a user likes to spend more time browsing. We will give opportunities for marketing & sales.

Conclusion

The E-commerce website will be ready for the future by integrating with the latest technological trends. You will also get professional support in this if you need to incorporate the latest technologies for marketing strategies.

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STUGGLES OF SMALL-SCALE BUSINESSES AND HOW TO FIX THEM

Annotation: Owning and running a business is a frightening thought for most people, especially when you consider how many problems you might face along the way.

Having the idea is often the easy bit. Starting and managing it successfully along the way is the hardest and scariest part. The first two years of your business are crucial and most small companies do not make it. Those brave enough to do it have to manage every aspect from employees, marketing, admin, accounts and, perhaps most importantly, making sure they don't miss out on any leads!

Key words: customer, small scale business, quality.

FINDING AND RETAINING CUSTOMERS

As you probably already know, the key to finding customers is to have a product that is unique and that can satisfy their needs. So, do a little market research, find you target group, see what their pain points are and how you can resolve this for them.

Also, marketing plays a big part in your business. Choose a popular media platform to advertise your business and keep it simple. Make your statement brief but something that would stick in your customer's mind, since mind positioning is half the job. You should also be available as much as possible, so that you can reply instantly or at least in the first few hours. Do not use automatic responses, make those e-mails personal and trust that they will know the difference. For special potential clients, where you think you can earn well, you can always offer a demo service just to give them a taste of what working with you would look like.

A way to keep customers is to have a great service coupled with the best price. This sounds like a very obvious thing to say but keeping that value-for-money policy constantly on your mind will guide you. You can again do the research, but this time focus on the existing customers, ask them for feedback, see just how much you earn from them and how much is the service actually costing you. Focus on your best customers, learn from their example and you will profit more.

If you have a negative comment, get right on it. Call the customers personally, ask them specifics about what bothered them and offer compensation in a form of discounts, gifts, etc. It seems like a lot of trouble, but it is worth it. Negative comments will not lead to good word-of-mouth, which is something that can make or break a business.

RELYING TOO MUCH ON ONE CUSTOMER

Understandably, even one good, large, paying-on-time customer is great news for a new business, but it can also be a problem. And that is the fact that it's not making you a business owner as much as a contractor. It can be very difficult to stop focusing on that single customer and try to find new ones that might not be that reliable, but it is necessary.

All sorts of problems can occur, and even that one big client could stop needing your product. That is where you start needing other small clients to help you keep your business afloat if that big one stops paying.

Spreading Brand Awareness

It can sometimes seem like today's biggest brands seemed to have popped up out of nowhere. How did they become a household name? How did they grow that quickly? Can your business grow like that, too?

Of course, most of these companies' hard work, failures, and rejections happened behind the scenes. But there are strategies for spreading the word about your brand and building a great reputation that you can start right away.

There are many ways to spread brand awareness, but the three I'll touch on here are PR, co-marketing, and blogging.

- **PR:** Public relations is less about paying for a spot in a news blog, and more about focusing your voice and finding your place in the market. I recommend reading this great post from FirstRound Capital on what startups and small businesses often get wrong about PR, which also includes some great, tactical tips on how to figure out who's covering your industry, building relationships, and working with reporters. You can also download our free public relations kit to learn how to maximize your public relations efforts with inbound marketing and social media.
- **Co-marketing:** Partnering with another brand will help you inherit some of their image and reputation and create brand evangelists outside your circle. It's a fantastic way to gain a large volume of new contacts alongside your organic marketing efforts. You can read our ebook on how to get started with co-marketing for more helpful information.
- **Blogging:** Running a consistently high-quality blog will also help you build brand awareness. Not only does a blog help drive traffic to your website and convert that traffic into leads, but it also helps you establish authority in your industry and trust among your prospects. Many people find out about HubSpot because of our blog posts. It'll also help you build an email list, which brings us to our next point.

Balancing Quality and Growth

"There's this mix of building scalability early, versus doing what you have to do to get it all done," Nick Rellas, co-founder and CEO of Drizly, told our panel of startup executives about starting his own business.

This is a tricky one, especially since every situation is different. You'll see this problem arise in all areas of business: in product development, in marketing and content creation, in hiring, and so on. For example, many business executives will push growth at all costs. But if you grow your company too quickly, you'll find yourself having to hire quickly. This can overwhelm your experienced team members because it takes a while to train people. And if you don't train people well, it can end up backfiring.

Unfortunately, there's no perfect answer here. "Depending where you are in your business' lifecycle," says Rellas, "the scale will tip one way or the other, but I do think you need both at different times."

What it comes down to is not obsessing over every detail, but obsessing over the *right* details. Obsessing over product perfection, for example, might not be as important as obsessing over customer service. It's better to put your fears aside and launch a product that isn't perfect because you can always update and improve it. After all, once your products are in the hands of your customers, you can learn much more quickly what's working and what isn't.

Obsessing over customer service, however, is worth the extra effort. Amazon CEO Jeff Bezos puts it well in his 2016 letter to shareholders: "There are many ways to center a business. You can be competitor focused, you can be product focused, you can be technology focused, you can be business model focused, and there are more. But in my view, **obsessive customer focus** is by far the most protective of Day 1 vitality." ("Day 1" is what he refers to as a period of growth and innovation, whereas "Day 2" is stasis, irrelevance, and slow demise.)

STAYING UP TO DATE

To keep your business, you need to be on the same page with what is trending. That is the only way you can measure up with the competition. Also, this one is not that hard, and it would only take as much time as you want. Set aside time, whether it is one hour every day, week or more only you can know. But make sure you keep up with the trends. Read newspapers, blogs, Twitter, set up your Google Alert and you will manage to keep your business from falling behind.

Another way of being out there is through conferences, exhibitions, anywhere your target group is. Mingle, network and you will discover new things, learn about them and get noticed whilst you are at it.

While these are just a few of the many business challenges facing small businesses every day, there are many others out there. Are there other challenges your small business is facing that you want to bring up? Share with us in the comments below -- and don't forget to share your ideas for solutions, too!

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MOBILE COMMERCE

Annotation: Mobile commerce, also known as m-commerce or m-commerce, is the use of wireless handheld devices like cellphones and tablets to conduct commercial transactions online, including the purchase and sale of products, online banking, and paying bills. The use of m-commerce activity is on the rise. According to market research company Statista, mobile commerce sales in the United States were an estimated $207.2 billion in 2018 and even more sales was made in 2019 so why don't we make this a discussion

Key words: mobile commerce, wireless application protocol, convenience of mobile commerce.

Mobile Commerce: the exchange or buying and selling of commodities, services, or information on the Internet (wired or wireless) using mobile handheld devices. **SET:** The Secure Electronic Transaction (SET) protocol is a technical standard designed to provide security for payment transactions among cardholders, merchants, payment gateways, and certification authorities in Internet.

Third Generation (3G): wireless system that can provide high-speed (384 Kbps) packet-switched wide-area wireless Internet access to support multimedia applications.

Wi-Fi: IEEE 802.11b (Wi-Fi) is a wireless local area network standard. It operates in an unlicensed radio frequency band at 2.4 GHz and provides data access at 11 Mbps.

Wireless Application Protocol (WAP): an open, global specification that allows users with mobile devices to easily access and interact with information and services instantly.

Apprehending Mobile Commerce

Mobile commerce is an increasingly large subset of electronic commerce, a model where firms or individuals conduct business over the internet. The rapid growth of mobile commerce has been driven by a number of factors, including increased wireless handheld device computing power, a proliferation of m-commerce applications, and the broad resolution of security issues.

The Convenience of Mobile Commerce

The range of devices capable of mobile commerce is growing. For example, digital wallets like Apple Pay and Android Pay let customers make in-store purchases without the inconvenience of swiping cards. In addition, during the mid-2010s, social media platforms, such as Facebook, Twitter, Pinterest, and Instagram launched "buy buttons" on their mobile platforms, enabling users to conveniently make purchases from other retailers, directly from these social media sites.

A mobile commerce system is very complex because it involves such a wide range of disciplines and technologies. In general, a mobile commerce system can be divided into six components: Mobile commerce applications, mobile stations, Mobile middleware, wireless networks, wired networks, and host computers. [1]

To explain how these components, work together, the following outline gives a brief description of a typical procedure that is initiated by a request submitted by a mobile user:

Mobile commerce applications: A content provider implements an application by providing two sets of programs: client-side programs, such as a user interface on a micro browser, and server-side programs, such as database accesses and updating. **Mobile middleware:** The major purpose of mobile middleware is to seamlessly and transparently map Internet contents to mobile stations that support a wide variety of operating systems, markup languages, micro browsers, and protocols. Most mobile middleware also encrypts the communication in order to provide some level of security for transactions.

Wireless networks: Mobile commerce is possible mainly because of the availability of wireless networks. User requests are delivered to either the closest wireless access point (in a wireless local area network environment) or a base station (in a cellular network environment).

Wired networks: This component is optional for a mobile commerce system. However, most computers (servers) usually reside on wired networks such as the Internet, so user requests are routed to these servers using transport and/or security mechanisms provided by wired networks.

“What will the future hold for mobile commerce?”

Future trends

It is estimated that 50 million wireless phone users in the United States will use their handheld devices to authorize payment for premium content and physical goods at some point during the year of 2006. This represents 17% of the projected total population and 26% of all wireless users (The Yankee Group, 2001). Mobile commerce is an effective and convenient way to deliver electronic commerce to consumers from anywhere and at any time. Realizing the advantages to be gained from mobile commerce, many major companies have begun to offer mobile commerce options for their customers in addition to the electronic commerce they already provide (Over 50% of large U.S. enterprises plan to implement a wireless/mobile solution by 2003, 2001).

In conclusion: The emerging wireless and mobile networks have extended electronic commerce to another research and application subject: mobile commerce. A mobile commerce system involves a range of disciplines and technologies. This level of complexity makes understanding and constructing a mobile commerce system an arduous task. To facilitate this process, this article divided a mobile commerce system into six components, which can be summarized as follows**:**

Mobile commerce applications: Electronic commerce applications are already broad. Mobile commerce applications not only cover the existing applications, but also include new applications, which can be performed at any time and from anywhere by using mobile computing technology.

Mobile stations: Mobile stations are limited by their small screens, limited memory, limited processing power, and low battery power, and suffer from wireless network

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ВЛИЯНИЕ ГАММА РАДИАЦИИ НА ВОЛЬТАМПЕРНУЮ ХАРАКТЕРИСТИКУ ПОВЕРХНОСТНО-БАРЬЕРНЫХ СТРУКТУР МЕТАЛЛ-ПОЛУПРОВОДНИК С МИКРОРЕЛЬЕФНОЙ ГРАНИЦЕЙ РАЗДЕЛА

Аннотация: Работа посвящена результатам исследования радиационных обработок барьеров Шоттки с микрорельефной границей раздела. Показано изменение электрофизических параметров, проявляющееся в эволюции вольтамперных характеристик с нарастанием дозы облучения. Анализ ВАХ с помощью эквивалентной схемы, учитывающей все составляющие токопрохождения и наличие сопротивления подложки, показывает большую устойчивость микрорельефных структур к радиационным обработкам

Ключевые слова: барьер Шоттки, арсенид галлия, микрорельефная граница, вольтамперная характеристика, гамма-излучение.

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INFLUENCE OF THE GAMMA IRRADIATION ONTO IV CURVE OF THE SURFACE BARRIER METALL-SEMICONDUCTOR STRUCTURES WITH MICRO-TEXTURED INTERFACE

Annotation: The paper concerns the results of the study of radiation treatment of Schottky's barriers with a micro relief interface. Changes in electrophysical parameters manifested in the evolution of volt-ampere characteristics with increasing radiation dose are shown. The analysis of IV curve by using the equivalent scheme and taking into account all the canals of charge transfer and the presence of substrate resistance shows a higher resistance of micro-textured structures to radiation treatment.

Key words: Schottky barrier, gallium arsenide, microrelief border, current-voltage characteristic, gamma radiation.

Как известно микрорельефные поверхности полупроводников используются в оптоэлектронике и специальной электронной технике с целью повышения эффективности поглощения света и увеличения чувствительности фотоприемников и коэффициента полезного действия солнечных элементов. Более того, периодически профилированные поверхности являются элементной базой новой отрасли прикладной науки, а именно поляритонной оптоэлектроники, поскольку возбуждение электромагнитных волн возможно лишь на неплоских поверхностях и на границах раздела (ГР) [1, 2]. Поэтому дальнейшие изучение взаимодействия света с неплоскими поверхностями полупроводников и влияние кривизны поверхности на другие её свойства являются актуальным. Это в свою очередь относится к радиационным эффектам в полупроводниках и в особенности в структурах металл-полупроводник [3, 4].

Кроме того, следует отметить, что микрорельефная поверхность используется как пассивный элемент полупроводниковой структуры и значительно реже как активная граница раздела создающая барьерный контакт. Влияние же неплоскостности этой границы поверхностно барьерных структурах (ПБС) на основе металл-полупроводник, как показано в работе [5,6] является довольно сложным. Это особенно относится к радиационному поведению ПБС с микрорельефной ГР.

В нашей работе проведено экспериментальное исследование влияния, проникающего гамма излучения изотопа ^{60}Co на вольтамперную характеристику ПБС Au-GaAs, микрорельефные ГР которых приготовлены способом влажного анизотропного травления. Геометрическая структура поверхности (её морфология) детально исследовалась с помощью сканирующего микроскопа атомных сил. Это позволило количественно описать структуру поверхности, что, в свою очередь, способствовало адекватному описанию особенностей ВАХ микрорельефных ПБС. Заметим, что приведенные в работах [7-10] результаты по влиянию микрорельефа поверхности на эффект радиационно-стимулированного упорядочения далеко не исчерпывают проблемы хотя бы потому, что там был исследован лишь диапазон малых доз радиации, где обычный радиационный дефект еще не превалирует.

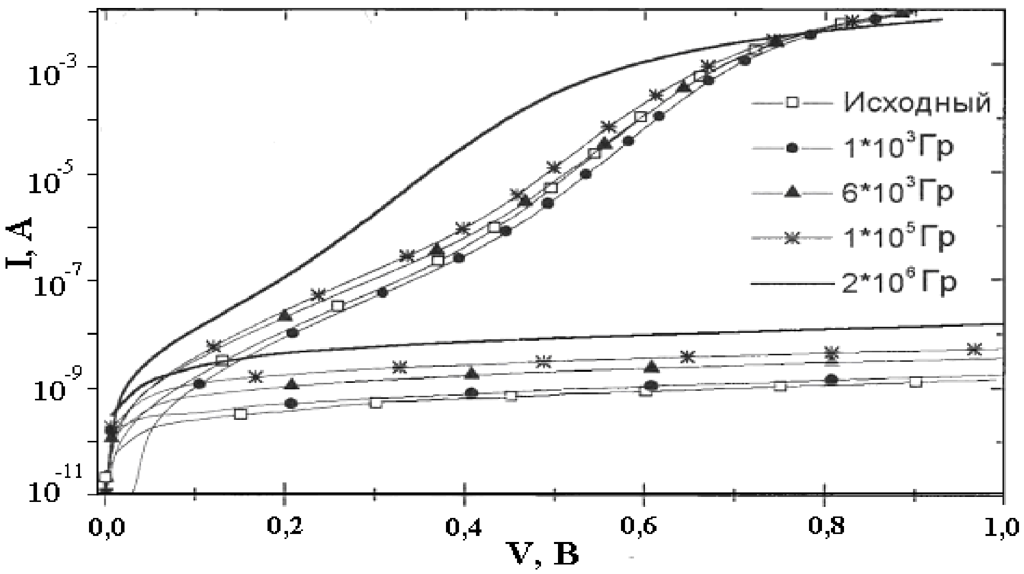

Рис.1. Прямые и обратные ветви ВАХ диодом в барьерах Шоттки Au-GaAs с микрорельефной границы раздела: исходные и облученные гамма квантами ^{60}Co до доз 10^3, $6{\cdot}10^3$, 10^5, $2{\cdot}10^6$ Гр соответственно.

Типичные ВАХ до и после облучения показаны на рис.1. При анализе ВАХ учитывались:

1). Ток термоэлектронной эмиссии, определяемой высотой барьера;

2). Термополевой ток, вклад которого при комнатной температуре для данного уровня легирования равносилен снижению высоты барьера на 0,02 эВ, и его дополнительная составляющая за счет усиления поля на участках микрорельефа с малым радиусом кривизны.

3). Ток рекомбинации в приконтактной области пространственно заряда (ОПЗ), определяемой величиной времени жизни носителей заряда в ОПЗ;

4). Ток утечки, задаваемой величиной шунтирующего сопротивления;

5). Ограничение тока последовательным сопротивлением;

6). Наличие промежуточного слоя и поверхностных состояний на ГР, приводящее к увеличению параметра фактора идеальности $n>1$ в экспоненциальной зависимости прямого тока от напряжения.

Таким образом, интерпретация вольтамперных характеристик барьеров Шоттки с микрорельефной границей, используя эмпирическую модель токопрохождения на основе эквивалентных схем показало, что барьерные характеристики микрорельефной ГР структур металл (Au)-GaAs изменяются незначительно в результате облучения гамма квантами вплоть до дозы $5{\cdot}10^6$ Гр. Область «малых» улучшающих параметры барьерных структуры доз сужена (до $\Phi \leq 10^3$ Гр) по сравнению с плоскими структурами. Мы считаем, что наблюдаемый эффект объясняется большим структурным совершенством образцов с микрорельефной поверхностью, изготовленной методом химического анизотропного травления, поскольку в первую очередь удаляются более дефектные участки поверхности кристалла, возникшие при химико-механической обработке пластин, особенно полировки.

Кроме того, что при малых дозах облучения на микрорельефных поверхностно-барьерных структурах на основе арсенида галлия наблюдается увеличение эффективной высоты барьера Шоттки и времени жизни неосновных носителей заряда, а также уменьшение фактора идеальности, что может быть связано с интенсификацией процессов радиационного геттерирования на развитой по сравнению планарной границей раздела. В интервале доз 10^3-10^5 Гр параметры исследуемых структур изменяются несущественно.

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ОБ АНАЛИТИЧЕСКОМ И ФЕНОМЕНОЛОГИЧЕСКОМ ОПРЕДЕЛЕНИИ ИЗГИБНОЙ ЖЕСТКОСТИ ДЕЛИТЕЛЬНОГО ЦИЛИНДРА

Аннотация: В статье исследован вопрос об определении изгибной жёсткости делительного цилиндра чесального аппарата, образованного путем набора на вал пакета из дисков, имеющих одинаковые толщины при разных диаметрах и сжатого продольным усилием сжатия. Вопросы механики подобных пакетных конструкций разработаны весьма слабо, что связано с отсутствием к настоящему времени научно обоснованного и надежного метода теоретического определения их жесткостных параметров и особенностей протекания динамических процессов в них. Основной целью применения подобных конструкций является увеличение жесткостных параметров несущих элементов и рабочих органов машин в виде гибких пакетных конструкций. Поставленная задача решена на основе правил теоретической механики и феноменологического анализа.

Ключевые слова: делительный цилиндр; чесальный аппарат; параметры жесткости; продольные усилия; сжатие; набор дисков; толщина; диаметр; теоретическая механика; феноменологический анализ.

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ON ANALYTICAL AND PHENOMENOLOGICAL DETERMINATION OF BENDING STIFFNESS OF DIVIDING CYLINDER

Annotation: The article investigated the issue of determining the flexural rigidity of the dividing cylinder of the cartilage apparatus, formed by recruiting a package of disks having the same thicknesses at different diameters and compressed by longitudinal compression force on the shaft. The mechanics of such package structures are very poorly developed, which is due to the lack of a scientifically sound and reliable method for theoretically determining their stiffness parameters and the peculiarities of dynamic processes in them. The main purpose of using such structures is to increase the stiffness parameters of the load-bearing elements and

working elements of machines in the form of flexible package structures. The problem was solved on the basis of the rules of theoretical mechanics and phenomenological analysis.

Key words: flexible packet peg; the method; acerbity on flexible; the function; the longitudal efforts; the compression; the disc element; the radius; the constructive factor; the working factor; the geometric parameter; physical parametr.

1. Введение

В различных отраслях экономики находят применение составные конструкции и по назначению они делятся на две группы: составные конструкции, применяемые в качестве несущих элементов и составные конструкции, применяемые в качестве рабочих органов.

Составные конструкции обоих групп по способу функционирования можно также делить на два вида: составные конструкции без использования силовых факторов в конструктивных целях и составные конструкции с использованием силовых факторов в конструктивных целях.

Силовые факторы в составных конструкциях могут использоваться в целях повышения несущей способности и жесткости путем упругого упрочнения, образования жесткой пространственной конструкции с помощью посадок с натягом и образования пакета из многочисленных элементов, способного работать на растяжение, сжатие, изгиб и кручение. В указанных целях применяют продольные, поперечные в т.ч. радиальные и моментные силовые факторы.

Одновременное удовлетворение современных требований к конструкциям, в своем большинстве противоречивых, является весьма сложной задачей, успешное решение которой требует использования нетрадиционных подходов к ее решению. Одним из таких подходов является оптимальное проектирование. Особенностью оптимального проектирования является нахождение оптимального или экстремального значения некоторого параметра, например, массы или стоимости при нескольких заданных исходных параметрах или факторах ограничения.

Увеличение количества подлежащих к учету факторов при одновременном повышении требований к точности проектирования, характерные оптимальному проектированию, привели к потребности резкого повышения требуемой точности определения указанных факторов, имеющих различную физическую природу.

В машиностроении, строительстве и космических аппаратах используются составные конструкции в виде пакета плоских элементов, сжатых продольным усилием, сообщаемым специальным натяжным тросом. Плоские элементы могут иметь одинаковые или изменяемые по определенной закономерности форморазмерные характеристики, а также быть изготовлены из одинакового или различного материала.

Основной целью применения подобных конструкций является увеличение жесткостных параметров несущих элементов и рабочих органов машин в виде гибких пакетных конструкций.

В технологических машинах современной текстильной промышленности часто применяются составные рабочие органы в виде пакета плоских дисковых элементов, набранного на вал, и сжатого продольным усилием, сообщаемым валом. Результаты ряда исследований указывают на перспективность применения пневмомеханического способа прядения в аппаратной системе прядения, в которой наиболее характерным оборудованием является чесальный аппарат.

Одним из важнейших рабочих органов чесального аппарата является делительный цилиндр, который набран из дисков двух разных диаметров [1]. Набор дисков образует чередующиеся выступы и пазы, ширины которых равны между собой. Набор дисков зажимными гайками сжимается продольным усилием и образует пакет, способный работать не только на сжатие, но и на изгиб и на кручение.

Важными механическими параметрами делительных цилиндров являются продольные, изгибные и крутильные жесткости. Очевидно, эти параметры делительного цилиндра будут равны сумме жесткостей вала и пакета в виде набора дисков. Так как жесткостные параметры вала определяются известным образом [2], нам достаточно определить параметры пакета дисковых элементов.

Вопросы механики подобных пакетных конструкций разработаны весьма слабо, что связано с отсутствием к настоящему времени научно обоснованного и надежного метода теоретического определения их жесткостных параметров и особенностей протекания динамических процессов в них.

Проведенное исследование работы пакетных конструкций на изгиб, растяжение сжатие и кручение, и аналитических способов определения их жесткостных параметров, механизмов влияния конструктивных и эксплуатационных факторов и особенностей этого влияния показал, что исследуемые вопросы в физико-механическом отношении являются довольно сложными.

В этих условиях использование слишком упрощенных моделей будет давать результаты с низкой точностью. Усложнение моделей нецелесообразно не только из-за большого количества факторов, подлежащих к учету, но и вследствие большого диапазона разброса в проявлении их влияние в пакетных стержнях разной конструкции.

При исследованиях сложных объектов в последнее время большую эффективность обеспечивают методы диакоптики и конечных элементов, а также феноменологии. Основанные на разделении объекта исследования на отдельные части методы диакоптики и конечных элементов требуют индивидуализации задач в большой степени или применения мощных ЭВМ.

Метод феноменологического анализа, основанный на изучении объекта исследования в целом, без его расчленения и позволяющий отвлечься от физики процессов в наших случаях может оказаться эффективным.

Выполняя феноменологический анализ работы гибкой пакетной конструкции, мы будем пренебрегать физико-механическими явлениями, происходящими при этом в его объеме и будем изучать его поведение при внешнем воздействии.

При этом в исследовании мы будем оперировать теоретическими моделями пакетных конструкций в виде гибких пакетных стержней, образуемых продольным сжатием пакета или монолитных пакетных стержней, которые могут быть образованы сваркой или склеиванием плоских элементов соответственно.

2. Аналитическое определение изгибной жесткости пакетных конструкций

Рассмотрим вопрос об определении изгибной жесткости монолитного пакетного стержня. Очевидно, в этом случае обратная величина относительной жесткости пакета дисковых элементов будет равна сумме обратных величин относительных жесткостей отдельных дисков, т.е.

$$\frac{L}{C}=\sum_{i=1}^{n}\frac{l_i}{E_i J_i}$$

Здесь:

C/L – относительная жесткость на изгиб ГПС;

E_i – модули упругости материалов плоских элементов;

J_i – осевые моменты инерции плоскостей поперечных сечений плоских элементов;

l_i – толщины плоских элементов;

n – количество плоских элементов в пакете.

Отсюда следует, что изгибная изгибная жесткость пакета, выполненного в виде монолитного тела, будет равна

$$C=\frac{L}{\sum_{i=1}^{n}\frac{l_i}{E_i J_i}} \tag{2.1}$$

Если в пакете рабочие и прокладочные диски чередуются равномерно, то:

$$C=\frac{(l_p+l_n)E_p J_p E_n J_n}{l_n E_p J_p + l_p E_n J_n} \tag{2.2}$$

Здесь:

l_p, l_n – толщины рабочих и прокладочных дисков;

E_p, E_n – модули упругости материалов рабочих и прокладочных дисков;

J_p, J_n - осевые моменты инерции площадей поперечных сечений рабочих и прокладочных дисков.

3. Феноменологическое определение изгибной жесткости пакетных конструкций

Из предварительных наших теоретических и экспериментальных исследований, подтверждаемых другими авторами известно, что при увеличении величины усилия сжатия пакета от нулевого значения происходит следующее [3],:

1. Неуклонно увеличиваются величины изгибных, продольных и крутильных жесткостных параметров. При этом численные значения жесткостей асимптотически приближаются к их расчетным значениям, определенным для монолитного пакетного стержня.

2. Темп роста величин изгибной, продольной и крутильной жесткостей неуклонно снижается с максимального значения при нулевом значении усилия сжатия, асимптотически приближаясь к нулевому значению.

3. По результатам экспериментов, иногда, по крайней мере, экстраполяцией этих результатов всегда можно определить значения усилия сжатия пакета N_0, при которых значения параметров жесткостей не отличаются от расчетных их значений определенных для расчетной модели в виде монолитного пакетного стержня не более, чем заранее определенная конечная малая величина.

4. Практические диапазоны изменения функций увеличения жесткостей и уменьшения темпов их роста ограничены техническими условиями и механическими параметрами пакетного стержня.

Анализируя приведенное выше можно прийти к выводу, что темпы роста величин изгибной, продольной и крутильной жесткостей гибких пакетных стержней при соответствующих значениях величины усилия сжатия пакета N, в первом приближении можно считать пропорциональными разностям расчетной жесткости монолитного пакетного стержня и жесткости гибких пакетных стержней и обратно пропорциональными значениям усилий сжатия.

Отметим, что величина усилия сжатия во всем диапазоне своего изменения $[0, N_0]$ возрастает прямолинейно. С учетом этого факта можно также с грубым приближением принять, что значение усилия сжатия в этом диапазоне равна полусумме его величин в граничных точках диапазона:

$$N = \frac{O + N_0}{2} = \frac{N_0}{2} \qquad (3.1)$$

Исходя из этих предпосылок можем выполнить математическое исследование и разработать математические модели процессов изменения параметров продольной, изгибной и крутильной жесткостей пакетного стержня в зависимости от изменения величины усилия сжатия пакета. При этом аналогичность закономерностей изменения изгибной, продольной и крутильной жесткостей гибких пакетных стержней позволяет вести их исследование параллельно.

На основе принятых положений и допущений можем считать, что приращения величин продольной, изгибной и крутильной жесткостей при изменении величин усилия сжатия пакета при каждом их значении пропорциональны разностям между величинами жесткостей соответствующих монолитного пакетного стержня и текущих значений этих жесткостей и обратно пропорциональны средним величинам силы сжатия пакетов, т.е.

$$dC_u = \frac{2(C_{pu} - C_u)}{N_0} dN \qquad (3.2)$$

Здесь:

dC_u и приращения изгибной и жесткости гибкого пакетного стержня;

dN – приращение величины усилия сжатия пакета;

C_{pu} - величина изгибной жесткости, рассчитанная для монолитного пакетного стержня;

C_u , - текущие значения величины изгибной жесткости пакетного стержня;

$N_0/2$ – средние величины силы сжатия пакетов.

Величины влияния всех остальных неучтенных факторов также в первом, грубом приближении определим функциями A_u [3], которые пока принимаем постоянными.

Тогда (3.2) перепишутся в следующем виде:

$$dC_u = \frac{2A_u\left(C_{pu} - C_u\right)}{N_0} dN \tag{3.3}$$

В этих уравнениях переменные разделяются:

$$\frac{dC_u}{dN} = \frac{2A_u\left(C_{pu} - C_u\right)}{N_0} \tag{3.4}$$

Очевидно, полученные уравнения можно переписать следующим образом:

$$\frac{dC_u}{dN} + \frac{2A_u}{N_0} C_u - \frac{2A_u C_{pu}}{N_0} = 0 \tag{3.5}$$

Уравнение (3.5) представляет собой обыкновенное линейное дифференциальное уравнения первого порядка. Для него получено общее решение в следующем виде:

$$C_u = C_{pu} + C_2 e^{-\frac{2A_u N}{N_0}} \tag{3.6}$$

Для определения постоянных интегрирования сформулируем краевые условия в следующем виде: при $N = 0, C_u = 0$; откуда находим: $C_2 = C_{pu}$; Тогда (3.6) примет вид:

$$C_u = C_{pu}\left(1 - e^{-\frac{2A_u N}{N_0}}\right) \tag{3.7.}$$

Теперь воспользуемся полученными решениями (2.2) для изгибной жесткости монолитного пакетного стержня, состоящего из чередующихся рабочих и прокладочных дисков. Тогда сможем написать выражения для величин изгибной жесткости при феноменологическом определении в следующем виде:

$$C_u = \frac{\left(l_p + l_n\right)E_p J_p E_n J_n}{l_n E_p J_p + l_p E_n J_n}\left(1 - e^{-\frac{2A_u N}{N_0}}\right) \tag{3.8}$$

Здесь:

l_p, l_n – толщины рабочих и прокладочных дисков;

E_p, E_n – модули упругости материалов рабочих и прокладочных дисков;

J_{pp}, J_{pn} – полярные инерции моментов площадей поперечных сечений рабочих и прокладочных дисков.

Принимаем функции влияния продольного усилия на продольную, изгибную и крутильную жесткости или кратко функции продольной, изгибной и крутильной жесткостей в виде:

$$\eta = \left(1 - e^{-\frac{2A_u N}{N_0}} \right) \qquad (3.8)$$

Тогда (3.8) представится в виде:

$$C_u = \eta \frac{(l_p + l_n)E_p L_p E_n J_n}{l_n E_n J_p + l_p E_n J_n} = \eta C_{pu} \qquad (3.9)$$

Полученные решения задачи описывают в качественном и количественном отношении изменение величин изгибной жесткости составных частей рабочих органов типа делительных цилиндров чесальных аппаратов в виде пакетов дисковых элементов.

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ПОЛНОМОЧИЯ ОРГАНОВ ВЛАСТИ В СФЕРЕ ФИНАНСОВ

Аннотация: Данная статья посвящена изучению системы органов власти по управлению государственными финансами. Была рассмотрена структура органов и их полномочия.

Ключевые слова: финансовая система, государственные финансы, финансовые органы, управление финансами.

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POWERS OF AUTHORITIES IN THE SPHERE OF FINANCE

Annotation: This article is devoted to the study of the system of public Finance management authorities. The structure of the bodies and their powers were reviewed.

Key words: financial system, public Finance, financial authorities, financial management.

Управление государственными финансами осуществляется специальными органами с помощью особых приемов и методов, в том числе разнообразных стимулов и санкций. Искусство управления состоит в выборе наиболее эффективного метода из числа имеющихся или создании условий для эффективного использования применяемых методов с целью быстрейшего решения поставленной задачи. Органы управления можно условно разделить на две группы:

а) органы общего (или законодательного) управления финансами;

б) органы оперативного управления финансами.

В экономически развитых странах управление государственными финансами законодательными органами происходит посредством принятия финансового законодательства, утверждением государственного бюджета и отчета о его исполнении, утверждением предельного размера государственного долга, введением или отменой отдельных видов налогов и др. [1].

Бюджетными полномочиями в Российской, Федерации обладают следующие органы власти:

- финансовые органы;
- органы денежно-кредитного регулирования;
- органы государственного и муниципального контроля.

Участниками бюджетного процесса также являются бюджетные учреждения, государственные и муниципальные унитарные предприятия, другие получатели бюджетных средств, кредитные организации, осуществляющие отдельные операции со средствами бюджетов.

Законодательные и представительные органы государственной власти, представительные органы местного самоуправления осуществляют следующую деятельность в сфере финансов:

- формируют и определяют правовой статус органов, осуществляющих контроль за исполнением бюджета соответствующего уровня бюджетной системы РФ
- рассматривают и утверждают бюджеты и отчеты об их исполнении, осуществляют последующий контроль за исполнением бюджетов.

Аналогичные полномочия законодательные и представительные органы осуществляют по отношению к государственным внебюджетным фондам [3].

Участниками бюджетного процесса представлены в соответствии с рисунком 1.

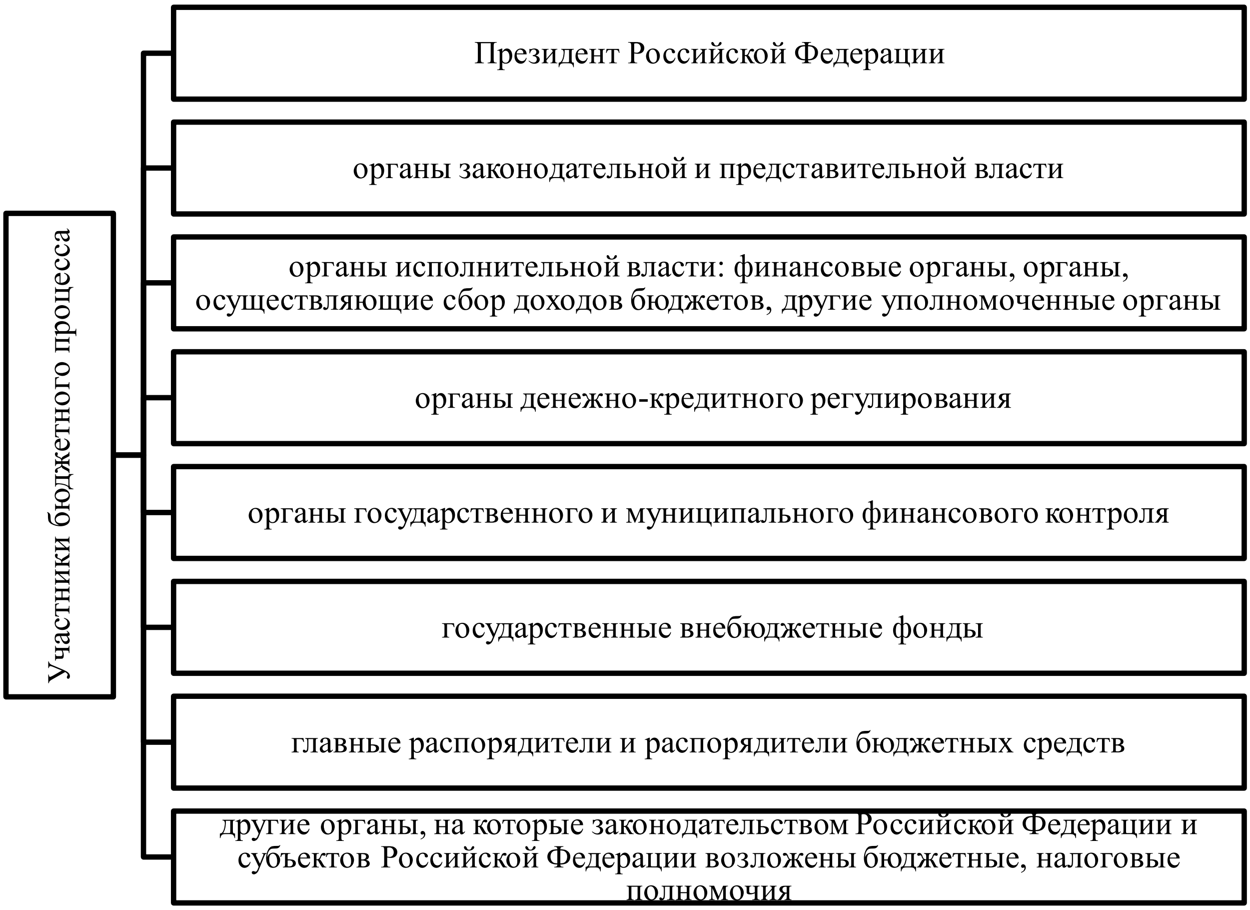

Рисунок 1 – Участники бюджетного процесса

Органы исполнительной власти и муниципального управления занимаются:

- составлением проекта бюджета, внесением его на утверждение законодательного органа государственной власти, представительного органа местного самоуправления;
- управлением государственным и муниципальным долгом;
- исполнением бюджета;
- ведомственным контролем за исполнением бюджета;
- представлением отчета об исполнении бюджета на утверждение законодательным и представительных органов власти и представительных органов местного самоуправления.

Аналогичные полномочия органы исполнительной власти осуществляют по отношению к государственным внебюджетным фондам.

Банк России, который также является одним из участников бюджетного процесса, совместно с Правительством РФ разрабатывает и представляет на рассмотрение Государственной Думе основные направления денежно-кредитной политики. Банк России обслуживает счета бюджетов, осуществляет функции генерального агента по государственным ценным бумагам РФ [2].

Кредитные организации привлекаются для осуществления операций по предоставлению средств бюджета на возвратной основе.

Органы государственного и муниципального финансового контроля, которые созданы законодательными и представительными органами соответственно, выполняют предварительный, текущий и последующий контроль за исполнением соответствующих бюджетов и государственных внебюджетных фондов, а также осуществляют экспертизы региональных целевых программ, проектов бюджетов федеральных актов местного самоуправления.

Органами государственного или муниципального финансового контроля являются [4]:

- контрольные и финансовые институты исполнительной власти; контрольные учреждения законодательных и представительных органов субъектов РФ;
- представительные органы местного самоуправления;
- Счетная палата РФ.

В субъектах РФ создаются финансовые органы и органы финансового контроля в соответствии с законодательством субъекта РФ. Муниципальные образования создают финансовые органы в соответствии с уставом муниципального образования.

Подводя итог вышеизложенному, можно сделать вывод о том, что структура управления государственными финансами представляет собой эффективную, многоплановую и многоуровневую систему. Все органы власти, в полномочия которых входит управление финансовыми ресурсами государства, взаимодействуют друг с другом и формируют сильный аппарат управления данной сферой.

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ПОКАЗАТЕЛИ МЕТАБОЛИЗМА ЖЕЛЕЗА У ЗДОРОВЫХ ДЕТЕЙ И ПОДРОСТКОВ

Аннотация: По данным Всемирной организации здравоохранения (ВОЗ), дефицит железа (ДЖ) занимает первое место среди 38 наиболее распространенных заболеваний человека – им страдают более 3 млрд человек на Земле. Наиболее высок риск развития ДЖ, как латентного (ЛДЖ), так и манифестного (железодефицитная анемия – ЖДА) у детей (особенно первых двух лет жизни) и женщин репродуктивного возраста. Согласно данным S. Osendarp и соавт., в мире около 50% детей дошкольного возраста и беременных женщин имеют анемию. Установлено, что при частоте анемии 20% ДЖ существует у 50% населения в популяции. При частоте анемии 40% и выше вся популяция имеет различные виды ДЖ. Согласно исследованиям D. Subramanian и соавт. , 9% детей первых двух лет жизни имеют ЖДА.

Ключевые слова : железа, метаболизм, подростковой возраст, анемия.

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INDICATORS OF IRON METABOLISM IN HEALTHY CHILDREN AND ADOLESCENTS

Annotation: According to the World Health Organization (WHO), iron deficiency (J) is in first place among the 38 most common human diseases - it affects more than 3 billion people on Earth. The highest risk of developing DF, both latent (LV), and manifest (iron deficiency anemia - IDA) in children (especially the first two years of life) and women of reproductive age. According to S. Osendarp et al., in the world about 50% of preschool children and pregnant women have anemia. It has been established that at anemia rate of 20%, DJ exists in 50% of the population. With an anemia rate of 40% and higher, the entire population has different types of GI. According to studies by D. Subramanian et al., 9% of children in their first two years of life have IDA.

Key words: gland, metabolism, adolescence, anemia.

Введение. Железодефицитные состояния (ЖДС) до сих пор остаются одной из актуальнейших проблем здравоохранения во всем мире в связи с их широкой распространенностью, особенно среди грудных детей, подростков, менструирующих женщин, которые и составляют группы высокого риска по развитию дефицита железа (ДЖ). Согласно данным ВОЗ, у каждого 5-6 жителя нашей планеты выявляется ДЖ той или иной степени выраженности [2,3,7].

У детей раннего возраста развитие ДЖ связано, в основном, именно с алиментарным фактором[1,3,5], а у подростков - с пубертатным спуртом, редуцированными диетами, хроническими заболеваниями, на фоне чего у девушек наступают менархе, регистрируются нарушения менструальной функции[2,7,8], в то время как у юношей происходит стремительное нарастание мышечной массы .

Дефицит железа возникает в результате длительно существующего отрицательного баланса железа, причинами которого являются либо его недостаточное поступление в организм, либо его повышенное расходование, иногда - сочетание обеих причин. Железо - незаменимый микроэлемент, присущий всему живому на земле, оно участвует в осуществлении основных функций жизнеобеспечения. Это, прежде всего, продуцирование железосодержащих молекул (гемоглобин, миоглобин и др.) и нормальное функционирование железо-зависимых реакций (участвующих в продукции интерлейкинов, Т-киллеров, Т-супрессоров, металлоферментов, поддержании прооксидантно-антиоксидатного баланса и т.д.). Запасы железа, являются; буфером, предохраняющим организм от развития ДЖ при различных неблагоприятных ситуациях.

Становится очевидным, что ДЖ оказывает системное влияние на жизненно-важные функции организма, особенно в критические периоды роста и умственного развития. У детей раннего возраста это проявляется задержкой психомоторного развития (запаздывание речевых навыков, нарушения: координации движения, изменение поведенческих реакций и др.), у подростков; - нарушениями когнитивных функций и умственных способностей (снижение. памяти, концентрации внимания и мотивации обучения, эмоциональная лабильность, повышение уровня тревожности и др.), у взрослых - ухудшением качества жизни (недостаточная жизненная активность и апатия, отсутствие мотивации в достижении цели, низкая-самооценка и др. Следует отметить, что во многих даже высоко развитых странах, где рацион кормящих женщин содержит достаточное количество железа, у "4-6% младенцев всё равно развивается ДЖ, среди девочек-подростков частота ЖДС достигает 13-14%, среди юношей -3-4%. После лечения ферропрепаратами (ФП) и восполнения депо железа, нарушенные функции быстро восстанавливаются, однако у части детей последствия ДЖ могут сохраняться в, течение длительного времени и даже пожизненно. ВОЗ придает этой проблеме глобальное значение и требует всеобщего внимания« и действий, направленных на борьбу с нехваткой железа[2,6,8].

В то же время у нас в стране, несмотря на проведение диспансеризации детского населения и- повсеместное внедрение лабораторных тестов;

оценивающих показатели обмена железа, многие аспекты патогенеза, диагностики, последствий и возможностей лечения ЖДС остаются недостаточно изученными с позиций современной науки и практики. Не всегда четко понимается роль нарушений метаболизма железа при инфекционно-воспалительных заболеваниях (ИВЗ). С клинических позиций это серьезно тормозит понимание сущности патофизиологических процессов при ЖДА и анемии, ассоциированной с ИВЗ, мешает разработке и внедрению в широкую практику доказательных лабораторных маркеров ДЖ, препятствует выработке современных протоколов диагностики, лечения и профилактики ЖДС.

Цель исследования. Целью настоящей работы явилось установление возрастных особенностей метаболизма железа и состояния факторов гемопоэза в норме и при патологии, включая антенатальный период, и совершенствование лабораторно-клинической диагностики его нарушений для обоснования методов эффективного лечения и разработки оптимальных схем профилактики ЖДС на современном этапе.

Материалы и методы исследования: На большом клиническом материале проведено исследование параметров метаболизма железа более чем у 105 детей и подростков из различного социума и подтверждено, что у грудных детей ДЖ, прежде всего, связан с алиментарным фактором и социальным статусом семьи.

Результаты исследования: В соответствии с поставленной целью, на протяжении раннего онтогенеза человека определены значения и изучено взаимодействие железосодержащих и железорегулирующих протеинов и ряда других соединений, отражающих метаболизм железа (щелочная и кислая изоформы ферритина, железо, Тф, ЭПО, рТфР, вит. В12, фолаты, гепсидин); измерены уровни цитокинов (ФНО-а, ИЛ-6), участвующих в регуляции обмена железа.

Обследованные плоды и новорожденные дети в зависимости от гестационного возраста (ГВ) были разделены на группы, в каждой из которых определены значения изучаемых показателей: у плодов 5-10 нед (1 и 2 группы) - суммарно во всех тканях, у плодов 11-15 нед (3 группа) -раздельно в тканях печени и селезенки, у развивающих плодов 26-35 нед (4 и 5 группы), а также у новорожденных детей 35-41 нед (6 и 7 группы) - в пуповинной крови. Установлены закономерности становления метаболизма железа в раннем онтогенезе человека, ассоциированные с гестационным возрастом плода, о чем свидетельствует достоверная корреляция ГВ с уровнем железа (г=0,9398, $p<0,001$), ЩФ (г=0,9597, $p<0,0001$), рТфР (г-0,9293, $p<0,0001$), гепсидина (г=0,8183, $p<0,001$), ЭПО (г=0,8889, $p<0,0001$), ФЭ (г=0,9297, $p<0,0001$).

Участие железосодержащих и железорегуляторных белков в поддержании высокой активности пролиферативных и пластических процессов подтверждается тесными взаимосвязями между содержанием железа и ЩФ (г= -0,894, $p<0,0001$), ЩФ и рТфР (1=0,8399, $p<0,0001$), ЩФ и ЭПО (г=0,9193, $p<0,0001$), железа и гепсидина (г=0,8897, $p<0,001$), ФЭ и ЭПО (г=0,9067, $p<0,0001$), что позволяет использовать показатели ЩФ, рТфР и гепсидина в качестве важных прогностических маркеров нарушений внутриутробного развития плода, а ЭПО и ЭФ - для оценки степени гипоксии.

Установлено, что высочайший провоспалительный паттерн цитокинов (ИЛ-6 и ФНО-а) характерен только для раннего эмбриогенеза (до формирования плаценты), дальнейшая динамика их содержания на протяжении внутриутробного развития отражает четкий баланс процессов альтерации и апоптоза, на что указывает достоверная корреляция между ФНО-а и ЩФ (г=0,9197, р=0,00001), ФНО-а и рТфР (г=0,8789, р<0,0001).

Выводы: Установлено, что даже простые диетические мероприятия (исключение из рациона цельного молока, включение продуктов, богатых железом, их раздельное использование с продуктами, тормозящими абсорбцию железа) позволяют сократить заболеваемость ЖДС у детей раннего возраста на 1638%, сроки реабилитации детей и подростков с ЖДА - в 80,7% случаев.

Снижение частоты ЖДС у детей и подростков возможно только при совместной работе и усилиях врачей-педиатров, родителей, работников социальных служб, что позволит своевременно проводить профилактику ДЖ в группах высокого риска.

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СОВЕТСКО-ЯПОНСКИЙ ВООРУЖЕННЫЙ КОНФЛИКТ В РАЙОНЕ ОЗЕРА ХАСАН 1938 Г

Аннотация: Данная статья описывает одно из самых крупных боестолкновений между Японской империей и СССР, а именно, бои в районе озера Хасан 1938 г. Оккупировав в 1931 – 1932 гг. северо-восток Китая, японцы смогли сосредоточить в Маньчжурии Квантунскую армию. Тем самым был создан очаг напряженности около границ СССР, что в свою очередь привело к усилению конфронтации между Москвой и Токио в 1930-е гг.

Ключевые слова: СССР. Япония, Маньчжоу-Го, Китай, РККА, озеро Хасан, провокация.

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SOVIET-JAPANESE ARMED CONFLICT IN THE AREA OF LAKE HASSAN 1938

Annotation: This article describes one of the largest clashes between the Japanese empire and the USSR, namely, battles in the area of lake Hassan in 1938. Having occupied the northeast of China in 1931 - 1932 the Japanese were able to concentrate the Kwantung Army in Manchuri. Thus, a hotbed of tension was created near the borders of the USSR, which in turn led to an increase in confrontation between Moscow and Tokyo in the 1930s.

Key words: USSR, Japan, Manzhou guo, China, the Red Army, lake Hassan, provocation.

После Октябрьской революции 1917 г., в результате которой к власти в России пришла партия большевиков, страны Антанты приняли решение о военной интервенции (от лат. interventio – вмешательство) в РСФСР (Российской Советской Федеративной Социалистической Республики). В рамках данного решения, японская армия оккупировала часть территорий Сибири, Дальнего Востока (1918 – 1922 гг.) и Северный Сахалин (1920 – 1925 гг.). В ходе продолжительных переговоров 20 января 1925 г. была подписана советско-японская конвенция об основных принципах взаимоотношений, которая установила дипломатические отношения между Москвой и Токио и стабилизировала обстановку на Дальнем Востоке. Но, не смотря на это, весь межвоенный период (1920 – 1930-е гг.) отношения между Советским Союзом и Японией оставались весьма напряженными.

С момента оккупации японцами в 1931 – 1932 гг. северо-востока Китая, богатого углем и железной рудой, провокации на советской границе с Маньчжоу-Го (существовало в период с 1932 по 1945 гг.) стали носить постоянный характер. Советско-китайский договор о ненападении 1937 г. окончательно обострил отношения между Москвой и Токио. Опасаясь полного разгрома китайской армии, Советский Союз начал оказывать техническую, военную и политическую поддержку Китайской республике в войне с Японской империей. Для приостановления советской военной помощи китайскому правительству, Токио решил оказать военное и политическое давление на Москву через крупномасштабную военную провокацию.

Япония стала активно искать повод для военной провокации. С января по июль 1938 г. японскими вооруженными силами было совершенно 284 случая нарушения советской границы на суше, море и в воздухе. В итоге, подходящим местом для реализации провокации был выбран район о. Хасан. Полученная информация от перешедшего к японцам в июне 1938 г. начальника управления НКВД (Народного комиссариата внутренних дел) по Дальневосточному краю Г. С. Люшкова (1900 – 1945 гг.) подтвердила слабость советских оборонительных укреплений прилегающих к озеру. К тому же, со стороны Маньчжоу-Го к данному участку границы подходила железнодорожная линия и шоссейные дороги, что позволило японцам оперативно перебросить войска. К началу боевых действий в районе Хасана противник сосредоточил 19, 15 и 20 пехотные дивизии, артиллерию, бронепоезда, бронетанковые части, кавалерийский полк и около 70 боевых самолетов. Со стороны моря, в устье р. Туманная японцы создали военно-морскую группировку из 1 крейсера, 14 миноносцев и 15 катеров.

15 июля 1938 г. поверенный в делах Х. Ниси (руководитель японского дипломатического представительства в Москве) потребовал вывода советских пограничников с высот Заозерная и Безымянная в районе о. Хасан. Затем, 20 июля М. Сигэмицу (посол Японии в Советском Союзе) повторил притязания на высоты при встрече с М. М. Литвиновым (народным комиссаром иностранных дел Советского Союза в 1930 – 1939 гг.). Советская сторона, ссылаясь на Хуньчуньское соглашения 1886 г. (русско-китайское соглашение) и прикрепленную к нему карту, указала на необоснованность японских притязаний на территории принадлежащие СССР (Союзу Советских Социалистических Республик).

Не добившись дипломатическим путем своих целей, 29 июля 1938 г. японцы атаковали пограничный пост на высоте Безымянная. В ходе ожесточенного боя пограничникам совместно с двумя усиленными батальонами пехоты удалось вытеснить неприятеля с советской территории. Следующая атака произошла 31 июля, когда после артиллерийской подготовки противник сумел овладеть высотами Безымянная и Заозерная. Японцы, захватив высоты, стали окапываться, ставить проволочные ограждения и устанавливать пулеметные точки. Последовавший советский контрудар не принес результата. 2 августа в Посьет (поселок Дальневосточного края) прибыл маршал Советского Союза, командующий Дальневосточным фронтом В. К. Блюхер (1890 – 1938 гг.). Приняв общее командования над советскими подразделениями в районе боевых действий, он приказал 40 стрелковой дивизии перейти в атаку, которая окончилась безуспешно – противник остался на высотах. В связи с неспособностью выбить противника с советской территории В. К. Блюхер был отстранен от руководства боевыми действиями. Вместо него командование было возложено на начальника штаба Дальневосточного фронта Г. М. Штерна (1900 – 1941 гг.), в его подчинение перешел 39 корпус, в состав которого входили 40, 39 и 32 стрелковые дивизии, а также усиленная 2 механизированная бригада.

4 августа М. Сигэмицу, во время встречи с М. М. Литвиновым, предложил советской стороне начать переговоры об изменении советско-маньчжурской границы. Советское правительство отвергло данное предложение. Закончив сосредоточение войск, 6 августа после бомбардировки и артиллерийского обстрела японских позиций, 32 и 40 дивизии при поддержке танков перешли в наступление. Завязались ожесточенные бои, где обе стороны понесли большие потери. В итоге, советским войскам к 9 августа удалось отбить высоты и полностью вытеснить японцев за линию границы.

10 августа М. Сигэмицу вновь встретился с М. М. Литвиновым. В ходе данной встречи, конфликтующим сторонам удалось договориться о прекращении огня со следующего дня. В ходе советско-японских переговоров было решено, что линия границы между СССР и Маньчжоу-Го останется на прежнем месте, так как других соглашений о ее прохождении, кроме русско-китайского соглашения 1886 г., нет. 11 августа 1938 г. между Японской империей и Советским Союзом было заключено перемирие. Во время боев у о. Хасан потери советских войск составили 960 убитыми и пропавшими без вести, 2752 ранеными, а также 527 человек заболевшими. Японские потери составили 526 убитыми и 914 ранеными.

В целом, советско-японский вооруженный конфликт в районе о. Хасан, который длился с 29 июля по 11 августа 1938 г., стал серьезной проверкой для РККА (Рабоче-Крестьянской Красной Армии). Советское военное командование получило боевой опыт в применении артиллерии, авиации и танковых соединений в наступательных операциях. Разгром японской армии в приграничном конфликте имел огромное международное значение. Японии пришлось пересмотреть свои планы и замыслы в отношении СССР.

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ИСПОЛЬЗОВАТЬ СПЕЦИФИЧЕСКИЕ СВОЙСТВА КОМПЬЮТЕРА, ПОЗВОЛЯЮЩИЕ ИНДИВИДУАЛИЗИРОВАТЬ УЧЕБНЫЙ ПРОЦЕСС И ОБРАТИТЬСЯ К ПРИНЦИПИАЛЬНО НОВЫМ ПОЗНАВАТЕЛЬНЫМ СРЕДСТВАМ

Аннотация: Процессы, происходящие в связи с информатизацией общества, способствуют не только ускорению научно-технического прогресса, интеллектуализации всех видов человеческой деятельности, но и созданию качественно новой информационной среды социума, обеспечивающей развитие творческого потенциала человека.

Ключевые слова: информационных и коммуникационных технологий, использование, дистанционных технологий, образование.

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USE SPECIFIC PROPERTIES OF THE COMPUTER, ALLOWING TO INDIVIDUALIZE THE EDUCATIONAL PROCESS AND TO APPLY TO THE BASICALLY NEW KNOWLEDGE MEANS

Annotation: The processes taking place in connection with the informatization of society contribute not only to accelerating scientific and technological progress, intellectualization of all types of human activity, but also to creating a qualitatively new information environment for society, which ensures the development of human creative potential.

Key words: information and communication technologies, use, distance technologies, education.

В настоящее время, значительно увеличилась роль информационных технологий в жизни людей. Современное общество включилось в общеисторический процесс, называемый информатизацией. Этот процесс включает в себя доступность любого гражданина к источникам информации, проникновение информационных технологий в научные, производственные, общественные сферы, высокий уровень информационного обслуживания. Одним из приоритетных направлений процесса информатизации современного общества является информатизация образования, представляющую собой систему методов, процессов и программно-технических средств, интегрированных с целью сбора, обработки, хранения, распространения и использования информации в интересах ее потребителей. Цель информатизации состоит в глобальной интенсификации интеллектуальной деятельности за счет использования новых информационных технологий: компьютерных и телекоммуникационных.

Информационные технологии предоставляют возможность:

1. Рационально организовать познавательную деятельность учащихся в ходе учебного процесса;
2. Сделать обучение более эффективным, вовлекая все виды чувственного восприятия ученика в мультимедийный контекст и вооружая интеллект новым концептуальным инструментарием;
3. Построить открытую систему образования, обеспечивающую каждому индивиду собственную траекторию обучения;
4. Вовлечь в процесс активного обучения категории детей, отличающихся способностями и стилем учения;
5. Использовать специфические свойства компьютера, позволяющие индивидуализировать учебный процесс и обратиться к принципиально новым познавательным средствам;
6. Интенсифицировать все уровни учебно-воспитательного процесса.

Основная образовательная ценность информационных технологий в том, что они позволяют создать неизмеримо более яркую мультисенсорную интерактивную среду обучения с почти неограниченными потенциальными возможностями, оказывающимися в распоряжении и учителя, и ученика. В отличие от обычных технических средств обучения информационные технологии позволяют не только насытить обучающегося большим количеством знаний, но и развить интеллектуальные, творческие способности учащихся, их умение самостоятельно приобретать новые знания, работать с различными источниками информации. Научно-технический прогресс вызвал техническое перевооружение народного хозяйства и обусловил быструю сменяемость применяемой в различных областях техники и технологий. Характерным для настоящего времени становится появление в производстве принципиально новых средств и технологий, базирующихся на непосредственном использовании последних достижений науки и техники. Изменение в ходе научно-технического прогресса основ современного производства, использование новых машин и технологий приводят к увеличению доли интеллектуального труда, творческой функции рабочего в труде, к его профессиональной мобильности и, естественно, вызывают преобразование системы знаний, умений и навыков, которые должны получить учащиеся в школе. На современном этапе развития образовательного процесса среди первоочередных стоят задачи резкого повышения качества обучения, мотивации учения, преодоления накопившихся деструктивных явлений. Нам представляется, что это возможно путем сочетания традиционных средств с новейшими достижениями науки и техники. В условиях модернизации образования все больше последователей находит идея усиления самостоятельного творческого мышления учащихся, их личностной ориентации, усиление деятельностной компоненты в образовании. Важную роль в обеспечении эффективности образовательного процесса играет его активизация, основанная на использовании новых педагогических технологий, в том числе информационных. Необходимость поиска новых педагогических технологий обусловлена следующими противоречиями:

- между мотивацией и стимуляцией учения студентов;
- пассивно-созерцательным и активно-преобразовательными видами учебной деятельности;
- психологическим комфортом и дискомфортом;
- воспитанием и обучением;
- стандартом обучения и индивидуальным развитием отдельного человека;
- субъект-субъектными и субъект-объектными отношениями.

Функции компьютера в качестве инструмента деятельности обучающего, основаны на его возможностях точной регистрации фактов, хранения и передачи большого объема информации, группировки и статистической обработки данных. Это позволяет применять его для оптимизации управления обучением, повышения эффектности и объективности учебного процесса при значительной экономии времена преподавателя по следующим направлениям:

1. Получение информационной поддержки;
2. Диагностика, регистрация и систематизация параметров обучения;
3. Работа с учебными материалами (поиск, анализ, отбор, оформление, создание);
4. Организация коллективной работы; осуществление дистанционного обучения.

При работе с учебными материалами ПК предоставляет преподавателю разнообразные виды помощи, которая заключается не только в упрощении поиска необходимых сведении при создании новых учебных материалов за счет использования систем справочно-информационного обеспечения, но и в оформлении материалов для обучения (текстов, рисунков, графиков), а также в анализе существующих разработок.

Автоматический анализ, отбор и прогнозирование эффективности учебных материалов являются важными направлениями использования компьютера в качестве инструмента информационной поддержки деятельности обучающего. Преподаватель может не только проводить отбор материалов для обучения (составлять лексические и грамматические минимумы, отбирать тексты и упражнения), но также анализировать тексты и целые учебные пособия.

Помимо разработки печатных учебных материалов современные компьютерные средства позволяют преподавателям, не занимаясь программированием, самостоятельно создавать новые КОП. Для этого существует несколько возможностей: модификация и дополнение баз данных открытых КОП использование так называемых авторских или генеративных программ. Эти программы называют генеративными, поскольку они самодеятельно генерируют компьютерные обучающие программы (КОП) из вводимого преподавателем языкового материала.

По отношению к учащемуся компьютер может выполнять многочисленные функции, выступая в роли:

1. Преподаватель;
2. Эксперт;
3. Партнер по деятельности;
4. Инструмент деятельности;

Учащиеся могут применять ПК в соответствии со своими индивидуальными потребностями на различных этапах работы и в различных качествах.

Благодаря возможностям реализации функций преподавателя, компьютер часто используется в процессе самостоятельной и домашней работы учащихся, в ходе автономного изучения языка, в целях восполнения пробелов в знаниях отстающими учащимися. В этой ситуации используются тренировочные и обучающие компьютерные программы, специально создаваемые в учебных целях.

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СОВРЕМЕННЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ - ЭТО НОВЫЕ ВОЗМОЖНОСТИ

Аннотация: Роль инновационных технологий в организации высшего образования возрастает с каждым днем. Использование дистанционных технологий сделало образование более доступным. Сегодня образование доступно из любой точки мира с использованием новейших информационных и коммуникационных технологий (ИКТ). Хотя традиционное образование сохранило свои позиции, технологии дистанционного обучения становятся все более популярными в последние годы.

Ключевые слова: информационных и коммуникационных технологий, использование, дистанционных технологий, образование.

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MODERN INFORMATION TECHNOLOGIES IN EDUCATION IS NEW OPPORTUNITIES

Annotation: The role of innovative technologies in the organization of higher education is growing every day. The use of distance technology has made education more accessible. Today, education is available from anywhere in the world using the latest information and communication technologies (ICTs). Although traditional education has maintained its position, distance learning technologies have become increasingly popular in recent years.

Key words: information and communication technologies, use, distance technologies, education.

В настоящее время в нашей стране создается система образования, которая интегрируется в новую мировую информационно-образовательную среду. Это сопровождается значительными изменениями в организации учебного процесса, отвечающими современным техническим возможностям. Внедрение современных информационных технологий в образование позволяет качественно адаптировать и изменять формы обучения на основе новых подходов к преподаванию и обучению. Информационно-коммуникационные технологии являются важнейшей частью процесса модернизации системы образования. ИКТ - это способ обработки информации различными техническими и программными устройствами. Это в первую очередь телекоммуникационное устройство с компьютерами и данными, содержащими необходимое программное обеспечение.

Статья 1 Закона Республики Узбекистан «Об образовании» от 29 августа 1997 года устанавливает правовые основы образования, воспитания и профессиональной подготовки граждан. Было отмечено, что права Текущий период показывает, что существует большая потребность в новых требованиях образовательного процесса. Использование и управление технологиями дистанционного обучения в процессе обучения также имеет важное значение. В связи с этим в республике проводится ряд важных работ.

С 2012 года во всех высших учебных заведениях Республики Узбекистан внедрена единая технология видеоконференцсвязи, и в настоящее время она сосредоточена на электронном обучении. В то же время предпринимаются систематические усилия для открытия новых возможностей и перспектив для университетов. Например, удаленный персонал в этом районе является примером этого. Новый этап электронного обучения или дистанционного обучения предполагает не только использование информационных технологий, но и предоставление электронных образовательных ресурсов.

Электронные и дистанционные технологии - это образовательные и информационные технологии, используемые в образовании.

Электронное обучение. Раньше термин «электронное обучение» определялся как компьютерное обучение, но с развитием информационных технологий это понятие расширилось. Сегодня электронное обучение охватывает множество образовательных технологий, которые можно разделить на два типа: синхронный и асинхронный.

Синхронизированное электронное обучение - это дистанционное обучение, но это обучение в режиме реального времени. Это похоже на обычную ежедневную тренировку, но разница в том, что участники находятся далеко друг от друга. Одним из наиболее ярких примеров этой формы обучения является растущее число вебинаров. Специальное программное обеспечение используется для организации отчетов.

Асинхронное электронное обучение - учащийся получает всю необходимую информацию из онлайн-источников или электронных носителей (компакт-диски, DVD-диски или флеш-карты) и самостоятельно организует темп и график учебного материала. Асинхронное электронное обучение включает в себя все типы курсов на компакт-дисках и курсы электронного обучения, а также vascularast. Сегодня электронное обучение стало неотъемлемой частью образовательного процесса во многих университетах, и оно также играет роль в организации учебных курсов, в некоторых корпорациях есть подразделения. , их работа заключается в организации электронных курсов для сотрудников.

Технологии дистанционного обучения - дистанционное обучение - это более широкое понятие, чем электронное обучение, интенсивный синтез интерактивного обучения и поддержки. Таким образом, электронное обучение является частью дистанционного обучения. Дистанционное обучение предоставляет студентам базовый учебный материал и взаимодействует с учеником и учителем в процессе обучения. В то же время доставка руководств может осуществляться без компьютера или подключения к Интернету.

Преимущества дистанционного обучения

Есть много преимуществ для обучения с использованием дистанционных технологий.

Возможности размещения - Жить в отдаленных деревнях не всегда легко, чтобы пойти и учиться в больших городах.

Можно сказать, что компьютер из «учителя» превращается в активного помощника преподавателя. Наряду с информационно-познавательным содержанием интерактивная лекция имеет эмоциональную окраску благодаря использованию в процессе ее изложения компьютерных слайдов. Заранее готовясь к лекции, преподаватель разрабатывает на компьютере в приложении «Power Point» программы «Office» необходимое количество слайдов, дополняя видеоинформацию на них звуковым сопровождением и элементами анимации. Естественно, что это значительно повышает требования к квалификации преподавателя. Он должен обладать необходимым уровнем знания компьютерной техники и владеть навыками работы с программным обеспечением. Важным условием проведения интерактивной лекции является также наличие специализированной аудитории, оснащенной компьютерной техникой и современными средствами публичной демонстрации визуального и звукового учебного материала. В процессе изложения лекции преподаватель эпизодически представляет информацию на слайде в качестве иллюстрации.

Это способствует лучшему усвоению учебного материала студентами. Эффективность применения интерактивной лекции в ходе преподавания курса экономической теории в технических вузах объясняется своеобразием оформления текстовой информации в виде графиков, логических схем, таблиц, формул, широко используемых преподавателями дисциплин технического профиля. Это, в сочетании со звуковыми эффектами, элементами анимации и комментариями преподавателя, делает учебный материал, излагаемый на лекции по обще-гуманитарной дисциплине, более доступным для понимания студентами с техническим складом ума.

Таким образом, участие в процессе обучения одновременно педагога и компьютера значительно улучшает качество образования. Использование предложенной методики активизирует процесс преподавания, повышает интерес студентов к изучаемой дисциплине и эффективность учебного процесса, позволяет достичь большей глубины понимания учебного материала. С одной стороны, сотрудничество преподавателя и компьютера делает учебную дисциплину более доступной для понимания различными категориями студентов, улучшает качество ее усвоения. С другой — оно предъявляет более высокие требования к уровню подготовки преподавателя и его квалификации, который должен уже не только владеть традиционными методиками преподавания, но и уметь модернизировать их в соответствии со спецификой обучаемых, используя современные достижения науки и техники.

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ЭКОЛОГИЧЕСКИЕ АСПЕКТЫ ХИМИЗАЦИИ В СЕЛЬСКОМ ХОЗЯЙСТВЕ

Аннотация: В статье описывается накопление большого количества нитратов в сельскохозяйственных продуктах в результате неправильного использования сельскохозяйственных угодий, их поподание в грунтовые воды, осаждение в почве, что приводит к ухудшению условий окружающей среды. Отмечено, что нормы и сроки внесения удобрений на возделываемые растения зависят от сорта растения и климатических условий произросттани растений.

Ключовые слова: минеральные удобрения, сельское хозяйство, неблагоприятные природные условия, наклонные ландшафты, агрохимическое давление, хозяйствующий субъект, биогеохимический процесс.

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ECOLOGICAL ASPECTS OF CHEMISTRY IN AGRICULTURE

Annotation: The article describes the accumulation of large amounts of nitrates in agricultural products as a result of improper use of agricultural land, their depletion into ground water, soil deposition and flight, resulting in worsening environmental conditions. It is noted that the norms and dates of application of fertilizers to the cultivated plants depend on the variety and climatic conditions of the plant.

Key words: mineral fertilizers, agriculture, adverse environmental conditions, sloping landscapes, agrochemical pressure, economic entity, biogeochemical process.

В Стратегии действий по дальнейшему развитию Республики Узбекистан намечены такие задачи, как “углубление структурных преобразований в сельском хозяйстве и ускоренное развитие сельскохозяйственного производства, дальнейшее укрепление продовольственной безопасности страны, расширение производства экологически чистой продукции, занчительное повышение экспортного потенциала аграрного сектора”[1]. Среди этих задач производство экологически чистой, конкурентноспособной сельскохозяйственной продукции и обеспечение продовольственной безопасности страны считаются взаимосвязанными и требуют конкретных норм и критериев. В противном случае, чрезмерное уделение внимания одной из сторон могут привести к проблемам в другой стороне.

В сельском хозяйстве Узбекистана, используя посевные площади свыше 20 миллионов гектаров, в том числе 3,2 миллионов гектаров орошаемых земель, производится продовольственная продукция для нужд населения и необходимое сырьё для отраслей экономики [1]. Для повышения плодородности этих земель важное значение имеет использование минеральных удобрений. Но, вследствии их неправильного использования большое количество нитратов накапливается в сельскохозяйственных продуктах, добавляется в грунтовые воды, оседает в почвах и улетучивается в воздух, этот процесс ухудшает экологическую обстановку. Нормы и сроки применения минеральных удобрений для выращивания сельхозкультур зависят от сорта растения, климатических условий местности. Для дифференцированного распределения применяемых минеральных удобрений наблюдается разработка агрохимических карт (картограмм) исходя из критериев (норм) потребности почв и растений в определённом минеральном удобрении, а ландшафтно-экологические условия территории целиком не учитываются. При упорядоченном применении минеральных удобрений для растений, при выявлении их отрицательного воздействия на окружающую среду и получении желаемого урожая на фоне этого минимального отрицательного воздействия, при разработке территориальных норм, которые можно применять во всех регионах, можно использовать метод эколого–агрохимического районирования и картирования. Этот метод районирования позволяет определить то количество химических элементов для каждого района, которое не будет воздействовать на природные биогеохимические процессы, не вызовет отрицательных экологических последствий [2, 3, 7]. В качестве самой маленькой единицы определённых районов целесообразно изучать определённый географический вид ландшафта и его рельеф, механический состав почвы и вид земледелия на этой почве [4, 5].

В условиях полевых экспериментов нами были изучены взаимосвязь между мезо и микрорельефом ландшафта и миграцией (движением) химических элементов. В результате применения высокодозированных минеральных удобрений и ядовитых химикатов биогеохимический баланс меняется в сторону прихода и в итоге повышается местное агрохимическое давление [5]. В пойменных ландшафтах накопление (аккумуляция) азота составляет 30% по отношению к приходу. Поэтому, в результате присоединения к применяемым удобрениям части удобрений, использованных в верхних территориях, в наклонных ландшафтах этот показатель составляет

[1] Ўзбекистон Республикаси Президентининг «Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида»ги Фармони. 2017 йил 7 февраль, ПФ-4947-сон. http://lex.uz/pages/getpage.aspx?lact_id=3107036

примерно 24%. По этой причине в пойменном земледелии при установлении нормы азотных удобрений очень важно учитывать агрохимическую аккумуляцию. В результате возникает положительное экологическое состояние. Это позволяет предотвратить загрязнение продуктов, пойменных грунтовых и речных вод нитратами.

В равнинах между холмами (адырами) территории Наманганской области геохимическая связь бывает двухсторонней, накопление химических элементов в два раза больше по сравнению с наклонными ландшафтами. Несмотря на малую растворимость, движение и накопление ядовитых химикатов, в особенности, гербицидов, тоже зависит от гипсометрического расположения земельной площади. Например, в землях с крутизной склона в 0,5-1° смывание гербицидов почти не наблюдается. Но в земельных площадях с крутизной в 3,5 градусов спустя 130 дней после применения гербицидов их количество в низменных землях повышается в 4 раза по сравнению с возвышенными землями, а в земельных площадях с крутизной в 6°, 7° и 8-8,5°, их количество повышается в 9-20 раз соответственно.

Если учесть, что почти вся территория Наманганской области имеет определённую наклонность, можно понять, насколько важны эти сведения и какое большое значение имеет учитывание этого фактора при применении минеральных удобрений.

Вторым фактором, влияющим на агрохимическое давление в регионе, является механический состав почвы. По смыванию минеральных удобрений виды почв расположены в следующем порядке – песчаные-супесчаные-глинистые почвы, при этом, в песчаных почвах с высокой водопроницаемостью потеря питательных элементов велика, а в земельных площадях, где глинистые почвы с тяжёлым механическим составом, наоборот, наблюдается высокая загрязнённость почвы нитратами, тяжёлыми металлами и остатками ядовитых химикатов.

Загрязнение окружающей среды химикатами и потери биогенных элементов непосредственно зависят от специализации земледелия, севооборота и видов выращиваемых культур исследуемого региона [2, 6]. Значительное уменьшение питательных элементов наблюдается в овощах и обрабатываемых культурах. В орошаемом земледелии годовые потери азота с полей, засеянных пшеницей, могут достигать 6 кг [6]. Вместе с тем, количество потерь минеральных удобрений возрастает и по мере увеличения объёмов их использования. Это наблюдается, в основном, на полях, засеянных хлопком.

С помощью приведённых качественных показателей можно определить степень устойчивости каждого из видов ландшафта к химическому давлению (1-таблица).

1-таблица.

Группировка по предрасположенности к агрохимическому загрязнению территории Наманганской области

Тип ландшафта	Предрас-полож. к загрязнению	Форма мезорельефа, крутизна склонов, в градусах	Механический состав почвы	Применяемый вид севоборота
I. Пойменный, нижняя и средняя части конусообразных образований	Высокая	Плоская, отчасти наклонная равнина, крутизна 1-2 ^{0}	Тяжёлые супесчаные, глинистые	Хлопок-люцерна кукуруза (силос)
II. Возвышенные равнины, верхняя часть конусообразных образований.	Средняя	Покатые равнины, крутизна 2,5-5 ^{0}	Средние и лёгкие супесчаные	Хлопок-люцерна овощи-зерновые
III. Адырные, и склоны низких гор	Слабая	Сильнопокатые склоны, крутизна 5 ^{0} и 7-9 ^{0}	Лёгкие супесчаные, гравийные и каменистые	Овощи-зерновые, кормовые, сады и виноградники

Таблица составлена автором по Башкину... 1991, Боймирзаеву, 2007.

Сравнивая эти показатели с количественными показателями, по полученным результатам можно узнать состояние загрязнённости каждого типа ландшафта агрохимическими веществами. В результате создаётся возможность экологико-агрохимического районирования, создаётся возможность определить тот самый количественный показатель, который позволит применить агрохимические удобрения в ландшафте, и который является оптимальным с точки зрения экологии.

На основе вышеприведённой таблицы разрабатывается прогнозная карта, и она сравнивается с административной картой, и теперь можно будет определить для земель каждого субъекта хозяйствования экологически соответствующие нормы применения агрохимических удобрений.

Земельными площадями, где высока вероятность загрязнения минеральными удобрениями, считаются поймы, нижняя часть конусообразных образований, ложбины, расположенные в понижениях адыров (холмов). При определении критерия расходования химикатов на этих территориях (в картограмме) будет целесообразным действовать по вышеприведённому методу.

В сельском хозяйстве Наманганской области за год используется всего в среднем 47455 тонн минеральных удобрений. Общая площадь орошаемых земель сельскохозяйственного назначения в области составляет 282150 гектаров. На 1 гектар обрабатываемых земель приходится в среднем 160 кг минеральных удобрений (2-таблица).

2-таблица

Количество использованных минеральных удобрений на орошаемых землях Наманганской области.

№	Районы	Сельскохозяйственные земли (гектар)	Азот	Фосфор	Калий	Использовано минеральных удобрений, всего (тн)	Минеральные удобрения в среднем на 1 гектар (кг)
1	Учкурган	24186	5441	1174	539	7154	290
2	Уйчи	20990	3553	694	306	4553	210
3	Норин	15942	3002	645	242	3889	240
4	Чорток	19448	1461	208	76	1745	80
5	Янгикургон	26741	1500	216	55	1771	60
6	Поп	39618	5160	932	241	6333	150
7	Чуст	33319	3958	652	169	4779	140
8	Косонсой	23624	3252	542	137	3931	160
9	Мингбулок	37863	4777	1036	388	6201	160
10	Наманган	21439	2960	594	198	3752	170
11	Туракургон	18980	2619	512	216	3347	170
	Всего:	**282150**	**37683**	**7205**	**2567**	**47455**	**160**

Таблица подготовлена на основе данных Наманганского областного управления Земельных ресурсов и государственного кадастра и Наманганского областного территориального акционерного общества "Агрохимиязащита", 2018 год.

Эти цифры различны по районам, именно эта разница свидетельствует о том, что минеральные удобрения распределяются исходя из земледельческой специализации районов. Так, наблюдается меньшее распределение по сравнению со средним показателем по области минеральных удобрений районам, расположенным в низкогорных, предгорных адырных зонах, таким, как Чартак, Янгикурган, Чуст, Поп; а в районах интенсивного земледелия, расположенных в пойме рек, нижних частях конусообразных образований, таких, как Учкурган, Уйчи, Норин, этот показатель составил выше среднего по области.

При оценке ландшафта по вышеупомянутому критерию агрохимического районирования накопление (аккумуляция) азота в этих ландшафтах составляет 30 % по отношению к приходу, и за счёт добавления к этому ещё минеральных удобрений с верхних территорий местности возрастает опасность агрохимического загрязнения. Поэтому, в территориальном распределении агрохимических элементов, кроме учитывания только фактора потребности почв и растений в химических элементах, учитывание также и ландшафтно-экологического состояния местности даёт желаемый положительный эффект.

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ПОНЯТИЕ И СУЩНОСТЬ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ

Аннотация: В статье рассмотрены объемное определение сущности инновационных процессов, подходы к определению понятия инновация и определения понятия инновационный проект.

Ключевые слова: инновации, инновационная деятельность, разработки и реализации инновационного проекта.

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THE CONCEPT AND ESSENCE OF INNOVATION

Annotation: The article considers the volumetric definition of the essence of innovative processes, approaches to the definition of the concept of innovation and the definition of the concept of an innovative project.;

Key words: innovation, innovation, development and implementation of an innovative project.

На сегодняшний день без разработки и реализации инновационной деятельности у предприятия не всегда есть возможность выпустить на рынок конкурентоспособный продукт. На современном этапе развития рыночной экономики инновации представляют собой эффективное средство выживания в конкурентной борьбе, так как позволяют создать новые продукты, снизить себестоимость продукции, получить приток инвестиций, повысить имидж предприятия, получить возможность выхода на новые рынки.

Понятия «инновации», «инновационная деятельность» и «инновационный проект» приобретают все большую актуальность как в научной сфере, так и в области управления экономическим развитием предприятия. Инновационная сфера сейчас рассматривается как основная составляющая роста конкурентоспособности отечественной экономики на глобальном мировом рынке [1].

В последнее время понятие «инновация» находится в центре оживленных дискуссий зарубежных и российских ученых. Впервые об инновациях упоминается в научных исследованиях в начале XX века, и изначально под инновацией понималось проникновение определенных элементов одной культуры в другую (обычаев, способов организации деятельности пр.). Наиболее объемное определение сущности инновационных процессов было дано известным австрийским экономистом Й. Шумпетером, который исследовал «новые комбинации» перемен в развитии экономических систем и увязал термины «экономическое развитие» и «инновация», предложив их определить, как появление чего-то неизвестного ранее, нового.

Некоторые определения таких понятий, как «инновация» и «инновации», которые были опубликованы в разных источниках, отражены в таблице 1.

Таблица 1

Подходы к определению понятия «инновация»

Наименование источника	Определение
1	2
Федеральный закон от 23 августа 1996 г. N 127-ФЗ «О науке и государст-венной научно-техничес-кой политике» (с изменениями и дополнениями)	Инновации являются введенным в употребление новым или значительно улучшенным продуктом (товаром, услугой) или процессом, новым методом продаж или новым организационным методом в деловой практике, во внешних связях или организации рабочих мест
Руководство Осло	Инновация являются введением в употребление значительно улучшенного или нового продукта (услуги или товара) или процесса, нового метода маркетинга или нового организационного метода в деловой практике, внешних связях или организации рабочих мест
Р.А. Фатхутдинов, В.И. Аверченков, Е.Е. Ваинмаер	Инновации являются конечным результатом внедрения новшества для изменения управляемого объекта и получения экономического, экологического, социального, научно-технического или иного вида эффекта
П.Н. Завлин. А.К. Казанцев. Л.Э. Минделн	Инновация представляет собой использование в конкретной общественной сфере результатов научно-технической или интеллектуальной деятельности, которые направлены на улучшение процесса деятельности или совершенствование его результатов
В.Р. Веснин	Инновации являются процессом внедрения новшеств в разных областях жизни общества и осуществления изменений, которые связаны с этим

Таким образом, в законодательстве РФ инновация определяется как законченный результат деятельности инновационного характера, в то же время в других источниках инновация определяется в качестве деятельности, процесса изменений. Отечественные ученые подходят к сущности инноваций со стороны результата, при этом западным ученым присущ подход к определению сущности инноваций с позиции процесса.

Следовательно, инновация может быть определена в таких аспектах:

- во-первых, как конечный результат этапа создания, в процессе которого совершается материализация, реализация на практике инновационных изобретений, патентов, открытий, научных решений и прочих интеллектуальных инноваций. Этот результат чаще всего определяется как продукт или процесс;

- во-вторых, как новинка, которая дает возможность удовлетворять запросы потребителей и насыщать рыночный спрос, т.е. имеющая коммерческую ценность, так как инновация является результатом этапа распространения новшеств;

- в-третьих, как фактор процесса производственной деятельности, который постоянно возобновляется и по сущности бесконечен. Это имеет свою реализацию при внедрении инновационной технологии и техники, в изменении системы и методов управления и т.д. В процессе реализации и использования инновационных новшеств система производственной деятельности переходит на другой, более высокий уровень, растет оптимальность деятельности предприятия;

- в-четвертых, как эффект, который появляется в процессе использования нововведений. Эффект может быть самый разный: экономический, технический, социальный и др.

Учитывая большое разнообразие определений понятия «инновации», которые представлены в разных источниках, а также то, что классификация инноваций обладает разветвленным характером, можно отметить то, что на первый план выступает проблема конкретизации определения такого понятия, как «инновационный проект».

Некоторые определения понятия «инновационный проект», которые были опубликованы в разных источниках, отражены в таблице 2.

Таблица 2

Определения понятия «инновационный проект»

Источник	Определение
ФЗ «О науке и государственной научно-технической политике»	Инновационный проект является комплексом нацеленных на получение экономического эффекта мероприятий, связанных с осуществлением инноваций, в том числе коммерциализацией научно-технических и (или) научных результатов
И.В. Кушнир	Инновационный проект является комплексом взаимообусловленных и связанных друг с другом по исполнителям, срокам и ресурсам мероприятий, которые направлены на достижение инновационных целей организации
В.А. Первушин	Инновационный проект - это система связанных между собой целей и средств их достижения, которая является комплексом опытно-конструкторских, научно-исследовательских, организационных, производственных, коммерческих, финансовых и прочих мероприятий, организованных соответствующим образом (увязанных по ресурсам, исполнителям и срокам), оформленных комплектом проектных документов

Анализируя определения, указанные в таблице, инновационный проект можно трактовать в качестве идеи, инновации, процесса, результата, изменения, эффективности.

На основе вышеизложенного, можно дать следующее определение понятию «инновационный проект». Инновационный проект - это система запланированных взаимосвязанных процессов, которые имеют ограничения по временным и материальным ресурсам и имеют целью разработку и создание инновационного продукта или услуги, а также продвижение данного продукта на рынок и получение экономического эффекта от его реализации в будущем. Можно сказать, что инновационный проект основывается на инновационной идеи, разрабатывается и реализуется на основе планирования проекта с целью получения положительного финансового результата.

Основными характеристиками инновационного проекта являются:

- цель - нужный результат деятельности, достигается в рамках определенного отрезка времени;
- ограниченность во времени для достижения определенных целей;
- уникальность - высокий уровень новизны;
- ограниченность ресурсов.

Процесс разработки и реализации инновационного проекта определяется системой запланированных действий, которые нужно произвести с целью поэтапного превращения инновационной идеи в полноценный инновационный продукт. Имеется значительное количество моделей разработки и реализации инновационного проекта: интерактивные, маркетинговые, линейные, линейные модели с обратными связями и др. В разных моделях процесс инновационной деятельности «оканчивается» на появлении инновации, когда реализуется процесс ее коммерциализации или процесс диффузии инновации. Нужно определить, что непосредственное рождение инновации можно считать важным элементом процесса инновационной деятельности.

Можно сделать вывод, что сущность процесса разработки и реализации инновационного проекта заключается в использовании результатов инновационной деятельности человека с целью повышения уровня эффективности процесса или деятельности в конкретной сфере. На современном этапе развития экономической среды функционирования предприятий нужно сформировать и четко определить единую терминологию понятия «инновационный проект». Это даст возможность в практической деятельности предприятия определять инновационные процессы, их результаты и статус инновационного предприятия, формируя инновационный сектор экономики и инновационное развитие российских предприятий.

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МНЕНИЕ ВРАЧЕЙ СЕЛЬСКОГО ЗДРАВООХРАНЕНИЯ – ОДНА ИЗ ОСНОВ УЛУЧШЕНИЯ МЕДИКО-САНИТАРНОЙ ПОМОЩИ В РЕСПУБЛИКЕ УЗБЕКИСТАН

Аннотация: Путём социологического опроса изучено мнение врачей сельских врачебных пунктов (СВП) об улучшении медико-санитарной помощи (МСП) сельскому населению. Проведено путём анкетирования изучение мнения пациентов первичного звена здравоохранения сельской местности. Дан анализ мнения пациентов первичного звена сельского здравоохранения. Изучены пути улучшения медицинской помощи сельскому населению, а также медицинская активность пациентов. Дана причинная связь заболеваний пациентов с организацией медицинской помощи. Дан анализ удовлетворенности пациентов работой врачей общего профиля (ВОП). Для структурного изменения МСП населению необходимо объединение СВП и развитие специализированной медицинской помощи, увеличение числа дневных стационаров, развитие семейной медицины, доступное размещение сети медицинских учреждений и обеспечение кадрами и др. Изучение мнения сельского населения об организации и о качестве амбулаторно-поликлинической помощи может быть использовано в целях разработки рекомендаций по совершенствованию первичной медико-санитарной помощи.

Ключевые слова: анкетирование, респонденты, первичное звено, сельское здравоохранение, медицинский персонал, медико-санитарная помощь, стратегия, категория, квалификация, врач общего профиля.

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OPINIONS OF THE DOCTORS ABOUT RURAL HEALTH - ONE OF THE BASES OF IMPROVING MEDICAL AND HEALTH CARE IN THE REPUBLIC OF UZBEKISTAN

Annotation: Through a sociological survey, the opinion of doctors of rural medical units (RMU) on improving health care services (HCS) of the rural population has been studied.

In the rural areas were conducted the exploration by questioning for knowing the opinions of patients about the primary health care . An analysis of the views of patients about the level of primary rural health care is given.

Ways to improve medical-care services of the rural population, as well as the medical activity of patients had been explored. Given the causal relationship of diseases of patients with the organization of medical care.

An analysis of patient satisfaction with the work of general practitioners (GP) is given. For the structural change of health care, the population needs to combine (HCS) and (RMU) the development of specialized medical care, an increase the number of in-patient departments, the development of family medicine, affordable placement of a network of medical institutions and provide with staff, etc.

Studying the opinion of the rural population about the organization and the quality of out-patient care can be used to develop recommendations for improving primary health care.

Key words: questioning, respondents, primary care, rural health, medical personnel, health care, strategy, category, qualification, general practitioner.

Актуальность. Главными фигурами, для кардинального повышения эффективности деятельности СВП в профилактике заболеваний и оказания качественной первичной медицинской помощи сельскому населению**,** являются врач общей практики и медсестра общей практики. От качества их деятельности зависит не только успешное лечение больных, но и предупреждение многих заболеваний, снижение и ликвидация которых является одной из самых приоритетных проблем здравоохранения Республики Узбекистан.

При этом традиционно в процессе проведения реформ в области здравоохранения особое внимание уделялось проблемам организации и финансирования медицинской помощи, в то время как вопросами качества занимались лишь отдельные специалисты. Однако в настоящее время, как свидетельствует мировой опыт, всё большое признание получает тот факт, что одним из определяющих направлений реформы здравоохранения должны быть вопросы повышения качества медицинской помощи.

Повышение качества оказания медицинской помощи определено как приоритетная задача реформирования здравоохранения. Важной особенностью Государственной программы реформирования системы здравоохранения является многоуровневый (многокомпонентный) подход к повышению качества медицинской помощи.

Изучение удовлетворенности пациентов качеством труда медработников первичного звена здравоохранения позволяет определить приоритетные направления улучшения работы.

На качество медицинской помощи населению влияет не только обеспеченность территории медицинскими кадрами, но и социально-демографическая характеристика медицинских кадров. Для квалифицированного оказания медицинской помощи больным медицинский персонал должен иметь не только глубокие теоретические знания, умело использовать практические навыки, но и тонко понимать психологию больного человека, проявлять заботливость, сострадание, уважение к правам пациента, человеческому достоинству, социальной справедливости, чётко представлять существующие в этой области этические проблемы. В связи с этим социологические методы исследования образа жизни медицинских работников являются весьма актуальными.

Вопросы оценки качества медицинской помощи достаточно широко освещены в отечественной и зарубежной литературе, и все чаще появляются работы, посвященные изучению проблемы управления качеством медицинской помощи. Оценка деятельности врачебного персонала необходима для выявления возможностей повышения качества оказываемой помощи и успешной их реализации. Комплексных исследований, посвященных изучению деятельности врачебного персонала учреждений ПМСП, в современных условиях не проводилось.

Одним из показателей оценки качества медицинской помощи служит удовлетворенность ею пациентов. Постоянно растущий объем получаемой пациентами информации в вопросах организации и оказания медицинской помощи способствует тому, что в лечебные учреждения приходят грамотные пациенты, которые предъявляют обоснованные требования к качеству оказываемой медицинской помощи. Однако до сих пор изучению потребности и удовлетворенности медицинской помощью, оказываемой в первичном звене сельского здравоохранения, уделяется мало внимания. Мнение пациентов о медицинском обслуживании - важный критерий при оценке деятельности медицинских учреждений. Этот субъективный критерий отражает конкретные достоинства и недостатки в организации лечебно-диагностического процесса и способствует при соответствующей оценке принятию адекватных действий руководством учреждения.

Наряду с осуществляемой политикой в области ПМСП в стране существует ряд направлений, требующих особого внимания и дальнейшего совершенствования, так например, повышение престижа ПМСП, в частности, статуса ВОП; внедрение эффективной информационной системы и системы оценки, надзора и мониторинга деятельности ПМСП; разработка эффективной кадровой политики с учетом потребностей практического здравоохранения и соотношения количества ВОП и других специалистов и другое.

В связи с этим, в настоящее время актуально изучение состояния здоровья медперсонала, потому что с одной стороны повышается их роль и значение, как в реформировании здравоохранения, в выполнении приоритетных национальных проектов «Здоровье», так и в решении масштабных задач социально-экономического переустройства общества, составной частью которого они являются, а с другой - растут требования к состоянию их здоровья в связи с интенсификацией труда.

Для успешного управления и использования в полном объеме знаний, умений и навыков медперсонала необходимо сохранение здоровья и профилактика заболеваемости этого контингента.

Цель работы: проведение социологического опроса по изучению качества образа жизни медицинского персонала и удовлетворенности пациентов качеством ПМСП сельского района.

Материал и методы. Нами использованы социологические методы исследования, которые позволяют получить адекватную качественную оценку образа жизни. С этой целью было проведено анкетирование врачебного персонала СВП сельского района. Проведён анкетный опрос 42 врачей 27 СВП (табл.1) и 70 пациентов (табл.2) сельского района.

Таблица 1. Распределение обследованных врачей по возрасту

№	Возраст	Абс.	%
1	25-39 лет	29	69,0
3	40-49 лет	9	21,4
4	50 лет и старше	4	9,6
	Всего	42	100

Таблица 2. Распределение обследованных пациентов по возрасту

№	Возраст в годах	Абс.	%
1.	29-39	17	24,3
2.	40-49 лет	23	32,9
3.	50-59 лет	19	27,1
4.	60лет и старше	11	15,7
	Всего	70	100

Выборка репрезентативна, т.к. все врачи СВП участвовали в анкетировании. Анкетирование проводили одномоментно по специально разработанным анкетам, включающим вопросы, касающиеся социально-демографической, производственной характеристики, профессиональной компетенции, отношения к специальности, оценки условий труда. Анкета содержала 32 вопроса и формализованные ответы Проанализированы данные опроса врачей СВП.

Для определения удовлетворенности пациентов качеством ПМСП, нами была составлена анкета включающая 41 вопрос и формализованные ответы, касающийся как профессиональных, так и личностных качеств ВОП и проведён опрос пациентов, которым оказана ПМСП в медицинских учреждениях района Андижанского области.

Статистический анализ результатов проводился с применением традиционных статистических методов: расчёт относительных величин, средней арифметической, ошибки средней, критерия Стьюдента. Расчёты произведены с помощью пакета прикладных программ(«Statistica - 6-0» и MS Excel).

Результаты и их обсуждение. Изучая эффективность организации работы врачей, нам важно было также определить основной мотивационный фактор трудовой деятельности, узнать, как воспринимают они характер своего труда, каковы стимулы их трудовой деятельности, получают ли они удовлетворенность от сделанного, ведет ли это к развитию и самосовершенствованию.

Гендерный состав респондентов представлен на рис.1, из которого видно, мужчины составляют основную массу обследованных (66,7%).

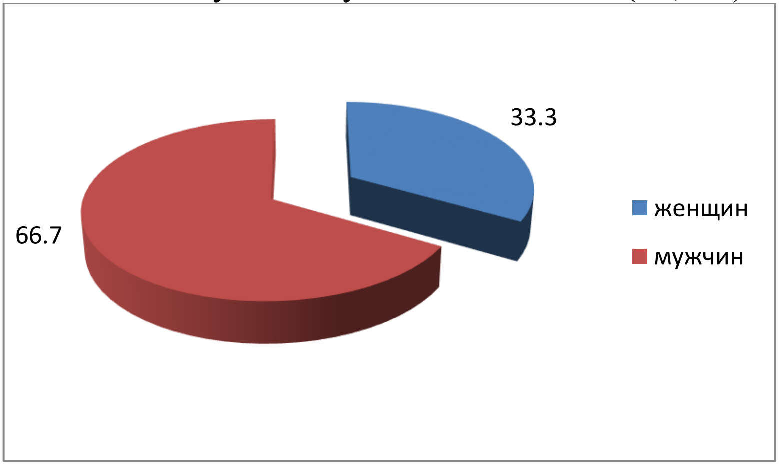

Рис.1. Гендерный состав врачей СВП

Опрошенный врачебный персонал состоял в основном из молодых людей в возрасте от 25 до 39 лет (69%). Доля лиц 40-49 лет составила 21,4%, 50 лет и выше - 9,6% (рис.2).

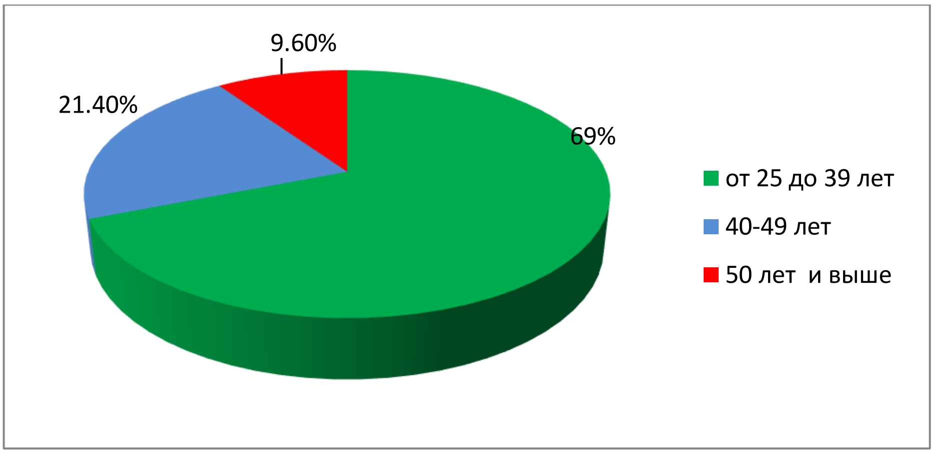

Рис.2. Возрастной состав респондентов

По стажу работы распределение респондентов следующее: у 16,8% - стаж до 5лет, у 40,4% - от 5 до10 лет и у 42,8% – 10 лет и выше, т.е. у основной массы стаж составляет от 5 лет и выше (83,2%) (P<0,001).

На вопрос «Сколько лет Вы работаете в данном СВП?» выявлено следующее: основная масса (78,2%) работает свыше 5 лет и лишь 21,8%- до 4 лет, разница статистически существенна (P<0,01).

Квалификационная категория способствует профессиональному совершенствованию и росту компетенции медицинских кадров, что в определенной степени повышает качество медицинской помощи. Согласно опроса 85,7% врачей имеют категорию (вторую-30,8%, первую-26,3%, высшую-28,5%), 14,3%- не имеют категорию (рис.3), разница существенна (P<0,001). За последние 5 лет 73,7% врачей повысили свою квалификацию (P<0,05) .

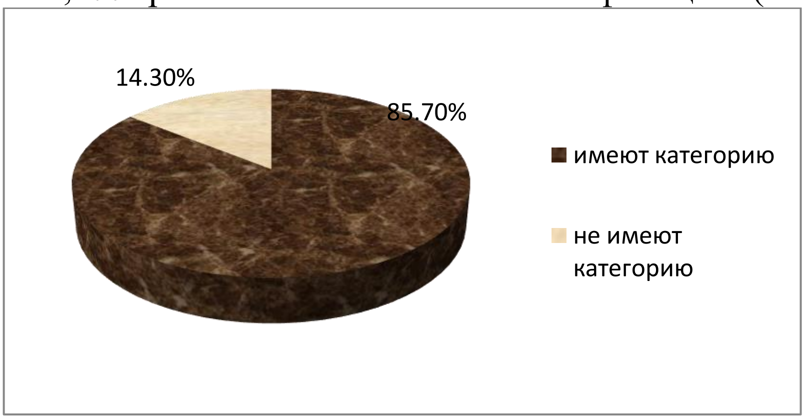

Рис.3.Категория врачей

На вопрос: «Какие факторы, по Вашему мнению, отрицательно влияют на качество работы врачей в поликлинике?» 45,2% врачей считают (рис.4) – это высокая нагрузка на приёме, недостаточная оснащённость мед оборудованием и недостаточное лекарственное обеспечение, 40,5% - отсутствие материального стимулирования, 14,3% - недостаточный контроль со стороны зав.отделением и недостаточная квалификация врачей.

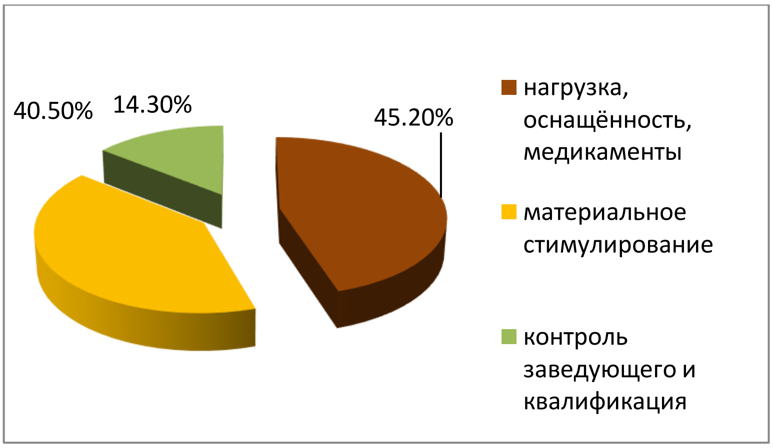

Рис.4.Факторы, влияющие на качество работы врачей в поликлинике

Среди аспектов, препятствующих выполнению основной работы и отвлекающие от процесса профессионального развития, врачи отметили в 47,6% случаев - частые внеплановые комиссии и проверки, в 23,8% перегруженность оформлением документации и в 28,6% -другие причины (рис.5).

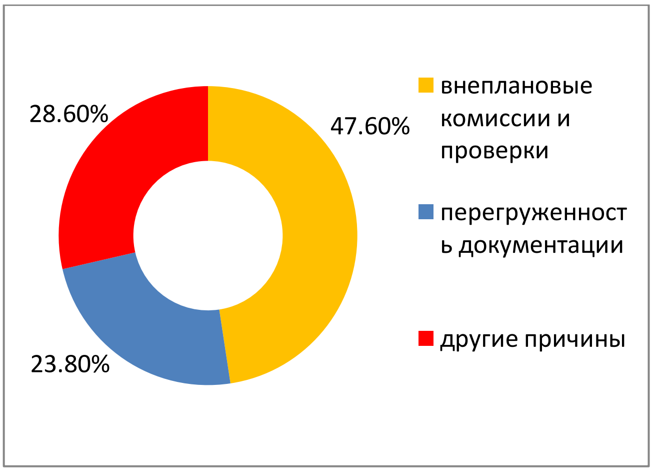

Рис.5. Перечень факторов, препятствующих выполнению основной работы врачей СВП

В табл. 3 представлены удовлетворения врачей СВП работой отдельных кабинетов.

Таблица 3

Виды удовлетворения работой врачей СВП

№	Наименование	Удовлетворен %	Частично удовлетворен %	Не удовлетворен %
1.	Организация и условия труда на рабочем месте	45,2	26,3	28,5
2.	Персонал СВП	47,6	26,2	26,2
3.	Отношения с администрацией	45,3	35,7	19,0
4.	Работа рентген кабинета	62,4	11,4	26,2
5.	Работа кабинета УЗИ	40,5	21,4	38,1
6.	Работа процедурного кабинета	50,0	26,2	23,8

7.	Работа физиотерапевтического кабинета	52,4	23,8	23,8
8.	Система морального стимулирования	47,6	33,3	19,1
9.	Система материального стимулирования	42,8	38,1	19,1

Из табл.3 видно, что больше всего удовлетворяют врачей СВП работа рентген кабинета (62,4%), затем физиотерапевтического (52,4%), процедурного (50,0%); остальные виды занимают от 47,6% до 40,5%. Не удовлетворены работой УЗИ- 38,1%, организацией и условиями труда на рабочем месте-28,5%, затем персоналом -26,2%; по 23,8% - работой процедурного кабинета, физиотерапевтического и по 19,1% - отношением с администрацией, системой морального и материального стимулирования.

По мнению респондентов для повышения качества амбулаторно-поликлинической помощи, что изображено на рис.6, в 28,6% случаях необходимо проводить комплекс различных мероприятий, в 23,8% - повышение зарплаты врачам, в 19,1% - улучшение материально-технической базы медучреждения, в 16,6% - улучшение качества подготовки кадров и в 11,9%- реорганизация работы СВП.

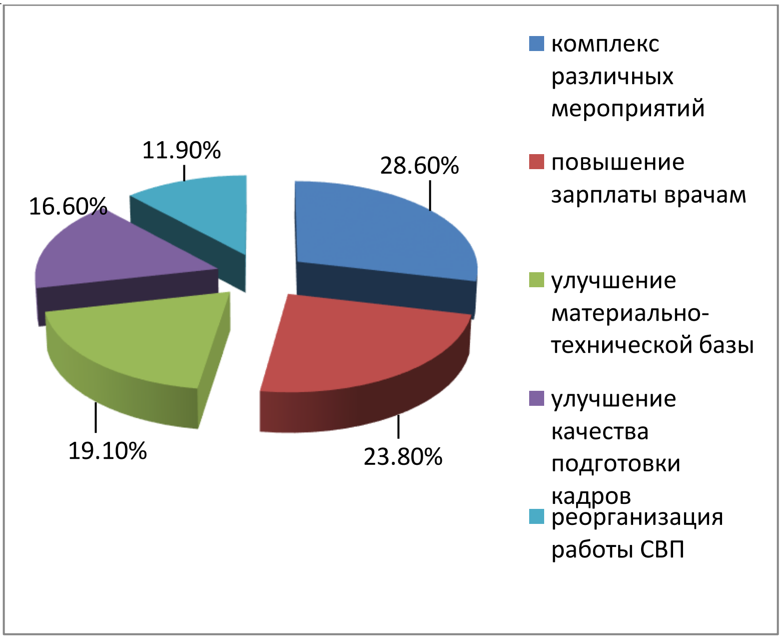

Рис.6. Мнения респондентов по повышению качества амбулаторно-поликлинической помощи сельскому населению

Согласно мнения врачей СВП, для структурного изменения медицинской помощи населению необходимо: объединение КВП и развитие специализированной медицинской помощи (35,5%), увеличение числа дневных стационаров (19,1%), **р**азвитие семейной медицины (9,4%), доступное размещение сети медицинских учреждений и обеспечение кадрами (по 7,4%) и другие (21,3%**).**

На вопрос: «Как Вы оцениваете своё состояние здоровья по 5ти балльной шкале?» врачи ответили следующим образом: оценку «5» дали - 33,2%, «4»- 26,2%, «3»- 19,0%, «2» -14,2%, «1»- 7,4% (рис.7). Согласно этих данных можно сделать вывод, что оценку своему здоровью «5» и «4» балла дала основная масса обследованных (59,4%), «3»- 19,0% и неудовлетворительное («2» и «1») –21,6%.

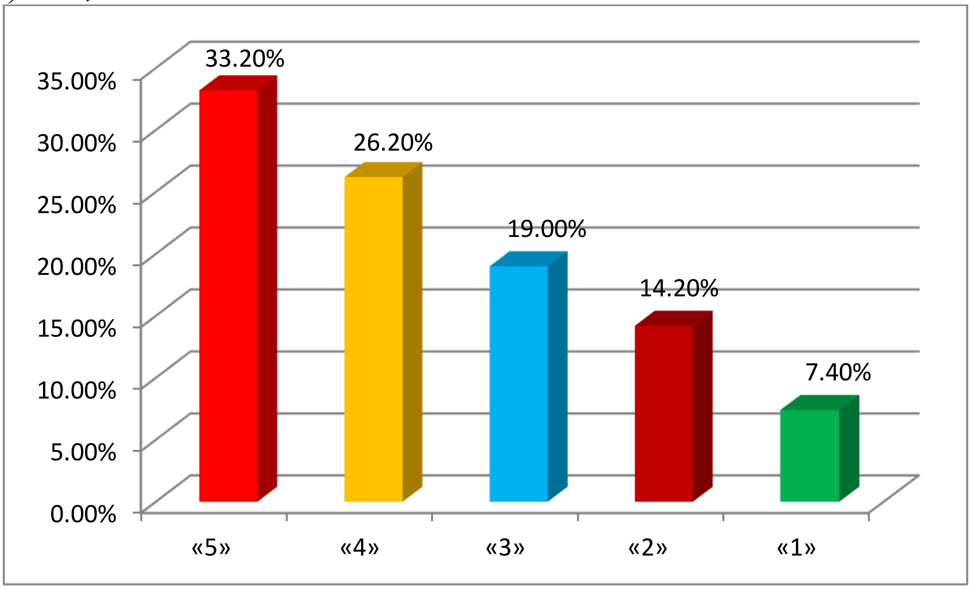

Рис.7 Оценка здоровья в баллах врачебного персонала

На вопрос: «У кого Вы получили первичные знания о личной гигиене, физкультуре, о здоровье, факторах риска, о состоянии собственного здоровья» у врачей ответы были следующие: 81,0% получили знания у педагогов, медработников, в учебных заведениях, СМИ и на работе; у родителей – 14,3% и у друзей - 4,7% (P<0,01).

76,1% врачей ведут здоровый образа жизни: делают зарядку, ходят пешком, бегают, занимаются спортом, купаются в бассейне, делают водные процедуры, борятся с вредными привычками и лишь 23,9% ничем не занимается в этом плане.

Недостаточную профилактическую активность респонденты связывают в 28,6%- усталостью после работы, в 21,4% - личной неорганизованностью, в 11,9%- недостаточными условиями быта, в 9,5%-отсутствием свободного времени и в 21,4%-другие причины.

На работу СВП, по мнению респондентов, в 52,4% случаев были жалобы со стороны населения, медработников в вышестоящие инстанции (здравоохранения, хокимияты, государственные органы, портал), которые в основном были связаны с несоблюдением норм и правил врачебной этики и медицинской деонтологии.

В анонимном анкетировании приняли участие 70 пациентов. Среди респондентов женщины составляют – 58,6%, мужчины – 41,4% (рис.8).

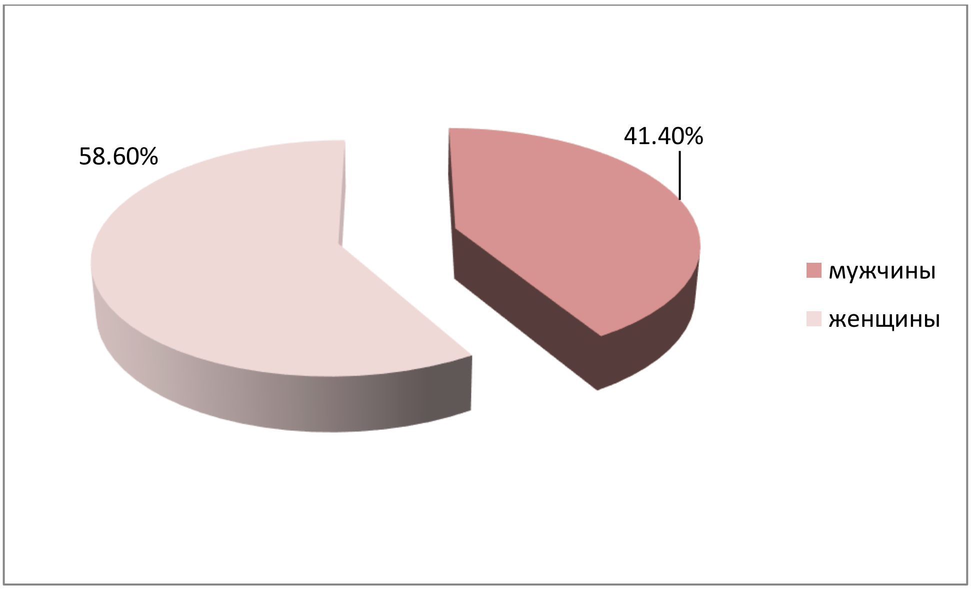

Рис.8. Гендерный состав пациентов

Возраст респондентов колебался от 29 до 77 лет, из них 24,3% представляют возрастную категорию 29-39 лет, 32,9% - 40-49 лет, 27,1% - 50-59 лет, 60 лет и старше – 15,7%.

81,4% пациентов имеют среднее и высшее образование и лишь 18,6%- начальное. По социальному положению респонденты распределены следующим образом: 48,6% составляют рабочие, служащие, фермеры, бизнесмены и 51,4% - пенсионеры, домохозяйки, безработные и учащиеся.

На вопрос: «Ваша оценка своего здоровья?» пациенты ответили следующим образом: отличное и хорошее у 65,7%, одинаково часто удовлетворительное и плохое (по 17,1%).

75,7% пациентов болели острыми и хроническими заболеваниями. Свои заболевания в 55,7% случаев связывают с высокой стоимостью необходимой медицинской помощи, отсутствием нужных лекарств, недостаточной компетенцией медперсонала, недостаточным сервисом медицинских услуг первичной медико-санитарной помощи, в 44,3% случаев - с материальными трудностями семьи, плохими условиями быта, неблагоприятными условиями труда (рис.9).

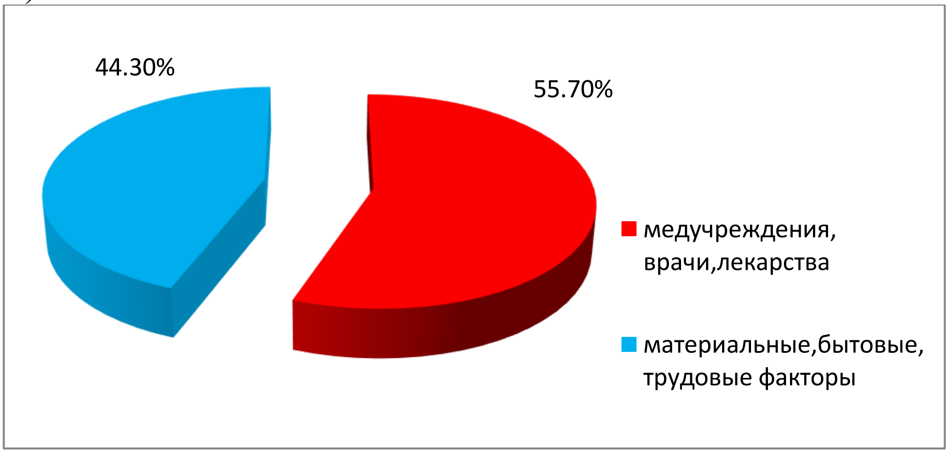

Рис.9. Причины заболеваний пациентов

Основная масса пациентов (45,7%) обращалась за медпомощью вначале заболевания,18,6%- по вопросам профилактики и здорового образа жизни, такое же количество - после самолечения, 17,1% - в тяжёлых случаях.

В течение последнего года 74,3% пациентов посетили ВОП от 1 до 5 раз и более и лишь 25,7% - не посетили, разница существенна (P<0,05).

Основная масса пациентов (65,7%) затрачивает на посещение врача от 1до 2 часов, 34,7% - 3 часа и более.

Необходимо отметить, что лишь 27,1% пациентов полностью удовлетворены работой ВОП, 42,8% - не в полной мере, 20,1% -не удовлетворены работой ВОП (рис.10).

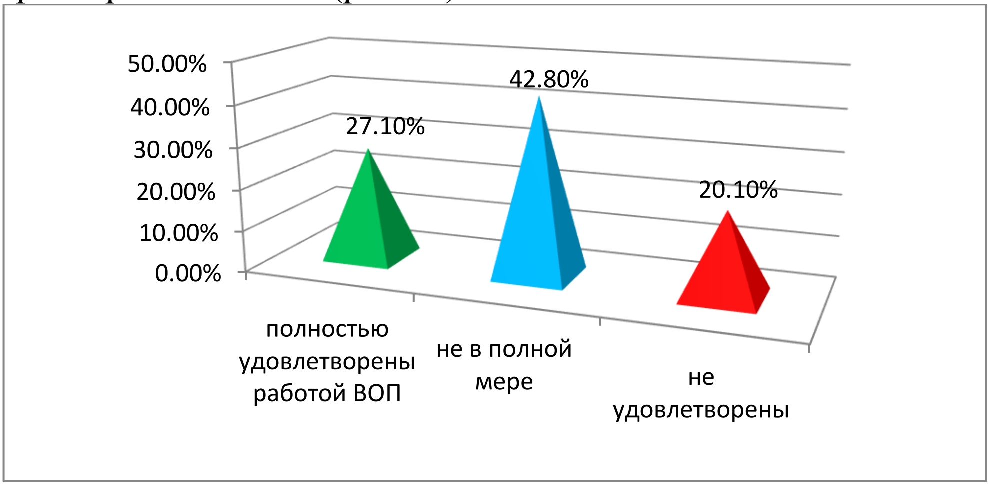

Рис.10. Удовлетворённость пациентов работой ВОП

Пациенты считают (рис.11), что на качество работы врача общей практики в первую очередь влияет неудовлетворительная организация рабочего места, недостаточная оснащённость необходимым оборудованием(45,7%), низкая квалификация врача (32,9%), очередь на приём (17,1%) и другие (4,3%).

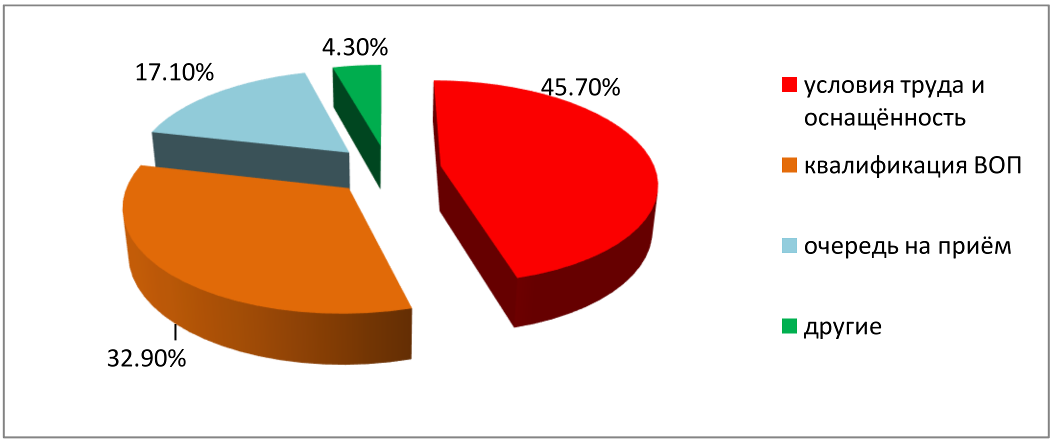

Рис.11. Факторы, влияющие на качество работы ВОП

Нами проведена оценка профессиональных качеств врача со стороны пациентов (оценка от 1 до 5 баллов), которая представлена в табл.4.

Оценка профессиональных и человеческих качеств врача **Таблица 4**

№	Качества врача	Оценка в баллах (%)		
		1 -2 балла	3 балла	4-5 баллов
1.	Профессионализм	10,0	28,6	61,4
2.	Человечность	-	35.7	64,3

Из табл.4 видно, что 61,4% респондентов оценили профессиональные качества врача от 4 до 5 баллов, 28,6% -3 балла и 1 -2 балла -10%.

Оценка человечности врача (оценка от 1 до 5 баллов) обнаружила следующее: 64,3% оценили от 4 до 5 баллов и 35.7%- 3 балла.

Атмосферу и микроклимат в лечебном учреждении пациенты оценивают так: доброжелательность и терпимость в 67,2%, безразличие к пациенту, атмосфера напряжённости и недовольства в 32,8%. 87,3% пациентов дают положительную оценку деятельности медицинских учреждений села.

Необходимо отметить, что свою медицинскую активность пациенты связывают в 41,4% с доступностью медицинской помощи, в 40% - с медицинской культурой, знанием вопросов профилактики и здорового образа жизни, в 18,6% - с традицией семьи.

У пациентов чаще встречается низкая медицинская активность (37,2%), высокая и средняя медицинская активность наблюдается одинаково часто: по 31,4% (рис.12).

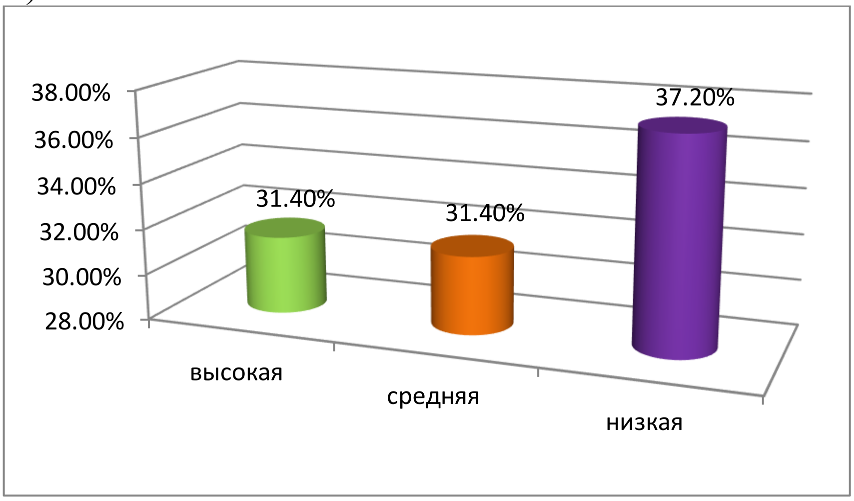

Рис.12. Медицинская активность пациентов

На вопрос: «У кого Вы получили первичные знания о личной гигиене, физкультуре, о здоровье, факторах риска, о состоянии собственного здоровья» у пациентов ответы были следующие: 81,5% получили знания у педагогов, медработников, в учебных заведениях, СМИ, на работе, у соседей и у родителей в 18,5% (P<0,01).

Среди опрошенных пациентов 61,4% умеют работать на компьютере, 38,6%- не умеют. 52,8% пользуются Интернетом по вопросам профилактики заболевания, лечения и ЗОЖ.

Довольны полученной информацией у медицинского персонала по вопросам здорового образа жизни, рационального питания, диеты, лекарств, диагностических исследований 84,3% пациентов и лишь 15,7%- не довольны (рис.13).

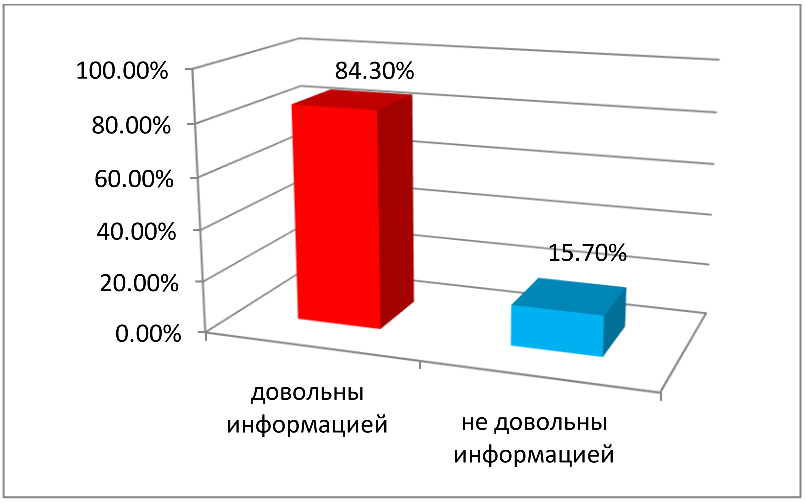

Рис.13. Характеристика полученной информации по ЗОЖ у медперсонала

78,5% пациентов ведут здоровый образа жизни (делают зарядку, ходят пешком, бегают, занимаются спортом, купаются в бассейне, делают водные процедуры, борются с вредными привычками) и лишь 21,5% в этом плане ничем не занимается (рис.14).

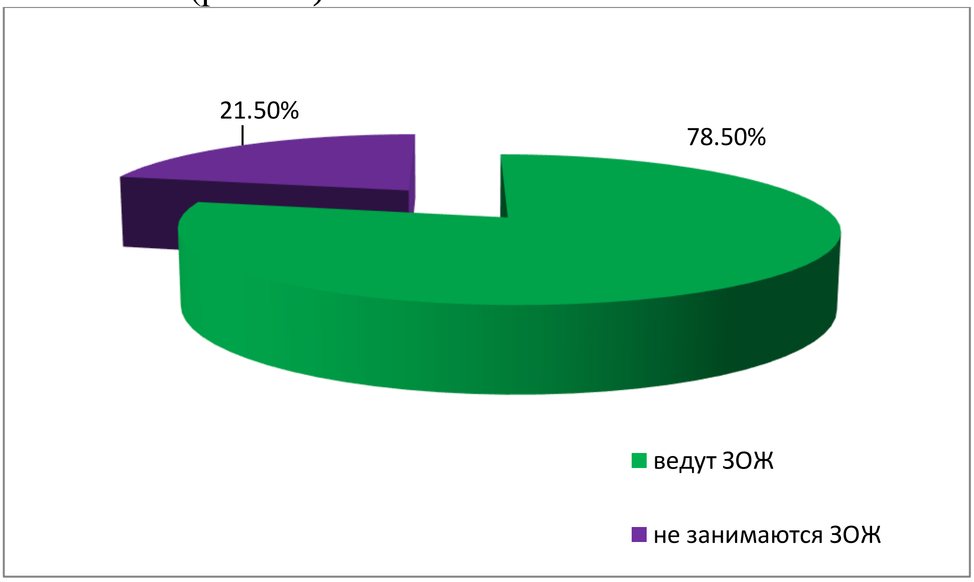

Рис.14 Характеристика ЗОЖ у пациентов

Нами изучены причины недостаточной профилактической активности пациентов, что представлено в таблице 5.

Таблица 5

Характеристика недостаточной профилактической активности пациентов

№	Наименование	%
1.	Недостаточные условия быта	48,7
2.	Личная неорганизованность	18,5
3.	Отсутствие свободного времени	15,7
4.	Усталость после работы	10,0
5.	Другие причины	7,1

Из табл. 5 видно, что недостаточную профилактическую активность респонденты связывают с недостаточными условиями быта в 48,7%, в 18,5% - **с** личной неорганизованностью, в 15,7%- с отсутствием свободного времени, в10% **- с у**сталостью после работы и в 7,1% - с другими причинами.

На вопрос какие медицинские учреждения посещали респонденты ответы были следующие (рис.15): больше половины обследованных пациентов (67,2%) посещала СВП и ЦРБ, 32,8% -областные медицинские учреждения, диагностические центры и клиники, в том числе и платные (рис.15).

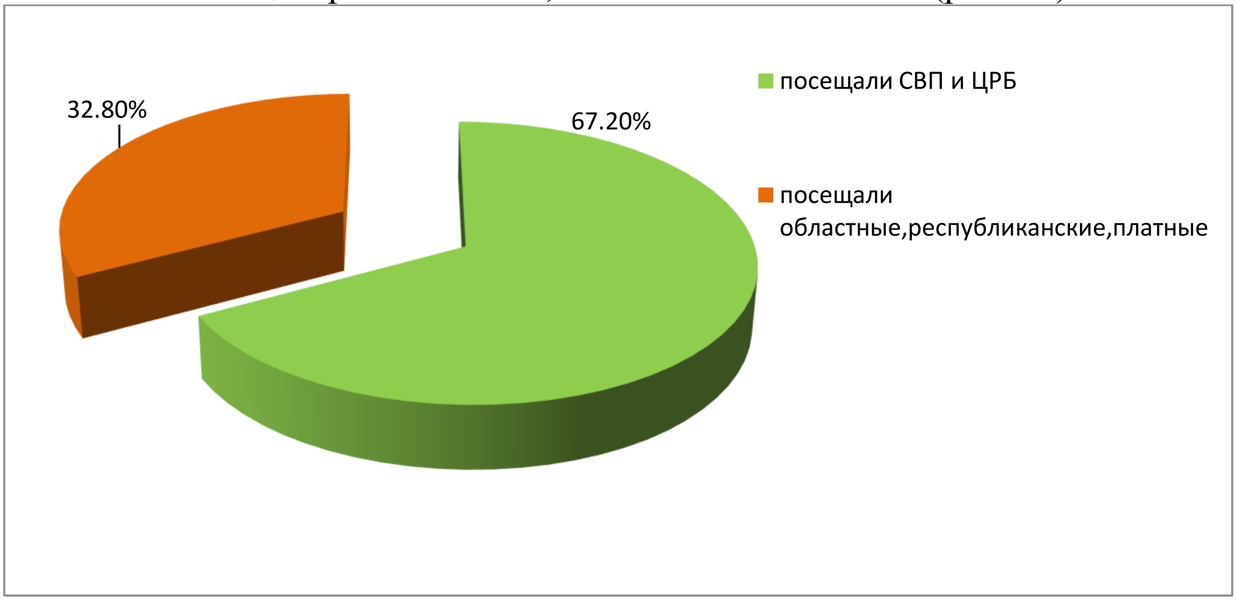

Рис.15 Характеристика посещений медучреждений пациентами

Нами проведен анализ кратности посещений пациентами районных медицинских учреждений. Анализ показал, что 68,6% пациентов по направлению врачей ВОП или сами с консультативно-диагностической, лечебной и с реабилитационной целью посещали районные медучреждения – до 4 раз и более и лишь 31,4% до 2 раз ($P<0,05$).

При выяснении причин направления пациентов в областные, республиканские медицинские учреждения выявлено следующее: 42,9% пациентов направлены в связи с недостаточной диагностической аппаратурой, 37,1% - с недостатком организации специализированной помощи в районе, 11,4% - с недостаточной квалификацией медперсонала и в 8,6% случаев с недостатком медикаментов (рис.16).

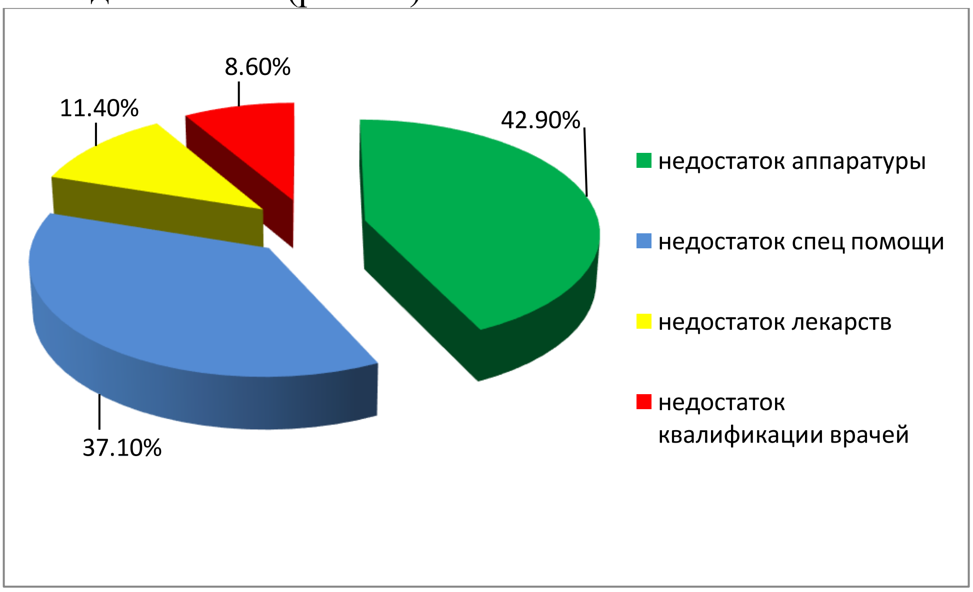

Рис.16 Причины направления пациентов в областные, республиканские медучреждения

При анализе обнаружено, что по вопросам улучшения оказания медицинской помощи в сельской местности 17,1% пациентов обратились с жалобами в вышестоящие инстанции (государственные органы, органы здравоохранения, портал и др.).

Выводы

1. Согласно мнения врачей СВП, для структурного изменения медицинской помощи населению, необходимо: объединение СВП и развитие специализированной медицинской помощи (35,5%), увеличение числа дневных стационаров (19,1%), развитие семейной медицины (9,4%), доступное размещение сети медицинских учреждений и обеспечение кадрами (по 7,4%) и другие.

2. При планировании лечебно-оздоровительных мероприятий среди сельского населения, следует учитывать его низкую медицинскую активность, вследствие чего, максимально приблизить медицинскую помощь.

3. Непрерывное изучение мнения основных потребителей медицинских услуг даёт возможность определить основные направления, реализация которых будет способствовать улучшению качества медицинской помощи и повышения эффективности деятельности медицинских учреждений в целом.

Изучение мнения сельского населения об организации и о качестве ПМСП может быть использовано в целях разработки рекомендаций по совершенствованию её.

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ВЛИЯНИЕ НАЛОГОВ НА ЭКОНОМИЧЕСКУЮ БЕЗОПАСНОСТЬ СТАВРОПОЛЬСКОГО КРАЯ

Аннотация: В статье представлен сравнительный анализ динамики ряда показателей, характеризующих экономическую безопасность России и Ставропольского края. Показано, что слабая экономика региона несет высокую налоговую нагрузку, что препятствует достижению экономической безопасности.

Ключевые слова: налоги, экономическая эффективность, экономическая безопасность.

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INFLUENCE OF TAXES ON THE ECONOMIC SECURITY OF THE STAVROPOL REGION

Annotation: The article presents a comparative analysis of the dynamics of the indicators characterizing the economic security of Russia and Stavropol Region. It is shown weak economy of the Region has the high tax burden, which impedes the achievement of the economic security.

Key words: taxes, economic efficiency, economic security.

Институциональная экономическая теория рассматривает категорию «экономическая безопасность», как такое состояние экономики, при котором минимизируются риски и вызовы, препятствующие социально-экономическому развитию [6]. В стране с федеративным устройством уровень экономической безопасности определен экономической эффективностью образующих страну регионов [1].

Самым опасным вызовом экономической безопасности внутри страны является неравномерность развития регионов, большие различия по уровню жизни и экономической эффективности, большая зависимость бюджетов субъектов РФ от помощи федерального бюджета. Для оценки экономической безопасности разработано более двух десятков критериев, позволяющих всесторонне оценить факторы, ее определяющие.

В системе национальных счетов, создаваемом статистикой в масштабе всей страны, обобщающим показателем является валовой внутренний продукт (ВВП). Для оценки текущего положения экономики страны выберем такие показатели, как ВВП на душу населения, годовой доход на душу населения, налоги на душу населения и сальдированный финансовый результат экономики на душу населения (табл.1).

Но рассмотрение только абсолютных показателей в текущих ценах не дает полной картины развития экономики и ее влияния на экономическую безопасность страны. Следует также рассмотреть показатель ВВП сопоставимых постоянных ценах, для этого приведем цены 2016-2019 гг. к ценам 2015 года, принятым за единицу. В таблице 1 (п.5) показан ежегодный общий индекс цен по данным Росстата. Перемножение годовых индексов дает накопленный индекс цен, на основании которого рассчитаны показатели подушевого ВВП, дохода, налогов и прибыли экономики.

Как видно из приведенных данных, положительная динамика валового внутреннего продукта сохраняется, но темп прироста мал, за пять лет составляет всего 10,3%, то есть менее 3% в год. Такого роста, конечно, не достаточно, для сохранения позиции России в международной экономике.

Таблица 1 Показатели экономической безопасности РФ. (тыс. руб.)

№	Показатель	2015	2016	2017	2018	2019
В текущих ценах (тыс. руб.)						
1	ВВП на душу населения	568,5	586,4	627,2	707,5	749,8
2	Годовой доход на душу населения	363,0	370,4	382,8	398,1	422,4
3	Налоги на душу населения	34,5	35,1	37,3	38,1	39,2
4	Прибыль на душу населения	51,2	87,3	61,6	84,5	71,3
В ценах 2015 года (тыс. руб.)						
5	Индекс цен к предыдущему году	1	1,05	1,03	1,04	1,05
6	Накопленный индекс цен	1	1,05	1,08	1,13	1,18
7	ВВП на душу населения	568,5	556,4	580,6	627,8	633,7
8	Годовой доход на душу населения	363,0	351,4	354,3	353,3	357,0
9	Налоги на душу населения	34,5	33,3	34,5	33,8	33,1
10	Прибыль на душу населения	51,2	82,8	57,0	75,0	60,3

Источник: расчеты автора по данным Российский статистический ежегодник. Статистическое издание. Росстат, 2019. Оперативные данные Росстата [Электронный ресурс]. URL: https://www.gks.ru/folder/13397?print=1 *(дата обращения 11.02.2020)*

Вместе с ростом номинального ВВП возрастает доход граждан страны на душу населения. В 2015 году средний годовой доход составлял 363 тысячи рублей, в 2019 (по предварительным оценкам Росстата), этот показатель равен почти 750 тысяч рублей на человека в текущих ценах и 633,7 тысячи рублей на человека в ценах 2015 года.

Рассмотрим, как влияют государственные институты на доходы людей и экономику [5]. Одним из основных государственных институтов является налоговая система страны. ФНС России в открытом доступе представляет данные о начисленных и уплаченных налогах, как со всей территории страны, так и по ее регионам. Если разделить общие суммы поступлений налогов в консолидированный бюджет страны на общее число жителей страны, то в среднем каждый гражданин уплачивает в бюджет 34,5-39,2 тысячи рублей налогов в год. Это составляет чуть меньше 10% общего годового дохода, что не может считаться очень тяжелой налоговой нагрузкой.

Эффективность экономики характеризует также показатель сальдированного финансового результата – разности между прибылью, полученной экономическими агентами в течение года и убытком, полученным другими экономическими агентами в течение года. Расчеты прибыли на душу населения показывают нестабильный рост этой величины, оцененной в текущих ценах и в постоянных ценах.

Рассмотрим те же показатели применительно к одному из субъектов РФ - Ставропольскому краю (СК). Ставропольский край относится к дотационным регионам, безвозмездная помощь федерального бюджета бюджету Ставропольского края в 2018 году, например, формировала 32% всех доходов региона.

ВРП на душу населения в Ставропольском крае намного ниже, чем показатель ВВП на душу населения. Отметим, что при расчете показателя ВВП учитываются косвенные федеральные налоги, не включаемые в расчет ВРП, поэтому такое снижение ВРП на душу населения по сравнению с аналогичным показателем ВВП в определенной мере объяснимо [4]. Тем не менее, даже принимая во внимание эту оговорку, отметим низкий уровень эффективности экономики Ставропольского края, по сравнению со средними показателями по РФ.

Слабость экономики региона подтверждается и более низкими значениями прибыли, приходящейся на одного жителя Ставропольского края, эффективность экономики региона почти в три раза ниже, чем в среднем по России. Это приводит к низким показателям дохода на душу населения региона, удельный доход, несмотря на помощь федерального бюджета, значительно меньше, чем тот же показатель для страны в целом.

Таблица 2 Показатели экономической безопасности Ставропольского края в сравнении с общими характеристиками РФ

№	Показатель	2015	2016	2017	2018	2019
В текущих ценах (тыс. руб.)						
1.1	ВВП на душу населения (РФ)	568,5	586,4	627,2	707,5	749,8
1.2	ВРП на душу населения (СК)	221,8	229,4	237,4	255,6	261,3
2.1	Годовой доход на душу населения (РФ)	363,0	370,4	382,8	398,1	422,4
2.2	Годовой доход на душу населения (СК)	254,9	251,8	269,8	280,9	288,6
3.1	Налоги на душу населения (РФ)	34,5	35,1	37,3	38,1	39,2
3.2	Налоги на душу населения (СК)	23,4	29,6	33,2	34,9	40,1
4.1	Прибыль на душу населения (РФ)	51,2	87,3	61,6	84,5	71,3
4.2	Прибыль на душу населения (СК)	13,6	17,3	17,4	25,3	25,4

Источник: расчеты автора по данным: Российский статистический ежегодник. Статистическое издание. Росстат, 2019. Оперативные данные

Росстата [Электронный ресурс]. URL: https://www.gks.ru/folder/13397?print=1 *(дата обращения 11.02.2020)*

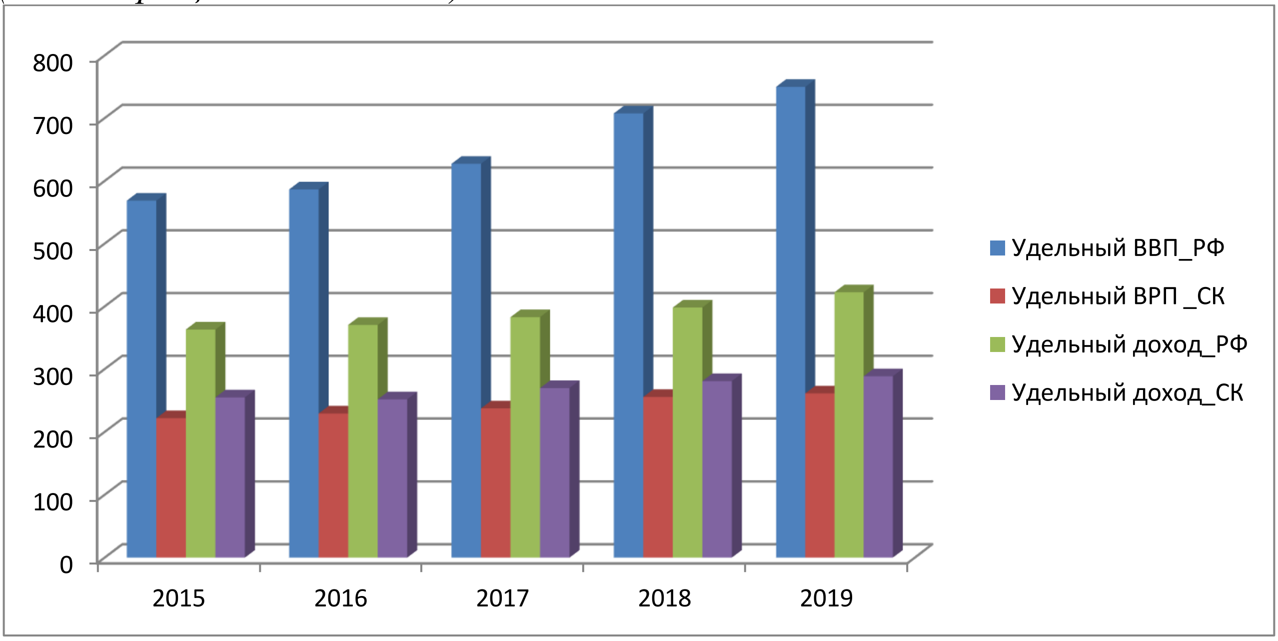

Рисунок 1 Сравнение показателей РФ и Ставропольского края (СК)

Источник: составлено автором

В структуре налоговых платежей, поступающих в расширенный бюджет страны (включая страховые платежи во внебюджетные фонды) из экономики Ставропольского края, значительную часть составляют поступления НДС и НДФЛ. Налог на прибыль организаций формирует около 10% платежей, что обусловлено некоторым ростом сальдированного финансового результат экономики Ставропольского края, хотя число убыточных предприятий тоже растет.

Таблица 3 Структурные характеристики налоговых платежей экономики Ставропольского края (проценты)

№	Показатель	2015	2016	2017	2018	2019 (оценка)
1	Всего, в том числе	100,0	100,0	100,0	100,0	100,0
2	НДС	14,08	11,32	14,42	19,89	17,62
3	Налог на прибыль	8,33	9,52	10,63	9,62	11,07
4	НДФЛ	10,44	11,88	12,11	13,82	15,13
5	Специальные режимы	12,31	12,43	11,21	10,53	6,61
6	Прочие налоги	1,99	5,35	4,79	5,09	5,18
7	Страховые взносы	52,85	49,51	46,84	41,06	44,38
8	Налоговая нагрузка без страховых взносов	7,92	11,31	13,98	15,33	15,35
9	Налоговая нагрузка страховых взносов	8,88	11,09	12,32	10,68	12,25
10	Общая налоговая нагрузка	16,8	22,4	26,3	26,01	27,6

Источник: расчеты автора на основании данных: Оперативная налоговая статистика [Электронный ресурс], URL: https://www.nalog.ru/rn26/related_activities/statistics_and_analytics/ *(Дата обращения 11.03.2020)*

Специальные налоговые режимы, налоги по которым платят малые предприятия, уменьшают свое значение в структуре налоговых доходов. На их долю в 2015 году приходилось 12,3% всех налоговых платежей, а к 2020 году они составили только 6,61% налогов, уплаченных экономикой Ставропольского края. Отметим, что экономическая деятельность в условиях специальных налоговых режимов, образует практически в два раза меньшую налоговую нагрузку, чем при работе в условиях общей системы налогообложения.

Страховые платежи в Пенсионный фонд и прочие государственные социальные внебюджетные фонды, уплачиваемые работодателями с расходов на оплату труда, составляют величину, соизмеримую с величиной всех остальных налогов. Налоговая нагрузка на экономику края возрастает, достигая в 2019 году 27%ВРП (наша оценка).

В условиях возникшего многофакторного экономического кризиса целесообразно предпринять усилия по снижению налоговой нагрузки и усилению мер, направленных на стимулирование экономики. Одной из таких мер, может быть, снятие ограничений на использование специальных налоговых режимов и снижение ставок единого налога, уплачиваемого по упрощенной системе налогообложения. Такая мера принята законодательным органом Ставропольского края в отношении пострадавших отраслей (ставка снижена с 15 до 5%) [3]. Другой мерой могло бы стать распространение льготной ставки страховых взносов в ПФР (15% вместо 22%) на всех работодателей. Расширение мер налогового стимулирования могло бы снизить налоговую нагрузку и повысить экономическую эффективность хозяйственной деятельности, а значит и экономическую безопасность региона.

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ПАТОМОРФОЛОГИЧЕСКАЯ СТРУКТУРА ГИППОКАМПА ПРИ ЦЕРЕБРАЛЬНОМ АТЕРОСКЛЕРОЗЕ

Аннотация: Гиппокамп – парное образование головного мозга с многообразными функциями, основными из которых считаются регуляция поведенческого статуса, анализ предшествующей и наличной информации, мотивационнаяи эмоциогенная функция, принятие участия вмеханизмах обоняния и анализе сложных раздражений

В изучении возрастных особенностей центральной нервной системы (ЦНС) до настоящего времени остается много спорных и слабо освещенных в литературе вопросов; вместе с тем эта тема является актуальной, поскольку многие патологические процессы в ЦНС связаны с нарушениями ее морфогенеза. Данные о возрастных и индивидуальных особенностях цитоархитектоники гиппокампа в постнатальном онтогенезе в различные возрастные периоды в доступной печати представлены неполно и во многом противоречивы; эти отделы мозга изучены в основном в эксперименте на животных, а между тем эта область знаний имеет большое теоретическое и практическое значение, особенно в неврологии, нейрохирургии и нейробиологии, что и определило актуальность наших исследований.

Ключевые слова: гиппокамп, атеросклероз, головной мозг, морфология.

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PATOMORPHOLOGICAL STRUCTURE OF THE HIPPOCAMPA IN CEREBRAL ATHEROSCLEROSIS

Annotation: The hippocampus is a paired formation of the brain with diverse functions, the main of which are the regulation of behavioral status, analysis of previous and current information, motivational and emotional function, participation in olfactory mechanisms and analysis of complex irritations

In the study of the age-related features of the central nervous system (CNS), to date, there are many controversial and poorly covered issues in the literature; however, this topic is relevant, since many pathological processes in the central nervous system are associated with violations of its morphogenesis. Data on the age and individual characteristics of the cytoarchitectonics of the hippocampus in postnatal ontogenesis at different age periods in the accessible press are presented incompletely and in many ways contradictory; these brain regions were studied mainly in animal experiments, and yet this area of knowledge is of great theoretical and practical importance, especially in neurology, neurosurgery and neurobiology, which determined the relevance of our research.
Key words: hippocampus, atherosclerosis, brain, morphology.

Актуальность. Одним из самых распространенных заболеваний сегодня является атеросклероз. Опасность его кроется не только в долгом и бессимптомном развитии, но и в способности поражать разные артерии и сосуды. Патология нижних конечностей может привести к гангрене коронарных сосудов и аорты — к инфаркту миокарда, а сосудов головного мозга — к инсульту[2,5]. Церебральная форма является одной из разновидностей атеросклероза, а от остальных отличается тем, что встречается и у молодых людей, и у людей пожилого возраста. Симптомы заболевания часто схожи с симптомами усталости, поэтому часто диагностируют атеросклероз уже на поздних стадиях, когда жизни пациента угрожает смертельная опасность[1].

Имеющиеся к настоящему времени данные по патоморфологии головного мозга при недостаточности мозгового кровообращения атеросклеротического генеза, в том числе полученные с использованием современных методов нейро- и ангиовизуализации, в большинстве своём относятся к его веществу – корковым и подкорковым структурам, отделам ствола мозга и мозжечку. При постановке диагноза хронической ишемии мозга нередко подразумевается, что снижение памяти и других когнитивных функций у пациента с сосудистой мозговой недостаточностью есть прямой результат хронической ишемии головного мозга [3]. Но в реальности связь между когнитивными расстройствами и цереброваскулярной недостаточностью может носить более сложный характер.

Механизм формирования разобщения связывается в первую очередь с артериальной гипертензией, которая приводит к вторичным изменениям сосудистой стенки преимущественно микроциркуляторного русла. Развивающийся вследствие этого артериолосклероз приводит к изменению физиологической реактивности сосудов [3].

В настоящее время известно, что функция лимбической системы головного мозга не ограничивается только эмоциональными реакциями, но также принимает участие в поддержании постоянства внутренней среды (гомеостаза), регуляции цикла «сон – бодрствование», процессах обучения и памяти, регуляции вегетативных и эндокринных функций [5]. Гиппокамп, как центральное звено лимбической системы, участвует в высшей координации функций размножения и эмоционального поведения, а также в процессах усвоения и запоминания новой информации, что влияет на эмоционально окрашенное осознание воспринимаемой действительности и в целом на качество жизни. Гиппокамп играет корригирующую роль в усилении тормозных эффектов при стрессреакции, регуляции артериального давления [4].

Цереброваскулярная болезнь занимает второе место среди болезней системы кровообращения в структуре первоначальных причин смерти по результатам аутопсии [4]. Морфологической основой цереброваскулярной болезни в большинстве случаев является церебральный атеросклероз [2]. Несмотря на многочисленные литературные данные, посвященные проблеме церебрального атеросклероза [1,5], морфологические особенности гиппокампа при данном заболевании остаются не изученными.

Цель исследования. С учетом вышесказанного целью настоящего исследования явилось изучить морфологию гиппокампа при церебральном атеросклерозе.

Материалы и методы исследования. При последующем проведении патологоанатомического исследования нами отобраны случаи, в которых у умерших был выявлен церебральный атеросклероз, а основными заболеваниями явились: ишемическая болезнь сердца (27,4%), артериальная гипертензия (41,6%), цирроз печени (19,8%), хронический обструктивный бронхит и двусторонняя пневмония (11,2%). Фиксация материала для микроскопического исследования была в нейтральном 10%-ном формалине и жидкости Буэна в течение 24 часов, заливка в парафин осуществлялась по общепринятой методике.

Для изучения элементов центральной нервной системы производили окрашивание тионином по методу Ниссля. Для изучения нейротопографии слоев гиппокампа и оценки взаиморасположения нервных волокон, нейронов и глии использовали метод импрегнации парафиновых срезов азотнокислым серебром по Бильшовскому в модификации Ландау для парафиновых срезов. Анализ количественных показателей выполняли на IBM с использованием статистического программного пакета «Statistica» v 6.0.

Результаты исследования. Особенности цитоархитектоники пирамидного слоя гиппокампа послужили основанием для его деления на 4 основных поля, ориентированных в медиолатеральном направлении и обозначаемые как CA1 – CA4. Основными полями собственно гиппокампа считаются поля CA1 и CA3. У всех исследуемых умерших мужчин пожилого возраста при патологоанатомическом исследовании был обнаружен атеросклероз церебральных артерий с поражением средней мозговой артерии в стадии жировых пятен и атероматозных бляшек со стенозом просвета менее 30%. По данным медицинских карт, клиническая картина дисциркуляторной энцефалопатии отсутствовала.

При микроскопическом исследовании гиппокампа было выявлено в большинстве случаев наличие перицеллюлярного отека, особенно в ганглионарном слое во всех зонах, а также различная степень выраженности липофусциноза нейронов. Часто обнаруживались зернистые клетки шары (активированные макрофаги) в субэпендимальных отделах (альвеолюс) и периваскулярно. В большинстве случаев наблюдались расстройства кровообращения в сосудах микроциркуляторного русла в виде полнокровия, реже стаза. В некоторых случаях, у лиц пекнического соматотипа, обнаруживались свежие диапедезные периваскулярные кровоизлияния от незначительных до более выраженных, что, возможно, связано с гипоксическим характером повреждения корковых структур головного мозга в терминальном периоде.

Кроме того, обнаруживались поврежденные нейроны с темной цитоплазмой перикариона и темными пикнотичными ядрами, а также появление микрогии вблизи с перикарионами нейронов (глиоз). При полуколичественном анализе морфологических изменений наиболее выраженные изменения наблюдались в зонах СА1 и СА3. При этом в СА1 чаще обнаруживались признаки спонгиоза и структуры лакунарного строения.

Учитывая, что цереброваскулярная недостаточность характеризуется гипогликемией, ишемией головного мозга и, как следствие, приводит к повреждению нейронов головного мозга, активации механизмов апоптоза, проведенное нами исследование свидетельствует, что в гиппокампе умерших мужчин пожилого возраста на ранних стадиях атеросклероза церебральных артерий при отсутствии клинических признаков дисциркуляторной энцефалопатии наблюдаются структурные признаки повреждений нейронов ганглионарного слоя и реакции со стороны глиоцитов.

Выявление нарушений кровообращения в сосудах микроциркуляторного русла гиппокампа сопоставимо с результатами некоторых исследователей, демонстрирующих повреждение сосудистой стенки и мозгового кровотока при цереброваскулярной болезни, что, в свою очередь, может вести к когнитивным расстройствам и изменению эмоциональной сферы.

Вывод. Таким образом, в гиппокампе мужчин пожилого возраста при атеросклерозе церебральных артерий на ранних стадиях обнаружены выраженные изменения в зонах СА1 и СА3, которые характеризовались комплексными обратимыми повреждениями нейронов, спонгиозом, нарушениями кровообращения, периваскулярным и перицеллюлярным отеком различной выраженности, а также формированием очаговых структур лакунарного строения.

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МАЛЫЙ БИЗНЕС КАК ЭЛЕМЕНТ УСТОЙЧИВОГО РАЗВИТИЯ РЕГИОНА

Аннотация: В статье рассматривается взаимосвязь малого бизнеса и устойчивого развития, а также как эти элементы могут влиять на развитие региона. Данная ситуация рассматривается на примере Тамбовской области. Проведен анализ сложившейся ситуации в регионе. Кроме того, выделены основные проблемы и предложены пути их решения.

Ключевые слова: малый бизнес, устойчивое развитие, регион, предпринимательство.

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SMALL BUSINESSES AS A PART OF SUSTAINABLE DEVELOPMENT

Annotation: The article considers links between small businesses and sustainable development, and how these ones can influence development of the region. The problem was being considered at Tambov oblast. Also there were identified major problems and ways to solve them.

Key words: small business, sustainable development, region, entrepreneurship.

Целью данной работы является предложение эффективных путей решения проблем, сложившихся в рассматриваемом регионе в области малого предпринимательства.

Для этого необходимо решить ряд задач

- Выявить тенденции региона;
- Провести первичный анализ;
- Выявить актуальные факторы устойчивого развития региона;
- Проанализировать факторы (определить первичные);

— Изучить государственное регулирование;

— Представить рекомендации по устранению проблемных зон.

Предметом исследования являются проблемы, связанные с формированием устойчивого развития малого бизнеса в регионе. Объектом исследования является малое предпринимательство в Тамбовской области.

Необходимо решить ряд поставленных задач.

— **Выявить тенденции региона**

Для исследования была выбрана Тамбовская область. Рассмотрим её территориальное положение. Тамбовская область является субъектом Российской Федерации и входит в состав Центрального федерального округа. Суммарная площадь региона составляет 34 462 км². Суммарное население Тамбовской области по состоянию на 2017 год насчитывает 1 040 327 человек.

Тамбовская область является агропромышленным регионом. Обратимся к структуре Валового регионального продукта (ВРП). В рассматриваемом периоде значительные изменения в структуре произошли благодаря росту доли сельского хозяйства. Так, эта доля выросла с 11,6% в 2012 году до 23,2% в 2018. Кроме того, большую долю в структуре ВРП имеет торговля (оптовая и розничная), её доля 16,6%. Доля промышленности – 15,8%, доля строительства – 10,1%. Транспорт и связь составляют 8,9% в структуре ВРП.

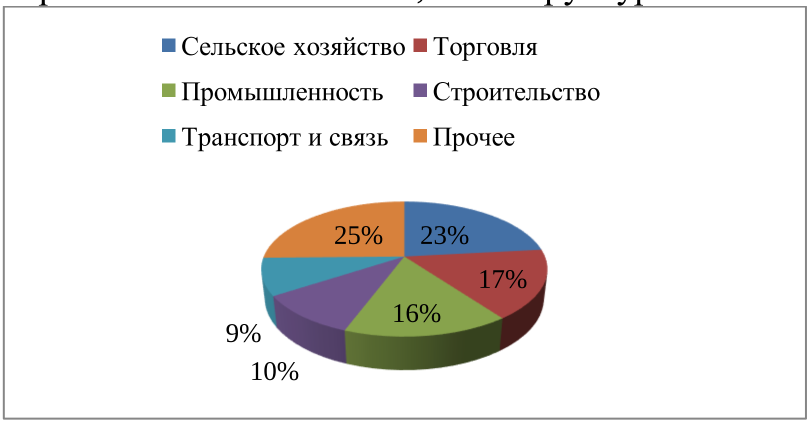

Рисунок 1 – Структура ВРП в 2018 году.

— **Провести первичный анализ**

Необходимо провести первичный анализ данных региона, рассмотреть статистические данные, касательно развития малого предпринимательства в Тамбовской области.

В настоящее время одним из наиболее развивающихся сегментов в Тамбовской области является именно малый бизнес.

Обращаясь к статистике, можно сказать, что в 2012 г. в Тамбовской области функционировало 8603 малых и средних предприятия, а в 2018 году это число увеличилось практически вдвое и равнялось 15045 предприятий.

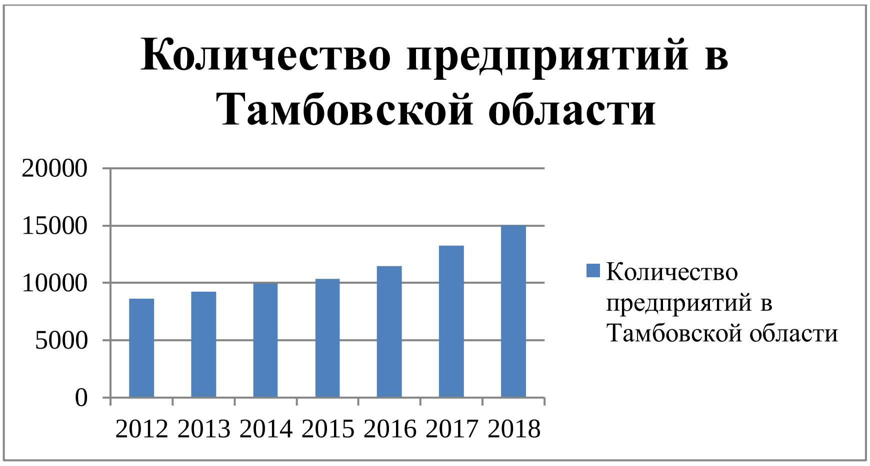

Рисунок 2 – Количество предприятий в Тамбовской области.

Самыми приоритетными направлениями деятельности для предпринимателей, занятых в сфере малого бизнеса в Тамбовской области являются:

1. Оптовая и розничная торговля;
2. Ремонт автотранспортных средств;
3. Ремонт бытовой техники.

На эти виды деятельности приходится 40,5 % всех малых предприятий и 58,8 % индивидуальных предпринимателей в регионе.

Существует ряд общих проблем, с которыми способно столкнуться любое предприятие малого и среднего бизнеса. Рассмотрим некоторые из них:

- Существующее законодательство, которое регулирует отношения в сфере малого бизнеса, в недостаточной степени обеспечивает условия для создания и работы его субъектов;
- Наличие малого капитала для начала деятельности, а так же специальных знаний для начала предпринимательской деятельности. Отсутствие средств для развития;
- Банковские кредиты, завышенные процентные ставки. Слабое желание банков вкладываться в малый бизнес;

Рассмотрим основные проблемы, которые присутствуют у малого бизнеса в Тамбовской области:

- Снижение количества ИП в регионе.
- Значительное снижение численности занятых в малом и среднем предпринимательстве из-за перехода к неформальной занятости в регионе.

Важно отметить, что многочисленные административные барьеры сильно сдерживают развитие малого и среднего предпринимательства. Особенно сильно это выражается при регистрации предприятий, а также при лицензировании различных видов деятельности и других формальных действиях. Второй основной административный барьер – это лицензирование. При этом надо понимать, что самая большая доля лицензий субъектов малого бизнеса выдается органами местной власти.

Выявить актуальные факторы устойчивого развития региона

Рассматривая развитие региона, берутся во внимание любые прогрессивные изменения, в первую очередь, в сфере экономики. Эти изменения могут носить разный характер: если речь идет о количественных, то это связано с экономическим ростом; если же изменения качественные, то – со структурными изменениями содержания развития.

— **Проанализировать факторы (определить первичные)**

Рассмотрим факторы, которые в контексте данной работы являются наиболее значимыми.

Экологические факторы:

- Природно–климатические условия;
- Техногенные загрязнения.

Финансово – экономические факторы:

- стабильность бюджета региона, независимость от дотаций, трансфертом из федерального бюджета.
- участие региона в федеральных целевых программах, приоритетных национальных проектах, стратегиях развития макрорегионов.

Вышеуказанные факторы, имеют огромную значимость, особенно в контексте данного исследования, потому что одной из главных проблем для субъектов малого предпринимательства – это недостаток или отсутствие средств на первых этапах развития.

Промышленно – производственные факторы:

- наличие мощной производственной базы;
- наличие на территории региона минеральных ресурсов;
- зависимость региона от монополий.

Промышленно-производственная база помогает в развитии как малого предпринимательства, так и региона в целом. Она также влияет на бюджет области, что в дальнейшем помогает в развитии малого бизнеса.

— **Изучить государственное регулирование**

Законодательство, на которое сейчас опирается малый бизнес сейчас, к сожалению, затрудняет его развитие. Помимо того, что оно несовершенно, оно даже отсутствует в некоторых существенных положениях.

Существует ряд законодательных документов, которые регулируют малый бизнес:

- Гражданский Кодекс Российской Федерации;
- Законы Российской Федерации «О собственности в РСФСР»,
- «О приватизации государственных и муниципальных предприятий в РСФСР»,
- «О конкуренции и ограничении монополистической деятельности на товарных рынках»,
- ряд указов Президента РФ.

Есть ряд трудностей, связанных с правовой базой. Первое – отсутствует единая правовая основа нынешней деятельности в российском малом бизнесе. Второе – претворение в жизнь существующих разрозненных установлений. Основной шаг к решению законодательных проблем в сфере малого бизнеса – это избавление от правового нигилизма. **Представить рекомендации по устранению проблемных зон.**

Для того чтобы смотивировать развитие малого предпринимательства в регионе рекомендуется проведение данных мероприятий:

· исключение административных барьеров на разных стадиях предпринимательской деятельности;

· совершенствование областного фонда гарантий по кредитам малого бизнеса, возможность обеспечения гарантиями по инвестиционным проектам субъектов малого предпринимательства;

· расширение и популяризация лизинговых услуг для малого бизнеса;

В современных условиях отечественный малый бизнес встречается с такими барьерами, которые сильно подавляют его внутренние импульсы к развитию. Среди них: несовершенная законодательная база в этой сфере; наличие жесткого налогового контроля и сложная система налогообложения; недостаточные собственные оборотные средства; затруднения в получения кредитов от банков; ограничения возможностей для получения лизинга; негативные взаимоотношения криминальных структур с малым предпринимательством; недостаточное количество квалифицированных кадров на разных должностях; высокий уровень арендной платы.

Делая выводы, хочется отметить, что в формировании рынка участвует большое количество элементов, один из них — это малый бизнес. На сегодняшний день развитие малого бизнеса — один из ключевых моментов демонополизации народного хозяйства России. При рассмотрении малого бизнеса как предпринимательской структуры можно заметить, что он очень неустойчив и довольно сильно зависит от колебания рынка, именно поэтому он нуждается в поддержке государства. Для этого в Российской Федерации приняты различные законы, которые предусматривают меры для развития малого бизнеса.

Использованные источники:

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ЦЕЛЕВАЯ ИНТЕНСИВНАЯ ПОДГОТОВКА - ФОРМА ИНТЕГРАЦИОННОГО ПРОЦЕССА НАУКИ, ОБРАЗОВАНИЯ И ПРОИЗВОДСТВО

Аннотация: В данной статье, рассмотрены вопросы изучения стратегических целей развития интеграции образования, науки и производство в форме целевой интенсивной подготовки.

Ключевые слова: целевая интенсивная подготовка, центр карьеры, образовательные учреждения, механизм, стратегические цели.

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PURPOSE INTENSIVE PREPARATION - FORM OF THE INTEGRATION PROCESS OF SCIENCE, EDUCATION AND PRODUCTION

Annotation: This article discusses the study of strategic goals for the development of the integration of education, science and industry in the form of targeted intensive training.

Key words: targeted intensive training, career center, educational institutions, mechanism, strategic goals.

В условиях быстрого социально-политического и экономического обновления нашего общества особую актуальность приобретает проблема стремительного повышения эффективности производства, для чего нужны подготовленные высококвалифицированные кадры. В развитии отраслей экономики страны особое место занимает решение вопроса выбора кадров - востребованных квалифицированных специалистов с высшим образованием. Как отмечает Президент Узбекистана Шавкат Мирзиёев: «И это лишь потребность в кадрах на сегодня. А какие и для каких сфер будут необходимы специалисты в близкой и далекой перспективе экономического развития? Уже сейчас необходимо глубоко задуматься над этим вопросом, воспитать кадры, соответствующие требованиям времени и темпам реформ. От решения этого вопроса зависит наше будущее» [1]. Следует отметить, то что традиционным источником пополнения квалифицированными специалистами промышленности являются вузы.

В Стратегических целях развития системы высшего образования [2] предусмотрено: повышение качества подготовки высококвалифицированных кадров, развитие человеческого капитала на основе требований рынка труда для модернизации и стабильного социально-экономического развития страны; создание необходимых условий для повышения уровня охвата высшим образованием, подготовки высококвалифицированных, креативно и системно мыслящих кадров на основе международных стандартов, способных самостоятельно принимать решения для реализации их интеллектуальных способностей и формирования в качестве духовно развитой личности;

Достижение поставленных целей ставит глобальные задачи, которые требуется всесторонне изучить и принять верные решения. На сегодняшний день в Узбекистане в сфере высшего профессионального образования особое внимание обращено на создание интеграции науки, образования и производство, это становится глобальной задачей для того, чтобы во всех отраслях экономики осуществить подготовку конкурентоспособных и рыночно устойчивых специалистов.

Интеграционный процесс между рассматриваемыми видами деятельности направлен на экономию времени и эффективное управление, ускорение научно-технического прогресса, рациональное использование интеллектуальный потенциал науки и высшей школы. Обобщение, анализ и использование этого опыта может принести огромную пользу всем участникам этого процесса [3].

Успешная реализация данной интеграции обоснована на правильное осуществление способов ее построения, структуризацию, систематизирование, изучение методов, методик, принципов, документирования и многих других факторов.

Интеграция науки, образования и производство включает в себя весь процесс подготовки кадров от начала обучения в ВУЗе с прохождением производственных практик до становления специалистом. **Целевая интенсивная подготовка** - это система, включающая отбор студентов в соответствии с их наклонностями, интенсивное развитие и использование способностей. Целевая интенсивная подготовка специалистов осуществляется на договорной основе между вузами и предприятиями. При обучении предусматривается глубокое изучение фундаментальных и специальных дисциплин. В некоторых вузах предусматривается практическая деятельность студентов на предприятиях по профилю избранной специальности. Важнейшим принципом организации учебного процесса здесь является соединение обучения и воспитания студентов с производительным трудом на базовом предприятии в рамках инженерно-производственной практики. В этой связи в Стратегических целях развития системы высшего образования [2] отмечено: укрепление связей высших образовательных учреждений с производственными предприятиями, а также организация их деятельности в форме кластера; налаживание деятельности высших образовательных учреждений в регионах с развитым производством и экономических зонах; создание условий для трудовой деятельности студентов на производственных предприятиях и в организациях соответствующей отрасли в свободное от образовательного процесса время; совершенствование порядка эффективной организации учебных занятий и практики студентов на производственных предприятиях с внедрением при этом системы выдачи сертификатов, подтверждающих практические навыки; создание условий для трудовой деятельности студентов на производственных предприятиях и в организациях соответствующей отрасли в свободное от образовательного процесса время; создание механизмов целевых образовательных программ, профессиональных курсов повышения квалификации и переподготовки, тренингов на базе высших образовательных учреждений путем привлечения опытных практиков от производства на основе обращений заказчиков кадров; создание «центров карьеры», деятельность которых направлена на всестороннее содействие прохождению практики и трудоустройству студентов, формирование перечня потенциальных работодателей и сотрудничество, а также продуктивное использование потенциала бывших выпускников на основе реформирования структуры высших образовательных учреждений; поддержка деятельности центров по оценке знаний и навыков выпускников высших образовательных учреждений;

Достижение этих задач в вузе в значительной мере определяется уровнем интеграции учебно-производственных комплексов. Их функционирование реализуется через договорную форму сотрудничества подразделений вуза, предприятия, обеспечивая эффективной подготовки (переподготовки, повышения квалификации) кадров. Данная форма взаимодействия интеграции вуза и производства соответствует практически любой форме обучения.

Профессиональная квалификация выпускников определяется научной базовой подготовкой, способностью адаптироваться в меняющихся хозяйственных условиях, постоянным пополнением и уровня знаний. Современный специалист должен уметь согласовывать свои цели, задачи и действия с целями, задачами и действиями других людей. Современный специалист неустанно должен стремиться согласовывать свои физические и интеллектуальные возможности с деятельностью других в рамках ведущей сферы.

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СЕТЕВОЕ ВЗАИМОДЕЙСТВИЕ В ОБРАЗОВАНИИ В ПРИМЕНЕНИИ К ИНТЕГРАЦИИ ОБРАЗОВАНИЯ И БИЗНЕСА

Аннотация: Рассматриваются вопросы интеграции образовательных учреждений с производственными процессами, выявлены основные механизмы сетевого взаимодействия в образовании для успешной интеграции.

Ключевые слова: цифровизации, сетевое взаимодействие в образовании, образовательные учреждения, механизм, стратегические цели, интеграция, конкурентоспособность.

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NETWORK INTERACTION IN EDUCATION IN APPLICATION TO INTEGRATION OF EDUCATION AND BUSINESS

Annotation: Issues of integration of educational institutions with production processes are considered, the main mechanisms of network interaction in education for successful integration are identified.

Key words: digitalization, networking in education, educational institutions, mechanism, strategic goals, integration, competitiveness.

Президент Шавкат Мирзиёев в рамках ежегодного послания Олий Мажлису сделал особый акцент на важности научного и технологического развития: «…В целях последовательного продолжения и выведения на новый, современный уровень начатой нами работы по развитию сферы науки и просвещения, воспитания нашей молодежи личностями, обладающими глубокими знаниями, высокой культурой и духовностью, формирования конкурентоспособной экономики предлагаю объявить 2020 год в нашей стране Годом развития науки, просвещения и цифровой экономики» [1]. Эти слова озвучивают большое внимание Президента на развитие цифровизации в Узбекистане. В эпоху цифровизации – перехода к цифровой экономике интенсивное развитие средств коммуникации придает информации всеобъемлющий потенциал в обществе. Информация стала основополагающей частью становления человеческого капитала, который является хозяйственной и духовной деятельностью человека, а также превратилась в интернациональное средство взаимодействия и взаимовлияния государств, отраслей, фирм и даже отдельных специалистов. Так как, основным носителем информации, являются специалисты, они формируют и используют единую информационную среду, зачастую совокупность базы знаний науки, образования и производство. В условиях цифровизации экономики и быстрого социально-политического обновления нашего общества особую актуальность приобретает проблема стремительного повышения эффективности производства, для чего нужны подготовленные высококвалифицированные специалисты. В развитии отраслей экономики страны особое место занимает решение вопроса выбора кадров - востребованных квалифицированных специалистов с высшим образованием.

В Стратегических целях развития системы высшего образования [2] предусмотрено: организация системы подготовки высококвалифицированных инженерно-технических кадров для цифровой экономики; создание дополнительных условий для обеспечения прочной интеграции современных информационно-коммуникационных и образовательных технологий, непрерывного развития профессионального мастерства педагогических кадров;

В целях повышения результативности научно-исследовательских работ, широкого привлечения молодежи к научной деятельности, формирования инновационной инфраструктуры науки в высших образовательных учреждениях проводятся следующие мероприятия: поэтапное внедрение концепции «Университет 3.0», предусматривающей тесную связь образования, науки, инноваций и деятельности по коммерциализации результатов научных исследований в высших образовательных учреждениях; создание в составе высших образовательных учреждений технопарков, форсайт-центров, центров трансферных технологий, стартапов и акселераторов за счет широкого привлечения зарубежных инвестиций, расширения масштаба платных услуг и других внебюджетных средств, обеспечение их деятельности по исследованию и прогнозированию социально-экономического развития соответствующих отраслей, сфер и регионов; создание предприятий «spin-off» и «spin-out» на базе высших образовательных учреждений, занимающихся внедрением в практику результатов научных исследований путем создания новой продукции, техники и технологий с высоким потенциалом коммерциализации на основе стартап-проектов за счет внебюджетных средств, развитие академического предпринимательства; обеспечение развития науки в сочетании с передовыми достижениями на основе проведения анализа результатов международных научных исследований с помощью международной информационно-аналитической системы «SciVal»;

Изложенные цели ставят глобальные задачи, которые требуется всесторонне изучить и принять верные решения. На сегодняшний день в Узбекистане в сфере высшего профессионального образования особое внимание обращено на создание интеграции науки, образования и производство, это становится глобальной задачей для того, чтобы во всех отраслях экономики осуществить подготовку конкурентоспособных и рыночно устойчивых специалистов.

В связи с нынешним положением во всем мире, на время пандемии, во всех образовательных учреждениях Узбекистана стал вопрос необходимости перехода к дистанционному обучению. В Филиале РГУ нефти и газа (НИУ) им. И.М. Губкина внедрена система Moodle и RGU Connect. Новый вид обучения дал импульс расширения возможностей человеческого потециала преподавателя и студента. В этом случае каждый субъект ищет в своем роде пути самореализации. Осуществленный “толчок” усиливает внедрения цифровизации в жизнь нашей страны. В настоящее время образование и бизнес находятся на стадии поиска жизнеспособных форм интеграции. Они строятся по сетевому, а не по иерархическому принципу. Сетевое взаимодействие в образовании - это сложный механизм, благодаря которому происходит вовлечение сразу нескольких организаций в учебный или внеурочный процесс. Сетевое взаимодействие сегодня становится современной высокоэффективной инновационной технологией, которая позволяет образовательным учреждениям не только функционировать, но и динамично развиваться. Важно заметить, что при сетевом взаимодействии происходит распространение инновационных разработок и идет процесс диалога между образовательными учреждениями и процесс отражения в них опыта друг друга, отображение тех процессов, которые происходят в системе образования в целом [3]. Сетевое взаимодействие уравнивает его участников, разных по институциональной и организационной специфике. Сетевая форма взаимодействия позволяет учитывать особенность, характерную для отечественного делопроизводства. Она заключается в том, что при решении вопросов о партнерстве большинство руководителей предпочитают персонифицированное ("личное"), а не институциональное взаимодействие. При этом, важнейшим компонентом интеграции выступает неформальная коммуникация, возможности для осуществления которой по существующим каналам связи, в том числе основанным на современных компьютерных технологиях, весьма ограничены. Между тем доверие является наиболее значимым фактором создания социальных сетей, особенно если речь идет о сетях с плотной структурой, предполагающих высокий уровень надежности. Институциональное доверие в данном случае не заменяет доверия трансперсонального, формируемого через устойчиво повторяющиеся личные контакты. Межличностное взаимодействие выступает решающим условием эффективного взаимодействия социальных сетей. Необходимость систематических личных контактов в сочетании с ограниченностью временного ресурса, в свою очередь, делает практически неизбежной концентрацию социальных сетей на небольших территориях, где имеются условия для осуществления успешных взаимодействий. Именно поэтому интеграционные комплексы, существующие в образовании, науке и бизнесе, зачастую располагаются на территории, прилегающей к одному из образовательных учреждений. Формирование любого образовательного учреждения, включенного в трехсторонние отношения образования, науки и бизнеса, способствует объединению в его стенах трех непременных элементов современного общества - науки, образования и рынка. Влияя друг на друга, они дают возможность сформировать новый образ университета, а, следовательно, и новую политику, основанную на единстве рыночных сил и социальной защищенности университета, его преподавателей и студентов в мультикультурных условиях, что обеспечивается связями университета как центра науки и культуры и в то же время как центра предпринимательства [4].

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ОБУЧАЮЩИЕ ИГРЫ. ИХ ФУНКЦИИ, ОСОБЕННОСТИ И ОСНОВНЫЕ ВИДЫ

Аннотация: Данной статье рассматривается обучающие игры и их суть на уроках.

Ключевые слова: игры, метод, функция, навык, преподаватель .

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EDUCATIONAL GAMES. THEIR FUNCTIONS, FEATURES AND MAIN TYPES

Annotation: This article discusses educational games and their essence in lessons.

Key words: games, method, function, skill, teacher.

Обучающие игры занимают важное место среди современных психолого-педагогических технологий обучения. Как метод они получили распространение в 70-е годы XX века. В настоящее время в зависимости от сферы применения существуют различные модификации обучающих игр. Так, при подготовке офицеров применяются военные игры, для актеров существуют сюжетно-ролевые игры, для бизнесменов и руководителей – специальные тренинги.

Обучающие игры выполняют 3 основные функции:

- Инструментальная: формирование определенных навыков и умений;
- Гностическая: формирование знаний и развитие мышления учащихся;
- Социально-психологическая: развитие коммуникативных навыков.

Каждой функции соответствует определенный тип игры. Инструментальная функция может выражаться в игровых упражнениях, гностическая – в дидактических, последняя – в ролевых играх.

Для повышения эффективности обучающей игры ее технология должна отвечать определенным требованиям:

- Игра должна соответствовать целям обучения;
- Имитационно-ролевая игра должна затрагивать практическую педагогическую (психологическую) ситуацию;

- Необходима определенная психологическая подготовка участников игры, которая бы соответствовала содержанию игры;
- Возможность использования творческих элементов в игре;

Преподаватель (психолог) должен выступать не только в роли руководителя, но и как корректор и консультант в процессе игры.

Любая обучающая игра состоит из нескольких этапов:

1. Создание игровой атмосферы. На данном этапе определяется содержание и основная задача игры, осуществляется психологическая подготовка ее участников;
2. Организация игрового процесса, включающая инструктаж - разъяснение правил и условий игры участникам - и распределение ролей среди них;
3. Проведение игры, в результате которой должна быть решена поставленная задача;
4. Подведение итогов. Анализ хода и результатов игры как самими участниками, так и экспертами (психологом, педагогом).

Следует отметить, что в обучающих играх используется не только игровой метод как таковой. В процессе игры можно применять групповую и индивидуальную работу, совместное обсуждение, проводить тестирование и опрос, создавать ролевые ситуации. Иными словами, игра органично сочетает и позволяет использовать различные методы – анкетирования, социометрии, “мозгового штурма” и другие.

Вместе с тем, в педагогике игровой метод имеет некоторую специфику. В процессе обучения игра зачастую используется как вспомогательный элемент, дополнение к теоретическому материалу и не может выступать в качестве основного метода обучения.

Итак, роль обучающих игр в образовании и психологии чрезвычайно важна. В педагогике они являются неотъемлемой составляющей развивающего обучения, которое основывается на развитии активности, инициативы, самостоятельности учащихся. Говоря о роли деловых игр, известный отечественный педагог и психолог М.И. Махмутов отмечал, что значение этой технологии состоит в развитии познавательной, социальной и профессиональной активности учащихся, формирования у них навыков участия в деловых играх.

О результатах применения обучающих игр в целом свидетельствуют многочисленные исследования отечественных специалистов, которые отмечают, что эта технология позволяет повысить эффективность обучения в среднем в 3 раза.

Обучающие игры в целом и деловые в частности имеют также психологическое значение и широко применяется в деловой сфере, способствуя развитию профессиональных и личностных качеств бизнесменов.

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ПРЕПЯТСТВИЯ К РЕАЛИЗАЦИИ ПРОЦЕССНОГО ПОДХОДА В КРЕДИТНЫХ ОРГАНИЗАЦИЯХ

Аннотация: Основой многих популярных систем управления является процессный подход к управлению и построению эффективных систем функционирования и совершенствования бизнес-процессов и уже на протяжении последних ста лет доказал собственную состоятельность. Однако процессный подход не используется еще в полную силу и не достаточно широко еще распространен.

Ключевые слова: процессный подход, эффективность управления, управление организацией, бизнес-процесс, менеджмент, кредитные организации.

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OBSTACLES TO IMPLEMENTING A PROCESS APPROACH IN CREDIT ORGANIZATIONS

Annotation: The basis of many popular management systems is the process approach to managing and building effective systems for the functioning and improvement of business processes and has already proved its worth over the past hundred years. However, the process approach is not yet used to its full potential and is not yet widely distributed.

Key words: process approach, management efficiency, organization management, business process, management, credit organizations.

Предприятия, для того чтобы результативно функционировать, должны уметь определять и управлять многочисленными взаимодействующими и взаимосвязанными процессами. Часто выход одного процесса образует непосредственно вход следующего. Под термином «процессный подход» можно рассматривать систематическую идентификацию и менеджмент применяемых предприятием процессов и обеспечение, прежде всего, их взаимодействия[1].

Содержание процессного подхода в управлении кредитной организацией можно разделить на три позиции:

- Результаты выполнения соответствующих бизнес-процессов являются результатами деятельности банка.
- Банк представляет собой совокупность большого количества взаимосвязанных бизнес-процессов. При этом выходы многих бизнес-процессов являются входами других бизнес-процессов.
- Банк должен иметь хорошее представление о своих бизнес-процессах, уметь их идентифицировать, планировать, проектировать, контролировать, руководить своими бизнес-процессами. И только после этого организация сможет получать хорошие результаты от своей деятельности.

Основная проблема состоит в том, что менеджеры не осознают тот факт, что от правильной организации бизнес-процессов зависит получение заявленных результатов[2]. Выходом этих бизнес-процессов являются указанные результаты. Многие из них уверены, что хороших результатов можно достигнуть только путем точного выполнения функций, которые возложены на них соответствующей должностной инструкцией.

Таким образом, возникает ситуация, когда руководители банка, создают организационную структуру, распределяют функции между подчиненными и ставят перед ними цели, сразу ожидают автоматического достижения заданных целей, не прилагая при этом никаких усилий к построению соответствующих бизнес-процессов.

Конечно, в итоге банк все равно достигнет каких-то результатов, которые могут оказаться как плохими, так и хорошими. Результаты будут зависеть от того как сложатся бизнес-процессы. В данном случае это будет стихийно и неформально, из-за этого их формирование будет долгим, неэффективным, плохо приспособленным к изменению целей и абсолютно невоспроизводимым. Рассмотрим основные причины неуспеха.

1. Отсутствие системного видения в отношении бизнес-процессов. В случае с кредитными организациями системное видение предполагает, что деятельность банка воспринимается в виде совокупности взаимосвязанных бизнес-процессов. Их согласованное выполнение обеспечивает достижение целей банка.

Отсутствие системного видения, а также отсутствие адекватного видения структуры бизнес-процессов, не позволяет банку создать эффективную систему бизнес-процессов, которая смогла бы достичь заданные результаты.

2. Реализация стратегии – это конечная цель деятельности банка. От результатов, которые должны быть достигнуты при реализации стратегии,

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зависят параметры деятельности банка. Степень реализации стратегии – зависит от параметров выбранной системы бизнес-процессов.

Пренебрежение стратегическими аспектами деятельности в банке при построении системы бизнес-процессов существенно затрудняет реализацию стратегии. Это приводит к следующим проблемам:

- Отсутствие необходимых бизнес-процессов.
- Отсутствие необходимых связей между ними.
- Несоответствие параметров бизнес-процессов заявленным целям.
- Неправильное распределение полномочий по достижению и т.д.

3. Неспособность согласования функциональной и процессной структур. Внедрение процессного подхода требует решения достаточно сложного вопроса о согласовании процессной, функциональной и организационной структур банка.

Если менеджеры не способны добиться согласованной работы всех перечисленных структур, возникают следующие проблемы:

- Проблема взаимодействия подразделений.
- Проблема «последнего» подразделения.
- Проблема внесения изменений в бизнес-процессы и т.д.

4. Неразвитость навыков совершенствования бизнес-процессов. Все ранее сказанное приводит к следующему утверждению: если результаты деятельности банка есть продукты конкретных бизнес-процессов, то для улучшения результатов необходимо, прежде всего, совершенствовать бизнес-процессы.

Однако в банках область совершенствования бизнес-процессов является слабым местом. В связи с этим возникают проблемы:

- С выбором подходов совершенствования.
- Применения методов и инструментов совершенствования.
- С разработкой технологии совершенствования и т.д.

5. Высокий уровень сопротивления изменению бизнес-процессов. В банках любые изменения сопровождаются внутренней борьбой между сторонниками и противниками таких изменений. Такая борьба существенно уменьшает шансы на внедрение изменений. Но даже если это и удается осуществить, то это не гарантирует внедрение изменений в том виде, в котором они были запланированы.

Подводя итог обзора возникающих проблем при реализации процессного подхода в кредитных организациях, можно предложить несколько рекомендаций. Следуя им банки, по мере реализации процессного подхода к управлению, смогут успешно преодолеть многие препятствия.

В первую очередь необходимо провести неформальное и глубокое обучение персонала банка по вопросам управления бизнес-процессами[3]. Начать необходимо с руководителей банка. Данное обучение должно в себя включать:

[3] Репин, В.В.; Елиферов, В.Г. Процессный подход к управлению. Моделирование бизнес-процессов; Стандарты и качество; Издание 3-е, испр. - М., 2017. - 408 с.

измерение, идентификацию, совершенствование, моделирование, проектирование, контроль и т.д. бизнес-процессов.

Далее обсудить в банке приоритетные направления управления бизнес-процессами. Определить несколько групп специалистов, которые в большей степени будут определять политику банка в области управления бизнес-процессами.

Создать рабочую группу или целое отдельное подразделение, наделить их полномочиями, которых будет достаточно для реализации функций по координации деятельности всех других рабочих групп или подразделений в области управления бизнес-процессами.

Данное подразделение должно разработать документы, которые будут регламентировать процедуры, связанные с реализацией процессного подхода, и нести полную ответственность за них. Разработать концепцию совершенствования бизнес-процессов, политику банка в области управления бизнес-процессами и т.д.

Выделить все показатели в текущих и стратегических планах, которые должны быть достигнуты за счет улучшения бизнес-процессов. Разработать систему оценки выполнения данных планов, которая в свою очередь должна способствовать улучшению бизнес-процессов.

Разработать систему оценки деятельности всех работников банка, ориентировать их на постоянный поиск дефектов бизнес-процессов и их устранение.

Создать отдельное подразделение по автоматизации бизнес-процессов. Данное подразделение должно быть нацелено на разработку предложений и требований по улучшению бизнес-процессов путем внедрения средств автоматизации и на улучшение средств автоматизации с помощью их адаптации к бизнес-процессам. Так же для продвижения разработанных предложений и требований наделить данное подразделение всеми полномочиями.

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ПРИМЕНЕНИЕ ПРОЦЕССНОГО ПОДХОДА В КОММЕРЧЕСКОМ БАНКЕ

Аннотация: Многие современные организации из-за усложнения рыночной среды вынуждены постоянно искать резервы повышения эффективности своей деятельности, применять современные концепции менеджмента на практике и осваивать новые направления бизнеса. В статье рассматривается процедура внедрения в финансовую организацию процессного подхода, как элемента процессно-ориентированного управления.

Ключевые слова: бизнес-процесс, процессно-ориентированное управление, эффективность управления, управление организацией, бизнес-процесс, кредитные организации.

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APPLICATION OF THE PROCESS APPROACH IN A COMMERCIAL BANK

Annotation: Many modern organizations, due to the complexity of the market environment, are constantly forced to look for reserves to increase the efficiency of their activities, apply modern management concepts in practice and develop new business lines. The article discusses the process of introducing a process approach into a financial organization as an element of a process-oriented management.

Key words: business process, process-oriented management, management efficiency, organization management, business process, credit organizations.

При внедрении процессно-ориентированного управления предприятие может столкнуться с определенными конфликтами с российской действительностью, но, несмотря на это, использование данного подхода ведет к улучшению качества продукции и услуг, устранению «узких» мест. Проекты по внедрению процессного управления не исключают и определенные риски, которые связаны с неизбежным изменением внутренней ситуации в компании, сложившихся навыков работы и корпоративной культуры и т.д. Это довольно сложный и трудоемкий процесс, но его необходимо пройти для того чтобы гарантировать дальнейшее эффективное функционирование процессов.

Для эффективного развития финансово-кредитной организации, необходимо обеспечить конкурентоспособность ее продукции и услуг, уметь адаптироваться к изменениям и прогнозировать их[1]. Построение систем управления, в условиях неопределенности внешней среды, приобретает первостепенное значение, которые обеспечивают эффективность функционирования организаций в перспективе.

Современным инструментом, который способен сделать предприятие более эффективным, является рационализация бизнес процессов, направленная на переосмысление стратегии развития и совершенствования хозяйственной деятельности.

Даная концепция, которая основана на процессном подходе к управлению, позволяет перейти от системы управления, ориентированной на производство, к клиенториентированной системе[2]. Залогом нормального функционирования и развития предприятий, в условиях изменчивости их внутренней и внешней среды, является постоянная перестройка технологий работы и управленческих процессов. Это предполагает постоянный аудит и корректировку системы менеджмента организации на всех уровнях управления и обуславливает системный характер управления.

В коммерческом банке все процессы системы менеджмента качества можно разделить на четыре группы:

- Поддерживающие процессы.
- Управляющие процессы.
- Бизнес-процессы.
- Контролирующие процессы.

Система процессного управления регламентирует:

– порядок планирования целей и деятельности;

– взаимодействие между процессами и подразделениями предприятия;

– ответственность и полномочия должностных лиц, в т.ч. владельцев процессов;

– порядок работы и действий в нештатных ситуациях;

– порядок и формы отчетности перед высшим руководством;

– систему показателей, характеризующих результативность и эффективность деятельности предприятия в целом и его процессов;

[1] Тельнов, Ю.Ф. Инжиниринг предприятия и управление бизнес-процессами. Методология и технология: Учебное пособие / Ю.Ф. Тельнов, И.Г. Федоров. - М.: Юнити, 2017. - 304 с.

[2] Исаев, Р.А. Банк 3.0: стратегии, бизнес-процессы, инновации: Монография / Р.А. Исаев. - М.: Инфра-М, 2016. - 448 с.

– порядок рассмотрения результатов деятельности и принятие управленческих решений по устранению отклонений и достижению плановых показателей.

Возможности при внедрении процессного подхода в коммерческом банке:

1. Процессное управление позволит получить и использовать систему критериев и показателей оценки эффективности управления на каждом этапе управленческой цепочки[3].

2. Данные подход обеспечит уверенность соучредителей организации в том, что система управления, которая уже существует в банке, нацелена на постоянное повышение эффективности и максимальный учет интересов заинтересованных сторон.

3. Процессный подход обеспечивает возможность построения в организации системы менеджмента качества в соответствии с требованиям ГОСТ Р ИСО 9001-2008. Разработанная и внедренная система управления бизнес-процессами обеспечивает реализацию в организации процессного похода в соответствии с требованиями последней версии международного стандарта ГОСТ Р ИСО 9001-2008 и получение соответствующего сертификата.

4. Внедрение процессного подхода и построение системы менеджмента качества гарантирует четко определенный порядок и ответственность за разработку, согласование, утверждение и ведение документации, соответствие ее действующей нормативной базе РФ.

5. Принятие решений является основой процессного управления. Наличие в организации информационной системы имеет большое значение для создания процессного управления. Это позволит получать владельцам процессов объективную информацию для ведения управления. Но это будет осуществимо лишь в том случае, если данная система будет строиться в рамках единой системы управления предприятием на основе процессного подхода. Если же все внедряется без учета потребностей реального управления организацией, то велика вероятность неудачного завершения данного проекта.

Преимущества процессного подхода для тех банков, которые уже на себя примерили этот метод, проявляется в скорости реакции как на внутренние, так и на внешние изменения, на которые нужно своевременно реагировать и качественно ими управлять. Несомненные выгоды для банков содержатся и в снижении операционных издержек, и в сокращении времени на различные процедуры и повышении точности их исполнения.

Повышает управляемость бизнеса работа, которая организованна вокруг процессов. Она заставляет предприятие думать о том, что оно делает, в терминах конечных продуктов и с позиции клиента. Способствует правильной расстановке сил. В результате, можно сделать вывод о том, что процессный подход является ключом к эффективной работе банка.

Подводя итог, можно сказать, что современные организации и предприятия различных сфер деятельности вступили в современный этап

[3] Громов, А.И. Управление бизнес-процессами: современные методы. монография / А.И. Громов, А. Фляйшман, В. Шмидт. - Люберцы: Юрайт, 2016. - 367 с.

совершенствования и развития. Этап обеспечения конкурентоспособности продукции и деятельности в целом.

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ПЕРСПЕКТИВЫ РАЗВИТИЯ И РЕЗЕРВЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ВНЕШНЕЭКОНОМИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В РЕГИОНАХ РОССИИ

Аннотация: Для повышения эффективности ВЭД в регионах РФ необходимо создание оптимальной инфраструктуры управления, в которой особое место должно быть отведено функции стратегического управления. Стратегическое управление ВЭД региона, являются компетенцией региональных властей, а в ведении участников внешнеэкономической деятельности находится оперативное управление ВЭД.

Ключевые слова: повышение, эффективность, внешнеэкономическая деятельность, регионы.

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PROSPECTS FOR DEVELOPMENT AND RESERVES FOR INCREASING THE EFFICIENCY OF FOREIGN ECONOMIC ACTIVITY IN THE REGIONS OF RUSSIA

Annotation: To improve the effectiveness of foreign economic activity in the regions of the Russian Federation, it is necessary to create an optimal management infrastructure, in which a special place should be given to the functions of strategic management. The strategic management of foreign economic activity of the region is the competence of the regional authorities, and the foreign economic activity is managed by the operational management of foreign economic activity.

Key words: increase, efficiency, foreign economic activity, regions.

Сегодня, когда положительное влияние на региональное экономическое развитие внешнеэкономического фактора сложно оспорить, требуется разработка новой концепции внешнеэкономического развития в регионах РФ с необходимым программным обеспечением. Программы регионального развития ВЭД должны соответствовать основным принципам стратегии внешнеэкономического развития нашей страны, способствующей в перспективе встраиванию региональных экономик в мировое хозяйство, с учетом особенностей и потенциала каждого региона РФ.

При формировании новой концепции регионального внешнеэкономического развития на наш взгляд следует сделать крен на активизацию использования инструментов государственной поддержки внешнеэкономической деятельности в направлении развития отраслей промышленности, особенно в сфере малого и среднего бизнеса. Сегодня большинство успешных крупных производственных предприятий, объединившиеся в крупные ФПГ и холдинги руководствуются собственными программами развития ВЭД, которые встроены в качестве элементов в общефедеральную стратегию внешнеэкономического развития.

В южных регионах РФ как показал анализ состояния использования их внешнеэкономического комплекса крупные производственные объединения либо отсутствуют, либо их единицы.

Для разработки региональных программ развития, важно знать какими принципами и задачами руководствуются их разработчики, каковы целевые ориентиры и задачи, какие факторы развития будут ключевыми и другие методологические аспекты.

Предлагаем в качестве основных принципов разработки региональных программ регионального внешнеэкономического развития использовать следующие:

- принцип согласованности основных направлений развития ВЭД в регионе со стратегическими направлениями внешнеэкономического развития страны;

- принцип взаимозависимости и взаимообусловленности стратегии социально-экономического развития региона со стратегией развития ВЭД в регионе;

- принцип нормативно - правого регулирования функций между федерацией и регионами, в лице региональных властей, регулирующих ВЭД;

- принцип единства системы государственного регулирования и системы контроля ВЭД в регионах;

- принцип соответствия и согласованности целей системы контроля за экспортом и системы по обеспечению экономической безопасности в стране и регионах;

-принцип единства таможенной территории государства;

- принцип равенства участников ВЭД для обеспечения для них одинаковых условий для развития;

- принцип правовой защищенности интересов всех субъектов ВЭД.

В качестве основных целей программ внешнеэкономического развития в регионе рекомендуем определить:

-цель по формированию и закреплению за регионом статуса активно развивающегося субъекта страны с интеграцией его в мировое хозяйство;

-цель по повышению эффективности межрегионального экономического взаимодействия, посредством расширения внешнеторговых межрегиональных связей.

3. Реализации данных целей в современных условиях должно способствовать решение ряда задач экономического развития регионов, к числу приоритетных, на наш взгляд следует отнести следующие:

- аккумуляция инвестиционных ресурсов как внутренних, так и внешних используя различные конкурентные преимущества регионов, начиная от географического положения, заканчивая институциональной инфраструктурой ВЭД ;

- активное участие регионов в МРТ, за счет которого можно расширить экспорт готовой продукции и оптимизировать импорт, с акцентом на развитие промышленных предприятий, выпускающих импортозамещающую продукцию;

- усиление позиций внешнеторгового потенциала за счет увеличения количества региональных участников ВЭД посредством оказания консультационной и иной помощи.

4. По результатам проведенного анализа результатов ВЭД в южных регионах России выявили ключевые факторы их экономического развития, на которые необходимо активно использовать:

- географическое положение;
- иностранные инвестиции в экономику регионов;
- диверсификация структуры экспорта;
- изменение товарной структуры импорта;
- импортозамещающие производства.

5. Программы регионального внешнеэкономического развития в качестве стратегических ориентиров должны выбрать:

- переход от разовых внешнеэкономических сделок участниками внешнеэкономического процесса к выстраиванию данной деятельности на регулярной основе, к пониманию ВЭД, как части общей и перспективной для укрепления рыночных позиций и улучшения финансового результата своей деятельности;

- разработку эффективной системы продвижения товаров региональных производителей на внешний рынок, способную активизировать региональных участников ВЭД, стимулируя расширение их экспортного потенциала, сочетая предпринимательскую инициативу участников внешнеэкономического процесса с мерами государственной поддержки.

Обобщение опыта регулирования и мер государственной поддержки участников ВЭД в различных странах, дает основание утверждать, что конкурентоспособный экспорт является результатом эффективной государственной поддержки важнейших отраслей национального хозяйства в направлении создания режима благоприятствования для производства конкурентоспособных на мировом рынке товаров.

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СПОСОБЫ ОБУЧЕНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА ОРИЕНТИРОВАНИЮ В ПРОСТРАНСТВЕ С ИСПОЛЬЗОВАНИЕМ ПОНЯТИЙ ПРИРОДЫ

Аннотация: В данной статье представлены понятия природы, явления природы и способы использования природных материалов при формировании математических представлений детей дошкольного возраста, в частности, при обучении ориентированию в пространстве. Также в дошкольных образовательных организациях детям были продемонстрированы важность и условия формирования элементарных математических представлений в связи с природой.

Ключевые слова: элементарные математические понятия, ориентация в пространстве, природа, понятия природы, природные материалы.

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METHODS OF TEACHING PRESCHOOL CHILDREN TO NAVIGATE IN SPACE USING THE CONCEPTS OF NATURE

Annotation: This article presents the concepts of nature, nature phenomena and methods of using natural materials in the formation of mathematical representations of preschool children, in particular, when teaching orientation in space. Also, in preschool educational organizations, children were shown the importance and conditions for the formation of elementary mathematical ideas in connection with nature.

Key words: elementary mathematical concepts, orientation in space, nature, concepts of nature, natural materials.

Формирование элементарных математических представлений у детей дошкольного возраста является одной из основных и сложных задач дошкольного образования. В этот период ребенок знакомится со многими математическими понятиями. Например, цифры и их названия, длинные-короткие, ката-маленькие, тяжелые-легкие, разные гомометрические фигуры, ориентировочные, временные шкалы и т. д. В отличие от других, концепция ориентирования в пространстве обширна и универсальна. Дифференциация и восприятие пространства в пространстве, пространственное воображение и различные пространственные отношения, такие как форма, размер, пространственные ориентиры объектов, их расположение в пространстве, размер, ширина, высоты и расстояния-все это разные пространственные понятия.(1) Восприятие их и представление о них, пространственное восприятие.

Профессор В.С.Свердлов характеризует его как “ориентацию в пространстве-практическое выражение пространственного восприятия и воображения”.

Ориентация в пространстве осуществляется на основе непосредственного восприятия пространства и знания указанных категорий. При этом обязательно участие внимания, памяти, созерцания.(2)

Вот почему при определении содержания понятия ориентация в пространстве некоторые авторы считают, что окружающая среда включает в себя положения предметов, расстояния между ними, размеры, формы, взаимное расположение и их положения относительно предполагаемого тела. Когда выражение “ориентироваться в пространстве в некотором более узком смысле” называется ориентацией на месте, понимается следующее:

a) определение “стоячей речи”, то есть пространства субъекта по отношению к окружающим его объектам. Например, я стою справа от дома и т. д.

b) изолировать окружающие объекты относительно ориентирующегося в пространстве человека. Например, полочка стоит справа от меня, а дверь слева от меня;

c) определить расположение предметов в пространстве относительно друг друга, то есть пространственные отношения между ними.

Ориентация в пространстве также способствует формированию у ребенка первоначальных географических знаний посредством изучения сторон мира и окружающего мира.(3) Нам известно, что очень многие науки изучаются природой в быту, изучение и преподавание ее безбожно превращается в сложный процесс. Стремясь познать мир, который ребенок видит глазами, он не разделяет и не усваивает, а обобщает и систематизирует эти знания, служит формированию у ребенка единого обобщенного знания о существовании и окружающем мире. В этом отношении использование понятий природы при формировании математических представлений, в частности, при формировании умения ориентироваться в пространстве, является важным явлением. Формирование математических понятий-это педагогический процесс, при котором творческая деятельность человека осуществляется целеустремленно.(4) Его цель состоит не только в том, чтобы дети знали математику, но и в том, чтобы подготовить их к жизни, помочь им найти свое место в жизни. В настоящее время основными вопросами развития математических понятий в МТИ являются:

– обоснование плана условий для второй младшей, средней, старшей и подготовительной групп с точки зрения уровня развития математических понятий у детей;

– соблюдение математических понятий содержание подготовки к изучению школьной математики;

– разработка путей и условий развития математических понятий;

– давать методические указания, обеспечивающие развитие математических понятий у детей.

Согласно некоторым источникам, развитие математических понятий у детей зависит от ряда условий:

Во-первых, важно, чтобы у ребенка были знания и навыки, которые он приобрел ранее.

Во-вторых, содержание математических понятий обязательно должно быть последовательным.

В-третьих, ребенок должен изучить процесс усвоения математических понятий и знать выводы, которые могут возникнуть.(5) Дети с двух лет начинают более отчетливо представлять знакомое пространство (комнату или ее часть), могут без труда заметить некоторые изменения в расположении знакомых предметов. Первые элементарные представления о движении в знакомом ограниченном пространстве начинают находить содержание, Эти представления совершенствуются в жизнедеятельности. Это также начинает отражаться в их речах, таких как “здесь”, “здесь”, “там”, “в этом” и действует в ответ на них. В этом возрасте дети начинают ориентироваться на себя, на другого человека. По предложениям взрослых с удовольствием показывают, где находятся глаза, рот, нос, подмышки куклы.(6) У детей в возрасте до трех лет период накопления разного опыта в приобретении практических ориентиров с большим интересом к окружающим домашним условиям, групповым помещениям, привычным расположением предметов, игрушек. Для этого, прежде всего, необходимо научить ребенка свободно ориентироваться в пространственном расположении комнат (групповая комната, спальня, умывальная комната, туалет), предметов, вещей, игрушек. Дети в возрасте до трех лет могут, например, различать левую и правую руку. Основная задача следующего этапа состоит в том, чтобы научить ребенка ориентироваться относительно “себя”, то есть ребенок должен уметь различать в этом отношении “себя” - правую, левую, верхнюю и т.д.

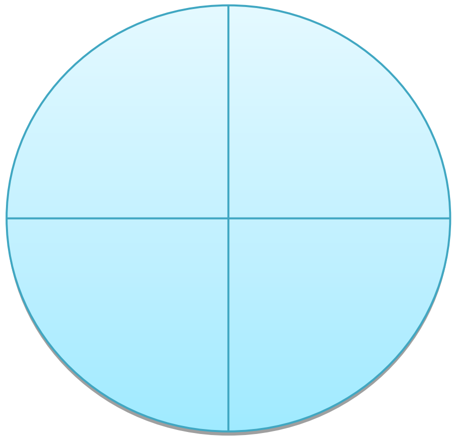
Ориентация по сторонам в пространстве относительно собственного тела является первым обобщенным способом получения этого ориентира. Ориентация на “себя” и “себя” - это первый обобщенный способ прогнозирования. При ориентировании на “себя” и “себя” отличить “правую – левую” больше всего затрудняет. Вот почему ребенка перед этим учат различать руки. Работа над этой задачей программы будет продолжена и в следующей возрастной группе. В условиях дошкольных учреждений при обучении детей ориентированию в пространстве можно использовать различные ситуации (мытье, одевание, сбор на прогулку). Для квалификации дифференцирования рук можно выделить несколько минут в конкретной педагогической ситуации, занятия музыкой, математикой, конструированием, во время подвижных игр и физических упражнений.

Рис. 1. 1-игра. На магнитной доске "поле форм" ставим разные предметы на указанное место.

Рис. 2. 2-игра. “Кто где” говорит, кто слева от себя, справа, сзади, кто впереди.

Рис. 3. 3-игра. Определить положение животных в живописи.

Рис. 4. 4-игра: определяем стороны мира. Для этого прорисовываем полы по кругу, делим его на четыре четверти.



Круг обозначен с южной, северной, восточной и западной сторон. Объясняется это тем, что солнце всегда выходит из Востока и садится на запад, нужно ориентироваться по сторонам света и определять пространство. Прибор, определяющий стороны света, сообщает о компасе.

Эти и другие подобные простые игры постепенно проходят систематически во время тренировок. Проверяются знания и навыки, которые ребенок, поступающий в школу из дошкольных учреждений, должен овладеть ориентиром в пространстве, исходя из требований государства. Внедрение в жизнь государственных требований, предъявляемых к воспитанию детей дошкольного возраста, является широкомасштабной работой, которая осуществляется поэтапно. Для достижения показателей, установленных требованиями, государством необходимо создать необходимые условия и возможности.

Выполняемая работа по математике учит детей больше грамотности, усердию, пунктуальности, точности, умению контролировать свои мысли и выводы, особенно наблюдение, опыт и фрустрацию, чем другие полученные знания.

У детей развивается интерес к математическим знаниям, умение терпеливо и усердно решать вопросы математического характера.

Математическое обучение развитию умственных операций, т. е. способности анализировать, синтезировать, сравнивать, абстрагировать и обобщать индуктивное и дедуктивное мышление, способствует развитию познавательных и интеллектуальных навыков, пространственного воображения и воображения.

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ИМИДЖ ОРГАНОВ МЕСТНОГО САМОУПРАВЛЕНИЯ

Аннотация: Статья описывает понятие: «имидж органов местного самоуправления». Объясняет термин имидж. И предполагает варианты повышения доверия граждан к местной власти.

Ключевые слова: имидж, эффективность, оценка, местное самоуправление, население, доверие людей к местной власти, повышение уровня жизни граждан.

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THE AUTHORITIES' IMAGE LOCAL GOVERNMENT

Annotation: The article describes the concept: "image of local authorities." Explains the term image. And suggests options for increasing citizens' confidence in local authorities.

Key words: image, efficiency, assessment, local government, population, people's trust in local authorities, improving the standard of living of citizens.

Эффективность работы органов самоуправления можно оценить с помощью двух критериев. Первый — это повышение уровня жизни населения. Второй - повышение авторитета органов местного самоуправления, обеспечивающее возможность дальнейшего управления муниципальным образованием.

С точки зрения населения работа будет эффективной, если опирается от роста показателей уровня жизни населения.

В сознании населения, показатели эффективности превращаются и обретают субъектный характер. Точнее, способствуют изменению этого населения из объекта управления в объектно-субъектную социальную деятельность. Очень важную роль в этом процессе имеется формирующийся имидж органов местной администрации, по средством действий, выполненных в муниципальном образовании. Будучи результатом работы местного самоуправления, имидж олицетворяет их авторитет[1].

Имидж – это психический элемент, политического и социального мнения об органе администрации, объектом отражения действий, которого является активность населения.

Имидж обладает активной силой, ибо означает доверие или недоверие населения к проводимой властью политике. Поэтому можно говорить о взаимосвязи работы органов местного самоуправления и создающийся по средством этого имиджем.

Разная аудитория выдвигает собственные требования к имиджу, но имидж органов местного самоуправления должен сохранять основной каркас, к которому присоединяются дополнительные потребности. Правильно подобранный имидж является наиболее эффективным способом работы с населением[2].

Имидж органов местного самоуправления – это образ муниципальной власти в целом, который складывается из таких критериев, как результативность и эффективность работы органов самоуправления, профессионализм и добросовестность служащих, их должностное поведение, культурный уровень, коммуникативные качества, личная и коллективная заинтересованность в повышении своего профессионального авторитета и статуса в глазах общественности, а также субъективных оценок их деятельности со стороны населения.

Имидж органов управления формируется под воздействием происходящих в стране социальных изменений, затрагивающих и сферу местного самоуправления.

Для эффективной работы органов местного самоуправления необходима поддержка со стороны граждан. Показали оценки эффективности работы определяются в удовлетворенности населения деятельностью местных органов власти, информационной открытостью самоуправления, медицинской помощью, качеством общего, дошкольного, дополнительного образования детей, предоставления услуг в сфере культуры, жилищно-коммунальных услуг [3]. Результаты рассматриваются на федеральном уровне, где и принимаются решения и меры по дальнейшему совершенствованию муниципального управления, а также для поощрения муниципальных образований, достигших наилучших значений [4].

Для нахождения уровня доброжелательности населения к работе местного самоуправления проводятся социологические исследования. Процент доверия определяется путем опроса среди местных жителей к работе администрации. На основе полученный данных производиться разработка мер, направленных на формирование общественного мнения об органах местного самоуправления.

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МОТИВАЦИЯ И СТИМУЛИРОВАНИЕ ОРГАНОВ МЕСТНОГО САМОУПРАВЛЕНИЯ

Аннотация: В статье рассматривается основные проблемы в мотивации сотрудников местных властей, их нежелание и не заинтересованность в работе. Предлагаются варианты их решения. И повышения трудоспособности в коллективе.

Ключевые слова: мотивация и стимулирование, мотивация сотрудника, стимулирования сотрудников гос. управления, местное самоуправление, местные органы власти.

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MOTIVATION AND STIMULATION OF LOCAL SELF-GOVERNMENT BODIES

Annotation: The article discusses the main problems in the motivation of local authorities, their unwillingness and lack of interest in the work. Options for solving them are proposed. And increasing work capacity in the team.

Key words: motivation and incentives, employee motivation, employee incentives management, local government, local authorities.

В современном российском обществе сложилось мнение о незначительности служащих органов местной власти. Часто именно поэтому происходит уменьшение мотивации работника к работе, нарушение строгого контроля над сотрудниками и корпоративной этики, это нередко и приводит к тому, что человек использует свои полномочия в собственных интересах, забыв о целях организации, потребностях района[1].

Решение данных проблем в первую очередь идет через поиск понимания мотивации муниципальных служащих. Чтобы правильно ориентироваться в выборе мотивации работников, нужно выяснить, что приводит людей в органы местного самоуправления. Общество подвержено постоянным изменениям, движению целей, смене идеалов. Сам современный человек меняется. И вместе с ним должны меняться и мотивационные тенденции.

Теория Маслоу внесла важный вклад в понимание того, что лежит в основе стремления людей к работе. Руководители определённых организаций стали понимать, что мотивация людей определяется разными видами их потребностей. Для того чтобы мотивировать человека, начальник должен удовлетворить важные потребности подчинённого [2].

Совсем недавно руководители мотивировали своих подчинённых материально, сейчас ситуация изменилась, так из-за высоких социально-экономических благ, люди стали повышать требования к потребностям. Отсюда можно сделать вывод, чем выше потребность, тем сильнее организация должна искать способ мотивировать подчинённого и создавать ему условия для получения нужных ему условий для жизни. Поскольку со временем потребности меняются, нельзя рассчитывать только на определённый способ мотивации.

Теория мотивации определяет важность трех взаимосвязей:

1. «Затраты труда - результаты» — это ожидаемое соотношение между затраченными усилиями и полученными результатами.

2. «Результаты - вознаграждение» — это ожидания определенного вознаграждения или поощрения в ответ на достигнутый уровень результатов.

3. «Удовлетворенность вознаграждением» — это уровень удовлетворения или неудовлетворения, возникшее вследствие получения вознаграждения. Поскольку у разных людей потребности и пожелания различаются, то определённое вознаграждение, в ответ на достигнутые результаты, может и не иметь никакой ценности.

В общем виде формула мотивации выглядит:

Мотивация = Затраты - Результат * Результат - Вознаграждение * Ценность вознаграждения или Ожидание того, что усилия дадут желаемые результаты * Ожидание того, что результаты повлекут за собой ожидаемое вознаграждение[4].

Ожидаемая ценность вознаграждения = Мотивация.

И всё-таки в современности материальное вознаграждение является основным, фактором поведения служащего.

Такой метод стимулирования труда муниципальных служащих, нацеленный на создание определенных условий для привлечения на работу квалифицированных работников. Но эти способы не направленны на улучшение результатов работников. На основе методов стимулирования труда персонала, рекомендуется применение следующих стимулов.

Материальные стимулы:

1. Повышение должностного оклада: за увеличение объема и сложности работ; за рост квалификации; за совмещение должностей и функций.

2. Премии: за улучшение результатов работы и развития курируемой сферы (отрасли); за повышение качества муниципальных решений; по итогам работы за год.

Моральные стимулы - Корпоративные, городского, регионального, национального значения.

Стимулы социальной карьеры – Стремление быть признанным в обществе, регионе, коллективе.

Социально-натуральные стимулы - Выделение для работника квартиры, машины.

Социальные стимулы - Бесплатное питание на работе и медицинское обслуживание; оплата транспортных расходов или жилья работников; выделение беспроцентных кредитов.

Психологические стимулы формируются на основе совершенствования руководства, когда на работе соблюдаются этические нормы: социальная справедливость, соблюдение прав человека, воспитание чувства высокой ответственности; соблюдение правил делового этикета[3].

На сегодняшнее время деятельности муниципальных служащих довольно сложна. Поэтому существующая система мотивации труда служащих в органах местного самоуправления имеет множество недостатков. Но также у нее есть большое количество неиспользованных преимуществ: огромный материал мотивационных механизмов. Проблема лишь в том, чтобы научиться их грамотно использовать.

Неправильно оцененный труд работников часто служит причиной выхода полноценного служащего из строя муниципальной службы.

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КОНЦЕПЦИЯ ВОЛОНТЕРСКОЙ ДЕЯТЕЛЬНОСТИ В РОССИИ

Аннотация: Данная статья рассматривает понятие волонтерство. Показывает волонтерское движение в России. Рассказывает основные классификации этой деятельности.

Ключевые слова: волонтер, волонтерская деятельность, добровольчество, безвозмездность, помощь, общество.

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VOLUNTEER CONCEPT IN RUSSIA

Annotation: This article examines the concept of volunteering. Shows the volunteer movement in Russia. Describes the basic classifications of this activity.

Key words: volunteer, volunteer activity, volunteerism, gratuitousness, help, society.

На сегодняшний день волонтерство становится все более обширным движением в России. Всегда найдутся люди, которые не только нуждаются в помощи, но и будут готовы ее оказать.

Слово «волонтер» появилось от латинского слова «voluntaries», означающий «доброволец, желающий». В века Российской империи волонтерами считались люди, поступившие на военную службу по собственному желанию [1]. Свою текущее значение оно получило лишь в прошлом столетии, когда люди на добровольной основе стали восстанавливать разрушенную в результате Первой мировой войны инфраструктуру, при этом им предоставлялось бесплатное проживание, питание и медицинские услуги [4]. Так применение термина привело к пониманию добровольчества как деятельности, которая осуществляется добровольно, безвозмездно и нацелена на решение социально значимых задач, общественных проблем [3].

В качестве принципов, к которым должны прислушиваться добровольцы в своей деятельности, являются:

– признание права человека независимо от своей национальной принадлежности, религии, физических особенностей, социального и материального положения.

– уважение к культуре и достоинству людей.

– оказание взаимопомощи, безвозмездно, лично или организованно.

– равноправие личных и коллективных потребностей.

– стремление к приобретению новых знаний и навыков.

– чувство ответственности, коллективная и международная солидарность [2].

Добровольчество является основой общества, нацеленности человечества на достижение мира, свободы, безопасности, справедливости и реализацию возможностей для всех.

Добровольцы не только реализуют свои непосредственные права, но и развиваются. Развитие добровольчества имеет целый ряд положительных сторон [5]:

– вовлечение всего сообщества в процесс определения и решения его проблем;

– возможность для всех быть услышанным, а так же проявлять свою активность;

– приобретение новых знаний и навыков, полноценно развивать свой творческий потенциал и личностные качества;

В современном понимании добровольцы – это люди любого возраста, национальной и религиозной принадлежности, социально-экономического положения, политических взглядов и интересов, которые осознанно и безвозмездно тратят часть своего времени, сил и знаний, на помощь другим [6]. Таким образом, основными принципами добровольческой деятельности являются:

– добровольность (осуществляется осознанно и без принуждения);

– безвозмездность (не нацелена на получение прибыли);

– полезность (приносит благо другим или обществу);

– равноправие всех участников;

– свобода выбора;

– безопасность;

– законность.

Если говорить о характере добровольческого труда, то он достаточно многогранен. Это подчеркивает и российский ученый в области социальной политики и социальной работы Е.И. Холостова, перечисляя некоторые возможные варианты формата деятельности волонтеров: неформальная помощь; неоплачиваемая работа в государственных учреждениях или частных организациях социальной, медицинской, образовательной и иной деятельности.

Существует несколько классификаций добровольческой активности. В частности, волонтерство можно разделять на неформальное и формальное.

К первому виду относится неоплачиваемый добровольный труд и оказание помощи другим, которое выполняется индивидуально.

Второй вид характеризует активную группу людей, чаще всего представляющую некоммерческую организацию [7].

Волонтерство также может быть неорганизованным и организованным. Неорганизованное (неуправляемое) основано на спонтанном оказании помощи, как правило, при чрезвычайных ситуациях, стихийных бедствиях и катастрофах. При этом виде наиболее часто прослеживаются принципы добровольчества такие как: безвозмездность, добровольность, полезность.

Организованному (управляемому) волонтерству относится различная деятельность, объединяющая людей с общими интересами, участиями в различных видах социальной активности некоммерческих, государственных или бизнес-организаций.

В зависимости от степени добровольной деятельности оно бывает краткосрочным, регулярным и долгосрочным. Под краткосрочным понимается одноразовая активность волонтера, обычно связанно с участием в определенной акции. Регулярная имеет постоянный характер, когда волонтер задействован в деятельности с определенной периодичностью. Долгосрочная осуществляет добровольную работу в какой-либо организации на постоянной основе в течение длительного времени [8].

Сегодня сложно найти сферу жизни, в которой не были бы задействованы волонтерские движения. Современная классификация видов волонтерства часто основываются на направленности деятельности или на объекте и субъекте добровольной помощи:

Социальное волонтёрство — это помощь одиноким ветеранам, детям, работа с той категорией людей, которую принято называть социально незащищёнными. В настоящий момент очень много благотворительных фондов и волонтёрских организаций которые занимаются именно социальным волонтёрством.

Спортивное волонтёрство – отдельное состоявшееся движение. Оно имеет свои отличия, например, знание иностранного языка, так как зачастую крупные спортивные события предполагают участие разных стран в соревнованиях. Спортивное волонтерство начало набирать популярность в России благодаря тому, что прошла в 2013 году Универсиада в Казани, в 2014 году – Олимпиада в Сочи, а также Чемпионат мира по футболу, который прошел в 2018 году, и многим другим крупным международным и российским спортивным событиям.

Культурное волонтёрство (арт-волонтёрство) — это достаточно новое направление в России. Его основные качества связанны, во-первых, из-за событий, связанных с искусством, культурой и кинематографом. Во-вторых, сами площадки (музеи, библиотеки, парки) тоже видят, что волонтёры способны оказать им очень большую помощь.

Событийное волонтёрство (эвент-волонтёрство) — это волонтёры, которые участвуют в масштабных событиях (фестивалях, форумах, больших городских проектах). Это направление интересно тем людям, которые хотели бы и дальше развиваться в индустрии организации крупных событий.

Корпоративное волонтёрство включает в себя участие с компаниями, которые готовы включаться в добровольческую деятельность, привлекая своих сотрудников в нерабочее время. Для сотрудников компании так же важно понимать, что они не только выполняют свою работу, но и выполняют некую важную социальную функцию для всего общества.

Таким образом, сегодня волонтерство является огромным общественным движением, которое стремительно развивается в России. Оно имеет исторические особенности, принципы и широко применяется в разных сферах жизни общества.

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СОВЕРШЕНСТВОВАНИЕ СБЫТОВОЙ ДЕЯТЕЛЬНОСТИ ПРЕДПРИЯТИЯ ООО «ХЛЕБОКОМБИНАТ ЛЫСЬВЕНСКИЙ»

Аннотация: Статья раскрывает проблему совершенствования сбытовой деятельности предприятия ООО «Хлебокомбинат Лысьвенский». Актуальность и значимость выбранной темы обусловлены: местом и ролью проблемы управления сбытовой политикой в стратегии повышения эффективности производства; необходимостью выявления направлений формирования эффективной сбытовой политики и организации данного процесса на предприятиях. Статья представлена на 6 страницах, содержит 4 таблицы.

Ключевые слова: сбытовая деятельность, рынок, спрос, маркетинг, продвижение, эффективность.

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IMPROVEMENT OF SALES ACTIVITY OF THE ENTERPRISE LLC «LYSVENSKY BAKERY»

Annotation: The article reveals the problem of improving the sales activity of the company "Lysvensky Bakery". The relevance and significance of the chosen topic is due to: the place and role of the problem of sales policy management in the strategy of increasing production efficiency; the need to identify areas for the formation of an effective sales policy and the organization of this process in enterprises. The article is presented on 6 pages and contains 4 tables.

Key words: sales activity, market, demand, marketing, promotion, efficiency.

ООО «Лысьвенский хлебокомбинат» осуществляет производство и реализацию различных видов хлебобулочных изделий, а также макаронных изделий. На данный момент ООО «Лысьвенский хлебокомбинат» остается основным производителем хлебобулочной и кондитерской продукции в районе.

Продукция предприятия пользуется спросом не только в магазинах города и района, но и за его пределами: городах Чусовой, Березники, Пермь, Соликамск. Среди покупателей есть и крупные торговые сети, такие как «Семья», «Магнит», «Пятерочка» и другие.

Предприятие ООО «Лысьвенский хлебокомбинат» использует прямой канал сбыта – при реализации продукции в детские сады, школы и др. гос. учреждения, косвенный канал сбыта – реализация продукции через посредников – оптовые и розничные торговые точки.[1]

Основными клиентом предприятия являются розничные торговые предприятия, расположенные в г. Лысьва и в г. Чусовой.

Дистрибьютор предприятия ООО «Лысьвенский хлебокомбинат» до 10 числа каждого месяца должен предоставить планируемый объём реализации на будущий месяц на склад готовой продукции предприятия. Объем реализации формируется исходя из заявок покупателей, оптовых и розничных компаний.[2] На основании этих данных аналитики предприятия планируют, какой объем готовой продукции хладокомбинату нужно продать, а, следовательно, и выпустить. 25 числа каждого месяца всем региональным представительствам выставляется план, который региону нужно выполнить.

Заявки на товар формируются оптовыми и розничными предприятиями ежедневно, не значительно корректируются с планом выпуска. Продукция предприятия ООО «Лысьвенский хлебокомбинат» является скоропортящийся поэтому на складе готовой продукции она находится всего в течение нескольких часов, после формирования партии, продукцию развозят по складам, а далее сразу же по торговым точкам. Такой процесс осуществляется ежедневно.[3]

Продажи осуществляются с помощью дистрибьютора и менеджера по продажам.

Предприятие ООО «Лысьвенский хлебокомбинат» не единственный поставщик хлеба и хлебобулочных магазинов в торговые точки, поэтому для увеличения объема сбыта предприятие использует систему скидок.

Конечным покупателем продукции компании является население городов Лысьва, Чусовой, Губаха, Кизил, следовательно, для организации системы сбыты необходимо осуществлять продвижение продукции направленное на население.

ООО «Лысьвенский хлебокомбинат» использует рекламные объявления на щитах в г. Лысьва и в г. Чусовой. Как правило, рекламные щиты расположены вблизи магазинов, где реализуется продукция предприятия. Рекламные объявления предприятия ООО «Лысьвенский хлебокомбинат» использует постоянно, для поддержания стабильного спроса на товар.

Для завоевания новых и удержания своих позиций на рынке Пермского края предприятие ООО «Лысьвенский хлебокомбинат» должно поддерживать качество продукции, удерживать цены на одном уровне – приемлемом для

[1] Организация коммерческой деятельности: Справ. Пособие / С.Н. Виноградова, С.П. Гурская, О.В. Пигунова и др.; Под общ. Ред. С.Н. Виноградовой. - Минск: Высшая школа, 2017. – 236 с.

[2] Коммерческая деятельность предприятия: Стратегия, организация, управление: Учеб. пособие / В.К. Козлов, С.А. Уваров, Н.В. Яковлева и др.; Под ред. В.К. Козлова, С.А. Уварова. - СПб.: Политехника, 2018. – 340 с.

[3] Памбухчиянц О.В., Дашков Л.П. Коммерция и технология торговли. - М.: Маркетинг, 2018.- 432 с.

покупателя. Для получения прибыли и удержания цен на одном уровне компании следует минимизировать издержки производства и обращения.

По результатам проведенной оценки сбытовой деятельности для ООО «Лысьвенский хлебокомбинат» можно предложить следующие рекомендации, представленные в таблице 1.

Таблица 1 - Разработка мероприятий

Недостатки	Мероприятия
1. Отсутствие отдела маркетинга. Организацией сбытовой деятельностью занимается только руководитель компании	1. Введение маркетолога в штат
2. Отсутствие программы продвижения и сбыта продукции	2. Разработка плана-программы продвижения продукции

1. Введение в штат маркетолога. Введение маркетолога в штат потребует дополнительных ежемесячных расходов: оклад - 15000 руб.; канцелярские принадлежности - 10000 руб.; командировочные расходы - 15000 руб.; затраты на продвижение продукции – 40000 руб. Общая сумма затрат составит 304000 руб. Наибольшую долю занимают расходы на заработную плату сотрудника.

2. Разработка программы продвижения. Хронологическая последовательность мероприятий и стоимость программы продвижения отражена в плане-графике (таблица 2).

Таблица 2 - План-график программы продвижения

Этапы программы продвижения	Длительность (дни)	Дата начала	Стоимость (руб.)
Размещение рекламы в печатных изданиях	120	01.06.2020	10 000
Создание и продвижение сайта	3	09.06. 2020	40 000
Скидки	3	09.06. 2020	10 000
Размещение рекламы на радио	30	10.06. 2020	10 000
Размещение на форумах и прочие уже рабочие мероприятия (уже существующие меры)	30	01.06. 2020	Включена в бюджет
Всего	всегда	-------	70000

Для реализации предлагаемой программы продвижения ООО «Лысьвенский хлебокомбинат» потребуется 70000 рублей. Общая смета расходов на совершенствование сытовой деятельности предприятия ООО «Лысьвенский хлебокомбинат» представлена в таблице 3.

Таблица 3 - Общая смета расходов на совершенствование сбытовой деятельности предприятия ООО «Лысьвенский хлебокомбинат»

Мероприятие	Стоимость, тыс. руб.
Создание службы маркетинга	304
Программа продвижения	70
Итого	374

Таким образом, расходы на совершенствование сбытовой деятельности ООО «Лысьвенский хлебокомбинат» в 2020-2021 году составят 374 тыс. рублей.

После проведения разработанных мероприятий сбытовой политики товарооборот предприятия увеличится на 30%, согласно статистическим данным. При этом издержки обращения увеличатся на 14%.

Рассчитаем объём продаж после реализации программы продвижения (Таблица 4).

Таблица 4 - Планирование экономического эффекта от предлагаемых мероприятий

Наименование показателей	До мероприятия	После мероприятия	Прирост в %
Товарооборот, тыс. руб.	98645	128238,5	30
Издержки обращения, тыс. руб.	97533	97533	0
Валовая прибыль, тыс. руб.	1112	30705,5	2661,28
Рентабельность, %	0,011	0,23	2024,06

Из таблицы 4 видно, что при вложении 374000 руб. организация ООО «Лысьвенский хлебокомбинат» увеличит все свои основные экономические показатели. Валовая прибыль увеличится на 29593,5 тыс. руб. и составит 30705,5 тыс. руб. Предложенная мероприятия по совершенствованию сбытовой деятельности помогут ООО «Лысьвенский хлебокомбинат» удержать свои позиции на рынке и выйти на рынок Пермского края.

Использованные источники:

1. Коммерческая деятельность предприятия: Стратегия, организация, управление: Учеб. пособие / В.К. Козлов, С.А. Уваров, Н.В. Яковлева и др.; Под ред. В.К. Козлова, С.А. Уварова. - СПб.: Политехника, 2018. – 340 с.
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РОЛЬ И ЗНАЧЕНИЕ ДОРОЖНОЙ ОТРАСЛИ В ЭКОНОМИКЕ УЗБЕКИСТАНА

Аннотация: В настоящее время Узбекистан владеет огромным транспортным потенциалом и уникальными возможностями обеспечения потребностей страны в перемещении, как грузов, так и пассажиров по всем направлениям и всеми возможными видами транспорта. Высоким темпам развития транспортной сети, в определенной степени, способствовало повышение перевозной способности транспортных средств, улучшение взаимодействия их видов, укрепление и совершенствование материально-технической базы отрасли и национальной экономики

Ключевые слова: политика, экономика, транспортный потенциал, транспортная сеть.

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THE ROLE AND IMPORTANCE OF THE ROAD INDUSTRY IN THE ECONOMY OF UZBEKISTAN

Annotation: Uzbekistan now has a huge transport potential and unique capabilities to meet the country's needs for the movement of both cargo and passengers in all directions and all possible modes of transport. To a high rate of development of the transport network, to some extent, increased the transport capacity of vehicles, improved interaction of their types, strengthening and improving the logistics of the industry and the national economy.

Key words: politics, economy, transport potential, transport network.

Транспортная сеть страны активно участвует в процессах межотраслевого взаимодействия, при чем четко прослеживается согласованность тенденций изменения объемов транспортной продукции и продукции отраслей национальной экономики, однако темпы их роста существенно различаются. В настоящее время Узбекистан владеет огромным транспортным потенциалом и уникальными возможностями обеспечения потребностей страны в перемещении как грузов, так и пассажиров по всем направлениям и всеми возможными видами транспорта. В сфере транспорта на 1 января 2020 года задействованы 15 360 предприятий и организаций. По сравнению с аналогичным периодом прошлого года, их количество увеличилось на 2 030 ед., рост составил 15,2 %.[1]

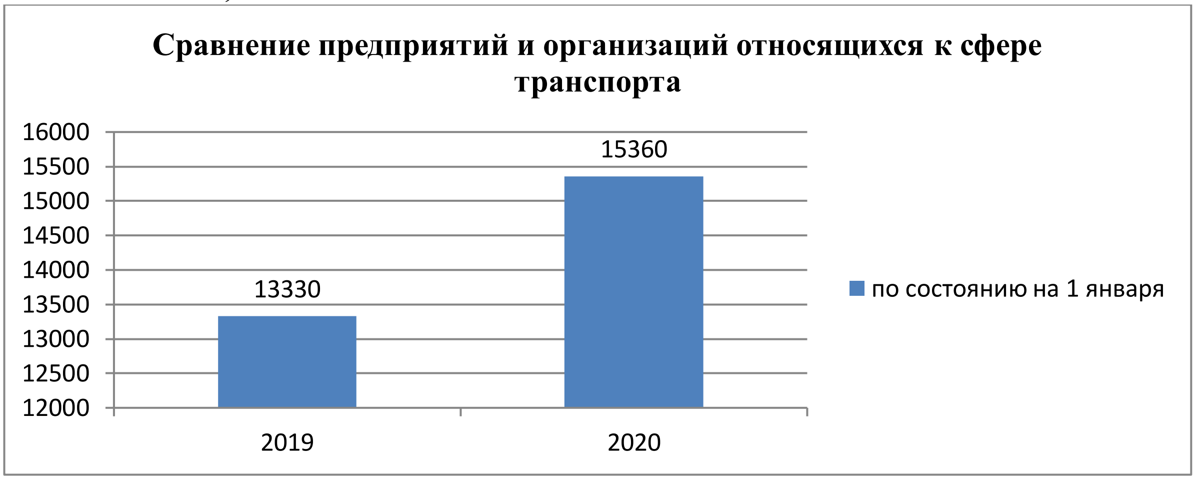

Рис. Сравнение действующих предприятий и организаций относящихся к сфере транспорта, ед.[2]

За январь-декабрь 2019 года количество вновь созданных предприятий и организаций в сфере транспорта составило 2 956 ед. По сравнению с январем-декабрем 2018 года, этот показатель увеличился на 841 ед. Их рост возрос в 1,4 раза. В январе-декабре 2019 года всеми видами транспорта перевезено 1 318,9 млн. т грузов, что составляет 106,1 % к уровню 2018 года. Вместе с тем грузооборот достиг 72,9 млрд. т-км, или на 2,2 % выше уровня 2018 года.

Высоким темпам развития транспортной сети, в определенной степени, способствовало повышение перевозной способности транспортных средств, улучшение взаимодействия их видов, укрепление и совершенствование материально-технической базы отрасли и национальной экономики. Долю автомобильных дорог в общей протяженности транспортной сети приходится более 88 %, которые занимают все более существенное положение в обеспечении народного хозяйства транспортными услугами. Такое положение вызывает необходимость дальнейшего развития сети автомобильных дорог, совершенствования ее структуры, повышения качества дорожных работ.

В настоящее время общая протяженность автомобильных дорог Республики имеет следующую структуру:

- автомобильные дороги общего пользования - 43467 км или 29,7%;
- внутрихозяйственные дороги - 78606 км или 53,7%;
- улицы городов и районных центров - 13829 км или 9,4 %;

[1] Социально-экономическое положение Республики Узбекистан [Электронный ресурс] – Режим доступа - https://stat.uz/uploads/doklad/2019/yanvar-dekabr/ru/11.pdf

[2] Составлено автором по материалам источника https://stat.uz/uploads/doklad/2019/yanvar-dekabr/ru/11.pdf

• инспекторские и подъездные дороги - 7420 км или 5,1%;

• прочие дороги - 3025 км или 2,1%.

Из протяженности автомобильных дорог общего пользования 3237 км (7,4%) дорог являются международного значения, 18772 км (43,2%) - государственного значения, 21458 км (49,4%) - местного значения.

Сравнительный анализ основных характеристик технико-экономического состояния автомобильных дорог и автомобильных перевозок показал, что повышение потребностей народного хозяйства создало условия для непрерывного развития сети автомобильных дорог.

Среди государств СНГ Узбекистан занимает одно из первых мест по плотности дорожной сети общего пользования: т.е. по протяженности на 1000 чел.- 5-е место, по протяженности на 1000 кв.км.- 9-место. Однако сравнение с общей дорожной сетью развитых государств показывает, что протяженность дорожной сети Узбекистана отстает от Японии в 9 раз, от Франции и Германии в 4-5 раза.

Для повышения роли Узбекистана в Центральной Азии, развивая различные области, экономические отношения с соседними государствами была разработана национальная программа на период 2009-2014 годы[1]. В рамках программы проведены работы по улучшению трасс «Термез-Ташкент-Бишкек-Алматы», «Самарканд-Бухара-Ашхабад-Туркменбаши» и «Гузар-Бухара-Нукус-Бейнеу», проходящих через территорию республики. В целях продолжения строительных работ принята в 2011-2015 годах программа[2] по развитию строительства транспортной и коммуникационной инфраструктуры. Это дало возможность развитию производства, транспорта, инженерной инфраструктуры в регионах и в целом по стране. 6 марта 2015 года принято очередное Постановление Президента Республики Узбекистан №ПП-2313 «О Программе развития и модернизации инженерно-коммуникационной и дорожно-транспортной инфраструктуры на 2015-2019 годы», предусматривающее логическое продолжение строительства и реконструкции участков автодорог республики, входящих в состав Узбекской национальной автомагистрали на 2015-2019 годы.

Реализация проекта позволит обеспечить динамичный рост экономики страны, социальное развитие и укрепление связей, повышение конкурентоспособности и эффективности других отраслей экономики путем предоставления возможности беспрепятственного выхода хозяйствующих субъектов на региональные и международные рынки, рост предпринимательской и деловой активности, непосредственно влияющей на качество жизни и уровень социальной активности населения.

Использованные источники:

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ОСОБЕННОСТИ И ФОРМЫ СЛИЯНИЯ КОМПАНИЙ В РОССИИ

Аннотация: В данной статье нами были рассмотрены особенности и формы процедуры слияния в российской практике. Слияние является реальным инструментом для развития бизнеса, так как оно позволяет объединить бизнес-активы партнеров и справедливо распределить между ними доли в новом бизнесе. Также нами были обозначены цели объединения предприятий, преимущества и недостатки этой процедуры.

Ключевые слова: слияние компаний, формы слияния компаний, присоединение, реорганизация юридического лица.

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FEATURES AND FORMS OF COMPANIES' MERGER IN RUSSIA

Annotation: In this article, we have considered the features and forms of the merger procedure in Russian practice. The merger is a real tool for business development, as it allows you to combine business assets of partners and fairly distribute shares in the new business among them. We also outlined the goals of the business association, the advantages and disadvantages of this procedure.

Key words: merger of companies, forms of merger of companies, joining, reorganization of a legal entity.

Ввиду того, что мелкие предприятия часто сталкиваются с проблемами выживания в условиях жесткой рыночной конкуренции, им приходится либо прекращать свою деятельность, либо искать другие формы осуществления предпринимательской деятельности. Объединить бизнес можно с помощью такой процедуры как реорганизация в форме слияния. Эта процедура предусматривает объединение несколько юридических лиц в одно новое, к которому переходят все права и обязанности реорганизуемых организаций, а последние прекращают свое существование[1].

Слияние компаний – это процесс объединения всех видов активов двух или более организаций. Вследствие этого, предприятия, которые участвуют в слиянии, завершают свою деятельность, а вместо них на рынке создается новая крупная компания. Она является правопреемницей объединившихся компаний, поэтому отвечает за обязательства тех фирм, на базе которых была основана[2].

Присоединение и слияние являются двумя схожими формами реорганизации, но, тем не менее, между ними есть существенные различия. Поэтому выбор между ними происходит в соответствии с особенностями и характеристиками конкретных предприятий.

Присоединение – это единственная форма реорганизации, в результате которой в ЕГРЮЛ не вносятся сведения о новом предприятии, а одно или несколько юридических лиц снимаются с регистрационного учета. При этом все активы и обязанности в результате закрытия ООО через слияние предприятий переходят к правопреемнику, у которого сохраняется организационно-правовая форма.

Что касается слияния двух фирм в одну, то в результате этой процедуры ликвидируются все участники, а на их базе возникает новое предприятие, с совершенно другими регистрационными данными. Оно объединяет все активы предшественников и позволяет начать новую деятельность более эффективно, с расширенным кругом возможностей.

В целом процедура слияния сложнее, чем процедура присоединения. Однако первая форма предоставляет максимально равные возможности всем реорганизуемым предприятиям, а при второй форме могут быть нарушены права участников.

Причинами объединений ресурсов предприятий являются:

– жесткая конкуренция и наличие в конкурентной среде влиятельных игроков;

– выбор альтернативного пути при необходимости ликвидации предприятия из-за повышенного долгового давления, включая вариант слияния должника с кредитором;

– диверсификация производства посредством слияния предприятий различных форм деятельности;

– низкая рентабельность или негативная репутация одной из организаций, руководство которой не хочет ликвидировать бизнес-проект.

Целями объединения предприятий могут являться: расширение рынка сбыта, усиление конкурентных позиций, повышение качества выпускаемой продукции, снижение затрат за счет диверсификации производства, расширение ассортимента продукции, повышение уровня распознания в целевом сегменте, формирование положительной репутации и ассоциативного

[1]Федеральный закон от 08.02.1998 N 14-ФЗ (ред. от 23.04.2018) "Об обществах с ограниченной ответственностью"

[2] Орехов С. А. Корпоративное управление: учебник для академического бакалавриата, 2019.

бренда, модернизация производственных мощностей, внедрение инновационных разработок, рост рентабельности, рост потенциала инвестирования, создание более крупного оборотного капитала, увеличение стоимости акций фирм, повышение порога кредитоспособности.

Формы слияния по критерию вида объединения:

1. Горизонтальное – это объединение компаний-конкурентов, выпускающие идентичную продукцию и имеющие общий рынок сбыта.
2. Вертикальное – объединяются разные направления бизнеса для увеличения контроля над цепочкой производства от сырьевой базы до конечного потребителя (например, агрокомпания объединяется с заводом по производству семян или удобрений).
3. Родовое – это объединение взаимосвязанных производств (например, производитель мобильных телефонов и производитель аксессуаров для гаджетов).
4. Конгломератное – объединение несвязанных компаний из разных производственных сфер. Цель – расширение ассортимента.
5. Экспансионно-географическое – объединение с целью увеличения каналов сбыта.

Формы слияния по национальному и культурному признаку:

1) Национальное – осуществляется между компаниями, ведущие свою деятельность на территории одного государства;
2) Транснациональное – между предприятиями, которые осуществляют свою деятельность на территории разных стран.

Слияние фирм может быть положительным или отрицательным, что зависит от отношения руководящего звена. Целью реорганизация могут являться усиление производственных мощностей или наращивание финансовой базы, в соответствии величин объединяемых активов.

Для большинства организаций законодательство не содержит запретов на реорганизацию путем слияния, т.е. его может осуществить любое юридическое лицо. Но в определенных случаях реорганизуемым компаниям необходимо получить одобрение антимонопольного органа. Например, в случае, если суммарная стоимость активов всех участников реорганизации превышает 7 миллиардов рублей, или их суммарная выручка за предшествующий слиянию год превысила 10 миллиардов рублей (п. 1 ст. 27 закона от 26.07.2006 № 135-ФЗ "О защите конкуренции")[3]. При этом нет ограничений по числу юридических лиц, которые участвуют в слиянии. На практике же, чаще всего слияние производят две-три компании.

Главной тенденцией стала консолидация активов. Предприятия зачастую прибегают к выкупу собственных акций: такая практика имеется у «Роснефть», «Мегафон» и «Лукойл», которые выкупили значительные пакеты собственных ценных бумаг (см. табл. 1).

[3] Федеральный закон от 26.07.2006 N 135-ФЗ (ред. от 18.07.2019) "О защите конкуренции"

Таблица 1

Крупнейшие сделки на российском рынке M&A за 2018 год

Объект сделки	**Сектор**	**Покупатель**	**Продавец**	**Приобретённая доля, %**	**Сумма сделки, млн долл. США**
НК «Роснефть»	Нефтегазовый	Катарский суверенный фонд	Glencore	9,18	4 427
«ЛУКОЙЛ»	Нефтегазовый	«ЛУКОЙЛ»	Миноритарные акционеры	5,2	3 000
«Арктик СПГ-2»	Нефтегазовый	Total SA	«НОВАТЭК»	10,0	2 550
«Магнит»	Потребительский	«Банк ВТБ»	Сергей Галицкий (частный инвестор)	29,1	2 442
НК «Роснефть»	Нефтегазовый	НК «Роснефть»	Миноритарные акционеры	3,2	2 000
«Промсвязьбанк»	Банковские услуги и страхование	ГК «Агентство по страхованию вкладов»	Частные акционеры	99,9	1 967
«Донской табак»	Потребительский	Japan Tobacco Inc.	«ГРУППА АГРОКОМ»	100,0	1 582
OC Oerlikon Management	Инновации и технологии	Владимир Кремер (частный инвестор) Евгений Ольховик (частный инвестор)	Группа компаний «Ренова»	23,1	1 324
«МегаФон»	Телекоммуникации и медиа	«МегаФон»	Миноритарные акционеры	18,6	1 124
AliExpress Russia	Инновации и технологии	«Мегафон»; Mail.ru Group; Российский фонд прямых инвестиций	Alibaba Group	52,0	1 053

При совмещении ресурсной базы нескольких крупных организаций требуется согласие антимонопольного комитета – в соответствии с ФЗ от 26.07.2006 № 135-ФЗ эта норма касается фирм, стоимость активов которых по последним отчетам была выше 7 млрд. руб. или суммарная выручка за предыдущий год была приблизительно равна 10 млрд. руб. и более[4]. При производстве процедуры банкротства запрещено рассматривать варианты реорганизации компании путем слияния (ст. 64 ФЗ от 26.10.2002 N 127-ФЗ «О несостоятельности (банкротстве)»)[4].

Реорганизация юридического лица в форме слияния предусматривает соблюдение определенного порядка действий каждым реорганизуемым лицом. В противном случае процесс может значительно затянуться во времени или вовсе станет невозможным. Поэтому здесь важна слаженная работа всех участников реорганизации, к которым предъявляются одинаковые требования.

Рассмотрим этапы проведения реорганизации в форме слияния:

Первый этап – принятие решения о слиянии. Данное решение принимается общим собранием каждого юридического лица. В нем должно содержаться единогласное решение участников о проведении реорганизации в виде слиянии с указанием конкретных юр.лиц.

На этом же собрании должен быть утвержден договор о слиянии, содержащий:

– порядок и условия процедуры реорганизации - слияния;

– порядок обмена долей в реорганизуемых обществах на доли в новой организации;

– срок проведения объединенного собрания создаваемого юридического лица.

Только после принятия соответствующего решения в каждом реорганизуемом обществе можно приступить к следующему этапу реорганизации.

Второй этап – уведомление налогового органа о том, что начата реорганизация ООО в форме слияния (форма Р12003). Уведомление с приложением протоколов общих собраний каждой компании подается в трехдневный срок после принятия решения о реорганизации в налоговый орган по месту нахождения одного из реорганизуемых юридических лиц. Однако стоит учесть то, что новое юридическое лицо будет зарегистрировано в той же налоговой.

Третий этап – уведомление кредиторов. Согласно закону РФ, реорганизуемые юридические лица должны сообщить всем заинтересованным лицам о предстоящем слиянии. Сообщение публикуется от имени всех организаций одна из них, определенная договором, или последняя из принявших решение о реорганизации. Но практика показывает, что всем участникам реорганизации имеет смысл дополнительно письменно уведомить своих контрагентов, что идет реорганизация предприятия – слияние с такими-то юридическими лицами и образование новой компании.

Четвертый этап – подписание договора о слиянии с одновременным формированием каждым юридическим лицом разделительного баланса и передаточного акта. В некоторых случаях целесообразно

[4] Федеральный закон от 26.10.2002 N 127-ФЗ (ред. от 03.07.2019) "О несостоятельности (банкротстве)"

провести оценку активов каждого предприятия – это позволит более точно определить стоимость долей. Завершается этот этап утверждением общим собранием устава нового юридического лица, а также утверждением его уставного капитала и исполнительного органа[5].

Пятый этап – регистрация нового юридического лица с одновременным прекращением регистрации всех участников реорганизации. С момента внесения соответствующей записи в ЕГРЮЛ все права и обязанности прежних юридических лиц переходят новой организации. На этом реорганизация юридического лица – слияние, считается завершенной.

События, являющиеся следствием слияния:

1. Две (или больше) фирмы официально прекращают свою деятельность и снимаются с регистрационного учета.

2. В ЕГРЮЛ появится запись о постановке на учет нового юридического лица.

3. Все права и обязанности, а также имущество и долги ликвидированных предприятий перейдут ко вновь созданному. В некоторых случаях на проведение слияния нужно согласие антимонопольного комитета, поскольку в результате этой процедуры может образоваться крупное предприятие-монополист. Также часто происходит слияние фирм, которое является альтернативой ликвидации, посредствам которого получается быстро прекратить существование убыточных компаний.

При процедуре слияния должны быть оформлены два перечня необходимых документов. Первый список требуется при создании нового юридического лица, второй – следует после процедуры государственной регистрации. При составлении пакета документации следует обращать внимание на требования ФЗ от 08.08.2001 № 129-ФЗ[6].

Спустя 5 рабочих дней с момента подачи пакета документов можно обращаться в ИФНС для получения второго экземпляра устава со свидетельством о государственной регистрации, выпиской ЕГРЮЛ, документов, подтверждающих постановку нового субъекта хозяйствования на налоговый учет. Дополнительно выдается документация о ликвидации всех предприятий, которые подверглись реорганизации.

Реорганизация в форме слияния предусматривает, что создаваемое юридическое лицо уже сразу обладает определенным набором прав и обязательств перед третьими лицами, т.к. к нему переходят все долги и права требования от каждого участника слияния. Именно поэтому реорганизация в форме слияния и присоединения нередко рассматривается как альтернативный вариант ликвидации, т.к. позволяет «избавиться» от компании с проблемами.

Преимуществом слияния предприятий может являться получение быстрого положительного эффекта. Данный метод способствует повышению конкурентоспособности, а также достигнуть отлаженной организационной структуры ведения бизнеса в новом секторе рынка. Дополнительным

[5] Зеленский С. Ю. Комарова Т. В. Виды и этапы сделок по слиянию и поглощению компаний, 2014.

[6] Федеральный закон от 08.08.2001 N 129-ФЗ (ред. от 27.12.2018) "О государственной регистрации юридических лиц и индивидуальных предпринимателей" (с изм. и доп., вступ. в силу с 01.01.2019)

преимуществом может быть вероятность образования существенного объема нематериальных ресурсов, играющие ключевую роль в ряде направлений деятельности.

Недостатками развития данной процедуры можно назвать следующие моменты:

– необходимость существенных денежных вливаний на этапе реорганизации;

– риск переоценки выгод;

– кадровые проблемы, которые обусловлены возможным сокращением штата и объединением нескольких укрепившихся коллективов;

– несовместимость национальных и культурных особенностей работы при слиянии компаний в разных странах.

Таким образом, слияние может стать реальным инструментом для развития бизнеса. Данная процедура позволяет объединить бизнес- активы партнеров и справедливо распределить между ними доли в новом бизнесе. Особенно это актуально в тех случаях, когда действующий бизнес имеет большое число активов, передача которых в ином порядке, чем реорганизация, сильно затруднена.

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ИССЛЕДОВАНИЕ ПАРАМЕТРИЧЕСКИХ ХАРАКТЕРИСТИК КОНКУРЕНТНЫХ ПРЕИМУЩЕСТВ ОРГАНИЗАЦИИ

Аннотация: Основная задача, стоящая перед экономическими субъектами все последние десятилетия, была связана с поиском методов и инструментов, позволяющих обеспечить высокий уровень эффективности механизмов управления конкурентоспособностью этих бизнес - структур, на фоне беспрецедентно усилившейся конкуренции. Получение и обеспечение устойчивости конкурентного преимущества в долгосрочной перспективе представляет собой стратегическую цель развития для любого предприятия. С этих позиций всесторонний анализ проблем, связанных с моделированием в будущем конкурентного экономического поведения и выбором ключевых направлений формирования конкурентных преимуществ предприятия представляется наиболее актуальным и значимым для отечественной экономической науки и практики хозяйствования.

Ключевые слова: конкуренция, конкурентное преимущество, развитие, потенциал, результат.

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RESEARCH OF PARAMETRIC CHARACTERISTICS OF COMPETITIVE ADVANTAGES OF AN ORGANIZATION

Annotation: The main task facing economic entities over the past decades has been to find methods and tools to ensure a high level of efficiency of mechanisms for managing the competitiveness of these business structures, against the background of unprecedented increased competition .Obtaining and ensuring the sustainability of a competitive advantage in the long term is a strategic development goal for any enterprise. From these positions, a comprehensive analysis of the problems

associated with the future modeling of competitive economic behavior and the choice of key areas for the formation of competitive advantages of the enterprise is the most relevant and significant for domestic economic science and business practice.

Key words: competition, competitive advantage, development, potential, result.

Целевым результатом (эффектом), к которому должно стремиться предприятие в процессе управления своими рыночными возможностями, должно стать получение им конкурентных преимуществ. Обусловлено это объективными и, в определенной степени, субъективными обстоятельствами, игнорировать которые экономический субъект не имеет права.

Таким образом, значимость конкурентных преимуществ для предприятия, точнее поиск источников их получения и реализации на конкурентных товарных рынках, представляется весьма актуальной, ввиду того, что не существует в рыночном пространстве предприятия, у которого отсутствовала бы потребность со стороны покупателей на его товары (услуги), а следовательно не может быть у него рыночных возможностей, которые бы существовали без конкурентных преимуществ, потому что, именно, они придают черты и качества, делающие предприятие узнаваемым среди других конкурирующих на рынке субъектов экономической деятельности, обеспечивая защиту предприятия от агрессивного (негативного) влияния конкурентных сил.

Конкурентное преимущество — это система, которая обладает определенной эксклюзивной ценностью, позволяющей ей превосходить своих конкурентов в различных сферах хозяйственной деятельности, включая ресурсосбережение, которое позволяет экономическому субъекту более эффективно использовать свои ресурсы и развивать потенциал.

В качестве базы, позволяющей оценить конкурентные преимущества предприятия, могут быть заявлены его основные цели и задачи, которые предприятие может реализовать, исходя из существующих рыночных реалий, следуя установленным стандартам качества их исполнения. Сдвиги и преобразования структурного и функционального характера, имеющие место быть в деятельности предприятия, необходимы ему для обеспечения эффективной операционной деятельности, а также приведение основных компетенций, которыми владеет предприятие, в соответствие с условиями окружающей среды. По сути, можно говорить о том, что процесс формирования и развития конкурентных преимуществ предприятия представляет собой некие системные изменения и структурные преобразования, требующие разработки и реализации механизма по их управлению.

В процессе развития конкурентных преимуществ предприятие формирует свой потенциал, представляющий, по сути, совокупность имеющихся у него ресурсов для достижения поставленных целей и задач с получением такого конечного результата (эффекта), которые был бы ожидаем или вполне приемлем для экономического субъекта. Необходимо понимать, что могут быть одновременно применены различные способы и инструменты, позволяющие использовать потенциал предприятия в условиях единства целей и задач, реализация которых обусловлена воздействием внешняя среда. Очевидно, что процесс функционирования любого экономического субъекта имеет в своей основе две ключевые компоненты: развитие субъекта (формирование или получение конкурентных преимуществ) и целевая функция (деятельность субъекта) (использование конкурентных преимуществ). При этом, задача развития субъекта посредством получения или создания конкурентных преимуществ может выглядеть как процесс выбора наиболее успешного сценария развития предприятия, позволяющего использовать в каждый отрезок времени имеющийся потенциал, допускающий хотя бы один из множества способов, направленных на получение требуемых результатов хозяйственной деятельности.

В таком контексте, становится понятным и очевидным, что получение предприятием какого-либо конкурентного фактора не является достаточным основанием для создания конкурентного преимущества, то есть такой фактор должен стать действительно решающим преимуществом в конкурентной борьбе, он должен иметь определенную значимость для предприятия в борьбе за потребительский спрос и удовлетворение потребностей потенциальных покупателей продукции предприятия, но также, базироваться на таких эксклюзивных ценностях, как уникальность бизнеса, осуществляемого экономическим субъектом и уникальность товара (услуги), им создаваемым.

В целом, можно выделить шесть базовых групп факторов, определяющих наличие у предприятия конкурентных преимуществ или возможности их получения:

- ✓ факторы ресурсные;
- ✓ факторы технологические;
- ✓ факторы инновационные;
- ✓ факторы глобальные;
- ✓ факторы социально-культурные;
- ✓ факторы организационно-структурные[1].

Кроме того, фактором, обеспечивающим получение предприятием конкурентных преимуществ, становится наличие у него высокого уровня компетентности, позволяющей превосходить своих конкурентов в разных сферах деятельности. Обеспечить предприятие конкурентными преимуществами, это также означает - превзойти своих конкурентов в ресурсах (качество, цена и др.) и компетенции (мастерство, умение, навыки).

Необходимо иметь в виду, что каждое из конкурентных преимуществ, которыми владеет предприятие, обладает определенным ресурсным потенциалом, следовательно, занимаемые предприятием на рынке конкурентные позиции должны быть определены исходя из количественных показателей оценки конкурентных преимуществ, их значимости (доступности для копирования конкурентами) и длительности стадий жизненного цикла самого конкурентного преимущества. Очевиден факт, что чем большее количество уникальных, сложновыполнимых и недоступных для повторения

[1] Коротченко А.М. Современные концепции стратегического менеджмента. М.: «Дека», 2014.

конкурентных преимуществ, тем сильнее стратегические конкурентные позиции предприятия на рынке.

В настоящее время в экономической литературе выделяются несколько наиболее важных параметрических характеристик.

1. Согласно предложенной Ж. Ж. Ламбеном классификации, можно выделить две укрупненные группы конкурентных преимуществ предприятия (внешние и внутренние), обусловленных влиянием различных факторов.

Внешнее конкурентное преимущество построено на отличительных характеристиках товара, формирующих ценность для потребителя посредством либо снижения совокупных издержек, либо повышения эффективности.

Внутреннее конкурентное преимущество построено на исключительном превосходстве предприятия в части: управления производственными затратами, управления товарно-материальными запасами, а также в части общего управления предприятием, которые, в конечном счете, и создают эксклюзивную ценность для предприятия-изготовителя, давая ему возможность получать себестоимость продукции ниже, чем у конкурирующих с ним субъектов рынка.

Стоит отметить, что указанные категории конкурентных преимуществ чаще всего несовместимы друг с другом, ввиду разной природы их возникновения (происхождения), требуются совершенно различные инструменты, навыки, умения и даже культура для их формирования и дальнейшего развития.

Влияние на внешние факторы со стороны предприятия весьма ограничено, если не сказать, что оно вообще не возможно в определенном смысле, чего нельзя сказать о внутренних факторах, которые могут и должны быть контролируемы.

2. Еще одно классификация конкурентных преимуществ, основанных на анализе их параметрических характеристик, позволяет выделить также две категории конкурентных преимуществ (высокого и низкого порядка).

Конкурентные преимущества низкого порядка обусловлены наличием и использованием потенциала недорогих ресурсных источников (рабочая сила, материальные ресурсы, энергии). Низкий порядок этих конкурентных преимуществ означает, что их природа аморфна, есть опасения, что они могут быть весьма неустойчивыми и их легко утратить, ввиду наблюдаемого повышения цен на эти ресурсы, либо по причине их активного использования также и конкурентами, так как их стоимость невелика. Другими словами, конкурентные преимущества низкого порядка относятся к преимуществам, имеющим низкий порог устойчивости, они просто не в состоянии обеспечить предприятию в стратегической перспективе конкурентные преимущества и лидирующие позиции на рынке длительное время.

Конкурентные преимущества высокого порядка представлены следующими параметрическими характеристиками: уникальность продукта, уникальность технологии, примененной при ее производстве, оптимизация маркетинговой структуры, форма организация производства, позитивный имидж и отличная деловая репутация предприятия[2].

3. В зависимости от природы возникновения конкурентные преимущества также могут быть дифференцированы на две категории (абсолютные и относительные конкурентные преимущества).

Абсолютные конкурентные преимущества (иначе называемые условно-постоянными) представляют собой некую «данность от природы» (например, географическое расположение) рассматриваясь в этом контексте как преимущества низкого порядка, чем относительные конкурентные преимущества (условно-переменные), суть которых состоит в том, что предприятие имеет в своем активе высокие технологии и инновации, а их результативность применения обусловлена только степенью эффективности принятых управленческих решений. Это позволяет сделать вывод о безграничности использования относительных конкурентных преимуществ в сравнении с абсолютными конкурентными преимуществами, не являющимися воспроизводимыми и бесконечными.

Таким образом, обобщая все изложенное в данной статье, приходим к выводу о том, что параметрические характеристики конкурентных преимущества предприятия многоаспектны и их отличительные особенности обусловлены разнообразием форм, зависящих от специфики отрасли, товара и рынка.

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АНАЛИЗ НОРМАТИВОВ БЕЗОПАСНОГО ФУНКЦИОНИРОВАНИЯ СТРАХОВЫХ ОРГАНИЗАЦИЙ РЕСПУБЛИКИ БЕЛАРУСЬ

Аннотация: В статье показано значение нормативов безопасного функционирования для страховых организаций. Представлена методика о расчета нормативов. Проведен анализ выполнения нормативов безопасного функционирования страховыми организациями, функционирующими в Республике Беларусь. Предложены мероприятия, призванные улучшить финансово-хозяйственную деятельность страховщиков.

Ключевые слова: нормативы безопасного функционирования, страховая деятельность, страховой рынок, финансово-хозяйственная деятельность, финансовый анализ.

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ANALYSIS OF STANDARDS OF SAFE FUNCTIONING OF INSURANCE ORGANIZATIONS OF THE REPUBLIC OF BELARUS

Annotation: The article shows the importance of safe functioning standards for insurance organizations. The methodology on calculation of standards is presented. An analysis of the implementation of safe functioning standards by insurance organizations operating in the Republic of Belarus has been carried out. Measures are proposed to improve the financial and economic activity of insurers.

Key words: standards of safe functioning, insurance activity, insurance market, financial and economic activity, financial analysis.

В последнее время термин ”страхование“ все прочнее закрепляется в нашей жизни. Переход к рыночным отношениям обусловил необходимость коренной перестройки финансовой системы, страхованию уделяется первоочередное внимание. В условиях становления рыночных отношений государство закономерно утрачивает функции гаранта возмещения своим гражданам и предприятиям убытков, вызванных экономическими факторами.

Эту роль должен принять на себя развернутый и устойчивый страховой рынок, который обеспечит условия для роста предпринимательской активности, предоставит защиту средств производства от любых случайностей, повысит инвестиционный потенциал государства и даст возможность увеличить общественное богатство.

Для все большего числа страхователей существенными являются не только тарифы и условия договоров, но и надежность страховщика. Все это обусловливает разработку дополнительных мер по совершенствованию методов оценки и повышения уровня финансовой устойчивости страховых организаций.

Так, для выявления факторов, оказывающих влияние на финансовое состояние, подготовки заключений о финансовом состоянии и устойчивости страховой организации, а также для принятия соответствующих управленческих решений в настоящее время в Республике Беларусь действуют нормативы безопасного функционирования для страховых организаций. Отметим, что Постановлением Министерства финансов Республики Беларусь от 20 июня 2014 г. №38 установлены нормативы безопасного функционирования для страховых организаций и утверждена Инструкция о порядке расчета, применения и оценки выполнения нормативов безопасного функционирования для страховых организаций [1].

Необходимость данных нормативов обусловлена потребностями как страхователей и иных контрагентов страховой организации, так и самих страховщиков. Страхователи заинтересованы в получении надежной и качественной страховой защиты, инвесторы – в безопасности капиталовложений в акции страховщиков. С другой стороны, данная процедура позволяет своевременно обнаружить признаки возможной несостоятельности страховой организации и предпринять меры по ее предотвращению.

Для страховых организаций, осуществляющих виды страхования иные, чем страхование жизни, и страховых организаций, осуществляющих страховую деятельность исключительно по перестрахованию, установлены следующие нормативы безопасного функционирования:

1. норматив, характеризующий убыточность страховой деятельности;
2. норматив достаточности страховых резервов;
3. норматив достаточности резервов убытков;
4. норматив достаточности собственного капитала;
5. норматив текущей ликвидности;

6. норматив, характеризующий эффективность страховой и финансово- хозяйственной деятельности.

Для страховых организаций, осуществляющих виды страхования, относящиеся к страхованию жизни, установлены следующие нормативы безопасного функционирования:

1. норматив достаточности собственного капитала; данный норматив определяет адекватность собственного капитала (как источника средств для выполнения обязательств перед страхователями в случае недостаточности средств страховых резервов) по отношению к объему принятых страховой организацией на себя страховых рисков, выраженных в страховых резервах;

2. норматив покрытия страховых резервов; он отражает величину оборотного капитала страховой организации, способного покрыть свои обязательства, в объеме страховых резервов, и определяется как отношение краткосрочных активов к страховым резервам, образованным на отчетную дату;

3. норматив, характеризующий эффективность финансово-хозяйственной деятельности; он определяется как отношение прибыли к расходам страховой организации [1].

Таблица 1 – Допустимые значения нормативов безопасного функционирования

Показатель	**Нормативное значение**
Норматив, характеризующий убыточность страховой деятельности, с учетом доли перестраховщика	макс. 1,0
Норматив, характеризующий убыточность страховой деятельности, без учета доли перестраховщика	макс. 1,0
Норматив достаточности страховых резервов на основании страховых выплат	мин. 1,0
Норматив достаточности страховых резервов на основании страховых взносов	макс. 1,0
Норматив достаточности резерва убытков	мин. 0
Норматив достаточности собственного капитала	мин. 0,3
Норматив текущей ликвидности	мин. 1,0
Норматив, характеризующий эффективность страховой деятельности	мин. 0
Норматив, характеризующий эффективность финансово-хозяйственной деятельности	мин. 0
Норматив покрытия страховых резервов	мин. 1,0

Источник: собственная разработка на основе [1]

Расчет нормативов безопасного функционирования производится на основании данных учета и форм бухгалтерской отчетности страховой организации, установленных постановлением Министерства финансов Республики Беларусь от 11 января 2010 г. № 2 ”Об отдельных вопросах ведения бухгалтерского учета, составления и представления бухгалтерской отчетности страховыми организациями и внесении изменений и дополнений в некоторые постановления Министерства финансов Республики Беларусь“.

Оценка выполнения страховыми организациями нормативов безопасного функционирования осуществляется страховыми организациями, Министерством финансов Республики Беларусь на основании отчетности, представляемой страховыми организациями в установленном законодательством порядке в Министерство финансов Республики Беларусь, а также в ходе контрольной (надзорной) деятельности.

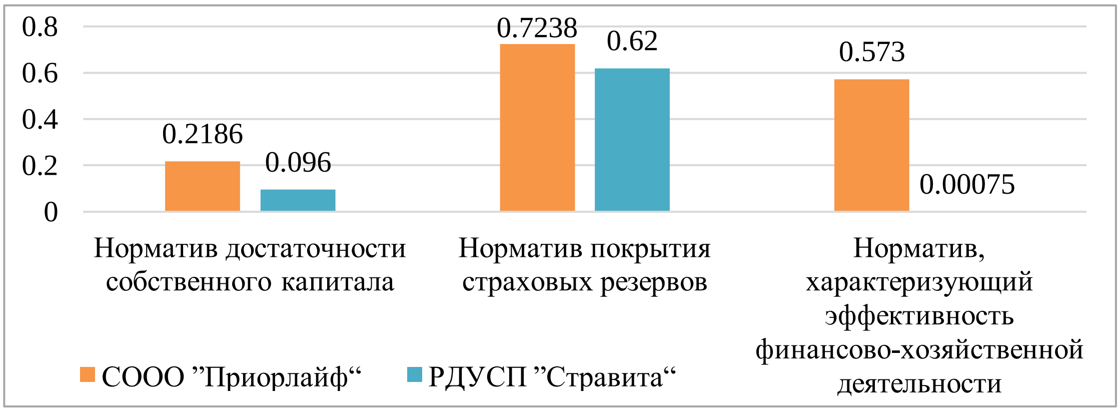
Оценка выполнения и анализ соблюдения страховыми организациями нормативов безопасного функционирования осуществляется в динамике за ряд периодов для выявления тенденций в изменении финансового состояния страховой организации.

Проведем анализ по нормативам безопасного функционирования белорусских страховых организаций. На данный момент на страховом рынке Республики Беларусь действует 15 страховых и 1 перестраховочная организация. Из них только 2 относятся к страхованию жизни: РДУСП ”Стравита“ и СООО ”Приорлайф“.

Для начала проанализируем выполнение нормативов безопасного функционирования страховыми организациями, осуществляющих виды страхования, относящиеся к страхованию жизни, за 2017-2018 гг.

Показатели нормативов безопасного функционирования СООО ”Приорлайф“ и РДУСП ”Стравита“ за 2017 год представим на рисунке 1.

Рисунок 1 – Показатели нормативов безопасного функционирования

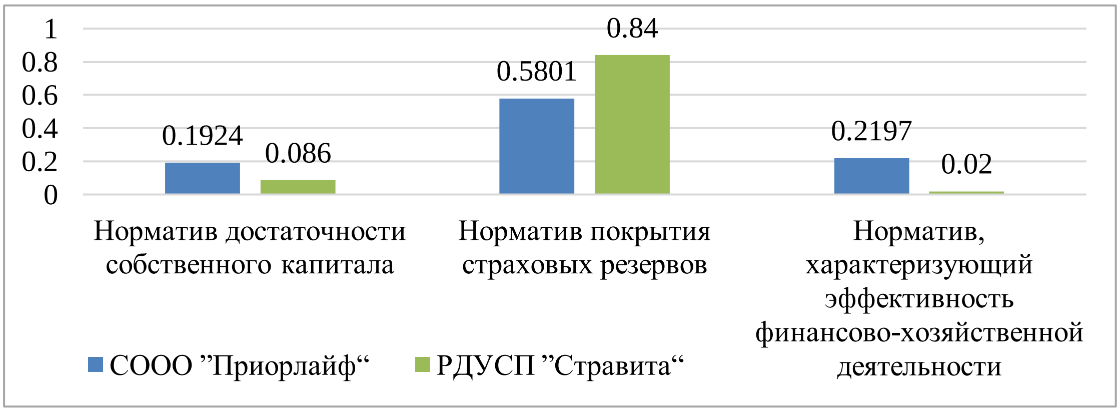


СООО ”Приорлайф“ и РДУСП ”Стравита“ за 2017 год

Примечание – Источник: собственная разработка на основе [2]

Показатели нормативов безопасного функционирования СООО ”Приорлайф“ и РДУСП ”Стравита“ за 2018 год отражены на рисунке 2.

Рисунок 2 – Показатели нормативов безопасного функционирования



СООО ”Приорлайф“ и РДУСП ”Стравита“ за 2018 год

Примечание – Источник: собственная разработка на основе [2]

Согласно проведенным расчетам, представленным на рисунках 1 и 2, можно сделать следующие выводы:

1) Норматив достаточности собственного капитала не достигает минимум (0,3) ни в СООО ”Приорлайф“, ни в РДУСП ”Стравита“, следовательно, в случае нехватки собственных резервов для покрытия существующих убытков, собственного капитала каждой из страховых организаций будет недостаточно для возмещения оставшейся после израсходования резервов суммы обязательств.

2) Минимальное значение норматива покрытия страховых резервов составляет 1,0. Так как и в СООО ”Приорлайф“, и в РДУСП ”Стравита“ он ниже допустимого значения, то не существует резервов для покрытия существующих убытков в полном объеме на протяжении всех анализируемых периодов.

3) Колебания показателя эффективности финансово-хозяйственной деятельности СООО ”Приорлайф“ свидетельствует, что страховая организация имеет проблемы с финансовым положением на страховом рынке, но положительная динамика других показателей свидетельствует о поэтапном развитии СООО ”Приорлайф“ и принятия эффективных мер для улучшения всех показателей.

Показатели эффективности финансово-хозяйственной деятельности РДУСП ”Стравита“ являются выше нормативных показателей, а, следовательно, страховая организация характеризуется устойчивой финансово-хозяйственной деятельность.

Таким образом, сравнив две страховые организации, можно сказать о том, что нормативы безопасного функционирования выполняются у СООО ”Приорлайф“ лучше, нежели чем у РДУСП ”Стравита“. Но в 2018 году РДУСП ”Стравита“ улучшило свое состояние, и норматив покрытия страховых резервов почти приблизился к 1, в то время как у СООО ”Приорлайф“ стоит на месте.

Затем проанализируем выполнение нормативов безопасного функционирования страховыми организациями, осуществляющими виды страхования иные, чем страхование жизни, за 2017-2018 гг.

Статистические данные, отражающие динамику норматива, характеризующего убыточность страховой деятельности, определяемого как сумма коэффициента затрат (расходов) и коэффициента убыточности, приведены в таблице 2. Максимально допустимое значение равно 1. Данный норматив характеризует уровень расходов страховой организации и уровень страховых выплат в заработанной премии.

Таблица 2 – Динамика норматива, характеризующего убыточность страховой деятельности, за 2017-2018 гг.

Страховая организация	**Норматив**	**2017**	**2018**	**Темп прироста, %**
СООО ”Белкоопстрах“	С учетом доли	0,237	0,622	162,45
	Без учета доли	0,240	0,633	163,75
ЗАСО ”Кентавр“	С учетом доли	0,617	0,477	-22,69
	Без учета доли	0,628	0,491	-21,82

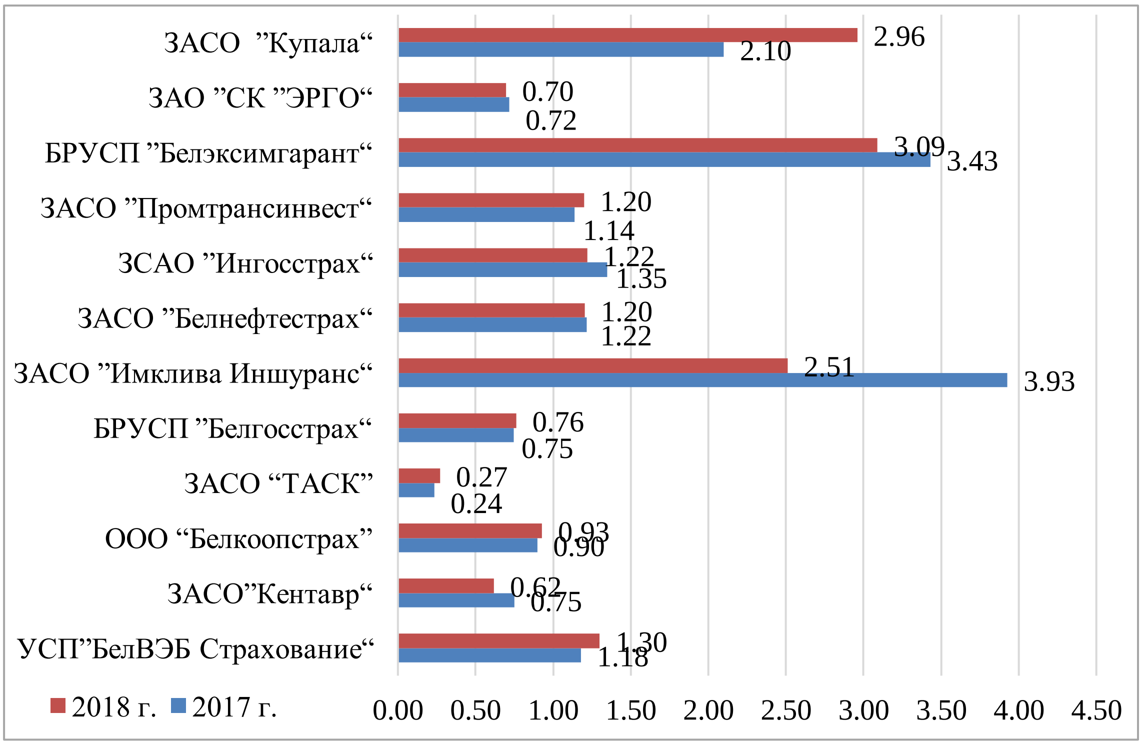
ЗАСО ”ТАСК“	С учетом доли	0,861	0,880	2,21
	Без учета доли	0,655	0,675	3,05
БРУСП ”Белгосстрах“	С учетом доли	0,840	0,808	-3,81
	Без учета доли	0,829	0,789	-4,83
ЗАСО ”Белнефтестрах“	С учетом доли	0,828	0,837	1,09
	Без учета доли	0,840	0,856	1,90
ЗСАО ”Ингосстрах“	С учетом доли	0,719	0,764	6,26
	Без учета доли	0,707	0,729	3,11
БРУСП ”Белэксимгарант“	С учетом доли	0,160	0,240	50,00
	Без учета доли	0,190	0,440	131,58
ЗАО ”СК ”ЭРГО“	С учетом доли	0,749	0,803	7,21
	Без учета доли	0,766	0,793	3,52
СБА ЗАСО ”Купала“	С учетом доли	0,960	0,780	-18,75
	Без учета доли	0,980	0,770	-21,43
УСП ”БелВЭБ Страхование“	С учетом доли	0,907	0,805	-11,25
	Без учета доли	0,876	0,770	-12,10
ЗАСО ”Имклива Иншуранс“	С учетом доли	0,544	0,227	-58,27
	Без учета доли	0,543	0,230	-57,64
ЗАСО ”Промтрансинвест“	С учетом доли	0,256	0,267	4,30
	Без учета доли	0,564	0,547	-3,01

Источник: собственная разработка на основе [2]

Согласно расчетам норматива, характеризующего убыточность страховой деятельности, приведенным в таблице 2, показатель не превысил допустимого значения на протяжении 2 лет у всех рассматриваемых страховых организаций, что свидетельствует о том, что страховые организации допускает наличие убытков, однако способны без трудностей покрыть их за счёт имеющихся страховых резервов. Также следует отметить, что у половины страховых организаций норматив в течении 2-х лет уменьшался, что положительно влияет на безопасное функционирование этих организаций.

Динамика норматива достаточности страховых резервов на основании страховых выплат, определяемого как отношение страховых резервов, сформированных страховой организацией на отчетную дату, к среднему значению объема страховых выплат за три года (36 месяцев), предшествующих отчетной дате, представлена на рисунке 3.

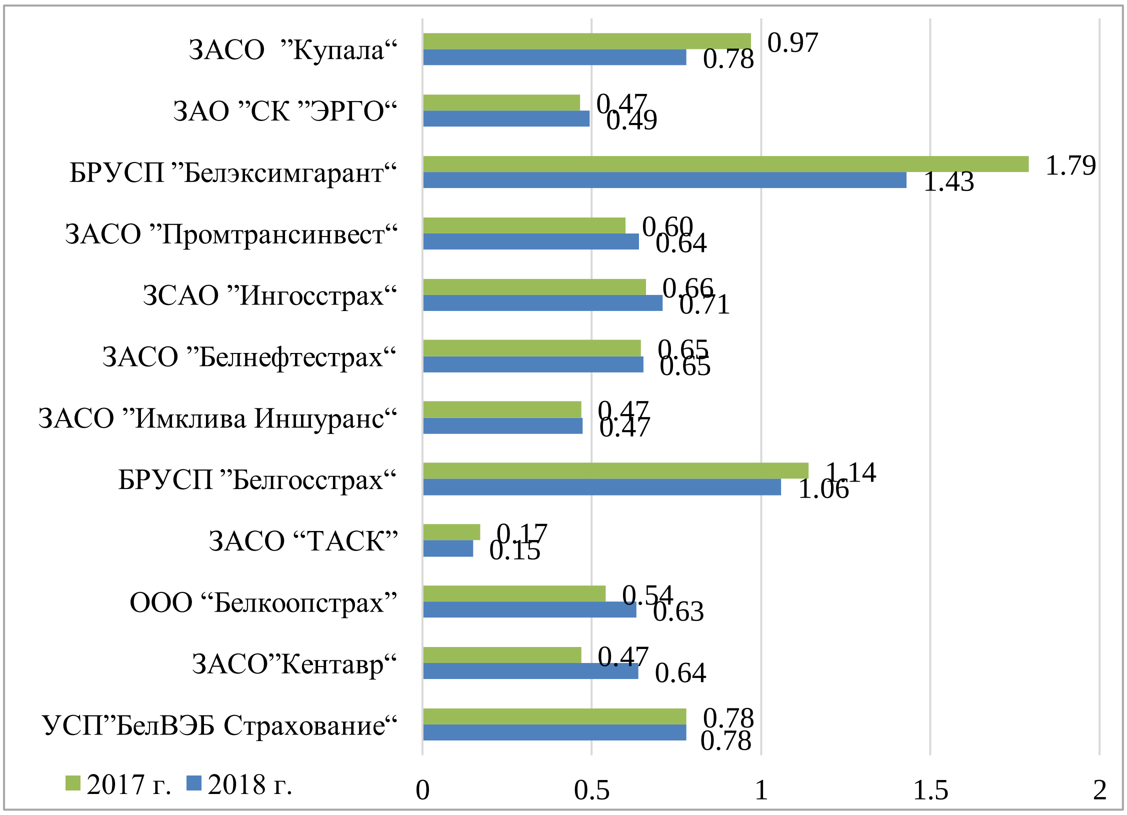
Рисунок 3 – Динамика норматива достаточности страховых резервов на основании страховых выплат за 2017-2018 годы



Примечание – Источник: собственная разработка на основе [2]

Показатели норматива достаточности страховых резервов на основании страховых взносов, определяемого как отношение страховых резервов, сформированных страховой организацией на отчетную дату, к среднему значению объема страховых взносов за три года (36 месяцев), предшествующих отчетной дате, за 2017-2018 гг. приведены на рисунке 4.

Рисунок 4 – Динамика норматива достаточности страховых резервов на основании страховых взносов за 2017-2018 годы



Примечание – Источник: собственная разработка на основе [2]

Согласно проведенным расчетам, представленным на рисунках 3 и 4, можно сделать следующие выводы:

1) Норматив достаточности страховых резервов на основании страховых выплат определяет нижнюю границу объема страховых резервов (размер страховых резервов должен покрывать произведенные страховые выплаты). Минимально допустимое значение норматива достаточности страховых резервов на основании страховых выплат устанавливается в размере 1,0.

Данный норматив выполняется у 7 страховых организаций, это значит существующие резервы достаточны для покрытия произведенных страховых выплат в полном объеме на протяжении всех анализируемых периодов. Однако у 5 страховых организаций данный норматив ниже минимально допустимого, что говорит о том, что размер страховых резервов не покрывает все произведенные страховые выплаты.

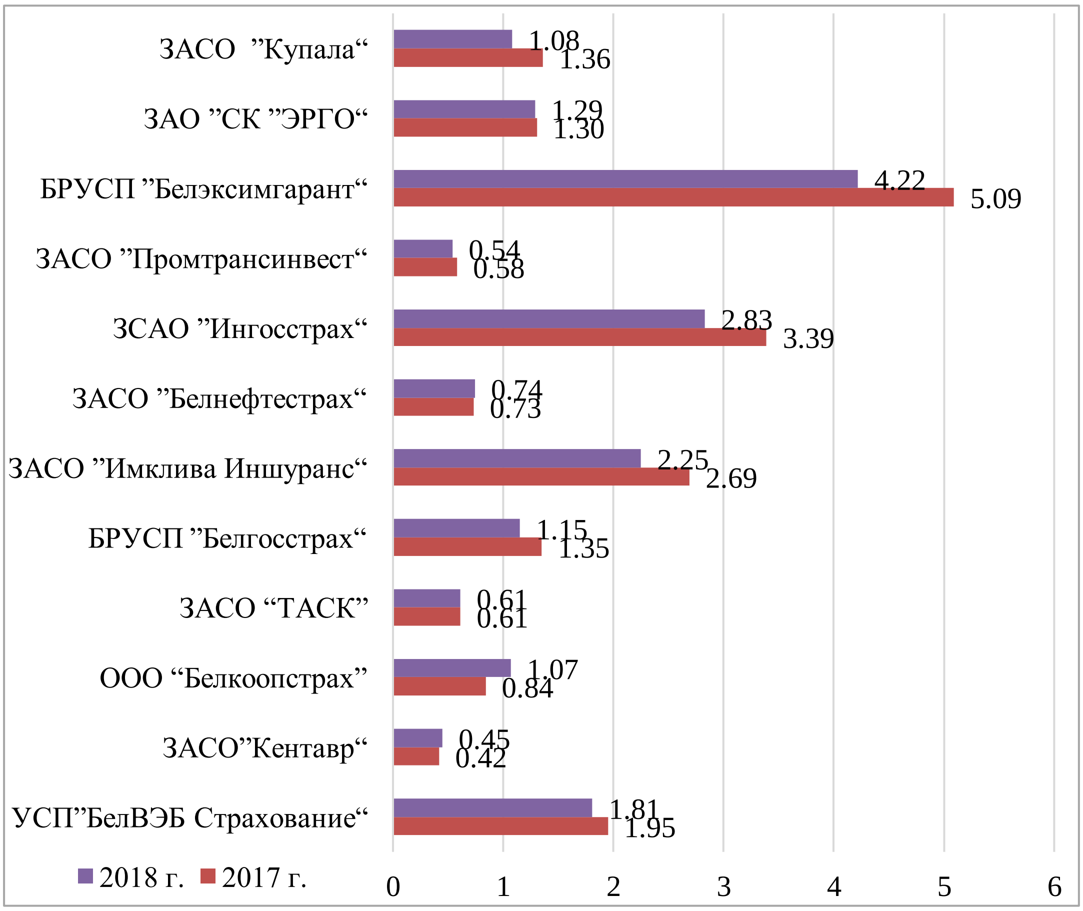
2) Норматив достаточности страховых резервов на основании страховых взносов характеризует верхнюю границу страховых резервов (размер страховых резервов не может быть больше объема страховых взносов). Максимально допустимое значение норматива достаточности страховых резервов на основании страховых взносов устанавливается в размере 1,0.

Данный норматив выполняется у 10 страховых организаций. Это означает, что размер страховых резервов не превышает объема страховых взносов. Однако у 2 страховых организации норматив выше максимально допустимого уровня, что говорит о том, что размер страховых резервов выше объема страховых взносов.

Норматив достаточности резервов убытков (резерв произошедших, но незаявленных убытков; резерв заявленных, но неурегулированных убытков) представляет собой соотношение фактических данных за период и расчетных оценок резервов убытков на данный период и служит для оценки точности отражения страховых обязательств. Минимально допустимое значение устанавливается в размере 0. Однако данный норматив рассчитать невозможно ввиду отсутствия необходимых данных.

Далее рассмотрим выполнение норматива достаточности собственного капитала, рассчитываемого как отношение собственного капитала страховой организации к объему страховых резервов. Минимальное допустимое значение данного норматива составляет 0,3 (рисунок 5).

Рисунок 5 – Динамика норматива достаточности собственного капитала за 2017-2018 годы

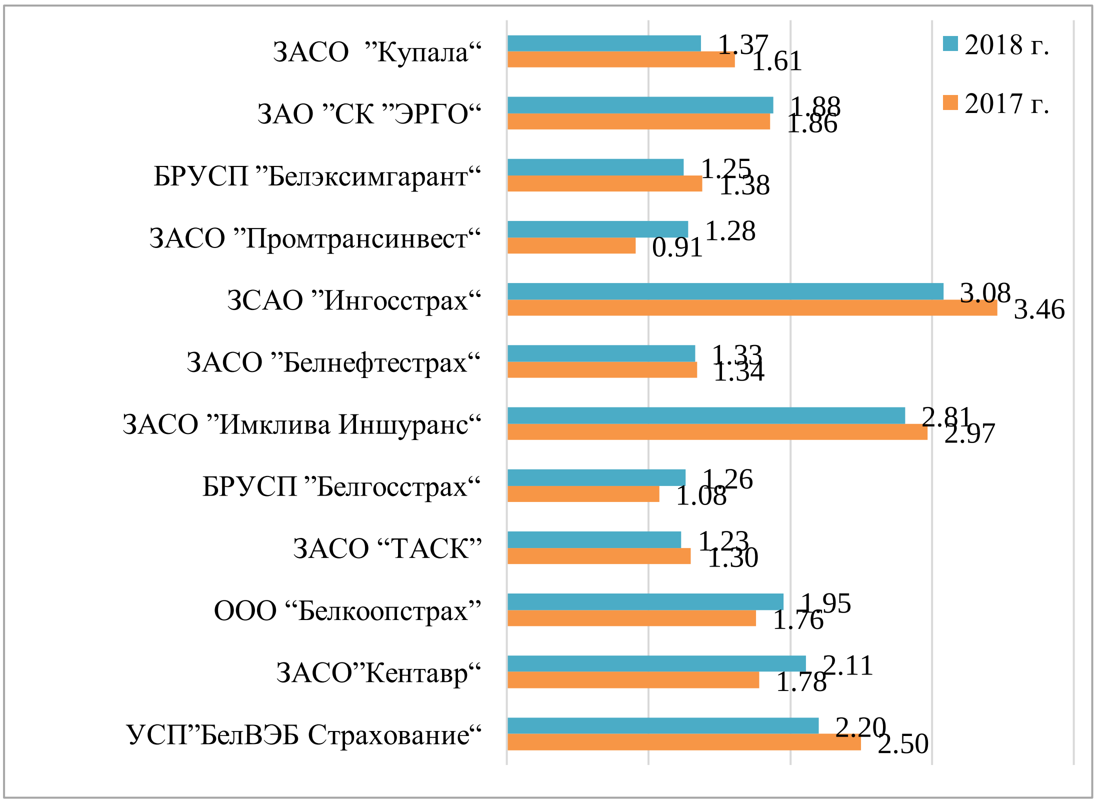


Примечание – Источник: собственная разработка на основе [2]

Исходя из рисунка 5, можно сказать, что во всех страховых организациях норматив выполняется, рассчитанный норматив превышает уставновленный минимум практически в 2 раза, следовательно, в случае нехватки собственных резервов для покрытия существующих убытков, собственного капитала страховой организации будет достаточно для возмещения оставшейся после израсходования резервов суммы обязательств.

Проанализируем выполнение норматива текущей ликвидности страховыми организациями, осуществляющими виды страхования иные, чем страхование жизни, за 2017-2018 гг. Данный норматив характеризует общую обеспеченность страховой организации собственными оборотными средствами для ведения финансово-хозяйственной деятельности и своевременного погашения срочных обязательств (рисунок 6).

Рисунок 6 – Динамика норматива текущей ликвидности за 2017-2018 годы



Примечание – Источник: собственная разработка на основе [2]

Проанализировав данные, представленные на рисунке 6, можно сказать, что коэффициент текущей ликвидности у всех страховых организаций превышает минимально допустимое значение (1), что свидетельствует о том, что страховые организации имеют достаточное количество собственных оборотных средств для ведения финансово-хозяйственной деятельности и своевременного погашения срочных обязательств. Отметим, что в 2017 г. у ЗАСО ”Промтрансинвест“ данный норматив не выполнял, однако в 2018 г. вырос на 40,1% и составил 1,28, что говорит о выполнении норматива текущей ликвидности.

Также одним из нормативов безопасного функционирования является норматив, характеризующий эффективность страховой и финансово-хозяйственной деятельности. Динамика данного норматива за 2017-2018 гг. отражена в таблице 3.

Таблица 3 – Динамика норматива, характеризующего эффективность страховой и финансово- хозяйственной деятельности, за 2017-2018 гг.

Страховая организация	Норматив, характеризующий эффективность страховой деятельности		Абсолютный прирост	Темп прироста, %	Норматив, характеризующий эффективность финансово-хозяйственной деятельности		Абсолютный прирост	Темп прироста, %
	2017 г.	2018 г.			2017 г.	2018 г.		
УСП ”БелВЭБ Страхование“	0,080	0,005	-0,075	-93,75	0,480	0,113	-0,367	-76,46
ЗАСО ”Кентавр“	-0,137	0,167	0,304	-	0,010	0,086	0,076	760,00
ООО “Белкоопстрах”	0,161	0,092	-0,069	-42,86	0,131	0,079	-0,052	-39,69
ЗАСО “ТАСК”	0,055	0,029	-0,026	-47,27	0,059	0,044	-0,015	-25,42
БРУСП ”Белгосстрах“	0,013	0,034	0,021	161,54	0,035	0,024	-0,011	-31,43
ЗАСО ”Имклива Иншуранс“	1,100	0,790	-0,310	-28,18	0,690	0,310	-0,380	-55,07
ЗАСО ”Белнефтестрах“	0,098	0,088	-0,010	-10,20	0,129	0,075	-0,054	-41,86
ЗСАО ”Ингосстрах“	0,010	0,001	-0,009	-90,00	0,400	0,070	-0,330	-82,50
ЗАСО ”Промтрансинвест“	0,020	0,060	0,040	200,00	0,052	0,058	0,006	11,54
БРУСП ”Белэксимгарант“	0,220	0,030	-0,190	-86,36	0,180	0,160	-0,020	-11,11
ЗАО ”СК ”ЭРГО“	-0,013	0,015	0,028	-	0,005	0,037	0,032	640,00
ЗАСО ”Купала“	-0,030	0,190	0,220	-	0,200	0,260	0,060	30,00

Источник: собственная разработка на основе [2]

Проанализировав расчеты норматива, приведенные в таблице 2, можно сказать следующее:

1) Норматив, характеризующий эффективность страховой деятельности, определяется как отношение прибыли от страховой деятельности к расходам по страховой деятельности. Минимально допустимое значение норматива устанавливается в размере 0.

Данный норматив и в 2017 г., и в 2018 г. превышает минимальное допустимое значение у всех страховых организаций, кроме ЗАСО ”Кентавр“, ЗАО ”СК ”ЭРГО“ и ЗАСО ”Купала“ и , что говорит о том, что деятельность страховых организаций была эффективна.

Невыполнение данного норматива у трех вышеперечисленных организаций в 2017 г. говорит о том, что. у организаций наблюдался убыток от операций по видам страхования иным, чем страхование жизни. А в 2018 году норматив превышал минимальное допустимое значение, что говорит о том, что деятельность страховых организаций была эффективна.

Отметим, что у большинства страховых организаций в 2018 г. норматив снизился по сравнению с 2017 г.

2) Норматив, характеризующий эффективность финансово-хозяйственной деятельности страховой организации, состоящей из текущей, инвестиционной и финансовой деятельности страховой организации, определяется как отношение прибыли к расходам страховой организации. Минимально допустимое значение норматива устанавливается в размере 0.

Данный норматив выполняется у всех страховых организаций, что и свидетельствует об устойчивом финансовом положении страховых организаций на страховом рынке Республики Беларусь.

Также стоит отметить, что у большинства страховых организаций в 2018 г. норматив снизился по сравнению с 2017 г. Однако, например, у ЗАО ”СК ”ЭРГО“ данный норматив вырос на 0,032, т.е. на 640%.

Оценив нормативы безопасного функционирования исследуемых страховых организаций, можно предложить следующие мероприятия по улучшению их финансово-хозяйственной деятельности:

- осуществление финансово-хозяйственной деятельности на основе увеличения прибыли в организации;
- получение финансовой помощи от государственных организаций, фондов, органов государственной власти;
- привлечение дополнительных финансовых ресурсов посредством увеличения уставного капитала путем дополнительного выпуска акций;
- применение маркетинговой информационной системы [3, 4];
- привлечение достаточного объема денежных средств, способного покрыть обязательства организации;
- произведение корректировки тарифных ставок по проводимым видам страхования.

Таким образом, нормативы безопасного функционирования являются фундаментом стабильного развития страховой организации и определяются эффективным использованием ресурсов, способностью полностью и в срок отвечать по своим обязательствам, достаточностью собственных средств для исключения высокого риска, перспективам получения прибыли и эффективной перестраховочной деятельностью.

Использованные источники:

1. Об установлении нормативов безопасного функционирования для страховых организаций и утверждении Инструкции о порядке расчета, применения и оценки выполнения нормативов безопасного функционирования для страховых организаций [Электронный ресурс]: Постановление Министерства финансов Респ. Беларусь, 20 июня 2014, № 38 // КонсультантПлюс. Беларусь / ООО ”ЮрСпектр“, Нац. центр правовой информ. Респ. Беларусь. – Минск, 2020.

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АНАЛИЗ МИРОВОГО ФИНАНСОВОГО РЫНКА

Аннотация: С 1990-х годов быстрое развитие информационных технологий и глобальной экономической интеграции, основанной на интернете, глубоко повлияло на международный конкурентный ландшафт и способ выживания человечества, в историческом контексте огромных изменений в форме экономического развития и трансформации базовых технологических платформ Китай сталкивается с новыми возможностями и проблемами. Изучение развития финансовой отрасли Китая с более широкой точки зрения и анализ тенденций финансовой информатизации Китая, содействие всестороннему повышению финансовой конкурентоспособности, имеет важное значение для содействия стабильности и устойчивому развитию национальной экономики.

Ключевые слова: глобальная экономическая интеграция; экономические изменения; финансы Китая.

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ANALYSIS OF APPROACHES TO IMPLEMENTING INTERNATIONAL CORPORATE STRATEGIES

Annotation: Since the 1990s, the rapid development of information technology and Internet-based global economic integration has profoundly affected the international competitive landscape and the way humanity survives. in the historical context of huge changes in the form of economic development and transformation of basic technology platforms, China faces new opportunities and challenges. Study the development of China's financial industry from a broader perspective and analyze trends in China's financial Informatization, contributing to a comprehensive increase in financial competitiveness, it is important to promote stability and sustainable development of the national economy.

Key words: global economic integration; economic change; China's finances.

В 1980-х годах произошло три основных события, которые привели к глобализации финансовых рынков.Во-первых, дерегулирование, которое положило конец мировому контролю над иностранными инвестициями и международными потоками капитала на рынке финансовых услуг,во-вторых, передовые технологии позволяют финансовым учреждениям использовать компьютеры для ведения новых операций, которые еще не были мыслимы несколько лет назад, и использовать передовые коммуникационные технологии, чтобы связать различные финансовые рынки и начать глобальные финансовые операции, которые часто являются круглосуточными услугами, и в-третьих, цена. Регулярное изменение обменных курсов и процентных ставок приводит к инновационным подходам к предотвращению или использованию новых рисков.

В результате активность на международном рынке значительно возросла.В период с 1980 по 1986 год выпущенные новые международные облигации (еврооблигации и иностранные облигации, выпущенные на внутренних рынках стран)выросли с $ 38,3 млрд до $ 254 млрд.Объем сделок с выпущенными европейскими облигациями вырос с 240 миллиардов долларов до 357 миллиардов долларов.Обыкновенные и привилегированные акции, выпущенные в Европе, выросли с 200 миллионов долларов США в 1983 году до 11,8 миллиарда долларов США в 1986 году.В 1986 году американские инвесторы купили и продали иностранные акции на общую сумму $ 102 млрд, а иностранные инвесторы купили и продали акции американских компаний на общую сумму $ 277,6 млрд.В современном мире отечественные финансовые рынки чистой березы уже не сохранились,о чем наглядно свидетельствует череда реакций на крах фондового рынка в октябре 1987 года.До дерегуляции внутренние рынки были тщательно защищены от международного влияния контроля над капиталом, процентных ставок и регулирования кредитной политики.Но в течение восьмидесяти лет страны решили адаптировать внутренние финансовые рынки к потребностям нынешней эпохи, чтобы стимулировать внутренний рост[1].

Великобритания провела первую крупную национальную реформу, которая включала в себя замену фиксированных комиссий на консультационные сборы, устранение барьеров между различными финансовыми институтами,открытие внутреннего рынка ценных бумаг за рубежом и создание новой системы финансового управления и надзора.Поскольку большинство реформ было введено одновременно в октябре 1986 года, это было названо“Большой взрыв”.Эта смелая реформа британской финансовой системы вызвала ряд"небольших взрывов” конкурентной реакции в Канаде, Франции, Нидерландах, Швеции и Федеральной Германии.К 1992 году ЕЭС планирует устранить и уменьшить барьеры между государствами-членами и различными финансовыми институтами.Даже Япония постепенно отменила контроль над процентными ставками, разрешив иностранным компаниям доступ к токийской фондовой бирже, ценным бумагам и трастовому сектору,

[1] Согласно анализу Адама Джеймса, экономиста из 6-го выпуска 1996 года в американском журнале "счастье", если подсчитать ВВП Китая по оценке покупательной способности, то в 1997 году он должен составить 5,5%. 8 триллионов долларов США на душу населения должны составлять 4800 долларов США, относятся к средне-развитым странам.Наша страна не признает этот метод расчета.Точность и научность методов оценки покупательной способности еще предстоит определить.

открыв Токийский зарубежный финансовый рынок и разрешив более широкое использование йены на международном уровне.В Соединенных Штатах финансовые учреждения нашли пустые места в нормативных актах, чтобы расширить свою бизнес-деятельность.

Из-за постепенной отмены контроля компании по ценным бумагам переходят в те области, которые когда-то были доминирующими банками.Банки, в свою очередь, постепенно характеризуются ценными бумагами и инвестиционными банками.Финансовые учреждения децентрализуют свою деятельность за рубежом, чтобы воспользоваться новыми возможностями и избавиться от ограничений внутренних правил.Как и прежде банки, ценные бумаги также открывают свои филиалы в различных финансовых центрах.Иностранные компании теперь могут стать членами Лондонской фондовой биржи, к которой присоединились 76 иностранных компаний.Из 22 новых мест на Токийской фондовой бирже в 1987 году иностранные страны заняли 16-е место.Стремясь к более широкому спектру операций, финансовые компании также развивают многие из них как международные союзы в традиционных секторах[2].

В то же время, сейчас кредиторы склонны привлекать финансирование на международных рынках.В 1986 году США привлекли 43,7 млрд долларов США через международный выпуск облигаций, а иностранные-6,1 млрд долларов США на рынке облигаций США. Акции различных компаний, торгуемых за рубежом, постепенно увеличиваются.На конец 1986 года на Лондонской фондовой бирже было зарегистрировано 512 иностранных компаний, на Нью-Йоркской фондовой бирже-59, на Токийской-52.Торговля этими иностранными акциями неуклонно растет.

Что тесно связано с сегодняшней глобализацией финансовых рынков, так это их зависимость от технологий.Широкое применение новых технологий в коммуникациях и компьютерах позволило снизить транзакционные издержки и способствовать появлению новых сложных финансовых инструментов.Доступ к информации становится все проще и дешевле. Несмотря на то, что инвесторы и кредиторы находятся в разных часовых поясах, они находятся в равных условиях в конкуренции и могут реагировать мгновенно и торговать в любое время и в любом месте.Поскольку технология делает финансовые операции более частыми и быстрыми, скорость денежного оборота резко ускоряется, а рыночная ликвидность и международные потоки капитала резко возрастают.Обмены теперь связаны по всей стране.

Все большее число крупных инвестиционных институтов, таких как пенсионные фонды, денежные рынки, фонды имущественных инвестиций и страховые компании, доминируют на современном финансовом рынке.Концентрация финансовых активов побудила управляющих этими фондами развивать передовые глобальные методы управления, чтобы управлять крупными объединениями.Чтобы диверсифицировать риски и использовать рыночные различия, в настоящее время руководители

[2] N. Strong, M. Walker, Ir^brmalion and Capital Mar kets t Oxford 1987, p. 116.

специализированных фондов часто исключают трансграничные финансовые движения.Иностранные инвестиции в пенсионные фонды частного сектора резко возросли, так как правительство ослабило контроль над покупкой иностранных ценных бумаг[3].

Для адаптации к таким потокам капитала проводятся широкомасштабные финансовые реформы, которые включают в себя большее количество валют, чем раньше.Один из самых быстрорастущих рынков включает в себя конвертацию валют и конвертацию процентных ставок-своп-соглашение о выплате сверхвысоких платежей.Конвертация валюты-это использование валюты, которая ближе к некоторым странам, и, таким образом, обмен этих валют может снизить их риск или снизить их расходы.Аналогичным образом, хеджирование процентных ставок основано на условиях дифференцированной процентной ставки, которые применяются к различным заемщикам.Например, стороны, осуществляющие конвертацию процентных ставок, могут обмениваться ценными бумагами с фиксированной процентной ставкой другой страны.

Еще одна особенность современных финансовых рынков-секьюритизация - растущая Распространенность финансирования и инвестиций через ценные бумаги, такие как облигации и акции, а не заимствования банков.Поскольку процентные ставки компаний по ценным бумагам более выгодны, чем банки, другие условия, предлагаемые более гибкими и инновационными, приводят к процветанию.К концу 1986 года финансирование ценных бумаг составляло 87% всех средств, привлеченных на международных финансовых рынках.

В настоящее время международное сообщество в целом обеспокоено тем, как как можно скорее преодолеть последствия азиатского финансового кризиса и предотвратить рецессию мировой экономики.В целях содействия стабильному развитию международных финансов и содействия установлению нового международного финансового порядка мы предлагаем как можно скорее сформировать хорошо регулируемую, эффективную, справедливую и разумную международную финансовую систему, которая является авторитетной и жизнеспособной[4].

Укрепление международного сотрудничества для прекращения распространения кризиса и создания благоприятной внешней среды для восстановления экономического роста в странах и регионах, пострадавших от кризиса.Развитые страны должны ответственно подходить к стимулированию экономического роста посредством фискальной и денежно-кредитной политики, расширять внутренний спрос, увеличивать импорт и воздерживаться от протекционизма.В то же время увеличить финансовую помощь странам, пострадавшим от кризиса, и принять соответствующие меры по облегчению их долгового бремени, чтобы помочь им стабилизировать финансы и восстановить экономику.Это хорошо как для этих стран, так и для собственных интересов развитых стран.

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[3] Всемирный банк: < отчет о развитии мировой экономики за 1997 год), издание China Finance Press 1997.
[4] См. "мировое Финансовое обозрение", издание 1996 года Hong Kong huiwen Publishing Company.

Реформирование и совершенствование международной финансовой системы для обеспечения безопасной и упорядоченной работы международных финансовых рынков.Крупные страны, оказывающие влияние на международные финансы, несут ответственность за принятие эффективных мер по усилению регулирования международных финансовых потоков капитала, сдерживанию чрезмерных спекуляций на международных инвестициях и повышению способности прогнозировать, предотвращать и спасать финансовые риски.На основе принципов равноправия и взаимной выгоды, при широком участии международного сообщества, в рамках диалога и консультаций между развитыми и развивающимися странами должен быть рассмотрен вопрос о создании нового международного финансового порядка, отвечающего интересам всех сторон.

Использованные источники:

1. Согласно анализу Адама Джеймса, экономиста из 6-го выпуска 1996 года в американском журнале "счастье", если подсчитать ВВП Китая по оценке покупательной способности, то в 1997 году он должен составить 5,5%. 8 триллионов долларов США на душу населения должны составлять 4800 долларов США, относятся к средне-развитым странам.Наша страна не признает этот метод расчета.Точность и научность методов оценки покупательной способности еще предстоит определить.
2. N. Strong, M. Walker, Ir^brmalion and Capital Mar kets t Oxford 1987, p. 116.
3. Всемирный банк: < отчет о развитии мировой экономики за 1997 год), издание China Finance Press 1997.
4. См. "мировое Финансовое обозрение", издание 1996 года Hong Kong huiwen Publishing Company.

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ЭКОНОМИЧЕСКАЯ ГЛОБАЛИЗАЦИЯ И УСТАНОВЛЕНИЕ НОВОГО МЕЖДУНАРОДНОГО ФИНАНСОВОГО ПОРЯДКА

Аннотация: Экономическая глобализация означает, что развитие мировой экономики будет постепенно выходить за пределы национальных границ. Народы разных стран, национальностей, регионов, разных цветов будут двигаться к единой экономической жизни и единому конкурентному рынку. Глобальный экономический обмен ресурсами, глобальная информация о технологии производства и результаты исследований. Однако из-за исторического становления сегодня во всем мире существуют явные различия в политическом, экономическом, культурном и социальном развитии. Уровень производительности, технологий, финансовой мощи и ВВП на душу населения в развитых странах в несколько раз или даже в десятки раз выше, чем в менее развитых странах. В Японии в 1997 году валовой внутренний продукт на душу населения составлял 33900 долларов США, а в Китае-всего 700 долларов США, разница в 50 раз. Это крайне неравное расстояние между богатыми и бедными, и в условиях мировой экономической интеграции развивающиеся страны, если они не имеют полного набора системных мер предосторожности и ответных мер, слепо следуют и подчиняются директивам и указаниям западных развитых стран, вполне могут стать новыми экономическими колониями под знаком экономической глобализации. Поэтому тщательное изучение экономической политики глобализации сыграет чрезвычайно важную роль в стабильном и здоровом развитии нашей страны, в великой карьере реформ и открытости. В частности, после азиатского финансового кризиса большое количество свободного капитала на международном уровне стало охотиться за странами и регионами с несовершенной рыночной системой, и некоторые международные спекулянты воспользовались возможностью, чтобы развить несправедливое состояние. В этом конкретном контексте необходимо тщательно изучить систему финансового надзора.

Ключевые слова: глобализация экономики; финансовый кризис;система финансового регулирования.

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ANALYSIS OF APPROACHES TO IMPLEMENTING INTERNATIONAL CORPORATE STRATEGIES

Annotation: Economic globalization means that the development of the world economy will gradually move beyond national borders. People of different countries, nationalities, regions, and colors will move towards a single economic life and a single competitive market. Global economic exchange of resources, global information about production technology and research results. However, due to historical development, there are clear differences in political, economic, cultural and social development around the world today. The level of productivity, technology, financial power, and GDP per capita in developed countries is several times or even ten times higher than in less developed countries. In Japan in 1997, the gross domestic product per capita was us $ 33900, while in China it was only us $ 700, a difference of 50 times. This is an extremely unequal distance between rich and poor, and in the context of global economic integration, developing countries, if they do not have a full set of systemic precautions and responses, blindly follow and obey the directives and instructions of Western developed countries, they may well become new economic colonies under the sign of economic globalization. Therefore, a thorough study of the economic policy of globalization will play an extremely important role in the stable and healthy development of our country, in the great career of reform and openness. In particular, after the Asian financial crisis, a large amount of free capital at the international level began to hunt for countries and regions with imperfect market systems, and some international speculators took the opportunity to develop an unfair state.In this particular context, the financial supervision system should be carefully examined.

Key words: economic globalization; financial crisis; financial regulation system.

1. Основные характеристики экономической глобализации

1）Масштабные изменения в мировой экономике, развитие новых изменений в распределении ресурсов и интернационализации разделения труда

С приходом третьей мировой промышленной революции экономика, технологии и информация стали основными факторами, которые доминируют на современном уровне развития производительности труда в мире.Новая промышленная революция в области развития конкуренции с использованием компьютерной информации создает возможности и условия для того, чтобы развитые страны контролировали ресурсы и рынки развивающихся стран.Новое международное разделение труда во всем мире представляет собой новый ландшафт[1].

Международное разделение труда постепенно растет.Традиционное разделение труда на основе природных ресурсов постепенно разрушается.Благодаря быстрому развитию электронных информационных технологий, распределение ресурсов на международном уровне и выход технологий стали чрезвычайно удобными и простыми.Международное разделение труда постепенно растет.Высокотехнологичные патенты, высокотехнологичные процессы постепенно становятся важным средством получения преимуществ в развитых странах.Международное разделение труда на глубоком технологическом уровне, не ограничиваясь предыдущими отраслями межотраслевое разделение, теперь превратилось в международное разделение труда и специализацию продуктов в различных отраслях промышленности.Элементы производства и сферы услуг также вступают в новую эру международного разделения труда.

Новый механизм формирования международного разделения труда.Разделение труда, возникшее в результате свободной конкуренции на рынке, постепенно заменяется совместным разделением между членами международных групп и транснациональных корпораций. Ситуация с монополией транснациональных корпораций на капитал, технологии,рынки становится все более очевидной.

Развитие транснациональных корпораций формирует глобальную производственную сеть.Используя методы управления выходной технологией, выходным капиталом,выходным режимом и выходным брендом, во всем мире была сформирована полная система, мощный мониторинг, эффективная система производства и продаж.

Формируются мировые рынки и финансовые системы. В мире едва ли можно увидеть товарные рынки, принадлежащие к определенной стране и региону, и независимо от того, насколько сильны торговые барьеры и тарифные барьеры, трудно противостоять формированию и развитию мировых торговых рынков.Производители и потребители во всем мире собираются вместе, чтобы использовать свои сильные стороны и характеристики, чтобы выиграть конкурентную инициативу на мировом рынке.

Финансовая интернационализация приближается.Запуск евро, интернационализация доллара США, постепенное совершенствование и гармонизация мировой финансовой системы управления делают глобальный капитал похожим на атмосферу свободного движения, свободного движения без ограничений.Его основные характеристики имеют три аспекта：

1）Процесс финансовой интернационализации ускорился.С 1991 по 1997 год было проведено более 30 слияний из 200 крупнейших банков мира.Одним

[1] Согласно анализу Адама Джеймса, экономиста из 6-го выпуска 1996 года в американском журнале "счастье", если подсчитать ВВП Китая по оценке покупательной способности, то в 1997 году он должен составить 5,5%. 8 триллионов долларов США на душу населения должны составлять 4800 долларов США, относятся к средне-развитым странам.Наша страна не признает этот метод расчета.Точность и научность методов оценки покупательной способности еще предстоит определить.

из самых известных слияний был французский Lyon Credit Bank, который купил филиал F3 Chase Manhattan Bank в Бельгии и Нидерландах.Deutsche Bank, Barclays Bank и National himin Temple Bank объединили 17 небольших банков в европейских странах.Швейцарский Банк присоединяется к британскому банку Бахрейна.Японский Mitsubishi Bank объединил банк сакуры и другие.Приобретение, слияние и объединение крупных банков может повысить эффективность, снизить затраты и защитить от рисков.

2）Финансовый сектор региональной торгово-экономической группы является единым целым.После создания единого большого рынка ЕС финансовые учреждения, такие как банки, компании по ценным бумагам и инвестиционные фонды, могут вести страховые и инвестиционные операции в ЕС без ограничений, в то время как банки в США и Японии могут активизировать проникновение на европейский рынок посредством поглощений, слияний и т. д. европейские финансовые рынки превратятся в настоящие международные финансовые рынки[2].

3）Финансовые рынки стремительно расширяются.К 1997 году мировой валютный оборот достиг 150 миллионов долларов в день.Валютные операции в 60 раз превышают мировые количественные показатели.В эпоху информатизации спутниковая передача и сетевая торговля делают рынок Форекс ежедневной операционной работой каждого обычного человека.

2. Формируется мировая многосторонняя торговая система

1）Международная торговля оказывает все большее влияние на рост мировой экономики.Согласно данным инвестиционного отчета ПРООН за 1997 год: в 1990-1997 годах среднегодовые темпы роста мирового экспорта составили 6% ,а среднегодовые темпы роста мирового ВВП за тот же период составили 1. 3%.

2）Торговля услугами быстро развивается.Объем мировой торговли услугами увеличился с 380,9 млрд долларов США в 1985 году до 1467 млрд долларов США в 1997 году.Доля крупной международной торговли (натура и услуги) выросла с 16% до 19,2%.Сфера торговли услугами превратилась из прошлого единого туризма, почтовой и телеграфной связи во все аспекты финансов, страхования, информационной культуры[3].

3）Ассортимент товаров в международной торговле значительно увеличился.Увеличение ассортимента продукции говорит о диверсификации продукции, о развитии технологий,промышленности.В 1998 году 1% мирового товарооборота включало от 3 до 5 видов, в настоящее время достигло более 20 видов.В 1980-х годах развивающиеся страны экспортировали в основном сырье и собственные сырьевые ресурсы.К 1997 году в структуре экспорта развивающихся стран на промышленную продукцию приходилось более 60%.

4）Сближение международной торговли.Постепенное использование электронных средств торговли в международной торговле,таких как электронный обмен данными (EDI), электронная коммерция(EC), электронное

[2] N. Strong, M. Walker, Ir^brmalion and Capital Mar kets t Oxford 1987, p. 116.
[3] Всемирный банк: < отчет о развитии мировой экономики за 1997 год), издание China Finance Press 1997.

управление торговлей (ETM), электронные денежные переводы(ETF), уже используется во многих странах.Электронный подход к торговле позволяет значительно снизить транзакционные издержки и значительно повысить скорость транзакций в мире.

5）Создание Всемирной торговой организации привело к созданию новой многосторонней торговой системы.Рождение Всемирной торговой организации 1 января 1995 года ознаменовало дальнейшую нормализацию мировой торговли и начало формирования мировой торговой системы.

3. Создание международной финансовой системы, адаптированной к глобализированной экономике

В 1998 году международные финансовые рынки и финансовые институты пережили самые суровые потрясения и вызовы почти полувека, которые не только серьезно повлияли на здоровое развитие мировой экономики, но и сделали предотвращение финансовых рисков и реформу финансового порядка приоритетными задачами современной мировой экономической системы[4].

Азиатский финансовый кризис, который длился год, быстро распространился на глобальные финансовые потрясения, в результате чего мировые экономики в разной степени пострадали.Это первая серьезная международная финансовая турбулентность, когда мировая экономика вступает в эпоху глобализации и, таким образом, демонстрирует две новые черты.

Цепная реакция между различными региональными рынками привела к тому, что финансовые потрясения быстро распространились по всему миру, как чума.В 1998 году не только развивающиеся рынки пострадали, но и развитые рынки не пощадили.После финансового кризиса в Юго-Восточной Азии в 1997 году рынки Европы и Латинской Америки оставались относительно стабильными и даже выиграли от увеличения турпотока из Азии, но в прошлом году никто не смог извлечь выгоду или извлечь выгоду из этого.Примером могут служить волатильность экономики США и потрясения на фондовом рынке, а также фиаско некоторых хедж-фондов.

Влияние различных типов взаимодействия между рынками золота еще больше обнажает уязвимость мировой финансовой системы в целом.После общего падения мировых фондовых рынков крупные долговые рынки постепенно теряют свое“безопасное убежище”.В то же время волатильность на валютном рынке также расширилась.После продолжающегося снижения курса иены в первой половине прошлого года во второй половине года наблюдалось резкое падение российского рубля, резкое падение курса латиноамериканских стран и резкое падение курса доллара и японской иены почти на 20% в течение нескольких дней.

Международное сообщество в целом признало, что серьезные недостатки, существующие в мировой финансовой системе, являются важными причинами возникновения и распространения кризисов.Во-первых, в этой системе отсутствуют эффективные механизмы предупреждения, которые не позволяют своевременно выявлять и пресекать кризисы.Во-вторых, традиционные

[4] См. "мировое Финансовое обозрение", издание 1996 года Hong Kong huiwen Publishing Company.

подходы к кризисным ситуациям уже не поддаются лечению и могут спровоцировать некоторые более сложные политические и социальные кризисы, обусловленные условиями экономических, социальных и политических реформ, которые не соответствуют условиям стран-получателей помощи.В-третьих, отсутствие эффективного надзора и ограничений в отношении триллионов потоков, активных на мировых рынках капитала, особенно чрезмерных спекуляций, которые нарушают рынок.

Использованные источники:

1. Согласно анализу Адама Джеймса, экономиста из 6-го выпуска 1996 года в американском журнале "счастье", если подсчитать ВВП Китая по оценке покупательной способности, то в 1997 году он должен составить 5,5%. 8 триллионов долларов США на душу населения должны составлять 4800 долларов США, относятся к средне-развитым странам.Наша страна не признает этот метод расчета.Точность и научность методов оценки покупательной способности еще предстоит определить.
2. N. Strong, M. Walker, Ir^brmalion and Capital Mar kets t Oxford 1987, p. 116.
3. Всемирный банк: < отчет о развитии мировой экономики за 1997 год), издание China Finance Press 1997.
4. См. "мировое Финансовое обозрение", издание 1996 года Hong Kong huiwen Publishing Company.

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ИНФОРМАТИЗАЦИЯ: ВЫБОР ПУТИ ИНТЕГРАЦИИ СТРАН В ЭКОНОМИЧЕСКУЮ ГЛОБАЛИЗАЦИЮ

Аннотация: Переход России к информационному обществу необходим для обеспечения устойчивого социально-экономического развития России. Только полноценное использование материальных и духовных богатств информационного общества обеспечит жителям России необходимые условия для полноценной жизни, экономического процветания и свободного развития личности. В этом процессе правительство играет незаменимую роль в разработке планов развития, демонстрации идентичности, регулирования поведения транзакций, координации всех аспектов отношений, предварительных инвестиций и строительства инфраструктуры и т. д. В других секторах; кроме того, правительство также несет ответственность за подготовку специалистов в области информатизации и популяризацию знаний в области информационных технологий в обществе; кроме того, для других секторов национальной экономики, информатизация самого правительства также играет ведущую и демонстрационную роль. Разработка хорошей стратегии развития на протяжении всего пути развития информатизации будет иметь далеко идущие последствия для развития информатизации страны или региона. Обеспечение хорошей стратегии развития информатизации, разработка плана развития информатизации, ориентированного на национальные условия, с умеренной перспективностью и устойчивостью, является приоритетом правительства в процессе информатизации.

Ключевые слова: Россия; экономическая глобализация; экономическая трансформация; информатизация.

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INFORMATIZATION: CHOOSING THE WAY TO INTEGRATE COUNTRIES INTO ECONOMIC GLOBALIZATION

Annotation: Russia's transition to an information society is necessary to ensure Russia's sustainable socio-economic development. Only the full use of the material and spiritual riches of the information society will provide the residents of Russia *with the necessary conditions for a full life, economic prosperity and free personal development. In this process, the government plays an indispensable role in developing development plans, demonstrating identity, regulating transaction behavior, coordinating all aspects of relationships, pre-investment and infrastructure construction, and so on. In other sectors; in addition, the government is also responsible for training specialists in the field of information technology and promoting knowledge in the field of information technology in society; in addition, for other sectors of the national economy, Informatization of the government itself also plays a leading and demonstration role. The development of a good development strategy throughout the development of Informatization will have far-reaching consequences for the development of Informatization of a country or region. Ensuring a good Informatization development strategy, developing a national-oriented Informatization development plan with moderate prospects and sustainability, is a priority of the government in the Informatization process.*

Key words: Russia; economic globalization ;economic transformation; Informatization.

Информатизация-это широкое применение информационных технологий в качестве руководства, развитие и использование информационных ресурсов в качестве ядра, информационная сеть в качестве носителя, информационная индустрия в качестве поддержки, информационные таланты в качестве основы, правила,политика, стандарты, безопасность в качестве комплексной системы обеспечения.Информатизация национальной экономики и общества относится к широкому применению компьютерных, коммуникационных и сетевых информационных технологий и других связанных с ними интеллектуальных технологий в различных областях национальной экономики и общества для достижения общего повышения эффективности экономической деятельности, производительности труда, конкурентоспособности предприятий и качества жизни людей и других целей процесса[1].

Роль информации,знаний и технологий в экономическом росте становится все более значимой,и они могут быть повторно использованы за счет вторичного эффекта без дополнительных вложений и характеризуются повышенным вознаграждением. Таким образом, российские высокопоставленные лица в целом считают переход индустриального общества к информационному обществу неизбежным трендом современного мирового развития, когда знания и информация становятся главным фактором развития общества, становятся важной частью производства и общественной жизни, то есть представляют собой новый важный этап в развитии человеческой цивилизации.Экономическое процветание страны без высокоразвитой науки и информационных технологий может быть только пустым словом.В настоящее время в российской политике широко распространено мнение о том, что наука, образование и информационные технологии(ИТ)являются наиболее

[1] Взаимодействие государства и бизнеса: учебное пособие / Л.А. Добрынин, Марковская Е.И., Медведь А.А., Привалов Н.Г., Рагимова Н.С., Троицкая И.В. - СПб: Издательство СПбГЭУ, 2014. - 192 с.

актуальными из многих проблем, стоящих перед правительством, которые сдерживают стремительное развитие национальной экономики.В январе 2005 года на семинаре по развитию ИТ в России в Новосибирске Владимир Путин также подчеркнул, что информационные технологии играют ведущую роль в современном экономическом развитии.

Вступая в Новый век, перед страной, представляющей Россию, встает новая, более сложная задача-добиться устойчивого и стабильного развития экономики после установления рыночных экономических рамок. Развитие инновационной экономики является оптимальным вариантом для устойчивого и стабильного развития страны, а информатизация-оптимальным путем для достижения инновационной экономики и ускорения процесса ее интеграции в процесс глобализации.С этой целью в статье рассматриваются вопросы значимости информационной индустрии и информатизации для российской экономики, теоретические основы и практика приоритетного развития информационной индустрии,ответственность, функции и позиционирование государства по возможностям и вызовам экономической глобализации, опыт и опыт России в укреплении информатизации[2].

Информатизация имеет широкий охват и затрагивает все сферы государственной или региональной политики, экономики и общества, вплоть до повседневной жизни всех членов общества.В течение всего периода развития информатизации разработка хорошей стратегии развития будет иметь далеко идущие последствия для развития информатизации страны или региона.Обеспечение хорошей стратегии развития информатизации, разработка плана развития информатизации в соответствии с национальными условиями и обеспечение его умеренного прогресса и устойчивости являются основной обязанностью правительства в процессе информатизации. При разработке стратегии или плана развития информатизации необходимо не только целостное планирование национальных идей, директив, принципов, целей, задач и путей их достижения, методов и стратегий, но и основные области, связанные с информатизацией, такие как информатизация правительства, информатизация предприятий, информатизация предприятий и информатизация домашних хозяйств, а также их взаимосвязь.

Движение информационных технологий к традиционным отраслям в процессе экономического перехода проявляется в[3]: (1) информационные технологии излучают традиционные отрасли.Информационное производство имеет большую радиационную силу.Например, в промышленности активно внедряются прикладные технологии компьютерного производства, сокращаются циклы разработки, снижаются затраты на производство, удовлетворяются разнообразные потребности пользователей, повышается технологическое содержание продукта. В сфере услуг с помощью компьютерных технологий в качестве поддержки, энергично продвигать

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[2] Воронин И.И. Современная система взглядов на концепцию кросскультурного менеджмента бизнеса // Регион: системы, экономика, управление. - 2013. - № 2 (21). - С. 67-70.

[3] Воронина Н.В., Воронина А.М. Международный офшорный бизнес и антиофшорное регулирование в российской федерации // Дайджест-финансы. - 2007. - № 2. - С. 40-50.

современное управление логистикой, оптимизировать цепочку поставок, снизить затраты на циркуляцию и увеличить добавленную стоимость отрасли.(2) информационные технологии для продвижения традиционных отраслей.Информационные технологии обладают высокой инновационностью, высокой проницаемостью и высокой мультипликативностью.Он может увеличить научно-техническое содержание традиционных промышленных продуктов и увеличить их добавленную стоимость.(3) информационные технологии могут способствовать дифференциации и замещению традиционных отраслей.Развитие высокотехнологичных отраслей вызовет огромный шок для традиционных отраслей промышленности и приведет к непрерывному переходу к разделению, в процессе дифференциации некоторые из них будут устранены, а некоторые-модернизированы.(4) информационные технологии могут реорганизовать традиционные отрасли путем управления инновациями.Эффективность хозяйственной деятельности определяется динамической конфигурацией человека, имущества, объекта, а определяющей эффективностью конфигурации является информация.Информационные технологии в значительной степени изменили организацию производства, бизнес-модель и подход к социальному сотрудничеству, чтобы обеспечить новую модель управления структурной перестройкой.(5) информационные технологии нарушают пространственно-временные ограничения традиционных отраслей.

Нормы информатизации подразумевают создание благоприятной правовой среды для регулирования отношений между участвующими субъектами, научно-унифицированные технические стандарты для осуществления аутентификации, онлайн-платежей и других обменов информацией и онлайн-транзакций.Развитие информатизации правительство берет на себя важную ответственность за обеспечение правовой среды информатизации и регулирование развития информатизации по двум основным причинам: Во-первых, развитие самой информатизации выдвигает ряд новых требований к построению правового регулирования; Во-вторых, правительство играет ключевую роль в правовом строительстве страны.С точки зрения развития информационных технологий для требований правового регулирования[4], важной особенностью информатизации является то, что из-за реорганизации информации, изменения средств передачи информации, неизбежно будет иметь широкое влияние на традиционный процесс социальной деятельности, прямым следствием этого эффекта является то, что традиционные законы и правила регулируют определенные виды деятельности социального поведения появляются правовые пробелы, если строительство законов и правил не может следовать вовремя, это будет иметь определенное негативное влияние на процесс социальной деятельности илиНапример, как и какая информация должна быть раскрыта, а также закон Об электронной

[4] Глобализация мирового хозяйства: учеб. пособие / под ред. М.Н. Осьмовой, Г.Н. Глущенко. - М.: ИНФРА-М, 2015. - 389 с.
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подписи,закон об информационной безопасности,закон Об электронных транзакциях,стандарты и нормы, связанные с информатизацией.Правительство является разработчиком национальных социальных правил и поставщиком национальной правовой среды.Для обеспечения правовой базы и правовой среды для здорового развития информатизации необходимо разработать соответствующие законодательные акты, нормативные акты, стандарты и нормы в области информационных продуктов и управления."Информатизация без соответствующей системы поддержки, будет только сделать процесс экономического развития, Один за другим, производительная концессия, в конце концов, трудно следовать, но система является и конструктивной и эволюционной, институциональные механизмы, связанные с производительностью науки и техники, правительственная организация и модель вмешательства реструктуризации и инноваций, методы управления предприятием и организационная форма реинжиниринга, Информационная культура и сельскохозяйственная культура, интеграция промышленной культуры не в канун Нового года может быть завершена, это эволюционный процесс развития.

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ВЛИЯНИЕ ЭКОНОМИЧЕСКОЙ ГЛОБАЛИЗАЦИИ И ЭКОНОМИЧЕСКИХ ПРЕОБРАЗОВАНИЙ НА ИСПОЛЬЗОВАНИЕ ТРАНСНАЦИОНАЛЬНЫХ КОРПОРАЦИЙ В КАЧЕСТВЕ ОСНОВНЫХ ИНВЕСТИЦИЙ

Аннотация: В условиях экономической глобализации транснациональные корпорации играют важную роль в процессе интернационализации производства, являясь двигателями интернационализации производства и оказывая существенное влияние на страны, в которых происходит экономический переход. Показано, что влияние экономической глобализации на использование транснациональных корпораций в качестве основных инвестиций в странах с переходной экономикой связано с сопоставлением Китая и России.

Ключевые слова: глобализация экономики; транснациональные корпорации; связь

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THE IMPACT OF ECONOMIC GLOBALIZATION AND ECONOMIC TRANSFORMATION ON THE USE OF TRANSNATIONAL CORPORATIONS AS MAJOR INVESTMENTS

Annotation: In the context of economic globalization, transnational corporations play an important role in the process of internationalization of production, being the engines of internationalization of production and exerting a significant influence on countries that are undergoing economic transition.It is shown that the impact of economic globalization on the use of transnational corporations as the main investment in transition countries is related to the comparison of China and Russia.

Key words: globalization of the economy; transnational corporations; communications.

В 1970-х годах Новая волна экономической глобализации возобновила волну.В начале 1970-х годов, с полным распадом Бреттон-Вудской валютной системы, легализация плавающих обменных курсов привела к глобализации валютных операций, что послужило отправной точкой для новой глобальной тенденции в экономике.Некоторые страны становятся лидерами и победителями экономической глобализации, быстро развивающейся экономики, становясь новыми центрами или наиболее активными регионами развития мировой экономики;некоторые страны становятся жертвами этой конкуренции, выбрасывая историю из центральной части экономического развития и даже маргинализируя тенденции.В этой тенденции экономической глобализации транснациональные корпорации играют важную роль в процессе интернационализации производства, являясь двигателем интернационализации производства, что приводит к реализации экономических изменений в странах.После этого было введено управление маржинальной книгой банка“реальный оборот”по операциям по переработке товаров с ограничениями.Так называемое”реальное управление " означает, что предприятие в момент подачи контракта должно заплатить депозит в банк Китая; предприятие обрабатывает экспорт готовой продукции в течение указанного периода и после завершения процедуры списания, маржа плюс проценты будут возвращены[1].

Трансформация тайваньских предприятий должна касаться направления структурной перестройки континентальной экономики.В рамках десятой пятилетки, которая началась в 2001 году, структурная перестройка была выдвинута в качестве основного направления, чтобы ускорить переход к способам экономического роста и уделять больше внимания оптимизации структуры промышленности.Континент будет и далее стимулировать иностранные инвестиции в научно-исследовательские центры, высокотехнологичные отрасли промышленности, передовые производства, энергосберегающие и экологически чистые отрасли промышленности; активно и стабильно продвигать услуги, открытые для внешней торговли, расширять использование иностранного капитала в сфере услуг, направлять инвестиции в дополнительные финансовые, логистические, информационные технологии, программное обеспечение и технологии R & D и другие современные услуги; продолжать поощрять многонациональные корпорации на континенте для создания региональных штаб-квартир, центров закупок, операционных центров, учебных центров,Реструктуризация Континентальной экономической структуры, несомненно, будет способствовать дальнейшей оптимизации Континентальной экономической структуры, а также будет способствовать долгосрочному здоровому и стабильному развитию континентальной экономики.Хотя в краткосрочной перспективе это может повлиять на работу некоторых тайваньских компаний,в долгосрочной перспективе реструктуризация экономики не является плохим для тайваньских компаний, а скорее началом нового развития.

Реализация“тройника " с обеих сторон способствует трансформации и модернизации тайваньских предприятий.15 декабря 2008 года, в соответствии с соглашением, достигнутым президентом Континентальной морской ассоциации

[1] Ван жи Ле.Отчет об инвестициях ТНК в Китай за 2004 год.Китайское экономическое издательство, 2004: 20

Юньлинь Чэнь в ходе визита на Тайвань, были официально запущены прямые морские перевозки по обе стороны океана, а регулярность пассажирских и грузовых чартерных рейсов была достигнута.С 1979 года Постоянный комитет Всекитайского собрания народных представителей опубликовал“книгу соотечественников Тайваня”, начатую "тройником", после 30 лет поворотов, по обе стороны "тройника", наконец, реализован.В последнее время обе стороны предприняли ряд крупных инициатив по расширению внутреннего спроса и реструктуризации экономики в ответ на финансовый кризис.

Страны с переходной экономикой получают выгоду от интернационализации производства, обусловленной инвестициями в многонациональные корпорации, увеличение инвестиций в страны с переходной экономикой, привлечение капитала, технологий, управленческого опыта и талантов в страны с переходной экономикой, ускорение модернизации промышленных структур этих стран, а также процесс индустриализации и модернизации.В этом глобализационном потоке, продвигаемом транснациональными корпорациями, произошли значительные изменения в позиции Китая, который стал крупнейшим бенефициаром переходных стран.Согласно статистическим данным, в 2002 году на долю транснациональных компаний с иностранным капиталом приходилось 33,4% промышленного производства страны,что означало, что треть китайских промышленных отношений значительно переориентировалась на прежний путь развития.Реализация“тройника " на обоих берегах, несомненно, обеспечивает важную основу и силу для трансформации и модернизации экономических отношений между двумя берегами[2].

Предприятия континентального Тайваня должны уделять больше внимания развитию верхних и нижних концов производственной цепочки. Несмотря на то, что многие континентальные тайваньские предприятия в процессе развития уделяют большое внимание исследованиям и разработкам и инновациям, чтобы предприятия поддерживали буйную жизненную силу, но в целом для континентальных тайваньских предприятий размер капитала относительно невелик,уровень технологии относительно низок, в прошлом процессе развития в определенной степени зависит от того, чтобы иметь тот же культурный фон, что и континент, упреждающий доступ к континентальному рынку и использование континентальных специальных преференций для тайваньских предприятий для поддержания конкурентоспособности.С углубленным развитием континентальных реформ и открытости и 21-го века, чтобы присоединиться к wt0 бэк-офисные предприятия сталкиваются с все более жесткой конкурентной ситуацией, в дополнение к первоначальным преимуществам постепенно исчезают, тайваньские предприятия сталкиваются с быстро растущими континентальными частными предприятиями и ускоренными международными транснациональными корпорациями, входящими на континентальный рынок двойными проблемами.Столкнувшись с все более сложной ситуацией на континентальном рынке, тайваньские

[2] Журнал "экономика России".1999（11~12）： 13

компании должны иметь дальний стратегический взгляд и должны постепенно менять свою первоначальную стратегию конкуренции, а затем искать инновации в НИОКР, дизайне, а также брендинге и маркетинге в восходящей цепочке создания стоимости.

Связи между трансконтейнерными странами также усиливаются в процессе инвестиций в транснациональные корпорации, способствуя развитию экономической глобализации, но трансконтейнерные страны ограничены своими условиями, объем иностранных инвестиций ограничен, но в разной степени происходит ненормальный отток капитала.

Китайские транснациональные корпорации (в том числе частные транснациональные корпорации) развиваются в процессе глобализации, что проявляется в двух аспектах: с одной стороны, слияние иностранного капитала,интеграция иностранного делового потенциала и иностранных компаний.Эти два года после того, как международные транснациональные корпорации вступают в Китай, после захвата китайского рынка и достижения новой точки роста, его собственные внутренние предприятия идут в рецессию; с другой стороны, китайские предприятия могут войти во многие развивающиеся страны, чтобы найти много возможностей для развития, найти возможности слияний и поглощений, создать свою собственную многонациональную корпорацию, сформировать многонациональный бизнес, значительно увеличить прибыль предприятия, но также может поддержать и повыситьТранснациональные корпорации Китая вошли в Европу, Америку, Азию,Африку и другие регионы, инвестируя во многие страны.В настоящее время зарубежные предприятия в Китае выросли до более чем 6000, которые охватывают 88 стран и регионов мира, включая как развитые страны, такие как США, так и большинство развивающихся стран и стран с переходной экономикой[3].

Финансово-промышленные группы России появились и продолжают развиваться на волне глобализации.Еще в конце 1997-начале 1998 года "Газпром" заключил союз с крупнейшими западными нефтегазовыми компаниями - "Шелл Петролеум" и "ВР", которые намерены развивать долгосрочное международное сотрудничество в таких областях, как добыча, переработка и торговля нефтью.Он также развивает прямые иностранные инвестиции, которые к началу 2003 года составили 40,97 млрд. долл.США, из которых инвестиции основных стран-инвесторов составили 29,97 млрд. долл., что составляет 73,3% от общего объема иностранных инвестиций.В целом, российские прямые иностранные инвестиции характеризуются: во-первых, российские и иностранные инвестиции в основном сосредоточены в СНГ и некоторых развивающихся странах, лишь небольшая часть инвестиций сосредоточена в некоторых странах Европы и Америки; во-вторых, капиталовложения в основном в добычу и переработку нефти, газа, сырья и плавки; в-третьих, российские транснациональные инвестиционные компании в

[3] Го лянчэн."Экономическая глобализация и влияние экономических связей стран на трансформацию"."Мировая экономика и политика".2001（12）：34

основном создали рыночные операционные механизмы и механизмы финансирования инвестиций.

Одной из важных особенностей экономической глобализации является двунаправленный характер международных потоков капитала, в результате чего страны с переходной экономикой привлекают как иностранные инвестиции, так и прямые иностранные инвестиции.Влияние на экономическую глобализацию все еще слабо, так как страны, которые переходят на рельсы, ограничены своими собственными условиями. Аномальный отток капитала из России в разной степени обусловлен эффектом связи, особенно в России.По данным Центрального Банка России, в 1990-е годы отток капитала из России составлял 500-80 млрд. долл. США, а также агентства оценивали этот показатель в 15-300 млрд. долл., что значительно превышает общий объем привлеченных в России иностранных инвестиций за этот период (по состоянию на сентябрь 2003 года объем привлеченных в России иностранных инвестиций составил 53,6 млрд. долл.).Большая часть этого оттока капитала используется в непроизводственных целях:либо в недвижимость, либо в иностранные банки.Кроме того, по данным Центрального Банка России, отток российского капитала в 2003 году составит 17,6 млрд долларов,тогда как в январе-сентябре текущего года общий объем привлеченных российских иностранных инвестиций составил 20,9 млрд долларов.По подсчетам экспертов, в России по-прежнему остается от 10 до 15 миллиардов долларов США в год притока неиспользуемых средств в зарубежные страны.Неконтролируемый отток российских внутренних денег в значительной степени компенсирует усилия России по привлечению капитала.

Экономическая глобализация, обусловленная инвестициями транснациональных корпораций, привела к тому, что страны с переходной экономикой проводили внешнюю политику, основанную на свободных инвестициях, что стало неизбежным выбором для стран с переходной экономикой и экономического развития[4].

В связи с быстрым развитием либерализации инвестиций и интернационализации производства во всем мире, начиная с 1990-х годов страны-участницы плановой экономической системы перешли к созданию рыночной системы, соответствующей тенденциям глобального развития.В соответствии с этим, трансформация национальной инвестиционной системы сама по себе претерпела фундаментальное преобразование, от первоначального источника инвестиционного капитала и инвестиционного субъекта Единой ситуации, к источнику инвестиционного капитала многоканальной, диверсифицированной модели инвестиционного субъекта, использование иностранных инвестиций в качестве одного из важных стратегических вариантов рыночной экономики страны.В определенном смысле рыночная экономика страны, то есть интернационализация экономики, отражается в использовании иностранного капитала, то есть тенденция к либерализации

[4] Го лянчэн."Экономическая глобализация и реагирование на различные типы стран".Китайское бюджетно-экономическое издание, 2001: 238

инвестиций и реализации нейтральной внешней политики, адаптированной к рыночной экономике.Таким образом, можно получить огромные выгоды от либерализации инвестиций, не подвергая внутренний рынок и национальную экономику резким ударам из-за чрезмерного национального режима с иностранными инвестициями.Напротив, любые экономические и неэкономические средства стимулирования и ограничения иностранного капитала противоречат принципам конкуренции в рыночной экономике и принципам свободной торговли Всемирной торговой организации,а также способствуют монополизации предприятий с иностранными инвестициями в ведущих странах.

По мере углубления интеграции торговли и инвестиций в Китае, в последние годы транснациональные компании в нашей стране растут на рынке, в некоторых отраслях с их технологическими преимуществами, преимуществами бренда и преимуществами экономии масштаба(это то, что мы привлекаем к инвестициям транснациональных корпораций) продолжают строить более высокие барьеры для входа в отрасль, чтобы получить более высокую маржу прибыли, такие как безалкогольные напитки в нашей стране, индустрия мобильной связи, химическая промышленность, фармацевтика,Россия в некоторых странах Восточной Европы наблюдается тенденция к активизации процесса либерализации торговли и инвестиций из-за слаборазвитости или ненадлежащей реализации стратегии промышленной торговли, вытеснения национальных отраслей промышленности, относительного ослабления торговых интересов и даже“маргинализации”экономического развития.Тенденция к сырьевизации российской экономики не только более серьезная, но и дальнейшая интенсификация в будущем, в частности, тенденция к сырьевизации иностранных инвестиций в Россию более серьезная.Согласно статистическим данным, иностранные инвестиции в российскую экономику, в основном, в добывающие отрасли, составляют 70% иностранных инвестиций в российскую экономику.Транснациональные корпорации позиционируют Россию на более низком уровне международного разделения труда. В связи с отсутствием достаточных средств для модернизации перерабатывающей промышленности (в которую редко вовлекаются транснациональные корпорации), ситуация в российской обрабатывающей промышленности еще более усугубляется, и российская экономика даже маргинализируется.

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ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ОСНОВ МОТИВАЦИИ ПЕРСОНАЛА

Аннотация: В данной статье представлены результаты анализа теоретических источников, посвященных проблеме мотивации персонала. Рассмотрены основные понятия, относящиеся к сфере мотивации персонала, представлены отдельные принципы, которые необходимо учитывать при разработке системы мотивации и стимулирования персонала организации.

Ключевые слова: мотивация, мотивационная среда, потребность, мотив, стимул.

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THEORETICAL ANALYSIS OF THE BASICS OF PERSONNEL MOTIVATION

Annotation: This article presents the results of the analysis of theoretical sources devoted to the problem of personnel motivation. The basic concepts relating to the sphere of personnel motivation are considered, separate principles which need to be considered at development of system of motivation and stimulation of the personnel of the organization are presented.

Key words: motivation, motivational environment, need, motive, stimulus.

В современных условиях обретает особую важность такое понятие как мотивация и стимулирование трудовой деятельности персонала современной компании, что и предполагает потребность исследования проблематики, связанной с такими вопросами, и предопределяет значимость и актуальность работы.

В настоящее время в компаниях растут требования к сотрудникам. От них требуется интенсификация их трудового процесса, большая самоотдача, напряженность усилий, что в результате должно приводить к повышению производительности труда и улучшению его качества. Соответственно, сотрудники, взаимодействующие с персоналом, от которого требуется изменение их производственного поведения, должны обладать достаточно глубокими психологическими познаниями, особенно в части мотивации и стимулирования персонала к осуществлению их производственной деятельности.

Мотивация трудовой деятельности – это стремление работника удовлетворить потребности (получить определенные блага) посредством трудовой деятельности [4]. Данное стремление станет осуществимым при условии наличия у субъекта управления необходимых и желаемых благ, соответствующих социально обусловленным потребностям индивида. С целью получения этих благ сотрудник должен прилагать личные усилия и получать их, неся меньше материальных и моральных издержек, чем осуществляя какие-либо иные проявления активности.

Базовая структурная единица мотивации – это мотив. Мотив является целепобуждающим и целеопределяющим выбором той или иной активности человеком, который связан с удовлетворением его потребностей. Психологи, в процессе наблюдения за индивидами, выяснили, что потребности служат мотивом к их действиям. Потребности – это состояние субъекта, которое он испытывает при определенной нужде, в тех или иных предметах, людях, объектах, материальных ценностях, необходимых для его существования [3].

Мотив содержится «внутри» индивида, обладает «личностным» характером и зависим от множества внешних, которые при этом являются внутренними по отношению к этому индивиду факторами, а также от воздействия других, появляющихся синхронно с ним, мотивов. Учитывая эти причины, достаточно сложно создать объективность при фиксации процессов мотивов. С целью удобства применения и организации управления сферой субъективной реальности, какой и являются мотивы, используется гипотетический конструкт, получивший название «мотивация».

Мотив не только побуждает человека к действию, но и определяет, что надо сделать и как будет осуществлено это действие. Мотивы поддаются осознанию. Человек может воздействовать на свои мотивы, приглушая их действие или даже устраняя их из своей мотивационной совокупности. Мотивирование представляет процесс воздействия на человека с целью побуждения к определенным действиям путем пробуждения в нем определенных мотивов. Мотивирование составляет основу управления человеком.

Необходимо осознавать с какой целью осуществляется мотивирование сотрудников. Преимущественным образом действия того, на кого возложены обязанности по работе с персоналом организации, должны быть направлены на создание мотивационной среды.

Мотивационная среда – это совокупность условий, определяющих направленность и величину усилий, прилагаемых для достижения целей деятельности.

В создании мотивирующей среды, управляющей поведением человека, естественным образом исторически сформировались и закрепились в определенных технологиях два способа воздействия:

«подгонять» человека под идеал (дать образец действий, например, по принципу «делай как я» или «делай, как я сказал»; отсюда исходит метод «кнута и пряника»);

идти от потребности человека к саморазвитию и самореализации (принцип следования за человеком; отсюда понимание того, что у каждого человека есть определенный набор стабильных желаний, определяющий, что он хочет и будет делать в жизни).

Общими задачами этих двух способов воздействия являются развитие и усиление желательных мотивов действий, и напротив, ослабление мотивов, препятствующих возникновению и реализации эффективных действий.

Наиболее распространенной классификацией мотивации является ее подразделение на «внутреннюю» и «внешнюю». Под внешней мотивацией понимается детерминация поведения в тех ситуациях, когда факторы, которые порождают и регулируют, находятся вне «Я» индивида и за пределами контроля его действий. Внутренней мотивацией описывается такой тип детерминации поведения, при котором инициирующие и регулирующие его факторы исходят изнутри персонального «Я» и полностью содержатся внутри самого поведения. Необходимо отметить, что внутренняя мотивация вызывает более эффективную и результативную деятельность.

В связи с этим при разработке и корректировке системы мотивации и стимулирования персонала необходимо учитывать этот крайне важный факт, с тем, чтобы сделать производственную деятельность персонала максимально эффективной.

Внутренняя детерминация способствует творчеству, удовлетворенности работой, вызывает эмоции интереса и радостного возбуждения. Преобладание внутренней мотивации повышает самоуважение и ощущение компетентности [4]. Следовательно, руководитель имеет дело с двумя главными типами вознаграждения: внутренним и внешним.

Внутреннее вознаграждение – сам процесс работы. Это чувство достижения результата, содержательности и выполняемой работы, самоуважения. Дружба и общение, возникающие в процессе работы, тоже могут рассматриваться как внутреннее вознаграждение. Наиболее простой способ обеспечения внутреннего вознаграждения – создание соответствующих условий работы и точная постановка задачи.

Внешнее вознаграждение возникает не от самой работы, а дается организацией. Примеры внешних вознаграждений – зарплата, продвижение по службе, символы служебного статуса и престижа (такие, как угловой личный кабинет), похвалы и признание, а также дополнительные выплаты и блага (дополнительный отпуск, служебный автомобиль, оплата определенных расходов и страховки).

Как было указано, в системе факторов, влекущих за собой определенное поведение личности, существенными являются внутренние или личностные. Они то и образуют мотивационно-потребностную сферу личности, благодаря которой происходит избирательность, анализ и необходимая активация в деятельности и поведении человека.

Итак, основными составляющими мотивационной сферы человека являются потребности, мотивы и цели. В качестве побудителей поведения рассматриваются и интересы (мотивационное состояние познавательного характера), задачи (частный ситуационно-мотивационный фактор), желания и намерения (мотивационные субъективные состояния).

Мотив – это то, что принадлежит самому субъекту поведения, является его устойчивым свойством, побуждающим к совершению определенных действий.

Понятие мотива не совпадает с понятием потребности. Под потребностями понимают не что иное, как направленные мотивы, перманентное состояние дефицита, устранение которого является первостепенной задачей. Это состояние дефицита, сопровождаемое стремлением ликвидировать его. Процесс удовлетворения потребности выступает как целенаправленная деятельность, поэтому потребности являются источником активности личности. Удовлетворение потребности возможно через достижение цели. Цель – это осознаваемый результат, на который направлено поведение, это ожидаемый результат деятельности человека [6]. Разнообразие мотивов может соответствовать еще большему разнообразию достигаемых целей. Следовательно, одна потребность может порождать несколько мотивов, а также и действий и достигать еще большее количество целей.

Таким образом, в настоящее время теоретические основы мотивации разработаны достаточно глубоко. Определены психические процессы, связанные с эмоционально-волевой сферой человека, которые происходят при возникновении его потребностей.

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ИССЛЕДОВАНИЕ СИСТЕМЫ МОТИВАЦИИ ПЕРСОНАЛА К ОБУЧЕНИЮ И РАЗВИТИЮ

Аннотация: В данной статье представлены результаты анализа актуальных в современных условиях проблем, связанных с разработкой в организации эффективной системы мотивации персонала к обучению и развитию в разрезе внутреннего маркетинга персонала. Рассмотрена специфика управления человеческими ресурсами в российских компаниях и ее воздействие на мотивацию к обучению.

Ключевые слова: мотивация, обучение и развитие персонала, внутренний маркетинг.

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RESEARCH OF PERSONNEL MOTIVATION SYSTEM FOR TRAINING AND DEVELOPMENT

Annotation: This article presents the results of analysis of current problems related to the development of an effective system of personnel motivation for training and development in the context of internal marketing of personnel. The article considers the specifics of human resource management in Russian companies and its impact on motivation to learn.

Key words: motivation, training and development of personnel, internal marketing.

Задача обучения и развития персонала во взаимосвязи с системой мотивации относится к области внутреннего маркетинга, который рассматривается как система отношений с персоналом по поводу повышения качества предоставляемых услуг.

Эффективное внутреннее и внешнее обучение в норме должно способствовать росту эффективность работы сотрудников и повышению внутренней мотивации к труду, а также повышению лояльности персонала к своей компании, а это и является одной из целей внутреннего маркетинга.

Если говорить в терминах маркетинга персонала, то цена внутреннего продукта определяется степенью мотивации сотрудников. Персональная мотивация сотрудников определяется исходя из степени востребованности им факторов, определяющих различные аспекты мотивации, например, такие, как способ формирования заработной платы, перспектива карьерного роста, льготные условия при использовании услуг собственной организации, обучение, тренинги, семинары по повышению квалификации проведение коллективных мероприятий развлекательного характера, т.д.

Одной из задач управления человеческими ресурсами в компании является способствование достижению целей, стоящих перед компанией. Любой руководитель должен стремиться создать условия для обеспечения максимального уровня производительности и улучшения результативности подчиненного персонала.

То, насколько эффективен будет тот или иной сотрудник напрямую зависит от уровня и направленности его мотивации к труду и его способностей и стремления выполнять свою трудовую функцию, т.е. его навыков и умений, а также осознанности деятельности. Обеспечение благоприятной среды, в которой персонал компании чувствует стремление менеджмента к участию в их профессиональном и личностном развитии, создает условия для формирования таких форм оргкультуры, при которой решаются задачи производительности труда и повышается эффективность вертикальных и горизонтальных коммуникаций.

На сегодняшний день во многих российских компаниях, к сожалению, сохраняется достаточно примитивный взгляд работу с персоналом, в частности на его развитие и обучение. Мотивация персонала к обучению в значительной мере способствует успешному функционированию организации, оказывает влияние на уровень вознаграждения персоналу и, соответственно, его уровень жизни, что в глобальном смысле предопределяет развитие экономики в государстве. Исходя из этого, рассмотрение проблемы мотивации персонала к обучению и развитию представляет большой интерес для решения практических и теоретических задач управления человеческими ресурсами в современных условиях.

Создано много мотивационных теорий. Одними из первых теорий были работы А. Маслоу, который разработал теорию, в основе которой он ставил иерархию потребностей; Д. Мак-Грегора (теории X и Y), Ф. Херцберга (двухфакторная теория мотивации). Более современными теориями мотивации считаются теория потребностей Мак-Клелланда, теория постановки целей Э. Лока, теория закрепления В. Скиннера, концепция Хакмана и Олдхема, теория ожиданий В. Врума, а также теория справедливости (модель Портера-Лоулера).

Вопросами мотивации персонала к обучению были озадачены также такие российские и иностранные авторы, как С.В. Шекшня, Л.В. Карташова, В. Якубович, П. Друкер, Б. Трейси, М. Голдсмит, Б. Гройсберг и др.

В системе мотивации персонала к обучению и развитию в отечественных организациях выделяются такие как: управленческие, кадровые, организационные, экономические, культурно-ценностные и внутриличностные.

К управленческим проблемам относятся такие, которые привязаны к выбору эффективного стиля лидерства. Преимущественно руководитель и топ менеджмент организации ответственен за профессиональное развитие персонала. В большинстве отечественных компаний до сих пор распространен авторитарный стиль. Его отличительной чертой является такая форма мотивации, при которой в значительной степени присутствует контроль деятельности подчиненных, при этом его основой является мнение, что работникам требуется принуждение для того, чтобы побудить их действовать для того, чтобы компания могла достигать своих целей. То есть считается, что у работников отсутствует преданность целям организации, людям не свойственно проявлять инициативу и быть самостоятельными в процессе выполнения профессиональных задач. В таких условиях едва ли можно говорить о мотивации к обучению и развитию для того, чтобы повысить эффективность своей деятельности.

Стоит отметить, что групповое взаимодействие способствует передаче и обмену большей части знаний, именно на этом уровне может быть успешно осуществлено обучение новым приемам, процедурам, знаниям и методам работы. Стратегия обучения и развития персонала будет бесполезна, если её цели, процесс и результаты непонятны широкому кругу сотрудников.

К кадровым проблемам, влияющим на мотивацию людей к обучению, относится отсутствие системы разработанных принципов и норм, посредством которых человеческие ресурсы приводятся в соответствие со стратегией компании. Здесь затрагивается широкий круг вопросов, начиная от четко прописанных должностных инструкций и заканчивая разработкой системы поощрения персонала.

Еще одна кадровая проблема, с которой сталкиваются практически все российские предприятия, решившие обучать своих сотрудников – это необходимость отрыва работника от своих непосредственных обязанностей на время обучения. В данной ситуации компании начинают игнорировать либо потребность в обучении, либо сложности, с которыми сталкивается сотрудник в текущей работе из-за дефицита времени. В этом случае у работника формируется отрицательное восприятие обучения.

Организационные проблемы мотивации к обучению сводятся к отсутствию системы обучения в большинстве российских компаний. Другими словами, у руководителей, отвечающих за развитие и обучение персонала нет четкого плана действий. С.В. Шекшня рассматривает обучение персонала, как комплексный непрерывный процесс, который включает в себя следующие этапы: определение потребностей, формирование бюджета обучения, определение целей обучения, далее следуют определение содержания программы и выбор методов обучения. Затем осуществляются процесс обучения и оценка эффективности обучения [3]. Здесь важна полная вовлеченность руководителя в процесс выбора технологии и дизайна программы обучения. По завершении каждого этапа обучения сотрудникам необходимо получать обратную связь и оценку своих компетенций.

Экономические проблемы связаны с материальным стимулированием. Как бы хорошо не работали методы нематериального поощрения, но низкий уровень заработной платы вероятнее всего будет демотивировать персонал к обучению.

Однако современные исследования показывают, что материальное стимулирование неэффективно в долгосрочной перспективе, и является слабым инструментом, когда речь идет о работе со специалистами высокого класса [2].

Ценности и организационная культура играют исключительную роль в мотивации персонала к обучению. В России еще совсем недавно практически не уделялось внимание формированию организационной культуры, которая является фундаментом при построении взаимоотношений внутри организации.

Таким образом, мы видим, что обучение и развитие персонала является важным элементом системы мотивации персонала в каждой современной организации, поскольку повышает ценность компании в глазах е сотрудников и делает ее привлекательной для стабильной и продуктивной работы в ней. Тем самым достигается одна из целей внутреннего маркетинга персонала на стратегическом уровне – создание внутренней среды компании, способствующей развитию мотивированного и клиентоориентированного персонала.

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РАЗРАБОТКА ТИПОЛОГИИ ПРОЕКТОВ РАЗВИТИЯ ОРГАНИЗАЦИИ

Аннотация: Даётся множество научных подходов к определению понятия «развитие» для экономических субъектов (предприятий, организаций). Приводится классификация проектов развития по ряду значимых признаков. Выявляются наиболее существенные элементы, характерные для данной специфики. Приводится авторская трактовка определения понятий. Приводится аргументация исследователей при формировании альтернативных подходов при разработке классификационных признаков проектов развития. В завершение делается вывод и даются общие рекомендации по группировке проектов по классификационным признакам.

Ключевые слова: проект, инвестиции, анализ, стратегия, монопроекты, мегапроекты, рынок, функционирование, команда, управление, финансирование, эффективность.

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DEVELOPMENT OF TYPOLOGY OF PROJECTS OF DEVELOPMENT OF ORGANIZATION

Annotation: Many scientific approaches are given to the definition of the concept of “development” for economic entities (enterprises, organizations). The classification of development projects by a number of significant features is given. The most essential elements characteristic of this specificity are revealed. The author's interpretation of the definition of concepts is given. The argumentation of researchers is given in the formation of alternative approaches in the development of classification features of development projects. In conclusion, a conclusion is made and general recommendations are given on the grouping of projects according to classification criteria.

Key words: project, investment, analysis, strategy, monoprojects, mega-projects, market, functioning, team, management, financing, efficiency.

В силу своей привлекательности и удобства как для инвесторов, так и для предпринимателей, инвестпроекты имели широкое распространение во всем мире: из Соединенных Штатов Америки в Европу, а потом и в другие страны. Позднее хозяйствующие субъекты начали использовать бизнес-проекты в качестве реального инструмента планирования для функционирования и развития их деятельности.

С переходом к рыночной экономике российские инвесторы и кредиторы стали требовать от предпринимателей бизнес-проект. Примечательно то, что поначалу они разрабатывались с целью получения инвестиций, однако сегодня их используют как эффективный инструмент целеполагания и планирования.

Изучением теоретико-методологических основ инвестиционного проектирования занимаются многие зарубежные и отечественные ученые (В.М. Попов, Бринк И.Ю., Брайен Ф., Царев В.В. и другие). По этой причине в настоящее время существует большое разнообразие определений инвестиционного проекта, как одного из главных инструментов развития организации.

На Рисунке 1 в представлены подходы к определению понятия развития организации исследователей, труды которых посвящены изучению данной тематики.

Таким образом, исходя из представленных подходов исследователей к трактовке развития организации можно сказать, что развитие организации - это эволюция организации, долгосрочная программа совершенствования возможностей организации решать различные проблемы и способностей к обновлению. В результате анализа и обобщения существующих подходов к формированию понятия «развитие предприятия» можно предложить следующую его трактовку: развитие предприятия это процесс количественно-качественных изменений, как результат разрешения внутренних и внешних противоречий, что приводит к повышению уровня общего развития предприятия и предоставление ему необходимой векторной стратегической направленности.

Автор	Трактовка
Ансофф И.	Развитие - это определение основных долгосрочных целей и задач предприятия и утверждение курса действий, распределение ресурсов, необходимых для достижения этих целей
Томпсон А.А., Стрикленд А.Дж.	Развитие - это составная часть, направлена на качественные изменения в деятельности организации, связанные с переходом организации на качественно новый организационный уровень
Богатырев И.	Совокупность изменений разной экономической природы, целеустремленности, интенсивности, объективно протекающих в социально-экономической системе под воздействием внешних и внутренних факторов, а также приводят к переходу и фиксации предприятия в различных организационно-экономических состояниях
Коно Т.	Изменение условий существования организации во времени
Дроздов И.	Развитие - это закономерное, целесообразное, как правило, эволюционное, управляемое (самоуправляемое) позитивное изменение в заранее обозначенное время самой организации (ее целей, содержания, методов, форм организации производственного процесса) и ее управляющей системы, приводящее к достижению качественно новых результатов деятельности
Семенков И.	Развитие организации - это способность справляться с более сложными и масштабными проблемами
Демчук О., Ефремова Т.	Развитие предприятия (организации) заключается в ее постоянном преобразовании в соответствии с изменяющейся внутренней и внешней средой
Юшкевич О.	Упорядоченность, согласованность, взаимодействие более или менее дифференцированных или автономных частей целого, обусловленные его строением, с целью достижения лучшего сочетания элементов структуры, что усиливает, повышает исходные показатели системы по сравнению с показателями предыдущего этапа ее функционирования

Рис. 1 – Научные подходы к определению понятия «развитие» для экономических субъектов (предприятий, организаций) [17]

Таким образом, на основании проведенного исследования можно сформулировать следующее определение понятия: «проект развития предприятия – это заранее обусловленный набор действий в конкретном интервале времени в условиях ограниченных ресурсов по целенаправленному воплощению идеи, ориентированной на повышение уровня общего развития предприятия путем количественно-качественных изменений, результатом которых выступает разрешение внутренних и внешних противоречий и придание процессам развития векторной направленности».

Согласно теории и практики проектного менеджмента, все проекты классифицируются по следующим признакам:

• классу (или составу и структуре проекта и его предметной области – монопроекты, мульти-проекты, мегапроекты;

• типу (или основными сферами деятельности, в которых осуществляется проект) – технические, организационные, экономические, социальные и смешанные проекты;

• виду (то есть характером предметной области) – инвестиционные, научно-исследовательские, учебно-образовательные, смешанные;

• масштабу (или размеру самого проекта, количеству участников и степени влияния на окружающую обстановку) – мелкие, средние, крупные и очень крупные проекты;

• длительности (продолжительности периода осуществления) – краткосрочные, среднесрочные и длительные проекты.

• по сложности – простые, сложные и очень сложные.

Такая классификация очень часто критикуется как учеными, так и практиками проектного управления за ограниченность и практическую несостоятельность способствовать формированию методических основ по учету особенностей проектов различных типов, видов, классов при проведении анализа, разработки и внедрения.

Основной аргументацией исследователей при формировании альтернативных подходов при разработке классификационных признаков проектов развития является необходимость определения принципов обоснования управленческих решений при подготовке и реализации проектов, что дают возможность улучшить качество управления развитием компании. Поэтому приведенные классификационные признаки дополняют такими характеристиками проектов развития: функциональные зоны изменений (маркетинговые, технические, финансовые, организационные, учебные и др.); уровень инновационности задач, которые решает проект развития; уровень четкости формирования целей проекта и методов достижения; объем необходимых финансовых ресурсов; источники финансирования проектов развития.

С целью идентификации методических подходов к подготовке и реализации проекта развития классифицируют по следующим признакам:

- масштабу изменений в компании (от улучшений отдельных элементов к трансформации компании);

- возможности планирования целей, методов достижения, содержания работ, объема ресурсов (от не прогнозируемых к жестко спланированным);

- принципу проведения (от эпизодических изменений к постоянным преобразованиям);

- темпами реализации проектов развития (от постепенных до скорых);

- длительности реализации (от краткосрочных до долгосрочных);

- уровню привлечения персонала к подготовке и реализации проектов развития (от авторитарного принятия решений руководством к партисипативному участию всех сотрудников компании).

Проекты развития организации имеют свои специфические особенности, вследствие чего не всегда укладываются в общепринятые классификационные схемы.

Во-первых, подавляющее большинство проектов развития являются комплексными по характеру, а следовательно отнесение их к одной из сфер деятельности или предметной области не представляется возможным, и главное – целесообразным с практической точки зрения.

Во-вторых, в силу широкой сферы охвата проектами развития различных подсистем компании при внедрении качественных изменений, сложности предвидения последствий таких изменений, а также динамичности характера, эти проекты не подлежат классификации по продолжительности периода осуществления.

Поэтому целесообразно сформировать классификационную схему для проектов развития компании с учетом специфики их содержательно го наполнения, места и роли в деятельности компании и потребностей современной практики их реализации (в частности, идентификации выгод и затрат, определение оптимального состава участников проекта, обеспечение необходимыми для их реализации ресурсами и адекватной оценки результатов их внедрения).

В таком контексте заслуживает внимания ряд классификационных признаков проектов развития компании, предложенный Гребешковой О.М. (Таблица 1): по характеру поведения предприятия в окружении; по концептуальным моделям развития предприятия; по сфере изменений, что является результатом проекта; по жизненному циклу компании и/ или ее продуктов; по типу потребности в ресурсах для обеспечения развития.

Таблица 1

Классификация проектов развития [16]

Классификационный признак	Классификационные группы проектов
По характеру поведения предприятия в окружении	Проекты адаптивного развития Проекты проактивного развития
По концептуальным моделям развития предприятия	Проекты бизнес-развития Проекты организационного развития Проекты внутреннего (органического) развития Проекты внешнего развития
По сфере изменений, что является результатом проекта	Продуктово-рыночные проекты Технико-технологические проекты Структурно-культурологические проекты
По жизненному циклу предприятия	Проекты создания предприятия Проекты роста предприятия Проекты стабилизации деятельности Проекты сокращения деятельности Проекты ликвидации предприятия (подразделения)

По жизненному циклу продукта	Проекты разработки продуктов Проекты исследований Проекты параллельного проектирования Проекты вывода продукта на рынок
По типу потребности в ресурсах для обеспечения развития	Проекты привлечения финансовых и инвестиционных ресурсов Проекты обучения персонала и развития компетенций Проекты информационного обеспечения развития предприятия (IT-проекты)

В основе классификации проектов развития должен использоваться стратегический контекст деятельности предприятия, который предполагает управляемость развития предприятия через формулирование и реализацию его стратегической идеи, а также в необходимости поиска баланса между рыночными и внутренними возможностями предприятия. Как уже было отмечено ранее, реализация стратегических изменений в условиях высокой непредсказуемости рыночных процессов возможна преимущественно в проектном формате – разработке и реализации проектов развития предприятия.

От обычных проектов проекты развития отличаются высоким уровнем инновационности, низкой предсказуемостью будущих результатов и прямой корреляцией с выбранной предприятием стратегией развития.

В данном случае представляется логичным в стратегическом контексте основывать типологию проектов развития на трех отличительных признаках:

1) общая стратегия развития предприятия;

2) тип конкурентного поведения (в рамках ресурсно-компетентного подхода – проактивный, в рамках рыночно-позиционного подхода – адаптивный);

3) масштабность изменений (некритическая модернизация или качественная трансформация).

Предложенная типология проектов развития предприятия позволяет осуществлять их надлежащую идентификацию, что предопределяет соответствующее отношение со стороны владельцев и менеджмента компании к их ресурсному обеспечению и организационному сопровождению, содержательному наполнению, месту и роли в деятельности компании и потребностей современной практики их реализации (в частности, идентификации выгод и затрат, определение оптимального состава участников проекта, обеспечение необходимыми для их реализации ресурсами и адекватной оценки результатов их внедрения).

Основным документом, в виде которого представляется инвестиционный проект, является, как правило, бизнес-проект.

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ГУМАНИТАРИЗАЦИЯ ИНЖЕНЕРНОГО ОБРАЗОВАНИЯ И РЕАЛИЗАЦИЯ НАЦИОНАЛЬНЫХ ПРОЕКТОВ В РОССИЙСКОЙ ФЕДЕРАЦИИ

Аннотация: В статье рассмотрены вопросы гуманитаризация инженерного образования в контексте сокращения негативных последствий технократизации общества. Выявлены проблемы, препятствующие этому процессу и обоснован вывод о том, что эффективным инструментов в рамках гуманитаризации образования может стать национальный проект «Образование».

Ключевые слова: гуманизация, гуманитаризация инженерного образования, научно-технический прогресс, национальный проект.

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HUMANITARIZATION OF ENGINEERING EDUCATION AND IMPLEMENTATION OF NATIONAL PROJECTS IN THE RUSSIAN FEDERATION

Annotation: The article deals with the issues of humanitarization of engineering education in the context of reducing the negative consequences of technocratic society. Obstacles to this process have been identified and the conclusion that the national project "Education" can be effective tools in the humanization of education has been established.

Key words: humanization, humanitarization of engineering education, scientific and technical progress, national project.

Современный мир характеризуется ускорением развития научно-технического прогресса. Не смотря на безусловно положительную роль в развитии человечества научно-технический прогресс содержит в себе некоторые побочные эффекты. Скорость научно-технического развития на сегодняшний день достигла настолько высоко уровня, что человечество не успевает предвидеть, осознать опасность того или иного изобретения, а также его влияния на окружающую среду и мир в целом. Результатом этого становится то, что человек не успевает осознать, предвидеть и решить проблемы, возникающие в следствии этого прогресса: угрозы применения ядерного и атомного оружия, атомная энергетика, экологические катастрофы, терроризм, градация мировой культуры и многое другое.

Для того, чтобы управлять научно-техническим прогрессом, человечеству необходимо обладать гуманистическим началом. Мы должны понимать, что гуманистическую культуру должен и может производить только человек, эти процессы не подлежат механизации. Еще В начале XX века этнолог Клод Леви-Стросс выразил сомнение в будущем, в котором формирование культуры будет доверено роботам способным только копировать созданные человеком произведения, которые лишены гуманитарных знаний. «Такой человек – симбиоз с электроникой, продуктами сверхвысоких технологий в отсутствие духовных составляющих – разрушит экологию планеты и обречет себя на самоуничтожение, поскольку ему будет чужда всякая мораль» [6].

Именно такие изменения пророчит прогнозируемое в ближайшее время событие – Четвертая промышленная революция (Индустрия 4.0). Индустрия 4.0 – это событие, которое коренным способно коренным образом изменить производственные процессы, социальную парадигму и культуру в целом. Есть мнение, что Индустрия 4.0 является продолжением «цифровой» революции, на котором техника начинает вытеснять человека.

Человекоцентрическая концепция должна развиваться и эволюционировать прямо пропорционально развитию технократической модели. Именно отсюда возникает важность и актуальность проблемы гуманитаризации высшего образования, в особенности технического образования. Данная проблема актуальна как для России, так и в целом для всех стран. В связи с этим мы можем сделать вывод, что одна из главных целей образования на сегодняшний день должна состоять в том, чтобы сократить негативные последствия резкой технократизации человечества.

Гуманизация – это утверждение общечеловеческих ценностей, развитие человека как личности, а гуманитаризация – средство достижения гуманизации. Гуманитаризация образования состоит в формировании программы обучения с элементами дисциплин, способствующим развитию целостного духовного мира человека в условиях ускоренного технологического развития цивилизации. Обобщая вышесказанное, целью гуманизации и гуманитаризации в сфере образования является формирование человека культурным, мыслящим, понимающим и разносторонним, подготовив его при этом к реальной жизни в многогранном противоречивом мире. Именно на этапе студенчества, как на последнем этапе перед окончательным вступлением во взрослую жизнь важно помочь студенту в формировании мировоззрения и понимании своего места в мире.

На сегодняшний день государства, в том числе и Россия принимают некоторые меры для гуманитаризации образования. Об этом можно судить по содержанию Федерального закона «Об образовании в Российской Федерации» от 29.12.2012 N 273-ФЗ, в котором одним из основных принципов является гуманистический характер образования, приоритет жизни и здоровья человека, прав и свобод личности, свободного развития личности, воспитание взаимоуважения, трудолюбия, гражданственности, патриотизма, ответственности, правовой культуры [9].

Необходимо обратить внимание на Национальные проекты. Указом Президента РФ от 7 мая 2018 года №204 «О национальных целях и стратегических задачах развития Российской Федерации на период до 2024 года» [2]. Согласно этому Указу было сформировано 12 основных направлений, среди которых национальный проект – «Образование». Данный проект подразделяется еще на несколько федеральных проектов. В ходе анализа мероприятий, контрольных точек и результатов было выявлено, что в нац. проекте «Образование» в целом гуманитаризация образования, в частности технических специалистов, не предусмотрена, что является несомненным минусом [8]. Учитывая масштабность и долгосрочность проекта «Образование», необходимо дополнить его мероприятиями и результатами, которые позволят в масштабах всей стран провести гуманитаризацию технического образования.

Гуманитаризации как технического образования, так и образования в целом препятствует ряд проблем. Одной из таких проблем является соотношение объемов специального и гуманитарного блока. Особенно остро проблема возникает при формировании дисциплинарной матрицы специальности – здесь возникает противостояние между профессионалами данной специальности и гуманитариями, в интересах которых стоит увеличение своего блока [5]. Стандарты образовательной системы определяют гуманитарную составляющую учебного плана на уровне 20-25% от общего количества дисциплин [3]. Однако количество не всегда значит качество, отсюда возникает вопрос эффективности использования гуманитарных дисциплин, а именно насколько заинтересованы студены в изучении этого предмета и как предмет подается преподавателем.

Проблема с заинтересованностью студентов технических специальностей в гуманитарных науках прежде всего связана с низкой оценкой их практической значимости. В своей статье М.Н. Бабаева приводит результаты опроса студентов СПбГМТУ. В результате анализа посещаемости гуманитарных предметов, было выявлено, что каждый четвертый студент пропускает занятия без уважительной на то причины значительное количество раз. При этом данный показатель не зависел от оценок обучаемого. Среди причин пропуска были выявлены следующие: спорт, учеба в другом месте, семейные и личные обстоятельства – 52%; работа – 40%; ненужность предмета для будущей специальности и жизни в будущем – 19%; отсутствие интереса к гуманитарным предметам – 10%. В другом опросе студентов были заданы вопросы о необходимости изучения гуманитарных наук, на что были получены следующие ответы: считают необходимым изучение гуманитарных наук – 60%; не уверены в необходимости изучения гуманитарных предметов – 30%; не считают необходимым изучение гуманитарных наук – 10% [1].

Из результатов опроса мы можем сделать вывод о том, что почти половина студентов считают ненужным или не уверены в необходимости изучения гуманитарных дисциплин. Еще треть опрошенных не понимают значимость этих предметов для них, как для технических специалистов.

Ситуация в разных вузах может складываться немного иначе, однако, мы можем без сомнения утверждать, что необходимо повышать интерес технических специалистов к гуманитарным дисциплинам, мотивировать их к более полноценному завершению образования путем разъяснения важности изучения гуманитарных наук. По нашему мнению, популяризацию гуманитарных дисциплин среди технических специалистов необходимо включить в задачи проекта «Образование». Популяризация может проводиться путем формирования необходимой информационной повестки в университетах, в рамках которой до студентов доносится информация о необходимости гуманитарных знаний, в том числе с использованием современных технологий. (веб-приложения группы вуза и учебных групп в социальных сетях, новости официального сайта учебного заведения, информационные стенды внутри вуза и многое другое). Учитывая активное использование информационных технологий студентами, способ просвещения студентов путем использования информационных инструментов можно считать особенно эффективным средством донесения информации.

Зачастую необходимость донести до студентов важность гуманитарных наук падает на плечи самого преподавателя этих предметов. Помимо того, что преподавателю нужно дать понимание необходимости изучения своего предмета, ему необходимо также учитывать специфику студентов технического склада ума и максимально доступно изложить свой материал для эффективного усвоения [7]. Преподавание гуманитарных дисциплин должно быть деполитизированным и беспристрастным. В гуманитарных науках не существует абсолютной истины или единственно правильного учения. Поэтому преподаватель должен стремиться к тому, чтобы донести до студентов понимание многомерности и богатства человеческих культур и мнений. Отвечая на вопрос как преподавать гуманитарные дисциплины, стоит выделить основные принципы, которые соответствую понятию гуманизация, а также позволяют максимально эффективно проводить гуманитарные предметы. Преподавание гуманитарных наук должно включать в себя принципы репрезентативности, объективности и плюрализма.

По нашему мнению, эти принципы позволят эффективно преподавать гуманитарные дисциплины техническим специалистам, а также другим студентам, что положительно скажется на гуманитаризации образования в целом. Отражение данных принципов в рамках федеральных проектов кластера «Образование» и их последующее активное внедрение в образовательный процесс также способствовало бы эффективной гуманитаризации как технического образования, так и образования в целом.

Гуманитаризация технического образования, необходима в связи с ускоренным развитием научно-технического прогресса, который может привести к потере над ним контроля. Технический специалист должен понимать последствия своих решений в профессиональной деятельности и принимать их с учетом моральной точки зрения и человеческого начала. В противном случае антропологическая катастрофа – уничтожение человеческого начала в человеке, станет неизбежным будущим.

Стоит отметить, что эффективным инструментов в рамках гуманитаризации образования может стать национальный проект

«Образование», который на данный момент не включает в себя ни результаты, связанные с гуманитаризацией технологического образования, ни образования в целом.

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СОВЕРШЕНСТВОВАНИЕ ОРГАНИЗАЦИИ ПРОИЗВОДСТВА МОЛОКА НА ПРЕДПРИЯТИЯХ АПК

Аннотация: В статье рассмотрены возможные направления совершенствования организации производства молока в рамках агропромышленного предприятия, в том числе: оптимизация управленческих и организационных процессов, совершенствование кормовой базы, совершенствование процесса доения, оптимизация условий содержания, улучшение породного состава и т.д.

Ключевые слова: производство молока, системный подход, совершенствование содержания, доения, кормления коров.

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IMPROVEMENT OF THE ORGANIZATION OF MILK PRODUCTION AT THE AGRICULTURAL ENTERPRISES

Annotation: The article discusses possible directions for improving the organization of milk production within the framework of an agro-industrial enterprise, including: optimization of managerial and organizational processes, improvement of the feed base, improvement of the milking process, optimization of keeping conditions, improvement of breed composition, etc.

Key words: milk production, systematic approach, improvement of the content, milking, feeding of cows.

Актуальность темы статьи проявляется в том, что продукция молочного животноводства имеет важное значение для обеспечения продовольственной безопасности страны и регионов. В настоящее время сложно говорить о достаточном уровне самообеспеченности жителей РФ молоком: недостаточный уровень производства продукции животноводства связан с относительно малой плотностью поголовья скота и еще низкой продуктивностью [2, с. 78].

Таким образом, перед сферой молочного животноводства в РФ стоит актуальная задача - оптимизировать, усовершенствовать организацию производства молока. Именно данному вопросу посвящена наша статья.

Характеризуя актуальность темы, необходимо также отметить особое место отрасли молочного животноводства в структуре АПК и продовольственного подкомплекса России. Отрасль молочного животноводства характеризуется не только высокой долей в производстве валовой продукции, но и большим влиянием на экономику сельского хозяйства, на уровень обеспеченности населения продуктами питания.

Цель настоящей статьи – анализ возможностей и перспектив совершенствования организации производства молока на агропромышленном предприятии.

При написании статьи использовались такие методы как: анализ литературных источников, изучение практического опыта сельскохозяйственных предприятий (на основе публикаций и информации, представленной на официальных ресурсах), разработка предложений на основе изученного материала.

Прежде всего отметим, что сельскохозяйственное производство характеризуется многообразием факторов, которые тесно переплетаются между собой и соответствующим образом опосредствуют течение различных процессов. На производство здесь оказывают влияние, в числе прочего, природные условия, изменения в технической оснащенности предприятий и обеспеченности рабочей силой, постановка новых задач в отношении количества и качества производимой продукции и др. [3, с. 133]

Для совершенствования организации производства в сельскохозяйственной отрасли (в том числе – и организации производства молока) необходимо использование современных разработок в области управления, использование новейших методов принятия решений, также следует повышать профессиональный уровень работников и руководителей в данной области.

Совершенствование организации производства молока предполагает необходимость системного комплексного подхода к данной деятельности. Только на основе такого подхода могут быть достигнуты ощутимые результаты и возможно решение обозначенной в статье проблемы — преодоление недостаточного уровня производства молока в нашей стране.

Необходимость системного подхода к совершенствованию производства молока связана со спецификой отрасли молочного животноводства: главным средством производства в данной отрасли являются животные, они не связаны непосредственно с землей, но земля служит территориальной базой для животноводческого комплекса. При этом молочное животноводство в значительной степени зависит от кормовой базы, источником которой является отрасль растениеводства.

Вновь подчеркнем, что для совершенствования организации производства молока необходим системный подход, включающий в себя комплекс различных воздействий, связанных как с управленческими, так и с производственными процессами.

Обозначим основные составляющие комплекса воздействий, направленных на совершенствование организации производства молока.

1. Совершенствование организационных и управленческих процессов. Основные ориентиры в данном направлении: минимизация (оптимизация) затрат и максимизация прибыли производственной деятельности; максимально эффективное использование имеющихся трудовых ресурсов на основе разработок управленческой науки; совершенствование организации труда с учетом современных условий хозяйствования на основе достижений научно-технического прогресса. При этом необходимо отметить, что не существует каких-либо универсальных решений в области совершенствования организации производства и управления в сфере молочного животноводства, каждое отдельное предприятие данного подкомплекса обладает собственной уникальной спецификой и к нему необходим индивидуальный подход на основе всестороннего изучения данной специфики.

2. Интенсификация производства на основе улучшения породного состава животных, более полное использование генетического потенциала. Интенсивный путь развития обеспечивает рост производства за счет использования все более эффективных средств производства, более совершенных форм организации труда и технологических процессов, соответствующих достижениям научно-технического прогресса, за счет включения интенсивных факторов экономического роста. В этих целях следует решить две взаимосвязанные задачи: во-первых, улучшить породный состав молочного стада, во-вторых, обеспечить более полное использование генетического потенциала как имеющихся, так и вновь выводимых пород.

В рамках данного направления можно сказать и о необходимости селекционно-племенной работы, которая предполагает формирование эффективной системы проверки и отбора по критерию качества быков-осеменителей, интенсификация использования быков-улучшателей, индивидуализация процесса подбора быков-производителей к маточному поголовью. Также в качестве рекомендации можно выделить использование искусственного осеменения маточного поголовья и формирование оптимальной структуры стада с точки зрения качества воспроизводства.

3. Совершенствование кормовой базы, поскольку она в значительной степени определяет результаты производства молока. Общеизвестно, что рост производства продукции молочного животноводства невозможен без создания прочной кормовой базы.

Совершенствование кормовой базы предполагает ряд механизмов: достижение сбалансированности кормления скота за счет использования инновационных разработок и использование местных ресурсов, внедрение необходимых биодобавок в кормовую базу, использование промежуточных и подсевных культур, оптимизация структуры кормовой базы на основе опытной работы и т.д.

Также в кормопроизводстве большое значение имеет использование селекционно-технологических инноваций, например, производство высококачественного силоса из подвяленных трав с обязательным использованием консервантов, увеличение доли бобовых культур, оптимальные сроки уборки, создание долголетних культурных пастбищ, коренная перестройка работы комбикормовых заводов, позволившая резко улучшить качество концентрированных кормов, отвечающих продуктивности и генетическому потенциалу животных.

Для совершенствования кормления необходимо использование дифференцированных рационов, сформированных в соответствии с физиологическим состоянием коров. Также необходимо применение методов контроля кормления, в том числе – использование кормораздатчиков, автоматизированную раздачу комбикорма.

4. Важнейшее значение имеют и условия содержания коров. Основная рекомендация в данном направлении - беспривязное содержание животных всех возрастов [1, с. 77].

Также важно совершенствование процесса получения молока (процесса доения). В данном направлении в качестве рекомендации можно предложить доение в доильных компьютеризированных залах высокопроизводительными доильными установками; установка нового молочного оборудования по охлаждению молока. Хорошим вариантом является использование доильных установок «Карусель», поскольку они позволяют проводить обработку вымени после доения, что снижает уровень заболеваемости коров маститом.

Подводя итог, можно сделать вывод, что молочное животноводство является важнейшим составляющим элементом российского АПК и условием обеспечения национальной продовольственной безопасности. Совершенствование организации производства молока возможно на основе комплексного подхода, который должен включать в себя оптимизирующие воздействия на все элементы системы производства: управление, организация, технологические процессы, подход к кормлению, содержанию, доению, селекционно-племенная работа, воспроизводство и т.д.

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РАЗРАБОТКА СХЕМЫ ВЗАИМОДЕЙСТВИЯ ИНСТРУМЕНТОВ МАРКЕТИНГА РЕАЛЬНОГО ВРЕМЕНИ И КРОСС-МАРКЕТИНГА

Аннотация: В период самоизоляции и макроэкономического кризиса многие предприятия несут убытки, находятся на пороге банкротства, либо уже прекратили свою деятельность. Очень актуальным становится поиск новых источников привлечения клиентов без значительного увеличения маркетинговых затрат, которыми могут выступить кросс-маркетинг и маркетинг реального времени.

Ключевые слова: кросс-маркетинг, маркетинг реального времени.

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DEVELOPMENT OF A SCHEME FOR INTERACTION BETWEEN REAL-TIME MARKETING INSTRUMENTS AND CROSS-MARKETING

Annotation: During the period of self-isolation and the macroeconomic crisis, many enterprises have not ceased their activities. The search for new sources of attracting customers without a significant increase in marketing costs becomes very relevant.

Key words: cross-marketing, real-time marketing.

Маркетинговая деятельность на предприятиях малого бизнеса, зачастую, осуществляется в рамках текущей ситуации в организации и носит стихийный характер в условиях отсутствия планирования маркетинга и отсутствии планирования продвижения товаров и услуг данного предприятия.

Предпринимательская деятельность в условиях отсутствия маркетингового планирования сводится к поискам возможностей увеличения сбыта в сложившихся условиях рынка и в зависимости от показателей хозяйственной деятельности предприятия.

Предприятие в условиях отсутствия контроля маркетинга работает успешно только до неожиданного спада потребительского спроса, который может быть обусловлен множеством факторов, далеко выходящих за границы деятельности предприятия. Вероятно, что каждый раз принимать экстренные верные решения, в условиях падения спроса, не представляется возможным.

В то же время, в условиях присутствия маркетингового планирования, схематическая деятельность предприятия выглядит так (рис. 1):

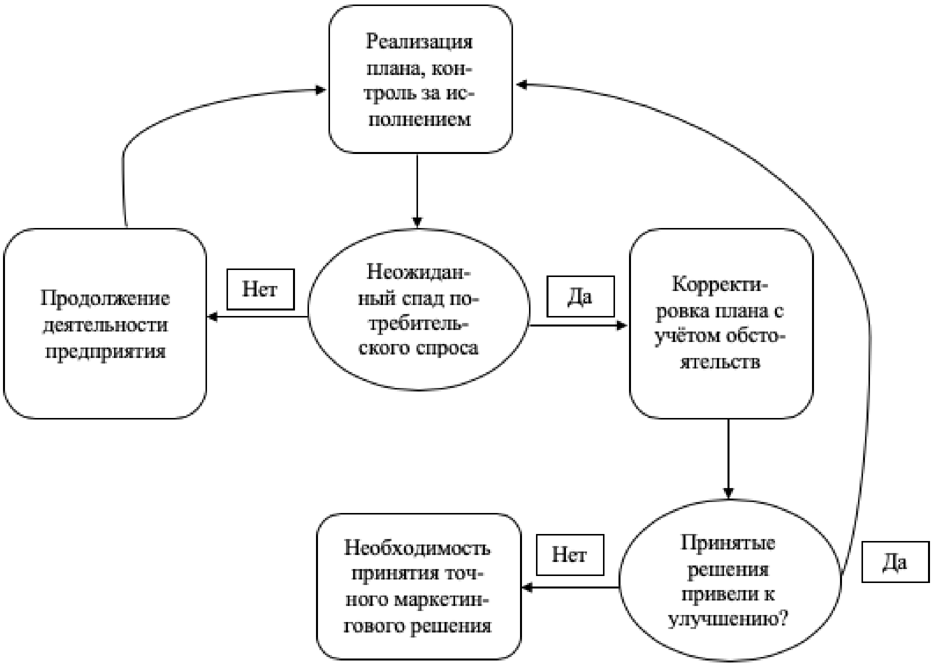

Рис. 1 – деятельность предприятия в присутствии маркетингового планирования.

Рисунок 1 демонстрирует, что маркетинговое планирование во многом помогает предприятию обезопасить себя от непредвиденных негативных влияний, однако не всегда является способом защиты от неожиданных внешних факторов. В условиях планирования, руководитель бизнеса уже не принимает жизненно важные решения для компании в полной неопределенности, а руководствуется маркетинговым планом на случай спада рынка или показателей компании, либо уже принимает решение, опираясь на факторы, которые обусловили невозможность реализации маркетингового плана в условиях непредвиденных обстоятельств.

Тем не менее, в конце блок-схемы остаётся пункт на случай, если антикризисные решения не привели к исправлению ситуации. Принятие маркетингового решения в условиях спада спроса, непредусмотренного маркетинговым планированием должно быть наиболее точным и оперативным. Данная ситуация принятия антикризисного решения будет характеризоваться также невозможностью значительного увеличения маркетинговых издержек, потому как, вероятно, издержки были увеличены на этапе принятия антикризисных мер, предусмотренных планированием.

Пути решений сложившейся ситуации могут быть довольно разными, в зависимости от сферы деятельности предприятия. Еще в 2010 году Ф. Котлер в своей книге «Маркетинг от А до Я» писал: «Маркетинговое мышление стало меняться: стремление извлечь максимум прибыли из каждой сделки постепенно уступает место заботе о прибыльности системы отношений с клиентами в целом. Будущее рынка за маркетингом по базам данных, при котором мы достаточно знаем о каждом потребителе, чтобы правильно и своевременно формулировать для него индивидуальные предложения.» [1].

На примере сферы салонов красоты является возможным предложить модель взаимодействия двух маркетинговых инструментов: маркетинга реального времени и кросс-маркетинга.

Маркетинг реального времени – маркетинговый инструмент, помогающий сделать наиболее актуальное предложение для пользователя, опираясь на события в реальном времени. С одной стороны, маркетинг реального времени можно рассматривать как реакцию бренда на «громкие» события (т.н. «Ньюсджекинг»), с другой стороны маркетинг реального времени можно применить относительно данных пользователей: дни рождения, опыт использования продукта компании, на каком этапе воронки продаж находится пользователь и т.д.

Кросс-маркетинг – взаимовыгодное маркетинговое взаимодействие 2 или более организаций.

Кросс-маркетинг зачастую имеет отсроченный эффект. Обеспечить скорейшую возможность получения результатов может маркетинг реального времени.

Модель взаимодействия маркетинга реального времени и кросс-маркетинга, в рассмотренной выше ситуации, отвечает следующим требованиям:

1. Своевременность формирования уникального предложения для своей целевой аудитории.

2. Возможность привлечения клиентов с минимальным повышением маркетинговых издержек.

Важным условием является то, что предшествовать использованию данной модели должен оперативно проведенный конкурентный анализ рынка, с целью получить информацию об изменениях маркетинговой деятельности конкурентов, является ли она причиной спада спроса на предприятии.

Данный маркетинговый анализ и сегментирование аудитории по поведению в реальном времени даёт подспорье для возможности создания дополнительной ценности своему продукту, а также дополнительного рекламного охвата, при налаживании партнёрского кросс-маркетингового взаимодействия с предприятиями, производящими товар, либо предоставляющими услугу, на которые в настоящее время возрос спрос у нашей целевой аудитории. Схематически это выглядит следующим образом (рис. 2):

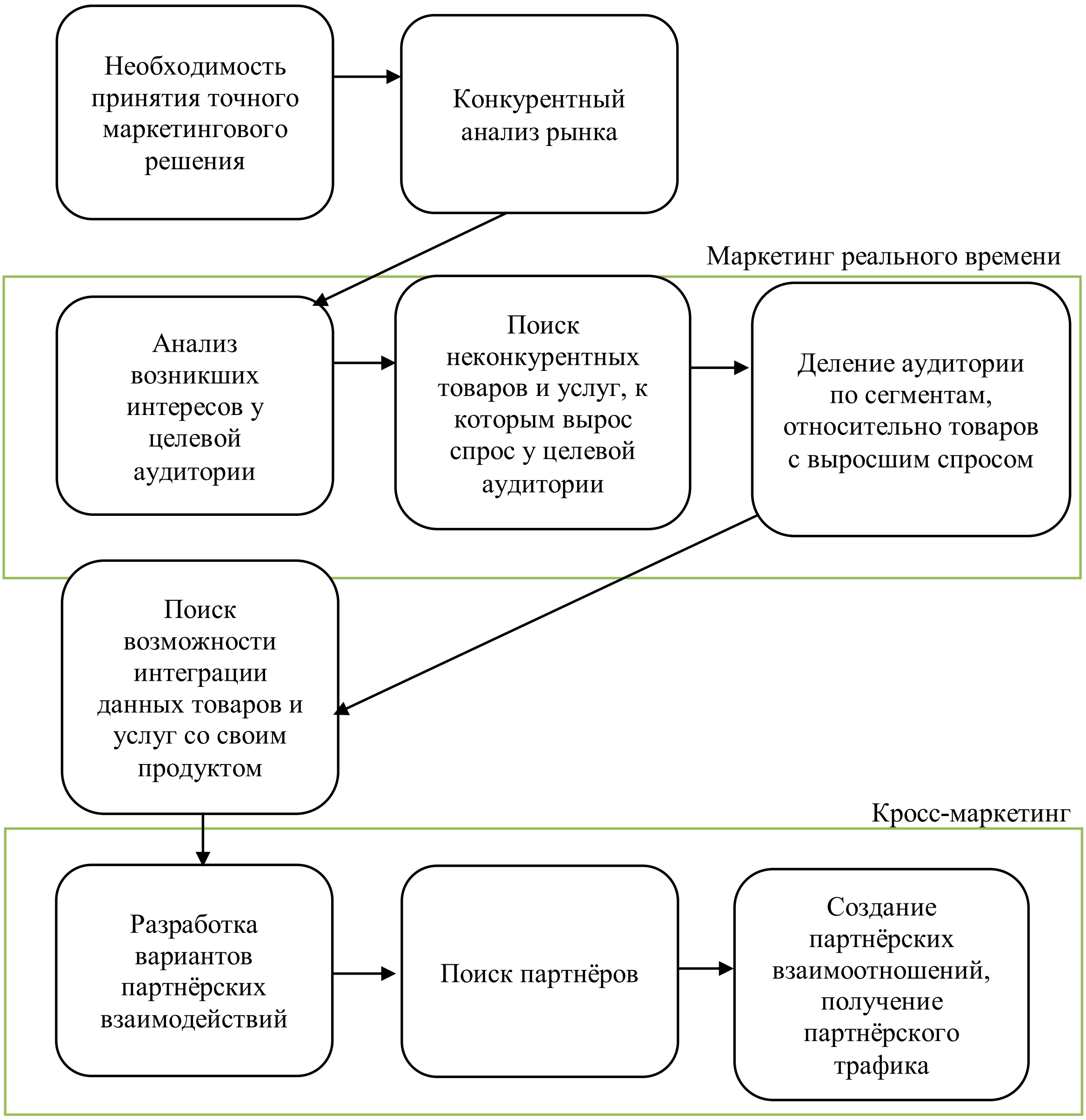

Рис. 2 – порядок взаимодействия маркетинга реального времени и кросс-маркетинга.

Анализ поведения целевой аудитории помогает выявить наиболее интересных партнёров для кросс-маркетингового взаимодействия. Предполагается, что не все партнёры согласятся на полноценное сотрудничество, однако большинство не будет против взаимного рекламного упоминания в социальных сетях, если оба предприятия обладают соразмерной аудиторией.

Схема взаимодействия маркетинговых инструментов, представленная на рисунке 2, может применяться не только в условиях спада потребительского спроса, но и в других условиях, для поддержания рекламного охвата и повышения узнаваемости бренда.

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РЕСУРСНЫЙ ПОТЕНЦИАЛ ПЕРЕВОДА РЕГИОНАЛЬНОЙ ЭКОНОМИКИ НА МОДЕРНИЗАЦИОННЫЙ ТИП РАЗВИТИЯ

Аннотация: В статье рассмотрено насколько важно сегодня определиться с модернизационной стратегией регионализации единого макроэкономического пространства, уловив тенденции, тренды, векторы и ориентиры перспективных территорий развития регионов страны, опредляющих ее будущий экономический и политический облик.

Ключевые слова: ресурсный потенциал, модернизация, экономика региона, развитие.

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RESOURCE POTENTIAL OF TRANSFER OF REGIONAL ECONOMY TO MODERNIZATION TYPE OF DEVELOPMENT

Annotation. The article discusses how important it is today to determine the modernization strategy for regionalizing a single macroeconomic space, catching the trends, trends, vectors and landmarks of promising territories for the development of the country's regions that determine its future economic and political appearance.

Key words: resource potential, modernization, regional economy, development.

В изменившихся геоэкологических и геополитических координатах сегодняшних реалий России исторически новым географическим понятием, все более отражающим современные процессы регионализации национального хозяйства стал Юг Росси, в частности СКФО. При формировании инновационных территориально-функциональных единиц структурной организации народно-хозяйственного комплекса Росси важным принципом интеграции в крупномасштабные блоки или модели определенно расположенных региональных образований является общность их хозяйственной специализации в рыночно обновляющейся общероссийской системе общественного разделения труда и трансформирующейся схеме размещения и развития производительных сил страны. Поскольку в новых условиях изменяется, ролевые функции и рейтинг российских регионов, становится ясно, насколько важно сегодня определиться с модернизационной стратегией регионализации единого макроэкономического пространства, уловив тенденции, тренды, векторы и ориентиры перспективных территорий развития регионов РФ, опредляющих ее будущий экономический и политический облик.

При определении модернизационного типа стратегии регионального развития следует исходить из соотношения между макроэкономической системой национального хозяйства и экономиками российских регионов как между матасистемой, представляющей функциональное единство последних. Это значит, что стабильность макропроизводственного процесса обусловлена нормативно-репродуктивным режимом функционирования региональных экономик. Т.е. регион обладает определенной степенью свободы выбора стратегии и приоритетов развития в национальной макроэкономической системе, и его интересы могут иметь вполне самостоятельный характер. Исходя из рыночных императив обеспечения конкурентоспособности экономики СКФО на национальном и международном рынках, можно рассматривать или «выписывать» модернизационный экономический облик региона в рыночном пространстве России ориентируясь на ряд принципов.

Во-первых, принципы реализации абсолютных и сравнительных преимуществ. Это означает, что приоритеты развития хозяйственного комплекса СКФО лежат в сфере тех, обеспечивающих рыночную конкурентоспособность, ее преимуществ в геополитическом пространстве, природно-хозяйственных условиях, в отраслях общероссийской специализации, которых не вообще, или есть в менее благоприятных сочетаниях у других регионов России.

Во-вторых, приоритеты развития экономики СКФО должны базироваться не только на принципе сравнительных преимуществ во внешнеторговых связях, в отношениях трансрегионального обмена, но и в принципе завершенности, замкнутости энерго-производственных циклов, на доведение производственного процесса до замыкающего звена, выпускающего готовый конечный продукт. Принцип продавать на сырье или полуфабрикаты, а готовы продукт с т.з. ценовой политики оправдан не только во внешней торговле, но и межрегиональном обмене. В этом плане разрывы технологической цепочки при трансграничном переносе сырья и энергии не оправданы так же, как и излишние трансакционные издержки, удорожающий конечный продукт. Это заставляет ориентироваться в развитии на те отрасли, которые имеют собственную ресурсную базу, в первую очередь, энергосырьевую. Другими базовыми принципами модернизационного типа развития региональной экономики являются:

- относительная воспроизводственная целостность экономики региона;
- сбалансированность целей экономического развития и социальных интересов его населения;
- учет экономических императивов в производственном природопользовании;

- экономическая безопасность региона, предполагающая на уровне порогового решения проблемы обеспечения его относительной производственной и финансовой самодостаточности;

- конкурс интересов региона и центра как выражение требований принципа экономического централизма;

- учет тенденций изменения основ формирования новой системы общественного разделения труда, отвечающей модернизационной направленности хозяйственной специализации регионов;

- базирующаяся на рыночных принципах модернизационная парадигма размещения и развития производительных сил региона.

Иными словами, основной среднесрочной целью экономической политики в СКФО является ускоренный переход к ориентированной на потребности общества модернизации и реструктуризации экономики, создание механизмов поддержки и развития ее реального сектора стимулирования роста производства и платежеспособного спроса, инвестиционной активности предприятий, фирм, домохозяйств в государственном и частном секторах экономики региона и т.д.

В условиях рыночного хозяйства экономическое проявление экстенсивного или интенсивного типа развития хозяйственной системы связано не только с эффективностью производства, но и с успехами конкурентной рыночной среде с экономической устойчивостью.

Очевидно, главное не столько в том, какое количество продукции производится той или иной хозяйственной системой , столько в том, какой продукции, с какими издержками, какого качества, для какого потребителя(постоянного или случайного) и, конечно. С помощью каких технико-технологических средств.

Негативный опыт преувеличения значимости распределительных отношений в нашей стране, в ходе перестроечных реформ, еще раз убедительно доказал правоту классиков экономической теории, ставивших производственную стадию в воспроизводственных процессах на приоритетное место. Исходя из этой ситуации, особенности развития любой хозяйственной системы характеризуется состоянием деловой активности и достижением результативности, прежде всего в сфере производства.

Однако, тип развития хозяйственной системы, тем более региональный, не может оцениваться только по состоянию производственной сферы, хотя она и является основополагающей во всем производстве. Он должен характеризовать и особенности потребления , в том числе общественного и производственного, а также состояние и роль предпроизводственной стадии в ресурсной подготовке производства.

Любая экономика системна, региональная тем более, а следовательно, она обладает наряду с прочими свойствами (членимость, инвариантность, чувствительность, наблюдаемость, управляемость, идентифицируемость) гибкостью и устойчивостью.

В значительной мере состояние экономической устойчивости как интеграционного свойства целостного хозяйственного организма также характеризует тип его развития. Экономическая устойчивость, составными частями которой является инновационная и инвестиционная активность, конкурентоспособность продукции и производства, отражает сущность особого состояния хозяйственной системы в сложной рыночной среде. Она синтезирует в себе совокупность свойств самой системы и важнейших составляющих ее производственной и коммерческой деятельности, в том числе качество продукции и новаторские свойства, научно-технологическую развитость материально-технологической базы, стабильность обновляемого ресурсного обеспечения, развитость кадрового и интеллектуального потенциалов, наличие инновационного менеджмента, т.е тип развития экономики характеризуется не только преимущественно используемыми факторами, но и состояние процессов, связанных с рождением и результативностью использования факторов-ресурсов с производством товаров-инноваций.

Тип развития хозяйственной системы, особенно на уровне региона, не может быть отличным от типа развития большинства входящих в нее подсистем, хотя отдельные различия могут иметь место. Это значит, к примеру, что региональная экономика не может быть интенсивный, если большинство корпораций и предприятий на территории регион региона развиваются по интенсивному типу.

Экономика региона, являясь основным блоком в макроэкономической системе федеративного государства, определяется отношениями , которые предопределяют закономерности взаимодействия системой более высокого порядка.

Следовательно, автономность региона допустима до определенного предела, не нарушающего целостность макроэкономики и ее народнохозяйственной эффективности по укрупнению показателей.

Экономическая динамика в регионе в каждый период времени определяется не только действием совокупности внутренних факторов саморазвития и внешних факторов, с помощью которых макросистема воздействует на один из своих внутренних блоков, но и сочетанием решения текущих задач с подготовкой предпосылок для развития региона в будущем. Очевидно, что только сбалансированный тактично - стратегический состав экономической динамики в каждом временном периоде мог бы гарантировать ей прогрессирующий положительный характер.

Сегодня основополагающими факторами развития региональной экономической системы являются модернизационные, к числу которых логично было бы отнести: системную технику нового типа. Новые технологии, новую организацию труда и производства, новую мотивационную систему, предпринимательство, т.е. те модернизационные компоненты, которые в комплексе могут преобразовать производственную сферу региона.

Преимущественное использование совокупности модернизационных факторов в развитии экономического пространства СКФО и составляют сущность перевода его на качественно новый тип развития, позволяющий ему приобретать важнейшее свойство в рыночной среде - экономическую устойчивость.

Этот качественно новый (модернизационный) тип развития экономической (хозяйственной) системы региона характеризуется:

- новаторскими целями, инновационными результатами производственной деятельности (товары, услуги, эффективность, конкурентоспособность и т.п.) в тактическом и стратегическом плане;
- возможностями воспроизводства модернизационной направленности на устойчивой основе, чтобы экономическая система региона обладала всеми организационно-управленческими ресурсными и мотивационными условиями для этого.

Очевидно, что в определенной степени такой тип развития экономической системы является особой современной разновидностью интенсивного типа, характеризующейся не только интенсивным использованием ресурсом и получением на этой основе высокой экономической эффективности, но и прежде всего модернизационностью нацеленности факторов экономической динамики, двойственного тактического и стратегического результата. Модернизационный тип преимущественно интенсивен, но это интенсивность особая, политическая, максимально результативная в современных научно-технологических условиях.

Несколько аргументов в обоснование объективной перспективности модернизационного типа развития экономики: модернизационный тип экономики любого уровня в наибольшей степени соответствует с закономерностям и логике единых научно-воспроизводственных процессов. Он оптимизирует использование основных факторов производство во времени и пространстве, поскольку максимизирует, как правило, комплексную эффективность при достижении основных целей; данный тип развития наиболее полно использует весь ресурсный потенциал, которым обладает экономическая система и преобразовательные возможности основных современных факторов прогресса, модернизационных, значения которых не просто возрастает, а они становятся определяющим характер стратегии экономического роста; нарастание технологической отсталости от мирового уровня НТП чревато потерей как экономической, в целом, безопасности так технологической.

Преодоление этой опасной тенденции возможно лишь при существенном оживлении инновационной и производственно-инвестиционной деятельности, т.е., при наличии модернизационной составляющей регионального развития экономики.

Оживление экономической активности региона в рамках модернизационного региона – сложный ресурсоемкий процесс, а в условиях современной кризисной ситуации в экономике большинства регионов России это сложность многократно возросла.

Поэтому решение задачи наращивания ресурсного потенциала, обеспечивающего перевод экономики региона (в частности, СКФО) на модернизационный тип развития выходит на первый план.

Перевод экономики на модернизационный тип должен начинаться с первичного и корпоративного производственного звена (предприятии, корпорации, ФПГ и т.д.), но при условии благоприятного инновационно - инвестиционного климата на макро и мезо-региональных уровнях.

Ресурсный потенциал модернизационного процесса в регионе прежде всего связан с финансами. Их источники: федеральный и региональный бюджеты, собственные средства предприятия и корпораций, внебюджетные фонды, сбережений частных лиц, заемные и кредитные финансовые средства, паевые и иные взносы, средства фондового рынка, иностранные ивестиции, лизинг, факторинг и др.

Учитывая существенную ограниченность инвестиционных ресурсов, необходимо определиться в выборе инвестиционных приоритетов, способствующих росту ресурсного потенциала региональной экономики.

Первый такой стратегический приоритет в фазе оживления ресурсного потенциала экономики региона – инвестиционные проекты, направленные на насыщение потребительского рынка конкурентоспособными товарами и услугами,- экологически чистым продовольствием, детским питанием, строительством жилья, медикаментами, производством. Пользующихся спросом платных услуг и т.п. Здесь не нужно строить заново производства, достаточно использовать имеющиеся мощности и квалифицированные кадры, застаревшее оборудование, но для этого нужно поддерживать импортозаменяющие, повысить долю отечественных товаров на внутреннем рынке.

Другой стратегический приоритет в наращивании ресурсного потенциала экономики региона - высокие технологии. Перспективы те инновационно - инвестиционные проекты, которые опираются на базисные инновации, ориентируются на освоение и распространение пятого технологического уклада, обеспечивая тем самым не только конкурентоспособность продукции, но и целых отраслей. Речь идет о ключевых направлениях НТР конца XX начала XXI вв. эффективных технологий переработки органического и минерального сырья с использованием генной инженерии и биотехнологии, новых поколениях микропроцессорной техники в различных сферах ее применения, современных средствах информации и телекоммуникациях (мультимедиа, интернет и т.п.) разнообразных космических технологиях и т. д.

Третьим приоритетным в наращивании ресурсного потенциала модернизационного тира региональной экономики является, непосредственно, ресурсосбережение, неразрывно связанное с экологией. Расход энергетических и сырьевых ресурсов на единицу конечного продукта на российских предприятиях многократно выше, чем в развитых странах, так, удельная энергоемкость ВВП в РФ втрое выше, чем в Западной Европе и за последнее десятилетие разрыв не сократился.

В Росси имеется немалое количество отечественных и зарубежных ресурсосберегающих технологий и основанных на них инвестиционных проектов. Поддержка их дает экономию инвестиционных ресурсов (вкладывать деньги в экономию сырья и топлива в несколько раз эффективнее, чем в поддержании и расширении их добычи, обогащения, переработки, транспортировки). Причем к ресурсосбережению может быть привлечено большее число малых и средних предприятий , обеспечивающих немалый прирост рабочих мест, а результативность от таких инвестиций значительно выше , чем в добывающих отраслях. Следует также принимать во внимание существенный экологический эффект таких проектов- сбережение природных ресурсов и уменьшения загрязнения окружающей среды.

Четвертый приоритет в наращивании ресурсного потенциала экономики региона модернизационного типа связан с формированием и развитием современной инфраструктуры. Трансформация экономической системы региона в векторе модернизационного развития и формирование соответствующих ей хозяйственных механизмов требует разработки научно-практической базы для обоснования функционирования ресурсного потенциала.

При этом дополнительным важным фактором является то, что в условиях современного финансового кризиса, высокотехнологичные и научно-емкие отрасли сами по себе не будут привлекательными объектами для вложения в них средств инвесторов, и для их развития нельзя рассчитывать только на прямое действие рыночных сил, а требуется государственная поддержка и помощь. Формирования регионального рынка немыслимо без развитой инфраструктуры.

Поэтому вложение капитала в модернизацию и техническую реконструкцию всех видов транспорта, освоение современных эффективных средств связи, системы обслуживания рынка весьма перспективны, хотя они обычно не обеспечивают быструю отдачу и требуют немалых вложений бюджетных средств.

Комплексный подход позволят сформулировать базовые принципы построение рыночно ориентированной инфраструктуры региональной экономики модернизационного типа развития:

- по затратам, требующимся на создание, инфраструктура должна быть адекватной реально имеющимся в регионе ресурсному, научно-техническому и производственному потенциалу, отвечать уровню его развития и состоянию инновационной активности;

- рекомендуемые инфраструктурные комплексы должны обеспечивать сохранение и укрепление сложившихся раннее в регионе организационных элементов инфраструктуры с устранением существующих в их деятельности недостатков, создавать вновь только ее отсутствующие системы и элементы, прежде всего путем их «выращивания» в составе действующих элементов инфраструктуры;

- нельзя допустить получение каким - либо из организационных элементов инфраструктуры монопольного положения в регионе, между ними следует развивать конкуренцию и состязательность как основа для эффективного осуществления научно-производственной и инновационной деятельности и т.д.

Исходя из сформулированных базовых принципов построения в регионе модернизационно-ориентированной инфраструктуры можно провести следующее укрупненное распределение различных типов организационных элементов по комплексам, составляющим инфраструктуру как единую систему.

1. Комплексы информационное обеспечение: региональный информационно-аналитический центр, в том числе при территориальных органах управления и территориальных органах статистики и т. д.

2. Комплекс экспертизы: филиалы и представительства в регионах российского исследовательского научно–консультативного центра экспертизы (РИНКЦЕ) и т.д.

3. Комплекс финансово-экономического обеспечения: территориальное представительства и отделения федеральных фондов, собственные региональные бюджетные и внебюджетные фонды научного, научно-технического и технологического развития, фонды венчурного финансирования, банки, финансовые страховые компании и т.д.

4. Комплекс производственно-технической поддержки: многопрофильные и специализированные производственно-технологические центры промышленных предприятий, технопарки, лизинговые компании и т.д.

5. Комплекс сертификации: официально аттестованные и аккредитованные лаборатории, центры метрологии и стандартизация промышленных предприятий, подразделения научных учреждений, ВУЗов и т.д.

6. Комплекс продвижения научно-технических разработок и наукоемкой продукции на рынок: патентные поверенные Рос патента, консалтинговые фирмы, инкубаторы, территориальные выставочные центры и т. д.

7. Комплекс подготовки и переподготовки кадров: факультеты. Отделения ВУЗов, региональные научно- координационные центры и т.д.

Представленное распределение организационных элементов инфраструктуры по образующим ее комплексам, безусловно, не является исчерпывающим и тем более единственно возможным. Однако, построение инфраструктуры не должно быть механическим учетом уже имеющихся в регионе ее организационных элементов и простым дополнением их недостающей части, а требует органической увязки и сопряжения существующих и создаваемых структур в единую инфраструктуру экономики региона модернизационного типа.

Как раннее было уже отмечено, модернизационный тип развития региональной экономики формируется под влиянием совокупности объективных факторов. В качестве факторов модернизационного развития региона выступают различные ресурсы с совокупностью новых свойств. Среди них новая техника и технологические системы, новые технологии, организация и мотивация труда производства в различных формах, интеллектуальный потенциал и т.д.

Все данные факторы во взаимодействии проявляют сове влияние на развитие воспроизводственных процессов через:

- инновационную и инвестиционную активность;
- положительную динамику и экономический рост;

- возрастание экономической устойчивости в современной рыночной среде различных производственно-хозяйственных систем.

Особую роль в наращивании ресурсного потенциала, в целом, и согласовании использования факторов развития региональной экономики модернизационного типа выполняет предпринимательский ресурс. Поскольку модернизация связана с преимущественным использованием факторов инноваций (новая техника, технологии, организация и т. д), то перед предпринимателем стоит задача не только по новому скомбинировать новые ресурсы, но и обеспечить их формирование на постоянной воспроизводственной основе.

Выполняя координирующую, интегрирующую роль по отношению к другим факторам становления модернизационного типа развития предпринимательство, по существу, обеспечивает формирование системы факторов и оптимальное пропорциональное соотношение друг с другом, т.е. можно говорить о наличии у предпринимательского ресурса систематизирующей функции, проявляющейся в оптимизации использования по количеству и качеству каждого ресурса при реализации инновационно-инвестиционных проектов по критерию высокой эффективности, прибыльности в сочетании с обеспечением экономической устойчивости региона в целом.

Итак, модернизационный тип развития экономики региона - это особая модернизационная направленность целей, путей их достижения, особая модернизационная «настройка» механизма государственного воздействия на экономическую систему и рыночной самоорганизации. Наращивание ресурсного потенциала в этом аспекте, означает, разное возрастание значения и роли интеллектуальных, предпринимательских, технологических, инвестиционных, модернизационных ресурсов.

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ТРАНСГРАНИЧНОСТЬ КАК МЕЖРЕГИОНАЛЬНАЯ ЗАКОНОМЕРНОСТЬ ПРИСВОЕНИЯ И РАСПРЕДЕЛЕНИЯ ПРИРОДНЫХ РЕСУРСОВ В РАМКАХ РАЗВИТИЯ МЕЗОЭКОНОМИЧЕСКОЙ СИСТЕМЫ

Аннотация: В статье рассмотрено, что формирование зоны трансграничных природных ресурсов и становление специфического механизма их производительного использования выступает особой закономерностью экономики природных ресурсов в условиях глобализации мирохозяйственных процессов; в прикладном аспекте это позволяет утверждать, что в современной экономике формируется новая сфера экономических отношений как результат полисубъектной экономической компетенции. Авторами отмечено, что в этих условиях основным экономическим механизмом рационального использования трансграничных природных ресурсов выступает формирование и реализация трансграничных инвестиционных потоков.

Ключевые слова: трансграничность, природные ресурсы, мезоэкономическая система, инвестиционный поток.

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CROSS-BORDER AS INTERREGIONAL REGULARITY OF APPROPRIATION AND DISTRIBUTION OF NATURAL RESOURCES WITHIN THE FRAMEWORK OF MESO-ECONOMIC SYSTEM DEVELOPMENT

Annotation: The article considers that the formation of the zone of transboundary natural resources and the formation of a specific mechanism of their productive use is a special regularity of the economy of natural resources in the context of globalization of world economic processes; in the applied aspect, this allows us to assert that in the modern economy a new sphere of economic relations is formed as a result of polysubject economic competence. The authors noted that in

these conditions the main economic mechanism of rational use of transboundary natural resources is the formation and implementation of cross-border investment flows.
Key words: cross-border, natural resources, meso-economic system, investment flow.

Особой сферой современной экономики в условиях её нарастающей глобализации выступает формирование зоны трансграничных природных ресурсов и становление специфического механизма их производительного использования в интересах всех представленных в этой зоне экономических субъектов, объединяемых необходимостью комплексного подхода к природным ресурсам, находящимся в сфере многосубъектной правовой и экономической компетенции. Глобализация интенсифицировала усилия, направленные на достижение трансграничной региональной экономической интеграции, а это, в свою очередь, вынуждает к трансграничному рациональному использованию природных ресурсов со стороны не только организаций различных государств, но и частного сектора, неправительственных организаций и спонсоров. Одним из механизмов решения данной проблемы выступает формирование биосферных резерватов. Например, как подчеркивается в литературе, «Россия, Казахстан, Китай и Монголия заинтересованы в создании трансграничной биосферной территории «Алтай». Это уникальный природный комплекс с множеством сохранившихся культурно-археологических памятников. Проблемы организационного оформления ТБТ обсуждаются во властных структурах разных уровней и учеными заинтересованных стран 10 лет. Решить многие проблемы социально-экономического и природно-экологического характера в приграничных районах высокого экологического статуса, обеспечить их сохранение и развитие можно в рамках таких форм, как биосферные резерваты» [1].

Стремительный рост значимости трансграничного подхода связан не только с необходимостью более эффективного управления общими ресурсами, но и внутренними потребностями развития региональной и межрегиональной интеграции. При этом обнаружилась основная практическая и теоретическая проблема механизма эффективного трансграничного использования природных ресурсов – сохранение межгосударственного неравенства в распределении природных благ.

Термин «трансграничные природные ресурсы» относительно недавно вошел в употребление для обозначения межграничной динамики национальных производственных ресурсов и планирования рационального управления ими. Этот термин относится к движению физических, биологических и социальных ресурсов, связанного с перемещением этих ресурсов через политические границы. Хотя суверенные государства, в соответствии с Уставом Организации Объединенных Наций и принципами международного права, имеют право разрабатывать свои собственные ресурсы в соответствии с требованиями своей окружающей среды и в целях социальной политики, но они также несут ответственность за обеспечение того, чтобы деятельность в рамках их юрисдикции не привела к повреждению окружающей среды других государств, или районов, находящихся за пределами действия национальной юрисдикции.

В этой связи необходим комплексный подход к планированию и рациональному использованию природных ресурсов, особенно – в районах международных речных бассейнов. Правительства разных стран призваны международным и национальным сообществом сотрудничать в оценке состояния трансграничных природных ресурсов. Это, в свою очередь, требует трансграничных политических инициатив для оценки трансграничных ресурсов и создания институциональных механизмов для совместного управления общими ресурсами, обмена опытом управления в осуществлении комплексного освоения ресурсов и управления ими.

Государства должны готовить оценки и разрабатывать программы действий, устанавливать приоритеты для сохранения биоразнообразия и природохозяйственной деятельности, связывать эти стратегии и программы действий с национальной экономической политикой и программами других стран, участвующих в обеспечении максимальной выгоды от использования природных ресурсов в целях достижения устойчивого развития.

В большинстве развивающихся стран средства к существованию большинства людей продолжают оставаться зависимыми от эффективности использования природных ресурсов и окружающей среды. Поэтому степень эффективного управления природными ресурсами оказывают мощное воздействие на долгосрочность устойчивого экономического развития в регионе. Тем не менее, возрастающее давление на природные ресурсы со стороны социогенных факторов, неконтролируемый рост населения, несправедливое распределение ресурсов и макроэкономические изменения под влиянием глобализации требуют эффективного управления природными ресурсами в пределах не только национальных границ, но и за их пределами – в случае трансграничного расположения природных ресурсов. К ним относятся, например, месторождения полезных ископаемых, миграция ценных популяций диких животных, водные бассейны речных потоков, прибрежные морские пространства, лесные массивы.

Более того, природные ресурсы, которые изначально не являются «трансграничными», могут превратиться в таковые, если деятельность по их освоению и использованию в одной стране может оказать негативное влияние на соседние страны, что особенно ощутимо в эпоху возрастающего истощения ресурсов и появления дефицита на большинство из них.

Таким образом, необходимость сотрудничества в области рационального использования трансграничных природных ресурсов растет по мере усиления производительной силы общества. В этих условиях основным экономическим механизмом рационального использования трансграничных природных ресурсов выступает формирование и реализация трансграничных инвестиционных потоков.

Трансграничное сотрудничество в области совместного использования природных ресурсов охватывает практически весь диапазон управления ими - продовольственная безопасность, земля и сельское хозяйство; инфраструктура и услуги; промышленность, торговля, инвестиции и финансы; развитие человеческих ресурсов, науки и техники. Кроме того, как отмечается в литературе, «с 1970-х гг. трансграничные финансовые связи значительно усилились, и валовые внешние активы промышленно развитых стран выросли с 28 % ВВП в 1970 г. до 155 % в конце 2000-х гг. За тот же период валовые внешние активы стран с формирующимся рынком увеличились с 16 до 57 % ВВП стран с формирующимся рынком и развивающихся стран. По мере роста глобальных финансовых связей соответственно росли и возможности возникновения вторичных финансовых эффектов. В результате финансовые связи превратились в проводников распространения финансовых потрясений из одной страны в другую» [2].

Особыми инструментами выступают - разработка политики, направленной на устранение препятствий на пути свободного передвижения людей, товаров и услуг, а также представление межгосударственных проектов для совместного финансирования эксплуатации трансграничных природных ресурсов. Такая эксплуатация всегда имеет и социальный контекст, направленный на преодоление отсталости в сферах производства и инфраструктуры.

Функциональная модель освоения трансграничных природных ресурсов должна усилить связь между национальной политикой и планами региональной интеграции, разрешить конфликты, порождаемые растущей конкуренцией за их присвоение. Между тем существующая теория общего имущества и вытекающая из неё так называемая «трагедия достояния», которая была предложена в 1968 году Г. Хардиным (1968) [3], исходит из того, определённая группа трансграничных ресурсов (например, - моря, реки, пастбища), будучи по характеру своего присвоения общественными объектами, но, находясь в частной собственности, подвергаются чрезмерной эксплуатации, поскольку индивидуальные пользователи такого «общественного ресурса» получают все преимущества из права его полного использования, однако несут только часть расходов, связанных с чрезмерным присвоением полезных свойств данного ресурса. В этих условиях рост численности населения (геометрический или арифметический), обгоняющий прирост товарной массы, должен был бы сопровождаться уменьшением объёма товаров на душу населения. Противостоять этому может только рост производительности общественного труда.

Таким образом, эффективная экономика ресурсов характеризуется тройственной зависимостью, образующей приоритетную закономерность её движения:

- исходный пункт – количественный рост народонаселения,

- промежуточная зависимость – рост товарной массы, обгоняющий рост населения,

- итоговая зависимость – рост производительности общественного труда, обгоняющий рост товарной массы, который, в свою очередь, опережает прирост населения.

С общетеоретической точки зрения трудно оспорить тот тезис, что если мир природных ресурсов конечен, то и возможность результата их производительного потребления тоже конечна, и эту зависимость нельзя преодолеть никаким ростом производительности общественного труда. Другими словами, конечность объективного мира может поддерживать существование лишь конечного населения, поэтому рост населения в конечном итоге должны равняться нулю.

Проблему истощения природных ресурсов как результат малорационального экономического устройства общественного производства Г.Хардин иллюстрирует следующим условным примером. Предположим, что существует пастбище, доступное всем местным животноводам. Следует ожидать, что каждый пастух будет пытаться сохранить в своей собственности как можно больше крупного рогатого скота - в качестве собственного имущественного достояния. Такое устройство пастбищного хозяйства может работать достаточно удовлетворительно в течение многих столетий, потому что племенные войны, браконьерство и болезни сохраняют то количество людей и животных, которое значительно ниже пропускной способности пастбища. Наконец, однако, приходит день, когда такая цель скотовода, обеспечивавшая социальную стабильность, становится реальностью. На экономическом языке это означает, что «пропускная» способность пастбища реализована в полной мере. И эта логика экономики порождает то, что Г.Хардин называет «трагедией».

Он поясняет свою мысль следующим образом. Как рациональное существо, каждый пастух стремится максимизировать свою выгоду. Эту выгоду он усматривает в добавлении ещё одного животного в своё, в лично принадлежащее ему, стадо. Однако такое добавление имеет как отрицательное, так и положительное следствие.

Положительное следствие есть функция от приращения одного животного. И так как пастух получает все доходы от продажи дополнительных животных, то его польза равна в данном случае «+1». Но есть и отрицательное следствие – хотя дополнительный «перевыпас» обеспечил этого пастуха еще одним животным, для всех остальных пастухов этот чрезмерный выпас выразился в убытке, равном определённой части «-1». Однако продолжая свой курс на рост стада, все пастухи умножают убытки.

На самом деле, теория Г. Хардина не отражает всей сложности использования обществом окружающей среды, в частности, в зависимости от многочисленных социальных и политических факторов.

Давление на природные ресурсы вызывает необходимость разработки программ устойчивого использования трансграничных ресурсов (питьевая вода, рыбные ресурсы, популяции диких животных; даже такие стационарные ресурсы, как лесные массивы, должны рассматриваться в виде трансграничных, если они затрагивают интересы нескольких сопредельных государств). Предварительным условием трансграничных программ управления природными ресурсами является институционализация объёмов трансграничных полномочий по регулированию и использования ресурсов в пределах границ государств и за пределами этих границ. Как отмечается в литературе, «в середине первого десятилетия XXI в. В развитии нефтяной отрасли Российской Федерации наступил этап перехода российских вертикально интегрированных нефтяных компаний (ВИНК) к трансграничным слияниям с нефтяными глобальными компаниями. Причины этого явления заключались в том, что если в период 1998-2003 гг. российские ВИНК еще не достигли корпоративной зрелости и не были готовы к трансграничным сделкам с глобальными компаниями, то после дефолта 1998 г. Нефтяные компании России стали быстро и активно развиваться. Усилилось и государственное внимание к развитию нефтяного бизнеса в стране» [4].

Дополнительной трудностью следует считать реальное межгосударственное неравенство в использовании ресурсов между странами, а также неопределенности о состоянии и тенденциях в динамике трансграничных природных ресурсов. Другой недостаток – недостаточная разработанность международного права в сфере управления трансграничными природными ресурсами.

На Юге России классическим объектом трансграничных природных ресурсов является Краснодарское водохранилище - крупнейшее на Северном Кавказе, построеное в 1973 году и которое является водохозяйственным объектом федеральной собственности комплексного назначения (противопаводковое, питьевое, рекреационное, для улучшения судоходства и опреснение лиманов, рыборазведения, орошения); за время существования водохранилище предотвратило более 10 крупнейших наводнений, защитив от затопления более 600 тыс. га земель с проживающим в этом регионе полумиллионным населением.

Другим, уже международным трансграничным объектом, является остров Шпицберген с его природными ресурсами. Проблемы совместного использования месторождений его полезных ископаемых длительное время изучается российскими и зарубежными исследователями, которые пришли к важным для развития трансграничной теории использования природных ресурсов выводам. Важным элементом механизма трансграничного использования природных ресурсов выступают наднациональные решения по глобальным общим природоохранным вопросам, поскольку сохраняющаяся зависимость от природных ресурсов будет возрастать в результате их чрезмерной эксплуатации и загрязнения.

Как справедливо отмечает В.И. Суслов, «анализ и синтез природных, социально-экономических, геополитических и других предпосылок развития приграничных и трансграничных территорий позволяют сформировать базу для дальнейших исследований в области развития этих территорий, согласовывать и консолидировать усилия приграничных территорий стран в разработке наиболее адекватной стратегии оптимизации системы управления» [5].

Бесконтрольная вырубка лесов, сокращение ареала обитания дикой природы угрожает биоразнообразию, увеличению загрязнение воздуха и воды и изменению климата из-за парникового газовыбросов. Следует отметить и такое направление, как трансформацию в объекты трансграничного статуса имеют речные бассейны, поскольку они часто находятся на территории двух или более прибрежных государств, а также определяют международные границы между многими странами. Это тем более актуально, что реки – потенциальные точки межгосударственных конфликтов, так как иногда трудно определить точное местоположение международных границ, расположенных вдоль речных систем. В этих случаях целесообразны такие подходы, как бассейновые соглашения и совместное управление на уровне всего данного речного бассейна. Особенно это важно для тех регионов, национальные экономические системы которых непосредственно зависят от имеющихся природных ресурсов.

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ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ГОСУДАРСТВЕННЫХ ГРАЖДАНСКИХ СЛУЖАЩИХ

Аннотация: В данной статье рассматривается профессиональное развитие государственных гражданских служащих. В ходе исследования были рассмотрены основные виды профессионального развития. Рассматриваются основные способы профессионального развития служащих.

Ключевые слова: государственная гражданская служба, профессиональное образование, персональное развитие, аттестация.

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PROFESSIONAL DEVELOPMENT OF STATE CIVIL SERVANTS

Annotation:This article discusses the professional development of public civil servants. The study examined the main types of professional development. The basic methods of professional development of employees are considered.

Key words: state civil service, professional education, personal development, certification.

Одним из наиболее перспективных направлений совершенствования кадровой политики органов государственной и муниципальной власти является развитие профессиональных качеств служащих.

Для эффективного исполнения своих должностных обязанностей гражданский служащий должен не только обладать профильным высшим образованием, но также разбираться в правовой, социально-экономической, управленческой деятельности, необходимой для его службы. Низкий уровень профессионализма и компетентности гражданских служащих приводит к неэффективным управленческим решениям, что в дальнейшем сказывается на общем качестве управления и предоставления услуг населению.

В органах государственной власти предусмотрены различные виды профессионального развития:

- профессиональное образование;
- профессиональная переподготовка;
- аттестация;
- стажировка;
- семинары и тренинги;
- конференции и круглые столы;
- образовательные курсы и т.д.

Сегодня государственным гражданским служащим необходимо мыслить современно и принимать эффективные управленческие решения. Для того, чтобы оперативно решать проблемы и быть конкурентоспособными, сотрудники, должны постоянно поддерживать необходимый профессиональный уровень, именно поэтому крайне важно, чтобы профессиональное обучение было непрерывное и систематическое. Исходя из вышесказанного, приоритетной задачей органов власти является формирование потребностей государственных служащих в области постоянного профессионального развития и обновления знаний.

Дополнительное профессиональное образование чиновников может осуществляется разными способами, которые представлены на рисунке 1.

По государственному контракту о мерах по повышению квалификации государственных служащих в соответствии с законодательством Российской Федерации о системе договоров о закупках товаров, работ, услуг для удовлетворения государственных и муниципальных нужд

В соответствии с государственным контрактом в порядке, установленном Правительством Российской Федерации или нормативно-правовыми актами, регулирующими субъект Российской Федерации

За счет государственных органов, в которых государственные должностные лица проходят государственную службу, в образовательных учреждениях, как это определено в положениях закона о системе договоров в сфере государственных закупок

На основании государственного образовательного сертификата о дополнительном профессиональном образовании

Рисунок 1 – Дополнительно образование государственных служащих [3]

На сегодняшний день подготовка высококвалифицированных профессиональных управленческих кадров является приоритетным направлением государственной политики Российской Федерации [2]. С каждым годом возрастает потребность населения в квалифицированных государственных служащих, которые способны быстро и эффективно решать самые сложные задачи в различных социально-экономических, и политических условиях.

Постоянный процесс обучения и профессионального развития служащих позволит сформировать подготовленный и компетентный кадровый состав органов государственной власти, который обеспечит качественное выполнение задач и функций, возложенных на эти органы

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ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ДЕЯТЕЛЬНОСТИ ПРЕДПРИЯТИЯ

Аннотация: В статье определены основные способы повышения прибыли, рассмотрены методы увеличения экономической эффективности, резервы повышения доходности предприятия.

Ключевые слова: экономическая эффективность, методы, способы повышения эффективности, резервы увеличения прибыли.

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WAYS TO IMPROVE THE EFFICIENCY OF THE ENTERPRISE

Annotation: The article identifies the main ways to increase profits, considers methods for increasing economic efficiency, reserves for increasing the profitability of an enterprise.

Key words: economic efficiency, methods, ways to increase efficiency, reserves for increasing profits.

Для каждой компании главная цель это получение прибыли. И главной составляющей поставленной цели является понятие «эффективность».

Стоит отметить, что классическое определение экономической эффективности капиталистического производства дал К.Маркс, он трактовал: «при минимуме авансированного капитала производить максимум прибавочной стоимости». К. Маркс экономическую эффективность связывал с законом экономии рабочего времени.

Чтобы оценить уровень работы организации, для этого нужно произвести расчет эффективности деятельности компании, сравнить прибыль, с затратами или ресурсами. Напрямую зависит рентабельность предприятия от прибыли: рентабельность выше, если выше прибыль.

Из всех способов повышения прибыли предприятия выделяются:

а) повышение уровня квалификации персонала;

б) увеличение дохода от использования основных фондов;

в) использование новых технологий;

г) повышение прибыли от реализации продукции;

д) извлечение дохода от реализации оборотных фондов [1, с. 97].

Методы повышения эффективности деятельности содержит рис. 1.

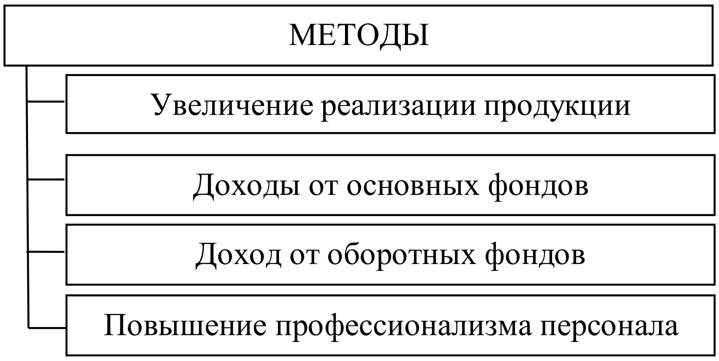

Рис.1. Методы повышения эффективности деятельности предприятий [2]

Далее рассмотрим способы повышения экономической эффективности работы предприятия и прирост прибыли от реализации товаров:

1) уменьшение себестоимости;

2) повышение цен при улучшении товаров, при поиске новых, более выгодных мест ведения деятельности, при оптимизации сроков продаж.

3) увеличение объема реализации товаров и услуг в натуральном выражении, которое достигается при помощи приобретения нового оборудования, расширения ассортимента услуг или продукции.

На рис. 2 предоставим резервы увеличения суммы прибыли.

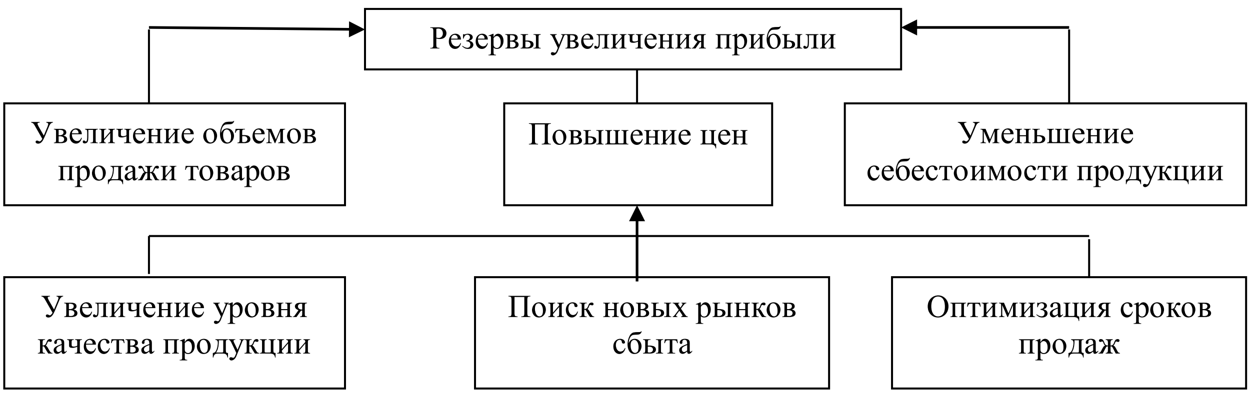

Рис. 2. Резервы увеличения суммы прибыли предприятий [2]

Основным способом повышения оборачиваемости оборотных средств:

- уменьшение времени нахождения оборотных средств в обороте;
- уменьшение среднегодовых остатков оборотных средств;
- сокращение потребности предприятия в оборотных средствах;
- направление прибыли на пополнение оборотных средств;
- рациональное использование производственных запасов.

Чтобы повысить эффективность использования основных фондов нужно использовать следующие способы:

- своевременный ввод в эксплуатацию новых основных фондов и производственных мощностей;
- улучшение использования действующих основных фондов;

- своевременный монтаж неустановленного оборудования;
- ввод в действие всего установленного оборудования.

Работа коллектива также играет значительную роль. Кроме регулярного повышения квалификации нужно прибегнуть к мероприятиям:

1) первичное обучение в соответствии со спецификой работы;
2) обучение для по новым направлениям развития организации;
3) обучение для усвоения новых приемов и методов выполнения трудовых операций [1, с. 98].

Итак, методов повышения эффективности деятельности предприятий множество, самое главное найти резервы повышения доходности предприятия. Но, для их реализации необходимо верно обозначить направления их применения, которые позволят предприятию продолжать свою финансово-хозяйственную деятельность в оптимальном режиме и повысить экономическую эффективность производства.

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СТРУКТУРНЫЕ СДВИГИ И ДОМИНИРУЮЩИЕ ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ ФОРМИРОВАНИЕ НЕРАВНОМЕРНОСТЕЙ ЭКОНОМИЧЕСКОГО РАЗВИТИЯ

Аннотация: В статье рассматриваются вопросы моделирование циклических процессов в сельском хозяйстве России которые должны базироваться на интегрированном переходе, включающим сильные стороны сигнального и моделирующего методов. Факторы, вызывающие кризис экономики России изменение правил экономической деятельности внутри страны в соответствии с взятыми обязательствами в рамках соглашения с ВТО и таможенным союзом.

Ключевые слова: кризисные явления, финансовые потоки, кризис, динамика, цикличность.

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STRUCTURAL SHIFTS AND DOMINANT FACTORS THAT DETERMINE THE FORMATION OF UNEVEN ECONOMIC DEVELOPMENT

Annotation: The article deals with the modeling of cyclical processes in agriculture in Russia, which should be based on an integrated transition that includes the strengths of signaling and modeling methods. Factors causing the crisis of the Russian economy changing the rules of economic activity within the country in accordance with the commitments made under the agreement with the WTO and the customs Union.

Key words: crisis phenomena, financial flows, crisis, dynamics and cycles.

Последний мировой финансово-экономический кризис, начавшийся в 2007-2008 годах, пришедший в российскую экономику в 2009 году, считается доминирующим фактором социально-экономического развития Российской Федерации. Вызываемые развитием современного экономического кризиса структурные сдвиги в мировой и национальных экономиках формируют запрос государства и бизнес-сообщества на новые направления в экономической науке, связанные с обеспечением экономического роста в условиях структурных изменений, внешнеэкономических шоков, действия циклических факторов, включая увеличение продолжительности периодов турбулентности, взаимное наложение нескольких видов кризисов. В этой связи наличие надежных методик заблаговременной идентификации поворотных точек экономического цикла, являющихся необходимым элементом механизма антикризисного государственного и хозяйственного управления представляется важным для научного обеспечения бюджетного и институционального стимулирования экономического роста, устойчивого развития всех секторов национальной экономики.

В своем исследовании я исходила из того, что темп и уровень социально-экономического развития страны определяется доминирующими поведенческими моделями людей. В этой связи характер, скорость и направления социально-экономического развития страны определяется соотношением экономических интересов и уровнем политического влияния различных социальных групп общества на выработку экономической политики государства.

Как правило, влияние вышеотмеченных поведенческих колебаний социальных групп и элит могут усиливаться неравномерностью проявления в экономических процессах других факторов, обеспечивающих развитие общественного производства: природно-климатическими, технико-технологическими, социально-экономических и других. Свидетельство тому могут быть колебания количественных оценок различных показателей, индексов и индикаторов экономической деятельности, которые проявляются как в годичном цикле воспроизводства, так и долгосрочной и среднесрочной перспективах Данные Федеральной службы государственной статистики свидетельствуют о наличие в экономической динамике импульсивных и циклических типов развития экономических процессов.

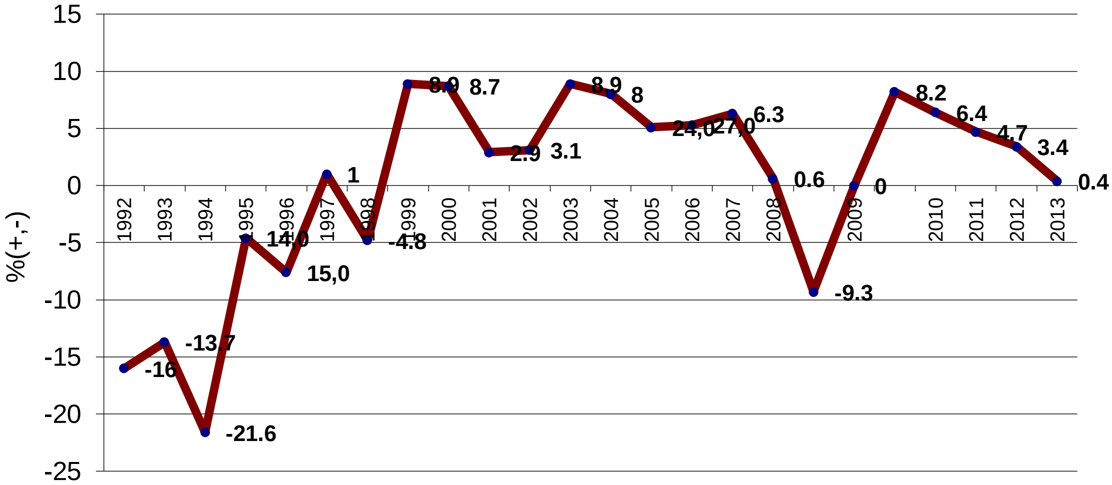


Таблица 1 – Пример годичного цикла инвестиций в основной капитал Российской Федерации за 2011 год *)

	Млрд. рублей	В % к	
		соответствующему периоду предыдущего года	предыдущему периоду
Январь	355,8	97,9	21,0
Февраль	461,3	99,5	127,2
Март	535,9	99,7	117,9
I квартал	**1353,0**	**99,2**	**36,9**
Апрель	590,1	102,2	110,1
Май	752,9	107,4	125,8
Июнь	902,0	104,9	119,8
II квартал	**2245,0**	**105,0**	**164,7**
I полугодие	**3598,0**	**102,7**	
Июль	802,0	107,8	88,2
Август	925,2	107,0	113,3
Сентябрь	1045,9	109,5	112,3
III квартал	**2773,1**	**108,2**	**120,2**
Январь-сентябрь	**6371,1**	**105,0**	
Октябрь	1149,4	113,7	108,9
Ноябрь	1192,3	112,8	103,4
Декабрь	2064,0	14,0	173,4
IV квартал	**4405,7**	**113,6**	**155,7**
Год	**10776,8**	**108,3**	

Циклический тип колебаний характеризуется повторяющимися периодами спада и подъема. Так, например, рост промышленного производства в Российской Федерации с периода перехода к рыночной экономике характеризует непериодическими циклами роста и падения промышленного производства .

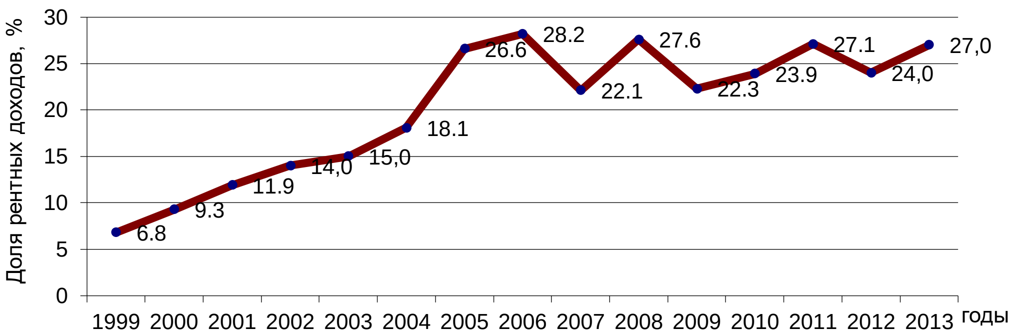
Все отмеченные выше типы колебаний экономической деятельности могут происходить в одном направлении, синхронно или разнонаправлено. В одни и те же периоды времени в результате выше отмеченных векторов цикличности одни тенденции могут сглаживаться, другие – погашаться, а третьи – усиливаться.

Принимая за основу классификации цикличности экономического развития доминирующие факторы, определяющие формирование неравномерностей экономического развития, можно выделить следующие типы циклов:

- политико-экономические циклы;
- социально-экономические циклы;
- природно-экономические циклы;
- рентно-ориентированные циклы.

Сущностные факторы политико-экономической цикличности проявляются не только в историческом событии прихода к политической власти тех или иных социально-политических и общественных групп – носителей определенных политических доктрин и идеологических ценностей, но и в форме доминирования в обществе, государстве духовно-нравственной ценностной системы.

Как свидетельствуют данные представленные в таблице 1.4. «легковолновые» ценностные циклы способны определять характер протекания фаз экономических циклов. Таким образом, тенденция и развитие политических процессов в государстве, восприимчивость и распространенность ценностных духовно-нравственных основ общественного развития необходимо учитывать при подготовке государственных управленческих решений, разработки мер и мероприятий экономической политики.



Как свидетельствуют данные, представленные на рисунке 1.4, с 1999г. по 2005г. наблюдается импульсный тренд роста рентных доходов в бюджетной системе России. После 2005г. динамика показателей доля рентных доходов в российской бюджетной системе приобретает циклический тип. Имеющиеся у нас статистические данные позволяют выделить в российской экономике трехлетние рентные циклы. Сопоставление рентных циклов и экономического цикла позволяет предположить, что импульсный всплеск рентных доходов в бюджетной системе предшествует экономической рецессии или понижательной фазе большого экономического цикла. Все это позволяет предложить, что показатель «доля рентных доходов в бюджетной системе» целесообразно включить в систему критериев прогноза поворотных точек экономической динамики российской экономики.

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ПЕРСПЕКТИВЫ ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ ПРОТЕКАЮЩИЕ НА ФОНЕ РЕЦЕССИИ

Аннотация: В статье рассматриваются оценки влияния макроэкономических факторов на устойчивость аграрного развития нами были выбраны четыре фактора: уровень инфляции; уровень безработицы; объем золотовалютных резервов; сумма внешнего долга Российской Федерации. Отмечается тенденция снижения доли «сельскохозяйственных» инвестиций в общем объеме инвестиций в основной капитал всех отраслей народного хозяйства.

Ключевые слова: факторы, динамика, воспроизводство, инвестиции, бюджет.

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PROSPECTS OF ECONOMIC DEVELOPMENT OF THE RUSSIAN FEDERATION TAKING PLACE AGAINST THE BACKGROUND OF THE RECESSION

Annotation: The article deals with the assessment of the impact of macroeconomic factors on the sustainability of agricultural development we have chosen four factors: inflation; unemployment; gold reserves; the amount of external debt of the Russian Federation. There is a tendency to reduce the share of "agricultural" investments in the total volume of investments in fixed assets of all sectors of the national economy.

Key words: factors, dynamics, reproduction, investment, budget.

Постсоциалистический период развития сельскохозяйственного производства в России характеризуется глубоким трансформационным спадом, быстрым импоротозамещающим ростом, цикличностью развития последних нескольких лет. Данные экономические процессы протекают на фоне масштабного включения российского сельского хозяйства в мировые торгово-экономические связи, которые создают дополнительные факторы и риски его развития. Результаты исследований свидетельствуют, что в среднесрочной перспективе, по крайней мере на период до 2020 года, тенденции и динамику аграрного развития будут определять внешние и внутренние факторы развития АПК России. Рассматривая и анализируя внутренние факторы, влияющие на состояние сельскохозяйственной экономики, мы выделяем их две группы: макроэкономические; отраслевые.

При проведении оценки влияния макроэкономических факторов на устойчивость аграрного развития нами были выбраны четыре фактора: уровень инфляции; уровень безработицы; объем золотовалютных резервов; сумма внешнего долга Российской Федерации.

Первые два фактора инфляции и безработица включены нами в анализ как факторы, являющиеся целями макроэкономической политики всех российских правительств в постсоциалистический период и до настоящего времени. Вторая группа факторов (золотовалютные резервы и внешний долг) рассматривалась нами как факторы, влияющие на формирование бюджета и определяющие уровень государственной поддержки сельского хозяйства страны. За исследуемый период времени золотовалютные резервы России выросли с 12,2-12,5 млрд. долл. в 1998-1999 годах до 486,1 млрд. долл. в апреле 2014 г. За 1998-2014 годы внешний долг РФ сократился с 90,8 млрд. долл. в 1999 году до 55,8 млрд. долл. в 2013 году. Такая динамика движения этих макроэкономических факторов позволила российскому правительству увеличить расходы федерального бюджета на развитие сельского хозяйства с 25,9 млрд. руб. в 2005 году, году подготовки приоритетного национального проекта «Развитие АПК» до 198 млрд. руб. в 2013 году , или в более чем в 7,6 раза, хотя в 2014 году вследствие ухудшения экономической ситуации в стране расходы на поддержку сельского хозяйства сократились на 23,6%.

Расходы федерального бюджета на развитие сельского хозяйства*)

	2005	2008	2009	2010	2011	2012	2013	2014
Млрд. руб. (в тек. ценах)	25,9	138,3	190,1	107,3	168,0	173,3	198	151,3
Удельный вес расходов на с-х в бюджете, %	0,7	1,97	2,12	1,1	1,6	1,14	1,5	1,3

Динамика рентабельности хозяйственной деятельности сельхозорганизаций системы Минсельхоза России, %*)

	1995	2000	2005	2008	2009	2010	2011	2012	2013
Уровень рентабельности по всей деятельности включая субсидии	2,3	6,7	7,8	14,8	9,4	8,3	11,8	12,1	9,3
Уровень рентабельности без субсидий из бюджета	-9,7	2,4	2,1	2,2	-3,2	-5,4	-0,4	1,4	-1,7

Данные таблицы свидетельствуют о том, что российские производители сельскохозяйственной продукции не имеют собственных финансовых ресурсов, достаточных для ведения расширенного воспроизводства, что приводит к сохранению высокой доли привлеченных и заемных средств для финансирования инвестиций.

За исследуемый период времени мы отмечаем тенденцию снижения доли «сельскохозяйственных» инвестиций в общем объеме инвестиций в основной капитал всех отраслей народного хозяйства что свидетельствует о низкой инвестиционной привлекательности аграрного сектора экономики страны, которая в значительной мере определяется динамикой изменения финансовых результатов экономической деятельности организаций и предприятий в сельском хозяйстве.

Анализ показывает что за период реализации первой Государственной программы поддержки сельского хозяйства несмотря на масштабные меры государственной поддержки, значительные объемы негосударственных финансовых ресурсов программные показатели роста производительности труда в российском сельском хозяйстве не были достигнуты. Они были более низкими и по сравнению с темпами роста производительности труда в целом по экономике России.

Риски ведения хозяйственной деятельности являются проявлением неравномерности экономического развития социально-экономических систем и рыночной неопределенности в поддержании благоприятных условий видения бизнеса, в определенный момент времени они могут служить каналами прихода финансово-экономического кризиса в отрасль и в целом в национальную экономику.

Однако, в силу воспроизводственной специфики сельское хозяйство из всех отраслей экономики в наибольшей степени подвержено воздействию целой системы угроз устойчивого развития. Как правило, применительно к аграрному сектору национальной экономики выделяют следующие риски:

- природные риски: изменчивость погодных условий и проявление воздействия природных стихий;

- экологические риски: антропогенное воздействие человека на природную среду, почвенный покров, техногенные загрязнения;

- эпизоотические и фитосанитарные риски: эпидемии болезней сельскохозяйственных животных и птицы; болезни сельскохозяйственных растений;

- рыночная неопределённость: существенные колебания цен на основные виды сельскохозяйственной продукции и продовольствия; низкий уровень прогнозирования цикличных и структурных кризисов; рецессии; неустойчивость уровня государственной поддержки;

- макроэкономическая нестабильность: инфляция и агфляция; социальная дифференциация доходов населения; налоговая политика; ставки импортных пошлин;

- институциональные риски: уровень защиты прав собственности; изменчивость правовых институтов; низкий уровень развития рыночных институтов; неразвитость горизонтальных связей; мягкие бюджетные ограничения;

- технологические риски: запаздывание в развитии и переходе к новым технологическим укладам; деградация существующей технологической базы; дифференциация в уровне материально-технической базы в основных сельскохозяйственных укладах и регионах – продуцентах сельхозпродукции;

- социальные риски: уровень квалификации работников; социальное неравенство и напряженность в регионах с низким уровнем доходов и социальным обустройством сельской местности;

- политические риски: наднациональное давление на политику государства; протестные выступления населения.

Приведенная выше квалификация рисков позволяет рассматривать экономическую категорию «риск» как вероятность возникновения условий, при которых вероятность экономических потерь при ведении сельского хозяйства наиболее максимальна.

Наиболее существенными для сельского хозяйства являются природные риски, которые способны как снизить уровень продуктивности сельскохозяйственного производства, так и частично или полностью уничтожить результаты труда человека на любом этапе воспроизводства. Наиболее зримо это проявляется в гибели посевов сельскохозяйственных культур. Так, например, в Ростовской области гибель посевов озимых зерновых культур до окончания сева яровых культур составила за 2000 – 2013 годы 6,8% тогда как за 1955 – 1995 гг. она могла доходить до 40,4%.

В грядущей среднесрочной перспективе экономическое развитие Российской Федерации будет протекать на фоне рецессии, что предъявляет особые требования к экономической политике ее Правительства. Эти требования могут быть сформулированы по результатам экономико-статистического анализа, оценки экономических условий функционирования и состояния сельского хозяйства.

Экономическая ситуация в российской экономике последних пяти лет после экономического спада 2009 года говорит о торможении экономического роста, которое началось в 2011-2012 годах. Стремление числовых значений бинарной зависимой переменной в 2013-2014 годах к единице свидетельствует о том, что 2020 год может стать для российской экономики кризисным.

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ПРОБЛЕМЫ УЧЕТА И СОХРАНЕНИЯ ПАМЯТНИКОВ КУЛЬТУРНОГО НАСЛЕДИЯ ОРЕНБУРГСКОЙ ОБЛАСТИ

Аннотация: В статье рассматривается текущее состояние объектов культурного наследия Оренбургской области, подробно рассматриваются основные проблемы в данной сфере и предлагаются пути их решения. Актуальность темы обуславливается тем, что большая часть памятников культурного наследия Оренбургской области находится в состоянии упадка.

Ключевые слова: объект культурного наследия, город Оренбург, Оренбургская область, Министерство культуры и внешних связей Оренбургской области.

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PROBLEMS OF ACCOUNTING AND PRESERVATION OF MONUMENTS OF CULTURAL HERITAGE OF THE ORENBURG REGION

Annotation: The article examines the current state of cultural heritage objects in the Orenburg region, discusses in detail the main problems in this area and suggests ways to solve them. The relevance of the topic is due to the fact that most of the cultural heritage of the Orenburg region is in a state of decline.

Key words: object of cultural heritage, city of Orenburg, Orenburg region, Ministry of culture and external relations of the Orenburg region.

Объекты культурного наследия - это особая ценность и неотъемлемая часть культурного наследия, а также это главные свидетели исторических событий, которые способствуют устойчивому развитию и просвещению общества.

Город Оренбург имеет насыщенную многовековую историю. Она оставила множество знаковых памятников культурного наследия, важность которых невозможно оценить.

На данный момент вопрос защиты памятников культурного наследия становится все более актуальным, так как общее их состояние оставляет желать лучшего. Также встает вопрос необходимости государственного учета данных объектов одновременно как памятников культурного наследия и как особого вида объектов недвижимости. В целях сохранения объектов культурного наследия для каждого из таких объектов определяют следующее: территорию как объекта градостроительства особого регулирования и зоны охраны, в пределах границ которой определяют режимы использования и градостроительные регламенты.

Территорией объекта культурного наследия - это та территория, на которой расположен данный объект. Она непосредственно связана с объектом функционально и исторически. Границы территории устанавливаются особым проектом границ территории объекта культурного наследия, который оформляется в графической форме и в текстовой форме (в виде схемы границ).

Для установления охраняемых зон оформляется специальный проект зон охраны памятников культурного наследия, который, в свою очередь, утверждается актом органа госвласти. Информация об охраняемых зонах и территориях объектах культурного наследия вносится в Единый государственный реестр объектов культурного наследия народов РФ и представляется в орган, осуществляющий деятельность по ведению государственного кадастра недвижимости.

В реестр границ Единого государственного реестра недвижимости вносится следующая информация о зонах с особыми условиями использования территорий, территориях объектов культурного наследия:

1) индивидуальные обозначения данных территорий (вид, тип, номер, индекс и др.);

2) описание расположения границ данных территорий;

3) наименования органов государственной власти или органов местного самоуправления, которые приняли решение об установлении данных зон, о создании данных территорий;

4) реквизиты решений органов государственной власти или органов местного самоуправления об установлении или изменении таких зон.

Так как зоны с особыми условиями использования территорий являются также и объектами землеустройства, то для внесения в государственный кадастр недвижимости подготавливают соответствующую карту объекта землеустройства. Для подготовки карты данной территории и зон используются данные из паспорта объекта и охранного обязательства. Паспорт памятника культурного наследия содержит информацию, которая касается исторической ценности данного объекта. В его состав включается следующая информация:

- информация о полном наименовании объекта;

- информация об основных временных характеристиках, категория объекта культурного наследия, номер и дата принятия органом государственной власти решения о включении объекта в реестр;

- информация о местоположении объекта, сведения о границах территории объекта и описание непосредственно предмета охраны и ценности объекта, фото-материалы и сведения о границах зон охраны с указанием номера акта принятия решения об утверждении зон охраны объекта культурного наследия.

Охранное обязательство собственника или другого владельца составляется для объектов культурного наследия, которые включены в реестр. В данном обязательстве указываются требования по содержанию и использованию данного объекта и обеспечению доступа к нему. Если требования, указанные в охранном обязательстве, не устраивают собственника, он имеет право обжаловать их в судебном порядке. В целях описания местоположения и внесения в ГКН границ территорий и зон охраны объектов культурного наследия выделяют следующие этапы:

- работы по подготовке;
- формирование цифровой модели охраняемых зон и территорий;
-предварительное согласование цифровой модели объекта землеустройства;
- подготовка и согласование планов объекта землеустройства;
- предоставление планов объекта землеустройства заказчику и в государственный фонд;
- сопровождение внесения в ГКН территорий и охраняемых зон объектов культурного наследия.

Для большей части памятников культурного наследия в Оренбургской области характерны проблемы, которые связаны с сохранением, популяризацией и государственной охраной объектов культурного наследия:

- у большей части объектов культурного наследия отсутствует документация, которая необходима для их регистрации в Едином государственном реестре объектов культурного наследия народов РФ;
- у большей части объектов культурного наследия отсутствуют охранные обязательства;
- земельные участки под памятниками архитектуры в большинстве случаев числятся в кадастре как учтенные ранее, не имеют правоустанавливающих документов;
- в кадастре недвижимости отсутствует информация об охранных обязательствах у большинства объектов культурного наследия;
- большая часть памятников археологии не имеют утвержденных охранных зон объектов культурного наследия и официально утвержденных режимов использования земель;
- большинство охранных зон объектов не имеют точно нанесенных на документы территориального планирования географических координат;
- многие памятники архитектуры имеют неудовлетворительное техническое состояние;
- не установлены эффективные схемы привлечения внебюджетных средств для проведения реставрационных и восстановительных работ на объектах культурного наследия и памятниках архитектуры.

Помимо этого, также существуют проблемы в системе кадастрового учете объектов культурного наследия на территории города Оренбурга. К таким случаям можно отнести:

- пересечение территориальных зон с земельными участками, где не соблюдаются правила хозяйствования, которые введены на территории памятника культурного наследия;

- проблемы, связанные с постановкой на кадастровый учет многоквартирных домов, которые являются памятниками культурного наследия, но не относятся к жилым домам;

- участившиеся случаи пересечения охранных зон памятников культурного наследия с другими охранными зонными и земельными участками;

- расположение на территории памятников истории и культуры не поставленных на кадастровый учет земельных участков.

На данный момент на кадастровый учет поставлено 45 территорий объектов культурного наследия и 9 охранных зон. Одна из них - это зона охраняемого природного ландшафта объекта культурного наследия федерального значения «Здание Оренбургского высшего авиационного училища, в котором в 1955–1957 гг. учился первый в мире летчик-космонавт Юрий Алексеевич Гагарин».

В Оренбургской области, в частности, на территории города Оренбурга, располагаются большое количество памятников культурного наследия Федерального, регионального, а также местного значения. На сайте Министерства культуры и внешних связей Оренбургской области можно найти списки всех выявленных и занесенных в реестр объектов культурного наследия, памятников истории и культуры в Оренбургской области.

Согласно официальной информации, на территории города Оренбурга расположено 423 объекта культурного наследия, из них: 207 выявленных памятников, 16 памятников федерального значения, 197 памятников регионального значения и 3 памятника местного значения. Исходя из анализа списков объектов культурного наследия города Оренбурга по состоянию на 23 сентября 2018 года почти половина памятников истории и культуры являются выявленными, то есть в их отношении необходимо проведение государственной историко-культурной экспертизы для составления паспорта памятника истории и культуры и внесения его в реестр объектов культурного наследия. Среди памятников культурного наследия в городе Оренбурге больше всего памятников, а именно 412, всего 10 ансамблей, например, «Хусаиния» федерального значения, 1906 года, в составе которого 2 объекта: Мечеть с минаретом и Медресе, и одно достопримечательное место — место захоронения жертв сталинских репрессий в 1930−1950 годах в Зауральной роще.

Текущая ситуация с охраной объектов культурного наследия в Оренбургской области и городе Оренбурге показывает не такую оптимистичную картину, чем в соседних с Оренбургской областью регионах. Проблема состоит в недостаточном государственном финансировании сферы культуры и охраны памятников историко-культурного наследия.

К памятникам культурного наследия также относят лесопарковые зоны. Но в большинстве случаев данные территории внесены в реестр памятников природы. Но лесопарковые участки, которые прилегают к историческим усадьбам, имеют важное историческое и культурное значение, а также антропогенное происхождение. Например, лесопарковая зона усадьбы П. И. Рычкова в селе Рычковка, Аксаковский парк в с. Аксаково, лесопарк и лесопосадки А. Н. Карамзина в с. Полибино. Именно поэтому лесопарковые зоны, которые имеют историческую ценность и которые необходимо сохранить, также следует вносить в реестр объектов культурного значения. При всем при этом необходимо причислять к памятникам истории весь ансамбль полностью, включая и лесопарковую зону, и саму усадьбу. По-прежнему сохраняются проблемы отнесения к памятникам природы археологических объектов - курганов, древних рудников и т.д.

Для решения проблем с кадастровым учетом особенно важно решить отдельные задачи в области сохранения, популяризации и охраны объектов культурного наследия. В первую очередь обеспечение государственного надзора, применение современных научных методов и вовлечение объектов истории и культуры, в том числе и памятники археологии, в сферу туризма и рекреации. Восстановление и обновление храмов и монастырей, которые всегда были важными духовными центрами. Сохранение народных художественных промыслов и ремесел, которые являются частью народной культуры, выражают ее самобытность и уникальность.

Немаловажным моментом является отсутствие в документах территориального планирования программы перспективного развития муниципального образования в сфере популяризации и сохранения памятников культурного наследия. Наличие в документах территориального планирования направлений градостроительной деятельности, которая регулировала бы сохранение и учёт объектов культурного наследия, несомненно улучшило бы современное состояние в области сохранения и учета объектов культурного наследия, позволило бы эффективно оценивать текущее положение памятников истории и культуры и их учет.

Популяризация объектов культурного наследия имеет большое значение не только для развития туризма, но также и для охраны этих объектов. Развитие туристического направления в области памятников истории и культуры способствует привлечению инвестиций в регион, популяризации и сохранению этих объектов.

Развитие туризма по исторически важным местам создает привлекательный образ и имидж региона в сфере культуры. В целях создания документов стратегического планирования региональным органов власти, уполномоченным в сфере сохранения, использования и популяризация объектов культурного наследия предлагаются для исполнения следующий комплекс мероприятий:

- провести достоверную инвентаризацию объектов культурного наследия, постоянный мониторинг их состояния;
- четко определить зоны охраны и территории объектов культурного наследия, уточнить конкретные точки их границ и режимы использования территории;
- разработать и утвердить программы сохранения и развития исторических поселений и территорий;

- разработать комплекс правовых, организационных и финансовых мер, которые направлены на укрепление системы органов охраны объектов культурного наследия;

- активизировать применение имеющихся административно-процессуальных мер в целях пресечения и профилактики правонарушений в сфере охраны объектов культурного и исторического наследия.

В настоящее время система правового обеспечения объектов истории и культуры в городе Оренбург требует существенных доработок и поправок, соответственно она может и должна развиваться, в это же время развитие должно происходить и в техническом аспекте.

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ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ СОЦИАЛЬНО-ОРИЕНТИРОВАННЫХ НЕКОММЕРЧЕСКИХ ОРГАНИЗАЦИЙ (НА ПРИМЕРЕ ХАНТЫ-МАНСИЙСКОГО АВТОНОМНОГО ОКРУГА - ЮГРЫ)

Аннотация: В статье представлены результаты эмпирического исследования деятельности некоммерческих организаций Ханты-Мансийского автономного округа – Югры; проанализированы ответы респондентов на опросы, проведённые в разные годы в округе; на основании полученных данных сформулированы проблемы и перспективы некоммерческих организаций округа.

Ключевые слова: некоммерческие организации; социально ориентированные некоммерческие организации; регион; социальное предпринимательство.

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PROBLEMS AND PROSPECTS OF SOCIALLY-ORIENTED NON-PROFIT ORGANIZATIONS (ON THE EXAMPLE OF THE KHANTY-MANSI AUTONOMOUS OKRUG-YUGRA)

Annotation: The article presents the results of an empirical study of the activities of non-profit organizations of the Khanty-Mansiysk Autonomous Okrug - Ugra; analyzed the responses of respondents to surveys conducted in different years in the district; Based on the data obtained, the problems and prospects of non-profit organizations of the district are formulated.

Key words: non-profit organizations; socially oriented non-profit organizations; region; social entrepreneurship.

Актуальность

В разные исторические периоды социальную миссию в большей степени осуществляли разные институты: государство, Церковь, разные слои населения, например, дворяне, князья, а также общественные организации. В советском периоде нашей истории большую роль играло государство. В настоящее время возвращается практика дореволюционного периода, т.е. активно развиваются общественные некоммерческие организации (далее - НКО).

Некоммерческие организации в последние десятилетия стали играть важную роль в экономической и социальной жизни общества. Тенденция развития некоммерческих организаций говорит о росте их числа в последнее десятилетие. Также возрастает число людей работающих в данной сфере и число получателей услуг некоммерческих организаций [12;17]. Роль некоммерческих организаций продолжает расти по мере развития общества, качества жизни его граждан. Поэтому изучение деятельности некоммерческих организаций является актуальной темой современного общества.

Состояние изученности темы

Исследований по этой теме становится всё больше. Авторы, изучая некоммерческие организации, описывают такие их аспекты как: особенности и виды некоммерческих организаций [7;9], изучают эффективность их деятельности и способы её развития [10;11],анализируют особенности взаимодействия НКО с государством и бизнесом[4], дают оценку поддержки власти НКО [14], изучают роль некоммерческого сектора в развитии общества [7;12], анализируют Зарубежный опыт развития НКО[11].

Большинство исследований проводятся по данным деятельности НКО в масштабах страны. Меньше исследований проводятся по регионам, в том числе и в Ханты-Мансийском автономном округе [4;7] (далее ХМАО, округ). Также в округе проводятся исследования схожих с деятельностью некоммерческих организаций социального предпринимательства [2;5;6;15;16] и малого и среднего предпринимательства [3;8;13;16]

Данное исследование посвящено изучению состоянию некоммерческого сектора в ХМАО, а именно его проблемам и перспективам. Это является актуальностью данного исследования.

Цель работы: изучение деятельности некоммерческих организаций округа, их проблем и перспектив развития.

Задачи:

1. изучение деятельности некоммерческих организаций округа,
2. обозначение проблем в их деятельности и путей решения проблем,
3. обозначение перспектив развития некоммерческих организаций округа.

Объект: деятельности некоммерческих организаций округа.

Предмет: проблемы и перспективы развития деятельности некоммерческих организаций округа.

Методы исследования: анализ, обобщение, опрос

Научная новизна: теоретическая значимость исследования заключается в анализе актуальных проблем и выявлении перспектив деятельности некоммерческих организаций округа; практическая значимость заключается в составлении и апробации авторского опросника «Проблемы и перспективы некоммерческих организаций округа».

Роль некоммерческих организаций в современном обществе

Некоммерческие организации - это организации, деятельность которых направлена не на получение прибыли, а на социальное развитие общества. Из них выделяются социально ориентированные некоммерческие организации (СО НКО) – это организации, деятельность которых направлена на решение социальных проблем, развитие гражданского общества[14].

Деятельность СО НКО схожа с социальным предпринимательством, т.к. их деятельность реализуется в социальной сфере. «Социальное предпринимательство – это вид предпринимательства, основанный на разработке социальных проектов, финансировании и внедрении инновационных решений при исследовании социальных, культурных или экологических проблем» [5].

Но социальное предпринимательство, как часть малого и среднего бизнеса результатом своей работы имеет получение прибыли. Некоммерческие организации же могут получать материальные средства от продажи товаров, услуг, но только на содержание своей деятельности и её развития, потому что извлечение прибыли не является главной целью деятельности НКО, а скорее является побочным результатом[10].

Некоммерческие организации, особенно социально-ориентированные (далее – СО НКО) относятся к социально-активной группе населения. НКО зачастую более заинтересованы в оказании социальных услуг населению, быстрее адаптируются к меняющимся экономическим условиям [7;12]. Также СО НКО, как малый бизнес, социальное предпринимательство охотнее принимают «передовой опыт, прогрессивные социальные методы и инновационных технологии» [8].

Зачастую они более осведомлены о конкретных проблемах, нуждах населения; более мобильны, т.к. в действиях НКО меньше отчётности и бюрократизма. Поэтому некоммерческие организации ближе к населению, чем государственные структуры [8;13].

Современная социально-экономическая политика государства направлена на формирование социального государства. Важными аспектами его являются защита прав, свобод, законных интересов граждан, охрана человека, его достоинства, развитие гуманизации труда, развитие личности человека[1].

Но с увеличением доли участия государства в социальной политике связано увеличение его социального бремени – расходов на социальную сферу. Государство поддерживает деятельность СО НКО и передаёт им часть своих социальных функций, т.к. они могут уменьшить нагрузку его социального бремени. Потому что поддерживать деятельность СО НКО выгоднее чем содержать государственное учреждение.

Также некоммерческие организации, как и предпринимательство способствуют появлению новых рабочих мест, способствуют удовлетворению потребностей покупателей, благополучателей товаров и услуг и тем самым способствует обеспечению стабильности социально - экономического развития региона [8].

Для коммерческих организаций СО НКО создаёт конкуренцию, потому что их услуги по большей части являются бесплатные. Следовательно, коммерческим организациям придётся улучшать качество услуг и снижать на них цену. Также в обществе есть незаполненное области, социальные проблемы, решением которых не занимаются другие институты. Решением данных задач занимаются НКО[2;12].

Их деятельность важна на всей территории страны, но особенно в Северных регионах, например в Ханты-Мансийском округе (далее – ХМАО, округ). Северные условия округа могут неблагоприятно воздействовать на здоровье граждан и их деятельность, особенно на социальные группы повышенного риска (малообеспеченные семьи, дети – сироты, люди с ограниченными возможностями здоровья, пенсионеры и др.). Эти категории населения ощущают бо́льшую потребность в социальной помощи и поддержке со стороны государства и общества [5;7].

Также развитие некоммерческих организации, как и развитие малого бизнеса, социального предпринимательства является одной из важных стратегических задач в условиях импортозамещения в экономике моносырьевых регионов, каким является ХМАО. [8]. Развитие НКО способствует появлению новых направлений экономики и её устойчивого роста[3]. Таким образом, участие НКО в развитии общества способствует положительным изменениям в нём.

Изучение деятельности некоммерческих организаций округа

Методика исследования

Для изучения состояния некоммерческих организаций Югры был проведён опрос: «Проблемы и перспективы развития некоммерческих организаций ХМАО-Югры». В этом исследовании мы изучили: насколько участники НКО оценивают роль своей организации в решении проблем общества, как НКО подходят к решениям задач и проблем в своей организации и какие перспективы для развития деятельности намечаются перед организациями.

Для достижения цели были поставлены следующие задачи:

- разработка материалов интернет опроса,
- проведение интернет опроса,
- анализ и интерпретация полученных результатов.

Методологической базой опроса являются материалы и результаты опросов, проведённые в разные годы в ХМАО и других регионах [12], нормативно-правовая основа некоммерческих организаций (его определения, структура, виды деятельности) [29].

Исследование было проведено в сентябре-октябре 2019 года. В нём приняли участие 30 человек – руководители и активисты некоммерческих организаций округа. Из них руководителей (директоров НКО) всего 25 человек, участников, принимающих активную роль в НКО 5 человек. Большинство участников исследования - мужчины (20 чел., 66,7%), имеют высшее образование (27 чел., 90%) от 23 до 64 лет.

Больше всего организаций из участников исследования существуют от 1 года до 5 лет – 43,3%. Меньше всего организаций существуют до года или после 17 лет. В основном у НКО до 25 участников (17 организаций). Также есть организации с численностью до 200, около 600 и до 5 тыс. организации

Опрос состоял из 23 вопросов в закрытой (с выбором ответа) и открытой форме. Из них 6 вопросов касаются сведений об участнике исследования, 5 вопросов касаются сведений о некоммерческой организации респондента, 12 вопросов касались непосредственно темы исследования. Из них 2 вопроса выясняют проблемы некоммерческих организаций.

Пять вопросов направлены на выяснение перспективы развития организации участника исследования. Пять вопросов выявляют степень социальной активности организаций участников исследования. Опрос включал вопросы с альтернативными вариантами ответов, с выбором одного, нескольких вариантов ответов, оценочный вопрос, выяснения отношения, открытые вопросы. Для удобства ответы на высказывания с несколькими положениями внесены в таблицу как отдельные вопросы.

Исследование показало следующие результаты: большинство участников исследования считают, что цифровизации экономики влияет на развитие их организаций - 26 чел. (86,6%), осознают, что инновационная деятельность - современная стратегия развития экономики, в том числе и общественных организаций - 22 чел. (73,3%), но осуществляют инновационную деятельность меньшее количество респондентов - 17 чел. (56,7%) (табл.1).

Таблица 1 – Результативные показатели опроса руководителей НКО «Проблемы и перспективы развития некоммерческих организаций ХМАО-Югры»

Вопрос	Да		Нет		Затрудняюсь ответить	
	чел.	%	чел.	%	чел.	%
Инновационная деятельность - современный путь развития общественных организаций	**26**	**86,6**	2	6,7	2	6,7
Цифровизация экономики влияет на развитие моей организации	**22**	**73,3**	4	13,3	4	13,3
Осуществляет ли Ваша организация инновационную деятельность?	**17**	**56,7**	8	26,7	5	16,7
Участие волонтёров к работе в организации:						
влияет на развитие моей организации	**27**	**23,3**	2	6,7	1	3,3
влияет на развитие общества	**29**	**96,6**	0	0	1	3,3
Привлекаются ли к участию в работе Вашей организации волонтёры?	**27**	**90**	3	10	0	0

Для развития организации, её участникам, руководителям необходимо взаимодействовать со средствами массовой информации, чтобы быть узнаваемой, со спонсорами, властями, чтобы находить ресурсы для проведения различных мероприятий, с другими организациями для приобретения опыта работы. Большинство участников исследования часто взаимодействуют со СМИ (каждую неделю или 1-2 раза в месяц), но реже взаимодействуют со спонсорами и другими НКО (1 раз в год или реже) (табл.2).

Таблица 2 – Результативные показатели опроса руководителей НКО «Проблемы и перспективы развития некоммерческих организаций ХМАО-Югры»

Вопрос	каждую неделю		1-2 раза в месяц		3-4 раза в год		1 раз в год или реже		не взаимодействуем	
	чел.	%	чел.	%	чел.	%	чел.	%	чел.	%
Степень взаимодействия Вашей организации с …										
другими НКО	6	20	9	30	10	33,3	**14**	**46,6**	2	6,7
СМИ (газеты)	4	13,3	**12**	**40**	6	20	5	16,4	3	10
СМИ (телевидение)	4	13,3	**11**	**36,6**	9	30	4	13,3	2	6,7
СМИ (интернет-издания)	**10**	**33,3**	**10**	**33,3**	6	20	2	6,7	2	6,7
органами власти (местный уровень)	8	26,6	**13**	**43,3**	6	20	2	6,7	1	3,3
органами власти (региональный уровень)	2	6,7	**15**	**50**	8	26,6	2	6,7	3	10
спонсорами, физическими лицами	5	16,6	**8**	**26,6**	7	23,3	5	16,6	5	16,6
спонсорами, юридическими лицами	3	10	**12**	**40**	6	20	3	10	6	20

Некоммерческие организации, оказывая социальные услуги, как правило, работают в нескольких направлениях. Так большинство организаций участников исследования работают в сфере охраны здоровья, пропаганды здорового образа жизни - 15 чел. (50 %), молодежной политикой – 15 чел. (50 %). Меньше всего организаций в направление своей деятельности включают поддержку коренных малочисленных народов Севера – 2 чел. (6,7 %), развитие межнационального, межконфессионального согласия - 3 чел. (10%) и другие – добровольчество в ЧС - 1 чел. (3,3 %). Участники исследования могли выбрать несколько направлений (рис.1).

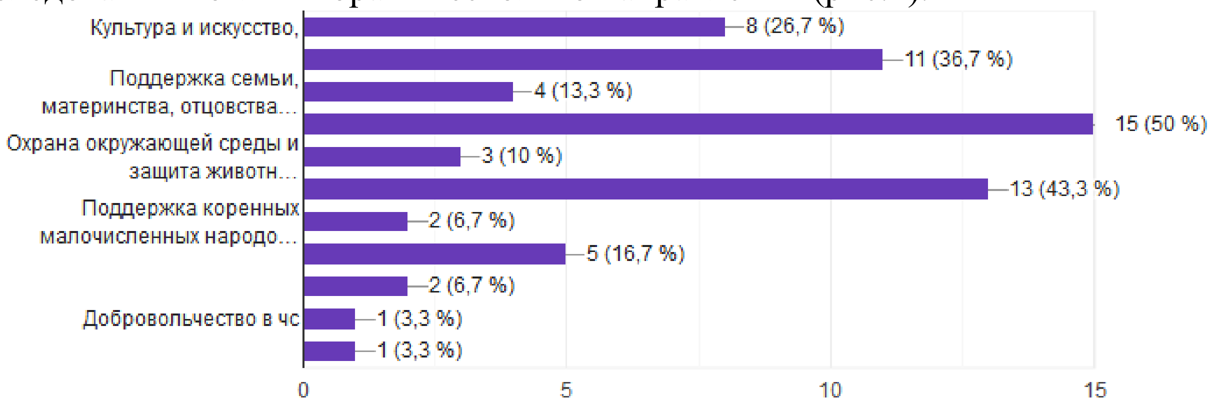

Рисунок 1 – Структура опроса

В качестве целевой аудитории, большинство организаций выбирают: детей - 19 (63,3 %) и молодёжь, 23 (76,7 %). Меньше всего организаций работают с неполными семьями - 2 (6,7 %), малоимущими - 3 чел. (10%). Участники исследования могли указать несколько категорий (рис.2).

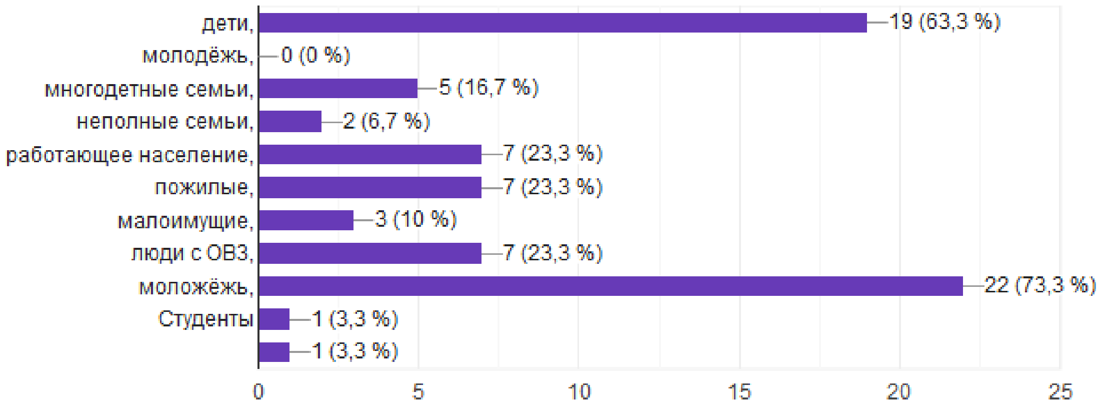

Рисунок 2 – Структура опроса

Большинство организаций своими задачами ставят: способствовать социальному и духовному развитию общества, 20 (66,7 %) и организовывать досуг граждан, 18 (60 %). Меньше всего организаций своей задачей считают участвовать в политической жизни, 3 (10 %). Также организации определяют свои задачи, исходя из направлений своей деятельности: повышение культурного уровня молодёжи, повышение культуры содержания животных, повышение информационной грамотности населения, развитие паллиативной помощи, экологическое просвещение, различные формы самоорганизации – 1 чел.(3,3 %).

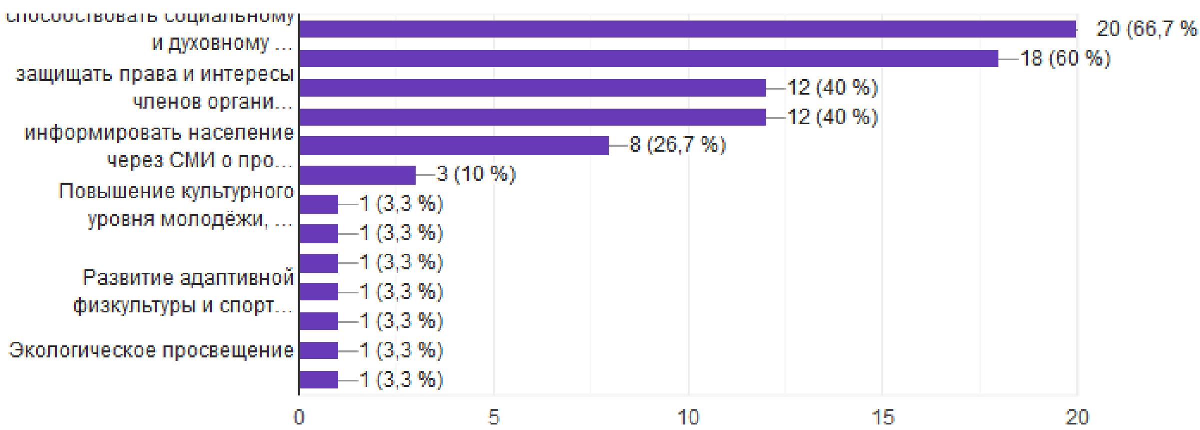

Рисунок 3 – Структура опроса

Различные мотивы движут человека к общественной деятельности. Для большинства участников исследования это: активная жизненная позиция - 13 чел. (43,3%) и желание помочь людям – 11 чел (36,7%). Для некоторых участников исследования является важным моральное удовлетворение, возможность самоорганизоваться в группы единомышленников. Некоторые столкнулись с тяжёлыми трудностями (рис.4).

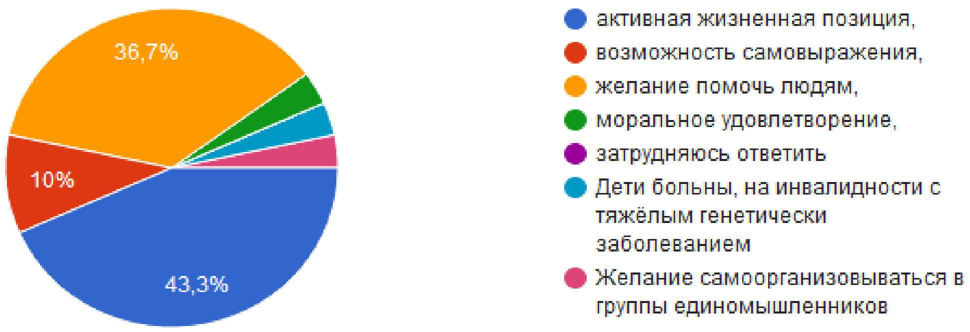

Рисунок 4 – Структура опроса

В своей работе НКО сталкиваются с проблемами. Для большинства это - финансовые трудности: нехватка финансовых средств – 13 чел. (43,3 %), слабая материально-техническая база - 8 чел. (26,7 %). Также значительной проблемой для работы НКО является пассивность населения – 15 чел. (50 %), т.к. в основном работа в НКО строится на личной инициативе и общественных началах. Отсюда вытекает проблема квалификации кадров НКО. Она характерна для 11 чел. (36,7 %). Также Руководители отмечают такую проблему как «нехватка активных помощников и сотрудников» (рис.5).

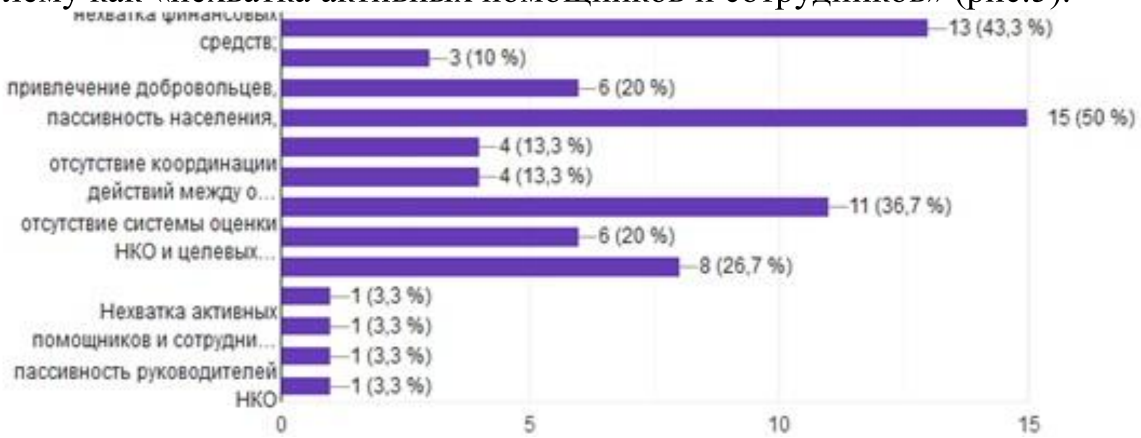

Рисунок 5 – Структура опроса

Для решения проблем организации, её участники решают проблемы самостоятельно или обращаются в государственные структуры. Участникам исследования существенную помощь в решении проблемы оказали органы власти - 19 (63,3 %), фонды развития НКО - 18 (60 %) и спонсоры - 17 (56,7 %), также руководители решают проблемы самостоятельно (рис.6).

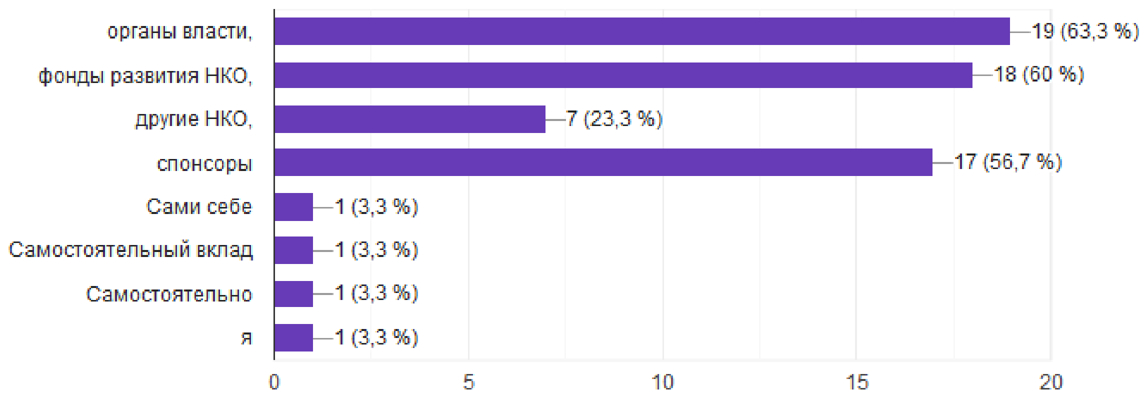

Рисунок 6 – Структура опроса

Решать некоторые трудности, улучшать работу организации помогают современные технологии. На вопрос: «Что изменилось в работе Вашей организации с развитием цифровизации экономики и общества в целом» участники исследования отвечают следующим образом:

-«Появились новые технологии работы», что способствовало повышению эффективности деятельности организации: «увеличилась оперативность действий между подразделениями движения», «появилась возможность работать по удаленному доступу, расширились способы фандрайзинга», «появился мобильный банк», «усилилось присутствие в сети интернет»;

- «Это способствовало: «упрощению финансовой отчётности», «увеличению скорости выполнения отчетов»; «появилась возможность узнавания лучших практик страны из открытых источников», «быть в центре информации», «в курсе событий»; появилась «возможность планировать время»; «стало легче доносить информацию до потребителей и эффективней работать со спонсорами». Но также часть участников исследования считает, что «с появлением цифровизации перемены в организации деятельности НКО незначительные».

Результаты исследования

1. Некоммерческие организации округа, несмотря на региональную специфику меньше участвуют в поддержке коренных малочисленных народов Севера (далее – КМНС). Это может свидетельствовать о развитии национальной политики в округе на достаточном уровне. Так как НКО появляются там, где другие институты не занимаются решением проблем в определённой сфере. Или это может свидетельствовать о недостаточной информированности заинтересованных в поддержке КМНС граждан.

2. Деятельность СО НКО округа по большей части направлена на детей и молодёжь. Организации работают в разных социальных направлениях, но для большинства - это социальное и духовное развитие общества. А также организация досуг граждан, например, через спортивно – массовые мероприятия. Различные мотивы движут человека к общественной деятельности. Для большинства это: активная жизненная позиция и желание помочь людям.

Это может быть связано, с тем, что Ханты-Мансийский округ молодой. С тех пор как округ стал «Нефтяным краем» его развитие началось быстрыми темпами. Много людей приезжали в ХМАО со всей территории страны, но немногие остались. Остались молодые, активные с желанием строить и созидать. Возможно, поэтому деятельность НКО направлена на организацию досуга граждан, спортивно массовые мероприятия. Большое участие НКО в социальном и духовном развитии общества может быть вызвано тем, что округ находится на Северной территории страны, с более суровыми природно-климатическими условиями, что является риском для здоровья и жизнедеятельности граждан.

3. В своей работе организации сталкиваются с трудностями, проблемами. Большинство сталкиваются с финансовыми трудностями. Также значительной проблемой для работы НКО является пассивность населения, т.к.

в основном работа в НКО строится на личной инициативе и общественных началах. Отсюда вытекает проблема нехватки квалифицированных кадров НКО, желающих работать активно, ответственно и заинтересованно. Перечисленные и другие проблемы руководители решают самостоятельно или обращаются за помощью к органам власти, фондам развития НКО и спонсорам. Все они оказывают НКО значительную помощь и поддержку.

4. Также помощь некоммерческим организациям оказывают средства массовой информации. Они помогают НКО быть узнаваемыми, коммуникабельными. Это помогает участникам организации взаимодействовать со спонсорами, властями, другими организациями в поиске партнёров по проведению своих мероприятий. Многие СО НКО часто взаимодействуют со СМИ, но реже взаимодействуют со спонсорами и другими НКО. Организациям следует больше с ними взаимодействовать для развития своей деятельности, приобретения опыта работы.

5. Решать некоторые трудности, улучшать работу своей организации могут помочь современные технологии. Для участников некоммерческих организаций появление новых технологии работы способствовало «повышению эффективности деятельности организаций. Но также часть участников исследования считает, что «с появлением цифровизации перемены в организации деятельности НКО незначительные». Это может быть связано с недостаточным материально-техническим оснащением организаций.

6. Для развития организации в современных условиях, её руководителям, участникам следует больше использовать современные цифровые технологии в своей деятельности (создавать свой сайт, использовать в своей работе социальные сети, работать с краудфандинговыми площадками, проводить вебинары и т.д.) а также ориентироваться на инновационные технологии.

7. Большинство некоммерческих организаций округа осознают, что инновационная деятельность - современная стратегия развития экономики, в том числе и общественных организаций, но осуществляют её меньшее количество участников НКО. Это может быть связано с тем, что большинство организаций молодые и не имеют достаточного опыта работы. Но с государственной поддержкой, участием активных, инициативных граждан, некоммерческие организации смогут успешно развиваться и конкурировать с другими институтами в своей деятельности.

Социологическое измерение проблем и перспектив региона

Современное состояние НКО обсуждают в настоящее время на конференциях, семинарах, встречах, круглых столах - анализируют проблемы некоммерческих организаций, осуществляют совместный поиск решений проблем, обсуждают пути развития деятельности организаций.

Одна из таких встреч прошла в г. Сургуте в 2019 г. на образовательном семинаре по формированию Целевых капиталов, организованном Отделом развития некоммерческих оргнизаций Центра гражданских и социальных инициатив Югры. Обсуждая состояние НКО в Югре, участники называют следующие внешние проблемы:

- трудно получить гранты; одних грантовых средств не хватает для поддержания деятельности своей организации,

- небольшим НКО трудно договориться с Федеральными компании, т.к. они распределены между крупными Фондами и их программы закрыты,

- не до конца оформлены региональные программы поощрения бизнеса, помогающего НКО, поэтому финансовая помощь организациям зависит только от личного желания руководителя бизнес-компании,

- организации сталкиваются с непрозрачными критериями получения имущественной поддержки. А у некоторых организаций нет имущества

Также участники назвали ошибки, проблемы внутри НКО: организации мало показывают результаты своей работы, нужно учиться, повышать уровень доверия со стороны «доноров», небольшое количество НКО ведут годовую отчётность своей деятельности. Также существует проблема отсутствия профессиональных кадров. В основном работа ведётся на общественных началах, а для развития деятельности НКО нужны профессиональные кадры.

Анализируя современные проблемы НКО, следует отметить, что большинство проблем, остаются актуальными на протяжении нескольких лет. Данную проблематику можно встретить в результатах социологического опроса, проведённого в 2013 г. по заказу Департамента общественных и внешних связей Югры «Изучение наиболее значимых вопросов общественной жизни Югры» (Информация предоставлена Фондом гражданских и социальных инициатив Югры).

В этом исследовании принимали участие 2500 респондентов, жителей ХМАО. Из них 400 представителей СО НКО и 50 представителей органов государственной власти, курирующих вопросы взаимодействия с НКО. Представители некоммерческих организаций автономного округа отметили актуальные проблемы своей организации:

- 48,5% недостаток и нестабильность источников финансирования деятельности НКО;

- 27,5% несформированность инфраструктуры для осуществления работы НКО (отсутствие помещений, слабая материальная база);

- 19% - на невыстроенность схем взаимодействия с органами исполнительной власти, местного самоуправления и бизнесом.

В ходе глубинного интервью эксперты дополнили этот перечень, указав на недостаточную юридическую подготовку руководителей и активистов НКО, нехватку волонтеров, ограниченные информационные ресурсы, громоздкую бюрократическую процедуру регистрация и отчетности НКО.

Представители населения в ходе фокус-групп пополнили вышеперечисленный список проблем. Это: недостаточная информированность населения о деятельности НКО, пассивность населения, сложность получения разрешения на проведение массовых акций, отсутствие материального стимулирования СО НКО, отсутствие должной координации деятельности НКО.

Основными факторами, препятствующими деятельности СО НКО участники фокус-групп назвали: несовершенство законодательной базы (сложность порядка регистрации и существующее налогообложение НКО), бюрократические барьеры при реализации общественных инициатив, недостаточность финансовых и информационных ресурсов, незаинтересованность властей в деятельности общественных организаций, нестабильность состава населения многих населенных пунктов ХМАО - Югры за счет работы вахтовым методом и недостаток времени у работающего населения для общественной работы.

В качестве стимулирующих развитие НКО факторов участниками групповых интервью были названы поддержка со стороны органов власти, наличие; спонсорской помощи от бизнес-структур, развитие Интернет-технологий (в первую очередь, социальных сетей)».

Данную проблематику, высказанную респондентами опроса 2013 г., обсуждали участники Форума «Гражданское согласие и единство» в 2018 г. в муниципалитетах Югры. По приведенным данным можно сформулировать ряд предложений для организаций, участвующих в развитии СО НКО:

-развивать практику участия представителей НКО в обсуждении предложений по совершенствованию регионального законодательства и местных нормативно-правовых актов по поддержке НКО;

-развивать практику информационной поддержки деятельности со нко (помощь в создании и обслуживании сайтов, предоставление эфирного времени на телевидении, увеличить объем социальной рекламы, для создания позитивного имиджа НКО;

-развивать практику ярмарок некоммерческих организаций как площадок для ознакомления с их деятельностью представителей бизнес-сообщества для поиска меценатов и спонсоров проектов НКО;

-развивать систему конкурсов на предоставление грантов и субсидий для нко на муниципальном и региональном уровнях;

-развивать практику обучающих семинаров и консультаций руководителей и активистов НКО по ведению отчетности НКО;

-продолжать и совершенствовать практику привлечения федеральных средств на оказание поддержки некоммерческих организаций югры;

-стимулировать активность окружных НКО в подаче заявок на федеральные грантовые конкурсы и гранты Урфо.

-в рамках проведения обучающих мероприятий, при участии НКО обучать аудиторию практическим способам применения краудфандинга, краудсорсинга и других современных технологий деятельности некоммерческих организаций.

Пути решения проблем, перспективы для развития организаций называли участники образовательного семинара по формированию Целевых капиталов в Сургуте. Целевые капиталы это проекты долгосрочного развития, в финансировании которых могут участвовать государство и бизнес. Идея Целевых Капиталов перспективная для региона. Бизнес будет вкладывать деньги в развитие этого направления НКО, если сами НКО будут открытыми (деятельность их будет доступна на сайтах, социальных сетях), понятными, социально-значимыми.

Но для деятельности НКО недостаточно только вложений государства и бизнеса. Фандрайзинг (поиск и получение средств от жертвователей) более эффективен, чем упование на поддержку власти. Для этого нужно и самому поддерживать организации, в том числе свою.

Нужно развитие культуры пожертвований. Например, на Западе не заниматься благотворительностью считается плохим тоном. Принятию такого подхода может способствовать открытость организаций. Спонсору важно понимать: его деньги идут виртуально на деятельность организации или вкладывается в идею, человеку, которому он доверяет. Также важна обратная связь от тех, кто просит средства.

Большинство спонсоров некоммерческих организаций – «доноров» не знакомы с понятием «целевые капиталы». Им понятна только адресная помощь. Для этого с нужно объяснять донорам, что такая помощь идёт многим людям, готовить их к разным форматам работы организации; готовить образовательные блоки для спонсоров и фондов.

Для бизнеса, особенно малого, может быть более интересным и подходящим вариантом - социальное партнёрство. Например в Швеции, есть эндаумент фонд, где инвестируют средства в социальные зелёные облигации, которые помогают находить средства для зелёных проектов. За рубежом эндаумент фонд – это крупный инвестор некоммерческих проектов и инициатив. Применяя Зарубежный опыт, некоммерческие организации региона могут развивать свою деятельности.

Заключение

Наличие в обществе проблем социального характера – неотъемлемая часть любого времени и особенно кризисных периодов. Наличие проблем социального характера проистекает из невозможности обеспечить всем людям равные возможности для жизни[5]. Появление института некоммерческих организаций, как и социального предпринимательства это закономерное явление развития общества.

От успешности деятельности СО НКО зависит социальная направленность жизни региона: трудоустройство граждан, забота о социально-незащищённых категориях населения, помощь в преодолении негативных социально-экономическим явлений. [7, с.574].

Для некоммерческих организаций есть возможность помочь своему региону и стране, при поддержке государства и бизнеса, в дальнейшем поступательном развитии региональной и государственной экономики. Для Ханты - Мансийского округа участие некоммерческих организаций – это развитие направлений альтернативных нефтяному сектору.

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ВНЕШНИЕ И ВНУТРЕННИЕ УГРОЗЫ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ ФЕДЕРАЛЬНОЙ НАЛОГОВОЙ СЛУЖБЫ

Аннотация: На сегодняшний день, вопрос обеспечения экономической безопасности является достаточно актуальным. Это связано, прежде всего, с тем, что в условиях быстроизменяющихся тенденций рыночной экономики деятельность любого хозяйствующего субъекта подвержена влиянию различных как внешних, так и внутренних угроз. Федеральная налоговая служба не стала исключением, и вынуждена также серьезно заниматься вопросом обеспечения собственной безопасности путем разработки и проведения специально направленных мероприятий. В то же время, основные угрозы её внешней и внутренней безопасности связаны с возможной утечкой информации, различного рода покушениями преступных элементов на её структурные подразделения и недобросовестностью сотрудников.

Ключевые слова: Федеральная налоговая служба, собственная безопасность, информационная безопасность, внутренние и внешние угрозы, риск.

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EXTERNAL AND INTERNAL THREATS TO THE ECONOMIC SECURITY OF THE FEDERAL TAX SERVICE

Annotation: Today, the issue of ensuring economic security is quite relevant. This is primarily due to the fact that in the rapidly changing trends of the market economy, the activities of any economic entity are subject to various external and internal threats. The Federal tax service is no exception, and it is also forced to seriously address the issue of ensuring its own security by developing and conducting specially targeted measures. At the same time, the main threats to its external and internal security are related to possible leaks of information, various attempts by criminal elements on its structural divisions and dishonesty of employees.

Key words: Federal tax service, internal security, information security, internal and external threats, risk.

Федеральная налоговая служба (ФНС России) — федеральный орган исполнительной власти, осуществляющий государственный экономический надзор. Её правовой статус, а также задачи и возложенные на неё функции определены Постановлением Правительства РФ от 30.09.2004 N 506 «Об утверждении Положения о Федеральной налоговой службе».

В первую очередь, стоит отметить, что деятельность Межрайонной инспекции Федеральной налоговой службы № 11 по Оренбургской области, так же, как и деятельность других хозяйствующих субъектов, сопровождается рядом внешних и внутренних угроз, которые могут отрицательно сказываться на её безопасность и исполнении задач, возложенных на ФНС России в целом.

В свою очередь, собственная безопасность ФНС России и ее территориальных органов определяется, как состояние их защищенности от внешних и внутренних угроз, обеспечивающее способность противостоять дезорганизующим их работу действиям и устойчивое функционирование.

Возможные угрозы обеспечения экономической безопасности подробно изложены в Концепции обеспечения собственной безопасности Федеральной налоговой службы и её территориальных органов, утвержденной приказом ФНС России от 29 ноября 2012 года. При разработке концепции учитывалось, что одним из факторов обеспечения экономической безопасности государства является эффективное функционирование налоговой системы, что в свою очередь обеспечивается должной защищенностью налоговых органов и их работников от любого вида угроз, коррупционных проявлений, сохранностью информационных ресурсов, а также принятием оперативных и действенных мер по предотвращению негативных последствий и пресечению факторов угроз.

В таблице 1 представлены основные внешние и внутренние угрозы безопасности Федеральной налоговой службы.

Таблица 1 - Внешние и внутренние угрозы безопасности Федеральной налоговой службы

Внешние угрозы	**Внутренние угрозы**
Влияние преступной сферы на её объекты, структуры и работников в целях совершения каких-либо незаконных действий в отношении работников Инспекции и членов их семей. Например, возможные действия террористических организаций и мошеннических группировок в отношении Инспекции.	Участие сотрудников в сговоре с террористическими организациями и незаконными вооруженными формированиями, а также другими преступными элементами. Например, предоставление налоговыми служащими доступа и возможности проникновения в здание преступных лиц.

Незаконная деятельность юридических и физических лиц, связанная с возможным нанесением ущерба налоговой службы, а также затрудняющая исполнение возложенных на неё функций. Например, сокрытие и не предоставление достоверной информации по запросу налогового инспектора.	Недобросовестное исполнение должностных обязанностей, способное повлечь за собой причинение ущерба не только налоговой, но и государству в целом. Любые действия налогового инспектора, влекущие за собой не выявленные нарушения налогового законодательства и как следствие, недополученные денежные средства в бюджет государства.
Возможность проникновения в налоговые органы криминальных структур, нацеленных на осуществление противоправной деятельности. В данном случае, имеется в виду наличие реальной возможности проникновения посторонних лиц в здание Инспекции с целью кражи данных или имущества, а также применения какого - либо насилия к сотрудникам.	Оказание какого-либо содействия криминальным элементам в вопросах трудоустройства. Умышленный прием на работу лиц, способных каким - либо образом воспрепятствовать работе Налоговых органов.
Покушение на жизнь, здоровье, честь, достоинство и имущественные права работников налоговых органов и их членов семей.	Коррупционные проявления. Здесь следует предполагать возможность получения каких – либо материальных ценностей сотрудниками Межрайонной инспекции от заинтересованных лиц с целью дальнейшего действия или бездействия в интересах данных лиц.
Технический доступ преступных элементов и отдельных лиц к базам данных включая электронные и бумажные носители информации с целью получения конфиденциальных данных и их дальнейшего противоправного использования.	Использование налоговыми служащими информации из служебных баз данных в личных или противоправных целях. Чаще всего, сотрудники прибегают к подобным действиям с целью дальнейшей перепродажи информации заинтересованным лицам.

Работники налоговых органов, согласно возложенным на них полномочиям, выявляют многочисленные правонарушения, вследствие чего в отношении виновных лиц возбуждаются уголовные и административные дела. При этом служащие налоговых органов проводят проверки и иные мероприятия, предусмотренные действующим законодательством, в том числе в отношении лиц, имеющих значительную материальную базу, какую-либо специальную подготовку, технические и иные средства, зачастую властные полномочия.

На практике встречаются случаи оказания силового и морального давления на служащих налоговых органов, а также факты иного противоправного воздействия, требующие незамедлительного принятия соответствующих мер.

В структуре внутренних угроз безопасности системы налоговых органов особое место занимают действия работников, совершивших преступления либо правонарушения, связанные с их профессиональной деятельностью.

Это связано, прежде всего, с влиянием таких внутренних факторов как упущения в подборе и расстановке персонала, снижение требовательности руководителей к подчиненным, напряженная обстановка в коллективе и несовершенная система контроля за деятельностью работников.

Функции связанные с обеспечением безопасности налоговых органов, их служащих и членов их семей возлагаются на Управление кадров Федеральной налоговой службы России, структурными подразделениями которого являются отдел безопасности и внутренних расследований, отдел информационной безопасности, отдел профилактики коррупционных и иных правонарушений, отдел мобилизационной подготовки и гражданской обороны, отдел защиты государственной тайны, а также на руководителей управлений ФНС России по субъектам Российской Федерации, начальников межрегиональных инспекций ФНС России, начальников инспекций ФНС России по районам, районам в городах, городам без районного деления, межрайонного уровня, в том числе на подразделения (сотрудников) территориальных налоговых органов, к должностным обязанностям которых относится организация и проведение мероприятий, направленных на обеспечение безопасности налоговых органов.

Для того, чтобы эффективно предотвращать влияние возможных внешних и внутренних угроз, тем самым обеспечить экономическую безопасность Федеральной налоговой службы России и всех её территориальных подразделений необходимо регулярно проводить ряд специально направленных мероприятий, а также четко определить должностных лиц, ответственных за их исполнение и контроль.

В таблице 2 приведен перечень предлагаемых Мероприятий по обеспечению внутренней и внешней безопасности Федеральной налоговой службы России.

Таблица 2 - Мероприятия по обеспечению внутренней и внешней безопасности Федеральной налоговой службы России

Мероприятие	**Ответственные лица**
Проведение бесед и инструктажей, разъясняющих возможную ответственность за различные виды правонарушений должностными лицами.	Исполняющие обязанности начальников отделов в территориальных подразделениях ФНС
Сбор и формирование аналитических материалов, прогнозов изменений внутренних и внешних факторов и условий, влияющих на состояние безопасности системы налоговых органов, ее работников, членов их семей.	Заместители начальников территориальных подразделениях ФНС

Разработка рекомендаций по реализации мер защиты работников налоговых органов в связи с исполнением ими служебных обязанностей, членов их семей от преступных посягательств. В частности, к таким рекомендациям относится соблюдение конфиденциальности личных данных сотрудников и членов их семей, недопущение распространения компрометирующих информации, а также запрет на осуществление какой-либо коммерческой деятельности за исключением научной и преподавательской	Начальник отдела безопасности ФНС России
Организация контрольно-пропускного пункта при входе в здание, оснащение служебных помещений системой видеонаблюдения и охранной сигнализацией, постоянный контроль реализации мер по обеспечению инженерно-технической защищенности зданий	Заместители начальников территориальных подразделениях ФНС
Проведение вводного тестирования и отбора кандидатов при приеме на работу	Управление кадров Федеральной налоговой службы России
Ежегодная аттестации сотрудников на предмет соответствия профессиональным требованиям	Начальник отдела информатизации
Разработка справедливой системы премирования	Глава федеральной налоговой службы России, начальники всех территориальных подразделений

Кроме того, для защиты информации от различных факторов возможного воздействия на защищаемую информацию (объективных или субъективных), в ФНС России была разработана и утверждена Концепция информационной безопасности Федеральной налоговой службы и её территориальных подразделений (далее - Концепция ИБ).

Концепция ИБ представляет собой методологическую основу для разработки и реализации комплексных целевых программ обеспечения защиты информации на объектах информатизации ФНС России.

Таким образом, вопрос обеспечения внутренней и внешней безопасности Федеральной налоговой службы Российской Федерации является достаточно серьезным поскольку от его решения напрямую зависит не только её работа, но и состояние государственного бюджета, а следовательно, и экономика страны в целом.

Именно поэтому, важно своевременное выявление возможных угроз, связанных с недобросовестной деятельностью сотрудников, подбором персонала, влиянием криминальных структур, и утечкой информации. Это позволит, наиболее эффективно проводить мероприятия по их предотвращению, что в свою очередь, положительно отразится на выполнении поставленных задач перед налоговой и минимизирует влияние на её работу негативных внешних факторов

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АНАЛИЗ КАЧЕСТВА ПРЕДОСТАВЛЕНИЯ ГОСУДАРСТВЕННЫХ УСЛУГ В ЭЛЕКТРОННОЙ ФОРМЕ В СФЕРЕ НАЛОГООБЛОЖЕНИЯ

Аннотация: В данной статье проводится анализ качества предоставления государственных услуг в сфере налогообложения. Предметом исследования данной статьи является качество государственных услуг. Целью исследования является проведение анализа оказания государственных услуг налоговыми органами. Дано определение "качество" и "государственные услуги в сфере налогообложения". Приводятся особенности управления качеством оказания государственных услуг в сфере налогообложения. Определены особенности, выделены основные элементы системы управления качеством.

Ключевые слова: анализ. государственные услуги, качество, налогообложение, налоговый орган, население, удовлетворенность качеством государственных услуг, управление качеством, электронные услуги.

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QUALITY MANAGEMENT OF PROVISION OF PUBLIC SERVICES IN THE FIELD OF TAXATION

Annotation: This article analyzes the quality of the provision of public services in the field of taxation. The subject of this article is the quality of public services. The purpose of the study is to analyze the provision of public services by tax authorities. The definition of "quality" and "public services in the field of taxation" is given. Features of quality management of the provision of public services in the field of taxation are given. Features are identified, the main elements of a quality management system are highlighted.

Key words: analysis, public services, quality, taxation, tax authority, population, satisfaction with the quality of public services, quality management, electronic services.

На сегодняшний день, приоритетным направлением государственного управления в сфере налогообложения является улучшение качества оказываемых налоговыми органами государственных услуг[1]. Стремление усовершенствовать данное направление, в конечном итоге, несомненно, напрямую оказывает влияние на другие сферы жизнедеятельности, такие как здравоохранение, образование и другие. Рассматривая каждую сферу, а также и сферу налогообложения, необходимо применять качественную оценку оказываемых государственных услуг налоговыми органами. Существуют различные критерии, которые влияют на оценку качества предоставляемых услуг:

1. Время, затрачиваемое на эффективное и быстрое предоставление государственных услуг налоговым органом;
2. Время, затрачиваемое на ожидание в очереди при получении государственных услуг. Данный критерий является наиболее «популярным» среди всех оцениваемых, так как сотрудники налоговых органов, в силу большого количества обработки персональных данных за короткое время, не имеют возможности автоматизировать этот процесс и ожидание налогоплательщиков в очереди может затянуться до 10-15 минут;
3. Вежливость и компетентность сотрудников налогового органа, которые непосредственно взаимодействуют с заявителями при оказании государственных услуг;
4. Комфортабельные условия при нахождении помещениях при предоставлении государственных услуг;
5. Простота и доступность информации о процедурах получения государственных услуг

С течением времени, государственная власть все чаще использует при взаимодействии с населением электронный способ получения государственный услуг. Таким же образом налогоплательщик может отследить этапы обработки его запроса о предоставлении государственных услуг в налоговом органе, а также выставить оценку полученных ими государственных услуг. Данный способ упрощает сбор полученной информации от налогоплательщиков, а также сокращает трудовые ресурсы на ее обработку, так как получить необходимую для анализа качества оказываемых государственных услуг информацию можно при помощи телекоммуникационных каналов связи. Полученная информация анализируется, а следом размещается в публичный доступ. [2] Таким способом активно пользуется и Федеральная налоговая служба Российской Федерации. Как и говорилось ранее, одним из ключевых

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[1] Басовский, Л.Е. Управление качеством: Уч. / Л.Е. Басовский, В.Б. Протасьев и др. - М.: Инфра-М, 2017. - 320 с.

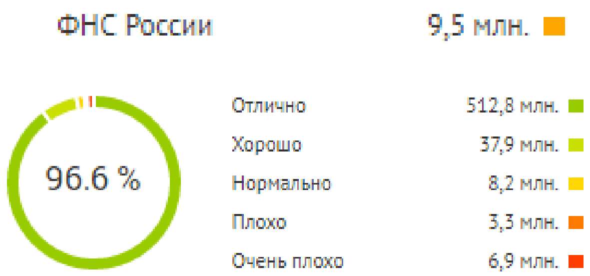
[2] Костина С. Н. Современные проблемы оценки качества оказания государственных услуг / Вопросы управления – 2016 – С. 49-52

направлений деятельности ФНС России является совершенствование качества предоставления государственных услуг. Для этого ФНС России важно получать обратную связь от граждан, получающих государственные услуги. Оценить услуги ФНС России следующими способами:

1. С помощью SMS-сообщений;
2. С помощью терминалов систем управления очередью;
3. На портале «Ваш Контроль»;
4. С помощью сервиса «QR-анкетирование»

Проанализировав открытые данные портала «Ваш Контроль», прочитав различные отзывы, которые публикуют граждане в адрес Федеральной налоговой службы Российской Федерации, а также территориальных ИФНС по Республике Татарстан можно сделать следующие выводы:

1. Оценили государственные услуги, оказываемых Федеральной налоговой службой Российской Федерации 9, 5 млн. человек, в совокупности оценка которых имеет цветовое обозначение оранжевого оттенка и указывает на оценку «нормально». [3]



2. Уровень удовлетворенности граждан качеством предоставления государственных услуг по данным на 1 кв.-2 кв. 2020 г. составляет не менее 90 %:

✓ Доля граждан, имеющих доступ к получению государственных услуг по месту пребывания составляет 85 %;

✓ Доля граждан, имеющих доступ к получению государственных услуг в электронном виде 70 %;

✓ Время ожидания в очереди при обращении в налоговый орган составило 15-20 минут;

✓ Общее количество граждан, которые пользовались сервисом «QR-анкетирование» составляет около 650 человек в период 1 кв.-2 кв. 2020 г.

Таким образом, данные способы получения оценок граждан об оказанных государственных услугах налоговыми органами должны стремительно развиваться и совершенствоваться, так как являются очень эффективным инструментом.

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[3] Официальный сайт «Ваш контроль». Электронный ресурс / URL: https://vashkontrol.ru (дата обращения: 02.05.2020 г.)

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УПРАВЛЕНИЕ КАЧЕСТВОМ ОЦЕНКИ ОКАЗАНИЯ ГОСУДАРСТВЕННЫХ УСЛУГ В СФЕРЕ НАЛОГООБЛОЖЕНИЯ

Аннотация: В данной статье рассматриваются особенности управления качеством оказания государственных услуг налоговыми органами. Предметом исследования данной статьи является роль и значение государственных услуг, предоставляемых налоговыми органами налогоплательщикам, а также тенденции их развития. Целью исследования является выявление основных направлений развития системы оказания государственных услуг налоговыми органами. Дано определение "управления качеством" и "государственные услуги в сфере налогообложения". Приводятся особенности управления качеством оказания государственных услуг в сфере налогообложения. Определены особенности, выделены основные элементы системы управления качеством.

Ключевые слова: государственные услуги, качество, налогообложение, налоговый орган, управление качеством.

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QUALITY MANAGEMENT OF PROVISION OF PUBLIC SERVICES IN THE FIELD OF TAXATION

Annotation: This article discusses the features of quality management of the provision of public services by tax authorities. The subject of this article is the role and importance of public services provided by tax authorities to taxpayers, as well as their development trends. The purpose of the study is to identify the main directions of development of the system of providing public services by tax authorities. The definition of "quality management" and "public services in the field of taxation" is given. Features of quality management of the provision of public services in the field

of taxation are given. Features are identified, the main elements of a quality management system are highlighted.

Key words: public services, quality, taxation, tax authority, quality management.

На сегодняшний день налоговые органы на территории Российской Федерации расширяют свою деятельность по предоставлению налогоплательщикам государственных услуг. Понятие "государственная услуга" интерпретируется как услуга, которую налоговый орган предоставляет, и которая направлена на обеспечение прав, свобод и защиты интересов физических и юридических лиц по их запросу.

В сфере налогообложения оказание государственных услуг направлено на повышение качества и улучшение эффективности управления качеством государственных услуг[1]. Целью совершенствования данных аспектов является развитие более усовершенствованных процессов предоставления услуг налогоплательщикам, а также обеспечение своевременного и стабильного поступления налоговых сборов в бюджет Российской Федерации. Федеральная налоговая служба Российской Федерации оказывает множество государственных услуг. Налоговыми органами осуществляется регистрация физических и юридических лиц в качестве индивидуальных предпринимателей, предоставляются социальные и имущественные вычеты, расчеты по налогам, выдача различных справок и уведомлений, и множество других государственных услуг. [2]

Получить государственные услуги, которые предоставляются Федеральной налоговой службой Российской Федерации, можно непосредственно посетив лично налоговую инспекцию, а также используя общедоступные сайты Федеральной налоговой службы и Единого портала государственных и муниципальных услуг. [3]Единый портал государственных и муниципальных услуг доступен каждому пользователю, который имеет доступ в Интернет. Данный портал предоставляет доступ к быстрому поиску определенной государственной услуги по ведомствам и различным жизненным ситуациям, что упрощает поиск физическим и юридическим лицам.

В целях получения оценки эффективности деятельности налогового органа существуют критерии, из которых складывается мнение налогоплательщиков о качестве предоставления услуг (с оценкой по 5-балльной шкале), включая оценку по следующим основным критериям:

1. Предоставление оцениваемых государственных услуг;
2. Время ожидания, в течение которого налогоплательщик находится в очереди при получении услуг;

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[1] Басовский, Л.Е. Управление качеством: Уч. / Л.Е. Басовский, В.Б. Протасьев и др. - М.: Инфра-М, 2017. - 320 с.

[2] Паршин, М. В. Качество государственных и муниципальных услуг. На пути к сервисному государству / М.В. Паршин. - М.: Статут, 2013. - 272 с.

[3] Леонов, О.А. Управление качеством: Учебник / О.А. Леонов, Г.Н. Темасова, Ю.Г. Вергазова. - СПб.: Лань, 2019. - 180 с.

3. Вежливость и компетентность сотрудника, взаимодействующего с налогоплательщиком при предоставлении услуги;

4. Комфортные условия нахождения в помещении налоговой инспекции, в которой предоставляются услуги;

5. Доступность получения информации о порядке предоставления услуг

Если услуга была предоставлена и оказана в электронной форме, то при оценке используются следующие критерии:

1. Доступность информации о порядке предоставления оцениваемой услуги в электронной форме;

2. Время ожидания и обработки ответа на подачу заявления и время предоставления услуги;

3. «Простота» процедур записи в операционный зал, подачи заявления

Одним из ключевых направлений деятельности ФНС Российской Федерации является совершенствование управления качеством предоставления государственных услуг. Для этого ФНС Российской Федерации необходимо получать достоверную обратную связь от налогоплательщиков, которые получают государственные услуги. Оценить услуги ФНС Российской Федерации можно несколькими разными вариантами:

1. При помощи СМС-уведомления, получив одну из услуг, необходимо оставить номер контактного телефона сотруднику, который предоставлял услугу, после чего поступит информация о оценке качества государственной услуги по системе «5-балльной шкалы»;

2. При помощи терминалов, установленных на территории налогового органа, поставив на интерактивном табло оценку по системе «5-балльной шкалы»;

3. На портале отзывов о государственных услугах – «Ваш контроль», выбрав услугу, о которой налогоплательщик хочет оставить отзыв, предусматривая прикрепление фотографий или видеозаписей;

4. При помощи сервиса «QR-АНКЕТИРОВАНИЕ», отсканировав QR-код с выданного талона системы управления очередью, придя в инспекцию

В рамках управления качеством государственных услуг в сфере налогообложения целесообразно предложить:

1. Заменить необходимые документы "бумажного" вида, для сдачи в налоговые органы налогоплательщики, на электронно-цифровой вид предоставления документов;

2. Разработать новые интерактивные и автоматизированные способы оказания государственных услуг;

3. Сформировать понимание у персонала качества, как степени удовлетворения требований граждан-потребителей государственных услуг;

4. Улучшить техническое оснащение;

5. Упрощать и автоматизировать налогоплательщикам доступ к услугам, которые предоставляются налоговыми органами Российской Федерации

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РАЗРАБОТКА НОВОГО КОНСТРУКЦИЯ ВЫТЯЖНОГО ПРИБОРА И ИССЛЕДОВАНИЕ ЕГО РАБОТЫ

Аннотация: В статье предложены новые конструкции вытяжного прибора. Изучени влияние конструкции валиков и рифленого цилиндра на неровноту выпускаемого продукции.

Ключевые слова: вытяжной прибор, рифленой цилиндр, нажимной валик, неровнота продукции.

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DEVELOPMENT OF A NEW EXHAUST DESIGN DEVICE AND RESEARCH OF ITS WORK

Annotation: The article proposed a new design of the exhaust device. To study the effect of the design of rollers and a grooved cylinder on the unevenness of the output.

Key words: exhaust device, grooved cylinder, pressure roller, unevenness of products.

На текстильных предприятиях кольцепрядильных машинах наибольшее распространение получили одно - и двух ремешковые вытяжные приборы. Они позволяют обеспечить хороший контроль за "плавающими" волокнами в процессе вытягивания.

С целью улучшения качества выпускаемой продукции на кольцепрядильных машинах за счет уменьшения неконтролируемых волокон в вытяжной зоне и снижения обрывности нити на дуге втекания выпускного цилиндра вытяжного прибора, на основе существующих конструкций вытяжных приборов нами разработана новая конструкция вытяжного прибора [1, 2, 3, 4, 5].

Как показывают теоретические и экспериментальные исследования, наилучшим является такое движение волокна, при котором все волокна перемешается со скоростью предыдущей пары до момента, когда их передние концы достигают линии зажима последующей пары. После этого волокна должны двигаться со скоростью последующей пары. Для обеспечения такого движения в вытяжной зоне, нужно сделать так, чтобы движение "плавающих" волокон было контролируемым. К тому же уменьшение дуги обтекания мычкой выпускного цилиндра положительно влияет на технологический процесс прядения.

Выявленные недостатки и достоинства рассмотренных вытяжных приборов, а также результаты теоретических исследований [6, 7] учтены при разработке новой конструкции вытяжного прибора.

Это конструкция вытяжного прибора (рис. 1) содержит питающую пару 1, вытяжные пары 2 и 3. Промежуточная пара имеет бесконечные ремешки 7 и 9. Под нижним бесконечным ремешком установлена планка 8. Верхний ремешок имеет направитель 10, к которому прикреплена упругая пластина 11 с постоянным магнитом 12. А выпускная пара имеет нижний цилиндр с эластичным покрытием 4 и нажимное устройство в виде роликов 5 и 5′, которые установлены в седелках 6 и 6′, имеющих между собой упругое соединение [8].

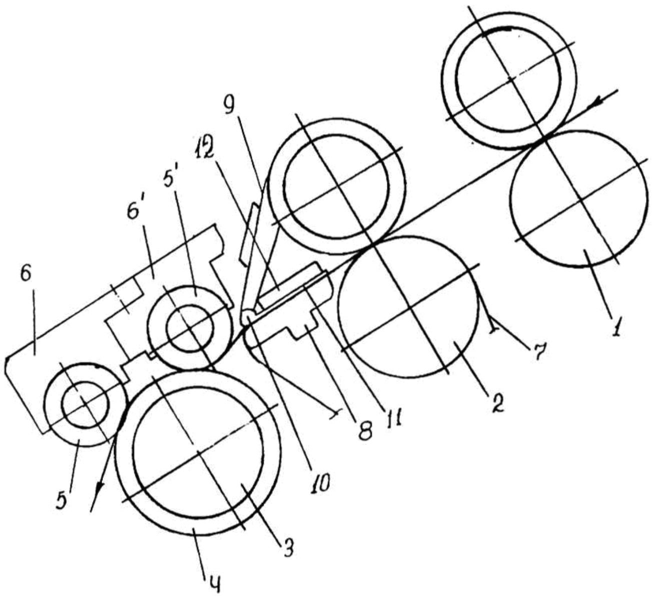

Рис. 1. Двух ремешковый вытяжной прибор.
1-питающая пара; 2,3-вытяжные пары; 4-нижний цилиндр;
5, 5′-ролики; 6, 6′-седелки; 7, 9-ремешки; 8-планки;
10-направитель; 11-пластина; 12-постоянный магнит.

Разработанная нами конструкция сдвоенного нажимного валика имеет большую устойчивость. Поэтому нами проведены эксперименты по выявления новой конструкции нажимного валика на неровноту пряжи. Эксперименты проведены в производственных условиях на кольцепрядильных машинах, вырабатывающих пряжу с линейными плотностями 25 текс: 11,7 текс: 10 текс. На каждой машине в приделах 1 стаффа были установлены сдвоенные нажимные валики на выпускном цилиндре (рис. 1). На каждой машине нарабатывалось по 8 съемов. Затем образцы пряжи проверялись на приборе "КЛА-2" (разработанный в ЦНИИЛВе, работающий по принципу прибора «Устер»). В табл. 1 сведены результаты проведенного анализа. На рис. 2

приведен градиент неровноты пряжи 25 текс, на рис. 3 - градиент неровноты пряжи 11,7 текс, на рис. 4- градиент неровноты пряжи 10 текс по 3^{х} сантиметровым отрезкам. Анализ результатов экспериментов показывает, что установка сдвоенного нажимного валика на выпускном цилиндре уменьшает неровноту пряжи на 11 % при выработке пряжи 25 текс, на 4,8 % при выработке пряжи 11,7 текс и на 8,8 % при выработке пряжи 10 текс.

Таблица 1

Значение неровноты вытягиваемого продукта по 3 см отрезкам, %.

Линейная плотность пряжи, текс.	Вытяжной прибор	
	обычный	с сдвоенным нажимным валикам
25	22,3	19,7
11,7	20,6	19,6
10	20,3	18,5

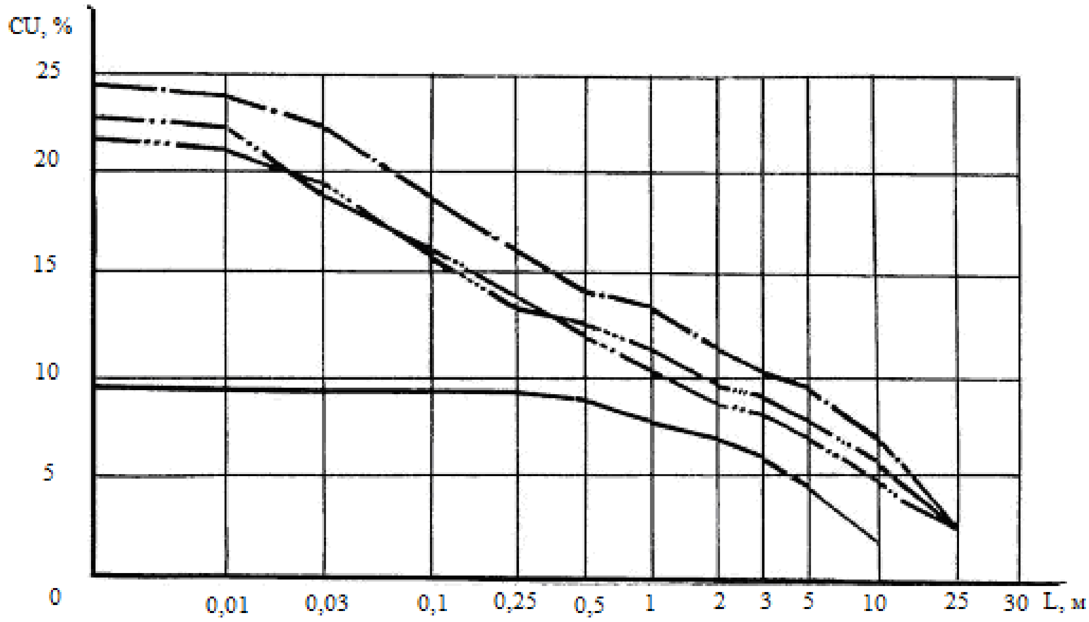

Рис. 2 - градиент неровноты пряжи из хлопка, 25 текс.

——— - ровница, 666,6 текс.

пряжа, полученная из вытяжного прибора:

— - — - обычного;

— -- — - с магнитным столиком;

— -- - — - с сдвоенным нажимным валикам выпускной паре.

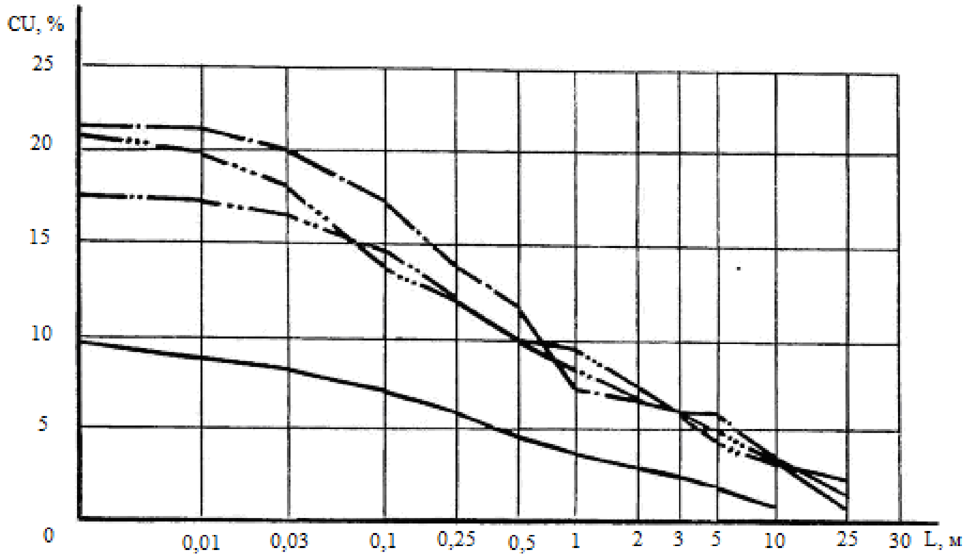

Рис. 3 - градиент неровноты пряжи из смеси хлопок-лавсан, 11,7 текс.

——— - ровница, 333,3 текс.

пряжа, полученная из вытяжного прибора:

— - — - обычного;

— -- — - с магнитным столиком;

— --- — - с сдвоенным нажимным валикам выпускной паре.

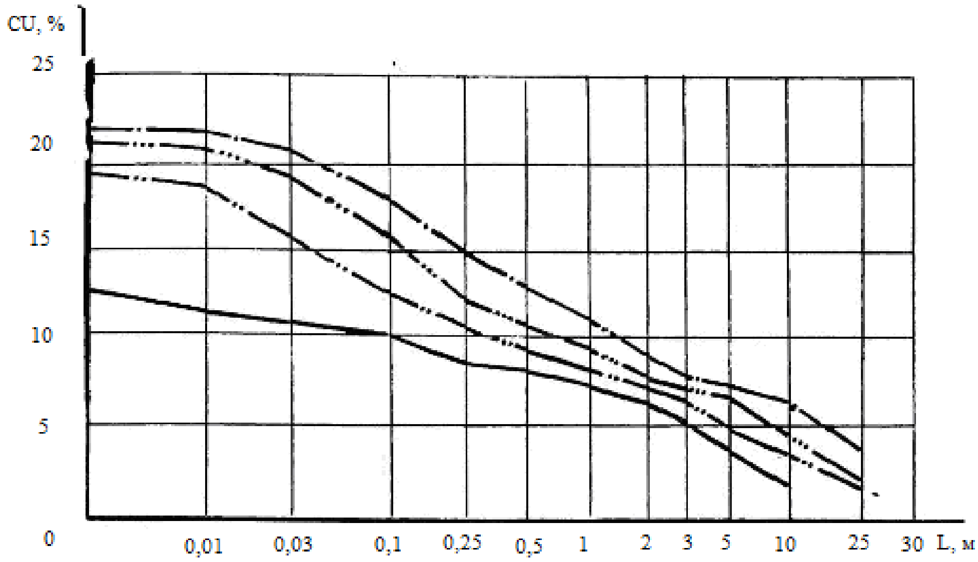

Рис. 4 - градиент неровноты пряжи из смеси лавсан-вискоза, 10 текс.

——— - ровница, 333,3 текс.

пряжа, полученная из вытяжного прибора:

— - — - обычного;

— -- — - с магнитным столиком;

— --- — - с сдвоенным нажимным валикам выпускной паре.

Анализ результатов эксперимента позволяет сделать вывод о том, что обеспечение постоянного прижима ремешков в вытяжной зоне уменьшает неровноту продукта при вытягивании. Из табл. 2 видно, что при использовании магнита в вытяжной зоне уменьшается неровнота, продукта сравнительно с существующим на 11 % при выработке пряжи 10 текс и 11,7 текс и 14 % при выработке пряжи 25 текс.

Таблица 2

Значение неровноты вытягиваемого продукта по 3 см отрезкам, %.

Линейная плотность пряжи, текс.	Вытяжной прибор	
	обычный	с магнитом
25	22,3	19,0
11,7	20,6	18,3
10	20,3	18,0

Минимальная неровнота вытягиваемого продукта достигается при следующих значениях исследуемых факторов: пряжа, полученная из хлопка, линейная плотности 25 текс - нагрузка на выпускной паре $P_1 = 180\,Н$; расстояния между двумя роликами $L = 15$ мм; сила прижима ремешков $P_2 = 1{,}22\,Н$; пряжа, полученная из смеси лавсан-вискоза, линейной плотности 10 текс $P_1 = 180\,Н$; $L = 19\,мм$; $P_2 = 0{,}94\,Н$.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ УРОВНЯ КАЧЕСТВА ЖИЗНИ И КЛИНИЧЕСКОЙ КАРТИНЫ У ЛИЦ С ЛЕГКОЙ СТЕПЕНЬЮ УМСТВЕННОЙ ОТСТАЛОСТИ ПРИ СЕМЕЙНОМ ХАРАКТЕРЕ ОЛИГОФРЕНИИ

Аннотация: Повышенный интерес к проблемам семьи обусловлен пониманием значения, которое имеет семья для развития современного общества. В ходе функционирования семьи происходит социализация растущего поколения, подготовка новых членов общества. Особенности функционирования семейной системы, образ жизни семьи, становятся той воспитательной средой, дающей ребенку необходимый минимум общения, без которого он не может стать личностью.

Воспитательное влияние семьи на ребенка, имеющего умственную отсталость (интеллектуальные нарушения) особенно важно. Для данной категории детей единственным институтом воспитания зачастую оказывается семья. Основная ответственность за развитие личности ребенка, имеющего умственную отсталость (интеллектуальные нарушения) лежит именно на членах семьи. Важность семьи как института воспитания обусловлена тем, что в ней ребенок находится большую часть своей жизни, и то, что ребенок 5 приобретает в семье, он использует для дальнейшей социализации и интеграции в общество

Ключевые слова: умственная отсталость, семейная олигофрения, интеллект, степени олигофрении.

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COMPARATIVE ANALYSIS OF THE LEVEL OF QUALITY OF LIFE AND CLINICAL PICTURE IN PERSONS WITH A LIGHT DEGREE OF MENTAL DEVICE WITH FAMILY CHARACTER OF OLIGOPHRENIA

Annotation: The increased interest in family problems is due to an understanding of the importance that the family has for the development of modern society. During the functioning of the family, the growing generation is socialized, and new members of society are trained. Features of the functioning of the family

system, the lifestyle of the family, become that educational environment that gives the child the necessary minimum of communication, without which he cannot become a person.

The educational influence of the family on a child with mental retardation (intellectual disability) is especially important. For this category of children, the only educational institution is often the family. The main responsibility for the development of the personality of a child with mental retardation (intellectual impairment) lies precisely with family members. The importance of the family as an educational institution is due to the fact that the child is in it most of his life, and what child 5 acquires in the family, he uses for further socialization and integration into society

Key words: mental retardation, familial oligophrenia, intelligence, degree of oligophrenia.

Введения. Умственная отсталость – группа различных наследственных, врожденных или рано приобретенных состояний общего психического недоразвития. Согласно МКБ-10, умственная отсталость – это состояние задержанного или неполного развития психики, которое в первую очередь характеризуется нарушением способностей, проявляющихся в период созревания и обеспечивающих общий уровень интеллектуальности, то есть когнитивных, речевых, моторных и социальных способностей[1,3].

Для кодировки диагноза умственной отсталости в МКБ-10 предложено использование раздела F7 (F70 – 79) с уточняющими после точки цифрами в зависимости от этиологии, а также наличием или отсутствием сопутствующих значительных нарушений поведения. Синонимами умственной отсталости являются такие понятия как «общее психическое недоразвитие», «психическое недоразвитие», «олигофрения». По мнению некоторых современных авторов, понятие «умственная отсталость» более широкое, чем часто использовавшийся ранее термин «олигофрения» [2,4].

Под олигофренией обычно понимают дефект, ограниченный в первую очередь сферой интеллекта. Термин «умственная отсталость» стал все более общепринятым в мировой психиатрии в течение последних двух десятилетий, постепенно заменив термин «олигофрения». На наш взгляд, традиционный в том числе и для нашей страны термин «олигофрения» все-таки не должен быть утрачен и вполне может использоваться, когда речь не идет, например, о пограничной умственной отсталости или о деменции. Шифры умственной отсталости по МКБ-10: F 70-79.

По данным Всемирной организации здравоохранения, а также ряда отечественных и зарубежных авторов, показатели распространенности умственной отсталости в популяции колеблются в пределах от 1 до 3 % населения. В регионах, где имеет место воздействие экопатогенных факторов, а также наблюдаются изолированные социальные группы, распространенность данной патологии может достигать 7 %. Среди лиц мужского пола умственная отсталость встречается примерно в 1,5 раза чаще, чем среди женщин[3,5]. Подобное соотношение наиболее заметно при легкой степени психического недоразвития, 4 а при выраженных степенях интеллектуальной недостаточности, как правило, количественной разницы между мальчиками и девочками не наблюдается.

Цель исследования. Установить клинические особенности динамики проявлений умственной отсталости, у лиц с лёгкой степенью умственной отсталости и качество жизни пациентов, в зависимости от условий образовательных программ.

Методы исследования. Основным методом исследования был клинико - психопатологический. Классический клинико-психопатологический метод базировался на личной беседе с каждым обследуемым, в ходе которой собирались анамнестические сведения по общепринятой в клинической психиатрии схеме истории болезни с психопатологическим обследованием, с последующим установлением развёрнутого клинического диагноза умственной отсталости.

Диагноз формулировался в соответствии с диагностическими указаниями МКБ-10 по разделу F-7 "Умственная отсталость". Использовался также метод реконструкции истории болезни с учетом данных катамнеза с момента окончания школы и до момента обследования, на основании сведений полученных из амбулаторных карт и историй болезни.

Результаты исследования. В процессе проведенного обследования выявились существенные отличия в клинической картине и в уровне КЖ у выбранных контингентов больных.

Сравнительный анализ клинической картины лёгкой степени умственной отсталости среди выпускников общеобразовательной и коррекционной школ, показал превалирование расстройств невротического уровня в 46% у лиц окончивших общеобразовательную школу, у выпускников коррекционной школы невротические расстройства составили 16% ($p<0,001$). Расстройства личности у выпускников обеих школ определялись равномерно в 38% и 40% случаев соответственно. При этом у учащихся общеобразовательной школы преобладало эмоционально-неустойчивое расстройство личности импульсивного типа 24%, а также диссоциальное расстройство личности 8%, (эти показатели в коррекционной школе составили 14% и 4%) ($p<0,05$). У выпускников коррекционной школы чаще встречались истерические расстройства личности 22% (6% - в общеобразовательной школе) ($p<0,001$).

В ходе анализа клинико-динамических сдвигов в клинической картине личностных расстройств были выявлены фазовые состояния, декомпенсации и патохарактерологические реакции. У выпускников общеобразовательной школы, в отличие от коррекцион-ной школы, фазовые состояния носили отчётливый характер и клинически протекали в форме дисфории у 4(8%), дистимии у 3 (6%). В период декомпенсации у 3 (6%) респондентов отмечались эпизоды агрессивного поведения, у 1 - аутоагрессия с попыткой суицида. Из патохарактерологических реакций наблюдались пре-имущественно-реакции протеста. У выпускников „коррекционной -школы отмечены клинико-динамические сдвиги в виде патохарак-терологических реакций у 5 (10%) пациентов и декомпенсаций у 6 (12%) случаев, которые возникали в трудных ситуациях по типу аффективных поведенческих реакций, направленных на привлечение к себе внимания, реакций иммитации.

В группе выпускников общеобразовательной школы наблюдались следующие особенности диспансерного наблюдения: в 64% преобладала динамическая группа наблюдения, с частотой наблюдения в диспансере более 5 раз в год, 5% пациентов находились на активном динамическом наблюдении. В 60% случаев в этой группе отмечалась относительно высокая частота госпитализаций до 3-4 раз в год, в коррекционной школе этот показатель составил 2% ($p<0,001$).

Причиной высокого уровня невротизации и личностных расстройств у респондентов окончивших общеобразовательную школу, в большинстве случаев было отрицательное мнение о самом себе и низкая самооценка, которые были сформированы в результате того, что они постоянно терпели издевательства, насмешки и были "изгоями" в среде детей с нормальным интеллектом. Подобный психологический дискомфорт привел к нарушениям в развитии полноценной личности, что в конечном итоге выразилось в дезадаптации, нарушениях поведения с алкоголизацией появлении тревоги и депрессии. До 28% выпускников высказали неудовлетворенность своим психическим состоянием, 24% дали отрицательную оценку своему психическому здоровью.

Число респондентов окончивших коррекционную школу наблюдавшихся в диспансере консультативно, соответствовало общеобразовательной школе и частота обращения составляла 1-2 раза в год, 30% обследуемых терялись из поля зрения участкового психиатра, в связи с не обращаемостью. Целью обращения в подавляющем большинстве случаев была медицинская комиссия по поводу трудоустройства. Чаще всего, в 90% случаев мотивом первого стационирования служило обследование по линии военкомата, у 2% отмечались повторные госпитализации, связанные с расстройствами невротического спектра (астено - депрессивная симптоматика, тревожно-фобические расстройства), у части пациентов при поступлении выявлялись нарушения поведения и алкоголизация. После проведённого стационарного лечения, отмечались хорошие положительные результаты. Данное обстоятельство можно объяснить мотивацией больных на трудовую деятельность и улучшение своего социального статуса.

Образование и трудовая деятельность в изучаемых группах, также имели отличительные особенности.

Большинство выпускников коррекционной школы в отличие от лиц закончивших общеобразовательную школу, получили начальные трудовые навыки и профессиональную ориентацию в школе ($p<0,001$) (слесарное дело, токарное производство, курсы кройки и шитья), 56% в дальнейшем продолжили образование и профессиональное обучение в ПТУ, средне-специальных учебных заведениях (колледж, техникум), 2% окончили институт (на платной основе). До 96% респондентов были полностью удовлетворены полученным образованием и связывали свои успехи в жизни с учёбой в коррекционной школе. После окончания училища выпускники были трудоустроены на базовом предприятии ПТУ, находили работу самостоятельно или с участием родителей (родственников). До 54% респондентов на момент осмотра имели трудовой стаж 5-9 лет и чаще всего выполняли мало квалифицированную работу, в общеобразовательной школе такой стаж работы имели только 24% обследованных ($p<0,001$). Около 4% выпускников не работали. Эту группу составили лица с умственной отсталостью, не начавшие трудовую деятельность и не имеющие группы инвалидности (46,5%), а также инвалиды 3 группы (45,5%). Количество смен работы за последние 5 лет в среднем составляло не больше 1-2 раз (22%), чаще осуществлялось без снижения квалификации и чаще всего была связана с низкой заработной платой.

Уровень материального обеспечения выпускников коррекцион-ной школы в 50% случаев оценивался как средний и у 8% как высокий ($p<0,001$). Высокий и средний уровни дохода в 70% наблюдались у лиц имеющих семью или проживающих с родителями. Жилищные условия в 58% случаев признавались удовлетворительными, что во многом связано с программой льготного обеспечения жильём выпускников коррекционных школ, не имеющих родителей, по линии социальной защиты, а также получением жил. площади от предприятия по месту работы у лиц с большим стажем работы на одном месте.

На момент обследования в браке состояло 42%. Около 54% никогда не состояли в браке. Среди лиц состоящих в браке: 30% обследуемых рассматривались как основные кормильцы, 10% - занимали подчиненное положение.

Дневная активность в 46% оценивалась как хорошая и в 38% удовлетворительной, в досуге больных преобладали более активные его формы (работа на даче, посещение мест отдыха вне дома, имелось хобби).

Социальное функционирование респондентов окончивших общеобразовательную школу отличалось более низкими значениями в ряде показателей.

Количество лиц, среди выпускников общеобразовательной школы, продолживших дальнейшее профессиональное обучение после окончания школы, составило всего 31%, около 20% лиц на момент обследования не работали или работали кратковременно по найму на малоквалифицированных работах, из них 79% имели 3 группу инвалидности. При этом замечено, что при установлении у пациента группы инвалидности, в 80% случаев терялась возможность к трудоустройству, в связи с отсутствием работы для инвалидов или не желанием последних трудоустраиваться, что приводило к более стойкой дезадаптации и утяжелению группы.

Причиной частой смены работы называлась реорганизация учреждения и сокращение. При этом материальное положение респондентов в 40% случаев оценивалось, как низкое ив 18% было бедственным, что связано, по-видимому, с низким уровнем дохода, отсутствием работы, алкоголизацией и иждивенческим образом жизни.

Данные показатели повлияли, очевидно, и на социальные связи больных. Более 68% проживали вне брака, отношения с родственниками носили конфликтный характер.

Досуг этих больных в 54% отличался однообразием, пассивностью с отсутствием интересов и низкой дневной активностью.

Качество жизни как важнейший фактор социально-трудовой адаптации, также было различным у респондентов в двух изучаемых группах. Среди обследованных выпускников коррекционной школы 84% выпускников обнаруживали удовлетворенность своим психическим состоянием. В общеобразовательной школе это количество составляло только 48% ($p<0,001$). По степени удовлетворенности физическим самочувствием и физической работоспособностью статистически значимых различий в изучаемых группах не выявлено.

При оценке материального положения в ряде случаев наблюдалась переоценка реальной действительности. Так, многие выпускники общеобразовательной школы, несмотря на бедственное положение и отсутствие средств к существованию, были полностью удовлетворены материальным положением (в 72% имелась удовлетворенность материальным положением, хотя объективно положительная оценка была дана лишь в 40%). Расхождения в субъективной и объективной оценках выявилась и при оценке жилищных условий (в 34 % жилищные условия объективно признавались неблагополучными, но оценивались при этом как хорошие).

Ощущение благополучия и удовлетворенность жизнью в целом — это наиболее важные показатели, их информативность превышает другие определяемые параметры при оценке различных сторон качества жизни. По этим результирующим показателям выявлено снижение уровня качества жизни у респондентов получивших образование в общеобразовательной школе (36,0% отрицательных оценок), по сравнению с выпускниками коррекционной школы (18%) ($p<0,001$). Ряд обследованных давали завышенные оценки удовлетворённостью жизнью в целом при объективно низком социальном статусе.

В ходе проведения работы было отдано предпочтение отечественным нейролептикам пропазину и этаперазину, в комплексе с антидепрессантом коаксилом и карбамазепином. Вышеуказанные препараты обладают минимальными побочными эффектами и не приводят к формированию психической зависимости. При этом пациентам с невротической симптоматикой с преобладанием в клинической картине астенических расстройств, пониженного фона настроения, ипохондрической симптоматики или выраженных тревожно-фобических расстройств, наиболее эффективно, как показало исследование, применение нейролептика этаперазина в комбинации с антидепрессантом коаксилом. Лицам, с лёгкой степенью умственной отсталости, в клинике у которых присутствует взрывчатость, брутальность, импульсивность, повышенный уровень притязаний, высокоэффективными оказались нейролептик пропазин в сочетании с карбамазепином.

Психотерапия показала наибольшую эффективность на втором этапе реабилитации, т.е. после купирования выраженных поведенческих расстройств и невротических расстройств.

Индивидуальные комплексные методы реабилитации у пациентов с лёгкой степенью умственной отсталости должны строиться с учётом показателей качества жизни. Так, комплексная дифференцированная программа реабилитации, включающая медицинский, психологический и социальный компоненты, позволила в значительной степени редуцировать имеющиеся тельной степени редуцировать имеющиеся психопатологические расстройства у лиц с лёгкой степенью умственной отсталости и тем самым оптимизировать качество жизни у выявленных групп пациентов с низким уровнем этого показателя.

В использовании психотропных средств предпочтение должно отдаваться препаратам с минимальными побочными эффектами, не приводящими к формированию психической зависимости. Для коррекции невротических и поведенческих расстройств наиболее оптимальным является сочетание небольших доз нейролептиков с антидепрессантами и нормотимиками.

Психотерапия должна проводиться на всех этапах реабилитации. Наиболее очевидный эффект психотерапии проявляется в со-четанном использовании рациональной психотерапии с групповой когнитивно-бихевиоральной психотерапией на втором этапе реабилитации после медикаментозного купирования выраженных поведенческих и невротических расстройств.

Вывод. В результате проведенных исследований выявились различия в клинической картине и уровне качества жизни лиц с умственной отсталостью трудоспособного возраста при различных формах обучения, что позволило оценить социально-трудовую адаптацию умственно-отсталых, исходя из сегодняшних реалий жизни (кадровая политика предприятий, отсутствие воспитательной работы с рабочими, ненормированность рабочего дня, отсутствие социальных гарантий и льгот). На основании полученных данных, предложены программы адаптации и реабилитации пациентов.

Полученные результаты могут быть использованы клиницистами, педагогами и работниками социальной защиты при работе с умственно отсталыми пациентами в специализированных коррекционных школах и психиатрических стационарах.

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СОВРЕМЕННАЯ УРБАНИЗАЦИЯ В РЕСПУБЛИКЕ КАРАКАЛПАКСТАН И ЕЕ РЕГИОНАЛЬНЫЕ ОСОБЕННОСТИ

Аннотация: В статье рассматриваются современное состояние и региональные особенности урбанизации в Республике Каракалпакстан. Урбанизация – это всемирно-исторический процесс повышения роли городов в развитии человечества.

Ключевые слова: процесс, урбанизация, труд, регион, Аралкум, экология, экономика.

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MODERN URBANIZATION IN THE REPUBLIC OF KARAKALPAKSTAN AND ITS REGIONAL FEATURES

Annotation: The article discusses the current state and regional characteristics of urbanization in the Republic of Karakalpakstan. Urbanization is a world-historical process of increasing the role of cities in the development of mankind.

Key words: process, urbanization, labor, region, Aralkum, ecology, economy.

Современные процессы роста, состава и размещения населения вызывают много сложных проблем. Одним из важнейших вопросов является процесс урбанизации. Урбанизация - одна из самых важных составных частей социально-экономического развития [2].

Урбанизация - (англ. urbanization, от латинских слов urbanus – городской, urbs – город), всемирно-исторический процесс повышения роли городов в развитии человечества, который охватывает изменения в размещении производительных сил, прежде всего в размещении населения, его социально-профессиональной, демографической структуре, образе жизни, культуре и т.д. [5].

Урбанизация – это демографический, социально-экономический и географический процесс, происходящий на основе исторически сложившихся форм общества и территориального разделения труда. В более узком, статистико-демографическом понимании урбанизация – это рост городов, повышение удельного веса городского населения в стране, регионе, мире.

Основной причиной урбанизации являются рост в городах промышленности, развитие их культурных и политических функций, углубление территориального разделения труда.

Процесс урбанизации идёт за счёт:

- естественного прироста городского населения;
- преобразования сельских населённых пунктов в городские;
- формирования широких пригородных зон;
- миграции из сельской местности в городскую.

Для урбанизации характерны приток в города сельского населения и возрастающее маятниковое движение населения из сельского окружения и ближайших малых городов в крупные города.

Республика Каракалпакстан расположена на северо-западе Узбекистана, занимает 166 600 км² (28 % территории Узбекистана) и является крупнейшим по территории регионом Узбекистана.

Республика Каракалпакстан расположен на Туранской низменности. С юго-запада к нему вплотную примыкает пустыня Каракумы, на северо-западе находится плато Устюрт, а на северо-востоке — пустыня Кызылкум.

Территория Каракалпакии включает также южную половину бывшего Аральского моря, на высохшем дне которого теперь формируется новая солончаковая пустыня Аралкум, и пересыхающие низовья реки Амударьи.

Своеобразная форма пустыни — барханные пески. Каракалпакстан является зоной экологического бедствия в связи с высыханием Аральского моря.

В Республике Каракалпакстан, разделенной на 16 районов, есть 12 городов и 25 городских посёлков [1].

Демографическая ситуация в Республике Каракалпакстан характеризуется относительно умеренным естественным приростом населения и значительной миграционной убылью.

На сегодняшний день уровень рождаемости в Каракалпакстане ниже республиканского уровня и уровень смертности остается одним из низких по регионам республики(рис.1,2).

Рис.1. Коэффициент рождаемости по Республике Каракалпакстан (2009-2018гг.)

Рис. 2. Коэффициент смертности по Республике Каракалпакстан (2009-2018 гг.)

Ожидаемая продолжительность жизни населения – 72,6 лет. Миграционный отток стабилизировался. В результате этих сложившихся трендов происходит рост населения до 1,5% в год, что считается нормой для поддержания оптимальной демографической ситуации.

Показатели возрастной структуры населения за все эти годы характеризовались: сокращением доли детей и подростков, значительным увеличением доли населения «рабочих» возрастов, а доля пожилого населения сохранялась на уровне 8%.

По данным литературных источников в 2016 году доля городского населения Республики Каракалпакстан составила 49,0%. В некоторых районах урбанизация ниже – от 29,9% в Караузякском районе и до 21,0% Нукусском районе, что отрицательно влияет на устойчивость социально-экономического развития сельских населенных пунктов. Это тесно связано с сельскохозяйственной специализацией большинства районов республики, недостаточным уровнем развития промышленности, а также соответствующей производственной и социальной инфраструктурой.

При определении критерии выделения природно-хозяйственных типов расселения и урбанизации были выбраны пространственная приуроченность сетей населённых мест к тем или иным географическим ареалам природопользования.

На основе этих критериев были выделены следующие природно-хозяйственные типы систем расселения и городских сетей:

1) пустынно-оазисный;

2) пустынный;

3) предгорно-оазисный;

4) богарно-земледельческий;

5) горно-пастбищный.

Пустынный тип расселения и урбанизации охватывает пустынно - пастбищную зону Республики Каракалпакстан. Характерными особенностями является дисперсность расселения, большое число сезонных поселений, преобладание мелких по людности населённых пунктов, приуроченность единичных очагов урбанизации к узлам добывающей промышленности, отсутствие пригородной зоны городов, что вызвано резкой ограниченностью водных ресурсов, препятствующей развитию орошаемого земледелия, тесная морфологическая связь сетей расселения и урбанизации с дорожно-транспортной инфраструктурой и колодцами в пустыне. Например, как, линейно-дорожный, сформировавшийся вдоль полимагистрали Кунград-Бейнеу на плато Устюрт и включающий ряд городских посёлков и станционных поселений. На этой зоне населённые пункты заметно разрежена, сельские поселения по людности в основном мелкие — менее 250 или от 250 до 500 жителей, единственный город — Муйнак, выполняющий функцию административного центра одноимённого района. Главными лимитирующими факторами развития систем расселения и урбанизации является острый дефицит водных ресурсов и тяжёлая экологическая обстановка в связи с Аральским кризисом [3].

Таким образом, урбанизация - одна из самых важных составных частей социально-экономического развития Республики. В целом активизация процессов урбанизации в Республике Каракалпакстан создает новые возможности и источники экономического развития, существенного повышения благосостояния населения.

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ОЦЕНКА МЕТОДИК АНАЛИЗА РЕЗУЛЬТАТОВ ДЕЯТЕЛЬНОСТИ СТРАХОВЫХ КОМПАНИЙ

Аннотация: В данной статье проведен сравнительный анализ и оценка методик анализа и управления финансовым результатом от страховой деятельности.

Ключевые слова: страховая компания, страхование, финансовый результат, прибыль, убыток, доход.

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EVALUATION OF METHODS FOR ANALYZING THE PERFORMANCE OF INSURANCE COMPANIES

Annotation: This article provides a comparative analysis and evaluation of methods for analyzing and managing financial results from insurance activities.

Key words: insurance company, insurance, financial result, profit, loss, income.

Особенности деятельности страховых организаций предопределяют отличие подходов и методик к анализу и управлению финансовым результатом от страховой деятельности. Рассмотрим несколько методик анализа и управления финансовым результатом от страховой деятельности.

Федорова Т.А. ключевым моментом анализа финансовых результатов от страховой деятельности считает осуществление процесса определения отклонений фактических страховых выплат от их планируемого значения с целью выявления характера причин данных отклонений. Такие отклонения могут быть случайными или систематическими.

При анализе доходов и расходов от страховой деятельности уделяется внимание составу, структуре и факторам роста либо снижения данных показателей. Особое внимание предлагается уделять факторам роста расходов на обслуживание одного договора, их взаимосвязь с динамикой численности работников, средней заработной платы сотрудников страховой организации.

В случае анализа страховых резервов изучается изменение в динамике, состав и структура ответственности, используется для оценки платежеспособности страховой организации.

Помимо абсолютных показателей в анализе финансовых результатов от страховой деятельности Федорова Т.А. выделяет также относительные показатели. Основным относительным показателем в анализе финансовых результатов от страховой деятельности является показатель рентабельности, рассчитываемый как в целом по страховой организации, так и в разрезе отдельных видов страхования. Расчет может осуществляться как путем деления балансовой прибыли на объем собственного капитала, так и посредством отношения прибыли страховой организации к общей сумме расходов [2].

В случае отдельных видов страхования рентабельность может быть определена как отношение прибыли к страховой сумме или величине поступивших взносов. Также выделяется такой показатель как рентабельность инвестиционной деятельности страховой организации в виде отношения инвестиционного дохода к сумме страховых резервов.

В анализе финансовых результатов от страховой деятельности в отечественной практике особое внимание уделяется вопросам финансового планирования, планирования прибыли при расчете тарифов на страховые услуги и предполагаемых расходов, связанных с продвижением новых страховых продуктов.

Согласно Черногузовой Т.Н. в деятельности страховых организаций основным принципом работы является принцип инверсии, то есть переворота. Данный принцип означает, что оплате страховой услуги предшествует факт предоставления страховой защиты. Поэтому в страховой деятельности финансовый результат анализируется двояко:

– анализ нормативной прибыли или прибыли, выраженной в тарифах;
– анализ прибыли как конечного финансового результата [3].

При анализе нормативной прибыли следует учитывать, что данный вид прибыли закладывается в цене страховых услуг при расчете тарифов, то есть нормативная прибыль планируется по каждому конкретному виду страхования. Однако, проведение страховых операций зачастую не обеспечивает ожидаемых финансовых результатов, что обусловлено вероятностным характером рисков, существующих при страховании. Это приводит к отклонениям планируемых финансовых результатов от фактических.

Анализ прибыли как конечного финансового результата должен учитывать множество факторов, основным из которых является фактор результатов инвестиционной деятельности страховой организации. Прибыль, получаемая от инвестиционной деятельности, может быть источником увеличения объемов страховых резервов и компенсации убытков по отдельным видам страхования.

Профессор Коньшин Ф.В. в анализе финансовых результатов от страховой деятельности предлагает использовать коэффициент, определяющий степень вероятности дефицитности средств страховых организаций, который рассчитывается по формуле (1).

$$K = \sqrt{\frac{1-\overline{T}}{n \times \overline{T}}}\ , \qquad (1)$$

где К – коэффициент, определяющий степень вероятности дефицитности средств страховых организаций;

$\overline{T}$ - значение средней тарифной ставки по страховому портфелю;

n - количество застрахованных объектов.

Чем выше значение данного коэффициента, тем ниже уровень финансовой устойчивости страховой организации. Расчет данного коэффициента позволяет осуществлять контроль над динамикой финансовой устойчивости в разрезе различных страховых операций или для проведения сравнительного анализа разных страховых компаний, осуществляющих одинаковые страховые операции.

Еще одним направлением анализа и управления финансовым результатом от страховой деятельности является процесс ранжирования финансовых результатов страховых организаций по таким показателям как экономический и финансовый потенциал, финансовая устойчивость, финансовый результат страховых организаций, который разрабатывается рядом отечественных исследователей: Е.Е. Мидиковским, И.Б. Ромашовой, О.А. Павловой, В.Н. Едроновой, Н.В. Фадейкиной. Базовым и центральным элементом механизма формирования финансового потенциала страховых организаций является величина собственного капитала, размеры которого в процессе работы страховых организаций растут за счет таких источников, как:

– полученная прибыль в результате осуществления страховых операций;

– положительные результаты инвестиционной деятельности страховых организаций;

– полученный эмиссионный доход страховых организаций.

Вторым по значимости фактором формирования финансового потенциала страховых организаций является проводимая страховой организацией инвестиционная деятельность. Инвестиционная деятельность страховых организаций реализуется за счет страховых резервов.

А.Д. Шереметом, Р.С. Сайфулиным, Е.В. Негашевым предлагается проводить оценку финансового состояния страховых организаций по:

– показателям прибыльности деятельности страховых организаций;

– показателям оценки эффективности управления страховыми организациями;

– показателям оценки деловой активности страховых организаций;

– показателям ликвидности и рыночной устойчивости [1].

Анализируя представленные методики и подходы к анализу и управлению финансовым результатом от страховой деятельности можно сделать следующие выводы.

Методика Федоровой Т.А. делает акцент на расчете показателей рентабельности и делении в целях анализа финансовых результатов на полученные от страховой и нестраховой деятельности, данный подход ограничен рамками частных показателей, отражающих лишь отдельные стороны работы страховых организаций.

В методике Черногузовой Т.Н. упор сделан на выявлении факторов влияющих на финансовые результаты страховых организаций, проведении мониторинга эффективности страховых операций и страховых организаций. Имеется обобщающий показатель эффективности работы страховых организаций. В то же время недостаточно уделено внимания вопросам управления финансовым результатом от страховой деятельности.

Коэффициент Коньшина Ф.В. учитывает лишь однотипные страховые операции с минимальным разбросом степени риска и не может объективно отразить уровень эффективности управления финансовым результатом от страховой деятельности.

Методические подходы Е.Е. Мидиковского, И.Б. Ромашовой, О.А. Павловой, В.Н. Едроновой, Н.В. Фадейкиной более развернутые и проработанные, включают в сферу анализа и управления финансовым результатом от страховой деятельности дополнительные категории и понятия: экономического потенциала страховых организаций, имущественного потенциала страховых организаций, финансового потенциала страховых организаций.

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ИНОСТРАННЫЕ ИНВЕСТИЦИИ В РОССИЙСКУЮ ЭКОНОМИКУ

Аннотация: В данной статье рассматриваются иностранные инвестиции в Российскую экономику. В ходе исследования было дано определение понятию «инвестиции». Рассматриваются основные виды инвестиций. В работе был рассмотрен объем иностранных вложений в экономику РФ в 2019 году. В статье также анализировалась динамика инвестиций за период 2010-2019 г.

Ключевые слова: инвестиции, вложения, иностранные инвестиции, экономика, государство.

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FOREIGN INVESTMENTS IN THE RUSSIAN ECONOMY

Annotation: This article discusses foreign investment in the Russian economy. During the study, a definition was given to the concept of «investment». The main types of investments are considered. The work examined the amount of foreign investment in the Russian economy in 2019. The article also analyzed the dynamics of investments for the period 2010-2019.

Key words: investments, investments, foreign investments, economy, state.

Привлечение инвестиций в Российскую экономику является актуальным вопросом на протяжении многих лет. Иностранный капитал можно считать неким драйвером экономики, который способен содействовать модернизации, обогащению опыта и повышению занятости населения.

Для начала необходимо разобраться, что же подразумевается под инвестициями. Инвестиции – это долгосрочные вложения капитала в различные отрасли внутри страны и за ее пределами с целью извлечения прибыли в дальнейшем. Существует несколько видов инвестиций:

- государственные;
- частные;
- производственные;
- интеллектуальные;
- иностранные.

Для государства самыми важными инвестициями являются именно иностранные. Иностранные инвестиции представляют собой новые потоки капитала, которые благоприятно воздействуют на экономику страны и способствуют ее росту и развитию.

Инвестиции могут поступать в экономику страны двумя способами, которые представлены на рисунке 1.

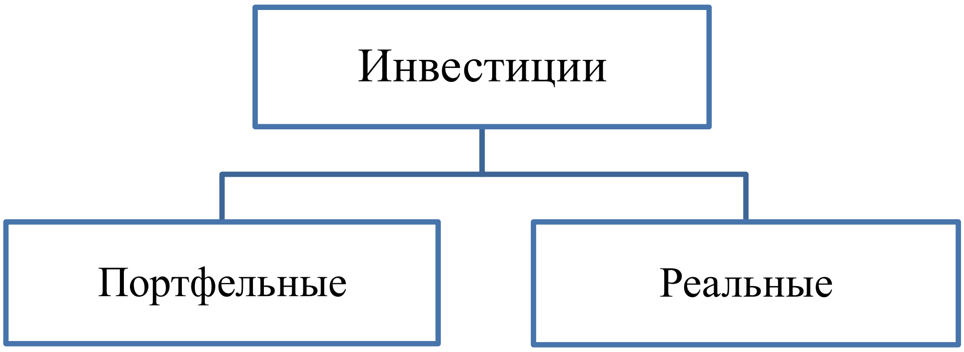

Рисунок 1 – Виды инвестиций

Если рассматривать более подробно, что портфельные инвестиции имеют цель получить прибыль за счет процентов или дивидендов, при этом инвестор не ставит своей задачей управление предприятием или проектом. А реальные или прямые инвестиции представляют собой вложения в основные средства (проект, оборудование, строительство) [4].

В 2019 году в российские активы значительно увеличился приток иностранных вложений, рост составил практические 50% в сравнении с предыдущим годом [2]. В номинальном выражении объемы инвестиций превысили 20 млрд. долларов [2]. Можно предположить, что значительный приток иностранного капитала связан со стабилизацией политической и экономической ситуации в России.

Проанализируем динамику инвестиций в основной капитал за период 2010-2019 гг. (рисунок 2).

Рисунок 2 – Динамика инвестиций в основной капитал

Как видно из данных, представленных на рисунке 2, объем инвестиций планомерно и стабильно рос на протяжении 10 лет. За рассматриваемый период объем инвестиций увеличился на 10167 млрд. руб. или на 111%. В 2019 году рост инвестиций в основной капитал составил 1,7% или 1724 млрд. рублей.

Роль иностранных инвестиций в Российской экономики весьма значительна. Они позволяют привлекать капитал и технологии, ускорять экономический рост страны, помогают повысить производительность труда и многое другое.

Привлечение средств иностранных инвесторов является одной из важнейших стратегических задач Российского правительства. В целях ее решения необходимо создавать условия для нормального инвестиционного климата, формировать благоприятную инвестиционную среду, развивать свободные экономические зоны, улучшать инфраструктуру в регионах страны: строить автодороги, международные аэропорты, морские порты, развивать телекоммуникации [1]. Также необходимо развивать систему двустороннего сотрудничества, заключая межправительственные соглашения, направленные на защиту и поощрение инвесторов.

Использованные источники:

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2. Сайт федеральной службы государственной статистики [Электронный ресурс] – Режим доступа: https://www.gks.ru
3. Финансовый онлайн-сервис «Банкирос» [Электронный ресурс] – Режим доступа: https://bankiros.ru/
4. Сайт «Banki.ru» [Электронный ресурс] – Режим доступа: https://www.banki.ru/wikibank/portfelnyie_investitsii/

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ПОЛИТИЧЕСКИЙ КОНТЕНТ КАК ПОТЕНЦИАЛЬНЫЙ ИСТОЧНИК ПСИХОЛОГИЧЕСКОЙ ТРАВМЫ

Аннотация: В статье рассматриваются механизмы возникновения тревожности у человека цифровой эпохи, буквально «погруженного» в поток политических новостей. Травматичность политического контента определяется также и тиражированием дезинформации. Авторы полагают, что развитие медиаграмотности населения, способного критически осмыслять медийный контент, станет более перспективным вариантом борьбы с дезинформацией по сравнению с усилением цензуры.

Ключевые слова: тревожность, травматичность, политика, медиатекст, политические новости, политический контент, стрессоустойчивость, фейковые новости, дезинформация.

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POLITICAL CONTENT AS A POTENTIAL SOURCE OF PSYCHOLOGICAL TRAUMA

Annotation: The article examines the mechanisms of anxiety in a person of the digital age, who is literally "immersed" in the history of political news. The traumatic nature of political content is also determined by the replication of disinformation. The authors believe that the development of media literacy of the population, which is able to critically comprehend media content, will become a more promising option for combating disinformation in comparison with increased censorship.

Key words: anxiety, trauma, politics, media text, political news, political content, stress tolerance, fake news, disinformation.

Приходится констатировать, что современный медийный контент «наряду с уникальными возможностями оперативного детального освещения событий может нести потенциальную опасность для аудитории»[1]. Есть основания полагать, что большинство зависимостей (пиар-аддикции как чрезмерная тяга самопрезентации в сетях, интернет-зависимости типа веб-серфинга и постоянной проверки своих аккаунтов в социальных сетях и т.п.), а также разного рода угрозы психике и физическому здоровью в значительной мере определяются слабой модерацией контента, отсутствием должной проверки фактологического материала публикаций, низким уровнем медиаграмотности населения.

С интенсификацией распространения интернет-связи СМИ как вероятный источник травмирующей информации стали все чаще подвергаться критике. При этом считается, что именно публикации политического содержания имеют высокий дестабилизирующий потенциал.

[1] Милославская З.А. Потенциальная опасность современного медиатекста: причины и следствия // Вестник Российского университета дружбы народов. Серия: Литературоведение. Журналистика. Т. 22. № 1. С. 115.

Известно, что всякий психологический стресс базируется на информационном стрессе – на информации, которая вызывает негативные эмоции и тревогу – и может проявляться даже на физическом уровне.

Политические новости как стрессор способствуют возникновению у человека состояния, связанного с «предвосхищением угрозы, неприятности, неудачи, субъективно проявляющееся через ощущение напряжения, вызванного опасением, предчувствием беды, несчастья»[2]. Такое состояние сигнализирует о приближении опасности, а потому – в определенном смысле – полезно: выполняет адаптивную функцию. Однако в ситуации, когда степень угрозы чрезмерно завышена, у человека возникает стресс-реакция, не коррелирующая реальной угрозе: ресурсы организма растрачиваются вхолостую.

В условиях постоянного интенсивного потока политического контента человек переживает многие информационные поводы (по сути нейтральные для него лично) как угрожающие ему; такая предрасположенность непродуктивна для психики человека. Вырабатывающаяся таким образом личностная тревожность требует средств защиты, которые зачастую неконструктивны[3].

Высокая скорость новостного потока и возможность мгновенной реакции (в том числе за счет комментирования новостных сюжетов на форумах конвергентных СМИ) коренным образом изменили векторы воздействия: от монолога традиционных СМИ к победе диалоговой модели современных интернет-изданий. При всей демократичности новой модели, допускающей свободное выражение мнения по поводу новостного сюжета, слабая возможность модерирования/цензурирования (кроме ситуаций, предусмотренных законодательством РФ) – вызывает тревогу.

Зачастую горячие споры и конфликты возникают в комментариях именно к политическим новостям. В XXI веке появилась новая возможность накаливать ситуацию вокруг политических событий путем разжигания перепалки провокаторами-троллями. В зависимости от опытности и «проплаченности» автор-«тролль» может как просто привлекать к себе внимание (зарабатывая репутацию, с тем чтобы потом получать плату за свою деятельность), так и отвлекая аудиторию от того события, которое важно «спустить на тормозах». З.А. Милославская обращает внимание на то, что «троллетекст», являясь диалогом по форме, по сути представляет собой монолог; его характеризуют провокационность, авторитарность и анонимность[4]. Нападки «тролля» могут вызвать эмоциональный отклик негативного содержания – от расстройства до агрессии – со стороны реципиента. Выводя из равновесия собеседников оскорбительным или снисходительным тоном, «тролль» создает необходимую ему и его работодателю атмосферу вокруг информационного повода. В итоге негатив, пережитый от общения с «троллем», остается определенной психологической травмой и продолжает оказывать влияние на политические

[2] Тревога и тревожность / Сост. и общ. ред. В.М. Астапова. СПб., 2001. С. 2.

[3] Подробнее см. Габдреева Г.Ш. Место тревожности в структуре развивающейся психологической защиты личности // Ученые записки Казанского университета. 2010. Том 154, кн. 6. Гуманитарные науки. С. 235.

[4] См. Милославская З.А. Цит. соч. С. 117.

решения собеседника даже после того, как он, с его точки зрения, успокоится и забудет словесный конфликт.

Еще один аспект проблемы травмирующего политического контента – тиражирование дезинформации в социальных сетях и СМИ. Нам импонирует подход, представленный Т.А. Романовой, Н.И. Соколовым, Ю.Ю. Колотаевым, классифицирующих позиции относительно модерирования и цензуры на патерналистскую и адаптивную[5]. Патерналистская модель ориентирована на цензурирование контента, на порицание СМИ, допускающих публикацию фейковых новостных материалов – с целью защиты потребителей от некачественного медиатекста. Адаптивная же модель складывается вокруг осознания необходимости воспитания вдумчивого «читателя», способного критически осмыслять информацию, умеющего контролировать свои реакции.

Еще в 2016 году Евросоюз подготовил и опубликовал Глобальную стратегию, базовая идея которой — «стрессоустойчивость» (resilience), на которую и покушается дезинформация, в том числе и фейковые новости. Единой парадигмы противодействия дезинформации не существует (дезинформация возможна и неумышленная, в то время как создание фейковой новости – осознанно). Страны и их союзы по-своему решают вопрос о роли государства в данном вопросе – от строгого контроля за содержанием публикаций до позволения высказывать свою точку зрения, то есть от идеала общественной безопасности до идеала свободы слова. И если патерналистская модель реализуется через контроль и противодействие «сомнительным» авторам и изданиям, то адаптивная модель – через повышение медиакомпетентности граждан, которым следует повышать свою устойчивость к фейковым новостям. Социальные науки заинтересовались феноменом стрессоустойчивости тридцать лет назад, и теперь, когда становится понятным, что государству невозможно оградить общество от всех негативных последствий дезинформации, что часть ответственности должна быть делегирована самому обществу, что здравый смысл ограждает человека от медийных опасностей лучше, чем надзор государства – внимание к этому феномену лишь растет.

Принципиальные отличия этих путей таковы: патернализм предполагает поддержание системы в стабильности (несмотря на попытки дестабилизации путем дезинформации граждан); адаптивный же вариант нацелен на достижение равновесия системы, но уже в новой точке.

Подводя итоги, выскажем предположение, что доверять здравомыслию населения перспективнее, чем ужесточать контроль над текстами. В то же время журналистская этика вкупе с осознанием возможности встретиться с потенциальной дезинформацией в медийном тексте – могут во многом сократить риски психологической травмы потребителя политического контента. Эффективность запретительных мер высока до определенных границ, далее они начинают восприниматься как гиперопека. СМИ,

[5] Романова Т.А., Соколов Н.И., Колотаев Ю.Ю. Дезинформация (фейковые новости, пропаганда) как угроза стрессоустойчивости: подходы на уровне Евросоюза и Литвы как его члена // Балтийский регион. 2020. Т. 12, № 1. С. 53—67.

стигматизированные как источник дезинформации, начинают казаться более привлекательными, чем официальные СМК; и это грозит еще большими трудностями в налаживании диалога государства и общества.

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ОСНОВА МЕДИЦИНСКОЙ ФИЗИОЛОГИИ

Аннотация: В статье рассматриваются основы медицинской физиологии. Медицинская физиология определяет и оценивает состояние человека по отклонению от нормы важнейших физиологических функций.

Ключевые слова: функция, наука, физиология, механизм, болезнь, норма.

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BASIS OF MEDICAL PHYSIOLOGY

Annotation: The article discusses the basics of medical physiology. Medical physiology determines and evaluates a person's condition by deviating from the norm of the most important physiological functions.

Key words: function, science, physiology, mechanism, disease, norm.

Физиология *(от греч. physis — природа и logos — учение) — наука о* жизнедеятельности целостного организма и отдельных его частей: клеток, тканей, органов, функциональных систем. Физиология стремится вскрыть механизмы осуществления функций живого организма, их связь между собой, регуляцию и приспособление к внешней среде, происхождение и становление в процессе эволюции и индивидуального развития особи [3].

Физиология является наукой о жизнедеятельности целостного организма, физиологических систем, органов, клеток и отдельных клеточных структур.

Физиология раскрывает закономерности и механизмы жизнедеятельности организма и его взаимодействия его с окружающей средой и позволяет выяснить и исследовать причины нарушений деятельности этих механизмов во время болезни. А также помогает определить пути и способы воздействия на организм, при помощи которых можно нормализовать его функции и восстановить здоровье. Поэтому физиология является *теоретической основой медицины.*

Медицинская физиология отражает связь между физиологией и фармакологией, способствуя формированию физиологического мышления в отношении использования лекарственных средств при лечении больных. Основной задачей медицинской физиологии является определить и оценить состояние человека по отклонению от нормы важнейших физиологических функций. Для возвращения к нормальному состоянию организма человека врачом учитываются индивидуальные возрастные особенности организма, а также экологические и социальные условия среды обитания [1].

Для медицинской физиологии, чтобы оценить жизнедеятельность целостного организма, необходимо синтезировать комплексные и конкретные сведения, которые получены другими науками: анатомией, цитологией, гистологией, молекулярная биологией, биохимией, экологией, биофизикой смежными с ними.

Каждый физиолог при возникновении у обследуемого признаков функциональных нарушений, которые могут быть вызваны адаптацией к экстремальным воздействиям и приемом лекарственных средств, должен объяснить, чем обусловлены данные нарушения, а также дать эколого-физиологическое обоснование.

Медицинская физиология изучает новые качества живого - его функции, или проявления жизнедеятельности организмов, их отдельных частей, которые обладают приспособительными свойствами и направлены на достижение полезного результата [2].

Учеными разных стран мира были собраны экспериментальные материалы и накопились физиологические знания по медицине.

Медицинская физиология является экспериментальной наукой. Для экспериментов используются такие методы, как раздражение, удаление, пересадка органов и фистул.

Медицинская физиология в системе научного знания играет важную роль. Внедрение в медицинскую физиологию современных компьютерных технологий, дало возможность физиологам в своих исследованиях качественно и количественно оценивать полученные результаты. В современных условиях созданы математические модели важнейших физиологических закономерностей, с помощью которых жизненные процессы воспроизводятся на компьютерах, что дает возможность исследовать различные варианты реакции организма на воздействие лекарственных средств [1].

Однако значение физиологии для медицины не ограничивается этим. Изучение функций различных органов и систем позволило *моделировать* эти функции с помощью приборов, аппаратов и приспособлений, созданных руками человека. Таким путем была сконструирована *искусственная* почка (аппарат для гемодиализа), аппарат для *электростимуляции* сердца, изготовлены *искусственное сердце* и аппараты *искусственного кровообращения* (машины «сердце — легкие»), аппараты для *дефибрилляции и* аппарат для управляемого *искусственного дыхания* («железные легкие»).

Таким образом медицинская физиология является экспериментальной наукой и в системе научного знания играет важную роль.

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УДК 336

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ЯРОСЛАВСКАЯ ТОРГОВО-ПРОМЫШЛЕННАЯ ПАЛАТА КАК ФАКТОР СТИМУЛИРОВАНИЯ НИВЕСТИЦИОННОЙ ДЕЯТЕЛЬНОСТИ РЕГИОНА. НАПРАВЛЕНИЯ СОВЕРШЕНСТВОВАНИЯ

Аннотация: В статье рассматривается деятельность Ярославской торгово-промышленной палаты по направлению стимулирования инвестиционной деятельности региона и предлагаются направления совершенствования данной деятельности.

Ключевые слова: Торгово-промышленная палата, инвестиционная деятельность региона, инвестиции, инвестиционный проект.

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CHAMBER OF COMMERCE AND INDUSTRY OF YAROSLAVL AS A FACTOR OF STIMULATION OF NIVESTIONAL ACTIVITY OF THE REGION. DIRECTIONS OF IMPROVEMENT

Annotation: The article discusses the activities of the Yaroslavl Chamber of Commerce and Industry in the direction of stimulating the investment activity of the region and suggests directions for improving this activity.

Key words: Chamber of Commerce, investment activity of the region, investment, investment project.

Функции каждой из региональных ТПП определяются их собственными уставами. Согласно уставу ТПП Ярославской области, ее функции включают в себя: «Содействие привлечению инвестиций в экономику города Ярославля и Ярославской области, а также продвижению интересов ярославского бизнеса за рубежом»[1].

[1] Устав Союза «Торгово-промышленная палата Ярославской области» (новая редакция) Утвержден Собранием членов Ярославской областной торгово-промышленной палаты 11 апреля 2000 г.

Рассмотрим основные направления стимулирования инвестиционной деятельности региона с помощью различных действий, осуществляемых ТПП Ярославской области (рисунок 36).

Рисунок 36 - Направления стимулирования инвестиционной деятельности

Для осуществления деятельности данной направленности, Ярославской Торгово-промышленной палатой был учрежден Центр инвестиционного и финансового сопровождения, который имеет широкий перечень услуг, отвечающих поставленной цели стимулирования инвестиционного климата. Специалисты центра имеют богатый опыт в разработке бизнес-планов для целей открытия нового дела и развития имеющегося бизнеса, оформления кредита в банке, поиска инвесторов, получения государственной поддержки.

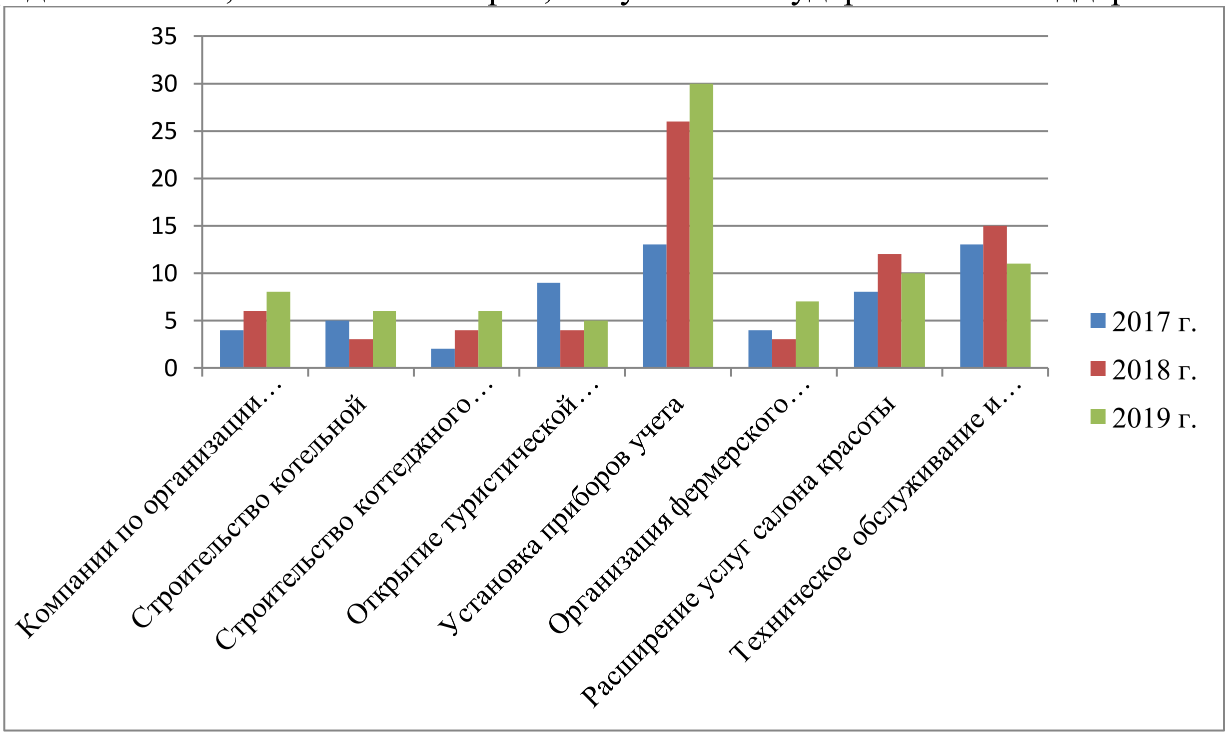

Рисунок 37 - Разработка бизнес-планов ЯрТПП за 2017-2019 г.г.

ЦИФС ЯрТПП осуществляет разработку следующих бизнес-планов:

- Бизнес-план начинающему предпринимателю по установленной форме (малый бизнес)
- Бизнес-план для безработного, состоящего на учете в Центре занятости населения
- Бизнес-план для привлечения российских и иностранных инвесторов для малого, среднего и крупного бизнеса.

➢ Бизнес-план для получения банковского кредита для малого, среднего и крупного бизнеса

➢ Бизнес-план для вхождения предприятий в перечень приоритетных проектов ЯО

➢ Получение государственной поддержки в соответствии с Федеральным законом от 31.12.2014 №448-ФЗ «О промышленной политике в Российской Федерации»

➢ Выбор наиболее эффективной финансовой модели проекта.

Другим значимым направлением деятельности ЦИФС является разработка стратегий и программ социально-экономического развития регионов, муниципальных районов, городских и сельских поселений. За период 2005-2015 гг. ЦИФС разработано 15 программ социально-экономического развития следующих муниципальных образований:

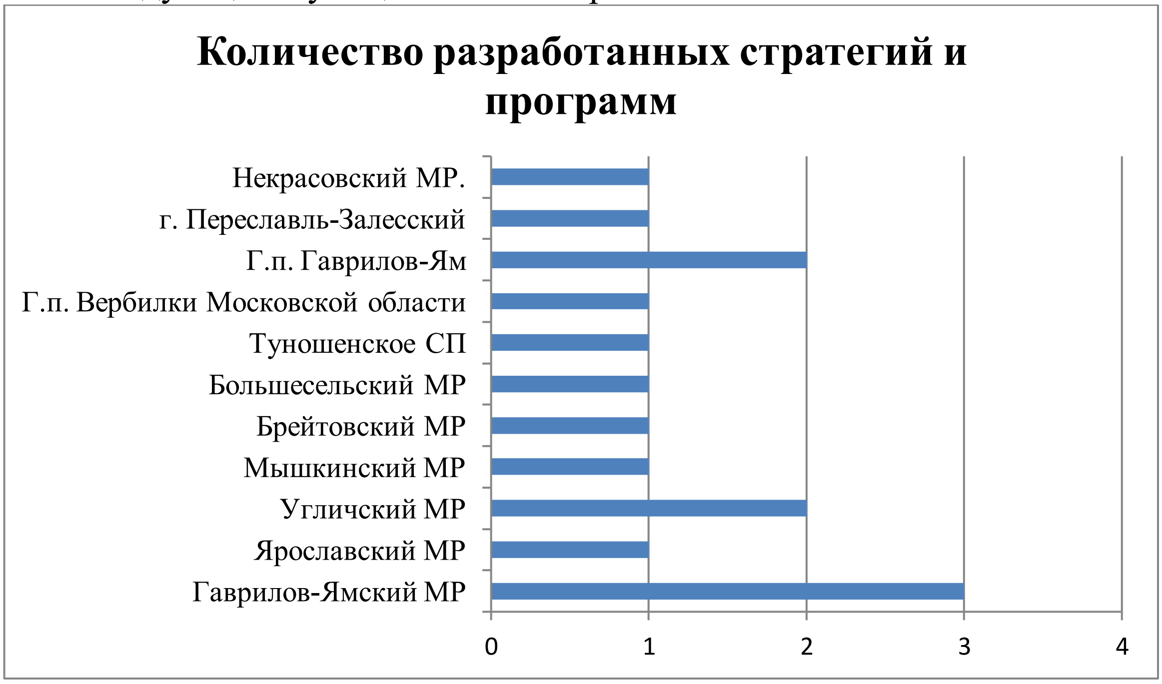

Рисунок 38 - Стратегии и программы, разработанные ЦИФС за 2005-2015 года.

Также одним из направлений деятельности ЦИФС, на котором сделан акцент - это разработка инвестиционных программ ЖКХ.

Опыт разработки инвестиционных программ специалистами ЦИФС ЯрТПП - более 7 лет. Центром инвестиционного и финансового сопровождения разработаны программы комплексного развития систем коммунальной инфраструктуры для муниципальных районов Ярославской области (Гаврилов-Ямского, Ярославского, Мышкинского) и Владимирской области (г. Вязники, п. Мстёра, Гороховецкое с.п., Денисовское с.п., Куприяновское с.п., Фоминское с.п.), а также муниципальные целевые программы комплексного развития систем коммунальной инфраструктуры для поселений Ярославской области (г.п. Лесная Поляна, с.п. Ивняки, Константиновское с.п., Курбское с.п., Некрасовское с.п.).

Союз «Торгово-промышленная палата Ярославской области» и ЧУ ДПО Центр делового образования ЯрТПП проводят обучающие акселерационные программы.

Акселератор — это программа по ускорению развития, направленная на создание новых проектов и реорганизацию, трансформацию имеющихся проектов через обучение, наставничество, консультационную поддержку.

Акселерационные программы 2018 и 2019 года имели уклон в туристическую сферу Ярославской области. Программа Ярославской торгово-промышленной платы 2018 года «Школа Туризма и Гостеприимства» при поддержке Департамента туризма Ярославской области и Центра развития туризма Ярославской области «Ярославия» выпустила 20 инвестиционных проектов, направленных на создание туристических объектов и улучшения туристической привлекательности региона. В 2019 году той же программой было выпущено 28 проектов.

Также в 2019 году был организован проект Акселерационной программы «CRAFT-Лаборатория. Школа развития народных художественных промыслов и ремесел Золотого кольца России» при поддержке Министерства культуры Российской Федерации и Центра развития туризма Ярославской области, в результате которой был сертифицирован 41 проект.

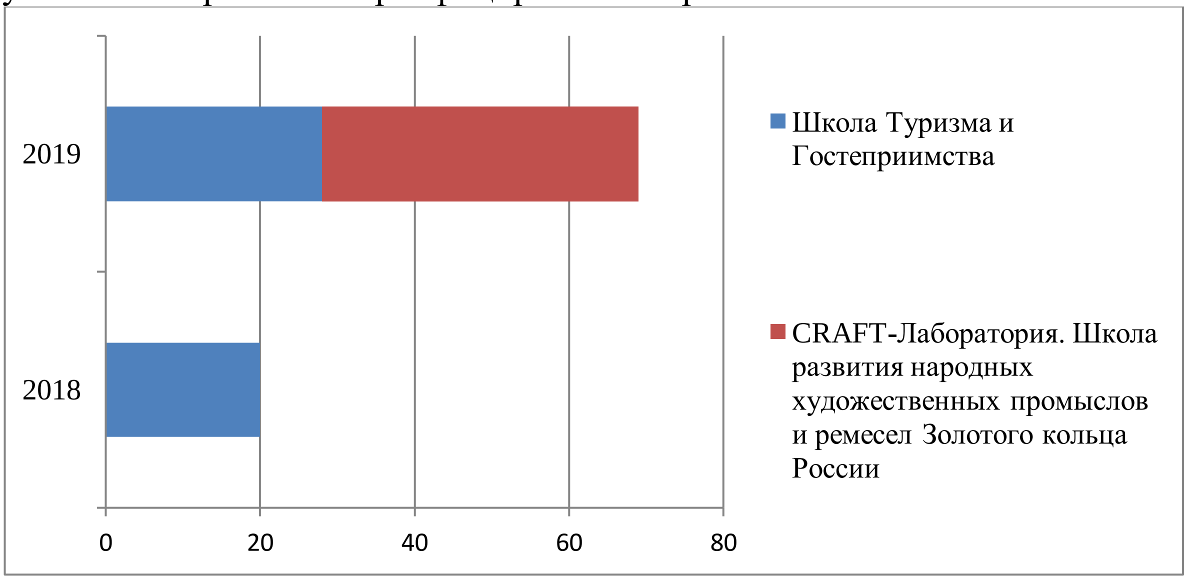

Рисунок 39 - Инвестиционные проекты Акселератора Ярославской ТПП за 2018-2019 г.г.

Из результатов деятельности Акселератора ЯрТПП видно, что обучающие программы дают результаты. В 2019 году по программе «Школа Туризма и Гостеприимства» Акселератор выпустил на 8 инвестиционных проектов больше, чем в предыдущем году. Так же был реализован новый проект, результатом которого стали 41 проект. В итоге, в 2019 году Акселерационные программы выпустили 69 проектов, тогда как в 2018 только 20, то есть имеет место прирост в 345%. Данные показатели являются индикатором успешного выполнения функций ЯрТПП по стимулированию инвестиционной деятельности в регионе.

В таблице 8 представлен отчет по инвестиционной и инновационной деятельности ТПП Ярославской области за 2017-2019 г.г., основанный на данных официального сайта ЯрТПП[2].

Таблица 8 – **Отчет по инвестиционной и инновационной деятельности ТПП Ярославской области за 2017-2019 г.г.**

Мероприятия	2017	2018	2019
Количество инвестиционных и инновационных проектов, которым оказывалось содействие в продвижении	58	62	69
Количество проведенных презентационных сессий инвестиционных и инновационных проектов	2	4	5
Количество организованных (соорганизованных) мероприятий ТПП, направленных на развитие инвестиционной и инновационной деятельности (например: форумы, конференции, семинары, круглые столы и т.п.)	4	6	8
Количество оказанных консультаций предпринимательскому сообществу по вопросам развития инвестиционной и инновационной деятельности, отраженных во внутреннем учете ТПП	154	182	207
Наличие организации по развитию инноваций, созданной с участием ТПП и органов власти	0	0	0
Взаимодействие с организациями по развитию инвестиций и инноваций региона	2	2	2
Наличие успешной практики (мероприятия, которые позволили ТПП повысить эффективность работы по направлению и реализуются регулярно)	есть	есть	есть

Несмотря на то, что Ярославская Торгово-промышленная палата осуществляет довольно широкую деятельность, направленную на улучшение инвестиционной активности Ярославской области, в ее спектр услуг все еще можно включить некоторые направления, которые помогут углубить влияние палаты на инвестиционную привлекательность региона:

- **Разработка бизнес-планов для Фонда развития моногородов.** Фонд развития моногородов – это фонд, основной целью деятельности которого является формирование необходимых условий для создания новых рабочих мест и привлечения инвестиции в монопрофильные муниципальные образования (моногорода) Российской Федерации, развития городской среды. В Ярославской области находится четыре моногорода: Гаврилов-Ям, Тутаев, Ростов, Песочное (поселок). Разработанные ЯрТПП проекты по инвестированию в моногорода помогут в развитии региональной инфраструктуры и создании новых рабочих мест, а так же будут частично финансироваться за счет вышеуказанного Фонда, что облегчит их реализацию. В данную деятельность уже вовлечены некоторые региональные палаты, такие как Торгово-промышленная палата Оренбурга[3].

[2] Официальный сайт ТПП Ярославской области [Электронный ресурс]: https://yartpp.ru/(дата обращения: 01.06.20).

[3] Официальный сайт Торгово-промышленной палаты Оренбургской области: портал [Электронный ресурс]. – Режим доступа: https://orenburg.tpprf.ru/ru/. Дата обращения 11.04.2020.

- **Разработка бизнес-планов для Территорий опережающего социально-экономического развития (ТОСЭР).** ТОСЭР - экономическая зона со льготными налоговыми условиями, упрощёнными административными процедурами и другими привилегиями в России, создаваемая для привлечения инвестиций, ускоренного развития экономики и улучшения жизни населения. Данный вид экономической зоны включает в себя и Ярославская область, 28 сентября 2017 года премьер-министр РФ Дмитрий Медведев подписал постановление о территории опережающего развития в городе Тутаев. На подобных территориях установлен особый правовой режим осуществления предпринимательской и иной деятельности, что вносит некоторые особенности в составление бизнес-планов для проектов, предназначенных для функционирования на данных территориях. Включение данной услуги в перечень предоставляемых позволит предпринимателям и предприятиям, имеющим идеи по улучшению и созданию инфраструктуры в Тутаеве, получать компетентные консультации и помощь при составлении проектов. Подобные услуги также предоставляет Торгово-промышленная палата Оренбурга[4].
- **Работа с инвесторами.** Подготовка предложений по инвестиционным площадкам по запросам инвесторов поможет ЯрТПП лучше понимать желаемую инвесторами направленность инвестиционных проектов, а также поможет сформировать базу инвестиционных площадок, на которых в дальнейшем будут организовываться мероприятия. Данный вид услуги предоставляется во множестве региональных ТПП, таких как ТПП Ивановской[5] или Костромской[6] областей.
- **Онлайн размещение инвестиционного проекта.** Функция онлайн размещения разработанного проекта через онлайн анкету (Прил. А) актуальна в условиях глобальной информатизации. Данный формат предоставления проектов на рассмотрение упрощает и ускоряет обработку информации сотрудниками палаты, а так же освобождает заявителя от необходимости лично являться в отделение ТПП, что позволит делать запросы на проекты дистанционно. Такой функцией обладает сайт ТПП Оренбургской области[7].
- Для активизации инвестиционной деятельности, предлагается создать организацию по развитию инноваций, по аналогии с тем, что уже существует в практике Тульской ТПП.

Управление промышленной кооперации и инжиниринга Тульской ТПП[8] для развития кооперационных связей между тульскими предприятиями и предприятиями российских регионов оказывает следующие услуги:

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[4] Официальный сайт Торгово-промышленной палаты Оренбургской области: портал [Электронный ресурс]. – Режим доступа: https://orenburg.tpprf.ru/ru/. Дата обращения 11.04.2020.

[5] Официальный сайт Торгово-промышленной палаты Ивановской области: портал [Электронный ресурс]. – Режим доступа: http://ivanovo.tpprf.ru/ru/. Дата обращения 11.04.2020.

[6] Официальный сайт Торгово-промышленной палаты Костромской области: портал [Электронный ресурс]. – Режим доступа: http://kostroma.tpprf.ru/ru/. Дата обращения 11.04.2020.

[7] Официальный сайт Торгово-промышленной палаты Оренбургской области: портал [Электронный ресурс]. – Режим доступа: https://orenburg.tpprf.ru/ru/. Дата обращения 11.04.2020.

[8] Официальный сайт ТПП Тульской области [Электронный ресурс]: http://tula.tpprf.ru/ru/uslugi-promyshlennoy-kooperatsii-i-inzhiniringa/ (дата обращения: 01.06.20).

1. База данных производственных предприятий Тульской области
2. Рассылка производственных заказов
4. Проверка надежности деловых партнеров
5. Внесение в общероссийский Реестр Надежных Партнеров
7. Оценка потенциала импортозамещения

Эти услуги, в применении к Ярославской области, помогут улучшить качество деятельности палаты и укрепить ее влияние на предпринимательскую и бизнес-деятельность.

Ярославская торгово-промышленная палата активно развивает деятельность, направленную на стимулирование инвестиционной активности региона и предоставляет услуги, призванные облегчить эту активность для местных предприятий и предпринимателей. Однако, Ярославская область имеет некоторые особенности, такие как моногорода, привлечение инвестиций к которым можно осуществлять несколькими путями, и территория опережающего социально экономического развития, которые требуют индивидуального подхода, что необходимо учесть при стимулировании инвестиций.

Использованные источники:

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ОСНОВНЫЕ ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ВНЕШНЕТОРГОВОЙ ДЕЯТЕЛЬНОСТИ ПРЕДПРИЯТИЙ МИНЕРАЛЬНО-СЫРЬЕВОГО КОМПЛЕКСА В УСЛОВИЯХ ЕЕ ЛИБЕРАЛИЗАЦИИ

Аннотация: В работе рассматриваются основные проблемы внешнеторговой деятельности горнодобывающих предприятий в современных условиях. Анализируются имеющийся опыт и современное состояние либерализации внешнеторговой деятельности предприятий минерально-сырьевого комплекса. Оцениваются перспективы развития внешнеторговой деятельности предприятий минерально-сырьевого комплекса с учетом совершенствования системы ее либерализации.

Ключевые слова: экономика, внешнеторговая деятельность предприятий, либерализация, минерально-сырьевой комплекс, минеральное сырье.

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MAIN PROBLEMS AND PROSPECTS OF FOREIGN TRADE ACTIVITIES OF MINERAL RAW MATERIAL COMPANIES UNDER THE CONDITIONS OF ITS LIBERALIZATION

Annotation: The work addresses the main problems of foreign trade activity of mining enterprises in modern conditions. The existing experience and the current state of liberalization of foreign trade activity of enterprises of the mineral resource complex are analyzed. The prospects for the development of foreign trade activities of enterprises of the mineral resource complex are assessed, taking into account the improvement of its liberalization system.

Key words: economics, foreign trade activities of enterprises, liberalization, mineral complex, mineral raw materials.

Внешнеэкономическая деятельность любой страны всесторонне и комплексно отражает ее национальные суверенные интересы и всегда реализуется на базе принятой и утвержденной государственной внешнеэкономической политики. Также по состоянию внешнеэкономической деятельности предприятий страны можно судить о проблемах и перспективах развития национальной экономики в целом и в отдельных ее отраслях. Особенно показательны процессы и объекты внешнеэкономической деятельности в минерально-сырьевом комплексе государства, являющимся базовым звеном экономики, в значительной мере формирующим бюджет, поставляющим валютные ресурсы и дающим большое число трудовых мест [1].

Активное современное участие РФ в таких международных организациях, как ВТО, ШОС, БРИКС, ЕвразЭС и других [2] требует от отечественных государственных и коммерческих структур формирования единой актуальной и эффективной внешнеэкономической и внешнеторговой политики, учитывающей мировые стандарты свободной торговли, глобальные интеграционные экономические процессы и либерализацию внешнеэкономических связей. Последнее направление является наиболее сложным, но и наиболее консолидирующим между государством и бизнесом, активно способствующим развитию внешнеэкономической деятельности в кризисных и санкционных условиях.

Экономические исследования большинства современных аналитиков и экспертов в этой области оценивают либерализацию внешнеэкономической деятельности большей частью как положительный и весьма действенный инструмент развития международных связей. Либерализация внешней экономики проявляется через уменьшение разнообразных препятствий и преград в сфере международной торговли, стимулирование экономического роста как внутри, так и вне страны, расширение реальных возможностей плодотворного сотрудничества между отдельными государствами и конкретными предприятиями, повышение устойчивости различных видов рынка и т.д. Последние тревожные оценки уровня международной глобализации, нарастающего экономико-социального кризиса, повышения экологической опасности, цифровизации экономики позволяют придать либерализации внешнеэкономической деятельности новый развивающий импульс в части существенного повышения конкурентоспособности отечественных предприятий на внутреннем и внешнем рынках [3].

В особенности это касается предприятий минерально-сырьевого комплекса, формирующих материально-ресурсную базу отечественной экономики, значительную часть бюджета государства, а также лидирующих по многим позициям на внешнем рынке. Как известно, ключевой стратегической целью внешнеэкономической политики любого государства является создание оптимальных условий для достижения его лидирующих позиций на глобальном рынке сырья, труда, продовольственных и промышленных товаров, информационных технологий и других ресурсов в условиях мирового разделения труда и активного роста конкурентоспособности производимой продукции. Поэтому значение минерально-сырьевого комплекса в этом отношении трудно переоценить.

Пройдя вместе со страной и ее внешнеполитической деятельностью все коренные изменения в последние десятилетия XX века, отечественный минерально-сырьевой комплекс одним из первых получил значительный опыт преодоления сложных кризисных ситуаций в экономике, трудностей переходной экономики, преобладания сырьевой направленности экспорта и чрезвычайной импортной зависимости, падения доли иностранных и российских инвестиций, отсутствия экспорта услуг и технологий, а также очень низкого уровня развития внешнеэкономической деятельности. Этот опыт тем ценнее, что сами предприятия горнодобывающей промышленности полностью отражают специфичность и уникальность отечественной внешнеэкономической политики, с ее проблемами, особенностями и перспективами развития. На этапе внедрения мер по либерализации внешнеторговой деятельности на предприятиях минерально-сырьевого комплекса проявилась большая инерционность российской экономики, довольно долго развивающейся в неконкурентной среде с высокой степенью ее монополизации и милитаризации, устаревшими технологиями, низкой квалификацией управленческого и внешнеэкономического звена, неразвитостью экспортной номенклатуры и логистических связей.

Вместе с тем, достаточно быстрое разгосударствление внешнеэкономической деятельности горнодобывающих предприятий, форсирующих интенсивное интегрирование в мировое хозяйство и поддерживающих минимизацию вмешательства государства во внешнеэкономическую сферу, привело к кардинальному изменению структуры и существенному повышению уровня эффективности внешнеторговой деятельности сырьевых предприятий, в том числе и благодаря целому комплексу мер по ее либерализации. Хотя были и остаются в этой сфере существенные издержки: отсутствие комплексной ресурсосберегающей научной концепции внешнеторговой деятельности, не достаточно эффективная нормативно-правовая база, отсутствие качественной и многофакторной экономической оценки последствий сырьевой направленности российского экспорта, значительный физический рост экспортных поставок минерального сырья при невысоких контрактных ценах и более низком качестве (по сравнению с зарубежными аналогами) сырьевой продукции, обязательность продажи государству экспортной валютной выручки и т.д.

Перспективы развития внешнеторговой деятельности предприятий минерально-сырьевого комплекса с учетом совершенствования системы ее либерализации представляются весьма обнадеживающими, судя по уже имеющемуся опыту преодоления кризисных ситуаций.

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ОСОБЕННОСТИ ВНЕДРЕНИЯ ПЕРСПЕКТИВНЫХ НАПРАВЛЕНИЙ ВНЕШНЕТОРГОВОЙ ДЕЯТЕЛЬНОСТИ НА ГОРНОДОБЫВАЮЩИХ ПРЕДПРИЯТИЯХ

Аннотация: В работе рассматриваются основные особенности внедрения перспективных направлений внешнеторговой деятельности на горнодобывающих предприятиях в современных условиях. Проведен анализ перспективных направлений внешнеторговой деятельности предприятий минерально-сырьевого комплекса. Даны рекомендации по совершенствованию направлений внешнеторговой деятельности сырьевых предприятий в условиях ее либерализации.

Ключевые слова: экономика, внешнеторговая деятельность предприятий, либерализация, минерально-сырьевой комплекс, минеральное сырье.

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FEATURES OF INTRODUCING PROSPECTIVE DIRECTIONS OF FOREIGN TRADE ACTIVITIES IN MINING ENTERPRISES

Annotation: The paper discusses the main features of the introduction of promising areas of foreign trade at mining enterprises in modern conditions. The analysis of promising areas of foreign trade of enterprises of the mineral resource complex. Recommendations are given on improving the areas of foreign trade of commodity enterprises in the context of its liberalization.

Key words: economics, foreign trade activities of enterprises, liberalization, mineral complex, mineral raw materials.

Внешнеторговая деятельность отечественных предприятий минерально-сырьевого комплекса в современных условиях глобализации мирового рынка характеризуется различными особенностями и нюансами, которые необходимо учитывать при ее эффективной реализации [1]. Динамический характер изменения условий на внешнем рынке требует от руководства горнодобывающей компании дальновидных и продуманных стратегических решений, позволяющих спрогнозировать будущую рыночную ситуацию и минимизировать большую часть рисков. Для достижения положительных результатов, как в краткосрочном, так и в долгосрочном периоде, участники мирового рынка сырьевых продуктов и услуг должны постоянно заботиться о внедрении новых или совершенствовании действующих перспективных направлений внешнеторговой деятельности [2].

Одним из первых и наиболее очевидных является направление по обеспечению ведущих позиций отечественных горнодобывающих компаний на мировых рынках высокотехнологичных сырьевых товаров и услуг в соответствии с их природно-сырьевой и производственной специализацией, включая:

- обеспечение глобального прорыва на новые рынки высокотехнологичных сырьевых товаров и услуг (производственных, интеллектуальных, образовательных, научно-исследовательских, опытно-конструкторских, консалтинговых, инжиниринговых, маркетинговых, цифровых);

- формирование комплекса инвестиционных проектов по импорту и экспорту инновационных технологий, отражающих специфику добываемого и перерабатываемого сырья, особенно для наиболее заинтересованных иностранных партнеров;

- взаимодействие с ведущими игроками мирового рынка сырья по созданию и развитию профессиональных компетенций и технологий через промышленно-технологическую и организационно-финансовую кооперацию.

Следующим направлением по значимости и востребованности является скорейшее и безусловное достижение глобальной конкурентоспособности отечественных предприятий минерально-сырьевого комплекса, включая:

- формирование на базе российских предприятий производства высокотехнологичной и наукоемкой конечной продукции со значительной добавленной стоимостью и стимулированием ее экспорта за рубеж;

- консолидацию передовых иностранных и отечественных технологий в горнодобывающую и перерабатывающую отрасли с условием их возможной дальнейшей технологической модернизации и существенного повышения конкурентоспособности сырьевых товаров и услуг;

- создание реально действующих и прозрачных механизмов по стимулированию, устранению различного рода барьеров и преференционному воздействию на процессы продвижения экспортных сырьевых товаров и услуг на внешние рынки;

- совершенствование системы использования эскалации таможенного тарифа и модернизации экономических таможенных режимов;

- оптимизация инфраструктурной и логистической составляющей приграничных и транзитных территорий, с дальнейшим повышением эффективности использования транзитного потенциала отечественной экономики.

И в качестве третьего комплексного и объединяющего направления можно объединить факторы и условия государственного и коммерческого взаимодействия участников внешнеторговых отношений, включая:

- постоянный мониторинг и дальнейшую переориентацию торговых потоков, транзитных маршрутов и транспортных коридоров в зависимости от складывающихся условий конъюнктуры мирового рынка минерального сырья, особенно в части энергетических ресурсов;

- обеспечение политической, экологической и энергетической безопасности отечественных предприятий минерально-сырьевого комплекса в современных условиях глобализации мирового рынка:

- диверсификацию экспорта минерального сырья в соответствии с интересами отечественной экономики;

- осуществление комплексных и долгосрочных государственно-частных инвестиций в инновационные проекты, реализуемые отечественными предприятиями минерально-сырьевого комплекса;

- продвижение идеи по созданию и применению российского рубля в качестве региональной или глобальной резервной валюты и активизацию использования рубля во внешнеторговом обороте;

- развитие системы нормативно-правового регулирования международной торговли и внешнеэкономической деятельности, международной стандартизации и сертификации [3].

Практическая реализация приведенных перспективных направлений внешнеторговой деятельности на горнодобывающих предприятиях в современных условиях обуславливает дальнейшее развитие инструментов внешнеэкономической деятельности в рамках ее либерализации, что, безусловно, сблизит государственные институты и участников горнодобывающего предпринимательского сообщества в формировании совместной высокоэффективной и стратегически дальновидной внешнеэкономической политики, позволяющей успешно и с минимальными потерями преодолевать различные виды мировых кризисов и рецессий.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ ИКТ НА УРОКАХ РУССКОГО ЯЗЫКА

Аннотация: Информационно-коммуникационная технология представляет собой объединение информационных и коммуникационных технологий. ИКТ – представление информации в электронном виде, ее обработка и хранение, но не обязательно ее передача.

Сегодня необходимо, чтобы каждый учитель по любой школьной дисциплине мог подготовить и провести урок с использованием ИКТ, так как теперь учителю представились возможность сделать урок более ярким и увлекательным.

Ключевые слова: ИКТ, урок, современного человека, хранение, процесс.

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THEORETICAL BASES OF USING ICT IN RUSSIAN LESSONS

Annotation: Information and communication technology is a combination of information and communication technologies. ICT - the presentation of information in electronic form, its processing and storage, but not necessarily its transfer. Today it is necessary that every teacher in any school discipline can prepare and conduct a lesson using ICT, as now the teacher had the opportunity to make the lesson more vivid and exciting.

Key words: ICT, lesson, modern man, storage, process.

Информационные и коммуникационные технологии (ИКТ) – обобщающее понятие, описывающее различные устройства, механизмы, способы, алгоритмы обработки информации. ИКТ оказывают влияние на все сферы жизнедеятельности современного человека, особенно на информационную деятельность, к которой относится обучение. С использованием ИКТ в образовании связывают возможность выхода из кризиса и перспективы развития сферы образования, так как компьютеризация и информатизация образования – это средство для увеличения производительности труда учителей и учащихся, рациональный способ повышения эффективности и интенсификации обучения и самообучения.

Использование новых информационных технологий в обучении позволяет рассматривать студента как центральную фигуру образовательного процесса, и ведет к изменению стиля взаимоотношений между его субъектами. При этом учитель перестает быть основным источником информации и занимает позицию человека, организующего самостоятельную и познавательную деятельность учащихся и управляющего ею.

Век компьютерных технологий набирает обороты и уже, пожалуй, нет ни одной области человеческой деятельности, где она не нашла бы свое применение. Педагогические технологии не остались в стороне от всеобщего процесса компьютеризации. Поэтому использование информационных и коммуникационных технологий (ИКТ) в учебном процессе является актуальной проблемой современного образования.

ИКТ подразумевают под собой:

– во-первых, это технологии, позволяющие искать, обрабатывать и усваивать информацию из различных источников, в том числе и из Интернета.

– во-вторых, это использование самого компьютера, самых разных программ.

Сегодня необходимо, чтобы каждый преподаватель по любой ВУЗа дисциплине мог подготовить и провести урок с использованием ИКТ, так как теперь преподавателю представились возможность сделать урок более ярким и увлекательным.

Педагогические задачи компьютеризации в общеобразовательной ВУЗа можно квалифицировать по трем основным направлениям:

- Формирование определенного стиля и мышления у всех учащихся;
- Повышения эффективности преподавания всех, без исключения;
- С помощью ПК активизировать познавательный интерес обучающихся.

Задачи перед информатизацией образования:

– Повышение качества подготовки учащихся на основе использования в учебном процессе современных информационных технологий;

– Применение активных методов обучения, повышение творческой и интеллектуальной составляющих учебной деятельности;

– Интеграция различных видов образовательной деятельности (учебной, исследовательской и т.д.);

– Адаптация информационных технологий обучения к индивидуальным особенностям обучаемого.

Разработка новых информационных технологий обучения, способствующих активизации познавательной деятельности обучаемого и повышению мотивации на освоение средств и методов информатики для эффективного применения в профессиональной деятельности.

Современное общество ставит перед преподавателями задачу развития личностно – значимых качеств студентов, а не только передачу знаний. Главной компетенцией преподавателя-предметника становится его обновленная роль – роль проводника знаний, своего рода «навигатора», помогающего учащимся ориентироваться в безграничном море информации. Гуманизация образования предлагает ценностное отношение к различным личностным проявлениям студента. Знания же выступают не как цель, а как способ развития личности. Богатейшие возможности для этого предоставляют современные информационные технологии.

Информационные технологии позволяют:

– построить открытую систему образования, обеспечивающую каждому студенту собственную траекторию обучения;

– коренным образом изменить организацию процесса обучения учащихся, формируя у них системное мышление;

– рационально организовать познавательную деятельность студентов в ходе учебно-воспитательного процесса;

– охватить обучением одновременно значительное количество учащихся, обеспечить высокое качество подготовки;

– применять в практической деятельности приобретаемые знания и навыки по мере их освоения;

– последовательно отслеживать уровень знаний и приобретенных навыков;

– развить у учащихся творческие способности, навыки исследовательской деятельности, умение принимать оптимальные решения;

– расширить возможности предъявления учебной информации;

– сформировать у школьников умение работать с информацией, развить коммуникативные способности;

– усилить мотивацию учения;

– активно вовлекать учащихся в учебный процесс;

– способствуют совершенствованию практических умений и навыков учащихся;

– расширить наборы применяемых учебных задач;

– качественно изменить контроль за деятельностью обучающихся;

– приобщить школьника к достижениям информационного общества и адекватному поведению в нем.

В отличие от обычных технических средств обучения ИКТ позволяют не только насытить обучающегося большим количеством готовых, строго отобранных, соответствующим образом организованных знаний, но и развивать интеллектуальные творческие способности обучающихся, их умение самостоятельно приобретать новые знания, работать с различными источниками информации.

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СПОСОБЫ ПОВЫСИТЬ ИНТЕРЕС СТУДЕНТОВ К ИЗУЧЕНИЮ ТЕМЫ И ОБЪЕМ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Аннотация: Внедрение новых информационных технологий – это попытка предложить один из путей, могущих интенсифицировать учебный процесс, оптимизировать его, поднять интерес студентов к изучению предмета, и тем самым повысить уровень орфографической и пунктуационной компетентности учащихся, реализовать идеи развивающего обучения, повысить темп урока, увеличить объем самостоятельной работы. Способствует развитию логического мышления, культуру умственного труда, формированию навыков самостоятельной работы, а также оказывает существенное влияние на мотивационную сферу учебного процесса, его деятельностную структуру и на развитие стойкого интереса обучающихся к предмету.

Ключевые слова: доска, подключенная к компьютеру и проектору, позволяет показывать видео, слайды, схемы, формулы и графики.

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WAYS TO INCREASE THE INTEREST OF STUDENTS TO STUDY THE TOPIC AND SCOPE OF INDEPENDENT WORK

Annotation: The introduction of new information technologies is an attempt to propose one of the ways that can intensify the educational process, optimize it, increase students' interest in studying the subject, and thereby increase the level of spelling and punctuation competence of students, realize the ideas of developing learning, increase the pace of the lesson, increase amount of independent work. It contributes to the development of logical thinking, the culture of mental labor, the formation of independent work skills, and also has a significant impact on the motivational sphere of the educational process, its activity structure and the development of persistent students' interest in the subject.

Key words: a board connected to a computer and a projector allows you to display videos, slides, diagrams, formulas and graphs.

Будучи уникальным современным средством наглядности, обеспечивающим обучающемуся активное взаимодействие с динамическими таблицами, опорными схемами и сигналами, алгоритмами, компьютер обладает способностью методически ярко предъявить саму языковую наглядность, «материализовать» ее с помощью цвета, графики, системы подчеркивания, динамики изображения, эффекта мерцания, звука, пиктографии, «оживления» иллюстраций и т.д. Компьютерная поддержка позволяет разнообразить формы и способы предъявления материала с помощью моделирующих возможностей, цвета, графики. Благодаря постоянной обратной связи информирующего и контролирующего характера студенти приобретают возможность корректировать свою учебную деятельность. Компьютер целесообразно использовать не только как средство наглядности, но, в первую очередь, в качестве средства активного обучения.

Выделяют следующие формы использования информационных и коммуникационных технологий в обучении:

– подготовка дидактических материалов к урокам (создание мультимедийных презентаций по различным темам, обучающих программ и т.д.). Мультимедийные презентации – это способ представления информации с помощью компьютерных программ, который сочетает в себе динамику, звук, и изображение, т.е. те факторы, которые наиболее долго удерживают внимание.

Мультимедийные презентации имеют свои требования: положительные и отрицательные стороны.

Сильные стороны мультимедийных презентаций:

– компьютерные презентации позволяют сделать учебный материал наглядным и убедительным;

– облегчается процесс восприятия и запоминания информации с помощью ярких обоев;

– презентации значительно облегчают показ схем, рисунков;

– использование анимации активизирует внимание, позволяет передать логику развертывания мысли;

– есть возможность воспроизводить аудио- и видеофрагменты;

– компьютерные файлы с презентациями легко копируются и транспортируются.

Слабые стороны:

– необходимость специальной техники (компьютер, проектор, электронная доска) и ее обслуживания;

– отсутствие навыков работы с компьютерными программами для создания презентаций;

– необходимость затрат времени на создание мультимедийных ресурсов;

– отсутствие навыков работы с презентацией учебной аудитории: неумение сочетать слово учителя с показом слайдов.

Одно из важнейших качеств дизайна презентации – контрастность. Важно подобрать правильное сочетание цветов для фона и шрифта, например: фон – светлый, а шрифт – темный, или наоборот. Первый вариант предпочтительнее, так как сохраняет контрастность (а значит и читаемость) даже с освещенной солнцем аудитории. Не нужно использовать в качестве фона фотографии (даже слегка «размытые»), поскольку это резко ухудшает восприятие текста.

Следует помнить о том, что проекционная аппаратура искажает цвета, поэтому выделения цветом, отчетливо видные на мониторе, могут быть не видны на экране. В презентации следует использовать не более двух шрифтов. Сочетание нескольких шрифтов (особенно на слайде) производит неприятное впечатление и отвлекает от содержания. Не рекомендуется использовать декоративные шрифты, так как это затрудняет восприятие и отвлекает внимание от содержания. Слайд не должен быть перенасыщен текстом, нужно распределить информацию по двум или трем слайдам.

На слайде все ключевые слова и новые термины должны сопровождаться яркими примерами. Это облегчает восприятие и запоминание. Типичной ошибкой учителя является перенесение текста лекции учителя на слайды, затем зачитывание информации. Использование анимации может, как концентрировать внимание, так и отвлекать. Анимацию следует использовать для развертывания логики мысли. Это может быть:

– поэтапный вывод на экран теоретических положений;

– постепенное (по строкам или по столбцам) заполнение таблиц;

– последовательное появление блоков схем;

Электронная интерактивная доска – это сенсорная панель, работающая в комплексе с компьютером и проектором. В совокупности с компьютером и мультимедийным проектором интерактивная доска позволяет учителю писать конспект (как на традиционной доске), вызывать с компьютера различные приложения и делать поверх них свои пометки. Учитель может заранее подготовить необходимые материалы, а на уроке лишь добавлять и модифицировать их.

Интерактивная доска в совокупности с персональным компьютером приводит к качественному повышению эффективности образовательных ресурсов, которые вводятся в учебный процесс при помощи интерактивного устройства. К тому же это устройство позволяет педагогу объединить обычную школьную доску и экран, наподобие телевизора, для отображения различной информации. Необычная доска, подключенная к компьютеру и проектору, позволяет показывать видео, слайды, схемы, формулы и графики, наносить специальным маркером различные надписи и пометки, исправлять тексты и так далее.

При работе с персональным компьютером выделяют следующие виды деятельности стедентов:

- самостоятельная работа с информацией по интересующей теме;
- учебная деятельность в режиме самообразования;
- учебная деятельность в режиме дистанционного обучения;
- коммуникативная деятельность в сети Интернет.

Компьютер может использоваться на всех этапах обучения, и при этом для студента он выполняет различные функции: учителя, рабочего инструмента, объекта обучения, сотрудничающего коллектива, игровой среды. В функции учителя компьютер представляет источник информации; наглядное пособие (качественно нового уровня с возможностями мультимедиа и телекоммуникаций); индивидуальное информационное пространство; тренажер; средство диагностики и контроля.

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МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО И ЕЕ СВЯЗЬ С ДРУГИМИ НАУКАМИ

Аннотация: В настоящее время методика является особым предметом, самостоятельной наукой. Исходя из этого, советские и передовые ученые зарубежных стран формулируют специфические понятия методики преподавания иностранного языка, ее категории, законы, термины, задачи. Методика преподавания русского языка как иностранного оформилась самостоятельную учебную дисциплину. Существует достаточно обширная литература по вопросам преподавания русского языка как иностранного.

Ключевые слова: методики преподавания иностранного языка, ее категории, законы, термины, задачи.

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METHODS OF TEACHING THE RUSSIAN LANGUAGE AS FOREIGN AND ITS CONNECTION WITH OTHER SCIENCES

Annotation: At present, the technique is a special subject, an independent science. Based on this, Soviet and advanced scientists of foreign countries formulate specific concepts of the methodology of teaching a foreign language, its categories, laws, terms, tasks. The methodology of teaching Russian as a foreign language took shape an independent educational discipline. There is a fairly extensive literature on the teaching of Russian as a foreign language.

Key words: methods of teaching a foreign language, its categories, laws, terms, tasks.

Методика преподавания русского языка иностранцам, как и всякая другая методика, опирается на выводы и обобщения ряда наук, в первую очередь лингвистики, дидактики и психологии. Выводы лингвистики, психологии и дидактики составляют научную основу методики обучения русскому языку иностранцев.

Методика преподавания зависит от разных целей и условий обучения, т.е. от неязыковых факторов.

Предмет методики – это обучение русскому языку как средству общения – определяет конечную цель – «владеть языком».

Обучение русскому языку как иностранному (и вообще любому предмету) – это совместная деятельность преподавателя и учеников.

Чтобы ученики овладели языком, преподаватель должен осуществлять определенные учебные (обучающие) действия: объяснить новый материал, дать задание, задать вопрос и проконтролировать правильность ответа и т.д. Ученики тоже должны быть активными и осуществлять в ходе учебного процесса ряд действий: прочитать текст, выучить слова, выполнить упражнения, ответить на вопросы преподавателя и т.д.

В обычных формах обучения (очно) действия учащихся всегда определяются и направляются преподавателем. Именно он решает, что нужно сделать ученикам, в какой момент, в какой последовательности, для какой цели. И, конечно, он же определяет, что и как делать на уроке (даже и вне урока) ему самому. Он и непосредственно учит, и учит учеников учиться. Но любой преподаватель знает, что не всегда обучающие действия учителя дают желаемый результат.

Нужно разъяснить ему, какими методами, способами, приемами ему следует пользоваться, как сочетать их друг с другом, как вести себя в аудитории, чтобы добиться требуемой цели.

Другими словами, нужно научить его сознательно управлять учебным процессом, в том числе сознательно организовывать свои собственные обучающие действия, чтобы учебный процесс давал нам лучшие результаты.

Предмет методики обучения русскому языку как иностранному – это система управления учебным процессом, т.е. система, направленная на наиболее эффективное овладение учащимися русским языком.

Обучение русскому языку даже при отсутствии языковой среды понимается как обучение речи, общению и выражению мысли на русском языке. Таким образом, у методики есть свой предмет исследования, не повторимый ни в одной из наук, – обучение другому языку как средству общения. Эта категория определяет содержание всего учебного процесса, виды речевой деятельности, которые надо усвоить, уровни владения зыком, которые должны быть достигнуты в каждом из этих видов.

Базисной наукой для методики является лингвистика (языкознание). Практика преподавания показывает, что не всякий способ описания русского языка одинаково эффективен, когда нужно обучать иностранцев. Без участия лингвистики тоже нельзя сделать преподавание эффективным.

В учебном процессе следует учитывать и педагогические факторы. Среди них есть такие явления и закономерности, которые изучаются общей педагогикой. Например, связь обучения и воспитания.

Особенно важно это при преподавании русского языка – страны, где проживает более 120 национальностей.

Дидактика – это отдел педагогики, излагающий общие методы обучения. Дидактический – наставительность, поучительность.

Обучение – это совместная деятельность учителя и учеников. Теперь нужно уточнить сказанное: обучение – это совместная активная познавательная деятельность, организуемая, мотивируемая и контролируемая преподавателем. Давайте разберемся в этом определении и одновременно сформулируем важнейшие дидактические принципы.

1. Что такое «совместная» деятельность? Как уже отмечалось, учитель и ученики стремятся к одной общей цели. Чтобы ее достигнуть, и учитель, и ученики должны выполнять определенные действия. И учитель обязан обеспечить, чтобы ученики делали все, что нужно и в нужной последовательности, с нужным эффектом. Поэтому одним из основных дидактических принципов является **принцип коллективности.**

2. Второй – **принцип активности**. Чтобы обучение было эффективным, именно ученики должны проявлять инициативу, уметь самостоятельно и творчески подходить к предмету, уметь самостоятельно работать на уроке и вне его. Обеспечить, организовать активность учащихся – важнейшая задача преподавателя.

3. Дидактика подсказывает, как эту активность обеспечить. Перед учащимися должна быть поставлена проблема, для решения которой им необходимы те знания, умения, навыки, которые входят в учебную программу. Все обучение должно превратиться в решение ряда проблем, которые должны постоянно усложняться. Этого требует дидактический **принцип** проблемности.

Когда обучаем иностранцев русскому языку, то здесь в первую очередь встают коммуникативны проблемы: как осуществить общение в той или иной ситуации, на ту или иную тему и т.п. Когда ученик ощущает необходимость решить такую проблему, он легко воспользуется теми словами и грамматическими конструкциями, с которыми мы его знакомили на уроке.

4. А что значит «ощущает необходимость»? Это значит, что сама по себе проблема, поставленная перед учеником, еще не обеспечивает его активность. Должна быть потребность эту проблему разрешить, т.е. должна быть создана соответствующая мотивация. Мотивирующая функция преподавателя является самой важной. **Принцип мотивированности** или **принцип мотивации** является особым дидактическим принципом. Человек изучает иностранный язык не только для того, чтобы пользоваться им для общения. Сама деятельность учеников по овладению языком с психологической стороны –типичная познавательная деятельность: в результате ученики обогащают самих себя – свое сознание, свою личность, свою деятельность.

5. Одним из важных дидактических принципов считается **принцип развивающего обучения**. При обучении иностранному языку он обозначает, что мы должны ставить перед учениками в определенной последовательности все более сложные коммуникативные и познавательные задачи. Надо отметить, что не всякая проблема дидактически ценна и вызывает у ученика мотивированное отношение к ней.

Все вышеназванные принципы любого обучения должны реализовываться в методике конкретного предмета, в нашем случае в методике преподавания русского языка как иностранного. Все перечисленные принципы взаимосвязаны и подсказывают нам совершенно определенную модель учебного процесса.

Общение – это вид деятельности. Деятельность может быть не только коммуникативной: бывает трудовая деятельность, познавательная (учебная), игровая. Но всегда она имеет принципиально единое психологическое строение, значит, и закономерности ее формирования тоже едины. Отсюда следует, что **и общение**, и **обучени** такому общению **должны подчиняться общим психологическим закономерностям**.

Когда человек приступает к любой деятельности, у него есть сознательная цель (он знает, чего хочет добиться), есть мотив (т.е. потребность добиваться этой цели). Например, вы хотите овладеть русским языком – это цель. А мотивы здесь могут быть самыми различными: деловыми (высокая зарплата, должность в фирме), социально-культурными (интерес к русской литературе, русской истории и т.д.), познавательными (чтение литературы на русском языке по специальности) и т.д. Акт деятельности начинается с появления цели и стремления ее достичь (мотив), а завершается – когда этот мотив удовлетворен, т.е. цель достигнута.

В общении важна ориентировка. Когда преподаватель впервые приходит в аудиторию, ему обязательно нужно собрать как можно больше информации о слушателях. После ориентировки начинается вторая фаза деятельности – планирование, затем реализация плана – собственно действие. И, наконец, последняя фаза – контроль за эффективностью деятельности.

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ОБУЧЕНИЕ СЕЛЬСКОХОЗЯЙСТВЕННОЙ ЛЕКСИКЕ СТУДЕНТОВ НАЦИОНАЛЬНЫХ ГРУПП, В ПРОЦЕССЕ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА

Аннотация: В статье рассматривается значение изучения сельскохозяйственной лексики, целью которой является расширение словарного запаса студентов по русскому языку.

Ключевые слова: сельское хозяйство, составление словарей, язык межнационального обучения, кругозор, аграрные науки.

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TRAINING OF AGRICULTURAL VOCABULITY OF STUDENTS OF NATIONAL GROUPS, IN THE PROCESS OF STUDYING THE RUSSIAN LANGUAGE

Annotation: The article discusses the importance of studying agricultural vocabulary, the purpose of which is to expand the vocabulary of students in the Russian language.

Key words: agriculture, compilation of dictionaries, language of interethnic instruction, horizons, agricultural sciences.

Сельское хозяйство – ведущая отрасль агропромышленного комплекса страны. От уровня его развития зависит дальнейшее повышение народного благосостояния страны.

Развитие научно-технического прогресса, организация новых структур управления агропромышленным комплексом, развитие и совершенствование экономических методов хозяйствования, современные условия ведения сельского хозяйства требуют от работников отрасли освоения и применения комплексно решающих производственные задачи профессиональных знаний системы.

За время, прошедшее с момента обретения независимости нашей республики Узбекистан, словарный состав русского языка пополнился большим количеством новых терминов, особенно в области экономической и сельскохозяйственной лексики. Одной из главных задач преподавания русского языка в неязыковых ВУЗах является обучение устной и письменной речи научного стиля (в пределах языка специальности). Особую значимость приобретает эта задача в процессе подготовки будущих специалистов отраслей сельского хозяйства, так как высокий профессионализм работника сельского хозяйства немыслим без умения точно и правильно выражать свои мысли, выбирая тот или иной лексико-семантический вариант слова в зависимости от речевой ситуации. Для этого, как показывает практика, недостаточно знания только общеупотребительных слов, а также необходима ориентация в профессиональных терминах. Именно это положение обусловило обучение профессиональной речи будущих специалистов сельского хозяйства.

Поскольку изучение специальной лексики проводится на основе типовой программы, то главный упор сделан не только на подбор текстов по специальности, но и на определение грамматические задания, хорошо продуманную систему упражнений, микротексты по специальности и т.п.

В это связи источниками подбора текстов, разработки грамматических заданий являются учебники по данной специальности.

В результате лингвистического анализа учебников по специальностям защита растений , хлопководство, механизация сельского хозяйства, экономика сельского хозяйства, бухгалтерия и аудит, учебных пособий по русскому языку, составлены тесты на различные темы и упражнения с использованием терминов данной специальности.

Это такие тексты, как «Химия в сельском хозяйстве», «Орошение пустынных земель», «Враги и защитники почвы», «Ученый агроном», «Инженер-механик сельского хозяйства», «Фермерское хозяйство» и другие.

Основной целью изучения терминов является расширение словарного запаса студентов в сфере сельского хозяйства и формирование навыков составления различных сельскохозяйственных документов. Все это является необходимым и для деятельности различных органов сельскохозяйственного предприятия, а самая главная цель – развитие речи и активизация грамматических знаний в процессе высказывания на специальную тему.

Вся структура обучения профессиональной речи в целом соответствует программному материалу, подобранному преподавателями кафедры. В состав текстов входят научные и научно-популярные материалы, по которым студенты знакомятся с современным состоянием развития данной специальности. Кроме того, большое разнообразие предлагаемых коммуникативных упражнений, удачная методическая обработка материала позволяет студентам системно, этап за этапом овладевать видами речевого общения. Каждый раздел нашего пособия имеет однотипную структуру: название речевой темы, название грамматической темы, базовый текст или базовое задание, грамматические сведения, тренировочные упражнения. Четкость в построении, лаконичность в подаче материала, коммуникативный характер упражнений позволяет обучать не языку вообще, а видам речевой деятельности (аудированию, чтению, говорению, письму).

Русская языковедческая наука постоянно развивается, исследование русского языка углубляется, раскрываются новые направления в изучении русского языка. Совершенствуется, развивается и русская лексикография.

Следует сказать, что в последние десятилетия активизировалось составление учебных словарей. В основном, эти словари созданы в помощь для изучения русского языка как иностранного или в качестве языка межнационального общения.

Поскольку наш институт является сельскохозяйственным, то у нас уже в течение нескольких лет ведется работа по составлению словаря сельскохозяйственных терминов и наиболее употребительных слов.

Собрано более 2000 слов и они переведены с русского на родной и английский язык. Намечается создание словаря сельскохозяйственных терминов на трех языках. Изучение этих слов помогает студентам усвоить значение этих слов на русском, иностранном и узбекском языках. Такой подход позволит углубленному изучению значений этих слов. В словаре встречаются такие слова, как : *растительность –ўсимлик – plant, vegetation, выращивать-ўстирмоқ- domesticate grew, хлопок- пахта- cotton, удобрение-ўғит- manure.*

Изучение новых слов по специальности помогает расширить кругозор, пополнить словарный запас студентов и это будет большим подспорьем на развитии аграрной науки нашей страны, так как откроет доступ к научной литературе на русском языке.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ ИСТОРИИ

Аннотация: Существенным признаком развивающего обучения является то, что оно создает зону ближайшего развития, вызывает, побуждает, приводит в движение внутренние процессы психических новообразований. Определить внешние границы зоны ближайшего развития, отличить ее от актуальной (что ребенок может делать самостоятельно) зоны – задача, которая решается пока только на интуитивном уровне, зависящем от опыта, мастерства учителя.

Ключевые слова: современные инновационные технологии, образовательные технологии, методики, история, преподавание, дидактические игры, дискуссии, групповые технологии, знания, учащиеся.

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INNOVATIVE TECHNOLOGIES IN TEACHING HISTORY

Annotation: An essential feature of developmental learning is that it creates a zone of immediate development, causes, encourages, sets in motion the internal processes of mental neoplasms. To determine the external boundaries of the zone of immediate development, to distinguish it from the actual (what the child can do independently) zone – a task that is solved so far only on an intuitive level, depending on the experience and skill of the teacher.

Key word: modern innovative technologies, educational technologies, methods, history, teaching, didactic games, discussions, group technologies, knowledge, learners.

Сегодня нельзя быть педагогически грамотным специалистом без изучения всего обширного арсенала образовательных технологий. Учителю необходимо ориентироваться в широком спектре современных инновационных технологий, идей, школ, направлений. В предлагаемой главе представлено несколько технологий, которые чаще всего используются в преподавании истории. Наиболее часто применяются технологии развивающего обучения. Его научное обоснование дано в трудах Л.С. Выготского. Свое дальнейшее развитие оно получило в работах Л.В. Занкова, Д.Б. Эльконина, В.В. Давыдова, Н.А. Менчинской и др. В их концепциях обучение и развитие предстают как система диалектически взаимосвязанных сторон одного процесса. Обучение признается ведущей движущей силой психического развития ребенка, становления у него всей совокупности качеств личности. Под развивающим обучением понимается новый, активно-деятельный способ (тип) обучения, идущий на смену объяснительно-иллюстративному способу (типу). Развивающее обучение учитывает и использует закономерности развития, приспосабливается к уровню и особенностям индивидуума. В развивающем обучении педагогические воздействия опережают, стимулируют, направляют и ускоряют развитие наследственных данных личности. Ребенок является полноценным субъектом деятельности. Развивающее обучение происходит в зоне ближайшего развития ребенка. Зона ближайшего развития – это возможность перейти от того, что ребенок умеет делать самостоятельно, к тому, что он может, умеет делать в сотрудничестве. Для развития необходимо постоянно преодолевать грань между сферой актуального развития и зоной ближайшего развития – областью неведомой, но потенциально доступной для познания. Основной мотивацией учебной деятельности является познавательный интерес. В методике сочетаются рациональное и эмоциональное, факты и обобщения, коллективное и индивидуальное, информационное и проблемное, объяснительный и поисковый методы. В ходе учебного процесса учащиеся вовлекаются в различные виды деятельности. В преподавании используются дидактические игры, дискуссии, а также методы обучения, направленные на обогащение воображения, мышления, памяти, речи. 61 В преподавании истории технология развивающего обучения находится в состоянии поиска и разработки. Урок остается основным элементом образовательного процесса, но его функции, форма организации могут варьироваться. Основные его инвариантные качества: цели подчиняются не только сообщению и проверке знаний, умений и навыков, но и другим группам свойств личности; полилог в классе, основанный на самостоятельной мыслительной деятельности детей; сотрудничество учителя и ученика. Развивающее обучение способствует совершенствованию познавательных способностей личности. Основой для развития учащихся является содержание исторического образования, его качество. Полноценное содержание, богатое фактами и связями (но без перегрузки), при ярком, эмоциональном изложении дает для развития прекрасную основу. При изучении одного и того же материала достигаются различные уровни развития – школьная жизнь дает массу подобных примеров. Один и тот же урок может иметь различные результаты, что доказывает необходимость активизации познавательной деятельности учащихся. От этого зависит, насколько будут использованы развивающие возможности содержания. Другими словами, первым условием развивающего обучения является познавательная активность учащихся, их продуктивная мыслительная деятельность. Новые поколения могут наиболее полно усвоить богатство знаний и развить познавательные способности лишь с помощью собственной активной самостоятельной деятельностью. Обучение оптимально развивает мышление при условии, если ученик не только приобретает исторические знания, но и усваивает способы приобретения этих знаний. Если учитель сообщает ученикам готовый вывод, оценку, – это продукт чужой мыслительной деятельности, механизм которой неизвестен. Необходимо научить школьников самостоятельно делать выводы и оценивать те или иные факты, явления. Умение учиться формирует организация познавательного процесса, стиль работы учителя. Изложение учителя должно демонстрировать эталон мышления, рассуждения (анализа, сравнения). Умение всегда формируется на конкретном историческом материале. Сложность мыслительной работы зависит в первую очередь от сложности содержания изучаемого исторического материала и задания. Без учета этих сложностей работа по развитию мышления не может быть достаточно эффективной. Чем лучше усвоен способ учения, способ деятельности, чем целенаправленнее он применяется, тем полноценнее (при прочих равных условиях) усвоение образов, понятий и воспитательный результат обучения. Обучение призвано вести за собой развитие, предъявляя новые возрастающие требования в области овладения историческим содержанием и 62 адекватными способами действия. Мыслительная деятельность учащихся должна быть достаточно трудной, но доступной. Доказано, что без достаточного уровня сложности мышление не получает важных условий для достижения более высоких ступеней самостоятельности. Оптимальная трудность деятельности учащихся может конкретно определяться лишь учителем с учетом педагогических условий в каждом классе. Методическая цель – создание на уроке условий для проявления познавательной активности учеников. Эта цель достигается следующими путями: учитель создает проблемные ситуации, коллизии; использует разнообразные формы и методы организации учебной деятельности, позволяющие раскрывать субъектный опыт учащихся; составляет и обсуждает план урока вместе с учащимися; создает атмосферу заинтересованности каждого ученика в работе класса; стимулирует учащихся к высказываниям, использованию различных способов выполнения заданий без боязни ошибиться; оценивает не только конечный результат, но и процесс деятельности ученика. Так, на уроке в 7-м классе по теме «Начало Реформации в Западной Европе (XVI в.)» учитель, опираясь на знания учащихся о роли католической церкви в жизни средневековой Европы, раскрывает вместе с учениками причины Реформации и ее сущность. Ученики сами пытаются ответить на вопрос: что такое реформация? Высказывают свои суждения и приходят к выводу самостоятельно. Понятие реформации связано с реформами, преобразованиями, изменениями, речь идет о реформировании чего-то. В ходе урока семиклассники выясняют, что и почему подвергалось преобразованиям. Чтобы ответить на эти вопросы, они работают с учебными текстами. В текстах помещены отрывки произведений Э. Роттердамского, Т. Мора, Г. Сакса и др. В ходе обсуждения текстов дети сами формулируют определение явления, выясняют его причины. Выясняя, когда и как началась Реформация, работая с картой, мысленно переносясь в Германию XVI в., они подходят к изучению личности Мартина Лютера. Рассматривая его портрет, пытаются дать ему характеристику. Учитель дополняет и уточняет эту характеристику, дает представление о событиях, которые привели к возникновению мощного религиозного учения. Далее ученики пытаются выяснить вопрос о том, как папа

Лев X должен был отреагировать на реформацию. Ответы учеников: обвинение в ереси, булла об отречении. Особое место занимает событие 1520 г. – сожжение папской буллы. Семиклассники строят вместе с учителем логическую цепочку М. Лютер → лютеранство → лютеранская церковь. В заключение урока учитель организует работу с учебником, просит найти ответы на три вопроса: 1) может ли индульгенция спасти человека? 2) что является единственным источником для христианского вероучения? 3) нужны ли церкви пышные обряды? Учащиеся 63 включаются в дискуссию о смысле учения Мартина Лютера. Они пытаются определить основные черты лютеранства и первые итоги Реформации. Учитель корректирует ответы учеников и обобщает пройденный материал. На уроке развивающего обучения процесс познания идет от ученика. Учащиеся наблюдают, сравнивают, группируют, делают выводы, выясняют закономерности. Учитель меняет характер заданий, стремится пробудить детей к мыслительным действиям. На уроке идет интенсивная самостоятельная деятельность учащихся, связанная с эмоциональным переживанием, включением ориентировочно-исследовательской реакцией, механизма творчества, помощью и поощрением со стороны учителя. Коллективный поиск, направляемый учителем, обеспечивается вопросами, пробуждающими самостоятельную мысль учеников, за счет пропедевтических домашний заданий. Создание педагогических ситуаций общения на уроке, позволяющих каждому ученику проявлять инициативу, самостоятельность, избирательность в способах работы, – для таких уроков истории характерна гибкая система. Выделенные общие цели и средства организации урока в технологии развивающего обучения конкретизируются учителем в зависимости от назначения урока, его тематического содержания. Таким образом, вовлекая ученика в учебную деятельность, ориентированную на его потенциальные возможности, учитель должен знать, какими способами деятельности овладел школьник в ходе предыдущего обучения, каковы психологические особенности этого процесса и степень осмысления учащимися собственной деятельности. В современной школе широко распространены групповые технологии.

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РОЛЬ ТОВАРНО-МАТЕРИАЛЬНО ЦЕННОСТЕЙ В ПРОИЗВОДСТВЕННО-ХОЗЯЙСТВЕННОЙ ДЕЯТЕЛЬНОСТИ ПРЕДПРИЯТИЯ

Аннотация: В статье И.А. Зайберт «Роль товарно-материально ценностей в производственно-хозяйственной деятельности предприятия» рассматривается роль и необходимость использования товарно-материальных ценностей в производственно-хозяйственной деятельности предприятия, а также экономическая эффективность применения товарно-материальных ценностей в производстве.

Ключевые слова: товарно-материальные ценности, экономическая эффективность, рыночные отношения.

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THE ROLE OF COMMODITY-MATERIAL VALUES IN PRODUCTION AND ECONOMIC ACTIVITY OF THE ENTERPRISE

Annotation: In the article by I. A. Seibert, "the Role of commodity-material values in production and economic activity of the enterprise" discusses the role and necessity of use of inventory in production and business activities of enterprises and economic efficiency of use of inventory in production.

Key words: commodity and material values, economic efficiency, market relations.

В настоящее время, ни одно предприятие не обходится без применения товарно-материальных ценностей в своей хозяйственной деятельности. Промышленные предприятия приобретают сырье и материалы, потребляют их в производственном процессе и получают готовую продукцию. Торговые организации покупают и продают готовые материальные ресурсы – товары. Строительные фирмы приобретают стройматериалы и используют их во время выполнения работ. Даже те организации, деятельность которых заключается в оказании услуг, не могут обойтись без определенных материальных ресурсов, будь то канцелярские товары или топливо для автомобилей.

Одна из главных задач в условиях рыночной экономики в настоящий момент времени – интенсификация производства при неуклонном соблюдении принципа ресурсосбережения.

Производство любого вида продукции связано с использованием товарно-материальных ценностей. Материальные ценности определенного ассортимента и качества являются основной и необходимым условием выполнения программы выпуска и реализации продукции, снижения себестоимости. Комплексное использование ценностей, их рациональный расход, применение более дешевых и эффективных материалов является важнейшим направлением увеличения выпуска продукции и улучшения финансового состояния.

Экономическая эффективность улучшения использования и экономии материальных ценностей весьма велики, поскольку они оказывают положительное воздействие на все стороны производственной и хозяйственной деятельности предприятия.

В настоящее время необходимым условием поддержания непрерывности кругооборота является постоянное наличие оборотных средств в материальной форме. Чтобы осуществлялся процесс производства, предприятие должно иметь в нужных размерах запасы запасных частей, строительных материалов, нефтепродуктов, топлива, спецодежды, хозяйственного инвентаря и т.п. При их расходовании на предприятии увеличиваются затраты на производство.

Товарно-материальные ценности (материальные ресурсы) – одни из важнейших элементов производственного цикла любой организации; они представляют собой предметы труда, которые используются для изготовления продукции, выполнения работ, оказания услуг. Их особенность состоит в том, что, участвуя в процессе производства, материальные ресурсы полностью потребляются в каждом его цикле и полностью переносят свою стоимость на вновь созданную продукцию.

В промышленности постепенно увеличивается потребление товарно-материальных ценностей в производстве. Это обуславливается расширением производства, значительным удельным весом материальных затрат в себестоимости продукции и ростом цен на ресурсы. В условиях перехода к рыночной экономике большое значение приобретает улучшение качественных показателей использования производственных запасов (снижение удельных затрат материалов в себестоимости продукции, всемерная экономия и т.д.).

Рыночные отношения повышают ответственность и самостоятельность организаций в выработке и принятии управленческих решений по обеспечению эффективной их работы. Качественно выполнить эту сложную работу можно только с помощью комплексного анализа хозяйственной деятельности.

Товарно-материальные ценности как экономическая категория играют важную роль в сферах производства и обращения продукции. Ценности можно определить как материальный поток, рассматриваемый в определенном временном сечении. Управление запасами является ключевой активностью, составляющей наиболее важную сферу менеджмента фирмы как с точки зрения трудоемкости, так и связанных с нею затрат. Запасы в том или ином виде присутствуют на всем протяжении деятельности предприятия, привлекая значительную часть оборотного капитала. Затраты на управление запасами достигают 40 % и более от общих издержек.

Ценности играют как положительную, так и отрицательную роль в экономике в целом и отдельных организациях бизнеса. Положительная роль запасов заключается в том, что они обеспечивают непрерывность процесса производства и сбыта, являясь своеобразным буфером, сглаживающим непредвиденные колебания спроса, сбои в поставках и производственном процессе, повышают надежность менеджмента. Негативной стороной ценностей является то, что в них замораживаются значительные финансовые ресурсы и объемы товарно-материальных ценностей, которые могли бы быть использованы фирмой на другие цели, например, инвестиции в новые технологии, маркетинг, повышение производительности труда. Кроме того, большие уровни запасов продукции тормозят улучшение ее качества, так как фирма прежде всего заинтересована в их реализации до инноваций в качество. Необходимо отметить, что ценности и задачи по управлению ими связаны с определенным видом издержек. Общие затраты на создание и поддержание запасов складываются из следующих основных групп: капитальные затраты; затраты на хранение; затраты по текущему обслуживанию запасов; стоимость рисков, связанных с ценностями.

Таким образом, необходимо отметить, что товарно-материальные ценности представляют способ резервирования ресурсов для обеспечения бесперебойности производства и обращения, снижения опасности возникновения простоев.

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РОЛЬ МАЛОГО ПРЕДПРИНИМАТЕЛЬСТВА В ЭКОНОМИКЕ РОССИИ НА СОВРЕМЕННОМ ЭТАПЕ

Аннотация: В статье рассматривается роль предпринимательства в экономике России в условиях современного мира. А также затрагиваются вопросы поддержки малого бизнеса.

Ключевые слова: предпринимательство, малый бизнес, экономика, коронавирус, кризис.

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THE ROLE OF SMALL BUSINESS IN THE RUSSIAN ECONOMY AT THE PRESENT STAGE

Annotation: The article discusses the role of entrepreneurship in the Russian economy in the modern world. It also addresses issues of supporting small businesses.

Key words: entrepreneurship, small business, economy, coronavirus, crisis.

Как показывает мировая практика, важную роль в экономике развитых стран занимает малый и средний бизнес. Это связано, в первую очередь, с тем, что небольшие предприятия наиболее чутко и быстро реагируют на изменение рыночной конъюнктуры, влияя на стабильность и динамичность развития экономики государства в рыночной среде. В подобных условиях предприниматели имеют возможность использовать не только преимущества специализации своего предприятия, но и возможности, которые открываются при производственной кооперации: более эффективное использование таких элементов производства, как основные средства, сырьё, материалы, топливо и энергия, совместные научно-исследовательские разработки, разделение риска.

Актуальность данной темы обусловлена тем, что в современных социально-экономических и политических условиях увеличивается роль малого предпринимательства в устойчивом экономическом развитии государства и его отдельных регионов. Переоценить роль малого бизнеса в современной России довольно трудно. Развитие малого снижает негативное влияние экономических кризисов, повышает экономическую активность населения, создает новые рабочие места, привлекает инвестиции в отдельные отрасли народного хозяйства.

На второй квартал 2020 года малый и средний бизнес сталкивается с большим количеством угроз и рисков, в числе которых правовые, институциональные, экономические и др. Малый бизнес, как никакой другой, чувствует колебания рынка, изменения в общей экономической ситуации в стране, отвечая на это изменением численности предприятий, изменениями в структуре спроса и предложения.

К концу марта 2020 года ситуация еще более усугубилась - малый бизнес столкнулся с серьезными негативными последствиями начавшегося экономического кризиса и распространением коронавирусной инфекции. Предпринимательство оказалось не готово к подобным финансовым потрясениям, а потому не стоит недооценивать роль государства в поддержке малых предприятий.

Еще несколько лет назад роль малого предпринимательства в экономике России недооценивалась и, в связи с этим, малый бизнес не получал должного развития. В экономике современной России ключевым источником роста эффективности производства, насыщения рынка необходимыми товарами, услугами и повышения уровня жизни населения является развитие малого и среднего предпринимательства.

Малый бизнес получил распространенность еще и потому, что является доступным для широкого круга людей. Это связано с функционированием в различных сферах деятельности, не требующих крупных финансовых вложений, больших материальных и трудовых ресурсов. Деятельность субъектов малого бизнеса более всего распространена в торговле, сфере услуг, менее в – промышленности и строительстве, на транспорте.

Роль малого предпринимательства в экономике любой страны определяется следующими показателями:

– численность малых предприятий в общей численности субъектов экономики;

– объем ВВП, произведенного малыми предприятиями, и его доля в объеме ВВП в отдельном регионе, субъекте Федерации или в стране в целом;

– сумма налогов и сборов, уплаченных субъектами малого предпринимательства, и их доля в формировании региональных и федеральных бюджетов;

– численность работников, занятых на малых предприятиях;

– вклад малых предприятий в насыщение рынка потребительскими товарами (работами, услугами) и удовлетворение потребностей населения. Этот индикатор может использоваться только в тех странах, где малый бизнес еще развит недостаточно, как в России [1].

Малое предпринимательство, в силу своей мобильности в условиях рынка, создает глубокую специализацию и кооперацию, без которых немыслима его высокая эффективность. Он способен не только быстро заполнять ниши, образующиеся в потребительской сфере, но и сравнительно быстро окупаться, создавать атмосферу конкуренции, без чего рыночная экономика невозможна.

Согласно закону №209 – ФЗ от 24 июля 2007 «О развитии малого и среднего предпринимательства», к субъектам малого и среднего предпринимательства относятся зарегистрированные в соответствии с законодательством Российской Федерации хозяйственные общества, хозяйственные партнерства, производственные кооперативы, потребительские кооперативы, крестьянские (фермерские) хозяйства и индивидуальные предприниматели (за исключением государственных и муниципальных унитарных предприятий), отвечающие ряду условий по выручке, численности персонала, составу участников [2].

Малые предприятия в России имеют ряд особенностей:

–предприятиями необходим поиск дополнительных источников дохода, зачастую не связанных с основным видом деятельности;

– низкий уровень технической оснащенности и безграмотность предпринимателей в управленческой сфере;

– решение проблем занятости населения [3].

Также Российские малые предприятия должны учитывать следующие ограничения:

- ограничение по статусу (суммарная доля участия РФ, субъектов РФ, муниципальных образований, иностранных юридических лиц, иностранных граждан, общественных и религиозных организаций, фондов в уставном капитале не должна превышать 25% (за исключением активов акционерных инвестиционных фондов и закрытых паевых инвестиционных фондов);

- ограничение по численности работников (микропредприятия — до 15 работников; малые предприятия — до 100 работников; средние предприятия — от 101 до 250 работников);

- ограничение по выручке (С 04.04. 2016 года согласно Постановлению Правительства РФ от 4 апреля 2016 г. N 265 «О предельных значениях дохода, полученного от осуществления предпринимательской деятельности, для каждой категории субъектов малого и среднего предпринимательства» микропредприятия — 120 млн рублей; малые предприятия — 800 млн рублей; средние предприятия — 2 млрд рублей) [4].

По данным Единого реестра субъектов малого и среднего предпринимательства в России на 10.04.2020г. действует 5 979 899 малых и средних предприятий, на которых заняты 15 248 464 работников [5]. В Таблице 1 представлены данные о распределении субъектов малого предпринимательства по территории России.

Таблица 1 - Распределение субъектов малого предпринимательства по территории России

	Всего	из них					
		Юридических лиц			Индивидуальных предпринимателей		
		из них			из них		
		Микро п/п	Малое п/п	Среднее п/п	Микро п/п	Малое п/п	Среднее п/п
Российская федерация	5 979 899	2 345 230	196 245	16 680	3 395 547	25 899	298
Центральный ФО	1 848 889	802 740	69 688	6 438	963 973	5 972	78
Северо-Западный ФО	700 096	321 887	25 505	1 971	348 411	2 294	28
Южный ФО	697 770	181 790	15 536	1 298	495 725	3 393	28
Северо-Кавказский ФО	202 205	44 960	3 926	392	152 157	760	10
Приволжский ФО	1 068 897	417 397	36 591	3 052	605 849	5 948	60
Уральский ФО	514 122	204 448	16 019	1 338	289 800	2 486	31
Сибирский ФО	634 054	256 804	19 919	1 586	352 594	3 116	35
Дальневосточный ФО	313 866	115 204	9 061	605	187 038	1 930	28

Наибольшее число малых предприятий наблюдается в Центральном и Приволжском Федеральных Округах, здесь их число достигает 1 848 889 и 1 068 897 соответственно. Наименьшее число малых предприятий в Северокавказском ФО – 202 205.

Если рассматривать аналогичный период прошлого года, то видим, что 10.04.2019г. численность малых предприятий в России составляла 6 141 283 субъекта. Это на 161 384 предприятий меньше, соответственно сократилось и число работников, занятых на этих предприятиях, на 533 048.

Тенденция снижения числа малых предприятий складывается из-за большого количества факторов, при этом не все они носят отрицательный характер. Так, например, целый ряд малых и средних предприятий переходят в разряд более крупных предпринимателей. За последний год число таких предприятий составило почти 3000, это стало возможным благодаря господдержке бизнеса.

Снижение числа компаний связано также с недоверием бизнеса к мерам господдержки. Предприниматели настороженно относятся к льготным программам, так как они требуют выхода из тени. Это грозит им в дальнейшем избыточными проверками, а в худшем случае и закрытием бизнеса, отмечают эксперты.

Но все же, главной причиной ухода с рынка малых и средних предприятий долгое время остаются неблагоприятные условия макроэкономической среды. Влияние изменений в экономике в настоящее время настолько непредсказуемо и сильно, что зачастую руководители не успевают среагировать на эти изменения. Это и приводит к закрытию предприятий. Маржинальная прибыль в малом бизнесе сократилась, нагрузка на фонды оплаты труда выросла, конкуренция с большим бизнесом выросла – все это неблагоприятно сказалось на деятельности малых предприятий.

Но говорить о сокращении доли малого и среднего бизнеса в общем объеме предпринимательской деятельности неправильно. Ведь за последний год объем выручки малых и средних предприятий вырос на 25%.

Стоит отметить, что государство проводит своевременную оценку рисков экономики, и сложившаяся на сегодняшний день ситуация входит в разряд больших вызовов для общества, государства и науки. В указе президента РФ от 01.12.2016г. № 642 «О стратегии научно-технологического развития Российской Федерации» в разделе «Стратегические ориентиры и возможности научно-технологического развития РФ» говорится, что «демографический переход, обусловленный увеличением продолжительности жизни людей, изменением их образа жизни, и связанное с этим старение населения, в совокупности приводит к новым социальным и медицинским проблемам, в том числе к росту угроз глобальных пандемий, увеличению риска появления новых и возврата исчезнувших инфекций» [6].

На второй квартал 2020, в условиях начавшегося экономического кризиса и мер, принятых в связи с пандемией, значительно возросла роль поддержки малого бизнеса. На данный момент введен в действие ряд мероприятий, призванных не дать «погибнуть» малому предпринимательству:

- до 1 мая 2020 г. приостановлены взыскания штрафов и пеней [7];

- приостановлена блокировка счетов, которая применяется для обеспечения возврата долгов;

- для компаний, попавших в перечень наиболее пострадавших отраслей бизнеса, взыскание налогов отложено до 1 мая;

- с 1 апреля по 31 декабря 2021 г. действуют пониженные тарифы страховых взносов для субъектов малого и среднего предпринимательства: совокупный тариф равен 15%;

- отсрочка по арендным платежам — если арендодателем является государство.

В России в последнее время наблюдается тенденция к увеличению роли малого бизнеса, что положительно влияет на экономику в целом, но так как в 2020 году в России наблюдается социально-экономическая нестабильность доля малых предприятий сокращается и малый бизнес нуждается во всесторонней поддержке со стороны государства.

Но несмотря на все свои проблемы, малый бизнес необходим в экономике, т.к. выполняет многогранную роль для создания свободной конкурентной рыночной среды.

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ОЦЕНКА ФИНАНСОВОЙ БЕЗОПАСНОСТИ КОМПАНИИ

Аннотация: Статья посвящена оценке финансовой безопасности компании. Своевременная и полная оценка уровня финансовой безопасности субъектов хозяйствования приобретает очень важное значение: дает возможность своевременно обнаружить проблемы в состоянии финансовой безопасности компании и исправить их без угрозы потери финансовой устойчивости и платежеспособности. В статье раскрывается содержание понятия «финансовая безопасность компании», «финансовая устойчивость».

Ключевые слова: финансовая безопасность, финансовая устойчивость, финансовые индикаторы, уровень финансовой безопасности, методика оценки.

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ASSESSMENT OF THE COMPANY'S FINANCIAL SECURITY

Annotation: The article is devoted to the assessment of the company's financial security. Timely and complete assessment of the level of financial security of business entities is very important: it makes it possible to detect problems in the state of financial security of the company in a timely manner and correct them without the threat of loss of financial stability and solvency. The article reveals the content of the concept of "financial security of the company", "financial stability".

Key words: financial security, financial stability, financial indicators, level of financial security, assessment methodology.

В современных условиях развития российской экономики важную роль играет управление финансовыми ресурсами и денежными потоками компании. Управление компанией напрямую связано с ее безопасностью, и ослабление любого элемента инфраструктуры компании напрямую влияет на ее финансовую безопасность. В экономической литературе приводятся различные трактовки понятия финансовой безопасности компании[1].

По нашему мнению, финансовая безопасность компании представляет собой способность компании, которая обеспечивает стабильное состояние и прогрессивное развитие в постоянно меняющейся внутренней и внешней среде, а также поддерживает иммунитет к воздействию угроз. Исходя из этого определения, можно предположить, что финансовая устойчивость компании является важным критерием определения уровня финансовой безопасности.

Финансовая устойчивость компании - это комплексная концепция, отражающая финансовое состояние, в котором компания может стабильно развиваться, сохраняя при этом свою финансовую безопасность в условиях дополнительного уровня риска. Условием финансовой устойчивости предприятия является: наличие финансовых ресурсов для развития и платежеспособности компании[2].

Финансовая устойчивость может иметь различные уровни. Итак, абсолютная финансовая устойчивость характеризуется следующим соотношением между величиной запасов и расходов (ЗП) и собственным оборотным капиталом (СОС):

$$\text{ЗП} < \text{СОС} \tag{1}$$

Предположим, что этот тип финансовой стабильности реализуется на практике (это происходит достаточно редко, поскольку использование ссуд для формирования оборотных активов является общей финансовой политикой), то компания не использует те преимущества, которые характерны внешнему финансированию. Можно сказать, что есть определенные ограничения, устанавливающие определенный уровень финансовой устойчивости компании[3].

Соответствующе, когда определяется уровень финансовой безопасности компании, нужно использовать систему экономических показателей, значение которых должна соответствовать определенной целесообразности.

Большинство исследователей считают, что оценка уровня финансовой безопасности компании требует использования индикаторного метода - использования критических пороговых значений финансовых показателей[4]. В таблице 1 представлена система финансовых показателей и их пределы, которая является достаточно полной и учитывает наиболее распространенные точки зрения других исследователей. По нашему мнению, предлагаемая структура показателей (таблица 1) не является полностью универсальной, поскольку показатели финансового рычага, временной структуры кредитов, а также диверсификации покупателей и поставщиков существенно различаются для предприятий разных отраслей.

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Таблица 1

Индикаторы финансовой безопасности компании

Показатели	Пороговое значение	Примечания
1. Коэффициент покрытия (Оборотные средства/краткосрочные обязательства)	1,0	Значение показателя должно быть не менее порогового
2. Коэффициент автономии (Собственный капитал/валюта баланса)	0,3	Значение показателя должно быть не менее порогового
3. Уровень финансового левериджа (Долгосрочные обязательства/собственный капитал)	3,0	Значение показателя должно быть не более порогового
4. Коэффициент обеспеченности процентов к уплате (Прибыль до уплаты процентов и налогов/проценты к уплате)	3,0	Значение показателя должно быть не менее порогового
5. Рентабельность активов (Чистая прибыль/ валюта баланса)	$i_{инф.}$	Значение показателя должно быть не менее порогового ($i_{инф.}$ - индекс инфляции)
6. Рентабельность собственного капитала (Чистая прибыль/собственный капитал)	15 %	Значение показателя должно быть не менее порогового.
7. Средневзвешенная стоимость капитала (WACC)	Рентабельность инвестиций	Значение показателя должно быть не менее порогового
8. Показатель развития компании (Отношение валовых инвестиций к амортизационным отчислениям)	1,0	Значение показателя должно быть не менее порогового
9. Временная структура кредитов	Кредиты, сроком до 1 года < 30 %; Кредиты, сроком свыше 1 года < 70%	Значение показателя должно быть не менее порогового
10. Показатели диверсификации: - диверсификация покупателей (доля в выручке одного покупателя); - диверсификация поставщиков (доля в выручке одного поставщика)	10 %	Значение показателя должно быть не более порогового

11. Темпы роста прибыли, реализации продукции, активов	Темпы роста прибыли > темпов роста реализации продукции > темпов роста активов	
12. Соотношение оборачиваемости дебиторской и кредиторской задолженности	Период оборота дебиторской задолженности > период оборота кредиторской заложенности	

Тем не менее, для оценки финансовой безопасности с точки зрения ее связи с финансовой устойчивостью целесообразно использовать модель оценки финансовой безопасности credit-men[5]. Этот метод был разработан во Франции Ж. Депаляном, который доказал, что финансовое положение компании можно охарактеризовать пятью показателями, которые представлены на рисунке 1.

Рисунок 1. Показатели финансового состояния компании

Для каждого показателя определяется стандартное значение, т.е. типичный коэффициент, который сравнивается с показателем исследуемой компании. Далее применяется следующее уравнение, в котором комплексный показатель финансовой устойчивости определяется по формуле:

$$N = 25R_1 + 25R_2 + 10R_3 + 20R_4 + 20R_5, \quad (2)$$

где $R_i = \frac{K_i}{H_i}$ R_1, R_2, R_3, R_4, R_5 – коэффициенты соответственно оборота запасов, текущей ликвидности, левериджа, рентабельности, эффективности.

[5] Анализ финансового состояния предприятия [Электронный ресурс] Режим доступа:https://afdanalyse.ru/publ/finansovyj_analiz/1/metod_credit_men_ocenki_finansovoj_situacii_na_predprijatii/13-1-0121

Полученный показатель сравнивается со значением 100. Если выполняется неравенство N <100, то у компании высокий уровень финансовой безопасности, в противном случае он низкий.

В контексте экономической безопасности уровень финансовой безопасности рассматривается как рейтинг компании. Рейтинг характеризует конкурентоспособность компаний по отношению к другим компаниям отрасли, а сила конкурентной позиции является лучшим показателем безопасности на рынке. Рейтинг рассчитывается в баллах по следующей формуле:

$$P = \lambda_1 K_1 + \lambda_2 K_2 + \lambda_3 K_3 + \lambda_4 K_4, \tag{3}$$

где K_1, K_2, K_3, K_4 – соответственно показатели ресурсной, технико-технологической, финансовой и социальной безопасности,

баллы; λ_i – удельный вес, сумма λ_i = 1 (вес каждого показателя может быть установлен экспертным путем или задан в виде норматива, в простейшем случае предлагает принять решение $\lambda_1 = \lambda_2 = \lambda_3 = \lambda_4 = 0{,}25$).

$$K_i = \frac{\sum k_{ij} B}{N_i}\ , \tag{4}$$

где k_{ij} – значение j-ого единичного критерия индикатора i-ого показателя безопасности;

N_i – число единичных критериев i-ого показателя;

B – принятая система баллов (100, 1000, и др.).

В модели credit-men финансовая безопасность оценивается с использованием показателей финансовой устойчивости компаний. В этой модели используются следующие показатели: процент возмещения затрат по оптовой цене; коэффициент автономии; коэффициент общей ликвидности; коэффициент обеспечения запасов и затрат собственными источниками; наличие оборотных средств.

Таким образом, наиболее приемлемой для отечественных компаний, является модель Ж.Депаляна, которая предполагает использование пяти показателей финансового состояния компании. Данная модель позволяет заранее определить возможный уровень финансовой нестабильности компании. Стоит отметить, что методология, основанная на использовании метода индикаторов (использование критических пороговых значений для двенадцати рассмотренных финансовых индикаторов), также приемлема для российской практики. Это связано с тем, что эти финансовые показатели активно используются в отечественной практике для анализа деятельности компании, и благодаря бухгалтерской отчетности можно рассчитывать эти показатели.

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КОМПЛЕКСНОЕ ИССЛЕДОВАНИЕ В ДИАГНОСТИКЕ КЛИНИЧЕСКИ ДИАБЕТИЧЕСКОЙ МАКРОАНГИОПАТИИ У ПАЦИЕНТОВ С САХАРНЫМ ДИАБЕТОМ ВТОРОГО ТИПА

Аннотация: Сахарный диабет (СД) – это заболевание, характеризующееся абсолютной или относительной инсулиновой недостаточностью с нарушением углеводного обмена и последующим поражением всех функциональных систем организма. Заболевание является одним из самых распространенных, охвативших до 10-15% населения развитых стран с удвоением числа больных каждые 10-15 лет. Это заболевание является острейшей ментальной эпидемией современного мира и требует разработки мультидисциплинарного подхода к этиопатогенезу и клинике, превентивно-коррекционной и лечебно-реабилитационной помощи. Основными факторами, определяющими актуальность проблемы, являются: распространенность СД, неуклонный рост заболеваемости, поздняя диагностика диабета и его осложнений. В мире насчитывается более 170 млн больных СД. Каждый год число больных увеличивается на 5-7%.

Таким образом, ранняя диагностика заболевания и предупреждение осложнений играет доминирующую роль в сохранении генетического и экономического потенциалов общества.

Ключевые слова: сахарный диабет, микроангиопатия, инфаркт миокарда, сердечно – сосудистая заболевания.

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INTEGRATED STUDY IN DIAGNOSTICS OF CLINICALLY DIABETIC MACROANGIOPATHY IN PATIENTS WITH SECOND DIABETES TYPE

Annotation: Diabetes mellitus (DM) is a disease characterized by absolute or relative insulin deficiency with impaired carbohydrate metabolism and subsequent damage to all functional systems of the body. The disease is one of the most common, covering up to 10-15% of the population of developed countries with a doubling of the number of patients every 10-15 years. This disease is the most acute mental epidemic in the modern world and requires the development of a multidisciplinary *approach to etiopathogenesis and clinic, preventive and correctional and medical and rehabilitation assistance. The main factors determining the relevance of the problem are: the prevalence of diabetes, a steady increase in the incidence, late diagnosis of diabetes and its complications. In the world there are more than 170 million patients with diabetes. Each year, the number of patients increases by 5-7%.*

Thus, early diagnosis of the disease and the prevention of complications plays a dominant role in preserving the genetic and economic potentials of society.

Key words: diabetes mellitus, microangiopathy, myocardial infarction, cardiovascular disease.

Актуальность. Сахарный диабет 2-го типа относится к факторам риска развития сердечно-сосудистых заболеваний, являющихся в настоящее время основной причиной ранней инвалидизации и смертности трудоспособного населения.

Наиболее часто при сахарном диабете развиваются инфаркт миокарда и нарушения мозгового кровообращения. Основными причинами смерти больных сахарным диабетом являются сердечно-сосудистые заболевания (65,9%), хроническая почечная недостаточность (6,7%), инфекции (11,1%) [2].

В основе развития циркуляторных нарушений, приводящих к ишемическим повреждениям органов и тканей, лежит диабетическая ангиопатия, формирование которой обусловлено метаболическими нарушениями, сопутствующими течению сахарного диабета 2-го типа, прежде всего гипергликемией и гиперинсулинемией [3]. Структурные нарушения сосудистой стенки, имеющие место у больных сахарным диабетом 2-го типа, являются необратимыми. Ранняя (доклиническая) диагностика формирующейся диабетической ангиопатии с последующим проведением адекватного лечения основного заболевания и профилактики сосудистых осложнений позволяет значительно улучшить прогноз у этой категории больных.

В соответствии с данными морфологических исследований [3] основными проявлениями диабетической макроангиопатии являются артериосклероз (атеросклероз), диффузный фиброз интимы и медиакальциноз (кальцифицирующий склероз), сопровождающиеся грубыми нарушениями структуры сосудистой стенки артерий мышечного и эластического типа. Ранним проявлением формирующегося сосудистого поражения является повышение жесткости сосудистой стенки [4], которое может наблюдаться не только при сахарном диабете 2-го типа, но и у пациентов с нарушением толерантности к глюкозе. По мнению ряда авторов [5-7], снижение эластичности стенок магистральных артерий может приводить к повышению уровня систолического артериального давления, вторичной гипертрофии миокарда левого желудочка и нарушению диастолической перфузии миокарда. Эти факторы значительно увеличивают риск развития сердечно-сосудистых осложнений.

Для оценки наличия и степени выраженности нарушений эластических свойств сосудистой стенки и ее структурных изменений, характерных для диабетической ангиопатии, в настоящее время используется ультразвуковой метод. Исследование структуры сосудистой стенки осуществляется в В-режиме. Для анализа жесткости стенок артерий используется ряд расчетных параметров, основными из которых являются: коэффициент эластичности, коэффициент растяжимости, эластический модуль Петерсона, модуль Юнга, деформация потока, индекс жесткости, скорость распространения пульсовой волны [4-8].

Результаты ряда исследований [4,6,8] продемонстрировали информативность перечисленных показателей при выявлении нарушений жесткости стенок артерий эластического и мышечного типа у пациентов с факторами риска развития атеросклероза, артериальной гипертензии, сахарного диабета. Общепринятого мнения о характере эхографической картины начальных (доклинических) стадий диабетической ангиопатии в настоящее время не существует.

Цель исследования - Целью настоящего исследования явилась комплексная ультразвуковая оценка состояния стенки общей сонной артерии (ОСА) у пациентов с сахарным диабетом 2-го типа без клинических признаков цереброваскулярной патологии.

Материал и методы исследования. В период с марта 2018 по июль 2019 года было обследовано 72 пациента с клинически верифицированным диагнозом “сахарный диабет 2-го типа” (1 группа) в возрасте от 29 лет до 71 года (средний возраст 56 ± ± 10 лет), из них 40 (55,6%) мужчин в возрасте от 29 лет до 71 года (средний возраст 54 ± 11 лет), 32 (44,4%) женщины в возрасте от 40 до 70 лет (средний возраст 58 ± ± 9 лет). Контрольную группу (2 группа) составили 17 практически здоровых лиц без лабораторных признаков нарушения метаболизма глюкозы в возрасте от 23 до 62 лет (средний возраст 51 ± 8 лет).

Результаты исследования и их обсуждение. Продолжительность сахарного диабета 2-го типа была от 1 года до 20 лет. В соответствии с общепризнанными классификационными подходами у 16 (22,2%) пациентов определялась легкая степень течения заболевания, у54 (75,0%) - средней тяжести и у 2 (2,8%) - тяжелая.

Максимальный уровень глюкозы крови за все время заболевания в среднем по 1 группе составил 14,7 ± 4,6 ммоль/л (8,0-26,0 ммоль/л). “Рабочий” уровень глюкозы крови в среднем по группе был

± 1,4 ммоль/л (6,0-12,0 ммоль/л). За “рабочий” уровень глюкозы принимали показатель, наиболее часто фиксируемый натощак на фоне привычной диеты и медикаментозной терапии.

У 54 (75,0%) пациентов сопутствующим заболеванием была артериальная гипертензия 1-2 стадий. У 20 (27,8%) больных определялись клинические и лабораторные признаки ишемической болезни сердца.

Курение в анамнезе отмечено у 18 (25,0%) пациентов.

Всем больным 1 и 2 групп измеряли величину системного артериального давлении (АД) с расчетом пульсового АД. Средняя величина систолического АД у пациентов 1 группы составила 130,4 ± 15,0 мм рт. ст. (100,0-170,0 мм рт. ст.), диастолического АД - 82,0 ± 8,9 мм рт. ст. (60,0-100,0 мм рт. ст.), пульсового АД - 48,5 ± 13,3 мм рт. ст. (30,0-80,0 мм рт. ст.). У лиц 2 группы соответствующие показатели были 118,7 ± ± 10,0 мм рт. ст. (100,0-130,0 мм рт. ст.), ± 8,2 мм рт. ст. (60,0-90,0 мм рт. ст.), 32,5 ± 10,2 мм рт. ст. (30,0-50,0 мм рт. ст.).

Исследование брахиоцефальных артерий на экстракраниальном уровне проводили на ультразвуковых сканерах Sonoline G60 и Acuson Sequoia-512 (Siemens, Германия) датчиками линейного формата в частотном диапазоне от 5 до 10 МГц. В процессе исследования оценивали проходимость сонных и позвоночных артерий, наличие внутри - просветных образований. Оценку состояния стенки ОСА (качественных и количественных параметров) осуществляли по данным В-режима. Структурная характеристика включала анализ эхогенности и степени дифференцировки на слои комплекса интима-медиа (КИМ). За условный эталон при оценке эхогенности интимы принимали эхо- генность окружающих сосуд тканей, ме- дии - эхогенность просвета сосуда.

Толщину КИМ измеряли по задней относительно поверхности датчика стенке сосуда на 1,0-1,5 см проксимальнее бифуркации ОСА. Для уменьшения операторзависимой ошибки измерения плоскость сканирования ориентировали строго перпендикулярно к продольной оси сосуда. При наличии утолщения КИМ измерение выполняли в зоне максимального визуального утолщения.

Для расчета показателей, характеризующих упруго-эластические свойства стенки ОСА, дополнительно анализировали максимальный систолический и минимальный диастолический диаметры сосуда при исследовании в М-режиме. Изображение в М-режиме получали при расположении сосуда на экране в В-режиме строго параллельно поверхности ультразвукового датчика. Для оценки соответствия диаметра сосуда определенной фазе сердечного цикла выполняли мониторинг ЭКГ.

Статистическая обработка полученных результатов проводилась стандартными методами. Количественные данные представлены в виде М ± ***a*** или медианы (в зависимости от характера распределения), а также минимальных и максимальных значений показателей. Различия считали достоверными при $p < 0{,}05$.

У всех обследованных пациентов с сахарным диабетом 2-го типа брахиоцефальные артерии на шее были проходимы. Признаки стенозирующего атеросклеротического поражения выявлены у 16 (22,2%) пациентов. Во всех случаях атеросклеротические бляшки локализовались в области бифуркации ОСА, имели однородную эхоструктуру. Справа степень стеноза по диаметру варьировала от 20 до 40%, слева - от 20 до 30%. У остальных пациентов 1 группы признаков внутрипросветных образований выявлено не было.

У всех лиц контрольной группы сонные и позвоночные артерии были проходимы, признаков внутрипросветных образований не определялось.

При анализе эхоструктуры КИМ ОСА выявлены следующие варианты нарушений: повышение эхогенности в сочетании с частичной или полной утратой дифферен- цировки на слои (1-й тип), повышение эхо- генности с появлением в структуре КИМ дополнительных слоев повышенной и пониженной эхогенности (“слоистость”) (2-й тип).

Более чем у половины пациентов с сахарным диабетом 2-го типа были выявлены различные структурные изменения КИМ ОСА. Повышение эхогенности КИМ в сочетании с нарушением дифференцировки на слои чаще рассматривают как ультразвуковой эквивалент атеросклероза.

Выводы. 1. У пациентов с сахарным диабетом 2-го типа выявляется статистически достоверное повышение жесткости сосудистой стенки ОСА.

2. Среди расчетных показателей, характеризующих жесткость сосудистой стенки, статистически достоверные изменения получены для коэффициентов эластичности, растяжимости и показателя деформации потока.

3. Выявляемые в В-режиме изменения эхогенности, степени дифференцировки на слои и толщины КИМ ОСА у пациентов с сахарным диабетом 2-го типа неспецифичны по отношению к сахарному диабету и могут являться следствием воздействия комплекса патологических факторов.

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ИННОВАЦИОННЫЙ ПРОДУКТ В УСЛОВИЯХ АНТИКРИЗИСНОГО УПРАВЛЕНИЯ РОССИЙСКОЙ ЭКОНОМИКОЙ

Аннотация: В статье рассматриваются понятие и сущность инноваций. Выявляются основные факторы формирования инновационного продукта коммерческой организации. Исследуется инновационный продукт в условиях антикризисного управления российской экономикой.

Ключевые слова: инновации, инновационный продукт, антикризисное управление, инновационная политика, инновационный потенциал.

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INNOVATIVE PRODUCT IN THE CONTEXT OF ANTI-CRISIS MANAGEMENT OF THE RUSSIAN ECONOMY

Annotation: The article discusses the concept and essence of innovation. The main factors of formation of an innovative product of a commercial organization are identified. The article examines an innovative product in the context of anti-crisis management of the Russian economy.

Key words: innovation, innovative product, crisis management, innovation policy, innovation potential.

Повышение конкурентоспособности российской экономики возможно только на основе поддержки и развития инновационного потенциала хозяйствующих субъектов на внутренних и внешних рынках производимых товаров и предоставляемых услуг. В этих условиях для России чрезвычайно актуальным становится разработка модели экономического роста с учетом изменений внешней среды, стратегической целью которой является реализация имеющихся конкурентных преимуществ с использованием модернизации технологических процессов.

Для Российской Федерации характерным является наличие природно-ресурсных, производственных и технологических конкурентных преимуществ в большинстве видов хозяйственной деятельности. При этом исторически большинство регионов обладают существенным инновационным потенциалом, который определяется уровнем научных исследований, степенью квалификации и системой мер поддержки инновационной среды. Одной из главных проблем для формирования инновационного потенциала хозяйствующих субъектов является недостаточное государственное финансирование, отсутствие зарубежных заимствований в условиях санкций [1, с.107].

Интегральный показатель уровня развития инновационного потенциала хозяйствующих субъектов отражает условия и факторы формирования системы поддержки инновационной деятельности за счет оптимизации распределения финансовых ресурсов. На государственном и региональном уровнях управления стратегической целью является развитие реального сектора экономики на основе комплексного подхода к оценке и развитию инновационного потенциала. При этом на региональном уровне управления нечетко сформулированы мероприятия по решению данной проблемы, не определены приоритеты в формировании и реализации инструментов и механизмов поддержки данной деятельности. Отсутствие комплексной государственной программы развития инновационного потенциала со стратегической целью замещения импортных технологий приводит к принятию неэффективных управленческих решений. Для России возникла острая необходимость адаптации экономического механизма, инструментов регулирования деятельности хозяйствующих субъектов, направленных на развитие инновационного потенциала регионов.

В современных геополитических условиях антикризисное управление имеет стратегической целью структурную перестройку и реформирование российских хозяйствующих субъектов, поскольку внешняя и внутренняя среда привела к диспропорциям в развитии регионов и неустойчивому состоянию ряда системообразующих предприятий, которые находятся на грани банкротства. Поскольку финансовые ресурсы ограничены, то потребность в антикризисном управлении региональными хозяйствующими субъектами на основе использования инновационных технологий приобретает особое значение, поскольку оно в конечном итоге направлено на выявление наиболее эффективных компаний.

Товар с новыми свойствами, производство и сбыт которого добавляются к существующему ассортименту, обычно называют новым продуктом. Простые усовершенствования существующих изделий сюда не входят. Новые изделия могут быть принципиально новым продуктом или комбинацией новых приспособлений, механизмов, без изменения самого продукта.

Цели процесса инновации сводятся к следующим:

– нахождение нового технического решения задачи – создание изобретения;

– проведение научно-исследовательских и опытно-конструкторских разработок (НИОКР);

– налаживание серийного производства продукции;

– параллельная подготовка и организация сбыта;

– внедрение нового товара на рынок;

– закрепление на новых рынках путем постоянного совершенствования технологии, повышения конкурентоспособности продукта.

Опыт развитых стран показывает, что в условиях структурной перестройки экономики главной стратегией антикризисного управления на макроуровне является разработка комплексных подходов к оценке состояния технологических цепочек, техники и организационной структуры производства с целью повышения конкурентных преимуществ хозяйствующих субъектов в условиях рисков и неопределенности внешнего и внутреннего рынков товаров и услуг. Для решения задачи импортной зависимости большое значение должно быть отведено разработки и реализации методических подходов к сравнительному анализу отраслевых цен и тарифов, текущих затрат и себестоимости производимой продукции, на основе разработки нормативных показателей и технологических стандартов производственных цепочек, повышения эффективности системы управления региональными хозяйствующими субъектами. Для решения этой стратегической задачи необходимо разработать механизмы и стимулы заинтересованности компаний в последовательном осуществлении инновационной деятельности [2, с.210].

В работах Шумпетера Й., которые посвящены проблемам теории экономического развития в условиях антикризисного управления, дана характеристика видам хозяйственной деятельности участников рынка:

– статистический вид деятельности, который ориентирован на кругооборот, повторение и возобновление рутинных технологических цепочек, когда хозяйствующие субъекты работают в условиях четких ограничений, принципов, принимаемых управленческих решений и определенного ситуационного подхода, поэтому можно с высокой долей вероятности прогнозировать объемы предполагаемой прибыли;

– динамический вид деятельности хозяйствующих субъектов, который стратегической целью имеет инновационное направление развития, которое предполагает интенсивное использование интеллектуального капитала в условиях неопределенности и рисков внешней и внутренней среды [3, с.215].

В соответствии с обоснованием Шумпетера Й. инновации в экономике осуществляются в соответствии с приоритетами в развитии научно-технического прогресса. При этом инициаторами инновационной деятельности являются предприятия-лидеры, формирующие соответствующие целевые группы, которые становятся под действием рекламы и маркетинговых ходов их главными потребителями. На уровне компаний осуществлять процесс производства означает эффективно использовать наличные материальные, сырьевые и кадровые ресурсы, которыми располагает организация. Хозяйствующие субъекты, осуществляющие инновационную деятельность, используют прогрессивные комбинационные подходы в производственной цепочке и на потребительском рынке.

По мнению некоторых исследователей, выделяются причинно-следственные связи происходящих инновационных изменений по всем направлениям развития [4, с.49]:

– технологические, технико-организационные нововведения, связанные с передовыми направлениями научно-технического прогресса;

– инновации в ассортименте производимой продукции и услугах отражающие новые качества товаров;

– использование инновационного сырья и материалов с учетом параметров снижения материалоемкости производства;

– нововведения в системах организации производственных цепочек и способов их кадрового, сырьевого и материально-технического блоков обеспечения;

– инновационные направления рынков сбыта и потребительского спроса.

Инновационные процессы предполагают, помимо использования критерия получения прибыли, который регулируется параметрами изменения цен и экономии на текущих затратах при производстве конечной продукции, структурную перестройку производственной деятельности, расширение ассортимента и повышение качества товаров и услуг, которые должны быть ориентированы на учет потребительских предпочтений [5, с.93]. По мнению Стоянова Е.А., Стояновой Е.С., стратегия повышения конкурентоспособности хозяйствующих субъектов на основе уменьшения затрат и снижения цен на товары и услуги может быть использована в краткосрочном плановом периоде. Она не обеспечивает устойчивое развитие компании на долгосрочную перспективу. Предложенный Уилкокс Д. инновационный сценарий развития компаний является более результативным, так осуществление научно-исследовательских разработок, поиск прорывных технологий, развитие человеческого капитала в условиях экономики знаний обеспечивает поступательное развитие хозяйствующих субъектов и поиск сценариев их устойчивого положения на рынке товаров и услуг.

По мнению Друкера П., существуют определенные факторы, которые определяют внедрение инновационных подходов в условиях структурной перестройки региональных социально-экономических систем:

– возникновение непредвиденного сценария развития событий на внешнем и внутреннем рынках, которые требуют гибкой реакции и изменения сценария развития;

– низкая эффективность прогнозов и разработанных сценариев развития социально-экономических систем в силу резкого изменения параметров внешней среды и конъюнктуры мирового рынка;

– инновации, которые являются необходимым условием преобразования отрицательных моментов производственных процессов и технологических цепочек, которые в стратегическом плане позволят их устранить;

– структурная перестройка отраслевого, регионального и мирового рынков товаров и услуг;

– изменение тенденций и показателей демографических параметров на региональном и мировом рынке;

– культурно-религиозные, ценностные характеристики в развитии потребительского рынка и его преобразования;

– исследования и открытия, формирующие положения экономики знаний, отражающие тенденции развития научно-технических преобразований [6, с.213].

Как считает Грузинов В. П., конечным результатом использования интеллектуального капитала являются его различные формы реализации, которые зависят от объема используемых фундаментальных знаний и практических умений с использованием современных информационно-коммуникационных технологий, которые определяют практическую значимость управленческих решений в технико-технологическом процессе, организационных преобразованиях систем управления, стимулах и мотивациях персонала. Под влиянием достижений научно-технического прогресса произошли изменения в системе управления инновационной деятельностью хозяйствующих субъектов региона. В условиях экономики знаний научные исследования, изобретения, осуществление инновационных проектов становятся главными факторами антикризисного управления и структурной перестройки социально-экономических систем. Инновации, по существу, являются результатом преобразования новых знаний и умений, конечным итогом которых становятся передовые организационно-экономические структуры, технологические цепочки, информационно-коммуникационные связи, повышение качества товаров и услуг. По мнению Прыкиной Л. В. под инновационным потенциалом понимаются условия, показатели, факторы, обеспечивающие повышение результативности использования производственных, технологических, инвестиционных и кадровых ресурсов при сочетании интересов общества и предпринимательских структур на основе внедрения достижений научно-технического прогресса. Для российских компаний эффективное использование инноваций связано с изменениями в организационной структуре, мотивационных стимулах, систем управления, распределении должностных функций и координации деятельности структурных подразделений и рабочих коллективов с целью комплексного осуществления процессов инновационной деятельности на всех уровнях управления. Изменение положения России на мировом рынке товаров и услуг и тенденции трансформации рыночной конъюнктуры внутреннего рынка требуют приоритетного развития коммерческих и хозяйственных видов инновационной деятельности, которые направлены на совершенствование технологических цепочек, продуктов или товаров, организационно- управленческие и социально-психологические трансформации хозяйственной деятельности. Эволюция научных подходов к понятию инновационная деятельность происходила под влиянием развития приоритетных направлений технологических укладов, отражающих тенденции развития научно-технического прогресса. В

Федеральном законе РФ «О науке и государственной научно-технической политике» дана краткая характеристика инновациям как введенному в употребление новому или значительно улучшенному продукту, товару, услуги или процессу, новому методу продаж или новому организационному методу организации рабочих мест или внешних связей.

В большинстве научных исследований доказано, что за последние двадцать лет роль инновационных процессов в росте валового внутреннего продукта, поступательном развитии социально-экономических систем, повышении уровня и качества жизни населения в регионах и развитых стран существенно увеличилась, и наметились тенденции к превращению инноваций в ведущий фактор роста производства [7, с.113].

В росте экономики большинства развитых стран инновационный параметр в качестве интегрирующего показателя влияния на технологическую цепочку объема информационных ресурсов, результатов экономики знаний и умений в поступательном развитии трудовых и производственных ресурсах за последние пять лет позволяет обеспечить прирост ВВП от 56% до 70%.

По нашему мнению, инновационная деятельность представляет процесс по достижению конечного результата разработки и внедрения прогрессивных технологий и методов, конечной целью которых является повышение конкурентоспособности на долгосрочную перспективу и обеспечение решения задач социально-экономического направления для региона. Инновационная деятельность является конечным результатом развития приоритетных направлений научно-технического прогресса проведения комплексных теоретических и прикладных исследований, которая направлена на оптимизацию и повышение эффективности технологических процессов, функционирования организационных структур и систем управления персонала. В ряде научных исследований инновации рассматриваются в качестве имеющего патент, товарный знак или авторские права результата, проведенного фундаментального, экспериментального, конструкторского, технологического или прикладного научного исследования, обеспечивающего модернизацию видов деятельности хозяйствующих субъектов.

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АНАЛИЗ СОВРЕМЕННОГО СОСТОЯНИЯ БАНКОВСКОГО ЛИЗИНГА В РОССИИ

Аннотация: В статье уделяется внимание: анализу лизингового рынка в России; рассматриваются какие российские банки предоставляют лизинговые услуги; какие предметы лизинга наиболее востребованы у бизнеса; Какое влияние оказал COVID-19 на лизинговый бизнес в России. Проведенный анализ банковского лизинга в России позволил наметить перспективы его развития.

Ключевые слова: банк, лизинг, лизингодатель, лизингополучатель, пандемия.

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ANALYSIS OF THE CURRENT STATE OF BANK LEASING IN RUSSIA

Annotation: The author of the article considers such problems as the analysis of the leasing market in Russia; what Russian banks provide leasing services; what leasing items are most demanded by business; what impact did COVID-19 have on the leasing business in Russia. The analysis of bank leasing in Russia made it possible to outline the prospects for its development.

Key words: bank, leasing, lessor, lessee, pandemic.

Современный бизнес в Российской Федерации сложно представить без лизинга. Это популярная финансовая услуга у предпринимателей. Она подразумевает передачу некоторых активов на условиях долгосрочной аренды, с возможностью дальнейшего выкупа или возвратом через определенный промежуток времени. Это финансовая услуга набирает популярность у крупных банков России. На сегодняшний день соответствующие структуры есть у Сбербанка, ВТБ, Альфа-банка, Газпромбанка, Райффайзенбанка, ЮниКредит Банка (табл. 1).

Таблица 1 – Рейтинг лизинговых услуг в банках России[1]

Наименование банка	Лизинговый портфель, млн. руб.
Сбербанк Лизинг	775149
ВТБ Лизинг	580141
Газпромбанк Лизинг	241832
Альфа-Лизинг	156 995
ЮниКредит Лизинг	47 233
Райффайзен-Лизинг	27 033

Из таблицы 1 видно, что по объему лизингового портфеля лидирует «Сбербанк Лизинг» (775149 млн. руб.) и группа компаний «ВТБ Лизинг» (580141 млн. руб.).

Лизинговые подразделения нужны банкам для расширения клиентской базой, а так же «для закрытия всех продуктовых потребностей клиента». Наиболее востребованные предметы лизинга у предпринимателей представлены на рисунке 1.

Из данных представленных на рисунке 1 видно, ключевыми группами лизинга для лизингополучателей является автотранспорт (58,02 %), спецтехника (3,98 %), высокотехнологическое оборудование (2,93 %.). Остальные лизинговые продукты имеет спрос меньше 1 %.

Рисунок 1 - Распределение предметов лизинга по ключевым группам оборудования в 2019 г. (%.)[2]

Основные лизинговые продукты разместились по Российской Федерации следующим образом (рис. 2).

[1] Рейтинг лизинговых компаний России 2020https://www.all-leasing.ru/lizingovye-kompanii/rejting/
[2] Статистические данные по рынку лизинга 2016 – 2020 гг. https://www.tpprf-leasing.ru.

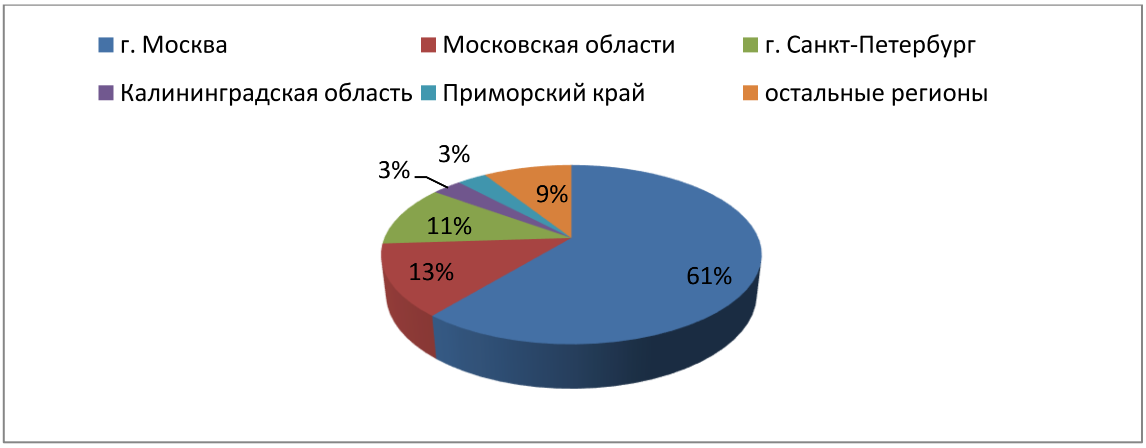

Рисунок 2 - Распределение предметов лизинга в 2019 г.[3]

Из рисунка 2 видно, что большая часть лизинга приходится на город Москва (61 %), затем идет Московская область (13 %), город Санкт-Петербург (11 %), по 3 % приходится на Приморский край и Калининградскую область. Оставшиеся 9 % приходятся на оставшиеся субъекты Российской Федерации.

Предприниматели отдают предпочтения лизингу, потому что он является более доступный, чем кредит и другие формы финансирования (табл. 2).

Таблица 2 - Количество лизинговых компаний и лизингополучателей в 2016-2020 гг.[4]

Год	Количество лизингодателей, ед.	Динамика в %	Количество лизингополучателей ед.	Динамика в %
2016-3,4 кв.	339		22790	
2017	487	-3	92865	+13
2018	473	+8	104877	+11
2019	509		116542	
2020-1кв.	395		43044	

Из таблицы 2 можно заметить, что до 2019 года количество лизингодателей и лизингополучателей росло. Но 1 квартал 2020 года показал резкий спад, как лизингодателей, так и лизингополучателей. Это можно объяснить тем, что появление Пандемии COVID-19, способствовала падению стоимости нефти и как следствие этого привело к девальвации национальной валюты. Эти обстоятельства сопутствуют тяжелому кризису в лизинговой отрасли. Так если по крупнейшим клиентам лизингодатели чаще всего в силах договориться, то снижение платежеспособности малого и среднего бизнеса вызывает лавинообразный рост дефолтов и расторжений договоров лизинга, что мы и наблюдаем в таблице 2.

Что бы преодолеть возникших кризис в лизинговой отрасли стоит наметить перспективы его развития в России. Такими мероприятиями могут стать:

во-первых, уменьшение срока проведения сделки. Этому будет способствовать цифровизации всех процессов лизинговой компании. Так переход на электронный документооборот с использованием

[3] Статистические данные по рынку лизинга 2016 – 2020 гг. https://www.tpprf-leasing.ru.
[4] Статистические данные по рынку лизинга 2016 – 2020 гг. https://www.tpprf-leasing.ru.

квалифицированной электронной подписи позволит сократить время на обработку и пересылку документов на 80 %, а скорость доставки документа «от двери до двери» составляет семь секунд»[5]. Также за счет интеграции внутренних систем лизинговых компаний с внешними и внутренними источниками данных (ЕГРЮЛ, БКИ и пр.) достигается уменьшение объема запрашиваемой у клиента информации и документов;

во-вторых, наиболее перспективных направлений для расширения лизингового бизнеса в России является массовое привлечение на рынок в качестве клиентов физических лиц. Преимущества лизинга для физических лиц состоит в том, что это: возможность получить скидку, которую предоставляет лизинговая компания, минимальный пакет документов при значительном авансовом платеже, возможность выбрать не только аннуитетные платежи, что позволяет минимизировать переплату, ускоренная амортизация. Для этого стоит отменить НДС на лизинговые платежи. Потому что без этого кредитование для физических лиц выглядит привлекательнее, чем лизинг.

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[5] Агентство экономической информации. Прайм https://1prime.ru/

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ЭКОЛОГИЧЕСКИЕ АСПЕКТЫ УСТОЙЧИВОГО РАЗВИТИЯ УЗБЕКИСТАНА

Аннотация: В статье рассмотрены особенности устойчивого развития Узбекистана в условиях изменения климата, повышению энергоэффективности и развитию возобновляемых источников энергии, развитию энергосберегающей экономики. Показан экономический ущерб от негативных последствий изменения климата для отраслей экономики страны. Значительное внимание уделено участию Узбекистана в международных экологических программах.

Ключевые слова: устойчивое развитие, изменение климата, экономический ущерб, энергоэффективность, возобновляемые источники энергии.

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ENVIRONMENTAL ASPECTS OF SUSTAINABLE DEVELOPMENT IN UZBEKISTAN

Annotation: The article discusses the features of sustainable development of Uzbekistan in the context of climate change, energy efficiency and development of renewable energy sources, the development of an energy-saving economy. It shows the economic damage caused by the negative effects of climate change on the country's economic sectors. Considerable attention is paid to Uzbekistan's participation in international environmental programs.

Key words: sustainable development, climate change, economic damage, energy efficiency, renewable energy sources.

В Республике Узбекистан основополагающими принципами реформирования экономики являются принципы устойчивого развития в рамках которых осуществляется сочетание рыночных механизмов с природоохранной и социальной политикой. Экологическая политика республики направлена на осуществление перехода от охраны отдельных элементов природы ко всеобщей охране экологических систем, гарантированию оптимальных параметров среды обитания человека и гармонизации взаимосвязи с механизмами развития отраслей экономики [1].

Это во многом связано со специфическими климатическими и географическими особенностями Узбекистана, его уникальными экосистемами и окружающей средой, приоритетами инновационной политики, направленной на сокращение энергоёмкости, внедрению энергосберегающих технологий в отраслях экономики и социальной сфере.

Особое внимание уделяется разработке и внедрению национальной политики по повышению энергоэффективности и развитию возобновляемых источников энергии, развитию энергосберегающей и низкоуглеродной индустрии, адаптации к изменениям климата. Приоритетное внимание уделяется модернизации системы мониторинга окружающей природной среды, позволяющей принимать комплексные решения имеющихся проблем.

В Исламской декларации о глобальном изменении климата отмечается, что изменения климата являются разрушительными и несут серьёзную опасность для жизни на нашей планете [2]. Глава Банка Англии Марк Карни (M. Carney) назвал изменение климата «трагедией» [3]. По мнению Бенуа Боске, директора департамента Всемирного банка по вопросам окружающей среды и природных ресурсов, необходим постоянный анализ возможного ущерба, связанных с климатическими изменениями, которые могут нанести основным отраслям экономики (водоснабжение, энергетика, сельское и лесное хозяйство, транспорт) [4].

В настоящее время экономический ущерб от негативных последствий изменения климата составляет порядка 1,3% общего ВВП стран Центральной Азии, а к 2050 году может вырасти до 5% регионального ВВП [5]. По данным межгосударственной координационной водохозяйственной комиссии Центральной Азии, обеспеченность водой в регионе к 2040 году может снизиться почти на 25%.

Всемирный банк предоставил наивысший уровень уязвимости для четырех из пяти стран Центральной Азии среди 28 стран Европы, Кавказа и Центральной Азии. Кроме того, согласно различным сценариям изменения климата для стран Центральной Азии уже к 2030-2050 года ожидаемое повышение температуры по цепочке приведет к серьезным последствиям для жизни людей и экосистем [6].

Так, изменение климата приведет в сельском хозяйстве к сокращению урожая от 20% до 50% к 2050 году, снижению водоснабжения, усилению распространения болезней, вызванных пылевыми бурями, опустыниванием, тепловым стрессом и экстремальными метеорологическими явлениями [7]. В Глобальном индексе климатического риска Казахстан занял 67 место, Кыргызстан - 52, Таджикистан - 107, Узбекистан - 124 место [8].

Узбекистан относится к числу стран, наиболее уязвимых к изменению климата. Прогнозируется, что в 2030—2050 годах температура воздуха в регионе Центральной Азии может возрасти еще на 1,5−3 градусов. Здесь наибольшее повышение температуры воздуха ожидается в Приаралье, поскольку из-за высыхания Арала там также идут специфические местные климатические изменения [9].

В рамках обеспечения устойчивого развития и решения экологических проблем, Узбекистан осуществляет комплексные меры на глобальном, региональном и национальном уровнях. Узбекистан подписал Рамочную конвенцию ООН об изменении климата (РКИК) в 1993 в качестве стороны, ратифицировал Киотский протокол в 1999 году. Правительство делегировало обязанности и обязательства, связанные с реализацией РКИК ООН в Узбекистане Центру гидрометеорологической службы при Кабинете Министров Республики Узбекистан (УзГидромет). Значительная работа был проделана в рамках реализации Целей развития тысячелетия (2000-2015 гг.).

Узбекистан 14 октября 2019 года, присоединился к Картахенскому протоколу по биобезопасности Конвенции о биологическом разнообразии (Монреаль, 29 января 2000 года). Президент Республики Узбекистан Ш.М. Мирзиёев выступая на пятом саммите Совещания по взаимодействию и мерам доверия в Азии отмечал, что серьезным вызовом безопасности и устойчивому развитию являются обостряющиеся экологические угрозы [10]. По инициативе Узбекистана при ООН создан Многопартнерский трастовый фонд для мобилизации донорских средств и реализации конкретных проектов в Приаралье.

Узбекистан ратифицировал Парижское соглашение по климату в 2018 году. Страна взяла на себя добровольные количественные обязательства по снижению углеродоемкости ВВП (удельных выбросов парниковых газов на единицу ВВП) и приспособлению к изменению климата. Как известно, Парижское соглашение требует от страны ведения отчетов по инвентаризации источников антропогенных выбросов парниковых газов и оценке результативности мер смягчения, а также национальных сообщений об изменении климата.

Узгидромет является ответственной организацией по выполнению обязательств по РКИК ООН и Парижского соглашения. Ранее Узгидрометом были подготовлены первое (1999 год), второе (2008 год) и третье национальные сообщения об изменении климата (2016 год). С 2019 года началась подготовка четвертого национального сообщения. В 2021 году предусмотрена подготовка первого двухгодичного отчета по инвентаризации и оценке результативности мер смягчения и кадастр источников выбросов парниковых газов за 1990‒2018 годы.

Значительная работа проводится в сфере создания возобновляемых источников энергии (ВИЭ). В Узбекистане более 300 солнечных дней в году. Потенциал солнечной энергии, по оценкам экспертов Азиатского банка развития, составляет около 51 млрд тонн нефтяного эквивалента [11]. Чтобы его реализовать, страна взяла курс на использование возобновляемых источников энергии: не только солнечной, но и энергии, получаемой с помощью ветра, водных потоков, биогазовых установок и т. д. С 1 января все новые здания обязаны оснащать солнечными водонагревательными установками для горячего водоснабжения. Владельцы домов, использующие альтернативные источники энергии освобождаются от обложения налогом на имущество физических лиц и земельного налога с физических лиц на три года.

В рамках соглашения между Узбекистаном и Международной финансовой корпорацией (IFC) о консультационных услугах будет развиваться государственно-частное партнерство с целью привлечения частных инвесторов для финансирования, проектирования, строительства и эксплуатации солнечных электростанций в Узбекистане.

Реализация программ модернизации и технического перевооружения топливного-энергетического комплекса и обеспечение глубокой переработки минерально-сырьевых ресурсов, в том числе и за счет создания атомной энергетики потребовали коренной реорганизации системы обеспечения промышленной безопасности страны.

В целях реализации единой государственной политики и осуществления контроля в сфере обеспечения радиационной и ядерной безопасности на объектах атомной энергетики, а также в области промышленной безопасности на опасных производственных объектах образован Государственный комитет промышленной безопасности Республики Узбекистан (Указ Президента Республики Узбекистан от 12 декабря 2018 года № УП-5594).

В целом, на долю возобновляемых источников энергии, вырабатываемых в основном гидроэлектростанциями, в настоящее время приходится 10 процентов от общего объема производимой электрической энергии в стране. В целях создания благоприятных условий для производителей энергии из возобновляемых источников энергии, производителей установок возобновляемых источников энергии, а также осуществляющих инвестиционную, научно-исследовательскую деятельность в области использования возобновляемых источников энергии и оказания государственной поддержки принят закон Республики Узбекистан «Об использовании возобновляемых источников энергии» [12].

В соответствие со статьей 14 Закона производители энергии из возобновляемых источников энергии имеют ряд льгот и преференций, в частности, они освобождаются от уплаты налога на имущество за установки возобновляемых источников энергии и земельного налога по участкам, занятым этими установками (номинальной мощностью 0,1 МВт и более), сроком на десять лет с момента ввода их в эксплуатацию.

Вместе с тем, производители установок возобновляемых источников энергии освобождаются от уплаты всех видов налогов сроком на пять лет с даты их государственной регистрации.

Постановлением Президента Республики Узбекистан от 22 августа 2019 года № 4422 «Об ускоренных мерах по повышению энергоэффективности отраслей экономики и социальной сферы, внедрению энергосберегающих технологий и развитию возобновляемых источников энергии» предусмотрены ряд мер [13]. С 1 января 2020 года физическим лицам предоставляются компенсации в размере 30 процентов расходов на приобретение солнечных фотоэлектрических станций, солнечных водонагревателей, а также энергоэффективных газогорелочных устройств. Сумма компенсации составляет не более 3 миллионов сумов — для солнечных фотоэлектрических станций, 1,5 миллионов сумов — для солнечных водонагревателей, 200 тысяч сумов — для газогорелочных устройств.

Важной мерой, предусмотренной данным постановлением, является предоставление физическим и юридическим лицам компенсаций на покрытие процентных расходов по кредитам коммерческих банков на приобретение установок возобновляемых источников энергии, энергоэффективных газогорелочных устройств и котлов, а также другого энергоэффективного оборудования.

Необходимо отметить, что Указом Президента Республики Узбекистан от 21.09.2018г. №УП-5544 «Об утверждении Стратегии инновационного развития Республики Узбекистан на 2019-2021 годы» определено увеличение доли производства электрической энергии с использованием ВИЭ до уровня не менее 20% к 2025 году [14].

Кроме того, в соответствии с постановлением Президента Республики Узбекистан от 22.08.2019г. №ПП-4422 «Об ускоренных мерах по повышению энергоэффективности отраслей экономики и социальной сферы, внедрению энергосберегающих технологий и развитию возобновляемых источников энергии» утверждены долгосрочные целевые параметры развития ВИЭ и план организационно-практических мер дальнейшего развития ВИЭ. Данным постановлением определено увеличение доли производства электроэнергии с использованием ВИЭ до уровня не менее 25% к 2030 году.

Для достижения целевых показателей предусмотрено строительство 10 ГВт новых объектов ВИЭ, в том числе 5 ГВт солнечных (без учёта мощностей индивидуальных домохозяйств), 3 ГВт ветровых и 1,9 ГВт гидроэлектростанций.

Вместе с тем, строительство новых объектов ВИЭ совокупной мощностью более 10 ГВт и модернизация действующих ГЭС обеспечит производство из объектов ВИЭ на уровне более 37 млрд кВт.ч электроэнергии (в 2018 году – 5,9 млрд кВт.ч), а также условную ежегодную экономию более 8,1 млрд. м^3 природного газа.

В целом, реализация указанных мер будет способствовать организации системной работы по последовательной реализации Целей устойчивого развития Глобальной повестки дня ООН до 2030 года, обеспечению взаимосвязи экономического развития и экологической безопасности, реализации задач по ускорению экономического и социального развития с учетом рационального природопользования.

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ПУТИ СОВЕРШЕНСТВОВАНИИ ФОРМИРОВАНИЯ ФИНАНСОВОЙ ОТЧЕТНОСТИ ПО МСФО КРЕДИТНЫХ ОРГАНИЗАЦИЙ РЕСПУБЛИКИ ТАДЖИКИСТАН

Аннотация: В данной статье выделены особенности, трудности и наиболее распространенные проблемы, определяемые текущими управленческими задачами банка: недостаток квалифицированного персонала по МСФО; отсутствие в национальной практике обязательного требования международных стандартов публиковать отчетность, составленную в формате МСФО; административное бремя банка по предоставлению тройной отчетности: бухгалтерской, налоговой, по МСФО; сложность сбора и анализа информации для подготовки и представления отчетности в формате МСФО.

Ключевые слова: бухгалтерский учет, финансовый отчетность, банк, сертификация, автоматизация, МСФО.

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WAYS TO IMPROVE FORMATION OF FINANCIAL STATEMENTS ACCORDING TO IFRS OF CREDIT ORGANIZATIONS OF THE REPUBLIC OF TAJIKISTAN

Annotation: This article highlights the features, difficulties and most common problems identified by the Bank's current management tasks: the lack of qualified personnel in accordance with IFRS; the absence in national practice of a mandatory requirement of international standards to publish statements prepared in the format of IFRS; the administrative burden of the Bank to provide triple reporting: accounting, tax, and IFRS; the complexity of collecting and analyzing information for preparing and presenting reports in the format of IFRS.

Key words: accounting, financial reporting, bank, certification, automation, IFRS.

В настоящее время наиболее остро стоит проблема приведения существующей в стране системы бухгалтерского учета и отчетности в соответствие с требованиями международных стандартов финансовой отчетности (МСФО), а поэтому тема нововведений в бухгалтерском учете и отчетности, ввиду изменчивости отечественного банковского законодательства, не теряет своей актуальности.

Международные стандарты финансовой отчетности создаются в результате работы Комитета по международным стандартам (International Accounting Standards Board, IASB). В его задачу входит унификация систем бухгалтерского учета во всем мировом сообществе. На сегодня в общей сложности разработано более сорока международных стандартов — и это не предел: с каждым годом добавляются новые стандарты, при этом действующие стандарты регулярно пересматриваются, отменяются или объединяются.

Минфином РТ приняты Методические рекомендации по переходу на МСФО[1] (но этот документ содержит в основном рекомендации по переходу на новый план счетов) и ряд методических рекомендаций по применению международных стандартов (изданы в 2 томах в 2009 г.). К сожалению, эти документы не содержат рекомендации, учитывающие отраслевые особенности при переходе на МСФО. Бухгалтеры предприятий различных отраслей остро нуждаются в таких практических рекомендациях. Часто проблемы возникают при применении положений МСФО, особенно при признании объекта основных средств, нематериальных активов и запасов, а также при выборе методов их оценки. При решении данных проблем бухгалтеры в основном полагаются на свои знания и опыт, а также обращаются к аудиторам и финансовым консультантам, что приводит к риску разного понимания положений МСФО. Другими словами, при этом повышается субъективизм при трактовке положений МСФО [1].

Дальнейшее совершенствование системы бухгалтерского учета в Республике Таджикистан, на наш взгляд, необходимо осуществить в следующих направлениях:

1. Совершенствование нормативно-правовой базы бухгалтерского учета.
2. Повышение квалификации бухгалтерских кадров и качественная подготовка специалистов в вузах республики.
3. Совершенствование системы регулирования бухгалтерского учета.
4. Внедрение автоматизированной обработки данных учетной информации [2].

Особую остроту приобретает такое направление конкурентного развития деятельности банков, как воспитание профессиональных кадров, владеющих навыками в вопросах ведения учета и составления отчетности в формате МСФО. По нашему мнению, банкам можно рекомендовать осуществление подготовки МСФО-кадров по следующим направлениям: самообучение персонала кредитной организации в рамках процесса повышения квалификации на основе имеющейся в свободном доступе литературы; обучение персонала в специализированных государственных или частных организациях, имеющих соответствующую лицензию; заключение договоров с аудиторскими фирмами или консалтинговыми агентствами о предоставлении пакета бухгалтерских или консультационных МСФО-услуг; наем специалистов по МСФО на контрактной или постоянной основе.

На сегодняшний день активно используются две программы для сертификации по МСФО – ACCA DipIFR (rus) и CAP/CIPA.

ACCA DipIFR (rus) – квалификация Ассоциации присяжных сертифицированных бухгалтеров (АССА). Наличие диплома ACCA DipIFR (rus) подтверждает высочайший профессионализм его обладателя в мире финансов.

Данную сертификацию требуют практически у всех бухгалтеров при приеме на работу в банки и компании с иностранным капиталом. Но при этом она имеет свою узкую специализацию.

CAP/CIPA – квалификационная программа двух уровней: CAP – Сертифицированный бухгалтер-практик и CIPA – Международный профессиональный бухгалтер. Сертификат CAP/CIPA свидетельствует о том, что его обладатель имеет обширные знания финансового и управленческого учета, и самостоятельно может проводить внутренний аудит, а также принимать взвешенные решения, касающиеся финансовых вопросов [3].

В целях решения вопроса адаптации к формату МСФО как минимум финансовой отчетности и как максимум банковской деятельности нами введено понятие "технологическое и инфокоммуникационное решение" подготовки и представления финансовой отчетности банка в формате МСФО, или "TIC-решение" (Technology of Information & Communications), под которым мы понимаем:

- многофункциональные программные продукты, нацеленные на оптимизацию процесса сбора, передачи, хранения и преобразования финансовой информации ("технологическое решение");

- прозрачные информационные потоки, служащие основой качественной генерации данных о деятельности банка, в том числе рациональный и эффективный документооборот ("информационное решение");

- установленные надлежащим образом бесперебойные и оперативные коммуникационные связи, включающие в себя технологию проверки и алгоритм соответствия входной и выходной информации ("коммуникационное решение").

Использование технологического и инфокоммуникационного решения позволит успешно осуществить реформацию отчетности в формат МСФО, решить вопрос адаптации персонала банка к нормам международной практики, а также оптимизировать процесс внедрения МСФО в деятельность банка. Кроме того, при правильном подходе к организации технологических, информационных и коммуникационных систем в банке можно не только добиться успешной реформации отчетности в соответствии с требованиями международной практики, но и прогнозировать будущие денежные потоки банка в условиях перехода на МСФО.

В условиях перехода на МСФО кредитным организациям необходимо выбрать наиболее подходящую информационную систему, которая позволила бы автоматизировать все процедуры учета по нескольким стандартам.

В настоящее время существует множество различных ERP-систем, среди которых наиболее востребована ERP-система немецкой компании SAP.

Система SAP представляет собой интегрированную совокупность средств, методов, технологий и процессов, которые позволяют комплексно решать сложнейшие задачи управления бизнесом. Перечислим основные преимущества SAP:

1) широкие функциональные возможности, позволяющие выполнять задачи всем подразделениям компании в наборах решений SAP;

2) полная интеграция всей информации, которая вводится единожды и обеспечивается ссылками на все связанные объекты;

3) работа в режиме реального времени, т.е. регистрация данных в момент поступления документов и формирование отчетов за любой период;

4) возможность управления программой через мобильные устройства, с помощью специальных приложений;

5) снижение сроков и стоимости подготовки отчетности по МСФО;

6) гарантированное соответствие стандартам и обеспечение высокого качества;

7) поддержка большого количества стандартных операционных систем: Windows, Macintosh, Motif [2].

Применение и дальнейшее внедрение МСФО в РТ продолжается. Это способствует получению достоверной и прозрачной финансовой информации со стороны различных пользователей. Качественная финансовая отчетность, составленная в соответствии с МСФО, приводит к снижению бухгалтерских, аудиторских и налоговых рисков, является удобным инструментом для проведения финансового и управленческого анализа, а тем самым способствует эффективному принятию управленческих решений со стороны менеджеров разных уровней управления.

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ФИЗИЧЕСКАЯ РЕАБИЛИТАЦИЯ В ТРАВМАХ НАДКОЛЕННИКА

Аннотация: Травма – это повреждение с нарушением (или без нарушения) целостности тканей, вызванное каким-либо внешним воздействием: механическим, физическим, химическим и др. Различают производственный, бытовой, уличный, транспортный, военный и спортивный виды травматизма. Травмы, возникающие сразу после одномоментного воздействия, называются острыми, а от многократных воздействий малой силы – хроническими.

Несмотря на то, что в настоящее время было проведено большое количество исследований, посвященных научно-практическим вопросам применения восстановительных средств в раннем послеоперационном периоде при повреждениях надколенника, они еще не полностью удовлетворили практиков сегодняшнего дня.

В связи с этим, разработка новых и совершенствование традиционных программ реабилитации спортсменов после операций коленного сустава является весьма актуальной задачей.

Ключевые слова: надколенник, реабилитация, повреждения, коленный сустав.

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PHYSICAL REHABILITATION IN INJURIES OF THE PATIENT

Annotation: Injury is damage with violation (or without violation) of tissue integrity caused by any external influence: mechanical, physical, chemical, etc. There are industrial, household, street, transport, military and sports injuries. Injuries that occur immediately after simultaneous exposure are called acute, and from repeated exposure to small force - chronic.

Despite the fact that a large number of studies have been carried out at present on the scientific and practical issues of the use of restorative agents in the early

postoperative period for injuries to the patella, they have not yet fully satisfied the practitioners of today.

In this regard, the development of new and improvement of traditional rehabilitation programs for athletes after knee surgery is a very urgent task.

Key words: patella, rehabilitation, injuries, knee joint.

Актуальность. Актуальным является создание методики комплексной реабилитации у спортсменов с травмами коленного сустава, учитывая, состояние здоровья, физическую работоспособность и психическое состояние[1,3].

Известно, что под влиянием систематического применения физических упражнений улучшается трофика опорно-двигательного аппарата и кровоснабжение в мышцах, увеличивается число капилляров, повышается биоэлектрическая активность мышц, что ведет к улучшению их сократительных свойств[2,5].

По механизму моторно-висцеральных рефлексов физические упражнения тренируют не только скелетную мускулатуру, но и все вегетативные функции, способствуя регенерации органов и тканей[3,4].

Цель исследования. Улучшение результатов лечения пациентов со смешанными контрактурами коленного сустава. В нашей работе мы наблюдали пациентов со смешанными контрактурами коленного сустава, т.е. возникшими вначале в результате изменений в одной ткани (миогенная, неврогенная), в последующем приводящими к вторичным изменениям в других тканях сустава (связки, суставная капсула и др.).

Несмотря на то, что контрактура является осложнением течения основного заболевания или травмы мы рассматривали контрактуру как самостоятельную нозологическую форму – M 24.5 по МКБ&10.

Материалы и методы исследования. За период 2019-2020г. на клинических базах кафедры проведено комплексное лечение 22 пациентам переломы надколенника.

Результаты исследования. Задачи физической реабилитации пациентов с наличием контрактуры коленного сустава: восстановить амплитудные характеристики коленного сустава; растянуть контрагированные ткани; укрепить растянутые вследствие контрактуры мышцы; восстановить силовые и скоростносиловые возможности нервномышечного аппарата; восстановить координацию движений; повысить общий тонус организма и эмоциональное состояние больного; предупредить возможные осложнения (развитие компенсаторных изменений: пространственно функционального дисбаланса таза крестца позвоночника, деформирующего артроза смежных суставов; развития остеопоротических изменений бедренной и большеберцовой костей и пр.).

В нашей работе мы использовали следующие средства физической реабилитации:

1.массаж (лимфодренирующий, глубокий миофасциальный) с элементами мануальной терапии: мобилизация надколенника, постизометрическая релаксация мышц голени и бедра;

2. кинезиотерапия: пассивная разработка движений в коленном суставе и пассивная растяжка; упражнения на расслабление мышц, упражнения на растягивание; изокинетические упражнения на тренажерах; функциональные упражнения в гимнастическом зале; восстановление утраченных моторных навыков (ровный шаг, ходьба, спуск/ подъем по лестнице, бег).

Для оценки результатов лечения пациентов мы проводили сравнительное тестирование по следующим оценочным шкалам: «Стандартизованная оценка исходов дегенеративно-дистрофических поражений суставов (СОИЗ)» (Э.Р. Маттис, 2008); «Оценка функции нижней конечности» – «The lower extremity functional scale» (The North American Orthopedic Reha& bilitation Reseasch Network, 1999). Обе шкалы оценок являются количественными, т.е. результатом оценки является получение баллов (максимальный – 100, минимальный – 20), что, по мнению авторов, соответствует проценту анатомо-физиологической нормы. У всех пациентов отмечается увеличение объема движений и функции поврежденного коленного сустава сравнительно с ситуацией до лечения. По шкале СОИЗ 17 пациентов показало результаты в промежутке от 85 до 95% анатомо-физиологической нормы, что расценивалось как отличный результат лечения. 5 пациентов показали результат в пределах от 75 до 85% анатомо-физиологической нормы, что расценивалось как хороший результат. По шкале «Оценка функции нижней конечности» 19 пациентов отмечали восстановление функциональной активности нижней конечности в пределах от 85 до 95% от среднестатистической активности здорового человека. 3 пациента показали восстановление в пределах от 75 до 85%. Интересным является результат сравнения результатов тестирования по шкале «Оценка функции нижней конечности» до и после лечения. Отмечалось увеличение функциональной активности в среднем на 40%, с показателем достоверности различий – 0,05.

Вывод. Проведенное лечение пациентов со смешанными контрактурами коленного сустава достоверно и значимо увеличило функциональную активность нижних конечностей, что способствует улучшению качества жизни и восстановлению здоровья пациентов.

Присоединение комплекса кинезиотерапии благоприятно сказывается на восстановлении функции нижней конечности. Использование специальных силовых упражнений для мышц бедра и голени помогает устранить явления гипотрофии мышц.

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ТЕНДЕНЦИИ СОВРЕМЕННОЙ ТРУДОВОЙ МИГРАЦИИ В МИРЕ

Аннотация: В этой статье рассматриваются проблемы внешней трудовой миграции, ее социально – экономические последствия. Современная внешняя трудовая миграция в целом выгодна всем странам, она пока остается единственно возможным решением многих острых социально – экономических проблем стран региона.

Ключевые слова: миграция населения, трудовая миграция, миграционный поток, рынок труда, безработица, проблемы, занятости, денежные переводы.

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TRENDS OF MODERN LABOR MIGRATION IN THE WORLD

Annotation: This article discusses the problems of external labor migration, its socio-economic consequences. Modern external labor migration is generally beneficial to all countries; it remains the only possible solution to many acute socio-economic problems of the countries of the region.

Key words: population migration, labor migration, migration flow, labor market, unemployment, employmen.

Миграция населения – неизбежный и зачастую важный компонент экономической и социальной жизни большинства государств.

Социально-экономическая дифференциация стран и развитие инфраструктуры мобильности стали основой формирования растущих миграционных потоков, в которые сегодня уже вовлечены сотни миллионов людей. В современном мире мы наблюдаем перемещение людей в беспрецедентных масштабах. Большее чем когда-либо число людей живет не в тех странах, в которых они родились. В 2019 году число мигрантов достигло отметки в 272 миллионов.[1] Работающих мигрантов по оценкам Международной

[1] United Nations, Department of Economic and Social Affairs (2015).International migration report.– http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2019_Highlights.pdf. Электронный ресурс: дата обращения - 19.04.2020.

организации труда (МОТ) – более 150 миллионов.[2] Однако доля международных мигрантов в общем числе жителей планеты почти не меняется в течение последних десятилетий: 3,5 % в 2019 году, 3,4 % в 2017 году, 2,8 % в 2000 году и 2,3 % 1980 году.

Для одних миграция является вопросом выбора, для других- вопросом жизни и смерти. Сегодня в мире насчитывается 70 миллионов принудительно перемещенных лиц, включая 26 миллионов беженцев, 3,5 миллиона искателей убежища и более 41 миллионов внутренне перемещенных лиц.

Женщины составляют 48 % от общего числа мигрантов, около 38 миллиона –дети, 4,4 миллиона международные студенты и 164 миллиона трудовые мигранты. 75 % мигрантов –люди трудоспособного возраста (20-64 лет). Почти 31 % всех мигрантов проживают в Азии, 30 % - в Европе, 26 % - в Северной и Южной Америке, 10 %- в Африке и 3 5 – в Океании.[3]

Более 50 млн из них находятся в США, 13 млн- в Саудовской Аравии и столко же в Германии. Четвертое место в списке стран, самых привлекательных для мигрантов, занимает Россия- там насчитывается 12 млн международных мигрантов. На пятом месте – Великобритания , где их 10 млн. В Канаде, Франции и Австралии- по 8 млн мигрантов , а в Италии - 6 млн.[4]

Мигранты в отличие от беженцев, отправляются в другие страны не из-за угрозы преследования или гибели, а для того, чтобы улучшить свою жизнь, найти хорошую работу или получить образование. Мигранты вносят важный вклад в продвижение устойчивого развития, но при этом они сами нуждаются в поддержке и защите.

Быстрый рост населения и экономические трудности толкают людей из развивающихся стран покидать места своего постоянного проживания, а уменьшающемся и стареющему населению развитых стран ничего не остается, как принимать мигрантов. Ведь давно не секрет, что упорядоченная и управляемая миграция может приносить значительную пользу как отдельному человеку и его семье, так и государствам, принявшим мигрантов, и стране, откуда прибыл переселенец.

По мнению представителей ООН, глобальная миграция будет увеличиваться. Этому будут способствовать рост населения планеты, развитие технологий, торговли, демографический дисбаланс и даже изменение климата.

В настоящее время причины трудовой миграции состоит из двух групп: экономические и неэкономические. Среди причин экономического характера можно выделить следующие моменты: неодинаковый уровень жизни, различия в величине оплаты труда и условий труда в разных странах. Ещё такие факторы, как потребность улучшения уровня жизни за счет приобретения дополнительного набора благ (покупка движимого и недвижимого имущества) и стремление увеличить доход от различных видов

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[2] Доклады МОТ. 2019.
[3] Портал глобальных данных о миграции.
[4] Новый доклад ООН. 2020 г.

деятельности (создание своего дела, ведение бизнеса, инвестирование доходов).[5]

Социально-экономические причины трудовой миграции:

1. Неравномерность экономического развития различных стран, пребывание их в разных фазах экономического цикла;
2. Различные уровни доходов в разных странах;
3. Существенное отличие уровней безработицы в странах;
4. Специфика формирования трудовых ресурсов в экономически отсталых странах (перенаселенность, безработица, низкая производительность труда);
5. Относительная дешевизна трудовых услуг слабо развитых стран.

Именно поэтому основные потоки мигрантов традиционно направляются из стран с низким уровнем жизни в страны более высокими доходами.

В современной экономике миграционные процессы оказывают значительное влияние и на функционирование рынка труда. Особенно важно отметить значение миграционных процессов для стран, осуществляющих рыночные реформы. Радикальные изменения политической и социально экономической систем в бывших союзных республиках привели к возникновению совершенно иной миграционной ситуации. И с другой стороны, в условиях формирующейся рыночной экономики национальном рынке труда реализуются возможность свободного выбора профессии, сферы и места деятельности. Миграция в основном проявляет себя в форме трудовой миграции, которая осуществляется между регионами страны, чему обычно сопутствует улучшение условий трудовой деятельности и повышения уровня доходов экономически активного населения.

Вся совокупность миграционных процессов представлена двумя направлениями;

1. Эмиграция - это выезд из своего государства.
2. Иммиграция – это въезд на территорию иностранного государства.
3. Реэмиграция - возврат на родину ранее уехавших граждан.

Можно сказать, что миграция - это импорт и экспорт человеческого ресурса. Доход «страны –донора» формируется из денежных отчислений и переводов граждан своим родным на родину . Миграция позволяет решить вопрос безработицы при высоком объеме предложения на внутреннем рынке. Это положительным образом сказывается на уровне безработицы, а также на увеличении поступлений в государственный бюджет.

Трудовая миграция оказывает как положительное, так и отрицательное воздействие на экономику государств. Страны, из которых происходит отток трудовых ресурсов решают проблему занятости. Также они увеличивают приток иностранной валюты в виде трансфертных переводов от своих

[5] Петрова О.В. Некоторые теоретические аспекты исследования феномена миграции населения// Экономика: теория и практика. 2018.№ 1 (49).С 101.

граждан, живущих за рубежом. В некоторой степени все это оживляют экономическую ситуацию внутри страны.

Для республики трудовая миграция имеет большое значение. Прежде всего она сглаживает безработицу. Трудовая миграция является значительным источником дохода для тех, кто участвует в этом процессе. Денежные переводы трудовых мигрантов обеспечивают достаточный уровень жизни семей, т.е. они участвуют в решении социальных проблем. Анализ показал, что около 80 % трудовых мигрантов из республики Узбекистан работали в России и на Украине, около 15 % в Казахстане, остальные в других странах. Вместе с тем, по результатам исследования, трудовые мигранты из Узбекистана имеют низкую конкурентоспособность на зарубежных рынках труда и выполняют в основном, работу, не требующей высокой квалификации. Но в тоже время трудовая миграция имеет определенные социальные и демографические издержки. При этом, к ее существенным социальным издержкам, особенно зарубежной трудовой миграции, относятся длительное отсутствие мужчин в семье, которое в конечном итоге приводит к ослаблению, а в худшем случае к разрушению семейных основ, к утрате семейных ценностей.

Для республики по-прежнему актуальным является проблема создания новых рабочих мест, именно в местах формирования трудовых ресурсов. При этом наиболее эффективным направлением создания дополнительных рабочих мест является глубокая структурная перестройка сельской экономики, нацеленная на развитие промышленного производства основанного на переработку сельскохозяйственной продукции. Другим важнейшим направлением является расширение строительства. При этом особое внимание должно быть уделено стимулированию индивидуального жилищного строительства, созданию новых рабочих мест путем развития строительства оздоровительных и туристических комплексов в предгорных районах области.

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ЛИЧНОСТНЫЕ ОСОБЕННОСТИ СТУДЕНТОВ, СКЛОННЫХ К ИНТЕРНЕТ-ЗАВИСИМОМУ ПОВЕДЕНИЮ

Аннотация: Сеть Интернет является надежным и сильным современным средством, изменяющим эмоциональное состояние, и дающим возможность реализации разных форм аддиктивного поведения [1, С. 28]. В связи с этим, в последнее десятилетие, наряду с такими распространенными зависимостями как наркомания, алкоголизм, появился качественно новый феномен – интернет-зависимость. В данной статье освещены теоретические взгляды на проблему компьютерной зависимости у студентов и систематизированы научные выводы о личностных особенностях студентов, склонных к интернет-зависимому поведению. Представлены результаты эмпирического исследования, направленного на выявление взаимосвязи между уровнем интернет-зависимости студентов и уровнем личностной тревожности.

Ключевые слова: интернет-зависимость , личностные особенности , личность, интернет , зависимость.

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PERSONAL CHARACTERISTICS OF STUDENTS WHO ARE PRONE TO INTERNET-DEPENDENT BEHAVIOR

Annotation: The Internet is a reliable and powerful modern tools, changing emotional state, and to enable the implementation of different forms of addictive behavior [1, p. 28]. In connection with this, in the last decade, along with a widespread addiction as drug addiction, alcoholism, there was a new phenomenon - Internet addiction. This article presents the theoretical approaches to the problem of computer addiction among students and systematized scientific findings on *personality characteristics of students who are prone to Internet addiction behavior. The results of empirical research aimed at identifying the relationship between the level of Internet addiction of students and the level of personal anxiety..*

Key words: Internet addiction, personal characteristics, personality, Internet addiction.

Интернет-зависимое поведение — это невозможность субъективного контроля над использованием Интернета, сопровождающееся отрицательным влиянием этого использования на жизнь личности (отношения, здоровье, работу, учёбу, эмоциональное и психологическое состояние) и контрпродуктивным характером деятельности в Интернете [2].

В настоящее время растет число научных исследований, посвященных данной теме. Изучаются различные аспекты: критерии интернет-зависимости (А.Е. Войскунский); типы интернет-зависимых личностей (В.Д. Менделевич); причины компьютерной зависимости (Ю.В. Фомичева, А.Г. Шмелев, И.В. Бурмистров, К. Янг); факторы личностной предрасположенности к интернет-зависимости (О.Н. Арестова, Л.Н. Бабанин, Ю.Д. Бабаева, А.Е. Войкунский, А.В. Худяков, Ю.В. Староверова, М.С. Киселева, М. Коул, К. Янг, А.В. Гришина); особенности личности интернет-зависимых пользователей (А.Е. Жичкина, А.Ю. Егоров, Н.А. Кузнецова, Е.А. Петрова, И.В. Чудова, М.И. Дрепа, А.А. Максимов, Н.В. Омельченко); психологические последствия интернет-зависимости для индивида (И.В. Бурлаков, М.С. Иванов, Г.М. Авилов, О.К. Тихомиров, О.Н. Арестова, А.Е. Войкунский); особенности профилактики интернет-зависимого поведения на разных возрастных этапах (И.В. Андреев, М.И. Дрепа, С.К. Рыженко).

Особенно актуальна проблема интернет-зависимого поведения в студенческой среде, поскольку специфические условия обучения в вузе, необходимость адаптации к значительным эмоциональным и физическим нагрузкам требуют от обучающегося повышенного самоконтроля, ответственности и дисциплинированности. Мобилизация всех ресурсов организма приводит к росту усталости и напряжения, нервным срывам, эмоциональным конфликтам, возникновению большого количества негативных переживаний. В качестве средства защиты от напряжения, стресса, студенты прибегают к использованию интернет-технологий, уходя с их помощью от фрустрирующей реальности. И, как итог, патологическое использование сети Интернет приводит к формированию и развитию компьютерной зависимости. Следовательно, при отсутствии своевременной диагностики психологических характеристик студентов и профилактики интернет-зависимого поведения, чрезмерное использование компьютерных технологий существенным образом отразится на результатах профессиональной подготовки и развитии личности будущего специалиста.

Анализ психолого-педагогической литературы показал, что патологическое использование сети Интернет проявляется в ряде негативных изменений личности: поведении, мотивации, эмоционально-аффективной сферы, коммуникативной сферы, в снижении интеллектуальных способностей, ухудшении физического самочувствия. Исследуя психологические характеристики компьютерных аддиктов, А.Ю. Егоров, Н.А. Кузнецова и Е.А. Петрова [3] выявили, что среди них преобладают личности с шизоидным, истероидным типами акцентуаций. Авторы делают выводы о том, что преобладание шизоидных акцентуантов личности связано с самой деятельностью в сети Интернет, а наличие истероидного типа личности объясняется фрустрированностью потребностей аддиктов в реальном мире и стремлением реализовать собственные истероидные черты в виртуальном мире путем знакомства и общения в чатах. По-мнению исследователей, компьютерные аддикты низкоадаптивны и застенчивы, что проявляется в коммуникативной сфере личности. Тем не менее, потребность в социальном общении у компьютерных аддиктов достаточно высока, но реализуется эта потребность путем замены реального общения виртуальным. Дальнейшее исследование психологических особенностей личностей, склонных к интернет-зависимому поведению, показало наличие у них сниженных самооценки и самоинтереса, повышенного уровня самообвинения.

Высокая тревожность у компьютерных аддиктов, с точки зрения А.В. Гришиной, рассматривается в качестве причины и следствия интернет-зависимости. При этом если человек не обладает высокой тревожностью до начала увлечения компьютером, то на стадии аддикции тревожность станет высокой, а если у человека изначально высокая тревожность, то она станет еще выше. Следовательно, проблема высокой тревожности у интернет-зависимых личностей может иметь две причины: с одной стороны, высокая тревожность рассматривается как причина зависимости от компьютерных игр и сети Интернет, а с другой стороны, высокая тревожность выступает следствием этой зависимости. При этом рост уровня тревожности способствует усилению дезадаптации личности [4]. В исследовании К. Янг и Р. Роджерса было выявлено, что компьютерные аддикты характеризуются высоким уровнем абстрактного мышления, настороженностью [5].

Обобщив результаты многих исследований, Н.В. Чудова выделяет следующие черты интернет-зависимой личности: наличие сложностей в принятии своего физического «Я» и в общении; склонность к интеллектуализации; чувство недостатка взаимопонимания; эмоциональную напряженность; склонность к негативизму; наличие хотя бы одной фрустрированной потребности; особую ценность независимости; завышенность или нереалистичность представлений об идеальном «Я»; заниженную самооценку; склонность к избеганию проблем и ответственности [6].

Н.Г. Аринчина, В.И. Дунай, В.Н. Сидоренко на основе полученных результатов проведенного эмпирического исследования [7] делают следующие выводы: интернет-зависимые студенты посвящают компьютерным играм и интернету более 5 часов в день; тратят значительную часть бюджета на апгрейд компьютера; забрасывают свои домашние дела, учебу, пренебрегают приемом пищи, отдыхом ради проведения большего времени в сети Интернет; предпочитают общение с компьютером общению с друзьями и родственниками; при отвлечении от игры становятся раздражительными и агрессивными. Студенты, склонные к интернет-зависимому поведению, имеют высокий общий уровень интернальности, причем наиболее выражена интернальность в области достижений (в данном случае под достижением понимается прохождение определенных компьютерных уровней). Менее всего выражена интернальность в области здоровья и в области межличностных отношений. Компьютерные аддикты значительно больше социально изолированы, больше испытывают чувство одиночества по сравнению со студентами без компьютерной зависимости. Также в рамках данного исследования авторами был осуществлен анализ копинг-поведения в стрессовых ситуациях у студентов, имеющих компьютерную зависимость, который показал, что особо выраженной у них является стратегия, направленная на избегание при решении ситуационных задач.

Интересным представляется исследование М.И. Дрепы [1], согласно которому у интернет-зависимых студентов наблюдаются изменения коммуникативной, эмоционально-волевой и мотивационной сфер личности, сопровождающиеся изменением уровня личностной тревожности, депрессии, агрессивности, враждебности, силы воли, самооценки, стрессоустойчивости, уверенности в себе, конфликтности и одиночества.

Согласно И.В. Андрееву, личностные особенности студентов могут провоцировать чрезмерное увлечение индивидом компьютером и сетью Интернет. Среди таких свойств он выделяет ряд эмоциональных, коммуникативных, мотивационных и ценностно-нравственных качеств личности, характеризующих ее психологическое неблагополучие (страх неудачи и отвержения, неадекватность самооценки, коммуникативные затруднения, неудовлетворенность мотивов, неблагоприятные ценностно-смысловые ориентации). И как итог, спровоцированная этими качествами, психологическая зависимость от интернет-технологий оказывает неблагоприятное влияние на весь спектр личностных характеристик, описывающих целостный образ жизни студента и его поведение [8].

Таким образом, на основе анализа психолого-педагогических исследований, мы систематизировали полученные положения и выводы о личностных особенностях студентов, склонных к интернет-зависимому поведению и представили их в виде блоков (табл. 1): эмоционально-волевая сфера личности, физиологическая сфера личности, коммуникативная сфера личности, мотивационная сфера личности, поведенческая сфера личности.

Табл. 1. Личностные особенности студентов, склонных к интернет-зависимому поведению

Сферы проявления	Особенности
Физиологическая сфера личности	нарушения со стороны глаз (ухудшение зрения, дисплейный синдром, синдром «сухого глаза»); нарушения опорно-двигательного аппарата (искривление позвоночника, нарушения осанки, карпальный синдром); нарушения пищеварительной системы (нарушение питания, хронические запоры).

Эмоционально-волевая сфера личности	высокий уровень личностной тревожности; депрессия; агрессивность; враждебность; низкие показатели силы воли; низкий уровень стрессоустойчивости; заниженная самооценка; интернализация локуса контроля; неуверенность в себе; эмоциональный подъем во время работы с компьютером.
Коммуникативная сфера личности	повышенный уровень одиночества; повышенный уровень конфликтности.
Мотивационная сфера личность	направленность мотивации в сторону избегания неудач.
Поведенческая сфера личности	наличие постоянной потребности в компьютерной игре, сети Интернет и одновременно с этим невозможность полного удовлетворения этой потребности; намеренное преуменьшение или ложь относительно времени проведенного за компьютером; оправдание собственного поведения и пристрастия; раздражение при вынужденном отвлечении от интернета; расходование большой суммы денег на компьютер и компьютерные игры; забывание о домашних делах, служебных обязанностях, учебе, встречах и договоренностях; обсуждение компьютерной тематики со всеми сведущими в этой области людьми.

Табл. 1. Личностные особенности студентов, склонных к интернет-зависимому поведению Сфера проявления Особенности Физиологическая сфера личности нарушения со стороны глаз (ухудшение зрения, дисплейный синдром, синдром «сухого глаза»); нарушения опорно-двигательного аппарата (искривление позвоночника, нарушения осанки, карпальный синдром); нарушения пищеварительной системы (нарушение питания, хронические запоры). Эмоционально-волевая сфера личности высокий уровень личностной тревожности; депрессия; агрессивность; враждебность; низкие показатели силы воли; низкий уровень стрессоустойчивости; заниженная самооценка; интернализация локуса контроля; неуверенность в себе; эмоциональный подъем во время работы с компьютером. Коммуникативная сфера личности повышенный уровень одиночества; повышенный уровень конфликтности. Мотивационная сфера личности направленность мотивации в сторону избегания неудач Поведенческая сфера личности наличие постоянной потребности в компьютерной игре, сети Интернет и одновременно с этим невозможность полного удовлетворения этой потребности; намеренное преуменьшение или ложь относительно времени проведенного за компьютером; оправдание собственного поведения и пристрастия; раздражение при вынужденном отвлечении от интернета; расходование большой суммы денег на компьютер и компьютерные игры; забывание о домашних делах,

служебных обязанностях, учебе, встречах и договоренностях; обсуждение компьютерной тематики со всеми сведущими в этой области людьми.

Экспериментальное исследование, проведенное среди студентов Учреждения образования «Мозырский государственный педагогический университет им. И.П. Шамякина» было направлено на выявление взаимосвязи между уровнем интернет-зависимости обучающихся и уровнем личностной тревожности. В исследовании принимали участие студенты факультета технологии (84 респондента). Разделение по половому признаку было следующим: 30 % составили лица женского пола, 70 % – лица мужского пола. Возраст обследуемых от 18 до 23 лет.

Для выявления уровня интернет-зависимости студентов был использован русскоязычный вариант теста К. Янг в модификации В.А. Буровой. Анализируя результаты проведенного исследования (рисунок 1), можно отметить, что у 29% (24 респондента) отсутствует интернет-зависимость, у 33% (28 опрошенных) – низкий уровень интернет-зависимости, у 37% (31 респондент) – средний уровень интернет-зависимости, 1% (1 респондент) – высокий уровень интернет-зависимости.

В дальнейшем для выявления взаимосвязи уровня интернет-зависимости и уровня личностной тревожности, все обследуемые студенты были разделены на две группы: первая группа – с отсутствием интернет-зависимости и низким уровнем интернет-зависимости (без признаков компьютерной зависимости), вторая группа – студенты со средним и высоким уровнями интернет-зависимости (с признаками компьютерной зависимости). Для выявления уровня тревожности у студентов использовалась методика «Шкала проявления тревоги Тейлора» в адаптации Т.А. Немчина, В.Г. Норакидзе. Результаты анализа данной методики представлены на рисунке 2.

Исходя из представленных данных, видно, что различия в уровне тревожности между группами значительные: если в первой группе (студенты без признаков интернет-зависимости) преобладает средний (с тенденцией к низкому) уровень тревоги (35% опрошенных) и средний (с тенденцией к высокому) уровень тревоги (53% опрошенных), то во второй группе (с признаками интернет-зависимого поведения) – 57% респондентов имеют средний (с тенденцией к высокому) уровень тревоги и 22% опрошенных с высоким уровнем тревоги. Таким образом, анализ результатов проведенного исследования позволяет сделать вывод о существующей взаимосвязи между уровнем компьютерной зависимости и уровнем тревожности студентов, при этом студенты без признаков интернет-зависимого поведения обладают более низким уровнем личностной тревожности, в то время как студентам с признаками интернет-зависимого поведения присущ более высокий уровень тревожности.

Обобщая результаты, можно сделать вывод о том, что патологическое использование студентами сети Интернет существенным образом влияет на их личностные характеристики и находит отражение в следующих сферах: эмоционально-волевой, физиологической, мотивационной, поведенческой, коммуникативной. Следовательно, данное исследование подтверждает тот факт, что необходимы своевременное выявление интернет-зависимых студентов, диагностика их личностных особенностей, и разработка на этой основе ряда эффективных профилактических мероприятий.

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ОСОБЕННОСТИ ПСИХОЛОГИИ ОБУЧЕНИЯ В НАЧАЛЬНОЙ ШКОЛЕ

Аннотация: В статье рассмотрены личностные характеристики школьников младших классов, выступающие основание для выбора методов обучения и образовательных технологий в школе. Также представлены требования к школьникам младших классов, выполнение которых повышает эффективность обучения. Отдельно в статье уделено внимание работе с детьми так называемой «группы риска», а также методам наказания и поощрения школьников.

Ключевые слова: школьное образование, психология школьника, психология, мотивация к обучению, «мягкие компетенции» школьников, требования к младшим школьникам.

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FEATURES OF PSYCHOLOGY OF EDUCATION AT ELEMENTARY SCHOOL

Annotation: The article considers the personality characteristics of primary schoolchildren, serving as the basis for the choice of teaching methods and educational technologies at school. Also presented are the requirements for primary school students, the implementation of which increases the effectiveness of training. Separately, the article focuses on working with children of the so-called "risk group", as well as methods of punishing and encouraging students.

Key words: school education, psychology of a schoolboy, psychology, motivation for learning, “soft competencies” of schoolchildren, requirements for primary schoolchildren.

Учитывая личностные характеристики школьника младшего возраста, среди которых можно выделить повышенная восприимчивость, доверчивое подчинение авторитету, внимательность, послушание, конформизм и подражательность, самое главное в начальной школе – не разрушить эти начала, обеспечить и далее конструктивное развитие личности.

Младшие школьники очень внушаемы и податливы, склонны к подражанию, в первую очередь, своему педагогу, который должен создать благоприятные условия для формирования высоконравственной личности. Здесь очень важны психологические инструменты и технологии, которые позволяют развивать психические особенности ребенка. [3]

Прежде чем говорить о технологиях психологического воздействии на школьников младших классов, необходимо определить те их базовые особенности, которые следует использовать в процессе обучения. Во-первых, это наглядно-образный тип мышления, дети обращают внимание на все яркое. Во-вторых, это специфика механической памяти детей, когда они легко и прочно запоминают небольшой по объему языковой материал и достаточно хорошо его воспроизводят. В-третьих, это низкий уровень осознания школьником собственных мыслительных операций, начальный уровень овладевания личностной рефлексией, умением анализировать содержание и процесс своей мыслительной деятельности. В четвертых, это произвольное внимание, которое прямым образом влияет на успеваемость ребенка.

В период обучения в начальной школе к ребенку предъявляется ряд требований, кардинально меняющих его жизненный уклад: умение изменить режим дня, навыки правильно распределять своё время, взаимодействовать с коллективом, общаясь с большим количеством сверстников и преподавательским составом, приспособление к иному ритму активности, более спокойному. Конечно, дети школьного возраста, так же как и раньше, хотят играть, только, в отличие от детей дошкольного возраста, школьников интересует результат игры, что приводит к необходимости четкой организации и целенаправленности игры. В последнее время все более популярными становятся технологии геймификации в образовании, да и образовательные платформы, такие как «учи.ру», «я-класс» для начальной школы предусматривают именно игровые элементы обучения.

Исходя из вышесказанного, с целью повышения продуктивности обучения младших школьников, учителям необходимо учитывать их психологические и возрастные особенности, специфику учебной и игровой деятельности, а также появившиеся инновационные технологии, способствующие развитию у детей soft-skills.

Большое значение для школьников имеет внутренняя и внешняя мотивация к обучению школьников начальных классов. К внутренней мотивации относятся познавательные мотивы (стремление получать знания; стремление овладеть способами самостоятельного приобретения знаний), социальные мотивы (стремление быть полезным обществу, быть грамотным человеком; стремление к одобрению старших товарищей, добиваться успеха; овладеть способами взаимодействия с одноклассниками, друзьями, другими окружающими людьми). Что касается внешней мотивации, то это, как правило, высокий уровень оценки их знаний и стараний, с возможной последующей материальной составляющей этой оценки. Для школьников младших классов высокие отметки – это источник иных поощрений, гарантия его эмоционального благополучия, предмет личностной гордости. [1]

Особого внимания требуют дети «группы риска», например, дети с синдромом дефицита внимания (гиперактивные), леворукие дети. Такие особенности необходимо учитывать не только учителям на уроках, но и дома, родителям, от которых значительным образом зависит, как в дальнейшем ребенок будет реагировать на возможные неудачи в школе.

Чтобы добиться положительных результатов при подтягивании таких учеников, учителю требуется не только развить у них приемы умственной деятельности, но и сформировать положительную установку на дальнейшее обучение, поэтому на передний план выходят психологические особенности педагогического воздействия: разумное требование, система перспективных линий, поощрение и наказание. При этом педагогическое требование может быть как прямым, так и косвенным (просьба, совет, угроза, выражение доверия, одобрение, требование). Для того, чтобы педагогическое требование стало успешным инструментом психолого-педагогического воздействия на школьников, следует знать главное: любое предъявляемое требование должно быть доведено до логического конца. В то же время, при предъявлении требования надо выражать уважение к личности ребенка, соблюдая педагогический такт. [2]

Что касается поощрения, то поощрять следует лишь за действительные успехи, для ребенка вредно просто захваливание. При использовании наказания следует также соблюдать следующие условия: соблюдение педагогического такта; сочетание разумной требовательности с уважением к ребенку: справедливость в применении наказаний; опора на ученический коллектив; связь наказания с другими методами воспитания; сочетание наказания с убеждением.

Подводя итог, следует сказать, что педагоги начальных классов должны быть тонкими психологами, уметь разбираться в детских конфликтах и профессионально разрешать проблемные ситуации, помогать подавленному ребенку в адаптации к школьной среде.

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ПРАВОВОЙ СТАТУС КОМИССИИ ПО ГРАНИЦАМ ШЕЛЬФА

Аннотация: Повышенная заинтересованность государств в использовании уникальных богатств континентального шельфа, в силу вышеобозначенных факторов, приводит на практике к возникновению целого ряда проблем и противоречий. В первую очередь, это касается международно-правового режима континентального шельфа и делимитации его границ.

Ключевые слова: континентальный шельф, делимитация, комиссия по границам, морская миля.

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LEGAL STATUS OF THE COMMISSION ON THE SHELF BOUNDARIES

Annotation: The increased interest of states in the use of the unique wealth of the continental shelf, due to the above factors, leads in practice to the emergence of a number of problems and contradictions. First of all, this concerns the international legal regime of the continental shelf and the delimitation of its borders.

Key words: continental shelf, delimitation, border commission, nautical mile.

Прибрежное государство, которое имеет намерение установить внешнюю границу своего континентального шельфа за пределами предусмотренных Конвенцией 1982 года 200 морских миль, должно направить соответствующее представление в Комиссию ООН по границам континентального шельфа.

Национальным законодателем определён следующий порядок подачи заявки: в соответствии с пунктом 3 Постановления Правительства Российской Федерации от 16 июня 1997 года № 717 «О порядке утверждения перечней географических координат точек, определяющих линии внешних границ континентального шельфа Российской Федерации» Министерство иностранных дел Российской Федерации совместно с Министерством природных ресурсов Российской Федерации направляет предложения по перечням координат и сопровождающие материалы в Комиссию по границам континентального шельфа для получения рекомендаций по вопросам делимитации[1].

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[1] Постановление Правительства Российской Федерации от 16 июня 1997 года № 717 «О порядке утверждения перечней географических координат точек, определяющих линии внешних границ континентального шельфа Российской Федерации», п. 5, 8 // СЗ РФ, 1991, № 25, ст. 2939.

Комиссия по границам континентального шельфа – специальный орган, созданный на основе Конвенции по морскому праву 1982 года с целью содействия установлению внешних границ континентального шельфа, который выходит за пределы 200 морских миль от прямых исходных линий. Устанавливая границы своего континентального шельфа, государства должны соблюсти 10-летний срок подачи заявки в Комиссию с момента вступления Конвенции ООН 1982 года в силу для данного государства. При этом, установленные на основе полученных рекомендаций границы континентального шельфа считаются окончательными и обязательными для всех государств[2].

Комиссия по границам континентального шельфа состоит из 21 члена, которые являются специалистами в области геологии, геофизики или гидрографии, выбираемыми государствами - участниками Конвенции ООН по морскому праву 1982 г.

Первоначальные выборы проводятся в возможно кратчайшие сроки, но в любом случае в течение восемнадцати месяцев после даты вступления в силу настоящей Конвенции. По крайней мере за три месяца до даты каждых выборов Генеральный секретарь Организации Объединенных Наций направляет письмо государствам-участникам с приглашением представить в течение трех месяцев кандидатуры после проведения соответствующих региональных консультаций. Генеральный секретарь составляет в алфавитном порядке список всех предложенных таким образом кандидатур и представляет его всем государствам-участникам.

Выборы членов Комиссии проводятся на совещании государств-участников, созываемом Генеральным секретарем в Центральных учреждениях Организации Объединенных Наций. На таком совещании, где две трети государств-участников составляют кворум, лицами, избранными в члены Комиссии, считаются кандидатуры, получившие не менее двух третей голосов присутствующих и участвующих в голосовании представителей государств-участников. От каждого географического региона избирается не менее трех членов.

Члены Комиссии избираются сроком на пять лет. Они имеют право на переизбрание.

Государство-участник, которое выдвинуло кандидатуру члена Комиссии, покрывает расходы этого члена Комиссии в течение того времени, когда он выполняет обязанности в рамках Комиссии. Соответствующее прибрежное государство покрывает расходы, возникающие в связи с консультациями. Секретариат Комиссии предоставляется Генеральным секретарем Организации Объединенных Наций.

Необходимо отметить, что состав Комиссии в международно-правовой доктрине подвергается критике. Так, британский учёный Нельсон справедливо отмечает, что Конвенцией по морскому праву не предусмотрена возможность

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[2] Самсонов В.А. Правовой режим континентального шельфа Российской Федерации, его содержание и обеспечение // Международное публичное и частное право, 2005, № 2. С.7.

участия в Комиссии по границам континентального шельфа специалистов в области права. По его мнению, прибрежное государство, подавшее заявку в Комиссию, может исказить или неправильно применить положения Конвенции, а Комиссия, в свою очередь, в силу отсутствия правовых навыков у её членов, не сможет отреагировать на это должным образом[3].

Комиссия имеет следующие функции:

- Рассмотрение представляемых прибрежными государствами данных и других материалов относительно внешних границ континентального шельфа в районах, где эти границы выходят за пределы 200 морских миль, и вынесение рекомендаций в соответствии со статьей 76 Конвенции 1982 года и Заявлением о понимании, принятым 29 августа 1980 года третьей Конференцией Организации Объединенных Наций по морскому праву;
- Предоставление научно-технических консультаций по просьбе заинтересованного прибрежного государства в ходе подготовки данных.

Комиссия может сотрудничать в той мере, в какой это считается необходимым и полезным, с Межправительственной океанографической комиссией ЮНЕСКО, Международной гидрографической организацией и другими компетентными международными организациями в целях обмена научно-технической информацией, которая может оказать помощь в выполнении обязанностей Комиссии.

В случае, если прибрежное государство намеревается установить в соответствии со статьей 76 внешние границы своего континентального шельфа за пределами 200 морских миль, оно представляет Комиссии конкретные данные о такой границе наряду с дополнительными научно-техническими данными в возможно кратчайшие сроки, но в любом случае в течение десяти лет со времени вступления в силу для этого государства настоящей Конвенции. В то же время прибрежное государство указывает имена любых членов Комиссии, которые предоставили ему научно-технические консультации.

Организационной формой деятельности Комиссии являются так называемые подкомиссии, которые состоят из семи представителей и формируются на сбалансированной основе. Баланс обеспечивается, в частности, и тем, что членами подкомиссии не могут быть представители прибрежного государства, направившего представление в Комиссию, а также иные представители Комиссии, оказавшие такому государству научно-техническое содействие. Лишаясь права голоса, такие члены Комиссии вправе, однако, принимать участие в обсуждении соответствующей заявки прибрежного государства. Рассмотрев заявку, подкомиссия направляет свои рекомендации Комиссии по границам континентального шельфа, которая большинством в две трети голосов присутствующих членов Комиссии окончательно утверждает рекомендации подкомиссии по установлению внешних границ континентального шельфа (ст. 5-6 Приложения). Рекомендации Комиссии представляются в письменном виде прибрежному

[3] Губанов А.И. Правовые вопросы делимитации континентального шельфа в Арктике // Диссертация на соискание учёной степени к. ю. н., М., 2013. С.31.

государству, которое сделало представление, и Генеральному секретарю Организации Объединенных Наций.

Прибрежные государства устанавливают внешние границы континентального шельфа в соответствии с надлежащими национальными процедурами.

Данные решения называются рекомендациями Комиссии. Только границы шельфа, установленные на основе рекомендаций, будут считаться окончательными и обязательными для всех государств и иных субъектов международного права. В случае, если данных для выработки рекомендаций недостаточно, Комиссия указывает замечания о необходимости и характере дополнительных данных.

В случае несогласия прибрежного государства с рекомендациями Комиссии прибрежное государство в течение разумного периода времени делает пересмотренное или новое представление Комиссии. Однако, в данном случае не ясны критерии разумности.

Действия Комиссии не наносят ущерба вопросам, касающимся делимитации границ между государствами с противолежащими или смежными побережьями.

Комиссия призвана выполнять превентивную функцию - для предотвращения конфликтных ситуаций и конфликтов прибрежных государств (причем не только противостоящих или смежных), а также для реализации учета интересов отдельных государств и мирового сообщества. Но сама она не разрешает споров. В своей деятельности Комиссия руководствуется положениями ст. 76 Конвенции, а также правилами приложения 2 Конвенции, специально посвященного организации, порядку формирования и процедуре Комиссии. Собственно же процедурными правилами комиссии являются Правила процедуры Комиссии 1998 г., Внутренняя процедура подкомиссии Комиссии. Также в 1999 г. принято Научно-техническое руководство Комиссии. Последнее особенно представляется актуальным в связи с ростом научной информации о континентальных платформах и природных процессах Мирового океана, а также технических возможностей. Прибрежное государство, претендующее на границы шельфа далее 200 морских миль, подает в Комиссию представление о заявляемых границах шельфа. К данному представлению должны прилагаться полные данные о границе и научно-техническая информация ее обоснования. Для вынесения решения и дачи рекомендаций претендующему государству Комиссия проверяет соответствие заявленной дистанции (расстояния до предполагаемой внешней границы) геолого-морфологическим критериям принадлежности дна положениям ст. 76 Конвенции. Иными словами, выясняет, соответствует ли заявленная граница требованиям ст. 76.

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МЕТОДЫ ЛЕЧЕНИЕ ОСТРЫХ КИШЕЧНЫХ ИНФЕКЦИЙ У ДЕТЕЙ

Аннотация: Статья посвящена одной из наиболее серьезных проблем в педиатрии — острым кишечным инфекциям. Подробно рассматриваются вопросы лечения — регидратация, антибактериальная терапия, вспомогательная терапия. Даны рекомендации по диете детей с инфекционной диареей.

Ключевые слова: острые кишечные инфекции, диарея, регидратация, антибактериальная терапия.

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METHODS FOR TREATMENT OF ACUTE INTESTINAL INFECTIONS IN CHILDREN

Annotation: The article is devoted to one of the most serious problems in pediatrics - acute intestinal infections. The treatment issues are considered in detail - rehydration, antibacterial therapy, auxiliary therapy. Recommendations are given on the diet of children with infectious diarrhea.

Key words: acute intestinal infections, diarrhea, rehydration, antibacterial therapy.

Актуальность. Широкая распространенность кишечных инфекций среди детей вызвана высокой контагиозностью и распространенностью возбудителей, их устойчивостью к воздействию факторов внешней среды, возрастными особенностями строения и функционирования пищеварительной системы, функциональным несовершенством защитных механизмов, а также в недостаточной степени привитыми и закрепленными навыками гигиены.

При тяжелых формах кишечных токсикозов у детей возможно развитие отека легких, острой почечной и острой сердечной недостаточности. В мире ежегодно регистрируется примерно 2 млн летальных исходов от острых кишечных инфекций, преимущественно среди детей до 5 лет.

Проблему острых кишечных инфекций (ОКИ) не без основания можно считать одной из самых острых и широко обсуждаемых медицинской общественностью. Действительно, смерть от ОКИ входит в десятку основных причин смертности в мире, составляя по данным ВОЗ на 2012 год порядка 1,5 млн. случаев (примерно столько же людей погибают от рака легкого, трахеи и бронхов, сахарного диабета, ВИЧ/СПИД) [2]. Ежедневно от диарейных заболеваний в мире умирает более 5000 детей [1,5]. Эти инфекции занимают 4 место в «рейтинге значимости» глобального бремени болезней (ОББ, данные 2010 года). [3]. Справедливости ради следует отметить, что столь серьезные цифры характеризуют ситуацию, в первую очередь, в развивающихся странах. В России она не столь катастрофична, но социально-экономический ущерб от острых инфекционных диарей без преувеличения огромный.

Описывая этиологическую структуру ОКИ нельзя не вспомнить ряд хорошо известных любому инфекционисту сложностей лабораторной диагностики этой группы заболеваний. Как показывают многолетние и многочисленные наблюдения, рутинное, «поголовное» обследование всех детей с дисфункцией кишечника сравнительно малоинформативно. Более того, оно очень дорого. Известно, что частота положительных результатов бактериологического исследования фекалий больных ОКИ детей, колеблется в пределах 1,5-5,6% [1,4]. Стоимость полной лабораторной идентификации одного изолята в таких условиях составляет в среднем $952-$1200 [3,5].

По данным собственных исследований частота выделения возбудителей бактериальных диарей в отечественном стационаре еще ниже: для Salmonella spp. она составила всего 3 -4,7%, для Shigella spp. 0,07-1,5%% (результаты исследования более 35000 фекальных образцов от детей, госпитализированных с клиникой ОКИ, данные ранее не публиковались). Voetsch A. с соавт. показали, что на каждый документально подтвержденный случай сальмонеллеза приходится около 39 случаев не подтвержденного [4]. Неудачам бактериологической диагностики есть много объяснений. В первую очередь, это, конечно же, быстрое сокращение доли этих инфекций в современной структуре острых детских диарей (о чем уже указывалось выше). Невысокой чувствительности бактериологической диагностики способствует широкая доступность кишечных антисептиков и антибиотиков, используемых в практике т.н. «самолечения» амбулаторных пациентов. Не секрет, что получение положительного результата исследования в немалой мере зависит и от техники забора материала. Все так. Кроме того, до сегодняшнего дня бытует прежнее представление о проблемах качества сред бак-лабораторий. Оно, это представление настолько устоялось, что уже стало «общим местом» в обсуждениях проблем диагностики бактериальных инфекций. Но сегодня ситуация в этом вопросе существенно изменилась.

Современные производственные технологии обеспечивают должное качество селективных питательных сред и высокий уровень положительного результата в работе врача-бактериолога. В этом, как нам кажется, не раз убеждался любой практикующий врач инфекционного стационара. По-видимому, пришло время попробовать найти иное объяснение большому проценту т.н. «кишечных инфекций неустановленной этиологии», а не пытаться наращивать объемы рутинных лабораторных исследований.

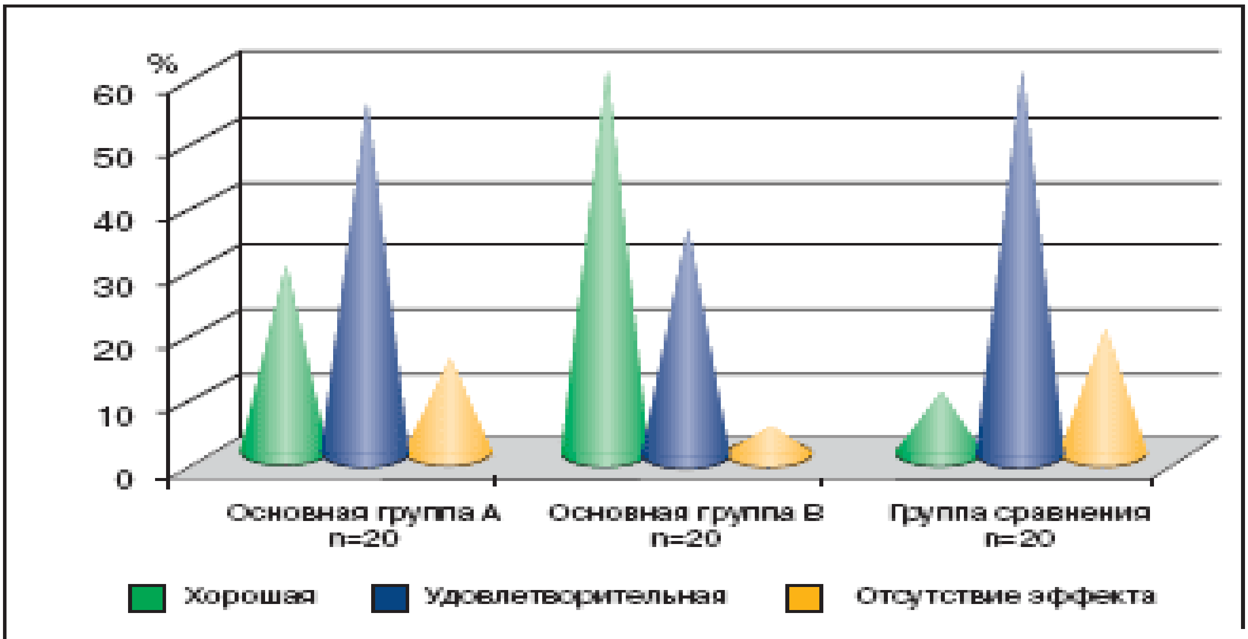
Цель исследования. оптимизация диагностики и терапии острых кишечных инфекций у детей, на основании выявления их клинико-патогенетических особенностей и изучения состояния микробиоценоза кишечника.

Материалы и методы исследования. Под нашим наблюдением были 60 детей, больных ОКИ, в возрасте от 6 мес. до 6 лет, находившихся на стационарном лечении в АОДБ и АОИБ. г Андижана. С учетом различий в комплексной терапии острой диареи все наблюдавшиеся больные были распределены методом случайной выборки на 3 группы.

Результаты исследования. Наиболее выраженный клинический эффект наблюдался в группе пациентов, получавших сочетание лактулозы с панкреатином (основная группа В). Длительность диареи у больных в данной группе была достоверно меньше (4,24±0,21 сут.), чем в основной группе А (5,6±0,48 сут.) и в группе сравнения (6,2±0,52 сут.) ($p<0,01$). У больных, получавших пребиотический препарат, наблюдали также более быстрое прекращение метеоризма: 4,4±0,32 сут. в группе А, 3,8±0,46 сут. – в группе В в сравнении с 5,1±0,42 сут. в группе получавших только энтеросорбенты. Нами не было выявлено влияния лактулозы и панкреатина на сроки купирования симптомов инфекционного токсикоза и рвоты.

Необходимо отметить хорошую переносимость лактулозы и панкреатина, а также отсутствие каких–либо негативных побочных реакций, в том числе аллергических.

При комплексной оценке клинической эффективности терапии установлено, что наибольшая частота «хорошего» эффекта от лечения наблюдалась в группе больных, получавших панкреатин совместно с лактулозой .



В то же время при включении только лактулозы в традиционную терапию было отмечено повышение клинической эффективности на 20%. Отсутствие клинического эффекта от проводимого лечения к концу 3–х сут. реже всего наблюдалось в группе получавших лактулозу + панкреатин (у 1 больного). В группе сравнения количество таких детей было значительно больше – 4.

Сравнительная оценка состояния микрофлоры толстой кишки на фоне терапии была проведена у 30 больных – по 10 в каждой из групп. Было установлено, что в остром периоде кишечной инфекции у 100% больных развиваются дисбиотические нарушения различной степени, характеризующиеся снижением уровня лактобактерий (у 63,3% детей), бифидобактерий (у 80%), нормальной кишечной палочки (у 66,7%), повышением уровня кишечной палочки с измененной ферментативной активностью (у 33,3%), гемолизирующей E. coli (у 23,3%), ростом количества условно–патогенных микроорганизмов (у 16,7%), золотистого стафилококка (у 36,7%) и дрожжевых грибов (у 23,3%).

Как видно из данных таблицы 2, характер дисбиотических нарушений до начала лечения существенно не различался между группами (единственным отличием было в 2 раза большее количество детей со сниженным уровнем лактобактерий в группе Стимбифид + бифидумбактерин).

Использование лактулозы при ОКИ способствовало улучшению микроэкологического пейзажа, в том числе восстановлению нормального уровня бифидобактерий у 50% больных, нормальной кишечной палочки – у 50%. Положительные изменения состава облигатной микрофлоры способствовали элиминации E. coli с измененной ферментативной активностью у 30% пациентов, Staphylococcus aureus – у всех больных этой группы, снижению уровня дрожжевых грибов – у 30%.
Еще больший эффект был достигнут при совместном использовании панкреатина и лактулозы: дефицит бифидобактерий был ликвидирован у 70% больных, нормализация уровня E. coli достигнута у 50%, отмечалась также полная элиминация условно–патогенных бактерий (клебсиелла, цитробактер) и St. aureus.

Наименьшие положительные изменения состава микрофлоры толстой кишки наблюдались в группе пациентов, получавших только традиционную терапию: у 60% детей сохранялся дефицит лакто– и бифидобактерий, не изменялся уровень нормальной кишечной палочки, с той же частотой обнаруживались дрожжевые грибы и St. aureus.

При анализе структуры дисбиотических нарушений по степени их выраженности (в соответствии с отраслевым стандартом «Протокол ведения больных.

Преобладали II и III степени дисбактериоза. На фоне терапии лактулозой с первых дней ОКИ восстановление нормофлоры отмечено у 20% больных, а в комплексе с панкреатином – у 50%.

Среди получавших лактулозу после окончания лечения не было выявлено ни одного пациента с III степенью дисбактериоза. В то же время при использовании бифидумбактерина в виде монотерапии при ОКИ выраженность микроэкологических нарушений не изменялась: дисбактериоз III степени был отмечен у 20% детей, II степени – у 60%, не было зафиксировано ни одного случая восстановления эубиоза.

Вывод. Таким образом, с учетом широкой распространенности и разнообразия возбудителей, а также затруднений, возникающих при диагностике, проблема ОКИ в детском возрасте не теряет своей актуальности. Тактика лечения этой группы заболеваний должна иметь комплексный и этапный характер и включать регидратационную и диетотерапию, средства этиотропного и патогенетического лечения. В последние годы получены убедительные данные относительно эффективности отдельных штаммов пробиотических микроорганизмов и содержащих их лекарственных препаратов, применение которых в стартовой терапии обеспечивает достоверное уменьшение степени выраженности основных симптомов заболевания, а также оказывает благоприятное влияние на состояние микрофлоры желудочно-кишечного тракта.

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ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ НОВЫХ ТЕХНОЛОГИЙ ДЛЯ РАЗВИТИЯ ТРАНСПОРТНОЙ СИСТЕМЫ РЕСПУБЛИКИ УЗБЕКИСТАН

Аннотация: В статье рассматривается наиболее важные направления развития транспортной системы Республики Узбекистан, в том числе, внедрение новых технологий, предусмотренные мероприятия и механизмы для осуществления данной цели.

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PROSPECTS FOR THE INTRODUCTION OF NEW TECHNOLOGIES FOR THE DEVELOPMENT OF THE TRANSPORT SYSTEM OF THE REPUBLIC OF UZBEKISTAN

Annotation: The article discusses the most important directions of the development of the transport system of the Republic of Uzbekistan, including the introduction of new technologies, the measures and mechanisms provided for the implementation of this goal.

Транспортная система региона играет все более значимую роль в жизни людей и в мировой экономике вследствие роста транспортной подвижности населения, мобильности рабочей силы и быстро растущих объемов внутреннего и международного туризма. Повышается роль пассажирских автомобильных перевозок как наиболее демократичного и доступного вида передвижения в международном сообщении, способного конкурировать с личным транспортом.

В этой связи транспортная система нуждается в совершенствовании нормативно-правовой базы, активном вовлечении в процесс его развития общественных и государственных структур, расширении сферы многостороннего регулирования, использовании интеллектуальных транспортных систем.

Целью настоящего обзора является изучение роли транспорта в обеспечении устойчивой мобильности и процессов региональной экономической интеграции на пространстве Республике Узбекистан.

В целях создания достойных условий для повышения уровня жизни, решения насущных проблем граждан, улучшения социальной инфраструктуры и развития регионов, а также последовательной реализации задач, определенных Стратегией действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017 — 2021 годах, в соответствие с постановлением Кабинет Министров Республике Узбекистан № 48 от 18 января 2019 года утверждена Концепция внедрения технологий «Умный город» в Республике Узбекистан и план практических мер по реализации Концепции внедрения технологий «Умный город» в Республике Узбекистан в 2019 — 2021 годах.

Одним из основных направлений реализации проектов внедрения технологий «Умный город» является направление «Умный транспорт».

«Умный транспорт» — это комплекс технологических решений, в котором все транспортные средства и системы инфраструктуры взаимосвязаны друг с другом. Подобная связь позволяет обеспечивать более точное определение ситуации на дорогах, а также осуществляет контроль транспортных потоков с использованием данных сотовых операторов и сигналов GPS.

Развитие «умной» городской транспортной системы, появление новых транспортных сервисов и видов транспорта, систем контроля и управления трафиком, различных приложений для расчета оптимального пути улучшает транспортную ситуацию и повышает мобильность, а также сокращает время на преодоление расстояний.

Внедрение технологических решений в области «умного транспорта» предусматривает:

- автоматизированную систему управления дорожным движением и мониторинга параметров транспортных потоков, в том числе мониторинга условий движения в режиме реального времени;
- программные обеспечения для управления общественным транспортом;

- автоматизированную систему информирования участников дорожного движения о дорожных условиях и ситуациях, о графиках движения общественного транспорта;
- систему безопасности на общественном транспорте;
- внедрение технологий, обеспечивающих передачу информации: исполнительные устройства и средства связи стандарта 5G, сети широкополосного Интернета и другие элементы, которые обеспечивают передачу данных до места их накопления и хранения;
- внедрение городских платформ интернета вещей для «умного города»;
- технологию «Умный паркинг», определяющую месторасположение и удаленность свободных мест для парковки;
- системы электронных платежей за пользование транспортом и дорогами;
- непрерывный мониторинг ситуации при осуществлении пассажироперевозок.

Предусмотрены следующие мероприятия:

Создание системы управления транспортными потоками, эффективности и безопасности управления общественным транспортом, оптимизации транспортного потока и снижения экологических потерь.

Также, разработан механизм реализации вышеуказанных мероприятий:

1. Создание межведомственной рабочей группы из числа специалистов министерств и ведомств.

2. Разработка и утверждение Программы развития транспортного движения в рамках внедрения технологий "Умный город".

3. Создание системы управления транспортными потоками и интеллектуальными транспортно-логистическими системами, внедрение сенсоров (датчиков) и специализированного программного обеспечения для управления общественным транспортом.

4. Создание сети высокоскоростных автотранспортных коридоров, оснащенных инфраструктурой, обеспечивающей информацией о движении транспорта.

5. Повышение безопасности движения с внедрением системы информирования водителей посредством информационных табло, радиослужб, веб-сайтов, а также внедрение системы компьютерного дорожного движения, видеонаблюдения, фото и видеофиксации нарушителей ПДД и автоматического распознавания инцидентов.

6. Создание технологической системы "Умный паркинг" и "Умная остановка".

7. Снижение экологических потерь за счет внедрения новых экологических требований, автоматизированных передвижных систем экологического надзора, энергоэффективных режимов движения транспортных потоков, системы ограничений движения транспорта в определенных зонах.

8. Оптимизация транспортного потока с внедрением умных светофоров, электронных табло, системы информирования пассажиров, систем спутниковой

навигации, системы автоматизации управления и регулирования пассажирских перевозок, интегрированных между видами транспорта (автобусы, метро, трамваи, троллейбусы, маршрутные такси) электронных систем оплаты за проезд.

Установлены сроки реализации в период 2019 – 2020 года и определены ответственные исполнители, такие, как Министерство по развитию информационных технологий и коммуникаций, Министерство внутренних дел, Государственный комитет по автомобильным дорогам, Узбекское агентство автомобильного транспорта, Министерство инновационного развития, Совет Министров Республики Каракалпакстан, хокимияты областей и г. Ташкента.

Для реализации автоматизированной системы управления дорожным движением и мониторинга параметров транспортных потоков, в том числе мониторинга условий движения в режиме реального времени наиболее эффективным считается GPS-мониторинг транспорта.

Многие владельцы бизнеса или руководители транспортных отделов выражают уверенность в том, что GPS-мониторинг транспорта – самое выгодное вложение инвестиций в повышение эффективности использования транспорта на предприятии.

Система GPS мониторинга позволяет в online-режиме контролировать перемещения транспортных средств, маршруты следования, расход дизельного топлива, его сливы и заправки. Также система GPS мониторинга выявляет случаи простоев, превышения скорости и нецелевого использования транспортных средств, что в совокупности приводит к колоссальному снижению затрат всего предприятия в целом. При этом размер автопарка не имеет значения, использование системы спутникового слежения будет одинаково эффективно как в небольшой компании, имеющей всего несколько автомобилей, так и в крупной корпорации с многотысячным автопарком.

Основной деятельностью Компании «IMG» с 2009 года - является предоставление услуг спутникового мониторинга транспорта. Это позволило ей стать профессиональной командой, предоставляющей клиентам высококачественный сервис и инновационные решения.

Сегодня «IMG» является официальным партнером на территории Узбекистана, таких ведущих мировых компаний, как «GURTAM», «TELTONIKA» и «OMNICOMM», имеет собственный аналитический отдел, а также сервисный центр, обладающий правом предоставлять гарантийные, пост гарантийные и сервисные работы.

Своим клиентам компания «IMG» предоставляет первоклассный сервис, проверенное оборудование известных мировых производителей и обслуживание на сервере с программным обеспечением «Wialon Local», разработанным мировым лидером транспортной телематики, европейской компанией «Gurtam». Для удобства пользователей также разработано одноименное мобильное приложение. При этом с целью обеспечения стабильного и безопасного доступа к сервису, наши сервера размещены на площадке ГУП «Uzinfocom», а «Wialon Local» работает в зоне TAS-IX.

Уже более 530 крупнейших компаний Республики Узбекистан контролируют свои транспортные средства с помощью систем мониторинга транспорта от «IMG».

Также, немало важно внедрение технологий, обеспечивающих передачу информации: исполнительные устройства и средства связи стандарта 5G, сети широкополосного Интернета и другие элементы, которые обеспечивают передачу данных до места их накопления и хранения.

Важность и необходимость ускорения внедрения в нашей стране технологий 5G была подчёркнута Президентом Республики Узбекистан Шавкатом Мирзиёевым в апреле текущего года в ходе посещения Центра исследований и инноваций компании Huawei в Пекине.

Выполняя поручение Президента о внедрении 5G в Узбекистане, ООО «Coscom» (торговая марка Ucell) приступило к тестированию сети пятого поколения технологий мобильной связи — 5G, которое с его огромными скоростями передачи данных по праву считается прорывным.

Отвечая современным технологическим вызовам, Министерство по развитию информационных технологий и коммуникаций Республики Узбекистан пригласило операторов, провайдеров и поставщиков телекоммуникационного оборудования Узбекистана представить предложения по развёртыванию в стране сетей 5G.

Компания Ucell, которая традиционно выступает пионером внедрения передовых технологий в Узбекистане, откликнулась на приглашение и получила в сентябре разрешение на тестирования сети 5G.

Для развертывания первых сетей коммерческого использования технологии 5G приобретено и завезено новейшее оборудование, поставщиком которого стала компания Huawei.

Осенью нынешнего года специалистами компании проведено первое тестирование 5G в Ташкенте в главном офисе Компании Ucell Plaza.

Максимальная зарегистрированная скорость, полученная в реальных условиях, равнялась около 1 Гбит/с. Замеры, осуществлённые при помощи сервиса SpeedTest, показали скорость скачивания до 1 376 Мбит/с.

В рамках ежегодной выставки «ICTEXPO 2019», которая прошла 25-27 сентября, Ucell предоставила для участников и посетителей приятный сюрприз: демонстрацию работы оборудования 5G в тестовом режиме. Речь идёт не только о презентации потенциальных возможностей, но и возможности тестирования преимущества технологий 5G на стенде Компании.

Первая коммерческая зона охвата 5G будет создана специалистами компании Ucell на территории Международного делового центра Tashkent City уже в этом году.

После этого пятое поколение мобильных сетей постепенно будет охватывать всё большие территории, и уже скоро для того, чтобы скачать часовой фильм в HD-качестве вам понадобится всего лишь несколько секунд.

В мире всё больше стран, в которых объявили о внедрении 5G. Теперь на этой карте есть и Узбекистан.

Таким образом, внедрение новых технологий во все сферы экономики страны требование времени, а также, важнейшее направление в целях создания достойных условий для повышения уровня жизни, решения насущных проблем граждан, улучшения социальной инфраструктуры и развития регионов.

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КРИТЕРИИ СОХРАНЕНИЯ УПРАВЛЯЕМОСТИ АВТОМОБИЛЯ ПРИ ЭКСТРЕННОМ ТОРМОЖЕНИИ

Аннотация: В статье рассматривается влияние типа плеча обкатки на сохранение устойчивости автомобиля при торможении при наличии неравномерности тормозных сил на передней оси. Также рассматривался управляющее воздействие водителя на курсовой угол и занос автомобиля. Предложено оценивать устойчивость автомобиля при торможении по величине курсового угла и бокового отклонения за время реакции водителя.

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CRITERIA FOR KEEPING THE CONTROLLABILITY OF A CAR IN EMERGENCY BRAKING

Annotation: The article considers the influence of the break-in shoulder type on maintaining vehicle stability during braking in the presence of uneven braking forces on the front axle. The driver's control effect on the heading angle and the skid of the car were also considered. It is proposed to evaluate the stability of the car during braking by the value of the heading angle and lateral deviation during the reaction of the driver.

Как известно, углы кинематического разворота управляемых колес находятся из уравнения:

$$J_c \cdot \theta_{\hat{e}} = \grave{I}_{\tilde{n}} + \grave{I}_{\lambda} + \grave{I}_{\eth\hat{e}} + \grave{I}_{\grave{O}\tilde{n}}$$

где: J_c - приведенный момент инерции управляемых колес автомобиля и деталей рулевого управления относительно оси поворота колеса;

$\grave{I}_{\tilde{n}}$ - момент, обусловленный качением шины с уводом и продольным наклоном оси поворота колеса;

$\grave{I}_{\lambda}$ - приведенный момент вязкого трения;

$\grave{I}_{\eth\hat{e}}$ - приведенный момент упругости рулевого управления;

$\grave{I}_{\grave{O}\tilde{n}}$- момент, обусловленный разностью тормозных сил на управляемых колесах.

При торможении с зафиксированным рулевым управлением ($\theta_{\hat{e}} = 0$) угол поворота рулевого колеса и его производная принимаются равными нулю, поэтому моменты трения и упругости рулевого управления можно не учитывать.

Момент от действия боковых сил и продольного наклона оси поворота колеса:

$$\grave{I}_{c} = N_1 \cdot r_{\hat{e}} \cdot \sin\beta$$

где: β - угол продольного наклона оси поворота колеса;

$r_{\hat{e}}$ **- радиус качения колеса.**

Момент обусловленный разностью тормозных сил на управляемых колесах равен:

$$\grave{I}_{\grave{O}c} = (Đ_{\grave{O}\ddot{e}} - Đ_{\grave{O}\ddot{i}}) \cdot \mathring{a}$$

где: e - плечо обкатки колеса.

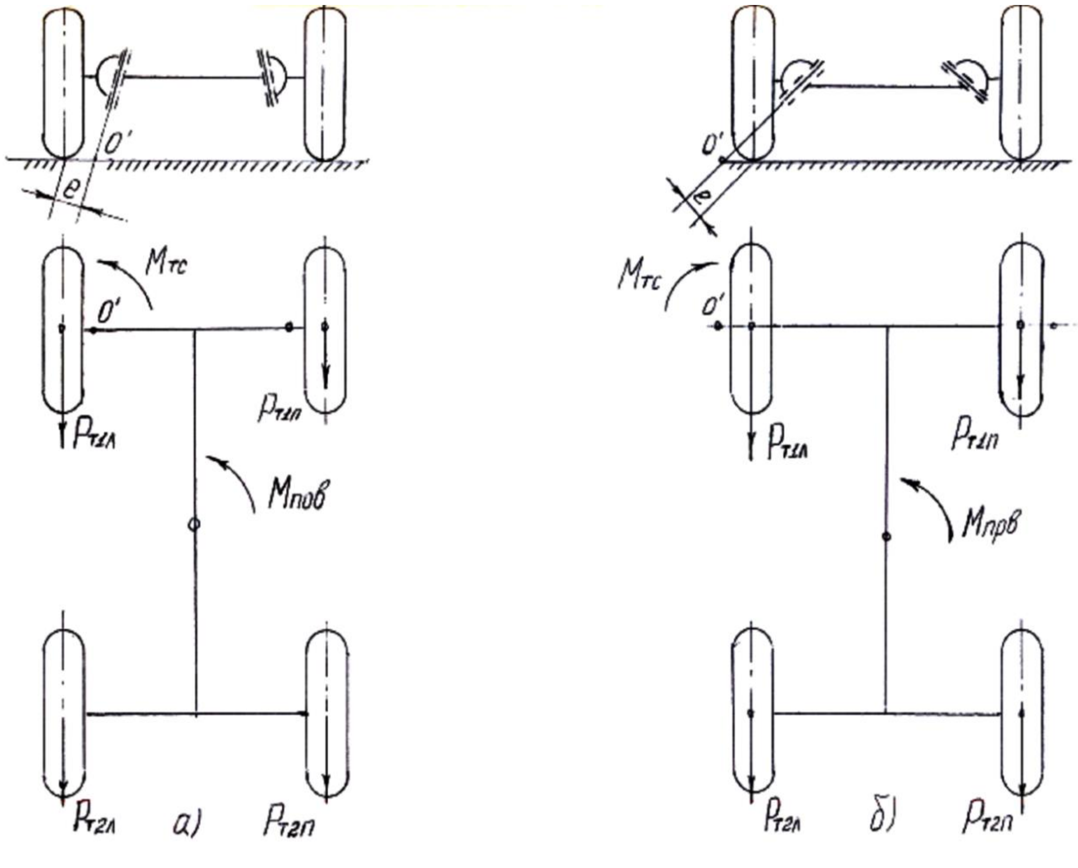

Рис.1.Схема действия моментов $M_{пов}$ и $M_{ТС}$ **при** положительном (а) и отрицательном (б) плечах обкатки

Как видно из рис.1, при отрицательном плече обкатки, момент $\grave{I}_{\grave{O}c}$, вызванный неравномерностью тормозных сил на передней оси, несколько компенсируется за счет разнонаправленности $\grave{I}_{\grave{O}c}$ и автомобиль сохраняет устойчивость при более значительной разнице тормозных сил на передней оси.

Торможение с высокой начальной скорости при наличии неравномерности тормозных сил, может привести к неуправляемому заносу, для которого характерна сложная траектория движения автомобиля. Оценка устойчивости по конечным значениям углов разворота автомобиля и его боковым отклонениям при этом невозможна.

Кроме того в реальной ситуации водитель в случае заноса автомобиля, как правило пытается исправить траекторию при помощи рулевого управления, однако делает он это не в момент начала заноса, а через определенный интервал времени, называемый временем реакции водителя. Для того, чтобы маневр водителя был успешным, необходимо, чтобы курсовой угол автомобиля к концу данного промежутка времени не превысил критического значения, после которого наступает неуправляемый занос. В связи с этим целесообразно оценивать устойчивость по величине курсового угла и бокового отклонения за время реакции водителя. Чтобы определить его величину необходимо рассмотреть его составляющие.

Прежде чем водитель сможет скорректировать траекторию движения он должен быть информирован об отклонении автомобиля от курса. Эта информация может быть получена тремя возможными способами:

- визуально;
- через действующее на тело водителя боковое ускорение;
- через окружную силу на рулевом колесе.

Для водителя чаще всего наиболее ощутимы изменения курсового угла и поперечные ускорения возникающие через 0,4...0,6 с от начала торможения. Это информационное время складывается с собственным временем реакции, составляющим 0,3...0,5 с. Время необходимое для поворота управляемых колес, включающее в себя время запаздывания и срабатывания рулевого привода достигает 0,2... 0,3 с. Итого общее время необходимое для информации, реакции водителя и срабатывания рулевого привода, находится в пределах 0,9...1,6 с. Для краткости в дальнейшем весь этот промежуток времени именуется временем реакции водителя. Поскольку приведенный диапазон значений его достаточно широк и требовал конкретизации, были выполнены экспериментальные исследования, в ходе которых установлено, что среднее значение его равно 1,24 с, а максимальное 1,5 с. В расчете на водителя с наихудшей реакцией, время реакции водителя принято равным 1,5с.

Для оценки сохранения управляемости автомобиля в конце рассмотренного промежутка времени в математическую модель введена функция управляющего воздействия водителя, имитирующая следующий алгоритм его действия. При возникновении поперечного смещения, сопровождающегося ростом угловой скорости разворота, водитель начинает поворачивать рулевое колесо. При этом он стремится точку, находящуюся на продолжении продольной оси автомобиля совместить с осевой линией коридора движения так, чтобы вектор скорости этой точки (называемой в теории управляемости и устойчивости автомобиля "направляющей точкой") совпадал с осью коридора. Если направляющая точка расположена на расстоянии "В" от центра масс автомобиля, вектор скорости этой точки выраженный через координаты движения автомобиля имеет вид:

$$y_{\acute{\imath}} = l \cdot \psi_{\eth} - \tilde{o} \cdot \psi_{\eth}$$

где: $y_{\acute{\imath}}$ - вектор скорости направляющей точки

l - расстояние от центра масс до направляющей точки

Управляющее воздействие в этом случае можно представить в виде:

$$\alpha = \begin{cases} 0; & t \prec t_{\eth\hat{a}} \\ \dfrac{l}{v}(\theta_{\hat{e}} + \delta_1) - \delta_1; & t \geq t_{\eth\hat{a}} \end{cases}$$

Угловая скорость поворота рулевого колеса ограничивается возможностями водителя и в экстренных ситуациях составляет 250…350 град/с. В расчетах принимается среднее значение равное 300 град/с. В случае задания траектории передней оси функция управляющего воздействия заметно упрощается и имеет вид

$$\theta_{\hat{a}} = \begin{cases} 0; & t \prec t_{\eth\hat{a}} \\ -(\delta_1 + \psi_{\eth}); & t \geq t_{\eth\hat{a}} \end{cases}$$

При изменении l в пределах 15…20 м, оба способа дают практически одинаковые результаты. Поэтому применительно к исследуемым условиям целесообразно остановиться на втором способе задания управляющих воздействий, считая заданной траекторию движения передней оси автомобиля.

Приведенная функция использовалась для проверочных расчетов тех вариантов, в которых значение курсового угла в момент времени $t_{рш}$ превышало 10°. Если при введении функции управляющего воздействия водителя курсовой угол уменьшался, то занос считался управляемым.

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ОСОБЕННОСТИ РАЗВИТИЯ, ТЕЧЕНИЯ И ПРОГНОЗА ГЛОМЕРУЛЯРНЫХ ЗАБОЛЕВАНИЙ У ДЕТЕЙ

Аннотация: В группе заболеваний почек и мочевыводящих путей гломерулонефриты занимают 3-4 место, уступая в распространенности только пиелонефриту и мочекаменной болезни. В настоящее время, в связи с активной антибактериальной терапией стрептококковой инфекции, снизилась частота острого гломерулонефрита, который сейчас встречается в основном только в педиатрической практике. Указывается на связь роста нефрологической патологии с изменениями окружающей среды, в частности, с повышением радиационного фона. Лишь острые нефриты, сравнительно редкие в настоящее время, заканчиваются (и то не больше, чем в половине случаев) выздоровлением; хронический нефрит, особенно подострый, неуклонно прогрессирует по направлению к хронической почечной недостаточности, сопровождаясь нередко отеками (нефротический синдром) и тяжелой гипертонией, приводящими к инвалидизации еще до развития ХПН. Заболевают чаще (и болеют тяжелее) молодые, трудоспособные мужчины.

Ключевые слова: гломерулонефрит, детской возраст.

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FEATURES OF DEVELOPMENT, COURSE AND FORECAST OF GLOMERULAR DISEASES IN CHILDREN

Annotation: In the group of diseases of the kidneys and urinary tract, glomerulonephritis is 3-4th, second only to pyelonephritis and urolithiasis in prevalence. Currently, due to the active antibacterial therapy of streptococcal infection, the incidence of acute glomerulonephritis, which now occurs mainly only in pediatric practice, has decreased. The connection between the growth of nephrological pathology and environmental changes, in particular, with an increase in radiation background, is indicated. Only acute nephritis, relatively rare at the *present time, ends in recovery (and no more than half the time); chronic nephritis, especially subacute, is steadily progressing towards chronic renal failure, often accompanied by edema (nephrotic syndrome) and severe hypertension, leading to disability even before the development of chronic renal failure. Young, able-bodied men get sick more often (and get sick harder).*

Key words: glomerulonephritis, childhood.

Актуальность. Гломерулопатии (ГП) - гетерогенная группа заболеваний, основным признаком которых является первичное страдание гломерулы (клубочка)[1,3,5]. Этим ГП отличаются от другой гетерогенной группы нефрологических заболеваний, где первичным является поражение тубулоинтестициальной ткани и называется эта патология - тубулопатия-ми. Существует и третья группа поражения почек, когда одновременно наблюдается включение в патологический процесс и гломерул, и тубул, что предполагает название «нефропатия»[4,6,7]. Однако последний термин употребляется очень редко, хотя сочетание поражения гломерулярного и тубуляр-ного отделов нефрона встречается практически во всех случаях прогрессирования патологии почек вне зависимости от первичного страдания того или иного его отдела[2,4,8].

В настоящее время стало очевидным, что неблагоприятное развитие патологии почек как у взрослых, так и у детей связано с развитием тубулоинтерстициальных изменений, которые в сочетании с прогрессированием ГП приводят к неблагоприятному исходу - развитию хронической почечной недостаточности (ХПН).

Цель исследовании Установить закономерности формирования, течения и прогрессирования первичных гломерулярных заболеваний деткого возраста их дебюта для выбора оптимальной тактики ведения пациентов.

Материалы и методы исследования. Нами было обследовано 139 детей с впервые обнаруженный проявлениями гломерулопатий в возрасте 7-16 лет (75 мальчиков и 64 девочки).

Результаты исследования. При анализе анамнестических данных было выявлено, что развитию гломерулопатий в катамнезе у детей с переходом в хроническое течение в роли хронического очага инфекции в 2,1 раза чаще выявлялся множественный кариес; в 2,9 раза чаще отмечалось сочетание нескольких хронических очагов инфекции по сравнению с пациентами без признаков хронизации ГН. У детей второй группы в 2,0 раза чаще выявлялась высокая отягощенность наследственного анамнеза по патологии почек (30,5 и 15,5% соответственно) и в 1,4 раза чаще по артериальной гипертензии (АГ) у родителей (69,4, и 50,5% соответственно).

Кроме того, в течение последнего месяца до начала заболевания у большинства детей (69,4%) с последующей хронизацией ГН наблюдались изменения в анализах мочи в виде оксалурии (28,8%), микрогематурии (19,4%), микропротеинурии (13,9%), уратурии (8,3%); 8 (22,2%) пациентов наблюдались по поводу «инфекции мочевыводящих путей».

Анализ клинических проявлений дебюта заболевания показал, что у 96,1% больных первой группы ГН протекал типично, с острым развитием нефритического синдрома (ОНС) (рис. 1). Критериями ОНС являлось острое начало заболевания с развитием отечного синдрома, наличие артериальной гипертензии и изменений в анализах мочи (в виде протеинурии, микро- или макрогематурии). В то же время у большинства пациентов второй группы (91,6%) клиническая картина была малосимптомной, в основном представлена изолированным мочевым синдромом.

Оценку результатов лечения проводили перед выпиской из клиники (к 4-6-й неделе от момента госпитализации), в последующем у 139 детей через 1 год, отдаленный исход заболевания у 36 детей был изучен через 5 лет от дебюта ГН путем определения функционального состояния почек, степени выраженности протеинурии и эритроцитурии. Непосредственная эффективность лечения оценивалась как хорошая - отсутствие протеинурии при нормальной или минимальной эритроцитурии; удовлетворительная - отсутствие протеинурии при умеренной эритроцитурии или минимальная протеинурия при нормальной, минимальной, умеренной эритроцитурии; низкая - минимальная протеинурия при выраженной эритроцитурии или наличие умеренной протеинурии.

Верификация эффективности комплексной терапии спустя 12-14 месяцев после окончания лечебных мероприятий показала, что нормализация анализов мочи зарегистрирована у 103 (74,1%) пациентов. Из них у 81 (78,6%) ребенка удалось добиться полной клинико-лабораторной ремиссии через 4-5 недель от начала лечения, у 8 (7,8%) детей несколько позднее - через 10-12 недель, у 11 (10,6%) пациентов через 18 недель, у 3 (2,9%) детей - изолированные изменения в моче выявлялись до 1 года, что в целом является характерным для типичной формы острого гломерулонефрита. Через 5 лет наблюдения в этой группе констатировано клиническое выздоровление.

В то же время у 36 (25,9%) детей регресса симптомов получить не удалось, в результате чего, в последующем сформировался хронический гломерулонефрит. У 33,3% больных фиксировались рецидивы мочевого синдрома после нормализации состояния в первые 3 месяца. В 66,7% случаев изменения в моче в виде протеинурии и (или) гематурии персистировали более 12 месяцев. В дальнейшем мочевой синдром сохранялся к концу 2 года болезни у 20,9% детей, к концу 3-го года у 5,1% пациентов. Через 5 лет от начала заболевания никто из пациентов второй группы не выздоравливал.

Вывод. На основании результатов наших исследований, можно сделать вывод, что возраст младше 2-х лет у детей со стероидрезистентным нефротическим синдромом и длительность терапии циклоспорином А более 36 мес являются предрасполагающими факторами к повреждению канальцев.

Таким образом, в работе представлена современная структура гломерулярных заболеваний по данным нашей клиники, установлены их возрастные особенности. Мы дали клинико-лабораторную характеристику каждой из морфологических форм первичных гломерулопатий, охарактеризовали течение, выделив факторы прогрессирования. Важную диагностическую и прогностическую информацию несут изученные нами биомаркеры.

На основании результатов собственных исследований нами предложена концепция, согласно которой развитие и течение гломерулярных заболеваний зависит от взаимодействия: 1) генетических факторов, предопределяющих или предрасполагающих к возникновению заболевания; 2) факторов окружающей среды, изменение которых приводит к изменению структуры гломерулярных заболеваний и 3) факторов прогрессирования, которые определяют скорость снижения функций почек у детей с гломерулярными заболеваниями.

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ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ И ИХ ИСПОЛЬЗОВАНИЕ ПРИ ОБУЧЕНИИ РУССКОГО ЯЗЫКА

Аннотация: В этой статье рассматривается проблемы на уроках русского языка и их решения.

Ключевые слова: Русский язык, технология, компьютер, презентация, студент.

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EDUCATIONAL TECHNOLOGIES AND THEIR USE IN TEACHING THE RUSSIAN LANGUAGE

Annotation: This article discusses problems in the Russian language lessons and their solutions.

Key words: Russian language, technology, computer, presentation, student.

Повышение качества обучения, в частности качества обучения студентов, является одной из самых актуальных проблем педагогики и методики в связи с тем, что в настоящее время, к сожалению, все более очевидными становятся недостатки в образовательном уровне студентов.

Современные подходы к модернизации узбекского образования, внедрение стандартов нового поколения определяют приоритетные цели и задачи, решение которых требует высокого уровня качества образования. Сегодня общество заинтересовано в выпускниках с развитыми познавательными потребностями, нацеленных на саморазвитие и самореализацию, умеющих оперировать полученными знаниями, ориентироваться в современном информационном пространстве, продуктивно работать, эффективно сотрудничать, адекватно оценивать себя и свои достижения. Для подготовки таких учащихся педагогам необходимо использовать в обучении современные образовательные технологии. Одной из педагогических задач сегодня является внедрение в образовательный процесс таких методов и приемов, которые помогут подросткам не только овладеть определенными знаниями, умениями и навыками в той или иной сфере деятельности, но и развивать их творческие способности, где важная роль отводится урокам русского языка и литературы.

Поиск ответов не только на вопросы "чему учить?", "зачем учить?", "как учить?", но и на вопрос "как учить результативно?" привели ученых и практиков к попытке "технологизировать" учебный процесс, т.е. превратить обучение в своего рода производственно-технологический процесс с гарантированным результатом, и в связи с этим актуальным в образовании в последние годы стал вопрос об образовательных технологиях.

Новые образовательные технологии предлагают инновационные модели построения такого учебного процесса, где на первый план выдвигается взаимосвязанная деятельность учителя и ученика, нацеленная на решение как учебной, так и практически значимой задачи. Это не противоречит творческим процессам личностного совершенствования, так как каждая из педагогических технологий имеет собственную зону, в пределах которой происходит развитие личности.

Новые образовательные технологии на уроках русского языка и литературы помогают учителю в достижении образовательных и воспитательных целей. Они призваны:

- сделать эффективным педагогический процесс обучения и воспитания студентов,

- вывести процесс управления качеством образования на новый уровень.

Новые образовательные технологии можно применять при объяснении нового материала, закреплении, повторении, контроле знаний, умений и навыков, во внеклассной работе по русскому языку, в исследовательской работе, при обмене информацией с учащимися с помощью электронной почты (правда, этот вид общения осуществляется мной через домашний компьютер), а компьютер помогает разработать и реализовать новые формы проведения занятий по русскому языку и литературе: провести виртуальные экскурсии по творчеству писателей, по картинам для сочинений; на уроках развития речи познакомиться с творчеством художников, проводить дистанционно тестовые работы. При этом для студентов он выполняет различные функции: учителя, рабочего инструмента, объекта обучения, сотрудничающего коллектива, игровой среды.

Использование разных видов презентаций позволяет решать следующие задачи:

1. Лекционная презентация – это визуальные материалы, которые иллюстрируют содержание лекций, докладов, выступлений учителя или обучающихся.

2. Презентация «Интерактивный плакат» — это демонстрация иллюстраций, фотографий, схем с минимумом подписей. Они допускают активное использование анимации: выезжающие картинки, вращающиеся фотографии и прочее.

3. Презентации "Тройное действие». На слайдах помимо визуальных материалов приведена текстовая информация, которая может либо пояснять содержимое слайда, либо «расширять» его. Таким образом, задействуются три

механизма восприятия: зрительно-образный, связанный с фотографиями, слуховой, связанный с пониманием того, о чём говорит учитель; дополнительный зрительный, связанный с одновременным чтением предлагаемого материала.

4. «Интерактивные презентации» наиболее эффективны при организации самостоятельной деятельности обучающихся на уроке во время семинарских занятий и практикумов. Гиперссылки на иные источники информации, в том числе и интернет, позволяют студенту использовать самостоятельно необходимую информацию для изучения, закрепления нового или самоконтроля результатов усвоения.

5. Анимации и иллюстрации я чаще всего использую при объяснении нового материала. Эти ресурсы наглядно демонстрируют учебный материал, позволяют наблюдать различные явления языка. Также эти ресурсы можно использовать для организации творческой работы (например, для уроков развития речи).

Электронные образовательные ресурсы становятся для учителя бесспорным помощником.

По большому счету, главное для нас, учителей русского языка и литературы, – гуманитарное образование личности студента, которое является основой человеческой нравственности и культуры. Использование ЭОР делает процесс преподавания предмета не только интересным, но и более понятным. ЭОР на уроках русского языка позволяют разнообразить формы работы, деятельность учащихся, активизировать внимание, повышают творческий потенциал личности. Построение схем, таблиц, презентаций экономит время, более эстетично оформляет материал. Использование кроссвордов, иллюстраций, рисунков, различных занимательных заданий, тестов воспитывает интерес к уроку.

Использование ЭОР на уроках русского языка позволяет использовать разнообразный иллюстративно-информационный материал. Причем материал могут находить сами учащиеся в Интернете и на дисках. Так урок становится ярким, образным, деятельностным. Использование интерактивных тестов не только экономит время учителя, но и помогает учащимся самим оценить свои знания, свои возможности.

Такие уроки приносят большое удовлетворение учителю и пользу ученикам.

Правильно подобранный к уроку ЭОР пробуждает чувства, заставляет переживать, будит воображение. Это начало другого, «нешкольного» знания. Знания, в основе которого – ощущения и образы. Создано множество различных коллекций цифровых образовательных ресурсов, включающих тематические коллекции, инструменты, программные средства. Они повышают наглядность, интерактивность урока русского языка.

Анимированные рисунки и иллюстрации, интерактивные определения, правила, таблицы, учебные тексты, электронные задания, тесты, словари и справочники – вот тот клад, который необходимо использовать любому учителю.

Подводя итог выше сказанному, активное использование информационно-коммуникативных технологий приводит к изменению в содержании образования, технологии обучения и отношениях между участниками образовательного процесса. Вывод один – нужно совершенствовать свои приемы и методы, и тогда мы достигнем успеха в своей профессиональной деятельности.

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ТЕХНОЛОГИИ РАЗНОУРОВНЕВОГО ОБУЧЕНИЯ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Аннотация: Статья посвящена использованию информационных сетевых технологий на уроках информатики. Реализация информационных и сетевых технологий не обходится без изучения предметной области информатики.

Ключевые слова: компьютер, учащихся, информатика, эффективность, игровые методы.

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TECHNOLOGIES OF DIFFERENT LEARNING IN THE PEDAGOGICAL PROCESS

Annotation: The article is devoted to the use of information network technologies in computer science lessons. The implementation of information and network technologies is not complete without studying the subject area of computer science.

Key words: computer, students, computer science, efficiency, game methods.

Информатика сформировала новый вид индивидуальной формы обучения: один на один с компьютером. Работая один на один с компьютером (в обучающей программой), студент в своем темпе овладевает знаниями, сам выбирает индивидуальный маршрут изучения учебного материала в рамках заданной темы урока.

Парный метод обучения, применяемый при взаимопроверке учащихся во время выполнения заданий в рабочей тетради или по карточкам, где основное взаимодействие происходит между двумя учениками, что позволяет обсуждать задачу, осуществлять взаимообучение и взаимоконтроль.

При систематизации и обобщении знаний использую нетрадиционные игровые методы: уроки-игры, уроки-викторины. Дети по многим темам самостоятельно составляют кроссворды в бумажном и электронном виде, осуществляя взаимопроверку. Еще больший интерес у школьников вызывает работа в группах. Класс разбивается на группы. Наличие в классе проектора и интерактивной доски позволяет выводить кроссворд на экран.

В задания и вопросы урока-игры обязательно включаю картинки, что делает разработки интересными для детей, развивает зрительную память. Как правило, играют две команды. Здесь присутствует дух соперничества, чувство коллективизма, желания выиграть и победить.

Завершив изучение теоретического материала, переходим к практическим занятиям, содержание которых соответствует системе знаний и умений, обучающихся по базовому курсу информатика.

Подробно довожу инструкцию, алгоритм решения практического задания, варианты и методы действий над информацией, критерии оценки выполнения практической работы которые записаны в листах самооценки или инструкции.

Привожу примеры использования обучающимися приобретенных знаний на практике и акцентирую возможность применения этих знаний в будущем.

А вот когда дети ***«услышали и увидели»,*** переходим к выполнению проектов, направленных на осмысленное применение знаний.

Дальше работает фраза китайской мудрости: «Дай мне действовать самому, и я научусь».

На практике я использую групповую и индивидуальную форму проектной деятельности, где обучающиеся работают над одним проектом, распределив между собой направления по сбору информации, в результате чего формируется единое решение по проектному заданию. Метод проектов, ко заключается в понимании учащимися, для чего им нужны получаемые знания, где и как они будут использовать их в своей жизни. Метод проектов также развивает логическое мышление, способность к анализу, стимулирует умственную деятельность, развивает внимание, память, познавательный интерес к предмету. Группа при этом выполняет весь запроектированный цикл работ от начала и до конца: придумывает, разрабатывает, корректирует, производит работы (проекты по биологии о витаминах, по географии о субъектах федерации и заповедниках, об ученых физиках). Опыт свидетельствует, что метод проектов, как ни какая другая методика повышает качество обученности по информатике, устанавливает межпредметные связи и повышает эффективность изучения той школьной дисциплины, проект для которой реализуется.

Подведение итогов уровня обученности по изученной теме (разделу) провожу в форме компьютерного тестирования (сетевые технологии). Как показывает практика, школьники отдают большее предпочтение сдаче компьютерных тестов, чем письменным работам.

Но для того, чтобы наряду с функцией проверки реализовались и функции обучения, необходимо создать определенные условия, важнейшее из которых - объективность оценки знаний. Тестирование остается важным компонентом в системе оценивания умений и навыков учебно-познавательной компетенции обучающихся. И именно тестовый контроль обеспечивает равные для всех обучаемых объективные условия проверки. Компьютерный способ проверки умений обучающихся имеет ряд положительных моментов. К ним можно отнести скорость выполнения теста и получение результатов тестирования. В базу тестовых заданий всегда добавляю картинки, учитывая особенности зрительной памяти школьников, что и сам тест делает привлекательнее.

Пришла к выводу, что оптимальное сочетание разнообразных форм, методов и приемов организации учебной деятельности позволяет создавать условия для лучшего, эффективного, прочного усвоения материала.

Необходимо уметь видеть, слышать и чувствовать внутреннее состояние каждого обучающегося, создавать ситуацию успеха, поощрять даже самый маленький интерес ребенка и результат будет.

Мои профессиональные достижения и достижения моих учеников неразрывно связаны.

Воспитание и обучение человека – задача сложная, многогранная, актуальная. В каждом ребенке заложен потенциал, реализация которого во многом зависит от учителя. Помочь ученику стать свободной, творческой, ответственной, информационно грамотной и культурной личностью, способной к самоутверждению, самореализации – это направление моей профессиональной деятельности на будущее.

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ИНТЕРНЕТ ВЕЩЕЙ – КАК ИНСТРУМЕНТ ЦИФРОВИЗАЦИИ ЭКОНОМИКИ

Аннотация: В данной статье мною исследованы возможности использования иот при цифровизации экономики. Рассмотрены основные перспективы, проблемы и риски встречающиеся при использовании IoT. Показаны основы и перспективы использования интелектуальных самообучающихся машин для автоматизации производственных процессов. Определена роль цифровизации в развитии агропромышленного комплекса.

Ключевые слова: Интернет вещей, цифровизация, искусственный интелект, датчики, автоматизация.

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THE INTERNET OF THINGS - AS A TOOL FOR DIGITALIZING THE ECONOMY

Annotation: In this article, I have investigated the possibilities of using IoT in the digitalization of the economy. The main prospects, problems and risks encountered when using IoT are considered. The basics and prospects of using intelligent self-learning machines to automate production processes are shown. The role of digitalization in the development of agriculture is determined.

Key words: Internet of things, digitalization, artificial intelligence, sensors, automation.

Интернет вещей – что это?

По всему миру функционируют миллиарды устройств подключенных к интернету, они собирают данные окружающей среды и обмениваются ими между собой. И эти устройства мы называем Интернетом Вещей, сокращенно IoT (Internet of Things). IoT это многообразные устройства и датчики, имеющие доступ к интернету. Во всех сферах нашей жизни можно использовать интернет

Вещей, и создавать даже большие проекты, которые состоят из множества устройств и датчиков и создают один большой механизм или систему обработки данных. На основе этих данных устройство принимает решение выполнить то или иное действие в зависимости от заданной программы. Практически любой предмет в нашем окружении можно превратить в часть IoT, будь то чайник или диван, или даже стол или стул. С каждым днем производство процессоров и чипов становится дешевым, а это значит, что применение IoT в нашем окружении станет все больше.

Применение IoT будет все больше и больше применяться в автоматизации целого здания, как например автоматизация коммунальных услуг. Вторым по величине использования IoT будет автомобильная промышленность.

В сфере бизнеса и производства применение IoT даст компаниям ряд преимуществ. Оно поможет в управлении и контроле над производственными процессами, даст возможность собирать и анализировать данные о своем продукте. Это в свою очередь даст компаниям быть маневренным и быстро ориентироваться на изменения рынка.

Так, например некоторые компании встраивают датчики в некоторые узлы своей продукции. Эти датчики передают данные об исправной работе продукта. Такой обмен данными позволит производителям своевременно заменять изношенные компоненты и узлы до того как они полностью выйдут из строя и приведут к большим потерям. Так же через эти датчики компании могут отслеживать, насколько оперативно выполняются поставки той или оной партии товара.

Таким образом, через внедрение системы обмена данными между устройствами и датчиками производственные процессы станут более оперативными.

IoT имеет широкое применение во всех отраслях, а так же в узкоспециализированных отраслях ().

Рисунок 1. Многофункциональность IoT

К 2020 году устройства IoT используемые во всех отраслях достигнет 4,4 миллиарда штук, а в специализированных отраслях их количество будет 3,2 миллиарда.

Эксперты прогнозируют, что в 2022 году расходы на IoT по всему миру будут больше 1 го триллиона, тогда как в 2019 году они достигли 745 миллиардов, а в 2018 году было потрачено 646 миллиардов.

IOT так же имеет псевдоназвание как четвертая промышленная революция, или же Индустрия 4.0. Все эти названия используются для определения IoT в бизнес процессах. Принцип IoT в производственном процессе такая же как и в домашнем использовании, но в производственном процессе IoT используется для оптимизации бизнес процессов.

Если использовать IoT не только в одной компании, но внедрить ее во все цепочки поставки, то эффект будет значительно большим при управлении производственных процессов и своевременных поставок товара. Основными целями IOT являются снижение затрат и повышение производительности труда. Например, производители будут иметь больше прибыли, если будут продавать не только дизельный генератор, но и высокотехнологическую систему ремонта или технического обслуживания данного генератора.

Мы можем любой объект преобразовать в Интернет Вещей, если у него есть возможность подключиться к интернету.

В качестве примера можно привести множество вариантов применения IoT. Уличный фонар, в котором есть датчик и устройства передачи информации через интернет, кухонный чайник который имеет связь с интернетом и может быть управляем с вашего смартфона с помощью интернета, система отопления которую вы можете включить со своего смартфона если данная система имеет устройство, позволяющее его связать с интернетом. Как вы видите, IoT может иметь широкое применение в любой отрасли, как в домашнем хозяйстве, так и в большом производстве. IoT можно использовать при создании системы умного дома, при создании «умной фермы», при создании производства управляемым искусственным интеллектом. В экономике IoT начинает обретать широкое применение во всех отраслях, и в данный момент развития экономики дальнейшее развитие предприятий, производств, а так же страны в целом зависит от умения использования и внедрения новых технологий, и IoT на данный момент приобретает все большую популярность.

IoT это в основном те устройства, которые имеют подключение к интернету независимо от действия человека. Поэтому ПК не считается IoT и смартфон так же.

Какова история Интернета вещей?

Уже в 90-х годах люди хотели добавлять датчики в бытовые и торговые приборы. Даже получилось создать тороговый автомат подключенный к интернету. Но в то время эти проекты были дорогими и нецелесообразными в вопросе их окупаемости. Причиной тому были громоздкость чипов и их дороговизна.

Для внедрения устройств и датчиков в вещи повседневного потребления процессоры должны были быть маленькими и довольно дешевыми. Они должны быть почти одноразовыми. В данном вопросе было очень эффективно применение микросхем, которые потребляют мало энергии, другими словами микросхемы с RFID метками. Так же развитие широкополосного и мобильного интернета дала возможность применению и развитию IoT. Так для развития IoT для каждого устройства требуется собственный IP адрес, и в этом содействовало принятие IPV6 .

IoT вначале был интересен для производственного процесса, но со временем IoT начал заполнять наши дома и окружающую нас среду.

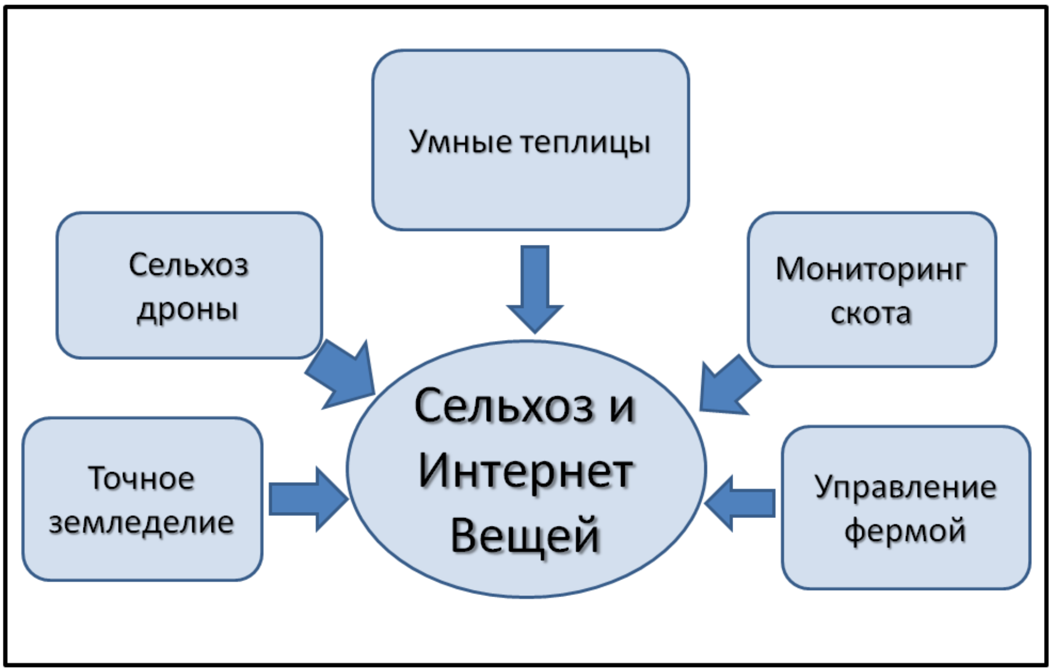
К 2025 году подключенные к интернету IoT составят 41,6 миллиарда устройств. Так прогнозирует компания IDC, которая специализируется на технических прогнозах. Эта компания так же прогнозирует, что промышленное оборудование как и автомобильное оборудование будет больше иметь возможности подключению устройств IoT.

IoT в сельском хозяйстве.

По прогнозам ООН к 2050 году население мире достигнет порядка 10 миллиардов человек. Поэтому нынешние объемы производства сельхоз продукции не смогут обеспечить продовольствием всю планету. Для того чтобы обеспечить планету продовольствием нужно нарастить производство сельхоз продуктов на 70%. Для того чтобы добиться таких объемов фермеры начинают прибегать к применению новых технологий, и IoT из них занимает немаловажную роль.

Начиная с сегодняшнего дня, IoT полностью преобразит сельское хозяйство (Рисунок 2). Продвинутое сельское хозяйство становится более распространяемым среди аграриев. Фермеры начинают приспосабливаться к новым технологиям и используют различные датчики и дроны для ведения сельского хозяйства. Они используют их во всех циклах земледелия, от посева до сбора урожая.

Рисунок 2. IoT в сфере АПК.



Точное земледелие:

С помощью датчиков и дронов фермеры получают точную информацию о состоянии своих посевных земель, посаженных культур. Если раньше данные брались в среднем расчета на один гектар, то сегодня фермеры могут наблюдать за состоянием своих посевов с точностью до квадратного метра. Это достигается через спутниковые карты, через дроны и датчики подключенных к интернету – а значит через IoT. Через IoT они могут получать данные о кислотности почвы, о влажности и температура почвы. Благодаря новым технологиям аграрии могут иметь точные метеоданные на ближайшие 2 недели, что помогает им в решении определенных задач.

Так же используя IoT, фермеры могут делать мониторинг не только своих посевов, но и сельхоз оборудования, домашнего скота. Так же они могут получать данные о своевременном кормлении скота и полностью автоматизировать данный процесс.

Многие производители сельхоз техники начали оснащать свои тарктора и другую технику датчиками и устройствами GPS мониторинга, что позволяет им экономить топливо за счет техники параллельного вождения. Данная система позволяет избежать повторное прохождение или пересечение уже пройденного участка земли при вспашке земли и уборке урожая. Так компания John Deere начала оснащать свои тракторы устройствами которые подключаются к интернету для выполнения вышеописанных задач. Даже стали выпускаться трактора без водителей с польностью автоматизированным процессом вождения, которые позволят фермерам повысить эффективность своих работ.

Таким образом, IoT является мощным генератором цифровизации экономики во всем мире. С помощью IoT можно соединить во едино многообразные процессы производства в один проект, который будет работать благодаря искусственному интеллекту, без прямого вмешательства человека. Страна, которая сможет в полной мере усвоить использование IoT, будет иметь преимущество в сфере экономики.

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ОРГАНИЗАЦИЯ УЧЕТА ДВИЖЕНИЯ МАТЕРИАЛОВ

Аннотация: На современном этапе развития экономики, для большинства Российских предприятий на первом месте стоит вопрос о повышение эффективности деятельности предприятия. Особенно это актуально для стратегически важных отраслей Российской экономики, к которой относится перерабатывающая отрасль. Обнаружение резервов снижения издержек управления материальными запасами и их использование способствуют увеличению конкурентного преимущества предприятия. В сложившейся ситуации актуальность приобретает проведение своевременного анализа эффективности использования материальных ресурсов. Кроме того, в условиях усложнения производственных процессов и технологий, а также, перечня используемых ресурсов, проблемой является разработка и развитие принципов организации учета материалов и их движения на предприятии.

Ключевые слова: материалы, материально-производственные запасы, движение материалов, излишки, недостача, себестоимость продукции, МПЗ, оценка, учет материалов на предприятии.

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ORGANIZATION OF ACCOUNTING OF MOTION MATERIALS

Annotation: At the present stage of economic development, for most Russian enterprises in the first place is the question of improving the efficiency of the enterprise. This is especially true for strategically important sectors of the Russian economy, which includes the processing industry. The discovery of reserves to reduce the costs of inventory management and their use contribute to increasing the competitive advantage of the enterprise. In this situation, the timely analysis of the effectiveness of the use of material resources becomes relevant. In addition, in the context of the complexity of production processes and technologies, as well as the list of resources used, the problem is the development and development of principles for organizing the accounting of materials and their movement in the enterprise.

Key words: materials, inventories, movement of materials, surplus, shortage, cost of production, MPZ, valuation, accounting of materials at the enterprise.

Введение. Материалы являются наиболее значительной частью материально – производственных запасов предприятия. Они выступают в качестве исходного материалы при производстве продукции предприятия, оказание услуг или выполнение работ. Чем выше обеспеченность предприятия необходимыми материалами, там более вероятна возможность минимизации издержек и улучшение денежных результатов. Переизбыток материалов ведет к отвлечению денежных средств предприятия из оборота в эту наименее ликвидную статью активов, что может стать причиной потребности предприятия в привлечение заёмных ресурсов по невыгодным условиями. Недостаток материалов на складе может стать причиной перебоев в производстве, простою оборудования, невыполнению плана по производству и реализации продукции, невыполнению своих договорных обязательств. В результате предприятие и в случае излишки, и в случае недостатка материалов будет нести финансовые потери.

Необходимым условием эффективного управления материалами является организация их учета не только в соответствии с требованиями законодательства, но и исходя из особенностей материалов как объекта бухгалтерского учета. Специфика материалов состоит в том, что они находятся в постоянном движении. В процессе движения, материалы на предприятии проходит три основных этапа: поступление, использования и выбытия[3,с.83]. Для каждого этапа характерны свои особенности организации учета материалов. При поступлении материалов на предприятие основная задач заключатся в том, чтобы правильно оценить их стоимость и правильно отразить на счетах бухгалтерского учета. В процессе использования материалов важными учетными задачами являются: обеспечение фактического контроля сохранности материалов и осуществление внутреннего контроля их движения на предприятии. При выбытие материала по различным причинам возникает необходимость дать обоснование выбытия материалов, правильно отразить эти операции в документах и на счетах бухгалтерского учета.

Таким образом, бухгалтерский учет позволяет непрерывно формировать информацию, необходимую для управления материалами на предприятии. В процессе учета движения материалов на предприятии решаются следующие задачи: формирование фактической себестоимостью материалов, правильное и своевременное отражение операций по их движению на счетах бухгалтерского учета. Учет материалов является весьма актуальной проблемой, связанной с обеспечением эффективности финансово-хозяйственной деятельности предприятия. Кроме того, систематические изменение законодательства по вопросам учета материалов, внедрение автоматизированных систем учета, изменение технологических и производственных процессов на предприятии делает необходимы внесение изменение и совершенствуйте методологии учета материалов на Российских предприятиях.

Обзор литературы по теме исследования. Изучение научных публикаций по теме исследования показало, что материалы достаточно редко выступают самостоятельным объектом исследования и чаще всего рассматриваются с точки зрения их принадлежности и включения в состав материально - производственных запасов.

Удалов А.А. исследуя развитие методики анализа и аудита материально-производственных запасов в коммерческих организациях, отмечает, что они составляют значительную часть производственного процесса. Стоимость материально– производственных запасов определяет конечную себестоимость производственной продукции, занимая в ней самую существенную часть. То есть несмотря на то, что в своей работе А.А. Удалов использует термин «материально - производственные запасы», речь в большинстве своем идет именно о материалах, которые выступают сырьем в процессе изготовление продукции. Также он дает и определение понятия материально - производственных запасов, указывая на то, что они представляют собой предметы труда, которые целиком потребляются и полностью переносят свою стоимость на готовую продукции. Они занимают наибольший удельный вес в структуре расходов коммерческой организации, их учет и оценка влияет на финансовый результат[12,с.25].

Адамендко А.А., рассматривает материально - производственные запасы как значимый объект учета и анализа. При этом, он также фактически отождествляет материалы и материально – производственные запасы при раскрытии особенностей организации учет данного вида активов. С одной стороны, он определяет их как используемые в производстве предметы труда, которые условно можно поделить на основные и вспомогательные. Деление материалов на основные и вспомогательные связано с их ролью в процессе производстве продукта. Основные материалы образуют материальную (вещественную) основу продукта, для производства которого используется. С другой стороны, автор рассматривает особенности учета материалов в составе более крупной группы активов материально – производственных запасов. Безусловно это не является ошибкой, однако, организация учета материалов имеет свои особенности, и в силу специфики данного объекта учета нуждается в более пристальном внимание.

Поскольку материалы находятся в постоянном движение и принимают участие в производстве продукции, на каждом этапе их движения могут возникать определенные проблемы.

Поддубная Л.И. говорит о необходимости совершенствования организации учета материально – производственных запасов в виду имеющихся недостатков в этой области, в том числе и на предприятиях, производящих и реализующих сельскохозяйственную продукцию. Проблемы лежат в области ценообразования на сельскохозяйственную продукцию, обусловленных недостаточным уровнем адаптации общих методик учёта материально-производственных запасов к отраслевой специфики таких предприятий, а также, отсутствием методических разработок в области дифференцированного подхода к нормам использования МПЗ на единицу земельных ресурсов, отсутствие регистров управленческого учёта МПЗ, которые осуществляли бы взаимную увязку между технологической и учётно-экономической информацией [9,c.25]. Серьезную проблемы Л.И. Поддубная видит и в недостаточной проработке вопросов формирования отчётности в условиях неопределенности и риска, которые присущи сельскохозяйственному производству.

Одинцова Т.М. и Прокопенка Т.С., исследуя проблемы учета и оценки материально-производственных запасов предприятия справедливо отмечают, что актуальным вопросам на сегодняшний день является стандартизация бухгалтерского учета и приведение его в соответствии с нормами международным стандартов финансовой отчетности. При этом, к наиболее проблемных вопросам авторы относят: необходимость определения понятия материально – производственных ценностей, порядок их признания и оценки на всех стадиях движения.

Проведя сравнительный анализ российских и международных стандартов в области учета МПЗ, Одинцова Т.М. и Прокопенка Т.С. приходят к выводу, что МСФО в большей степени направлены на достоверное отражение информации о материалах в учете [8]. В принципе к такому же выводу приходят и другие авторы, например, Сафина З.З., Халилова Р.Р. [11], Г.С. Клычова и прочее. Следует сказать, что Г.С. Клычова и ряд других ученых, на материалах экспериментального исследования хозяйств Республики Татарстан, показала положительное влияние оценки материалов справедливой стоимости на финансовых результатах [6]. Таким образом, очень важным момент в организации учета движения материалов является их оценка. Оценка материалов приходит как на этапе их поступления на предприятии, так и в процессе их использования, и на этапе выбытия. При поступлении материалов они оцениваются по фактической стоимости.

Лабынцев Н.Т., Михайленко Р.Г., Куц Н.В. что первоначальная оценка материалов на этапе их поступления является одной из ключевых задач учета. В Российской практике учета материальные запасы принимаются к учету по фактической себестоимости. Это по мнению авторов является значительным недостатков в силу того, что стоимость материалов в течение года изменяется. И в случае, если за год рыночная стоимость запасов понизилась либо они утратили свое качество, морально устарели, то к концу годового периода необходимо проводить переоценку материалов.

По итогам такой переоценки, стоимость материалов необходимо указать именно в учетных ценах возможной продажи, с соотнесением различий в ценовых показателях с финансовыми результатами организации [5]. Именно поэтому, авторы также отмечают, что процедура оценки материалов в соответствии в МСФО более совершенная и достоверная, по сравнению с РСБУ.

Низимкина А.А. значительную сложность видит в оценке материалов по РСБУ, которые получены по договорам, оплата по которым проводится не денежными средствами. В этом случае, фактическая себестоимость материалов определяется в два этапа. На первом этапе определяется фактическая себестоимость принятых материалов как стоимость активов, которые переданы или подлежат передаче организацией, исходя из той цены, по которой в сравнимых обстоятельствах обычно компания определяет стоимость подобных активов.

Если на первом этапе не получилось сформировать фактическую себестоимость, то прибегают ко второму. В этом случае стоимость материально - производственных запасов рассчитывается исходя из цены, по которой в сравнимых обстоятельствах приобретаются аналогичные материально - производственные запасы. Это весьма трудоемкий процесс [7, с. 90-93]

Адаменко А.А., Хорольская Т.Е., Зубова Л.В. рассматривая вопросы оценки материалов на предприятии, указывают, что на сегодняшний день недостаточно регламентированными являются вопросы оценки стоимости материально-производственных запасов, по которым были выявлены расхождения в результате инвентаризации. Авторы видят необходимость обязательного закрепления методов и способов оценки материалов в учетной политике.

Отражение материалов в бухгалтерской отчетности должно осуществляется в соответствии с их классификацией (распределением по группам) и исходя из способа использования в процессе производства продукции, выполнения работ, оказания услуг, либо для управленческих нужд организации. На конец отчетного года, материалы в составе материально - производственных запасов предприятия, будут отражаться в бухгалтерском балансе по стоимости, определяемой исходя из используемых способов оценки запасов [1]. Таким образом, достаточно спорным вопросам сегодня в организации учета мытарило является их первоначальная оценка.

Еще одним немаловажным аспектов является применение автоматизированных средств учета материалов, что мнению многих авторов значительно сокращает трудоемкость процесса учета особенно в организациях, с большой номенклатурой используемых материалов. Нельзя не согласится с многими авторами, которые отмечают высокую значимость и актуальность применения различных информационных систем при организации учета материалов. Как отмечают Кузнецова Н.В., Ходячих В.А., Курбаналиев Т.И. [4], внедрение автоматизации учета материально-производственных запасов значительно упрощает труд бухгалтеров, исключает ошибки в учете и позволяет оптимизировать деятельность организации во всех аспектах. Немаловажное значение в успешной автоматизации учета, имеет уровень квалификации учетных кадров. Как одной из направлений совершенствования учета материалов на предприятии автоматизация также рассматривается Амбрикян Р.Л. [2] , Рысиной В. А., Черепиной И. О. [10] и другими. Таким образом, как показала обзор литературы по теме исследования, на сегодняшний день отсутствуют систематизированные данные относительно особенностей организации учета материалов как самостоятельно объекта учета, без включения их в состав МПЗ.

Цель работы - систематизировать данные по организации учета материалов на предприятии в процессе их движения. Для достижения цели исследования были поставлены следующие задачи: определить особенность материалов как объекта бухгалтерского учета, выделить актуальные задачи учета на каждом этапе движения материалов; определить направления совершенствования организации учета движения материалов на предприятии.

Методика исследования. Для решения поставленных задач были проанализированы работы различных авторов, посвященные особенностям организации учета материалов на предприятии.

Результаты и выводы. По результатам проведённого исследование было установлено, что специфика материалов как объекта учета состоит в том что они находится в постоянном движение. Они поступают на предприятии из различных источников этапе учета важно организовать правильное отражение стоимости поступивших материалов на счетах бухгалтерского учета.

Применяемая в Российской практика методика оценки поступивших материалов по фактической себестоимости имеет ряд недостатков, которые связаны в том числе с изменением рыночной стоимости материалов в течение года. Сложность возникает и при оценке стоимости материалов, которые поступили на предприятии по договорам не в денежной форме. В этой связи многие авторы склоняются к тому, что применяемая процедура оценки материалов в соответствии с МСФО является более достоверной и менее трудоемкой.

Снижает трудоёмкость процесса учета материалов и применение автоматизированных информационных систем на предприятии. Учет движения материалов в организации должен быть организован таким образом, чтобы на каждом этапе их движения не возникало сложностей, а оценка материалов была справедливой и обоснованной.

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АНАЛИЗ ДАННЫХ ПО ТЕМПЕРАТУРЕ ВОЗДУХА В НАМАНГАНСКОЙ ОБЛАСТИ В 2013-2019 ГОДАХ В КОНТЕКСТЕ ГЛОБАЛЬНОГО ИЗМЕНЕНИЯ КЛИМАТА

Аннотация: В данной статье анализируется статистика по температуре воздуха, наблюдаемая в Наманганской области в 2013-2019 годах
Ключевые слова: глобальное изменение климата, повышение температуры, Наманганская область.

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ANALYSIS OF DATA ON AIR TEMPERATURE IN THE NAMANGAN REGION IN 2013-2019 IN THE CONTEXT OF GLOBAL CLIMATE CHANGE

Annotation: This article analyzes the statistics on air temperature observed in the Namangan region in 2013-2019
Key words: global climate change, temperature increase, Namangan region.

Введение. Глобальное изменение климата проявляется в различных формах практически во всех регионах земной поверхности. Быстрое таяние ледников в Гренландии, Арктике и Антарктике в результате повышения глобальных температур, повышения уровня океана и моря, а также резкого роста засухи в некоторых районах являются одними из самых опасных процессов в мире. В таких обстоятельствах каждая страна должна постоянно следить за климатом своей территории, анализировать ее изменения и готовиться к любым возможным неблагоприятным погодным явлениям. В связи с этим были изучены и проанализированы данные мониторинга температуры воздуха за 2013-2019 годы ряда метеостанций и агрометеорологических постов, расположенных в Наманганской области Республики Узбекистан.

Основная часть. Исследование температуры воздуха в Наманганской области за 2013–2019 годы проводилось на основе данных Наманганской метеостанции в Намангане, а также Учкурганского и Косонсойского агрометеорологических постов в Учкурганском и Косонсойском районах.

По данным метеостанций и агрометеорологических постов о среднемесячных температурах воздуха за 2013-2019 годы (таблица 1), среднемесячная температура в большинстве случаев имеет положительные значения даже в зимние месяцы.

Таблица 1

Статистические показатели Наманганской, Косонсойской и Учкурганской метеостанций по среднемесячной температуре воздуха за 2013-2019 гг. (°С)

Ойлар	2013			2014			2015			2016			2017			2018			2019		
	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон
Январь	-0,7	-0,1	-1,2	-1,5	-1,1	0,0	2,0	2,0	2,5	3,3	4,5	3,7	3,3	1,4	0,6	0,8	-1,1	1,2	1,95	3,2	2,8
Февраль	5,5	2,6	4,3	-3,0	-4,4	-3,1	5,0	4,9	4,7	6,7	7,7	5,6	2,7	2,2	1,3	4,8	2,5	4,6	4,8	4,5	4,0
Март	11,1	9,7	10,7	9,1	6,9	7,9	8,8	8,9	9,1	14,1	13,7	13,4	13,8	7,4	8,7	12,9	9,8	12,8	12,6	12,6	12,9
Апрель	17,0	14,2	17,3	15,6	11,8	15,0	17,4	17,1	17,2	17,7	16,3	16,6	16,0	14,1	15,0	16,8	14,6	17,0	17,2	16,7	17,3
Май	22,5	18,6	23,1	24,4	19,7	23,6	22,7	21,4	23,6	22,1	20,4	21,3	24,1	21,3	23,2	21,6	18,2	21,1	23,3	21,7	23,5
Июнь	27,2	22,6	27,0	27,1	21,6	25,4	28,0	26,1	28,2	28,0	25,8	27,3	27,8	24,2	27,4	26,3	24,2	26.6	25,6	23,2	26,7
Июль	28,5	23,9	27,0	28,4	23,3	27,7	30,0	28,7	29,3	28,3	26,5	27,6	29,6	26,0	28,4	30,7	28,2	29,9	30,8	28,0	30,5
Август	26,9	23,3	25,8	27,7	22,4	26,9	26,8	25,5	26,0	27,8	26,2	27,1	27,0	24,1	25,9	27,5	24,8	25,7	27,6	26,1	26,3
Сентябрь	23,2	20,4	22,5	22,2	17,5	21,7	21,3	20,3	21,2	24,7	22,8	24,6	22,6	19,5	22,3	21,7	20,2	21,2	21,9	21,0	20,7
Октябрь	15,7	13,2	14,6	14,0	10,6	14,4	15,4	15,4	15,5	13,1	12,3	13,1	15,0	12,6	14,2	13,6	13,0	13,3	15,9	15,7	16,6
Ноябрь	7,3	5,7	6,5	5,9	4,6	4,7	7,7	7,5	8,0	5,4	5,4	5,8	9,4	8,3	10,0	5,9	5,9	6,8	5,7	6,4	7,6
Декабрь	1,7	-0,2	3,6	0,9	1,4	0,3	2,7	3,8	4,0	2,9	3,1	2,3	1,5	1,1	3,0	2,1	3,8	2,9	2,3	4,0	4,0
Годовой	**15,5**	**12,9**	**15,2**	**14,6**	**11,7**	**14,0**	**13,3**	**15,1**	**15,8**	**16,2**	**15,4**	**15,7**	**16,07**	**13,52**	**15,0**	**15,39**	**13,74**	**15,3**	**15,8**	**15,26**	**16,08**

Таблица составлена автором на основе статистики Наманганского гидрометеорологического управления

Например, в 2015, 2016, 2017 и 2019 годах средние январские температуры в Намангане, Косонсое и Учкургане были полностью положительными; самая низкая средняя температура составила 0,6oS в Учкургане в 2017 году, а самая высокая - 4,5oS в 2016 году в Косонсой. Отрицательные температуры в январе наблюдались во всех регионах только в 2013 и 2014 годах; В 2018 году только в Косонсойском районе было -1,1oC. В феврале 2014 года холодная (отрицательная) погода преобладала во всех регионах, в Намангане -3,0oC, в Косонсой -4,4oC, в Учкургане -3,1oC. В оставшиеся годы этого месяца отрицательных температур вообще не наблюдалось. Самая низкая средняя температура в позитивном представлении была 1,3 ° C в Учкургане в 2017 году, а самая высокая в 2016 году была 7,7 ° C в Косонсой. Декабрь был теплее; только в 2013 году средняя месячная температура в Косонсой составила -0,2 °C. Положительные температуры наблюдались во все остальные годы и регионы. Итак, можно сделать вывод, что зимние месяцы в 2013-2019 годах были намного теплее.

В течение периода наблюдения можно видеть, что средняя температура воздуха в летние месяцы колебалась от 21,6 ° C (Косонсой) в июне 2014 года до 30,8 ° C (Наманган) в июле 2019 года. Данные о температуре показывают, что самым жарким месяцем является июль, а самым жарким регионом является

Наманган. В июле всех лет на Наманганской метеорологической станции была самая высокая среднемесячная температура по сравнению с другими метеостанциями. Самые высокие среднемесячные температуры на Наманганской метеостанции составляли 30,0oC в 2015 году, 30,7oC в 2018 году и 30,8oC в 2019 году. Самый низкий показатель был в Косонсой, в 2013 году он составлял 23,9oC, а в 2014 году - 23,3oC.

Одним из метеорологических факторов, влияющих на жизнь растений, является максимальная температура воздуха, под воздействием которой культуры могут быть серьезно повреждены, что приведет к неурожаю. Зимой это состояние оживляет растения, удаляет почки, а урожайность уменьшается в результате очередного мороза. Например, в декабре 2015 года температура выросла до 19 °C в Косонсой, до 17 ° C в январе 2016 года, до 22,0 °C в Учкургане в феврале 2016 года, до 25,0 °C в Косонсой и до 25,4 °C в Намангане (таблица 2). Поэтому с февраля 2016 года у растений начался ранний вегетационный период.

Также наблюдается, что максимальная температура воздуха летних месяцев в последнее время увеличивается. Согласно наблюдениям, в последние годы частота притока горячих (тропических) воздушных масс в Ферганскую долину через Иран несколько увеличилась в летние месяцы. Частое повторение такого события и длительное пребывание в этом районе оказали негативное влияние на сельскохозяйственные культуры. По данным узбекских метеорологов, до 2015 года поток иранского горячего воздуха наблюдался в южных районах Узбекистана 1-2 раза в год, а в северных - раз в 3-4 года. Однако после 2015 года наблюдается, что этот горячий поток поступает практически во все регионы республики, по крайней мере, два раза в год. Например, по данным Наманганского гидрометеорологического управления, в июле 2019 года горячие воздушные массы Ирана вторглись на территорию Наманганской области 3 раза, максимальная температура достигла + 41ºC. С 12 по 25 июля наблюдались постоянные жаркие температуры, в течение которых максимальная температура воздуха не опускалась ниже + 40ºC. В результате сельскохозяйственные культуры были сильно повреждены. В некоторых районах до 8% хлопковых стеблей и цветов на хлопковых полях высохли.

Аналогичная ситуация наблюдалась в июле 2018 года, когда число дней, когда максимальная температура воздуха превышала + 40ºC, составляло 12 дней. Максимальная температура наблюдалась на Наманганской метеостанции 9 июля. В тот же день с 14:10 до 14:30 по местному времени температура воздуха поднялась до + 42,4ºC. В результате таких неблагоприятных погодных условий было высушено до 5% стеблей и цветов на хлопковых полях. В некоторых частях провинции большинство недавно посаженных молодых декоративных деревьев высохло.

2-таблица

Максимальная температура воздуха Наманганской, Косонсойской и Учкурганской метеостанций в 2013-2019 гг., ОС

Ойлар	2013			2014			2015			2016			2017			2018			2019		
	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон	Наманган	Косонсой	Учкўргон
Январь	13,0	16,0	10,0	11,0	12,0	8,0	10,2	14,0	10,0	13,0	17,0	10,0	10,9	11,0	8,0	10,5	12,0	13,0	9,6	14,0	8,0
Февраль	16,1	16,0	15,5	10,2	11,0	8,0	18,4	18,0	15,0	25,4	25,0	22,0	14,9	15,0	14,0	18,6	17,0	16,0	13,0	15,0	11,0
Март	27,4	26,0	24,0	24,0	28,0	22,0	23,8	28,0	26,0	26,1	26,0	25,0	24,0	23,0	22,0	27,4	26,0	26,0	27,1	27,0	24,0
Апрель	33,0	31,0	33,0	31,1	29,0	22,0	33,5	32,0	35,0	35,0	32,0	30,0	31,0	30,0	29,0	32,5	30,0	33,0	28,9	29,0	27,0
Май	37,3	35,0	38,0	36,0	34,0	34,0	35,8	33,0	37,0	35,3	33,1	32,0	36,0	35,0	37	38,4	36,0	33,0	36,8	33,0	38,0
Июнь	41,8	38,0	38,0	40,5	37,5	38,0	39,2	36,0	38,0	41,3	38,0	40,0	39,6	36,0	38,0	37,1	36,0	36,0	36,4	33,0	37,0
Июль	41,3	41,0	38,0	40,0	37,0	39,0	40,4	39,6	40,0	41,6	39,9	40,0	41,6	39,0	40,0	42,4	40,0	41,0	40,6	39,0	41,0
Август	38,3	37,0	39,0	37,6	37,0	35,0	39,0	37,0	37,0	38,3	37,5	37,0	39,3	38,0	37,0	37,9	36,0	38,0	39,0	38,0	37,0
Сентябрь	35,4	36,0	33,0	34,3	35,0	34,0	35,2	34,0	33,0	34,6	35,0	32,0	34,4	33,8	35,0	32,4	31,0	31,0	33,7	34,0	34,0
Октябрь	32,4	34,0	31,0	27,8	26,0	28,0	31,7	33,0	30,0	26,6	26,4	25,0	27,0	27,0	25,0	29,2	27,0	28,0	26,0	27,0	25,0
Ноябрь	18,0	20,0	16,0	20,5	20,0	20,0	16,8	20,0	16,0	22,0	24,0	23,0	25,8	28,0	27,0	14,1	15,0	15,0	19,0	23,0	23,0
Декабрь	14,0	16,0	15,0	10,8	14,0	9,0	16,3	19,0	15,0	14,0	15,0	11,0	11,0	14,0	11,0	11,0	14,0	10,0	13,6	16,0	13,0
Годовой	**41,8**	**41,0**	**39,0**	**40,5**	**37,5**	**38,0**	**40,4**	**39,6**	**40,0**	**41,6**	**39,9**	**40,0**	**41,6**	**39,0**	**40,0**	**42,4**	**40,0**	**41,0**	**40,6**	**39,0**	**41,0**

Таблица составлена автором на основе статистики Наманганского гидрометеорологического управления

Летом 2018-2019 годах в результате очень жаркой и сухой погоды явление "атмосферной засухи" наблюдалось в 4 раза больше, чем долгосрочная средняя величина, которая продолжалась более 20 дней как в 2018, так и в 2019 году.

Минимальная температура воздуха, наблюдаемая на метеостанциях в 2013-2019 гг., приведена в таблице 3. Это говорит о том, что в отдельные годы весной наблюдается резкое похолодание. В частности, в марте 2015 года минимальная температура составляла -10,7 °С в Намангане, -11,0 °С в Косонсой и -12,0 °С в Учкургане. Такие условия были чрезвычайно вредны для растений, которые начали вегетацию и серьезно повредили формирование урожая. В конце весны и начале осени, то есть, когда теплая, среднесуточная температура воздуха года положительная, снижение температуры воздуха и активной поверхности на 0 ° С и более называется черным морозом [1; 480 б.]. Резкое похолодание, наблюдаемое в конце марта 2015 года, является ярким примером этого (Таблица 4).

4-таблица

Изменение среднесуточной температуры воздуха на Учкурганском агрометеорологическом посту в марте 2015 г., оС

День	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
ºС	5	7	9	10	10,5	12,5	11,5	7	3	8,5	1	4	6,5	9,5	7,5	4,5	6	10	13,5	16	12,5	16	20	20,5	6,5	12	17	13,5	8,5	5	-8,5

Таблица основана на данных Наманганского гидрометеорологического управления.

Из данных таблицы 4 видно, что среднесуточная температура в начале и середине марта 2015 года была довольно теплой. Он даже поднялся до 20ºС 23 марта и 20,5ºС 24 марта. В результате многие фруктовые деревья начали свой вегетационный период, цветение и листву. К концу марта, то есть 31 марта, температура резко остыла, и выпало большое количество снега. В результате все сельскохозяйственные культуры были серьезно повреждены.

Вывод. Анализ метеостанций и агрометеорологических постов в Наманганской области за 2013-2019 годы показывает, что температура воздуха в регионе повышается.

3-таблица

Минимальная температура воздуха на Наманганской, Косонсойской и Учкурганской метеостанциях в 2013-2019 гг., ОС

Ойлар	2013			2014			2015			2016			2017			2018			2019		
	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон	Наманган	Косонсой	Учкўрғон
Январь	-11,9	-13,0	-1,0	-10,9	-15,0	-10,0	-7,9	-12,0	-8,0	-4,5	-5,0	-5,0	-5,9	-9,0	-8,0	-9,0	-15,0	-11,0	-5,1	-5,0	-3,0
Февраль	-1,1	-5,0	-5,0	-20,5	-26,0	-19,0	-5,6	-7,0	-6,0	-5,0	-6,0	-6,0	-8,8	-12,0	-10,0	-7,2	-13,0	-9,0	-2,5	-4,0	-2,0
Март	-6,0	4,0	-3,0	-0,6	-8,0	-3,0	-10,7	-11,0	-12,0	2,0	2,0	1,0	7,0	-3,0	-2,0	3,0	-3,0	3,0	2,4	1,0	2,0
Апрель	5,4	1,0	7,0	1,7	-3,0	1,0	2,1	2,0	-3,0	7,4	4,0	7,0	3,7	1,0	3,0	6,0	1,0	5,0	8,0	5,0	8,0
Май	11,7	5,0	13,0	12,8	5,0	11,0	11,0	10,0	12,0	13,4	10,0	14,0	9,0	5,0	9,0	11,2	7,0	10,0	10,0	9,0	13,0
Июнь	12,8	7,0	12,0	14,1	5,0	13,0	17,0	16,0	16,0	15,7	14,0	16,0	16,0	11,0	16,0	15,5	10,0	17,0	13,1	11,0	14,0
Июль	19,0	11,0	17,0	18,0	9,0	16,0	20,0	19,0	19,0	17,6	16,0	17,0	18,5	13,0	17,0	20,3	16,0	19,0	19,0	17,0	19,0
Август	16,5	10,0	13,0	18,0	7,0	17,0	16,0	13,0	15,0	18,0	15,0	19,0	16,2	10,0	15,0	14,1	14,0	13,0	17,0	15,0	15,0
Сентябрь	12,4	5,0	10,0	10,2	1,0	8,0	12,0	10,0	10,0	14,7	11,0	11,0	5,6	0,0	7,0	12,6	11,0	11,0	11,0	8,0	11,0
Октябрь	0,2	-5,0	-1,0	1,0	-6,0	1,0	2,9	1,0	0,0	0,8	0,0	2,0	5,0	0,0	4,0	1,6	0,0	2,0	5,7	3,0	7,0
Ноябрь	-4,6	-9,0	-6,0	-1,8	-6,0	-4,0	0,6	0,0	0,0	-10,4	-11.0	-11,0	-1,1	-5,0	-2,0	-1,6	-5,0	-1,0	-8,4	-7,0	-4,0
Декабрь	-7,3	-13,0	-8,0	-9,9	-14,0	-12,0	-6,6	-7,0	-5,0	-5,9	-8,0	-9,0	-5,2	-9,0	-4,0	-8,6	-5,0	-4,0	-8,0	-5,0	-5,0
Годовой	**-11,9**	**-13,0**	**-13,0**	**-20,5**	**-26,0**	**-19,0**	**-10,7**	**-12,0**	**-12,0**	**-10,4**	**-11,0**	**-11,0**	**-8,8**	**-12,0**	**-10,0**	**-9,0**	**-15,0**	**-11,0**	**-8,4**	**-7,0**	**-5,0**

Таблица основана на данных Наманганского гидрометеорологического управления

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ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ПОЖИЛЫХ

Аннотация: В статье рассмотрена актуальность обучения пожилых граждан, определены психологические, физиологические и социально-эмоциональные особенности данной категории обучающихся. Определена важность развития предпринимательских компетенций в процессе обучения пожилых, на примере ГБУСО «Пятигорский КЦСОН» представлены примерные образовательные программы, адаптированные для пожилых граждан.

Ключевые слова: обучение пожилых, социальное предпринимательство, предпринимательские компетенции, инновации в обучении пожилых.

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APPLICATION OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE EDUCATION OF THE ELDERLY

Annotation: The article considers the relevance of training of senior citizens, defines the psychological, physiological and socio-emotional features of this category of students. The importance of the development of entrepreneurial competencies in the process of training the elderly is determined. the example of the state educational INSTITUTION "Pyatigorsk ktsson" shows exemplary educational programs adapted for senior citizens.

Key words: training of the elderly, social entrepreneurship, entrepreneurial competencies, innovations in training of the elderly.

Пожилые и престарелые граждане являются одной из категорий населения, которые максимально нуждаются в помощи и поддержке, опеке, заботе, как материальной, так и морально-психологической, социальной. Существующие технологии социальной адаптации способны активизировать жизнедеятельность пожилых граждан, однако не в той мере, которая способна сделать их людьми, абсолютно чувствующими себя нужными обществу. Если учесть, что сегодняшнее поколение пожилых – это люди, ранее очень активные, то им сейчас трудно переживать свою ограниченность и низкую активность.

Необходимо учитывать тот факт, что количество пожилых граждан в мире все время увеличивается, если в 1950 году их численность составляла 200 млн. человек, то к 2025 году она достигнет 1100 млн. человек.

Социально-экономические условия современной жизни делают пожилых граждан все менее защищенными, поэтому возможность получения ими дополнительного заработка порой является единственной возможностью выживать, обеспечивая удовлетворение хотя бы минимума

В последние годы во всем мире и в России активно развивается образование для людей, достигших пенсионного возраста. Для них организуются разнообразные курсы и даже создаются специальные университеты. У этого образовательного процесса есть своя специфика – учить пожилых людей так же, как молодых, нельзя. Чтобы добиваться хороших результатов, нужно учитывать ряд особенностей – физиологические, психологические, культурные и другие.

Обучению пожилых людей посвящена отдельная наука – геронтообразование, или герагогика. Она помогает опираться на преимущества, которые дает возраст, и избегать сложностей, связанных с возрастными ограничениями. Для людей группы 55+ нужен особый подход, учитывающий их физиологические, умственные и социально-эмоциональные особенности. При этом герагогика близка к педагогике, здесь также нужны наглядность, образность, порционность. Важно сразу же давать практическое применение полученных знаний, и обязательно обращаться к опыту самих участников. И в этом заключается основное отличие от педагогики: у детей опыта нет, а у пожилых он очень большой.

Обязательно следует учитывать возрастные изменения. К пенсионерам нужен особый подход, поскольку, например, у пожилых людей часто наблюдается некоторая зажатость рук, и для разработки мелкой моторики им можно осваивать несложные компьютерные игры или научиться рисовать. По особой программе могут обучаться люди с ослабленным зрением – с использованием специального оборудования с «говорящими» клавиатурами.

Большое внимание в процессе обучения пожилых требуется уделять психологии. Обучение должно строиться с особой деликатностью – люди «серебряного возраста» очень чувствительны. Только в доверительной атмосфере взаимного уважения может быть построен продуктивный процесс. Необходимо избегать ситуаций, которые могли бы поставить пожилого человека в некомфортное, унизительное положение. Затаенная обида пожилого человека может разрушить его отношения с вами навсегда. Не следует использовать назидательный, нравоучительный тон в общении с пожилыми, пытаться диктовать и отстаивать свою точку зрения. В принципе, это похоже на принцип обучения топ-менеджеров: нельзя менять человеку статус без его согласия.

Существуют также проблемы и культурологического свойства: в нашем обществе, человека объявляют «старым» гораздо раньше, чем во многих других странах. «Образ старости», который транслируется, отнюдь не позитивный. Есть некоторые моменты в обучении, которые требуют более глубокой проработки, внимания и терпения, например, негативные стереотипы относительно старости, которые имеются у самих обучающихся и их заниженная самооценка.

Важное значение в организации реабилитационных мероприятий придается социально-трудовой реабилитации, то есть, обучение пожилых граждан трудовым и профессиональным навыкам. В процессе трудотерапии по отношению к пожилым гражданам происходит преодоление психологических комплексов того, что «жизнь закончена», формируются новые межличностные отношения, пожилые граждане активно вовлекаются в коллективную деятельность, за счет чего повышается уровень их адаптации их в социуме.

Одним из направлений по развитию инновационных образовательных технологий в работе с пожилыми гражданами предлагается формирование у них предпринимательских компетенций. На сегодняшний момент в России активно развивается социальное предпринимательство, которое предполагает, в том числе, активное вовлечение пожилых граждан в предпринимательскую деятельность.

Даже в ситуации, когда сами пожилые граждане не могут или не хотят осуществлять предпринимательскую деятельность самостоятельно, их можно вовлекать в процесс производства товаров народного промысла, товаров, сделанных своими руками, которые все больше пользуются популярностью и все чаще становятся предметом купли-продажи.

Понятно, что при вовлечении в трудовую деятельность пожилых граждан необходимо учитывать, в первую очередь, их личные интересы, возможности и желания. В случае, если у пожилого гражданина нет определенных навыков и способностей, но есть желание, их следует обучать , организуя их содержательный досуг и создавая условия для развития их творческих способностей и потребностей.

Важным является вовлечение в трудовую активность пожилых граждан их родственников, которые могут поддерживать своих родственников, оказывать содействие в их творческой самореализации, помогать продвигать продукцию, изготовленную своими руками, поддерживать положительный эмоциональный настрой.

На примере ГБУСО «Пятигорский КЦСОН» рассмотрим варианты вовлечения пожилых граждан в активную социально-трудовую деятельность. Многие клиенты ГБУСО «Пятигорский КЦСОН» умеют шить игрушки, вязать, валять войлок, однако это больше хобби, чем вид деятельности. Мы предлагаем использовать умения и навыки пожилых граждан для получения ими дохода, и как следствие, улучшение качества их жизни.

Для клиентов ГБУСО «Пятигорский комплексный центр социального обслуживания населения» мы предлагаем организовать кружки по рукоделию, на которых они будут обучать друг друга делать интересные вещи своими руками, а потом организовать на сайте центра онлайн-выставку товаров народного промысла клиентов, где можно будет не только посмотреть на изделия, но и заказать их для приобретения.

ГБУСО «Пятигорский КЦСОН» в этом случае выступает как организатор и образовательная площадка, а все финансово-денежные отношения будут осуществляться самими клиентами, для которых также будут проведены занятия по основам предпринимательской деятельности, где будет рассказано о регистрации в качестве предпринимателей, о налоговых обязательствах и о технологиях продвижения через интернет.

Показатели реализации проекта «Социальное предпринимательство для пожилых в г. Пятигорске Ставропольского края» представим в таблице 1.

Таблица 1 – Предполагаемые показатели проекта «Социальное предпринимательство для пожилых в г. Пятигорске Ставропольского края» в ГБУСО «Пятигорский КЦСОН»*

Показатель	Значение
Численность социальных работников и специалистов социальной работы, задействованных в проекте, чел.	6
Количество пожилых граждан и инвалидов, задействованных в проекте, чел.	40
Количество изготовленных и реализованных изделий клиентами центра в месяц, единиц	85
Предполагаемый доход от реализации изделий клиентов, рублей в месяц	127 500

(составлено автором)

Центр силами своих сотрудников будет собирать и проводить кружки по рукоделию, а также размещать картинки поделок своих клиентов на сайте центра, а вот предпринимательской деятельностью будут заниматься клиенты под руководством конкретного предпринимателя, который занимается розничной торговлей в неспециализированных магазинах, в том числе, продукцией, изготовленной своими руками.

Предположительно, в проекте будет задействовано 40 клиентов центра, которые в среднем будут изготавливать около 2 изделий в месяц, средняя стоимость которых составит 1500 рублей. Предполагаемый доход от осуществления предпринимательской деятельности составит 127,5 тыс. рублей, или около 3,2 тыс. рублей на 1 человека. В условиях современной экономической ситуации это хороший дополнительный доход для пенсионеров.

Для ГБУСО «Пятигорский КЦСОН» реализация всех предлагаемых проектов носит больше организационный характер, однако использование предлагаемых технологий позволит расширить перечень образовательных проектов, ориентированных на работу с пожилыми гражданами, что, в свою очередь, повысит качество работы центра.

Таким образом, вовлечение людей пожилого возраста в активную творческую и предпринимательскую деятельность будет способствовать продлению их жизни, позволит повысить уровень их доходов, и как следствие, улучшить качество жизни. Что касается учреждений социальной защиты населения, работающих с пожилыми гражданами, то они смогут не только организовать у себя новые проекты и программы социализации клиентов, но и выступать как точки активизации развития социального предпринимательства среди пожилых в муниципальных образованиях и районах, обмениваясь опытом и создавая целые предпринимательские кластеры для лиц «серебряного возраста».

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МОДЕЛЬ ПРОСТРАНСТВЕННО-ТЕХНОЛОГИЧЕСКОЙ СТРУКТУРЫ ПРОЦЕССА ВОЗВЕДЕНИЯ ЦЕХА ПО ПЕРЕРАБОТКЕ ИЛОВОГО ОСАДКА

Аннотация: В данной статье приведена разработка модели пространственно-технологической структуры процесса возведения цеха по переработке илового осадка. Данные требования можно использовать при оптимизации строительства.

Ключевые слова: строительная отрасль, календарное планирование, строительная продукция, простые технологические процессы.

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MODEL OF THE SPATIAL AND TECHNOLOGICAL STRUCTURE OF THE PROCESS OF CONSTRUCTING A SILT PROCESSING PLANT

Annotation: This article describes the development of a model of the spatial and technological structure of the process of constructing a silt processing plant. These requirements can be used to optimize construction.

Key words: construction industry, calendar planning, construction products, simple technological processes.

В соответствии с методикой была построена модель пространственно-технологической структуры процесса возведения реального объекта – Реконструкция очистных сооружений канализации города Дивногорска Целью построения модели ПТСПВО на этот объект было исследование адекватности этой модели реальным условиям производства строительно-монтажных работ.

В качестве исходных данных для разработки модели ПТСПВО на выбранный объект были получены и использованы следующие материалы:

— Чертежи архитектурно-планировочного и конструктивного разделов проекта
— Общая пояснительная записка к проекту.
— Проект организации строительства объекта.

— Сведения, полученные от начальника участка, руководившего строительством объекта.

Объект находится на въезде в город Дивногорск. Пристройка к существующему зданию цеха переработки илового осадка сточных вод. Квадратура здания составляет 99,2 м2. Цех переработки илового осадка входит в комплекс очистных сооружений города Дивногорска.

Основные характеристики приведены в таблице «Организационно-технологические характеристики простых технологических процессов строительства», в столбце «Наименование простого технологического процесса», поскольку, каждый ПТП характеризует, соответственно, определенный конструктивный элемент здания. По чертежам и календарному плану проекта определялись перечень всех работ.

Модель пространственно-технологической структуры процесса возведения цеха по переработке илового осадка в такой последовательности[5]:

1. По архитектурно-планировочным и конструктивным чертежам определялась перечень ПТП, продукцией которых являются все несущие, ограждающие и декоративные конструкции здания, вычислялись объемы работ для каждого ПТП.

2. Для каждого ПТП определялись рабочие смены по профессиональный, квалификационный и численному составу, рассчитывалась максимально возможное их количество в каждом ПТП.

4.Определялись и устанавливались строго детерминированные и частично детерминированные связи между работами-модулями ПТП, определяющие последовательность их выполнения[3].

5. Формирование модели ПТСПВО завершается определением минимально возможного срока строительства объекта, а по нему - поздних сроков выполнения работ-модулей на каждом фронте-модуле[2].

В таблице 1 представлены данные о работах строительного объекта.

Таблица 1 - Организационно-технологические характеристики простых технологических процессов строительства

№ПТП	Наименование процесса	Единица измерения	Объем работ	Источник норм	Ресурс-модуль (механизмы, рабочий)	Норма выработки ресурса ед.	Количество смен	Определение фронтов-модулей
	1		2	3	4	5		9
	Устройство фундаментов							
1	Разработка грунта с вывозом	$м^3$	20,12	Е4-1-34А	Грунтовщик 5р-1	1,8	5,56	11
2	Устройство ЖБ фундаментов	$м^3$	85	Е4-1-34А	Бетонщик 4р -1, 2р -1	7,5	14,67	11
3	Устройство фундаментов под оборудование	$м^3$	85	Е4-1-46	Бетонщик 4р -2	13,48	7,21	6
4	Устройство монолитного цоколя	$м^3$	45	Е4-1-49А	Монтажник 3р -2, 2р -1	18,4	4,45	2
5	Устройство монолитного приямка	$м^3$	45	Е4-1-50	Монтажник 3р -2, 5р -1	5,21	10,74	9
6	Устройство ЖБ пола и пандуса	$м^3$	85	Е4-1-34А	Монтажник 2р -4	8,21	7,85	10
7	Обратная засыпка пазух		14,86	Е9-2-7	Монтажник 2р -4	2,65	2,76	6

С помощью приведенного алгоритма вариантного проектирования расписаний ресурсов-модулей и определения их требуемого количества в пределах выбранных директивных сроков, а также метода назначения исполнителей на работы по основной и смежным специальностям была составлена функциональная модель возведения объекта[1]. Фрагмент расписаний работы ресурсов-модулей на фронтах-модулях для ПТП производства работ приведен на рисунке 1.

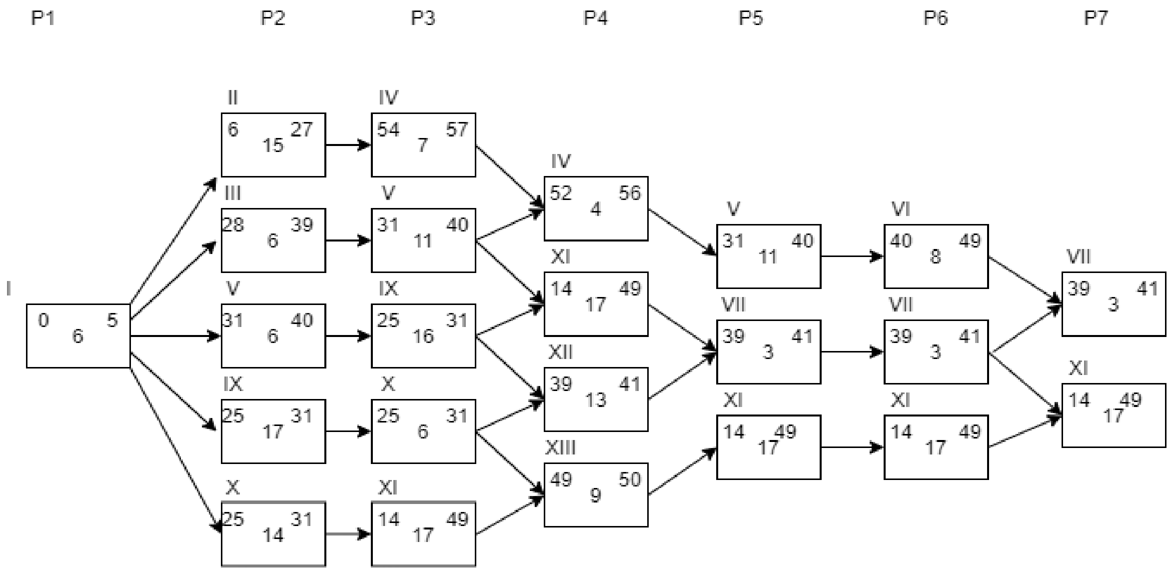

Рисунок 1 - Фрагмент модели ПТС, отражающий структуру работ строительства цеха (Устройство фундамента)

Данная модель была предложена при согласование проекта, был составлен календарный график строительных работ и оптимизирован при помощи модели ПТС выделив приоритеты в работах, и правильно расставив рабочих по фронтам работ. Таким образом удалось сократить срок реализации строительного проекта и оптимизировать ресурсные затраты.

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ВОЗМОЖНОСТИ РАБОТЫ С ТЕКСТОМ НА УРОКАХ МАТЕМАТИКИ

Аннотация: В данной статье рассматриваются различные приемы работы с текстом, приводится подробное их описание и способы использования на уроках математики. Все приемы сгруппированы по этапам: работа до чтения, в процессе чтения и непосредственно после него. Данные приёмы помогают учителям разнообразить уроки, замотивировать учащихся к изучению предмета и, как следствие, повысить уровень знаний учащихся.

Ключевые слова: математика, методика обучения, работа с текстом, этапы работы с текстом, методические приемы работы с текстом.

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WAYS OF WORKING WITH THE TEXT AT THE MATHS LESSONS

Annotation: In this article different ways of working with the text are considered, including their detailed description. All ways are grouped according to the stages: pre-reading work, reading and after-reading work. These ways help teachers to vary their lessons, motivate pupils to learn the subject and eventually raise their level of knowledge.

Key worlds: mathematics, teaching methods, working with the text, stages of working with the text, methods of working with the text.

За время одиннадцатилетнего школьного обучения ученик накапливает различные знания и умения, однако для школы одной из первостепенных целей остается формирование у учащихся качеств, необходимых в повседневной жизни.

Анализ педагогического опыта показывает, что современное поколение школьников, в большинстве, стало обладать скудным словарным запасом. Одну из причин исследователи видят в том, что процесс чтения присутствует в их жизни в недостаточном количестве. А если ученик «не умеет» читать, то и осуществлять работу с большими объемами информации ему будет крайне сложно. Причем работать зачастую необходимо не только с информацией справочного характера, но и текстами, где присутствуют логика рассуждений, доказательства.

В настоящий момент известны следующие направления осуществления работы с текстом:

· нахождение в тексте информации, которая способствует выявлению ответа на поставленный вопрос;

· конспектирование фрагмента текста;

· составление плана текста;

· выделение главной и второстепенной мысли в тексте;

· работа с графиками, схемами и чертежами, присутствующими в тексте;

· устное изложение прочитанного текста как в полное, так и сжатое.

Осуществлять работу с текстом можно как в индивидуальном формате, так и в виде фронтальной или групповой работы. Существует достаточно большое количество различных приёмов и методик работы с текстом.

В настоящее время выделяется 3 этапа работы с текстом на уроках математики:

1 этап – Работа до чтения.

Учащимся может быть предложен самостоятельный поиск названия параграфа или необходимой главы в учебнике. Это поможет им в дальнейшем определить основные направления своей деятельности, что позволит в рамках изучения данной темы выделять главную и второстепенную информацию в тексте, а также сформулировать вопросы, которые необходимо рассмотреть. В процессе поиска у школьников развивается быстрота реакции, внимательность, а также навыки ориентации в логическом изложении материала в учебнике математики.

Один из приемов работы с книгой – это прием «Банк идей (гипотез)». Учитель выписывает на доске все высказывания, предложенные учениками, чтобы в завершение урока выяснить, истинными или ложными они оказались. При работе с данным приёмом ученики получают первичные навыки научно-исследовательской работы. Они учатся выдвигать свои предположения, гипотезы, а затем пытаются подкрепить из какими-либо фактами или же, напротив, опровергнуть.

Одним из распространенных приемов является прием «Верные или неверные утверждения» или «Верю — не верю», который может быть предложен в начале урока. Например, ученики, выбирая «истинные утверждения» из высказываний, предложенных учителем, описывают заданную тему (ситуацию, систему правил).

2 этап – Работа с текстом учебника непосредственно.

К данной работе относится само чтение. Под главной целью прочтения текста параграфа понимают обычно ознакомление с информацией, её понимание, дальнейшее использование в различных ситуациях, подтверждение изученного. Учитель всегда изначально ставит цель, затем организует чтение таким образом, чтобы добиться её выполнения. Педагог может использовать способы выборочного чтения, чтения вслух или про себя, чтение по ролям, углубленное, опережающее чтение, чтение-изучение и др.

Для того, чтобы определить понимание учащимися прочитанного текста, может быть использован методический прием – «Инсерт». Учащиеся знакомятся с группой маркировочных символов, которые по мере прочтения текста они будут расставлять карандашом на полях. Помечать следует определенные абзацы или же отдельные предложения в тексте. Пометки, которые могут быть использованы, представлены в таблице 1.

Таблица 1. Символы для методического приёма «Инсерт»

Знак	Его значение
V	Информация, которая уже была известна ранее
+	Новая информация
–	Информация, которая противоречит представлениям ученика
?	Информация, которая непонятна или требует дополнительных разъяснений и дополнений со стороны учителя

У школьников не вызывает труда определение известного или неизвестного в фрагменте текста. Особое внимание при применении данного метода следует уделить символу «?». Вопросы, задаваемые школьники при изучении темы, учат их осознанию того, что много материала остаётся не рассмотренным на занятии, что есть проблемы, которые можно изучать дополнительно. Это стимулирует на работу с различными источниками информации, в поисках ответа на интересующий вопрос.

Существует ещё немаловажный приём работы с текстом: «работа по плану». Ученики выводят какую-либо формулу или правило по определенному плану работы с текстом.

Еще одним из важных способов работы с текстом является конспектирование. Конспектирование математических книг – занятие довольно трудоёмкое. Под конспектированием учебников по предметам математического цикла мы понимаем перевод обычной словесной записи в математическую запись (на символьном языке).

Еще одним способом работы с информацией, представленной в тексте, является составление тезисов. Тезисы – это кратко сформулированные основные положения текста, доказывающие и поясняющие материал. Тезисы от плана отличаются тем, что в плане приводятся сами понятия, а тезисы раскрывают их суть и свойства.

Ещё один приём, для использования на уроках – пересказ текста. Пересказ может быть подробным или кратким. От работы над планом можно перейти к краткому пересказу, с полным пересказом ученики справляются самостоятельно. Пересказывать текст можно по памятке:

1) убедись, всё ли ты вспомнил;
2) найди в учебнике то, что пропущено;
3) убедись, всё ли ты правильно изложил;
4) найди свои ошибки, если они есть исправь их.

При работе с текстом также используется прием «Лови ошибку». Данный прием учит учеников анализировать представленную информацию. Оценивая изложенный материал, учащиеся закрепляют полученные знания.

3 этап – Работа после чтения.

Непосредственно после работы с текстом необходимо провести с учениками рефлексию о проделанной работе. Каждый участник должен высказать своё мнение о том, что было изучено, привести свои примеры, дать свое описание и краткую характеристику. Важно также сопоставить прочитанную информацию с той, что была изучена ранее. После прохождения новой темы необходимо, чтобы ученики сформулировали свои контрольные вопросы и, возможно, написали их на листочках для того, чтобы на следующем уроке к ним обратиться и повторить каждый из них.

Один из самых распространенных приемов является составление маркировочной таблицы «Известно – хотим узнать – узнали». В колонки этой таблицы вносится информация, полученная в ходе чтения. Главное требование –это изложение сведений или понятий своими словами, сохраняя при этом главную мысль. Прием дает учителю возможность контролировать работу учеников и оценить их.

Использовать на уроке новый прием – значит повышать его продуктивность. От этого выигрывают все: и ученик, который обучился чему-то новому, и учитель, которому удалось замотивировать класс. Если систематически применять методы и приемы работы с текстом, то ученики, более активно и заинтересованно включаются в работу, в следствие чего повышается уровень знаний учащихся.

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ОСОБЕННОСТИ МЕТОДА ИНТЕРВЬЮ ПО КОМПЕТЕНЦИЯМ НА ПРОМЫШЛЕННЫХ ПРЕДПРИЯТИЯХ

Аннотация: Представлен метод интервью по компетенциям на промышленных предприятиях. Оценка компетенций персонала имеет стратегический характер в области кадровой политики на предприятии. Данная методика способствует повышению эффективности деятельности и отдельных структурных подразделений и всего предприятия в целом, отражаясь в таких экономических показателях как производительность труда и производственная рентабельность.

Ключевые слова: интервью, компетенции, персонал, промышленные предприятия.

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THE FEATURES OF THE INTERVIEW METHOD FOR COMPETENCIES IN INDUSTRIAL ENTERPRISES

Annotation: In this article is presented the method of interview by competence in industrial enterprises. Assessment of staff competencies is of a strategic nature in the field of personnel policy at the enterprise. This technique helps to increase the efficiency of activities and individual structural units and the entire enterprise as a whole, reflected in such economic indicators as labor productivity and production profitability.

Key words: interview, competence, industrial enterprises, staff.

Интервью можно назвать одним из эффективных способов получения первичных сведений о кандидате на вакантную должность. Подобный метод в настоящее время пользуется большой популярностью. Тем не менее, в данной области есть необходимость совершенствования. Низкая оценка потенциальной результативности будущего сотрудника является следствием наличия субъективных факторов как со стороны работодателя, так и со стороны соискателя. Компания изначально может иметь личную симпатию или антипатию к кандидату, завышать требования, полагаться на свою интуицию. Соискатель, зачастую, может преувеличивать свои возможности, стремясь показать себя в более выгодном свете.

Исходя из этого, необходимо всегда повышать качество процесса собеседования, в связи с чем существуют специалисты, которые занимаются разработками всевозможных способов интервьюирования. Наиболее эффективными себя зарекомендовали такие способы, как: обучение интервьюеров и структурированное интервью.

Первый вариант даёт возможность находить недочёты на начальной стадии рассмотрения будущего работника и, как следствие, помогает избежать ошибок в дальнейшем. При втором же увеличивается процент объективности собеседования.

Интервью по компетенциям (CBI) является одним из видов структурированного интервью, его также называют поведенческим интервью.

Исходя из названия, определяется цель методики – выявление профессиональных качеств и способностей кандидата, иными словами, его компетенций.

Поведенческое интервью считается наиболее сложным и длительным способом получения информации о будущем сотруднике. В отличие от ситуационного интервью, при котором кандидату предлагается предположительная ситуация и даётся возможность смоделировать личное поведение.

Данный тип интервью более всего подходит при подборе персонала на руководящие должности. Тем не менее, в некоторых компаниях его используют при приёме на работу и на любые другие должности.

Необходимо отметить, что данная техника очень хорошо зарекомендовала себя при формировании кадрового резерва и при устройстве на работу молодых специалистов.

Данный метод требует основательной подготовки со стороны интервьюера, которому необходимо: во-первых, разработать модель компетенции; во-вторых, выбрать вопросы для оценки; в-третьих, составить оценочный лист.

Необходимо отметить, что понятие компетенция – это личностная характеристика особенностей человека, отражающая его способности достаточные для выполнения определённой работы.

Моделью компетенций называют совокупность качеств, принятых для оценки сотрудников на конкретную должность.

Для начала нужно обозначить необходимые характеристики компетенции сотрудника, взяв за основу комплекс решаемых задач за определённый период и их ранговые коэффициенты.

Затем производят расчёт оценки развития компетенции персонала в соответствии с требуемыми характеристиками.

После определяют нормативное и прогнозное значения оценки результатов деятельности в качестве показателя ценности решения задач производства за конкретный период времени.

Далее выставляет цены развития компетенции управленческого персонала, считают издержки его потребления, оценки его конкурентоспособности. В итоге оценивается уровень конкурентоспособностей компетенций по отношению к их начальному уровню развития.

При этом получаемая внутренняя оценка используется для того, чтобы видеть соответствие развития компетенции тому, что требуется от сотрудника. Внешняя же оценка указывает на то, каков уровень уже развитых компетенций необходимых для деятельности производства.

Для того, чтобы занимать устойчивую позицию на рынке, в условиях высокой свободной конкуренции и постоянно происходящих изменений среды обитания для любого предприятия становится важным умение отслеживать ситуацию, прогнозировать перемены, внедрять новые технологии, работать над улучшением производства товаров с целью удовлетворения потребностей будущего.

Человеческий фактор всегда играет далеко не последнюю роль в успехе каждой компании. Каждому предприятию необходима команда, обладающая именно теми качествами, которые приведут фирму к успешному достижению стратегических ориентиров. При этом требования меняются постоянно, вследствие чего некоторые важные до сегодняшнего дня качества работников могут уйти на второй план, освободив место иным характеристикам.

Раньше от персонала требовалось работать, руководствуясь лишь строго заданной технологией. На тот момент необходимо было только определить соответствует ли работник занимаемой должности. Далее персонал начал включаться в общегрупповые нормы и ценности. От каждого стали требовать умения подчинять собственные интересы интересам коллектива, важное значение приобрели, например, коммуникативные навыки, в связи с чем критерии оценки изменились. Также выполняя высококвалифицированную работу, сотрудники могли уже влиять на деятельность предприятия в целом. На первый план вышли такие показатели как оценка индивидуальных способностей, потенциала роста и прочие.

С развитием технологий уже мало кому интересны сотрудники, выполняющие лишь примитивные функции. Прогресс все больше требует от коллектива высококвалифицированного мастерства, наличия определенного потенциала у работников.

Именно поэтому на развитие конкурентных преимуществ компании влияют компетенции персонала. Успех предприятия возможен лишь при наличии организационных компетенций, которые необходимо постоянно улучшать.

На любом предприятии оценку сотрудников нужно рассматривать как целенаправленный процесс выявления характеристик работника с последующим сравнением, полученного с уровнем, требуемым для достижения поставленных стратегических целей предприятия.

На многих предприятиях промышленности отождествляют понятия оценки и аттестации персонала, что крайне неверно. В действительности они отличаются по ряду параметров. К ним относятся: формализованность, систематичность, круг специалистов, подлежащих оценке, стандарты, цели и прочее.

Оценка персонала, в частности методом интервью по компетенциям, проводится более масштабно, имея универсальный характер. По результатам же оценки в дальнейшем проводится аттестация.

Зачастую на крупных промышленных предприятиях оценка персонала проводится чисто формально. При этом результаты оценки не всегда в действительности находят применение.

На многих крупных предприятиях промышленности можно выявить следующие причины некачественной оценки персонала. Во-первых, отсутствие взаимосвязи между целями оценки персонала и стратегией предприятия. Во-вторых, низкая частота подобных мероприятий, которые необходимо проводить не реже раза в год.

Чем крупнее предприятие, тем многообразнее требования, предъявляемые к различным категориям сотрудников. Единого для всех набора компетенций не существует. Нельзя для всех использовать одинаковые условия оценки. Поэтому на предприятии следует разделять коллектив на определённые группы, для каждой из которых должны быть заданы конкретные компетенции. Для этого сначала нужно было проанализировать деятельность каждого сотрудника, составить перечень компетенций, которые важны для каждого в отдельности соответствуя должности. При этом обязательным условием должна быть обратная связь по результатам анализа.

В качестве исследуемых компетенций можно выделять следующие: анализ проблем и принятие решений, организация деятельности, стремление к сотрудничеству, управление и координация работы с подчинёнными, способность убеждать, нацеленность на результат. Также к ним могут быть добавлены специфические компетенции согласно сфере деятельности конкретного предприятия.

Получается, что процесс оценки по компетенциям сотрудников должен включать пять основных этапов. Первое – устанавливаются контрольные замеры развития компетенций сотрудников в соответствии с их должностными инструкциями. Второе – установление фактических показателей развития компетенций. Третье – определение метода оценки критериев развития компетенции. Четвёртое – обоснование многокритериальной оценки развития компетенции. Пятое – определение самого уровня становления компетенции персонала в соответствии с уровнем управления в организации.

Обязательным является и составление индивидуальных отчётов, а также вариантов обратной связи. Если сначала обратная связь была нужна в связи с формированием перечня компетенций, то в конце она необходима сбора материала посредством интервьюирования. Таким образом, обратная связь помогает целостно воспринимать и использовать полученные результаты интервьюирования как со стороны работника, так и со стороны лиц, проводящих данные мероприятия.

Итак, процесс становления компетенций персонала можно назвать результатом формирования его конкурентных преимуществ. Метод интервью по компетенциям на промышленных предприятиях позволяет улучшить работу с кадровым резервом, что в дальнейшем поможет решить проблему потребности в менеджерах различных уровней.

Метод интервью по компетенциям способствует выявлению несоответствий кадрового состава, потенциала каждого из сотрудников, что ведёт к повышению эффективности деятельности и отдельных структурных подразделений и всего предприятия в целом, отражаясь в таких экономических показателях как производительность труда и производственная рентабельность.

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МЕТОДЫ ПРЕПОДАВАНИЯ ВОЛЕЙБОЛА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация: В статье рассматриваются основные методы преподавания волейбола в высших учебных заведениях. Волейбол – это командная игра, где каждый игрок действует с учетом своего партнера. Для волейбола характерны чередования движений, быстрая смена ситуаций, изменение интенсивности и деятельности каждого игрока.

Ключевые слова: команда, соперник, игра, правила, студенты, навык, воля, эффект.

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METHODS OF TEACHING VOLLEYBALL IN HIGHER EDUCATIONAL INSTITUTIONS

Annotation: The article discusses the basic methods of teaching volleyball in higher education. Volleyball is a team game where each player acts taking into account his partner. Volleyball is characterized by alternating movements, a quick change of situations, a change in the intensity and activity of each player.

Key words: team, rival, game, rules, students, skill, will, effect.

Волейбол (от англ. volley — удар с лёта и ball — мяч) в переводе с английского означает летающий мяч – это вид спорта, целью в котором является направить мяч в сторону соперника таким образом, чтобы он приземлился на половине соперника или добиться ошибки со стороны игрока команды соперника [4].

Основателем волейбола является Уильяму Дж. Морган. Официально датой рождения игры считается 1895 год. Американский преподаватель физкультуры из Гелиокского колледжа (штат Массачусетс) Уильям Дж. Морган объявил об изобретении игры волейбол.

В 1897 г. были разработаны спортивные правила этой игры, которые неоднократно изменялись и дополнялись. Игра очень быстро распространилась в Японии, Китае, на Филиппинах, а позднее - в Европе.

Волейбол - популярная игра во многих странах мира. «Волейбол», который включен в программу в высших учебных заведениях, является основой формирования у студентов навыков, необходимых для будущей профессиональной деятельности педагога по физической культуре и спорту [5].

Основными задачами курса являются: обучение студентов технико-тактическим приемам волейбола и развития специальных физических качеств.

На занятиях студенты в основном знакомятся с основами волейбола для последующего участия в массовых соревнованиях, а также повышают физическую подготовленность средствами волейбола.

Широкое применение волейбола в физическом воспитании объясняется несколькими примерами: доступность игры для различного возраста; возможность его использования для всестороннего физического развития и укрепления здоровья, воспитания моральных и волевых качеств. А также вовремя использование его как полезного и эмоционального вида активного отдыха при организации досуга молодежи, простотой правил игры, высоким зрелищным эффектом игрового состязания, простотой инвентаря, оборудования и площадки для игры [4].

Волейбол – это командная игра, где каждый игрок действует с учетом своего партнера. Для волейбола характерны чередования движений, быстрая смена ситуаций, изменение интенсивности и деятельности каждого игрока. Условия игровой деятельности приучают студентов подчинять свои действия интересам коллектива в достижении единой цели, действовать с максимальным напряжением своих сил и возможностей, преодолевать трудности в ходе соревновании, мгновенно оценивать сложившуюся обстановку и принимать правильные решения. Эти особенности волейбола способствуют воспитанию у студентов чувства коллективизма, целенаправленности, внимания и скорость реакции, способности управлять своими эмоциями, развитию основных физических качеств.

Процесс игры определяется наличием техники, тактики и стратегии. Без этих составляющих спортивное единоборство команд невозможно.

Техника — это комплекс приемов игры (подачи, передачи мяча, нападающие удары, блокирование, прием мяча).

Тактика — это система действий в защите и нападении, направленных на решение текущих задач борьбы в ходе встречи.

Стратегия — это искусство руководства подготовкой к соревнованиям и руководство в период соревнований [2].

Объем и содержание учебного материала зависят от года обучения. На первых двух курсах материал разнообразен в пределах общеразвивающих, подготовительных и подводящих упражнений, а также элементов техники и тактики игры. Особенности начального этапа обучения технике игры в волейбол: общее ознакомление с игровыми приемами; выполнение игрового приема в упрощенных условиях; изучение технического приема в условиях, приближенных к игровым; совершенствование технического приема в игре [1].

Таким образом, использования волейбола в качестве основного средства занятий по физическому воспитанию и проведения факультативных занятий удалось добиться достоверного повышения интереса студентов к занятиям по волейболу, удалось добиться и статистически значимого прироста физической подготовленности студентов.

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СОВЕРШЕНСТВОВАНИЕ РЕКЛАМНОЙ ДЕЯТЕЛЬНОСТИ В УСЛОВИЯХ КРИЗИСА

Аннотация: В данной статье рассматриваются основные тенденции развития рекламной деятельности, применение инструментов рекламы на предприятии. Освещены актуальные вопросы, связанные с деятельностью предприятия в условиях кризиса и пути совершенствования маркетинговой деятельности.

Ключевые слова: реклама, кризис, маркетинг, инструмент, потребитель, рынок, результативность.

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IMPROVING PROMOTIONAL ACTIVITIES IN A CRISIS

Annotation: This article discusses the main trends in the development of advertising, the use of advertising tools in the enterprise. Topical issues related to the activities of the enterprise in a crisis and ways to improve marketing activities are highlighted.

Key words: advertising, crisis, marketing, tool, consumer, market, performance.

В настоящее время положение общемировой экономики обуславливается наименьшей неустойчивостью, которая отражается на потере эффективности компаний и сформировывает особые требования для их дальнейшего взаимодействия на рынке. Такая обстановка в экономике обуславливается как кризисная и представляет собой уменьшение потребительской активности населения, сокращение доходов, неплатежеспособный спрос, что, в свою очередь, является для компаний риском потери большой доли потребителей и даже уходом с рынка.

Начала 2020 года стал неожиданным по своим масштабам и значенью вспышка коронавируса стала главный телевизионный тематикой. Прежде инфекции, схожие коронавирусу, не выходили за парадигмы обособленных районов и отраслей промышленности. Теперь же вспышка болезни потянула общемировую макроэкономику к серьезному сбою.

Фактически все общемировые бренды поменяли структуру своих маркетинговых расходов, то есть направили денежные капиталовложения с наружной рекламы на онлайн площадки и телевещание. Так как на этих рекламных площадках теперь наблюдается оживление трафика по причине того, что миллиарды людей по всему миру переведены на удалённую работу. Интернет - трафик в странах, которые приняли меры, чтобы приостановить эпидемию, вырос в разы.

Во время финансово-экономического кризиса многие компании стоят перед выбором новых направлений развития, которые помогут им поддерживать желаемый уровень критериев экономической деятельности и закреплять авторитет в глазах потребителей. Цель маркетинга в этот период – помочь компании устоять на рынке. В данный момент нужно осознавать взаимосвязь новейших инструментариев маркетинга, которые может применить компания, чтобы пройти кризисную ситуацию в экономике, оставаясь " на плаву ".

В современной компании возрастает роль инструментов маркетинга, которые могут способствовать наиболее эффективному решению маркетинговых задач с минимальными затратами. Именно малозатратный маркетинг в период кризиса может помочь компании поддерживать желаемый уровень развития и удержать своих потребителей.

На сегодняшний день основными инструментами маркетинга являются классический комплекс, состоящий из: товарной политики, ценовой политики, сбытовой политики, политики продвижения, представленный на рисунке 1.

Товарная политика	Ценовая политика	Сбытовая политика	Политика продвижения
• товар; • ассортимент; • товарная марка, бренд; • упаковка; • дополнительные услуги,предлпгпемые при продаже; • гарантия; • сервисное обслуживание.	• ценообразование • скидки, акции, бонусные программы; • ценовая стратегия; • завоевание определенной доли рынка; • применение политики "снятие сливок"; • краткосрочный рост объем продаж.	• каналы сбыта, товародвижение (опт, розница, прямые продажи, интернет-магазин); • процесс сбыта, дистрибуция или трейд-маркетинг; • материальная обработка, логистика (складирование, транспортировка); • мартекинговая логистика (управление заказами, условия контракта: оплаты, доставки).	• реклама; • PR, создание имиджа и общественного мнения; • стимулирование сбыта; • личные продажи; • прямой маркетинг.

Рис 1- Группы основных маркетинговых инструментов.

Самый продуктивный элемент маркетинга является реклама, которая присуще основные черты такие как: платность, однонаправленность, повсеместность, опосредованность, безличный характер.

Реклама – это планомерное воздействие на сознанье покупателя, реализовываемое по средствам общественного представления продуктов, услуг (их явлений, оценок, архетипов, эмоциональностей, вызываемых их применением и т. п.) через различные стимулирования распространения информации.

Комиссией экспертов Ассоциации Коммуникационных Агентств России был проанализирован рекламный рынок России за 2019 год, представленный на рисунке 2. Было выявлено, что всего объем рекламы в средствах ее распространения составил почти 494 млрд.руб., что на 5% больше, чем годом раньше. Объем сегмента маркетинговых услуг превысил порядка 121 млрд.руб. Большую часть доли составляет интернет – 244 млрд.руб., а наименьшую долю пресса порядка 15.1. млрд.руб.

Интерпт	• Всего 244 . из них: • Search 103.7 • Видео 14.7 • Прочее 125.6
Телевиденье	• Всего 175 млрд.руб. из них: • Основные каналы 167 млрд.руб. • Тематические каналы 7.2 млрд.руб.
Out of home	• Всего 43.8 млрд.руб: • Наружная реклама 34.9 млрд.руб. • Транзитная реклама 5.5 млрд.руб. • Indoor-реклама 2.8. млрд.руб. • Реклама в кинотетрах 1.1. млрд.руб.
Радио	• Всего 16 млрд.руб.
Пресса	• Всего 15.1 млрд.руб. из них: • Газеты 5.7. млрд.руб. • Журналы 9.4. млрд.руб.

Рис 2 - Объем рекламы в средствах ее распространения.

Рекламный продукт (мероприятие) образуется благодаря взаимодействию четырех элементов таких как заказчик (рекламодатель), рекламное агентство, средство распространение рекламы (продвижение) и потребитель, представлено на рисунке 3.

Клиент (рекламодатель)

- лицо или организация, нуждающиеся в продуктах продвижения заказываемого контента с целью увеличения аудитории, заинтересованной к покупке.

Рекламное агенство

- самостоятельная корпорация, специализирующаяся на модернизации, спецподготовке, изготовлении и использовании рекламного продукта. Результатом PR-деятельности рекламного агентства подразумеваются рекламные услуги и рекламные продукты.

Средства продвижения рекламы

- это материальное или нематериальное средство, либо их взаимозависимость, которое служит механизмом использования рекламного извещения и способствует достижению требуемого рекламного эффекта.

Потребитель

- являются получателями рекламных сообщений, то есть физическими или юридическими лицами, которым информация передается или может быть передана.

Рис 3 - Элементы создания рекламного продукта (мероприятия).

Наиболее популярным видов рекламы в интернете, сейчас является контекстная реклама и тизерная реклама.

Высокоэффективная и успешная форма онлайн-рекламы, в которой сообщение размещается в тематическом контексте является контекстная реклама, обеспечивающая наиболее точное проникновение в целевую группу. В результате поиска по ключевым словам, реклама может появляться на страницах, блогах, форумах, которые соответствуют содержанию контекстной рекламы,

Контекстная реклама чрезвычайно эффективна, так как попадает в приоритетную, готовую к закупке аудиторию. Ее отличает высокая степень модернизации посетителей в покупателей. Подходит компаниям, как с небольшими бюджетами, так и крупными компаниями.

Реклама характеризуется быстротой в оценке результативности, т. к. оплата ведётся за клики, а не за показы. Клиент может рассчитать результативность рекламы относительно своих продаж. Выше результативность у тех объявлений, что выходят на первых позициях на первой страничке. В разы меньше результативность рекламы со второй страницы. Реклама, выходящая на последующих страницах, может вовсе не дать никакого эффекта. Результативность контекстной рекламы рассчитывается с применением показателя CTR.

Тизерная реклама (от англ. «teaser» – дразнилка) – в качестве маркетингового объявления применяется особая фраза или изображение, вызывающая интерес потребителя. В основу положено свойств, характерных каждому человеку является любопытство – вот в чем успех мастерски запланированных и проведенных тизерных рекламных кампаний.

На сегодняшний день, тизерную рекламу применяют в продвижении веб-сайта в целях привлечения пользователей с других тематических порталов. Это чаще всего баннеры, не говорящие прямо о рекламируемом товаре, а содержащие фразы, имеющие своей целью заинтересовать пользователя и заставить его перейти на нужный сайт.

Эффективность такого метода намного выше стандартных баннеров и рекламных объявлений, которые приглянулись рядовому пользователю. Впрочем, тизерная реклама превосходна своей оригинальностью, а вот избыточное использование может свести на нет все ее превосходства.

Вот некоторые правила внедрения действенной тизерной рекламы, представлено на рисунке 4:

Тщательная разработка как «приманки», так и «объяснения»

- оба эти этапа должны сочетаться друг с другом по стилю, дополнять друг друга, гармонично переходить один в другой;

Реклама должна вызывать ассоциации именно с рекламируемым объектом, и ни с каким другим

- для этого полезно сделать анализ, предыдущих рекламных кампаний, чтобы не повториться;

Четкое соблюдение установленных сроков проведения кампании

обязательно должны совпадать со сроками выхода продукта на рынок

Рис 4 - Правила внедрения тизерной рекламы.

Тизерная реклама предоставляют отличные возможности для настройки рекламных блоков, их эстетического размещения в Интернете и с большей вероятностью загружаются в браузер, когда настройки блокируются рекламой. В то же время это очень эффективный инструмент для рекламодателей по привлечению целевой группы к своим ресурсам и по доступной цене. Оплата обычно производится одним кликом, за переход на ваш сайт.

Быстрое реагирование компании на изменяющиеся условия на рынке, нацеленность на долгосрочный результат и ориентацию на качество товара и потребности потребителей. Чем раньше предприятие применит технологию антикризисного регулирования, тем быстрее и без лишних качественных потерь окажется его выход из кризисного положения.

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АНТИАТЕРОСКЛЕРОТИЧЕСКАЯ ЭФФЕКТИВНОСТЬ СТАНДАРТНОЙ ТЕРАПИИ ИБС, ЕЕ КОМБИНАЦИИ С ИЗОСОРБИДА ДИНИТРАТОМ И НИКОРАНДИЛОМ У ПАЦИЕНТОВ СО СТЕНОКАРДИЕЙ И ОЖИРЕНИЕМ

Аннотация: Антикоагулянты — это лекарственные средства, снижающие свертываемость крови, угнетая образование фибрина. При различных формах ИБС антикоагулянты используются как для профилактики развития коронарных тромбозов и связанных с ними инфаркта и стенокардии, так и для самого лизирования тромба в острейшей стадии ОИМ.

Ключевые слова: ишемическая болезни сердца, стенокардия, ожирения, атеросклероз, лечения.

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ANTIATEROSCLEROTIC EFFICIENCY OF IHD STANDARD THERAPY, ITS COMBINATIONS WITH ISOSORBIDE DINITRATE AND NICORANDIL IN PATIENTS WITH STENCARDIA AND OBESITY

Annotation: Anticoagulants are drugs that reduce blood coagulation, inhibiting the formation of fibrin. In various forms of coronary heart disease, anticoagulants are used both to prevent the development of coronary thrombosis and related heart attack and angina pectoris, as well as for the lysis of a blood clot in the acute stage of ¬OIM.

Key words: coronary heart disease, angina pectoris, obesity, atherosclerosis, treatment.

Актуальность. Ишемическая болезнь сердца, согласно определению экспертов ВОЗ (1995), представляет собой острую или хроническую дисфункцию миокарда вследствие относительного или абсолютного уменьшения снабжения миокарда артериальной кровью, чаще всего связанную с патологическим процессом в системе коронарных артерий[1,3,4].

Несмотря на достигнутые в последние десятилетия успехи в профилактике и лечении ишемической болезни сердца (ИБС), она по-прежнему представляет собой одну из актуальных проблем современной кардиологии как в мире, так и во многих экономически развитых странах мира, в связи с высокой распространенностью, инвалидизацией и смертностью, преимущественно среди лиц молодого, трудоспособного возраста [2,5]. Этим обусловлена значимость проведения адекватной фармакотерапии данного заболевания.

Целью исследования. Явилось исследование антиишемических и антиатеросклеротических эффектов стандартной терапии ИБС с включением препарата никорандил отечественного производства (Кординик, компания «ПИК-ФАРМА») или изосорбида динитрата при долгосрочном приеме у пациентов со стабильной стенокардией и ожирением.

Материалы и методы исследования. В исследование были отобраны 107 пациентов, после скрининга и первичного сбора анамнеза и жалоб рандомизированы на 3 группы 93 пациента со стенокардией напряжения II-III функционального класса (ФК). У всех больных было получено информированное согласие на данное исследование. Средний возраст больных составил 69,9±8,1 года, из них 38 мужчин и 55 женщин. В группу 1 вошел 31 человек, в группу 2 – 30 человек, в группу 3 – 32 человека.

Результаты исследоваания. Эффективность стандартной терапии в сочетании с пролонгированным нитратом была сравнима и статистически не отличалась от эффективности приема никорандила в комплексе со стандартной терапией. Однако при регулярном приеме изосорбида динитрата в течение 6 мес. 4 больных (13,3% из группы 2) прекратили прием препарата из-за развития головной боли, а по антиангинальной эффективности показатели 2-й группы практически сравнялись с таковыми 1-й, из чего можно сделать выводы о возможной развившейся потере эффективности изосорбида динитрата у части больных со стабильной стенокардией. По данным холтеровского мониторирования ЭКГ в конце периода наблюдения у пациентов всех 3-х групп отмечалось сопоставимое достоверное снижение среднесуточной ЧСС, количества эпизодов ишемии миокарда, продолжительности суточной ишемии миокарда (ПСИМ) и глубины ишемического смещения сегмента ST (ГИС ST). Необходимо отметить более выраженное снижение продолжительности суточной ишемии и ГИС ST у пациентов, принимавших никорандил, которое по данным однофакторного дисперсионного анализа достигло значимой разницы в сравнении с таковым на фоне стандартной терапии по показателю ПСИМ (-68,17% против -50,81% соответственно, p=0,026) и на фоне приема пролонгированных нитратов по показателю СМГИС (-59,26% против -35% соответственно; p=0,0259).

Такая же динамика сохранилась и при проведении нагрузочных проб. Показатели ВЭМ: максимальная мощность нагрузки (Max мощн.) и общее время нагрузки до возникновения клинических и ЭКГ признаков ишемии миокарда достоверно значимо увеличились к концу 24-й нед. терапии во всех 3-х группах. Увеличение физической работоспособности было более выражено у пациентов группы 3 в сравнении группой 1 (ΔMax мощн. 40,25% против 24,86%; p=0,05 и ΔОбщее время нагрузки 74,57% против 48,14%; p=0,02 соответственно), между 2-й и 3-й группами достоверность отличий достигнута не была.

При сравнении антиангинальной эффективности примененных в исследовании комбинаций препаратов у пациентов в подгруппах с ожирением и без такового было выявлено снижение эффектов с увеличением ИМТ. Эти результаты подтвердились достоверной корреляционной связью между ИМТ и изменениями клинических показателей во всех 3-х группах (табл. 2). Полученные данные были сопоставимы с наличием у пациентов с ожирением более высоких уровней липидов и глюкозы, маркеров системного воспаления и, как следствие, большей ригидностью сосудистой стенки, распространенностью атеросклероза.

Необходимо также отметить, что дозы препаратов в этом исследовании были среднетерапевтическими, не учитывали выраженность избыточного веса.

Через 24 нед. наблюдения по данным УЗДГ сонных артерий (табл. 3) у больных 3-х групп было отмечено достоверное уменьшение ТИМ правой и левой общих сонных артерий (ПОСА и ЛОСА): ТИМ ПОСА и ЛОСА в группе 1 уменьшились на 6,9 и 7,53% ($p=0,011$ и $p=0,028$ соответственно), в группе 2 – на 6,79 и 6,63% ($p=0,03$ и $p=0,01$ соответственно), в группе 3 – на 10,4 и 11,84% ($p<0,001$). Диаметр плечевой артерии в ходе пробы реактивной гиперемии с временной окклюзией, отражающей процессы ЭД, во всех группах значимо увеличился: ППД ПА в группе 1 – на 46,18% ($p=0,002$), в группе 2 – на 44,49% ($p=0,02$), в группе 3 – на 62,37% ($p=0,0014$). Также произошло уменьшение размеров бляшек, стенозировавших просвет брахиоцефальных артерий; в ходе исследования показатель ПСП БЦА в группах 1 и 2 снизился на 4,52 и 9,41% ($p=0,15$ и $p=0,23$ соответственно), а в группе 3 – на 16,5%, достигнув статистической значимости ($p=0,028$).

Следует отметить, что несмотря на наличие доказанного клиническими исследованиями негативного влияния нитратов на процессы в эндотелии сосудов, связанного с прооксидативными эффектами, статин, входивший в состав стандартной терапии совместно с изосорбида динитратом, за счет своего плейотропного действия нивелировал эти процессы и значимо уменьшил показатели ТИМ ПОСА и ЛОСА, а также увеличил ППД ПА в группе 2. В группе 3 с включением никорандила произошло большее ослабление оксидативного воздействия на эндотелий, выразившееся в более значимом уменьшении ТИМ ПОСА и ЛОСА, увеличении ППД ПА. Доказанное влияние статинов на липидный спектр, стабилизацию атеросклеротических бляшек, опосредованное через маркеры воспаления, возможное подавление ангиогенеза в бляшках привели к уменьшению процента стенозирования ими просвета сосудов во всех группах. Данный эффект в группе 3 превзошел таковые в группах 1 и 2 в несколько раз. Дополнительное уменьшение размеров бляшек в брахиоцефальных артериях, вероятно, было вызвано активностью никорандила в отношении противоспалительных и антиоксидантных механизмов.

Во всех 3-х группах наблюдалось снижение всех показателей липидного спектра (общий ХС, ЛПНП, ТГ) без значимых отличий между группами. Данный результат был обеспечен в значительной мере гиполипидемическим действием розувастатина, обладающего также рядом плейотропных эффектов, таких как снижение выраженности свободнорадикального окисления, ЭД, воспалительных процессов стенки сосудов. Эти «нелипидные» свойства сыграли свою роль в процессе снижения уровня Вч-СРБ и фибриногена, отражающих процессы хронического системного воспаления, сопровождающего ИБС. Однако в группе никорандила снижение уровня фибриногена превосходило более чем в 2 раза показатели группы стандартной терапии (–16,46% против -8,05% соответственно, p=0,042), а концентрация Вч-СРБ значимо снизилась в 3-й группе как в сравнении с 1-й (-37,08% против -22,16% соответственно, p=0,003), так и со 2-й (-37,08% против –23,38% соответственно, p=0,04), что может являться подтверждением его положительного влияния на процессы редуцирования оксидативного повреждения и системного воспаления.

Таким образом, полученные нами данные свидетельствуют о высокой антиангинальной и антиишемической эффективности стандартной терапии ИБС, включающей бисопролол, валсартан, аспирин и статины, у пациентов со стенокардией напряжения, усиливающейся с добавлением изосорбида динитрата и отечественного препарата никорандил. Данные эффекты были более выражены в подгруппах больных с нормальным и избыточным весом, чем в подгруппах пациентов с ожирением, что было подтверждено достоверной корреляцией между ИМТ и клиническими показателями. Частота ангинозных приступов, продолжительность суточной ишемии миокарда по данным ХМ ЭКГ, максимальная мощность и общее время нагрузки при выполнении ВЭМ достоверно более значимо улучшились в группе 3 с добавлением никорандила по сравнению с таковыми показателями в группе 1, получавшей только бисопролол, аспирин и статины (стандартную терапию), и были сопоставимы с показателями группы 2 (с добавлением изосорбида динитрата). Также прием комбинаций данных препаратов во всех 3-х группах в течение 6 мес. привел к уменьшению ЭД, в 1-й и 2-й группах имелась тенденция к сокращению размеров атеросклеротических бляшек, достигшая статистической значимости в группе 3. Можно отметить, что никорандил, сочетая в себе свойства агониста АТФ-зависимых калиевых каналов и нитратоподобный вазодилатирующий эффект, активирует процессы ишемического прекондиционирования, в составе стандартной терапии способен более активно, чем комбинация стандартной терапии с пролонгированными нитратами, редуцировать оксидативное повреждение и системное воспаление, что в конечном итоге приводит к замедлению прогрессирования ЭД и атеросклероза, обеспечивая антиишемическое действие и длительную эндотелиопротекцию. Высокая распространенность ожирения в популяции и его роль в патогенезе ИБС требуют более детального изучения этой проблемы, комплексного подхода к лечению пациентов, страдающих стенокардией в сочетании с избыточным весом и ожирением.

Вывод. Таким образом, полученные нами данные свидетельствуют о высокой антиангинальной и антиишемической эффективности стандартной терапии ИБС, включающей бисопролол, валсартан, аспирин и статины, у пациентов со стенокардией напряжения, усиливающейся с добавлением изосорбида динитрата и отечественного препарата никорандил.

Высокая распространенность ожирения в популяции и его роль в патогенезе ИБС требуют более детального изучения этой проблемы, комплексного подхода к лечению пациентов, страдающих стенокардией в сочетании с избыточным весом и ожирением.

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СОВЕРШЕНСТВОВАНИЕ ОЦЕНКИ ПЛАТЕЖЕСПОСОБНОСТИ В КРЕДИТНОМ БРОКЕРИДЖЕ

Аннотация: В статье рассматривается оценка кредитного брокериджа и предлагается усовершенствование работы.

Ключевые слова: платежеспособность, кредитный брокер, брокеридж, коэффициент.

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IMPROVEMENT OF PAYABILITY ASSESSMENT IN CREDIT BROKERAGE

Annotation: The article discusses the assessment of credit brokerage and proposes an improvement.

Key words: solvency, credit broker, brokerage, coefficient.

В кредитном брокеридже на этапе работы с клиентом важнейшую роль играет оценка платежеспособности заемщика. Чем объективнее оценка платежеспособности заемщика, тем более качественен проводимый анализ оптимальных кредитных предложений для заемщиков, тем меньше риск отказа в кредитовании. Поскольку прибыль кредитного брокера напрямую зависит от объема совершенных кредитных сделок, закономерно, что в интересах кредитного брокера осуществлять 100% выдачи от числа заявок. Учитывая, что кредитный брокеридж представлен, в основном, малыми предприятиями, очевидно, что установка специального программного обеспечения является большой тратой денежных средств. А технологии, используемые банками, в целях оценки платежеспособности клиента, являются коммерческой тайной. В этой связи расчет платежеспособности осуществляется вручную.

Чаще всего кредитные брокеры руководствуются упрощенной формулой расчета платежеспособности:

$P = D * K * t$ [1], где

где P – платежеспособность клиента,

D – среднемесячный чистый доход,

К – коэффициент,

t – период кредитования (в месяцах).

Данная формула не включает в себя критерии скоринговой оценки, а именно такие факторы, как:

- наличие детей
- доходы супруга
- отрасль работы
- наличие штрафов, задолженностей в ФССП.

Поэтому предлагается следующее:

1) Для учёта наличия детей предлагается, ввести коэффициент – Кд и для его расчета. Использовать следующую формулу:

Кд = 1- ((МРОТ*Хд)/Доходы) , где

Хд – количество детей

В случае, если X = 0, коэффициент целесообразно не вводить, поскольку наличие детей определенно влияет на платежеспособность заемщика, в то время как их отсутствие оказывается нейтральное воздействие на платежеспособность.

2) Коэффициент Кдс, в котором учитывается наличие супруга и его доход. В случае, если у заемщика есть супруг(а), то коэффициент можно рассчитать, так:

Кдс = 1 + Доход супруга/Общий доход семьи

В случае отсутствия супруга, данный коэффициент следует не вводить в расчет, поскольку отсутствие супруга не влияет на платежеспособность заемщика.

3) Коэффициент, учитывающий отрасль, в которой работает заемщик – Кот.

Условно можно разделить отрасли экономики на 3 группы:

высоко-,средне-, низкооплачиваемы-. Список отраслей экономики по уровню зарплат предоставлен на сайте «рейтинг отраслей по уровню и распределению зарплат».[2]

Так, к высокооплачиваемым отраслям можно отнести:

- Добыча полезных ископаемых
- Рыболовство и рыбоводство
- Финансовая деятельность
- Профессиональная, научная и техническая деятельность (Аудит, право, бухучёт, архитектура, землепользование, научная деятельность, технические испытания, сертификация и пр)
- IT, связь и массовые коммуникации

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- Строительство
- Химия, фармацевтика и нефтепереработка

И присвоить Кот = 1,5

К среднеоплачиваемым отраслям относят:

- Промышленный ремонт и монтаж машин и оборудования
- Транспортировка и хранение
- По экономике в целом
- Торговля и обслуживание автотранспорта
- Электроэнергетика и газоснабжение
- Государственное управление, обеспечение общественной безопасности и соцобеспечение
- Комплексное обслуживание и операции с недвижимым имуществом

И присвоить Кот=1

Всем остальным отраслям, Кос=0,5

Коэффициент Кот, позволяет учесть, будет ли заемщик востребованным на рынке труда, при потере работы.

4) Коэффициент, учитывающий наличие штрафов в ФССП – Кш. При его наличии вероятность получения кредита уменьшается вдвое, поэтому Кпш = 0.5. При отсутствие Кш = 1.

Таким образом, можно создать единый коэффициент, являющийся средним значение всех коэффициент

Кср = (К+ Кд (при наличии) + Кс (при наличии) + Кот + Кш) / количество коэффициентов в числителе.

Сведения для расчёта берутся из анкеты заемщика. Усовершенствованная формула позволит улучшить качество расчета, а значит и предлагаемых брокерских услуг.

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ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ ПРЕДПРИЯТИЕМ

Аннотация: В статье анализируются основные понятия эффективности управления предприятием, анализируются факторы, влияющие на его эффективность, анализируются причины неэффективности управления предприятием, а также предлагаются пути повышения эффективности управления предприятием, совершенствования методов управления и инновационной системы управления.

Ключевые слова: корпоративное администрирование; эффективность; контрмеры.

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WAYS TO IMPROVE THE EFFICIENCY OF ENTERPRISE MANAGEMENT

Annotation: The article analyzes the main concepts of enterprise management efficiency, analyzes the factors that affect its effectiveness, analyzes the reasons for the inefficiency of enterprise management, and offers ways to improve the efficiency of enterprise management, improve management methods and innovative management system.

Key words: corporate administration; effectiveness; countermeasures.

Управление предприятием является объективным требованием для участия предприятия в социализации крупного производства и конкуренции на рынке.Чтобы эффективно организовать производство и эксплуатацию предприятия, необходимо иметь обязательный авторитет и подчиненный механизм, соединяющий все звенья и отделы предприятия в единое здоровое органическое целое.В противном случае производственные цели предприятия могут быть недостижимы из-за отсутствия организации.Администрация предприятия эффективно организует производственно-хозяйственную деятельность предприятия, что является важной гарантией успешного достижения целей предприятия и повышения конкурентоспособности предприятия.

Определите цели управления контентом и решите, как их достичь.Современное корпоративное управление должно быть плановым,хорошо прогнозируемым и ориентированным на управление бизнесом, что является необходимым условием для достижения успеха в области науки и управления.

Организационная структура предприятия является фундаментальной основой для работы предприятия, и руководители всех уровней предприятия должны четко понимать, какие задачи должны быть выполнены,кто их выполняет,как они классифицируются и составляются, и на каком уровне должны быть сформулированы различные решения.Предприятия должны постепенно устанавливать отношения ответственности сверху вниз, чтобы обеспечить беспрепятственный доступ к административным каналам, так что административная работа предприятия может быть поставлена.Чтобы сделать это кольцо, необходимо рационально выбирать и проектировать административные органы.Корпоративное администрирование зависит от каналов управления, поэтому выбор и проектирование организационного органа, который соответствует внутренним и внешним характеристикам предприятия, является важной предпосылкой для обеспечения быстрого потока исполнительных распоряжений, инструкций и т. д., необходимых для достижения административных целей[1].

То есть конкретные меры, принятые в управлении предприятием, чтобы определить разделение труда и партнерства между сотрудниками предприятия; ясность людей в работе, ответственность, права на структурную систему; мобилизация всех уровней мотивации администраторов, координация отношений между администраторами на всех уровнях, разрешение конфликтов между сотрудниками организации.Чтобы сделать это, необходимо создать систему управления, которую возглавляет руководитель(директор завода или менеджер), который является основой научного управления.

А именно: мониторинг, контроль и корректировка мер командования, в том числе создание стимулов, систем мониторинга и разработка правил стимулирования и добросовестного исполнения.Контроль за выполнением задач обеспечения в соответствии с установленными планами позволяет определить целесообразность и целесообразность совершенствования административной работы предприятия.Установление стимулов для правильного руководства, точной оценки в сочетании с соответствующими стимулами.Оптимизация управления предприятием во многом зависит от активного и эффективного взаимодействия и внедрения со стороны руководства.Таким образом, управление людьми является ядром современного корпоративного управления,а создание научных стимулов является важной гарантией эффективного осуществления управления людьми[2].

[1] Л. Е. Басовский, В. Б. Протасьев. Управление качеством. — М.: ИНФРА-М, 2015. — 224с.
[2] С. Джордж, А. Ваймерскирх. Всеобщее управление качеством. — М.: Виктория плюс, 2015–256с.

1. Причины неэффективности корпоративного управления

Чрезмерно высокая концентрация власти и отсутствие должного механизма контроля и сдерживания привели к тому, что некоторые сотрудники предприятия были бюрократическими, патриархальными,личностными и другими феодальными последствиями, которые все еще существуют, серьезно повлияли на процесс демократизации принятия решений, управления наукой, в значительной степени сорвали мотивацию сотрудников предприятия, так что корпоративная административная система не имеет жизнеспособности и эффективности.

Основная причина неэффективности администрации заключается в том, что административная правовая система не работает, и некоторые административные правила, хотя и были разработаны, не очень хорошо реализованы.Современное административное управление требует создания научных рабочих процедур и полноценных нормативных правил управления.Таким образом, неадекватная система управления, нерациональное институциональное устройство, ненаучные и несовершенные нормативные положения, а также плохое применение новых научно-технических методов в современном обществе также являются причинами, которые нельзя игнорировать[3].

Из-за чрезмерного количества отделов и звеньев некоторые части и звенья исполнительного органа функционируют неправильно, часто из-за разорванного явления, приводящего к неэффективности управления.Основными проявлениями являются: объективные условия решения проблемы, которые уже существуют и не решаются в течение длительного времени из-за нескольких возражений, если формальное решение уже принято и является правильным, затрагивая только интересы какого-либо отдела, подразделения и обязанности руководства.Операционные подразделения и подразделения, являющиеся подразделениями второго уровня управления контрактами, несут ответственность за заключение и выполнение контрактов в этом департаменте и подразделениях, а также регулярно отчитываются перед юридическими консультантами о выполнении контрактов.Предприятия и дочерние отделы, подразделения по управлению контрактами осуществляют институциональное, кадровое и системное внедрение, формируют идеальную систему управления контрактами.

Система подбора, найма, обучения, оценки, поощрения, повышения квалификации, увольнения и увольнения управленческого персонала предприятия является неадекватной и не имеет необходимой конкуренции и стимулов.Некоторые управленческие сотрудники не имеют высокого идеологического и политического качества,не обладают сильными интеллектуальными способностями, боятся ответственности и безответственности в случае инцидента, в соответствии с их собственными

[3] В. В. Ефимов. Средства и методы управления качеством. — М.: КноРус, 5. — 232 с.

интересами, а не с их собственными интересами, что напрямую влияет на повышение эффективности управления[4].

2. Анализ мер по повышению эффективности корпоративного управления

1) Основными видами деятельности Высшего административного органа являются планирование, принятие решений,контроль, коммуникация и другие глобальные задачи, преследующие общую эффективность общества.Основное внимание уделяется совершенствованию методов лидерства, процессов принятия решений, организационной структуры, обратной связи с информацией, координированному надзору и повышению эффективности.

2) Создание надежной и добросовестной системы управления, системы служебной ответственности, рабочих процедур, а также серии стандартизированных таблиц,диаграмм и т. д. Для создания правового порядка в исполнительной власти.Для повышения административной эффективности необходимо укрепить административное регулирование и создать необходимую систему работы в форме законов и правил, способствующих повышению административной эффективности.

3) Каждый административный персонал должен стремиться к повышению своих качеств, постоянно повышать свои способности и уровень.Как администратор предприятия, он должен быть государственным менеджером с высоким уровнем знаний и отличными качествами во всех отношениях.Повышение качества управленческого персонала предприятия позволяет повысить эффективность организационного управления, а также реализовать научное и художественное управление.Глобализация экономики корпоративный администратор должен иметь международное видение будущего Управления, быть знакомым с правилами международной игры и адаптироваться к потребностям международной конкуренции.

4) Внедрение научных методов управления предприятием, таких как целевое управление, оценка эффективности, учет затрат.В настоящее время административная эффективность предприятия является устаревшей и жесткой с точки зрения методов управления, ориентированной только на административные правила и распоряжения, и не может мобилизовать мотивацию руководителей.Вводя дух управления предприятием, требующий ввода и вывода и учета затрат в корпоративное управление, вы можете повысить ответственность руководителей предприятий, а также научное измерение эффективности работы менеджеров, что способствует повышению эффективности управления.

Корпоративное управление является одним из важных факторов, влияющих на выживание и развитие бизнеса.Уровень эффективности управления предприятием будет напрямую влиять на работу предприятия.Тем не менее, нынешнее корпоративное управление в Китае имеет большие и раздутые институты, отсутствие ограничений в концентрации власти, устаревшие и консервативные представления о корпоративном управлении, плохая работа, неэффективность, плохое качество персонала и другие

[4] И. Ф. Шишкин. Метрология, стандартизация и управление качеством. М.: Стандартов,2016.—342с.

проблемы.Эти проблемы возникают из-за отсутствия представления об экономической эффективности, неадекватности административных законов и институтов, рабства старых идей и т. д.На практике мы должны в полной мере использовать передовые методы корпоративного управления, максимально адаптироваться к потребностям и характеристикам сотрудников предприятия, учитывать социальные факторы и их влияние во всех аспектах, стремиться к совершенствованию корпоративного регулирования и правил, значительно улучшить качество корпоративного управленческого персонала, в полной мере использовать и использовать внутренний потенциал человека для достижения наилучших результатов управления.

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СТАНДАРТИЗАЦИЯ СТАНДАРТОВ КОРПОРАТИВНОГО УПРАВЛЕНИЯ ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ

Аннотация: Стандартизация управления может не только повысить уровень управления предприятием, регулировать порядок управления предприятием, но также может улучшить рабочие привычки и поведение персонала предприятия и персонала первой линии, тем самым способствуя продвижению предприятия к более высокому, лучшему и более быстрому пути научного развития.Он может улучшить эффективность управления предприятием,создать хорошие условия и окружающую среду для быстрого развития предприятия,и имеет очень важную роль и значение для долгосрочного развития предприятия.В статье даны рекомендации по регулированию стандартов корпоративного управления, направленных на повышение эффективности корпоративного управления.

Ключевые слова: предприятие; стандарты управления; эффективность управления; методы.

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RESEARCH METHODS FOR OPTIMIZING THE EFFECTIVENESS OF BUSINESS MANAGEMENT

Annotation: Standardization of management can not only improve the level of enterprise management, regulate the order of enterprise management, but also can improve the working habits and behavior of enterprise personnel and front-line personnel, thereby contributing to the promotion of the enterprise to a higher level, a better and faster way of scientific development.It can improve the efficiency of enterprise management,create good conditions and environment for the rapid development of the enterprise, and has a very important role and significance for the long-term development of the enterprise.The article provides recommendations on the regulation of corporate governance standards aimed at improving the effectiveness of corporate governance.

Key words: enterprise; management standards; management efficiency; methods.

Стандартизация корпоративного управления определяет зрелость предприятия, а нормативные стандарты управления важны для повышения эффективности управления и мягкой силы предприятия.Система управления нормативными стандартами является важным способом и методом внедрения и внедрения национальных стандартов, отраслевых стандартов и корпоративных стандартов, а также может эффективно повысить эффективность управления предприятием, способствовать развитию производства и непрерывным инновациям в области науки и техники, чтобы обеспечить здоровое и устойчивое развитие производственной и операционной деятельности предприятия.Нормативные стандарты управления предприятием должны быть установлены в идеальной стандартизированной системе управления, которая также является важным способом достижения эффективности качества предприятия, является одним из основных условий, от которых зависит выживание и развитие предприятия.

1. Состав системы менеджмента стандартизации на предприятии

1）Техническая стандартизация

Стандартизация управления предприятием-это не только методы и методы управления, реализующие единые стандарты, но и другие аспекты стандартизации управления, такие как стандартизация технологий.Техническая стандартизация является ключом к достижению стандартной системы управления предприятием,а также важной предпосылкой для достижения качества продукции.Технические стандарты и все аспекты производства предприятия имеют очень тесную связь, такие как стандарты сырья, стандарты полуфабрикатов,стандарты оборудования,стандарты процесса и тестирования продукта, стандарты упаковки и технические стандарты безопасности,стандарты защиты окружающей среды и т. д.Независимо от того, какое предприятие должно принять стандарты качества продукции в качестве ядра, сформировать идеальную систему корпоративных технических стандартов и продвигать ее в производстве и эксплуатации предприятия, тем самым повышая уровень управления предприятием и качество продукции предприятия[1].

2）Стандартизация управления

Стандартизация управления-это важный способ и метод внедрения современных методов управления и стандартов для улучшения производственной и операционной деятельности предприятия, сфера применения стандартизации управления очень широка.Стандартизация управления относится к различным аспектам и процессам производства, технологии и управления бизнесом, а также к управлению бизнес-решениями, управлению производством, управлению технологическим планированием,

[1] Zhao zuming, wugang, Shang yanxin .анализ связи”технических стандартов, стандартов управления, рабочих стандартов“и”стандартов реализации продукции, стандартов базовой защиты, стандартов работы " [J].Стандартная наука, 2019 (01): 115-120.

управлению качеством, финансовому управлению, управлению персоналом, управлению оборудованием, управлению закупками и управлению продажами.Путем устанавливать научные стандарты управления для того чтобы повысить управление предприятия для того чтобы осуществить процесс и стандартизацию.

3）Стандартизация работы

Стандартизация работы является основой для производства высококачественной продукции и достижения высокой эффективности производства.Стандарты работы в основном являются базовым кодексом поведения для всех отделов предприятия, а также для различных сотрудников в каждом отделе, а также самыми основными требованиями к работе и подходами и стандартами.Они включают в себя руководящие принципы и правила в каждой должности, а также принципы взаимосвязи между различными рабочими процессами, критериями оценки и т. д.Разработка и внедрение стандартов работы для повышения кодекса поведения сотрудников предприятия, формирования у сотрудников хороших трудовых привычек, повышения эффективности управления предприятием и содействия развитию предприятия.

2. Стандартизировать стандарты управления предприятием и повысить эффективность управления предприятием

1）Формирование эффективного целого за счет интеграции

Интеграция-это расчесывание, объединение и компиляция существующей информации и ресурсов.Развитие информационной эпохи обеспечивает удобные условия для интеграции корпоративной информации, такие как развитие компьютеров, чтобы сделать работу по интеграции корпоративных информационных данных более удобной и быстрой, а связь и связь между соответствующей информацией и данными становятся все более тесными, могут в полной мере использовать совместное использование ресурсов и синергию.Таким образом, интеграция новой эры может заключаться в том,чтобы централизовать необходимые соответствующие данные и позволить перекрестной информации и работе связываться друг с другом,а затем расчесывать, чтобы обеспечить совместное использование и синергию ресурсов в информационной системе.Наиболее важной частью этого процесса является реклассификация и объединение децентрализованных данных и информации в эффективное целое[2].

Реклассификация и объединение являются важной частью интеграционного процесса и требуют хорошо зарекомендовавших себя механизмов управления.Эти четыре процесса, описанные в руководящих принципах оценки эффективности, - методология, обучение,внедрение и интеграция-являются критериями оценки зрелости корпоративного управления в организации.Это эффективный способ достижения причинно-следственного подъема от процесса к результату, который является важным способом

[2] Хоу Юй, Пон абрикосовый абрикосовый.Модель управления инновационной системой способствует комплаенс-менеджменту на предприятии[J].Информация, 2019 (19): 76-77.

достижения целей и результатов.Обучение должно идти в ногу со временем изменений и развития для достижения постоянных инноваций и реформ; проведение является оценка ситуации развития бизнеса;интеграция является наблюдение в процессе завершения, является ли он последовательным и скоординированным; результат является ответом на причинно-следственные связи и процессы.Короче говоря, это проверка того, является ли этот подход разумным.Достижение скоординированной и взаимодополняющей интеграционной роли в этом процессе требует эффективного, систематического и последовательного мышления.С точки зрения координации между различными подразделениями предприятия, необходимо усилить сотрудничество, связь между различными подразделениями и обеспечить автоматический доступ к информации,необходимой каждому отделу, чтобы улучшить взаимодействие и эффективность работы между различными подразделениями и добиться совместного использования результатов.Кроме того, в процессе регулирования стандартов корпоративного управления необходимо постоянно балансировать и согласовывать силы между различными подразделениями предприятия, добиваться объединения сил и двигаться к стратегическим целям, поставленным предприятием.Но если гармонизация в этом процессе не дает эффекта, то для бизнеса 1+1 будет меньше 2;если гармонизация, 1+1 будет равна 2;если гармонизация и взаимная интеграция, 1+1 будет больше 2; это также важная цель и роль, регулирующая стандарты корпоративного управления.Кроме того, необходимо создать различные профессиональные системы, такие как корпоративная система стандартов, система управления производительностью, система управления производством и продажами, система управления клиентами и поставщиками, субподрядное управление, управление качеством, экологическое управление, управление охраной труда, Управление персоналом, управление оборудованием, управление материалами, система социального управления.Путем создания соответствующих систем управления и их строгого внедрения в соответствующие системы, для достижения эффективной интеграции различных информационных ресурсов предприятия, формирования эффективного целого предприятия и повышения эффективности управления предприятием[3].

2）Система отверждения с использованием информационных

В процессе регулирования стандартов корпоративного управления также могут быть использованы информационные технологии для создания полноценной корпоративной стандартной электронной документации в базу данных системы, для реализации внутренних запросов и прикладных услуг предприятия, тем самым улучшая внедрение информационных систем в стандартах корпоративного управления.Например, для некоторых строительных компаний, пост управления строительством необходимо для управления определенной работой, это управление работой на основе того, что,

[3] Ли Кэй Чэн.Установление стандартов работы, регулирующих управление предприятием [J].Инженер по стандартизации судов,2017,50 (02):9-11+24.

в процессе реализации необходимо обратить внимание на какие вопросы, будут разработаны, какие рабочие элементы и отделы, какие процессы и шаги должны быть приняты и т. д., Просто выберите в базе данных предприятия содержание запроса, такие как работа, рабочий процесс, система автоматически выскочит из соответствующих конкретных рабочих документов и данных,данных.Благодаря этому ориентированному на людей синергетическому управлению и стандартизированному управлению, система управления предприятия может быть интегрирована вместе, чтобы повысить эффективность управления и уровень управления предприятием.

Порядок управления предприятием, методы управления, производственные процессы и т. д. будут более научными, стандартизированными и стандартизированными, поведение и поведение сотрудников на предприятии будут связаны, предприятие сформирует хорошую рабочую атмосферу и окружающую среду, сотрудники предприятия также будут обладать качествами сбалансированного развития.В такой среде,стандартизированное сознание сотрудников будет постепенно увеличиваться и будет работать в строгом соответствии с соответствующими стандартами и процессами, чтобы эффективно повысить уровень производства и управления предприятия.Кроме того, стандартизация стандартов управления предприятием также имеет большое значение для управления предприятием, Управление предприятием будет более научным и разумным, а также повысить эффективность управления предприятием, повысить конкурентоспособность предприятия,способствовать здоровому и устойчивому развитию предприятия.

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ПУТИ СОВЕРШЕНСТВОВАНИЯ УПРАВЛЕНИЯ ОБОРОТНЫМ КАПИТАЛОМ ПРЕДПРИЯТИЯ

Аннотация: Достижение основной цели деятельности предприятия - получения и роста прибыли невозможно без принятия эффективных решений в сфере управления оборотным капиталом. Управление оборотным капиталом занимает особое место в работе финансового менеджера, поскольку является постоянным, ежедневным и непрерывным процессом. От умелого управления им во многом зависит успешная предпринимательская деятельность хозяйствующего субъекта.

В статье произведен анализ эффективности управления оборотным капиталом в ООО «Терраса», и разработаны рекомендации по ее повышению для достижения наилучших конечных результатов предприятия.

Ключевые слова: оборотный капитал, дебиторская задолженность, запасы, затраты, оборачиваемость денежных средств.

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METHODS TO IMPROVE CORPORATE WORKING CAPITAL MANAGEMENT

Annotation: Achieving the company's main goal-without effective decision-making in the area of working capital management, it is impossible to achieve profitability and growth. Working capital management occupies a special position in the work of the financial manager, because it is a continuous, daily and continuous process.The successful entrepreneurial activities of economic entities depend largely on their skilled management.

This article analyzes the effectiveness of Terrace LLC's working capital management and proposes improvements to achieve the best end result for the company.

Key words: working capital, accounts receivable, inventory, expenses, cash turnover.

Оборотный капитал представляет собой авансированную в денежной форме стоимость для образования и использования оборотных производственных фондов и фондов обращения в минимально необходимых размерах, обеспечивающих непрерывность процесса производства и своевременность осуществления расчетов [6].

Объектом исследования статьи является ООО «Терраса. Уставный капитал товарищества 1 020 000 рублей. Стоимость основных фондов в 2017 году составила 109 143 600 рублей.

Основным видом деятельности является производство и реализация сельскохозяйственной продукции. Основными культурами, выращиваемыми ООО «Терраса» являются: яровая пшеница, яровой ячмень, овес. Урожайность культур меняется по годам, в зависимости от многих факторов, сопровождающих производство сельскохозяйственных культур.

В собственности ООО находится 12320 гектар земли, включая земли под пашню, сенокосы, пастбища, лес и другое.

Финансовое положение организации, ее ликвидность и платежеспособность, т.е. конечные результаты деятельности предприятия непосредственно зависят от того, насколько быстро средства, вложенные в оборотные активы, превращаются в реальные деньги, то есть, насколько эффективно осуществляется управление оборотным капиталом.

Изменение структуры оборотного капитала товарищества представлено в таблице 1. Так как основной удельный вес в оборотных активах в 2019 году приходится на запасы, то именно данная статья активов влияет на оборачиваемость капитала.

Таблица 1 - Структура оборотного капитала ООО «Терраса» за 2017-2019 годы

Оборотные активы	2017 год		2018 год		2019 год	
	Тыс. рублей	%	Тыс. рублей	%	Тыс. рублей	%
Запасы и затраты	26838	26	29657	13	124551,8	52
Расчеты с дебиторами	75964,2	73	1982703	87	110847,7	46
Краткосрочные инвестиции	0	0	0	0	3664	1,5
Денежные средства	1055	1	146,9	0	47,6	0
Прочие текущие активы	0	0	0	0	1500	0т5
ВСЕГО:	103857,2	100	228074,2	100	240611,1	100

При изучении величины и структуры запасов и затрат основное внимание следует уделить выявлению тенденций изменения таких элементов, как производственные запасы, незавершенное производство, готовая продукция и товары. Данные анализа состояния запасов и затрат представлены в таблице 2.

Таблица 2 - Анализ состояния запасов и затрат ООО «Терраса» 2017-2019 годы

Запасы	2017 год		2018 год		2019 год		Изменение 2017 -2019 год	
	тыс. рублей	%	тыс. рублей	%	тыс. рублей	%	в тыс. рублей	структуры
1 .Материалы	26 838	100	12 982,7	43,78	56 937,6	45,71	30 099,6	-54,29
2. Незавершенное производство	-	-	2 385	8	17 855	14,34	17 855	14,34
3.Готовая продукция	-	-	14 289,3	48,18	49 759,3	40	49 759,3	39,95
ИТОГО:	26 838	100	29 657	100	124 551,9	100	97 713,9	-

Из анализа, приведенного в данной таблице, можно сделать вывод, что общая стоимость запасов и затрат за исследуемый период увеличилась на 364,1 процента и составила 97 713,9 тысяч рублей. Заметно общее увеличение по всем статьям. В 2017 году 100 процентов занимали материалы. С 2018 года в структуре запасов и затрат появились статьи «незавершенное производство» и «готовая продукция. Наибольшее увеличение наблюдается по статье «материалы» - на 30 099,6 тысяч рублей, хотя ее вес в общей структуре запасов и затрат снизился на 54,29% [8].

К основным факторам, влияющим на величину и скорость оборота оборотных средств предприятия, можно отнести:

- характер деятельности, т. е. отраслевая принадлежность хозяйствующего субъекта (сельское хозяйство);
- длительность производственного цикла (количество и продолжительность технологических операций по производству продукции).

Рассмотрим изменение прибыли предприятия за 2017 -2019 гг., и изменение его дебиторской задолженности (таблица 3).

Таблица 3 - Показатели прибыли ООО «Терраса» за 2017-2019 годы

Показатели	2017 год	2018 год	2019 год	Изменение		
				2018 к 2017	2019к 2018	2019к 2017
Доход от реализации	142455	192385,7	122679,6	49930,7	-69706,1	-19775,4
Себестоимость реализованной продукции	107050	62672,5	51163	-44377,5	-11509,5	-55887
Валовая прибыль	35405	122723,2	71516,6	87318,2	-51206,6	36111,6
Доходы от финансирования	4303	3425	4303	-878	878	0
Прочие доходы	0	16819,4	0	16819,4	-16819,4	0
Расходы на реализацию продукции	3558	590,1	2915	-2967,9	2324,9	-643
Управленческие расходы	1825	16403,7	553	14578,7	-15850,7	-1272
Прочие расходы	7742	0,8	10071,9	-7741,2	10071,1	2329,9
Прибыль до налогообложения	26 583	125 973	62 279,7	99390	-63693,3	35696,7
Корпоративный подоходный налог	1 125	24 96,1	151	1371,1	-2345,1	-974

Чистая прибыль	25 457	123 476,9	62 128,7	98019,9	-61348,2	36671,7
Средняя величина активов	154 999,4	254 489,3	345 964,45	99489,9	91475,15	190965,1
Средняя величина оборотных активов	94 993,25	165 965,7	234 342,65	70972,45	68376,95	139349,4
Средняя величина запасов	17 030,5	28 247,5	77 104,4	11216,95	48856,9	60073,85
Средняя величина дебиторской задолженности	38 70,1	137 117,3	55 423,85	98447,2	-81693,5	16753,75

По данным Отчета о доходах и расходах и Баланса наблюдается:

- увеличение дохода от реализации в 2018 году на 49 930,7 тысяч рублей, а среднегодовой стоимости запасов на 11 216,95 тысяч рублей;
- снижение дохода от реализации в 2019 году на 69 706,1 тысяч рублей и рост среднегодовой величины запасов на 48 856,9 тысяч рублей;
- снижение дохода от реализации в 2019 году по сравнению с 2017 годом на 19 775,41тысяч рублей и рост величины запасов на 60 073,85 тысяч рублей;

Изменение величины и структуры затрат и дебиторской задолженности повлияло на показатели деловой активности. Деловая активность проявляется в динамичности развития хозяйствующего субъекта, достижении им поставленных целей – увеличения прибыли, а также скорости оборота средств.

При наличии отрицательной динамики дохода от реализации наблюдалась положительная динамика запасов, которую можно объяснить образованием залежных запасов материалов и готовой продукции на складах предприятия и увеличением объемов незаконченного производства. Данный фактор отрицательно влияет на все финансовые показатели и требует срочной оптимизации и сокращения запасов.

В зависимости от направления вложений средств, а также формы привлечения капитала рассчитывают различные показатели рентабельности. Анализ рентабельности предприятия представлен в таблице 4.

Таблица 4- Показатели рентабельности ООО «Терраса» за 2017-2019 годы

Показатели рентабельности	2017 год	2018 год	2019 год		Изменение	
				2018 к 2017	2019 к 2018	2019 к 2017
1 .Рентабельность совокупных активов	0,17	0,5	0,18	0,33	-0,32	0,01
2. Рентабельность оборотных активов	0,28	0,76	0,26	0,48	-0,5	-0,02
3.Рентабельность основной деятельности	0,25	2	1,2	1,75	-0,8	0,95
4. Рентабельность продаж	0,18	0,65	0,51	0,47	-0,14	0,33

Рентабельность совокупных активов снизилась в 2019 году по сравнению с 2018 годом с 0,5 процентов до 0,18 процентов; рентабельность оборотных активов снизилась в 2019 году по сравнению с 2018 годом с 0,76 процентов до 0,26 процентов; рентабельность основной деятельности снизилась в 2019 году по сравнению с 2018 годом с 2 процентов до 1,2 процентов; рентабельность продаж снизилась в 2019 году по сравнению с 2018 годом с 0,65 процентов до 0,51 процентов [6].

Произведенный анализ показывает, что на предприятии ООО «Терраса» наблюдается недостаточно эффективное управление денежными средствами. В 2017 году снизилась оборачиваемость денежных средств, за счет накопления их в нераспределенной прибыли. Предприятие имеет возможность, расширять свою деятельность, привлекая дополнительные средства.

В ООО «Терраса» также наблюдается неэффективное управление расчетами с заказчиками и поставщиками, или управление дебиторской задолженностью - происходит ее рост.

Предприятие ООО «Терраса», использует только собственный капитал, который имеет наивысшую финансовую устойчивость (коэффициент автономии равен единице), но ограничивает темпы своего развития (так как не может обеспечить формирование необходимого дополнительного объема активов в периоды благополучной конъюнктуры рынка), и не использует финансовые возможности прироста прибыли на вложенный капитал [2].

Использование заемного капитала поднимет финансовый потенциал развития предприятия, и представит возможность прироста финансовой рентабельности деятельности.

На предприятии ООО «Терраса» за управлением оборотным капиталом отвечает финансовый директор. В организационной структуре предприятия ООО «Терраса» не хватает звена отвечающего за управление, в том числе и оборотным капиталом. Финансовый директор не имеет соответствующего образования, поэтому на предприятии ООО «Терраса» неэффективное управление оборотным капиталом. Также отсутствует четкое распределение обязанностей в рамках системы управления оборотным капиталом [1].

Таким образом, можно сделать вывод, что в результате проведенного анализа показателей эффективности управления оборотным капиталом предприятия ООО «Терраса» были выявлены следующие проблемы: в структуре предприятия отсутствует звено, отвечающее за управление, в том числе и оборотным капиталом; финансовый директор принимает спонтанные решения в области управления оборотным капиталом; отсутствует четкое распределение обязанностей в рамках системы управления оборотным капиталом. Как следствие возникших выше перечисленных проблем предприятия ООО «Терраса», наблюдается снижение оборачиваемости дебиторской задолженности и снижение оборачиваемости денежных средств [3].

Мероприятием по снижению уровня дебиторской задолженности был предложен факторинг. Факторинг будет применен по возвращению суммы просроченной дебиторской задолженности, которая составляет 68250,3 тыс. рублей. Итак, предположим, что мы продаем фактор-компании задолженность всю просроченную дебиторскую задолженность. Эта сумма называется суммой денежного требования [5].

Проведем расчеты:

68250.3 x 75 /100 = 511877,25 тыс. рублей - сумма денежного аванса

68250.3 x 4/100 = 2730,012 тыс. рублей - комиссия фактор-компании.

Часть комиссии за факторинг можно переложить на нашего покупателя. На практике, доля покупателя в затратах на факторинг составляет 20-50 процентов. Так и поступим. Разделим факторинговые затраты с дебитором пополам.

2730,012 / 2 = 1365,006 тыс. рублей - наши затраты на факторинговую комиссию.

68250,3 - 1365,006 = 66885,294 тыс. рублей - сумма возвращенной нам просроченной дебиторской задолженности.

После проведения данного мероприятия сумма возвращенной дебиторской задолженности составит 66885,294 тыс. рублей, при этом затраты понесет ООО «Терраса» в размере 1365,006 тыс. рублей.

Таким образам, после проведения мероприятий, общая возвращенная сумма дебиторской задолженности поступит в кассу исследуемого предприятия в размере 66885,294 тыс. рублей. Исходя из этого, сумма оставшейся дебиторской задолженности составит 1365,006 тыс. рублей.

Удельный вес запасов готовой продукции в общем составе запасов и затрат имеет устойчивую динамику к росту (от 10,5 % в 2018 году до 320,0 % в 2019 году). В то же время, величина денежных средств в ООО «Терраса» в 2019 году составила всего 47,6 тыс. рублей [4].

Произведем расчет норматива запасов готовой продукции ООО «Терраса», исходя из следующих условий:

- выпуск продукции по себестоимости за 2019 год - 51163 тыс. рублей;
- количество дней в периоде - 360;
- норма оборотных средств на готовую продукцию - 16 дней.

Тогда величина запасов готовой продукции составит в перспективе 51163/360 х 16 = 2273,9 тыс. рублей.

Таким образом, нормирование запасов готовой продукции позволило выявить, что для оптимизации структуры оборотного капитала предприятия без ущерба для производственного и сбытового процесса, необходимо сократить величину запасов и затрат в части готовой продукции с 49 759,3 тыс. рублей в 2017 году до 2273,9 тыс. рублей в перспективном периоде. Данный показатель позволит осуществлять сбытовой процесс без каких-либо трудностей со стороны предприятия.

Произведенные расчеты позволяют определить, что предприятию необходимо осуществить реализацию готовой продукции покупателям и заказчикам в размере (49759,3-2273,9=47485,4) 47485,4 тыс. рублей. Согласно маркетинговым расчетам с учетом специфики выпускаемой предприятием продукции, данное мероприятие потребует затрат в размере 430 тыс. рублей на активизацию рекламной компании с целью привлечения потребителей и их информирования о деятельности ООО «Терраса». Эти затраты будут отнесены на себестоимость продукции.

Общее высвобождение денежных средств в результате нормализации запасов готовой продукции и сокращения дебиторской задолженности составит 114370,694 тыс. рублей. За счет высвобожденных денежных средств предлагается осуществить расчеты по кредиторской задолженности предприятия, которая таким образом может быть полностью погашена в сумме 4702,7 тыс. рублей в перспективном периоде [7].

Реализация предложенных выше мероприятий позволит устранить ряд проблем, выявленных в управлении оборотным капиталом ООО «Терраса» (таблица 5).

Таблица 5- Проблемы управления оборотным капиталом в ООО «Терраса» и пути их решения

Проблемы	Мероприятия	Результаты реализации мероприятий
1	2	3
1. Увеличение дебиторской задолженности в 2019 году по сравнению с 2018 годом на 44%	Проведение комплекса мероприятий по ускорению оборота дебиторской задолженности.	Сокращение дебиторской задолженности на 66885,294 тыс. рублей;
2. Увеличение кредиторской задолженности в 2019 году по сравнению с 2018 годом на 45,1%	Погашение кредиторской задолженности за счет, полученных средств от возвращения суммы дебиторской задолженности	Погашение кредиторской задолженности в размере 4702,7 тыс. рублей.
3. Неэффективное использование запасов, их необоснованный прирост (в 4,2 раза)	Нормирование производственных запасов (в части запасов готовой продукции).	Сокращение величины запасов и затрат в части готовой продукции на 47485,4 тыс. рублей.

По данным таблицы 6 определим, как повлияет внедрение предложенных мероприятий на состояние отдельных элементов активов в ООО «Терраса».

Таблица 6 - Результаты реализации мероприятий

Показатели	2019 год	2018 год	Темп роста, %
Дебиторская задолженность, тыс. рублей	110847,7	42597,4	61,6
Кредиторская задолженность, тыс. рублей	4702,7	0	100
Запасы и затраты, тыс. рублей	124551,8	77066,4	38,1
в том числе запасы готовой продукции	49759,3	2273,9	95,4

Наблюдается снижение абсолютной величины дебиторской задолженности на 61,6 %, кредиторской задолженности - на 100 %, запасов и затрат - на 38,1 %, а в части запасов готовой продукции - на 95,4 %.

Денежная выручка увеличится на 109667,994 тыс. рублей. Это приведет к изменению финансовых результатов деятельности ООО «Терраса» (таблица 7).

Таблица 7 - Финансовые результаты деятельности предприятия на перспективу

Показатели	2019 год	2018 год	Темп роста, %
Выручка от реализации, тыс. рублей	122679,6	237050,294	193,2
Себестоимость реализованной продукции, тыс. рублей	51163	92093,4	180
Чистая прибыль, тыс. рублей	71516,6	189640,2352	265,2

Совершенствование управления финансовой деятельностью предприятия приведет к существенному повышению прибыли, которая в перспективе может возрасти в 2,7 раз.

Рост выручки от реализации, произведенной предприятием продукции, а также снижение показателей дебиторской и кредиторской задолженности, вызовут существенные изменения в их оборачиваемости, что отражено в таблице 8.

Таблица 8 - Показатели оборачиваемости ООО «Терраса» на перспективу

Показатели	2019 год	2018 год	Изменение (+;-)
Доход от реализации, тыс. рублей	122679,6	237050,294	+114370,7
Среднегодовая стоимость дебиторская задолженность, т. т.	55423,85	21298,7	-34125,2
Среднегодовая стоимость запасов, т. т.	77 104,4	38533,2	-38571,2
Коэффициент оборачиваемости дебиторской задолженности, раз	2,2	ц,1	+8,9
Продолжительность оборота дебиторской задолженности, дни	163,6	32,4	-131,2
Оборачиваемость запасов, раз	1,6	6,2	+4,6
Продолжительность одного оборота запасов в днях	226	58,1	-167,9

Реализация предложенных мероприятий вызовет рост коэффициентов оборачиваемости дебиторской задолженности на 8,9 и снижение периода погашения дебиторской задолженности 131 день.

Также это вызовет рост коэффициентов оборачиваемости запасов на 4,6 и снижение периода погашения запасов 168 дней.

В результате проведенного исследования установлено следующее:

Конечные результаты работы предприятия находятся в прямой зависимости от состояния оборотного капитала, его улучшение приводит в свою очередь к повышению эффективности деятельности предприятия.

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АНАЛИЗ МЕТОДОВ ВЫЯВЛЕНИЯ ФИНАНСОВЫХ РИСКОВ В ФИНАНСОВОМ УПРАВЛЕНИИ

Аннотация: В контексте глобальной экономической интеграции факторы риска, с которыми сталкиваются финансовые институты, постепенно возрастают.В статье анализируется значение реализации научно обоснованной идентификации финансовых рисков в процессе финансового управления.

Ключевые слова: финансовый менеджмент；финансовый риск；Методы идентификации.

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ANALYSIS OF METHODS FOR IDENTIFYING FINANCIAL RISKS IN FINANCIAL MANAGEMENT

Annotation: In the context of global economic integration, the risk factors faced by financial institutions are gradually increasing.The article analyzes the importance of implementing scientifically based identification of financial risks in the process of financial management.

Key words: enterprise; financial management；financial risk；identification method.

Финансовый менеджмент как важный элемент современной социально-экономической деятельности, с момента постепенного перехода мировой экономики к глобализации, риски, с которыми сталкиваются финансовые институты в нашей стране, резко возросли.В связи с этим финансовые учреждения должны принять обоснованный и научный подход к выявлению рисков, эффективно блокируя факторы риска и способствуя стабильному развитию финансовой отрасли[1].

[1] С. Джордж, А. Ваймерскирх. Всеобщее управление качеством. — М.: Виктория плюс, 2015–256с.

1.Ценностный анализ реализации научно обоснованного выявления финансовых рисков в процессе финансового управления

1) внедрение научного определения финансовых рисков в финансовое управление является необходимым средством обеспечения устойчивого и безопасного развития финансовой системы

Финансовые компании в процессе долгосрочного развития сталкиваются с многочисленными и многогранными проблемами, возникающими как из внешней среды, так и внутри компании.Под влиянием макроэкономической системы рыночной экономики финансовая отрасль Китая также достигла беспрецедентного развития экономики и углубление трансформации рыночной экономики для постоянного потока финансовой отрасли, чтобы вдохнуть новую жизнь.Развитие общества в финансовой отрасли обеспечено достаточными материальными, информационными и кадровыми ресурсами, обеспечивающими непрерывное продвижение финансовой отрасли.Форма и стоимость текущих активов финансовых учреждений являются предпосылкой и основой для стабильного, безопасного и гармоничного развития финансовой системы.Тем не менее, в процессе развития финансовых институтов все еще трудно избежать множества негативных последствий, таких как неопределенность в отношении риска неплатежеспособности.В то же время, поскольку финансовый сектор Китая начался относительно поздно в развитых странах, таких как Европа, США и Япония, механизм финансового надзора и управления еще не усовершенствован, существует огромное пространство для улучшения и развития.Обосновывается важность внедрения научно обоснованных и качественных средств выявления рисков в процессе финансового управления финансовыми институтами.

2) Внедрение научного определения финансовых рисков в финансовый менеджмент способствует формированию устойчивого конкурентного порядка

В процессе международной конкуренции необходимо оказывать необходимую поддержку как наиболее доминирующим, так и уязвимым институтам, чтобы эффективно избежать возникновения экономических монополий.Тем не менее, конкуренция между институтами является ключевым элементом в процессе трансформации и изменения рынка, и финансовые учреждения должны в процессе развития обеспечить себе способность эффективно контролировать свои ресурсы, используя рыночную регуляцию, оптимизацию и ночные рыночные операции.В свою очередь, формирование упорядоченной, справедливой и разумной модели финансового развития, способствующей долгосрочному здоровому и гармоничному развитию рыночной конкуренции, создает предпосылки для рациональности и легитимности финансового управления[2].

3) Внедрение научного определения финансовых рисков в финансовый менеджмент является важной основой для защиты фундаментальных интересов населения

[2] С. Джордж, А.Ваймерскирх. Всеобщее управление качеством. — М.: Виктория плюс, 2015–256с.

Опыт, связанный с финансовой отраслью, относительно обширен.К ним относятся Ставка долга, процентная ставка, обменный курс, Кредит, финансирование, а также операции с резервами и т. д.Общее продвижение и развитие финансового сектора напрямую зависит от макрополитики страны.В нашей стране в основе принципов развития финансовой индустрии лежит сохранение фундаментальных интересов населения, поддержание безопасности, надежности и стабильности финансовых выставок.Учитывая вышеизложенное, нетрудно заметить, что внешние ограничения, которые финансовые учреждения несут в своей практической деятельности, вытекают не только из государственной политики, но и из социальных ограничений и требований.Таким образом, научное определение финансовых рисков, цель состоит в том, чтобы в соответствии с конкретным содержанием риска можно разработать более разумный ответ, волатильность рынка, изменение политики и другие ситуации, чтобы эффективно предотвращать и контролировать, достичь высокого уровня финансовых неопределенных рисков, предотвращение прогнозирования высокой стоимости, в конечном итоге обеспечить общее развитие макрофинансовой отрасли в Китае, обеспечить защиту фундаментальных интересов населения.

Роль инвестиций для предприятий, как правило, заключается в обеспечении долгосрочного развития. Для малого же предприятия инвестиции служат толчком к созданию и обеспечивают возможность не только развития, но и выживания. Таким образом, создание предприятия и его первичное функционирование невозможно без соответствующего финансирования. В широком плане под финансированием понимается процесс образования денежных средств или процесс образования капитала фирмы во всех его формах, но эти процессы следует отличать.

Вложение капитала в различной его форме в дело с целью получения в будущем любого полезного эффекта - это инвестиции. Однако сначала необхо димо найти источники, которые эти инвестиции профинансируют, т.е. денежные средства. Источники подразделяют на собственные, заемные и привлеченные. Для предприятия, на хо дящегося на этапе создания и первичного функционирования, целесообразно рассматривать в больше й степени внешние источники - заемные и привлеченные. Заемные источники составляют банковские кредиты, эмиссия облигаций, целевой государственный кредит, инвестиционный лизинг и др. Привлеченными источниками считаются эмиссия обыкновенных акций, взносы инвесторов в уставный капитал, безвозмездно предоставленные средства и др.

Метод финансирования инвестиций - это ме ханизм привлечения инвестиционных ресурсов с целью финансирования инвестиционного процесса. Выделяют следующие основные методы финансирования:

самофинансирование;

кредитное финансирование;

эмиссионное финансирование;

государственно

2.Методы выявления финансовых рисков в финансовом управлении

При выявлении финансовых рисков в процессе финансового управления эталонным критерием, который играет ключевую роль в выявлении рисков, является структура и состав активов.Структура и состав активов позволяют адекватно определить, обладает ли финансовое учреждение способностью справляться с различными рисками.

Трансформация функций финансового управления.Изменения в экономической и финансовой среде требуют, чтобы финансовое управление не только выполняло основные функции, такие как бухгалтерский учет, внутренний контроль и бюджет, но и выполняло более важные функции, такие как предотвращение рисков, принятие решений о финансировании и инвестиционное финансирование.В настоящее время медленное восстановление мировой экономики сопровождается постоянными потенциальными рисками, такими как европейские и американские долги, а внутренние процентные ставки находятся на высоком уровне, что создает большие риски для корпоративных инвестиций и финансирования.В этом контексте управление финансами предприятия должно основываться на долгосрочном развитии предприятия, систематическом анализе текущих рисков, тщательном выборе методов финансирования, научном принятии решения об инвестиционном объекте и размере инвестиций.В условиях глобализации, в полной мере использовать международные и внутренние финансовые рынки, рационально организовать финансирование для достижения постепенного снижения финансовых затрат, чтобы достичь оптимизации общих затрат предприятия.Компании должны внимательно следить за глобальными финансовыми рынками и своевременно получать информацию о обменных курсах и процентных ставках стран[3].

1）Методы выявления рисков при хранении активов

Фактическая ситуация в самих финансовых учреждениях является ключевым показателем и важным ориентиром для определения финансовых рисков.В связи с этим совокупный объем активов, занимаемых финансовым учреждением, а также связанная с ним стоимость развития могут определять общую тенденцию будущего развития финансового учреждения, определять безопасную и стабильную работу финансовой структуры или ее постепенное ухудшение.В процессе управления финансами необходимо проводить точный анализ и идентификацию существующих рисков, связанных с изменением объема хранения активов, а затем заранее принимать соответствующие стратегии для предотвращения роста рисков, связанных с потерями[4].

2）Выявление и анализ сетевых рисков

С приходом эпохи интернет + индустрии интернет-финансы постепенно растут в последние годы.Эта финансовая модель использует интернет в качестве основной платформы для финансовой деятельности, завершая финансовые услуги в веб-форме.Тем не менее, сам интернет подвержен

[3] И. Ф. Шишкин. Метрология, стандартизация и управление качеством. М.: Стандартов,2016.—342с.

[4] Сергеев И. В., Веретенникова И. И., Шеховцев В. В.. Инвестиции. - М.: Издательство Юрайт, 2013. - 314 с.

высоким рискам, связанным с такими техническими условиями, как хакерские атаки,вторжение вирусов и уязвимости самого компьютера.В связи с этим финансовые учреждения, осуществляющие деятельность в сфере интернет-финансов, должны разработать соответствующие стратегии выявления сетевых рисков, проанализировать плюсы и минусы использования компьютеров, интернета, больших данных, а затем эффективно подавить и заблокировать риски, содержащиеся в них.

Подводя итог, финансовые риски имеют высокую неопределенность, что создает серьезные проблемы для развития финансового сектора.В то же время финансовые риски имеют серьезные последствия, даже превышающие влияние финансовых институтов на общество в период их нормальной работы.Таким образом, финансовые учреждения должны разработать научно обоснованную стратегию выявления рисков для различных факторов риска, определить множество неопределенностей в управлении финансами и, в конечном счете, добиться эффективного уклонения от рисков.

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ТРАНСФОРМАЦИЯ КОРПОРАТИВНОГО ФИНАНСОВОГО МЕНЕДЖМЕНТА В КОНТЕКСТЕ МЕЖДУНАРОДНЫХ ФИНАНСОВЫХ РИСКОВ

Аннотация: В контексте нынешней международной финансовой ситуации с большим количеством неопределенностей, международных финансовых рисков, которые существуют в течение длительного времени, управление финансами предприятия должно быть дальновидным, избегать рисков, поддерживать выживание в качестве первого приоритета, иметь прорыв и трансформацию в традиционном финансовом управлении, расширять решения по финансированию инвестиций и управлению рисками в корпоративном финансовом управлении, внедрять информационные методы управления и комплексного управления бюджетом.

Ключевые слова: управление финансами ；международные финансовые риски.

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TRANSFORMATION OF CORPORATE FINANCIAL MANAGEMENT IN THE CONTEXT OF INTERNATIONAL FINANCIAL RISKS

Annotation: In the context of the current international financial situation with a large number of uncertainties, international financial risks that have existed for a long time, enterprise financial management should be far-sighted, avoid risks, maintain survival as the first priority, have a breakthrough and transformation in traditional financial management, expand investment financing and risk management solutions in corporate financial management, implement information management methods and integrated budget management.

Key words: enterprise; financial management ；international financial risks.

Экономическая глобализация дает бизнесу возможность “пробить себе путь” на международной арене,но глобализация также приносит большие риски на наш рынок.Недавний ипотечный кризис, который только что прошел, был глубоким уроком, который привел к закрытию многих финансовых, торговых и других компаний как внутри страны, так и за рубежом.После кризиса условия кредитования в банках были более жесткими,а трудности с финансированием бизнеса резко возросли,и многие компании столкнулись с угрозой разрыва цепочки финансирования.В этом контексте компании сталкиваются с тем, как избежать международных финансовых рисков в будущем и решить проблему нехватки средств в эпоху постфинансового кризиса.Чтобы решить эту проблему, бизнес нуждается в прорыве и сдвиге в управлении финансами[1].

1） Негативные факторы, влияющие на управление финансами в современных финансовых условиях

Возможность разрыва цепочки финансирования.В настоящее время наша страна использует номинально "устойчивую" и практически жесткую финансовую политику,которая не только значительно увеличивает процентные ставки по сравнению с предыдущими годами, но и финансовые учреждения, чтобы избежать кредитных рисков, очень осторожно относятся к кредитам.Более отсталые системы раскрытия финансовой информации и мониторинга для отечественных предприятий в значительной степени приводят к увеличению сложности кредитования предприятий.Кроме того, после кризиса субстандартного кредитования экономика Европы и Европы в качестве представителя мировой экономики медленно восстанавливается, рыночный спрос трудно повысить, многие отечественные предприятия имеют серьезные отставания в продуктах, что приводит к трудным денежным потокам.В условиях нехватки средств, как управлять ограниченными средствами и как получить больше средств защиты, имеет решающее значение для бизнеса.

Значительное увеличение стоимости.В течение этих двух лет наша страна столкнулась с большим инфляционным давлением, и цены на все виды сырья продолжали расти.Кроме того, реализация политики энергосбережения и налога на ресурсы также привела к удорожанию средств производства.В сочетании с повышением курса юаня сохраняется давление, которое, с одной стороны, приводит к высоким экспортным издержкам для предприятий;с другой стороны, может привести к большим курсовым потерям, что значительно снизит уровень прибыли для предприятий.Кроме того, рост затрат на человеческие ресурсы также быстро“, нехватка рабочих мест", "нехватка рабочих мест", приводит к тому, что компании вынуждены значительно повышать заработную плату и льготы для своих сотрудников, что, несомненно, оказывает большее финансовое давление на предприятия.Увеличение себестоимости продукции требует, чтобы предприятия снижали ненужные затраты и достигали своих бизнес-целей через научную модель финансового управления[2].

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[1] Ларионов Н. Краудфандинговые платформы в России // http://blog.vonoiral.com/post/kraudfandinghovyie-platformy-v-rossii/

[2] Ларионов Н. Краудфандинговые платформы в России // http://blog.vonoiral.com/post/kraudfandinghovyie-platformy-v-rossii/

Наличие инвестиционного риска.После кризиса субстандартного кредитования финансовые учреждения во всем мире”едят долгую историю и мудрость", скорректировали уже существующие финансовые продукты, Многие продукты значительно сократили прибыль.Кроме того, долгосрочные инвестиции в акционерный капитал и инвестиции в облигации также не так хороши, как раньше.В сочетании с медленным глобальным экономическим ростом, в то время как иностранные инвестиции широко приветствуются во всех странах, инвестиционные риски по-прежнему велики, и компании должны использовать более гибкий подход к финансовым рычагам при принятии инвестиционных решений.

2）Недостатки первоначального финансового управления

Близорукость финансовых целей.Финансовые цели предприятия, как правило, стремятся максимизировать прибыль, но в изменяющейся экономической ситуации, единственной целью преследования прибыли, только непосредственные выгоды не способствуют долгосрочному развитию предприятия, но также должны стремиться к периодическому рациональному распределению средств и долгосрочному возврату средств.В настоящее время большинство наших компаний не уделяют особого внимания временной стоимости и оценке финансовых рисков, не имеют долгосрочных, систематических финансовых целей и могут столкнуться с серьезными ударами, если они сталкиваются с резкими изменениями внешней среды, которые могут быть трудно адаптироваться[3].

Отсутствие устойчивости к международным финансовым рискам.Традиционная модель управления финансами в основном ориентирована на управление денежными средствами, дебиторской задолженностью и запасами, что затрудняет понимание внутренней и внешней операционной ситуации предприятия с более широкой точки зрения и на более высоком уровне.В связи с кризисом субстандартного кредитования, который привел к спаду в мировой экономике и падению рыночного спроса, тогда, если финансовое управление предприятия не имеет точной и своевременной возможности прогнозирования денежных потоков и отсутствия денежного бюджета, это может легко привести к оттоку денежных средств.

Несовершенство управления капиталом.Денежные средства, особенно денежные средства, являются материальным обеспечением деятельности предприятий, которые владеют денежными потоками,и которые имеют инициативу по борьбе с рынком.В настоящее время многие предприятия имеют медленный оборот ликвидности и высокую дебиторскую задолженность.После кризиса субстандартного ипотечного кризиса внешняя кредитная среда ухудшилась, в этот период первым приоритетом является восстановление денежных потоков для обеспечения возврата денежных средств, в то время как некоторые предприятия по-прежнему расширяют долю рынка, получают максимальную прибыль от бухгалтерского учета в качестве приоритета, игнорируют последующие меры по возврату долгов, что приводит к плохой

[3] С. Джордж, А. Ваймерскирх. Всеобщее управление качеством. — М.: Виктория плюс, 2015–256с.

задолженности, безнадежной задолженности.Для финансового управления не очень хорошо для бизнеса, в текущей экономической ситуации, самое главное не делать больше и сильнее, но позволить бизнесу выжить, амортизация нуждается в достаточном количестве наличных денег, чтобы гарантировать, что большинство предприятий во время кризиса субстандартного ипотечного кризиса из-за сбоя в обороте денег не может поддерживать нормальный порядок работы предприятий и закрытия[4].

3）Трансформационная стратегия управления финансами предприятия

Трансформация целей финансового управления.Традиционные цели управления финансами в основном заключаются в эффективном управлении внутренними финансами предприятия, минимизации затрат на ведение бизнеса и максимизации прибыли.В условиях повышенной неопределенности текущей макроэкономической ситуации и международной экономической ситуации уклонение от рисков должно быть более важным, чем максимизация прибыли.Таким образом, корпоративное финансовое управление должно принимать более надежную и безопасную цель-поддерживать беспрепятственный денежный поток,использовать достаточную денежную защиту, чтобы избежать внешних рисков, которые уже существуют или могут возникнуть в будущем, и поддерживать нормальный порядок ведения бизнеса.В частности, чтобы сделать два аспекта: с одной стороны, чтобы улучшить управление запасами и управление дебиторской задолженностью, насколько это возможно, чтобы ликвидировать запасы, даже если они надлежащим образом уменьшить некоторую прибыль, но и через скидки продажи, скидки на наличные деньги и другие способы продажи, для дебиторской задолженности должны быть восстановлены вовремя, разработать надлежащую систему кредитования клиентов, чтобы сократить цикл наличных денег; с другой стороны, создание механизма раннего предупреждения о движении денежных средств, повышение осведомленности о рисках.

Трансформация функций финансового управления.Изменения в экономической и финансовой среде требуют, чтобы финансовое управление не только выполняло основные функции, такие как бухгалтерский учет, внутренний контроль и бюджет, но и выполняло более важные функции, такие как предотвращение рисков, принятие решений о финансировании и инвестиционное финансирование.В настоящее время медленное восстановление мировой экономики сопровождается постоянными потенциальными рисками, такими как европейские и американские долги, а внутренние процентные ставки находятся на высоком уровне, что создает большие риски для корпоративных инвестиций и финансирования.В этом контексте управление финансами предприятия должно основываться на долгосрочном развитии предприятия, систематическом анализе текущих рисков, тщательном выборе методов финансирования, научном принятии решения об инвестиционном объекте и размере инвестиций.В условиях глобализации, в полной мере использовать международные и внутренние финансовые рынки,

[4] С. Джордж, А. Ваймерскирх. Всеобщее управление качеством. — М.: Виктория плюс, 2015–256с.

рационально организовать финансирование для достижения постепенного снижения финансовых затрат, чтобы достичь оптимизации общих затрат предприятия.Компании должны внимательно следить за глобальными финансовыми рынками и своевременно получать информацию о обменных курсах и процентных ставках стран.

Трансформация технологий Финансового управления.Своевременность финансового управления сильна, а медленная, искаженная и изуродованная финансовая информация часто приводит к ошибочному поведению финансового управления.Текущая экономическая среда быстро меняется, в эту эпоху информационного взрыва, финансовое управление должно идти в ногу со временем, используя передовые технологии, такие как коммуникационные технологии, компьютерные технологии,сетевые технологии и другие передовые технологии, чтобы построить идеальную информационную систему управления финансами, отслеживать, собирать, владеть, анализировать и организовывать финансовую информацию внутри и снаружи предприятия, логистику предприятия, финансовые потоки, информационные потоки системы управления информацией, чтобы повысить своевременность, точность и нормативность управления финансами предприятия.Например, освоить кредит клиента[5].

Информация позже может быть более удобной, чтобы избежать возможных дислокаций.

Таким образом, нынешняя мировая экономика находится в постфинансовом кризисе, неопределенные факторы в экономике по-прежнему велики, частые вспышки кризиса европейского долга,кризиса американского долга никогда не тревожат наши предприятия.В настоящее время управление финансами предприятия должно быть основано на обеспечении выживания предприятия, избегании финансовых рисков в качестве основной цели, своевременной трансформации и инновационных целей, моделей и методов управления финансами, достижении разумного распределения финансовых ресурсов, разработке и реализации научных финансовых решений для обеспечения выживания и здорового развития предприятия.

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ИССЛЕДОВАНИЕ ОПТИМИЗАЦИИ ОРГАНИЗАЦИОННОЙ СТРУКТУРЫ НА ОСНОВЕ УПРАВЛЕНИЯ ПРОЦЕССАМИ

Аннотация: С ростом конкуренции и повышением индивидуальных потребностей потребителей, недостатки функциональной организационной структуры становятся все более очевидными, чтобы лучше адаптироваться к изменениям рыночной среды и повысить конкурентоспособность предприятий, организационные структурные изменения становятся все более важными. Основываясь на теории управления процессами, с точки зрения расчесывания процесса и структуры процесса, оптимизации организационной структуры предприятия, прохода через отделы, формирования бизнес-процессов, непосредственно отвечающих за клиентов, повышения конкурентоспособности продукции и удовлетворенности клиентов, чтобы иметь возможность сделать некоторые полезные исследования и руководство для практики оптимизации организационной структуры предприятия.

Ключевые слова: управление процессами; организационная структура; принципы оптимизации; методы оптимизации; пути реализации.

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RESEARCH OF ORGANIZATIONAL STRUCTURE OPTIMIZATION BASED ON PROCESS MANAGEMENT

Annotation: With increasing competition and increasing individual needs of consumers, the shortcomings of the functional organizational structure become more obvious, in order to better adapt to changes in the market environment and improve the competitiveness of enterprises, organizational structural changes become more important.Based on the theory of process management, in terms of combing the process and process structure, optimizing the organizational structure of the enterprise, passing through departments, forming business processes that are directly responsible for customers, improve product competitiveness and customer satisfaction, to be able to do some useful research and guidance for the practice of optimizing the organizational structure of the enterprise.

Key words: process management; organizational structure; optimization principles; optimization methods; implementation paths.

Организационная структура является основой и вспомогательной системой управления производственно-сбытовой цепочкой предприятия, место и роль в бизнесе так же важны, как человеческие кости и реактивные системы, поэтому оптимизация организационной структуры занимает все более важное место в управлении предприятием.С быстрым развитием экономики, повышением уровня информации и технологий, коренным образом изменилась внутренняя и внешняя среда предприятия.Управленческая деятельность предприятия становится все более сложной и динамичной, предприятие сталкивается с клиентами, конкуренцией, изменениями и информацией, интернационализацией, интернетом. Давление также растет и так далее, эта серия явлений порождает, все предприятия должны быстро повысить свои способности к активному реагированию, в противном случае, предприятия будут устранены временем.

1. Оптимизация организационной структуры на основе управления процессами

1）Принципы оптимизации

Оптимизированная организационная структура, основанная на управлении процессами, предназначена для лучшего удовлетворения разнообразных потребностей клиентов,растущей конкуренции на рынке и внутренних потребностей растущего бизнеса.Оптимизированная организационная структура должна быть ориентирована на потребности клиентов и рынка,ориентирована на процессы, а организационная структура имеет тенденцию быть плоской,гибкой,граничной динамической,нечеткой и т. д.поэтому при оптимизации организационной структуры необходимо соблюдать следующие принципы：

1) Принципы стратегической ориентации

Оптимизация организационной структуры должна соответствовать общей стратегической структуре и требованиям компании и должна быть способна поддерживать непрерывную оптимизацию и совершенствование операционной модели компании.Первоначальная и конечная цель оптимизации организационной структуры предприятия заключается в том, чтобы лучше достичь стратегических целей предприятия, оценить успех или неудачу деятельности по оптимизации организационной структуры, как правило, также посмотреть, может ли оптимизированная организационная структура более эффективно достичь стратегических целей предприятия.

2) Принципы, лежащие в основе цепочки создания стоимости

Значение существования предприятия-создание ценности, а также стратегическая цель предприятия-повысить рентабельность предприятия, ключ к прибыльности предприятия в звене цепочки создания стоимости.Использование цепочки создания стоимости в качестве ядра помогает повысить эффективность работы цепочки создания стоимости,повысить эффективность работы предприятия и повысить его конкурентоспособность.

3) Принципы реалистичности и адаптивности

Оптимизация организационной структуры должна учитывать фактическую ситуацию самого предприятия, подходящая организационная структура является самой необходимой для бизнеса.Таким образом, в процессе оптимизации организационной структуры необходимо уважать историю развития компании, основанную на реальных потребностях бизнеса и управления, сочетать реальность и практичность с целью достижения целевого эффекта, повышения конкурентоспособности предприятия, повышения операционной способности и операционной эффективности предприятия.

4) Принципы профессионального разделения труда и сотрудничества

В организационной структуре, основанной на процессах, также требуется разделение труда, но не разделение по отделам, а ответственность за процесс в соответствии с их индивидуальными компетенциями и обязанностями, что позволяет четко определить ответственность и повысить профессиональные навыки операторов и ответственных лиц на всех этапах процесса, что, в свою очередь, повышает эффективность и эффективность работы процесса.В то же время, в сочетании с конкретным бизнес-статусом компании, вменением и классификацией в соответствии с актуальностью бизнеса, при отражении профессионализма разделения труда, может лучше координировать эффективную работу отдельных единиц процесса для достижения стратегических целей организации.

5) Перспективные принципы

Организационная структура динамично развивается в соответствии со стратегией предприятия и изменениями внутренней и внешней среды, однако частые организационные изменения не способствуют долгосрочному и стабильному развитию предприятия.

2. Методы оптимизации

Организационная структура является носителем стратегических целей предприятия и представляет собой систему разделения труда и совместной работы, предназначенную для достижения миссии и стратегических целей предприятия.В процессе проектирования организационной структуры бизнес-процесс является основой и определяется цепочкой ответственности, цепочкой создания стоимости процесса, чтобы определить структуру отдела и должность,обязанности и соответствующие рабочие отношения.Структура организации, основанная на управлении процессами, сокращает иерархические и ведомственные барьеры, препятствующие координации работы, снижению эффективности принятия решений и производительности, что значительно снижает затраты на горизонтальное и вертикальное управление организацией, позволяя организации сосредоточить свои основные ресурсы и усилия на обслуживании клиентов как внутри, так и за ее пределами.Хотя организационная структура, основанная на управлении процессами, варьируется в зависимости от внутренней и внешней среды, коннотация в основном одинакова, то есть управление процессами, ориентированное на клиента, имеет тенденцию быть плоским,гибким и динамичным.

1）Оптимизация организационной структуры на основе структуры управления процессами

В соответствии со своими деловыми и стратегическими условиями управления предприятие создает соответствующую структуру управления процессами и оптимизирует организационную структуру на основе этой структуры.Во-первых, проанализируйте уровень цепочки создания стоимости предприятия, объедините, оптимизируйте бизнес-модули, которые он содержит, и на этой основе определите отдел на уровне предприятия, эффективно разделите каждый бизнес-модуль или аналогичный бизнес-модуль на один и тот же отдел, значительно уменьшите барьеры для межведомственной связи, повысьте эффективность работы процесса; второй шаг, в соответствии с бизнес-доменным уровнем планирования второго уровня предприятия, каждый относительно независимый бизнес-домен может быть передан различным командам процессов и другим агентствам, и, наконец, уровень активности процесса-это несколько видов деятельности с входными и выходными отношениями, четко определяющими ответственность каждого вида деятельности, поэтому его можно использовать для оптимизации и определения ролей в организационной структуре.

2）Оптимизация пути

Предприятия могут разработать путь реализации в соответствии с их реальной ситуацией, как правило, разделены на три этапа, первый этап-исследование и анализ бизнес-модели, второй этап-разработка программы оптимизации организационной структуры,третий этап-реализация программы.

В условиях растущей конкуренции единственная неизменная истина заключается в том, что оптимизация организационной структуры, основанная на управлении процессами, является неизбежным выбором для компаний, чтобы решать многочисленные проблемы и добиваться выживания, и эта работа также играет все более важную роль для предприятий.Основываясь на оптимизации организационной структуры предприятия с помощью управления процессами, он сломал оковы традиционной организационной теории и объединил идеи, такие как расчесывание бизнес-процессов, проектирование, реинжиниринг и оптимизация организационной структуры, чтобы осуществить смелые изменения.Кроме того, модель оптимизации организационной структуры, основанная на управлении процессами, открывает двери для инноваций в организационной структуре предприятия, показывает будущую организационную эволюцию, предвещает плоскую, гибкую и динамичную организационную структуру предприятия в будущем.В статье на основе анализа теории управления процессами проведен сравнительный анализ функциональных и процессно-ориентированных организационных структур, предложены принципы, методы и пути реализации оптимизации организационной структуры.Однако на оптимизацию организационной структуры предприятия влияют различные факторы, такие как внутренняя и внешняя среда, поэтому в будущих исследованиях следует уделять больше внимания факторам оптимизации организационной структуры, основанной на управлении процессами, а также эмпирическим исследованиям, чтобы обеспечить более точный план действий и гарантии для реальной деятельности предприятия.

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ИССЛЕДОВАНИЕ ОПТИМИЗАЦИИ ОРГАНИЗАЦИОННОЙ СТРУКТУРЫ ПРЕДПРИЯТИЯ

Аннотация: С наступлением эпохи информации и общества экономики знаний требуется более гибкая и плоская организационная структура, которая позволяет компаниям быстрее и гибче удовлетворять меняющиеся потребности рынка и клиентов.

Ключевые слова: предприятие; организационная структура; оптимизация.

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RESEARCH ON OPTIMIZATION OF THE ENTERPRISE'S ORGANIZATIONAL STRUCTURE

Annotation: With the advent of the information and knowledge economy society, a more flexible and flat organizational structure is required that allows companies to meet the changing needs of the market and customers faster and more flexibly.

Key words: enterprise; organizational structure; optimization.

1. Факторы, способствующие оптимизации корпоративной структуры

1）Фактор собственной эффективности

Конгломераты являются некоммерческими социальными институтами, которые стремятся максимизировать выгоду, чтобы увеличить выгоду, в дополнение к выбору более дешевого сырья или поиску альтернатив, другим основным способом является значительное повышение эффективности работы.Эффективность-это взаимосвязь между входными и выходными данными или затратами и выгодами.Стремление к повышению интереса-самая основная и самая высокая цель каждого производителя.Только повышение эффективности каждого может принести наибольшую пользу конгломерату.В определенной степени, чтобы все работники достигли желаемых целей, необходимы определенные организационные принципы, определенные цели и соответствующие меры для борьбы с ними. Основная причина, по которой бизнес-группы выживают и развиваются, заключается в том, что неэффективные бизнес-группы исторически не выживают и не развиваются.Если вы не можете поддерживать высокую эффективность, это означает, что эта группа не очень хорошо адаптируется к меняющейся рыночной экономике,не находит свою точку опоры в больших волнах, это также означает, что эта группа не может адаптироваться к внешней среде, результат, который мы можем себе представить[1].

2）Внутренние и внешние факторы окружающей среды

Конгломерат-это системная организация, имеющая свои организационные принципы.Но конгломераты находятся в меняющейся социальной среде, поэтому конгломераты должны научиться адаптироваться к изменениям внешней среды.Ни один бизнес не является изолированной системой и должен расти и развиваться в сотрудничестве.Между бизнесом и бизнесом, между бизнесом и обществом есть как конкуренция, так и сотрудничество.Между входами и выходами конгломерата требуется связь между конгломератом и другими предприятиями или обществом.Не только внешняя среда, но и внутренняя среда группы компаний также играют важную роль в развитии группы компаний.Таким образом, изменение внутренней среды группы также влияет на эффективность группы.Корпоративный дух сотрудничества является главной гарантией успеха предприятия.Только если все вместе будут стремиться к поставленной цели, мыслить в одном месте, стремиться к одному месту, то это приведет к будущему успеху.Сотрудничество является важной гарантией успеха.Сила одного человека может быть неизмеримой и может делать великие дела и поступки,но мы должны признать, что сила коллективного сотрудничества всегда сильнее, чем одиночество.В дополнение к духу сотрудничества Группы компаний, управление менеджерами группы компаний ветер также является внутренним фактором группы компаний.Медленное принятие управленческих решений,плохая коммуникация и отсутствие инноваций могут значительно снизить эффективность работы предприятия.Эти негативные последствия накапливаются до такой степени, что они, безусловно, окажут сопротивление развитию конгломерата[2].

3）Необходимо для развития бизнеса

Оптимизация организационной структуры конгломерата должна быть адаптирована к различным элементам развития предприятия.Когда организация стремится к развитию, после того, как заранее сформулирована стратегия развития, она обязательно должна быть реализована и реализована через организационную структуру группы компаний,если разработанная стратегия развития не хорошо соответствует организационной структуре группы

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[1] Чжэн Сяо Мин,Ли НАНА, Донг верность.Сетевое взаимодействие организаций-Новое мышление об организационной модели функционирования крупных государственных предприятий[J].Бизнес-исследования, 2005, 15.

[2] Гао Юй Ронг,инь Лю Кэнг.Влияние организационной структуры на технологические инновации на предприятии [J].Научные исследования, 2004, S1.

компаний, это в некоторой степени вызовет неописуемое сопротивление развитию Группы компаний.Оптимизация организационной структуры группы предприятий, адаптированная к общей стратегии группы, определяется отношениями организационной структуры.Существует неразрывная связь между стратегией и структурно-организационными отношениями, основная функция структурно-организационных отношений заключается в обеспечении эффективной реализации общей стратегии, которая, когда они не соответствуют общей стратегии, не способствует развитию группы, препятствует ее продвижению и может привести к тому, что результаты группы будут противоречить заявленным целям.И наоборот, если организационные отношения соответствуют общей стратегии конгломерата, это будет способствовать реализации стратегии, способствующей развитию и функционированию конгломерата, позволяя конгломерату найти свое место и, в конечном счете, достичь своих целей.

2. Факторы, влияющие на оптимизацию организационной структуры предприятия

1）Размер предприятия

Организационная структура сама по себе имеет определенную сложность, с увеличением размера группы компаний, изменение факторов в организации будет увеличиваться, в то же время увеличение персонала, на всех уровнях руководства принятия решений также есть определенные разногласия, степень разделения труда в организации скорой помощи увеличивается, корпоративная организация представляет сложность, сделает лиц, принимающих решения, и сотрудников, сотрудников связи между сотрудниками, без хорошей коммуникации не может интегрировать мнение не может мозговой штурм, сделать лучше.В целом, чем больше организация предприятия, тем в определенной степени она может эффективно повысить эффективность организации Группы предприятий, что способствует развитию Группы компаний,но также затрудняет принятие решений, а также затрудняет оптимизацию организационной структуры предприятия.

2）Разнообразие корпоративного бизнеса

Некоторые предприятия для достижения увеличения прибыли или объединения с другими отраслями, будут развивать 2 или более видов бизнеса, как правило, на основе первоначального бизнеса для расширения, но для некоторых предприятий по разным причинам будут использовать гибридную модель элиты, то есть бизнес или продукты, которые работают друг с другом, не связаны друг с другом.Объединение и концентрация бизнеса в определенной степени способствует развитию Группы компаний,способствует приобретению большей выгоды для группы компаний, а также повышает конкурентоспособность предприятия, может в определенной степени избежать некоторых экономических рисков, Синергия и единство способствуют снижению затрат на энергию, снижают социально-экономические риски предприятия.Сложность ведения бизнеса в конгломерате варьируется от централизованного до смешанного, а стабильность и способность избегать рисков постепенно увеличиваются, но это сочетание может сделать бизнес конгломерата разнообразным, сделать специализированную экономику менее очевидной,в то время как сложный и разнообразный бизнес может не способствовать оптимизации организационной структуры предприятия[3].

3. Содержание и методы оптимизации организационной структуры предприятия

1）Внутренняя регулировка

Конгломерат должен начать с себя, найти свои недостатки и пробелы.Корпоративная организационная структура внутри предприятия, прежде всего, можно начать с планирования предприятия, чтобы обратить внимание на инновации в планировании группы предприятий, при инновациях в организационной структуре предприятия должны быть всесторонне учтены все факторы, начиная от общего, от общего излучения до локального, в общих рамках в деталях.Это не может быть односторонним только для того, чтобы максимизировать выгоды, не принимая во внимание взаимное сотрудничество и связи.

2）Укрепление кадровых связей

Связь между лицами, принимающими решения, и сотрудниками компании является важным способом принятия правильных решений, и только укрепление связей между лицами, принимающими решения, и сотрудниками может обеспечить своевременную обратную связь с самой низовой информацией о группе компаний с высшими лицами, принимающими решения.С целью повышения эффективности работы группы компаний, повышения ее заинтересованности и роста, в дальнейшем будут применены наиболее благоприятные методы и опыт работы.

3）Деловые связи, укрепление сотрудничества

В условиях современной экономической глобализации и глобализации торговли страны с закрытыми дверями уже не могут адаптироваться к сегодняшней социальной ситуации.Это требует, чтобы мы активно извлекали выгоду из-за пределов общества, сохраняя при этом наше преимущество в группе компаний.Собственные недостатки организационной структуры предприятия должны активно искать решения, чтобы преуспеть в этом аспекте конгломерата, в то же время учиться учиться выбирать, не может быть просто копией, но на этой основе идти по пути, который соответствует характеру группы компаний.

Одним словом, организационная оптимизация конгломерата-это системно сложная задача, которую невозможно решить в одночасье.Мы должны своевременно выявлять недостатки в процессе развития группы предприятий, а затем разрабатывать практические стимулы для оптимизации организационной структуры, чтобы улучшить недостатки этого предприятия.

[3] Чэнь Сян го, Ван Ронг и Цзян Юань Тао.Анализ стратегических решений развития предприятия на основе технологической инновационной стратегии [J].Наука и управление наукой, 2004, 11.

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ФОРМЫ МЕЖДУНАРОДНОГО БИЗНЕСА

Аннотация: В статье дается анализ сущности международного бизнеса, его основных характеристик, а также приводятся различные его формы, такие как лицензирование, франчайзинг, экспорт, импорт, иностранные инвестиции. Также приводятся плюсы и 7минусы каждой из выявленных форм международного бизнеса.

Ключевые слова: международный бизнес, экспорт, франчайзинг, лицензирование, иностранные инвестиции.

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FORMS OF INTERNATIONAL BUSINESS

Annotation: The article gives an analysis of the essence of international business, its main characteristics, as well as its various forms, such as licensing, franchising, export, import, foreign investment. The pros and cons of each of the identified forms of international business are also provided.

Key words: international business, export, franchising, licensing, foreign investment.

Международный бизнес подразумевает осуществление деловых операций партнерами из более, чем одной страны. В качестве примера можно привести такие операции, как закупка сырья и материалов в одной стране и их перевозка на территорию другой страны для дальнейшей обработки или сборки; транспортировка готовой продукции из одной страны в другую с целью продажи в системе розничной торговли; сооружение заводов в зарубежных странах с целью получения доходов на базе использования более дешевой рабочей силы; получение кредита в банке одной страны для финансирования операций в другой стране. Стороны, участвующие в таких сделках, могут быть представлены физическими лицами, отдельными компаниями, группами компаний. Международный бизнес базируется на возможности извлечения выгод именно из преимуществ межстрановых деловых операций, то есть из того факта, что продажи данного товара в другой стране, или налаживание фирмой одной страны производства в другой, или предоставление услуг совместно фирмами двух стран - третьей и так далее обеспечивают вовлеченным в бизнес сторонам большие преимущества, чем они бы имели, ведя дело только в своих странах. Это - ключевой момент не только в понимании природы и специфики собственно международного бизнеса, но и в объяснении возникновения и развития международного менеджмента как такового[1].

Международный бизнес может отличаться от внутреннего по ряду признаков, среди которых можно перечислить следующие:

В разных странах, вовлеченных в международный бизнес, могут использоваться разные валюты, что приводит к необходимости конвертирования валюты по меньшей мере одной из сторон;

Существует вероятность наличия расхождений между правовыми системами разных стран, что вынуждает одну сторону или более вносить коррективы в свои действия, чтобы привести их в соответствие с местном законодательством;

1. Между культурами разных стран также существуют различия, вынуждающие каждую из сторон формировать стратегию своего поведения таким образом, чтобы привести ее в соответствие с ожиданиями другой стороны;
2. Для каждой страны характерен определенный состав и объем доступных ресурсов. Одна страна может иметь в своем распоряжении большие запасы природных ресурсов, но не иметь квалифицированной рабочей силы, тогда как другая страна обладает производительной, высококвалифицированной рабочей силой и в то же время испытывает недостаток природных ресурсов.

Важнейшие формы мировых экономических отношений следующие:

4. международная торговля товарами и услугами;
5. интернациональное перемещение предпринимательского и ссудного капиталов;
6. международная миграция рабочей силы;
7. создание совместных предприятий;
8. развитие международных корпораций;
9. международное научно-техническое сотрудничество.

Исторически сложилось так, что первой формой международного бизнеса стали экспорт и импорт . Однако в сложных условиях современного мира широкое распространение получили и другие формы международного бизнеса.

Первой формой международных отношений является экспорт. Экспорт - это продажа продукции, произведенной в своей стране, с целью дальнейшего использования или перепродажи на территории других стран. вывоз за границу товаров, услуг и капитала для реализации на внешних рынках. Различают

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[1] Ван, Фаньлинь. Расследование настоящего состояния управления предпринимательскими рисками и исследование стретегии / Ван Фаньлинь. - Пекин : Экономика, 2009. - 318 с.

экспорт товаров - вывоз материальных благ, возмездное предоставление иностранному партнеру услуг производственного характера или потребительского назначения; экспорт капитала, то есть вложение капитала за пределами данной страны (строительство и эксплуатация соответствующих предприятий и объектов) с целью получения более высокой нормы прибыли. Экспорт выступает как результат международного разделения труда и служит материальной предпосылкой импорта, так как выручка от экспорта основной источник средств для оплаты импорта. На практике экспортные и импортные операции взаимосвязаны[2].

Следующая форма международного бизнеса - импорт. Импорт - это закуп продукции, произведенной в других странах, с целью дальнейшего использования или перепродажи на территории своей страны. ввоз из-за границы товаров, технологии и капиталов для реализации и приложения на внутреннем рынке страны-импортера; возмездное получение от иностранных партнеров услуг производственного или потребительского назначения. Будучи результатом международного разделения труда, импорт способствует экономии времени, более полному удовлетворению потребностей национальной экономики и населения.

Объем, структура и ассортимент импорта связаны с масштабами народного хозяйства, обеспеченностью его разнообразными ресурсами, уровнем производственного и научно-технического развития. Объем импорта ависит также от размеров экспортной выручки и валютных резервов страны. Факт импорта фиксируется таможенной статистикой, большей частью на условиях СИФ. В условиях возрастания роли кооперационного, производственного и научно-технического сотрудничества увеличивается импорт товаров (сырья, полуфабрикатов, узлов и деталей) для переработки в данной стране и последующего вывоза за границу, а также импорта товаров отечественного происхождения, прошедших переработку за границей. Наконец, объектом импорта являются временно ввозимые (на выставки, ярмарки, аукционы) товары. Все большее значение получает импорт производственных и потребительских услуг, в частности в форме туризма.

Вторая форма международной предпринимательской деятельности, имеющая такоеже значение, как экспорт и импорт, - это зарубежные инвестиции, или передача капитала резидентами одной страны для дальнейшего его использования резидентами другой страны. Такие инвестиции подразделяются на две категории: прямые иностранные инвестиции и портфельные инвестиции.

Прямые зарубежные инвестиции (foreign direct investments, FDI) — это вложение капитала с целью осуществления приобретения и реального контроля над объектами собственности, активами и целыми компаниями в других странах (страна, на территории которой находится штаб-квартира материнской компании, - это страна происхождения (home country), а страна, на территории

[2] Ермасова Н.Б. Риск-менеджмент организации : учебно-практическое пособие / Н. Б. Ермасова. - Москва : Дашков и К, 2013. - 380 с.

которой эта компания ведет бизнес, - это страна, принимающая инвестиции, или страна пребывания (host country).

Портфельные инвестиции (portfolio investments) - это приобретение зарубежных финансовых активов (акций, облигаций и депозитных сертификатов), не ставящее целью осуществление контроля.

Вывоз ссудного капитала - это предоставление иностранным компаниям, банкам, государственным органам средне- и долгосрочных кредитов в денежной и товарной форме с целью получения прибыли из-за выгодной нормы ссудного процента.

Международная миграция рабочей силы - это международное перемещение работников, связанное с поиском занятости в других странах. Этот процесс объясняется возможностью получения более высоких доходов, лучшими перспективами социального, профессионального продвижения. Создание совместных предприятий, позволяющее объединять денежные средства, технологии, управленческий опыт, природные и другие ресурсы из разных стран и осуществлять общую производственно-экономическую деятельность на территории какой-либо одной или всех стран. Развитие международных корпораций, деятельность которых осуществляется в основном через прямые зарубежные инвестиции из одной страны в другие страны. Различают транснациональные и многонациональные корпорации.

1. Транснациональные корпорации (ТНК) - это форма международного бизнеса, причем головная компания принадлежит капиталу одной страны, а филиалы расположены в других странах мира.

2. Многонациональные корпорации (МНК) - это международные корпорации как по своей деятельности, так и по капиталу, т.е. ее капитал формируется из средств нескольких национальных компаний. Подавляющее большинство современных международных корпорации имеют форму ТНК,

Международное научно-техническое сотрудничество представляет собой обмен результатами научных исследований и разработок, техническими и технологическими новшествами. Данное сотрудничество может осуществляться путем обмена научно-технической информации, учеными и специалистами, проведением научно-исследовательских работ и разработкой научно-технических проектов и другие[3].

Помимо перечисленных выше форм, международный бизнес может осуществляться и в других формах. Важнейшие из них - это лицензирование, франчайзинг и управленческие контракты.

Лицензирование (licensing) предполагает заключение договора, в соответствии с которым фирма, находящаяся в одной стране, выдает компании другой страны лицензию на использование своей интеллектуальной собственности (патентов, торговой марки, фирменного названия, авторских прав или секретов производства) в обмен на выплату роялти.

[3] Чалый - Прилуцкий В.А. Рынок и риск. Методические материалы (пособие для бизнесменов) по анализу оценки и управления риском. - М.: НИУР, Центр СИНТЕК, 2009. - 98 с.

Франчайзинг (franchising) — это особая форма лицензирования, суть которой состоит в том, что фирма, находящаяся в одной стране (франчайзер), выдает компании из другой страны (франчайзи) разрешение на использование своей технологии производства, а также бренда, торговой марки и логотипа в обмен на выплату роялти.

Управленческий контракт (management contract) — это соглашение, в соответствии с которым компания в одной стране дает фирме, находящейся в другой стране, согласие на управление мощностями этой фирмы или оказание иных управленческих услуг за определенное вознаграждение (размер которого оговорен в контракте)[4]. Управленческие контракты получили широкое распространение среди наиболее крупных компаний, функционирующих в сфере гостиничного бизнеса.

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СУЩНОСТЬ И КЛАССИФИКАЦИЯ РИСКА В МЕЖДКНАРОДНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация: В статье дается анализ сущности рисков и их значения для международной деятельности организаций. Также приводится классификация финансовых рисков, их основных характеристик и значения для компании. Особенное внимание уделяется рассмотрению влияния рисков на деятельность международных компаний.

Ключевые слова: международный бизнес, риски, финансовые риски, неопределенность, вероятность, ущерб.

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ESSENCE AND CLASSIFICATION OF RISK IN INTERNATIONAL ACTIVITIES

Annotation: the article gives an analysis of the nature of risks and their significance for the international activities of organizations. A classification of financial risks, their main characteristics and significance for the company is also given. Particular attention is paid to considering the impact of risks on the activities of international companies.

Key words: international business, risks, financial risks, uncertainty, probability, damage.

Термин "риск" может иметь различное значение в разном контексте. Так, до XVIII века не существовало общего понятия для обозначения риска; удача и несчастье предопределялись роком и фортуной. Современная эпоха, трансформировав представления о судьбах, идеалах и целях, принесла осознание риска как ключевого фактора человеческой деятельности и одного из условий достижения успеха.

В обывательском представлении распространено суждение о риске как о возможной опасности или неудаче. Аналогичное положение можно увидеть и в экономической литературе. Весьма часто разные участники экономических процессов дают различное толкование понятию риск, при этом иногда оказывается, что в принципе правы все стороны.

Например, противоположное мнение имеют теоретики и практики фондового рынка о воздействии арбитражных операций по фондовым индексам на степень риска рынка ценных бумаг. Практики считают, что арбитраж делает цены более неустойчивыми, и соответственно риск возрастает. Специалисты по теории фондового рынка с этим не соглашаются, так как исследования рынка ценных бумаг с момента появления фьючерсов и опционов на фондовые индексы показывают, что неустойчивость не повышалась. Действительно, в то время как неустойчивость в результате арбитражных операций не увеличилась, однако скорость ценовых изменений возросла. Практики рынка ценных бумаг, оперирующие по приказам клиентов и ограниченные определенными правилами биржи в отношении механизма совершения операций, почувствовали эту скорость, и для них она трансформировалась в возможность не успеть за быстрыми изменениями рынка, т.е. в рост риска. Таким образом, обе стороны правы в своей аргументации.

В словаре С. И. Ожегова риск определяется как возможная опасность, действие наудачу в надежде на счастливый исход. В общем и целом, в работах различных экономистов можно встретить шесть подходов к определению риска:

- вероятность убытка;
- величина возможного убытка;
- функция, являющаяся в основном результатом вероятности и величины убытка;
- вариация распределения вероятностей всех возможных последствий рискованного хода дела;
- полувариация распределения всех исходов, взятая лишь для негативных последствий и по отношению к некоторой установленной базовой величине;
- взвешенная линейная комбинация вариации и ожидаемой величины (математического ожидания) распределения всех возможных исходов.

Проблема риска рассматривалась и в отечественной экономической литературе. В работах по этой проблематике можно встретить следующие определения риска:

1. Риск - это вероятность возникновения убытков или недополучения доходов по сравнению с прогнозируемым вариантом". ("Финансовый менеджмент")[1].

2. "Под риском принято понимать вероятность (угрозу) потери предприятием части своих ресурсов, недополучение доходов или появление дополнительных расходов в результате осуществления определенной производственной и финансовой деятельности". ("Риски в современном бизнесе").

[1] Виды и формы контроля, осуществляемого организованной преступностью, за территориями, предприятиями, отраслями и сферами экономики [Электронный ресурс]

3. "Риск – это действие (деяние, поступок), выполняемое в условиях выбора (в ситуации выбора в надежде на счастливый исход), когда в случае неудачи существует возможность оказаться в худшем положении, чем до выбора (чем в случае не совершения этого действия)". ("Рынок и риск")[20].

4. Риск – это деятельность, связанная с преодолением неопределенности в ситуации неизбежного выбора, в процессе которой имеется возможность количественно и качественно оценить вероятность достижения предполагаемого результата, неудачи и отклонения от цели" ("Риск и его роль в общественной жизни").

Применительно к экономической сфере деятельности категория риска имеет смысл только относительно лиц, принимающих решения (в первую очередь собственников фирмы, ее менеджеров, партнеров и конкурентов, государственных и общественных органов – участников рынка) и только относительно доступных альтернативных вариантов этих решений. Подобная ситуация особенно характерна для рыночных экономик, обеспечивающих по сравнению с плановым хозяйством более открытый доступ на рынок для самостоятельно функционирующих экономических агентов.

Случайность (непредсказуемость) наступления события означает невозможность точно определить время (а иногда и место) его возникновения.

Объектом риска является материальный объект или имущественный интерес. В качестве материального объекта может выступать человек или какое-либо имущество, а имущественного интереса - некое нематериальное свойство объекта, например, прибыль. Иногда под объектом - носителем риска может пониматься какое-либо его свойство.

Ущерб понимается как ухудшение или потеря свойств объекта. В предпринимательской практике ущерб имущественным интересам часто выражается в виде потери или снижения прибыли. Ущерб может быть выражен в натуральном виде (физический) или в стоимостном выражении (экономический).

Таким образом, риск как отдельное событие обладает двумя наиболее важными с точки зрения риск-менеджмента свойствами - вероятностью и ущербом.

Ситуация риска связана со статистическими процессами и ей сопутствуют три необходимых условия:

1. Наличие неопределенности;

2. Необходимость выбора альтернативы ;

3.Возможность оценить вероятность осуществления выбираемых альтернатив.

Экономический риск, можно определить как возможность отклонения характеристик экономического состояния объекта (предприятия или иной хозяйственной единицы) от ожидаемых (альтернативных) значений. Последствия риска чаще всего проявляются в виде финансовых потерь или невозможности получения ожидаемой прибыли, риск – это не только нежелательные результаты принятых решений. При определенных вариантах предпринимательских проектов существует не только опасность не достичь намеченного результата, но и вероятность превысить ожидаемый эффект. В этом заключается предпринимательский риск, который характеризуется сочетанием возможности достижения как нежелательных, так и особо благоприятных отклонений от запланированных результатов[2].

Характеристика риска в международной деятельности

Сделки между резидентами разных стран подвергаются риску, который отсутствует во внутренних операциях. Этот риск связан с тем, что операции осуществляются либо в партнерстве с зарубежным контрагентом, чья деятельность предопределяется особенностями внешней среды его страны, либо непосредственно на территории зарубежного государства, где фирма попадает в чуждое для нее окружение.

В этих ситуациях риск может возникать на каждом шагу. Кроме культурных различий, различий в государственном устройстве, законодательстве, финансовых механизмах, источниках информации и т.д. могут быть и другие сложности, такие как дополнительные транзакционные издержки, дискриминационное налогообложение, различные запреты и ограничения[3].

Компании тщательно анализируют специфику каждого рынка, на который они собираются выходить, и не начинают деятельность там, где риск слишком велик. Но даже и в относительно благоприятном климате зарубежного рынка могут возникнуть ситуации, угрожающие положению иностранной компании.

Поскольку международная экономическая деятельность организована согласно концепции национального суверенитета, многие события на национальном уровне могут иметь серьезное влияние на деловой климат в стране.

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УГЛУБЛЕНИЕ КИТАЙСКО-РОССИЙСКОГО ЭКОНОМИЧЕСКОГО СОТРУДНИЧЕСТВА

Аннотация: В настоящее время под стратегическим руководством глав двух государств китайско-российские отношения всеобъемлющего партнерства и стратегического взаимодействия вступают в новую эпоху, уровень сотрудничества двух сторон в различных областях непрерывно повышается. Китай готов, пользуясь данной возможностью, продолжать усиливать торгово-экономическое сотрудничество с Россией, укреплять уровень регионального сотрудничества на благо двух государств и их народов.

Ключевые слова: новая эпоха, отношение между Китаем и России, стратегическое взаимодействие.

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DEEPEN ECONOMIC COOPERATION BETWEEN CHINA AND RUSSIA

Annotation: At present, under the strategic leadership of the heads of two states, Sino- Russian relations of comprehensive partnership and strategic interaction are entering a new era, the level of cooperation between the two sides in various fields is constantly increasing. China is ready, taking this opportunity, to continue to strengthen trade and economic cooperation with Russia, to strengthen the level of regional cooperation for the benefit of the two states and their peoples.

Key words: New Era, Sino-Russian relations，strategic cooperation.

И Китай, и Россия являются странами с формирующейся экономикой, обе страны находятся на решающем этапе развития страны, необходимо углублять взаимовыгодное сотрудничество и добиваться совместной активизации. Китай выдвинул две цели развития «на сто лет», а именно: создание всестороннего благополучного общества и превращение Китая в процветающую, демократическую и цивилизованную современную социалистическую страну. 7 мая 2018 года президент России Владимир Путин подписал «Российские национальные цели и стратегические задачи развития России до 2024 года».

Цель состоит в том, чтобы обеспечить темпы экономического роста в России выше, чем в мировой экономике, и поддерживать Россию в условиях поддержания макроэкономической стабильности. Вступите в ряды пяти крупнейших экономик мира. В условиях замедления мирового экономического развития и большой нестабильности и неопределенности мировой экономики углубление взаимовыгодного сотрудничества между Китаем и Россией в экономической сфере является важным условием для реализации целей развития Китая и России, то есть новой эры Китая и России. Стратегическое направление развития стратегического партнерства. С этой целью председатель Си Цзиньпин отметил: «Мы должны постоянно повышать ценность и внутреннюю силу сотрудничества между двумя странами и строить новое, всеобъемлющее и глубокое китайско-российское взаимовыгодное сотрудничество»[1].

Развитие китайско-российского сотрудничества в области стыковки «Один пояс и один путь»

Содействие «китайско-российскому экономическому поясу и Евразийскому экономическому союзу», являющемуся приоритетным направлением углубления экономического сотрудничества между Китаем и Россией в новую эпоху. В 2013 году председатель Си Цзиньпин предложил построить «Экономический пояс Шелкового пути» и «Морской шелковый путь XXI века». В марте 2015 года правительство Китая издало «Видение и меры по содействию строительству Экономического пояса Шелкового пути и Морского шелкового пути XXI века». Строительство «Пояса и пути» - это необходимость Китая в дальнейшем расширении и углублении его открытости, а также является важным стратегическим шагом для содействия региональному экономическому сотрудничеству. Цель состоит в том, чтобы развивать взаимосвязь между Азией-Европой и неконтинентальными и окружающими водами, осуществлять сотрудничество в области строительства инфраструктуры, содействовать либерализации торговли и упрощению инвестиций, а также осуществлять общее развитие и процветание стран региона.

В соответствии с планом развития «Экономического пояса Шелкового пути», «Новый континентальный мост Азия-Европа», «Экономический коридор Китай-Монголия-Россия» и Экономический коридор Китай- Центральная Азия-Западная Азия будут совместно созданы для создания международного экономического коридора через Евразийский континент.

«Пояс и Пути» как кооперативное звено тесно связывает стратегии развития Китая и России. Чтобы способствовать быстрому экономическому росту, Россия также реализует масштабные национальные проекты по развитию современной транспортной инфраструктуры и планирует инвестировать сотни миллиардов долларов в строительство инфраструктуры. Это включает в себя инвестиции в размере 4,3 трлн рублей (около $ 80 млрд.) Национальный проект

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[1] 习近平：携手努力，并肩前行，开创新时代中俄关系的美好未来—— 在中俄建交 70 周年纪念大会上的讲话［EB/OL］.https：//www.fmprc.gov.cn/web/ziliao_674904/zyjh_674906/t1670135.shtml，2009-06-06.

по внедрению безопасных и качественных дорог 2024 года. Инвестировать 6,35 трлн рублей (около 130 млрд долларов США) в реализацию комплексного плана транспортной инфраструктуры по модернизации Транссибирской магистрали и железной дороги Бея. Планировать в 2025 году его грузоподъемность увеличилась в 1,5 раза, а годовой объем перевозок увеличился до 210 млн тонн[2].Россия придает большое значение строительству Северного морского канала и создает Северный морской экономический коридор, который соединяет Северо- Восточную Азию, Юго-Восточную Азию и Европу. Россия также активно продвигается строительство более 7000 километров транспортного коридора

«Север-Юг» посредством строительства железных и автомобильных дорог, ускорения транспортировки грузов из Южной Азии через Иран, Азербайджан и Россию в Европу. Китайская инициатива по строительству

«Пояса и Пути» тесно связана с национальным планом развития России. Укрепление китайско-российского сотрудничества в области строительства инфраструктуры и развития взаимосвязи и взаимодействия позволит в полной мере сыграть роль России в качестве международного транспортного коридора через Евразию, содействовать экономическому сотрудничеству между Китаем и Россией и создать пространство для общего экономического развития Китая и России.

Китайская инициатива «Пояс и пути» получила положительный отклик и поддержку со стороны России. Китай и Россия активно осуществляют стыковочное сотрудничество «Один пояс и один альянс» и достигли положительных результатов. В мае 2015 года Китай и Россия подписали

«Совместное заявление о строительстве Экономического пояса Шелкового пути и о строительстве Евразийского экономического союза». Россия озглавила участие в Азиатском банке инфраструктурных инвестиций Китайской инициативы и стала одним из основателей. Президент России Владимир Путин принял участие в саммите международного сотрудничества "Пояс и пути", который состоялся в Пекине в 2017 и 2019 годах. Китай и Россия активно содействуют строительству и инвестиционному сотрудничеству железных дорог, автомагистралей и морских путей. Китайско-европейский класс, открывшийся в Китае, прошел через Россию в важные города и порты Европы. Китай и Россия активно продвигают международную экономику Binhai № 1 и Binhai № 2 Строительство коридора улучшит транспортные возможности российского тихоокеанского побережья и откроет транспортные каналы, ведущие к океанам в соответствующих провинциях на северо-востоке Китая.

Дальнейшее углубление китайско-российского сотрудничества в области энергетики

Китай и Россия являются важными энергетическими партнерами. Углубление китайско-российского сотрудничества в области энергетики станет

[2] Заседание круглого стола форума《Один пояс， один путь》［EB/OL］.27 апреля 2019 года，http://kremlin. ru/events/president/news/60393.

важной опорой развития китайско-российских экономических отношений в новую эпоху. Китай является одним из крупнейших в мире рынков энергопотребления: на энергопотребление Китая приходится 13% мирового энергопотребления, и он входит в список после США и Европейского союза. В 2018 году Китай импортировал 462 миллиона тонн сырой нефти и 126,2 миллиарда кубометров природного газа. Россия является одним из крупнейших в мире производителей и экспортеров энергии. В 2018 году добыча российской нефти составила 555,9 млн тонн, а в 2017 году экспорт российской нефти составил 257 млн тонн.[3] В 2018 году Россия добыла 725 миллиардов кубометров природного газа и экспортировала 225 миллиардов кубометров.[4] С конца 2019 года Россия будет официально поставлять природный газ в Китай по газопроводу

«Сибирская энергетика», достигая 38 миллиардов кубометров в год.

В 2018 году была также построена двойная линия китайско-российского нефтепровода.Через нефтепровод ежегодный экспорт нефти в Китай увеличился до 30 миллионов тонн. Китай и Россия также активно сотрудничают в области природного газа. 12 мая 2014 года правительства Китая и России подписали Меморандум о китайско-российском проекте сотрудничества в сфере газоснабжения и газоснабжения на востоке Китая, а Китайская национальная нефтяная корпорация и «Газпром» подписали

«Китайско-российский контракт на поставку и продажу газа из Восточной России». Общая стоимость составляет 400 миллиардов долларов. Он поставляет природный газ в Китай по газопроводу «Сибирская энергетика», построенному «Газпромом», с ежегодной поставкой газа 38 миллиардов кубометров и сроком на 30 лет. Восточный трубопровод, который транспортирует природный газ в Китай в декабре 2019 года, будет официально введен в эксплуатацию и начнет поставлять природный газ в Китай.

Использованные источники:

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2. Заседание круглого стола форума《Один пояс，один путь》［EB/OL］.27 апреля 2019 года，http：//kremlin. ru/events/president/news/60393.

3. Экспорт нефтяного сырья［EB/OL］.https：//minenergo.gov.ru/node/1210.

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[3] Экспорт нефтяного сырья［EB/OL］.https：//minenergo.gov.ru/node/1210.

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РАЗВИТИЕ СОТРУДНИЧЕСТВА МЕЖДУ СЕВЕРО-ВОСТОЧНЫМ КИТАЕМ И ДАЛЬНИМ ВОСТОКОМ РОССИИ

Аннотация: Китай и Россия активно развивают региональное сотрудничество между Северо-Восточным Китаем и российским Дальним Востоком. Это имеет большое значение для содействия общему развитию и процветанию Северо-Восточного Китая и российского Дальнего Востока, а также является приоритетным направлением развития китайско-российских отношений в новую эпоху. Северо-Восточный Китай обладает обширной территорией и богатыми ресурсами, он является производственной базой для тяжелой промышленности и производства оборудования в Китае, а также базой для производства сельскохозяйственного зерна. Северо- восточный регион также сталкивается с экономической реструктуризацией, трансформацией и модернизацией предприятий, ускорением научно-технических инноваций и выполнением других задач развития.

Ключевые слова ： Северо-восточный Китая, Дальний восток России, 《один пояс, один путь》, экономическое сотрудничество.

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COOPERATION AND DEVELOPMENT OF NORTHEAST CHINA AND THE RUSSIAN FAR EAST

Annotation: China and Russia have actively developed regional economic cooperation between northeast China and the Russian Far East.This is of vital importance to the common development and prosperity of northeast China and the Russian Far East, and is also a priority for the development of China-Russia relations in the new era.Northeast China, with its vast territory and rich resources, is a production base for heavy industry and equipment production, as well as agricultural and grain production.The northeast is also facing economic restructuring, enterprise transformation and modernization, accelerating scientific and technological innovation and the realization of other development goals.

Key words: the Russian Far East, Northeast China, one belt, one road ,economic cooperation.

От 2003 году правительство Китая разработало серию стратегий активизации и планов развития старых промышленных баз в северо- восточном регионе для содействия социально-экономическому развитию на северо-востоке.[1] При строительстве «пояса и пути» Северо-восточному региону необходимо «усилить открытие рынка, еще больше расширить масштабы и уровень открытости, а также продвигать глубину новых технологий, новых отраслей промышленности, новых форматов и новых моделей на Северо-востоке и в странах вдоль линии. интеграция ".Перед российским Дальним Востоком также стоит задача ускорения социально- экономического развития[2]. Дальневосточный регион России богат ресурсами и обширными землями, но есть также проблемы с малочисленным населением и относительно запаздывающим экономическим развитием. Ускорение социально-экономического развития Дальнего Востока и превращение Дальнего Востока в новую движущую силу экономического развития России стало приоритетом стратегии развития России. Содействие открытию Дальнего Востока и укреплению международного сотрудничества между Дальним Востоком и Азиатско-Тихоокеанским регионом является фундаментальным путем для реализации экономического развития на Дальнем Востоке России.В декабре 2009 и 2015 гг. Российское правительство последовательно сформулировало стратегии социально-экономического развития регионов Дальнего Востока и Байкала. С 2015 года Россия проводит сентябрьскую международную конференцию по Восточному экономическому форуму во Владивостоке на Дальнем Востоке, где лично председательствовал и принимал участие президент России Путин. Это важная платформа для диалога и сотрудничества между российским Дальним Востоком и Азиатско-Тихоокеанским регионом, и она стала мостом и связующим звеном для России в Азиатско-Тихоокеанском регионе. В сентябре 2018 года Россия сформулировала «Дальневосточный регион России до 2025 года и до 2035 года Национальная программа развития». Россия также создала зону скачкообразного развития и Владивостокский свободный порт на Дальнем Востоке, реализуя серию преференциальной торговой и инвестиционной политики, чтобы создать окно для открытия российского Дальнего Востока. В мае 2012 года Центральное правительство России добавило Департамент развития Дальнего Востока для координации реализации стратегии развития Дальнего Востока.

Правительства Китая и России придают большое значение сотрудничеству между Северо-Восточным Китаем и Дальним Востоком России и способствуют развитию стратегического сотрудничества между Северо-Восточным Китаем и Дальним Востоком России. В сентябре 2009 года

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[1] 刘清才，齐欣“.一带一路”框架下中国东北地区与俄罗斯远东地区发展战略对接与合作［J］. 东北亚论坛，2018（5）

[2] 赵德海，贾晓林.东北地区与“一带一路”沿线国家发展贸易新格局［J］.商业研究，2018（8）.

правительства Китая и России утвердили «План сотрудничества между Северо-Восточным Китаем и Дальним Востоком России и Восточной Сибири (2009 ~ 2018 годы)». В сентябре 2018 года правительства Китая и России утвердили План китайско-российского сотрудничества и развития для Дальневосточного региона (2018-2024 годы). Это поставило новые цели и задачи по углублению китайско-российского регионального сотрудничества в новую эпоху. Китай и Россия создали межправительственный комитет по сотрудничеству между Северо-Восточным Китаем и российским Дальним Востоком для реализации соглашения, достигнутого между главами государств и правительств двух стран, по развитию сотрудничества между Китаем и Россией.

Высокое развитие Российско-Китайских отношении, достигнутое сегодня, неотделимо от стратегического руководства лидеров двух стран, от бережной заботы их народов, от неустаного усилия дипломатов из поколения в поколение. Некоторые западные державы монополизируют интеллектуальные технологии, манипулируют информационным обществом, защищают гегемонизм, выступают против глобализации и занимаются торговым протекционизмом и антиглобализмом. Унилатерализм и буллинг постоянно поднимают голову. Кроме того, продолжается рост угроз безопасности:терроризм, проблема беженцев, изменение климата, инфекционные заболевания. На фоне увеличения факторов глабольной неопределенности и нестабильности более заметной стала важность концепции 《сообщество единой судьбы человечества》.Перед лицом новой ситуации в новую эпоху, нам необходимо противостоять новым угрозой и новым вызовам. Многополяризация мира, экономическая глобализация, социальная информатизация и культурное разнообразие в мире получили глубокое развитие. Тенденция к мирному развитию усиливается, и темпы перемен и инноваций продолжают двигаться вперёд.

Новая эпоха требует новых прорывов. В настоящее время Россия и Китай вне своих границ сталкиваются с вызовами унилатеранизма и торгового протекционизма, а внутри имеют главные задачи развития экономики, повышения уровня жизни населения и возрождения страны. Двустороннее сотрудничество в таких сферах, как нефтегазовая отрасль, ядерная энергетика, аэрокосмическая промышленность, инфраструктурное строительство, цифровая экономика и научно-технические инноваций, касающихся реализации крупных стратегически важных проектов, принесёт множество ощутимых результатов.

Что касается механизм взаймодействия, то в этом году вступит в силу Соглашение о торгово-экономическом сотрудничестве между Китаем и Евразийским экономическим союзом, что предоставит больше возможностей для развития торгово-экономического взаймодействия в этом регионе. Помимо этого, торгово-экономическое сотрудничество между двумя странами достигло новых высот. В настоящее время страны также активизируют сотрудничество в таких областях, как инвестиций инноваций, новых технологий, космонавтики и др. Ожидая ещё более широкие перспективы в будущем.

Новая эпоха несёт новый смысл Россиско-китайское отношение вступил в новую эпоху, встретили новые возможности, для большего развития. Их смысл теперь имеет более содержательное прагматичное значение, обладает стратегическим и долгосрочным характером.

Новыой эпохе нужно новое развитие. За 70 лет с момента установления дипломотических отношения двух стран, значительно изменились в 2018 году объем двусторонней торговли впервые превысил 100 млрд долл США, увеличившись на 27.1%.Прирост занял первое место среди 10 ведущих торговых партнеров Китая. Это достоиный прорыв, который свидетельствует о беспрецедентном уровне торгово-экономического сотрудничества двух стран. От строительства 《 одного пояса и одного пути 》 .до стыковки и сотрудничества с Евразийским экономическим союзом, от 《 Северного морского пути 》 до 《Цифрового шелкового пути 》 от освоения Дальнего Востоке до проектов в Арктике - Россия и Китай продолжают расширять новое направление сотрудничества и искать новый потенциал развития. В настоящее время торгово-экономические отношения между двумя странами движутся к более высокой цели - годовому товарообмену на 200 млрд долл США.

Как сказал президент РФ Путин: 《 России нужен процветающий, стабильный Китай , а Китаю нужна сильная и успешная Россия 》 .Это полнотью свидетельствует, что развитие и мощь Китая и России не несут угрозу и вызов друг другу, а набор от, являеются редкой возможности и огромным потенциалом для развития, а также важным вкладом для всего мира. Только ускоряя стыковку национальных стратегии. Развития двух стран, мы сможем сформировать взаимодополняемость и достичь общего развития и процветания.

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РОЛЬ ФОРМАЛЬНЫХ И НЕФОРМАЛЬНЫХ ИНСТИТУТОВ В РАЗВИТИИ БАНКОВСКОЙ СИСТЕМЫ

Аннотация: Банковскую систему РФ следует рассматривать в качестве катализатора развития национальной экономики, поскольку деятельность институтов банковского сектора не только предопределяет перераспределение финансовых ресурсов, но и создает благоприятные условия для притока инвестиций. Именно в этом контексте особое значение приобретает институциональная составляющая развития банковской системы, а также формирование должной институциональной среды на рынке банковских услуг, что позволит повысить конкурентоспособность банковской системы. Однако банковская система РФ, вследствие отсутствия эффективного институционального развития, не реализует свои потенциальные возможности в контексте стимулирования внедрения инноваций, улучшения деятельности отдельных институтов или расширение их функций, создание принципиально новых институтов банковского сектора, что повысило бы его конкурентоспособность и стимулировало экономическое развитие страны.

Цель статьи – оценка роли институциональной среды в развитии банковского сектора в РФ.

Ключевые слова: банковский сектор, институциональная среда, формальные институты, неформальные институты, бакновская система.

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THE ROLE OF FORMAL AND INFORMAL INSTITUTIONS IN THE DEVELOPMENT OF THE BANKING SYSTEM

Annotation: The banking system of the Russian Federation should be considered as a catalyst for the development of the national economy, since the activities of banking sector institutions not only determine the redistribution of financial resources, but also create favorable conditions for investment inflows. It is in this context that the institutional component of the development of the banking

system is of particular importance, as well as the formation of a proper institutional environment in the banking services market, which will increase the competitiveness of the banking system. However, the banking system of the Russian Federation, due to the lack of effective institutional development, does not realize its potential in the context of stimulating innovation, improving the activities of individual institutions or expanding their functions, creating fundamentally new institutions of the banking sector, which would increase its competitiveness and stimulate the economic development of the country.

The purpose of the article is to assess the role of the institutional environment in the development of the banking sector in the Russian Federation.

Key words: banking sector, institutional environment, formal institutions, informal institutions, bujnowska system.

Институциональная среда банковского сектора - это четко упорядоченный набор институтов, которые влияют на процессы институционального банковского регулирования, а также определяют контент отношений в банковской сфере, правила взаимодействия банковских учреждений с субъектами экономики, государственными органами, физическими лицами, а также ограничения для банковских учреждений, которые формируются в рамках той или иной системы координации банковской деятельности. Институциональные факторы, среди которых выделяют политические, правовые, экономические, социокультурные, являются определяющими детерминантами функционирования банковской системы. Большинство ученых рассматривают институциональную среду как совокупность институтов, которые выполняют такие важные функции как: формирование условий для финансовой деятельности, определение поведения и взаимоотношений в обществе, а также повышение эффективности экономики и качества жизни населения.

В научной литературе существует много определений понятия «институт» (от англ. institute - устанавливать, учреждать). В частности, с точки зрения социологии «институт», представляемая совокупностью ролей и статусов, предназначенных для удовлетворения той или иной потребности. Дефиниции «института» отражены также в трудах по философии и социальной психологии. В экономической теории понятием «институт», обычно, определяют правила, действия, механизмы, объекты, которые считаются нормальными в определенном обществе и широко используются учитывая удобство, привычки, практики поведения, использования или обязательность применения (например, налоговое законодательство)[1].

Ученые в частности выделяют три вида институтов:

1. Институты, которые связаны с общественными отношениями и существуют исключительно в деятельности и через деятельность людей.

[1] Япаров С. С. Влияние формальных и неформальных институтов на экономическое развитие // Известия СПбГЭУ. 2016. №5 (101). URL: https://cyberleninka.ru/article/n/vliyanie-formalnyh-i-neformalnyh-institutov-na-ekonomicheskoe-razvitie (дата обращения: 24.06.2020)

2. Институты как определенные рамки, которые ограничивают и упорядочивают взаимодействие людей.

3. Институты, как способ реализации связей и облегчения взаимодействий.

В банковской же системе выделяют **формальные и неформальные институты**.

Формальные институты включают «институты-правила» (законы, обычаи, традиции, достигнутые соглашения) и «институты-учреждения» (регулирующие органы – Центральный банк РФ, Государственная корпорация «Агентство по страхованию вкладов», саморегулируемые организации), банки, филиалы иностранных банков, банковские группы и тому подобное. При этом «институты-правила» часто рассматривают как «институции» - «наставление, объяснение чего-то» и означают, прежде всего, особенности управления, механизмы, действия правовых норм в любой сфере общественных отношений[2].

Неформальные институты включают в себя деловые стратегии и традиции в банковской сфере, устные договоренности и прочее.

Сложившаяся институциональная система вполне устойчива, по крайней мере, в среднесрочной перспективе и соответствует воспроизводственной модели российской экономики[3].

Институциональная среда банковской деятельности в РФ охватывает два уровня: макро - и микросреда (рис. 1).

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[2] Япаров С. С. Влияние формальных и неформальных институтов на экономическое развитие // Известия СПбГЭУ. 2016. №5 (101). URL: https://cyberleninka.ru/article/n/vliyanie-formalnyh-i-neformalnyh-institutov-na-ekonomicheskoe-razvitie (дата обращения: 24.06.2020)

[3] Блохин А.А. Институциональные различия и институциональная рента в развитии банковской системы России // Финансы и кредит. — 2019. — Т. 25, № 1. — С. 16

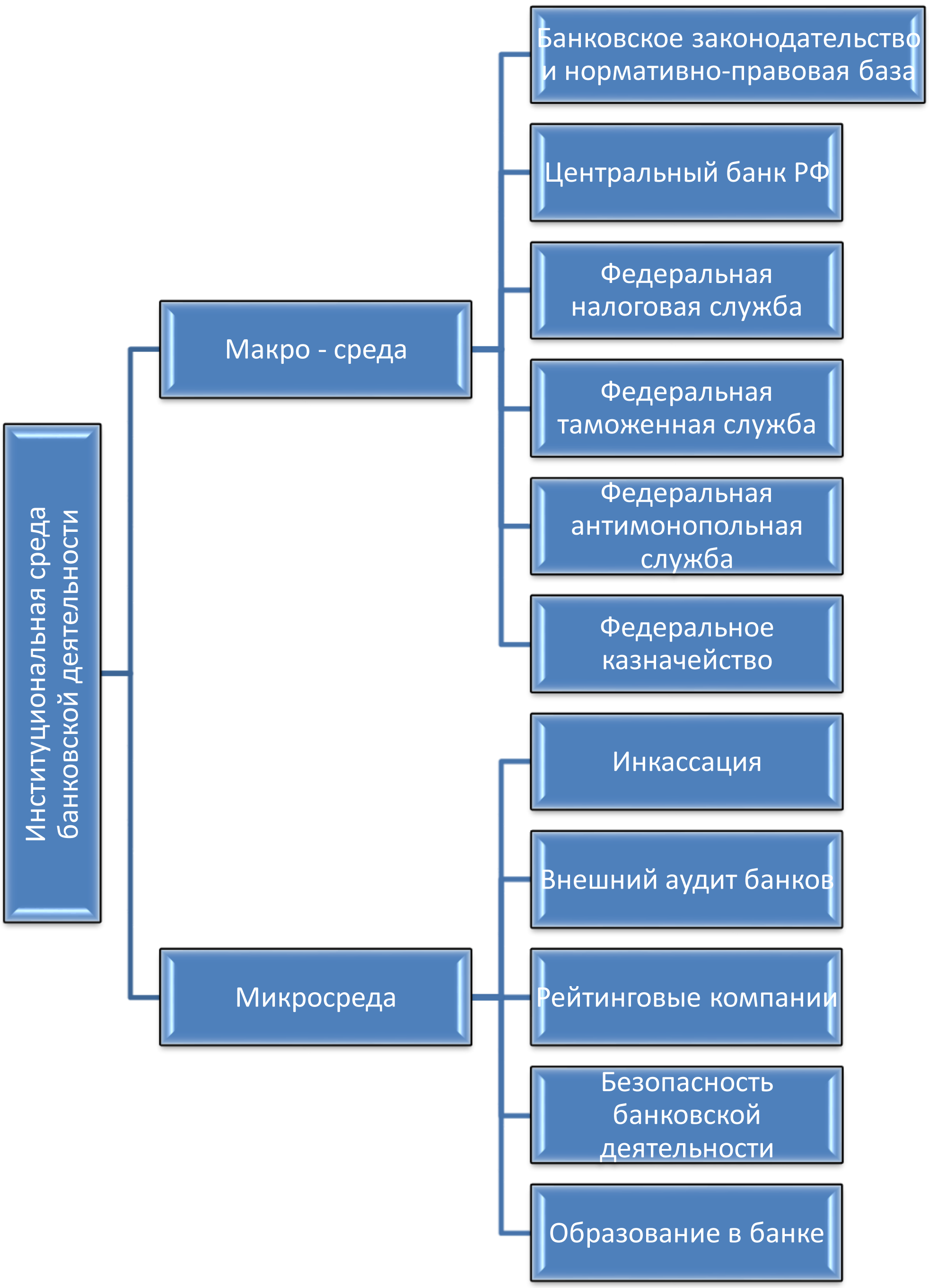

Рис.1. Институциональная среда банковской деятельности

Источник: Разработано атвороакм на основании работы Михайлова А.М.[4]

Ключевую роль в институциональной среде банковской деятельности на макроуровне играет банковское законодательство - система всех упорядоченных определенным образом нормативно-правовых актов, которые регулируют отношения в сфере банковской деятельности».

Вследствие того, что банки относятся к субъектам предпринимательской деятельности, их деятельность определяется действием общих правовых принципов.

[4] Михайлов А. М. Формальные и неформальные институты в банковской сфере // Вопросы экономики и права. - 2015. - № 10. - с.49

Центральный банк РФ является особым центральным органом государственного регулирования банковской деятельности. С целью эффективного влияния на хозяйственную активность, сдерживание инфляции и повышение темпов экономического роста, ЦБ РФ применяет к коммерческим банкам инструменты денежно-кредитной политики, самыми распространенными из которых являются норма резервирования и учетная ставка. В условиях инфляции он увеличивает учетную ставку и норму обязательных резервов, вследствие чего кредит, который получают коммерческие банки, становится дороже, что приводит к увеличению его стоимости для субъектов хозяйствования. Вследствие этого происходит сокращение денежной массы, что приводит к торможению объемов производства и снижение уровня инфляции.

В случае экономического застоя учетная ставка и норма резервирования снижаются. Кредит удешевляется, что активизирует рост спроса на него. При этом денежные средства высвобождаются, обеспечивая таким образом расширение производства, увеличение занятости и рост темпов инфляции.

Основными функциями ФНС (Федеральной налоговой службы) является контроль за соблюдением банками налогового законодательства, правильностью исчисления, полнотой и своевременностью уплаты в бюджеты различных уровней, государственных целевых фондов налогов и сборов и других платежей, предусмотренных действующим законодательством. Она формирует и ведет Единый государственный реестр юридических лиц и физических лиц-предпринимателей, в котором регистрируют банковские учреждения для приобретения ими статуса юридического лица. ФНС в разрезе деятельности банков применяет разного рода методы борьбы с сокрытием необлагаемых доходов, отмыванием средств, полученных преступным путем, обеспечивает выявление фактов сокрытия от налогообложения или «замаскировка», незаконного происхождения доходов, их истинного характера и источников получения, места нахождения и перемещения, размера и использования. Она осуществляет контроль за проведением операций со средствами как в наличной, так и в безналичной формах, операций с движимым и недвижимым имуществом и тому подобное.

ФТС (Федеральная таможенная служба) осуществляет меры, направленные на обеспечение полноты взимания налогов и сборов, в частности усиления контроля за правильностью определения таможенной стоимости товаров, пересекающих таможенную границу ЕАЭС. Применение финансовых гарантий является одним из самых распространенных видов доставки товаров до таможни. Банки обязаны предоставлять таможенным органам доступ к банковской информации о валютных операциях отдельных субъектов, деятельность которых проверяется таможенными органами.

Деятельность ФАС (Федеральная антимонопольная служба) имеет целью обеспечение государственной защиты конкуренции в предпринимательской деятельности, в том числе и банковской. ФАС способствует развитию добросовестной конкуренции, взаимодействует с органами, осуществляющими регулирование естественных монополий и тому подобное.

Основными функциями Федерального казначейства вляется организация выполнения государственного бюджета и государственных внебюджетных фондов, осуществление контроля за использованием бюджетных средств, учет кассового исполнения бюджета и составление соответствующей отчетности.

Для кассового исполнения бюджета ФК заключает государсвтенные контракты с коммерческими банками, которые получают статус уполномоченных, в которых открываются регистрационные счета всем распорядителям государственных средств.

Микросреда банковской деятельности образует ряд институтов, а именно: внешний аудит банков; инкассация; рейтинговые компании; образовательное пространство в рамках банка; фирмы, которые являются гарантами безопасности банковской деятельности[5].

С целью проверки банковской отчетности и разного рода информации о финансово-хозяйственной деятельности банков со стороны аудиторских фирм осуществляется внешний аудит банков. ЦБ ведет Реестр аудиторских фирм, которым предоставляется право на проведение аудиторских проверок банков. Аудиторская фирма обязана сообщать о недостатках в работе банка выявлены нарушения, которые могут привести к его неплатежеспособности и значительных потерь регулятивного капитала.

Инкассация (collection) - система сдачи наличных денежных средств, валютных и других ценностей предприятиями, организациями банковским учреждениям. Она является составляющей действующей системы наличного денежного обращения. С помощью инкассации технически обеспечивается обратный приток в банки выпущенных в обращение денежных средств. Инкассация осуществляется в соответствии с нормативными документами центрального банка. Все предприятия, учреждения и организации обязаны сдавать в учреждения банков наличные денежные средства, поступающие в их кассы, для дальнейшего зачисления на их счета. Прием наличных и ценностей учреждениями банков от обслуживаемых ими предприятий и организаций относится к кассовым банковским операциям.

Рейтинговые компании осуществляют оценку степени надежности банка по результатам его деятельности в течение последних пяти лет, его места и роли в банковской системе РФ, а также перспектив дальнейшего развития . Рейтинговые оценки имеют право определять исключительно уполномоченные рейтинговые агентства и международные рейтинговые агентства, которые признаны Федеральной комиссией по рынку ценных бумаг.

Основной целью деятельности фирм, гарантирующих безопасность банковской деятельности является устранение возможностей нанесения банка убытков или упущения им выгоды, обеспечение его эффективной работы и

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[5] Гурнович Т. Г. Институциональное развитие российской банковской системы в условиях глобализации экономики // Вестник Адыгейского государственного университета. Серия 5: Экономика. 2014. №1 (138). URL: https://cyberleninka.ru/article/n/institutsionalnoe-razvitie-rossiyskoy-bankovskoy-sistemy-v-usloviyah-globalizatsii-ekonomiki (дата обращения: 24.06.2020)

качественной реализации операций и сделок. Достижению этой цели способствует решение следующих задач: профилактика их появлению и преступным посягательствам на собственность; своевременное выявление потенциальных и реальных угроз банка, применение мер по их нейтрализации; оперативное выявление изменений и негативных тенденций в сферах деятельности, интересов и информационной безопасности банка, своевременное реагирование элементов его структуры на них; выявление и формирование условий, благоприятных для реализации банком своих интересов; ослабление вредных последствий от акций конкурентов или преступников по подрыву безопасности банка; сохранение и эффективное использование финансовых, материальных и информационных ресурсов банка[6].

Развитие персонала каждого банковского учреждения невозможно без создания условий для непрерывного профессионального роста и повышения квалификации руководителей и всех остальных сотрудников банка. Их обучение непосредственно на местах побуждает учреждения банков к обеспечению соответствующей материально-технической базы.

Только через понимание функций институциональной среды банковской деятельности можно понять его экономическую природу (рис. 2).

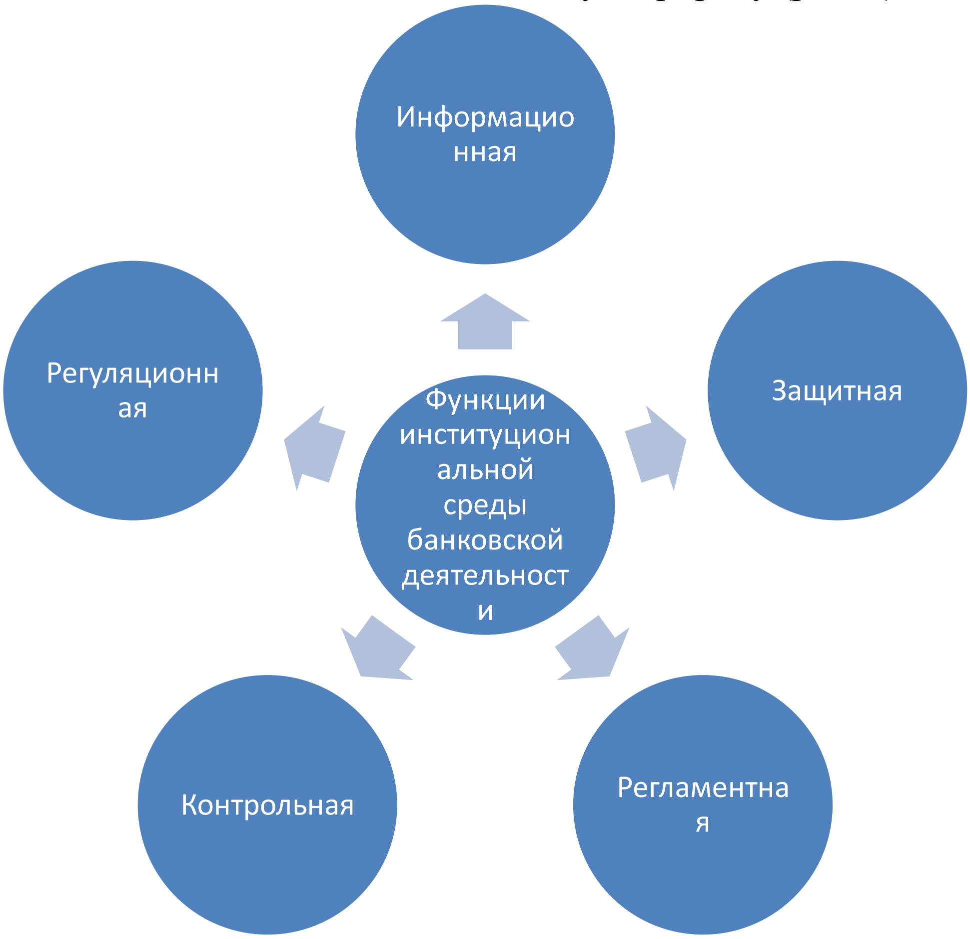

Рис.2. Функции институциональной среды банковской деятельности

[6] Гурнович Т. Г. Институциональное развитие российской банковской системы в условиях глобализации экономики // Вестник Адыгейского государственного университета. Серия 5: Экономика. 2014. №1 (138). URL: https://cyberleninka.ru/article/n/institutsionalnoe-razvitie-rossiyskoy-bankovskoy-sistemy-v-usloviyah-globalizatsii-ekonomiki (дата обращения: 24.06.2020)

Источник: Разработано автором на основании работы Крыловой А.В.[7]

Регуляторная (регуляционная) функция означает обеспечение стабильного и безопасного функционирования банков, предусматривает разработку и принятие уполномоченными органами нормативно-правовых актов, регламентирующих банковскую деятельность, устанавливают требования и ограничения относительно деятельности банков. Информационная функция сводится к получению доступа к результатам исследования банков, с помощью которых можно лучше понять риски в банковской системе и, при необходимости, изменить поведение участников рынка.

Защитная функция предусматривает безопасность банковской деятельности и применения мер на ранних этапах выявления угроз финансового кризиса, а также мониторинг и ограничение рисков в банковской системе и защита интересов вкладчиков. Регламентная функция предполагает формирование структуры и иерархии управления в банках, а также делегирование полномочий определенным категориям работников и определения ориентиров их деятельности. Контрольная функция представляет осуществление проверок банковских учреждений, их руководителей с целью соблюдения требований взвешенного (с оптимальным риском) ведение банковского дела, предотвращение возникновения кризисных ситуаций в работе, соблюдение банковского законодательства и нормативных документов.

Институциональная среда банковской системы включает неформальные (традиционные) нормы, политические (юридические) и экономические правила. Важной составляющей институциональной среды является восстановление доверия. На уровень доверия к банкам влияют факторы макроуровня, обусловленные макроэкономической ситуацией в стране, в том числе последствиями кризиса, и микроуровня, обусловленные политикой самих банков и спецификой предоставления банковских услуг[8]. Поэтому важным представляется формирование таких институтов влияния на государственном уровне и на уровне банков, которые в конечном итоге способствовали повышению доверия клиентов к банковским институтам, что является основой роста долгосрочных депозитов и аккумулирования ресурсов для кредитования субъектов хозяйствования и экономического роста.

Следовательно, институциональная среда банковской деятельности является ее определяющим фактором и состоит из ряда институтов, регулирующих банковскую деятельность, определяют принципы и условия взаимодействия ее участников и обеспечивают стабильность и развитие банковской системы.

Институциональное развитие банковской системы связано также с повышением прозрачности деятельности ее институтов и системы в целом.

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[7] Крылова А.В. Институциональная адекватность как критерий оценки институциональных изменений в банковском секторе России // Банковское дело. 2017. № 2. С. 8

[8] Гурнович Т. Г. Институциональное развитие российской банковской системы в условиях глобализации экономики // Вестник Адыгейского государственного университета. Серия 5: Экономика. 2014. №1 (138). URL: https://cyberleninka.ru/article/n/institutsionalnoe-razvitie-rossiyskoy-bankovskoy-sistemy-v-usloviyah-globalizatsii-ekonomiki (дата обращения: 24.06.2020)

Если финансовую (то есть количественную) информацию банки раскрывают в достаточном объеме, то часть не финансовой (качественной) информации, в частности стратегии управления рисками и параметры рисков, концентрация рисков, оценка финансовых инструментов, практически не разглашается. Таким образом, ЦБ в сфере повышения прозрачности банковской системы должен проводить целенаправленную политику относительно внесения институциональных изменений и дополнений в нормативные акты, регулирующие банковскую деятельность, с целью обязательства банков более полно раскрывать информацию финансового и не финансового характера[9].

Улучшению институциональной среды будет способствовать совершенствованию системы гарантирования вкладов населения. При этом могут быть предложены различные варианты, в частности: расширение системы страхования депозитов не только физических, но и юридических лиц, в частности предприятий малого и среднего бизнеса. Также для повышения эффективности системы страхования банковских вкладов в РФ и минимизации морального риска следует разработать механизмы сдерживания морального риска со стороны банкиров и вкладчиков, а также разработать и внедрить институты относительно персональной ответственности руководителей банков за нарушение стандартов корпоративного управления.

Среди основных подходов к формированию указанной институциональной среды целесообразно выделить следующие:

- определяющей задачей институциональной среды является достижение взаимовыгодного сотрудничества между участниками инновационного процесса банковской системы, а именно: между банком и его клиентами, между формальными институтами и сообществом, между формальными институтами и банками;

- в целом основой формирования эффективной институциональной среды экономики РФ должны быть закон, моральные ценности, доверие, справедливость, честность, надежность, нормы, правила, стандарты, экономический рост, благосостояние населения.

Выводы

Обобщив вышеизложенное, следует рассматривать институциональное развитие банковской системы как комплекс количественных, качественных и структурных изменений институциональной системы банковского сектора, которые происходят под влиянием институциональной среды и приводят к достижению качественно нового состояния системы и получение положительного экономического результата.

Безусловно, такой положительный экономический эффект находит свое проявление в содействии банковской системы экономическому подъему страны, так как крупнейший сектор финансовой системы она, безусловно, влияет на рост национальной экономики. Чем более развитая, эффективная и

[9] Крылова А.В. Институциональная адекватность как критерий оценки институциональных изменений в банковском секторе России // Банковское дело. 2017. № 2. С. 10

стабильная банковская система, тем стабильнее и динамичнее развитие экономики в целом.

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ИННОВАЦИИ В БАНКОВСКОЙ СФЕРЕ

Аннотация: Информационная экономика в сегодняшних условиях диктует условия при которых инновации становятся той движущей силой, которая приводит в развитие общество. За счет внедрения инноваций активная технологическая модернизация происходит и в банковских учреждениях. Особенно актуальными выступают те инновации, которые касаются дистанционного банковского обслуживания, управления рисками, совершенствования информационно-компьютерных технологий. Однако, большинство российских банков под управлением инновационной деятельностью понимают решения текущих задач, отвергая качество управления, что соответствует международному уровню и общенациональным потребностям развития банковского бизнеса – рост эффективности, конкурентоспособности, обеспечения стабильности в деятельности банковских учреждений и усиление их влияния на инновационные процессы в экономике.

Ключевые слова: инновации, бакнвоская сфера, BIG DATA, искуссвтенный интеллект, персонализация банковского обслуживания.

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INNOVATION IN THE BANKING SPHERE

Annotation: The information economy in today's conditions dictates the conditions under which innovation becomes the driving force that leads to the development of society. Due to the introduction of innovations, active technological modernization is also taking place in banking institutions. Innovations related to remote banking services, risk management, and improvement of information and computer technologies are particularly relevant. However, the majority of Russian banks under innovation management understand solutions to current problems, rejecting the quality of management, which corresponds to the international level and national needs for the development of banking business – increasing efficiency,

competitiveness, ensuring stability in the activities of banking institutions and strengthening their influence on innovation processes in the economy.

Key words: innovations, banking sphere, BIG DATA, artificial intelligence, personalization of banking services.

Банковская индустрия начинает внедрять черты и практики, которые когда-то были областью стартапов. Банки и кредитные союзы стали чувствовать себя более комфортно благодаря более быстрым темпам инноваций, более широкому использованию данных и аналитики и процессам оцифровки, а не просто переход ан цифровой документооборот.

Мировой банковский сектор становится более стратегически ориентированным и технологически продвинутым, чтобы реагировать на ожидания потребителей, одновременно пытаясь защитить долю рынка от растущего числа конкурентов. Большое внимание уделяется оцифровке основных бизнес-процессов и переоценке организационных структур и внутренних талантов, чтобы лучше подготовиться к будущему банковского дела. Эта трансформация иллюстрирует растущее желание стать «цифровым банком».[1]

Важность инноваций и разработки новых решений, использующих преимущества данных, передовой аналитики, цифровых технологий и новых платформ доставки, никогда не была так важна. Мы видим, как организации внедряют инновации в области таргетинга, расширения услуг, переконфигурирования каналов доставки, предоставления упреждающих консультаций, интеграции платежей и применения технологии блокчейн.

Эти усилия будут только усиливаться в 2020 году, поскольку глобальные финансовые и технические гиганты произвели революцию в сфере финансовых услуг[2]. В рамках этих мегатенденций банки также будут экспериментировать с новыми мобильными приложениями и голосовыми гаджетами, чтобы улучшить как доставку, так и контекстную персонализацию. В конечном счете, потребитель будет в центре внимания. Поскольку технологии продолжают развиваться, банковский сектор продолжит ускорять свои инвестиции в инновации и цифровые усовершенствования.

Персонализация обслуживания

Многие банки уже имеют программы инициативы, нацеленные на демографические кластеры, такие как молодежь, миллениалы или пожилые люди, но некоторые банки сейчас нацелены на клиентов, основываясь на образе жизни, ценностях, стремлениях, мышлении и недостаточно удовлетворенных потребностях». В 2020 году многие банковские организации выйдут за рамки персонализации по сегментам, чтобы разработать индивидуальные коммуникации и индивидуальные услуги. Это высочайший уровень

[1] Антюфьев А. Г., Табачный Е. М. Банковские инновации для частных клиентов // Наука и образование сегодня. 2019. №1 (36). URL: https://cyberleninka.ru/article/n/bankovskie-innovatsii-dlya-chastnyh-klientov (дата обращения: 22.06.2020)

[2] Исследование EMEA Digital Banking Maturity *2018* URL: https://www2.deloitte.com/ru/ru/pages/about-deloitte/deloitte-in-press/2018/rossija-voshla-v-top-5-liderov-cifrovogo-bankinga.html

инновационной персонализации, обеспечиваемый данными, передовой аналитикой и цифровыми технологиями.

Этот уровень персонализации включает в себя кластеризацию клиентской базы с использованием передовых критериев, где ориентированные на человека, основополагающие принципы и инструменты CRM помогают банкам и кредитным союзам в реальном времени сопоставлять потребности с решениями. Одним из забытых ключей к успеху в персонализации услуг является оценка готовности потенциальных клиентов платить за эту добавленную стоимость.

Или, может быть, ключом к успеху является желание организации, предоставляющей финансовые услуги, монетизировать новые услуги. Потребители должны быть готовы признать ценность решения для персонализации и быть готовы и способны заплатить за него.

Инновации и обслуживание одного сегмента не ограничиваются отдельными потребителями. Банки и кредитные союзы должны также сосредоточить свои усилия на сегменте малого и среднего бизнеса (МСБ) и потребностях отдельных предприятий. Многие организации, предоставляющие финансовые услуги, используют подход GAFA (Google / Amazon / Facebook / Apple), используя идеи и данные, полученные от служб и отдельных организаций, для развития своего основного бизнеса.

Расширение Open Banking

Все больше и больше регулирующих органов во всем мире требуют, чтобы банковские организации позволяли клиентам безопасно делиться своими данными с третьими сторонами для обеспечения новых финансовых услуг и усиления конкуренции в банковской сфере. Предоставляя учетные данные и данные о платежах через безопасные интерфейсы прикладного программирования (API), потребители получают большую свободу и контроль над тем, как они взаимодействуют со своими поставщиками финансовых услуг.

Открытые банковские API-интерфейсы ускоряют инновации и сотрудничество, что ведет к расширению банковских экосистем, которые могут включать в себя нечто большее, чем просто финансовые услуги для улучшения образа жизни потребителя. Что интересно в открытом банкинге, так это то, что превращение согласия потребителей в центральную часть стратегии открытого банкинга делает больший акцент на предложениях для потребителей. Другими словами, если повышение стоимости не является частью открытого потребительского предложения, клиент не разрешит делиться своими данными. В качестве альтернативы, те фирмы, которые предлагают лучшее потребительское предложение, станут победителями[3].

Понимание и использование инновационного потенциала открытого банкинга позволит традиционным организациям, предоставляющим финансовые услуги, опираться на существующие отношения с клиентами. Предоставляя клиентам выбор и контроль над своими собственными данными,

[3] Антюфьев А. Г., Табачный Е. М. Банковские инновации для частных клиентов // Наука и образование сегодня. 2019. №1 (36). URL: https://cyberleninka.ru/article/n/bankovskie-innovatsii-dlya-chastnyh-klientov (дата обращения: 22.06.2020)

банки и кредитные союзы первопроходцев могут стать лидерами в эпоху все более персонализированных финансовых услуг. Расширение открытого банковского обслуживания также будет стимулировать нетрадиционные финансовые фирмы сотрудничать с традиционными банками или идти в одиночку с тем же намерением ... вводить новшества от имени потребителя.

Удаленный офис

Из-за высокой стоимости традиционной сети филиалов и увеличения числа транзакций, переходящих на цифровые каналы, все больше и больше компаний, предоставляющих традиционные финансовые услуги, внедряют банковские структуры, предназначенные только для цифровых технологий[4]. Некоторые банки запускают только цифровые банки для сбора депозитов, в то время как другие финансовые фирмы используют цифровые платформы для предоставления кредитов, инвестиций и специализированных услуг. В каждом случае акцент делается на инновационном опыте работы с клиентами и повышении ценности для потребителя, что подтверждается данными о клиентах и расширенной аналитикой, способной персонализировать взаимодействие.

Некоторые из организаций, которые будут двигаться в этом направлении в 2020 году, будут делать это для защиты своей текущей клиентской базы, в то время как другие фирмы будут пытаться расширить (или создать) долю рынка. Во всех случаях желание будет представлять первые на рынке продукты, ориентированные на потребителя. Этот акцент на инновации усиливается через API-интерфейсы Open Banking и облачные технологии[5].

Необходимость создания альтернативной модели доставки обусловлена стоимостью обслуживания филиалов. Очевидно, что первоначальные затраты на управление филиалом высоки, что значительно увеличивает рентабельность активов для банка без филиалов. В то время как новые участники, как правило, оплачивают повышенные расходы за финансирование с помощью брокерских или онлайн-депозитов, существующие организации, которые создают «суббренд» только для цифровых технологий, выигрывают от уже низкой стоимости депозитного финансирования.

Как и в индустрии розничной торговли, ожидания потребителей и стоимость альтернативных форм доставки переопределяют структуру банковской индустрии и важность новых инновационных моделей доставки. Задача будет заключаться в определении правильного сочетания физического и цифрового в 2020 году и в последующий период.

Прогнозируемое банковское обслуживание на основе искуссвтенного интеллекта (ИИ)

Одной из самых ярких инновационных тенденций в 2020 году станет продолжение движения к прогнозному банковскому делу. Впервые банковская индустрия может консолидировать все внутренние и внешние данные, создавая

[4] Бурулина Т.А., Юденков Ю.Н. Дистанционное банковское обслуживание // Символ науки. 2019. №8. URL: https://cyberleninka.ru/article/n/distantsionnoe-bankovskoe-obsluzhivanie-2 (дата обращения: 22. 06.2020)

[5] Исследование EMEA Digital Banking Maturity *2018* URL: https://www2.deloitte.com/ru/ru/pages/about-deloitte/deloitte-in-press/2018/rossija-voshla-v-top-5-liderov-cifrovogo-bankinga.html

прогнозные профили клиентов и участников в режиме реального времени. Благодаря обширным, доступным и финансово жизнеспособным данным о потребителях финансовые учреждения всех размеров могут не только знать своих клиентов, но и давать советы на будущее.

Такое расширенное использование данных расширит возможности пользователей, повысив безопасность и эффективность. Переходя от перспективы наблюдения за клиентом к услугам, развертываемым робот-консультантами и чат-роботами, управляемыми ИИ, финансовые учреждения будут предоставлять потребителям ценность посредством «следующих лучших действий» в отличие от слепой продажи продуктов. Настоящее новшество произойдет, когда финансовые учреждения интегрируют эту возможность с расширенными услугами открытого банковского обслуживания и подключенными устройствами.

Сфера охвата банков и кредитных союзов может быть расширена, поскольку виртуальные агенты работают от имени потребителя, чтобы находить наилучшее сочетание решений для каждого человека в режиме реального времени. Это преобразование может также привести к исключению определенных традиционных продуктов (чеки, кредиты, платежи) с появлением универсальных решений по управлению денежными средствами, которые отвечают всем потребностям в интегрированном обслуживании.

В конце концов, больше не нужно собирать полезную информацию и ждать, пока кто-нибудь ее увидит; В настоящее время информация отображается с целью упреждающего изменения повседневного поведения клиентов, а также с помощью предоставленных цифр и идей.

Платежи везде

Платежная индустрия была и будет одной из самых динамичных областей инноваций в банковской сфере. Под влиянием изменяющихся ожиданий потребителей и под влиянием технологических достижений инновации будут по-прежнему поступать от традиционных финансовых институтов, финтех-фирм и крупных технических игроков[6].

Поскольку инфраструктура платежей продолжает развиваться, инновации позволят индустрии платежей перейти от ряда конкретных продуктов к части всего, что делают потребители. Дифференциация будет зависеть от данных, технологий и доставки, изменяя динамику того, как и где мы платим и получаем платежи. Тенденции инноваций в области платежей будут возникать в сочетании с Интернетом вещей (IoT), точками продаж (POS), мобильными кошельками, криптовалютами и блокчейном.

Результатом этого нововведения в платежах будет снижение способности дифференцироваться по возможностям бэк-офиса, снижение комиссионных за транзакции, а также повышение важности дифференцированного взаимодействия с пользователем и применения огромного массива данных. Информация об оплате обеспечивает основу для поведения потребителей и

[6] Бурулина Т.А., Юденков Ю.Н. Дистанционное банковское обслуживание // Символ науки. 2019. №8. URL: https://cyberleninka.ru/article/n/distantsionnoe-bankovskoe-obsluzhivanie-2 (дата обращения: 22. 06.2020)

малого бизнеса, позволяя тем организациям, которые способны обрабатывать огромные объемы платежных данных, наилучшим образом обслуживать потребителей в будущем.

Выводы

Чтобы иметь возможность конкурировать и расти в условиях низкой рентабельности, жесткой конкуренции, изменения правил и растущего влияния технологий, финансовые учреждения должны поставить инновации в качестве основного приоритета. Организационные культуры должны быть смещены для поддержки инноваций, которые будут влиять на все более устаревшие бизнес-модели. Банки и кредитные союзы также должны предвидеть потребности потребителей и вводить новшества таким образом, чтобы расставить приоритеты для наиболее эффективного сочетания возможностей, процессов и людей.

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РАЗВИТИЕ ЛОГИСТИЧЕСКОГО КАНАЛА ЭЛЕКТРОННОЙ ТОРГОВЛИ

Аннотация: С постепенным ростом трансграничной электронной торговли и мобильной электронной торговли, электронная торговля в разных странах постоянно совершенствуется. В данном документе в качестве объекта исследования рассматривается развитие электронной торговли в Европе, Америке и Китае, анализируется отношения между электронной коммерцией и логистикой, основными способами логистики в настоящее время и предлагать стратегии для решения проблемы нехватки логистики

Ключевые слова: электронная торговля; развитие логистики; система зарубежный бункеров.

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DEVELOPMENT OF E-COMMERCE LOGISTICS

Annotation: With the popularity of cross-border e-commerce and smart phones, e-commerce in various countries is constantly improving. This paper analyzes the relationship between e-commerce and logistics by comparing the development of e-commerce in Europe, the United States and China, and analyzes the solutions to the existing problems by studying the current situation of e-commerce logistics.

Key words: E-commerce; development of logistics; overseas warehouse.

Быстрое развитие трансграничной индустрии электронной торговли в последние годы в определенной степени привело к быстрому развитию трансграничной логистики электронной торговли, но из текущей ситуации развития мы также можем обнаружить, что трансграничная логистика электронной торговли все еще сталкивается с процессом развития.[1] Такие проблемы, как высокие затраты на логистику и длительное время логистики,

[1] Авдеева Е.А. Проблемы развития электронной торговли в России // Молодой ученый, 2016. № 13. С. 363-365.

наличие этих проблем делает скорость развития трансграничной отрасли логистики электронной торговли значительно отстает от развития самой отрасли трансграничной электронной торговли.

В этом контексте в настоящем документе анализируются текущие исследования. Дилемма, с которой сталкивается трансграничная логистика электронной торговли, для того, чтобы найти контрмеры, которые могут решить дилемму поддержки развития трансграничной логистики электронной торговли в быстро развивающейся трансграничной индустрии электронной торговли, может дать возможность трансграничной индустрии электронной торговли и трансграничному электричеству Бизнес Логистик поддерживает относительно стабильную ситуацию развития, чтобы поддерживать долгосрочное непрерывное процветание трансграничной индустрии электронной торговли, чтобы способствовать эффективному развитию международной экономики.[2]

1.Отношения между международной логистикой и электронной торговлей

Во всей транзакции электронной торговли важна «цепочка», то есть международная логистика. Международная логистика-это использование современных логистических технологий, использование международных логистических сетей, выбор лучших методов и путей, с наименьшими затратами и минимальным риском, для достижения потока и обмена товарами на международном уровне.

(1) Международный уровень логистических услуг является гарантией развития трансграничной электронной торговли

Трансграничные операции электронной торговли включают поток информации, бизнес-поток, поток капитала и логистику. В процессе трансграничной электронной торговли потоки информации, бизнес-потоки и потоки капитала могут быть реализованы в виртуальной среде с помощью компьютеров и сетевого коммуникационного оборудования, но логистическая связь не может быть реализована в виртуальной среде: международная система логистики включает складирование, транспортировку и распределение.[3] Семь подсистем логистики, обработки, упаковки, погрузки и разгрузки, а также обработки информации Эффективное, качественное и недорогое функционирование международной логистической системы является гарантией содействия развитию трансграничной электронной торговли.

(2) Повышение эффективности и действенности трансграничной электронной торговли предъявляет повышенные требования к международным логистическим услугам.

С развитием трансграничной электронной торговли предъявляются повышенные требования к международным логистическим услугам: международным логистическим компаниям необходимо постоянно обновлять информационные технологии и логистические технологии, повышать скорость

[2] Ван Ланьцзин. Факторы узкого места и контрмеры китайской трансграничной логистики электронной коммерции [J]. Инновационная наука и технология, 2017, (01): 72-75.

[3] Прутовая О.А. Проблемы и перспективы развития электронной коммерции в России // Наука и образование сегодня. М., 2018. № 10 (33). С. 22-24.

реагирования международных цепочек поставок, сокращать международные затраты на логистику и улучшать интеллектуальное управление.[4] Повысить уровень обслуживания клиентов, тем самым способствуя улучшению трансграничных преимуществ электронной торговли.

2. Основные способы логистики электронной торговли

(1) Международная небольшая посылка и международная экспресс-доставка

Международные небольшие посылки относятся к China Post, Hongkong Post и Singapore Post и т.д. Иностранные клиенты размещают заказы у местных торговцев через трансграничные платформы электронной торговли, а отечественные продавцы отправляют товары покупателям, выбирая международные небольшие посылки. Характеризуется длительным временем транспортировки. Международная экспресс-доставка включает в себя DHL и EMS, которые характеризуются высокой стоимостью. Эти два метода логистики являются наиболее традиционными и простыми, и они являются наиболее избранными методами международной логистики для малых и средних предприятий.

(2) Зарубежный склад

Метод заграничного склада относится к бизнесу, в котором бизнес по экспортной торговле сдает в аренду склад в зарубежном пункте назначения (стране), а товары (товары) доставляются в арендованный склад за рубежом (в стране) морским, воздушным и наземным транспортом. После того как конечный клиент заказывает онлайн, товары, требуемые клиентом, доставляются непосредственно клиенту со склада аренды за границей (страны).[5] Она также может сотрудничать с зарубежными сторонними логистическими компаниями. У сторонней логистической компании есть собственный логистический центр в пункте назначения (стране), который может предоставлять логистические услуги, такие как складирование за рубежом, выделенные линии, международная экспресс-доставка и управление заказами. Хотя этот метод имеет низкие транспортные расходы и высокую эффективность, как инвестиционные, так и эксплуатационные расходы высоки.

(3) крупномасштабные перевозки после сбора товаров

Крупномасштабная транспортировка после того, как товары собраны, подразделяется на сбор грузов для предприятий внешней торговли и сбор грузов для предприятий альянса. Под транспортировкой грузов на внешнеторговом предприятии понимается продажа товаров через самодельную трансграничную платформу электронной коммерции компании. После того, как зарубежный покупатель размещает заказ, информация о заказе передается продавцу, а после того, как продавец получает заказ покупателя, товары (товары) в заказе зарубежного покупателя отправляются. Для отечественной

[4] Ван Х. Состояние и перспективы развития международной электронной торговли в сегментах B2C и B2B в ближайшие годы // Студенческий, 2018. № 13-2 (33). С. 75-76.

[5] Конотопский, В. Ю. Логистика : учеб. пособие для вузов / В. Ю. Конотопский. — 4-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 143 с. — (Серия : Университеты России). — ISBN 978-5-534-08448-1. — Текст : электронный // ЭБС Юрайт [сайт]. — Режим доступа: https://www.biblio-online.ru/book/logistika-441371 (17.01.2019).

профессиональной управляющей компании по складу профессиональная управляющая компания по складу сортирует и упорядочивает товары (товары) в соответствии с соответствующими правилами, а товары (товары) доставляются заказчику сторонним поставщиком логистических услуг. Сбор и транспортировка альянсов внешнеторговых предприятий главным образом относится к созданию общего центра транспортировки и распределения логистики внешней торговли, основанного на создании стратегического альянса B2C для достижения совместного использования ресурсов и масштабных эффектов.

3. Внедрение контрмер международной логистической модели среде электронной торговли

(1) Создать международную систему оценки возможностей логистических услуг.

В соответствии с основным содержанием и характеристиками международных логистических услуг трансграничной электронной торговли, создать систему индексов оценки для возможностей международных логистических услуг и постоянно улучшать способность международной логистики контролировать и контролировать расходы, возможности интеллектуального мониторинга и координации, возможности реагирования международных цепочек поставок и дифференцированную логистику Сервисная емкость и др.

(2) Построение международной системы сотрудничества в логистической сети на основе теории цепочки создания стоимости.

Процессы международной логистической деятельности по международной электронной торговле обычно включают сбор товаров, внутреннюю логистику в странах-экспортерах, таможенную очистку в странах-экспортерах, международную логистику, таможенную очистку в странах-импортерах и логистику в странах-импортерах.

Международные логистические операции по трансграничной электронной торговле включают в себя прием, получение, хранение, классификацию, кодирование, подсчет, сортировку, перегрузку, упаковку, маркировку, погрузку и выгрузку,а также проверку товаров, международные расчеты, таможенную декларацию, уплату налогов, послепродажное обслуживание, возврат и обмен, логистика и др. Весь процесс и его операции включают в себя несколько стран и регионов, а также несколько международных логистических компаний.[6] В связи с этим следует усилить координацию между компаниями логистических узлов в разных странах и регионах международной цепочки поставок трансграничной электронной торговли, повысить осведомленность о синергизме и содействовать координации трансграничных логистических сетей электронной торговли.

(3) Усилить обучение международных логистических талантов

[6] Се Хунву, Лю Синь. Проблемы трансграничной логистики развития электронной коммерции и контрмеры [J]. China Market, 2017, (03): 79-80.

Развитие трансграничной электронной торговли вызвало большой спрос на международную логистику (внешнеторговая логистика). Уровень международных логистических операций напрямую определяет эффективность трансграничной электронной торговли, и операции в основном осуществляются людьми.[7]

В новой ситуации развитие международной логистической отрасли требует таланта. Колледжи и университеты должны изменить существующую международную систему обучения талантливых специалистов в области логистики, создать и усовершенствовать модель обучения талантливых специалистов в области международной логистики (внешнеторговой логистики) двух типов, которая сочетает в себе академическое образование и профессиональную профессиональную подготовку, а также реализовать взаимный скачок, интеграцию и подготовку знаний и навыков. Сложные таланты международной логистики (внешнеторговой логистики) с практическими способностями, практическими способностями и теоретическими знаниями.

4. Заключение

Трансграничная электронная коммерция избавилась от способов продажи и транспортировки традиционных иностранных торговых компаний и быстро развивается благодаря эффективному, удобному и доступному пользовательскому интерфейсу. В качестве основной гарантии функционирования трансграничной электронной торговли существует множество препятствий на пути развития трансграничной логистики. Под влиянием многих факторов, таких как международная политическая среда, национальная политика, национальные культуры и языковые обмены, трансграничная логистика электронной торговли действительно нуждается во многих аспектах, особенно в политических связях между странами. В такой среде будут созданы профессиональные сторонние и сторонние логистические компании, и будут открыты политические барьеры между странами, чтобы обеспечить эффективный доступ к продуктам по всему миру. Нацеливаясь на существующую форму трансграничной логистики, активно открывать зарубежные склады, использовать местные таланты для эффективной доставки товаров и улучшения качества покупок в Интернете. Развивайте хороший зарубежный рынок и дайте возможность компаниям электронной коммерции уехать за границу и достичь мира.

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СТАТУС И ТЕНДЕНЦИИ РАЗВИТИЯ МЕЖДУНАРОДНОЙ ЭЛЕКТРОННОЙ ТОРГОВЛИ

Аннотация: Развитие электронной коммерции отвечает текущим экономическим тенденциям глобализации, но в этом процессе есть риски и проблемы. В этой статье в качестве объекта исследования рассматривается развитие электронной торговли в Европе, США и Китае, анализируется состояние развития электронной торговли в этих трех регионах и делаются прогнозы относительно ее будущей тенденции развития.

Ключевые слова: международная электронная торговля; статус и тенденция; пригноз.

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CURRENT SITUATION AND TREND OF INTERNATIONAL E-COMMERCE DEVELOPMENT

Annotation: The development of e-commerce caters to the current economic trend of globalization, but there are risks and challenges in this process. This article takes the development of e-commerce in Europe, the United States and China as the research object, analyzes the development status of e-commerce in these three regions, and makes predictions about its future development trend.

Key words: international e-commerce; current situation and trend; prediction.

В последние годы быстрое развитие трансграничной электронной торговли стало новым способом международной торговли, который имеет большое значение для предприятий по расширению каналов сбыта за рубежом, достижению трансформации и модернизации внешней торговли и содействию развитию международной торговли.

Многие страны во главе с США и Европейским союзом активно изучают тенденции развития электронной торговли и стремятся участвовать в этой торговой революции, а также вносят предложения по содействию экономическому развитию страны и эффективному развитию мировой экономики.

Цель данной статьи- определить статус развития международной электронной торговли как новой формы управления рынком и проанализировать тенденции развития электронной торговли во многих странах мира в будущем. При написании работы, основанной на характеристиках решаемой задачи, используются различные методы экономических исследований: абстрактная логика (определение цели исследования), сравнительный анализ (анализ состояния и основных тенденций развития электронной торговли в России и других странах). Индуктивные и дедуктивные методы (используются для определения характеристик, сильных и слабых сторон электронной торговли).

1. Состояние и тенденции развития электронной торговли в США

Согласно индексу глобальной розничной электронной торговли за 2015 год, опубликованному Conil Management Consulting, Соединенные Штаты постепенно избавляются от тени экономического спада, доверие потребителей восстановилось, и США превзошли Китай в мировом рейтинге розничной электронной торговли в 2015 году. Он занял первое место в мире с 238 миллиардами долларов.[1] Помимо влияния общих экономических факторов, движущими факторами являются более привлекательные цены для потребителей, более широкий выбор методов логистики, более быстрые каналы распространения, более ориентированные на рынок маркетинговые инструменты и ускоренный рост трансграничной электронной торговли. Бурное развитие рынка электронной коммерции США. Американская электронная торговля началась рано, и благодаря силе традиционного розничного рынка и преимуществам цепочки поставок и каналов, американская электронная коммерция может быстро развиваться на «гигантских плечах», благодаря «бегству из среды международного рынка электронной коммерции» Изменения в развитии электронной торговли в США также представили новые тенденции и характеристики.[2]

Во-первых, темпы развития электронной торговли в США замедлились, а размер рынка неуклонно расширялся. Из-за влияния экономической ситуации в США темпы роста рынка электронной коммерции замедлились, но ежегодный объем транзакций на розничном рынке электронной торговли продолжал неуклонно расти, и доля общего объема розничных продаж в США продолжала расти. Это показывает, что рынок электронной коммерции США не близок к насыщению, и есть много возможностей для улучшения.

Во-вторых, трансграничная электронная торговля создала возможность для онлайн-ритейлеров осваивать новые рынки. С трансграничной платформой электронной торговли потребители могут безопасно и быстро приобретать

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[1] Ю. А. Бажанова // Модели, системы, сети в экономике, технике, природе и обществе. -2015. - № 3 (15). - С. 13-17.

[2] Гаврилов, Л.П. Электронная коммерция : учебник и практикум для бакалавриата и магистратуры / Л. П. Гаврилов. — 2-е изд., доп. — Москва : Издательство Юрайт, 2019. — 433 с. — (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-534-08835-9. — Текст : электронный // ЭБС Юрайт [сайт]. — Режим доступа: https://www.biblio-online.ru/book/elektronnaya-kommerciya-433462 (17.01.2019).

всемирно известные бренды, а ритейлеры могут продавать свою продукцию по всему миру. Например, Borderfree, трансграничная платформа электронной торговли в США, предоставляет своим розничным продавцам платформу трансграничную логистику, обмен валюты, управление клиентами, возврат и другие услуги. В то же время, диверсифицированные методы трансграничных платежей, повышение безопасности платежей и ускоренная трансграничная логистика побудили все больше онлайн-магазинов расширять свои рынки из своих стран в мире.

В-третьих, рынок мобильной электронной торговли в США быстро растет. Согласно статистике eMarketer, объем транзакций мобильной электронной торговли в США в 2018 году достиг 38,84 млрд долларов США, увеличившись на 56,6% по сравнению с 2017 годом, и ожидается, что к 2020 году он достигнет 108,7 млрд долларов США.[3] Популярность мобильных устройств, таких как смартфоны и планшеты, предоставила огромный рыночный потенциал для рынка мобильной электронной коммерции, а также удобство мобильных покупок и недорогих продуктов привлекло все больше потребителей и постепенно меняло их торговые привычки.

В-четвертых, электронная торговля стала более социальной. На этом этапе как интернет-магазины, так и физические розничные продавцы ценят взаимодействие и эмоциональные связи с потребителями, а также используют социальные сети и сайты социальных магазинов для взаимодействия с потребителями и завершения продаж продуктов.[4] И многие ритейлеры начали использовать сайты социальной электронной торговли для маркетинговых мероприятий.

2. Состояние и тенденции развития электронной коммерции в Европе

65% из 871 миллиона жителей Европы являются пользователями Интернета, из которых пользователи интернет-магазинов составляют почти треть от общего числа жителей. По словам Мартина Хоса, директора по связям с общественностью Ассоциации электронной торговли Европейского союза, европейский рынок электронной коммерции в 2015 году достиг 57,5 млрд евро, увеличившись за год на 19%. Западная Европа и Северная Европа - лучшие регионы для развития электронной торговли в Европе, за которыми следует Центральная Европа. По сравнению с местной электронной коммерцией развитие трансграничной электронной торговли в Европе более развито, и его объем составляет 35% мирового трансграничного рынка электронной коммерции, что делает его крупнейшим в мире трансграничным рынком электронной коммерции. Более половины из 300 крупнейших интернет-магазинов в Европе были вовлечены в трансграничную индустрию электронной торговли, и число трансграничных покупателей электронной торговли также увеличивается.[5] Из-за совместимости европейских языков интернет-магазины

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[3] Amazon will account for more than half of 2015 e-commerce growth, says Macquarie// Market Watch

[4] Исследование предпочтений онлайн-покупателей в 2017 г. / KPMG. - М., 2017. - 4 с. - Режим доступа: https://assets.kpmg.com/content/dam/kpmg/ru/pdf/2017/03/ru-ru-the-truth-about-russian-online-consumers.pdf.

[5] Ван Х. Состояние и перспективы развития международной электронной торговли в сегментах B2C и B2B в ближайшие годы // Студенческий, 2018. № 13-2 (33). С. 75-76.

продают товары на платформах электронной коммерции в других европейских странах, и покупатели могут легко покупать товары из соседних стран.

Из-за большого количества европейских стран, в разных странах существуют разные правовые системы, например, в сфере электронных платежей, существуют десятки различных схем платежей, поэтому разнообразие правовых и регуляторных систем увеличивает эксплуатационные расходы интернет-магазинов, сокращая Доверие потребителей к трансграничной электронной торговле препятствует дальнейшему развитию трансграничной электронной торговли в Европе. В настоящее время в трансграничной электронной торговле в Европе необходимо решить три неотложные проблемы: во-первых, унифицировать законодательство об электронной коммерции, установить высокопрозрачный унифицированный стандарт платежей, во-вторых, обеспечить единое логистическое решение для проблемы непрозрачности цен на логистику в разных странах. В-третьих, установить единую стандартную систему НДС.[6]

3. Состояние и тенденции развития электронной коммерции в Китае

Стремительное развитие индустрии электронной коммерции перекликается со стратегией «Интернет +», которая привела к развитию ряда отраслей, связанных с электронной торговлей, и традиционных отраслей. Развитие электронной торговли в Китае на данном этапе в основном представлено в нескольких аспектах:

(1) Конкуренция в сфере электронной торговли постепенно входит в эру всестороннего пользовательского опыта

По мере того, как развитие электронной торговли постепенно переходило в нормальное состояние, конкуренция среди компаний, занимающихся электронной торговлей, постепенно превратилась из простой конкуренции с низкой ценой в полную конкуренцию, основанную на опыте пользователей. Потребители электронной торговли более активно участвуют в транзакциях и производственных процессах электронной торговли, порождая новые формы и форматы, трансформируя традиционные цепочки поставок в компании спроса и трансформируя модели B2C в модели C2B.

(2) Развитие трансграничной электронной коммерции вступает в эру брендинга

В настоящее время развитие трансграничной электронной торговли в Китае достигло очень важного переломного момента: все больше трансграничных компаний, занимающихся электронной торговлей, осознают важность брендов для развития бизнеса. В начале этого года AliExpress выдвинул новые требования к квалификации продавцов в трех аспектах: «годовой сбор», «квалификация предприятия» и «квалификация бренда».[7] Он планирует перейти с трансграничного C2C на трансграничный B2C для поддержки китайских брендов. Бизнес становится международным, и другие

[6] Прутовая О.А. Проблемы и перспективы развития электронной коммерции в России // Наука и образование сегодня. М., 2018. № 10 (33). С. 22-24.

[7] Чжан Цзэхуэй. О влиянии трансграничной электронной торговли на традиционный режим внешней торговли [J]. Электронная коммерция, 2019 (09): 16-17.

трансграничные платформы электронной коммерции также внедрили политику, стимулирующую трансграничное создание.

(3) Онлайн и оффлайн развитие розничной сети

Большинство традиционных офлайновых ритейлеров признают необходимость развития электронной торговли, чистый розничный онлайн-бизнес начал проникать в офлайн, онлайновая и офлайновая интеграция омни-канальной розничной торговли станет образом жизни ритейлера.

С развитием экономической глобализации потребители во многих странах активно участвуют в маркетинговой деятельности китайской электронной коммерции. Данные показывают, что в последние годы AliExpress проведет в России удвоенную торговую активность в 11.11, и число россиян, участвующих в ней, стремительно растет. AliExpress также стал самой популярной платформой электронной коммерции в стране, почти в каждой России, один человек использует AliExpress.

4. Заключение

С одной стороны, электронная коммерция играет положительную роль в содействии развитию международной торговли. Применение технологии EDI упрощает торговый процесс, повышает эффективность торговли и изменяет методы управления и методы государственного надзора за внешнеторговыми предприятиями, электронная коммерция расширяет сферу деятельности субъектов торговли и способствует развитию торговли услугами и торговли технологиями. С другой стороны, электронная коммерция ухудшила условия торговли в развивающихся странах, а также привела к значительной потере налоговых поступлений, что негативно сказалось на развитии международной торговли. С глобальной точки зрения, хотя развитие международной торговли электронной коммерцией все еще неравномерно, тенденция развития является хорошей. Безбумажная торговля - это тенденция развития будущей международной торговли, это повысит эффективность международного экономического развития и удобство повседневной жизни людей.

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АНАТОМО-ТОПОГРАФИЧЕСКИЕ ОСОБЕННОСТИ ВИСОЧНОЙ ДОЛИ МОЗГА В ПОСТНАТАЛЬНОМ ОНТОГЕНЕЗЕ

Аннотация: Многие годы височные доли не привлекают должного внимания специалистов по психологии человека. О них редко говорят на встречах психиатров, а среди неврологов очень немногие представляют себе, какой огромный вклад делает эта область мозга в то, что мы существуем, и в то, что мы воспринимаем жизнь, как мы ее воспринимаем. Пока мы не оказались в состоянии составить карту височных долей и их функций, действие височных долей оставалось загадкой.

Височные доли помогают воспринимать мир зрительных образов и звуков. Эта область мозга дает нам возможность, слушая великие музыкальные произведения, возбуждаться, расслабляться или испытывать восторг. Височные доли часто называют «интерпретирующей корой», поскольку они интерпретируют то, что мы слышим, и интегрируют это с имеющейся у нас памятью, помогая, таким образом, извлекать смысл из поступающей информации. Височные доли также отвечают за чувство сильной убежденности, внутренние озарения и знание правды.

Ключевые слова: головной мозг, височная область, борозда, онтогенез, постнатальном периоде, функции височной области.

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ANATOMICAL AND TOPOGRAPHIC FEATURES OF THE TEMPORAL LOBE OF THE BRAIN IN POSTNATAL ONTOGENESIS

Annotation: For many years, the temporal lobes do not attract the attention of specialists in human psychology. They are rarely talked about at meetings of psychiatrists, and among neurologists, very few people realize how much this area of the brain makes in what we exist and in what we perceive life as we perceive it. Until we were able to compile a map of the temporal lobes and their functions, the effect of the temporal lobes remained a mystery.

Temporal lobes help to perceive the world of spectral images and sounds. This area of the brain gives us the opportunity, listening to great music, to be excited, relax or experience delight. The temporal lobes are often called the “interpretive core” because they interpret what we hear and integrate it with our memory, thus helping to extract meaning from the incoming information. The temporal lobes are

also responsible for a sense of strong conviction, inner insights and knowledge of the truth.

Key words: brain, temporal region, furrow, ontogenesis, postnatal period, temporal region functions.

Введения. Анатомия человека – это наука, изучающая форму и строение человеческого организма и исследующая закономерности развития этого строения в связи с функцией и окружающей организм средой. Основная цель изучения анатомии человека – дать будущим врачам знания о строении, развитии органов, систем органов и организма человека в целом. При этом анатомия стремится выяснить не только как устроен организм, но и почему он так устроен[3]. Она изучает не только строение современного взрослого человека, но исследует, как сложился человеческий организм в процессе эволюции (филогенез), в процессе становления и развития человека в связи с развитием общества (антропогенез) и в процессе индивидуального развития (онтогенез). С этих позиций анатомия объясняет строение человеческого организма[2,5].

Височная доля является частью конечного мозга и включается в структуру коры. Она располагается на обоих полушариях мозга по бокам снизу, тесно контактируя с соседними участками – лобной и теменной долей. Этот участок коры имеет самые выраженные граничные линии. Верхняя часть виска немного выпукла, а нижняя – вогнутая[1,3].

Височная доля отделяется от всех остальных бороздой, называющейся латеральной (боковой). Тесное расположение височной и лобной доли не случайно: речь развивается параллельно мышлению (лобная кора), и эти две функции плотно взаимосвязаны, так как умение формулировать и ясно излагаться (речь) обеспечивается степенью развития мыслительных функций[4].

Извилины височной доли располагаются параллельно ограничивающим участок бороздам. Анатомически выделяют 3 извилины: верхняя, средняя и нижняя. Однако верхняя мозговая складка включает в себя еще 3 маленьких извилины, находящихся в самой борозде. Эта группа небольших структур называется извилинами Гешля.

Нижняя извилина виска граничит с поперечной мозговой щелью. На нижней части височной доли кроме нижней извилины, различают также дополнительные структуры: ножки гиппокампа, боковая затылочно-височная извилина[2,4].

Эмоциональный фон, слуховое восприятие, общение — определяющий моменты в поведении, жизни человека. За то, в каком настроении он пребывает, ощущает себя счастливым или, напротив, находится в состоянии депрессии, стресса в значительной степени отвечает височная доля головного мозга. Именно она перерабатывает сенсорную звуковую, слуховую, зрительную информацию, затем синхронизирует ее, придает эмоциональную окраску[5].

Цель исследования. Овладение знаниями о строение организма в целом и о строение и развитие нервной системы в различные возрастные периоды; изучение анатомо-топографические особенности борозд височной доли мозга в постнатальном онтогенезе умение использовать полученные знания при последующем изучении других фундаментальных и клинических дисциплин, а также в будущей профессиональной деятельности врача.

Материал и методы исследования. Материал и методы исследования. Материалом исследования явились фронтальные срезы левой и правой верхней височной подобласти мозга пятнадцати плодов человека обоих полов в возрасте от 16 до 40 недель гестации, всего 25 полушарий.

Результаты исследования. У плодов в возрасте 16-18 недель височная кора организована так, как это характерно для стадии консолидации. Цитоархитектонически в ней можно выделить маргинальную зону (слой el), корковую пластинку (cp) и субпластинку (sp). Корковая пластинка в этом возрасте еще не разделяется на слои, а субпластинка отличается высокой плотноклеточностью верхней зоны (spu), которая выглядит как самостоятельный слой.

Период с 20-й по 26-ю недели характеризуется постепенным увеличением толщины коры от 1300 до 1500 мкм и стратификацией корковой пластинки. Ее расслоение в это время отличается от зрелой коры и характеризуется чередованием очень плотноклеточных и более разреженных слоев. Плотноклегочными и, следовательно, обладающими высокой оптической плотностью являются: наружная кайма корковой пластинки - слой ell, слой elV и верхняя зона субпластинки - spu. Слои сравнительно редкоклеточные и с низкой оптической плотностью; это - слой elll и недифференцированный комплекс слоев eV+eVI. В этом возрасте слои ell и elll состоят преимущественно из нейробластов, которые отличаются от зрелых нейронов веретеновидным телом и длинными отростками, которые отходят от апикального и базального полюсов клетки. Слой elV состоит из крупных, плотно упакованных пирамидных нейронов, которые в это время являются самыми дифференцированными клетками коры. Комплекс слоев eV+eVI содержит полиморфные клетки.

В составе субпластинки превалируют нейроны характерной для этого уровня формы: с поперечно вытянутым телом и длинными, обильно ветвящимися дендритами (рис. 1 ,Б). Увеличение толщины коры в этот период происходит, главным образом, за счет расширения и одновременного снижения клеточной плотности слоев elV-eVI, которые к концу 26-й недели в сумме образуют больше 60% поперечника корковой пластинки.

Начиная с 27-й недели гестации в височной коре, помимо продолжающегося ее расширения, наблюдается постепенное снижение показателей клеточной плотности слоя ell и субпластинки (spu). Последняя к 33-й неделе развития мало отличается по плотности клеток от вышележащего слоя eVI. К этому сроку цитоархитектоника и нейронный состав эмбрионального слоя elV претерпевают значительные изменения: в его составе появляются типичные гранулярные элементы, а крупные пирамидные нейроны, характерные для этого уровня на более ранних сроках гестации,^входят в состав слоя V и подслоя Шб, которые в данное время представлены очень крупными клетками. Одновременно толщина коры достигает 1700 мкм в основном за счет расширения слоев eII и eIII, при этом происходит изменение соотношения верхнего «ассоциативного» и нижнего «эфферентного» этажей коры; первый составляет больше 50% поперечника корковой пластинки.

У плодов, начиная с 36-й недели гестации, височная область становится структурно неоднородной. На planum temporale удается определить границы полей 41 и 22, которые по цитоархитектонике сходны с корой взрослого мозга. Каудальная височно-затылочная область, представленная полем 37, отличается от зрелой коры и характеризуется присутствием субпластинки, на что указывает высокая плотность клеток в ее верхней зоне spu и в слое eII

Таким образом, исследование становления верхней височной подобласти неокортек-са в мозге плодов человека с 16-й по 36-ю неделю гестации позволило установить следующее: по мере развития организма происходит утолщение коры, причем в период с 16-й по 26-ю неделю преимущественно за счет нижних ее слоев, т. е. «эфферентного» комплекса, а с 27-й по 36-ю неделю - за счет верхних слоев, т. е. «ассоциативного» комплекса. В течение исследованного периода наблюдается переход от эмбрионального расслоения коры к типичному, характерному для зрелого мозга, и дифференцировка верхней височной подобласти на первичное (41), вторичное (22) и третичное (37) цитоархитектонические поля.

Для объективной оценки онтогенетических преобразований коры был разработан количественный критерий дифференцировки субпластинки в ее составе, а именно положительно коррелирующие показатели изменения клеточной плотности слоя eII - наружной каймы корковой пластинки и spu - верхней зоны субпластинки. Кроме возможности выявления субпластинки, этот критерий помогает установить причину и сроки опережающей дифференцировки «эфферентного» комплекса коры и сменяющее ее более активное становление «ассоциативного» комплекса. Созревание «эфферентного» комплекса происходит в присутствии субпластинки и, по-видимому, незначительно зависит от ее состояния. С другой стороны, очевидна взаимообусловленность темпов созревания нейронов слоев II и IV, основной составляющей «ассоциативного» комплекса коры, и процессов элиминации субпластинки. Эти слои начинают дифференцироваться усиленным темпом только после начала элиминации нейронов субпластинки и опережают становление «эфферентного» комплекса начиная с 27-й недели гестации. Полученные результаты подтверждаются недавними литературными данными, согласно которым, как показано в модельных экспериментах на животных, созревание тормозных интернейронов в слое IV зависит от клеток субпластинки. Несостоявшаяся их элиминация изменяет нормальное становление тормозных процессов, оказывая влияние на модульную организацию коры. В пределах верхней височной подобласти с помощью разработанного критерия удалось также установить более позднее созревание поля 37.

Развитие цитоархигектонических полей верхней височной подобласти на сроках 37-40 недель гестации оценивали, используя следующие показатели: процентное соотношение нейронов, позитивных к двум кальций-связывающим белкам (кальбиндину и пар-вальбумину), и вертикальную упорядоченность нейронов коры, определяемую по величине коэффициента Org. На этом отрезке развития в границах верхней височной подобласти можно дифференцировать: поле 41 - первичное слуховое, поле 22 - вторичное слуховое, поле 37 - третичное ассоциативное, входящее в состав зоны Вернике.

Иммуноцитохимические методы исследования, широко применяемые нейроморфо-логами в последние годы, могут продемонстрировать новые параметры структурно-функциональной организации коры. В частности, показано, что так называемые «ядерные», по фило- и онтогенезу более зрелые, таламокортикальные отношения формируются нейронами, иммунопозитивными к парвальбумину, а «поддерживающие», менее зрелые, кальбиндин-позитивными клетками. Нами обнаружено, что исследованные поля гетероморфны по распределению нейронов, иммунопозитивных к этим двум кальций-связывающим белкам. Кальбиндин-позитивные нейроны наиболее массово представлены в поле 22, клетки; экспрессирующие парвальбумин - в поле 41; в поле 37 удалось идентифицировать оба типа нейронов

Таким образом, полученные данные указывают на продолжающееся гетерохронное развитие полей 41, 22, 37 верхней височной подобласти. О зрелости первичного проекционного поля 41 можно судить по максимальному содержанию парвальбумин-позитивных нейронов, что является косвенным свидетельством в пользу того, что к концу плодного периода таламо-кортикальные проекции этого поля организованы тонотопичес-ки и опосредуются принципальной частью медиального коленчатого типа. Превалирование кальбиндин-позитивных клеток во вторичном слуховом поле подтверждает характерную особенность его связей с таламусом, которые классифицируются как «поддерживающие». Присутствие в поле 37 двух типов нейронов можно расценить как свидетельство незрелости его основных таламо-кортикальных проекций, которые в зрелом мозге относятся к «ядерному» типу.

О гетерохронном становлении полей верхней височной подобласти на последних неделях гестации свидетельствует еще один показатель - вертикальная упорядоченность нейронных комплексов коры. Согласно полученным данным величина коэффициента Org для полей 41, 22 и 37 плодов человека в возрасте 38-40 недель гестации различается (рис. 6). В этот период максимальное значение коэффициента Org характеризует поле 22, что является еще одним фактом, свидетельствующем об опережающем развитии этой вторичной слуховой зоны. В то же время для поля 37 величина коэффициента Org минимальна, хотя во взрослом мозге самые высокие значения этого показателя характерны для полей (в том числе и поля 37) речевой зоны Вернике. Межполушарная асимметрия хорошо известный факт. Количественный показатель асимметрии коры мозга человека, полученный при сравнительной оценке вертикальной упорядоченности нейронных комплексов, достигает максимальных значений для речевых зон [1,6]. В нашем исследовании межполушарная асимметрия, оцениваемая по этому же показателю, выявлена только для поля 37, что свидетельствует о том, что, несмотря на незрелость, ассоциативные поля еще до рождения приобретают характерные структурно-функциональные особенности.

Вывод. Особенности онтогенетических преобразований неокортекса, как основного образования, обеспечивающего реализацию интегративных процессов в ЦНС, описаны четкими количественными и качественными критериями.

В период с 16-й по 26-ю неделю гестации структурно-функциональная организация височной области коры определяется доминированием «эфферентного» комплекса коры и присутствием субпластинки, нейроны которой опосредуют таламо-кортикальные влияния.

В период с 27-й по 36-ю неделю гестации происходят постепенная элиминация нейронов субпластинки и нарастающая дифференцировка «ассоциативного» комплекса, который к концу периода доминирует над «эфферентным». Одновременно происходит выделение полей разной функциональной направленности - первичного (поле 41), вторичного (поле 22) и третичного (поле 37).

Начиная с 37-й недели гестации и до окончания плодного периода эти поля коры развиваются гетерохронно: структурно-функциональные признаки опережающего развития характеризуют вторичное поле 22; поле 41 в этот период еще не достигает структурной зрелости, поле 37 обладает морфологическими особенностями эмбриональной коры, хотя оно единственное из полей височной области демонстрирует признаки межполушарной асимметрии.

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СОВРЕМЕННОЕ СОСТОЯНИЕ РЫНКА ХЛЕБА И ХЛЕБОБУЛОЧНЫХ ИЗДЕЛИЙ В РОССИИ И ПРИКАМЬЕ

Аннотация: В статье раскрываются тенденции развития хлебопекарного производства России и Прикамья. Проведена оценка объемов производства хлеба и хлебобулочных изделий, их цена. Выявлены основные проблемы хлебного рынка. Предложены новые условия функционирования хлебопекарной промышленности.

Ключевые слова: хлебопекарное производство, объем производства хлеба, средняя цена хлеба, задачи современного рынка хлеба.

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CURRENT STATE OF THE MARKET OF BREAD AND BAKERY PRODUCTS IN RUSSIA AND THE PERM EDGE

Annotation: The article reveals the trends in the development of bakery production in Russia and the Perm edge. The estimation of the volume of production of bread and bakery products, their price. The main problems of the bread market are identified. New conditions for the functioning of the baking industry are proposed.

Key words: bakery production, bread production volume, average price of bread, tasks of the modern bread market.

Российская Федерация обладает мощным сегментом хлебопекарного производства. Все производимые хлебобулочные изделия в России можно разделить на два больших сегмента: традиционные и нетрадиционные. В структуре продаж около 72% приходится на традиционные сорта.

Ассортимент хлеба насчитывает более тысячи наименований. Часть сортов именуется по виду и сорту муки, названия некоторых сортов сложилось издавна и подчеркивают местные особенности [3, с. 41].

Рынок хлеба и хлебобулочных изделий в России делится на две ниши:

1. хлебобулочные изделия массового спроса, так называемый «социальный» хлеб, его цена составляет 30-50 руб. за единицу товара;

2. нетрадиционные хлебобулочные изделия: низкокалорийный хлеб, различные виды хлеба с добавками, хлеб с содержанием минералов и т.п.

По данным Росстата, на рисунке 1 отражена динамика производства хлеба и хлебобулочных изделий в России.

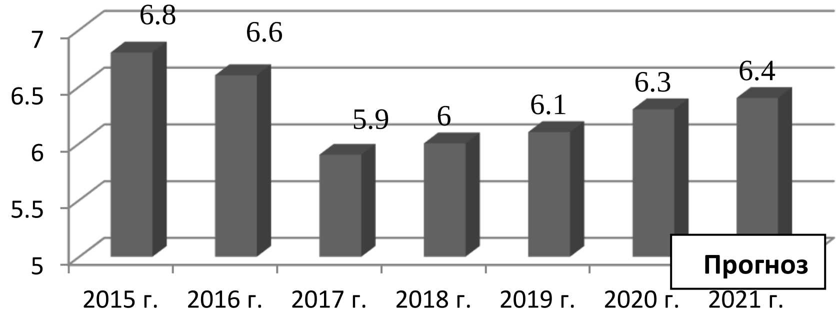

Рисунок 1 - Производство хлеба и хлебобулочных изделий в России, млн.т

Главная тенденция в развитии всех продовольственных отраслей – увеличивающийся с каждым годом потребительский интерес к хлебу. Так, объем производства снизился с 6,8 до 5,9 млн.т, затем увеличился с 5,9 до 6,1 млн.т. Это можно объяснить увеличением численности населения и снижением доходов населения, так как на динамику развития рынка хлеба влияют экономические кризисы [1].

По прогнозам производство хлеба и хлебобулочных изделий в России будет расти, в соответствии с прогнозами снижения среднедушевых доходов населения.

Рассмотрим динамику производства хлеба и хлебобулочных изделий в Пермском крае по данным Пермьстата, которая отражена на рисунке 2.

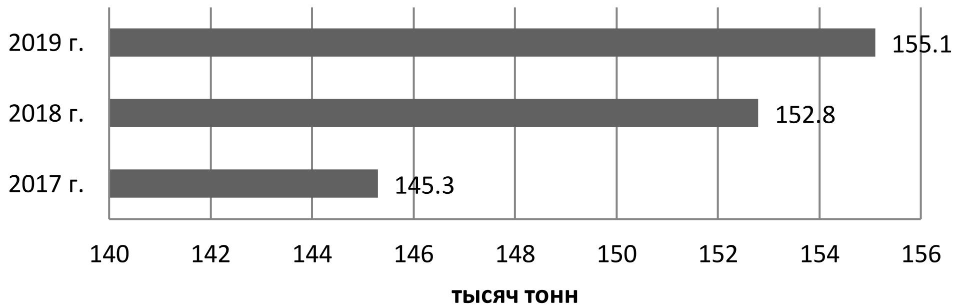

Рисунок 2 - Производство хлеба и хлебобулочных изделий в Прикамье, тыс.т

Производство хлеба и хлебобулочных изделий в Пермском крае стремительно растёт, что связано с снижением доходов населения по причине роста закредитованности, обязательных платежей и прочих расходов, а также инфляционных процессов [2, с. 96].

На рисунке 3 представлена средняя цена хлеба из пшеничной муки высшего сорта в Пермском крае в 2019 году.

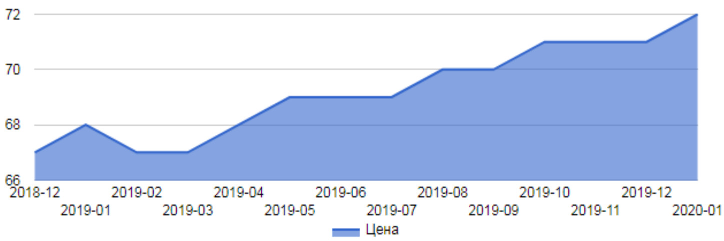

Рисунок 3 - График изменения цены

Цена на хлеб из пшеничной муки высшего сорта в Пермском крае в 2019 году выросла с 67 до 72 рублей. Так, за весь год цена подорожала на 7%.

Из новейших тенденций развития хлебного рынка эксперты называют рост интереса к производству обогащенных и лечебно-профилактических продуктов, интерес к которым возрастает с каждым годом. Несмотря на это, сейчас производство хлеба и хлебобулочных изделий с полезными добавками, в том числе и «премиум» сортов, в нашей стране развито недостаточно.

Для того чтобы быть успешным на рынке необходимо выпускать широкий ассортимент изделий, уделять особое внимание качеству своей продукции, а также учитывать специфику и привычки потребителей.

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АДМИНИСТРАТИВНЫЙ ИСК КАК ПОВОД ДЛЯ ВОЗБУЖДЕНИЯ ДЕЛА ОБ АДМИНИСТРАТИВНОМ ПРАВОНАРУШЕНИИ

Аннотация: В данной статье рассмотрен один из поводов возбуждения дела об административном правонарушении. А также сам процесс привлечения к ответственности, так как он неотделим от такой стадии, как возбуждение дела об административном правонарушении.

Административная ответственность чаще всего влечет назначение административного наказания. Но до вынесения какого-либо постановления, органы власти должны обеспечить законность каждой стадии дела.

Ключевые слова: административное правонарушение, административный иск, административное судопроизводство.

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ADMINISTRATIVE ACTION AS THE REASON FOR INITIATION OF PROCEEDINGS ABOUT AN ADMINISTRATIVE OFFENCE

Annotation: This article discusses one of the reasons for initiating a case of an administrative offense. As well as the process of bringing to justice, since it is inseparable from such a stage as the initiation of a case of an administrative offense.

Administrative responsibility most often entails the imposition of administrative penalties. But before making any decision, the authorities must ensure the legality of each stage of the case.

Key words: administrative offense, administrative claim, administrative proceedings.

Одним из поводов возбуждения дела об административном правонарушении является административный иск.

Административное исковое заявление подается в суд в письменной форме в разборчивом виде и подписывается с указанием даты внесения подписей административным истцом и (или) его представителем при наличии у последнего полномочий на подписание такого заявления и предъявление его в суд.

При написании данной статьи, я руководствовалась Кодексом Административного Судопроизводства Российской Федерации.

Часть 1 статьи 4 КАС РФ на формально-юридическом уровне закрепила понятие административного искового заявления. Так, в соответствии с положениями указанной статьи каждому заинтересованному лицу гарантируется право на обращение в суд за защитой нарушенных или оспариваемых прав, свобод и законных интересов, в том числе в случае, если, по мнению этого лица, созданы препятствия к осуществлению его прав, свобод и реализации законных интересов либо на него незаконно возложена какая-либо обязанность, а также право на обращение в суд в защиту прав других лиц или в защиту публичных интересов.

В. А. Рязановский является сторонником развития административного иска в Русском гражданском процессуальном праве, а именно он продвигал свою теорию административного иска, которая в свою очередь вытекала из положения об иске как универсальном средстве судебной защиты права.

«**Иск**, – повествовал В.А. Рязановский, – есть притязание, обращенное к государству в липе суда о постановлении объективно правильного решения».

Административный иск имеет ряд особенностей и характерных черт, а именно:

1) неравенство субъектов правового конфликта в до процессуальных отношений;

2) обязательным субъектом административного иска - орган публичной власти или должностное лицо;

3) предметом судебной защиты - публичные и частные - правовые интересы заявителя (заявителей);

4) спор вытекает из властеотношений;

5) предметом спора является - законность актов, решений, действий (бездействия) органов публичной власти и их должностных лиц;

6) формой обращения в суд является - заявление;

7) способом судебной защиты является - проверка судом законности актов решений, действий (бездействия) органов публичной власти и их должностных лиц;

8) целью разрешения правового конфликта является - признание решений, действия (бездействия) органов публичной власти и их должностных лиц незаконными и восстановление в полном объеме нарушенных прав, свобод, законных интересов граждан и других субъектов правового конфликта.

Производство в суде первой инстанции является основной и обязательной стадией судебного

административного процесса, поскольку она направлена на разрешение дела, по существу. На этой стадии административный истец предъявляет иск к административному ответчику, осуществляются возбуждение дела, его подготовка и рассмотрение по существу с вынесением судебного решения либо окончанием его без вынесения судебного решения.

Основной целью и задачей подачи административного иска является обеспечение оперативной защиты прав граждан и оперативное устранение допущенных нарушений. А также административный иск способствует устранению недостатков в работе субъектов власти и укреплению законности.

Правильное и грамотное составление иска играет важную роль в данном вопросе, потому что существуют определенные основания, при наличии которых судья отказывает в принятии административного искового заявления, оставляет исковое заявление (заявление) без движения; возвращает исковое заявление (заявление).

С 1 января 2017 года вступила в силу новая редакция части 2 статьи 45, которая предусматривает возможность подачи административного искового заявления (равно как и жалобы, представления и иных документов) в форме электронного документа, подписанного электронной подписью в установленном порядке, посредством заполнения формы, размещенной на официальном сайте соответствующего суда в информационно-телекоммуникационной сети «Интернет».

Административное судопроизводство содержит в себе специальный судебный механизм, который позволяет установить баланс между частными и публичными интересами при разрешении спора и проявляется в специфике закреплении требования о том, что оценка судом данных критериев должна производиться независимо от того, заявляют ли об этом стороны.

Административный иск является именно тем процессуальным инструментом, который может обеспечить наиболее полную и всестороннюю защиту прав и законных интересов субъектов публично-правовых отношений, прежде всего, частного (невластного) субъекта, находящегося в силу специфики данных отношений в более уязвимом положении.

В данной статье мы полностью разобрали административный иск и его роль в административном процессе. На основании разобранного нами материала, мы пришли к выводу, что большинство дел возбуждается на основании именно административных исков и последнее время это происходит все чаще, а также мы разобрали само определение административного иска и выделили его характерные черты.

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ИСПОЛЬЗОВАНИЕ ПЕДАГОГИЧЕСКИХ МЕТОДОВ В НАЧАЛЬНЫХ КЛАССАХ

Аннотация: В этой статье описываются педагогические способы и методы, которых можно использовать на уроках начального класса.

Ключевые слова: классификация методов обучения, метод, методы обучения и т.д.

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USE OF PEDAGOGICAL METHODS IN INITIAL CLASSES

Annotation: This article describes pedagogical methods and methods that can be used in elementary class.

Key words: classification of teaching methods, method, teaching methods, etc.

Каждый урок, в которых мы даем знание ученикам должно остаться в памяти учеников и именно поэтому каждый урок должен проводиться очень интересно. А чтобы уроки провести интересно мы учителя должны ежедневно работать над собой и использовать различные педагогические технологии, компьютерные средства и даже должны иметь свои педагогические методы и подходы.

Метод в переводе с греческого обозначает «путь», «способ продвижения к истине», поэтому большинство ученых-педагогов считают, что метод обучения – это способ упорядоченной взаимосвязанной деятельности учителя и учащегося, направленной на достижение заданной цели обучения.

Усвоить учебный материал можно только в определенных формах познавательной или практической деятельности. Эта форма усвоения содержания изучаемого материала и является методом обучения. Метод обучения имеет внешнюю и внутреннюю стороны. Внешняя – это последовательность действий учителя и адекватных действий учеников. Вторая сторона отражает внутреннее состояние ученика, степень его познавательной активности, его способ усвоения материала, который не совпадает полностью с методом работы учителя. Ученик мыслит по-своему, хотя стремится рассуждать, как учит учитель. Поэтому при подготовке к уроку учитель должен продумывать не только последовательность своих действий по отношению к ученикам, но и думать о том, какие ответные мысли, действия, рассуждения должны и могут возникать в сознании учащихся. Внутренняя сторона метода обучения сложная и требует от учителя глубокого понимания возрастных возможностей усвоения знаний.

Методы обучения выполняют ряд функций. Посредством метода достигается цель обучения – в этом его обучающая функция, обусловливаются те или иные темпы и уровни развития учащихся (развивающая функция), а также результаты воспитания (воспитывающая функция). Методы обучения служат для учителя средством побуждения учащихся к учению, являются главным, а иногда и единственным стимулятором познавательной активности – в этом заключается их побуждающая функция. Наконец, посредством всех методов учитель диагностирует и ход и результаты учебного процесса, вносит в него необходимые изменения (контрольно-коррекционная функция).

Функции методов подчеркивают их развивающий характер. Метод, применяемый учителем в процессе обучения, в то же время сообщает ученику способ деятельности, указывает путь, которым должен идти ученик от незнания к знанию. На этой основе ученик вырабатывает свой путь познания, который может и не следовать в точности пути, предложенному учителем. Вооружение учащихся способом познавательной деятельности – важнейшее направление повышения развивающей функции учебного метода. Таким образом, метод обучения характеризуется тремя признаками: целью обучения, способом усвоения и характером взаимодействия субъектов обучения.

Открываются новые аспекты воспитывающей функции метода обучения. Создание в классе обстановки сотрудничества, коллективного сопереживания, отношения взаимной помощи, добросовестности, ответственности за самостоятельное выполнение заданий, коллективный поиск в решении поставленной учителем проблемы – вот те направления, в плане которых сегодня ведется дальнейшее совершенствование методов обучения в школе. Следовательно, одна из основных задач процесса обучения состоит в том, чтобы соотнести особенности нравственного развития ребенка с особенностями его интеллектуального развития в условиях учебного труда.

Функциональная пригодность различных методов не остается постоянной на всем протяжении учебного процесса, она изменяется от младших к средним и далее к старшим классам: интенсивность применения одних методов возрастает, других – снижается.

С понятием «метод обучения» тесно связано понятие «прием обучения». Каждый метод состоит из отдельных приемов обучения. Прием – это структурный элемент метода, отдельная операция, умственное или практическое действие учителя или учащихся. Например, метод работы с книгой состоит из ряда приемов, последовательных шагов: составление плана прочитанного, пересказ текста, выделение основных, ведущих положений в тексте, составление конспекта рассказа и т. д. Приемы ведут к достижению частных задач. Одни и те же приемы могут быть включены в различные методы обучения.

Метод может выступать в роли приема. Так, при проведении беседы учитель может использовать рассказ как один из приемов и, наоборот, в ходе рассказа – беседу.

Классификация методов обучения – это упорядоченная по определенному признаку их система. Потребность в классификации возникает в связи с тем, что в современной педагогической практике используется большое количество методов обучения и очень трудно ориентироваться в этом многообразии.

Наиболее распространены следующие классификации:

1) по источнику получения знаний: словесные, наглядные, практические (Н.М. Верзилин, Е.И. Перовский, Д.О. Лордкипанидзе);

2) по типу (характеру) познавательной деятельности (И.Я. Лернер, М.Н. Скаткин): - объяснительно-иллюстративный; - репродуктивный; - проблемное изложение; - частично-поисковый (эвристический); - исследовательский.

3) на основе целостного подхода к процессу обучения (Ю.К. Бабанский):

Методы организации и осуществления учебно-познавательной деятельности:

- словесные, наглядные и практические;
- индуктивные и дедуктивные;
- репродуктивные и проблемно-поисковые;
- методы самостоятельной работы и работы под руководством учителя.

Методы стимулирования и мотивации учебно-познавательной деятельности:

- методы стимулирования и мотивации интереса к обучению;
- методы стимулирования и мотивации долга и ответственности в учении.

Методы контроля и самоконтроля за эффективностью учебно-познавательной деятельности:

- методы устного контроля и самоконтроля;
- методы письменного контроля и самоконтроля;
- методы лабораторно-практического контроля и самоконтроля.

4) по сочетанию внешнего и внутреннего в деятельности учителя и учащихся (М.И. Махмутов – система методов проблемно-развивающего обучения) и другие классификации.

4. Располагая арсеналом методов, учитель использует различные средства обучения. Под средством обучения понимаем все то, что является источником учебной информации для учащегося: слово учителя, учебное и лабораторное оборудование, наглядные пособия, кино, звукозаписи, книга, учебные пособия, дидактические материалы, ТСО и др. Иначе говоря, средства обучения – это орудия труда, которые использует учитель при осуществлении метода обучения.

Средства обучения позволяют повысить интенсивность, эффективность метода обучения. Они организуют восприятие и наблюдение учеником реальной действительности; оказывают влияние на сенсорную сферу школьников; стимулируют познавательную и творческую активность;

обеспечивают долговременное запоминание; способствуют наполнению обобщений конкретным содержанием; повышают качество усвоения и понимания воспринимаемого материала.

Средства обучения делятся на группы, каждая из которых может, в свою очередь, классифицироваться по перечисленным выше основаниям. К таким группам относятся: натуральные объекты, изображения и отображения, описания предметов и явлений, технические средства обучения.

Следует особо выделить технические средства обучения, которые в современной школе помогают интенсифицировать процесс преподавания и учения. По характеру воздействия они делятся на средства, воздействующие на зрительное восприятие, звуковые устройства и экранно-звуковые (диапроекторы, кинопроекторы, кодоскопы, телевизоры, видеомагнитофоны, калькуляторы, компьютеры и др.).

Правильное использование технических средств обучения способствует более полному и осмысленному усвоению знаний учащимися, подготовке их к самостоятельному приобретению знаний. Однако использование учителем ТСО требует предварительной подготовки. При первом знакомстве с техникой учащиеся обычно возбуждены и обращают внимание не на учебную информацию, а на саму технику и второстепенные детали. Поэтому необходимо специально учить их работать с новым средством, проводить инструктаж, готовить к восприятию информации, давать познавательные задания, четко определять цели работы и формы контроля.

Использование ТСО не должно продолжаться более 20 минут на уроке. Если ТСО применяется несколько минут сразу в начале урока, то ученики быстрее включаются в работу, а на 20-х и 30-х минутах поддерживает устойчивое внимание учащихся в течение всего урока. Это объясняется периодическими изменениями зрительного и слухового восприятия, внимания, утомляемости учеников.

Выбор методов и средств обучения младших школьников зависит от:

- общих целей образования, воспитания и развития учащихся, от ведущих установок современной дидактики;
- особенностей изучаемого предмета;
- от особенностей методики преподавания конкретной учебной дисциплины;
- от целей и задач и содержания материала конкретного урока;
- от времени, отведенного на изучение того или иного материала;
- от возрастных особенностей учащихся;
- от уровня подготовленности учащихся;
- от материальной оснащенности образовательного учреждения;
- от возможностей учителя, уровня его подготовленности, методического мастерства, его личных качеств.

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ТЕНДЕНЦИИ РАЗВИТИЯ СБЫТОВОЙ ДЕЯТЕЛЬНОСТИ В РОССИИ И ЗА РУБЕЖОМ

Аннотация: В статье определены основные тенденции в развитии каналов сбыта на российском рынке, сформулированы тенденции развития сбытовой деятельности за рубежом и показана возможность применения в России.

Ключевые слова: сбытовая деятельность, каналы сбыта, зарубежный опыт, посредники электронного рынка, сбыт через Интернет.

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TRENDS IN THE DEVELOPMENT OF SALES ACTIVITIES IN RUSSIA AND ABROAD

Annotation: The article defines the main trends in the development of sales channels in the Russian market, identifies trends in the development of sales activities abroad and shows the possibility of application in Russia

Key words: sales activity, sales channels, foreign experience, intermediaries of the electronic market, sales via the Internet.

Организация работ в области сбыта товара устанавливает пути движения товара от изготовителя к потребителю. Сегодня российские компании ориентируются на систему многоканального распределения, что выгодно по обстоятельствам:

1) увеличения охвата рынка, в силу привлечения новых покупателей;

2) снижение затрат на содержание всех каналов;

3) повышение качества торговли [1].

Стоит отметить то, что у каждой компании определенная роль в своей отрасли. Выделяют пять типов таких компаний:

1) инсайдеры – доминирующий канал, самые престижные в отрасли;

2) борцы – компании, имеющие ограниченный доступ к ценным источникам, их стремление быть инсайдерами;

3) дополняющие фирмы – выполняют не свойственные другим функции, действуют по правилам, используют ситуацию в своих интересах;

4) «временные» фирмы – появляются на рынке и исчезают;

5) новаторы - соперники и разрушители новых каналов [3].

Крупнейшие розничные участники создают собственные центры распределения, что даёт преимущества напрямую делать поставки в сеть.

Новой тенденцией, не менее важной, чем экономия денег, стала экономия времени. Основной фактор, влияющий на выбор потребителя - удобство, характеризующее быстроту и легкость доступа к товарам, поэтому сегодня популярность торговых центров и гипермаркетов возросла [2].

У каждой страны имеются свои особенности в сбытовой деятельности. К примеру, в Италии для сбыта используются службы и агентов по сбыту. Сбыт оборудования для промышленности, сырья и полуфабрикатов для других стран осуществляется чаще всего с помощью услуг брокеров, оптовых торговцев и независимых агентов. Помимо этого, в Италии есть и сложившиеся традиции в сбытовой деятельности. К примеру, с целью сокращения налогов и сборов, используется форма сбыта продукции для зарубежного поставщика через заключение соглашения со сбытовой итальянской фирмой, предусматривающего сбыт товаров от имени последней. В этом случае итальянская сторона принимает на себя определенные обязательства по продаже, выражающиеся в частном распределении риска между компанией-экспортером и сбытовой фирмой.

В Германии широко используется способ товародвижения с ориентацией на индивидуальных потребителей, так называемый сегментированный сбыт. Такой сбыт рациональный, так как разделяет группы потребителей по признакам, предусматривая их предпочтения.

Один из новейших каналов распределения - Интернет, особенностью которого является дезинтермедиации, то есть частичное или полное сокращение посредников, позволяющее продавцам и покупателям напрямую вступать в контакт. Посредники такого рынка представлены на рис. 1.

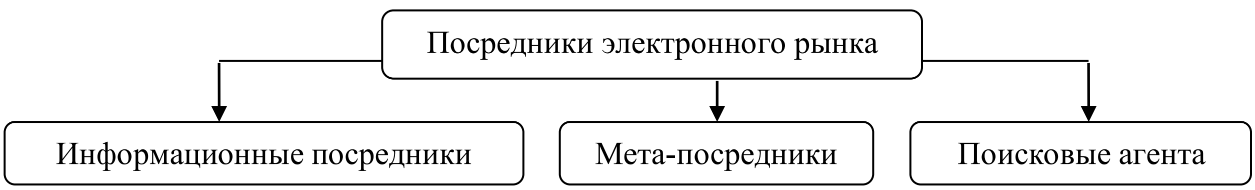

Рисунок 1- Посредники электронного рынка [2, с. 389]

Информационные посредники – организации, занимающиеся сбором, обобщением, систематизацией и распространением информации в Интернете. Мета-посредники – агенты, представляющие интересы производителей и продавцов. Поисковые агенты – организации, занимающиеся поиском необходимой информации на просторах Сети.

Анализ мирового опыта сбытовой деятельности показывает, что развитие логистики характеризуется передачей функций контроля над распределением готовой продукции к внешним агентам.

Новой прогрессивной формой организации товародвижения становится сбыт через Интернет, благодаря которой можно существенно повысить уровень организации сбытовой сети, как итог уровень конкурентоспособности предприятия. В связи с этим, наличие мобильной версии сайта для российских предприятий в наши дни становится не роскошью, а жизненной необходимостью.

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ПРОБЛЕМЫ АДМИНИСТРАТИВНОЙ ОТВЕТСТВЕННОСТИ НЕСОВЕРШЕННОЛЕТНИХ И ПУТИ ИХ РЕШЕНИЯ

Аннотация: В статье внимание читателей обращено к актуальности проблем административной ответственности несовершеннолетних в современном российском обществе. Рассмотрены причины увеличения совершения административных правонарушений, среди лиц не достигших 18 лет. Выделены главные отличительные черты административной ответственности данных лиц. Названы основные законодательные акты, регламентирующие данные правоотношения. Рассмотрены актуальные проблемы современного общества, а так же законодательства РФ, регулирующего административную ответственность данной категории, а также возможные пути их решения.

Ключевые слова: проблемы, административная ответственность, несовершеннолетние, административные правонарушения.

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PROBLEMS OF ADMINISTRATIVE RESPONSIBILITY OF MINORS AND WAYS TO SOLVE THEM

Annotation: In the article, the readers ' attention is drawn to the relevance of the problems of administrative responsibility of minors in modern Russian society. The reasons for the increase in the Commission of administrative offenses among persons under 18 years of age are considered. The main distinctive features of administrative responsibility of these persons are highlighted. The main legislative acts regulating these legal relations are named. The current problems of modern society, as well as the legislation of the Russian Federation regulating administrative responsibility of this category, as well as possible ways to solve them are considered.

Key words: problems of administrative responsibility of minors an administrative offense.

Одной из передовых задач в обществе является административная ответственность несовершеннолетних. Наша цель-изучить административную ответственность несовершеннолетних, выявить основные проблемы административной ответственности несовершеннолетних и разработать предложения по их решению.

Методологической основой статьи является совокупность научных методов познания. Наиболее важными из них являются: системное, комплексное исследование сравнительного правоведения, конкретно-социологическое, статическое.

Объектом исследования являются общественные отношения, возникающие в процессе осуществления административной ответственности несовершеннолетних.

Предметом исследования являются проблемы административной ответственности несовершеннолетних.

Подростковый возраст-это один из самых сложных периодов личностного развития. Несмотря на свою кратковременность, этот период определяет дальнейшую судьбу страны.

Именно подростки относятся к числу социально незащищенных категорий населения. На их сознание влияют внешние факторы. Однако одной из главных причин детской беспризорности является нежелание многих родителей заниматься воспитанием детей и вести аморальный образ жизни.

Выбор этой темы также связан с рядом проблем, помимо влияния внешних факторов. Прежде всего, это связано с несоответствием законов, указов и постановлений как друг с другом, так и с состоянием общества.

Согласно научной литературе, административная ответственность несовершеннолетних – это форма государственного реагирования на административные правонарушения, совершенные лицами, не достигшими восемнадцатилетнего возраста, которая выражается в применении определенных административных взысканий, предусмотренных санкциями нарушенных норм.

Как известно, в КоАП РФ уточняется, что административная ответственность установлена за административное правонарушение, то есть незаконное, виновное действие или бездействие физических или юридических лиц. В соответствии со статьей 2.3 КоАП РФ к ответственности привлекаются граждане , достигшие 16-летнего возраста.

Однако отдельного понятия «административная ответственность несовершеннолетних» в Административном кодексе Российской Федерации нет. Многие ученые выступают за то, чтобы дать такое определение.

Административная ответственность несовершеннолетних имеет ряд отличительных особенностей.

Основные из них можно сформулировать следующим образом:

1. Цели административной ответственности, применяемые к несовершеннолетним, во многом определяют меньшую степень и степень лишения или ограничения прав и свобод несовершеннолетних по сравнению со взрослыми правонарушителями;

2. При рассмотрении дела об административном правонарушении, совершенном лицом, не достигшим 18-летнего возраста, судья, орган, должностное лицо, рассматривающие дело об административном

правонарушении, вправе признать обязательным присутствие законного представителя указанного лица (ч. 5 ст. 25.3 КоАП РФ).);

3. Родители или иные законные представители несовершеннолетнего должны быть уведомлены об их административном задержании (часть 4 статьи 27.3 КоАП РФ);

4. Несовершеннолетние не могут подлежать тем же наказаниям, что и взрослые правонарушители, например, административный арест к несовершеннолетним не применяется;

5. За совершение административных правонарушений их родители могут быть привлечены к ответственности наряду с несовершеннолетними (статья 20.20 КоАП РФ).

На практике, как и в теории, несовершеннолетний возраст является смягчающим обстоятельством.

Из десяти видов административных взысканий, указанных в КоАП РФ, к несовершеннолетним чаще всего применяются только два – предупреждение и административный штраф. Штраф может быть наложен в качестве наказания, как правило, если несовершеннолетний имеет самостоятельный заработок или имущество. При отсутствии самостоятельного заработка у несовершеннолетнего взыскивается административный штраф с его родителей или иных законных представителей, к которым относятся родители, не ограниченные судом в объеме родительских прав, опекуны и попечители.

Однако анализ правоприменительной практики показывает, что в современных условиях такие меры не всегда успешно борются с проявлением правомерного поведения несовершеннолетних.

Административная ответственность несовершеннолетних за правонарушения, предусмотренные КоАП РФ, наступает в том случае, если эти нарушения по своей природе не влекут уголовной ответственности.

При привлечении несовершеннолетних к административной ответственности следует учитывать, что данная категория отличается по возрасту и психологическому развитию, что является критерием оценки

Способность человека быть участником тех или иных правоотношений, осознание смысла тех или иных действий, уровень его правовой культуры.

Одним из проблемных аспектов административно-деликтного законодательства является нормативное закрепление положения о возможности установления состава правонарушения и ответственности за его совершение, а также применение соответствующих норм вне пределов административного кодекса Российской Федерации.

К основным нормативным актам, регулирующим административную ответственность несовершеннолетних, относятся :

КоАП РФ

Федеральный закон от 24.06.99 г. N 120-ФЗ «Об основах системы профилактики безнадзорности и правонарушений несовершеннолетних» (ред. 13.07.15 г.)

Примерное положение о комиссиях по делам несовершеннолетних от 6.11.13 г. (далее — Положение о комиссиях.) и другие нормативные акты, включая региональный и местный уровни.

Таким образом, вышеизложенное свидетельствует о том, что законодательство, регулирующее ответственность несовершеннолетних, нуждается в серьезной реформе.

Выявив существенные проблемы административной ответственности несовершеннолетних, я пришел к выводу, что для устранения выявленных проблем необходимо:

Во-первых, усовершенствовать нормы об административной ответственности несовершеннолетних, в частности, выделить самостоятельный раздел в КоАП РФ.

Во-вторых, создать индивидуализированный подход к выбору средств и приемов, обеспечивающих воздействие на несовершеннолетнего, а также на его ближайшее окружение.

Эти методы, на мой взгляд, помогут решить ряд законодательных, а также практических проблем привлечения несовершеннолетних к административной ответственности.

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СОВЕРШЕНСТВОВАНИЕ ПРОФЕССИОНАЛЬНОГО ОТБОРА КАДРОВ В СТРОИТЕЛЬНОЙ ОРГАНИЗАЦИИ НА ПРИМЕРЕ ООО «ВОМАКС»

Аннотация: В условиях стремительного потока развития экономики рынка, особую значимость в организации занимают трудовые ресурсы. Поэтому, система подбора и отбора персонала является, безусловно, значимой для успешного функционирования организации и достижения поставленных целей. От качественного выбора кандидата на определенную должность, зависит успешность и производительность компании.

Ключевые слова: отбор персонала, профессиональный отбор, подбор.

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IMPROVING THE PROFESSIONAL SELECTION OF PERSONNEL IN A CONSTRUCTION ORGANIZATION ON THE EXAMPLE OF LLC «VOMAX»

Annotation: In the conditions of rapid development of the market economy, labor resources are of particular importance in the organization. Therefore, the system of recruitment and selection of personnel is, of course, important for the successful functioning of the organization and achieving its goals. The success and productivity of the company depends on the quality of the choice of a candidate for a certain position.

Key words: selection of personnel, professional selection, selection.

Отбор персонала – это важный этап в управлении персоналом, в связи с этим многие авторы детально рассматривают методические основы данной проблемы.

Д.А. Аширов дает такое определение: отбор персонала - это: 1) установление идентичности характеристик работника и требований организации, должности; 2) формирование резерва кадров на замещение вакантных рабочих мест; включает способы профессионального отбора кадров и общие принципы формирования резерва кадров на вакантные должности.[1]

М.И. Бухалков и Е.В. Маслов считают, что отбор кадров всех категорий должен производиться на каждом предприятии на основе заранее сформулированных квалификационных требований к специалисту соответствующего производственного или функционального подразделения.

Профессиональный отбор кадров охватывает личностные, психологические, профессиональные качества кандидата, для выявления уровня пригодности выполнения своих профессиональных обязанностей. В результате осуществляется выбор из совокупности претендентов на должность наиболее подходящего кандидата, исходя из учета соответствия его специальности, квалификации, способностей и личных качеств интересам организации, характеру деятельности и его самого [2].

В процессе подбора сопоставляются деловые и личные качества кандидата с требованиями рабочего места (рис. 1.1)[3].

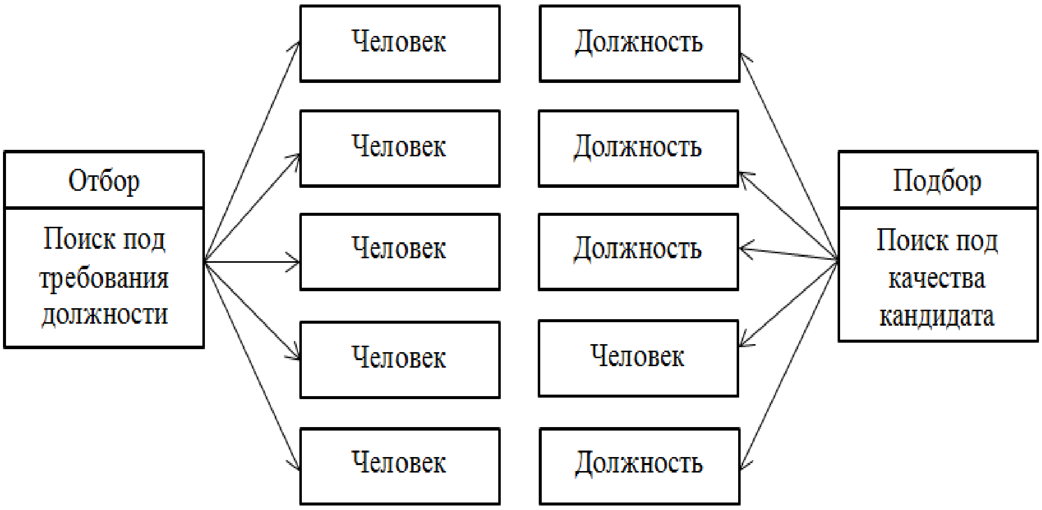

Рис. 1.1. Различие отбора и подбора персонала

Строительная сфера является одной из трудоемких и масштабных по количеству вовлеченных в ее деятельность людей. Сегодня для любой организации залогом длительного, стабильного и эффективного существования на рынке становится привлечение и формирование конкурентоспособного персонала. В данный момент времени отделу кадров нужно уметь качественно и на долгосрочной основе отобрать нужный контингент персонала.

В современном мире все больше используются новейшие строительные технологии и высокотехнологичные строительные материалы, это, в свою

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[1] Аширов Д.А., Управление персоналом / Московский государственный университет экономики, статистики и информатики. – М., 2003 г. – 136с.

[2] Александрова Н.А. Управление персоналом организации / О. Ю. Брюхова, Н. А. Александрова, Н. Н. Невьянцева; Урал. гос. ун-т путей сообщения. – Екатеринбург, 2016. – С.43.

[3] Чернов А.В., Зарубина Е.В. Совершенствование методов отбора персонала // Молодежь и наука. 2017. № 6. С.50.

очередь, показывает, что потребность в привлечении высококвалифицированного персонала высока. Специалисту в процессе работы на новом оборудовании необходимы соответствующие знания, для этого ему нужно повышать уровень квалификации, в процессе этого могут быть задействованы различные методы для повышения квалификации. Очень важно, чтоб руководители, профессионалы и специалисты могли своевременно осуществлять переподготовку и обучение при усовершенствовании механизмов работы, внедрении новых технологий, изменении программы деятельности.

Наше исследование направлено на совершенствование системы профессионального отбора в строительной фирме ООО «ВОМАКС». Проанализировав систему профотбора в организации, мы сделали следующие выводы, обозначив недостатки в системе:

– отсутствие надежного перечня требуемых от претендента качеств;

– в ООО «ВОМАКС» не выполняется работа с частными или государственными агентствами по отбору кадров и занятости;

– процесс тестирования на профпригодность проводится только с кандидатами на руководящие должности, при этом диагностика различных характеристик и качеств отсутствует;

– отсутствие системы оценки.

Учитывая данные проблемы, нами были разработаны рекомендации по совершенствованию системы отбора персонала в ООО «ВОМАКС».

В качестве примера мы взяли специальность менеджера по продажам в ООО «ВОМАКС». В соответствии с этим, мы разработали:

– требования к навыкам и квалификации менеджера по продажам ООО «ВОМАКС» (табл.1).

– систему оценивания компетенций менеджера по продажам ООО «ВОМАКС» (табл. 2);

Таблица 1

Требования к навыкам и квалификации менеджера по продажам в ООО «ВОМАКС»

Основные требования	Характеристика
1.Образование: -высшее; -среднее-специальное	-Выполнение плана продаж -Консультирование клиентов по приобретению объекта недвижимости и по условиям приобретения -Организация продажи объекта по всем правовым нормам законодательства
2.Наличие опыта в продажах	-Информирование заинтересованных лиц по объекту строительства и срокам, поиск новых клиентов -Подготовка и проверка документации для продажи объекта недвижимости -Ведение продолжительных переговоров с клиентами -Работа с входящими и исходящими звонками

3.Владение специальными навыками: знание иностранного языка (английского), знание компьютерных программ и умение работать с интернет сайтами	-Знакомство и презентация объекта строительства иностранным гражданам -Формирование и рассылка индивидуальных выгодных предложений по покупке объекта недвижимости -Активная работа в социальных сетях о предлагаемых услугах компании и этапах строительства
4.Наличие автомобиля и водительского удостоверения на управление транспортным средством	-Возможность выезжать на объекты строительства для презентации недвижимости клиенту и обсуждения основных деталей покупки

Таблица 2

Поведенческие индикаторы в ООО «ВОМАКС»

Уровень развития компетенций	Наименование компетенций			
	Коммуникабельность	Стрессоустойчивость	Клиентоориентированность	Способность к принятию решения
Высокий 4-5 балла	Открыт к общению, с энтузиазмом отвечает на все вопросы	Способен быстро сориентироваться и мгновенно принимать решения в критических ситуациях	Действует в зависимости от потребностей клиента, проверяет удовлетворенность клиента, предоставляет дружественное ободряющее обслуживание	Рассматривает решение проблемы с разных сторон, выполняет задачи в условиях высокого уровня стресса, за короткий промежуток времени
Средний 2-3 балла	Открыт к общению, недостаточно компетентен в отношении некоторых вопросов	Способен найти решения через какое-то время	Выстраивает диалог с клиентом в дружеской форме, нацелен на получение результатов, недостаточно учитывает потребности клиента	Принимает решения на основе полной информации

Низкий 0-1 балл	Отвечает только на некоторые вопросы, направляет для уточнения к более опытным сотрудникам	Не способен сам найти решения	Не учитывает в полной мере потребности клиента, в основном, ориентация на результат, не исследует скрытые потребности	Нуждается в совете более опытных специалистов

Также нами были выделены основные критерии при отборе кандидатов на должности руководителей и специалистов (табл. 3).

Таблица 3

Критерии отбора на должности руководителей и специалистов

Критерии	Содержание критерия	Результат определения соответствия
Какими способами может выполнять поставленную цель	Высокий уровень образованности, наличие теоретических и практических качеств в выполнении обязанностей. Умение легко входить в коммуникативные связи. Лидерские задатки, способности, управленческие навыки. Стремление к самообучению, развитию. Наличие отменного здоровья, высокая работоспособность	Кандидат в соответствии поставленными задачами выполняет обязанности. В соответствии с требованиями присутствует высокий уровень знаний, опыта в данной сфере, психологические характеристики, семейное положение, наличие необходимых дипломов
Какими способами хочет выполнять	Мотивы кандидата для замещения данной должности. Какими целями руководствуется кандидат. Какие факторы могут повлиять на отказ от работы в компании. Какие факторы и условия привлекают кандидата в данной работе	Наличие у кандидата высокой заинтересованности в данной работе. Высокая степень мотивации, ожидания соответствуют данной работе
Внутреннее отношение к организации и компетентность	Каким способом решаются конфликтные ситуации. Уровень самокритичности и адекватности самооценки. Каким способом воспринимается информация. Ответственность и дисциплинированность. Какие ожидания характерны в отношении компании и ее групповым нормам. Какие формируются отношения с окружающими	Способность адекватно воспринимать информацию, контролировать свои действия. Может признавать свои неудачи и делать из этого выводы. Высокий уровень самообладания в стрессовой ситуации. Принимает нормы поведения в компании
Уровень безопасности	Не представляет возможных угроз для компании. Имеет высокую степень позитивного отношения с сотрудниками с прошлого места работы. Отсутствие аморального вида деятельности	Наличие высокой степени ответственности, честности по отношению к корпоративным возможностям

Для того, чтобы во время работы с персоналом не было проблем в определении перечня качеств кандидатов и в целях модернизации процесса подбора кадров, нами была разработана компьютерная база данных сотрудников и кандидатов. Создание подобной базы данных позволит собрать всю необходимую информацию о сотрудниках компании и кандидатах на вакантные должности в одном месте и в удобной компьютерной форме, что облегчит сбор и поиск информации отделом кадров в процессе подбора и расстановки персонала и будет содействовать более эффективному управлению кадрами.

В ходе отбора персонала ООО «ВОМАКС» необходимо реализовывать более эффективную работу с государственными агентствами занятости, службами (центрами) занятости, биржами труда, посещать ярмарки вакансий. Руководству компании также необходимо предусмотреть возможность использования платных услуг по отбору персонала.

Для повышения уровня знаний и компетентности сотрудников компании, как работающих, так и только принятых, было предложено создание учебного центра.

При этом через создание учебного центра можно решить ряд задач, таких как:

- систематизация обучения;
- подготовка кадрового резерва компании;
- использование единого стандарта в обучении;
- наличие качественных программ обучения и совершенствование знаний сотрудников;
- обучение с учетом потребностей компании и перспектив ее стратегического развития;
- контроль результативности обучения;
- учет корпоративных ценностей.

При формировании базы данных сотрудников и кандидатов и создании учебного центра нужны дополнительные расходы от организации. При подсчете экономического эффекта предложенных мероприятий можно отметить, что затраты экономически целесообразны и обоснованы.

В случае внедрения предложенных мероприятий, затраты на подбор и расстановку персонала немного уменьшатся, также ожидается снижение коэффициента текучести кадров, состав персонала стабилизируется.

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ДОПОЛНИТЕЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ КАК МЕХАНИЗМ ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ГОСУДАРСТВЕННЫХ ГРАЖДАНСКИХ СЛУЖАЩИХ: НОВЫЕ ПОДХОДЫ К РАЗВИТИЮ СИСТЕМЫ

Аннотация: Дополнительное профессиональное образование принято рассматривать как одно из направлений профессионального развития государственных гражданских служащих, обеспечивающих повышение уровня знаний и навыков, необходимых для осуществления профессиональной деятельности в соответствии с новыми вызовами времени. В статье рассматриваются основные изменения в системе дополнительного профессионального образования, сформированные в результате принятия Указа Президента РФ от 21.02.2019 № 68 «О профессиональном развитии государственных гражданских служащих Российской Федерации».

Ключевые слова: дополнительное профессиональное образование государственных служащих, государственный образовательный сертификат на дополнительное образование, профессиональное развитие, государственная служба, кадровая политика.

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ADDITIONAL PROFESSIONAL EDUCATION AS A MECHANISM FOR IMPROVING THE PROFESSIONAL DEVELOPMENT OF CIVIL SERVANTS: NEW APPROACHES TO THE DEVELOPMENT OF THE SYSTEM

Annotation: Additional professional education is usually considered as one of the directions of professional development of civil servants, providing an increase in the level of knowledge and skills necessary to carry out professional activities in accordance with the new challenges of the time. The article discusses the main changes in the system of additional professional education, formed as a result of the adoption of the Decree of the President of the Russian Federation dated 21.02.2019 No. 68 "on professional development of civil servants of the Russian Federation».

Key words: additional professional education of civil servants, state educational certificate for additional education, professional development, public service, personnel policy.

Дополнительное профессиональное образование принято рассматривать в числе базовых компонентов профессионального развития личности государственного гражданского служащего. В соответствии с п. 2 ст. 76 Федерального закона от 29 декабря 2012 г. № 273-ФЗ «Об образовании в Российской Федерации» дополнительное профессиональное образование осуществляется посредством реализации дополнительных профессиональных программ (программ повышения квалификации и программ профессиональной переподготовки)[1].

Особое влияние на процесс развития системы дополнительного профессионального образования госслужащих оказало издание Указа Президента РФ от 21 февраля 2019 г. № 68 «О профессиональном развитии государственных гражданских служащих Российской Федерации». Фактически документ определил новые возможности и подходы к комплексному управлению компетентностным развитием государственного гражданского служащего на основе современных технологий управления.

Дополнительное профессиональное образование гражданских служащих осуществляется[2]:

а) в рамках государственного заказа на мероприятия по профессиональному развитию гражданских служащих в соответствии с законодательством Российской Федерации о контрактной системе в сфере закупок товаров, работ, услуг для обеспечения государственных и муниципальных нужд (далее - законодательство о контрактной системе в сфере закупок);

б) в рамках государственного задания в порядке, установленном Правительством Российской Федерации или нормативными правовыми актами субъекта Российской Федерации;

в) за счет средств государственных органов, в которых гражданские служащие замещают должности государственной гражданской службы Российской Федерации, в образовательных организациях, определенных в порядке, установленном законодательством о контрактной системе в сфере закупок;

г) на основании государственного образовательного сертификата на дополнительное профессиональное образование (далее - образовательный сертификат).

Примечательно, что до введения нового порядка профессионального развития государственных служащих действовало положение, согласно которому обязательным являлось получение дополнительного профессионального образования каждые три года. Предложенный в новой редакции механизм получения дополнительного профессионального образования, по мнению экспертного сообщества, отличается гибкость

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[1] Об образовании в Российской Федерации: Федеральный закон от 29 декабря 2012 г. № 273-ФЗ (в ред. от 27 декабря 2019 г.). В данном виде документ опубликован не был. Доступ из справ.-правовой системы «КонсультантПлюс».

[2] О профессиональном развитии государственных гражданских служащих Российской Федерации: Указ Президента Российской Федерации от 21 февраля 2019 г. № 68 // Собрание законодательства Российской Федерации. 2019. № 8. Ст. 765.

процесса в виду доступности параметров выбора программ обучения в соответствии с возможностями образовательного сертификата[3].

Так, сформирован новый порядок получения дополнительного профессионального образования на основе государственных образовательных сертификатов. Правительством Российской Федерации принято постановление от 18 мая 2019 г. № 619 «О государственном образовательном сертификате на дополнительное профессиональное образование государственного гражданского служащего Российской Федерации», подготовленное в соответствии с Федеральным законом от 27 июля 2004 г. № 79-ФЗ «О государственной гражданской службе Российской Федерации» и Указом Президента Российской Федерации от 21 февраля 2019 г. № 68 «О профессиональном развитии государственных гражданских служащих Российской Федерации».

Образовательный сертификат является именным документом, подтверждающим право гражданского служащего на получение дополнительного профессионального образования (прохождение профессиональной переподготовки или повышения квалификации) по дополнительной профессиональной программе, реализуемой организацией, осуществляющей образовательную деятельность и включенной в реестр исполнителей государственной услуги по реализации дополнительных профессиональных программ для государственных гражданских служащих Российской Федерации на основании образовательных сертификатов (далее соответственно - образовательная организация, реестр образовательных организаций)[4].

Важно отметить, что в рамках образовательного сертификата предполагается не только директивный порядок направления служащего на обучение, но и процесс инициативного получения образования.

Использование возможностей образовательного сертификата в соответствии с реальными потребностями государственного служащего в профессиональном развитии призвано также повысить уровень мотивации к труду. Фактически данный инструмент будет способствовать таргетному влиянию на пробелы в рамках уровня компетентностной подготовки специалиста.

Сформированы также организационные основы получения дополнительного образования в рамках образовательного сертификата. Установлено, что федеральной государственной информационной системой в области государственной службы, в рамках которой осуществляется самостоятельное изучение государственными гражданскими служащими Российской Федерации образовательных материалов, является «Единая

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[3] См. Богдановская Е.Г. Правовые основы организации профессионального развития государственных гражданских служащих российской федерации: возможности и перспективы // Парадигма. 2019. №1. С. 96-107.

[4] О государственном образовательном сертификате на дополнительное профессиональное образование государственного гражданского служащего Российской Федерации: Постановление Правительства Российской Федерации от 18 мая 2019 года N 619 // Собрание законодательства Российской Федерации. 2019. №21. Ст. 2579.

информационная система управления кадровым составом государственной гражданской службы Российской Федерации»[5].

В настоящее время запущен и функционирует единый специализированный информационный ресурс (edu.gossluzhba.gov.ru)[6].

На портале возможно ознакомиться приоритетными направлениями профессионального развития государственных, которые также разрабатываются в рамках Указом Президента РФ от 21 февраля 2019 г. № 68 для повышения эффективности реализации мероприятий по профессиональному развитию государственных гражданских служащих[7]. Ресурс предоставляет возможности агрегации основных сведений по каждому направлению: представлены такие блоки, как «Программы», «Мероприятия», «Материалы»[8].

В рамках раздела «Самообразование» доступны такие блоки, как «Дополнительные профессиональные программы», «Обучающие материалы», «Библиотека лучших практик», «Самооценка». Государственному служащему предоставляется доступ к онлайн-ресурсу, обеспечивающему непрерывное развитие его профессионального уровня.

Фактически ресурс представляет собой информационную площадку, позволяющую обеспечить широкое применение информационно-коммуникационных технологий в ходе планирования, организации и реализации мероприятий по профессиональному развитию гражданских служащих.

Таким образом, в настоящее время наметился курс на централизацию процесса профессиональной подготовки специалистов в области государственного управления. Наряду с формированием единых стандартов к уровню профессиональной подготовки, к настоящему времени намечен переход на создание единой модели управления профессиональным развития государственного служащего.

Создание новой системы организации дополнительного профессионального образования государственных служащих способно обеспечить гибкость в принятии решений относительно периодичности и содержания образовательных программ, осваиваемых государственным служащим. Предлагаемая модель позволяет учитывать актуальные для конкретного органа государственной власти задачи, уровень подготовки

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[5] О государственном образовательном сертификате на дополнительное профессиональное образование государственного гражданского служащего Российской Федерации: Постановление Правительства Российской Федерации от 18 мая 2019 года N 619 // Собрание законодательства Российской Федерации. 2019. №21. Ст. 2579.

[6] Профессиональное развитие: единый специализированный информационный ресурс [Электронный ресурс]. URL: http://edu.gossluzhba.gov.ru (дата обращения: 20.01.2020).

[7] Об утверждении перечня приоритетных направлений профессионального развития федеральных государственных гражданских служащих на 2019 - 2020 годы: Приказ Минтруда России от 05 июня 2019 г. № 378н // Официальный интернет-портал правовой информации www.pravo.gov.ru, 27.06.2019, N 0001201906270027.

[8] Профессиональное развитие: единый специализированный информационный ресурс [Электронный ресурс]. URL: http://edu.gossluzhba.gov.ru (дата обращения: 20.01.2020).

специалиста, системно влияя на развитие компетентностного профиля государственного гражданского служащего.

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ОСОБЕННОСТИ ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ В АГРАРНОМ СЕКТОРЕ

Аннотация: В статье рассмотрены вопросы основных особенностей государственной поддержки малых форм хозяйствования, кооперации и интеграции малых форм сельскохозяйственного производства. В современных условиях, именно функционирование предприятий малого бизнеса в аграрном секторе выступило в качестве фактора, способствующего диверсификации производства, насыщению локальных рынков и компенсации издержек, возникающих в результате рыночной трансформации аграрного рынка (колебания рыночной конъюнктуры, безработица, кризис и др.).

Ключевые слова: государственное регулирование, малые формы хозяйствования, агробизнес.

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FEATURES OF STATE REGULATION IN THE AGRICULTURAL SECTOR

Annotation: The article deals with the main features of state support for small businesses, cooperation and integration of small forms of agricultural production. In modern conditions, it is the functioning of small businesses in the agricultural sector that has acted as a factor contributing to the diversification of production, saturation of local markets and compensation for costs resulting from the market transformation of the agricultural market (fluctuations in market conditions, unemployment, crisis, etc.).

Key words: state regulation, small business, agribusiness.

Научно-техническая революция, стремительное нарастание инновационных процессов в экономике на передний план выдвигают задачи эффективности производства, роста его технического уровня, наукоемкости, совершенствования организации и управления. В странах с развитой рыночной экономикой решение этих задач напрямую связано с государственным регулированием, которое имеет давнюю историю.

Возрастающее вмешательство государства в процесс воспроизводства, попытка путем регулирования и программирования достичь сбалансированности развития в масштабах национальной экономики — отражение и результат процесса обобществления производства в условиях, когда присущая любому высокоорганизованному производству потребность в обеспечении пропорциональности становится настоятельной необходимостью, решающим фактором развития, а реальные возможности регулирования базируются на ресурсах государственного сектора и наличии у государства финансовых средств, необходимых для превращения системы государственных доходов и расходов в активный инструмент экономической политики. И в этом особая роль принадлежит государственным экономическим программам.

Экономическое программирование не является качественно новым этапом в развитии рыночной экономики. Это лишь более высокая ступень ее регулирования, достигнутая в результате эволюции традиционных форм и методов государственного вмешательства в экономический процесс. При оценке роли программирования и связываемых с ним возможностей воздействия на капиталистическую экономику принято исходить из системы рекомендаций и методов косвенного регулирования через рыночный и финансовый механизм, то есть через индикативное планирование. Возможности индикативного планирования существенно ограничены отношениями частной собственности, конкурентным механизмом экономики, преимущественно рекомендательным характером государственного воздействия на воспроизводственные процессы. Тем не менее, оно призвано влиять на капиталистическое воспроизводство более полно и широко, чем традиционное регулирование, и осуществлять это регулирование в долгосрочном аспекте, затрагивая непосредственно процессы производства и накопления.

В сельском хозяйстве, может быть даже в большей степени, чем в каком-либо ином секторе развитой рыночной экономики, государство выступает в качестве мощного средства радикальной перестройки деревни, является своего рода производительной силой и полигоном для поиска и апробирования наиболее эффективных форм хозяйствования на селе.

Цели государственного регулирования сельского заключаются в обеспечение занятости в аграрном секторе и соответствующего уровня жизни сельского населения; стабилизации рынков сельскохозяйственной продукции; гарантированном снабжении внутреннего рынка; заботе о поставках аграрной продукции потребителям по «разумным» ценам. Государство также сталкивается с необходимостью регулирования аграрного сектора в связи с тем, что сельскохозяйственное производство становится весьма капиталоемким. Вместе с тем, по своему характеру сельскохозяйственное производство - биологическое, зависящее от природных факторов. Чистая прибыль, даже в наиболее развитых странах, в сельском хозяйстве относительно невелика, а с учетом основных фондов низка и рентабельность производства. Налицо весьма серьезное противоречие между относительно низкой рентабельностью сельского хозяйства, все еще невысокой по сравнению с промышленностью производительностью труда и потребностью в капиталовложениях и притоке оборотного капитала [1].

Весь комплекс мер по оказанию поддержки агропромышленному комплексу со стороны государства (в основном меры Государственной программы) должны способствовать устойчивости хозяйствующих субъектов, увеличению объемов валовой и товарной продукции, росту уровня оплаты труда, положительным изменениям в формах и способах организации производства, развитию глубокой переработки продукции и доведению ее до потребителя.

Осложнение макроэкономической ситуации в стране, вызванное снижением курса рубля к иностранным валютам, действием санкций в отношении России, не могло не сказаться на положении в агропромышленном комплексе страны. В этот период стали обостряться прежние и возникли новые проблемы, сдерживающие развитие отрасли.

Известно, что специфика сельскохозяйственного производства оказывает большое влияние на результаты деятельности всех форм хозяйствования, эти особенности формируют большой спектр наличия организационно-правовых форм деятельности, которых нет в других отраслях экономики, имея в виду малые формы хозяйствования. Определенной проблемой на практике является правомочность деятельности малых форм хозяйствования к законодательно принятому организационно-правовому перечню. Поэтому необходимо осуществить определенную систематизацию нормативно-правовых актов и выделения основных особенностей деятельности рассматриваемых малых форм хозяйствования.

Сегодня малый бизнес является важным звеном в системе общественного воспроизводственного процесса, которое призвано обеспечивать рост эффективности производства, устойчивое социально-экономическое развитие, выравнивание уровней и повышение качества жизни населения, улучшение социального климата в обществе, разрешение геополитических и геоэкономических проблем [2].

Способность малого бизнеса быстро адаптироваться к постоянно меняющейся конъюнктуре рынка, использовать новые идеи, инновации при простоте и гибкости структуры внутреннего управления делают малый бизнес достаточно привлекательным для значительной части экономически активного населения, готового брать на себя риски создания и начала бизнеса.

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МОТИВЫ И СТИМУЛЫ ПОВЫШЕНИЯ ПРОИЗВОДИТЕЛЬНОСТИ ТРУДА

Аннотация: В современных условиях развития рыночных отношений рабочая сила становится товаром. Но это не обычный товар. Отличие его от других состоит в том, что, во-первых, он создает стоимость большую, чем стоит сам, во-вторых, без его привлечения невозможно осуществление процесса производства, и, в-третьих, от него во многом зависит эффективность использования основных и оборотных производственных фондов.

Ключевые слова: труд, материальное стимулирование, производительность труда.

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MOTIVATIONS AND INCENTIVES FOR IMPROVEMENT LABOUR PRODUCTIVITY

Annotation: In modern conditions of development of market relations, labor becomes a commodity. But this is not an ordinary product. Its difference from others is that, first, it creates a cost greater than it is worth, second, without its involvement, it is impossible to implement the production process, and, third, it largely determines the efficiency of the use of fixed and circulating production assets.

Key words: labor, material incentives, labor productivity.

Под системой материального стимулирования понимается совокупность экономических рычагов, с помощью которых государство или предпринимательская структура воздействуют на интересы участников производства в нужном для них направлении. Чем выше материальная заинтересованность, тем лучше удовлетворяется интерес. Следовательно, материальная заинтересованность есть отношение между участниками производства по поводу размеров или степени удовлетворения объективных потребностей и интересов.

Принцип материальной заинтересованности находит свое выражение в оплате по труду, в материальном поощрении за лучшие результаты работы (текущие премии и вознаграждение по итогам года). Поэтому, система материального стимулирования состоит из двух частей: гарантированной контрактом части заработка (выплачиваемой в течение года в качестве минимальной гарантированной ставки – аванса) и оплаты по конечным результатам производства, в зависимости от количества, качества продукции и уровня издержек на ее производство.

Система материального стимулирования должна обеспечивать, с одной стороны, высокий заработок при достижении высоких показателей работы, улучшении качества продукции и снижении издержек производства и, с другой стороны – материальную ответственность за упущения.

Подход к регулированию производственного поведения и отношений работников, связан с именем американского социолога Берреса Фредерика Скиннера. В рамках данного подхода используются материальные и социальные побудительные факторы. Вознаграждение за труд тщательно увязывается с конкретными достижениями, оценка результатов деятельности с дозированной системой материальных и моральных стимулов.

Современные исследования человека в труде позволяют создать прагматические модели мотивации сотрудника на рабочем месте. Их результаты легли в основу современных теорий мотивации, которые разделяются на две большие категории: содержательные и процессуальные. Первые основываются на изучении тех внутренних побуждений, которые заставляют действовать человека определенным образом, вторые - основываются на том, как люди осуществляют выбор того или иного типа поведения с учетом их воспитания и познания. Чтобы понять смысл современных теорий мотивации, необходимо уяснить смысл основополагающих понятий: потребности и вознаграждения.

Человек испытывает потребность тогда, когда ощущает недостаток чего-либо. Первичные потребности являются по своей природе физиологическими, а, следовательно, врожденными. Примерами могут служить потребности дышать, спать, потребности в пище, воде и сексуальные потребности. Вторичные потребности по природе социально - психологические. Например, потребности в успехе, уважении, привязанности, власти. Если первичные потребности заложены генетически, то вторичные осознаются с опытом и формируются только в обществе.

Сложность мотивации через потребности заключается в том, что существует огромное количество разнообразных человеческих потребностей. Причем то, что оказывается эффективным для мотивации одних людей, оказывается совершенно неважным для других.

Одним из факторов побуждения людей к эффективной деятельности является вознаграждение, под которым мы понимаем не просто деньги или отдельные блага, а все то, что человек считает ценным для себя. Но так как понятия ценности у людей различны, то и различна оценка вознаграждения.

В научной литературе достаточно часто освещаются проблемы, связанные с материальным стимулированием труда в сельскохозяйственных организациях и определением его производительности. Все авторы сходятся на том, что в отрасли нарушаются соотношения в темпах роста производительности и оплаты труда. Поэтому одни авторы предлагают разработать и применять инновационные методики стимулирования труда в сельском хозяйстве, другие видят причину снижения оплаты труда (и как следствие потерю ей стимулирующего значения) в продолжающемся диспаритете цен. Некоторые авторы отмечают недоработанность методологических основ оценки производительности труда [1]. При этом и те и другие авторы не обращают внимания на основной принцип оплаты труда, заключающийся в опережающем темпе роста производительности труда по сравнению с темпами роста оплаты труда. Конечно, нельзя забывать и о влиянии уровня оплаты труда в сельском хозяйстве на закрепляемость кадров, на эффективность использования земельно-ресурсного потенциала региона и развитие сельских территорий [2, 3].

Труд можно считать производительным, если он не только покрывает стоимость рабочей силы, но и приносит прибавочную стоимость. Работникам сельскохозяйственных организаций иногда приходится выслушивать не всегда заслуженные упреки о низкой производительности труда в сельском хозяйстве и об опережающем росте оплаты труда сельскохозяйственных работников. Так ли это на самом деле и как можно обеспечить объективность оценки данных показателей? Насколько уровень оплаты труда работников сельского хозяйства возмещает затраты рабочей силы на производстве и стимулирует ли их к высокопроизводительному труду? Попробуем найти ответы на эти вопросы.

Производительность труда является одним из основных показателей, определяющих эффективность сельскохозяйственного производства, которая определяется на уровне народного хозяйства, региональном и отраслевом уровнях. Для оценки эффективности сельскохозяйственного производства на региональном уровне имеются оценка и анализ валовой продукции сельского хозяйства в хозяйствах всех категорий. Однако отсутствие показателя численности работников, занятых в производстве данной продукции, не позволяет рассчитать производительность труда по категориям хозяйств. В сельскохозяйственных организациях в бухгалтерской отчетности приведены показатели численности работников, занятых в сельскохозяйственном производстве, но нет стоимости валовой продукции сельского хозяйства по отраслям животноводства и растениеводства, что также затрудняет расчет показателей производительности труда.

Заработная плата образует большую часть доходов потребителей, поэтому она оказывает существенное влияние на размер спроса на потребительские товары и на их цены. Под заработной платой в широком смысле слова понимается доход от фактора производства под названием «труд». В узком смысле слова заработная плата рассматривается как ставка заработной платы, то есть цена, выплачиваемая за использование единицы труда в течение определенного времени-часа, дня, месяца и т.д.

В России изменения форм собственности диктуют необходимость поиска новых подходов к материальному вознаграждению работников, построению оптимальных моделей оплаты труда и участия в распределении доходов. Наибольший интерес представляет создание модели, отражающей тесную зависимость уровня вознаграждения от результатов деятельности организации, от трудового вклада в них конкретного работника, от государственной политики в области распределительных отношений и от рыночной конъюнктуры.

Применение данной модели позволяет: - поставить размер вознаграждения каждого работника в зависимость не только от факторов, предусмотренных системой оплаты труда, но и от размеров дивидендов, установленных советом акционеров; - учесть все направления государственного регулирования в области распределения средств на оплату труда, регулирующее воздействие рынка труда; - индивидуализировать процесс оплаты персонала путем заключения трудовых контрактов с индивидуализацией режима и условий труда, форм занятости.

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ОБЩИЕ ВОПРОСЫ МЕТОДИКИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ

Аннотация: Начальный этап обучения, по общему признанию преподавателей и методистов, является наиболее важным и трудным периодом, этот период во многом определяет дальнейшее изучение иностранного языка. Как быстрее ввести учащегося в систему языка? Что отобрать для первого этапа занятий из огромного количества языковых фактов? Как сочетать в обучении фонетику, грамматику, лексику? Каким должно быть соотношение чтения, письма, говорения, слушания? Каковы наиболее эффективные приемы и методы работы?

Ключевые слова: преподавание языка, с нашей точки зрения, должно вестись на изучаемом языке.

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GENERAL ISSUES OF THE METHOD OF TEACHING THE RUSSIAN LANGUAGE AS FOREIGN AT THE INITIAL STAGE OF TEACHING

Annotation: The initial stage of training, as recognized by teachers and methodologists, is the most important and difficult period, this period largely determines the further study of a foreign language. How to enter a student into the language system faster? What to select for the first stage of classes from a huge number of language facts? How to combine phonetics, grammar, vocabulary in training? What should be the ratio of reading, writing, speaking, listening? What are the most effective techniques and methods?

Key words: language teaching, from our point of view, should be conducted in the language being studied.

Место зрительной и слуховой наглядности и целый ряд других вопросов возникает перед преподавателем, когда он приступает к процессу

В методической литературе и в практике чаще всего начальным этапом считается период длительностью 2–4 месяца. Что же можно считать, с точки зрения объема материала, основной задачей, границей начального этапа? Если учащийся может правильно понять и употребить базисные структуры, если усвоены грамматические формы, необходимые для этих базисных структур, и учащиеся приобрели первые навыки чтения и письма, – то задача начального этапа является выполненной.

Совершенно иной подход к языковому материалу и приемам работы на разных этапах обучения. В основном курсе обучения больше места отводится систематизации грамматических форм, их значений, случаев их употребления, иной характер приобретает чтение, лексическая работа, иными будут упражнения и сам материал для обучения.

1. Первая методическая проблема, стоящая перед преподавателем, впервые приступившим к занятиям по иностранному языку (в нашем случае по русскому языку как иностранному), – как можно точнее определить цель обучения с учетом количества часов и распределения этого количества часов (концентрированное или растянутое по времени обучения языку, аспектное или комплексное обучение языку).

Применительно к начальному этапу обучения существует бесспорное мнение методистов о необходимости интенсивного обучения языку, особенно в период становления произносительных навыков. Желательно, чтобы в этот период была интенсивной работа и на занятиях, и дома, по возможности могли бы быть индивидуализированные занятия и консультации для учащихся.

Проблема аспектного или комплексного обучения языку на начальном этапе решается так: в настоящее время признается всеми методистами необходимость выделения вводно-фонетического курса, продолжительность которого зависит от различных факторов (цели обучения, близость фонетической системы родного языка учащихся к фонетической системе русского языка и т.д.).

Чаще всего – это фонетико-грамматический разговорный курс, где основное место отводится фонетике. В целом же нами разделяется комплексный подход к языку, так как овладение языком происходит одновременно в разных аспектах.

2. Вторая методическая проблема – определение места родного языка или языка-посредника на занятиях по русскому языку как иностранному.

При введении языкового материала могут быть использованы перевод, сопоставления. Перевод – лучший способ проверки глубины понимания (экономичный прием).

При закреплении полученных знаний используется преимущественно беспереводный способ. Обращение к переводу возможно при необходимости быстро, экономично проконтролировать знания и навыки.

Учет родного языка учащихся находит свое место в основном при подготовке материала для обучения (при отборе и расположении фонетического, лексического и грамматического материала).

Необходимо выработать у учащихся непосредственное, без участия языка-посредника, представление или переживание, вызываемое прочитанным текстом или иностранным словом.

Конечно, перевод преподавателем слов и запись их учащимися имеет место на уроке, но речь учащихся на родном языке не должна звучать на занятиях по русскому языку.

Преподаватель не должен прибегать к объяснению материала на родном языке. Даже при введении лексики на начальном этапе преподаватель в наших условиях обращает внимание на наглядные средства объяснения слов, постепенно подводит учащихся к умению определять значение слов по общему смыслу контекста, из ситуации, не прибегает к переводу каждого отдельного слова, слова усваиваются в речи.

3. Третья проблема – определение принципов отбора лексики для начального этапа обучения.

Строгий отбор лексики характерен для начального этапа обучения.

В вводно-фонетическом курсе лексика подчинена фонетике, здесь должны учитываться фонетические трудности.

Сфера отбора лексики на начальном этапе в наших условиях:

- быт, бытовая лексика;
- газета, общественно-политическая лексика;
- специальная лексика.

Частотность и тематический принцип отбора лексики должны быть строго согласованы. Необходимо учитывать лексические связи слов – сочетаемость слов, однокоренные слова.

Слово всегда дается в предложении – знание изолированных слов тоже необходимо, но активизация их идет в предложении. Каждое вводимое новое слово усваивается одновременно в его фонетическом и графическом облике. Для начального этапа характерно ограниченное введение разных значений одного слова, синонимов.

Основная масса лексики на начальном этапе активная, количество пассивной лексики в этот период незначительно. Количество читаемых текстов на начальном этапе ограничено, основная масса лексики из текстов закрепляется и активизируется.

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ИСПОЛЬЗОВАНИЕ ТЕХНИЧЕСКИХ СРЕДСТВ ОБУЧЕНИЯ В ПРОЦЕССЕ ФОРМИРОВАНИЯ СЛУХОПРОИЗНОСИТЕЛЬНЫХ НАВЫКОВ

Аннотация: Каждая изучаемая грамматическая форма должна быть последовательно проведена через «ступеньки» подготовительных упражнений к упражнениям речевым – упражнениям в речевой коммуникации.Одним из условий, обеспечивающих владение произношением, является использование зрительной и слуховой наглядности, ТСО (технических средств обучения). Роль ТСО особенно возрастает вне языковой среды. В это время магнитофон используется как на уроке, так и во внеаудиторное время (лингафонный класс). Звуковые пособия строятся с учетом постепенного усложнения материала и отрабатываемых операций.

Ключевые слова: технических средств обучения, с помощью которого можно контролировать артикуляции, например, артикуляцию губ.

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USE OF TEACHING EQUIPMENT IN THE PROCESS OF FORMING HEARING PROFICIENCY SKILLS

Annotation: Each grammatical form studied must be sequentially conducted through the “steps” of preparatory exercises for speech exercises - exercises in speech communication. One of the conditions that ensure pronunciation proficiency is the use of visual and auditory visibility, TCO (technical training tools). The role of TCO is especially growing outside the language environment. At this time, the tape recorder is used both in the lesson and in extracurricular times (language class). Sound aids are built taking into account the gradual complication of the material and operations performed.

Key words: technical teaching aids, with which you can control articulation, for example, lip articulation.

В первые дни вводно-фонетического курса предлагается прослушать знаковый материал (звуки, слоги, слова) с целью формирования фонетического слуха, создания слуховых эталонов изучаемых звуковых явлений. Затем предлагается не только прослушать, но и повторить параллельно слоги, слова и короткие предложения, имея перед глазами зрительную наглядность – печатный текст. Постепенно упражнения становятся все более сложными, они направлены как на развитие фонематического слуха, так и на формирование артикуляционной базы русского языка. Это упражнения типа: «Слушайте слова и предложения»; «Определите место ударения»; «Опознайте тренируемый звук»; «Определите тип ИК» и т.д. Проводятся специальные упражнения на выработку темпа речи: «Читайте текст вместе с диктором».

Наряду со слуховой полезно использовать зрительную наглядность: артикуляционные схемы, фото артикуляционных укладов, палатограммы. При постановке отдельных звуков применяется зеркало, с помощью которого можно контролировать артикуляции, например, артикуляцию губ; различную степень раствора ротовой полости при произнесении гласных звуков; губно-губную смычку, дорсальный уклад при произнесении согласных звуков и т.д.

Виды фонетических упражнений. В соответствии с видами речевой деятельности выделяются упражнения слуховые, артикуляторные и упражнения, направленные на развитие техники чтения.

Слуховые упражнения предшествуют артикуляторным при постановке звуков, затем параллельно используются оба вида упражнений. Среди слуховых упражнений следует выделять упражнения на различение, когда происходит формирование слухового эталона, и упражнения на опознавание, выполнение которых требует сформированных слуховых образцов. В упражнениях на различение тренируемый звук, ритмическая модель, тип ИК можно выделить в предъявляемых попарно словах и предложениях, а в упражнениях на опознавание – в отдельно предъявляемых словах и предложениях. После вводно-фонетического курса предпочтение отдается упражнениям второго типа (на опознавание).

Необходимым условием успеха работы по развитию фонематического слуха является немедленная коррекция ошибок в слуховых упражнениях. Один из усложненных вариантов слуховых упражнений на опознавание – фонетические диктанты.

Артикуляторные упражнения подразделяются на постановочные и упражнения на закрепление звука. В постановочных упражнениях звук произносится отдельно, затем в слоге, слове в легкой позиции, при этом в упражнении выдерживается принцип одной трудности.

В таких упражнениях используется принцип от легкого к трудному, от благоприятной позиции к трудной, соблюдается возрастающая градация трудностей.

Упражнения на закрепление представляют собой произнесение и чтение слогов знакомых, а затем и незнакомых слов с двумя или несколькими трудностями, ответы на вопросы, короткие высказывания (одно–два предложения), чтение предложений, слуховые и артикуляторные упражнения на противопоставление смешиваемых фонетических явлений.

С точки зрения формирования слухопроизносительных навыков и умений важно правильное сочетание тренировочных и речевых упражнений.

Речевые упражнения используются уже во вводно-фонетическом курсе, далее количество их увеличивается.

Тренировочные фонетические упражнения представляют собой чтение и произнесение слогов, слов, словосочетаний и предложений.

Речевые фонетические упражнения – это упражнения с коммуникативными заданиями типа: «Спросите...», «Ответьте на вопрос», «Закончите предложение», «Согласитесь или возразите собеседнику», когда внимание говорящего направлено на коммуникацию.

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ВИДЫ УПРАЖНЕНИЙ С ГРАММАТИЧЕСКОЙ НАПРАВЛЕННОСТЬЮ

Аннотация: Изучение грамматики в аудитории учащихся нефилологов ориентируется на определенные цели и условия обучения, на конкретный контингент учащихся. В связи с этим объем грамматического материала и система его подачи может варьироваться. Однако принципиально общим остается подход: от содержания мысли к форме ее выражения. Введение в учебный процесс того или иного грамматического материала диктуется только его коммуникативной необходимостью, т.е. необходимостью выражения определенного содержания. Всякий раз учащийся должен понимать, для чего предлагается та или иная грамматическая тема. Грамматические правила даются не для простого их заучивания, а для того, чтобы с опорой на эти правила учащиеся могли сознательно совершать грамматические действия в процессе речевой коммуникации.

Ключевые слова: ситуативные упражнения, подстановочные упражнения, речевые упражнения, прочитанного, услышанного, увиденного.

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GRAMMATIC TYPES OF EXERCISES

Annotation: Studying grammar in the audience of students of non-philologists focuses on specific goals and conditions of study, on a specific contingent of students. In this regard, the volume of grammatical material and its presentation system may vary. However, the approach remains fundamentally general: from the content of thought to the form of its expression. An introduction to the educational process of a grammatical material is dictated only by its communicative necessity, i.e. the need to express certain content. Each time, the student must understand why a particular grammatical topic is proposed. Grammar rules are not given to memorize them simply, but to rely on these rules to enable students to consciously perform grammar actions in the process of verbal communication.

Key words: situational exercises, substitution exercises, speech exercises, read, heard, seen.

После введения нового материала и предъявления речевого образца следует этап тренировки употребления этого материала в речи и доведения его до уровня навыка. Ученик должен усваивать грамматическую форму в процессе ее употребления, только в этом случае достаточно быстро формируется навык ее использования. Все виды упражнений должны носить коммуникативный характер. Упражнения с грамматической направленностью можно разделить на «подготовительные» и речевые, т.е. упражнения, которые формируют навыки, и упражнения, которые развивают речевые умения.

Подготовительные упражнения. Они должны иметь коммуникативную задачу, которая соответствует задаче говорящего в реальной речевой практике. С учетом этого выдвигаются основные требования к подготовительным упражнениям:

1) наличие коммуникативной задачи;

2) ситуативная отнесенность;

3) они должны быть построены так, чтобы обеспечить относительную безошибочность и быстроту выполнения.

В методике по способу выполнения подготовительные упражнения разделяют на имитативные, подстановочные, трансформативные и репродуктивные.

Имитативные упражнения. Их цель – многократное прослушивание и проговаривание предъявляемых готовых образцов. Ученики сами здесь ничего не конструируют: они получают готовые формы и употребляют их, ничего не изменяя. И все-таки они не должны быть механическими.

Имитативные упражнения очень эффективны, они не вызывают трудностей, создают иллюзию общения, «свободного» владения новой формой, создают атмосферу психологического комфорта.

Подстановочные упражнения – здесь учащиеся должны дать другое лексическое наполнение предложенной конструкции, подставить другую лексическую единицу в воспринятую структуру:

– Сейчас я пойду в библиотеку.

– А в поликлинику?

– А в поликлинику потом.

Трансформативные упражнения – здесь ученики сами должны использовать лексическую единицу в нужной форме:

– Я хочу купить часы.

– Разве у тебя нет часов?

Репродуктивные упражнения – здесь учащиеся сами выбирают лексическую единицу, употребляют в тренируемой форме и структуре. Можно выделить следующие типы.

- Свободные ответы на вопросы:
- Упражнения-игры типа «угадайте»:

- Упражнения с использованием различных предметов, схем, карточек. Отбираются существительные трех родов, единственного и множественного числа в сочетании с прилагательными и т.д. («где нет чего», «где есть что» и «где лежит»).

Речевые упражнения – они развивают речевые умения, имеют коммуникативную задачу. Это «упражнения в естественной коммуникации в различных видах речевой деятельности». Встает вопрос, нужно ли в рамках изучения грамматической темы давать учащимся речевые упражнения? Ведь тогда это не обучение грамматике, а обучение говорению. Обучая грамматике, мы обучаем практической грамматике, т.е. формируем навыки грамматического оформления слов в речи. Среди огромного количества речевых упражнений выделяем три большие группы.

Упражнения в передаче содержания (прочитанного, услышанного, увиденного). Они коммуникативно обоснованы. Но, чтобы пересказ стал речевым упражнением, необходимы следующие условия: это должен быть рассказ лицу, чтобы содержание было незнакомым, чтобы это был пересказ с определенной коммуникативной задачей.

Ситуативные упражнения. Под ситуацией здесь понимается не только тема разговора или место, где происходит разговор. Ситуация – это комплекс факторов, стимулирующих речевое действие. Такими факторами являются сами «действующие лица» – их социальные роли, их взаимоотношения, характеры, мотивы, также условия, обстоятельства, в которых развивается ситуация. Например, вы отдыхаете в интернациональном молодежном лагере, вам поручено разработать меню для праздничного вечера. Вы привлекаете своих студентов, «членов комиссии». При этом определяете их национальность, возраст, темперамент. Учащиеся при решении данной задачи используют все свои знания – языковые средства. Такие упражнения эффективнее тех, в которых ставится только языковая задача.

Игровые упражнения – пользуются успехом у учащихся, они создают на занятиях атмосферу естественного живого общения, положительных эмоций, что при обучении языку особенно важно. Язык выступает здесь в функции средства общения, поскольку цель игры – угадать, выиграть, победить.

Надо отметить, что всевозможные игры, конкурсы, это своего рода отдых, отвлечение от «серьезных» занятий. По существу всевозможные игры являются завершающим этапом тренировки каких-либо форм или конструкций.

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ЧТЕНИЕ КАК СРЕДСТВО ОБУЧЕНИЯ

Аннотация: Чтение – это вид речевой деятельности по восприятию и переработке графически зафиксированного содержания текста в смысл в соответствии с коммуникативной установкой. Что значит читать? Просто уметь читать, это еще ничего не значит; что читать и как понимать читаемое – вот в чем главное. Наша задача – научить правильно читать, а умение читать складывается из техники чтения (правильного озвучивания слов, правильного произношения слов, словосочетаний и уяснения их значений) и понимания прочитанного.

Ключевые слова: информация, предложенная в виде печатного текста, воспринимается более надежно и эффективно, с меньшими затратами и усилиями.

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READING AS A LEARNING TOOL

Annotation: Reading is a type of speech activity for the perception and processing of graphically fixed text content into meaning in accordance with a communicative setting. What does it mean to read? Just being able to read does not mean anything; what to read and how to understand what is read - that’s the main thing. Our task is to teach you to read correctly, and the ability to read consists of the technique of reading (the correct pronunciation of words, the correct pronunciation of words, phrases and understanding of their meanings) and reading comprehension.

Key words: information offered in the form of printed text is perceived more reliably and efficiently, with less cost and effort.

Чтение является очень эффективным средством обучения иностранному языку. Особенно ощутимо положительное влияние чтения на запоминание языкового материала, а также положительно сказывается на развитие других видов речевой деятельности. Это происходит из-за общности психологических механизмов, анализаторов в разных видах речевой деятельности.

Велика роль чтения в формировании словарного запаса. Часто встречающиеся при чтении лексические единицы переходят в активное владение, используются в устной речи. При чтении происходит непроизвольное запоминание, оно более естественно. Поэтому тексты для чтения при изучении иностранного языка составляются с учетом многоразовой повторяемости языковых единиц.

В обучении иностранным языкам чаще используют виды учебного текста, которые по существу являются формами работы: чтение вслух и про себя, беспереводное и переводное, подготовленное и неподготовленное, классное и домашнее.

Из всего сказанного следует, что в конкретных условиях учебного процесса обучение чтению может быть как самостоятельной целью, так и средством овладения другими видами речевой деятельности. В условиях работы кружков и курсов русского языка эти две задачи, как правило, пересекаются.

Для того, чтобы правильно организовать процесс обучения чтению, надо знать, что это достаточно сложный и активный мыслительный процесс, целью которого является извлечение необходимой экстра-лингвистической информации из письменного (печатного) источника.

Чтение – это единый процесс, состоящий из техники чтения и понимания содержания письменного сообщения.

Под **техникой чтения** методисты понимают умение владеть фонетической структурой слова, навыками слитного произношения слов, правильного членения предложения на смысловые части, правильного опознания типа интонационной конструкции.

Работа по обучению чтению начинается с этапа формирования **навыков техники чтения, чтения вслух** и **чтения про себя**. Эта работа проводится в неразрывной связи с фонетическим аспектом языка: с постановкой произношения, усвоением ритмико-мелодических и интонационных моделей изучаемого языка.

Чтение вслух должно обеспечить прочное усвоение буквенно-звуковых соотношений, способствовать формированию навыка членения речевого потока на единицы, объединенные в смысловом и ритмомелодическом отношениях, и восприятия графического материала определенными блоками.

При организации процесса обучения чтению, при отборе текстовых источников рекомендуется иметь в виду изложенные выше факторы, которые могут либо способствовать пониманию информации, либо существенно тормозят его.

Подготовленное чтение предполагает снятие языковых трудностей до чтения текста. Очень важно при этом, чтобы работа над языковым материалом не раскрывала содержание текста. Можно использовать такие приемы: имеющиеся морфологические и синтаксические трудности анализировать на другом лексическом материале; новые слова отрабатывать в ином лексическом материале. В любом случае анализ конкретных фраз текста при такой работе нежелателен.

Неподготовленное чтение проводится на адаптированных текстах, облегченных в языковом отношении. В них могут содержаться незнакомые слова, конструкции, но они не должны препятствовать восприятию основной информации текста.

Классное и домашнее чтение – различаются по месту проведения чтения. По мере накопления читательского опыта учащимися классное чтение уменьшается в пользу домашнего чтения. Домашнее чтение позволяет экономить время на уроке, проводя лишь контроль понимания прочитанного.

При обучении иностранному языку одной из целей является чтение на этом языке. Часто оно совмещается с обучением устной речи.

При этом уровень сформированности умения читать определяется как «зрелое чтение», умение пользоваться чтением на изучаемом языке практически.

Зрелое чтение характеризуется автоматизацией технических навыков при направленности внимания на содержание, гибкостью приемов.

При обучении чтению важно не только формирование у учащихся определенных навыков, умений, обеспечивающих возможность процесса чтения, но и привитие интереса к чтению, воспитание внутренней потребности к чтению на изучаемом языке. Следует помнить, что умения читать, не подкрепляемые постоянной тренировкой, распадаются очень быстро. А разговорные навыки разрушаются в течение двух лет, если не подкреплять их чтением.

Для учащегося потребность в чтении на изучаемом языке будет обеспечена только тогда, когда предложенные для чтения тексты будут соответствовать его познавательным и эмоциональным запросам, уровню его интеллектуального развития. Предлагаемые тексты могут быть очень разнообразными по жанрам и тематике, но они должны представлять для учащихся большой интерес.

Обобщая изложенный выше материал, связанный с основными проблемами обучения чтению, можно сделать несколько выводов.

1. Чтение – это один из видов речевой деятельности, сложный психофизиологический процесс, который может осуществляться только на определенной языковой базе, на основе фонетических и лексико-грамматических знаний.

2. Развитие навыков чтения должно учитывать две стороны этого процесса: технику чтения, подготавливающую восприятие письменного сообщения, и понимание его информации как результат состоявшейся речевой деятельности. Систематическая и целенаправленная тренировка с помощью специальных упражнений – обязательное условие успешного обучения.

3. Основной целью в условиях работы зарубежных кружков и курсов русского языка является развитие навыков базового чтения, на основе которых возможен постепенный переход к обучению чтению с различными целевыми установками.

4. Объектом контроля чтения должно быть понимание содержания текста, а не его языковой материал.

5. Методическое положение о целесообразности и плодотворности взаимосвязанного обучения всем видам речевой деятельности предполагает обучение навыкам чтения параллельно с развитием других речевых навыков и прежде всего – говорения. При этом должно соблюдаться единство фонетического и лексико-грамматического материала как базы для речевого творчества учащихся.

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ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ - ГИДРОТЕРМАЛЬНЫЙ РОСТ СИНТЕТИЧЕСКОГО МИНЕРАЛЬНОГО СЫРЬЯ

Аннотация: В работе приводиться результаты исследования кристаллов кварца, выращенных на нейтронно-облученных затравках. Обнаружено, что в них присутствует β- фаза кварца, количество которой возрастает с увеличением дозы облучения затравок.

Ключевые слова: нейтрон, облучение, β-фаза, кварц, пъезоэлектрик, затравка, кристалл.

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INNOVATIVE TECHNOLOGY - HYDROTHERMAL GROWTH OF SYNTHETIC MINERAL RAW MATERIALS

Annotation: The paper presents the results of a study of quartz crystals grown on neutron-irradiated seeds. It was found that the β phase of quartz is present in them, the amount of which increases with increasing dose of the seed.

Key words: neutron, irradiation, β-phase, quartz, piezoelectric, seed, crystal.

Благодаря пьезоэлектрическому свойству природный минерал-кристаллический кварц широко используется в современной технике для стабилизации частоты электромагнитных колебаний, для генерирования ультразвуковых волн, в многоканальной телефонной связи, в радиоэлектронных оборудованиях, в том числе и космической. При определенных типах кристаллографической симметрии в результате деформирования кристалла возникает прямой пьезоэлектрический эффект-на гранях кристалла появляются электрические заряды, пропорциональные величине деформации. Имеет место также и обратный пьезоэлектрический эффект, который заключается в том, что в электричеком поле в кристаллах возникают внутренные напряжения, пропорциональные напряженности поля. Пьезоэлектрический эффект тесно связан с существом кристаллической структуры минерала. Кристаллы имеют геометрически правильное расположение составляющих их структурных элементов, чередование которых в пространстве образует кристаллическую решетку. Прямой и обратный пьезоэлектрические эффекты используются для стабилизации частоты: при периодическом изменении электрического поля, прикладываемого к кристаллу-минералу, например кварца, в последнем возникают резонансные механические колебания, если частота изменения поля равна одной из собственных частот кристалла. Эти механические колебания благодаря обратному пьезоэффекту обусловливают весьма интенсивные электрические колебания, если частота изменения поля равна одной из собственных частот кристалла, оказывающие сильное воздествие на возбудившую их электрическую цепь. Частота собственных колебаний пьезоэлектрического кристалла определяется его физическими свойствами и геометрическими размерами [1]. Пьезоэлектрические кварцевые резонаторы изготовляются в настоящее время в широком ассортименте и охватывают диапазон частот от нескольких сотен герц до нескольких сотен мегагерц. С помощью радиотехнических средств, применяемых для умножения и преобразования частоты, кварцевые резонаторы удается использовать для стабилизации электрических колебаний в еще более широком диапазоне, вплоть до сантиметровых волн.

Поэтому в данной работе для расширения области применения минерального сырья, в частности кристаллов кварца и управления их радиационными свойствами приводится данные получения синтетического минерального сырья - выращивания кристаллического кварца гидротермальным методом, с разными структурными характеристиками. В частности излагаются данные о выращивания β - фазы кристаллического кварца на затравках облученных нейтронами (рис.1). Ранее в [2] методом ИК спектроскопии и рентгеноструктурного анализа показано, что в нейтронно-облученных кристаллах в интервале доз $5*10^{18}$-$5*10^{19}$ н/см^2 происходит образования β- и метамиктной фазы кварца. Эти данные дали начало новым исследованиям структуры и оптических свойств кристаллов, выращенных на нейтронно-облученных затравках дозами 10^{18}, $5*10^{18}$, 10^{19} и $5*10^{19}$ н/см^2, как для уточнения механизма α- β- перехода, так и для изучения возможностей наследования, имеющихся на затравке, нейтронно-наведенных точечных дефектов структуры β-и метамиктных фаз кварца в наросшим слое. Исследования структуры этих кристаллов методом рентгеноструктурного анализа показали, что наблюдается наследовании β-фазы в наросшим слое [3]..

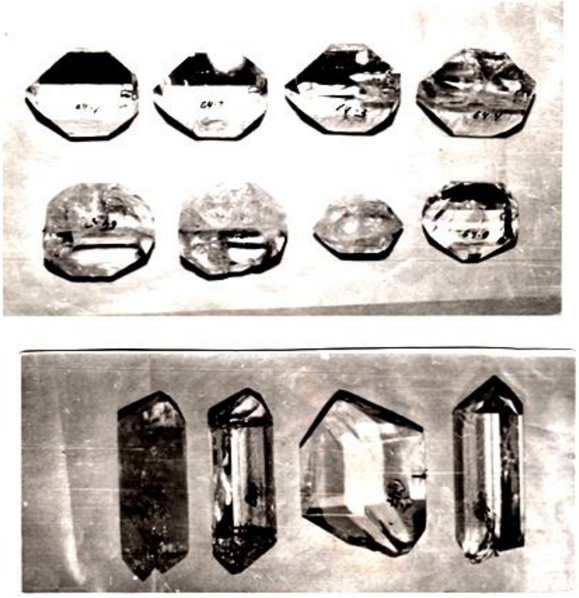

Рис.1. Кристаллы кварца II типа, затравка необлучена (1), затравка облучен флюенсом нейтронов 10^{19} н/см^2 (2).

В данной работе нами изучением спектры гаммалюминесценции (ГЛ), сопоставлением ее с данными [2-7] показано, что наблюдается унаследование радиационнонаведенных точечных дефектов β- и метамиктных фаз кварца.

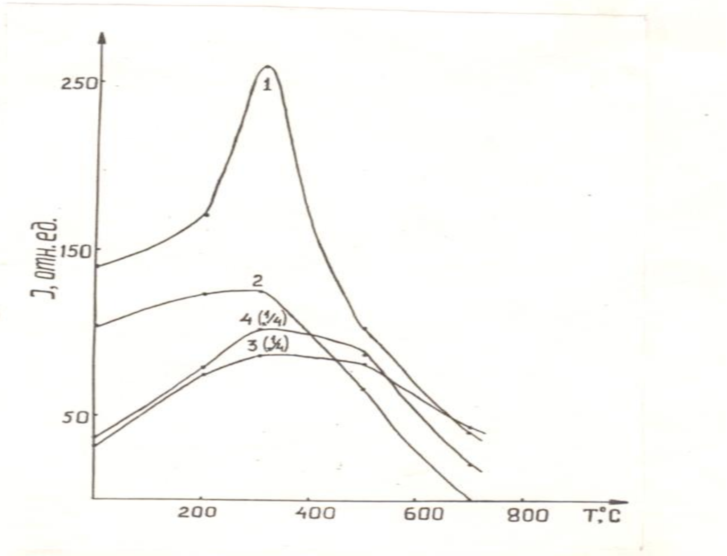

Рис. 2. Зависимости интенсивностей полос ФЛ 550 нм (1,3) и 660 нм (2,4) от температуры отжига в облученных кристаллах кварца флюенсами нейтронов 10^{19}см$^{-2}$-1,2; 5.10^{19} см$^{-2}$-3,4.

Исследована зависимость интенсивности нейтронно-наведенных полос фото-гаммалюминсценции (ФЛ и ГЛ) при 460, 550 660 нм в обычных кристаллах (I типа) и в кристаллах кварца, выращенных на нейтронно-облученных затравках (II типа, рис.1) от флюенса нейтронов в интервале 10^{16} - $8*10^{20}$ н/см^2 и от температуры отжига (рис.2).

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РОЛЬ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ В НРАВСТВЕННОМ ВОСПИТАНИИ ДЕТЕЙ

Аннотация: В этой статье обсуждается роль художественной литературы в воспитании детей.

Ключевые слова: образование, нравственный характер, мораль, воспитания, книга.

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THE ROLE OF ART LITERATURE IN THE MORAL EDUCATION OF CHILDREN

Annotation: This article discusses the role of fiction in the upbringing of children.

Key words: education, moral character, morality, upbringing, book.

Узбекский философ считал чтение книг средством воспитания подрастающего поколения. Интеллектуальные возможности людей воспринимать прекрасное и испытывать эстетическое удовольствие от восприятия различной информации из литературных источников зависит от экономических и социальных условий, в которых они живут.

Литература всегда изображает жизнь общества, в котором личность уже достигла определенной степени воспитанности. Литературные персонажи, принимающие участие в великом прогрессивном движении человечества, несущие великие идеи, являются положительным примером для подражания, который можно использовать для эстетического воздействия на молодежь в семье. Литература пропагандирует эстетические взгляды, идеи, основанные на чувственном восприятии читателями художественных образов.

Произведения художественной литературы раскрывают перед детьми мир человеческих чувств, вызывая интерес к личности, к внутреннему миру героя. Научившись сопереживать с героями художественных произведений, дети начинают замечать настроение близких и окружающих его людей. В них начинают пробуждаться гуманные чувства — способность проявить участие, доброта, протест против несправедливости. Это основа, на которой воспитывается принципиальность, честность, настоящая гражданственность.

Знакомство ребенка с художественной литературой начинается с миниатюр народного творчества — потешек, песен, затем он слушает народные сказки. Глубокая человечность, предельно точная моральная направленность, живой юмор, образность языка — особенности этих фольклорных произведений-миниатюр. Наконец, малышу читают авторские сказки, стихи, рассказы, доступные ему. Нравственные (этические) представления дети должны вынести именно из художественных произведений, а не из нравоучительных рассуждений воспитателей по поводу прочитанных произведений, подготовленных выспрашиваний по вопросам. Педагог должен помнить: излишнее морализирование по поводу прочитанного приносит большой, часто непоправимый вред; «разобранное» с помощью множества мелких вопросов произведение сразу утрачивает в глазах детей всякую прелесть; интерес к нему пропадает. Нужно целиком довериться воспитательным возможностям художественного текста.

Вот что писал о силе слова К.Д. Ушинский: «Не условным звукам только учится ребенок, изучая родной язык, но пьет духовную жизнь и силу из родимой груди родного слова. Оно объясняет ему природу, как не мог бы объяснить ее ни один естествоиспытатель, оно знакомит его с характером окружающих его людей, с обществом, среди которого он живет, с его историей и стремлениями, как не мог бы познакомить ни один историк; оно вводит его в народные верования, в народную поэзию, как не мог бы ввести ни один эстетик; оно, наконец, дает такие логические понятия и философские воззрения, которых, конечно, не мог бы сообщить ребенку ни один философ». В этих словах великого педагога указан не только ожидаемый результат усвоения родного языка, но и метод его изучения: доверие «языку-учителю», который «не только учит многому, но и учит удивительно легко, по какому-то недосягаемо облегчающему методу».

Таким образом, помогая детям овладеть языком данного художественного произведения, педагог выполняет и задачи воспитания. В воспитании дошкольников успешно применяется фольклорная проза, слагаемое духовной культуры народа, это пословицы, поговорки, сказки.

В ученые пословицу определяют как жанр народнопоэтического творчества, как краткое, логически законченное изречение. Пословицы украшают нашу речь, делают ее яркой и эмоциональной, так же в сконцентрированной форме выражают многовековую мудрость народа, его наблюдения над миром, окружающей природой и взаимоотношениями между людьми. Предки словно говорят с нами, отстаивая свою точку зрения на то или иное, поучая нас, делясь жизненным опытом.

У всех народов воспитание является главной задачей педагогики, что получило отражение и в пословицах. Кроме того, сказки тоже всех народов являются эффективным средством воспитания. О воспитательной ценности сказок писал А.С. Пушкин: « .вечером слушаю сказки и вознаграждаю тем недостатки проклятого своего воспитания». Сказки - сокровищница педагогических идей, блестящие образцы народного педагогического гения.

Итак, работая со сказкой, педагог оказывает на ребенка определенное воздействие. Сказка с помощью своих волшебных образов, которые наиболее интересны и понятны ребенку младшего школьного возраста, помогает сформировать определенную картину мира, подготовить ребенка к будущей самостоятельной жизни. Ставя своих героев в определенные отношения, при которых силы добра обычно побеждают силы зла, сказка тем самым вырабатывает у детей определенные отношения к реальной действительности, формирует у них нравственные качества.

Из всех литературных жанров сказка в наилучшей форме соответствует интересам и способностям ребенка. Она всегда побуждает к определенным рассуждениям. Наилучшей формой работы со сказкой является ее чтение и последующий анализ ее содержания и скрытых смыслов. Таким образом, в современном мире знание сказок восстанавливает исконные этические и эстетические нормы, способы художественного и морального воспитания человека.

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